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

Trabajo de fin de titulación.

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## AUTORÍA

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Karina Alexandra Paredes Vallejo

## DEDICATION

I dedicate the present work to God for giving me the strength to keep working with my research in spite of the hard times that I have gone through lately; to my lovely family that is closer than ever and is my inspiration to keep moving forward. And of course to my dear mother who is my model to follow.

Karina Paredes

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## CONTENTS

CERTIFICACIÓN.....	ii
CONTRATO DE CESIÓN DE DERECHOS.....	iii
AUTORÍA .....	iv
DEDICATION.....	v
ACKNOWLEDGMENT.....	vi
CONTENTS.....	vii
ABSTRACT.....	1
INTRODUCTION.....	2
METHOD .....	5
DISCUSSION.....	7
Literature Review.....	7
Results.....	21
Description, Analysis e Interpretation of Results.....	35
Conclusions .....	
Recommendations .....	71
REFERENCES .....	73
ANNEXES .....	76

## ABSTRACT

“ The use of supplementary materials in English as a Foreign Language (EFL) classes: A comparative analysis of public and private high schools” is the theme of the present research whose purpose is to determine and analyze the supporting materials used in EFL public and private high schools as well as to compare how they were used in both institutions.

The research was conducted in Puyo, capital of Pastaza province, from this city a public and private high school were selected; from these institutions a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of senior high school were chosen respectively, in order to observe five EFL classes in each course, focusing on the supplementary materials used by the teachers. The data was collected through observation forms, questionnaires, and surveys. The data was then tabulated in charts for the quantitative and qualitative analysis taking into account aspects of pertinence, appropriateness, quality, and frequency of use of the supplementary material proposed for the current study.

The results obtained show that the white board was the supplementary material mostly used in EFL classes, in both institutions.



## INTRODUCTION

Nowadays, English is considered a universal language around the world. But the question of how to teach this language in the most effective way is still being asked. So the use of supplementary material is a great tool that teachers can use in the classroom, in order to reach the goals for the class and facilitating the process of teaching and learning in successful way.

For effective teaching of the language, there are three important factors to be considered in order to create a positive learning environment. The first one is the socio-cultural factor; the second one is the bibliographical factor, and finally, the methodological that is considered the most important one because it involves a variety of aspects such as the methods, resources, and techniques applied by teachers in order to make the teaching process more interesting and effective. However, when selecting the supplementary materials they must be chosen according to the topic, age, and level of the students in order to reach the objectives of the class and motivate the students to acquire the target language.

The objectives of this study, *The use of supplementary materials in EFL classes: A comparative analysis of public and private high schools*, are: to identify and analyze supporting materials used in EFL public and private high schools; to describe and analyze each one of the supplementary materials used in in terms of pertinence (content), appropriateness (student's needs), and quality; and finally, to determine the frequency and variety of the supplementary materials used in the observed high schools.

Current and future researchers could contribute to this topic by doing an extensive exploration of the use of supplementary in English as a Foreign Language classes. One of these studies was conducted by Wei & Chiu (2009) with the purpose

of investigating the effectiveness of linguistically authentic multimedia materials on English as a Foreign Language (EFL) student's listening competence. One of the limitations of this study was the lack of simulated listening test aimed at examining learners' listening proficiency available in Taiwan.

Other important study was held by Shu-Mei Chwo, Jonas, Tsai, and Chuang (2010), whose objective was to investigate if supplementary materials can be adopted to enhance listening and speaking strategy used by Taiwanese university EFL learners, the findings indicated that the use of supplementary materials enhance listening and speaking skills. The study also suggested that more and diverse materials should be used to expand students' learning capacity. Also, the authors did not find any limitations to this study.

In addition, Kelsen (2007) conducted a research to explore the use of You Tube in an EFL situation by surveying students' attitudes towards using You Tube in studying English. The main conclusion of this study was that participants considered the use of You Tube as interesting, relevant and motivating.

There were three limitations identified in this study, firstly, the questionnaires were written in English but the instructor was there to help the participants. Secondly, the sample size used was small, especially concerning the female participants (13), which made it difficult to make comparisons between genders. The last limitation was that 69 participants came from the same group and for this reason; the results could not be extrapolated into the general student population.

The results of the present research will benefit the quality of education of English as a foreign language in Ecuador because through the results of the quantitative and qualitative analysis of the collected information, teachers will be conscious that using supplementary material in EFL classes in a pertinent and

appropriate way, is an effective manner in achieving the objectives of a class, and to motivate students in learning the language using supplementary materials according to their individual needs and learning styles.

Finally, this study had as a limitation in the number of observed classes in each year, since these were not enough to have a clear idea of the frequency and variety of supplementary materials used in public and private high school. Besides it is recommended for further studies, to include a larger sample size, since only thirty students were surveyed.

## METHOD

### *Setting and Participants*

In order to carry out this study, a public and a private high school located in the city of Puyo were selected to do the field research. From these two institutions, a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of senior high school were chosen with the aim of observing if the teachers in charge of teaching English as a Foreign Language (EFL) used supplementary materials in class, and if so, how they used them considering aspects such as pertinence, appropriateness, quality, and learning styles.

The participants were the English teachers in charge of teaching the selected courses, as well as one student in each of the five observed class, being a total of two teachers and thirty students who had to complete a survey, respectively, in order to collect the information needed to do the quantitative analysis of the current research.

### *Procedures*

This study started with a bibliographic research regarding teaching English as a Foreign Language, learners' differences, learners' motivation, learning styles, teaching techniques, different context for teaching, supplementary materials and types of supplementary materials use for teaching English as a Foreign Language. All of this information was found in different sources such as books, journals, internet, educational magazines, and articles related to the use of supplementary material in EFL classes. In addition, due to the importance of the theme, it was necessary to review previous studies concerning the topic in order to know important findings to complete the Literature Review, which contains the scientific information that supports this work.

The field research consisted in the observation of the type and use of supplementary material by the teachers, in thirty English classes, five at first, second,

and third year of senior high school in each institution. The techniques used to collect the data were notes taken from the observed classes compiled on observation sheets. Also, the participants had to complete a specific survey regarding the importance of the use of supplementary material in EFL classes. The data collected was classified and organized in a table of results, according to the general approach of this study, that is Qualitative and Quantitative, in order to describe, analyze and interpret this information.

The qualitative analysis consisted in the description of the supplementary material used by the teacher, taking into consideration if the teacher used it in a pertinent as well as in an appropriate way, and if the different learning styles from the students of the class were considered also. In addition, the quality of the material was analyzed too. On the other hand, the quantitative method consisted in comparing the frequency and variety of use of the supplementary materials used in public and private high schools.

With the results obtained from the qualitative and quantitative analysis some conclusions and recommendation were given to conclude with this important research.

## DISCUSSION

### Literature Review

Nowadays, many researchers and teachers around the world are trying to improve students' learning by applying different kinds of methodology, techniques, and resources, in order to be effective at teaching. In the case of learning English as a Foreign Language, supplementary materials become a great tool where students can explore the possibilities of using the English language in the classroom, and besides teachers can adapt content providing learners with more learning options.

Certainly, through the use of supplementary materials, teachers may generate different options to allow students to learn and understand easily. Consequently, students learn better when in their classes they have motivating and updated material according to their needs and interests.

This is why it is important to go deeply into the teaching field and for that it is necessary to understand certain topics such as the teaching of English as a Foreign Language, learners' differences, students learning styles, teaching techniques, among others which are addressed in the following pages.

#### *Teaching English as a Foreign Language*

Marckwardt (1965 p. 4) refers to English as a foreign language as the "English taught as a school subject or on an adult level solely for the purpose of giving the student a foreign-language competence which he may use in one of several ways..." . It has been demonstrated that people who learn another language are more competent, creative and have stronger skills in their own language, enabling them to expand their horizons and their interests.

There are many reasons why people want to learn a foreign language; for example, some people need to learn because they are planning to visit a foreign country, others are going to take a course in school, there are also people who want to enrich their education by learning a foreign language.

Whatever the purpose is, the most important thing is to find a way to teach English successfully. It is the main responsibility of EFL teachers to look for strategies in order to help learners to achieve their language goals, having in mind individual expectations and predisposition at learning another language.

*Learners differences among children, adolescents and adults.*

Learners are people who are in the process of acquiring knowledge from different resources, experiences and circumstances, and so they become the centre of the teaching process. Depending on the age, there are three main groups: children, adolescents and adults. Each one has special characteristics and motivation when learning another language. These three age groups are going to be described briefly in the next lines.

Let's refer first to children; they have special competences and learn mainly by playing. Regarding this, Harmer (1983 p.37) says "we might expect children of primary age to acquire much of a foreign language through play". To complete the idea, it is necessary to mention that children come to the classroom with a well-established set of instincts such as skills and characteristics that will help children to learn another language Halliwell (1992). Moreover, according to Scott & Ytreberg (1990) children use language skills long before they are aware of them. Their own understanding comes through hands, eyes and ears. The physical world is dominant at all times. This means that children acquire knowledge through paying attention to everything that surrounds them.

When the children move into adolescence they change physically, emotionally and also cognitively, since they are capable for abstract thinking, contrasting ideas and concepts. Consequently, according to Brown (2001, p.92), “To teach teenagers we have to consider that even their intellectual process is increasing, they might not success in any intellectual endeavor if they don’t focus attention on the task”. The teachers are aware of these changes and, for this reason; they use different methodological strategies to increase students understanding and comprehension of the language.

In addition, adolescents learn better if they engage in meaningful activities, because during this age, their motivation will depend on how relevant the activities are in terms of their interests. This idea is better sustained by Harmer (1983) who points out that teenagers who are engaged in the class have a great capacity to learn, also a great potential for creativity as well as a passionate commitment to things that interest them.

On the other hand, adults are conscious of why they want to learn a foreign language and what they want to achieve according to their needs. Besides, adult learners have superior cognitive abilities that allow them to understand abstract rules and concepts. They are also capable of having longer attention spans even though they might not be interested in the material (Brown, 2001).

Moreover, Harmer (1998) states that adults have gained learning experiences through the years so it will determinate how adults face new learning. So, if they have experienced learning success in the past they probably think that learning English is not difficult. On the other hand, adults who have not had much achievement might think they are going to fail again. In this respect, Harmer (1983,



p. 41) claims “As teacher of adults we should recognize the need to minimize the bad effects of past learning experiences”.

Based on these ideas it is important to mention that good teachers have to pay attention to all these aspects in order to provide activities, exercises where it would be possible that adult learners can use their intellects and experiences in the learning process.

### *Learners Motivation*

Motivation is another factor that influences any learning process and becomes an important part of language learning, because it acts as the energy which lets students have great progress. Additionally, Gom (2009) complements this idea by saying that motivation is the stimulus that drives people to achieve something in their lives. Therefore, if motivation is the stimulus in generating learning, teachers have to promote many interactive motivational activities where students can enjoy what they are doing in class. Children are very motivated when learning; due to their curiosity they become enthusiastic and ask many types of questions when there are interesting classes. This fact can be taken advantage of in order to succeed in teaching.

Adolescents usually have a positive attitude towards learning when they are motivated. In this regard, it is vital to talk about two types of motivation, intrinsic and extrinsic. Intrinsic motivation is caused by internal factors, while extrinsic is produced by external factors. Some students have a strong extrinsic motivation to achieve their goals, but others have a strong intrinsic motivation that fire them up, whereas, others might have a weak motivation. Teachers face students’ motivation at all levels and ages, Harmer (1983) suggests that increase and direct motivation that the students already have, is the teachers’ responsibility.

### *Learning styles*

Talking about learning styles, there are some conceptions and ideas about how people learn. For Cronin (2004), the way people process information is called learning style. Felder and Henriquez (1995 p.21) have a similar opinion; they argue that “learning style is the particular way through individuals acquire, retain, and retrieve information”. Furthermore, for them, people can acquire knowledge by seeing and hearing, reflecting and acting, logically and intuitively reasoning, memorizing and visualizing. Visual learners remember information by visualizing images, auditory learner would enjoy learning by listening to a song, chants and other activities which involves listening and repeating. Kinesthetic use all the senses to learn because they like being on movement and also touching things. The interpersonal learners like to be with people; therefore, intrapersonal learners who like to work or study alone.

Moreover, with regards to the way people learn, there has to be a specific methodology in order to facilitate the learning and teaching process. Well-designed activities according to students’ learning styles can be planned by teachers in order to suit learner’s preferences. In this respect, Freeman (2000 p.169) argues that “Teachers have always known that their students have different strengths”. This author refers to Howard Gardner’s multiple intelligences and accepts this theory that involves the following factors: Logical / Mathematical, Visual/Spatial, body/ Kinesthetic, musical/ Rhythmic, Interpersonal, Intrapersonal and Verbal / Linguistic.

Besides, Freeman recognizes that teachers have to prepare activities that promote significant knowledge, for example: puzzles and games, sequential presentations, classifications and categorizations for logical / mathematical learners; drawings, videos, charts and grids to visual / spatial learners; pantomime, hands on

activities, field trips to body / kinesthetic learners; jazz chants, playing music and singing to musical / rhythmic learners; group problem solving, project work and pair work to interpersonal learners; journal keeping, options for homework, self-evaluation to intrapersonal learners; debates, storytelling, and finally, note-ranking to verbal/linguistic learners.

### *Teaching techniques for teaching adolescents*

This refers to tasks and activities done in the classroom in order to accomplish a specific purpose inside the class; these activities are linked to a specific methodology for helping students to learn. Consequently, Anthony (1963 p.96) defines a technique as “a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well”.

Regarding the same topic, Brown (2001 p.130) argues that “the term technique refers to the activities and tasks that both, teacher and students accomplish in the classroom. The technique chosen depends on the teachers’ purpose according to the student’s needs”. In other words, the tasks students perform are in order to accomplish specific objectives in the classroom.

Moreover, Brown (2001) exposes three groups of techniques. The first group is called “from manipulation to communication”; through these techniques teachers can manipulate the knowledge to be learnt by choral repetition, drills, and dictation. Students are allowed and encouraged to repeat certain number of phrases in order to contextualize meaning of words and ways of pronunciation.

In the second group are the mechanical, meaningful and communicative drills. These techniques constitute a useful tool that teachers use for helping students to internalize structural patterns, rhythm, intonation and other elements related to

pronunciation. In the third group are the controlled to free techniques. In the former the teacher is the center of the class and manipulates everything according to the objective stated in the curriculum. Meanwhile, in the latter, the attention is focused on the students in order to develop their communicative skills; some of these techniques are role-play, drama, report, simulation, just to mention some of them.

In the same way, Harmer (1983) states a series of techniques to help the students not only to understand the meaning of a language but also to understand the language construction. Demonstration is one of the techniques proposed in which the teachers present a situation that shows the language in action and then model the language form. Another technique is the explanation; through this we can explain the construction of the language using diagrams on the board or overhead projectors, meanwhile the discover technique is used to encourage discovery of the new language forms or grammar rules by them. In addition, accurate reproduction consists in asking students to repeat new words, phrases, sentences in order to correct them when there is a mistake, or praise the students when they use the language forms correctly. Immediate creativity is also a technique where the students create their own sentences using the language form, and the last technique is the check questions in which the teachers check what the students have understood through asking questions.

#### *Different Contexts for Teaching*

Teaching is not an isolated process because it implies having a variety of contexts and situations, like social, economical, cultural or political factors that teachers have to deal with them properly. In this way, the context that the students who are leaning another language will face has to be considered too. Hence, to illustrate what was said, Cunningsworth (1984) argues that the contents for students

who are planning to study abroad should be different from those who want to just visit a country where they speak English. So, a course book for these students should contain clear links between social situations and language, also should teach varieties of English in the different situations.

Considering that language is a content that interacts with culture, Chlopek, (2008), suggests that students have to have systematic intercultural training, because English is not only studied by a particular group of people but also by different kinds of students belonging to all races and cultures. That is the point by which students have to develop the ability to compare their native culture, evaluate critically and interpret the results of such comparisons in order to succeed in verbal and non-verbal communication. Consequently, it is important that teachers provide students' real language situations in class in order for the students communicate each other.

In this regard, Richards (1996) recommends that teachers have to know what goals they want to achieve and in what contexts English is to be used. Therefore, teachers have the responsibility of knowing how to teach students, providing them an amount of cultural background according to the context where they will interact.

#### *Supplementary Material*

Going ahead in this study, it is important to refer to supplementary material. To accomplish with it, it is necessary to talk about its definition, importance and role. Let us start by referring to its definition.

Gomez (2008, p.3) states, "supplementary materials are any resource (no matter the format) that complements the teacher's work." This means that any tool, apart from the course book, that teachers use in class to enhance learning, can be considered as supplementary material. So, these elements are valuable aids for teachers in order to facilitate the teaching-learning process.

Another important definition is given by Madrid (2001, p.213), who refers to supplementary materials as a “set of tools that help and facilitate the teaching-learning process”. Teachers, who are aware of it, use these tools to complement teaching in order to enhance students’ learning.

Therefore, it is important to know the role that supplementary materials play in the process of teaching and learning a foreign language. With these aids, the teachers can capture the students’ attention in class, and also encourage them to be more participative in their own learning process. Also, they are useful in creating in student’s mind images and representation related to knowledge. As stated by Madrid (2001), the role of didactic material is to get students close to the reality. And, in addition, if the material is used in a proper and orderly way, it can motivate teaching and learning. Also, it is important to realize that through supporting material, teachers can raise students’ awareness of the cultural aspects of the target language, thereby stimulating their students’ linguistic abilities. Additionally, in this respect, Araya (2007, p. 8) manifests “materials attempt to diminish the level of difficulty when accessing the linguistic aspects of the target language. At this point, materials are vital resources because they stimulate and develop students’ linguistic skills”.

Accordingly, there are a variety of supplementary materials which contribute enormously to the teacher’s work, some of them can easily be found in schools or can be made by the teacher, examples that can be mentioned are: flash cards, handouts, old magazines, realia, and so on. Consequently, what is important to consider is that teachers are responsible for selecting what material to use, focusing on the students’ needs as well as on the objectives of the class, and this depends a lot on their abilities using these materials, in order to reach the objectives of the class.

Alle&Valette (1972 p.11) point out “there isn’t the ideal supplementary material but effective teaching use the material available in all their extension.”

### *Types of supplementary materials*

Certainly, many supplementary materials are available for teachers, and their use in English classroom is increasing, especially visual aids such as maps, smart whiteboards, flash cards, charts, etc. Invariably, these materials help teachers to clarify concepts avoiding then the use of the mother tongue.

Similarly, Bumpass (1963 p.32) on his book titled “Teaching Young Students English as a Foreign Language” makes references to an old adage, “One picture is worth than thousand words”. So, in this context, teachers should provide plenty of visual materials in order to help students to internalize what they have learnt and remember what they have seen. Moreover, Bumpass considers visual material as “any device which appeal to the sense of sight and which can be used to make learning experience for young children more concrete, realistic, or dynamic”. Likewise Cunningsworth (1984 p.51) says “the uses of visual materials are effective when we can teach with and through them”.

One of the most useful visual aid is the white board, thus Billows (1961) states that the black board is considered the simplest aid in the classroom, and it is true, because through the use of it, teachers can get students’ attention when presenting a new language, and when checking understanding or summarizing lessons. Crucially, teachers have to be very skilled in using the board in a well-organized way.

Realia is another visual aid that teachers frequently use in teaching a foreign language as a link between the real world and the content of the lesson. Accordingly, Gower, Phillips & Walters (1995, p. 212) define realia as “actual objects and items

which are brought into a classroom as examples or aids to be talked or written about”. Some of the objects that the teacher can use as prompts for practicing the language are coins, dolls, toys, puppets, clay, and more. For Bumpass (1963 p. 36) the use of realia “invite the pupils’ active participation in learning new linguistic forms, since they afford both visual and tactile experience in the learning situation”. Harmer (1983), on the other hand, manifests that one limitation when using realia could be that some adults might think they are being treated like children.

Audio materials are also frequently used in EFL classes in order to help the students develop their listening skills, especially with auditory learners who learn better if they are exposed to audio activities like songs, dialogues, stories, tales, etc. In respect of using songs, Ward (1985) claims that it is important to choose a suitable song, according to the aim of the class and the target structure, and recommends for the beginners’ level, to teach the structure first and then reinforce it with a song.

Due to the importance of the use of supplementary material as an aid to teach English, a series of studies have been done to contribute the teaching learning process in EFL classrooms. Some of them have been checked and analyzed for this study in order to provide a wide knowledge of the topic.

Along with the above mentioned, an important study was done by Gawad in 2011, to demonstrate that authentic video, inducing satisfactory viewing to comprehension.

In order to do this research, Gawad chose 64 college students who voluntary participated for two semesters. The participants were divided in two groups, 33 belonged to the experimental group and the other 31 belonged to the control group. Eventually, the Experimental group studied a video-based programme in English accompanied with listening, speaking, reading comprehension and writing books.



Whereas, the control group was given the same books as the experimental but the videos were omitted. The experimental group during each class watched a video for 10 or 15 minutes, the teacher stopped the video every 2 minutes, just to check comprehension. Contrary to this, the instructor in the control group introduced the language through the sequences of exercises.

Also, both groups had to take a Pre Test and a Post Test to collect data that was analyzed by the Statistical Package of Social Sciences (SPSS), version 14. The findings demonstrated that authentic video, inducing satisfactory viewing comprehension as well as presented in an integrated language skills instruction, is a valuable approach to whole language teaching.

Wei and Chiu (2009) also conducted a study with the purpose of investigating the effectiveness of linguistically authentic multimedia materials on English as a Foreign Language (EFL) students' listening competence. For this research, a Pilot and a formal study were conducted with 103 students selected from a listening class at one university in Taiwan who voluntarily participated during a whole academic year. The instructor used the CNN Interactive Magazine's MP3 packages and other materials such as TV programs, commercial, MTV movies and shows, songs, online materials, radio broadcasts and video clips.

The researcher designed a questionnaire for students to fill out regarding the use of audio material. Then, data was collected and analyzed; the results showed that the participant's listening competence improved through the instruction of using authentic multimedia materials after a whole academic year.

Similarly, Shu-Mei, Jonas, Tsai and Chuang (2010) conducted another study that shows the benefit of using supplementary material in EFL classes. They investigated if supplementary materials can be adopted to enhance college English as

Foreign Language learners' listening and speaking strategy use. In order to do their research, four sophomore non-English major classes were selected from the Taiwanese university. These classes were majoring in Childcare (CC), Environmental Engineering (EE), Nursing (NR) and Computer Technology (CT). The former two classes acted as experimental groups (EG) and worked with recycling vocabulary, read-aloud and oral presentation material in order to supplement the regular book. While the latter served as control groups (CG) who used the textbook from the regular program of the university.

Three instruments were selected to collect the data. The first one was a pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning; the second, a pre and posttests from both groups; and the third, quizzes from EG T-test. According to the results obtained, the Experimental Group significantly outperformed the Control Group in their progress results. These findings indicate the effectiveness of adopting supplementary to enhance listening and speaking skills.

Another important research related to the use of supplementary material in EFL classes was carried out by Kartal (2011) who conducted this research in a primary school with the aim of finding out the contribution of audio books in reading and listening skills. Students from 8th grade primary school English Language learners participated in this research.

Kartal divided participants in two groups: Experimental and Control groups. The first one used 3 audio books, and the second one used 3 normal books. After reading or listening to each book, students had to fill out a questionnaire with Wh-questions, true or false questions, and matching questions about the book. The findings of this study consequently revealed that audio books are helpful for improving reading comprehension and listening skills as well as reading fluency.

Kelsen (2007) carried out an interesting research whose purpose was to explore the use of You Tube in an EFL situation by surveying student's attitude towards using You Tube to study English. With this study, the researcher sought to measure the students' perceptions to use You Tube as a supplementary material in the classroom with regards to: (i) making classes more interesting; (ii) being relevant to course materials; (iii) being beneficial to language learning; (iv) motivating students to learn in class; (v) motivating students to use this material to learning English outside the class.

Kelsen conducted the current research with 69 students from a private university in Taiwan. The participants had to fill out a questionnaire the first day of class; it was regarding their genre, access to computers, and their experience using You Tube before. Besides, students during the semester had to watch regularly You Tube videos related to topics from the book and after watching videos students had to work in different activities like completing worksheets, watching and telling a story, and answering questions.

The results from questionnaires showed that You Tube as authentic material input is interesting, relevant and beneficial. However, the students rated less favorably in respect to motivation inside and outside the classroom. As a result, it was suggested that teachers and learners can be involved in creative ways to implement You Tube in the classroom.

## Results

### *Qualitative Tabulation*

Chart one: Type of supplementary material used in public high school.

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

Author: Karina Paredes

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

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

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

Author: Karina Paredes

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

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> .Class		5th.Clas	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	flashcards										
	power point presentation										
	maps										
	pictures										
	charts										
	handouts					√	√				
	posters	X	X								
	word cards										
	whiteboard	√	√			√	√			√	√
Audio	songs										
	dialogues										
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects(toys, plants, fruits)			√	√						
Online	websites										

Author: Karina Paredes

Source: 1<sup>st</sup> year

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> .Class		5 <sup>th</sup> Class	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	flashcards										
	power point presentation										
	maps										
	pictures										
	charts										
	handouts										
	posters									X	X
	word cards										
	whiteboard			X	X			√	√		
Audio	songs										
	dialogues	√	X	√	X						
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects(toys, plants, fruits)										
Online	websites										

Author: Karina Paredes

Source: 2<sup>nd</sup> year

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> .Class		5th.Clas	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	flashcards										
	power point presentation										
	maps										
	pictures									√	√
	charts										
	handouts										
	posters			√	√						
	word cards	√	√								
	whiteboard	X	√	√	√	√	√	X	X		
Audio	songs							√	√		
	dialogues										
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects(toys, plants, fruits)							√	√		
Online	websites										

Author: Karina Paredes

Source: 3<sup>rd</sup> year



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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> .Class		5th.Clas	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	flashcards										
	power point presentation										
	maps										
	pictures										
	charts										
	handouts							√	√		
	posters										
	word cards										
	whiteboard			√	√						
Audio	songs										
	dialogues					√	√				
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects(toys, plants, fruits)										
Online	websites										

Author: Karina Paredes

Source: 1<sup>st</sup> year

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> .Class		5th.Clas	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	flashcards										
	power point presentation										
	maps										
	pictures										
	charts										
	handouts			√	√						
	posters							√	√		
	word cards										
	whiteboard	X	X	√	√					√	X
Audio	songs										
	dialogues	X	X								
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects(toys, plants, fruits)					√	√				
Online	websites										

Author: Karina Paredes

Source: 2<sup>nd</sup> year

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

Variable	Indicators	1 <sup>st</sup> Class		2 <sup>nd</sup> Class		3 <sup>rd</sup> Class		4 <sup>th</sup> .Class		5th.Clas	
		Pert	App	Pert	App	Pert	App	Pert	App	Pert	App
Visual	flashcards							√	√		
	power point presentation										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	whiteboard	X	X					√	√		
Audio	songs										
	dialogues	X	X					√	√		
	stories										
	tales										
Audio visual	videos										
	movies										
	documentaries										
Realia	objects(toys, plants, fruits)										
Online	websites										

Author: Karina Paredes

Source: 3<sup>rd</sup> year

*Quantitative Tabulation*

Chart nine: Frequency of use of supplementary material in 1<sup>st</sup> year.

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards				
	power point presentations				
	maps				
	pictures				
	charts				
	handouts	1	16.67	1	33,33
	posters	1	16.67		
	word cards				
	white/blackboard	3	50,00	1	33,33
Audio	songs				
	dialogues			1	33,34
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects( toys, plant, fruits)	1	16,66		
Online	websites				
Total		6	100	3	100

Author: Karina Paredes

Chart ten: Frequency of use of supplementary material in 2<sup>nd</sup> year

Variable	Indicators	Public		Privat	
		f		f	%
Visual	flash cards				
	power point presentations				
	maps				
	pictures				
	charts				
	handouts			1	14,29
	posters	1	20,00	1	14,29
	word cards				
	white/blackboard	2	40,00	3	42,86
	Audio	songs			
dialogues		2	40,00	1	14,28
stories					
sales					
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects( toys, plant, fruits)			1	14,28
Online	websites				
Total		5	100,00	7	100,00

Author: Karina Paredes

Chart eleven: Frequency of use of supplementary material in 3<sup>rd</sup> year.

Variable	Indicators	Public		Privat	
		f	%	f	%
Visual	flash cards			1	20,00
	power point presentations				
	maps				
	pictures	1	11,11		
	charts				
	handouts	1	11,11		
	posters	1	11,11		
	word cards				
	white/blackboard	4	44,45	2	40,00
Audio	songs	1	11,11		
	dialogues			2	40,00
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects( toys, plants, fruits)	1	11,11		
Online	websites				
Total		9	100,00	5	100,00

Author: Karina Paredes

Chart twelve: Frequency of use of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 <sup>st</sup>	6	3	9	26
2 <sup>nd</sup>	5	7	12	34
3 <sup>rd</sup>	9	5	14	40
TOTAL	20	15	35	100

Author: Karina Paredes

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

Variable	Indicators	1st	2nd	3rd	TOTAL	
		f	f	f	F	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures			1	1	5%
	charts					
	handouts	1			1	5%
	posters	1	1	1	3	15%
	word cards			1	1	5%
	white/blackboard	3	2	4	9	45%
Audio	songs			1	1	5%
	dialogues		2		2	10%
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects( toys, plants,	1		1	2	10%
Online	websites					
TOTAL		6	5	9	20	100%

Author: Karina Paredes



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

Variable	Indicators	1st	2nd	3 <sup>rd</sup>	TOTAL	
		f	f	f	f	%
Visual	flash cards			1	1	7%
	power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts	1	1		2	13%
	Posters		1		1	7%
	word cards					
	white/black board	1	3	2	6	40%
Audio	Songs					
	Dialogues	1	1	2	4	26%
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	objects( toys, plants, fruits)		1		1	7%
Online	Websites					
TOTAL		3	7	5	15	100%

Author: Karina Paredes

## Description, Analysis and Interpretation of Results

The qualitative and quantitative analyses of this research are presented in this section. The former will consider an analysis of each supplementary material utilized in the observed classes in both, public and private high school, taking into account three main aspects: pertinence, if the material is used in relation to the content; appropriateness, if it is related to the students' age and level; quality, to analyze the material in terms of design and elaboration; and the learning styles, to see if the teacher considered the different students' preferences for study. The latter, the quantitative analysis will describe and compare the variety and frequency of the use of supplementary material in both high schools.

### *Qualitative Analysis*

#### *Public High School*

##### *1<sup>st</sup> Year*

##### *Handouts*

The topic of the third observed class was *How did you celebrate Valentine's day?* The teacher used handouts with the objective of reinforcing the students' knowledge of the past tense questions.

With regard to pertinence of this visual material, it was observed that the teacher provided the students a handout that contained a list of ten past questions linked to the topic, such as: *Did you do something special on Valentine's day?*, *Did you buy a special present for someone?*, *How many friends did you call?*, *Did you say happy valentine's day to your friends?*, just to mention some of them. To fill out these hand outs, the students needed to interview their classmates to get their answers. The use of handouts was considered pertinent for this class since the students could practice the grammar structure proposed and reinforce their

knowledge, so the objective was fulfilled. As Cunningsworth (1984, p.52) states “The uses of visual materials are effective when we can teach with them and through them.”

With respect to appropriateness, Qin & Morgan ( 2004 ) suggest that for adolescents, language instruction should be concerned with the learners’ level and also the use of a teaching method that engage the learners in activities that take into account each individual’s own preference. In this context, it was observed that the teacher took into consideration the level of comprehension of the students from this class at the moment she elaborated the handouts, because the learners were able to understand the meaning of the questions that the teacher wrote since they answered them without much trouble. Also, the age of the students was considered since the handouts involved the whole class in the task, in this way the students had the opportunity to share with their classmates their ideas and opinions.

With regard to quality, the handouts were clear enough to allow the students to identify the questions easily. Each question had enough space to write the students’ answers so they did not have trouble using it.

#### *Poster*

The topic of the first observed class was *The History of English* and the objective was to identify the three ways of pronunciation of the past tense ending – *ed*. The teacher presented a poster that showed the different ways to pronounce regular past verbs. The poster was divided into three columns: one with *t*, another with *d*, and the last one with *d*, under each column were written verbs such as: liked, walked, refused, used, respectively. These verbs were not related to the content of the lesson, but the teacher used them to do a pronunciation practice where the students

had just to repeat the verbs; for the reasons stated, the use of the poster was not pertinent since it did not help the teacher to reach the goal of the class.

With regard to appropriateness, the use of the poster was not appropriate for this lesson because it did not motivate the students to participate in class instead they felt bored for much repetition. To this respect, Harmer (1998) suggests that even though students are not initially interested in the subject, the teacher's duty is to provoke interest and involvement of the students in the subject, for this reason it is very important to select a topic, activities and linguistic content that allow the teacher to engage the students on the lesson.

With regard to quality, the poster was big enough and pasted in the front of the class to allow all the students see it. The teacher used markers of different colors to difference each past ending-ed, also the teacher's handwriting was clear and legible. Considering all these characteristics, it can be said that this visual aid had a high quality.

#### *White Board*

The *History of English* was the topic of the first observed class whose objective was to identify the three ways of pronouncing the past tense ending of verbs *-ed-*. In order to reach the stated objective the teacher used the whiteboard to draw a chart from the students' book, which contained three columns one with "t", another with "ed", and the last one with "d", where the students had to place the verbs that the teacher dictated them on the corresponding column according to the ending pronunciation. The use of this material was pertinent because it helped the students to identify the different past tense ending which was the aim of the class.

Regarding appropriateness, the use of the white board was adequate to the students' level because at this age they like to be active, so passing to the board to

write the verbs was for them an activity that stimulated their activeness since they showed enthusiasm in going to the white board and doing the task.

With respect to quality, the teacher drew a chart with plenty of space between the columns to let the students write the verbs on it. She used different colors of markers to emphasize the different pronunciation endings and asked volunteers to fill it up, the chart was big enough that allowed all students to see the words.

In the third observed class the teacher used the whiteboard with the aim of helping students to develop their language skills through a speaking activity related to the topic of the class that was *How did you celebrate Valentine's day?*

In order to encourage students to talk about this special day and improve their oral skills, the teacher drew a heart in the middle of the board and inside it she wrote the phrase *How did you celebrate Valentine's day?*, the teacher brainstormed some students' ideas linked to the topic and then she wrote some answers around the heart. As it could be observed the use of the white board was pertinent to the goal of the class since students were able to answer the question; consequently they developed their speaking skills.

With respect to appropriateness, it was noticed that the use of the whiteboard by the teacher was appropriate to the students' level of knowledge because they could easily understand and answer the question that was on the board, also the teacher took into consideration the age of the students since they showed enthusiasm in talking about the topic and eagerly participated in the class.

With regard to quality, the white board was in good condition; the teacher used a red color marker to draw the heart in the middle; it was sufficiently big enough for all students to see it.

Continuing with this analysis, the whiteboard was the only supplementary material used in the fifth observed class whose topic was *Male and Female Stereotypes* and its objective was to describe the male and female characteristics. The teacher crossed a line to divide the board in two sections, in one side she wrote *male* and in the other side *female* to let each student from the class writes one adjective that best describes any of these two genders. Analyzing the way the teacher used the white board to encourage the students to describe people, it could be said that the use of this material was pertinent to this class because the students wrote adjectives related to the topic, like: *poor, rich, ugly, witch, good, bad, fat*, and so on. Consequently the objective of the class was accomplished since the students were able to describe male and female characteristics.

As for appropriateness, the white board was used to capture the students' interest in the subject since everyone had the opportunity to participate in the task, the students felt confident in going to the board and wrote the vocabulary that they already knew, so the use of this visual material was suitable for the learners of this class.

In terms of quality, due to the white board was placed strategically in front of the class, it was easily seen by all the students, and the teacher also provided them with markers of different colors to write.

### *Realia*

On the second observed class, the topic was *Electricity*. The objective was to develop students' speaking skills. To reach the stated goal the teacher had previously instructed the students to create a model that represents an electricity project and bring it to this class in order to make a briefly oral presentation about their projects. Some of the representations were *How to make an electricity switch, static*

*electricity, a power station*, and they were used as an aid that facilitated the students to describe the process of their project. In this context the use of the realia was pertinent for this class, because it helped the students to develop their speaking skills as was the aim of the lesson.

Regarding appropriateness, the teacher designed the activity focused on the students' age and interest because the learners had done the models creatively. Also, they prepared an oral speech according to their manual work. This way the teacher is considering what Soames (2009, p. 1) says in respect to this material "Using realia stimulates the mind, and is one way of encouraging creativity by involving the senses." As it was observed, the students showed enthusiasm in presenting their oral exposition while the rest of the class was listening and looking at the group presentation. As a result, the realia was suitable for this class because it captured the students' attention for the subject.

In terms of quality, the models made by the students were in pretty good condition since they used a lot of small objects, colors, signs and pasted them on a thin wood platform that allowed illustrating their projects as much real as possible.

### *Learning Styles*

Despite the teacher said in the survey that it is important to provide a variety of supplementary materials in classes in order to cover all students' expectations and needs, during the five observed classes in this course, the teacher used mostly visual aids, that is, she just considered the students who were motivated to learn with hand outs, posters, white board which contributed effectively to visual learners, but forgetting the students who learn better with audio, audiovisual and online; consequently she did not take into account the different ways by which learners acquire, retain and retrieve information. As Felder, R., &Henriques, E. (1995) argue,

the students learn by seeing and hearing, reflecting and acting, logically and intuitively reasoning, memorizing and visualizing.

*2<sup>nd</sup> Year*

*Poster*

In the fifth observed class the topic was *Thanks giving celebration* and the aim was to present and practice the use of tag questions. To reach this objective, the teacher pasted on the board a poster which had some tag questions sentences linked to the topic in order to explain the grammar structure and practice pronunciation. Unfortunately, the poster was not pertinent for this class because it did not help the teacher to facilitate the students understanding of the subject since it just had some examples that the teacher read and asked students to repeat after her.

Regarding appropriateness, this material was not according to the students' age and level, because it did not motivate the students to learn the grammar structures neither encourage them to practice tag questions in class. It was clearly observed that the teacher used the poster thinking how to present the tag questions instead of focusing on how the students could learn the topic better. Further to this, Harmer (2007, p.81) states "People of different ages have different needs, competences and cognitive skills", and thus, all of these aspects were not considered in this lesson. Consequently, the use of this visual aid was not suitable for the learners in this class.

In terms of quality, Wingo & Schorling (1960) refer to the poster as a static, visual medium use to communicate ideas and messages. In this case the teacher wrote the information in an organized way but her handwriting was difficult to see due to the small size of the letters and the amount of sentences written on it.



### *White board*

The topic of the second observed class was HIV-AIDS; the objective now was to raise awareness of the danger of AIDS, its transmission and prevention. The use of the white board was not pertinent for this class since the teacher just used it to write down relevant words from a previously listening activity in order to clarify their meaning. Some of these words were *fatal disease, illness, virus, drug addicts, needle*, and so on. The teacher had to translate and give a brief explanation of the illness in Spanish.

As far as appropriateness is concerned, the use of the white board was not according to the students' level because the vocabulary written on it was for a higher level, also the needs of the students were not considered because it did not capture their attention and interest on the subject; and consequently the class was boring. The teacher should have used another kind of material to avoid translation of the words and call the students' attention on this important topic.

With regard to quality, it was observed that the teacher listed the words in the middle of the board in a good and clear handwriting. She used black marker for the English words and red color for its translation.

In the fourth observed class the white board was also used with the aim of developing students' writing and reading skills. The topic of this class was *Causes and effects of pollution*. Here the teacher used the white board directly to draw a fish bone diagram in order for the students to write the causes of pollution on the top and the effects of pollution on the bottom.

To complete this activity, the students had to read the book's information related to the environment where they identified the causes and effects of the pollution. Once they got the requested information some students volunteered to go

to the board and write it on the fishbone. In this way the topic and the objectives of the class were successfully accomplished as performing this activity the students needed to read and finally write the information on the board.

Additionally, taking into account the learners' age, the diagram that the teacher drew on the board called the students' attention since they were curious to see what the teacher was doing as she asked them to figure out the name of the graphic and what was it for. In this respect, Billows (1961, p. 132) manifests that "The great advantage of a black board drawing is that it takes shape under the eye of the pupil". As it was observed, the way the teacher used this aid captured the students' attention because they focused on the activity and completed the task assigned.

Regarding quality, the white board was adequate to draw the fish bone graph for which the teacher used different colors of markers to make the diagram look attractive and help the students to identify the information. The red marker was used to write the causes and the blue to write the affects.

### *Dialogues*

The topic of the first observed class was *Family life* and the aim was to develop listening skills. To achieve the objective, the teacher played a dialogue in which a brother and a sister were talking about their childhood. Students had to listen carefully to catch the information needed to complete a task from the book in which they had to decide if the information was true or false. In terms of pertinence, the teacher used the dialogue in a pertinent way because the content of the dialogue was linked to the topic, besides students completed the listening activity.

In relation to appropriateness, the dialogue was not suitable for the students' level since they showed frustration at the moment of listening to it due to the high

speed of the speakers' speech, even though the teacher had asked students to listen for a general understanding rather than pick up the words one by one. Also, the content of the dialogue was not according to their age since they did not show interest on what it was about. According to Harmer (1998), listening demands listener engagement, and he also points out that the listening becomes valueless when the students are not interested in the content, so they might "switch off", being difficult for them to concentrate on the task once again.

The quality of the CD player used to present the dialogue and the compact disk were in optimum condition since both worked efficiently; the sound was clear and the volume was appropriate for the size of the room and the number of the students.

Also, a dialogue was used in the second observed class whose topic was *HIV-AIDS*. In this case the objective was to promote a listening practice to improve the students' listening skills.

The teacher played the dialogue once in order for the students to have an idea about the content of it. The dialogue consisted of a doctor talking about how to prevent HIV and *AIDS*, as soon as it finished the teacher elicited the students the words they heard from it. Afterwards, the students had to listen two more times in order to complete the information requested in the book. The use of this audio material was pertinent because the content was according to the topic; and it also helped the students to develop their listening skills since they had to listen for details to complete the missing information from a book activity.

Even though the dialogue had relation with the topic, its content was not appropriate to the level of the students because, as it was observed, they did not understand the message due to much of the words presented were new for them.

As far as quality concern, the audio had a high quality because the sound was clear and the volume was high enough to allow the entire class to hear it.

### *Learning styles*

After the five classes were observed, it could be seen that the teacher was concerned about visual learners who perceive and process the information by seeing things and also about auditory learners who learn better by listening. This indicates that she is not considering the benefit of using variety supplementary materials to help everyone in the class to succeed.

It was evident that the teacher focused her attention in the course book although she might have included supplementary material linked to the topics of the book, in order to have more interesting classes where students participate more. Otto and Ford (1987) state that it is the instructor's responsibility to select the most appropriate material; this means that it is the teachers' concern to use the adequate material in order to facilitate the teaching-learning process.

### *3<sup>rd</sup> Year*

#### *Pictures*

Pictures were used in the fifth observed class. The topic of the lesson was *My favorite musician* and the aim was to provide speaking practice. The teacher had previously instructed the students to bring a picture of their favorite singer or music group in order for the students to perform an oral presentation regarding the singer's physical appearance, personal information and mainly why the students like them. Through the use of this material the teacher reached the objective of the class since all the learners had the opportunity to show the picture and share the information with their classmates.

In relation to appropriateness, the use of pictures was appropriate for the students' level and age since the teacher took care about the students' musical preference in order to encourage them to talk about it. In support of this, Bumpass (1963, p. 37) argues that a variation of the visual material by the teacher maintains the students interest and intensifies the oral practice "when they can talk in simple patterns about the picture or object they display, their learning is more meaningful and permanent".

As for quality, the teacher had advised the students that the pictures should be big enough to be seen for all the students from the classroom, and also they had to paste it in a card board to hold it steady. In spite of the teachers' advice, some students brought to the class small pictures which were hard to identify who the character was.

### *Posters*

The topic of the second observed class was the use of *should* and *should not*. The objective was to develop students writing skills. In order to reach this goal, the teacher had asked the learners to bring a cardboard to this class in order for the students to write the 10 things the students should and should not do during their adolescence.

After a brief presentation on the board about the use of the modal verb *should*, the teacher modeled the sentence structure to guide the students to what sentences they should write. Afterwards, she divided the class in groups of four and let the students go on the task by themselves. Accordingly, the poster was pertinent to this class because it helped the teacher reach the objective of the lesson since the students were able to write their own sentences on the poster.

With regard to appropriateness, the use of the poster in this class was appropriate for the learner's needs as they had to work together on the task where they shared ideas and decided what sentences should write on it. In this regard, Harmer (1998) states that one of the advantage of group work is that the students have independence since the teacher is not controlling every students' move, and also they take their own learning decisions when deciding what information to use in completing certain tasks. "Decisions are cooperatively arrived at, responsibilities are shared" (p.21)

As far as quality concerns, the students used different color of markers to write the sentences on the poster, also they added some drawings to illustrate the sentences in a better way.

#### *Word cards*

Word cards were used in the first observed class. The topic of the lesson was *The universe*, and the objective was to present vocabulary related to the universe and space technology.

Throughout the class, the teacher asked the students to work in groups and gave each one a package of 10 word cards that contained words like *sun, Milky Way, earth, space ship, sun, starts, and planets*, among others. The students had to find out the meaning of the words and then write a sentence with each one. The word cards were pertinently selected by the teacher in order for the students to increase their lexicon since most of the words presented were new for them.

In relation to appropriateness, Haycraft (1996, p. 44) points out "There is also a need to *limit* the vocabulary that is introduced- if too much is introduced, students will be impeded by the need to absorb too many words". With this in mind, it was observed that the teacher limited to ten the number of new words shown on the word

cards. Also, she took into consideration that her students belong to a beginner's level so the words presented were basic vocabulary as it was mentioned before.

Considering all these aspects, it could be said that the material used in this class was appropriate to the students since they accomplished the assigned task.

In terms of quality, the teacher used light paper and chose a black marker to write the words legibly and neatly. The size of the cards was 10x13 which facilitated the students' manipulation of the material.

#### *White board*

The topic of the first observed class was *The Universe*, the white board was used with the objective to review vocabulary related to the universe and practice the pronunciation of the words.

While the students were doing a group activity, the teacher was drawing on the board *Our solar system* where she placed some elements like stars, a sun, the moon, planets, meteors, and so forth. At the end of the class she asked some volunteers to write on the board the name of the elements that they identified from the drawing. Unfortunately, the teacher just used the white board to elicit the students' knowledge about universe but she did not use it to practice pronunciation; consequently the goals for this class were not accomplished since the pronunciation practice was skipped.

As far as appropriateness is concerned, the white board as Billow (1961, p.129) states "has great possibilities for pictorial representation..." in this context the teacher used it to illustrate the universe in order to motivate the students to use the new lexicon that they had learnt in this class to name the objects of the drawing. In this way, the use of this material was suitable for the learners since it helped the teacher to focus the student's attention on the task.

Concerning quality, Haycraft (1996) suggests drawing clearly on the white board to for all the learners to see, including the students at the back. On the other hand, Lewis & Hill (1985, p.52) say in this respect, “The black board is a visual aid; aids are supposed to help. A muddled, cluttered, mish-mash will help nobody”. Having this in mind, it could be considered that the teachers’ drawing was a little messy, and also drew too many universe components, being a little difficult to identify them.

To introduce the topic of the second observed class *Should and Shouldn’t*, the teacher used the white board in a pertinent way because it helped her to reach the objective of the class, that was to develop writing skill by practicing sentences using should and shouldn’t.

The teacher used this visual material to reinforce students previous knowledge about the use of the auxiliary verb *should*. She wrote on the board *10 things adolescents should and should not do during their adolescence*, then under the title she drew a “T” diagram to write on the right side the things adolescents should do, and on the left side what they should not do. The teacher asked for two volunteers to go to the board and write one sentence in each side.

Regarding to students age and level, the teacher considered these aspects because she wrote on the board simple sentences in order for students to understand the grammar patterns. The students’ attention was on the board since they were interested in completing the writing activity that came up next.

In terms of quality, the T graph that teacher drew in the middle of the board was big enough with plenty of space on both sides, in order to write the examples. It was observed that she had a good management of the board in this class; since she



used an organized way, besides in all observed classes the teacher carried red, blue, green and black markers to illustrate better the information on the board.

Also, the white board was used in the third observed class. The topic of the lesson was *Review cardinal numbers*, and the board was used with the aim of practicing the pronunciation of numbers. With regard to pertinence, using the white board to write some numbers that students had trouble to pronounce, contributed directly to the goal of the class since the teacher guided a pronunciation practice in order for the students to identify and repeat the numbers.

To use this material the teacher had in mind that some of her students presented difficulty at the moment of identifying the pronunciation of certain numbers, such as: 13 and 30, 15 and 50, 18 and 80, among others. This means that she took into consideration the needs of her students at the moment to find out what material she should choose in order to improve her students' learning.

In terms of quality, the size of the numbers the teacher wrote was big enough to allow all the students see them; and as she also did in the past observed classes, the use of different colors of markers was noticed.

In addition, the white board was used in the fourth observed class in which the aim of the lesson was to develop students listening skills. The topic of this class was *My favorite musician*. This visual aid was not pertinent to this class since the teacher used the white board to check information related to a students' listening practice from the course book and not for helping students improve their listening skills, since the teacher just wrote the clues for completing an assignment concerning to filling in the blanks the missing words of the lyric of a song called *Imagine*.

With respect to appropriateness, it was observed that the white board was not appropriate this time since the students were not paying attention to the teacher since

they focused their attention in completing the activities from the book. Here, the importance of selecting the proper supplementary material according to the activity and the students' expectations from the class was exposed.

The quality of the white board was good because the teachers' writing was clear and legible what made easy for the learners to copy the information that was on it.

### *Song*

The topic of the fourth observed class was *My favorite musician*. The objective of this lesson was to practice the students' listening skills. For accomplishing the stated goal, the learners had to carefully listen to a song called *Imagine*. The teacher played the audio several times in order for the students to get the clues to complete the listening activities from the course book. The use of the song was pertinent since through this audio material the students were able to develop the listening tasks assigned.

With regard to appropriateness, the teachers took advantage of the song and developed a series of tasks to engage all the students in the class since they had to order phrases, match sentences, cross out extra words, complete the spaces and put the words in the correct order and finally sing alone. Here she considered the way of using songs as Murphey (1998 p. 6) states "songs can be immensely valuable for developing certain capacities, but they can be many times more valuable if we exploit them creatively to bridge the gap between the pleasurable experience of listening/singing and the communicative use of language".

In terms of quality, since it was a soft song and the audio definition of the CD player was clear, the students followed the lyrics easily and were able to listen and sing aloud.

### *Realia*

This supplementary material was used in the third observed class. The topic of the lesson was *Review the cardinal numbers* and the aim was to practice the pronunciation of numbers. In order to accomplish the objective of the class, the teacher brought a *bingo game* that contained bingo cards that were distributed to each student who also had to rip a piece of paper to cover the numbers they heard. Each student had to pick a bingo ball and say the number aloud three times in order for the class to identify the number and cover it. As it could be seen, this game was totally pertinent to the objective of the class since the student practiced the numbers successfully.

As for appropriateness, it was observed that the students engaged on the task immediately, because they were eager to win since the teacher also had a little price for the winner. As a result, the material was appropriate for this class since it provided an opportunity for the teacher to have a fun class where all the students were learning in an interactive way.

Regarding quality, the material was in a good condition, the cards had clear numbers and so were the bingo balls, also the students felt comfortable using it even though they had a little difficulty doing the covering papers.

### *Learning Styles*

Although, the teacher in this course used more supplementary material than she did in the observed classes to first and second year of senior high school, she did not consider all the learning styles of the students in this class either, since the material used were focused on visual, musical and interpersonal learners being a necessity to incorporate a variety of supplementary material and activities that appeal

to different forms of acquire the knowledge in order to include all the students in the learning process.

### *Private High School*

#### *1<sup>st</sup> Year*

#### *Handouts*

The topic of the fourth observed class was *News* and the objective was to improve reading skills. The teacher used handouts in a pertinent way because through this material the students practiced reading as they had to read fragments of reading related to the topic.

To accomplish the stated objective, the teacher set the class in groups of five, and then she gave to each group fragments of a reading to be ordered in a coherent way. The students did the task and as soon as they finished, the teacher asked them to read along the whole news. In this way the students practiced reading as this was the main goal for the class.

The teacher took into consideration the students' age because the reading was selected from a teenagers' magazine, the topic of which was *Dating manners*, and the vocabulary presented was according to their level, although there were words that the students did not know but they tried to infer the meaning, in order to develop the activity. Also, the reading was according to their age since adolescents are at the age of dating so the content captured the students' interest in the reading.

Regarding quality, the handouts were photocopied in black and white and then the teacher cut each one into ten fragments that were easier to handle so the students read and ordered them accordingly to their meaning.

#### *White board*

In the first observed class, the teacher did not use any supplementary material. However, in the second class whose topic was *What have you done lately?* the white board was used to teach the present perfect tense; which was the objective of the lesson.

To start the class, the teacher wrote on the middle of the board the topic question and she explained the meaning as well as the grammar structure of the present perfect tense, taking some examples from the students' book to clarify the structure of the sentences. Then the teacher encouraged the students to answer the question and she added some of their answers to the board. In this way the students grasped the model to be followed at the moment to complete the grammar tasks from the book.

With respect to appropriateness, the grammar structures were used according to the students' understanding, and also the teacher wrote on one side of the board some verbs in order to help the students to write their own sentences, and this facilitated their comprehension, thus being able to complete the assigned tasks from the book.

Regarding quality, Lewis & Hill (1985) make reference to the correct use of the white board, and suggest that the white board should be divided into three parts; a small panel on one side of the board to add new information; the middle section which is the largest part, to present the main material of the lesson, and a third small part on the other side of the board for drawings, doodles, and unexpected writings. With all of these characteristics in mind, it was observed that the teacher had a good management of the whiteboard because she used it in an organized way.

### *Dialogue*

The topic of the third observed class was *The funnies* and the aim of the lesson was to improve the students' listening skills and to practice pronunciation. In order to accomplish these objectives, the teacher instructed the students to work in pairs in order for them to listen to the dialogue, check pronunciation and practicing for presenting in front of the class in pairs. In this regard, Richards & Rodgers (2007, p. 59) state "Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized..." With this in mind the use of the dialogue was pertinent since it was used to develop a pronunciation practice where the student paid attention to the way the people from the audio talk and tried to reproduce it as similar as they could.

In relation to appropriateness, the dialogue used by the teacher was appropriate for the students' level and age since it was a short audio that contained cool idiomatic expressions for teenagers, the learners were engaged in the class and they were motivated to memorize and practice the dialogue presenting it in front of the class. The teacher set the class in pairs, being one student letter *A* and the other student, *B* then she played the audio four times to allow the students to listen to it and practice following the written dialogue from the book. Finally, three pairs of volunteers presented the dialogue in front of the class.

In terms of quality, the CD player used was near new so it had a good audio and a clear resolution.

### *Learning style*

In spite of the teacher manifested in the survey that she is aware of the students' different learning styles at the moment she plans her lessons, it was seen during the five observed classes in this course that she only used three types of

supplementary materials to support her teaching-learning process, these being: hand outs, dialogue, and white board, so it means that the teacher focused her teaching on visual and audio learners but she did not consider the students who are aural, musical or kinesthetic learners. Also, the teachers' preferences for the use of the students' work book and notebooks (which are not considered as supplementary materials) was noticed.

## *2<sup>nd</sup> Year*

### *Handouts*

In this year during the second observed class in which the topic of the lesson was *Applications*, handouts were used with the objective of teaching the students to fill out an application form. Regarding pertinence, using handouts was relevant to the content and aim of the class because this visual aid showed a real application form to study English in a community college in New York; the students had to interview a classmate and fill out the sheet with the information requested. This was an integrated skills activity because the students had to read, listen, speak and write in order to complete the form. In short, the way the teacher used the handouts helped her to reach the objective of the class.

In relation to appropriateness, handouts were suitable for the students' level in the class because the application forms contained basic questions such as: *full name, address, day of birth, area of study, student's backgrounds*, among others, it meant useful information that the students at their level should know. In respect of using forms in the classroom, Raimes (1983, p.83) says "It is useful to be able to fill out a form in another language. As a language classroom activity, too, the filling out of forms or questionnaires provides students with the opportunity to transfer information from one format to another". As it was observed, the hand outs were

used to let the students have the opportunity to apply the language in a meaningful way.

The teacher also provided the students an interactive practice for learning since she asked them to work in pairs where one student was the interviewer who had to interview their classmates about a college admission application. The students responded well to this activity since they participated in the task eagerly. One of the advantages of pair work, as Doff (1997) states, is that it involves all the students in the activity, and it also encourages them to share ideas and help each other. With this in mind, it was observed that all the learners were working in the task enthusiastically. The use of handouts was therefore appropriate for this class.

As far as the quality of the handouts, the photocopies were clear but they did not have enough space to write the responses, but in spite of this, the students were able to complete the application form using a pencil.

#### *Poster*

The topic of the fourth observed class was *Famous inventions* and the aim of the lesson was to improve students' oral skills. To accomplish the objective, the teacher asked the students to present an oral exposition about the inventions that they had previously researched, in pairs, for which the students brought a poster that contained the information required to support their work. First the students placed the poster on the board followed by a brief presentation of the group. Then, they talked about their invention using the clues from the poster to guide their oral performance. Some of the themes selected by the students to talk about were: *the computer, an Ipod, cellular phones, airplanes, karaoke, robots*, and s on. As a result, the students used the information of the poster as an aid that facilitated and illustrated their oral presentation.



In relation to appropriateness, the posters were suitable for the students' level, because, as stated by Byrne (1986, p. 82), "the importance of visual aids at the production stage is that they offer a non-verbal framework for language practice and can therefore be used at different level of proficiency". As it was observed, the teacher motivated students to practice their oral skills through the poster. Also, she took into consideration the students' preferences when she asked them to talk about any famous invention they liked.

As for quality of the supplementary material, the students designed colorful posters where they pasted pictures, drew figures, and added images. The sizes of these posters were big enough which allowed all the students see them. All these characteristics made the quality of the posters high.

#### *White board*

In the first observed class the topic was *Tag questions* and the objective was to learn and practice the use of tag questions. To teach this subject, the teacher used the white board to copy a chart from the students' book in order to show the students how to use tag questions. After a short explanation, the teacher asked the students to complete a chart from the book and then she checked their answers on the board. As the way the teacher used this visual aid, it could be considered that the white board was not totally used in a pertinent way because it did not help the teacher to practice tag questions, but it was used to present grammar patterns instead.

Regarding to appropriateness, it was observed that the level, needs, and age of the students were not taken into consideration because the teacher could have used the white board in a more interactive way, involving the students in the subject and improving their participation, because the students at this age are very active and to

have been sitting on the desk looking at the teacher copying a chart was not motivating at all.

In spite of the white board was not pertinent either appropriate for this class, in terms of quality, the teacher had a good management of it since she used it in an organized way, and also her writing was legible because she used an average letter and different color markers to emphasize the structure of the sentences.

The white board was used in the second observed class. The topic of the lesson was *Applications* and its objective was *To learn how to fill an application form*. In order to reach the stated goal, the teacher elicited from students ideas about the information that an application form should contain and wrote on the board some of their answers like: *name, date, telephone number, nationality, age, gender, fathers' name*, and then she added some new words that was important for the students to know. This written information enabled students to understand and complete the information requested from a college application form as well as to complete the book assignment regarding the topic.

As far as appropriateness is concerned, the use of the white board was appropriate to the students' level because the words presented were according to the students' understanding, allowing them, as it could be observed, to complete the task activity successfully.

In relation to quality, the teacher used it in an organized way, and she also wrote the information using a legible letter.

Also, the white board was used in the fifth observed class. The topic of the lesson was the use of the verb *used to*, and the aim was to describe regular activities that happened in the past. As for pertinence, using the white board to explain grammar structure was pertinent because the teacher used it to write some examples

about the things she used to do during her childhood in order for the students to visualize the structure of the sentences; and she also asked the students to perform their own information regarding to what they used to do when they were children. As it was observed, the students were able to answer the question following the grammar patterns provided by the teacher.

However, in spite of the pertinence of this supporting material, it was observed that the whiteboard did not help the teacher in motivating the students to keep practicing sentences with *used to* since she asked them to copy the information that was on the board in their notebooks, plus a chart from the book; consequently, the students were bored and lost the interest in the class. In this respect Bumpass (1963, p. 36) claims that “the learning of a foreign language involves mastery of a skill through practice and participation” and with this in mind, the teacher could have used another supplementary material besides the white board, to give the students a variety of activities in order to encourage them to practice the language since the students at that age like to talk about themselves, and it was a good opportunity to let them describe the things they used to do in the earliest years.

As far as quality of the white board is concerned, the teacher, as in previous observed classes, had a good management of it, because she was very organized at the moment of writing the information in order for the students to understand what is written on it. As stated by Bumpass (1963), the board is the most versatile visual aid that is at disposal of the teacher, and its effectiveness depends on how clear, neat and orderly the writing is. All of these characteristics have been considered by the teacher since she had a legible letter that allowed the students to understand.

*Dialogue*

In this year during the first observed class in which the topic of the lesson was *Tag questions*, a dialogue was used with the aim of presenting and practicing tag questions. To review the topic, the teacher used three dialogues about a student and her guidance counselor at school talking about extracurricular activities, each audio contained tag questions that the students had to identify and pay attention to its pronunciation in order to complete the different listening tasks suggested in the book. With regard to pertinence of the dialogues, it was observed that even they were linked to the topic of the class, the teacher did not use them in concordance with the objective of the lesson since there was not any practice of the use of tag questions, instead the students just focused their attention on completing the tasks assignments from the book.

Regarding appropriateness, it was observed that the dialogues that were introduced were complicated for the students' level since many of the students had a hard time trying to catch up with the information required for completing the listening tasks from the book. The teacher should have used the dialogue for improving the students pronunciation by practicing the dialogue in a role play based on the content of the audio, in this way the use of the dialogues could have been worthy instead of unproductive activity.

In terms of quality, the CD player that was used to play the audio was in a good condition because the audio had a high definition.

### *Realia*

The theme of the third observed class was *Machines*, and the objective was to learn the vocabulary about materials used in machines. The teacher brought to class some samples of *metal, rubber, plastic, wood, glass, nylon, a screw*, among others, in order to help the students to visualize the different materials used to make different

machines. The use of realia was relevant to the topic and aim of the class since the teacher could cover the meaning of the words from the book avoiding in this way its translation into Spanish.

In effect, Bumpass (1963) suggests that the use of other visual material like realia, activate a more dynamic participation in learning a foreign language, since they afford both visual and tactile experiences in the learning situation. Additionally, Soames (2009, p. 1) says “using realia stimulates the mind, and is one way of encouraging creativity by involving the senses. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board.” The teacher took into these benefits consideration when she decided to bring some real objects to the classroom, in order to facilitate the students’ acquisition of new words as well as motivating them to learn.

Finally, the objects used were in a good condition, besides they were perfectly seen by the students of the class.

### *Learning Style*

Even though the teacher in these observed classes used more variety of supplementary material than she did in the other courses, it was perfectly observed that she used the book all the time. Among the supplementary aids selected were handouts, posters and the white board, showing that the teacher was concerned about the students who learnt most effectively when visual material is presented to them. Concerning auditory learners, the teacher used a dialogue in one occasion but unfortunately it was not used appropriately for the students’ level. In respect to realia the use of these materials was a success because it was the best option to teach vocabulary to older learners since they need to be more in contact with the real world.

In this regard, Woolfolk (2007, p. 196) argues that “the best advice for teachers is to be sensitive to individual differences in all your students and to make available alternative paths to learning”. The teacher should have complemented her teaching by using relevant supporting materials in order to cover the different ways in which the learners like to learn in order to them to acquire the Language better, so planning activities using supplementary aid will benefit to all of the students from the class.

*3<sup>rd</sup> year*

*Flash cards*

The topic of the fourth observed class was *gerunds and infinitives* and the aim of the lesson was to identify the verbs that are followed by infinitive or gerund. The teacher used this visual material to complement the content of the lesson, so when the class was about to end, she showed the learners some flash cards that illustrate verbs such as *like, hate, enjoy, stop, hope, want, keep* in order to elicit the meaning and ask the students if the verbs represented were followed by gerund or infinitive, also she encouraged the class to make a sentence orally from each flash cards. As it can be seen, the teacher reached the objective of the class with the used of the flash cards since the student were able to identify the verbs.

As far as appropriateness, the teacher took into consideration the students’ level at the moment of choosing the verbs to include on the flash cards in order to consolidate the students knowledge about the use of infinite and gerunds. As stated by Phillips (1993, p. 75) “flash cards are an invaluable way of introducing and revising vocabulary, and can also be used to drill simple structures and functions.”

In terms of quality, Haycraft (1978) suggests that flash cards should be big enough to allow all the students in the class to see them. On the other hand, Wright

(1976) asserts that cards must be strong to avoid them being bent and to flop around. With this in mind, it was noticed that the flash cards were made of paper being difficult to hold them straight; also they were not visible enough from the back of the class. The teacher should have done them bigger to be observed by everyone.

#### *White board*

During the first observed class to these students in which the topic of the lesson was *the second conditional*, the white board was used with the aim of teaching the grammar structure of these sentences. As for pertinence, the teacher used the white board to write on the left side if clauses sentences: *if + subject + past simple verb*; and on the right side, the main clause sentences: *subject + would + base verb*, respectively, and then she wrote under each structure two examples and asked for volunteers to go to the board and write more sentences. In spite of the teachers' effort to reinforce the students' knowledge, the white board did not help her since the students were not able to create sentences without the teachers' help; consequently she had to use Spanish to say some examples of the use of second conditional. As the way the teacher used the white board it can be said that it was not pertinent for this class since it did not help her to reach the objective.

Equally, the material was not appropriate to the students' age since they did not cooperate with the teacher due to the lack of interest on the topic, also the white board did not help them to learn and practice if clauses. According to Lewis & Hill, (1985, p. 86) "structure in the classroom involves finding, understanding, and using patterns. There is nothing very terrifying or inhibiting about that but, too often, students think of grammar as an unpopular and difficult part of their language lessons." There are many fun activities to learn grammar that the teacher could have

used in this class, like puzzles, crossword, word search, because most of the learners enjoy doing these tasks, so her class could have been more fun.

Regarding quality, Haycraft (1996) recommends starting the class with a clean board to write or draw clearly, and also use the left side for current work and the right side to keep a record of the job done. Also, it is important to check punctuation as well as spelling. With this in mind, it was observed that the teacher used the white board in an organized way because she took care with its distribution as well as her writing.

The teacher also used the board in the fourth observed class in which the topic was *gerunds and infinitives*, and the objective of the lesson was to identify when to use a verb in the infinitive form or as a gerund. In this two hour class the teacher used some supporting materials such as: the white board, flash cards and a dialogue. With regard to the white board, the use of this visual aid was pertinent for this class since the teacher divided it into three columns where the students placed the verbs that were followed by gerunds on the first row, infinitives on the second, and the last row for both. The verbs that were written on the board were linked to the topic since they were taken from a listening activity related to the topic.

In relation to appropriateness, the teacher took into account the students' level and age because they were able to place on the board some of the verbs that came from a dialogue of the course book. In this way they were easily engaged in the class.

The quality of the white board was good and the teacher distributed the space appropriately in order to write the verbs in a clear and organized way.

### *Dialogue*

The topic of the first observed class was *the second conditional*. The teacher used a dialogue with the aim of reinforcing the students' knowledge about *if and*



*would*. During this class, after the teacher explanation about some grammar points, the students were instructed to listen to a dialogue and pay special attention to the use of *if...would.*, as well as the pronunciation of the speakers in order for the students to practice and reproduce the dialogue in pairs at the end of the class. As it could be seen, even the dialogue was linked to the topic since it had a lot of conditional sentences. However it did not help the teacher to accomplish the objective of the class since the students just listened to the dialogue but they did not put it on practice.

As for appropriateness, it was observed that the dialogue was not according to their level since it had a long content with a lot of unknown words which did not facilitate the students understanding. Considering the lack of enthusiasm of the students, it could be said that this dialogue was not appropriate for the students' age and level of this class.

In terms of quality, the audio of the CD was good, so it enabled the students to listen clearly the content of the CD.

Also a dialogue was used in the fourth observed class for which the topic was *gerunds and infinitives* and one of the objectives was to improve students' listening skills. The teacher instructed the students to listen to a dialogue about two people talking about *lifestyles*, in order for the students to listen carefully and identify from the dialogue the verbs related to the topic. Then, the teacher asked the students to place them on the board so they could visualize if these verbs were followed by a gerund, infinitive or both; hence, the objective of the lesson was absolutely accomplished since the students listened and identified the verbs.

With respect to appropriateness, the dialogue used by the teacher was suitable for the students' level because the content was easy to understand due to the lexicon

and grammar was according to their level. As stated by Brumfit, Flavell, Hill, Pincas, & Broughton (1980, p.72) “Listening can be for grammatical as well as lexical purposes. Passages with a high incidence of a given grammatical feature provide excellent material.”

Regarding quality, the CD used was from the students’ book, it was well recorded and the quality of the sound was high.

### *Learning Styles*

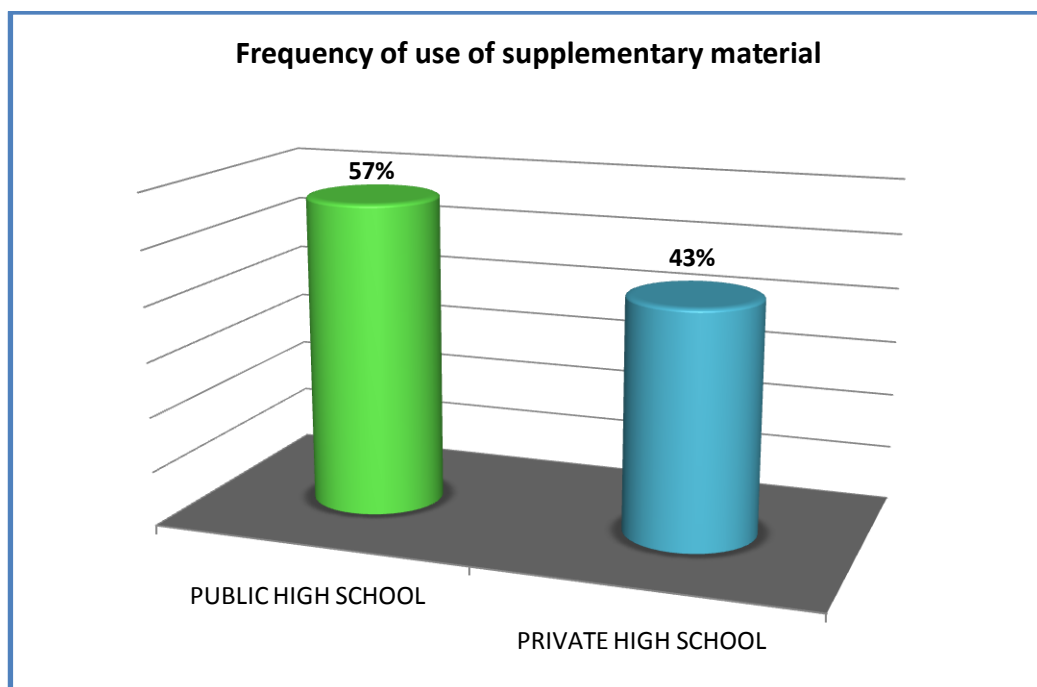
In the survey carried out to the teacher, she manifested that it is important to identify the different learning styles from the students in the class because every student is different and consequently has a different way of learning; if the teacher is aware of it, classes will be more productive in order for the students to acquire the language in a meaningful way. But in spite of her favorable opinion about the importance of the use of supplementary materials, it was observed that she used mostly visual and audio materials to complement her teaching and this means that she was just concerned about the students who liked to learn by seeing or listening.

## Quantitative Analysis

The aim of this section is to analyze and compare the frequency and variety of use of supplementary material between Public and Private high schools based on the obtained results from the observed classes to 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of senior high school respectively. Also, the present section contains a short analysis of the context in which the supplementary material was used.

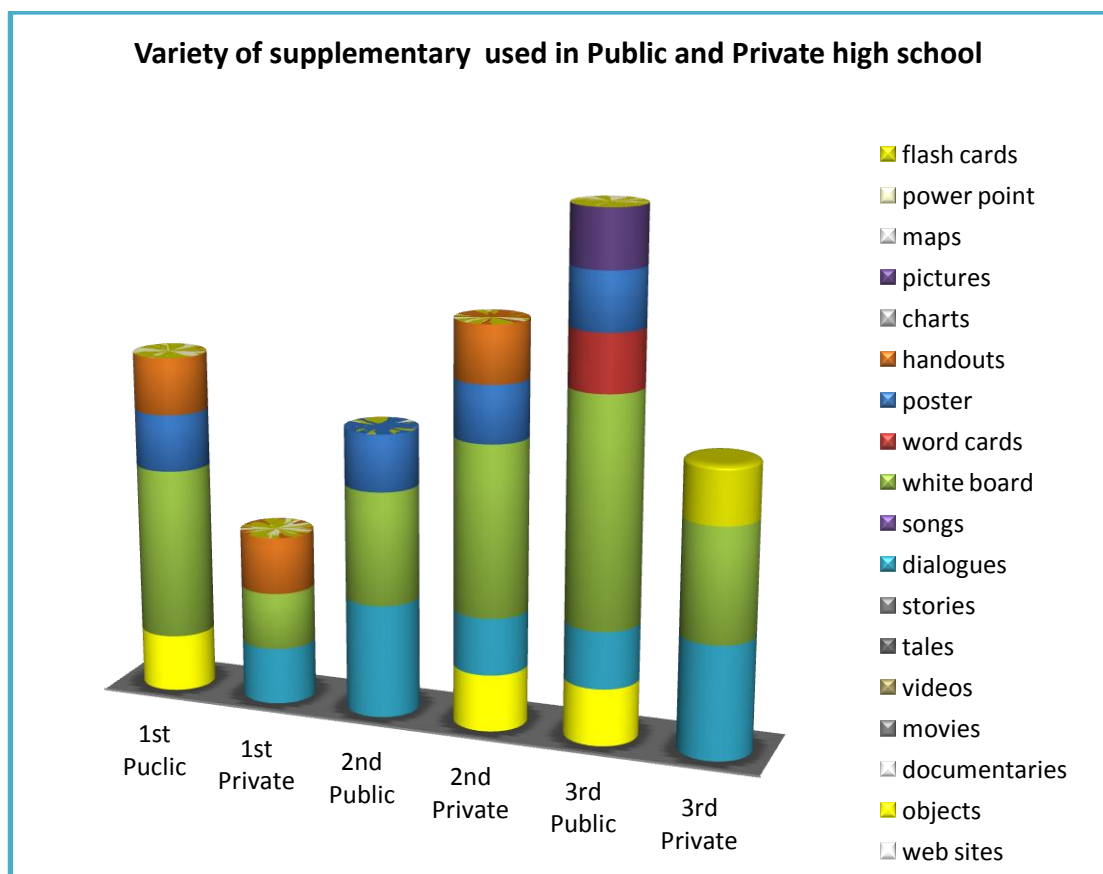
Regarding the rank of use of supplementary material, it was observed that in both high schools the teachers used supplementary materials in some of the observed classes, being the public high school the one where the use was more frequent. It can be seen in the graph below, that in the public high school the teacher used supporting material in a 57%, contrasting with the private high school where the teacher used it in a 43 %.

Graph 1



In relation to variety, this study proposed to analyze and compare the use of eighteen kinds of supplementary materials grouped in five main categories: visual, audio, audio- visual, realia and Online, in order to determine if there is variety of use of these materials in EFL classes. With this in mind, it can be observed in graph 2 that in both high schools the supplementary material were limited to the use of the flash cards, pictures, handouts, posters, word cards, realia and of course, the white board that was the mostly used, leaving out the use of audio-visual materials and online resources. However, it is seen that the larger variety of use of supplementary material was in the public high school. This means that the teacher from this educational institution was more aware of the benefits of using supporting aids to reach the objective of the class as well as to help the learning process of the students.

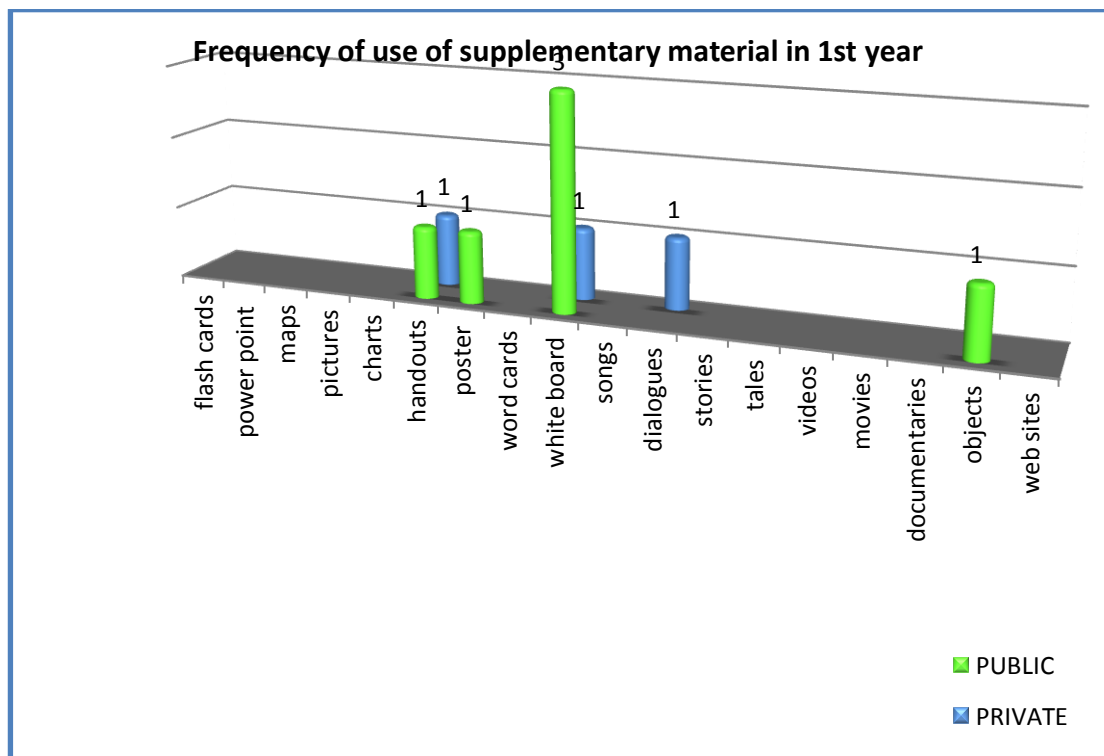
Graph 2



Now, a year by year contrastive analysis will be presented based on the observations and questionnaires filled out by teachers from both high schools respectively, considering the rank of frequency and the variety of the use of supplementary materials in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of senior high schools.

*1<sup>st</sup> Public and Private*

Graph 3



Graph 3 displays the number of times that some of the 18 supplementary materials were used in 1<sup>st</sup> year from both high schools during the five observed classes. According to the information represented, it can be seen that the teachers in both institutions barely used supporting aid in their classes, being the visual, audio and realia the material mostly used.

Regarding 1<sup>st</sup> year of public high school, the teacher used the white board in three of the five observed classes and hand outs, poster and realia in one occasion.

These results do not match with the survey applied to the teacher in which she mentioned that she usually uses flash cards, songs, dialogues, posters, realia and word cards because to teach a large class it is necessary to have extra material in order to engage the whole class in the subject. In respect of teaching large classes, Harmer (1998) suggests that although it may seem a difficult task to organize dynamic and creative teaching and learning sessions, the teacher should incorporate work sheets, pair work and group work, to maximize the students' participation in class.

In respect to the private high school, the graphic above displays that the teacher just used three (hand outs, white board, dialogue) of the 18 supplementary materials proposed for this study, in spite that the teacher mentioned on the survey that she uses posters, songs, audio CDs and videos in order to help the students to comprehend and learn.

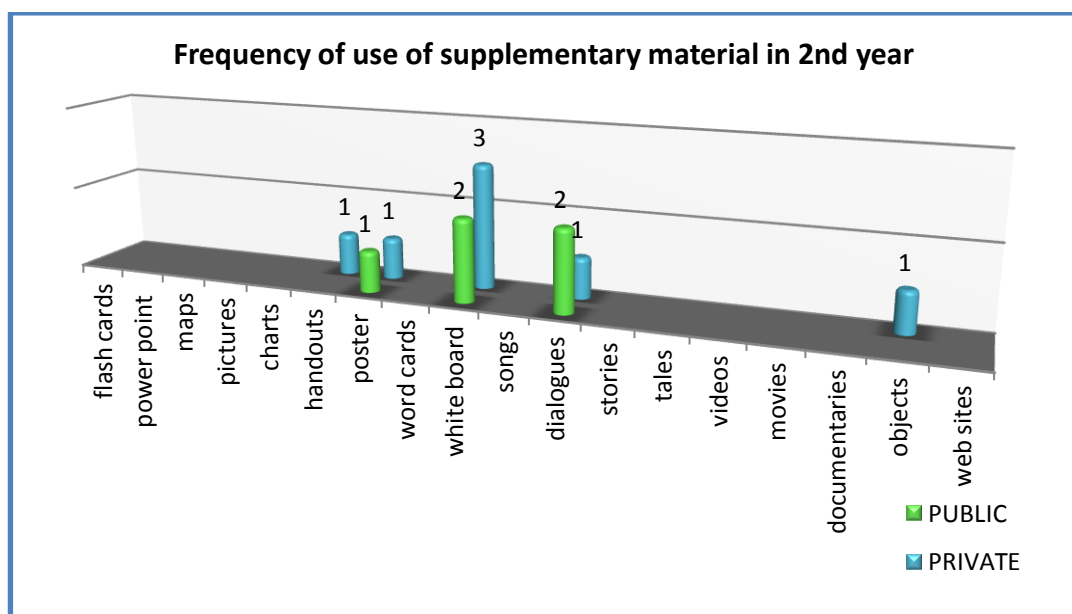
The results from the observed classes indicate that the teacher from this high school is not considering the different kind of learners that might be in a class since she focused only on visual and auditory learners and forgot the linguistic, logical-mathematical, kinesthetic or naturalistic learners. According to Croning (2004, p.84)“teachers need to be aware of the different learning style of the class in order to apply a variety of resources in the classroom having in mind the different way to learn from the learners”.

The need to include more supporting material in her classes, was sustained by the students who on the survey selected a greater amount of material that they think would help them to learn better, and they also said that the teacher should always use supplementary material in EFL classes. In contrasting to the students' opinions, the teacher manifested on the survey that for her it is important to use supplementary

material 50 % of the time because the other 50 % depends on the teaching ability of the instructor in motivating the students to learn English. The same opinion was shared by the teacher from public high school who also thinks that supplementary material is important in a 50 % because the teacher should prepare the material in advance and some time there is no extra time for selecting or elaborating supporting material to use in class.

*2<sup>nd</sup> Public and Private*

Graph 4



Now, it is time to analyze the supplementary material used in 2<sup>nd</sup> year of senior high school. As it is represented in the graph above, there was more variety of supporting aids in the private high school being four of the supplementary materials used, in contrast to the public high school, where the teacher used three kinds of supporting material. It indicates that neither in these courses used a great variety of supplementary materials in EFL classes.

In relation to frequency, the used of supplementary materials was more frequent in the private high school. As it can be seen the teacher used it a total of

seven times being the white board used in three classes, meanwhile in the public high school the teacher used supporting material five times; here the white board and dialogues were used in two occasions, respectively.

Focusing on 2<sup>nd</sup> year from public high school, it was clearly noticed that the teacher is not planning her classes taking into consideration the characteristics and needs of the learners of this course due to the fact that they are students that study at night and require more effort. Consequently the teacher should include supplementary materials to awaken the learners' interest in learning English in a meaningful way.

In the survey she manifested that she was not aware of each students' learning style because she focused her attention in the whole class, in order to keep them busy because they sometimes present disruptive behavior, so managing this class is a challenge for her. According to Harmer (1983, p. 38) "adolescents are good learners in spite of the disruptive behavior they may have in class and the lack of motivation..." Here is the importance of selecting supplementary materials which can motivate the learners and promote their participation in class.

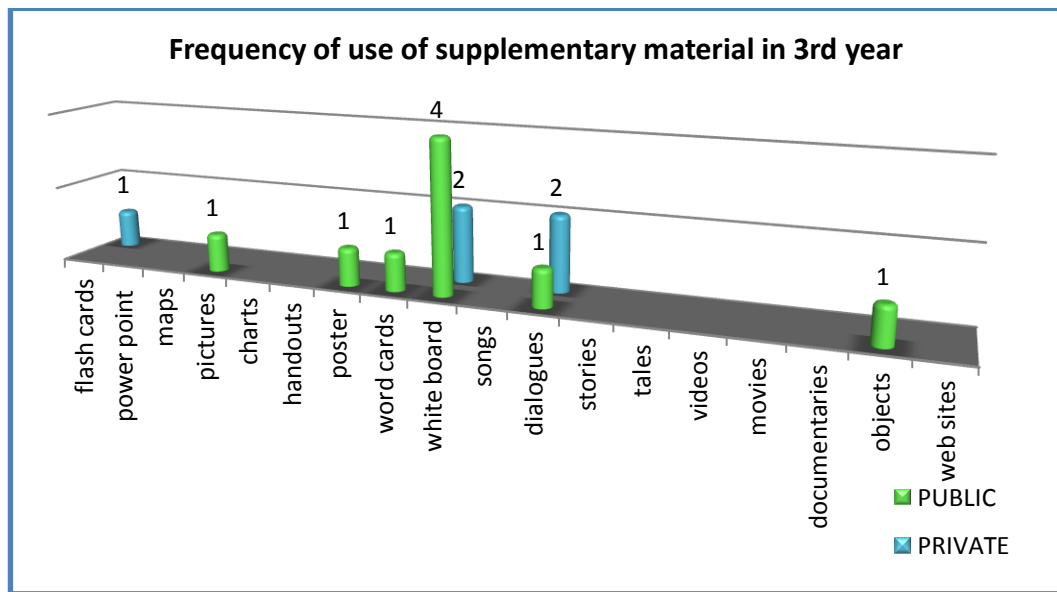
On the other hand, the teacher from the private high school on 2<sup>nd</sup> year manifested in the survey that she takes into account the different learning styles of the class since all the students are different and so are the activities, what works with one group might not work with the others. However, in spite of the teacher used more material than she did with 1<sup>st</sup> and 3<sup>rd</sup> year, the lack of usage other kinds of supplementary materials like audio-visual was evident. In this way she is not taking into consideration that the students on the survey selected movies and videos as a good way learning better.



### 3<sup>rd</sup> Public and Private

Graph 5 displays the results of the observed classes carried out in 3<sup>rd</sup> year of senior high school in both institutions.

Graph 5



Here it could be observed that it is in the public high school where the use of supporting aids was more frequent. Here the teacher used it in a total of nine times contrary to the private high school where the teacher used it five times.

With regards to variety, it is also observed that there was more variety of supplementary material in the public high school. The teacher in charge of this course used pictures, poster, word cards, the white board, dialogues, and objects. That is, she used many types of supplementary material among visual, audio and realia. On the other hand, the lack of supplementary material in the private high school is clear since here the teacher only used three supporting aids to complement her teaching.

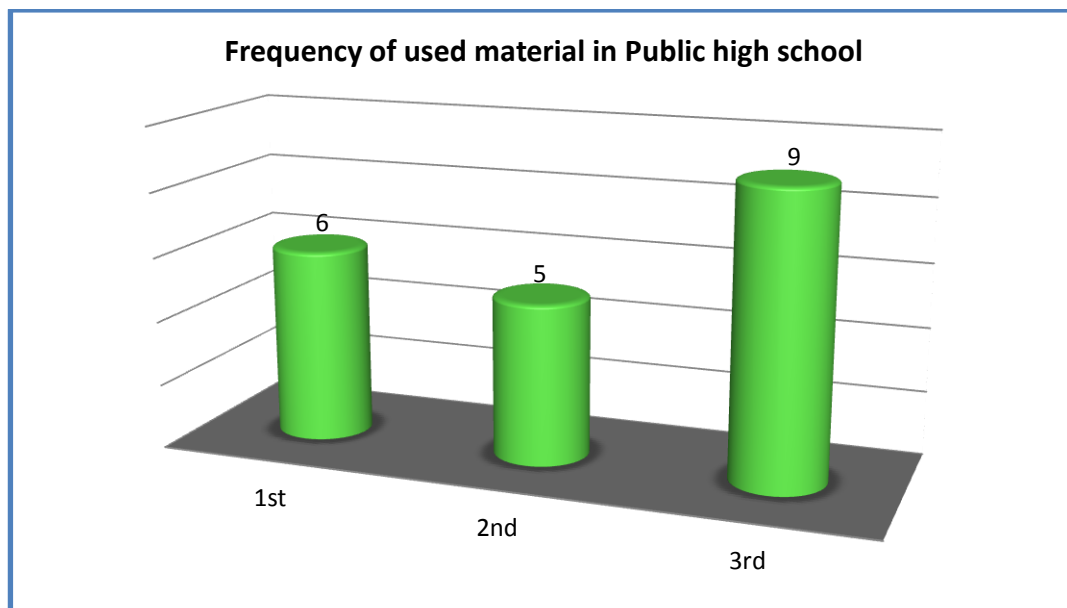
Regarding 3<sup>rd</sup> year of public high school, this was the course in which more material was used from both high schools. It was observed that in this class most of

the students had and intrinsic motivation for learning and it makes the teacher more confident at the moment of organizing the different activities. Another aspect to be considered is that this class has fewer students than the other ones, which facilitated the teachers' job and allowed her to develop more variety of activities in the class.

On the other hand, in the private high school the teacher limited the use of the supplementary material to the white board, dialogues and flash cards. This differs to the teachers' opinion stated on the survey, where she says that supplementary material motivates the students to learn English because illustrations, flash cards, videos enlightens minds, and is interesting. According to Cunningsworth (1984, p.63), "motivation is a major factor in language-learning success. We should look for material that has variety and pace, is of genuine interest to the learners and contains learning activities that will appeal to them". With this in mind, it was observed that the teacher from this class did not use much material to motivate and facilitate the students' learning, and contrary to this, she seemed comfortable only using the book and work book.

To conclude with the present analysis, graph 6 displays the results from the observed classes in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of senior public high school.

Graph 6



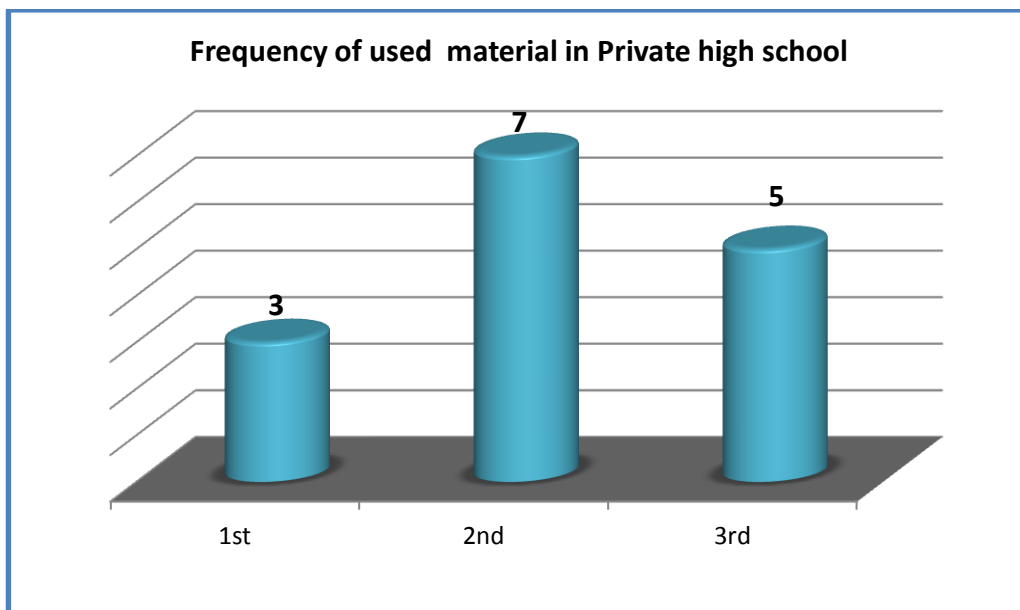
According to graph above, it is seen that the use of supplementary materials was most frequent in the third year of senior high school, it being used 9 the times, followed from 1<sup>st</sup> year with a total of 6 times and the 2<sup>nd</sup> year with 5 times. Also in this high school, the white board was the material mostly used by the teacher.

It is important to consider that this high school has a night schedule and the period of the class is limited to 30 minutes, also there is only one teacher who undertakes teaching English to the whole high school.

The teacher has to cover the book as a mandatory requirement by the school. Also, it is necessary to mention that the lack of an available audio visual classroom or a free access to the high school's computers or in focus, limits the teacher to using the white board and the CD player as the main aids, apart from the book.

With regard to the private high school, there is also only one teacher in charge of teaching English in the high school. Here, as it could be observed in graph below, the teacher used supplementary materials in all of the courses observed.

Graph 7



As it could be seen in the graph displayed, the teacher used supplementary materials more frequently in 2<sup>nd</sup> year where she used them 7 times during the five observed classes, followed from 3<sup>rd</sup> with a total of 5 times and the 1<sup>st</sup> year where supplementary material was only used three time. Also, in this high school the white board was the material preferred by the teacher in teaching English as a foreign language.

## Conclusions

After having carried out the study of the use of supplementary materials in English as a Foreign Language classes, it can be conclude that:

- The type of supplementary material mainly used in both, public and private high schools, were visual and audio aids.
- The white board was the supplementary material mostly used in the public as well as in the private high school.
- The audiovisual material and online websites were not used in neither of the two institutions.
- The English teachers from both high schools did not consider the different learning styles of their students at the moment of selecting the supplementary materials for teaching.
- The teacher from the public high school used eight types of supplementary materials: pictures, handouts, posters, word cards, objects, songs, dialogues and white board with emphasis on the use of this last one.
- The teacher from the private high school used flash cards, handouts, posters, white board, dialogues and objects to support her teaching.
- The majority of materials used in public and private high school were well chosen to fulfill the objectives of the class as well as the level and needs of students.

## Recommendations

- It is recommended that the use of supplementary materials in EFL classes be varied and frequent, these should be used according to the topic and objective of the class as well as the age and level of the students, in order to create a good environment that motivates the students to learn the language in an interactive and interesting way.
- Since the white board is the mostly used material in both high schools, teachers should be instructed to use it in a proper way in order to facilitate the students' learning-process and fulfill the objective of the class.
- It is important that schools provide appropriate materials to the teachers so they can incorporate them it in their teaching process. Also teachers should create their own supplementary materials to reinforce the content of the class considering the different learning styles and needs of the students.



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## ANNEXES





