UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

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

Trabajo de fin de titulación

Autoras:

Aroca Barzola, Jessica Katiuska
Moyano León, Lilia Elizabeth

Mención:

Inglés

Directora:

Castillo Cuesta Luz Mercedes, Mgs.

Centro Universitario Daule

2012

CERTIFICACIÓN

Magister

Castillo Cuesta Luz Mercedes,

DIRECTORA DEL TRABAJO DE FIN DE CARRERA

CERTIFICA:

Que el presente trabajo denominado: "The use of supplememtary materials in EFL classes: A comparative analysis of public and private high schools" realizado por los profesionales en formación: Aroca Barzola Jessica Katiuska y Moyano León Lilia Elizabeth; cumplen con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual nos permitimos autorizar su presentación para los fines pertinentes

Loja, Diciembre de 2012

f) ………………………………….

 CI:……...................

CESIÒN DE DERECHOS

"Nosotras, Aroca Barzola Jessica Katiuska y Moyano León Lilia Elizabeth declaramos ser las autoras del presente trabajo y eximimos expresamente a la Universidad Técnica de Loja y a sus representantes legales de posibles reclamos o acciones legales.

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

f. ……………………………   f. ………………………………

Aroca Barzola Jessica Katiuska   Moyano León Lilia Elizabeth
0915664429   0916171234

AUTORIA

Las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo de fin de carrera, son de exclusiva responsabilidad de sus autores.

f. ……………………………   f. ……………………………

Aroca Barzola Jessica Katiuska   Moyano León Lilia Elizabeth
0915664429   0916171234

DEDICATION

This thesis is dedicated to God who always blessed me on my way to overcome all the obstacles. I dedicate this thesis to my dear mother Leticia who with her love, patience, support and understanding helped me achieve my goal. I also dedicated this thesis to my brothers Pedro and Luis who also supported me during all these years of studies and during the process of this research. I am very proud for contributing in the development of this research, for which I feel more motivated to get involved in the field of education.

Lilia Elizabeth Moyano León.

Dedication

I thank God for giving me the knowledge to develop this research which is dedicated
to my children Lineker and Maria Clara and my husband Yoder. In the development
of this research I am showing the study of several years and I want to give this
example to my children so that they always remember that in the way there are many
obstacles and at the end there is a great reward "professional success". Also, I want
to dedicate my professional success to my parents for their time, patience and wise
advice that helped me to continue, and now this is the result of much effort.

Jessica Katiuska Aroca Barzola

CONTENTS

ABSTRACT

This investigation explores the use of supplementary materials in EFL classes: A comparative Analysis of Public and Private High Schools. The general objectives were: determine and analyze supporting material used in EFL public and private high school and compare the supporting materials used in public and private high schools

The investigation was done in a public and a private high school in which the sample were the students of 1st, 2nd, and 3rd year of high school. The information was obtained through collection of data, process, surveys, tabulation and presentation. Moreover, books, internet and didactic guide show us how important the supplementary material is used in classes. Through this research shows how the supplementary material is used in both institutions and how it influences in the learning process.

The results showed that the most commonly used supplementary materials in both institutions were visual materials. In the public high school the supplementary material was used with originality and also it was used in relation to the level students´ knowledge. The whiteboard was the most frequently material used in the public and private high school.

INTRODUCTION

Teaching English as a foreign language is a challenge that teachers must face to meet students' needs. Supporting materials help teachers facilitate the learning process because they motivate students to learn and retain knowledge easily. There are different types of supplementary material such as visual, audio-visual, realia, websites, etc. that teachers can use in order to awake students' interest and motivate them to learn a language.

The use of the supplementary materials in EFL classes: A comparative analysis of public and private high school has the purpose of determining whether teachers are using the supporting resources effectively. The specific objectives of this research are: Identify and analyze the type of supporting materials used in EFL public and private high schools, describe and analyze each one of supplementary materials used in EFL classroom in terms of pertinence (content), appropriateness (students' needs), and quality. The third objective is to determine the variety of the supplementary material used in the observed public and private high schools. The fourth objective is to identify the most frequently used material in each one of the observed high schools. This research is important because it will bring important findings about the use of supplementary materials in Ecuadorian EFL classrooms.

There are interesting studies that demonstrate the importance of the supplementary material. One of those studies was done by Shue-Mei, Jonas &Chuan (2010) who conducted a research in a Taiwanese Technology College and the objective was focused on improving the material used to teach the listening and speaking skills. Four Sophomore Listening and Speaking Classes ´students were

limited to read texts and passages in academic contexts to demonstrate their capacity in the process of learning.

Another study on the use of the supplementary material is exposed by Lin & Chen (2007) reports the cognitive strategies and effects in the comprehension of learner with organizers in multimedia. The amount of participants were 115 sophomores including 20 male and 95 females that belonged to vocational university in Taiwan but the participants in the study hadn´t experiences in English speaking countries. The research was limited with authentic materials because it was not effective with static visuals.

A third study was done by Baniabdebrahman, Batainch&Batainch (2007) who investigated the effects of internet in English learning. The participants were the EFL students at the Department of Curriculum and Instruction and the English Department at Yamouk University in the second semester. This study was limited by students' perceptions of the use of the Internet and the lower access of participants to this teaching material.

This study will benefit both teachers and students. Teachers will comprehend the appropriate ways in which they can improve the teaching – learning process by using supplementary materials with pertinence and appropriateness and students reinforce their learning and involving the appropriate use of this kind of materials according to students' level and interests.

This research had three main limitations. First, it was not possible to have a concise opinion about the use of the material in the classroom by means of students' survey because participants' answers were very ambiguous. The second limitation was related to the amount of time used for observing the classes due to different

activities that took place at the institutions. The third limitation was about the type

of supplementary material used. The whiteboard was the main resource employed by

teachers in each of the observed classes. For this reason the results in the charts did

not show important variability.

Method

Setting and Participants

This study was conducted in Nobol and Daule cities, during the last months in 2011 and first days in 2012. The first step was the development of this research and the elaboration of the literature review. The search started looking for information on different types of resources such as books, journals, internet sites, magazines, etc. The most important information was summarized and included as part of the theoretical background. The second step was the development of this research in a public and a private high school. The public high school was diurnal and nocturnal, in this case the research was developed in the nocturnal one; on the other hand, the private high school was diurnal and catholic. In both high schools six courses were chosen in total-three in the public high school and three in the private high school. In each course five classes were observed, each class lasted 45 minutes. Because of the lack of time during the last school periods in 2011, only two classes were chosen for the third year in both institutions to develop this research. Therefore, a total of 24 classes were observed, 12 in public high school and 12 in the private high school.

Procedures

The approaches used in this research were quantitative and qualitative. The techniques used in the present study were reading, note-taking and surveys. The instruments used were data collection formats, observation formats, tables and questionnaires. The process consisted in observing the teaching process along the 45 minutes that each class lasted; during that time the supplementary materials used by the teacher were scrutinized in terms of the pertinence to the topic and objectives of the lesson and whether the material was appropriate to students' age and level.

To determine the students' preferences and needs regarding the use of supplementary materials in class, two students were chosen at random and a survey was given to them after each observed class. In the same way, a survey was given to teachers to know their opinion on the importance of using supplementary materials in relation to the students' learning styles.

The tabulation and analysis of data were conducted through qualitative and quantitative methods and discussed individually in order to analyze the results of the observation process. The qualitative analysis described each one of the supporting materials used in the 24 observed classes taking into account the pertinence, appropriateness and quality of each material used in the classroom. The quantitative analysis considered the frequency of use and it was also used to make a comparison of the different supporting materials used among the 4th grades of public and private high schools, 5th grades of public and private high schools and 6th grades of public and private high schools.

DISCUSSION

This section contains the theoretical background that is part of this study. It presents detailed information of the importance of teaching English as a foreign language.

It was necessary to support this investigation with the scientific information to give relevance to this study. Also, it includes the results of the quantitative analysis that demonstrate the frequency of supplementary material used in classes and they are showed results in each one of the charts. Furthermore, the qualitative analysis describes each one of the classes in which teachers demonstrate the development of each material and the ability to use the supplementary material as a resource in classes. Additionally, five studies are included to give evidence of the importance in the educational resources that have in the learning English as second language.

Literature Review

The use of supplementary materials for teaching EFL classes provides an attractive, practical and useful way of teaching English classes. Some experts remark that supplementary materials are source of motivation in the teaching and learning process. This section reviews some aspects related to teaching English as a foreign language such as: differences among children, adolescents and adults; motivation; learning styles; techniques for teaching adolescents; contexts for teaching English, and types of supplementary material. Additionally, some studies provide the necessary information of the benefits of supplementary materials in the classroom.

Teaching English as a foreign language

One of the most prominent impacts of globalization of language learning and teaching practices is the raise of importance of English in different parts of the world. Acording to Vaish (2010) the education in English covers a massive impact in globalization due to the importance in the different situations and grounds. In addition, they argue that English instruction is important for parents because a goal for them is to send young children to English speaking countries and adopt an environment of naturalness.

The learning of English is sign of power even for the most radical parents as Kachru (1992) indicates. This author remarks the importance of learning English because this language has different functions within the fields of literacy, trade, science, technology, commerce, banking, tourism. In addition, the learning of English as an international language must be reflected in methodology, curricula, and sociolinguistics aspects of the language.

Another point of view is presented by Davis & Pearse (2000) who state the importance of teaching English as a tool that learners can use to communicate, understand, and formulate questions about aspects such as: directions, language structures, personal information, application forms, or examinations.

Learners' differences among children, adolescents and adults

One aspect that affects the teaching and learning process involves differences among children, adolescents and adults. According to Lesson-Hurley (2003), psycholinguistics support that children learn a second or foreign language faster than adults; young children can acquire two languages as a first language,

older children and adults can learn a second language quite well. However, children are the unique group that can acquire a native accent. This is because of neurological maturation process of brain lateralization which seems to limit the plasticity of the brain; alternatively, children have better psychomotor skills which help them master the phonological system.

Similarly, Cenoz (2003) states that the beginning of the school period is an important point which increases the learning in young children because they are good for acquiring foreign languages. This author reports a research done by Burstall (1977), Holmstrand (1982) & Muñoz (2000) who explain that older learners acquire a language faster than children but the latter are more motivated to learn. Similarly, Dekeyser (2006) considers that the "earlier is better" approach means that young children catch up the language through massive amounts of input and exposure; in contrast, adolescents and adults involve explicit learning about rules and systematic practice. Finally, even learner's differences among children, adolescents and adults persist, the simple fact of starting early does not guarantee that a language will be learned; for this reason, they should practice through conversations with native speakers to develop the language skills.

Learners' motivation

Motivation is another aspect that influences the learning process; however, the students' behavior can increase and decrease according to the strategies used by each teacher. Gomeleksiz (2001) expresses that students´ learning is facilitated more effectively when they are motivated and that motivation can be enhanced through the creation of a positive and effective climate. In addition, this author explains that Crookes and Schmidt (1991) define motivation as a social

interaction between teacher and students based on the interest, relevance,

expectancy and outcome to develop an environment of learning when students

feel positively aware of the motivation.

A different view is presented by Woolfolk (2004) who reports that teachers

need to practice three major goals. First, it is necessary to involve the students

with the work through a state of motivation. Second, students need to educate

themselves through their lifetime that is to say to long-term. Third, students

should be thoughtful with major interest practicing engaged-to think.

In addition, Murray, Gao & Lamb (2011) claim that students could be motivated

by behaviors in the classroom and having positive attitudes of learning, get good

goals and grades in this way improve their skills to learn English.

Learning styles

Felder (1995) claims educators have been aware that students have different

learning styles, because students take the information in different ways and use it

in different cognitive schemes, many educators recommend that teachers vary the

tasks that assign to students to meet and address these various ways of knowing

and the students' educational needs give teachers a clue of the ways in which

learners want to know. They are classified as the following: Sensing learners

learn through observing and gathering data senses; on other hand, intuitive

learners learn through indirect perception that involves accessing memory,

speculating and imagining ; however, visual learners learn through information

presented visually; almost similarly, verbal learners learn through spoken or

written explanations to visual presentations; in contrast, active learners involve in

doing something in the external world with the information; in comparison,

reflective learners learn through a process in which examine and manipulate the information introspectively; on the other hand , sequential learners perceive information and acquire understanding of material in small connected chunks; while, global learners catch up information and seemingly unconnected fragments and achieves understanding.

Another point of view on learning styles is proposed by Arnold & Fonseca (2004) argue Gardner's approach as one of the way in which learners are distinctive. Also, in this research the author identified another kind of learners such as: mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential intelligences and they help to identify ways to use in the educational learning.

On the other hand, Schleppegrl (1992) refers to Kolb's model of learning styles that explains learning through an experimental learning cycle that starts when learners describe or explain a sort of experiences, and then they reflect and generalize those experiences and finally learners put into practice all the learned by them. However, there are some people who reflect and analyze, but there are other people don´t make decisions to apply the reflection and analysis. This author explains each one of learning style preferences:

Imaginative learners have special skills such as observing, questioning, visualizing, imagining, and diverging brainstorming and interacting; on the other hand , analytical learners have special skills such as patterning, organizing, analyzing, seeing relationships, identifying parts, ordering prioritizing, classifying and comparing; meanwhile, common sense learners also have special skills such

as exploring and problem-solving, experimenting, seeing, predicting, tinkering, recording and making things work; on the other hand , dynamic learners have special skills such as integrating, evaluating, verifying, explaining, summarizing, re-presenting and focusing.

Consequently, there are different learning styles that teachers should take into account to help their students learn better.

Teaching techniques for teaching adolescents

Adolescence is a state in which younger children change physically and psychologically. Those learners require that teachers use appropriate techniques and help them foster student´s creativity in the language.

According to an article from Turning Points (2001), there are techniques that help adolescents to learn according to the different learning needs such as flexible grouping, varied learning environment, and varied learning and assessment. First, flexible groupings of students reflect characteristics of all the participants such as personal interest and academic knowledge. Second, varied learning environment refers to activities that vary from mobile to static according to the arrangement of the physical elements of the classroom and the teacher can create learning environments according to students' learning styles. Third, varied learning and assessment refers to activities that include two approaches for differentiating instructions: through product and process. Process is how learners raise awareness of their learning through the different materials and activities that teachers use in the classroom. Consequently, product is how students demonstrate what they learn through different activities.

Schreiner (1999) states that the adolescent brain-learning strategies and teaching tips help to know effective techniques for teaching adolescents such as seven item limit, adding emotion, and scaffolding. The seven item limit is an activity that helps teachers know the students´ capacity to store information and apply the process according to lessons and new material in order to develop long-term memory. Adding emotion is an activity for applying emotion to the class by selecting words of literature, science, and events to produce interest and increase the effectiveness of the lesson so students will remember and practice the lesson in different skills. Scaffolding is a technique that provides heavy support to the adolescents and helps them to acquire independence in their learning process.

On the other hand, Piccolo (2010) suggests that the type of techniques that teachers select for teaching adolescents must agree the personal interests and opinions of this type of individuals. According to him, adolescents learn better through creative and organized activities that allow them to express freely about a topic using their own ideas.

Contexts for teaching English (social, economical, political and cultural)

Teachers must be able to combine the learning of language skills with social, economic, politic and cultural factors that influence the learning of English in different ways. Certainly, Pérez (2004) argue that the learners' social and political context is strongly related to English language literacy because it denotes the social- group advancement of an individual who is learning English. These authors consider that learning to read in English is not only part of the educational process or future development: it is part of the cognitive, social, and economic

development of a learner because the literacy skills will bring him new opportunities in life.

On the contrary, Hall & Eggington (2000) consider that the political and cultural aspects can influence the process that take place in a classroom. The interaction of the classroom with the world outside is not unidirectional; what happens outside affects the classroom and the result of what happens inside the classroom has an influence on society. The authors explain that teachers must consider that learning English as second or foreign language implies accepting the political or economical consequences of this global language. In addition, the interaction inside the classroom implies also a diversity of aspects related to the teaching and learning process and to the individual background of each student such as methods, techniques, learning styles, social, cultural, and economic factors. At the end, as the authors explain, all those aspects combine each other giving origin to an interchange of worlds.

Finally, Kincheloe &Horn (2007) report a learning process through pluralistic nature of society in which the stages of the process deal with multiple intelligences, cognitive styles and emotional needs and must be personalized according to each learner's background. An appropriate place to learn is one that does not affect the educational process, because it includes the culture of the individual classroom, family, city, neighborhood and region. As a result, students develop and learn in a real-life situation that includes different contexts such as the social, political, economic and cultural.

Supplementary material (Definition, Importance and Role)

The diversity of factors affect the teaching of English may influence students' learning process. For this reason, supplementary materials help to students to focus on what is being taught. First, it is important to review some definitions from different sources. According to an article published by Fallstar (2010) there are some definitions from different sources for example, in the web dictionary Shoovong.com said the supplementary materials are substantial additional work which is appended or incorporated into the original material but which has some capacity to entertain or inform independently of the original material. On the other hand, supplementary material is part of a work, physically disconnected from the basic bibliographic unit and frequently in a different medium. Eg: maps inside a pocket inside a book cover, an answer book accompanying a text book or a pamphlet accompanying an audio disc.

However, McIntyre (2009) reports that research done about the use of supplementary materials in classrooms revealed that learners consider the materials used by teachers as very effective tools for their learning process. According to those students, each time that teacher used teaching aids the pace of teaching flows fast but it was adequate. Moreover, the students knew exactly how to define the role of those materials applied in the classroom according to their preferences for learning.

Moreover, Council of Europe (1997) claim that role of supplementary material is an important medium because it adapts to the needs, flexibility and purposes of language. On the contrary, Hylan (2006) argues that material help to

teachers in their understanding and theories manifesting through the role of materials such as: Language scaffolding, Models, Reference, and Stimulus.

Types of supplementary materials

Different types of supplementary material help teachers in the teaching of the foreign language but they should be selected according to the needs of the class.

A first category of supplementary materials is explained by Tengse (2009). He argues that audiovisual material plays an important role in teaching English, because it is a sequence with hearing, speaking, reading, and writing skill. In certain institutions the use of audiovisual material plays an important role in the development of the classes in order to accomplish the task, also teachers that work with audiovisual material should be innovative and creative in perseverance with literature.

Another type of useful material is technology. According to Chan, Sung, & Hou, (2006) it helps teachers to develop and to provide assistance in finding resources such as course schedule, discussion zone, online quiz, and bulletin boards which offer a series of technological auxiliary tools for teaching.

Swan, Schenker, & Kratcoski, (2007) state that the use of the whiteboard improves student learning because student actively engage in making representations and building relationship while Cuthell, 2005; Miller, Glover, & Averis , 2003; Painter, Whiting, & Wolters, 2005 argue that the whiteboard also makes learning more interactive.

Whiteboards are replacements for traditional flip charts, overhead projectors and chalkboards. They not only offer enlarged visual for students to see content

and material for lessons but also offer an interactive component so students can interact with that content (e.g. drawing, writing, graphing) on the whiteboard. They are excellent tools for demonstration. For example, if a child writes a letter backwards the teacher can manipulate the letters to show mirror images or write the conventional form of the letter and drag it over the child's representation to help the child visually see the differences. Furthermore, the whiteboards can use downloaded research and information, provide virtual field trips, and have students participate in video conferences. The fact that teachers can record and save instructional moment is a major advantage of using the whiteboard.

Tessa Woodward (2001) reports there are other types of board that we should know. For example, flannel boards in which you can stick toweling, black and green boards in which you can write in chalk, whiteboards in different sizes to use the marker and clean it with alcohol, and whiteboards that print out whatever has been written on them, magnetized boards that you can stick things for using small manufactured magnets. Another important point is the use of the board such as: avoiding photocopying, adding visual impact to a lesson, providing a model for writing, explaining a word, explaining a task, testing the mood of the class, recording brainstorms, maps, flowcharts and so on.

Realia is a type of supplementary material that provides language learners with multi-sensory impressions of the language which, Smith (1997) notes that "learned partly at least through seeing, hearing, touching, and manipulating" items. It means through senses there is an interaction with authentic materials aids contextually grounding instruction by bringing students into contact with language and also it is used in the target culture, in order to meet actual

communication needs. The use of realia can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning. Additionally, the type of supplementary material increases the students' motivation, in order to develop better their skills. In sum, supplementary materials help students to learn better according to the different learning styles.

The great variety of materials has different effects on learners because each type of resource can be used to achieve learning goals with different approaches. Specifically, the effects of materials are revised through the following five studies.

In the first place, Shue-Mei, Jonas & Chuan (2010) focused on improving the material used to teach the listening and speaking skills. This study was applied to four sophomore listening and speaking classes with students majoring in child case, environmental engineering, nursing and computer technology. Students used resource or textbook and instructors showed the strategies deductively. As a result of this study, three types of strategies were quite developed and selected EG in their process, speaking GG did not reflect more strategy and it was limited to read texts and passages in academic contexts. The authors concluded that an increase of the amount of supplementary materials in teaching speaking and listening skills will benefit the students' learning process. They recommend teachers to use different types of resources in order to expand learners' knowledge.

In the second study, Mohammed (2010) investigated about the applications that computers can develop in writing skills with EFL students. Thirty female EFL students from colleges of education Northern Area University KSA participated in this study. The author used the CAW course in which students

wrote continuous paragraph about personal topics to demonstrate their skills in writing composition. The author found that the majority of students that used computers in EFL class of writing improved their skills , attitudes, experiences and motivation. The researcher concluded that computers are important tools for improving English learning and also recommended teachers should prepare and educate with the technology, in order to develop activities that show authentic teaching materials.

A third study that   Hwang (2005) carried out a research about the introduction of EFL education through Popular Authentic Materials to linguistically matured students and showed and intensive exposure of the target language. In this study the participants were students of an elementary school in which the result provides comfortable authentic material and selected appropriate authentic materials according to learners´ level and interest. To conclude the program of instructions should contain two parallel streams with variety of linguistic elements and instructional content.

Another study with important results on the use of the supplementary material is exposed by Lin & Chen (2007) to highlight the cognitive strategies and effects in the comprehension of learner with organizers in multimedia. The amount of participants were 115 sophomores including 20 male and 95 females that belonged to vocational university in Taiwan but the participants in the study did not have experiences in English speaking countries. The methods that they applied were: instructional web pages with five sections, links on the left hand side of the screen that allowed students increasing complexity besides the research was limited with authentic materials because it was not effective with static

visuals also animation may be used with a question advance to prepare learners cognitive. This author concludes that visualizations and advance organizers should apply when students put in practice the lesson and this way obtain good results.

Baniabdelrahman, Bataineh & Bataineh (2007) reported the effects of internet in English learning. The participants were the EFL students at the Department of curriculum and Instruction and the Department English at Yamouk University in the second semester. A questionnaire was used simultaneously and it consisted of two demographic questions that evaluate the use of internet for general purposes, and eight items to know the way students use the internet to learn English. According to the results, 36% of the participants used Internet to read texts, 35% of the students used Internet for personal purposes, 65% of the participants did not use Internet for learning purposes. The authors concluded that even thought Internet is an important pedagogical tool; students do not use it for improving their learning of English. In consequence, the researchers recommend teachers to be more responsible in using the Internet in the classroom. This study was limited by students' perceptions of the use of the Internet and the lower access of participants to this teaching material.

Results

Qualitative Tabulation

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

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

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

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

Chart two: Type of supplementary material used in private high school

Variable	Indicators	Yes	No
Visual	flash cards		X
	power point presentations		X
	maps		X
	pictures	√	
	charts		X
	handouts	√	
	posters		X
	word cards		X
	white/black board	√	
	flipchart	√	
Audio	songs		X
	dialogues		X
	stories		X
	tales		X
Audiovisual	videos		X
	movies		X
	documentaries		X
Realia	objects (toys, plants, fruits)	√	
Online	websites		X

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

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

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

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

Author: Aroca Barzola Jessica Katiuska   Moyano León Lilia Elizabeth

Source: 1st year

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

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

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

Source: 2nd year.

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

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

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

Source: 3rd year

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

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

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

Source: 1st year

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

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

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

Source: 2nd year

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

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

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

Source: 3rd year.

Quantitative Tabulation

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	
	power point presentations		
	maps		
	pictures		1
	charts		
	handouts	1	1
	posters		
	word cards		
	whiteboard	2	3
Audio	songs	1	
	dialogues	1	
	stories	1	
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		1
Online	websites		
	TOTAL	7	6

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts	1	
	posters		
	word cards		
	whiteboard	4	5
Audio	songs		
	dialogues	1	
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
	TOTAL	6	5

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

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

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

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1st	7	6	13	43,33
2nd	6	5	11	36,67
3rd	3	3	6	20
TOTAL	16	14	30	100,00

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards			1	1	7,14
	power point presentations					
	maps					
	pictures					
	charts					
	handouts	1	1		2	14,29
	posters					
	word cards					
	whiteboard	2	4	2	8	57,14
Audio	songs	1			1	7,14
	dialogues	1	1		2	14,29
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
	TOTAL	5	6	3	14	100,00

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures	1		1	2	14,29
	charts					
	handouts	1			1	7,14
	posters					
	word cards					
	whiteboard	3	5	1	9	64,29
	flipchart			1	1	7,14
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)	1			1	7,14
Online	websites					
	TOTAL	6	5	3	14	100,00

Author: Aroca Barzola Jessica Katiuska and Moyano León Lilia Elizabeth

Description, Analysis and Interpretation of Results

This research applies a qualitative and quantitative analysis. The qualitative analysis describes in detail all the process that took place during the observed classes in terms of pertinence, appropriateness, and quality of the used materials. The quantitative analysis shows the frequency of use of the supporting materials used in the observed classes. In addition, a comparative analysis is presented, in order to determine the type of supplementary material most frequently used in the public and private high school.

Qualitative Analysis

Public   High School

1ˢᵗ year

Handouts

The visual supplementary material was only used during first observed class. The topic of the first class was 'What is in the City'. The objective was focused on teaching the use of objective pronouns. The handouts contained a picture with different parts of the city and students had to answer questions about it such as : What is your favorite city? What country do you prefer to visit Canada or EE.UU?

The handouts were pertinent to the topic and the objective of the lesson because students learned the new vocabulary doing matching exercises.

The material was not appropriate to the students' level and student´s age because the instructions given to develop the exercise about objective pronoun is for basic education and students complain about the lower level of this exercise, besides it was more appropriate for elementary school students.

The quality of the material was good because it was printed correctly and the content was clearly structured. Even though, the content of the handouts was not appropriate to students' level, however the instructions were clear and well organized.

Whiteboard

During this second class the topic   was 'Difference between Simple Present and Present Progressive'. The objective was to review, to compare and to practice the use of simple present and present progressive. The whiteboard was used to write the topic of the lesson and some examples of simple present and present progressive tense such as *I play tennis* and *I am playing tennis*. The teacher wrote the –ing particle next to the verb in each sentence but it was done with small letter that students were not able to see it correctly.

The use of the whiteboard was pertinent to the objectives and content of the lesson because it was used to review and practice the grammar structures through examples written by teacher.

This material was appropriate to students' age because it allowed students to practice the grammar structures written on the board; consequently this is an interactive activity because they came out to the board.

The supplementary material was appropriate to the students' level because all students had previous knowledge of the present simple and present continuous tense and it was demonstrated by writing and comparing sentences.

The quality of supplementary material was not good condition because the teacher did not write clearly some examples and also students did not write clearly; it means with small letters, and they only used one marker to develop this class.

Teacher should use two colors of markers to focus on the difference between the tenses.

The topic of the fourth class was 'British People in Ecuador'. The objective of this lesson was to present and to practice *both*, *neither* and *either* structures. The whiteboard was used to write, on the left side, the number of the page in the book and on the center some sentences such as, *Both Vicky and Juan like the mountain in Ecuador*, were written.

The use of the whiteboard was pertinent to the topic and objective of the lesson because students learned how to use the grammar structures.

The material was appropriate to students' age because it was used to write examples that students gave about their likes and dislikes such as : Both and Juan like ceviche, Neither Carlos nor Susana like Ecuadorian fruit, Both Peter and Allison like the mountains. In addition, the material was appropriate to students' level because it was used to write sentences that were easy to develop for the students.

The quality of the material was good because it was new and big enough, and the teacher wrote with a new blue marker that helps to look clearly the information written on it.

Stories

The topic in this third class was 'English-Speaking countries: the United Kingdom' and the objective was to develop intensive reading and speaking skills.

The material used in this class was a story titled "The United Kingdom" and it narrated about characteristics such as the total area, official currency and so on. First, teacher asked students to work in pairs in order to listen and read details of the

narration. Second, she read the story with clear and loud voice and students listened to her carefully. Then, she asked students to read in pairs and taking turns.

The story was pertinent to the objective and content of the lesson because it allowed students to practice reading and speaking skills.

Similarly, the material was appropriate to students' age and level because it contained easy vocabulary and grammar structures which students understood clearly.

The quality of material was good because the content was clear and it was narrated with good pronunciation; it was played with and adequate volume.

Dialogue

The topic in this fifth class was 'A British Celebration' and its objective was to develop intensive listening skills to build on students' knowledge of the British culture. The material used was a dialogue titled "A British Celebration" and it described a conversation among two teenagers that spoke about how they celebrate New Year´s tradition. This dialogue was complemented with some activities such as listening and checking answers, listening and matching, and making notes that involved the participation of students.

In that way, the dialogue was pertinent to the objective and content of the lesson because students were able to practice their listening skills.

The material was appropriate to students' age because in the dialogue two teenagers spoke about the rituals of British celebrations. In addition, the dialogue was appropriate to students' level because it was narrated with a good pronunciation and using grammar structures that were comprehended by students without any difficulty.

The quality of material was good because the instructions were clear it was played with an adequate volume that all students were able to listen.

Song

The topic in this fifth class was 'A British Celebration' and its objective was to develop intensive listening skills to build on students' knowledge about detailed information. A song titled "You´ve got a friend" was played and it described about relation between real friends. First, the teacher asked students to read the lyrics of the song to understand its meaning. Besides, the teacher read the lyrics to teach students the pronunciation.

This material was pertinent to the topic of the class because it contained some known words that facilitated the pronunciation and the students learned some words through the lyrics of the song because they enjoyed it. Similarly, the song was pertinent to the objective of the lesson because students practiced listening skills by means of the song.

The material was appropriate to students' age because they liked the song and also they were motivated because in this age they related the song with their life, for that reason they sang twice. In addition, the song was appropriate to students' level since its lyric was easy to follow and had simple grammar structures that students were able to sing without any difficulty.

The quality of this material was good because the audio was in good condition that even students sitting on back part of classroom listened clearly.

Learning styles

During those observed classes, the teacher used a variety of materials such as handouts as a supplementary material that helps students improve their

understanding because it contained detailed and easy information about the topic

and students found it easier for them and they expressed that the teacher should use

more often this kind of material or documental and dialogues . This kind of learners

require teachers use other techniques in teaching to understand the topics and one

technique according Turning Points (2001), varied learning and assessment activities

include two approaches for differentiating instructions: through product and process.

To differentiate by process, learners raise awareness of their learning through

different materials and activities that teachers use in the classroom. To differentiate

by product, students demonstrate what they learn through different activities.

In the second class teacher used visual material and it helped in the learning while

others preferred audiovisual material to get a better understanding about the class

explained by teacher.

Also, teacher used visual materials and they helped students in the learning

while others preferred audiovisual material to get a better understanding about the

class explained by teacher. Regarding the use of whiteboard Swam, Schenker, &

Kratcosi (2007) state that whiteboard improves students learning because they

actively engage in making representations and building relationships. Teacher should

use the whiteboard as a resource to paste posters, pictures or in other cases, teacher

should use the projector in this way improving the creativity in classes. This can be

developed if the institutions receive help to improve the classes.

Additionally, the teacher used another type of visual material and students liked

it because they can learn better through activities. Kincheloe &Horn (2007) report a

learning process through pluralistic nature of society in which the stages of the

process deal with multiple intelligences, cognitive styles and emotional needs and must be personalized according to each learner's background.

In that class teacher developed listening skills that helped in the pronunciation. This type of resource will benefit the students´ learning process because it is very important for them because they are identified as verbal linguistic learner, according to the point of view on learning styles proposed by Arnold & Fonseca (2004).

Teacher should use variety in classes when using dialogues. He /she should use videos about conversations so the students feel more motivated.

Considering the use of songs as supplementary material, students were benefited with this material because they enjoyed them a lot and practiced between them even after the class. The teacher took into account the different learning styles because she considered students´ preferences to select and to use the material. Felder (1995) suggests educators have been aware that students have different learning styles, because students take information in different ways and use it in different cognitive schemes, many educators recommend that teachers vary the tasks that assign to students to meet and address these various ways of knowing and the students' educational needs give teachers a clue of the ways in which learners want to know , for that reason the teacher used different types of material in the classes, making in this way the lessons were more interesting and fun for students.

2nd year

Whiteboard

The topic of this first class was 'Present simple DO/DOES in indirect questions and the objective was focused on understanding and learning to apply the auxiliary verb in indirect questions using the simple present. One of the materials

used in this class was the whiteboard; it was used to write some exercises that students had to complete using the auxiliary verb such as _____ *you speak English? or _____ she speak English? ….*

The whiteboard was pertinent to the topic and objective of the lesson because it was used to write sentences using auxiliary verbs and the simple present tense and the students developed them to demonstrate their understanding of the use of auxiliary verbs.

The material was appropriate to students' age and students' level because the teacher wrote questions related to students' interests and it was very attractive for them because they were able to complete them easily.

The quality of this material was good because the whiteboard was big and clean and the teacher demonstrated an organized way so that students developed the written exercises with clear letter.

The topic in this second class was 'Simple Past tense' and the objective was to recognize and learn the past of verbs. The board was used to write sentences that students had to complete with the appropriate form of the verb such as *Isabel _____ (offer) a pregnant woman a seat this morning.*

The material was pertinent to the topic and objective of the lesson since it was used to practice simple past tense and students were able to identify and learn the past form of verbs.

The material used in this class was appropriate to students' age and level, because the written sentences were about real life behaviors using –ed past forms of the verbs that students understood correctly.

The quality of this material was good, because the board was new, big, wide and clean. Additionally, the teacher used a black marker for that reason the words were very clear and all students read the sentences without difficult

The topic of the fourth class was 'Active citizenship' and the objective was to develop listening skills and students ´ability to give and receive information. The board was used to give instructions about an activity that students had to develop on the textbook. The whiteboard was used to write some characteristics of what an active citizenship means and students had to guess the topic of the lesson. The teacher drew some clouds and within each one he wrote words such as *help, responsibility, take care of the city, respect others, etc.* In addition, the whiteboard was used to write some commands related to different activities that students developed on the book such as: *look at the activities below and write A-C next to the activities; listen and tick the correct information; listen and complete the questionnaire.*

This material was pertinent to the topic of the class since it was used to elicit it from students. And the board was pertinent to the objective of the lesson because students gave their opinions about active citizenship.

The use of whiteboard was appropriate to students' age and level because the vocabulary and grammar patterns were suitable to their level and understanding. The quality of this material was good because the board was new, big and the handwriting used by the teacher was clear enough and all students were able to see it.

The topic of the fifth class was 'Machines and Technology' and the objective was to identify and review the vocabulary related to cars. The whiteboard was used to write the parts of a car and the corresponding meaning, some examples were: *The*

breaks: they are used to stop the car; seat belt: it will keep you in your seat in an accident; speedometer: it tells you how fast you are going, etc. Once, all the vocabulary and the meaning of each word were written on the board the students had to guess and match each word to the correct description.

The material was pertinent to the topic and the objective of the lesson because students learned the new vocabulary and the meaning of the words. However, the teacher could have used more creative resources such as pictures or flashcards of the parts of the car to help students to visualize better the meaning of each word.

The material was appropriate to students' age because it had new words related to a topic that students like. It was also appropriate to the students' level because the description of each word was written using a clear and easy language that students were able to understand. The quality of the material was good because it was a big and wide board. The teacher used a good handwriting and red markers to write the vocabulary and black marker to write each description.

Handout

The topic of this first class was 'Present simple DO/DOES in indirect questions' and the objective was focused on understanding and learning to apply the auxiliary verb in indirect questions using the simple present. A set of handouts were used to provide students more practice in using the auxiliary verb and the simple present. The handouts included different types of activities such as fill in the blanks, change verbs to third person, etc.

This material was pertinent to the topic and objectives of the lesson, because it included exercises related to the use of the grammar structures, so in this way

44

students practiced and demonstrated; they comprehended the use of the auxiliary verb.

The handouts were appropriate to students´ age because the sentences described actions related to teenagers. Similarly, the material was appropriate to students' level because it contained clear instructions that students were able to follow.

The quality of this material was good because the instructions and sentences were well organized and the handouts were well printed with clarity.

Dialogue

The topic of the fifth class was about 'Active citizenship' and the objective was to develop listening skills and students' ability to give and receive information. A dialogue titled 'being a good citizen' was used in this lesson, it described two teenagers talking about good manners to be a good citizen such as *It is important that we take care of our city by throwing garbage in appropriate bins; do not listen to music with a loud sound, etc.* The dialogue was played twice and students listened to it first for general information and then to pay attention to the details. After, they listened to the dialogue the teacher encouraged them to write the most important ideas about the conversation that they heard.

This material used in this class was pertinent to the topic and the objective of the lesson because it provided information about active citizenship and those details were used by students to receive and give information about the topic.

The dialogue was appropriate to students' age and level because two teenagers were the main characters in the conversation and they talked about using a language that students were able to understand.

The quality of this material was good because it was played with a good volume and students listened to it clearly.

Learning styles

In those classes teacher used the whiteboard as one of the most used supplementary material. Swan, Schenker, & Kratcosi (2007) state that the use of the whiteboard improves students learning because students actively engage in making representations and building relationship. Additionally, teacher explained that it is important to take into account students' learning styles to design a lesson plan and select the appropriate material. Teacher should analyze students' preferences to increase their motivation and in this way introduce the class according to it. For example: Dynamic learner will help in the integration of skills through a fun way.

During those observations students felt comfortable with the use of handouts because they understood each one of the activities given and explained by teacher and also it helped in the development of some new exercises of themselves, it means that they are sequential learners that perceive information and acquire understanding of material, according to Felder (1995). Consequently, teacher should create very creative handouts with practical activities that help in the development of English as a second language.

Some of the students wanted to participate answering some questions because they expressed how they would have enjoyed the classes if teacher had used visual, audiovisual, audio and realia materials to increase the motivation for learning. According to the observed classes, teacher used a dialogue which played twice in order to listen carefully so students had to pay attention to listen detailed information

and then answered it in their own words. For this reason, Shue-Mei, Jonas & chuan (2010) focused on improving the material used to teach listening and speaking skills.

This type of material can help in the development of teaching English language and increase and awake the students' interest.

3rd year

Whiteboard

The topic of the first class was 'The Farmer' and the objective was to teach the use of the auxiliary verb have – has to. The whiteboard was used to write the objective of the lesson on the board and to write some model sentences such as *She has to study; They have to clean the barn; u*sing those sentences the teacher explained the use of the grammar structures. Next, she wrote some fill on the blanks exercises that students completed with the correct form of the auxiliary verb. In this way, the board was pertinent to the topic and objective of the lesson since it was used to explain the uses of the auxiliary verb and students learned how to use it. In addition, the whiteboard was appropriate to students' age and level because students were motivated, they recognized and wrote the auxiliary verb and finished the task correctly.

The quality of the material was good because it did not have any failure and it was wide enough so the teacher used the whole surface in an organized way and writing with a good handwriting. In addition, she encouraged the students to write clearly and using an appropriate letter size.

In the second class the topic was ¨The use of Adjectives" and the objective was to find the differences and similarities between the country and the city using adjectives. The teacher divided the whiteboard into two columns, on the left side she

wrote the word *country* and on the right side the word *city* so students pasted

flashcards under each category. After that, the teacher took of each flashcard and

replaced it with an adjective word such as *quiet, noisy, simple, fancy, etc.* Then, she

invited students to write complete sentences about the country and the city using the

adjective words.

The use of the whiteboard was pertinent to the topic because the teacher used it

to classify words that described the country and the city. In the same way, the

material was pertinent to the objective of the lesson because the students used

adjective words to write sentences describing similarities and differences between

the country and the city.

In addition, the whiteboard was appropriate to students' age and level because it

motivated students to participate writing simple sentences on the board.

The quality of the whiteboard was good because the surface was in good

condition and the contents were organized correctly.

Flash Cards

The topic in the second class was 'The Farmer' and the objective was to find

the differences and similarities between country and city using the adjectives. The

teacher used a set of flashcards that described the city and the country such as quiet

landmark, a noisy city, a clean lake, and a dirty street, etc. The teacher divided the

board into two areas labeled 'Country' and 'City' and pasted the flashcards under

each category. Then, she took off the material and write the adjectives according to

each flashcard.

This material was pertinent to the topic of the lesson because flashcards

showed images of the country and the city. In the same way, the use of flashcards

was pertinent to the objective of the lesson because it helped students to visualize the characteristics of each place.

The flashcards were appropriate to students' age because the images were colorful images that motivated students to identify the characteristics of the country and city locations. Similarly, the material was appropriate to students' level since it facilitated that students wrote accurate sentences.

The quality of supplementary material was good because it had colorful images and an appropriate size.

Learning Style

Regarding the use of whiteboard as supplementary material as a resource that has good characteristics. Cuthell, 2005; Miller, Glover, & Averis, 2003; Painetr, Whiting, & Wolters, 2005 argue that the whiteboard also makes learning more interactive. Whiteboards are replacements for traditional flip charts, overhead projectors and chalkboards. They are excellent tools for demonstration. For example, if a child writes a letter backwards the teacher can manipulate the letters to show mirror images or write the conventional form of the letter and drag it over the child's representation to help the child visually see the differences. Furthermore, the whiteboards can help the students showing slides with important information for them so in this way students participate in video conferences.

The students participated actively and additionally developed the exercises written by teacher on the board to show their capacity and understanding.

The use of flashcard in classes awake students' interest for that reason they were motivated in this class more than last classes. Students would have liked that the teacher used more audiovisual and visual material in the classes to increase

motivation and attention in the topics of the lessons daily. Additionally, the teacher considered important to select the material according to the different students' learning styles but it was observed that she used mainly the board. On the other hand, the materials were used in almost all classes according to student´s age and level because the teacher claimed that appropriateness is an important aspect to get good results.

Private High School

1st year

    Whiteboard

    The topic of this first class was 'Man! I´m worried' and the objective was to introduce new phrasal verbs and vocabulary through guessing and identifying verb combination in order to understand some slang words. The whiteboard was used to write some exercises such as, wanna grab a bite, and blew it, what's up in which students had to write the meaning about them.

    The material was pertinent to the topic and objective of the class because teacher could explain the meaning of some phrasal verbs, verb combination and slang words and students could identify the differences in these and then practiced them by writing sentences on the board.

    The material was appropriate to the students' age and level because students recognized and wrote with facility the meaning of the words on the board.

    The quality of this material was good because it was a big, new and wide board. The contents written on it had a good handwriting made with black markers.

    According to Tessa Woodward (2001), there are other types of board that we should know. For example, flannel boards in which you can stick toweling, black and

green boards in which you can write in chalk, whiteboards in different sizes to use the marker and clean it with alcohol, and whiteboards that print out whatever has been written on them, magnetized boards that you can stick things for using small manufactured magnets.

Whiteboard

The topic in this third class was "Conversation about Slangs' and the objective was to infer the meaning of slangs by means of conversations. The whiteboard was used to write some slangs such as, appear suddenly, become an adult because students didn`t understand their meaning but this was understood through dialogues written on the board.

The material was pertinent to the topic of the lesson because teacher wrote the dialogue focus in the slangs. In addition, the whiteboard was pertinent to the objective of the lesson because students practiced the written skill with unknown slangs for them.

The material was appropriate to students' level and age because the information written on the board was developed through several exercises with slangs.

The quality of the material was very good because it was new, big, and wide board. The contents were well organized and the teacher wrote using a good handwriting.

The teacher used the board as supplementary material some students did not understand the phrasal verbs through the exercises because the teacher used bad quality of markers that was impossible to see clearly each one of sentences written.

The topic in the fourth class was 'I am Rebel with a cause!-Phrasal verb +prep/separable'. The objective was to identify verb combinations. The whiteboard was used to write some examples of phrasal verbs and the corresponding meaning such as *show up: to appear suddenly; put up with: tolerate,* etc. Then, the teacher explained how to form phrasal verbs with separable particles. After that, she encouraged students to write some examples related to the topic of the class.

 In this way the material was pertinent to the topic and objective of the lesson because of students were able to identify different types of verb combinations to form phrasal verbs.

 The material was appropriate to the students' age and level because it facilitated students to learn the meaning of the phrasal verb by writing simple sentences related to their own life.

 The quality of the material was good but the teacher did not use it adequately because she did not erase the contents of the previous class.

Realia

 The topic of the second class was 'Scrabble' and the objective was to increase and practice vocabulary by means of a game. Teacher brought five games of scrabble that contained letters of the alphabet and students practiced the vocabulary following the pattern as a crossword according to the teacher's instructions. The material used to play in groups of four students; the students formed verbs , nouns, adjectives and other words in horizontal and vertical form.

 The material was pertinent to the topic and the objective because the student learned the new vocabulary doing game words.

This material was appropriate to the students' age because it had many letters to form any words also the material was appropriate to students' level because they formed many words and worked in group.

The quality of the material was good because it was of card, had many colors in square form and with big letters.

Handouts

The topic of the fifth class was 'Phrasal Verbs: What they mean'. The objective was to practice the use of phrasal verbs. The handouts detailed instructions of a set of sentences that students had to complete with phrasal verbs, some examples were: take up, break down, call out, come in, pick up, turn off, etc. Another set of exercises had a list of verbs that students had to match to the correct particle to form a phrasal verb.

The handouts were pertinent to the topic and objective because the content was about phrasal verbs and it helped students to practice the use of phrasal verbs with some activities included in handouts.

The material was appropriate to students' age because the sentences were related to actions of the real life such as *turn off the TV, I'm waiting for you! Come in,* etc. In addition, it was appropriate to students' level because students completed the activities correctly.

The quality of the material was good because the instructions were very clear and it was clearly printed.

Learning style .

Considering the student´s level and age, teacher should know what type of learners students are because the students understood in different ways for that

reason the teacher should apply the most appropriate technique for them ,

consequently teacher should vary in the development of tasks. According to Felder

(1995) educators have been aware that students have different learning styles,

because students take the information in different ways and use it in different

cognitive schemes, many educators recommend that teachers vary the tasks that

assign to students to meet and address these various ways of knowing and the

students' educational needs give teachers a clue of the ways in which learners want

to know.

The use of realia can enhance linguistic and cultural comprehensibility, which

are both prerequisites for real language learning. Smith (1997) notes that "learned

partly at least through seeing, hearing, touching, and manipulating" items. It means

through senses there is an interaction with authentic materials aids contextually

grounding instruction by bringing students into contact with language and also it is

used in the target culture, in order to meet actual communication needs.

Students were encouraged because they understood easily the instructions, in

order to develop the activities explained by teacher and written in handout. Teacher

elaborated the class appropriately for them because of they developed each one of

activities easily.

The selection of this material influenced in the students' learning because they

felt very motivated during the development of this class.

2ⁿᵈ year

Whiteboard

The topic of the first class was 'Phrasal Verbs' and the objective was to

introduce the meaning of Phrasal Verbs.

This material was pertinent because all the information written on the board was according with the topic and the objectives.

The material was appropriate to students' age and level because they recognized some phrasal verbs and developed exercises correctly.

The quality of the material was good because it was a new, clean and wide board. Additionally, teacher wrote in a clear way and it helped to students in the correct writing on the board.

The topic in this second class was about 'Our world through environment' and the objective was to recognize the separable and inseparable phrasal verbs. The whiteboard was used to explain the grammar structures. The teacher divided the board into two columns and wrote 'separable' and 'inseparable'. Under each category he wrote the rules of each type of phrasal verb and some examples.

The material was pertinent to the topic because the teacher wrote some examples of separable phrasal verbs such as pull out, make up, cut down, get into and inseparable phrasal verbs such as take out, put into, do without. In addition, the whiteboard was pertinent to the objectives of the lesson because students understood the information given by teacher.

The material was appropriate to students' age because they liked to recognize what are the separable and the inseparable phrasal verbs to know these words that are written in different form and have relation with the environment. The material was appropriate to students' level because they understood the rules of the structures and examples explained by the teacher.

The quality of the material was good because the board was clean and big in which it showed with clarity the words written with blue marker.

The topic in this third class was 'Exploring the Universe' and the objective was to introduce and practice new vocabulary.

The material was pertinent to the topic of the lesson because the teacher wrote the vocabulary and the meaning of each word such as *asteroid, star,* etc. In the same way, it was pertinent to the objective of the lesson because students learned and practiced new words of the vocabulary.

The material was appropriate to students' age because students demonstrated interest on the topic and participated actively writing sentences. The material was appropriate to students' level because students comprehended the meaning of words and were able to write sentences correctly.

The quality of material was good because it was big, new and wide which teacher wrote with clear and big letter using a blue marker.

The topic of the fourth class was 'Our world and Environment' and the objective was to recognize and practice the use of indirect objects. The whiteboard was used to explain the use of indirect objects and to write some examples such as, the notebook is for him, the book bag is ours, etc.

The material in this class was pertinent to the topic and objective of the lesson because the grammar structure written by teacher on the board helped students to understand the use of indirect objects.

The whiteboard was appropriate to students' age and level because the information written was according to their interests.

The quality of this material was good because it was big, new and wide therefore the teacher wrote with clear and big letter for which used a blue marker.

The topic in this fifth class was 'Only for teenagers' and the objective was to recognize and practice the Phrasal Verbs.

The material was pertinent to the topic and objective of the class because it was used to write some phrasal verbs such as *take over, take away,etc.* And the teacher wrote some examples and meanings of these... and then the students had to match the verbs to the meaning written on the board.

This material was appropriate because students found the meaning in English easily and understood the meaning.

The quality of the material was good because the board was big, new and wide and teacher wrote in a clear way so that, students developed the exercises on the board.

Learning styles

Students demonstrated with their participation and opinion the preference for audiovisual, visual and online materials because they considered that language learning can improve by using those resources. In this grade, the teacher considered important to plan the use of materials according to students' learning styles but, according to the observations, he only used the whiteboard in all the classes. Teachers should use their imagination to use the whiteboard because it is an important medium to introduce the language to the student according to the level and age writing the necessary information in an easy way on the whiteboard. Swan, Schenker, & Kratcoski, (2007) state that the use of the whiteboard improves student learning because student actively engage in making representations and building relationship while Cuthell, 2005; Miller, Glover, &

Averis , 2003; Painter, Whiting, & Wolters, 2005 argue that .the whiteboard also makes learning more interactive.

3rd year

Whiteboard

The topic of the first class was 'DOs and DON'Ts' and the objective was to learn to give recommendations and advice. The material was used to write some sentences such as Respect nature, Ask for permission ; belongs to example of DOs and examples with DON´T such as; Don´t throw the rubbish , Don't eat junk food, Don't drink before you drive.

The material was pertinent to the topic and objective of the lesson because it was used adequately and students understood and expressed their advice according with the class and additionally they wrote several exercises on the board.

The material was appropriate to students' age and level because students learnt to write advice and recommendations to develop any task.

The quality of material was good because the board was clean, big and broad and teacher used readable letter, a new marker, so it helped in the demonstration of exercises written on the board.

Flipchart

The topic in this second class was 'Phrasal Verbs' and the objective was to introduce new vocabulary. The material used in this class was a flipchart that contained interesting and useful information about younger generations and extreme sports that caught the attention of the students. The teacher read the information and asked students to recognize what phrasal verbs were in the flipchart; students answered easily and participated actively.

This material was pertinent to the topic and objective of the lesson because students were engaged to the topic and understood some questions asked by teacher during the explanation of this class.

The material was also appropriate to the students' age and students' level because they discussed a lot about extreme sports using the new vocabulary and they were able to identify the phrasal verbs.

The quality of this material was very good because it had colorful pictures about extreme sports and it was used creatively.

Pictures

The topic of the second class was 'Extreme sports' and the objective was to review vocabulary. The teacher used pictures that showed different types of extreme sports such as skateboarding, wakeboarding, surfing, climbing, snowboarding, etc. The pictures were showed to the students while the teacher asked questions such as *What do you think is the most dangerous extreme sport?* And students answered giving the names of the sports.

The material used in this class was pertinent to the topic and objective of the lesson because it showed images of extreme sports and students discussed using the new words.

This material was appropriate to the students' age and level because they gave their opinions about the most dangerous sport and were able to use the vocabulary without difficulty.

The quality of this material was good because the pictures were cut from magazines and pasted on pieces of cardboard and the borders were decorated with

craft paper. Under each picture the name of each sport was written with colored markers.

Learning styles

According to the observed classes, the participants explained that although the teacher did not used a lot of resources, they liked the way those materials were used.

The teacher considered that it is important that students' learning styles should be used with variety of materials that help in the development of classes; in this case , if they learn the second language.

Consequently, teachers should follow a lesson plan with more creativity in which they include materials that catch the attention of students.

The students worked with those types of materials, so the classes were more interactive; in the same way, it was an important resource to provide input information which students develop with facility and fluently through speaking.

Quantitative analysis

According to chart twelve, supplementary materials were used 16 times in the public high schools and 14 times in the private high school. Analyzing the frequencies obtained in both high schools, supplementary materials were used 13 times that is 43, 33% in the 1st year; 11 times in the 2nd year that represents 36, 67%; and, 6 times in the 3rd year that is 20 %. According to those results, there was a similar tendency on the frequency of used materials in both institutions.

Regarding the frequency of use in the 1st year, handouts were used once in the public and private high school. The whiteboard was used twice in the public high school and 3 times in the private high school; this shows that visual materials were used almost in the same proportion in both institutions so teachers explained that they used mostly visual materials because these helped them to show information more easily and students comprehend easily. On the other hand, flash cards, handouts, songs, dialogues, and stories were used only once in the public high school. The teacher's opinion about these materials was that this motivated to the students to learn better but, because of the lack of resources, it is difficult to get this kind of material. Finally, Realia was used once in the private high school; although this material was used with less frequency, students answered in the surveys that this should be always used and teacher should consider the use of this material more frequently.

The variety of materials in the 2nd year of both high schools was low. The public high school used handouts and dialogues once. The whiteboard was used 4 times in the public high school and 5 times in the private high school, showing that the teacher in the private high school worked only with whiteboard in the classes.
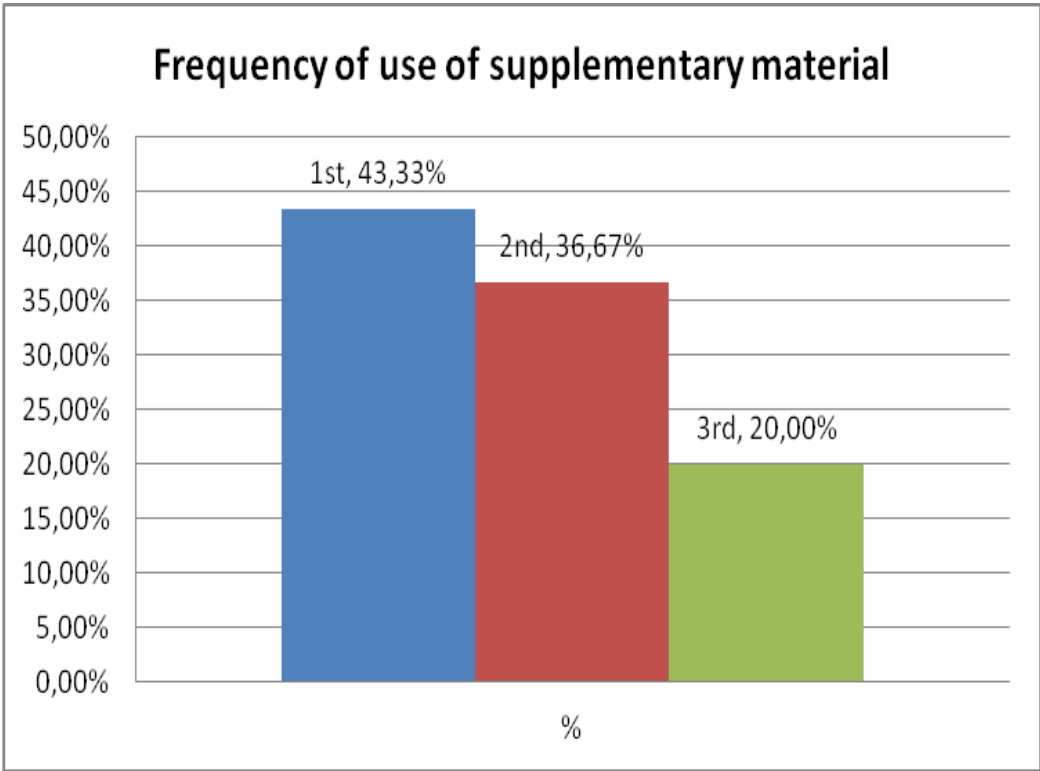
Contrary to what was expected, the teacher the in public institution used more supplementary materials than the teacher in the private high school. According to observations in both high schools, teachers used the whiteboard mainly to explain the grammar structures and to write instructions of the activities that students had to develop such as complete sentences, match words to the correct meaning, or write the meaning of new words.
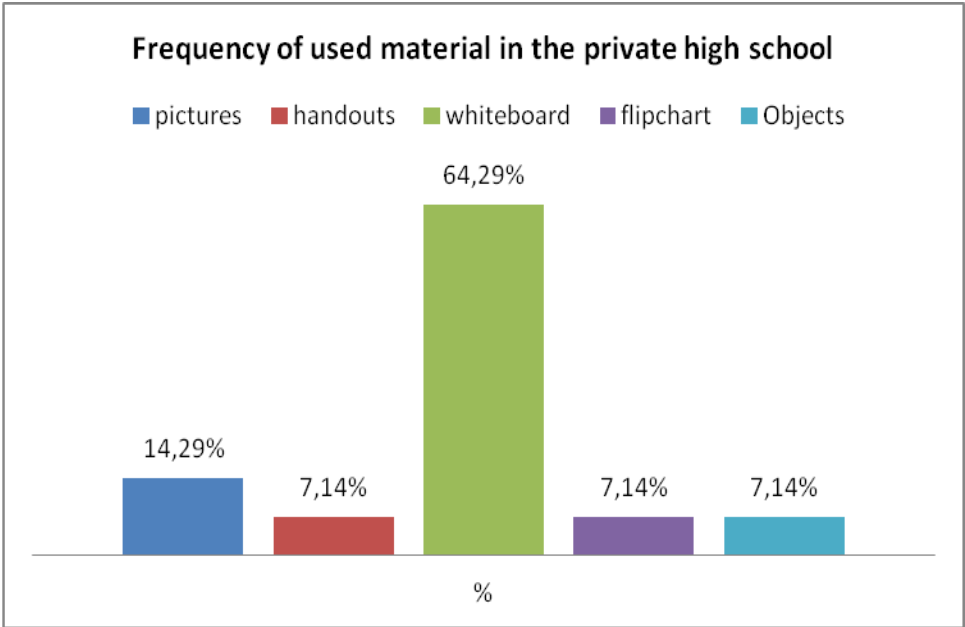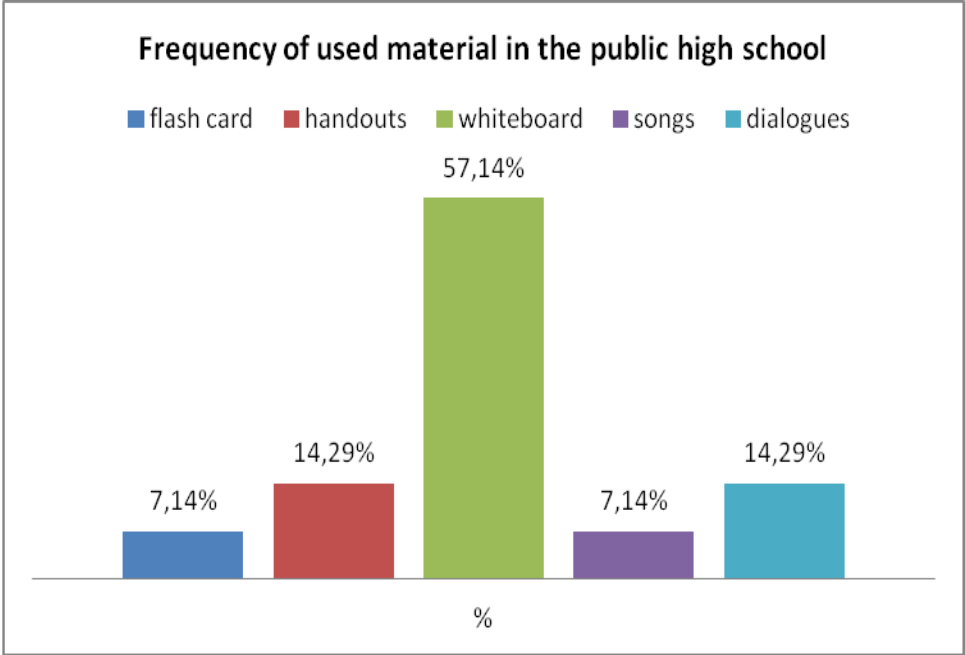
The frequency of use of materials in the 3rd year shows that the public high school used flashcards once and the whiteboard was used twice. Regarding the private high school, pictures, whiteboard and flipchart were used once respectively. According to this, the private high school used more resources than the public high school mainly because the teacher considered that it is important to take into account students' learning styles. Supplementary material helps to understand the class and motivate to the students to participate, considering the correct use of each one. However, McIntyre (2009) reports that research done about the use of supplementary materials in classrooms revealed that learners consider the materials used by teachers as very effective tools for their learning process. According to those students, each time that teacher used teaching aids the pace of teaching flows fast but it was adequate. Moreover, the students knew exactly how to define the role of those materials applied in the classroom according to their preferences for learning.

Now, the materials mostly used in the public high school were flashcards, handouts, whiteboard, songs, and dialogues. The most used material was the whiteboard that had a frequency of 8 that represents 57, 14%. This material was used frequently because, as teachers explained, it is the resource that they used the

most because it is always available and it is easy to use. The second type of resource most frequently used was handouts and dialogues, they were used twice that is 14.29%; they were used mainly to evaluate students' knowledge and practice the use of grammar structures and vocabulary. Next materials were songs and flash card that were used once and got the 7.14%. Those results show that visual materials were the type of resources mostly used by teachers because they facilitate teaching and evaluation of learning. Visual learner is a very important learning style to increase the students' knowledge because they learn through information presented visually even teachers should work with this type of material according to the students' preferences and topic of the class.

Regarding private high schools, the materials used were: pictures, handouts, whiteboard, flipchart, and realia. The whiteboard got the first place with a frequency of 9 times that is 64, 29%; this material was frequently used to write vocabulary, rules of the grammar structures, and exercises to provide practice to the students. Pictures had a frequency of twice that represents 14, 29%. The rest of materials such as handouts, flipchart, and realia were used once that represents 7.14%. In sum, in the private high school visual materials were predominant in the observed classes. Teachers provided similar explanation for their use, those types of materials are easy to handle, use, and allow students to visualize meaning of vocabulary and rules of structures easily. Although, teacher should use the imagination to apply the correct use of the material in each one of the classes and in this way to awake the students' motivation and interest in the different skills and they can develop the communication of this language with facility.

Frequency of use of supplementary material

Frequency of used material in the public high school

flash card · handouts · whiteboard · songs · dialogues

Material	%
flash card	7,14%
handouts	14,29%
whiteboard	57,14%
songs	7,14%
dialogues	14,29%

%

Frequency of used material in the private high school

pictures · handouts · whiteboard · flipchart · Objects

Material	%
pictures	14,29%
handouts	7,14%
whiteboard	64,29%
flipchart	7,14%
Objects	7,14%

%

Conclusions

- This research implies the use of the supplementary materials in which the mostly used in the public high school were flashcards, handouts, whiteboard, songs, and dialogues. In the private high school the materials used were: pictures, handouts, whiteboard, flipchart, and realia. The other variables were not considered in the teaching-learning process.

- The frequency of use of instructional resources was the same for the public and private institution because they focused on certain materials and for this reason there was not variety.

- The type of supporting material mostly used in both high schools was visual material because it facilitates students' comprehension and evaluation of new knowledge; it also reinforces the learning acquired in this language.

- The materials used in both high schools were pertinent to the topic and objectives of the observed classes because teachers considered that students associate knowledge and information better in this way, using in an adequate way the supplementary material as visual, audio and realia although institutions did not offer the facility to work with them.

- In most instances, materials were appropriate to students' age and level since teachers took into account students interest and ability to use the language when they selected the supplementary material.

- The quality of the use of the materials was good. Whiteboards did not have any kind of failure. And, other materials such as handouts, pictures, flash card, flipchart and dialogues were well printed and included attractive images while song motivated the students through their practice.

- The supplementary material that was mostly used was the whiteboard, there was not a significant variety of resources in both high schools but teachers knew how to apply this excellent tool in benefit of their students. As teachers explained, this type of resource is always available and it is easy to use.

Recommendations

First, teachers should vary the type of resources used in the teaching process in order to cover the different learning styles in the classroom.

Second, technology should be employed in those institutions where it is available since this type of resource helps teachers to transmit knowledge in an interactive way. The audio-visual materials and the slides represent indispensable tools to the exposure and understanding of topics. The creation of a blog that show different materials helps to develop the skills and also students learn in a practical way; additionally , the use of Facebook is a technological strategy frequently used for the students who receive information and data that could be used in class and integrated as a great contribution to the whole school community.

Third, if the whiteboard is the only available material in the classroom it should be used creatively. This type of material can be used to play games, to organize competitions, to write riddles or tongue twisters. In sum, teachers must be creative when they use supplementary materials.

References

Arnold, J., & Fonseca, M. (2004, November 6). *Multiple intelligences theory and foreign language learning*. A brain used perspective. International journal of English studies. Retrieved from: http: // http:www.um.es/ ijes/vol4n1/06-JArnold&MCFonseca.pdf.

Baniabdelrahman, A. A., Bataineh, R. F., & Bataineh, R. F. (2007). An exploratory study of jordanian EFL Student´s perception of their use of the internet. Retrieved from http://www.tewtjournal.org/VOL%207/ISSUE %203/ARTICLE.pdf

Cenoz, J. (2003). The influence of age on the acquisition of English: General proficiency, attitudes and code- Mixing. In G. H. Maria del Pilar & G. L. Maria (Eds). *Age and acquisition of english as a foreign language.* (pp. 77-79) Great Britain: Croswell Press Ltd.

Chang, K.-E., Sung , Y.-T., & Hou, H.-T. (2006). Web-based tools for designing and developing teaching material for integration of information technology into instruction. *Educational technology and society,* 9(4), 139r-149. retrieved from http: //www.ifets.info/journals/9_4/12.pdf

Chwo, S. G., Jonas, A., Tsa, C. H., & Chuang, C . M. (2010). Adopting supplementary materials to enhance listening and speaking strategy. Retrieved from http://www.gas.hk.edu.tw/main/dowload/journal/59/25-41.pdf

Council of Europe. (1997). *Foreign language learning in primary schools (age 5/6 to 10/11).* Strasbourg. Cedex

Davies, P. & Pearse, E. (2000). *Success in English teaching.* Oxford: Oxford
University Press.

Dekeyser, M. (2006, November 3). *Essential information for education policy.
Research points*. Retrieved from http://www.aera.net/uploadedfiles journals_
and_ publication research_points/aera_rp_spring06.pdf

Fallstar. (2010). *Definition and characteristics of supplementary material*.
Shoovong.com. Retrieved from http://www.shoovong.com/social-
sciences/education/2032919-definition-characteristics-supplementary-
material/.

Felder, M. (1995, October 27). Foreign language annals. *Learning and teaching
styles in foreign and second language education.* Retrieved from
http:/www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/FLAnnals.pdf

Gomleksiz, M.E. (2011. November 3). The effects of age and motivating factors on
second language acquisition. Retrieved from:
http:/web.firat.edu.tr/sosyalbi/denzil/…/217-224.

Hylan, K. (2006). Methodologies and materials. *English for academic purpose: an
advance resource book.* New York: Taylor & Francis Corp.

Hall, J. K., & Eggington, W. G. (2000). The social, cultural, and political dimensions
of language education. P. Alastair (Eds). The sociopolitics of English
teaching (pp. 97-98). Great Britain.Biddles

Hwang, C. C. (2005). . Effective EFL education through popular authentic materials.
Asian EFL Journal. Retrieved from http://www.asian-efl-
journal.com/March_05_ch.pdf

Kachru, B. (1992). *The other tongue: English across cultures.* Illinois: author

Kicheloe. J., L., & Horn JR, R. A. (2007). Knowledge in a reconceptualized educational environment. In H. Raymond (Eds), *The praeger handbook of education and psychology.* (pp.504-507). Canada: Praeger Publishers

Lesson-Hurley, J. (2003). *Meeting the needs of second language learners:An educator´s guide.* Virginia: ASCD

Lin, H., & Chen, T. (2007). Reading authentic EFL text using visualization and advance organizers a multimedia learning environment. *LanguageLearning &Technology.* 11, 83-106

McIntyre, E., Kyle, D. W., Cheng, T., Kraemer, J., & Parr, J. (2009). *6 principles for teaching english language learners in all classrooms.* United States: Corwin Press.

Mohammed, A. I. (2010,November 8). *Using computer applications in EFL classes writing.* Retrieved from http://www. colleges.ksu.edu.sa/Arabic%20Colleges/CollegesOfEducation/Educational_T echnology/nadwah/Documents//امل%20و 20%ابرزق.pdf

Murray, G., Gao, X., & Lamb, T., (Eds). (2011). *Identity, motivation and autonomyin language learning.* Great Britain: Short Run Press Ltds

Piccolo, L. (2000). Teaching teenagers: How to motivate and interest them. Teacher tips/training @ suite 101. Retrieved from http://louannepiccolo.suite101.com/teaching-teenagers-how-to-motivate-and-interest-them-a229340

Perez, B., McCarty, T, L, Watahomigie , L, J., Torres- Guzman, M. E., Dien, T., Chang, J., Smith, H.L., Dávila da Silva, A., & Nordlander, A. (2004). making decisions about literacy instructional practices. In P, Bertha & N. Emy (Eds).

Sociocultural contexts of language and literacy (pp. 285-28). Mahwah, NJ: Lawrence Erlbaum.

Schleppegrl. M, (1992, October 28). Learning styles and lesson plans. *Teaching English as a foreign language to large, multilevel classes.* Retrieved from http://multimedia peacecorps.gov/multimedia/pdf/library/ M0046_tefllarge.pdf

Schreiner. (1999). Effective methods of teaching adolescents . *eHow family education.* Retrieved from http: http://www.ehow.com/way_5721466_effective methods-teaching-adolescents.html

Smith., B. (1997). Virtual realia. *The internet TESL journal*, 3

Tengse, A. (2009, February 16). Creating attentiveness among language learners via udiovisual-aids. Retrieved from http

Turning Points (1989, November 5). Transforming middle school. retrieved from http: http://www.turningpts.org/pdf/Assessment.excerpt.pdf

Vaish. V. (Eds). (2010). Globalization and South Korea´s EPIK (English program in Korea. In Mihyon, J.   *Globalization of language and culture in asia: The impact of globalization processes on language* (pp. 162-163). Great Britain: MPG Books Group.

Woolfolk, A., (2004). *Educational Psychology :Motivation in learning and teaching* (9th. ed) . Boston: Pearson Education.

Woodward, T., (2001). *Planning lessons and courses*: Designing sequences of work for the language classroom. United Kingdom: Cambridge

ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( )   PRIVATE ( )
DATE:_____   CLASS N°_____
GRADE: _____

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

SUPPLEMENTARY MATERIAL USED TO THEACH THE LESSON (Check the ones that have been used)

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

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

_____

_____

_____

Was it used appropriately in relation to the topic of the class?
Yes _____   No_____   Why?

_____

_____

_____

Was it used appropriately in relation to the objectives of the class?
Yes _____   No_____   Why?

_____

_____

_____

Was it used appropriately in relation to the students' age?
Yes _____   No_____   Why?

_____

_____

_____

Was it used appropriately in relation to the students' level?
Yes _____   No_____   Why?

_____

_____

_____

Was it elaborated and applied with creativity and originality?
Yes _____   No_____   Why?

_____

_____

_____

Were students motivated with the presented material?
Yes _____   No_____   Why?

_____

_____

_____

How do you consider the quality of the used material?

_____

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( )   PRIVATE ( )
DATE:_____   CLASS N°_____
GRADE: _____

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 materials in the class?

25% ( )   50% ( )   75% ( )   90% ( )
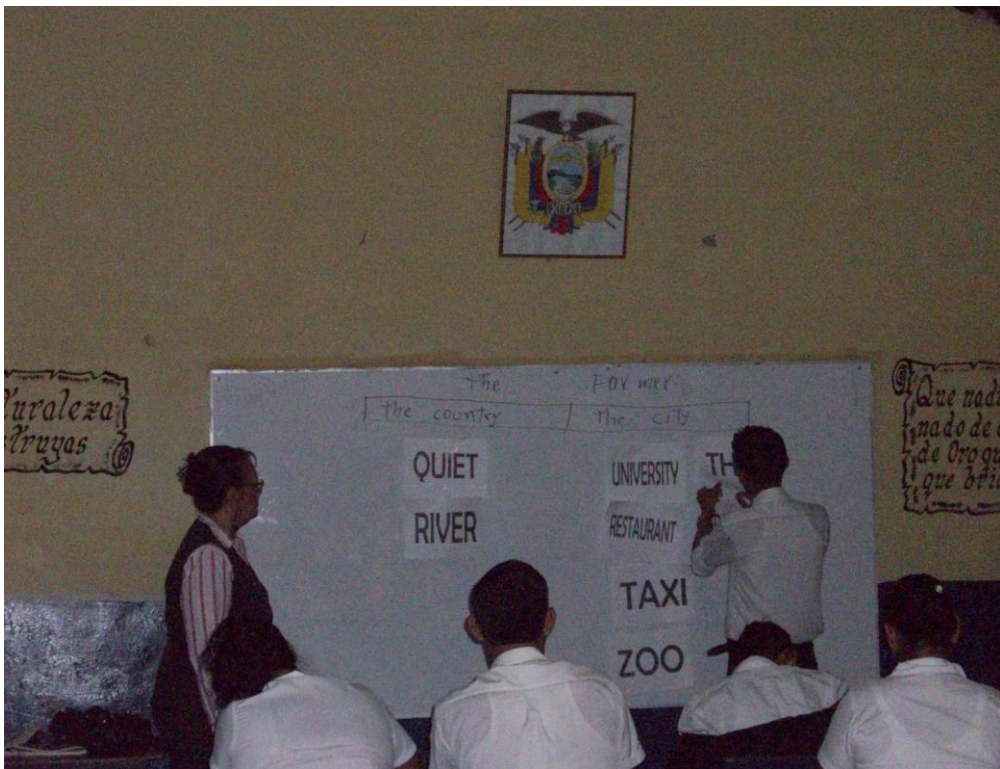
Why?

_____
_____
_____

STUDENTS' SURVEY

TYPE OF INSTITUTION: PUBLIC ( )   PRIVATE ( )

DATE:_____   CLASS N°_____
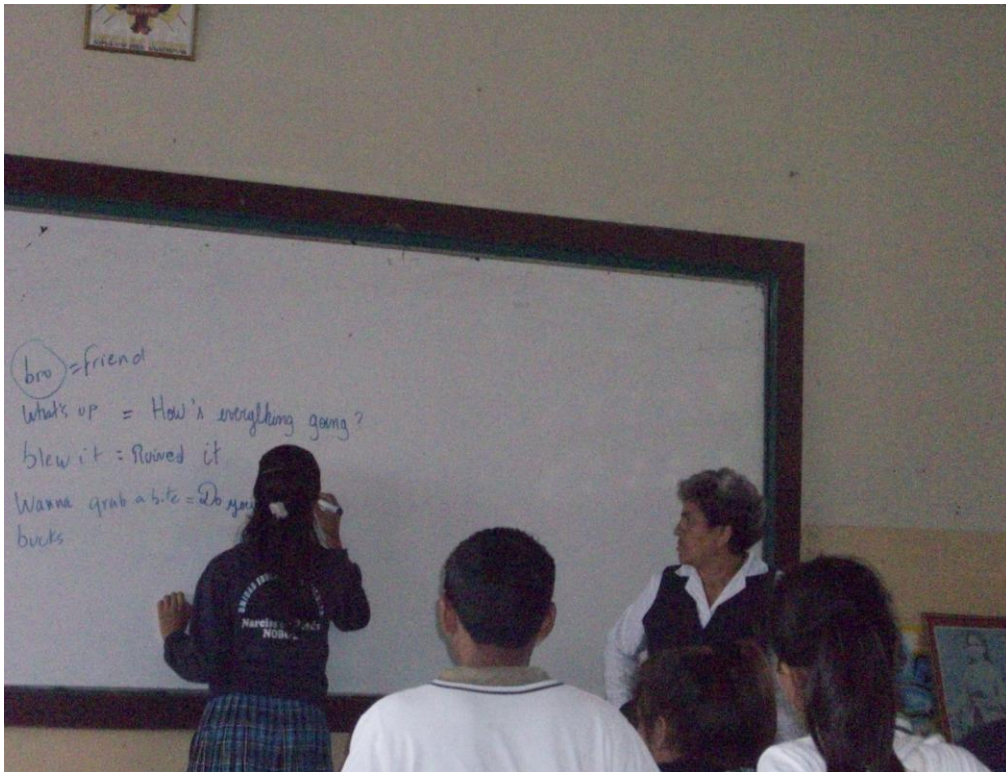
GRADE: _____

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 clase?		
¿Con que materiales crees que aprenderías mejor el tema de la clase?		

VISUALES
- Flash cards ( )
- Diapositivas ( )
- Mapas ( )
- Gráficos o fotos ( )
- Tablas u organizadores gráficos ( )
- Hojas con actividades ( )
- Posters
- Tarjetas con palabras ( )
- Pizarrón blanco o negro ( )

( )

( )

AUDIO
- Canciones ( )
- Diálogos ( )
- Historias ( )
- Cuentos ( )

AUDIOVISUALES

- Videos
- Películas
- documentales

OBJETOS REALES ( )

- objetos: juguetes, plantas, frutas, etc.   ( )

ONLINE

- Websites   ( )

( )
( )
( )
( )

¿Qué materiales adicionales te gustaría que el profesor utilice en clases?
_____

¿Con que frecuencia te gustaría que se utilice el material didáctico adicional?

( ) siempre   ( ) de vez en cuando

Public High School

Private High School

Student´s survey

Private High School

Public High School

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: the use of supplementary materials in EFL classes: a comparative analysis of public and private high schools

AUTOR/ ES:	REVISORES:
Moyano León Lilia Elizabeth	Castillo Cuesta Luz Mercedes

INSTITUCIÓN: Universidad Técnica Particular de Loja	**FACULTAD:** No aplica

CARRERA: Ciencias de la Educación

FECHA DE PUBLICACION: 6 de diciembre 2012	**Nª DE PÁGS:** 73

ÁREAS TEMÁTICAS:
Las áreas temáticas guían al tesista a que se introduzca en el campo específico de su investigación, y así poder precisar su idea sobre la investigación, también podremos definirlos como progra mas de investigación.

PALABRAS CLAVE:
Como su palabra mismo lo dice, son palabras clave utilizadas en las diferentes áreas de trabajo de investigación, de manera que si luego quiero localizar en buscadores de internet me facilitan encontrar temas relacionados al trabajo que deseo realizar.

RESUMEN:

This research explores the use of supplementary material in EFL classes: a comparative analysis of public and private high schools. The general objective is to determine, to compare and to analyze the supplementary material used in English classes. The research was developed in 1st, 2nd and 3rd year of Bachillerato through data collection, observation classes, observation about the material used in classes, survey´s teachers and survey´s students, qualitative and quantitative analysis, moreover books, internet and didactic guide show us how important the supplementary material is used in classes. Through this research shows how the supplementary material is used and it influences in the learning process. Additionally, it showed that the most commonly used supplementary materials in both institutions were visual materials. In the public high school the supplementary material was used with originality and also it was used in relation to the level students´ knowledge. Also, in this research was observed how teachers have limitation in the use of supplementary material for this reason students were not motivated in the teaching of second language. In both institutions is necessary that the teachers vary the classes as a result, improve and develop the different techniques in the learning-teaching process.

Nº DE REGISTRO (en base de datos):	Nº DE CLASIFICACIÓN:
Datos para ser llenos por el personal de Biblioteca	Datos para ser llenos por el personal de Biblioteca

DIRECCIÓN URL (tesis en la web): Datos para ser llenos por el personal de Biblioteca

ADJUNTO PDF:	☐ SI		☐ NO
CONTACTO CON AUTOR/ES:	Teléfono:042796643		E-mail:lili_amilet@hotmail.com

CONTACTO EN LA INSTITUCIÓN:	**Nombre:** Dr. Roberto Beltrán
	Teléfono: 2570275-ext. 2211
	E-mail: gkrios@utpl.edu.ec