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The use of supplementary materials in EFL classes: A comparative analysis of public and private high schools. Research done in “Juan Montalvo” and “Marcel Laniado de Wind” high schools in Machala, El Oro, during the school year 2011-2012.

Trabajo de fin de titulación

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CERTIFICATION

Magister

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C E R T I F I C A:

Que el presente trabajo, denominado: **“The use of supplementary materials in EFL clases: A comparative analysis of public and private high schools”** realizado por los profesionales en formación: **Barratt Michael y Pineda Armijos Clara Lisbeth**; cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

Loja, junio de 2013.

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DEDICATION

Dedicamos este proyecto de investigación a nuestra familia y amigos quienes estuvieron ahí para ayudarnos y animarnos, para llegar a ser más cualificados y así continuar in la profesión que amamos.

APPRECIATION

Nos gustaría agradecer a nuestros maestros y maestras, y además a nuestra Directora, por darnos su tiempo y dedicación para trabajar a través de este largo y difícil proceso.

Gracias.

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ABSTRACT

This research is about *the use of supplementary materials in EFL classes: a comparative analysis of public and private high schools*. The purpose of this study is to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are. To achieve the objectives of the research a comparative analysis was carried out in first, second, and third senior year of a public and of a private high school located in Machala, Ecuador.

The general approach of this study was Qualitative and Quantitative. The qualitative analysis examined the pertinence, appropriateness, and quality of each supplementary material employed. In addition, an analysis of learning styles was carried out in each senior year. And, the frequency of use of materials was obtained by means of the quantitative analysis.

The results show that teachers use a limited amount of supplementary materials in EFL classrooms. The most utilized material was the whiteboard, due to the fact that it is a ready-to-learn tool and sometimes it was the only teaching aid available.

INTRODUCTION

In today's multicultural society there is great emphasis on acquiring another language, especially English. Therefore, educators are continually investigating and putting into practice new methods and approaches. However, regardless of what approach teachers use, they do have at their disposal a variety of supplementary materials that can help achieve their objectives. These can include visual, audio, audiovisual, realia, and on-line.

The purpose of this paper is to determine whether teachers use materials and how pertinent, appropriate, and qualified those materials are. The specific objectives are: first to identify what materials teachers are using in the classroom. Second is to analyze the pertinence of the material used in relation to the content, the appropriateness to the student's level and the quality of the material. Finally, to identify the variety and most frequently used supplementary material in the observed classes.

Teachers are usually required to follow a curriculum and use course books that do not always fill their requirements, and it is at this point that they may bring extra materials into the classroom. It is important, therefore, to determine what kind of didactic materials teachers are using. According to our own experience and the response of students, supplementary materials are invaluable in making the classroom more interesting and instilling motivation to students. For this to happen, teachers have to be very careful that the didactic materials they choose, are pertinent to the topic, objectives, content of the class, and appropriate for students' needs.

A number of previous investigations have been carried out to identify the advantages of using supplementary materials in English foreign language

classrooms, especially in Asian countries like China and Taiwan. These studies have shown how social networks and authentic materials can be applied by the teacher.

A study was carried out by Wu (2004) on how blogs can be applied in language classrooms. The purpose of the investigation was to give explicit instructions in order to set up a personal blog and identify the advantages and students reactions of blogs in an English foreign language writing class. There are a number of limitations identified by the author. One was his own lack of experience in the use of blogs. Another restraint was the fact that most of the younger generation in Taiwan had never heard of a blog and they did not know what it was.

Another study was carried out by Al-Jarf (2005) to evaluate the complexity of online instruction and to know how students feel when they use online for learning grammar. With regard to limitations, only 45% of students had access to internet, students who had lower computer skills experimented difficulties using the online course, and it was necessary to provide guidance to some students in order to maintain their level of motivation.

Movies are a very popular form of entertainment enjoyed by young and old alike for that reason Hsieh (2010) carried out an investigation to analyze the effect of movie viewing on learning English as a foreign language. The purpose of his study was to determine if film motivates students to study English and if movie references are related to effective learning. In addition, the investigation was to determine if using subtitles enhanced comprehension of the language used in the movie. The author identifies a number of limitations with the research. One was that the experiment was not part of the course curriculum. Second, the results were affected by students' preferences for movies, and finally, the teacher displayed captions in the

native language when students had difficulty understanding some aspects of the movie.

The current investigation will benefit teachers because it will awake their interest of the importance of using supplementary materials in EFL, and it will allow them to bring the real world into the classroom. This research will also benefit students of English, allowing them to have more interesting and motivating classes which can only improve the educational process. However, further research should be done to investigate the relationship between students' motivation and use of supplementary materials because some other variables could influence the level of students' engagement in the lesson.

A number of limitations were apparent in the use of supplementary materials in a public and a private high school. One limitation was the presence of the investigators in the classrooms because teachers were previously notified that they were going to be observed during the classes. In that way, teachers and students did not behave as they usually do. Moreover, teachers used materials that, according to some students, they rarely use in daily lessons. Another limitation of this research was that student population in the public high school consisted of a mix of adults and teenagers and the level of English of both groups differed greatly.

METHOD

Setting and Participants

This research was carried out in Machala, Ecuador, during the school year 2011-2012. Two high schools were chosen, one public and one private, in order to observe classes of 1st, 2nd, and 3rd year.

The private high school is bilingual and it is in the process of becoming trilingual. It has good economic resources which enable to give students access to two fully equipped computer labs, four audio visual rooms, science labs and a well stocked library. The student population consists of girls and boys and their level of English is advanced. The class sizes varied. The 1st year had 32 students (15 boys, 17 girls), 2nd year had 17 students (6 boys, 11 girls) and 3rd had 10 students (6 boys, 4 girls). The curriculum the teachers use has been designed so that when students graduate, they would successfully complete the TOEFL ibt test.

The observations made in the public high school were also in 1st, 2nd, and 3rd years. The age of the students was between 15 and 30 years old due to the fact that classes were given in the evenings for those who work during the day. Students came from various backgrounds; some were married with families to support, others were kids who came from very poor families who have to work during the day to help pay the expenses at home. The students' level is intermediate since they used textbooks related to each senior year and they were able to perform most of the activities assigned by the teachers. This high school has only two English teachers who work with the three courses.

The students received only two hours of English classes per week, consisting of 40 minutes each. The textbook *Our World through English*, edited by the Ecuadorian government, was used in all the years of high school education and

varied according to the level. The classes were received enthusiastically by most of the students due to the opportunity of learning a new language which in turn may help improve future job prospects.

Procedures

Before the field research was carried out, extensive review was done in order to collect bibliographical information about teaching English and how children, adolescents and adults differ in learning English as a foreign language. In addition, information was collected in regard to learner's motivation, learning styles and teaching techniques for teaching adolescents. Also research was carried out on the various contexts for teaching English and definition, importance, role and types of supplementary materials available. Five previous studies related to the theme were collected in order to acquire the background knowledge necessary to elaborate the literature review which contains the scientific support for the discussion and analysis of results.

The general approach of this study is qualitative and quantitative. The qualitative approach was used to tabulate and analyze data gathered from observed classes. The analysis describes the pertinence of supplementary materials chosen by teachers in relation to the topic and objectives; appropriateness according to students' level and age; quality of the material used. In addition, the analysis of the materials used in each senior year includes details of the use of teaching resources in relation to students' learning styles.

The quantitative approach was used to determine how frequently the supplementary materials are being utilized and which types are the mostly used. This

allowed a comparative analysis to be carried out in relation to the public and private high school.

In order to collect the relevant data required, two high schools were randomly chosen, one public and one private. Five observations were carried out for each first, second and third grades in both high schools. Therefore, a total of thirty classes were observed. The objective of the observations was to determine what kind of supplementary materials teachers were using in relation to pertinence, appropriateness, quality, and learning styles. A questionnaire was also given to a different student from each of the observed classes, thirty questionnaires in total. A second questionnaire was given to the teachers of each grade observed, six in total. The objective was to acquire their opinions about supplementary materials.

During the observations, detailed notes were taken in order to complete the charts for the qualitative tabulation. The first and second charts identify the type of supplementary materials used in the public and private high school respectively. The third, fourth and fifth charts detail the pertinence and appropriateness of the supplementary material used in the public high school for each of the three grades observed. Chart six, seven and eight refer to the pertinence and appropriateness of materials used in the private high school.

To facilitate the comparative analysis, six quantitative charts were completed. Charts nine, ten, and eleven allowed to compare the frequency of use of materials used in public and private high schools. Chart twelve provides the total frequency of use of supplementary materials in each of the three grades in both high schools. Two *more* charts made possible to differentiate in detail how frequently each supplementary materials was used in each grade. Chart thirteen for the public and chart fourteen for the private high school.

The questionnaires given to the teachers were used to determine the importance and types of materials preferred by them. In addition, teachers were inquired about the reasons to use supplementary materials in classes. The surveys also identify if teachers believe extra materials are motivating and if they are, how they are related to the different learning styles of the students.

The questionnaires the students had to complete were to determine if the materials used by the teacher were motivating. The surveys also revealed students' opinion on whether the materials helped comprehension and enhanced class participation. Finally, students had the opportunity to express their ideas on what they would like to use in language classrooms and with what frequency.

The techniques used for this research were reading, note taking and surveys. Reading was required to get background information, note taking was important to identify and record all aspects of the observed classes and the supplementary materials teachers were applying. The teacher's survey was designed to identify what materials they usually use and why, and to determine if they think extra materials are important. The student's survey was to identify their opinion of the materials teachers are using and to identify what they would like to see being used in the classroom. In addition, the instruments utilized in this research were data collection formats, observation formats, tables and questionnaires.

The process of data analysis consisted on describing the topic and objective of each class and the details of how materials were used by teachers. Then the information gathered on the observation and description sheets along with qualitative charts allowed determining whether teaching resources were pertinent and appropriate. In addition, the same information made possible to describe the quality of materials and their use in relation to students' learning styles.

The other part of the analysis was done with the information of the quantitative charts. Initially, the total frequencies from chart twelve were used to compare and describe the general results concerning the use of materials in both high schools. After that, charts nine, ten, eleven, and twelve were used to do a comparative analysis of the materials used in each of the grades in the public and private high school. Finally, the information from chart thirteen and fourteen allowed describing the mostly used materials in the public and private high school.

The last and important part of this research was the statement of the conclusions and recommendations. Those sections were carefully elaborated taking into account the general and specific objectives of the research and the results obtained from the qualitative and quantitative analysis.

DISCUSSION

Literature Review

There are important factors that have an influence on the teaching of English. Some of those aspects are methods, techniques, and the type of resources used in the classroom. Among them, supplementary materials are relevant because they help learners to retain knowledge and to stay motivated during the learning process. For this reason, this section provides the necessary information to comprehend better concepts, significance, and role of teaching aids. In addition, main concepts exposed here are related to the importance of teaching English as a foreign language, the types of techniques used, and the different contexts in which this process takes place. This section shows also main characteristics of learners, their different types of motivation, and their different styles of learning. Finally, the benefits and effects of supplementary materials for learners are reviewed by presenting five studies.

Teaching English as a Foreign Language

Broughton (1980) argues that in countries where English is as a foreign language there are different aspects affecting its role in the nation's daily life such as cultural, political, and geographical factors. English is taught in schools but it does not have a significant role in citizens' daily life. Moreover, within this context the teaching of English is related to learners' goals for learning the language: they want to communicate with native speakers or to be able to read texts written in English. This author mentions two particular situations that teachers confront: (1) teaching the language because it is part of the curriculum; and, (2) teaching the language because students have specific necessities such as using English for academic purposes as part of their personal development.

Teaching English for academic purposes, according to Patel & Praveen (2008), entails helping learners to master reading skills; in this way, they will be able to read the necessary material for their purposes. Thus, the authors remark the importance of teaching English as source of language and literacy development that allows learners to comprehend the language to communicate effectively.

Keeping the same thought line, Maxom (2009) indicates that teaching English as a foreign language is a business in today's society, especially in developing countries as in the so called third world. English is vital for people who have business interests and need to communicate globally. Globalization is always encouraging commercial and educational interests; therefore, it is essential for students and business men to strive for an understanding of the language that will open the doors in careers or other events. Many people are motivated by the opportunities offered by big industries to become economically successful and have the lifestyle they dream of.

Learners' Differences among Children, Adolescents and Adults

Many people believe that young children are able to learn a second language faster than adolescents or adults. According to Woolfolk (2007) this is not true. In reality, adults have more strategies to learn a language and through experience have a greater understanding of language. Therefore, when it comes to learning a language, age is not the crucial factor. The author does point out though, in order to have accurate pronunciation and speaking a second language without an accent, age does matter. Learning a language at an early age allows for pronunciation to become more native like, without a strong accent. It is very hard for an adult who learns a foreign language to speak without an accent.

Other differences among adults and children are described by Chand Sharma (2004) who agrees with the concept that children and adults learn languages differently. He points out that children are more dependent learners and may not understand why or how they are going to apply the language. Adults, on the other hand, are more independent learners; they have probably a reason for learning and will be expecting to apply the language immediately.

From a similar point of view, Saville-Troike (2006) identifies a number of factors why people believe young children have an advantage over adults. He points out the inconsistencies between various studies which define the successful outcome of language acquisition differently. For some it is the initial rate of learning which, contrary to belief, adults have the advantage. Others judge pronunciation in comparison to a native speaker, others compare fluency, and still others may judge grammatical competence. In the initial stages adults may learn faster, but the author does point out the fact that young children who start learning a second language will eventually have better proficiency than an adult. An important factor for both young and old in learning a language is motivation.

Learners Motivation

Motivation is an important factor in teaching English as a foreign language. According to Saville-Troike (2006), there are two types of motivation, integrative and instrumental. Students who have integrative motivation are learning the language in order to associate with other people. Instrumental motivation drives learners to complete a specified goal for example to pass a school test, for economical reasons or with a desire to travel. Broughton (1980) also agrees that instrumental and integrative are the two main types of motivation, arguing that instrumental motivation is the principal reason for people learning a foreign language.

Other types of motivation are mentioned by Woolfolk (2007) who explains the difference between intrinsic and extrinsic motivation. Intrinsic motivation comes from within the student and can be created by teachers linking what students are learning to something of interest to them. The reality is no two students are the same and there are times when teachers have to give incentives and external support, extrinsic motivation. The author mentions three goals of language teachers which are to create intrinsic motivation in students, to have this desire to learn to continue through life, and above all to get students thinking. How students respond to the efforts of the teacher and approach language is described as a learning style.

Learning Styles

On the point of view of Woolfolk (2007), individual language learners will develop their own style of learning, and although various learning styles have been identified, one theme unites them all. It is related to how students process information, whether it is a surface or deep approach.

Individuals who have a deep processing approach are not overly worried about how they are being evaluated and tend to learn just for the sake of it. Surface processing approach learners are motivated more by external factors such as grades and rewards. They generally try to memorize the material without actually understanding it.

Other approach about learning styles is presented by Sims & Sims (1995). They look at learning styles that believe students will learn better if exposed to their preferred learning style. Some evidence supports this fact, especially for very bright learners who generally prefer quiet and to work alone. However, many researchers are doubtful about the relevance of learning preferences. They have been unable to find any evidence that matching a specific method to a learning preference has any

effect on learning. One thing all teachers can be sure of is that no two students are the same and what may be appropriate for one may not work for another.

Whatever learning style an individual may have, Sonbuchner (2008) explains that it is related to the five senses: touch, taste, sight, smell and hearing. Visual, auditory and kinesthetic approaches to learning are derived from our senses, and if more than one approach is used by a student it is known as multi-sensory learning. The skills of reading and writing are related to visual learning, listening and speaking to auditory, and visualizing and manipulating to kinesthetic. One approach has no advantage over another although students will generally use what they are strongest in. Teachers should try to encourage their students though to work on the approaches they are weaker in.

Teaching Techniques for teaching adolescents

Teachers can help adolescents to overcome difficulties of their learning process by using teaching techniques. Atwell (2001) suggests that the type of techniques used must be in accordance with adolescents' characteristics and needs allowing them to establish connections with the instruction received and real life; teenagers need also guidance to express their opinions while taking control of their own learning process. The author expresses that some techniques that allow teachers to connect contents in the classroom with students' daily life are paired activities, drama, writing, open group discussions, and mind mapping. In addition, he refers also to other type of techniques that allows adolescents to play with trial and error such as lectures, research, peer editing, role modeling, prediction, etc.

There are other aspects presented by Broughton (1980) that teachers must consider when they work with adolescents. This author mentions that students' expectations of the type of activity that is going to be presented in the classroom also

influence the selection of techniques to be used. The kind of learners' behavior as the result of silent, free, or controlled group work must be in relation to the aims of the lesson. He mentions that teachers need to ask themselves whether the type of technique used in the classroom is suitable for each stage of the lesson.

From a different but not less interesting point of view, Fleming & Stevens (2010) suggest teachers to select teaching techniques according to the type of language skill that adolescents are going to learn. According to them, some techniques such as jigsaw, pair combinations, eavesdropping sessions, or storytelling are proper for teaching speaking and listening to adolescents. If the skill is reading teachers can use reading in small groups, guided reading, reading for research, etc. Finally, the authors recommend surveys and questionnaires, letter writing, mass media based writing, dialogue and play script writing as teaching techniques for teaching writing. Main reasons supported by the authors to use those teaching techniques are related to adolescents' demands for developing their cognitive and thinking skills. In addition, those techniques benefits adolescents because they can express their opinions and at the same time they practice the four language skills.

Context for Teaching English

Teaching English to adolescents is not only related to techniques, it is influenced by several aspects. Russell (2008) mentions that social, cultural, political and economic factors are part of teaching English as a foreign language in many countries of Asia, East Europe, and Latin American. He explains that the educational process is affected by strong ideologies, customs and beliefs, learners' cultural background, and social or economic problems. Specifically, people from Latin American countries are not greatly different from English speaking citizens. This author states that public and private schools have similar problems as occur in

Latin American countries; for instance, lack of resources and English teachers, economic problems are common issues that affect educational institutions in both settings and, of course, the teaching process in EFL classrooms.

With regard to the social aspects that influence the teaching of English, Breen (2001) mentions that this relationship is the result of a process that involve both the classroom group and students' psychological process of language development. He says, "The culture of the classroom is an amalgam and permutation of different social realities...The classroom is the meeting point of various subject views of language, diverse learning purposes." (p. 129). This author argues that teachers must set a balance among each student' social conflicts and external reality; he explains, "The culture of the classroom represents a tension between the internal world of the individual and the social world of the group." (p. 130)

A different approach of the aspects affecting English teaching is exposed by Flood (2003) who refers to the physical arrangement of the classroom. He considers that a good classroom environment promotes effective learning; it is achieved when materials are arranged in the physical environment of the classroom and combined with learning activities. Therefore, as this author remarks, productivity of language is directly related to the strategic position of the teaching materials used by teachers.

Supplementary Material

The distribution of supplementary materials in the classroom must be in accordance to its importance and role in the learning process. Before going deeply into those aspects, it is important to review some definitions to understand better the purposes of teaching materials. A first approach of teaching materials is defined by Felix (2009) who remarks that years ago educational resources consisted only on textbooks and workbooks; nowadays, they are magazines, computer software, video

tapes and so on. Next approach is presented by Dash & Dash (2007, p. 122) who say, "Teaching materials are those materials which are quite helpful in improving the quality of teaching and learning". Similarly, Tomlinson (2003, p. 2) defines them as, "anything which can be used to facilitate the learning of a language." A last concept of supplementary materials is given by Spratt et al. (2005) cited by Adekeye (2008, p. 18) who states, "Any resource and equipment available in the classroom."

As facilitators of language learning, supplementary materials are important for different reasons. A first argument is exposed by Felix (2009) who remarks that teaching resources are important because they help students to improve their language skills while interacting with images and words presented through the use of materials in the classroom. Other reasons are given by Dash & Dash (2007, p. 125), they say, "The importance of instructional aids lies in the fact that they supplement the teachers' words in making learning meaningful, joyful and efficient, in ensuring longer retention of facts learnt and making reproduction quicker, accurate, and clear." Similarly, Tomlinson (2003) highlights the importance of teaching materials because they help learners to connect knowledge learnt in the classroom to their real life experiences outside the school. According to him, the use of supplementary materials promotes a sensory experience on learners because positive feelings such as joy, laughter, or excitement improve the learning process. At last, Adekeye (2008) argues that supplementary materials are important because they motivate students to learn and to increase their vocabulary; they help teachers to explain better the subject matter and the communication inside the classroom becomes more interactive.

Concerning the role of supplementary materials, Felix (2009) explains that main functions are: to promote a permanent retain of knowledge, to motivate

students to learn, to establish a good learning environment, and to help students to use conceptual thinking. Dash & Dash (2007, p. 127) agree with the previous author and say, “they stimulate imagination of events, the power of observation and motivation for further knowledge, they help to reduce meaningless and excessive verbalism on part of the teacher, they help to relate abstract concepts with concrete experiences.” In addition, the authors explain that teaching materials also help teachers to give clear explanations and the classroom instruction becomes attractive because of the colors and prettiness of the materials. Tomlinson (2003) explains that the role of supplementary materials is also to motivate teachers to work better and to motivate students according to their daily requirements in the classroom. He mentions that teaching materials help teachers to increase and maintain the level of energy of a class; in this way, students learn better because they have new learning experiences. Finally, Adekeye (2008) supports that supplementary materials help teachers to explain better complex topics and facilitate the mission of improving the social and academic development of students.

There are different types of materials that teachers can use to help students to learn better according to their learning needs. Patel & Praveen (2008) classify materials into visual, audio, audio visual, language laboratory, and computer assisted materials. According to them, visual materials are boards, charts, maps, pictures, static and working models; those types of materials motivate learners, help them to organize their ideas, and catch their attention to the teaching process. Audio materials provide learners good practice of native language pronunciation and some types of this category are: audio cassette player and radio. The authors include language laboratory as part of supplementary materials because through it students can practice listening skills that is the basis of a good pronunciation. A last category

of materials presented by the authors is computer; they argue that presentation of contents by using technology is an educative innovation in classrooms.

A similar point of view but with more emphasis on visual aids is presented by Maxom (2009) who argues that this type of materials help to clarify complex meanings that simple words cannot explain. He gives some examples of visual aids such as flashcards, drawings and photos; those teaching aids are great for talking about topics and explaining meanings. According to this author the white board is also part of visual materials and it should be used effectively by organizing content, eliminating information that is no longer used, and ensuring that all learners can see the content written on it. This last aspect depends on the quality of markers used by the teachers. Doff (2007, p.43) agrees with this author and contributes saying, "Point out that the blackboard is one of the most useful of all visual aids- it is always available and can be used for various purposes without special preparation." Additionally, he suggests some techniques for using the board: clear writing; talking to students while writing and without hide what is being writing down; drawing simple pictures quickly but using many details. Similarly, Harmer (2007) mentions that the board can be used for showing word stress, for giving explanations, for drawing, and for playing games.

Other types of materials described by Maxom (2009) are audio visual and realia. He includes videos as part of audio visual materials and remarks its importance for catching students' attention at the different stages of a lesson. Realia is for this author a type of resource that makes teaching more interesting. According to him, students enjoy touching or moving around real objects such as maps, charts, magazines, or teachers' personal memorabilia. This author explains that maps, charts and magazines bring students a real experience with the way the English

community works. In addition, teachers' personal memorabilia awakes learners' curiosity and are suitable for storytelling. The author includes posters of film advertisement and pop groups as part of realia because students feel that they are working in a classroom setting that imitates the real English world. Harmer (2007) gives also important characteristics of realia materials. He considers that realia are good resources for teaching the meaning of words, for providing language interaction and communication.

With regard to Harmer (2007)'s view of the types of materials available, he adds to realia other resources such as pictures and images, overhead projector, computers, and web sites. According to him pictures and images depends on each teacher' decision and he recommends that this type of aid should be visible enough so all students appreciate the details of it. Concerning the overhead projector, this author explains that it is very useful for projecting attractive printed aids. About computers, this author mentions that they can be used with internet connection to find information but it is necessary that teachers prepare previously the content of the lesson when they use the Internet to avoid waste of time. On the point of view of this author, web sites provide learners opportunity of being in contact with real language.

Summarizing, supplementary materials are wonderful tools that motivate students to learn and help them to retain knowledge. And, the variety of teaching aids allows teachers to achieve the objectives of the lesson. To comprehend better the benefits of supplementary materials for learners, five studies are presented on the next pages.

The first study was carried out by Al-Jarf (2005) to evaluate the complexity of online instruction, linguistic and technological limitations of students, and to know how students feel when they use online courses for learning grammar. The

participants of this study were 150 female freshman students who were divided into three groups; they were evaluated before receiving in-class instruction. The three groups were assigned randomly to a grammar lesson that was reviewed weekly; they were evaluated after each lesson. The researcher found, by comparing scores, that there was significant differences among the three groups in grammar success; this result was attributed to the extra practice that students had by using the online course. In addition, the author of this study found that the use of the online course motivated students, improved interaction between the students and the teacher, and students considered the online course as a new way of learning. Main conclusions given by the author remarked that students felt motivated to learn online and the course helped them to learn grammar effectively. The author mentioned also that online courses are great tools for teaching.

Based on the results found, Al-Jarf (2005) recommended teachers to use online courses carefully. According to him, teachers should introduce online courses gradually; especially, if students had lower computer skills and teaching takes place in non-tech contexts. With regard to limitations, only 45% of students had access to internet, students who had lower computer skills experimented difficulties using the online course, and it was necessary to provide guidance to some students in order to maintain their level of motivation.

A second study was conducted by Wen-Shuenn (2004) to know the benefits of using blogs in EFL writing classes. The participants of this research were students from Taiwan who were divided into two groups: group A of 35 students and group B of 16 students; both groups received instructions to create a blog. The web site was obligatory only for the group A but it was not considered for the final score. On the other hand, the group B had to create the blog and it constituted the 20% of the final

score. The results of this study were not the expected because only 35% wrote few than three articles and 41% wrote more than three articles. Students were instructed to invite their friends to read the posted writings but only 8 of them did it.

Nevertheless, students' opinion of blogs was positive; 85% of them considered that blogs are a good idea for English learning. According to those findings, the author concluded that blogs are great resources to improve students' writing skills but teachers have to design the course adequately. The little students' knowledge of the purpose and structure of blogs was an aspect that limited this study.

With regard to the third study revised, it was done by Chunxuan (2009) to prove the effects of English songs in the classroom. The participants of this research were 71 students from a public University in China who were divided into group 1 and group 2. The first group consisted of 26 students and it was identified as the control group; the second group was formed by 31 students and it was designed as the experimental group. The control group received instruction without using songs and the experimental group received four hours of English immersion with the aids of songs. After each class students were evaluated and the results showed that the experimental group outperformed better than the control group. The researcher concluded that songs diminish students' anxiety, apprehension, and lack of self-confidence in relation to language learning. He added that songs were great resources for improving learners' mental power of learning language and students' motivation increased notoriously. Even though the researcher did not mention any limitation the sample of this study was small and students were not distributed equally in each group.

The fourth study was conducted by Hsieh (2010) to analyze the effects of movies as motivators for language learning. The participants of this research were

24 freshman, sophomore and junior English major students; they were divided into two groups. One group received instruction with the use of a comic film and the other group was taught with the use of a horror film. The students were evaluated before and after watching the movies to determine if they were able to identify target sentences in repeated scenes. The results of this study showed that students preferred the comic films because they had fun and found those films interesting and helpful to learn English; 95% of them accepted the use of DVD films and read subtitles to comprehend better the plot of the movie. The researcher concluded that songs add interaction to the learning process and motivate students to learn better while having fun. He recommended teachers to select carefully the songs in relation to students' level and set the subtitles only in English. The results of this research were limited by students' preferences of songs; in addition, subtitles were displayed in the students' native language each time that they did not comprehend some aspect of the movie.

The last study was done by Orr (2008) to analyze the effects of interactive white boards in English language learning. The participants were 26 students from Lebanon and Tunisia and a hundred of learners from South Korea; both groups of students received instruction with the use of digital white boards. Then, the first group was interviewed orally to know their opinion of the use of the material in the English classes; all the answers were recorded, transcribed, segmented, and codified. The second group of learners answered a written questionnaire about the same topic; the information gathered was processed as occurred with the first group. The results showed that students appreciated the use of digital white boards but the type of pedagogy was also a related factor that influenced the results. 10% of the students liked the material and expressed it increase the pace of lessons and their learning

process became better. The author concluded that teachers and students were impressed by the use of technology in the classroom but this new way of teaching requires more knowledge of technology from teachers. Limitations of this study were related to teachers' experience in dealing with technology and misunderstandings about the role of peripherals in digital whiteboard classrooms.

Results

Qualitative Tabulation

Chart one: Types of supplementary materials used in public high school

Variable	Indicators	Yes	No
Visual	flash cards		X
	power point presentations		X
	Maps		X
	Pictures		X
	Charts		X
	Handouts	✓	
	Posters		X
	word charts		X
	white/blackboard	✓	
Audio	Songs	✓	
	Dialogues		X
	Stories		X
	Tales		X
Audio visual	Videos		X
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants, fruits)		X
Online	Websites		X

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

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

Chart two: Types of supplementary materials used in private high school

Variable	Indicators	Yes	No
Visual	flash cards		X
	power point presentations		X
	Maps		X
	Pictures		X
	Charts		X
	handouts		
	Posters		X
	word charts		X
	white/blackboard	✓	
Audio	Songs	✓	
	Dialogues		
	Stories		X
	Tales		X
Audio visual	Videos		X
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants, fruits)		X
Online	Websites		X

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

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

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	pprop.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	pictures										
	charts										
	handouts										
	posters										
	word charts										
	white/blackboard	X	✓	✓	✓	✓	X	✓	✓	✓	✓
Audio	songs										
	dialogues										
	stories										
	tales										
Audio visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

Source: 1st year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	pictures										
	charts										
	handouts										
	posters										
	word charts										
	white/blackboard	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Audio											
	songs										
	dialogues										
	stories										
	tales										
Audio visual											
	Videos										
	Movies										
	Documentaries										
Realia											
	Objects (toys, plants, fruits)										
Onlin	websites										

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

Source: 2nd year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	pictures										
	charts										
	handouts									✓	X
	posters										
	word charts										
	white/blackboard	X	✓			X	✓	✓	✓	✓	X
Audio	songs			✓	✓						
	dialogues										
	stories										
	tales										
Audio visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Onlin	websites										

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

Source: 3rd year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	pictures										
	charts										
	handouts					✓	✓	✓	✓		
	posters										
	word charts										
	white/blackboard	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
Audio	songs					X	✓				
	dialogues										
	stories										
	tales										
Audio visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

Source: 1st year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	pictures										
	charts										
	handouts										
	posters										
	word charts										
	white/blackboard	X	X	X	X	✓	✓	✓	✓	X	X
Audio	songs										
	dialogues										
	stories										
	tales										
Audio visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

Source: 2nd year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	pictures										
	charts										
	handouts										
	posters										
	word charts										
	white/blackboard	X	X	✓	✓	✓	✓	✓	✓	X	X
Audio											
	songs										
	dialogues										
	stories										
	tales										
Audio visual											
	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

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		
	Charts		
	Handouts		2
	Posters		
	word charts		
	white/blackboard	5	5
Audio	Songs		1
	Dialogues		
	Stories		
	Tales		
Audio visual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		5	8

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word charts		
	white/blackboard	5	5
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audio visual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		5	5

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

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 charts		
	white/blackboard	4	5
Audio	Songs	1	
	Dialogues		
	Stories		
	Tales		
Audio visual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		6	5

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	5	8	13	28.23%
2 nd	5	5	10	29.41%
3 rd	6	5	11	32.35%
TOTAL	16	18	34	100%

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts			1	1	6.25%
	posters					
	word charts					
	white/blackboard	5	5	4	14	87.5%
Audio	songs			1	1	6.25%
	dialogues					
	stories					
	tales					
Audio visual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	websites					
TOTAL		5	5	6	16	100%

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts	2			2	11.11%
	posters					
	word charts					
	white/blackboard	5	5	5	15	83.33%
Audio	songs	1			1	5.5%
	dialogues					
	stories					
	tales					
Audio visual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	websites					
TOTAL		8	5	5	18	100%

Authors: Barratt Michael and Pineda Armijos Clara Lisbeth

Description, Analysis, and Interpretation of Results

In order to complete the description, analysis, and interpretation of results a qualitative and quantitative approach will be used.

The qualitative approach will be used to determine if the supplementary materials are pertinent (importance of the material used in relation to the content) to the theme and objectives of the class. The materials will be reviewed to analyze their quality and appropriateness in relation to the students' level and understanding. Also the quality (design and elaboration of the material) will be evaluated, and to identify if it is related to the different learning styles.

With the quantitative approach it is possible to note the variety and frequency of materials applied in each observed class. Finally, a comparative analysis will be carried out to compare supplementary materials in a public and a private high school.

Qualitative Analysis

Public High School

1st Year

Whiteboard

In the first class the whiteboard was used to write the topic of the class which was "How to be a better reader of English" and the objective was "To have students interact in public situations". The teacher wrote on the whiteboard the grammatical forms *there is, there are* differentiating them in two columns with an example of each, using a red marker to highlight the plural form. In the same way, the teacher wrote an object pronoun, for example:

Match them = los, les, las
V O.P.

The use of whiteboard in this class was not pertinent to the topic since the teacher focused on grammar explanation to teach how to use those structures in writing rather than in reading. The teacher made students read aloud the examples written on the board, repeating what they heard from her, but the whiteboard did not help to improve learners' reading skills. In the same way, the whiteboard was not pertinent to the objective of the class because it was not used to motivate students to interact directly but to learn grammar rules.

The whiteboard was not used appropriately in relation to students' age since this material did not awake students' interest on the topic and motivation to learn. Moreover, students seemed bored and they only repeated what the teacher asked them to do. Here, it is important to remember what Woolkfolk (2007) explains about intrinsic motivation, it comes from within the student and can be created by teachers linking what students are learning to something of interest to them. In consequence, the whiteboard would have been used as a means to have students expressing their opinions about the topic of the lesson.

The use of the whiteboard was appropriate to students' level because the students answered the teacher's questions as she highlighted the clues on it, keeping students attentive to what was written. In addition, the structures were explained clearly, enabling students to complete tasks in the work book.

The quality of this material was good. The teacher wrote the examples on a clean surface using black and red markers, the last one to highlight, circle and, underline the key words in the sentences. The font size was large enough, allowing the content could be seen from the last chair in the classroom.

The topic of the second class was "A letter to my English teacher" which was written on the whiteboard as well as the objective: To use verbs in present tense

correctly. The teacher wrote the content of a letter that a supposed student wrote to a teacher and then she asked students what the purpose of the letter was. Next, she wrote on the whiteboard a sentence as an example: *Dear teacher, I like your English classes.* The teacher invited students to share ideas on the content of the letter and use the dictionary to write the letter individually.

The use of this material was pertinent to the topic because it was used to show a letter written to a teacher, in order to have a pattern to follow. The material was pertinent to the objective since the teacher copied this sentence from the letter: *I like that you start the classes with exercises to learn more*; and, with a brief explanation, permitted students to see the way of using the present tense in the example. Thus, the students completed the task taking into account the information provided by the teacher.

Writing an example on the whiteboard was appropriate to students' age because they were curious about the content of the letter and they were motivated to write. Also, the use of the whiteboard was appropriate to students' level because it was easy for them to write a letter in present tense, using the verbs they already knew. Some of the students asked about other verbs to write their letter.

The quality of the whiteboard was regular because the teacher used only one color marker and she did not emphasize the important structures such as verbs. The font size was satisfactory and all students were able to read the sentence.

The topic of the third class was "Checking my progress" and the objective was "to develop student's awareness in their learning process responsibility". The whiteboard was used to draw a chart to show the way students must fill it according to instructions of a task, which was about how well the students did in different activities. Students ticked on one of the columns: very well, well, a little. The

answers consisted of reviewing different activities including pronunciation of verbs in past tense. Then, the chart was erased off to be replaced by another one. The teacher drew three columns on the whiteboard to classify the pronunciation of *ed*-ending verbs in past tense: /id/, /d/, /t/. The students were invited to go to the board and wrote the verbs in the correct column, after they had listened to their teacher's pronunciation and filled their answers in the book. The teacher corrected students when they failed, thus, *started* was /id/, *travelled* was /d/, and *introduced* was /t/.

The whiteboard was pertinent to the topic because it was used to illustrate the task by classifying the information in a chart. Likewise, the whiteboard was pertinent to the objective because the chart used on it guided students to recognize their own strengths and weaknesses in learning. This was reflected because students were paying attention to measure their learning rate and progress. In this class, the whiteboard was used according to Patel & Praveen (2008)'s description: to organize students' ideas.

The material was appropriate to students' age given that they asked questions and participated actively during the class. They paid special attention to what the teacher noted down, got ready and prepared to take part in writing the responses. On the other hand, the whiteboard was not appropriate to students' level because they had difficulty to fill the charts with the correct verbs confusing their ending sound. The teacher did not used the whiteboard to review verbs in past tense and the pronunciation of each word.

The quality of this material was very good. The whiteboard was clean at the beginning and the teacher drew the charts in the center of it, allowing students to visualize the contents which were well distributed and easy to appreciate. Also, black markers were used for the charts and a blue one for the content.

The topic of the fourth class was “Grammar: Passive voice” and the objective was “To teach students the use of the passive voice in simple sentences”. The teacher started writing on the whiteboard the rule and the grammatical structure *Be + past participle of the main verb*. Then, she applied those elements to some examples that were noted down on the board, for instance *English is spoken in many countries*. The words were underlined and labeled with different color markers to emphasize every part of the sentences and this kept students’ interest. The teacher asked questions to check students’ comprehension and they worked in the book changing some sentences in a paragraph to passive voice. When they finished, the teacher asked for volunteers to write their answers on the whiteboard, for example, one of the sentences was: *Spanish is also spoken by many people*.

The whiteboard was pertinent to the topic because it was used to write the sentences to explain the grammatical rule of the passive voice. Similarly, this material was pertinent to the objective because the sentences written on it showed the students how to use this structure in other statements.

This material was appropriate to students’ age because they were motivated to participate and demonstrated concentration during the whole lesson answering the teacher’s questions as consequence of what they looked at the whiteboard. In the same way, the whiteboard was appropriate to students’ level because the examples written on it were clear and efficiently underlined with markers. This permitted students to understand the sentences proposed and they worked correctly.

The quality of this material was very good. The sentences were written in the center of the whiteboard. The teacher used different colored markers to point out each element of the statements. The font size was also appropriate and all students were able to see the words.

The topic of the fifth class was “Grammar” and the objective was “To analyze grammar structures through exercises in class with responsibility and interest”. The grammar structure reviewed in this class was the passive voice and the teacher wanted students to analyze those structures carefully. The whiteboard was used to write different sentences with regular and irregular verbs to show the conjugation applied to these verbs in passive voice. The teacher wrote on the whiteboard sentences using the past form of the verb to-be. For instance, *A letter was written by the teacher*. The teacher underlined the different structures of the sentences such as object, verb, and past participle. Then, she wrote some words and verbs such as *do/exercises/students, fix/car/mechanic*, asking students to make their own sentences.

The whiteboard was pertinent to the topic because it was used to write structures in passive voice. Also, the whiteboard was pertinent to the objective since the sentences written and explained by the teacher helped students to apply the rule to form this kind of structure.

The material was appropriate to students’ age because they demonstrated their interest by asking questions to clarify what the teacher was explaining, thus they showed engagement in the topic. In addition, the use of the whiteboard was appropriate to students’ level because the examples written by the teacher were understandable and the students were able to form another sentences as for example: *The song was written by John Lennon; The house was built by an architect; The thieves were arrested by the police*, etc.

The quality of this material was good. The sentences written on the whiteboard were distributed uniformly leaving a reasonable space between each of them. Also, the font size and the markers used allowed the students to recognize the rule easily.

Learning styles

The teacher of this year considered that supporting materials motivate students and make the teaching-learning process more efficient. In addition, she mentioned that audio scripts, songs, photographs, and flashcards are some type of resources frequently used by her to teach classes. According to the teacher, students have different preferences for learning and she always design and elaborate supplementary materials to meet students' needs. Nevertheless, the analysis above revealed that she used only the whiteboard in each observed class. As a result, some students looked bored and they were not interested in the topic of the lessons. The events observed in this year make possible to corroborate what Sims & Sims (1995) explain, no two students are the same and what may be appropriate for one may not work for another. Therefore, the repeated use of the whiteboard was not suitable for all students' learning style.

2nd Year

Whiteboard

The topic of the first class was "Sexual Health" and the objective was "To develop writing skills through reviewing auxiliary verbs". The whiteboard was used to write the topic and she drew a chart dividing the whiteboard in two sections. In the left section she wrote, *If clause (If + subject + present simple verb)*. And on the other side she wrote *Main clause (subject + can/may + base verb)*. Some examples were written on the rows as for instance, *If you have unprotected sex, you can get a disease, If Chlamydia is not treated, it can be very serious*. The chart on the whiteboard was filled with many sentences like these. In addition, the teacher asked for volunteers to write a sentence on the whiteboard following the grammar rule.

After students finished, the teacher checked the sentences having other learners to complete the sentences on the whiteboard chart.

The whiteboard was pertinent to the topic because it was used to write sentences that provided information regarding sexual health. Likewise, the whiteboard was pertinent to the objective since students wrote sentences on the board using auxiliary verbs. In that way, learners were able to practice writing skills.

The material was appropriate to students' age because the topic about sexual health awoke their interest in the consequences of sexual transmitted diseases. The teacher caught the students' attention having them to participate actively by writing their own sentences. In addition, the material was appropriate to students' level because learners understood the explanation and examples given by the teacher about the use of auxiliary verbs and they were able to write their own sentences.

The quality of the whiteboard was very good. The chart was well distributed in two columns that permitted to differentiate both clauses. The title of the columns was written in a big size font, as well as the sentences.

The topic of the second class was "How can a woman avoid pregnancy?" and the objective was "To develop intensive and extensive reading and speaking skills by reviewing vocabulary related to biology". The teacher wrote the topic on the whiteboard, and she also gave a refreshing explanation that included sentences reviewing the previous class, for example, *If the first time a woman has unprotected sex, she can get pregnant*. After this, students were asked to work in pairs to read a text in the book regarding myths about sex and when a woman can or cannot get pregnant. Students had to guess the possibilities. Then, students were invited to read their comments to the class for checking and correcting the answers and then the teacher wrote the correct sentences on the whiteboard.

The material was pertinent to the topic because the sentences written on it gave information about right and wrong ideas to get pregnant. Also, the material was pertinent to the objective because the topic and the sentences written on the whiteboard prepared students to read and speak about myths of pregnancy.

The whiteboard was appropriate to students' age because the written sentences aroused their interest for reading information about ways of avoiding pregnancy. In the same way, the material was appropriate to students' level since most of them read the information written on the board and understood how to complete the ideas described on the text.

The quality of this material was good. The contents were attractive to the students because the teacher underlined key words and circled the verbs using colored markers. In addition, the size of the font was appropriate and all students were able to read the sentences.

The use of the board in this lesson followed the suggestions of Atwell (2001) about teaching adolescents, which was to establish connections with the instruction received and real life.

The topic of the third class was "Contraception" and the objective was "To build on students' existing knowledge of vocabulary related to biology". The teacher wrote the topic of the lesson in the center of the board and asked the students 'What do you know about this topic?' and students brainstormed some ideas such as 'Protection, Safe Birth Control, Responsibility'; then the teacher wrote down all students' ideas around the topic of the lesson. After that, students completed a chart in their books and the teacher used the board to check the answers. She copied the chart on the board and students dictated the notes that they wrote down in their books.

The whiteboard was pertinent to the topic because the chart drawn on it illustrated the information about contraception methods, as well as students' ideas. In addition, the material was pertinent to the objective because the students learned and practiced new vocabulary such as pill, condoms, intrauterine device, diaphragm, etc.

With regards the appropriateness of the material, the whiteboard was properly used in relation to students' age since they were very interested in knowing information about contraception methods. They participated actively giving ideas of what they thought was the correct answer. In the same way, the material was appropriate to students' level because they understood teacher's explanation given on the whiteboard and brainstormed information. They also were able to identify contraception methods to complete the chart.

The quality of the whiteboard was very good. The distribution of the content was adequate and the handwriting was understandable. The chart was placed in the middle of the whiteboard permitting the whole class to see it clearly.

The topic of the fourth class was "Sexually transmitted diseases (STD)" and the objective was "To develop intensive reading skills through reading the text to raise awareness on the importance of preventing sexually transmitted diseases". The whiteboard was used to write information such as the topic and the page number of the book. Then, the teacher copied on the board a table from the book and filled it with symptoms of different types of diseases such as *headache*, *ulcer*, *itching*, *fever*, and so on. The teacher asked students to complete the table with more characteristics from a text of the book. In order to guide students with the next activity in their books, the teacher wrote an example on the whiteboard: *HIV=fever, headache, rash, fatigue*. Students followed the model sentence and completed the activity of the book. After that, the teacher encouraged students to come out to the board to share

their answers; they wrote for example: *Gonorrhea = need to urinate frequently, burning sensate.*

The whiteboard was pertinent to the topic because it was used to write vocabulary and sentences with information of sexual transmitted diseases. Likewise, the whiteboard was pertinent to the objective because the key words and sentences written on it provided students guidance to find main ideas in the texts of the book. In consequence, students developed their reading skills and were able to recognize the importance of preventing sexually transmitted diseases.

The use of this material was appropriate to students' age because they were very attentive and curious to the keywords noted on the whiteboard; this motivated them to read the information from the text quickly making comments about what they learned. Also, the whiteboard was appropriate to students' level given that they understood teacher's guidance and completed the tasks correctly.

The quality of this material was good. The table was drawn on the top center of the whiteboard permitting students to look at all the content easily. The sentences were written with clear handwriting and the size was good enough that all students read it without difficulty.

The fifth class was "Sex in Ecuador" and the objective was: "The students will be able to develop extensive and intensive listening skills through rising awareness in having sex with responsibility". The topic was written on the board and students were required to look for it in their textbook. As a warm up, students were invited to work in pairs following task instructions in the book about an exercise where they had to identify true/false statements about the topic. Then, the whiteboard was used to transcribe the statements selected by the students with their respective answers, such as, *More men have sex for the first time with a woman and they do not*

know that she is his wife or fiancée... (False). Since the high school did not have CD players, the teacher tried to provide listening practice by reading the sentences on the board. Therefore, she read the sentences giving the correct answers and students looked to the board and listened to her and decided the answers for each statement. For the next task, the teacher wrote on the whiteboard scrambled words that students had to write in the correct order to form questions or sentences, such as, *I. Many/ prevent/ condoms/ diseases.* Then, the teacher said the sentence in loud voice and some volunteers listened to her and wrote the sentences correctly. After that activity, some students went to the board to write sentences dictated by the teacher in order to continue practicing listening skills. Some of the sentences dictated by the teacher were: *More women think they should be virgins when they get married; Teenagers have sex for the first time out of curiosity, etc.*

The whiteboard was pertinent to the topic because the statements described information about sex in Ecuador. Even though the teacher did not use audio material to have students practicing listening skills, she used the board creatively trying to achieve the objective of the class. Therefore, the whiteboard was pertinent to the objective of the lesson because students wrote on the board some sentences that the teacher read from the book and dictated to them.

The whiteboard was appropriate to students' age because the sentences written on it awoke students' interest in the topic. They participated actively in this class. In the same way, this material was appropriate to students' level since they were able to write the sentences that the teacher dictated; they did not show major difficulty understanding what the teacher said.

The quality of this material was good. The sentences were written with understandable handwriting and they were written with a good size. The list of words

was placed in the center of the whiteboard and the markers had enough ink which allowed students and the teacher to write clearly. The whole class was able to observe the contents clearly.

Learning styles

The teacher in this grade considered that the use of supplementary materials make classes more interesting for students. Additionally, she mentioned that flashcards and tape audio scripts are used most in her classes because it is more fun for students to learn with those materials, especially when songs are used in the classes. In addition, she added that different learning styles are taken into consideration for designing and elaborating supplementary materials because the students have different styles such as audio and audio visual. Moreover, the students' surveys revealed they would prefer learning with audio visual materials, especially movies and music videos. The observations exposed that she only used the whiteboard in all classes for this grade. Despite the learners' preferences, the teacher did not use other type of materials because of lack of resources. However, it was observed in the fifth class that the teacher used her creativity using the board to provide students listening practice. In that class, students demonstrated more engagement in the lesson because they realized that the board was being used in a different way. Therefore, they paid attention carefully to the oral information given by the teacher.

As Sims & Sims (1995) explains, students will learn better if exposed to their preferred learning style. Even though the whiteboard was the only material used in this grade, it was observed that the teacher tried to use the resource according to students' audio visual learning styles. The teacher dictated sentences, drew charts, invited students to write on the board, or encouraged students to discuss about the

topics and contents written on the board. Thus, some of the learning styles mentioned by Sonbuchner (2008) such as visual and auditory were met in the observed classes.

3rd Year

Handouts

The topic of the fifth class was “Your Language” and the objective was “To develop listening and speaking skills to practice common expressions”. The teacher used handouts to give students a set of common expressions such as *How do you say gato in English?*, *How do you spell ... in English?*, *What is the past tense of write?*, and so on. The teacher explained students that they should use those expressions to ask anything in the classes. She read students some of those questions orally and students had to answer correctly, the teacher did that to check if they were catching the meaning of the expressions. It was observed that students checked the handouts and gave correct responses as for example: *cat*, *c – a – t*, *wrote*. After that, the teacher dictated students the Spanish translation of the expressions and indicated them to write each translation next to the correct expression on the handout. For example, the teacher said: *¿Cómo se dice gato en ingles?* And students read the handouts to find the corresponding expression and wrote the translation given by the teacher next to English expression.

The handouts were pertinent to the topic because they contained useful expressions that students use in the classroom regularly. Besides, the handouts were pertinent to the objective because the teacher used them creatively and provided students certain kind of practice on listening skills.

The material was not appropriate to students’ age because those expressions were too simple and more appropriate for children or young learners that need to learn how to use classroom language. In this case, the students were teenagers who

already managed those expressions. For that reason, they looked bored and worked without enthusiasm. Although students knew all the words on the paper and completed the activities as their teacher asked them, the contents of the handouts were too simple and did not represent a challenge for them. Atwell (2001) suggests that the type of techniques used must be in accordance with adolescents' characteristics and needs. In this class the handouts and the contents were not suitable for students.

About the quality of this material, it was a photocopy of a worksheet obtained by the teacher. The instructions were legible and the list of expressions was organized according to their purpose.

Whiteboard

In the first class the topic was "Music" and the objective was "To be able to read and write for practicing time expressions and listen to different types of music with clarity". The teacher wrote the topic on the top of the whiteboard and asked students what the class is going to be about, she took notes of students' responses. After that students read a paragraph in the book about John Lennon. When they finished, the teacher asked for volunteers to copy questions and answers on the whiteboard about the reading, for example. *Where was he born? ... He was born in Liverpool, England.*

In addition to the questions and answers, students were asked to unscramble sentences such as *The Beatles/ Britain/ were/ from*. Students wrote the sentences correctly as for example: *The Beatles were from Britain*. After that, other students continued writing sentences correctly.

The whiteboard was pertinent to the topic because it was used to write information about a famous musician. Nevertheless, the material was not totally

pertinent to the objective since students only read and wrote sentences in simple past; they neither practiced time expressions nor listened to music in the whole class. The teacher focused on talking about music but she did not use audio materials.

The whiteboard was appropriate to students' age because it was used to write information of famous musician and it awoke their motivation and had them to pay attention all the time. In addition, the whiteboard was appropriate to students' level since the examples were completed by the students easily. The material was used to clarify doubts and to reaffirm what they already knew from previous classes.

The quality of the whiteboard was good. The contents were written with color markers and using good handwriting that all students read clearly.

The topic of the third class was "My favorite musicians" and the objective was "To develop speaking skills and to promote research". The whiteboard was used to write the topic on the top of it, as well as the task: *Think of your favorite musicians and find out the following information about them: born date, age, music genre, most famous song, etc.* That information guided students to look for the required pages in their books. The whiteboard was not used again during the class.

The whiteboard was pertinent to the topic because it let students to guess what the lesson was about. But the whiteboard was not pertinent to the objectives of the lesson because the teacher did not use it to promote speaking skills.

The whiteboard was appropriate to students' age because the instruction written on it guided them to find and write annotations about their favorite musician in the book. According to Atwell (2001), research is a technique that helps adolescents to play with trial and error. And, Tomlinson (2003) explains that teaching materials help teachers to work better and to increase and maintain the level of energy of a class. It was observed that students worked actively finding

information about their favorite musician. Therefore, students were motivated to work because the teacher combined a technique and a supplementary material effectively according to students' age.

The whiteboard was appropriate to students' level because the written instructions were understood by students and they completed the activity in the book. In this way, the whiteboard was used just as Dash & Dash (2007) express, to reduce excessive explanations about the activity students performed.

Even with so little content written on the board, instructions were clearly written using good handwriting. The topic and the task were written at the top of the whiteboard.

The topic of the fourth class was "Different types of drugs" and the objective was "To provide students links with other areas of the curriculum in health education". The topic was written on the whiteboard by a student. Then, the whiteboard was used to draw a chart to fill with information about drugs, effects, dangers, etc. that students obtained from the textbook. Some students were chosen to write the correct information of each type of drug.

The whiteboard was pertinent to the topic because it was used to write information related to different types of drugs. Also, the whiteboard was pertinent to the objective since the information helped students to use the language to discuss the dangers caused by drugs. In this way, the class offered students with links to health education because they used English language to talk about different types of drugs.

The whiteboard was appropriate to students' age because the clues written on it increased their curiosity to know more about the use of drugs. They were very participative in the whole class asking questions to the teacher about the effects of drugs. Therefore, the whiteboard was used in accordance to what Adekeye (2008)

mentions about supplementary materials, to explain better complex topics and facilitate the mission of improving the social and academic development of students. Likewise, the whiteboard was appropriate to students' level because they understood the topic and added more information to the chart.

The quality of the whiteboard was good. The key expressions were highlighted with a different color marker and the font was legible and big enough. To enable all the students to see the information the chart was drawn in the center of the whiteboard.

The topic of the fifth class was "Your language" and the objective was "to develop listening and speaking skills to practice common expressions". The topic was written by the teacher on the board, who also explained some common expressions to encourage students to speak English in the classroom. Those statements included questions as for example: *What is the meaning of...? How can you say...?* One by one, students went to the board to write some expressions the teacher chose to dictate, as for example, *I'm sorry, I don't remember/ Which page?*. Then, she gave a short explanation of each sentence.

The whiteboard was pertinent to the topic because it was used to write expressions that students use in the classroom regularly to interact with the teacher. Likewise, its use was also pertinent to the objective because the teacher dictated students the expressions and asked them to give correct answers orally. It was observed that lack of audio equipment required from the teacher to do certain kind of improvisation to achieve the objective of the class. In some way, students were able to practice listening and speaking skills.

The use of the whiteboard was not appropriate to students' age because they did not show enthusiasm to write the sentences dictated by the teacher. Students

showed confidence to speak because they already knew those expressions. In addition, the use of the whiteboard was not appropriate to students' level because the phrases dictated by the teacher were too simple and learners already knew most of the expressions.

The quality of whiteboard was good. The expressions that were written on the whiteboard were easily observed by all the students. The handwriting had different styles because each student wrote with their own handwriting, but it was understandable and clear.

Songs

The topic of this lesson was "Imagine". The objective was "to develop listening skills and enhance vocabulary". The entire class took place at the laboratory room to play a song titled 'Imagine'. The students looked for the lyrics in their textbooks and listened to the song carefully. After listening for several times, students had to work in their book completing the spaces with the words, such as *possessions, people, wonder, sharing, need, man*. For example, *Imagine no....., I..... wonder if you can*, and so on. It was necessary to play the song four times to complete the required task, but students enjoyed the class and also sang the melody.

The song was pertinent to the topic because it had the same title of the lesson and the lyrics described what people can imagine about a better world. It was pertinent to the objective because the students listened to the audio many times as desired to complete the task. In that way, learners were able to practice listening skills.

The song was appropriate to students' age because they were excited to have an audio class to learn and increase their vocabulary. Some of them talked about the author of the song and were inspired by the song to sing in English. In the same way,

the song was appropriate to students' level because they did the exercise easily and filled in the blanks with the correct words.

The quality of this material was very good. The audio was in perfect conditions and the song was played with an appropriate volume. All students were able to listen to it correctly.

Learning styles

The teacher of this grade was the same for second observed year. According to her, she mainly used flashcards and audio materials because students enjoy working with images and songs. Sims & Sims (1995) considered that students learn better when they are exposed to their preferred learning style, this was confirmed in the class where the teacher used a song; students were more interested in the topic and participated actively. Other classes where students reacted positively were those in which the teacher used the whiteboard creatively trying to meet some learning styles such as auditory, visual, and kinesthetic because students went to the board to write sentences dictated by teachers and drew charts.

Private High School

1st Year

Handouts

Handouts were only used twice for first year students. The topic of the third class was '*Listening*' and students had to listen to the song, *I don't want to miss a thing* by Aerosmith. The song was used with the objective of having students practicing their listening skills. The handouts contained the lyrics of the song with some words missing where the students had to complete while listening to the song. The material was given to the students who then had to fill in the missing lyrics while listening to the song.

The handout was pertinent to the topic because they were used to practice listening skills. The handouts were pertinent to the objective because students were able to practice their listening skills; they listened to the lyrics of the song, identified the words in the song and filled in the missing lyrics to the song.

The material was appropriate to the students' age because the lyrics on the paper were of a song teenagers were familiar with. In addition, the handout was appropriate to students' level since the lyrics were not complex and the missing words were easy to identify.

The quality of the hand out was good. The paper was clean and without creases. The lyrics and the gaps where the missing words had to be written were clearly legible.

In the fourth class observed the theme of the class was "quotation marks". The objective was to use quotation marks correctly in sentences which he wrote on the board. He then distributed the handouts to all the students. The handouts displayed twenty sentences with direct quotations and quotations within quotations as for example: When do we go on vacation? asked John. Today is very hot, said Pablo. I wish I was at the beach. I love the song Baby! screamed Yaritza. The students were required to insert all the missing quotation marks correctly.

The handout was pertinent to the theme because all the sentences needed quotation marks to make sense. Also the handout was pertinent to the objective because students were required to write the quotation marks in the correct place.

The material was appropriate to students' age because the sentences contained information of issues that students face in daily activities at high school as for example: "Did the teacher say we had to hand our homework in today? asked Samantha". Furthermore, the handouts were appropriate to students' level since the

sentences were simple and students were able to put quotations marks in the correct place.

The quality of the material was good. The paper was clean and the words printed in bold face format were very easy to read.

Whiteboard

The whiteboard was used in all of the five observed classes. The theme of the first class observed was 'Quotation Marks in Dialogues' with the objective to use quotation marks correctly. The date, theme and objectives for the class were already written clearly on the board. The teacher greeted the students and introduced the theme by asking students to remember what a dialogue is. Then, the teacher elicited from students how to identify a dialogue between different people speaking in a piece of text. For that purpose, the teacher told students to think about *The Adventures of Tom Sawyer*, a book they were reading. Some of the students' suggestions were the following: "the book tells you, for example Tom said, Aunt Polly said. The words the characters speak in the dialogue open with quotation marks and close with quotation marks. A new character always starts speaking on a new line". After that, the teacher wrote on the board the following extract from *The Adventures of Tom Sawyer* with the quotation marks missing.

What's your name. asked Tom.

The new boy replied. Isn't any of your business, maybe.

Well I 'low I'll MAKE it my business.

Well why don't you?

If you say much, I will.

Individual students were then chosen to come to the front of the class to add the appropriate quotation marks using a different colored marker provided by the

teacher. The teacher asked the students which character said, “If you say much, I will,” in the last line to reinforce the point that in dialogue a new character always starts speaking on a new line. Students were then required to work individually in their workbooks. The page numbers were written on the board.

The whiteboard was pertinent to the theme because it was used by students to rewrite the sentences written by teacher with the appropriate quotation marks. The material was also pertinent to the objectives because students were required to go to the whiteboard and write the missing quotation marks in the correct place. Therefore, they were able to use quotation marks correctly.

The material was appropriate to students’ age because they enjoyed writing on the board pieces of text to apply quotation marks. The whiteboard was also related to student` level because the words used were common words; no one asked for definitions and they had no problems in placing quotation marks in the sentences.

The quality of the board was good. The acrylic surface was in good condition. The date, theme and objective were neatly written on the top left of the board, leaving ample space to write the sentences. The use of different colored markers helped students distinguish exactly where quotation marks should go.

In the second class observed, the theme was ‘Quotation marks and underlining’ and it was written by the teacher on the board. The objective of the class was to differentiate between quotation marks and underlining of titles, which the teacher did not write on the board or tell the students. The teacher greeted the students and wrote the following words on the board: books, films, newspapers, plays, television series, works of art and long musical works. As she did, she would ask students to give examples of each. She asked students if they understood what italics are and then explained that titles of books, films, newspapers, plays, television

series, and works of art and long musical works should always appear in italics. She went on to say this is not a problem when using a computer to write, but writing by hand it is more difficult therefore those titles should be underlined instead.

The same routine was followed with quotation marks in titles. The teacher wrote *short stories, poems, articles, songs, episodes of TV series and chapters* on the board while asking students for examples. Then, students dictated the teacher some titles such as “Little Red Riding Hood,” “We Will Rock You” by Queen, “Milo” from the book *The Phantom Tollbooth* which the students had read, and “Homer Scissor hands” from the Simpsons. The teacher then explained that those titles are always written with quotation marks. Short sentences were written on the board containing various titles, and individual students were invited to write the missing quotation marks or underline. For instance, the teacher wrote: “Milo is the first chapter of *The Phantom Tollbooth*”, “There are many episodes of *The Simpsons* for example *Homer Scissor Hands* and *The Album*”, “*Queen’s Greatest Hits*, contains the song *We Will Rock You*”. The teacher used the board as a guide to clarify students’ doubts about the use of quotation marks.

The whiteboard was pertinent to the theme because the sentences written on the board contained various examples of underlined and quoted titles. Also, the material was pertinent to the objectives because students’ had to differentiate between what titles used quotation marks or needed to be underline. Students wrote their answers on the board.

The material was appropriate to students’ age because they were motivated to participate in the class and responded to the teacher’s question in relation to what was written on the whiteboard. In addition, the whiteboard was appropriate to the students’ level since the sentences written on the board were clear and students

demonstrated they understood them. Students already had some background knowledge of the titles written on the board, for many of the titles were from books used within the school.

The quality of the whiteboard was very good. The board was well arranged and legible even with the amount of information written, and the use of different colored markers helped to emphasize the correct use of punctuation.

The theme for the third class observed was ‘Hyphens’ with the objective ‘To use hyphens correctly’. The topic was displayed on the board along with the date, ready for when the students came in. Greeting the students first, the teacher then went on to explain what the objective of the class was. She asked the class in general what they already knew about hyphens and then proceeded to explain four rules from the text book which she wrote on the board. What she wrote was: “Hyphens divide words at the end of a line, compound numbers twenty-one to ninety-nine, compound adjective before noun it modifies, prefixes all- ex- great- self-, suffixes –elect and – free”.

The teacher went through the rules using the following examples: thirty one, fifty five, college age students, ten minute presentation, and ex President Alfredo Palacio. Alone, beautiful and friendly were also written on the board to help students identify what words can be divided and how to divide them if they come at the end of a line. The students were then organized into pairs to help each other complete the first exercise in their workbooks.

The whiteboard was pertinent to the theme of the class because all the rules and examples written on the board were in relation to hyphens. In the same way, the whiteboard was pertinent to the objectives because it helped students understand the correct use of hyphens. A couple of the words they were unsure of the meaning for

example pumpkin. However, this did not interfere with the objective of the class, and the students were able to identify the syllables in order to divide the word.

The material was appropriate to students' age because the examples were written using color markers and called students' attention about the use of hyphens. In that way, the board allowed the teacher to give clear explanations as Dash & Dash (2007) explains, "teaching materials also help teachers to give clear explanations and the classroom instruction becomes attractive because of the colors and prettiness of the materials". In addition, the whiteboard was appropriate to students' level because they understood the correct use of hyphens and put them in the correct place.

The quality of the whiteboard was good. The markers utilized by the teacher were new and of various colors. The teacher organized the contents correctly and she always cleaned the board before writing new information.

For the fourth class observed the theme was, 'To review quotation marks'. He explained that he was handing out worksheets with various exercises related to quotation marks. The objective was to identify the correct use of quotation marks in sentences and that the students complete the exercises individually.

The whiteboard was pertinent to the theme because it was used to display what the theme of the class would be. It was not however, pertinent to the objectives of the lesson because the teacher did not write sentences or examples of quotation marks on the board. The material was not appropriate to students' age and level because it was not used to motivate students to learn or to improve their learning of quotation marks.

The quality of the whiteboard was good, well maintained and clean. The information the board displayed was written very clearly with a black marker.

For the fifth observation the theme was ‘Spelling’ and the objective was to spell words correctly. The date and theme were already written on the board before the students entered the classroom. The teacher explained what the objective was, and then wrote three simplified forms of the spelling rules on the board. She wrote: “consonant + y change y to i with the example dry + est = driest”. Underneath she wrote exceptions: “keep y if suffix = ing with the example fry + ing = frying and keep y if vowel + y with the example play + ed = played”. As the examples were written on the board she checked students’ understanding of vowels and consonants which they demonstrated they knew. The teacher then wrote the following examples on the board: “fly+ing, easy+est, stay+ed, gay+ly, pry+ed and day+ly”, and invited various students to go to the front of the class to spell and write the word correctly. Once the students understood what they had to do they were then given independent practice using their workbooks. To help the students identify the correct pages the page numbers were written on the board.

The whiteboard was pertinent to the theme of the class because it was used to practice spelling rules. Similarly, the material was pertinent to the objective since the rules and examples written on the board helped students understand how to spell words with suffixes.

The whiteboard was not appropriate to students’ age because the teacher did not use it to motivate students to learn. Students did the activities but they did not demonstrate enthusiasm in learning. The material was also appropriate to the students’ level since the words they had to spell on the board were all spelled correctly. Students did not know the meaning of one or two words in the examples, but this had no detrimental effect on the spelling. The teacher told the students what unfamiliar words meant.

The quality of the whiteboard was good. The information was legible and well organized even after the students had written on it. The use of different colored markers helped to identify the change in spelling when it was necessary.

Songs

The theme of the third class was 'Hyphens' with the objective 'Using hyphens correctly. The teacher introduced a listening exercise using the song *I don't want to miss a thing* by Aerosmith. She made the students close their books and exclaimed that they were about to listen to a song and that they had to pay special attention to the lyrics. She then played the song through once and asked students if they could identify the title of the song. Then she distributed a handout containing the lyrics with key words missing and replayed the song. Students had to listen and fill in the missing words. Finally, the song was played a third time so students could check their own work. This was achieved by pausing the song after each missing word and asking individual students to say out loud what the missing word was.

The material was not pertinent to the theme because none of the lyrics in the song contained hyphens. In the same way, the material was not pertinent to the objective because the song lyrics did not have hyphens that needed correcting.

The song however, was appropriate to the students' age because it is the theme song of a well known movie *Armageddon*, which according to the comments from the students, most of them had seen. The material was also appropriate to students' level because during the listening practice students completed the handouts easily with the correct words.

The quality of the material was excellent. The volume of the song was loud and clear with no distortion or interference which can take place using tape recorders supplied by the school.

Learning Styles

The learning styles the teacher considered for 1st year students were visual and audio. In all of the observed classes the whiteboard was used to display the themes and to develop the objectives. The teacher used the visual aid to complement oral instructions which helped students to understand exactly what was required to do in the learning activities. In this way, the materials were used according to students' learning styles and the teacher followed the principles stated by Dash & Dash (2007, p. 127), "they (supplementary materials) stimulate imagination of events, the power of observation and motivation for further knowledge". The students' surveys revealed that they prefer visual aids being used in the classroom although with pictures and not words.

In the fourth and fifth class observed the teacher introduced visual aids in the form of handouts. They were prepared beforehand by the teacher in order to complement audio material and test students' previous knowledge. Students generally do not like handouts because it means reading, writing and evaluation. However, when it was connected to audio material students demonstrated an obvious increase in interest.

The audio material used was of great interest to the students. The teacher introduced a song that all the students were familiar with, which also happened to be the theme tune to a popular movie that most had seen. They all actively participated in the activity with great enthusiasm.

The teacher's survey revealed that she believes supplementary materials motivate students, but should not be used too often in order to cover all the contents of the subject students need to know. She said she takes into consideration the different learning styles within the classroom. However, the observations show the

materials used were very limited to facilitate the various learning styles that students have such as audio and audio visual. Concerning that aspect, Tomlinson (2003), explains the importance of supplementary materials: they motivate teachers to work better and motivate students according to their daily requirements in the classroom.

2nd Year

Whiteboard

The teacher used the whiteboard in all of the five class observations for 2nd year. In the first class observed the teacher explained that the objective of the class was ‘to improve listening skills’. On the board the date and objective, which the teacher had written before the students entered, were clearly visible. In addition, the teacher wrote the unit title and page number on the board that students were required to turn to in their workbooks in order to answer listening comprehension questions. The theme of the class, listening, was not written on the board, nor did the teacher tell the students.

The board was not pertinent to the theme because the small amount of information that was written was not related to listening. Similarly, the material was not pertinent to the objective because all the listening activities were on a CD and the answers were written in student workbooks.

The board was not appropriate to students’ age because no activity was done with it that awoke students’ interest. Likewise, the board was not appropriate to students’ level because the material was not used with a learning purpose to enhance listening skills.

The quality of the board was excellent. It had faint lines within the acrylic surface allowing information to be written neatly. The board was neat and clean and the letters written with black marker were large enough to be read easily.

The theme of the second class observed was 'Reading comprehension' and the objective was to practice how to find the main idea in a text. The teacher had written on the board the date, the title "Norman Cousins' Laugh Therapy" and page number before students entered the classroom. The teacher invited the students to turn to page 39 which contained the article. He then asked them to read the title, first sentence and last sentence of the article and to define what the main idea was. A short classroom discussion followed as students gave their opinions as to what the article was about. Students were then told to read the whole article and answer the multiple choice questions that followed. The teacher then took the books from the students as they finished.

The whiteboard was not pertinent to the theme of the class because there was no reading comprehension involved with the information on the board. In the same way, the material was not pertinent to the objective because it was not used to practice reading comprehension in order to find the main idea in a text.

The whiteboard was not appropriate to students' age and level since it was not used to motivate students to practice and improve learners' reading comprehension skills.

The quality of the board was very good. The words and numbers written with a black marker were clear and neat and easily visible.

The theme of the third class observed was "Listening" with the objective of building listening skills. The teacher used the board to explain the listening technique that was divided into three types of listening questions: 1, Basic Comprehension, 2, Organization and 3, Inference. The teacher wrote Basic Comprehension on the board and invited students to give their opinion of what this means. Summarizing the students' suggestions he wrote the main idea and what the listening was about on the

board. Next, the teacher wrote Organization on the board and below this he wrote steps, cause and effect, evidence and comparison which he elicited from the students. Finally, inference was written on the board and students were invited to give their opinions of what inference means. Below inferences the teacher summarized the students' opinions and wrote make conclusions from what is said. Students then read the listening comprehension questions and labeled them 1, 2 or 3 depending on what type of question they thought they were. The teacher then reviewed the answers to identify what skills students had to work on. A pre-listening and listening exercise then followed using only the students' text books and CD, without the board being involved.

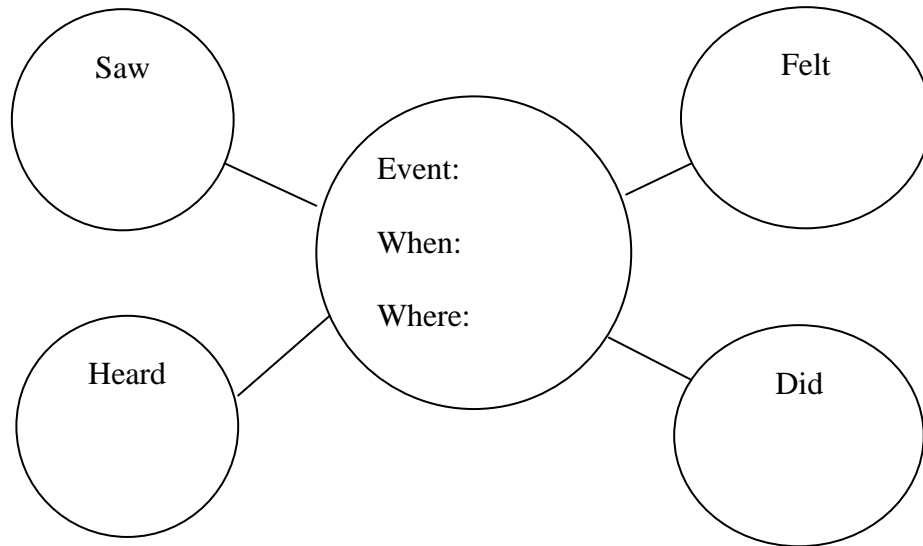
The whiteboard was pertinent to the theme of the class because it was used to present information about listening techniques. Likewise, the material was pertinent to the objectives because students got important hints that helped them to improve their listening skills and they applied the techniques to complete the listening exercise successfully.

The board was not appropriate to students' age because the written information was not presented in an attractive way. On the other hand, the board was appropriate to students' level because the information was clear and they applied in the listening activity.

The quality of the whiteboard was very good. The teacher wrote on the board in a clear and ordered way, making it easy for the students to read. The letters were large, clear, easy to read and written with a black marker.

The theme of the fourth class observed was "Natural disasters" with the objective to develop speaking skills. The teacher explained that students were going

to talk about a natural disaster or unusual weather event they had experienced before in their lives. To help organize the ideas the teacher drew the following on the board.



Students had to copy and complete the diagram in their notebooks. They were then organized into pairs, enabling them to take turns in practicing one minute oral responses to the topic. Later students were invited to the front of the class to describe their experiences related to extreme weather.

The use of the board was pertinent to the theme because it helped students to prepare oral information of natural disasters they knew about or had experienced before. The material was also pertinent to the objectives because it helped organize students' ideas to accomplish their oral presentation of the information they told to the teacher.

The material was appropriate to students' age because they demonstrated enthusiasm for speaking about their own experiences about weather conditions. It was observed that all of them wanted to participate and asked the teacher for their turn. Also, the material was appropriate to students' level because they demonstrated by their responses they understood what was written on the board.

The whiteboard was in good condition and clean. The teacher used the board well. He drew the diagram with a black marker, explaining each point as he did so. The result of this was that the diagram, when completed, was neat, well organized and easy to read.

The theme of the fifth class observed was ‘Campus Conversation’, and the objective was to listen for the main ideas. The teacher had already written the date on the top left of the board before the students entered the classroom. The teacher then wrote below the date, “Campus Conversation” and explained to the students that the objective of the class was to improve listening skills by listening for the main ideas. The teachers focus was on listening skills using a tape recorder and students’ workbooks; therefore the board was not used again. The board displayed the date, the theme and the page numbers students were required to turn to in their workbooks.

The whiteboard was not pertinent to the theme of the class because it did not display information related to listening skills. Similarly, the board was not pertinent to the objective because it was not used to develop students’ skills in listening for the main idea of an audio.

The whiteboard was not appropriate to students’ age and level because it was not used to motivate students to listen for main idea and students were not able to demonstrate their progress in listening.

The quality of the board was good. The date, theme and page numbers were written with a black marker and easy to read.

Learning Styles

With regards learning styles for 2nd year students; the teacher used only visual aids in all of the five classes observed. The material used was the whiteboard to display information in support of what was being said. Students’ surveys revealed

they are generally visual learners and with the help of this visual aid they were able to complete the activities designed for the class successfully. It was observed that the teacher used the board using clear writing, talking to students while writing, and inviting students to write their own examples. Specifically about the types of activities carried out with the aid of the whiteboard, Sonbuchner (2008) mentions that the skills of reading and writing are related to visual learning, listening and speaking. Therefore, the whiteboard was used in a way in relation to students' learning style.

The teacher said that in order to treat students fairly he takes into consideration their different learning styles and uses a variety of supplementary materials to accomplish this. However, the observations revealed with regards supplementary materials the teacher focused only visual learning styles.

3rd Year

Whiteboard

The theme of the first class was 'Campus Conversation' which was also written on the board. The teacher then explained that the objective of the class was to improve listening skills, and the students had to turn to Unit 3, page 40, which she then wrote on the board. The class then proceeded with pre-listening and listening exercises using the text book CD and student workbooks.

The whiteboard was not pertinent to the theme of the class because it did not displayed information related to listening skills. Similarly, the board was not pertinent to the objective because it was not used to develop students' skills in listening for the main idea of an audio.

The whiteboard was not appropriate to students' age and level because it was not used to motivate students to listen for main ideas and students were not able to demonstrate their progress in listening.

The quality of the whiteboard was very good. The surface was very clean without any scratches or blemishes. The wording, written with a black marker, was large and easy to read.

The topic of the second class observed was "Faith and religion", and the objective of the class was to prepare students for a coming debate. The teacher wrote "Faith = Religion?" and below that she wrote "*Is there life after death?*"; "*Are miracles real or fantasy and Heaven? - Hell?*" For the remainder of the class, students were invited to give their opinions about the topic and subtopics. The teacher helped and guided them by using thought provoking questions in response to students' ideas.

The whiteboard was pertinent to the theme because the written information was about religion. Likewise, the board was pertinent to the objectives because the questions allowed students to express their thoughts and opinions opening up a debate.

The board was appropriate to students' age because the topic awoke their curiosity and thinking skills. Similarly, the material was appropriate to students' level because they all gave oral responses to the questions without asking for meanings or explanations.

The quality of the board was very good. The information written with a black marker was very clear and well-presented and kept students focused on the theme of the class.

In the third class observed, the teacher explained that the focus that day was on reading. She wrote the date and theme: Mass Movement ---- Possible Triggers (Causes), on the board. The objective of the class was to analyze cause and effect. A short brainstorming session occurred to check if students understood what mass movement is and the cause (triggers). The teacher then wrote cause on the left side of the board and effect on the right side of the board. Students were invited to give examples of cause and effect which the teacher wrote below the appropriate headings. The examples the students thought of were the following: “Forget homework = bad grades”, “present homework = good grades”, “fast food = obesity”, “overslept = late for school”, and “use cell phone in school = inspector takes cell phone”. Students were now required to open their work books which displayed a chart showing mass movements but missing the triggers. To guide students the page numbers were written on the board. The students had to complete the charts by adding possible causes for each mass movement. The teacher then picked at random a number of students to inform the class of their ideas to check for understanding.

The whiteboard was pertinent to the theme because all the information displayed was related to the mass movement of people and the causes. Also, the board was pertinent to the objectives because the information written on it lead students to discuss and analyze the causes and effects of mass movement which was the topic of the lesson.

The material was appropriate to the students’ ages because the information written on the board was about the movement of people. This is a subject they have heard about and in some cases experienced when family members have left the home to work elsewhere. The board was also appropriate to students’ level because the

thoughts and ideas about mass movement came from them. This also demonstrated the understood the concept of mass movement.

The quality of the whiteboard was excellent. The teacher wrote on the board with a black marker in a clear and ordered way that enabled students to concentrate on the ideas and not on the writing. The board was also used to express student's ideas that helped to give them a greater understanding of the theme.

The fourth class observed had the theme, "Workplace Surveillance" with the objective to build reading and listening skills through note taking. The date was already written on the board from the previous class, and the teacher added *Unit 7, page 128*, and asked students to turn to this page. The page displayed a summary chart titled *Workplace Surveillance*. The teacher explained that the reading "Workplace Surveillance on the Rise" reports on the security and productivity concerns that have led more and more employers to monitor employees.

The teacher asked the students if they understood the difference between employers and employees and then told them to read the passage and fill out the summary chart. As the students were reading the teacher wrote on the board the following heading, *Workplace Surveillance* and below this the subheadings: *Tools for workplace surveillance, Things that companies monitor, and Reasons that companies monitor*. After the reading the teacher picked on students to give examples they found in the text and to write them on the board. Some examples were: video cameras, e-mails, employees and deter theft. After that, the teacher asked the class to check their answers.

The teacher then informed the students that they were to listen to an excerpt from a radio interview that explores the problems that can arise in workplace monitoring. The teacher erased the board and wrote two headings; "Problems with

workplace surveillance” and “Recommendations about workplace surveillance”. The teacher played the recording and then asked students for their written responses which she wrote on the board. She then invited students to give their own personal opinions about the subject.

The whiteboard was pertinent to the theme of the class because all the information written was directly related to workplace monitoring. In the same way, the board was pertinent to the objective because it was used to take notes during the reading and listening exercises. In that way, students were able to visualize whether the listened information was in accordance with the problems and recommendations about workplace surveillance. Thus the whiteboard was used to talk about the topic, as Maxom (2009) points out; this type of material can help to clarify complex meanings that simple words cannot explain. He argues that the white board can be used effectively in organizing content, eliminating information that is no longer used, and ensuring that all learners can see the content written on it. This last aspect emphasizes the importance that teachers use good quality markers.

The material was appropriate to students’ age because it was used to write down what students commented about the listening. That is, on the point of view of Tomlison (2003), the role of supplementary materials: to motivate students according to their daily requirements in the classroom. With that, students developed awareness of the extent to which monitoring has become more widespread in the local community. Equally, the board was appropriate to students’ level because they demonstrated an understanding of the headings and the answers the teacher wrote came from the students.

The quality of the whiteboard was very good and well maintained. The wording was well spaced with letters of an adequate size written with a black marker

that made them legible from any part of the classroom. When the teacher wrote students' responses on the board she did so quickly but clearly.

The fifth and last class observed required students to complete a listening exercise. The teacher wrote the theme, "Campus Conversation", and explained that the objective of the class was to improve listening skills by answering listening comprehension questions in their workbooks. She did not use the whiteboard to improve students' listening skills. Therefore, this material was neither pertinent nor appropriate because the teacher did not use this material to improve students' listening skills.

As in the previous observed classes the quality of the whiteboard was good. It was clean, with the information written with a black marker, and accomplished its objective in a clear and precise way.

Learning Styles

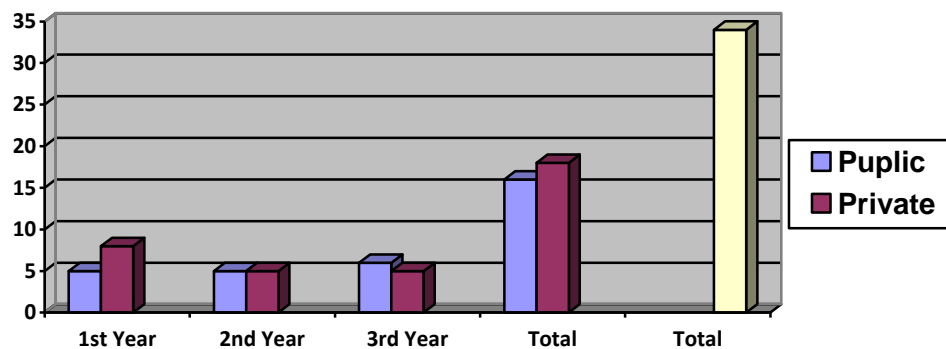
The teacher said in the survey that she believes supplementary materials are important to cover areas that some students have problems with in learning, and she takes into consideration the different learning styles such as visual and auditory. To do this she said she uses flashcards, power point presentations, pictures and projectors. However, the observations revealed the teacher focused only on the visual learning style throughout the five observed classes. The whiteboard was the main visual resource used for teaching classes and providing students practice about the use of grammar structures. In addition, the teacher always explained the class orally to reinforce what was written on the board, and helped students to comprehend the contents with the aid of the board. According to, Sonbuchner (2008) writing is related to visual learning, listening to auditory, and visualizing and manipulating to kinesthetic. Therefore, teachers' oral and written explanations on the board were

suitable for visual and auditory learners. In the same way, students' writing activities on the whiteboard was related to kinesthetic learning styles. As a result, teachers in this year used the whiteboard in relation to students' needs.

Quantitative Analysis

Throughout the 30 class observations, the frequency of use of supplementary materials was 16 in the public high school and 18 in the private high school. The results can be observed in the graph below; it shows a little difference between the frequencies in both high schools; this was influenced mainly by the recurrent use of the whiteboard from the part of teachers in both institutions. In sum, the graph below shows that teachers in public high schools used more materials than their colleagues in private institutions.

Graph 1: Frequency of use of supplementary material in a Public and Private High School



1st year

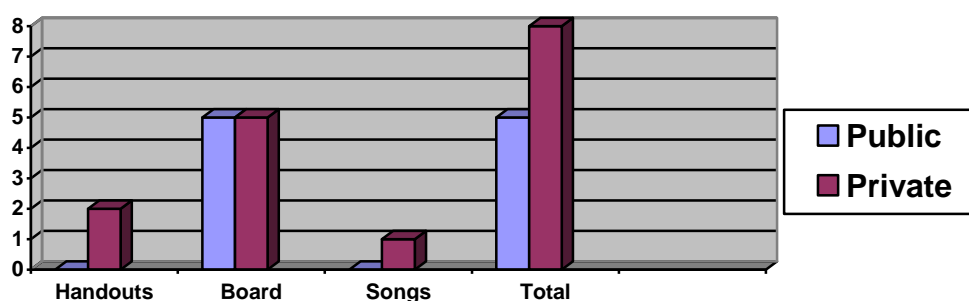
Graph 2 below shows that in the first year, teachers from the private high school used supplementary materials more frequently than their colleagues in the public high schools. That is, materials were used 8 times in the private institution and 5 times in the public high school.

Frequencies in the private high school are distributed as follows: the whiteboard was used 5 times; handouts were used twice; and songs were used once. Even though teachers expressed on the survey that they like to use a variety of

materials for teaching the classes; these results give evidence of the scarcity of materials in the observed classes. Teachers rely frequently on the use of the whiteboard, maybe since this material is generally available and ready to use for the lessons. It was observed that the whiteboard was used creatively in some cases but students expressed that they would have preferred other type of materials such as flashcards, videos, or audio materials. In fact, a song was used once as part of audio materials in this grade but it was not selected adequately in relation to the objectives of the lesson. This shows that probably teachers need more training in the correct use of materials.

With the regard to the public high school, the sole frequency corresponds to the use of the whiteboard: 5 times. Teachers used frequently the board by similar reasons, because it is easy to use and generally available. As in the private high school, there were classes in which the material was correctly used in relation to lesson and students' needs. Learners in the observed classes expressed in the survey that would have liked the teacher to use other materials such as pictures, songs, or videos.

Graph 2: Frequency of use of supplementary materials in 1st year



2nd year

Graph 3 below allows visualizing the frequency of use of supplementary materials in second year of the public and private high schools. The whiteboard was

the only visual aid teachers utilized in both institutions, and it was used a total of 5 times.

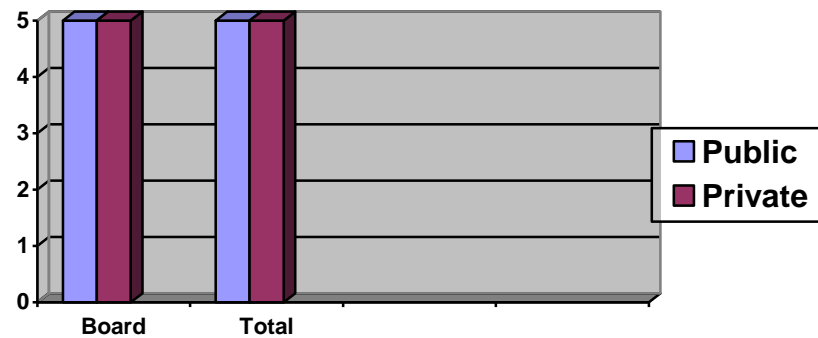
Teachers have at their disposal a wide range of visual aids such as flash cards' power point presentations, maps, pictures, charts, posters etc. In our opinion it was very unfortunate that the only supplementary material used was the one that was most convenient. This was also in contrast to the opinions of the teachers, who, during the survey all responded that a variety of aids is a requirement in increasing student motivation. When asked why a greater variety of materials were not used in the class, one teacher responded it was because it was harder to control the discipline of the students.

Students, on other part, indicated in the questionnaires that they would like teachers use different types of materials such as videos, stories, online materials, flashcards, etc. This gives evidence of their needs for having classes that motivate them to learn better. We consider that students' participation in class depends on the level of engagement teachers achieve through using teaching resources creatively, specifically in teaching teenagers because they need to link received instruction and real life.

Teaching comprises different factors that teachers must take into account for using supplementary materials effectively. First, motivation may be created by teachers linking what students are learning to something of their interest. Second, teachers should use techniques according to students' ages and finally, teachers must understand the importance of supplementary materials in English language classrooms.

Therefore, a combination of the factors described previously would improve the teaching-learning process although classroom contexts are difficult to handle when the amount of students per classroom is large.

Graph 3: Frequency of use of supplementary material in 2nd year



3rd year

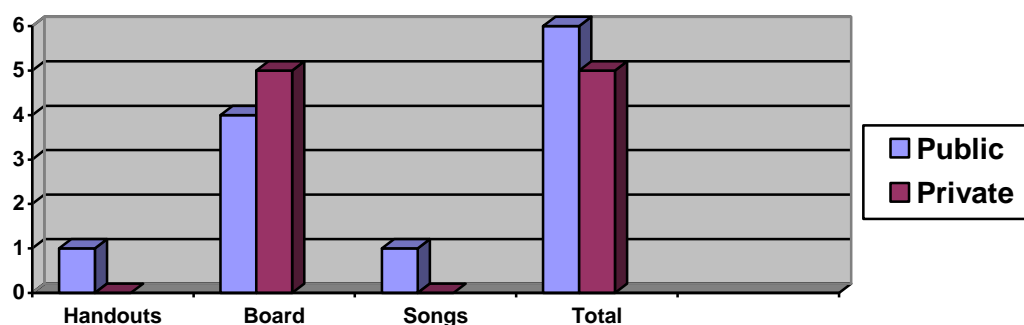
Graph 4 below identifies the frequency of use supplementary materials were used in 3rd year of the public and private high school. Visual aids such as handouts were used once by teachers in the public school, but in the private high school this material was not used at all. Audio was also used but in a very limited way. The graph shows that in the public school songs were used once, but in the private high school, however, songs were not used. The most utilized visual aid was the whiteboard. In the public school the board was used 4 times in comparison to the private high school where the board was used 5 times. Moreover, it was observed that in the private high school the whiteboard was used effectively in almost all classes.

The chart below also reveals that for 3rd year students, teachers used supplementary materials in the public high school 6 times. In comparison, teachers in the private high school used extra materials only 5 times.

When teachers were asked why more supplementary materials were not utilized they said they believed there was not the time. They were following a

curriculum which had to be completed by the end of the school year and were continually evaluated to check they were not falling behind. Also, they felt pressure to complete all the pages of the course books against which they were evaluated. Even though lack of time, teachers would have taken into consideration the important effects of supplementary materials on students' learning process. In fact, students from both high schools indicated in the interview that they would like teachers use different types of teaching resources such as visuals, audio, or online. Therefore, no matter what problems teachers confront in the high schools where their work; they need to find ways of using supplementary materials to make learning effective and interesting for learners.

Graph 4: Frequency of use of supplementary materials in 3rd year



Regarding the variety of materials used in the public high school, Graph 5 identifies the frequency and types of supplementary materials used by teachers in the 1st, 2nd and 3rd grades in this institution. Main materials used were visuals such as the whiteboard and handouts, and audio such as songs.

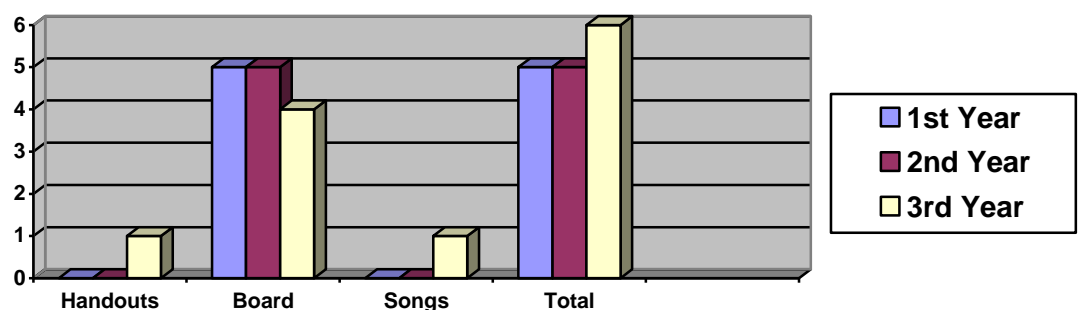
The whiteboard was the mostly used material in the public high school; it was used 5 times in the 1st and 2nd years; and, in the 3rd year it was used 4 times only. The total frequency is 14 times that represents 87.5%. Although those results proved otherwise, teachers expressed in the surveys that they used different types of materials because students learn better.

Another type of visual material used in this institution was handouts which were merely used once in the 3rd year that is 6.25%.

Audio materials were also used in the public high school. To create greater class participation the teacher used songs for 3rd year students only once that is 6.25% .However, this type of material was not used with students of 1st and 2nd year.

About the materials mentioned above, some teachers expressed that they preferred to use mainly the whiteboard, handouts, and songs since they make it possible to work with the whole class without preparing extra materials. Those opinions reveal a disagreement with the answers of the surveys. Maybe the characteristics of the public high schools in Latin America such as lack of resources and economic problems give origin to the contradictions stated by teachers in this research. It was observed that only two teachers worked with the three courses and the high school has a lack of resources; for instance, there was only one CD player for the whole institution and the two teachers had to take turns to use it. Therefore, teachers only utilized the materials mentioned above with the principal being the whiteboard.

Graph 5: Frequency of used material in the public senior high school



Graph 6 identifies what supplementary materials and with what frequency they were used by teachers in a private high school. The types of resources mostly

used were visuals such as: the whiteboard and handouts. Songs were used as part of audio resources.

The whiteboard was the resource that teachers used frequently; it was used 15 times in total that represents 83.3%. In each course, this material was used 5 times. Private school teachers expressed in the survey that teaching resources are of great importance to improve students' learning process therefore they use materials in their classes. On the contrary, observation and these results show that teachers overused the board.

After some observations, teachers were asked about the reason to use only the whiteboard in classes, they argue that discipline and pressure to complete the course books are some of the aspects for which they do not use other type of materials. Regarding that, it is important to remember that the whiteboard can be used in different ways because it helps to clarify complex meanings that simple words cannot explain.

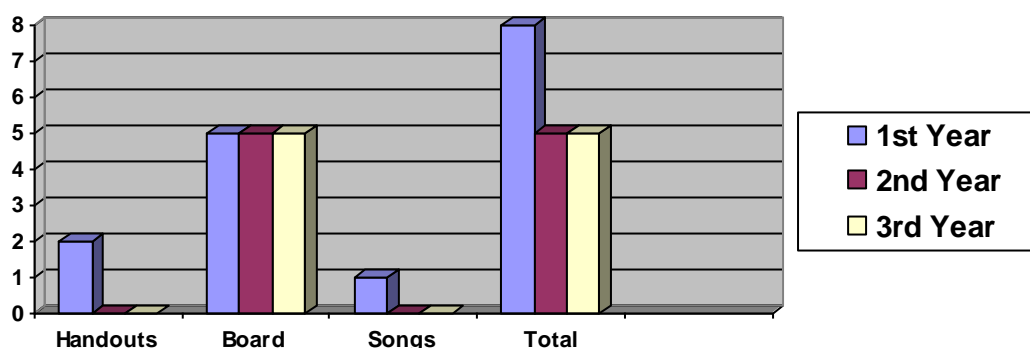
Another visual material used in the private high school was handouts that obtained a frequency of 2 that is 11.11%. This material was used only in 1st year while in 2nd and 3rd year handouts were not used.

Audio materials were also used in the private high school to motivate students. However, out of all the class observations songs were only used once in 1st year that is 5.5%.

Even though materials were correctly used in some classes in the private high school, it was observed that teaching would have been more effective with the aid of supporting materials. Students confirmed this explaining that they would have liked other types of materials such as flashcards, pictures, videos, or more songs. It was observed that the private high school has fully equipped with computer labs, four

audio visual rooms, science lab and a well stocked library. In addition, there were teaching resources that were part of the English textbooks. However, teachers gave a number of reasons for not using a wider variety of supplementary materials such as pressure to complete course books and the type of tasks designed in the textbook. Although supplementary materials do help teachers to explain better complex topics and facilitate the mission of improving the social and academic development of students. Observations gave evidence that teachers did not use materials as they argued in the surveys even when they had available resources, mainly because they wanted to be in control of the classroom. For that reason, they preferred to use the whiteboard, handouts, and songs; those materials allowed teachers to work with the whole class.

Graph 6: Frequency of used material in the private senior high school



Conclusions

- The results of this investigation show that supplementary materials used in the public and private high school were: the whiteboard, handouts, and songs.
- Teachers from the private high school used more materials than the public high school. In the private high school supplementary materials were used 18 times; the public high school 16 times.
- Visuals were the type of materials frequently used in public and private high schools. Teachers from both institutions demonstrated their preference in using the whiteboard and handouts in the observed classes.
- In almost all the observed classes, supplementary materials were pertinent because their use was related to the topics and objectives of the lessons. In addition, those materials were also appropriate to students' age and level since they motivate learners to participate and allowed them to understand the contents.
- It was observed that the used materials had good quality. The whiteboard was in good conditions and the contents were correctly organized. Handouts had clear contents and instructions. And, the audio of the songs was without distortion allowing words to be clearly heard by the students.
- The variety of supplementary materials used in the public and private high school was very limited because teachers used only the whiteboard, handouts, and songs. Those resources were used mainly because they allowed teachers to work with the whole classroom and facilitate teaching.
- The most frequently used supplementary material used in both the public and private high school was the whiteboard. In the private high school it was used 15 times and in the public school 14 times. In all of the observations, the board was used by teachers to develop their classes.

Recommendations

- Teachers need to be more aware of the great variety of supplementary materials they have at their disposal to make classes more attractive for students.
- If educational institutions do not supply a variety of supplementary materials, it is the teachers' responsibility to create their own. There are many books and guides that give teachers ideas and the biggest library available is the internet. Extra materials are only limited to the teachers imagination.
- Teachers not only need to be aware of the various learning styles and the variety of supplementary materials available to meet students' need; they also must improve their knowledge on how to use materials in EFL classes.

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ANNEXES

Charts used to record supplementary materials being used in the public

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word charts		
	white/blackboard		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audio visual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	pictures										
	charts										
	handouts										
	posters										
	word charts										
	white/blackboard										
Audio	songs										
	dialogues										
	stories										
	tales										
Audio visual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	word charts		
	white/blackboard		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audio visual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL			

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word charts					
	white/blackboard					
Audio	songs					
	dialogues					
	stories					
	tales					
Audio visual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	websites					
TOTAL						