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

Trabajo de fin de titulación

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Magister

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DEDICATION

I dedicate this thesis to:

My loved daughter *Isabela*, she has been my motivation to continue forward with my work and finish my career.

My parents *Mario* and *Sonia*. Thanks for supporting me and taking care of my baby so I could go to work and do my thesis.

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ABSTRACT

The theme of this research is "The use of supplementary material in EFL classes: A comparative analysis of public and private high schools" whose purpose is to find out whether or not EFL teachers use supplementary materials, and how pertinent, appropriate, and qualified those materials are. The investigation took place in a public and a private mixed high school of Latacunga city in Ecuador. The samples were 1st, 2nd, and 3th year of senior high school of both institutions. The students were between fifteen and seventeen years old. In each class of the public institution there were around forty students, while in the private one there were around twenty students per classroom. In order to get the results a qualitative and a quantitative methodology were implemented. This research demonstrated that supplementary materials were used more often in the public institution than in the private one. Visual materials were the most used in both of institutions. It is recommended that teachers must vary the type of supplementary materials they use to make their classes more interesting and beneficial for the students.

INTRODUCTION

Based on the complexity and diversity to teach English as a foreign language, the theme "The use of supplementary material in EFL classes: A comparative analysis of public and private high schools" was proposed for this investigation. One of the components that gets involve in this reality is the methodological component which is considered the most important because it involves used methods, resources, and techniques that complement the teaching and learning process.

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

This study is important because through it the investigator will get teachers interested in using supplementary materials during their classes in order to make them more interesting and motivating for students and to improve the educational system in our country.

Supplementary materials are great tools that facilitate the teaching and learning process, for that reason they have to be chosen carefully for the benefit of teachers and students learning process.

Some researches outside Ecuador have been done about the use of supplementary material in EFL classes. To mention just a few of them, it is worth to refer to “The use of You Tube in EFL classes” conducted by Kelsen (2009). The purpose of this study was to find out if the use of You Tube was beneficial for students when learning English. This study was possible by surveying students’ attitudes towards using You Tube to study English, and the result showed that students found the experience of using You Tube very interesting, relevant, beneficial, and somewhat motivating in class.

Another study about Using Computer Applications in EFL writing classes was conducted by Mohammed (2008). The purpose of this study was to get students use computers in their writing EFL classes to see how effective it was to help in their learning process. As a result the majority of the students found it helpful and useful in developing their language skills in general and writing skills in particular.

In addition, Al-Salmi (n.d) conducted a study which purpose was to verify how effective was to teach vocabulary in EFL classes by using shared reading and flashcards. After the process applying both methods, the results indicated higher scores for the vocabulary sets studied through shared reading.

To conclude, Williams & Lutes (n.d) conducted a study about using video in the ESL classroom to measure its effectiveness when teaching and learning English. overall result of this study was that students were more motivated to study in classes where videos were used.

To my understanding, very little research if not any has been done in our country to monitor the use of supplementary material in high schools, for that reason

I consider that the information gathered during this research will help future investigations to get clear evidence of the use of supplementary material during English classes, or the necessity of its use in some institutions. Also, more research would be very beneficial for the students in first place, because they will be motivated and interested in learning the subject if the classes are somehow more dynamic. On the other hand, teachers will get interested in improving their methodology to impart knowledge and at the same time contribute with the improvement of the educational system in our country.

Finally, the main limitations to develop this study were time and the fact that only two teachers were observed. More time to do more observations, where at least three teachers were observed would have been helpful to have a better perception of their work. This recommendation will help future investigations to identify the work of more teachers around the country.

METHOD

Settings and Participants

The study “The use of supplementary material in EFL classes: A comparative analysis of public and private high schools” was conducted in the city of Latacunga in Ecuador. The institutions chosen were one private and one public, both mixed. The participants were adolescents ranging from 14 to 17 years old.

Procedures

To carry out this research the first step was to collect a lot of information about themes and studies related to this topic from books, magazines, and the internet to support the literature review. Quantitative and qualitative approaches were used for the analysis and interpretation of results.

For about two months, five class observations on each year of the private and public school were done, a total of 30 classes were observed (one observation a week in each year). Only two English teachers were observed. One that taught in the private school and the other in the public one. During those observations, all the variables (visual, audio, audiovisual, realia, and on-line) were taken into consideration.

The techniques used during this investigation where: taking notes to fill out observation sheets and surveys to gather opinions from one student after each observation and from the teachers to see their point of view about the use and importance of supplementary materials in their classes. The instruments used were data collection formats, observation formats, and tables.

After observations were finished, the description, analysis, and interpretation of results took place, where the quantitative and the qualitative analysis were done. To develop the qualitative analysis, the information gathered during the 30 observations was taken on account to analyze and describe each material used in terms of its pertinence, appropriateness and quality.

For the quantitative analysis, results were based on the frequency of the used materials used in each class in both schools, and then a comparison of the different supplementary materials used between each grade of the public school and the grades of the private high school.

DISCUSSION

Literature Review

The use of Supplementary Material contributes to the better understanding when learning a new language. When teachers use supplementary materials, the teaching of English is more interesting and dynamic inviting the learner to interact along the whole process. In the following pages the researcher will aboard themes and studies that will contribute significantly with a large number of concepts, ideas, opinions, results, and examples given by different authors to comprehend in a better way the investigation about the use of supplementary material in EFL classes.

Teaching English as Foreign Language

In relation to the Teaching of English as a Foreign Language, Al-Seghayer (2011) states that “Teaching English as a foreign language is vital for success; it will deepen the global understanding and competitiveness in an increasingly interdependent and competitive world.” He also mentions numerous advantages of teaching English on a large and individual scale such as career advancement, integrating cultures engaging in international trade, contribution to international diplomacy and business transactions. Khalid ends up expressing the real and growing need for more Saudis to be proficient in both spoken and written English, assuring that they will have more self confidence in themselves as they understand how others think.

Additionally, Maxon.(2009, p. 6), argues that “English as an international language is the most widely used language for sharing information throughout the

world, the importance of teaching and learning English is beyond description. This author considers English as The Emperor of Languages since it is required by major employers, schools, universities, tourism business, sections of civil service, and more appealing to major necessities of social and economic development.

Similarly, Gebhard (1996, p. 10), states that “Teaching and learning English is very essential for the community development around the world.” This researcher also says that it was clear that attitudes towards English are manipulated by learners’ real life needs and demands related to organization, business affairs, personal growth and cultural enrichment.

To conclude, the authors coincide in the importance of English throughout the world, each of them referring to English as vital, most widely used and essential for the community. Cultural enrichment and economic growth are the main factors that encourage people to learn English as a Foreign Language according to them.

Learners Differences among Children, Adolescents and Adults

In relation to how children learn, Abrabski & Wojtaszek (2011), based on J. Piaget’s theory of cognitive development stages, stated that when children actively participate in the social life around them, it helps them to learn new languages. These researchers also coincide with Paradowski (2011), who states that children are better and quicker learners learning through active games and mimicry, not paying attention to the language system. On the contrary, Abrabski & Wojtaszek (2011) state some disadvantages of adolescents when learning such as tending to be intolerant, wanting to know the one right way, and ignoring all other possibilities

when learning. They assure that at this stage, motivation and commitment are becoming conscious decisions made by the student to get a better learning.”

With reference to adults, Hammerly (1991) states that adults can be superior to children and adolescents as learners. To support this statement they mention qualities in adults such as having greater cognitive maturity, better learning strategies, study habits, better focus and goal orientation, a longer attention span, the ability to make a greater variety of associations, and better short-term memory not wanting to learn what they will never use.

On the other hand, Schleppegrell (1987) does not assure that children learn faster than adults, but he states that children have the advantage of achieving native-like fluency in the long run. Schleppegrell also gives more support to his statements about adolescents by citing to Snow & Hoefnagel-Hoehle (1978), where they say that “adolescents are better learners under controlled conditions with one exception in some cases, which is pronunciation.” Schleppegrell concludes stating that adults were actually better language learners than children and that they relied on long-term memory rather than the short-term memory function used by children and adolescent learners. This author also pointed out that many older learners put more conscious effort since they fear failure more than their younger counterparts.

The last but not less important considerations about learners differences are the ones from Paradowski (2011) who states that adolescents had a conscious intention to learn the language and had the mental capacity to pay attention to the language forms engaging in planned language use, while that adults are able to make sense of even highly complex linguistic data using their general cognitive abilities and that

they performed incomparably better in activities involving analysis and memorization, learning about language by consciously studying linguistic rules.

All the researchers cited coincide in the aspect that adolescents and adults are more conscious of the learning having a systematic way to learn, which gives an advantage over children.

Learners Motivation

To have a better and clear concept of what motivation means, I will continue revising the statements of the following writers:

Jackson (2008), states that motivation was a contributing factor in second language (L2) acquisition being defined as the learner's orientation with regard to the goal of learning a second language. The researcher divides Motivation into two basic types: integrative and instrumental. He explains that integrative motivation refers to the desire to become bilingual and communicate with people from other cultures and that instrumental motivation refers to the desire to obtain something practical or to achieve utilitarian goals, such as getting a job, passing an exam, etc.

In the same line, Woolfolck (2007) reported that the types of activities that the teacher presents to the students are very important. Videos, song, relia, etc. they provoke positive emotions, enhancing in this way the student's motivation.

Furthermore, Narayanan (2006) presents two concepts to show the impact of motivation on learners. The first one says that motivation refers to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. The second concept says that Motivation is the reason or reasons behind one's actions or behavior so a motivated

learner is the one who is willing or even eager to invest effort in learning activities and to progress. Narayanan, also divides Motivation into Integrative and Instrumental.

To conclude, Hyson (2008) stated that Learners 'motivation was about the will and choosing to act of this person to accomplish a need and that motivation is treated as rewards or punishments received by the agent as a result of the effects of his or her actions. This researcher also made an important distinction between extrinsic motivation and intrinsic motivation which said that wanting to pass an exam or to please one's family are extrinsic motivations to learn, and wanting to know why the sky is blue for its own sake in an intrinsic one.

Learning styles

Referring to this theme, Rebecca, L. (2003) states that language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language. She also considers that the following four dimensions of learning style are among those most strongly associated:

Sensory preferences which are broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented).

Personality types which consist of: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and judging vs. perceiving.

Desired Degree of Generality is which contrasts the learner who focuses on the main idea or big picture with the one that concentrates on details.

And, Biological differences which refer to biological factors such as revealing the times of day when students feel good and perform their best.

Brown (2000) focused on visual and auditory learning styles. He stated that visual learners prefer reading, maps, charts, etc. while auditory learners prefer listening to lectures, audiotapes, dictation, etc. Most successful learners utilize both visual and auditory input. Distinguish one learner style from another is a vital factor for classroom instruction. As we could see there are different approaches of learning. But the question is, if all of these approaches have been applied thinking on the different kinds of students.

To conclude with Armstrong (2009) who states that different people naturally preferred a certain single different learning style applying multiple intelligences. Armstrong, based on (Kolb, 1986) gives a different categorization of learning styles applying multiple intelligences from the other two researchers. It is based on Assimilating (watching and thinking), Accommodating (doing and feeling), and Converging (doing and thinking). He assures that when these learning styles are taken on account, it helps tremendously to the learning of individuals.

Teaching Techniques for Teaching Adolescents

The information bellow contributes to the effectiveness of teaching adolescents, so we should take the following methods into consideration when giving a class: First, Erin Schreiner from EHow Family states that teachers must ensure that they made information meaningful to inspire an emotional response from students. Schreiner's methodology is based on three important points. The first point is about selecting seven items limit when presenting a class, since students can hold

about seven items in their working memories at the time, he states. The second point is to add emotion, encouraging teachers to be creative whenever possible since that will help the students remember the lessons. And the last point is about teachers practicing scaffolding to provide heavy support at the beginning and gradually let students develop the capacity to perform more independent tasks.....

In addition, Madylus (2008) invites us to take a look at the following teaching and learning strategies for youngsters: First, recycling new vocabulary and revising it regularly so students do not forget it. Second, motivating teenagers by using fun ideas in the lessons to practice the language is very important. Also, exams should be formulated in a way so students are able to use vocabulary they have learnt effectively. Another point is that grammar rules should be introduced through short dialogues so they can use and practice those rules by speaking not by just writing down boring grammatical structures. And last, communication should be clear and effective.

Finally, Tennant (2011) from One Stop English also gives us some interesting techniques such as teaching through games, teaching through reading, teaching through listening, and teaching through watching. He encourages making lessons dynamic as much as teachers can, to get students learn effectively.

Context for Teaching English (Social, Economic, Political, and Cultural)

About the socio-cultural context for English teaching, The British Council BBC (2010) states that Socio Cultural context refers to the culture and society in which it is used. It also states that Teachers subconsciously transmit information about culture and society through their behavior and interaction with learners.

Additionally, Krishna (2011) states that it enterprises in the ever-increasing demand for English language professionals. This author also considers English as a basic discipline and a major tool for development, assuring that the one who masters English had more control and ownership of the world's most advanced knowledge and information opportunities in terms of employment or economic oriented goals.

Furthermore, Graddol (1997) states that English Language teaching and learning are taking new forms and that it is taking into the fabrics of social life, developing in ways which reflect local culture and languages divergence. This author also states that English in economic terms will be complex since the size of global market for the English language may increase in absolute terms. He also considered that the world will eventually speak English facilitating the cultural and economic dominance of native speaking countries (specially the US). Politically, the author considers that English is being supported proliferating positive developing results for communities. He also remarks that globalization has profound impact in different domains of life-social, political and economic for which, we need to bring changes in the communication dynamics of the world, innovating methodological reforms due to development. To explain this situation better he brings up the fact that school teachers (who learned in a different socio-political context) still speak and teach English as a second language (ESL) while their students need English to speak to people from other countries (as in EFL) and first world nations.

Supplementary Material (Definition, Importance, and Role)

About this theme, Carrillo (2011) defines Supplementary material as a substantial additional work which is incorporated or related to the original material

provided for learning which has the capacity to entertain or inform individuals, physically separate from the basic bibliographic unit and frequently in a different medium to ensure learning. The researcher remarks its importance because of the impact on the teaching and learning process making it more interesting to students activating participation.

Similarly, Shvoong (2010) states that Supplementary Materials are used to provide the participants with a panorama about the implications of the resources in the EFL classroom and that it makes the process more understandable and efficient.

In addition, Doff (1999) states that supplementary materials as the word indicates, are the supplement for teacher's instruction apart from textbooks such as cd players, visual aid, realia, etc. The researcher relates its importance on the needs of struggling learners to better understand or reinforce knowledge of a particular subject. Doff states that the role of teachers and materials is to help learners to have an effective and accurate learning, since they influence the content and the procedures applied when teaching. On the other hand, Doff also indicates that no learning should be relied on supplementary material, motivating teachers to find a balance on its use, and to avoid over usage of it.

Types of Supplementary Materials (Visual, Audio, Audiovisual, Realia and Online)

Dallen (2009) classifies supplementary learning material in two forms; printed and non-printed subdividing them in such types as visual, audio, and audiovisual. He explains that Printed material (visual) is made to visualize information or infer from them, so students enjoy seeing a display of examples and teachers make their class more dynamic and fun. Examples given are: posters, charts,

flyers, comics, scripts, board games, etc. He also states that non-printed material (audio/audiovisual) is for students to visualize and listen information through video or just to get information by listening, getting the learner indirectly in contact with the performance of the language. Some examples of non-print materials are video strips, audio strips in CDs/DVDs, radio tapes, web-based format materials.

Additionally, Chiarantano (2005) classifies supplementary material in three types, visual, audio, and realia. He explains that, visual material like textbooks, worksheets and graphical material provide practice in writing and grammar and of course appeal to visual learners. He also says that working with visual material gives pupils many more possibilities to express their feelings. About audio material he explains that it helps practice on listening which comes on cassette tapes, CDs or in videos and includes monologues, dialogues, songs, Role plays and activities like pyramid discussion which helps build conversation skills. As another important learning material, he describes Realia as a type that can work very well for kinesthetic learners since they like hands on project and that bringing real objects into class to relate them with the learning is very helpful. Besides explaining the use of visual, audio-visual, and realia, Material Developer BRAC Education, (2008) also talks about Internet as the learning material on fashion which allows teachers and students to access and download thousands of Online learning videos for permanent storage on computers.

Doff (1999) also refers to online material, stating that it applies to the support of learning activities through technology which is now a key component of the educational environment. He also indicates that, Online materials and instruction are

the combination of a computer and network-enabling transfer of skills and knowledge via the Internet providing learning stimulus beyond traditional learning methodology from textbook, manual, or classroom-based instruction enabling millions of people of all ages and backgrounds to have easy access to an easy way of instruction.

Finally, Bogler (2011) argues that many students find their classes more enjoyable when the teachers use photographs, films and music to bring the content to life. The writer associates audiovisual material with a digital revolution, since it often takes the form of a computer file that is played using software installed on the teacher's computer. Thus, she exhorts the importance of teachers use this material with care and that they should also preview all video material completely before class, assuring that, no teacher wants to see these for the first time when students are present.

After finishing the revision of the different proposed themes, we may continue with the five studies about the use of supplementary material in EFL or ESL classrooms that have been taken as examples.

Kelsen (2009) conducted a study which was to explore the use of You Tube in EFL situation, It was possible by surveying students' attitudes towards using You Tube to study English. This study took place in regular classrooms and the methodology consisted in the use of material from the YouTube website engaging students from two sophomore conversation classes (31 and 38 students, respectively) in a number of activities such as completing various cloze worksheets split viewing, watch and tells the story. The author concluded that generally speaking, students

found the experience of using You Tube to be interesting, relevant, beneficial and somewhat motivating in class, suggesting the involvement of teachers and students in creative ways to incorporate You Tube in classroom activities.

In addition, Mohammed (2008) conducted a study about Using Computer Applications in EFL writing classes.

The setting for this study was a Saudi School and its computer laboratory. The method to develop and get results was the use of a questionnaire and it was administered after subjects (30 EFL Saudi female students at college of education) had used the computer in the writing class. Results indicated that the majority of the students found using computer in EFL class helpful and useful in developing their language skills in general and writing skill in particular in between recommendations the researchers said that Technology should be integrated into the syllabus and not to be a luxury which is used whenever 'there is time'.

The third study was conducted by Shu-Mei, Jonas. A., Chin-Hsin, and Cho-Ming (2010). It is about adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners. This study investigated if supplementary materials can be adopted to enhance college EFL learners' listening and speaking strategy use.

The participants of this study were students from non-English classes majoring in Childcare, Environmental Engineering, Nursing and Computer Technology. The study took place in a Department of Applied English. The method was the use of tasks and supplementary materials to complement and improve the existing teaching materials. Information gap and reading aloud activity were

constantly implemented as well as the implementation of an inventory for language learning survey. Also, a post test was delivered at the end of the term to exam the general learning results. The findings indicated the effectiveness of adopting supplementary materials and significant improvement was shown as a result of that implementation into classroom instruction. As a conclusion, overall supplementary materials applied into the target non-major English Listening and Speaking classes promoting students' language skills. The authors then recommend expanding students learning capacity, the use of more and diverse materials to supplement the existing textbook in the listening and speaking course including, if possible, oral test in order to assess not only listening but speaking skills. No limitations were identified through the study.

In addition Al-Salmi (n.d) conducted a study to teach vocabulary by using shared reading and flashcards. The settings for this study were English classes of Basic Education. The Author used an experimental method to compare the effectiveness of two different methods on learning vocabulary applied on learners of two classes of grade one, 20 in each class, between 6 and 7 years old. Also, sets of vocabulary on two topics were selected: animals and colors. In the shared reading lessons the author used two different big books: 'I went to school this morning' (for animals) and 'where is my baby?' (for colors).

The results indicated higher scores for the vocabulary sets studied through shared reading. Overall, then, shared reading had a more positive impact of learning vocabulary in both the short and long term. As a conclusion we have that using big books and shared reading can help children learn vocabulary more effectively than

just using flashcards. The author also suggests using big books since learners find them motivating and enjoyable.

Finally, Williams & Lutes (n.d) did a study about using video in the ESL classroom, and measure its effectiveness when teaching and learning English. This study took place at a University's English classrooms in Takamatsu. The method used for the purpose of this study consisted in establishing two groups (out of 30 students) a control group and test group. Both groups had the same instructor and covered the same material but the test group had video component added to the teaching materials, and identical questionnaires were distributed to the students of both groups at the end of the course.

The overall result of this study was that students were more motivated to study in classes where video was used. They also found that they learned more through video. The conclusions were that video does have a significant and positive impact on student motivation and interest. Also, video can be an extremely effective intrinsic motivator.

RESULTS

QUANTITATIVE ANALYSIS

CHART ONE: Type of supplementary material used in public high school

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

AUTHOR: Jara Gonzalez Jenny Mariela

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		X
	charts		X
	handouts		X
	posters		X
	word cards		X
	white/black board	✓	
		X	
Audio	songs	✓	
	dialogues		X
	stories		X
	tales		X
	interview	✓	
Audiovisual	videos		X
	movies		X
	documentaries		X
			X
Realia	objects (toys, plants, fruits)		X
Online	websites		X

AUTHOR: Jara Gonzalez Jenny Mariela

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

CHART THREE: Pertinence and appropriateness of supplementary material used in public high schools

Variable	Indicator	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	x	✓	✓	✓	✓	✓				
	Charts										
	Handouts							✓	✓		
	Posters							✓	✓		
	word cards										
	white/black board	✓	✓	✓	✓	✓	✓			✓	✓
Audio	Songs					✓	✓				
	Dialogues									✓	✓
	Stories	✓	x	✓	x						
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

AUTHOR: Jara Gonzalez Jenny Mariela
 SOURCE: 1st year

CHART FOUR: Pertinence and appropriateness of supplementary material used in public high schools

Variable	Indicator	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			✓	x					✓	x
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

AUTHOR: Jara Gonzalez Jenny Mariela
 SOURCE: 2nd year

CHART FIVE: Pertinence and appropriateness of supplementary material used in public high schools

Variable	Indicator	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	Websides										

AUTHOR: Jara Gonzalez Jenny Mariela
 SOURCE: 3rd year

CHART SIX: Pertinence and appropriateness of supplementary material used in private high schools

Variable	Indicator	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										
	Interview										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

AUTHOR: Jara Gonzalez Jenny Mariela

SOURCE: 1st year

CHART SEVEN: Pertinence and appropriateness of supplementary material used in private high schools

Variable	Indicator	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: Jara Gonzalez Jenny Mariela
 SOURCE: 2nd year

CHART EIGHT: Pertinence and appropriateness of supplementary material used in private high schools

Variable	Indicator	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: Jara Gonzalez Jenny Mariela
 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		
	power point presentations		
	maps		
	pictures	3	
	charts		
	handouts	1	
	posters	1	
	word cards		
	white/black board	4	4
Audio	songs	1	1
	dialogues	1	1
	stories	2	
	tales		
	interview		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		13	6

AUTHOR: Jara Gonzalez Jenny Mariela

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	1	
	charts		
	handouts		
	posters		
	word cards		
	white/black board	5	5
Audio	songs		
	dialogues		
	stories	2	
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		8	5

AUTHOR: Jara Gonzalez Jenny Mariela

CHART ELEVEN: Frequency of use of supplementary material in 3rd year

Variable	Indicators	Public	Private
		f	F
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts	1	
	posters		
	word cards		
	white/black board	3	
Audio	songs		
	dialogues		
	stories	1	
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		5	0

AUTHOR: Jara Gonzalez Jenny Mariela

CHART TWELVE: Frequency of use of supplementary material

	Public (f)	Private (f)	TOTAL	
			F	%
1st	13	6	19	51,35%
2nd	8	5	13	35,14%
3rd	5		5	13,51%
TOTAL	26	11	37	100,00%

70,27 29,73

CHART THIRTEEN: Frequency of used material in the public senior high school

Variable	Indicator	1st year	2st year	3rd year	TOTAL	
		f	f	F	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures	3	1		4	15,38
	charts					
	handouts	1		1	2	7,69
	posters	1			1	3,85
	word cards					
	white/black board	4	5	3	12	46,15
Audio	songs	1			1	3,85
	dialogues	1			1	3,85
	stories	2	2	1	5	19,23
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websides					
TOTAL		13	8	5	26	100,00

AUTHOR: Jara Gonzalez Jenny Mariela

CHART FOURTEEN: Frequency of used material in the private senior high school

Variable	Indicator	1st year	2st year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white/black board	4	5		9	81,82
Audio	songs	1			1	9,09
	dialogues					
	stories					
	tales					
	interview	1			1	9,09
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websides					
TOTAL		6	5		11	100,00

AUTHOR: Jara Gonzalez Jenny Mariela

Description, Analysis, and Interpretation of Results

For the description, analysis, and interpretation of results a qualitative and a quantitative analysis were established. The qualitative analysis includes a description of supplementary material used during five classes of first, second, and third year of a private and a public senior high school. During this procedure the characteristics of pertinence (in relation to the content and objectives), appropriateness (related to the students level of understanding) , and quality (related to the design and elaboration) of the materials were taken into consideration.

The quantitative analysis includes details about the variety of the used material and its frequency of use during the observed classes. For that, information gathered was to compare general results obtained between high schools, make a comparative analysis referent to the frequency of the used material, and to make an analysis of the materials used the most in both, public and private high school. To conclude, teachers and students' opinions gathered through the survey were also included.

Qualitative Analysis

Public High School

1st year

Pictures

The topic of the first class was "The Rainforest" which objectives were to practice reading, identify new vocabulary, and search for relevant information in the text.

The material was used with pertinence to identify new vocabulary, the two pictures of a rainforest were put up on the board by the teacher to introduce the

theme, make some descriptions of them using new vocabulary, and he also asked the students some questions about the presented pictures to make them infer the topic of the class.

The pictures were appropriate for the students' level of understanding because when they saw the pictures it made it easier for them to understand the topic and tell their ideas.

The quality of the material was very good, because the pictures were colorful and had a good size for the students to see.

The topic of the second class was "Ecuadorian People" the objectives were to practice listening, reading, and to learn new vocabulary. A big picture of Ecuadorian people in different places of the world was put up on the front wall for the student to see, the teacher then asked questions about the images in the picture, so the students try to infer the topic of the class.

I consider the material pertinent because the teacher used this material to get students make some descriptions using new vocabulary, in this way the objective to learn vocabulary was achieved.

The material was also appropriate for the students' level of understanding because after the picture was shown, some students got to describe it with single words and others expressed complete ideas about what they were looking at. Therefore, I consider that the material helped the students make use of their English to communicate and at the same time, they got to know new words to improve that communication.

The quality of the material was good because the picture had clear images, had a good size, was colorful, and the most important it looked interesting, which called students attention.

The topic of the third class was “A Famous Singer”. The objectives were to give personal information and to teach the students how to sing a particular song. A picture of a famous singer with the title of one of his songs written on it was shown to the students.

I consider the material pertinent, because it contributed tremendously to achieve the objective “give personal information”. The teacher played to be the famous singer from the picture and introduced himself to the class, giving them personal information and also presenting his “new” song.

The material was also appropriate to the students’ age, since the example taken was about a singer and a song that they liked a lot which helped activating their vocabulary.

The quality of the material was very good, because it was a big, clear, and colorful picture of someone who called the students’ attention and interest.

White Board

This supplementary material was used in the first class “The rain Forest”. The objectives were to practice reading, identify new vocabulary, and search for relevant information in the text.

The white board was used with pertinence as the teacher used it to write down new vocabulary related to the topic and to make students write and read sentences with the new words, which helped to achieve two of the three objectives.

The use of this material was also appropriate to the students' level and age since it helped the students getting familiar with new vocabulary and to know how to use it correctly, after the explanation and practice was written on the board, they understood in a better way the content of the reading passage from the book, which means that their level of understanding increased.

The quality of the material was very good since the teacher made a good use of the space, the information on it was clear to read, and the teacher also used different color of markers to highlight new vocabulary in the written sentences.

The white board was also used in the second class "Ecuadorian People". The objectives were to practice listening, reading, and to learn new vocabulary.

The white board was used with pertinence because the teacher used it to write down new vocabulary. He also used the board to make students write sentences with the new words to practice their correct use; they also had to read such sentences to practice reading, in this way two of the three objectives were achieved.

The use of this material was also appropriate to the students' age and level since it contributed to their understanding of the topic, and to develop other activities from the book easily.

The quality of the material was very good, since the teacher writing was clear to read and new vocabulary was highlighted with markers of different colors to call students attention.

The white board was also used in the third class "A Famous Singer". The objectives were to give personal information and to teach the students how to sing a

particular song. The white board was used by the teacher to write down personal information about a famous singer and to write the title of one of his songs.

The material was pertinent in relation to the objective "give personal information" because the teacher used it to write the personal information of a famous singer so the students could see a good pattern to follow when giving their own personal information.

It was also appropriate, because by writing the information on the board the teacher helped the students understand it better, especially to the ones with not a good level of English.

The quality of the material was very good, since the teacher's calligraphy was very clear, so the students could see, read, and understand the written information from every seat in the classroom.

The white board was used during the fifth class "Entertainment" which objective was to increase vocabulary by learning about different types of movies. After listening to the dialogue, the teacher proceeded to complement the activity by writing sentences with the different types of movies on the board.

I consider the material was pertinent because in this way the teacher let students visualize more examples which reinforced new knowledge related to the topic.

This material was also appropriate according to the students' level because after they read the examples on the board, they understood in a better way the meaning and correct use of the new words.

The quality of this material was very good, since the teacher's writing was clear for the students to read and he used different colors of markers to emphasize new vocabulary.

Story

This supplementary material was also used in the first class "The rain Forest". The objectives were to practice reading, identify new vocabulary, and search for relevant information in the text. This audio material was played for students to listen before they read the same story from their books.

I think that the use of the material was pertinent in relation to one of the objectives "identify new vocabulary" because while the students listened to the story they had to identify when and how the new words were used.

Unfortunately, the material wasn't appropriate, because the teller of the story spoke too fast for the students' level of understanding, as a result, the teacher played the story again making pauses and even repeating the story himself to help some students understand it in a better way.

About the quality of the material, it was good because the volume of the story was clear and loud enough, although many students did not understand too much at first, they did not get distracted or bored and made an effort to catch up the main idea.

This material was also used in the second class "Ecuadorian People", its objectives were to practice listening and reading, and to learn new vocabulary. A short story about Ecuadorians that live in other countries was played for students to listen before they read it from their book.

I considered this material pertinent in relation to two of the objectives because it helped the students practice listening and learn new vocabulary that was used along the story. The story from the CD was told too fast for the students' level of understanding, and the teacher had to make pauses to translate so the material was considered not appropriate for the students' level of understanding.

About the quality of this material, it was good because the volume of the story was clear and loud enough so everybody could listen and try to understand.

Song

Also, a song was used in the third class "A Famous Singer". The objectives were to give personal information and to sing a particular song in English. A song was played for students to listen first, and then sing.

I considered the material pertinent because its use contributed to achieve with the objective and theme of the class which was getting the students to sing, the song motivated and led the students to participate.

It was also appropriate in relation to the level of the students, because it was a song that they knew well, for which it was not difficult for them to sing, they loved singing it. The song sounded nice and clear, so its quality was very good too.

Poster

The topic of the fourth class was "Parts of the body". The objective was to teach students the parts of the body. The teacher started presenting a big poster of a human body, which indicated each part of it, the teacher then invited the students to repeat after him to practice pronunciation.

The material was pertinent since it was used to introduce and show new information related to the topic in a very explicit way for the students to learn effectively so the objective was achieved.

This material was also used appropriately according to the students' level and age because it ease the learning by letting them visualize the parts of the body and associate them with the new vocabulary. This material contributed specially with the students with a low level of English.

The poster was very colorful and its size was big enough for students to see the information, so the quality was very good too.

Handouts

The teacher also used handouts during the fourth class "Parts of the body" to teach students the parts of the body. After visualization, handouts were given to the students to complete information using new vocabulary.

This material was used with pertinence since it was an activity that helped reinforce the learning. The handouts contained a series of sentences related to the parts of the body, the students had to choose the best word from the new vocabulary to complete such sentences.

This material was also appropriate for the students level because they just had to choose words and place them in the correct place, the sentences were simple like "I can't write because my...*hand*.....is injured" in general the content was not difficult for the students to understand.

The quality of the material was very good too, because the handouts were clear to read and the instructions simple to understand, the students said that they liked working with handouts.

Dialogue

The topic of the fifth class was “Entertainment” its objective was to teach about different types of movies to increase vocabulary. The teacher played a CD with a short dialogue between friends; the talk was about them deciding what movies to see over the weekend (horror, romantic, drama, action, etc). Along the dialogue, the students listened to the people mentioning different types of movies, after that, they had to work on a fill out blanks exercise in their book.

The material was pertinent in relation to the objective because the students could listen to the new vocabulary along the dialogue, in that way they had a better understanding of the types of movies and the differences between them.

The material was also appropriate because it was not too long, the teacher also repeated the dialogue a second time, where he made pauses to make sure the students understood, that helped a lot to adjust the material to the students’ level of understanding.

The quality of the material was good because the dialogue was played at a good volume and was clear for students to listen, which avoided distraction between them.

Learning Styles

During the observed classes in the first year of high school in the public institution, I could verify that the teacher used a good variety of supplementary

materials such as white board, stories, dialogues, handouts, poster, pictures, and a song, he also combined different activities to increase the students understanding. This indicated that he was taking on account visual and auditory learning styles mainly. In relation to this, Brown (2000), focused on visual and auditory learners. He stated that visual learners prefer pictures, maps, charts, etc. while auditory learners prefer listening to lectures, audiotapes, dictation, stories, etc. He also states that most successful learners utilize both visual and auditory input and that to distinguish one learner style from another was a vital factor for classroom instruction. In this case, this theory was apply because after I revised the surveys presented to the students I could verify that most of the students were visual and auditory learners so when the teacher used a picture, the white board, or a poster he satisfied visual learners, and when he used a song, a dialogue, or a story it was suitable for auditory learners which learn best by listening in this class.

2nd Year

White board

The topic of the first class was “The Immune System” and its objective was to use new vocabulary by learning about the function of our immune system. The teacher introduced the topic of the class by writing “The Immune System” on the board, he continued by asking the students, what had they understood by the name of the topic. He wrote some of the students’ ideas on the board to define a concept, he also used the board to write new vocabulary and make associations with the given concept which helped achieving the objective of this class.

I considered the use of this material pertinent, because they could visualize and get familiar with the new vocabulary which helped them bring up basic ideas about the topic.

It was also appropriate to the student's level, because when the teacher wrote the topic and new vocabulary on the board, he got students to brainstorm their ideas and use their existing and new vocabulary to give their opinion.

About the quality of the material at the beginning, the teacher's hand writing was a little too small for students to read from the back, which was immediately called to his attention by students, and had to correct it, however after the correction the information was written in a very clear and organized way. So the quality in general was good.

The white board was used in the second class with the topic "War and Peace" its objective was to learn how to give descriptions of past events. As an introduction, the teacher used the board to write the topic of the class, then he asked questions like "what does war/peace mean to you?" and wrote an example of a description of a past war for students to use it as a pattern, he also wrote some of the descriptions given by the students on the board.

The use of the material was pertinent because it helped the students visualize an example of a description which helped them bring up ideas to their mind and work on their own descriptions of past events.

The material was also appropriate for the students' level because they had the chance to understand the topic by reading the words (war/peace) also, they

understood in a better way how to describe a past event after they saw the example structure written on the board.

The quality of the material was good because the teacher wrote the information in a very organized way, with big letters and using different color of markers.

The topic of the third class in this year was “The Environment” in which the white board was used. Its objective was to get students make inferences and to identify relevant information from a reading passage of their book. The teacher used the white board to write the topic of the class with big letters and proceeded to ask the students questions about it. The teacher also used the board to introduce new vocabulary and write relevant information about the topic that was used through the reading.

The material was used with pertinence, because when the teacher wrote the information, it helped the students visualized and focused on relevant information to start brainstorming their ideas and identify such information within the reading. Also, the material helped the teacher to introduce and explain the use of new vocabulary before the students do the reading in their books.

The material was also appropriate to the students` level, because they had a better understanding of the theme after they saw the information written on the board. Also, the students felt more confident about understanding the reading from the text and identifying relevant information from it.

The writing on the board was neat and clear for the students to read, the teacher also used different color of markers to write the new words and the sentences on the board for which I considered the material`s quality very good.

The board was also used during the fourth class “About the USA”. The teacher used the board to write the names of different touristic places and cultural festivities of USA, he also made students write the vocabulary that they did not recognize from the reading of the book to explain.

I consider that the material was used with pertinence, since the visualization of the information on the board contributed to reinforce concepts and definitions given about the topic.

The material was also appropriate, because by reading details on the board, students had a better understanding of names of places, cultural events of USA, descriptions, and concepts.

The quality of the material was also good, because it was in good conditions and the writing was clear to read and to understand for the students.

The topic of the fifth class was “An Emergency”; the white board was also used. Its objective was to increase students’ vocabulary by learning what to do when there is a certain type of emergency. First, the teacher used the board to write the topic on it and then made a short introduction by asking students “who has been to an emergency?” and “what have you done about it?”, as he got some answers he wrote on the board some of the type emergencies the students mentioned. In this way the material was used with pertinence, it helped introducing the topic and motivated the students to start communicating their ideas.

The material was also appropriate for the students level, because when the students read the topic on the board; they reacted immediately by talking about some emergencies they have gone through. Although they would not establish a long conversation full of details, they communicated with short and understandable sentences, which I considered very satisfactory.

The use of the material was good in quality because the information was written adequately to the space of the board and with big and clear letters.

Story

A story was also used in the second class “War and Peace”, which objective was as stated to teach how to give descriptions of past events. A CD was played with a short story about past wars around the world and the importance of promoting peace around it.

The material used was pertinent because it gave a good example of descriptions of past events and described how those events affected the world; I consider that the material helped the students a lot because they had the opportunity of listening pronunciation and use new vocabulary to give descriptions of past events.

The material was not appropriate because the story was too fast for the students` level, the teacher had to repeat the story by making pauses and sometimes he had to repeat some sentences for the students to understand better.

The story sounded loud and clear for the students to listen so I considered the quality of the material very good.

A story was used during the fifth class “An Emergency”. After introducing the topic and getting students talk about the theme, the teacher proceeded to play a CD with two short stories about people going through emergencies. After listening, the students had to develop some activities from their books.

The material was pertinent because it let the students listen to pronunciation and how to use new vocabulary from the story of other people’s experiences and some recommendations of what to do in case of certain emergencies. The activity helped achieving the main objective of that class.

The material was not appropriate for the students’ level, because the story was too fast for the students to understand easily, so the teacher had to repeat the stories making pauses to help his students understand and sometimes he had to pronounce the most difficult words after each pause.

The quality of the material was good because the story sounded clear and loud enough for all the students to listen.

Pictures

The topic of the fourth class was “About the USA” its objective was to know about that country and its culture. To introduce the theme, the teacher started showing the students pictures of himself in some touristic places of USA. After students saw the pictures, the teacher gave a short description of each picture specifying the name of the place visited. The teacher proceeded to make students read information from their books.

The material was used with pertinence because it helped the teacher showing images and making specific descriptions of places he was going to talk about with the students.

The material was also appropriate to the students' level because seeing the pictures helped them understand the descriptions of the places in a better way. The quality of the material was good because the pictures had a big size and were very clear and colorful.

Learning Styles

During my observations in the second year of the public high school, I could verify the use of supplementary materials in every class; the materials were the white board, a story, and pictures. I considered that the teacher did take on account the learning styles of most but not all his student. It is important to mention the statement of Rebecca, L (2003) where she considers as an important dimension of learning styles the Sensory preferences, which are broken down into four main areas: visual, auditory, kinesthetic (movement oriented), and tactile (touch oriented). She states that language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language. Evidently the teacher did take on account the learning styles of auditory and visual learner, but left aside kinesthetic and tactile learners' style.

3rd Year

White Board

The topic of the first class in the third year was “Communication -A smaller world” in which the white board was used, its objective was to expand students'

vocabulary by analyzing the way telecommunication has changed over time. The teacher used the board to introduce the topic by writing the word “communication” on it, then proceeded to ask students questions such as, “what are the different ways people communicate?”, after he got some responses, he continued with writing new vocabulary related to the topic then he wrote short sentences with it to make students infer the meaning of each word.

I consider the use of this material pertinent, since it helped introducing the topic with more detail, the students got familiar with the new vocabulary and the sentences written on the board which facilitated other activities and motivated them to talk about the theme.

I considered the use of the material appropriate for the students’ level and age because after the teacher wrote the new words and the example sentences they understood the meaning in a better way and started communicating their ideas by making use of new vocabulary.

About the quality of the material, it was good because the teacher’s calligraphy was clear and understandable for the students to read.

The white board was also used in the second class of the third year, the topic was “starting a new business” its objective was to increase students vocabulary by revising different types of businesses and the way some people started their own. The teacher started writing the topic of the class on the board, then writing and asking the students, “what is a business?” or “ what kind of business would you like to have?” he obtained some answers and wrote them on the board. He continued the

class with some activities from the book, always writing and explaining new vocabulary on the board.

I consider the use of this material pertinent, because it helped introducing the theme and prepared the students to develop other activities in their books by writing ideas where new vocabulary was used.

The material was also appropriate for the students' level, because when they read the questions, key words, and complete sentences, they understood them and also they did not have any problem understanding the questions asked. The use of the material motivated the students to participate with new ideas.

The quality of the material was good since the teacher wrote information in a very organized way; the hand writing was also very clear and with a good size for students to see.

In the fifth class, the teacher also used the white board and the topic of the class was "The best vacation I ever had" its objective was to practice the use of the simple past tense by making students write and speak about the best trip or vacation they ever had. The teacher started by writing the topic on the board for the students to read. He also wrote two instructions for them. First, to remember about the best vacation they ever had and second, to think of three activities they did during that time. He also wrote two sentences in the simple past tense as examples for the students to follow.

The use of this material was pertinent because it helped the teacher to introducing the topic, giving the students instructions to develop the activity, and to write example sentences using the past tense to guide the students.

The material was also appropriate for the students' level and age because they had no problem understanding the meaning of the topic, the instructions written on the board, and applying the pattern given to write their own sentences with no problem. They also showed a lot of interest in talking about them.

The quality of the material was good because the teacher wrote the topic, instructions, and examples with big and clear letters; he also used markers of different colors, making it look attractive to call students' attention.

Story

A story was used in the third class, the topic was "The story of a successful small business" its objective was to practice sentences organization according to the sequence of a story. After students did an activity in their books which was based on organizing sentences according to a picture sequence, the teacher played a CD which was about the same story the students had organized before. By listening to the story the students had the chance to confirm if they had organized the story correctly.

I consider the use of the material pertinent because by listening to the story the students had the opportunity to verify if they had organized the sentences correctly.

The material was also appropriate because the story was not too long or difficult to understand for the students, so the task was done with no problems.

The quality of the material was good because the volume was loud enough to listen and the story was told in a clear way for students to understand.

Handouts

The topic of the fourth class was “checking up your skills- End of unit” the objective of this class was to check spelling, pronunciation and grammar referent to the content of unit four. The teacher gave handouts to the students which had exercises of spelling, pronunciation, and grammar to develop.

The material was pertinent because by developing each exercise the students and the teacher had the opportunity to target strengths and weaknesses on each aspect revised during passed classes, the handouts were a good complement to achieve the main objective of the class.

The material was also appropriate because, the handouts called students’ attention and interest; they easily developed exercises of filling out spaces, choosing the correct answers, etc.

The quality of the material was good because the handouts were clear to read, key words and instructions were written with different letter types and sizes to stress its importance.

Learning Styles

During the observations to these classes, the teacher used very few types of supplementary materials such as the white board, a story, and handouts. Those materials appealed to visual and auditory learners. According to Rebecca, L. (2003) “language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language.” Starting from this concept, I consider that the teacher is not really taking on account all the learning styles of her students which was not helping them to have a better learning, I believe that he could have varied his teaching styles to make his lessons

more interesting and rewarding.

On the other hand, this way to teach can be adjusted to the statement of Brown (2000), which focused on visual and auditory learning styles assuring that most successful learners utilize both visual and auditory input. At the same time he states that teaching approaches have to be applied thinking on the different kinds of students for a successful learning. Certainly, the materials that the teacher used the most were visual and auditory as most of the students preferred but I have no doubt that the students would have enjoyed a lot more in their learning a wider variety of materials.

Private High School

1st year

White board

The white board was used in the first class and the topic was “Electronic equipment / phrasal verbs” its objective was to give practice on how to use phrasal verbs like “ plug in, switch on/off, turn on/off, etc” the exercise to practice this verbs was to follow instructions on how to use an electronic equipment “to play music”. The teacher introduced the topic by writing it on the board. She also wrote new vocabulary “phrasal verbs” and some example sentences using such new words then.

I considered that the material was pertinent according to the objective because it was used to introduce the topic, new vocabulary, and examples to explain the correct use of the given phrasal verbs which helped the students visualize and get familiar with those words and its use.

The material was also appropriate to the students' level because after students read the topic and new vocabulary on the board most of them recognized it and used it easily when doing other activities from the book, the example sentences also helped the students that had a little trouble understanding how to use the new vocabulary.

The quality of the material was good since the writing was clear and understandable for students to read from every position in the class.

The topic of the second class was "Speculation" and the white board was used as supplementary material. The objective of this class was to practice speculation about the present and past by using must, might, can't have + past participle of the verb. The teacher introduced the topic by writing the word "speculation" on the board. Then, she wrote sentences using the new vocabulary like (She must have gone to the park or I might have gotten good scores) to give students examples of grammatical structures to follow.

The material was pertinent because it helped the teacher introduce the topic to the class and give clear examples of the correct use of new vocabulary, so the students could write their own examples.

The material was also appropriate to the students' level, because the sentences written on the board helped them understand in a better way the correct use of new vocabulary to make speculations.

The quality of the material was also good since the teacher's calligraphy was good and clear to read, and the information was well organized according to the board's space.

The white board was also used in the third class, the topic was “Materials” its objective was to teach about different types of materials such as wood, metal, glass, cotton, leather, and plastic by associating them to objects made of each of these materials. The teacher used the board to introduce the topic by writing the word “materials” as a title and the name of each material on it. After revising the meaning and pronunciation of the new vocabulary, the teacher also wrote on the board the name of some objects for students to match with the material each one was made of.

I consider the material pertinent because it helped the teacher to introduce the topic and also to explain the meaning of different kinds of materials, the exercise of matching the object to the correct material was a very good complement to achieve the main objective.

The material was also appropriate to the students’ level, because after the teacher wrote each material on the board, the students understood the meaning better and could identify materials in English. The exercise of matching objects with materials also helped the students practicing on identifying each material and to say what material a certain object was made of.

The quality of the material was good because the information written on the board was clear to read and well organized for the students understanding.

The topic of the fourth class was “Bethany is back on her board” its objective was to check some grammar points based on the use of the Present perfect continuous. After the teacher asked her students to open their books, she introduced the topic by writing on the board “Present perfect continuous” as a title and the grammar formula “have + been + present continuous”. She also wrote sentences

using the given formula in the positive, negative, and question form with its short answers. For example: I have been doing homework / I have not been doing homework / have I been doing homework? Yes I have / no I have not.

I consider this material pertinent because it was used to introduce a grammar rule and some examples of what was going to be revised during the class, which helped the students visualize how to write sentences using the given formula.

The material was also appropriate because when the teacher wrote the examples, the students had a better understanding of how to apply the formula to form the Present perfect continuous of a sentence for which they did not have any problem on developing other activities from their books.

The quality of the material was also good because the information on the board was written in a clear and organized way for students to read and understand it, the teacher also used markers of different colors to write the formula.

Dialogues

A dialogue was used as supplementary material in the second class, the topic was “Electronic equipment / phrasal verbs” its objective was to use phrasal verbs like “ plug in, switch on/off, turn on/off, etc” this, by following instruction on how to use an electronic equipment “to play music”. The teacher played a CD with a dialogue between a DJ and another person about how to use his electronic equipment; within the dialogue the DJ gave instructions where new vocabulary was used.

The material was pertinent because it helped the students to listen to real instructions in which new vocabulary “phrasal verbs” was used. They got the

opportunity to listen to be aware of the correct usage of the indicated phrasal verbs and to practice pronunciation.

The material was also appropriate because it was easily understood by the students, and they showed more interest on the topic after listening to the interview. The audio was clear and had a good volume so the students didn't miss any information for which the material's quality was very good.

Song

A song was used in the fifth class, the topic was "Don't worry be happy" its objective was to expand students vocabulary by singing a popular song which gives a positive message to live life without worries. The teacher started her class by playing the chorus of a popular song for the students to listen and identify its singer and message. After some students gave some right and wrong answer, the teacher confirmed the right ones and invited the students to sing along as she played the whole song (The students had the letter of the song in their books).

The material was pertinent because its content helped to give the students a message of happiness and at the same time the students had the opportunity to practice the language and discovered new vocabulary by singing.

The material was also appropriate for the students' level and age because the song was well known by the students, so most of them knew its letter and sang emotionally with no problem.

The quality of the material was good because the audio was loud and clear for students to listen and understand.

Learning Styles

After observing these classes I consider the use of supplementary material very limited since the teacher used not other materials than the ones that satisfied visual and auditory learners. In this case, it is important to mention the definition and categorization of Brown (2000) who focused on visual and auditory learning styles. He stated that visual learners prefer seeing, while auditory learners prefer listening and that most successful learners utilize both visual and auditory input but at the same time he remarks the importance of distinguishing one learner style from another as a vital factor for classroom instruction. The materials used during the observed classes in first year of the private high school as I mentioned, appealed to visual learners when the teacher used the white board and to auditory learners when she used a song and the interview. I consider that the teacher could make her classes a lot more dynamic and interesting for her students by considering their learning styles.

2nd year

White board

The topic of the first class was “Sentences and fragments” its objectives were to teach students how to identify a complete thought and avoid fragments when writing.

The use of this material was pertinent because the teacher started the class by writing on the board a complete sentence, then made students identify its subject, predicate, and verb. After that, the teacher wrote another sentence which did not have a subject. When the students realized that there was no subject, the teacher proceeded to write on the board the topic of the class “Complete sentences and fragments”.

The use of this material was also appropriate for the students' level because the examples written helped them understand in a better way the difference between a complete sentence and a fragment and how to identify them, after that it was easier for the students to develop other exercises from the book.

The material's quality was also good because the teacher's calligraphy was clear for the students to read and markers of different colors were used to underline each part of the sentences such as green for the verb, red for the subject and blue for the predicate.

The white board was also used in the second class, the topic was "Compound and Complex sentences" its objectives were to teach students how to identify compound and complex sentences to help them improve their writing variation skills.

The use of this material was pertinent because the teacher used it to write some coordinating and subordinating conjunctions and some examples of compound and complex sentences to reinforce the explanation given before about how to form such sentences.

The material was also appropriate for the students' level of understanding because it helped them have a better understanding of how to form and indentify compound and complex sentences.

The material's quality was also good because the teacher's calligraphy was clear for students to read, and the information was well organized. Also, markers of different colors were used to write the coordinating conjunctions in compound sentences and the subordinating conjunctions in complex sentences.

The topic of the third class was “Expanding your vocabulary with synonyms and antonyms” its objective was to help students expand their vocabulary.

I consider the use of this material pertinent because the teacher used it to write “synonyms (the same meaning) and antonyms (opposite meaning)”, she also wrote a list of about twenty words on the left side of the board, followed by one synonym and one antonym of each one.

The material was also appropriate for the students’ level because after they read the information on the board they had a better understanding of what were synonyms and antonyms.

The quality of the material was good too, because the teacher’s calligraphy was clear to read and the information was written with markers of different colors to establish a clear difference between synonyms and antonyms.

In the fourth class, the white board was used and the topic was “the active and the passive voice” its objective was to help students identify when a subject of a sentence is in the active voice and when it is in the passive voice.

I considered this material pertinent because the teacher used it to introduced the topic by writing “the active and the passive voice” as a big title on the board, then she wrote concepts and examples about the topic such as (Jen opened the book / the book was opened by Jen) She continued the class with exercises from the book.

The material was also appropriate because after the students read the concepts and the examples they had a better idea of what the passive and the active voice were about.

The quality of the material was good because the writing on it was clear to read and well organized for students to understand the information.

The topic of the fifth class was “The writing process” its objective was to get students to know about the steps in the process of writing.

I consider this material pertinent because the teacher used the white board to write the steps students had to follow in their writing process (generating and organizing ideas, writing the first draft, the topic sentence, developing and organizing supporting details, and writing a conclusion). She continued the class by explaining the first step and used the board again to write an example topic and write some ideas about it, and then she organized those ideas to write the first draft. The students would continue working on their piece of writing by following the teacher’s pattern.

The material was appropriately used to the students’ level because writing the information and examples on the board helped students a lot to know, understand and apply the steps of the writing process. By seeing the teacher write a topic, the ideas and organization of those ideas to start with the first draft, the students felt more confident about working in their own writing.

The material’s quality was also good because the teacher made sure the information was clear and visible to read, also well organized so the students understood the process the process.

Learning styles

The only material used by the teacher during the classes in the second year of the private high school, was the use of the white board to reinforce the activities from

the book. In that way, she only took on account the necessities of visual learners limiting the necessities of other students to have a better learning. Rebecca, L. (2003), defines different learning styles such as visual, auditory, and kinesthetic and that those involve teaching methods that allow students to learn best. Although, the teacher did not take on account the different learning styles of her students, the level of English of those students was very good. While they worked on the activities of the book the teacher encouraged them to communicate in English only. So the limited use of supplementary material was not reflected in the learning results.

Quantitative Analysis

The Quantitative Analysis is the analysis of the variety and frequency of the used materials during the class observations. For that, the information from chart 12 was included to compare general results obtained between private and public high schools. Charts 9, 10, and 11 were taken into consideration to make a comparative analysis referent to the frequency of the used material. Also, charts 13 and 14 were used to make the analysis of the materials that were used the most in each high school.

Comparing general results (chart 12) referent to the frequency of use of supplementary material between both, public and private high schools, supplementary material in the public high school was used 26 times and in the private high school only 11 times. Evidently, the use of supplementary material in the public high school was used more frequently than in the private high school. The material used the most was the white board in both institutions.

Comparing the use of supplementary material between first grades of the public and the private high school (chart 9) the results were that the teacher in the first grade of public high school used supplementary materials 13 times while the teacher in the first grade of the private high school only used it 6 times, which is a big difference.

Referent to second grades of both high schools (chart 10), second grade from public high school used supplementary material 8 times while the teacher in the second grade of the private high school only used it 5 times, establishing again a higher frequency of used material in the public school. Again, the white board was the favorite material for the teachers to use, stories and pictures were also used a couple of times in the public school. During the surveys the students indicated that they prefer learning with audio, audiovisual, internet, and movies. The teachers, specially the one from the private school are not taking on account the learning styles of the students.

Finally, comparing results between third grades of both high schools, the one from the public institution used supplementary material 5 times; being the most used the white board, while the teacher of third year of the private one used none. In the surveys students marked videos, movies, realia, and the web as their favorite supplementary material to learn English. Evidently, the teachers did not take on account students' learning styles.

After comparing those results, it is evident that the public high school had a higher frequency in the use of supplementary material, and of course, that fact contributed a lot in the language learning of the students from that school, but for

some reason I could observe better result in the performance of the students from the private high school. They had a better level, they were always communicating their ideas in English during and outside the classroom, they were more confident about using the language at any time. It is also important to mention that the private high school teacher exposed her students to the language more than the teacher from the public high school did, and I think that was the main reason their reality was different.

The results referent to the frequency of used material in first, second, and third year of the public high school responded to thirteen times in first year, eight times in second year, and only five times in third year. This showed that the teacher was less explicit with the higher levels. On the other hand the frequency of the material used during the classes of first, second, and third year of private high school was less than in the public school. In first year, supplementary materials were used six times, in second year five times, and in third year supplementary materials were not used at all. Those results showed that the teacher in the private school used supplementary materials mostly in the lower years.

The material used the most in both institutions was the white board; pictures were also used very often in the public high school. It is important to mention that in the surveys presented to some students in both institutions, they chose pictures, songs, stories, internet, and videos as their favorite supplementary materials, no one chose the board which indicated that the teachers, especially the one from the private school was not taking on account the learning styles of their students to make their classes more interesting.

Conclusions

- Most of the supplementary materials used in both institutions were used taking into account pertinence, appropriateness, and quality which helped reinforcing the students' learning
- Regarding the frequency of the supplementary materials used, the teacher in the public high school used most supporting materials than the teacher in the private high school, the materials used were pictures, white board, dialogues, handouts, posters, stories and a song.
- A poor variety of supplementary materials such as the white board, a song and an interview were used by the teacher in 1st and 2nd years of the private high school and did not use any in the 3rd year, which means that she did not take into account the students' learning styles.
- In this specific case, the supporting materials used in public establishments were varied while in the private one variety did not exist at all. As a matter of fact, the lessons in the public high school were more attractive, effective, and reinforced the learning by stimulating and motivating the learner.
- The quality of the materials used by the teachers in both institutions was very good which contributed to a better learning.
- Finally, visual supplementary materials such as the white board and pictures were used the most by the teacher in the public and in the private high school.

Recommendations

First, during the observations it was found that supplementary materials were used in the public and in the private high school, specially the visual ones. However, it should be ensured that teachers vary the supplementary materials in each class, taking into account other students' preferences such as audio or audiovisuals. In that way the students' interest and motivation will increase.

Second, it is recommended that private institutions prepare and encourage their English teachers to increase the use of supplementary materials to support their classes. In that way they will make the learning more effective and enjoyable for the students.

Finally, it is suggested that institutions help its teachers to get more prepared through courses, teaching conferences or seminars on how to teach more effectively by using supplementary materials in their classes.

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ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 5th

CLASS Nº 1

YEAR: 1st

TOPIC OF THE LESSON: The Rainforest

OBJECTIVE (S): Practice reading, learn new vocabulary and search for relevant information in the text.

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

Visual	flash cards	
	power point presentations	
	maps	
	pictures	<input checked="" type="checkbox"/>
	charts	
	handouts	
	posters	
	word cards	
	white/black board	<input checked="" type="checkbox"/>
Audio	songs	
	dialogues	
	stories	<input checked="" type="checkbox"/>
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL:

Pictures (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

the teacher presented the two pictures to introduce the theme, then ask the students to infer from the pictures more details about what they were going to study in the class

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

because the pictures were about a Rainforest and its characteristics.

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

No, because the material was not used to achieve the objectives of practicing reading, learning new vocabulary or searching for relevant information in the text

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

because the pictures called the students' attention and (paid) put interest in the topic.

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

because when they (she) revised the new vocabulary they associated that with the pictures and helped them have a better understanding.

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

It wasn't creative he only put up the pictures on the wall and started talking about the theme

Were students motivated with the presented material? yes no Why and How?

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

because the pictures were colorful the students kept observing them while the teacher talk about the topic

How do you consider the quality of the used material?

the quality of the material was good because the pictures were big and colorful, they were also very clear.

DESCRIPTION OF THE USED MATERIAL:

White board (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The teacher used the board to write new vocabulary and to write sentences using the new words.

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

Because the new vocabulary and sentences were about a main joints.

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

Because it helped the students learning new vocabulary and practice reading with the sentences they wrote.

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

because the use of the board helped the teacher explain the topic in a better way so the students get interested and have an appropriated learning.

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

Because the extra explanation helped the students understand better.

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

It wasn't creative or original he only did simple writing to reinforce the learning.

Were students motivated with the presented material? yes no Why and How?

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

because the students wanted to participate on writing the sentences with the new vocabulary.

How do you consider the quality of the used material?

It was good because the teacher's writing was clear and he used marker of different colors to make it more attractive.

DESCRIPTION OF THE USED MATERIAL:

Story (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The story was played for the students to listen before the next the same story from their book.

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

because the story was about someone that visited a park forest

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

because the material helped achieved the objective of learning new vocabulary

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

because it was a topic that interested them.

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

because the story was too fast for the students to understand.

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

because, there was nothing original or creative about it; he only played the CD with the story

Were students motivated with the presented material? yes no Why and How?

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

Although the material was hard for the students to understand they try to pay more attention on the material and get the main idea.

How do you consider the quality of the used material?

It was good because the volumen was loud enough and clear for the students to listen.

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 5th

CLASS N° 1

YEAR: 3rd

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?					
VISUALES <ul style="list-style-type: none"> • flash cards () • diapositivas (<input checked="" type="checkbox"/>) • mapas () • gráficos o fotos () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 	AUDIO <ul style="list-style-type: none"> • canciones (<input checked="" type="checkbox"/>) • diálogos () • historias () • cuentos () 	OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) 	AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas (<input checked="" type="checkbox"/>) • documentales () 	ONLINE <ul style="list-style-type: none"> • websites (<input checked="" type="checkbox"/>) 	
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
¿Con qué frecuencia te gustaría que se utilice material suplementario? (<input checked="" type="checkbox"/>) siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 5th

CLASS N° 1

YEAR: 2nd

TOPIC OF THE LESSON: The Immune System

OBJECTIVE (S): To store new vocabulary

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

Visual	flash cards	
	power point presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	word cards	
	white/black board	<input checked="" type="checkbox"/>
Audio	songs	
	dialogues	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL:

White board (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The teacher used the board to introduce the topic and write new vocabulary

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

Because the material was used to clarify and give examples about the topic

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

Because the use of the board helped the teacher achieve the objective of learning new vocabulary by writing it for the students to see the words.

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

Because the white board is a material that helped them have a better learning.

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

Because the used material contributed to the students' (learning) understanding, specially to the ones with a lower level

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

Because the teacher was creative by introducing the topic to the students, giving them examples and organizing the information very well

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

The teacher got the students' interest and participation.

How do you consider the quality of the used material?

Was very good because the calligraphy of the teacher was very neat and he also use markers of different color to make the writing more attractive

Anexo N° 6

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 5th

CLASS N° 1

YEAR: 2nd

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Te ayudó a entender mejor el tema de la clase?				<input checked="" type="checkbox"/>	<input type="checkbox"/>
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
• flash cards	()	• canciones	(<input checked="" type="checkbox"/>)	• objetos:	()
• diapositivas	()	• diálogos	(<input checked="" type="checkbox"/>)	(juguetes, plantas, frutas,	
• mapas	()	• historias	()	etc.)	
• gráficos o fotos	()	• cuentos	()		
• tablas u organizadores gráficos	()	AUDIOVISUALES		ONLINE	
• hojas con actividades	(<input checked="" type="checkbox"/>)	• videos	()	• websites	(<input checked="" type="checkbox"/>)
• posters	()	• películas	(<input checked="" type="checkbox"/>)		
• tarjetas con palabras	()	• documentales	()		
• pizarrón blanco o negro	()				
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
¿Con qué frecuencia te gustaría que se utilice material suplementario?					
<input checked="" type="checkbox"/> siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC (✓) PRIVATE ()

DATE: December 5th

CLASS N° 1

YEAR: 3rd

TOPIC OF THE LESSON: "Communication - A smaller world"

OBJECTIVE (S): To expand the students' vocabulary.

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

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

DESCRIPTION OF THE USED MATERIAL:

White board (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

He used the board to introduce the topic and the new vocabulary to his students.

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

Because he gave explanations and details about the topic to see "communication".

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

Because the board helped the teacher achieve the objective of learning new vocabulary.

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

Because the student were young and the explanation on the board fit their expectations.

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

Because it helped some students, specially the ones with a lower level to understand in a better way the new vocabulary.

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

He started introducing the topic in a very dynamic way.

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

The explanation awoken the students' interest and motivated them to participate in the activities.

How do you consider the quality of the used material?

The quality was good because the writing was clear and with markers of different colors.

Anexo N° 6

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 5th

CLASS N° 1

YEAR: 3rd

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?					
VISUALES <ul style="list-style-type: none"> • flash cards () • diapositivas (<input checked="" type="checkbox"/>) • mapas () • gráficos o fotos () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 	AUDIO <ul style="list-style-type: none"> • canciones (<input checked="" type="checkbox"/>) • diálogos () • historias () • cuentos () 	OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) 	AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas (<input checked="" type="checkbox"/>) • documentales () 	ONLINE <ul style="list-style-type: none"> • websites (<input checked="" type="checkbox"/>) 	
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
¿Con qué frecuencia te gustaría que se utilice material suplementario? (<input checked="" type="checkbox"/>) siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 12th

CLASS Nº 1st

YEAR: 1st

TOPIC OF THE LESSON: Electronic equipment / phrasal verbs.

OBJECTIVE (S): to practice the use of phrasal verbs
like "plug in, switch on/off, turn on/off"

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

Visual	flash cards	
	power point presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	word cards	
	white/black board	<input checked="" type="checkbox"/>
Audio	songs	
	dialogues	<input checked="" type="checkbox"/>
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL:

White board (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The teacher used the board to introduce the topic and write the new vocabulary "phrasal verbs". He also wrote some sentences as examples for the students to follow.

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

Because all the information and the examples were related to electronic equipment.

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

Because the information written on the board helped the student learn the new vocabulary and its use.

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

Because the topic was appropriate for young students.

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

Because the students understood in a better way after the teacher wrote the information on the board.

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

Because the teacher started writing the information and at the same time asked the students to think about the necessary steps to play a CD.

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

Because the topic was of the students' interest so they felt motivated to participate.

How do you consider the quality of the used material?

It was good because the teacher wrote the information in a very clear way for the students to understand.

DESCRIPTION OF THE USED MATERIAL:

Dialogues (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The teacher played a CD with a dialogue between two people about the topic in which the new vocabulary was (learned) used for the students to listen and identify.

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

Because the dialogue was about how to use electronic equipment where the new vocabulary was used.

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

Because the use of the material helped the students to listen to a "real" dialogue where new words were used.

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

Because the students liked the listening which was about an interesting topic for them.

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

Because the students understood the dialogue easily and had no problem identifying the new vocabulary in it.

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

There was nothing creative about it.

Were students motivated with the presented material? yes no Why and How?

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

Because it was a nice topic for them so they showed a lot of interest on it.

How do you consider the quality of the used material?

Yes, because it was loud and clear for the students to listen.

Anexo N° 6

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

CLASS Nº 1

DATE: December 12th

YEAR: 1st

PREGUNTAS			SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?			✓	
¿Te ayudó a entender mejor el tema de la clase?			✓	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?			✓	
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?				
VISUALES <ul style="list-style-type: none"> • flash cards () • diapositivas (✓) • mapas () • gráficos o fotos () • tablas u organizadores gráficos (✓) • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 	AUDIO <ul style="list-style-type: none"> • canciones (✓) • diálogos () • historias () • cuentos () 	OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) 		
	AUDIOVISUALES <ul style="list-style-type: none"> • videos (✓) • películas (✓) • documentales () 	ONLINE <ul style="list-style-type: none"> • websites (✓) 		
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?				
¿Con qué frecuencia te gustaría que se utilice material suplementario?				
(✓) siempre () de vez en cuando				

Anexo N° 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: Feb. 15th

CLASS N° 5

YEAR: 2012

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

Yes, because the class gets more interesting for the students

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

I usually use pictures, because they are the best example to introduce the topic and make students imagine what we are going to learn.

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

No, because I have too many students

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

I think that they prefer videos.

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

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

Why?

The other 50% depends on how the teacher gives the class.

Anexo N° 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE (X)

DATE: FEB 17th

CLASS N° 5

YEAR: 2012

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

YES, BECAUSE THE CLASS GETS MORE DYNAMIC.

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

PICTURES OR THE WHITE BOARD
BECAUSE PICTURES ARE GOOD EXAMPLES OF
THE TOPIC AND THE BOARD HELPS EXPLAIN THE CLASS

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

NO, BECAUSE I TRY TO CONSIDER THE
MOST IMPORTANT TO GET TO ALL MY
STUDENTS

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

THEY PREFER REAL CONVERSATION

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

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

Why?

THE OTHER 50% IS ABOUT THE TEACHER
EXPLANATION