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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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## **Abstract**

This study is focused on analyze the use of supplementary materials in public and private high schools in Ecuador with the aim of establishing a comparison of the type and frequency of use of these materials.

This study took place in a public and in a private high school to the north of Guayaquil. In each high school, five classes were observed in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade to analyze the type, pertinence, and appropriateness of used materials. At the end of each class, the teacher was interviewed to know the intention when the teacher selected the type of supplementary material and its effect on students. Also, a student from each course answered a survey with the aim to determine the preferences about the supplementary material used by the teacher in the classroom. About methods, bibliographical method was used for gathering theoretical information and analytic and descriptive methods were used to analyze the results.

Finally, the results of this research showed important information where the teachers in private high schools use more frequently supplementary materials than teachers in public schools.

## **Introduction**

In order to achieve the planned goals in the classroom, teachers are required to use all the necessary support to make their classes more interesting. Specifically, it is important to know the main aspects that EFL teachers consider when they use supplementary materials in the classrooms in public and private high schools.

This research is titled “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools”. It analyzes the pertinence, appropriateness, and quality of design of supplementary materials. Concerning methods of research, this study used the Quantitative and Qualitative methods. The main techniques employed to gather information were: reading and note taking. In addition, some instruments such as data collection, observations and data collection formats, and tables were used.

On the first place, to analyze the type of supplementary material used by teachers in private and public high schools five classes were observed in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> courses. Each teacher also was interviewed to analyze the importance, suitability, and quality of materials and to analyze the relationship between objectives and supplementary materials used in the classroom. The main goal of the information was to discover what kind of supplementary materials are used in private and in public high schools and their influence on the students’ learning process.

The effect of using supplementary materials in EFL classrooms has been widely investigated. All those studies are founded in the theory provided by some authors such as Mitchel & Florence (2004), Littlewood (1984), and Ur(1991); they mention that aspects related to internal and personal characteristics of learners as for example: the kind of audience, learning differences, age, and motivation determines success in learning a second of foreign language.

Woolfolk (2007), Wang & Jin (2008), and Ambrose (2010) explain that learners not only become proficient in a language because they demonstrate intelligence, motivation or abilities, they also learn because, they discover a particular learning style that may include graphical, textual, audio, visual resources or, they organize their learning creating associations or isolating facts.

Nunan (1999), and Harmer (2001) also mention that a successful teaching process depends on the way teachers are able to identify learning styles on their students and design their classes choosing the correct techniques.

Finally, Richards & Rodgers (2001) explain that supplementary materials assist the teacher in developing contents for the classroom and achieving instructional goals. Supplementary materials also help learners to stay motivated and engaged on the learning process.

Consequently, this study is a valuable help for Ecuadorian researchers and teachers. Researchers are benefited by an important



basis of related research and teachers gain a better point of view of the aspects that benefits students in the learning process.

Some limitations were found in this study, they are related to researcher's lack of knowledge about methods of investigations and analysis of information.

The theoretical research was elaborated with information found on the Internet, books, magazines, and from interviews made to some experts on the topic. Additionally, this study has helped me to design my classes in a more creative way and to improve my skills as researcher in order to obtain my Bachelor's degree in Teaching English as a Foreign Language.

## **Methodology**

This section includes historical antecedents of this research titled: “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools”; also, it describes aspects of design, techniques, materials and procedures that were applied to collect the sample for this research.

The sample for this research was selected in Guayaquil, Ecuador. A private and a public high school to the north of the city were selected. The private high school is located in Alborada 13era etapa, it has a total amount of 400 students. A total of five classes were observed in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> course. Each course has two sections with an average amount of 31 students and they receive eight hours of English classes per week. Concerning the public high school, it is located in Alborada 4ta etapa, it has a total amount of 930 students. Also, a total of five classes were observed in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> course. Each course has three sections with an average amount of 50 students and they also receive eight hours of English classes per week.

Concerning methods, the bibliographical method was applied to do the theoretical background; additionally note-taking, filled forms, and interviews were used as techniques to collect information. The information was classified according to the type of supplementary material used in public and private high schools. The classification of information was made according to pertinence and appropriateness of

used materials in each observed class. In addition, at the end of each observed class the teacher and a selected student were interviewed using a survey to collect their opinions about the supplementary material used in the classroom.

The information about observed classes was tabulated using analytic and descriptive methods. The variables considered for this study were: visual, audio, audiovisual, realia, and online materials. The indicators that were used in this study to analyze pertinence and appropriateness of the supplementary materials used by teachers were: flashcards, power point presentations, maps, pictures, charts, handouts, posters, word cards, white / black boards, songs, dialogues, stories, tales, videos, movies, documentaries, objects (toys, plants, fruits, etc.), and websites.

Concerning qualitative tabulation, the charts contain information about the type of material selected by teachers as aids for their classes in observed private and public high schools. Also, pertinence, and appropriateness also was registered through qualitative tabulation. About quantitative tabulation, the charts contain the most frequently materials used by teachers in private and public high schools during each observed class.

The qualitative information was used to analyze each supplementary material used in each course to determine if they were selected according to the objectives and content of the class. This analysis revealed if teacher took into account the students' level of

understanding of their students, and the quality of the supplementary material selected. Besides, the analysis done of the supplementary materials ends with a researcher' opinion about the type of learning styles considered by the teacher in the classroom. Finally, quantitative tabulation was used in the comparative analysis to determine the type of material that is most frequently used in each course from the private and public high schools.

## Results

This section presents the results found in this research. This study analyzed the type of supplementary material used by teachers in a public and in a private high school. The public high school selected for this research was “Ismael Pérez Pazmiño” located in Alborada 4ta etapa, to the north of Guayaquil. Here, there were observed five classes in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade respectively. This high school has an average amount of 50 students per class and they attend classes from Monday to Friday during seven hours per day.

In the same way, five classes were observed in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade in the “Liceo Albonor” private high school. This high school is located in Alborada 13<sup>era</sup> etapa, to the north of Guayaquil. The average amount of students per class is 30, and students attend classes from Monday to Friday during seven hours per day.

This section, also, contains charts with qualitative and quantitative information about the use of supplementary materials in both, public and private high school. Qualitative charts show the type of supplementary material used by teachers in the public and private high school, and their pertinence and appropriateness to the class. This information is necessary to analyze the use of supplementary materials in the classroom.

Finally, quantitative tabulation presents frequencies and percentages of the most common types of materials used; this information is crucial for the comparative analysis.

## 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/black boards	x	
Audio	Songs		x
	Dialogues	x	
	Stories		x
	Tales		x
Audiovisual	Videos		X
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants, fruits)		x
Online	Websites		x

**Author:** John Vélez Lindao

**Source:** 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> grades

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

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

**Author:** John Vélez Lindao

**Source:** 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> grades

**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		5 <sup>th</sup> class	
		Pert.	Approp.	Pert.	Approp.	Pert	Approp.	Pert	Approp.	Pert	Approp.
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures					√	√				
	Charts										
	Handouts										
	Posters							√	√		
	Word cards										
	White/black boards	√	√	√	√	√	√	√	√	x	x
<b>Audio</b>	Songs										
	Dialogues	√	√								
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

**Author:** John Vélez Lindao

**Source:** 8<sup>th</sup> grade



**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.	Approp	Pert.	Approp.	Pert	Approp.	Pert	Approp.	Pert	Approp.
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures					√	√				
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black boards	x	√	x	√	√	√	x	√	x	√
<b>Audio</b>	Songs										
	Dialogues	√	x								
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

**Author:** John Vélez Lindao

**Source:** 9<sup>th</sup> grade

**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		5 <sup>th</sup> class	
		Pert.	Approp.	Pert.	Approp.	Pert	Approp.	Pert	Approp.	Pert	Approp.
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters			√	√						
	Word cards										
	White/black boards	√	√	√	√	x	x	x	x	x	x
<b>Audio</b>	Songs										
	Dialogues	√	x								
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries										
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

**Author:** John Vélez Lindao

**Source:** 10<sup>th</sup> grade

**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		5 <sup>th</sup> class	
		Pert.	Approp	Pert.	Approp.	Pert	Approp	Pert	Approp.	Pert	Approp.
<b>Visual</b>	Flash cards	√	√								
	Power point presentations										
	Maps										
	Pictures										
	Charts									√	√
	Handouts	√	√			√	√	√	√		
	Posters			√	√						
	Word cards										
	White/black boards	√	√	√	√			x	x		
<b>Audio</b>	Songs										
	Dialogues			√	√			√	√		
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies					√	√				
	Documentaries										√
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites									√	√

**Author:** John Vélez Lindao

**Source:** 8<sup>th</sup> grade

**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		5 <sup>th</sup> class	
		Pert	Approp.	Pert.	Approp.	Pert	Approp.	Pert	Approp.	Pert	Approp.
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures									√	x
	Charts										
	Handouts	√	√	√	√	√	√	√	√		
	Posters			√	√			√	√		
	Word cards										
	White/black boards			x	x					√	√
<b>Audio</b>	Songs					x	√				
	Dialogues							√	√		
	Stories									√	√
	Tales										
<b>Audiovisual</b>	Videos										
	Movies										
	Documentaries	x	x								
<b>Realia</b>	Objects (toys, plants, fruits)					√	√				
<b>Online</b>	Websites										

**Author:** John Vélez Lindao

**Source:** 9<sup>th</sup> grade

**Chart eight:** 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		5 <sup>th</sup> class	
		Pert	Approp.	Pert.	Approp.	Pert	Approp.	Pert	Approp.	Pert	Approp.
<b>Visual</b>	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts	√	√	√	√	√	√	√	√	√	√
	Posters	√	√								
	Word cards					√	√			√	√
	White/black boards							x	√		
<b>Audio</b>	Songs	√	√								
	Dialogues									√	√
	Stories										
	Tales										
<b>Audiovisual</b>	Videos										
	Movies			√	√						
	Documentaries							√	√		
<b>Realia</b>	Objects (toys, plants, fruits)										
<b>Online</b>	Websites										

**Author:** John Vélez Lindao

**Source:** 10<sup>th</sup> grade

## Quantitative tabulation

**Chart nine:** Frequency of use of supplementary material in 8<sup>th</sup> grade.

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0%	1	7.69%
	Power point presentations	0	0%	0	0%
	Maps	0	0%	0	0%
	Pictures	1	12.5%	0	0%
	Charts	0	0%	1	7.69%
	Handouts	0	0%	3	23.08%
	Posters	1	12.5%	1	7.69%
	Word cards	0	0%	0	0%
	White/black boards	5	68.18%	3	23.08%
Audio	Songs	0	0%	0	0%
	Dialogues	1	62.5%	2	15.38%
	Stories	0	0%	0	0%
	Tales	0	0%	0	0%
Audiovisual	Videos	0	0%	0	0%
	Movies	0	0%	1	7.69%
	Documentaries	0	0%	0	0%
Realia	Objects (toys, plants, fruits)	0	0%	0	0%
Online	Websites	0	0%	1	7.69%

**Author:** John Vélez Lindao

**Chart ten:** Frequency of use of supplementary material in 9<sup>th</sup> grade.

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0%	0	0%
	Power point presentations	0	0%	0	0%
	Maps	0	0%	0	0%
	Pictures	1	14.23%	1	7.69%
	Charts	0	0%	0	0%
	Handouts	0	0%	3	23.08%
	Posters	0	0%	2	15.38%
	Word cards	0	0%	0	0%
	White/black boards	5	71.43%	2	15.38%
Audio	Songs	0	0%	1	7.69%
	Dialogues	1	14.23%	1	7.69%
	Stories	0	0%	1	7.69%
	Tales	0	0%	0	0%
Audiovisual	Videos	0	0%	0	0%
	Movies	0	0%	0	0%
	Documentaries	0	0%	1	7.69%
Realia	Objects (toys, plants, fruits)	0	0%	1	7.69%
Online	Websites	0	0%	0	0%

**Author:** John Vélez Lindao

**Chart eleven:** Frequency of use of supplementary material in 10<sup>th</sup> grade.

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards	0	0%	0	0%
	Power point presentations	0	0%	0	0%
	Maps	0	0%	0	0%
	Pictures	0	0%	0	0%
	Charts	0	0%	0	0%
	Handouts	0	0%	5	38.46%
	Posters	1	14.23%	1	7.69%
	Word cards	0	0%	2	15.38%
	White/black boards	5	71.43%	1	7.69%
Audio	Songs	0	0%	1	7.69%
	Dialogues	1	14.23%	1	7.69%
	Stories	0	0%	0	0%
	Tales	0	0%	0	0%
Audiovisual	Videos	0	0%	0	0%
	Movies	0	0%	1	7.69%
	Documentaries	0	0%	1	7.69%
Realia	Objects (toys, plants, fruits)	0	0%	0	6.66%
Online	Websites	0	0%	0	0%

**Author:** John Vélez Lindao



**Chart twelve:**

<b>Grades</b>	<b>Public (f)</b>	<b>Private (f)</b>
8 <sup>th</sup>	8	13
9 <sup>th</sup>	7	13
10 <sup>th</sup>	7	13
<b>TOTAL</b>	22	39

**Author:** John Vélez Lindao

## **Discussion**

This section contains the different perspectives of the use of supplementary materials used in the classroom, as the main goal of this research is to analyze the type of supplementary materials used by EFL public and private high schools in Ecuador.

The results of this research are used to examine and discuss possible factors that could influence teachers' decisions to select the materials for their classes. The analysis done provides a set of the most important conclusions of this study.

## **Literature Review**

Teaching English as foreign language not only involves teaching techniques but also is related to the quality of supporting material that teachers use in their classroom to gather attention from their students; for this reason, this section contains the most important definitions on teaching foreign languages, learning process, teaching techniques and its contexts; it also shows some definitions on supporting materials. This section concludes with some previous studies done about the importance of supporting materials in the classroom.

### *Teaching Foreign languages*

Since English has become a language well recognized and used all over the world, teaching a foreign language has become necessary in order to people for communicate. So, Maxom (2009, p.10) says, "Many factors contribute to the market for Teaching English as

Foreign Language. The historical factor offers the legacy of the old British Empire that took the language around the world”

Although English has acquired great importance among languages, Morgan & Neil (2001) say, “As a foreign language it is taught in schools but sometimes it does not play an essential role in national or social life”; they mention some countries such as Spain, Brazil, Japan in which people learn English as a medium of communication and instruction. But, according to them, the average citizens do not need English in their daily life; therefore, Morgan & Neil (2001) remark that in some countries where English has the role of foreign language, learners use it with instructional purposes but they demonstrate intentions to learn English because they want to communicate with tourists of foreign friends, they want to read English books, or because they have plans to travel to English-Speaking countries.

Finally, Broughton & Brumfit (1980) state that some reasons for teaching English as foreign language is not only related to improve learners’ skills on a language but also to contribute with learners’ personal development.

### *Learners*

The teaching process of a foreign or second language depends on learners; for this reason, it is important to know who is he or her as Mitchel & Florence (2004, p. 23) says, “Who is the second language learner, and how he or she is introduced to us”. Ur (1991) and

Mitchel & Florence explain that learners may be children or adults or adolescents; all of them, learn a second or foreign language for different reasons and within different contexts.

In addition Littlewood (1984) argues that there are greater differences between learners and those differences can be observed from a general point of view. Therefore, age, differences and motivation are important aspects that this section shows about learners.

*Age: children, adolescent and adults*

According to some authors mentioned above, age is one issue that establishes differences on learners; so, Littlewood (1984) mentions that it is well known that children learn better than adults because their brain is flexible at certain stage of their lives.

According to him, some studies show that children have better conditions to learn, such as: time, opportunities to use language and attention; while other studies show that adolescents and adults show a better proficiency because they learn effectively.

In the same way, Mitchel & Florence (2004) explain that reasons for children being better learners than adolescents and adults are based on explanations given by Universal Grammar theory about previous linguistics skills that learners have as the result of their experience in learning a first language; this is reinforced with the fact that children do not show fear of correction as older learners do.

Definitively age, among other factors, influences to some extent processes of teaching and learning a second or foreign language.

### *Learner differences*

Many authors support that learners pass through different linguistic stages in the process of learning a second or foreign language; Littlewood, and Mitchel & Florence agree explaining that individual differences among learners are related to the level of success they achieve on each stage. These authors coincide on the fact that cognitive and affective factors make differences among learners; according to them, cognitive factors such as intelligence, language aptitude and language learning strategies establish differences among learners because some research works have proved that successful learners show: higher measures of intelligence, ability for languages, and use effective strategies to learn.

About affective factors, same authors explain that also attitude, motivation and the level of anxiety and willingness to communicate make differences between learners. There are learners that show positive attitudes towards language while others do not demonstrate willingness to get involved in a language learner process. Other factors are learners' internal goals for learning a language, and learners with lower levels of anxiety toward their rate of learning which help them to achieve better results in learning a second or foreign learning.

## *Motivation*

Going deeply on some aspects mentioned above on motivation, lead attention to interesting explanations provided by Saville-Troike (2006, p. 86), “motivation determines the level of effort which learners expend at various stages in their L2 development, often a key to ultimate level of proficiency”. She states that goals and desires influence success on learning a second language and motivation can be integrative and instrumental. Integrative motivation, as Saville-Troike mentions, it is related to interests in interact with people that use a second language; Instrumental motivation, concerns about particular interests of learners such as work, academic necessities or prestige or power.

Similarly, Littlewood argues that motivation determines the level of energy and perseverance on learning a second language; he explains that communicative needs of learners influence the level of achievement in the learning process. According to him, some studies have proved that people who do not have a strong need to communicate with others show lower levels of proficiency in mastering a language; some reasons such as immigrants’ desire to return to their country, or lack of real purposes to learn a language are factors that affect motivation in learners.

Summarizing, there are different reasons for which some learners learn better than others; it is clear that aspects related to

personal and internal characteristics determines success in learning a second or foreign language.

### *Learning styles*

Learners not only become proficient in a language because they demonstrate intelligence, motivation or abilities; according to some authors, they also learn because they find or discover a particular way to learn. About this, Woolfolk (2007, p. 124) says, “The way a person approaches learning and studying is his or her learning style”; she mentions two approaches that determines the way learners process information: deep-processing and surface-processing approach. According to her, deep processing refers to learners’ ability to understand underlying concepts and meanings, and surface processing refers to learners that learn better through memorizing concepts rather than understanding them.

Another approach about learning styles is proposed by Ambrose Et. Al. (2010, p. 44), she states, “When we talk about the way people organize their knowledge, we are not talking about particular pieces of knowledge, but rather how those pieces are arranged and connected in an individual’s mind.” According to her, some students learn concepts interconnecting facts and others learn from isolated facts; also, learners create associations with events that occur in a period of time, between ideas that share special characteristics of significance, and between objects that share some type of relationship. All those strategies, Ambrose explains, should be

considered by teachers to design tasks and to make contents easily understood by learners; also, she recommends that teachers should encourage students to employ those ways of organizing knowledge to improve their learning and performance.

In addition, Wang & Jin (2008) explain that learning styles vary in relation to learners' preferences and say:

Some learners prefer to learn by means of visual forms of information, like pictures, diagrams and schematics; others prefer to learn from verbal forms; some learners tend to focus on facts and data; others are more comfortable with theories and mathematical models; some students favor learning interactively and actively; others prefer to learn more introspectively and individually.

Therefore, Woolfolk, Ambrose, and Wang & Jin agree on explaining that good learners use different styles and strategies to learn a second language and teachers should help learners using them.

### *Teaching techniques*

Traditionally, teaching a foreign language was focused on the rules of the language, nowadays new techniques, tools and methodologies are used. In addition, some authors such as Ur (1991), Harmer (2001), and Nunan (1999) explain that it is necessary to consider the kind of audience to which a teacher deals with.

About teaching techniques, Nunan (1999, p. 183) says, "Some of these strategies will be used more than others, depending on the age and proficiency of the students, the skills being focused on, and the individual learner needs.". He classifies them into cognitive:



classifying, predicting, inducing, taking notes, concept mapping, inferencing, and diagramming; interpersonal such as: cooperating, and role-playing; linguistic as for example: conversational patterns, practicing, using context, summarizing, selective listening, skimming; affective as: personalizing; creative such as: brainstorming.

Therefore, teachers can use different teaching techniques in order to involve students in the learning process and according to the type of skill teachers want to improve practice from students.

### *Teaching adolescents*

Now, techniques in teaching adolescents usually take into account learners' brain development; so, Nunan mentions that teaching techniques are used depending on the age of learners. About adolescents, Ur (1999, p. 290) defines, "Their learning potential is greater than that of Young children, but they may be considerable more difficult to motivate and manage". Ur explains that books on developmental psychology brings a guidance on how to teach adolescents, but also adolescents themselves can show their teachers the type of activities they feel more identified with; so, she proposes activities in which adolescents can express their opinions about the way they would like to be taught as a guidance for teachers.

Similarly, Harmer (2001) states that adolescents constitute a challenge for teachers; Harmer agrees with Ur on saying that

teenagers show a great capacity to learn, so they recommend teachers should use relevant and involving materials.

Also, Wilson & Wilson explain that teachers should employ techniques that focus on sense and emotions that engage students on learning; they recommend teachers to involve students in asking questions activities to stimulate adolescents' curiosity. According to Wilson & Wilson, some techniques that stimulate adolescents' attention and memory are:

- Project-based units of study: on which students work on projects to answer questions proposed by the teacher.
- Simulations: where students discuss topics about relevant ethical issues.
- Rhythmic patterns: music is a great resource to stimulate sensorimotor connections in adolescents' brain.
- Reflective writing: it helps students to reinforce their learning because involves critical thinking.
- Visual and word problems: these types of tasks stimulate neural connections and help students to resolve problems.
- Physical/mental solving problems: they help adolescents to work their bodies and mind.
- Real-life situations: they help teenagers to solve problems and stimulate them to find answers.

- Group work: this technique helps students to share their ideas and tackle with others' points of view to construct their learning.

In conclusion, many authors state that there are a lot of techniques in teaching adolescents; so, teacher must be creative in using them to stimulate their learning interest.

#### *Different teaching contexts*

Teaching a foreign language not only comprises methods, approaches or techniques, it is necessary to consider the context in which the teaching and the learning process take place. For this reason, Richards & Rodgers (2001) states that teachers must consider a set of issues related to the context of teaching languages; some of them are: cultural, political, local institutional, and classroom context. Similarly, Wilkins (2006) says, "The context of teaching includes anything in the surrounding environment: physical, social, institutional and personal, that influences teaching and learning"; he mentions that the context of teaching also includes: physical environment that involves the classroom itself and some factors such as the arrangement of desks, lighting and heat that could influence the teaching and learning process. Furthermore, type of relationship between teachers and learners, cultural and institutional norms also play an important role in teaching languages.

Other aspects mentioned by Wilkins refers to social and economical conditions of learners and differences between public and private schools in Latin countries; he mentions that some studies have demonstrated that differences between schools influence quality of knowledge that learners acquire. Concerning this, García & Vélez (2010) mentions that in Ecuador exists the Cradle Project, which emphasize the value of the ethnic groups in our country in order to promote cultural identity through the teaching of English; therefore, this project aims to incorporate socio cultural aspect into the classroom through teaching the English language.

Finally, Byram & Morgan (1994) express, “The purposes and effects of language teaching differ significantly from one context to the next”; in relation to this, García & Vélez explain that private school in Ecuador usually have better resources than public schools which facilitates the teaching process. Thus, they expose that the teaching context in Ecuador also varies between public and private schools. Public high schools in Ecuador are characterized by large classrooms and the lack of adequate structures that facilitates the teaching process.

#### *Supplementary material*

This sections deals with some notions on supplementary materials, their importance, the role that they play in the teaching and learning process, and a description of some types of materials that are relevant for this research work.

### *Definitions*

Teaching English, specifically, involves use of different types of materials according to the method and technique used. So, Tomlinson (2003) defines, “Materials include anything which can be used to facilitate the learning of a language”; similarly, *The Longman Dictionary of Language Teaching and Applied Linguistics (2002)* defines materials as, “anything which can be used by teachers or learners to facilitate the learning of a language”. Also, Richards (2001) defines supplementary material as, “a key component in most language programs”; therefore, those definitions provide some clues about the importance of supplementary materials.

### *Importance*

It seems that supplementary materials are of paramount importance in teaching languages because, according to some studies done, they constitute the necessary input for learners in the classroom; thus, Richards (2001) mentions that supplementary materials help teachers to plan their lessons. According to Richards, “much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials”.

In addition, Richards & Rodgers (2001) also remark the importance of supplementary or learning materials, “they specify subject content, even where no syllabus exists...also define the day-to-day learning objectives”.

In brief, all authors mentioned above remark the valuable help that supplementary materials bring to learners and teachers; on the side of learners, materials help them to assimilate contents, and on the side of teachers materials provide the means to reach the goals determined in planning the courses.

#### *Role of supplementary materials*

Curriculum design involves a set of components, and according to Richards & Rodgers, supplementary materials are considered as the last components of the instructional system; they argue that materials are designed according to: objectives, type of learning activities and the role of learners and teachers have in the process. Mainly, as Richards & Rodgers explain, the role of supplementary materials will reveal not only the goal and form of materials, but also the ability of teachers using those materials in the classroom.

In the same way, Cunningsworth (1995) mentioned by Richards (2001, p. 251) summarizes the role of supplementary materials as follows:

- A resource for presentation materials
- A source of activities for learner practice and communicative interaction.
- A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- A source of simulation and ideas for classroom activities.
- A syllabus.

- A support for less experienced teachers who have yet to gain confidence. Richards (2001, p. 251)

Also, Richards explains that the role of supporting materials is related to the learner because materials motivate students, stimulate cognitive process, encourage learners to be interested in contents, and help them to study outside the classroom.

Summarizing, the role of supplementary materials is to assist the teacher in developing contents for the classroom and achieving instructional goals; also, supplementary materials help learners to stay motivated and engaged on the learning process.

*Visual, audio, audiovisual, realia, online*

Supplementary materials can vary according to the method and type of content that teachers want to address in the classroom; also, it is important to consider the type of audience that teachers deal with. Some types of supplementary materials relevant for this study are: visual, audio, audiovisual, realia, online.

Therefore, according to Ur, visual materials are very adequate for younger learners; she explains that teachers can make their own visual materials and also they can find good resources on magazines.

Second types of materials are audio, as Ur explains, they are easy to use and very portable, but lack of visual content sometimes make them hard to understand and obviously it depends on a continuous flow of energy.

Next, Hsieh Et.al (2010) states that audiovisual materials such as films are effective tools and provide learners a good source of real language; in addition, they are indicated for teach languages to adolescents because audiovisual draws their attention more effectively. Some disadvantages are related to technical problems and teachers' lack of experience in handling audiovisual equipment.

Another type of supplementary material is realia, according to *The Longman Dictionary of Language Teaching and Applied Linguistics (2002)* it consists on using materials that are commonly used in real life such as newspapers, news, photographs, clothing, and kitchen objects.

Finally, supplementary materials based on online resources are the most recent way of teaching in EFL/ESL classrooms. According to Kung & Tun (2002), "Technology, especially the Internet, is affecting every aspect of education and changing the way we teach and learn". But, they mention that to use this type of resources in the classroom is necessary that teachers provide specific instructions and guidance about the correct use of online resources.

Therefore, each type of supplementary material has special features that may contribute to the teaching and learning process; also, according to Dubin & Olhstain (1986), remark that materials must be adequate for the learners; they must be in harmony with the context, the techniques, and the procedures. Finally, teachers must



introduce materials to the learners according to the syllabus of the course.

### *Previous studies*

There are a lot of studies done on the use of supporting material in EFL or ESL classrooms, a great deal of that research has been done in Asian countries and it has been divided according to the skill taught. This section presents five studies done on the topic, they differ in the type of supporting material on which researcher intended to demonstrate its utility; other studies try to prove a relationship between learners' styles of learning and the use of materials in the classroom.

First, a study done by Kun & Tun (2002) in a technological school in Taiwan aimed to discover to which extent the use of websites contribute as supplementary material in a ESL classroom; the study was applied to a sample of 49 students which were divided into two groups. Students worked in pairs in a computer and their goal was to discover utility of websites as a means to improve their proficiency in the English language. So, Kun & Tun found that students show a positive attitude towards the use of online resources in the classroom; also, they find that teacher used an adequate strategy to guide students in the activity. Even though, this study showed students' passivity on using online resources out of the classroom.

Therefore, Kun & Tun conclude that some limitations such as the teacher playing the role of researcher and short amount of time for the research could influenced on the results. Even though, they recommend the use of online resources in the classroom accompanied with an adequate guidance of the teacher and always using authentic material.

Similarly, a study done by Reima (2009) about the use of online instruction in English classrooms were applied to 10 female students in a Saudi University, to know the influence of this type of material in the learning process of the participants. The study consisted on applying a group of test to measure students' proficiency on reading, vocabulary, and translation before and after using online materials; Reima found that after using online materials in the classroom students improve their proficiency in English. Therefore, students felt attracted by the use of this type of learning style; but, they expressed that usually they use online resources in the classroom rather than at home.

In short, Reima agrees with Kun & Tun and recommend the use of online materials as powerful tool for the learning process of English as a foreign language.

Secondly, a study done by Chow & Jonas (2010) about the use of supplementary materials to enhance listening and speaking skills was done also in a Taiwanese college and there were four classes participating on this research; this study divided the four classes into

an experimental group which had a foreign instructor in TEFL, and the control group which was instructed by a Taiwanese teacher of English, a total of 183 tests were applied, before and after using supporting materials in the classroom, to measure the students' level of proficiency on Listening and Speaking skills. So, Chwo & Jonas compared those results and found that experimental group showed better results than the control group when they were taught using supporting material; but, in general, both groups improved their level on listening and speaking skills when both teachers used supplementary materials.

Therefore, Chwo & Jonas stated that in general the use of supplementary materials is a good teaching technique that helps students on their learning process; even though, students increase their L2 input when the teacher is a native speaker.

Another study was done by Hsie Et. Al (2010), it was applied to freshman students in a Taiwanese University; participants viewed a comic film and a horror film. Then, their teacher gave them a list of keywords used in the films and applied a pre and a post test to measure whether students recognized the keywords.

Concerning results, Hsie Et. Al found that students preferred comic films because they were relaxed and fun; also, students recognize that DVD films are good techniques for English learning. Although, results demonstrated that students did not apply teaching

techniques as self-instruction strategy; at home they prefer to use native language subtitles.

Consequently, Hsie Et. Al. concluded that even students did not adopt the learning strategy provided by their teacher; using DVD films are excellent resources in the classroom and improve learning of English.

Finally, a research work done by Osawara (1996) to prove the effect of using pictures on listening comprehension was done with 95 first-year students in a Japanese University. On this study, students were divided into two groups; a picture was presented to the group A before the listening activity, and group B saw the picture after the listening activity. After that, both groups took a test with a difference on time of 20 seconds; in addition, one week later students took a retention test.

Osawara also found that students who saw the picture before the listening activity outperformed better than the others; also, he found that pictures helped in the comprehension process of listening passages. Concerning students who saw the pictures after the listening activity, Osawara found that they performed better in retaining the inferential and illustrated information.

About those results explained above, Osawara concluded that visual aids facilitates comprehension in listening activities, and help students to retain information; also, the length of materials has some type of influence on advance organizers. Furthermore, Osawara

recommended taking into account the type of pictures used as supplementary materials; they always have to be directly linked to the topic of the class.

Summarizing, all studies presented above proved the importance of using supplementary materials in teaching English as foreign or second language; thus, all authors agree on explaining that supplementary materials help students to retain information, in consequence to internalize concepts and establish mental connections that facilitate learning. Furthermore, some studies revealed that teachers have to train learners on adopting some practices out of the classroom to help them to improve their learning performance.

## **Description, analysis and results**

This section deals with descriptive and comparative analysis of results gathered on the previous tables. Descriptive analysis consists on describing information of public and private schools. The analysis of the educational material used in the classroom considers pertinence, appropriateness and quality of the selected resources. To finish, the analysis includes researcher's comments about the use of learning materials in concordance to students' learning styles.

Concerning comparative analysis, it uses data from the qualitative tabulation to establish a comparison among the frequency of use of learning materials on public and private schools. The main goal for this analysis is to find which type of material is the most used in the schools selected for the research. Finally, the most important conclusions are provided as a result of the analyzed data.

### ***Descriptive analysis***

#### *Public High School*

Along with the observed classes in the public high school, the most used materials were: pictures, posters, white/ black board, and dialogues.

#### *8<sup>th</sup> grade*

The type of materials used during the classes observed in this grade consisted on: pictures, posters, white/ black board, and dialogues.

### *Pictures*

The teacher used pictures in the third class *we're going on holiday*, the objective of this class was to teach the use of present continuous for future arrangements. The teacher used three pictures that show activities that people usually do on holidays such as camping, swimming, traveling, etc. The pictures were adequate to the topic and they were big enough so all students could see them and they were carefully selected.

### *Posters*

This type of material was used in the fourth class *Holiday activities*, which topic was to introduce vocabulary words about activities that people usually do on holidays. In the presentation stage the teacher used the posters to introduce the new vocabulary and to encourage students to describe what they had observed on the posters. This type of material was appropriate to the topic and according to the students' comprehension, because they have a colorful and an attractive design.

### *White / black board*

This type of supplementary material was used in most of the observed classes in this course. Teachers usually wrote on the board explanations about grammar structures and examples to provide guidance on activities, that students had to do. The teacher encouraged students to write sentences on the white board as part of the practice stage.

In the first class, *the languages we speak* the objective was to provide students guidance about structure of comparative adjective. The teacher used the white board to explain the formation of adjectives, and some students wrote some sentences during the practice stage. This material was appropriate according to established objectives and it was adequate to the students' level and comprehension.

Similarly, in the second class *the language we speak (superlative adjectives)* the objective was to teach students about the structure of superlative adjectives. The teacher also used the white board to write explanations about the formation of superlative adjectives and after that, students did some exercises about that. The supplementary material was important to explain the structure of superlative adjectives and it was correctly used according to the English level and understanding of the students.

Equally, in the third class *we're going on holiday* the objective was to teach the use of present continuous for future arrangements. The teacher used the white board to write sentences and he explained the use of present continuous. Therefore, it was pertinent and appropriate according to students' level and students' comprehension.

The teacher also used the white board in the fourth class *Holiday activities* and the topic was to introduce new vocabulary words about activities. The teacher used the white board in the



practice stage to encourage students to write sentences with the new vocabulary words. This material was correctly used according to the topic and students' level and comprehension.

Finally, in the fifth class the teacher used the white board in the fourth class *Adventure holiday in paradise* and the topic was to provide practice using previous learnt structures. The teacher asked students to write sentences from the reading on the white board. In this occasion, the white board was not useful to the class and students seemed boring with the activity. Instead, the teacher should design activities focused on speaking skills.

#### *Learning styles*

In the eight course, the teacher did not consider the different types of learning styles. The teacher mentioned on the survey that it is difficult to deal with large classrooms. She expressed also that the lack of time and the lack of resources make difficult to design and elaborate the necessary supplementary materials for the class. In contrast, the student that answered the survey expressed that he would like that his teacher use a variety of materials to make classes more interesting.

#### *9<sup>th</sup> grade*

In this course, the teacher used pictures, white/black board, and dialogues.

### *Pictures*

This type of supplementary material was used in the third class *don't give up – too + adjective*. The objective was to teach students to use the structure *too + adjective*. The teacher used pictures to introduce the topic and in the production stage, the teacher encouraged them to write sentences on the board using the learnt structures. The pictures were pertinent to the topic and adequate to the students' level and students' comprehension. The pictures also were well elaborated and they got students involved in the class.

### *Dialogues*

The teacher used dialogues during the practice stage. In the first class *It'll never happen* with the aim to teach students to use "will" to talk about the future. Students listened to a dialogue and marked checkboxes in their textbooks. The material was pertinent to the topic because it comes with the textbook; but, it was not appropriate for the class because of the amount of students in the classroom they had difficulties to listen the dialogue, even though it had a good quality.

### *White / black board*

The first class *it'll never happen* was focused on teach students to use "will" to talk about the future. This type of supplementary material was neither pertinent nor appropriate to the content because the teacher also used a dialogue for the practice stage. The use of the white / blackboard it was not necessary. In the second class *it'll will*

*never happen – won't* the objective of the class was centered on teach students the use of *won't*. The teacher used the blackboard in the practice stage and she asked students to write some sentences from their textbook. The teacher could use another type of resource in the practice stage such as dialogues instead of the blackboard.

In the third class, *Don't give up – too + adjective* the objective was to teach the use of *too + adjectives*. The teacher used the black / white board to encourage students to write sentences about a poster that she showed to the class. This time this supplementary material was in concordance with the topic and students' needs. The activity itself was well designed. But, in the second part of this class *don't give up – too + adjective* the teacher used again the white / black board to explain the grammar structure and reach the objective that was to teach students the use of *too + adverbs*. This supplementary material could be replaced with flashcards because students seemed bored. Even though this activity was appropriate during the practice stage.

Finally, in the last class observed in the 9<sup>th</sup> grade the topic was *Don't give up* and the objective of this class was to introduce new vocabulary words. In this class, the white /blackboard was adequately used during the practice stage, but it was not related to students' needs because they only wrote exercises from the textbook and they did not use the new vocabulary words in a productively way.

In this class, the teacher could use flashcards or posters to introduce new words to engage students in a creative way.

### *Learning styles*

Once again, during the class observed in the 9<sup>th</sup> grade the teacher did not consider all learning styles of their students. Students seemed bored and activities were all similar to the other classes. There were a lot of opportunities in which the teacher could rely on other type of supporting materials to make the class more interesting. The students that answered the surveys explained that they preferred that teacher uses graphic resources instead use only the black /white board.

### *10<sup>th</sup> grade*

The teacher used the following materials during the observed classes in this grade: posters, white / black board, and dialogues.

#### *Posters*

This type of supplementary material was used in the second class which topic was *Disaster – a/an* and the objective was to make students learn the use of non definite articles a/an. The teacher used a great poster that showed different kinds of natural disasters to encourage students to describe what they can see using non definite articles a /an. The material was really related to the content and students showed a lot of interest on the activity. It also permitted the students' participation in the activity. Therefore, it was correctly

selected and it was appropriate and pertinent because students were really engaged during the production stage.

*White / black board*

Once again, this type of supplementary material was used in all the observed classes.

During the first class, the topic was *Disaster – Past simple passive* and the objective was to teach the use of past simple to describe events. It was pertinent during the presentation stage to explain the grammar of structures, but after it students were not involved in the rest of the activity because they only wrote sentences that were similar to those from the textbook.

In the second class which topic was *Disaster – a/an*, the objective was to make students to learn the use of non definite articles a/an. Students looked more involved because the teacher used the blackboard to ask students to write sentences about what they have seen in a poster. Therefore, the black / white board was pertinent to the content and appropriate according to students' needs.

However, in the third class *ways of living* the topic was centered on the use of the structure *too much* to describe situations. This supplementary material was not adequate to the topic and it was not appropriate to students needs. It was observed that students were confused and demonstrated little interest in the class because it was restricted to written exercises in the white board.

Similarly, the fourth class *ways of living – many/not enough* had as the main goal to teach the use of the structures *many/not enough* but the whole activity was focused on writing exercises on the white board. Students did not show interest in the class and they seemed bored.

Finally, the same situation was observed in the class *Your mind – determiners* where the objective was to use determiners to describe situations. The activity only consisted on writing exercises on the white board during the practice and production stage. This type of supplementary material was not pertinent to the content and it was not appropriate to the students' needs.

#### *Dialogues*

This type of supplementary material was used in the first observed class. The topic of this class was *Disaster – Past simple passive* and its objective was focused on teach the use of past simple passive to describe events. The activity consisted on listen to a dialogue and check sentences on the textbook. The material was pertinent to the content but, the classroom was large and some students that were sitting at the end of the classroom could not complete the activity adequately.

#### *Learning styles*

During the observed classes in the 10<sup>th</sup> grade, sometimes the teacher took into account the learning styles of their students. Therefore, the teacher expressed in the survey that during those

classes, students participated more actively in one activity than in the other ones. Equally, the interviewed student mentioned that he and his classmates liked when the teacher brings some different material to the classroom such as posters, flashcards, or any attractive material. It was mentioned on the theoretical background that materials should be used and designed according to the different learning styles of students. Some studies demonstrated that those considerations provide better results for the learning process.

#### *Private High School*

The type of supplementary materials more frequently used in the private high school were: flashcards, pictures, charts, handouts, posters, word cards, white/black boards, songs, dialogues, stories, tales, videos, movies, documentaries, objects, and websites. It is also described how teachers use these materials in the classroom.

#### *8<sup>th</sup> grade*

The classes that were observed in this grade showed that teacher used flashcards, charts, handouts, posters, white/black boards, dialogues and movies.

#### *Flashcards*

This type of supplementary material was used for the class *Never give up – Too+adjective* where the objective was to teach students to use the structure too+adjective to emphasize qualities of nouns. Flashcards helped students to understand meaning and purpose of structures and they focused their attention on the topic.

This supplementary material was appropriate to students' level and students' comprehension and they were correctly elaborated. It was used during the presentation stage.

#### *Handouts*

Handouts were used in three of the five classes and they served as a mean of evaluation and practice previous grammar structures. In class one, *Never give up – Too+adjective* teacher used handouts in the practice stage and gave students the opportunity to reinforce the grammar structures.

For the third class *New Americans*, the objective was to evaluate students' listening skills. The teacher played the movie 1900 and used handouts to make students to complete information about the movie. Finally, for the fourth class *Good intentions – be going to* the objective was centered on evaluate students' comprehension about the use of the structure expressing intentions in the future. The teacher also used handouts on this lesson and students used them to complete information and they wrote short essays about their intentions in the future.

Therefore, the supplementary material was adequate to the students' level and students' comprehension also it was well designed.

#### *Posters*

This type of supplementary material was used to present different ways of describing weather and related events for the second



class: *Never give up – adverbs*. In this class the objective was to provide students' comprehension of the use of adverbs to describe weather conditions. The material was adequate to the topic and students' level and students' comprehension. Posters were correctly elaborated because the teacher used pictures about people experimenting different weather conditions. It resulted on a funny interaction among the teacher and the students. During the activity, teacher asked questions to the students about the information on the poster. Students observed and answered using adverbs and giving their opinions about the information they previously scrutinized.

#### *White/Black board*

This type of supplementary material was the most used in all classes. It was not only used to teach grammar structures but also as a mean of practice and evaluation of students' comprehension of structures. Although, it was not necessary to use white/black board in the fourth class *Good intentions – be going to* because dialogues and handouts were enough in spite of time.

Concerning to the use of this supplementary material, for both classes *never give up – too+adjective* and *adverbs*, it was adequate its use according to the level and students' knowledge. In addition, the proposed exercises were correctly elaborated and give students the opportunity to increase their level of understanding in the use of grammar structures.

### *Charts*

This type of material was used in the class *good intentions – must/musn't* where the objective was to provide practice using *must* and *musn't* to express the importance of doing something. The teacher used a chart to show students some behavior rules using on the internet. Its use was pertinent because students did not start to use computers directly and understood the purpose of the class.

In addition, the teacher presented the information according to students' English level and its elaboration was adequate for the topic. The chart contains information well organized and it facilitates students' comprehension of the topic.

### *Dialogues*

The teacher used dialogues provided by the supporting resources of the book with the topics *never give up – Adverbs* and *Good intentions – be going to*. In both classes, the purpose was to give students the opportunity to practice the use of grammar structures. This type of supplementary material was correctly used according to the topic during the practice stage. The material, also, was adequate to the English level of the students.

Maybe, quality of sound was inappropriate because of the characteristics of the classroom. Generally, the audio material is used in a room assigned for that purpose but in those occasions it was not available for the teacher. The teacher used the dialogue after present

the topic; while students listened to the dialogue they worked on their textbooks to identify structures and answered questions.

### *Websites*

Internet resources were used in the class *Good intentions- must/musn't* to provide practice using must/mustn't structures. At the beginning, students felt anxious for using internet in the class and the teacher called their attention with charts presenting related information during the presentation stage. The teacher used charts to present information about some types of behavior that people must/musn't follow and students searched information related to the topic in the internet . Nowadays, Internet is widely used and it is strongly recommended to include technology as teaching resources in our country. The use of Internet as supplementary material was appropriate to the topic and it helped the teacher to achieve the objective of the lesson.

### *Learning styles*

According to the observations in the eighth grade, teacher taught contents making associations between ideas and pictures, verbally explaining meaning, and providing the students opportunities to work interactively. Therefore, the teacher considered some of the students' types of learning styles. According to some students that answered the survey, the classes were interesting because the teacher always tried to use interesting material such as websites and flashcards.

### *9<sup>th</sup> grade*

According to the five classes that were observed in this grade, teacher used these supplementary materials: handouts, documentary, poster, white/black board, songs, realia, dialogues, pictures, and stories.

#### *Handouts*

This type of supplementary material was used in almost all classes except in the last observed class. The topic of the first class was *Your mind –everyone /no one/ someone*. The objective was to teach the use of determiners to talk about differences among people. The teacher used the handout in the presentation stage and it helped students to introduce them to the structures. Students were totally involved in the activity and enjoyed it. The handout was adequately designed in relation to the topic and objectives.

Concerning to the second observed class, *Your mind – must /musn't vs. don't have to*, the objective was focused on provide practice using structures to give advice. Handouts were used in the production stage and they were designed according to the English level and students' capacity of understand the structures. Finally, the material was well designed for the class.

The third class, *Music Makers – Present Perfect continuous* was focused on giving practice using present perfect continuous to describe events. The teacher used handouts in the practice stage as a “fill in the blanks” activity with a song. Material was correctly used

according to the students' level and it was well designed. Even though, students could not complete the activity because the song was too long.

The last class where handouts were used was *Music makers – Present Perfect simple and continuous* in which the objective was to teach the difference on using present perfect simple and continuous. Handouts were used to evaluate knowledge, so they were adequately elaborated according to the students' level.

#### *Pictures*

This type of supplementary material was used in the class *A visit to the doctor – used to* and the objective was to use the grammar structure to describe past activities. Pictures were related to the topic and according to the level of students and they helped them to develop the activity. Pictures were used during the presentation stage to elicit opinions from students. But, they were too small and resulted on student having difficulties to identify them; even though, they were colored and called attention from students.

#### *Posters*

This type of supplementary material was used in the second class *Your mind – must/musn't vs. don't have to* as visual aid to accomplish the objective of the class, that was focused on provide practice using structures to give advice. The teacher put posters in front of the class and students worked in pairs giving advice to each

other using information from the posters. The material was appropriate to the level of students and was correctly elaborated.

Similarly, the teacher provided students some posters in the fourth class *Music Maker – Present perfect simple and continuous* to give students the opportunity to practice speaking skills using previous structures. Posters were carefully selected according to students' likes from a previous survey and were attractively elaborated.

#### *White/black board*

This supplementary material was used on the second class *Your mind – must and musn't vs. don't have to*, where the objective was to provide practice using grammar structures to give advice. It was not necessary to use the white board because students had their handouts and this activity ends with bored students who did not understand the purpose of repeating the same exercises from the handouts.

#### *Songs*

This type of supplementary material was used in the class *Music Makers – Present perfect continuous*, the teacher looked for giving students opportunities to practice listening skills using previous grammar structures. The song was played while students completed sentences about it on their textbooks. The selected song was too long for the time of the practice stage, but it was appropriate for the English level of the students.

### *Dialogues*

The purpose of the last class observed, *Music Makers – Present Perfect simple and continuous* was to teach the difference on using the present perfect simple and the present perfect continuous. First, the teacher played a dialogue using a CD player as a model for students and they started to do their presentations following the same structure. It was important for the students to listen the dialogue because at first time they started to present information in an unorganized manner. Therefore, this supplementary material served as a guide to organize their speeches. The teacher selected the material according to students' level and comprehension of structures. In general, the whole activity was well designed and selected.

### *Realia*

For the third class observed, *Music Makers – Present perfect continuous*, the teacher previously asked a group of students to bring their musical instruments to the class. The objective of the class was to give practice using present perfect continuous to describe events. The class was introduced with a presentation of the musical band, later the rest of the class started to ask them question about their instruments and musical experience using present perfect continuous. It was very appropriate and important the use of realia in this class because students felt very involved and interested in the class.

### *Learning styles*

From all observed classes in the ninth grade, the teacher carefully selected all supplementary material according to students' learning styles. As it was mentioned above, some of the materials were adequate to the purpose of the class and others were not. Students showed preferences for songs and realia because they were related to their age and interests.

### *10<sup>th</sup> grade*

Supplementary materials used in the five observed classes in 10<sup>th</sup> grade consisted on: posters, handouts, songs, movies, word cards, dialogue, white/black board, documentaries.

### *Posters*

A poster was used in the first class *Love – Reported speech review*, the objective of this lesson was to teach students the use of reported speech structure to relate events. The use of this material helped students to create stories during the practice stage. Images on the poster consisted on situations involving adolescents. Therefore, the supplementary material was adequate for the level of the students and it was correctly designed because students participated actively.

### *Handouts*

This type of supplementary material was used in, four of the five, classes observed in the 10<sup>th</sup> grade. In all those classes the teacher used the handouts as a mean of evaluation of students'



comprehension of structures. On class number one, *Love – Reported speech review*, the objective of this lesson was to teach students the use of reported speech to relate events and the handouts were used during the evaluation stage. On class number two, *Love – Reporting verbs*, the teacher used a short movie with the aim to teach students reporting verbs that they can use in reported speech. The teacher also used handouts to evaluate knowledge. In the same way, in the class number three, *Hopes and fears – Non defining relative clauses*, the objective of the class was to provide practice with non-defining relative clauses. The teacher again used handouts in the evaluation stage. On the class number four, *Happiness* the objective to provide practice about relative clauses and the teacher used again handouts as mean of evaluate students' knowledge.

Handouts were carefully designed according to the activity and the English level of students. Generally, handouts consisted on cloze paragraphs and questions that students had to complete according to what they comprehended.

### *Song*

A song was used in the first class, *Love – reported speech review* as a warmer in order to introduce students to the topic, it was a popular song known by the students; consequently, they were engaged in the activity. The teacher asked questions about segments of the song and students started to report what was the song about.

Through this, the teacher achieved the objective of the class that was to provide practice using the structures to report information.

#### *Movie*

In the second class, *Love – Reporting verbs*, the teacher used a short movie with the aim to teach students reporting verbs that they can use in reported speech. After the movie, the teacher encouraged students to use a list of verbs in a handout to answer some questions about the movie. As a result, this supplementary material helped the teacher to achieve the objective of the lesson and it was selected according to the level and students' knowledge. Finally, the type of movie that the teacher selected was appropriate and it allowed the teacher to complete the activity.

#### *Word cards*

The teacher used word cards in the class, *Hopes and fears – Non defining relative clauses*, the objective of the class was to provide practice with non-defining relative clauses. The teacher wrote some words that students used to describe their hopes and fears. Then, students worked in groups and used a handout to write a summary about the activity. These word cards were used as a guidance for the activity and helped them to organize their ideas and the word cards were appropriate according to students' English level.

#### *Dialogue*

This type of supplementary material was used in the last class observed *Happiness*. The teacher selected an interview about

happiness with the objective of providing practice about relative clauses. So, the students listened to the interview, during the presentation stage, with the purpose of use it as a guidance for the next activity. After students listened to the interview, they use the necessary information to write a paragraph using relative clauses. The material was adequate to the students' English level and it was easy for students to complete the activity because the teacher selected a dialogue represented by adolescents that talk about topics that were familiar to the students in the classroom.

*White/black board*

The teacher used the white board only to explain the grammar structure of the paragraph that students should write on their handouts.

This material was used in the fourth class, *Hopes and Fears – Definite vs Non defining relative clauses*. The objective was to provide practice with non-defining relative clauses. In almost all classes the teacher introduced the topic using the supplementary materials mentioned above, always providing explanation with oral examples. The black / white board is one of the most important materials in the classroom, it is generally used to write examples and explanation. It was observed that sometimes students seemed confused about the use of definite and non definite relative clauses and the teacher needed to use the native language to explain instructions.

The teacher should consider the English level of students and their level of understanding before she decides how to give explanations.

#### *Documentaries*

In the fourth class, the teacher also used documentaries to give information to the students for writing a paragraph in order to understand the difference between definite and non – defining relative clauses. The material was adequate to the students' level and it gave them the necessary information to complete the writing activity.

Finally, the topic of the documentary was centered on adolescents; therefore, it was adequately selected according to the objective of the lesson.

#### *Learning styles*

According to research on learning styles, students learn through graphic materials among other resources and there are students that also learn through texts. During the observed classes, teachers mainly used graphic materials such as pictures, posters. Researchers also considered that students learn using their audio visual skills.

But, some students seemed disoriented because they belonged to the group of students that probably learn better through written explanations. Teachers should consider all learning styles because the interviewed students expressed that they enjoyed the class when the teacher selected topics related to their age and interests and they showed preferences for songs and audiovisual material.

## **Comparative analysis**

This section presents a comparison among the type of supplementary materials used by teachers in the observed private and public high school.

Consequently, qualitative charts from the results section are used to analyze and compare the frequencies of use of supplementary materials during the observed classes in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade on both, public and high schools selected for this research.

### *8<sup>th</sup> grade*

Concerning the supplementary materials used in the eighth grade in the public and private high school, teachers in the public high school used supplementary materials eight times and teachers in the private high school used supplementary materials thirteen times. These results show that the 8<sup>th</sup> grade in the private high school used supplementary materials more frequently than the 8<sup>th</sup> grade in the public high school. About the visual materials used in the 8<sup>th</sup> grade, flashcards were used one time in the private high school that represents 7.69% and the teacher from the public high school did not use anytime this type of supplementary material.

The next visual material used in observed classes in the 8<sup>th</sup> grade was pictures. The teacher from the public high school used it one time that represents the 12.5% and teacher from the private high school did not use this type of material. Referent to posters as visual material, they were used one time in the public high school that

represents 12.5% and one time in the private high school that represents 7.69%. Finally, the last visual supplementary material used in the 8<sup>th</sup> grade in both types of high school was the white / black board which was used five times in the public high school that represents 68.18% and three times in the private high school that represents 23.08%. This frequencies show that the teacher in the public high school used the white / black board more frequently than the teacher in the private high school.

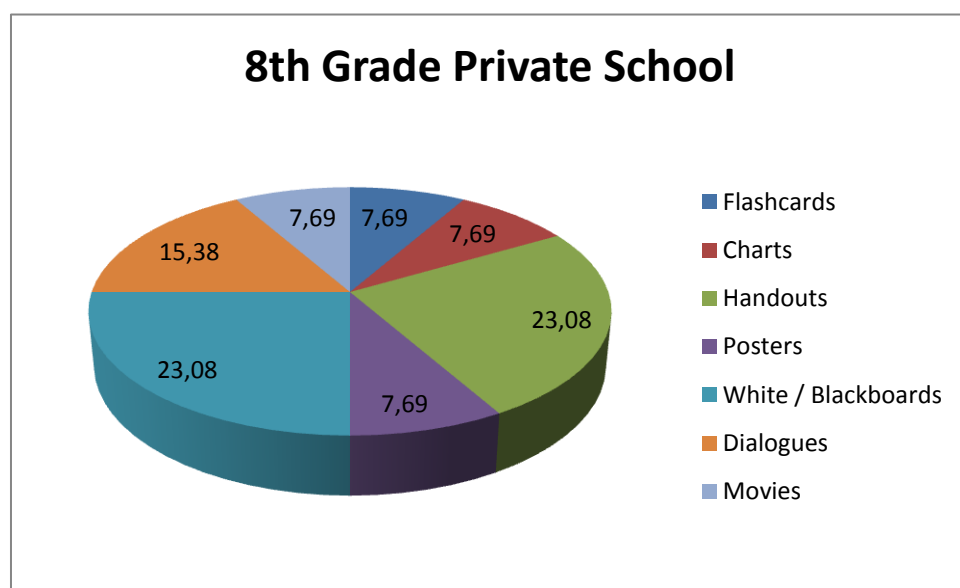
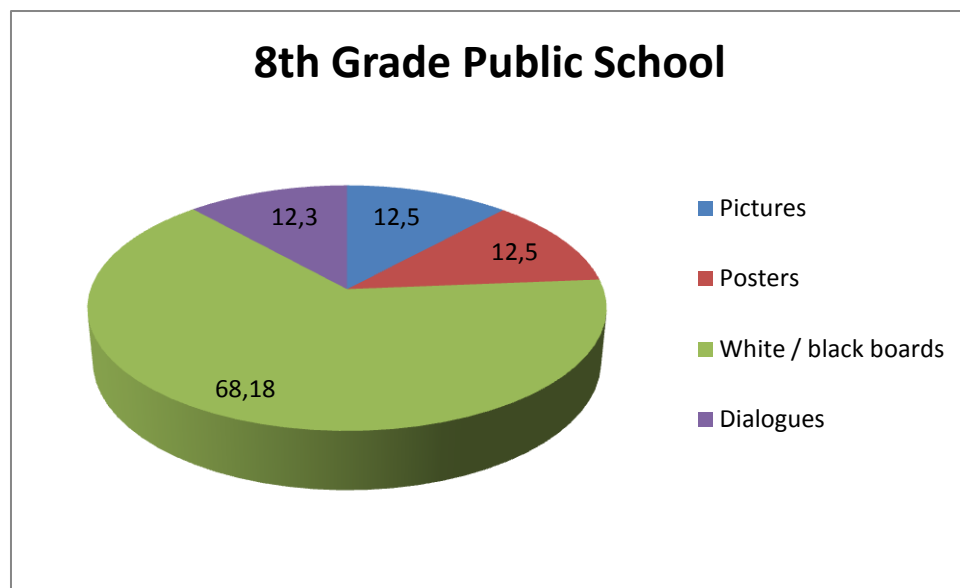
Concerning the other types of visual materials as power point presentations and maps, neither the public nor the private high school used this type of supplementary materials in the observed classes in the 8<sup>th</sup> grade.

About audio materials used in the 8<sup>th</sup> grade, dialogues were used one time in the public high school that represents 62.5%; the same type of material was used two times in the private high school that represents 15.38%. In relation to the total frequency of use of supplementary materials on each high school, the teacher from the private high school used this type of resources more than the teacher from the public high school.

Regarding audiovisual materials used in the 8<sup>th</sup> grade, only the teacher in the private high school used movies one time that represents 7.69%. It is important to mention that the observed public high school do not have any available place to use this type of materials.

About realia, neither the public nor the private high school used this type of supplementary materials in the observed classes in the 8<sup>th</sup> grade.

Finally, online materials as websites were used by the teacher in the observed private high school one time that represents 7.69%.



### *9<sup>th</sup> grade*

In the 9<sup>th</sup> grade, the total frequencies of used materials shows that teachers in the public high school used supplementary materials seven times and teachers in the private high school used supplementary materials thirteen times.

Once again, among visual materials neither the public nor the private high school used flashcards, power point presentations, or maps as supplementary materials in the observed classes in the 9<sup>th</sup> grade. Other visual materials such as pictures were used by the teacher from the public high school one time that represents 14.23%; pictures were also used by the teacher from the private high school one time that represents 7.69%. In relation to the total frequency of use of each grade there is a lower tendency in the use of this type of material on both high schools.

Concerning to audio materials used in the 9<sup>th</sup> grade, the teacher of the private high school used songs one time that represents 7.69% in comparison to the teacher from the public high school that did not use this type of material in her classes because of lack of resources. Another type of audio materials used by the two teachers from both high schools was dialogues. The teacher from the public high school used it one time that represents 14.23% and the teacher from the private high school also used it one time that represents 7.69%. There is a similar tendency in both teachers, they did not to use this type of material frequently. The other materials such as stories and

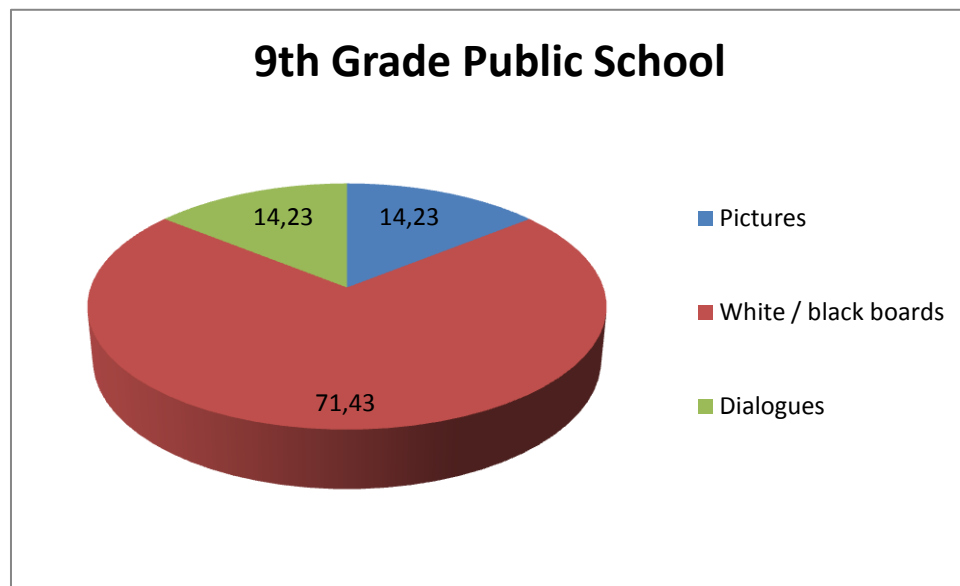


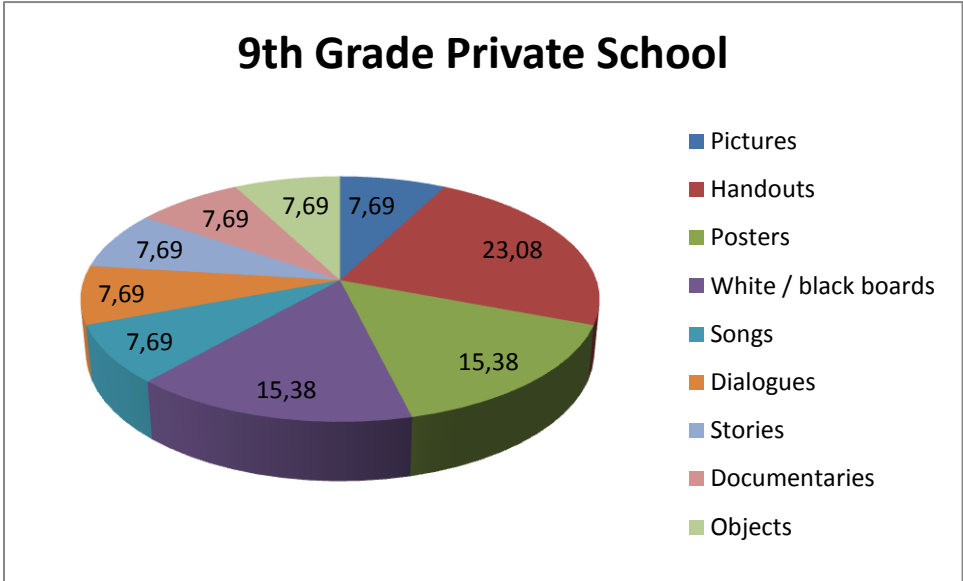
tales were not used, neither by the public nor by the private high school teachers.

About audio materials, documentaries were only used one time by the teacher in the private high school that represents 7.69%; the other types of supplementary materials were not used by the teachers of the public high school.

Similarly, realia was only used one time by the teacher in the private high school that represents 7.69%.

Finally, no one of the teachers used websites as supplementary materials for their classes; they argued that lack of time was the main reason.





*10<sup>th</sup> grade*

Referring the last class observed in 10<sup>th</sup> grade, the total frequency of supplementary materials used in class was seven in the public high school and thirteen in the private high school; this means that the teacher from the private high school relies more frequently on the use of aids for her classes than the teacher from the public high school.

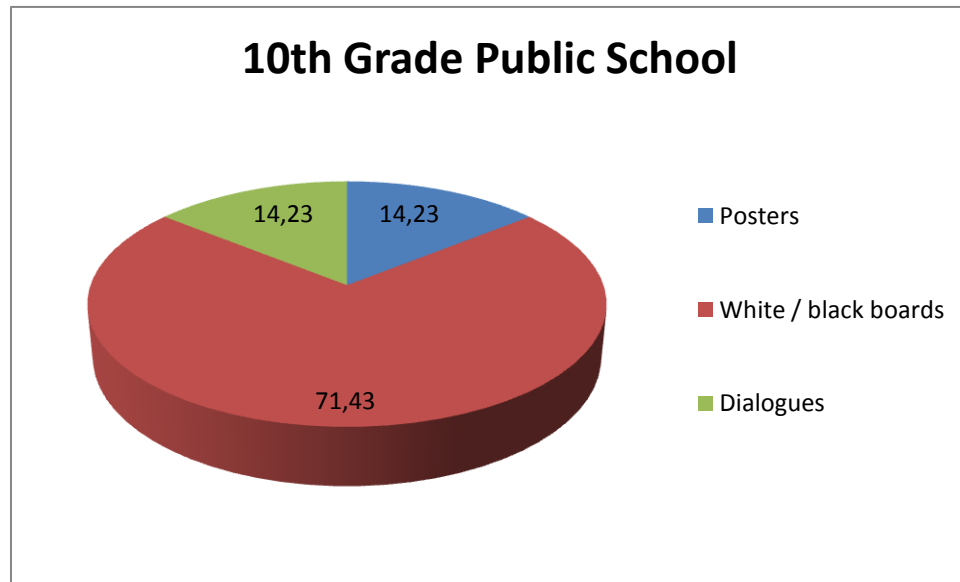
On the first place, no one of the teachers used flashcards, power points presentations, maps, pictures, or charts as visual materials. About handouts, the teacher from the private high school used them five times that represent 38.46%; the teacher from the public high school used the textbook instead of handouts. Both teachers from the high schools used posters; the teacher from the private high school use them one time that represents 7.69% and the teacher from the public high school used them one time that represents 14.23%.

About word cards, the teacher from the private high school used them two times that represents 15.38% in comparison to the teacher from the public high school, who did not use them because of lack of time to elaborate this type of aids for her classes. Finally, white / black boards were used by the teacher from the public high school five times that represents 71.43% in comparison to the teacher from the private high school who used it one time that represents 7.69%. It is observed, that the teacher from the public high school relies more frequently on this type of material than the other teacher mainly because of lack of resources and time.

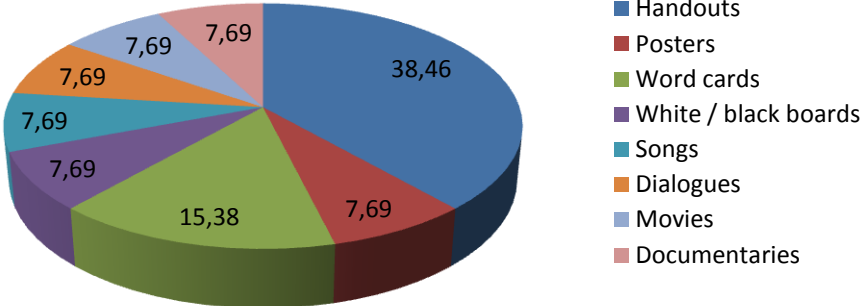
About audio materials no one of the teachers used stories and tales; but they used songs and dialogues. The teacher from the public high school used dialogues one time that represents 14.23% and the teacher from the private high school used it also one time that represents 7.69%. It is important to mention that both high schools used the same textbook that comes with a CD, this CD was not used frequently in the observed classes. Finally, songs were not used by the teacher from the public high school because, as she mentioned on the survey, she usually does not have time to select this type of resources. On the other hand, the teacher from the private high school used it one time that represents 7.69%; this teacher mentioned that their students get more involved in the class when he used materials related to students' age.

In relation to audiovisual materials, only the teacher from the private high school used movies and documentaries, he used it one time that represents 7.69%; the teacher from the public high school did not use this type of supplementary materials because of lack of resources in the high school.

Finally, realia and online materials were not used by neither of teachers from the private and public high schools. In the case of the private high school there were not pertinence to the topics that teachers taught and in the case of the public high school the teacher explained that the lack of resources is the main reason for which she does not use this type of aid in her classes.



# 10th Grade Private School



## **Conclusions**

- The types of supplementary materials more used by public high schools are: pictures, posters, white / black board, and dialogues.
- The use of white / black board in public high schools shows a frequency of fifteen because teachers argue that the lack of time, the lack of resources to elaborate other types of materials, and the amount of students in the classroom are the main reasons that influences their decision to use the black/white board in all their classes.
- This study shows that the most frequently materials used in the private high school are: flashcards, pictures, handouts, posters, word cards, white / black board, songs, dialogues, movies, documentaries, realia, and websites.
- The most used supplementary material in the private high school was handouts because the teacher mentioned that students get more involved with information related to their interests and age.
- Teachers from the private high school rely more frequently on supplementary materials than teachers from the public high school.
- Even though the objective of this research was not focused on determine the relationship among the subject and the type of supplementary used, students were more motivated when their teachers used supplementary materials to present information in a different way such as posters or flashcards.

- Teachers achieved the objectives of their lessons when they used supplementary materials that were adequately selected according to the topic of the class and students' comprehension level.

## **Recommendations**

- Teachers must understand the use of diverse supplementary material offers teachers more possibilities to enhance their students' learning process.
- It is important that teachers from public high schools take into account the importance of supplementary materials in their students' learning process.
- Teachers should select supplementary materials according to their students' learning styles.
- Teachers should use supplementary materials to stimulate students' critical thinking and develop their language skills.
- Teachers should combine the use of supplementary materials with techniques that help them to deal with large classrooms.
- Teachers can not forget important aspects such as students' age and interest when they select or elaborate supplementary materials.
- Teachers could involve students in the elaboration of supplementary materials as a mean of providing them opportunities to express their interests and develop research and creativity skills.



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# ANNEXES

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

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

**Author:**

**Source:**

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

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

**Author:**

**Source:**

**Chart three:** Pertinence and appropriateness of the supplementary material used in public high schools

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

**Author:**

**Source:**



**Chart four:** Pertinence and appropriateness of the supplementary material used in public high schools

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

**Author:**

**Source:**

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

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

**Author:**

**Source:**

**Chart six:** Pertinence and appropriateness of the supplementary material used in private high schools

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

**Author:**

**Source:**

**Chart seven:** Pertinence and appropriateness of the supplementary material used in private high schools

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

**Author:**

**Source:**

**Chart eight:** Pertinence and appropriateness of the supplementary material used in private high schools

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

**Author:**

**Source:**

## Quantitative tabulation

**Chart nine:** Frequency of use of supplementary material in 8<sup>th</sup> grade.

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

**Author:**

**Chart ten:** Frequency of use of supplementary material in 9<sup>th</sup> grade.

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

**Author:**

## OBSERVATION SHEET

**TYPE OF INSTITUTION: PUBLIC ( )      PRIVATE ( )**  
**DATE: \_\_\_\_\_ CLASS N° \_\_\_\_\_**  
**GRADE: \_\_\_\_\_**

**TOPIC OF THE LESSON: \_\_\_\_\_**  
**OBJECTIVE (S): \_\_\_\_\_**  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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



**DESCRIPTION OF THE USED MATERIAL:**

\_\_\_\_\_ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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Was it used appropriately in relation to the topic of the class?

Yes \_\_\_\_ No\_\_\_\_ Why?

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Was it used appropriately in relation to the objectives of the class?

Yes \_\_\_\_ No\_\_\_\_ Why?

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Was it used appropriately in relation to the students' age?

Yes \_\_\_\_ No\_\_\_\_ Why?

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Was it used appropriately in relation to the students' level?

Yes \_\_\_\_ No\_\_\_\_ Why?

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Was it elaborated and applied with creativity and originality?

Yes \_\_\_\_ No\_\_\_\_ Why?

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Were students motivated with the presented material?

Yes \_\_\_\_ No\_\_\_\_ Why?

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How do you consider the quality of the used material?

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## STUDENTS' SURVEY

**TYPE OF INSTITUTION: PUBLIC ( )**

**PRIVATE ( )**

**DATE:** \_\_\_\_\_

**CLASS N°** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

<b>PREGUNTAS</b>				<b>SI</b>	<b>NO</b>
¿Te gusta el material utilizado por el profesor en la clase de ingles?					
¿Te ayudo a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de la clase?					
<p><b>VISUALES</b></p> <ul style="list-style-type: none"> <li>• Flash cards ( )</li> <li>• Diapositivas ( )</li> <li>• Mapas ( )</li> <li>• Gráficos o fotos ( )</li> <li>• Tablas u organizadores gráficos ( )</li> <li>• Hojas con actividades ( )</li> <li>• Posters ( )</li> <li>• Tarjetas con palabras ( )</li> <li>• Pizarrón blanco o negro ( )</li> </ul>		<p><b>AUDIO</b></p> <ul style="list-style-type: none"> <li>• Canciones ( )</li> <li>• Diálogos ( )</li> <li>• Historias ( )</li> <li>• Cuentos ( )</li> </ul> <p><b>AUDIOVISUALES</b></p> <ul style="list-style-type: none"> <li>• Videos ( )</li> <li>• Películas ( )</li> <li>• documentales ( )</li> </ul>		<p><b>OBJETOS REALES</b></p> <ul style="list-style-type: none"> <li>• objetos: ( ) juguetes, plantas, frutas, etc.</li> </ul> <p><b>ONLINE</b></p> <ul style="list-style-type: none"> <li>• Websites ( )</li> </ul>	
<p>¿Qué materiales adicionales te gustaría que el profesor utilice en clases?</p> <p>_____</p>					
<p>¿Con que frecuencia te gustaría que se utilice el material didáctico adicional?</p> <p>( ) siempre                      ( ) de vez en cuando</p>					

**TEACHER'S SURVEY**

**TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )**  
**DATE:** \_\_\_\_\_ **CLASS N°** \_\_\_\_\_  
**GRADE:** \_\_\_\_\_

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

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

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

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

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

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

Why?

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