



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

**ÁREA SOCIOHUMANÍSTICA**

**TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN**

**MENCIÓN INGLÉS**

**The use of supplementary materials for teaching EFL classes with a comparative analysis of public and private Higs Schools**

**TRABAJO DE FIN DE TITULACIÓN**

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**UNIVERSITY CENTER CARIAMANGA**

2013

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Doctora

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CERTIFICA:

Que el presente trabajo, denominado **The use of supplementary materials for teaching EFL classes with a comparative analysis of public and private Higs Schools.** Realizado por el profesional en formación: Martínez Luzuriaga Cayo Antonio, cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

Loja, diciembre 22 de 2013

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## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Martínez Luzuriaga Cayo Antonio, declaro ser autor del presente trabajo de fin de titulación: The use of supplementary materials for teaching EFL classes with a comparative analysis of public and private Higs Schools, de la Titulación de Ciencias de la Educación, siendo la Dra. Rosario María Burneo Burneo directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad. Adicionalmente declaro conocer y aceptar la disposición del Art.67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.

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DEDICATION

I dedicate this thesis to the following people:

First of all to God, who heard my prayers and gave me the courage to look forward. To my Dad and Mom for their patience and hard work and high education; to my brothers and sister for their encouragement to reach my dreams.

Cayo Antonio Martínez

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## RESUMEN

Esta investigación es acerca del uso de material suplementario en las clases de Inglés como lengua extranjera con un análisis comparativo entre los colegios públicas y privados. El propósito de este estudio es determinar y analizar los materiales de apoyo utilizados en los colegios públicos y privados y comparar su uso entre ambas instituciones educativas.

El estudio se llevó a cabo en dos colegios en Gonzanamá. Con el fin de hacer el análisis de los resultados, en primer lugar, se observaron segundo y tercer año de bachillerato en el sector público y privado. Para llevar a cabo el análisis cualitativo, los materiales utilizados por el profesor fueron considerados y para el análisis cuantitativo, era importante conocer la frecuencia de su uso en cada curso, y comparar entre ambas escuelas secundarias para averiguar dónde se utilizan más materiales.

Esta investigación demuestra que el uso de los materiales suplementarios es una buena manera de llamar la atención de los alumnos y tener un entorno más atractivo en el aula.

Palabras Clave: material suplementario, inglés, colegios, segundo idioma.

## ABSTRACT

This research is about the use of supplementary materials in EFL classes with a comparative analysis between public and private high schools. The purpose of this study is to determine and analyze supporting materials used in EFL public and private high schools and compare their use between both high schools.

The study took place at high schools in Gonzanamá. In order to do the analysis of results, first, second and third years of senior high school in the public and private sector were observed. To carry out the qualitative analysis, the materials used by the teacher were considered and for the quantitative analysis, it was important to know the frequency of their use in each year and to compare between both high schools to find out where more materials are used.

This research demonstrates that to use the supplementary materials is a good way to get students' attention and to have a more attractive and relaxing environment.

Keywords: additional English, schools, second language

## INTRODUCTION

The use of supplementary materials in EFL classes: with a comparative analysis of public and private high schools is an important topic that should be analyzed.

To develop this investigation the following specific objectives were proposed: First, to identify and analyze the type and variety of supporting materials used in EFL public and private high schools. Secondly, to describe and evaluate each one of the supplementary materials used in terms of pertinence (content), appropriateness (student's needs), and quality, and finally, to identify the most frequently used material in each one of the observed high schools.

When we talk about this matter, it is worth mentioning some previous studies, which deal with the importance and the influence of new technologies in the learning of a foreign language and how these have an impact on young audiences, for example, Mutr (2011) mentions that online teaching can be adapted to any learning style; based on this, it can be said that online learning as supplementary resource in addition to traditional learning conform an useful way to acquire a new language, because traditional material do not provide a wide selection of activities and resources as the modern services do.

Regarding technology, Pausel (2001) states that new technology trends as internet and computers allow better communication and interaction, it means that it is an open window thought students and teachers can improve their skills. In addition to the last, Chuo, Shiao, &



Kung (2002) mention the use of web pages with educational purposes. On English learning as a foreign language, those pages could be an extraordinary material, because they provide a better and whole way to develop the teach-learning process dealing the four skills with multimedia material.

With all of these antecedents, the importance of using supplementary materials in EFL classes and how it permits the development of an exciting learning environment was noticed; therefore, as a future English teacher, it is important for me to learn how to use adequate materials in order to motivate students.

So that, this is a very important theme because it allows knowing whether or not teachers use adequate materials, if these are pertinent, appropriate and how their quality is in order to motivate students in their learning. In other words, students and teachers who are interested in using adequate supplementary materials in the classroom will get benefits. As a result, both (teachers and students) will have more motivating and interesting classes as well as an exciting environment for learning.

Some limitations were found during this research, such us, some students were influenced by their classmates when filling the surveys; some others did not know very well what a supplementary material is. Teachers in public schools seemed more uncomfortable with my presence than the teachers in private schools, this made the teaching process a little different, and they tried to put more effort.

With this project I try to give a guide and some evidence of the use and advantages of the application of supplementary materials and how this

affects the teaching – learning process. I hope teachers and other students of the educational area will benefit from this research.

## METHOD

### *Setting and Participants*

This field research took place in the city of Gonzanamá, in two high schools, one public and one private, where 30 classes (1st, 2nd and 3rd) senior private and public high schools were observed in order to analyze the kind of materials that were used by the teachers.

### *Procedures*

To develop this research study, first, the bibliographic information was gathered. After that, 1st, 2nd, 3rd senior private and public high schools were observed and surveyed in order to collect the information needed for the analysis and interpretation of results; the supplementary materials used by the teachers in class were also observed, regarding pertinence, appropriateness and quality. On the other hand, students completed a survey about what kind of material they would like teachers use in class and whether they like this material or not. In addition, teachers completed a survey about some aspects of the supplementary materials such as: type and use of these materials for teaching English as a foreign language.

Qualitative and quantitative methods were applied in order to do the analysis and interpretation of results. The qualitative method took into consideration aspects like: pertinence, appropriateness, quality and learning styles. The quantitative method was applied in order to make a frequency analysis based on observations, surveys and among others.

Additionally, a technique like note-taking was used to collect the bibliographic information while direct observation forms were needed to

complete the required information for the analysis.

To analyze the data, it was necessary to evaluate the type of supplementary material used to teach adolescents, considering: visual, audio, audiovisual, realia, and online variables as basic aspects for this research. After that, it was important to consider the pertinence, appropriateness and quality of the material and finally the frequency of its use in each grade, in order to establish the percentage of use in class and to determine whether the teacher handled the materials in the right way or not.

To carry out the analysis and interpretation of the results, the qualitative analysis was used to contrast two aspects: first, the pertinence of the theme, objective of the class, where I could give my criteria about it, and then the appropriateness related to the students' level and understanding; for example: their age, level of knowledge, among others.

## DISCUSSION

### Literature Review

The Literature Review is a very necessary and important aspect to carry out the following research work. It will help us collect the bibliographic data from different sources and apply it to the topics associated to the theme research work. So it is necessary to know which supplementary materials are useful and appropriate to teach English to young learners.

So that, it is very important to get familiar with several concepts regarding the theme and to know the relationship between the topics that will be researched, such as: Teaching a Foreign Language, Learners (age, learner differences, and motivation), Learning Styles, Teaching Techniques, Different Contexts for Teaching, Supplementary Material, and some previous studies that will guide to develop the theme in a better way.

#### *Teaching English as a foreign language*

In the theme number one I am going to explain the importance of teaching English as a foreign language, In my opinion English is a resource or a key that help us to reach our goals. Now days, if you speak a foreign language, you have more opportunities for jobs, education, social life, technology etc. To this respect, Pope (2008) suggests that many of the schools and universities do not apply modern or vanguards methods, they do not assume risks. For that reason, I think that in English is a risk that we have to take if we want to be successful. And a good teaching method is the key for getting our goals.

One thing that I, as a teacher, consider to be very important is the

point of view of (Saville- Troike. p. 170 2009) that argues that Learning L2 can be facilitated or made more difficult by degrees of similarity differences between L1 and L2 phonology, grammar, vocabulary, system of writing, and rules for social use.

Learners of a foreign language need to focus on building receptive processing ability in listening and reading; this can be greatly aided by using familiar content knowledge to help interpret the linguistic input though. L2 learners with primarily interpersonal interactional goals need to develop different abilities.

This can be a great advantage to acquire a second language; but for Native Spanish Speakers, it is more difficult because our mother tongue does not have anything in common with English, this conception can be applied with German but not with Spanish. Another recommendation from this author explains is that second language learners must need to be focus on a daily process of listening, speaking, reading and writing because this will to help to develop faster each different ability.

Another thing that I notice is that the teacher role in this part is very important, because the teacher is the one that is going to guide the second language learning process. Woolfolk. (2007) argues that: Teachers' knowledge of the students is necessary but not sufficient for an effective teaching, because being more knowledgeable helps teachers to be clear and more organized. Teachers who provide clear presentations and explanations tend to have students who learn more and who rate their teachers more positively. Teacher warmth, friendliness and understanding seem to be the traits more strongly, related to positive students attitudes.

### *Learners' differences among children, adolescents and adults*

We start the school when we are four years old, we start learning since we born, and we stop acquiring new things when we are died.

Children have the ability to acquire faster and retain the learning more than the adults.

People at different ages learn different, that is the reason why teachers must consider this factor when planning what and how to teach. According to the age people have diverse needs, competences and cognitive skills. While children learn through play, adults learn better abstract concepts.

It can be found many beliefs about age, but not all of them are true; it is said that adolescents are poor learners and unmotivated, although this can change with the correct methodology. It is true that children learn faster than adults, because of the plasticity of their young brain; however it doesn't mean adults will have a hard time acquiring a foreign language, many old people succeed and it wasn't the worst experience in life.

(Woodward, 2001)

It is important to mention that not all learners have the same interest, because children learn more vocabulary, adolescents more grammar structures, and also adults can be more interested in other things such as pronunciation.

### *Learners' motivation*

One of the factors that influence in acquiring a second language is the motivation, because students need to feel that someone is supporting them in all the moments, when they want to give up, and do not want to

continue, they need to get motivate.

Woolfolk. (2007 p. 374) explains that “an understanding of student’s motivation begins with careful analysis of the incentives and reward present in the classroom. A reward is an attractive object or event supplied as a consequence of a particular behavior.”

Motivation has two faces, the communicative necessity and the attitude which the community has with us. I think that these influence a lot, because is not the same saying “oh, you inspire me to study a second language, thank you” or “oh, what you have done, is good, but not for me” the first comment can inspire to be better every day, it does not matter if the situation is difficult you just continue, but the second one, can make you feel that all your effort is for nothing.

Marion Williams and Richard Burden said “motivation is a ‘state of cognitive arousal’ which provokes a ‘decision to act’ as a result of which there is ‘sustained intellectual and/or physical effort’ so that the person can achieve some previously set goal” (Williams and Burden, 1997, 120)

Most of the researchers agree that intrinsic motivation is the most powerful tool in learning even when the main reason to learn comes from the outside, inside motivation makes a difference between succeed and fail.

### *Learning Styles*

All the people are different from each other. So, all we have different ways to acquire knowledge. For example, Woolfolk. (2007 p. 124) argues that some proponents of learning styles believe that students learn more when they study in they preferred setting and manner. There is evidence that very bright students need less structure and prefer quiet, solitary



learning. But most educational psychologist is skeptical about the value of learning preferences. “The reason researchers roll their eyes at learning styles research is the utter failure to find that assessing children’s learning styles and matching to institutional methods has any effect on their learning”

Lightbown & Spada. (2008 p. 58) argues that:

Learners have clear preferences for how they go about learning a new material. The term “learning style” has been used to describe an individual’s natural, habitual and preferred way of absorbing, processing and retaining new information and skills (Reid 1995). All we heard people say that they cannot learn something until they have seen it. Such learners would fall into the group called visual learners. Other people who may be called aural learners seem to need only to hear something once or twice before they know it. For others who are referred to as kinesthetic learners, who need to add physical action to the learning process.

This is one of the subdivisions’ of learning styles; many other authors have other perceptions of learning for example:

Saville- Troike. (2009 p, 90) claims that:

Personality factors are sometimes added to cognitive styles in characterizing more general learning style. Speculation and research in SLA has included the following factors, also often characterized as endpoints on continua so the research in this area is almost always correlational: individuals are assed for some personality trait and the strength of the relationship between that score and the result of an L2 language proficiency measure is calculated. Evidence in some cases is very limited

and contradictory. Anxiety has received the most attention in SLA research, along with lack of anxiety as an important component of self-confidence.

In this case, the personality is the main factor, because this is a general style, for example stronger people can have more confidence in themselves, but if people of weak personality cannot feel the same as stronger.

#### *Teaching techniques for teaching adolescents*

Most of teachers consider a challenge to teach adolescents or teenagers, because is more difficult, they are people who are changing; they feel the pressing of the world in their shoulders. And many of them, especially at that age, Gower, Philips, &Walters (2009) suggest that they are not interested in learning or even acquiring another language, so we as teachers have to motivate or incentive adolescents to study, they need to be clear that they will grow up, and when they become adults, they will work, and if they do not study this can be hard for many of them.

Woolfolk. (2007 p. 66) claims that Throughout the adolescence, change in brain increase students computational skills as well as their ability to control behavior in both, low-stress and high stress situations, to be more purposeful and organized and to inhibit impulsive behavior. But these abilities are not fully developed until the early 20s, so adolescents may “seem” like adults, at least in low-stress situations, but their brains are not fully developed. They may have trouble controlling emotions and avoiding risky behaviors. In fact, adolescents appear to need more intense emotional stimulation than either children or adults, so these young people are set up for taking risks or seeking thrills. Teachers can take advantage

of their students for helping them devote their energy to areas such as politics, the environment, or social causes (Prince, 2005).

Yes, it is true during the adolescence, the brain, the body and all the things are changing. In this stage adolescents develop many of their talents and abilities. Teachers have an important role because they have to incentive adolescents to keep going on their purposes. Moreover, good teachers can find methods to develop techniques that help students have confidence in your competence as a teacher and as a leader. So we need to consider the balance between having friendly, relaxed relationship with a class and the maintenance of discipline.

Brent. Gough. & Robinson.(2001 p. 1-2). Claims that:

Adolescents need to be able to follow many formal and informal styles of language, it means: from the formal instructional language that they encounter in the text books, and from the telling of their friendship and groups. Language is needed to plan and organize, to solve problems and to reason. Adolescents must not only use written and spoken language, but they must also think about the language that is used. They need to analyze the style, effect and appropriateness of language in school activities such as film or novel study. They grow older, adolescents need to recognize and understand the hidden messages that are not put directly into words. They have to learn to read between the lines and consider the possibility of alternative meanings in what they read and hear. A solid basis of language is required to develop such abstract thinking skills.

#### *Context for teaching English*

There are many contexts where English can start: in the society, in

education, in economic, in politics, etc. For example many second language learners argue that they can learn if they are inside a natural context or a place that gives all the facilities to acquire the knowledge. Lightbown. & Spada. (2008) says that “all learners particularly old learners, have strong beliefs and opinions about how their instruction should be delivered, these beliefs are usually based on previous learning experiences and the assumption (right or wrong) that a particular type of instruction is the best way of for them to learn.” This is because they have more experience and have live more than younger learners, and also because they can choose the best option for them, in this case, they want to study and learn in a particular context.

For example Saville- Troike (2009 p. 130) argues that:

Learning a second language for communicative purpose requires knowledge and skills for using it appropriately, as well as knowing aspects of linguistic forms and how they are organized, taking a social perspective, we have seen ways in which L2 interpretation and production are influenced by contextual factors, how the nature of social interaction may facilitate or inhibit L2 acquisition... We have known viewed SLA from three disciplinary perspectives: linguistic, psychological and social. As these perspective provide different foci and different insight, their multiple lenses bring us closer to the goal of a holistic understanding of second language learning.

This author also argues that there are three contexts where the English can be developed: the linguistic, psychological and social perspective. Another factor that we have to notice is that there are several

kinds of diversity especially in English students. Woolfolk (2007, p. 195) explains that the dimensions – social organization, cultural values and learning styles, and sociolinguistics can be tailored to fit better the background of students. Tharp (1989) states that a central task of educational design is to make the organization of teaching, learning and performances compatible with the social structures in which students are more productive, engaged and likely to learn”.

It means that depends a lot in the context where a student or a language learner develops, because this can make the difference in what he or she is going to learn.

#### *Supplementary material*

Woodward. (2001 p. 131-132) suggest that:

Part of the challenge in becoming better at work is getting to know the range of tools available, what are they named, how they work, when and how to use them wisely and how to look after them. I will start by diagramming the sorts of tools normally available in schools or collected privately by experienced teachers. I'll consider what sort of things we need to know about them and run through these with some examples teaching aids, such as, the dictionary, the board, rods, a pack of pictures and records.

This author suggests that if someone wants to become a good teacher, he or she has to consider alternative sources; this is part of becoming better in what we are doing. If you want to use supplementary materials, you have to question many things in the class.

House, Scott. Dudeney. Duran. & Vidal. (2000 p. 44) explains that: If

you do not plan ahead, you will not cover the syllabus or rushing through items that come later in the course. Either way, you are storing up problems for the future. As we work through our course materials, we will discover points where we have an opportunity or a need to bring in other resources. The type of students we have and their particular interest and motivations, which things they find easier and which more difficult, all of them will suggest us different types of supplementary materials. This could be a reading about a particular topic, a song, or a different way of looking at a particular language point. However, it is essential to link supplementary materials to the content of the syllabus.

A more topical reading could be used to replace the one we have in the unit, but we should make sure it practices the same strategies. Supplementary materials should not be seen like the main material in our course, rather it should be seen like a complement.

I think that this author gives good advices to take into account to decide which type of supplementary material we have to use, and also we have to know how many hour classes we have, according to this, we will make a decision about which kind material we will apply and give to our students. Silverstein (1994 p. 77) explains that “During your course you will probably be introduced to a great variety of materials specially designed for EFL. You will also become aware of how much authentic material there is that can be used in the language classroom, teaching is a time when you can begin to explore these materials and built up knowledge of what is available”. This is true, because the teacher is also going to learn; especially the teacher is going to acquire more experience in this land. A good teacher

has to be creative and take risks if he or she wants to become a good teacher. Supplementary materials help to improve in better way English classes. This kind of material was developed to help teachers and students with the classes. So, it is necessary to use them.

### *Types of supplementary materials*

In this section, I will explain some types of supplementary materials that a teacher can use in classes. For example: Gower, Philips, &Walters. (2009 p. 70-75) says, visuals can take many forms but the most common are real objects (sometimes called realia) and pictures or photographs. An excellent way to use them could be through Cuisenaire rods (small blocs of wood), initially designed to teach children mathematics. They have a variety of uses: for example: the illustration of colors, placed in, on, under, behind an object such as a box they can demonstrate the meaning of prepositions.

What are visuals used for:

- Arouse interest and concentrate attention at the beginning of a lesson;
- Elicit already known language.
- Illustrate a new language item, often a vocabulary item;
- Create a need for new language which the teacher has to teach

Inside of the audio variable, the CD player is one of the most used material, nearly all course books and many teachers have access to authentic audio material that can be brought into the classroom most notably recordings and songs.

On the other hand, it is important to mention that:

- Before you prepare your lesson, make sure you know how to use the

machine you will be using.

- Check the availability of the CD recording you plan to use and give yourself plenty of time to find the excerpt you want.

- Listen to the whole of the track you want to use to make sure that it is complete and clear throughout.

Audio-visual: the video cassettes are not as common as CD audio in the classrooms; they are generally very popular with student and change of focus in a lesson.

These permit that:

- Students can watch and listen, both actions at the same time. The recording is closer to real life.

- Video is easier to understand; the facial expressions, the gestures and the physical background that give additional information.

- The visual elements are more attractive than audio variable. (Gower, Philips, &Walters. 2009 p. 70-75).

This author explains some kinds of the supplementary materials, but the most commonly used are the visuals because these permit children to learn vocabulary. Inside of the visual material, we have the followings: flash cards, real objects, slides, illustrations and pictures.

Celce-Murcia. Hilles. (1988 p. 87-88) explains that “pictures are versatile and useful resources for teaching aspects that require meaning, which should be interesting and entertaining, motivating students to respond in ways and get feedback, although, they can be used to advantage at all levels of proficiency” helping to memorize new vocabulary and associate them with the environment. The second material used was the



audio that help to improve the speaking and listening skills.

Celce-Murcia. Hilles (1988 p. 87-88) also suggests that realia is an old and versatile resource in the teaching English. The realia helps to promote cultural insight and teaching a life-skills lexicon. Realia can also be used effectively in teaching grammar. Finally, one important and modern material is the online resource.

Richard-Amato, P. (2003 p. 346-347) reports that for most students, the World Web Wide can be an exciting resource of research and information gathering. This material is a helpful library filled with valuable information which may not be available on the shelves of the libraries; when good research strategies are applied, the web can be very helpful, especially when it is used in conjunction with other resource. The internet can provide highly motivating activities; encourage students to use language for authentic communicative purpose. Inside of these teaching aids to include creating a classroom website and using e-mail and word-processing to provide practice and increase confidence in the ability to communicate.

Nowadays, teachers want to improve and create more methods in the learning and inside of them we have English online sources that help teach a foreign language in a better way. For example, teachers can use the internet to find pages that can help students to improve the different skills.

Now I am going to explain the studies that I have read, and the importance that these studies have in my investigation. I consider that these studies will help me and support my opinion especially because in each study the author explains in a certain way the use and the importance

of the supplementary material in English classes.

### *Previous Studies*

These studies done by different authors have a huge importance, because most of them mention the influence of the new technologies in learning a foreign language, awaking a lot of interest in the younger audience; these studies provide students and teachers different learning alternatives. For this reason, it is necessary to have a clear explanation of the importance of previous studies.

Mutr (2011) stated that “online teaching can be adapted into the individual learning styles”. For this, it is an important help and most of all a very practical methodology; as the analytical method is which had allowed to deliver a detailed account of each one of the aspects and to analyze all processes about online and traditional learning, where several concepts had to be carefully studied to find the most important and relevant aspects.

The study was conducted in Chicago in which it was found that online learning complements help in the understanding and learning of English. This analysis led to important conclusions like the followings:

The online learning inside of the traditional learning is a complement to each other that promotes the study of the language in the students although it varies in different forms, being a necessary and essential resource in studying a language if we expect to learn, but inside of online learning there is a problem that not all learners have the opportunity to access to resources like the internet, making it sometimes difficult and limiting to the user. However, there is a desired success with other

students who have the help of this resource.

Also, in the conclusions of this first study, it was found that traditional materials do not allow a wide selection of activities or resources as the modern services do, where students have a variety of activities to develop; in other words, the online learning is adaptive while the traditional is not as much, it is based only on what you physically have in your classroom.

It was reported in this study that technological or online materials must be presented constantly as they are needed and adapted, and; in same way, investigating the ones which are updating constantly because although these are very modern, they are not always the only new novelty, each day the scientific field is broader.

On the other hand, Pausel (2001) says that new technology trends as internet and the computer allow us to transport to the same time when the event occurred, letting us know other cultural dimensions, and scientific advances in real time in order to learn another language.

Also, for this previous study which took place in France, the analytical method was used because it has been proved to be the most competent, allowing them to analyze the different circumstances of the students, where the knowledge of each one (intellectual) and the economic factor were the two aspects in consideration for this study, in which the most relevant ideas and important details were found, and they could clarify the process.

Among the conclusions, it was identified that these resources allow us to have several alternatives for finding the necessary and adequate

information, but some inconveniences were found. Some of which are that some learners do not have sufficient knowledge to enter or to manage this mean, and another factor is the economic factor which is a precedent today, it strongly affects them, especially when the students have to work for multiple situations that do not allow them to access to adequate and technological resources.

Chuo, Shiao, & Kung (2002) states a study about “the students’ perceptions of English learning through EFL websites” considering that some students are more or less interested in learning and entering these websites. That is, 73% of students were a little interested in learning English through websites suggested by the teacher, using this medium as is the internet and only 26.5% indicated that they were very interested in learning in this form, but there was a problem that some of the students were very interested and others were little interested.

This study was done in Taiwan where the analytic and quantitative methods were used. The quantitative method allowed them to know the percentage of students more and less interested in visiting these websites suggested by the teacher, and the analytic method permitted them to understand the information and find the most relevant conclusions, ideas and details which allowed to understand what goals the students enter to this mean (websites) with, where the teachers did the practice or application.

As conclusions, this investigation demonstrated that when the teacher suggests visiting a particular website, the students will soon wonder to other fields not interesting or look for their own preference,

which sometimes mislead them from the true intentions of the teacher in the specific scope of their teaching.

For this reason, it is very important to constantly oversee the children and adolescents when they have access to the internet because it can be negative in many aspects as it plays an important role in the process of their individual formation.

Tsubaky & Nakayama (2004) mention a study about a group of highly proficient Japanese students in which they considered the use of advanced organizers while trying to improve reading and listening skills.

The conclusions were evident because the students who used the advanced organizers were able to capture and understand the aspects of reading better than those who did not apply it. That is to say, the students who applied this resource did a good summary of the reading, with good grammatical structures, signals for Chronological order of words, phrases and the most important: good ideas and details.

Definitely, the use of organizers helped students to have an idea of what reading is and they did not have any difficulties to summarize the reading, they all had important, clear and precise ideas.

Finally, Richards (2011) reports a study about the role of textbooks in EFL classes. For this study, there were experienced and inexperienced teachers who had to teach a class in English.

This application was done with teachers of a school, in New York in which the analytic method was applied to find the most important ideas and details. These aspects allowed the analysis of textbooks which helped English teachers to teach in a better way.

To conclude, this research demonstrated that textbooks helped both: experienced and inexperienced teachers to become more familiar with the topic, have a clear class, easy learning process of the students and making the best use of the limited time available. Therefore, textbooks will still play an important role in language teaching, being useful resources for both teachers and students because they are of good guidance, giving the students a sense of accomplishment through successful performance on the exercises and help the teacher to create effective lessons and good activities.

Finally, after having finished with these important points of the literature review and previous studies, I can conclude the following: every method, technique or material will not be enough if there are not well-trained teachers. Every teacher needs to be committed to give their students a high-level education. Planning of activities in advance is necessary to be organized and know what to do in a class and being prepared is another part that should always be kept in mind, when teachers get engaged to teaching, they will achieve personal satisfaction and will know that the effort they are making into teaching is worthy.

## Results

### Qualitative Analysis

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 charts	√	
	White/black board	√	
Audio	Songs	√	
	Dialogues	√	
	Stories		√
	Tales		√
Audiovisual	Videos		√
	Movies	√	
	Documentaries		√
Realia	Objects (toys, plants, fruits)	√	
Online	Websites		√

Author: Cayo Martínez

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

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 charts	√	
	White/black board	√	
	Audio	Songs	√
Dialogues		√	
Stories			√
Tales			√
Oral presentations		√	
Audiovisual	Videos		√
	Movies	√	
	Documentaries		√
Realia	Objects (toys, plants, fruits)		√
Online	Websites		√

Author: Cayo Martínez

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



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
Visual	Flash cards										
	Slides										
	Maps	√	√							√	√
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word charts										
Audio	White/ black board	√	√	√	√	√	√	√	√	√	√
	Songs										
	Dialogues	√	√	√	√	√	√	√	√		
	Stories										
A - V	Tales										
	Videos										
	Movies										
Realia	Documentaries										
	Objects (toys, plants, fruits)									√	√
Online	Websites										

Author: Cayo Martínez

Source: 1<sup>st</sup> year of high school.

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	
		Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op
Visual	Flash cards	√	X								
	Slides										
	Maps			√	√					√	√
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word charts									√	√
White/black board	√	√			√	√	√	√	√	√	
Audio	Songs									√	√
	Dialogues	√	√					√	√		
	Stories										
	Tales										
A - V	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Cayo Martínez

Source: 2nd year of high school.

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	
		Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op
Visual	Flash cards										
	Slides										
	Maps										
	Pictures										
	Charts									√	√
	Handouts										
	Posters	X	√								
	Word charts									√	√
Audio	White/black board			√	√					√	√
	Songs			√	√						
	Dialogues	√	√					√	√		
	Stories										
A - V	Tales										
	Videos										
	Movies					√	√				
Realia	Documentaries										
	Objects (toys, plants, fruits)										
Online	Websites										

Author: Cayo Martínez

Source: 3<sup>rd</sup> year of high school.

Chart six: 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		
		Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op	
Visual	Flash cards											
	Slides											
	Maps											
	Pictures									√	√	
	Charts											
	Handouts	√	√						√	√		
	Posters								√	√	√	√
	Word charts											
Audio	White/black board	√	√	√	√	√	√	√	√			
	Songs			√	√							
	Dialogues	√	√						√	√		
	Stories											
A - V	Tales											
	Videos											
	Movies											
Realia	Documentar ies											
	Objects (toys, plants, fruits)											
Online	Websites											

Author: Cayo Martínez

Source: 1<sup>st</sup> year of high school.

Chart seven: 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	
		Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op
Visual	Flash cards										
	Slides										
	Maps					√	√				
	Pictures										
	Charts							√	√	√	√
	Handouts									√	√
	Posters										
	Word charts									√	√
White/ black board	√	√	√	√	√	√	√	√			
Audio	Songs			√	√						
	Dialogues	√	√			√	√	√	√		
	Stories										
	Tales										
A - V	Videos									√	X
	Movies										
	Documentar ies										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Cayo Martínez

Source: 2<sup>nd</sup> year of high school.

Chart eight: 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	
		Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op	Per t	Appr op
Visual	Flash cards			√	√						
	Slides										
	Maps							√	√		
	Pictures										
	Charts	√	√								
	Handouts										
	Posters										
	Word charts			√	√						
Audio	White/ black board	√	√	√	√	√	√	√	√		
	Songs	√	√								
	Dialogues					√	√			√	√
	Stories										
A - V	Tales										
	Videos										
	Movies										
Realia	Documentar ies										
	Objects (toys, plants, fruits)										
Online	Websites										

Author: Cayo Martínez

Source: 3<sup>rd</sup> year of high school.

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards		1
	Slides		
	Maps	2	1
	Pictures		
	Charts		1
	Handouts		3
	Posters		
	Word charts		
	White/black board	5	5
Audio	Songs		1
	Dialogues	4	2
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)	1	
Online	Websites		
TOTAL		12	14

Author: Cayo Martínez

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards	1	
	Slides		
	Maps	1	1
	Pictures		
	Charts		2
	Handouts		2
	Posters		
	Word charts		
	White/black board	4	4
Audio	Songs	1	1
	Dialogues	2	3
	Stories		
	Tales		
Audiovisual	Videos		1
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		9	14

Author: Cayo Martínez



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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards		1
	Slides		
	Maps		1
	Pictures		
	Charts	1	1
	Handouts		
	Posters	1	
	Word charts		1
	White/black board	2	4
Audio	Songs	1	1
	Dialogues	2	2
	Stories		
	Tales		
Audiovisual	Videos		
	Movies	1	
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		8	11

Author: Cayo Martínez

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			F	%
1 <sup>st</sup>	12	14	26	37.68
2 <sup>nd</sup>	10	14	24	34.78
3 <sup>rd</sup>	8	11	19	27.54
TOTAL	30	39	69	100

Author: Cayo Martínez

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

Variable	Indicators	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	TOTAL	
		f	f	F	f	f
Visual	Flash cards		1		1	3.33
	Slides					
	Maps	2	1		3	10
	Pictures					
	Charts			1	1	3.33
	Handouts					
	Posters			1	1	3.33
	Word charts		1		1	3.33
	White/black board	5	4	2	11	36.67
Audio	Songs		1	1	2	6.67
	Dialogues	4	2	2	8	26.67
	Stories					
	Tales					
A – V	Videos					
	Movies			1	1	3.33
	Documentaries					
Realia	Objects (toys, plants, fruits)	1			1	3.33
Online	Websites					
TOTAL		10	10	8	30	99.99

Author: Cayo Martínez

Chart fourteen: Frequency of used material in public high school.

Variable	Indicators	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	TOTAL	
		F	f	F	f	f
Visual	Flash cards	1		1	2	5.13
	Slides					
	Maps	1	1	1	3	7.69
	Pictures					
	Charts	1	2	1	4	10.26
	Handouts	3	2		5	12.82
	Posters					
	Word charts			1	1	2.56
	White/black board	5	4	4	13	33.33
Audio	Songs	1	1	1	3	7.69
	Dialogues	2	3	2	7	17.95
	Stories					
	Tales					
A – V	Videos		1		1	2.56
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL		14	14	11	39	99.99

Author: Cayo Martínez

## Description, analysis and interpretation of results

After the information was gathered from the observed classes and have obtained the results, the materials that were used will be described and analyzed. In order to do this, the qualitative and quantitative analyses were used.

In the qualitative analysis, the objective is to find out if the material that has been used in class is pertinent in relation to the content of the class, if it is appropriate to the students' level of knowledge and its quality. Likewise, if with the utilization of the material the teacher could include different learning styles.

The quantitative analysis will be presented according to a comparison analysis between the public and private high schools regarding the frequency in which materials were used.

### *Qualitative Analysis*

#### *Public High School*

1stYear

#### *Maps*

In the first class, the teacher used a map of America to explain the territory where the Aztecs lived. First, she made the students locate North, South and Central America, and then she told them that the Aztecs lived in Mexico and asked other students to find it on the map.

The use of the map was pertinent because the objective of this lesson was to learn about the Aztecs. This helped the students to have an idea of where this human group lived long time ago. It was also appropriate considering that the students are old enough to be able to locate places in a

map.

The quality of the map was not good enough because it was old to the extent that the students who sat on the back couldn't see it very well.

For this class, the teacher also brought a World Map where she asked students to locate the continents. The unit was about English speaking countries and they were studying England; so the teacher made the students locate this country on the map as well as all the places that make the United Kingdom.

I consider that the use of this map was pertinent because the objective of the class was to learn about English speaking countries so the students could identify all the places that make the United Kingdom, locate England in the world and also to compare it with Ecuador regarding size.

The map was appropriate in relation to the students' age because they have already worked with a world map before; so they are familiar with this information. Furthermore, the students enjoyed going to the front of the class to locate the places.

The quality of this map was good and the size was acceptable and I think that all the students could see the map and understand what the teacher was showing.

#### *White Board*

In the first class, the teacher used the board to write some sentences about the Aztecs, the sentences were in present continuous. She drew a chart where she explained the structure of sentences.

The use of the board was pertinent because the teacher showed to the class the grammatical structure of the present continuous and it was

according to the objective of the class which was to learn the present continuous through the topic already mentioned.

The board was appropriate because the content that she explained through the board was according the students' level of knowledge. Furthermore, the quality of the board was good; it was big enough which allowed all the students to see what was written on it and learn the content.

In the second class, the teacher used the board to write sentences in the past that she took from a listening exercise that had been done before. She made students notice the difference between regular and irregular verbs in the past.

The objective of the class was to learn about people in the Middle East; the teacher used the board with pertinence because she wrote sentences in relation to what they listened about these people.

It was also appropriate because the contents were according to what the students are supposed to learn in this year.

All the students seemed interested in the topic; they could read the sentences because the position where the board was located was good as well as the quality of it.

On the third class, the teacher used the board to write some vocabulary words that were new for the students in an interview that was listened before.

It was pertinent because the board was used to explain the meaning of the new words as well as the spelling because the objective of the class was to understand a dialogue in an interview.

I observed that the students were not very disciplined and they got distracted easily; so they did not put much effort in the class because they were noisy and they made jokes frequently.

When the teacher used supplementary materials like maps or dialogues, the students paid more attention; they made questions related to the dialogues so they were more involved with the class topic.

As long as the teacher used dialogues it benefited especially auditory learners, but it also made that all the students develop listening skills and go over the topic using different resources and not only the teacher talking.

In addition, the use of maps helped visual learners to remember in a better way the information that the teacher was trying to teach. It helped learners to visualize what the teacher explains and the teacher also made students participate and write exercises on the board which made them move so they were attentive and their discipline improved.

2nd Year

### *Flashcards*

In the first class, the teacher brought to class a set of flashcards to show pictures of different animals. The students repeated the name of the animal after the teacher said it and then they had to decide if that animal was in danger of extinction or not.

The use of the flashcards was pertinent with the objectives of the class which were to develop listening skills, learn new vocabulary, and learn more about endangered species.

In contrast, I think that the flashcards weren't appropriate because the images were too childish. The students of this level could see the



picture and understand what animal was it, but I think they would have needed flashcards with real images.

Moreover, the quality of the flashcards wasn't good enough because the images weren't very clear and they were a very old and they did not give a good idea about the objectives the teacher wanted to teach.

### *Maps*

In this class, the students were learning about the United States so the teacher used a map of America to locate this country. The map was pertinent in relation to class objective, which was to learn about the United States and develop reading skills.

The map was also appropriate in relation to the students' age. As an aid, the students already knew some places, so the teacher made the students locate the United States and its borders. This activity allowed them to learn some facts about USA.

The quality of the map was good, it was a new map and it was big enough so everyone could see the places that they were locating.

### *Word Charts*

The students previously made a chart as homework in a piece of cardboard where they wrote a lot of verbs in present, past and participle; then in class, all of them reviewed they own list of verbs and interchanged with the others.

These charts were pertinent and useful because they were used to review the present perfect, and to check the participle of the verbs to form present perfect sentences.

It was appropriate since the students made the charts by themselves,

they understood the meaning of the verbs and the teacher made them difference the participle form of regular and irregular verbs.

The quality of the charts was varied because some students had made neat charts and other students did not.

#### *White Board*

In the first class, the teacher used the board to write a list of marine animals and she classified them in two columns, the animals that are endangered and the ones that are not. The use of the board was pertinent with the topic, so the students could see on the board how the name of the animals is spelled. Furthermore, it was appropriate to the students' level, because it permitted them to learn more vocabulary.

The quality of the board was good but the markers that the teacher used weren't very bright so the students did not appreciate what was written very well.

In the third class, the board was also used to develop a grammar lesson and explain it through this resource. The objective of this class was to learn the present perfect for which the board permitted to write some examples and show students how the grammatical structure is build.

It was appropriate because the information written on the board was according the students level and they could understand how to make this grammatical structure. The board was clean and big enough, so the quality was good.

On the fourth class, the students were talking about how do they feel and react when the encounter a person with special needs. On the board the teacher made a chart that had two columns: on first column he wrote

word feeling and on the other one he wrote reactions.

The board use was pertinent to reach the class objective that was to raise awareness on people with special needs and learn more vocabulary. It was appropriate to students' knowledge because they understood the topic and it increased their vocabulary because the new words were explained in the board by the teacher.

The quality of the board was good, the teacher had a good handwriting and the markers were bright enough, so everyone could see what was written there.

Finally, in the fifth class the teacher along with the students made a chart on the board to review the present perfect. She also made a comparison between the simple present and present perfect.

Since the objective of the class was to review grammar content, the use of the board was pertinent to practice as they wrote examples so everyone could see them.

It was appropriate to students' comprehension and I could observe that they understood when they had to write sentences on the board in a correct way. The teacher wrote a verb and they had to make up a sentence using that verb in present perfect. Furthermore, the quality of the board helped the teacher to display what she was trying to explain about the present perfect.

### *Songs*

The teacher used songs not to teach content in class but to motivate students to participate. One person played the music and the rest of the class were passing down a marker, when this person stopped the music,

the person who was holding the marker had to go to the board and write an example.

The objective of this class was to review the present perfect but I consider the use of songs in this way is pertinent even that these keep students motivated to participate. It was appropriate to the students' age because they enjoy listening to music and the songs were the ones that they like. The audio was good; it was loud enough so the students enjoyed the music.

### *Dialogues*

The students were learning about endangered animals and the teacher used a dialogue to make the students listen about Green sea turtles.

The objective was to develop listening skills, so it was pertinent to use a dialogue in order to see if the students could do the exercises in their books like an answer true or false according to what they listened before, when the teacher played the recorder several times.

In addition, the students could listen to the audio and understand what they said because the quality of it was proper.

In the fourth class, the teacher also used an audio exercise too where the students had to listen an interview about Master Eduardo Palacios that talked about people with special needs.

The dialogue was pertinent to develop listening skills and check students' comprehension. The students had to answer some questions about the topic listened before, once they had listened and understood they had to check if their answers were correct or not.

It was appropriate to their level because I could see that they understood the conversation, they listened many times and they could do the activities proposed by the book though. The quality of the audio was good so the most of the students answered the questions made by the teacher.

### *Learning Styles*

The auditory learners are going to understand better if the teacher reads or uses audio exercises. It was observable that teachers use the audio a lot in class because the books “Our world through English” bring this kind of exercises in each unit.

In the surveys done to the students they answered that they liked the material used by the teacher but they would like that the teacher uses more slides and videos.

### *3rd Year*

#### *Charts*

The teacher sent the students for homework to do charts to summarize and explain to the class the simple present and past. Some students draw the charts on the board and others brought them drawn in a cardboard.

The students used the charts with pertinence to the objective of class which was to learn grammar structures like the simple present and past.

The charts were appropriate to the students' level. Some students stood on the front of the class and showed their charts they had to explain to the rest of the class giving examples and showing the structure to form sentences in these two tenses. The students paid attention to their classmates and helped each other with the expositions.

Regarding quality, some students did the charts with a good handwriting and they were clear and neat but others were messy and they did not explain very well the content.

### *Posters*

The teacher showed the students a poster that had a lot of food in it, like vegetables, fruits, among other. The teacher reviewed with the students the name of some of this food and gave them the name of the foods that they did not know.

I think that the poster wasn't pertinent with the class objective. It focused on showing food vocabulary to do a Mediterranean salad and the poster showed different food so the students lost a lot of time reviewing the other names and they did not focus on the vegetables that they needed to know in order to do the activity in the book.

On the contrary, I consider the poster was appropriate to the students' level because at this age they should know already most of the food vocabulary and review it all the time.

Moreover, the quality of the poster wasn't good because the images weren't big enough and there weren't many pictures of vegetables on it.

### *White Board*

The teacher used the board to explain the passive voice. She made a chart in the board to compare active and passive voice; she draw a chart where she wrote sentences using verbs in present, past and participle, and on the other part of the board she made the students transform these sentences into the passive voice.

The use of the board was pertinent to explain the grammar content because everyone could see it in a more graphic way than the way the book presents it. Furthermore, the objective was to learn the structure of the passive voice.

To draw a comparative chart was appropriate to explain the students in a better way how the verbs change from the active to the passive voice. The students went to the board and changed the sentences written by the teacher in active voice into the passive voice.

The quality of the board was good; the size was big enough so everyone could see directly. In the fifth class, the students used the board to draw charts to explain the structure of the simple present and simple past. It was pertinent since the objective was to learn grammar structures. The students used the board to draw their charts and explain the structures to form positive and negative sentences in present and past.

Besides, pertinence I consider it was appropriate because everyone could understand the content in a better way since the students by themselves were explaining to their classmates and also the others were giving examples.

The quality of the board was good; it was useful for the students to reinforce what they have learned.

### *Songs*

The teacher used songs in the same way as with the students from second year because is the same person; in this way she motivates the students to participate and also to break the ice in class.

The song was pertinent even the objective of the class was not to listen or understand the lyrics of a song. That is a fun way to make the students participate for the reason that students were passing the marker as they listened to the music, when it stopped the person holding the marker should participate. It has an advantage, indirectly the music that students listened that was in English, so they are habituating their ears into the language.

The quality of the audio was good, the volume was good enough and clear.

### *Dialogues*

The students listened to a dialogue, on it they talked about a recipe to make a Mediterranean salad.

The listening exercise was pertinent because the objective was to learn food vocabulary through this audio activity. The students listened several times and they had to complete with the quantities of the ingredients they listened and also they had to order the pictures of the ingredients according to what they listened before.

The exercise was appropriate to the students' level; because they could understand the dialogue, learn vocabulary and get feedback.

The quality of the audio was good so everyone could hear well and answer the exercises in the books.

### *Movies*

In the third class, the teacher brought a movie called "Eternal Love". The students enjoyed it a lot.

The movie was pertinent in order to develop listening skills but it did not have any academic objective only to listen to the language and for leisure.



It was appropriate to the students' age; because I could see that they liked the movie because everyone paid attention, but on the other hand, they couldn't understand the dialogues so the teacher had to put subtitles in Spanish.

The quality of the movie wasn't so good because it was a little bit dark; it looked like it wasn't a good copy and the sound wasn't good either. Even though, they watched it.

### *Learning Styles*

I could see that the teacher used a variety of materials in class even though, she doesn't use them very often with these students as she does with younger students.

The posters, charts and the white board benefited visual learners as they transformed the content in mental images when looking at images or charts they understand better what the teacher is explaining.

I could verify this when the teacher explained a content; not all the students understood at the same time, some of them needed several explanations and the teacher had explained the same content using different resources. One example of that is when she was teaching grammar and first she explained on the board by writing some sentences in present and past, but then she had to use charts to make the grammar more graphic so the students could understand.

Moreover, the students who learn in a certain way will play more attention if the teacher is explaining something and if they understand, they are going to feel motivated; on the contrary, if they don't understand, they

won't like it, so they won't care about it. That is why the teacher has to plan a variety of activities to teach content.

### *Private High School*

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

##### *Flashcards*

The teacher brought some flashcards about personalities to begin the class. The days before the students were learning vocabulary about it and they had homework about the same topic that was sent the day before.

The use of the flashcards was pertinent because the objective was to develop listening skills and learn new vocabulary. The students could see the pictures and identify. After that, they reviewed the new vocabulary learned the day before.

The flashcards were appropriate to the students' age because as the teacher showed the pictures they answered what kind of personality was, like shy, intellectual, and pretentious, among other. But some flashcards weren't related with the topic so the students couldn't identify the kind of personality of each one

The quality of this material was good, the flashcards were big and the colors were bright, but some of them were too childish. The teacher did not get only the flashcards from one set, that is why some of them looked different.

##### *Maps*

The teacher brought a map of Asia where she showed where the Islamic Empires were located. The students had a photocopy of the same map and

they had to locate the countries that formed these Empires, named them and color the territory.

The map was pertinent for the reason that was used for both, teacher and students, reaching the objective: to identify the territory where these Islamic empires were located.

Moreover it was appropriate to the student's level even though it is an advanced content to give in English the students were able to understand because they receive eight hours of English and 2 hours of social studies every week.

The quality of the map was good, it was big and new. The students' photocopies were also clear and it was good because everyone could work with their own material.

### *Charts*

The teacher made a chart on the board to compare the uses of the gerund and the infinitive.

The chart was pertinent that permitted to explain the grammar content because the students at the beginning got confused when to use either the infinitive or the gerund. So the teacher with help of a comparative chart showed some examples of verbs that they could use with both gerund and infinitive and if some verbs changes their meaning when they are used like infinitive or gerund.

It was appropriate to the students' level because they could understand better the teacher's explanation.

The quality of the chart was acceptable, it was made on the board with marker but it was useful to achieve the class objective.

### *Handouts*

The teacher gave handouts to the students who finished early the activities from the book. The worksheets were about reported speech, they had to write sentences reporting what other people have said.

It was pertinent with the class objective that was to learn the grammar structure of the reported speech. So the students completed some exercises in their books about this topic where they also had to notice how the verbs change from the direct to the reported speech.

The handouts were appropriate to the students' level, because the teacher first explained, gave some examples, then the students practiced on their books so they could complete this activity easily.

Moreover, the quality of the handouts was good, the photocopies were clear and the activities were fun to do.

In the fourth class, the teacher also used grammar handouts to evaluate at the end of the class if the students understood or not the use of the gerunds and infinitives.

The handouts were pertinent to reach the objective that was to differentiate the use of gerunds and infinitives. They had to complete some exercises choosing the correct form of the verb according to the context.

I also consider the handouts were appropriate to the students' level because it was according to everything that they were learning and practicing before.

The quality of the handouts was good; they were clear and not very extensive.

In the fifth class, the teacher used handouts in a different way. They were studying social studies about the Islamic Empires. The teacher in order to check comprehension gave them handouts to reinforce that they had to learn.

It was pertinent the use of these handouts because the objective was to know about Islamic Empires and it helped the students to summarize the information and understand it better.

Besides pertinence, it was appropriate because the teacher gave these handouts after they read and talked about it in class. The students had to answer some comprehension questions and other activities about the topic.

Also, the quality of the handouts was good which the students to understood and developed the activity.

#### *White Board*

On the first class, the teacher used the board to explain a grammar content which was the reported speech. She drew a chart to show how the verbs change from the direct to the reported speech.

It was pertinent with the objective of the class because it was useful to show the students in a bigger way some examples on how the verbs change when you use direct speech and you report this.

It was also appropriate because the teacher explained in the board some rules, she checked the students' comprehension when they told her the answers from some exercises they did on their own books.

The quality of the board was good and the markers used by her were enough ink and bright colors.

On the second class, the teacher wrote on the board some vocabulary words that she considered that the students might need on the following exercise. The words were taken from a song that the students listened.

The class objective was to develop listening skills through a song. They also had to learn new vocabulary and the use of the word like to express a simile and all that they found on the song. Therefore, it was pertinent to use the board to explain these new contents before the students listened the song because they could understand it.

I consider that it was appropriate to use the board because in this way the teacher could explain the meaning of some new words. Also, she gave some examples of the word “like” to express a simile that later the students had to find three of them on the song.

The board also had a good quality; everyone could understand better through it.

On the third class, the board was used to write some vocabulary words related to the personalities.

It was pertinent for the reason that the objective where they had to develop listening skills through an interview to famous people talking about their personalities. The teacher in order that the students learn these words she wrote them on the board.

The board was appropriate because in this way the students could visualize how these words were written, also see all the personalities' vocabulary that they used in the interview as a consequence they understood better the listening exercise.

The quality of the board was good but the position where it was located was not appropriate because when it is sunny the board shines and the students could not see very well.

On the fourth class the teacher used the board to explain the use gerunds and infinitives. She drew a chart to compare these verb forms.

I consider it was pertinent with the planted objective which was to differentiate when to use gerunds and when infinitives, so the teacher used the board to write examples to explain it.

The board was appropriate for the understanding because the teacher drew the chart and explained about of the topic. Then, students started to write some examples to complete the chart.

In addition, the board was located at the front of the class so all students could see directly to it, the teacher had a good handwriting and also the markers were bright enough so the quality of the board was good.

The fifth class was about the Islamic Empires in Asia. The teacher used the board to write the names of these empires and along with the students they wrote first the countries that constituted them and a short description of what they read before.

The board was pertinent since the objective was to identify the Islamic Empires in Asia but also for the students to review what they had just read.

I consider appropriate to the students' level because the teacher used the board to do a summary of what they had read and also to prepare the students for the following activity which was to locate these empires in a map.

The quality of the board was good however some students could not see because the board was shiny.

### *Songs*

The teacher made the students listen a song by Cher called “If I could turn back Time”. While the students were listening the song, they should fill the blanks in a sheet whit the lyric. Then when they finished, the teacher wrote the missing words on the board.

The song was pertinent whit the objective of developing listening skills and also to learn new vocabulary.

I think it was appropriate because the lyrics of the song weren´t difficult for the students and as a help the teacher explained the vocabulary which they used to complete the missing words.

The quality of the audio was good; the volume was okay, the pronunciation was clear and the song wasn´t so fast so everyone could complete the words.

### *Dialogues*

On this class, the students were learning in the vocabulary section some expressions with the word “time”. They had to read some sentences and circle the correct option on their books then they listened to the same sentences and they had to check if their answers were correct or not.

The audio was pertinent to develop listening and pronunciation skills because at the same time they were learning time expressions they were listening how to pronounce them.

It was appropriate to the students´ level of comprehension because the teacher explained that there were some idioms connected to the word time, so they listened the examples on the audio and they gave more on their own.



The quality of the audio was good; the students could understand and complete their exercises.

On the third class, the teacher used an audio exercise to make the students listen an interview where famous people talked about their personality.

The objective of this lesson was to develop listening skills and learn new vocabulary, so I think it was pertinent to make the students listen the interview and check if their answers were correct and if they weren't they had to copy the correct information.

Moreover, it was appropriate because it was related to what they were learning in that class so the students could understand easily the dialogue and completed their written.

I could say that the quality of the audio was good however they had to listen several times to understand and develop the activities from the book.

### *Learning Styles*

During the classes observed, in the first year I could see that the material that was used the most was the whiteboard which helps visual learners to organize their ideas and in one way or another I could say that it helps kinesthetic learners when the teacher makes the students go to the board and participate because they are actually doing by themselves the exercises.

The teacher also used other visual materials like maps, flashcards, charts and handouts. Furthermore, she used audio materials in her classes like a song and dialogues.

Although there were a variety of materials used by the teachers, the teacher should be more creative in her classes.

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

#### *Maps*

The teacher brought a map of the United Kingdom to show where some cities are located and she showed also the countries that make up the United Kingdom.

The objective of this lesson was to listen talking about different British people talking and to identify from what city they were from. It was pertinent because it was related with the topic of the lesson and it could help the students to find the places proposed by the lesson.

Furthermore, it was appropriate because in this way the students could locate easily the places that were named in the following exercises

I consider that the quality of the map was good because it was big enough so everyone could see where the places that the teacher was talking about were.

#### *Charts*

The teacher made a chart to organize the information they just listened in the previous exercise. The chart had four columns in which one had the name of a country. Countries as, India, Australia, Canada and Jamaica; the students had to write the main information that they listened under each column.

The objective of this lesson was to listen to four different people talking about their countries with different English accents. In order to summarize

and organize the information the students listened about the countries. For this, the teacher used a chart which I consider was pertinent.

It was also appropriate to make the students arrange the information they just listened as well as help them understood in a better way.

The quality of the chart was good, because the teacher made it simple and clear chart to help students comprehension and also help them understand what they listened.

On the fifth class, the teacher used a chart to organize the ideas about the three Russian revolutions that the students watched in a video and they read on their books.

The chart was pertinent with the objective of learning about the three revolutions that took place in Russia. The students had to complete a chart with the most important information under each column: revolution of 1905, revolution of 1917 and the Communist revolution.

It was appropriate because the chart helped the students summarize all what they read before in their books and what they watched in the video and also to understand it better.

I consider the quality of this chart was good because it was easy to understand and it also helped the students to summarize the information they read.

### *Handouts*

The teacher gave the students some handouts to work in groups about the content of a song they listened before. The students had to discuss two questions and write their answers on the worksheet. The questions were: Do

you think that music can make people feel more at peace? If you could teach everyone in the world a song, what will it be?

I think the handouts were pertinent to the topic which was called The Global village. In the handouts they had to give their opinions based on what they listened before in the song.

Moreover, it was appropriate to the students' level because they could understand the questions for the reason that the students discussed with their teacher before about the topic and then they do the activity alone.

The quality of the handouts was good, they were clear and the students enjoyed working in groups to answer the questions.

On the fifth class the teacher used handouts to check the students' comprehension on what they read.

I think that the handouts were pertinent with the objective because the students had to answer some comprehension questions about this.

It was also appropriate because after the students read in their books, they discussed the topic in class. Next, they watched a video and finally as homework they had to complete these handouts to evaluate their comprehension.

The quality of the handouts was good, they were photocopies but they were clear and the content wasn't too difficult to answer.

#### *White Board*

The teacher used the white board to write the students' opinions. The pic was about if famous people should get involved in politics or not. For this, the students listened to an audio exercise where they talked about this.

The objective of the lesson was to develop listening and speaking skills, so I consider it was pertinent because it helps the students talk about the topic. On the other hand, the teacher wrote some ideas about what the students said.

It was appropriate because the students could visualize what their opinions were and also compare with the opinions they listened in the audio.

Moreover, everyone could see and understand what was written on the board because it was clear and the board had good quality.

On the second class the teacher used the board to write some vocabulary words taken from a song that the students listened before.

The objective was to develop listening skills through this song but also to understand what it says so it was pertinent to use the board to write down these new words to define them.

The teacher used the board appropriately because she wrote the new vocabulary that the students have not already listened, and then she wrote different sentences where the students had to complete with the new words learned.

The board was big enough and clear so everyone could look at it, the only problem was that the teacher used markers that weren't bright enough.

On the third class, the teacher began the class using the board. They were learning about the United Kingdom and the teacher had sent the students to find out information about some important cities there. The teacher along with the students wrote on the board what they found out about those cities.

Since the objective of the class was to learn about these cities the use of the board was pertinent. It was also appropriate because in this way the board was used to check what the students had found out and also to summarize the most important information about the cities that they were going to listen in the following exercise.

On the fourth class, the teacher used the board to check the students' comprehension of a listening exercise that they did before. The students had listened information about four different countries and then, the teacher asked to them to write on the board the most important things they had listened about each country.

The class objective was to develop listening skills, so it was pertinent to check their comprehension using the board, so everyone could compare their answers.

It also was appropriate because it helped the students to organize their ideas and correct their wrong answers.

The quality of the board was good and it helped everyone to check their answers.

### *Songs*

In the second class, the teacher used a song to develop listening skills and also comprehension. They had to organize the sentences of the song while they listened to it. Another objective of the teacher was that the students learn new vocabulary through this song so I consider the use of this material was pertinent.

This exercise was appropriate to the students because meanwhile they were listening they had to put the sentences in order, so that kept them really

attentive and once they had ordered the sentences, they listened again to understand the meaning of the song.

The song wasn't difficult, they could understand the pronunciation and the volume was okay so I consider that the quality of the song was good.

### *Dialogues*

In the first class, the teacher used the audio where the students listened to different people giving their opinions about if famous people should get involved in politics or not.

The objective of this class was to develop listening skills and understand what each speaker was saying, so the use of the audio was pertinent because in this way the students listened to native speakers talking and they tried to understand them.

It was appropriate to the students' level because the audio was taken from an exercise in their books so they could understand what the people were saying. They listened several times in order to complete the exercises in their books.

The listening exercise was a little bit long but it was clear and the pronunciation and volume were acceptable so I think the quality was good.

On the third class, the teacher used the audio again to listen to a TV program where they talked about how people pronounce the words differently depending on where they live.

The objective was to develop listening skills as they learned about the United Kingdom and different accents there. It was pertinent to use this audio because the students listened to people talking in different accents and they had to identify where they came from.

But also I think it was appropriate because it helped them to improve their listening skills because they were listening at different ways that a word can be pronounced, and also it made them notice that the same language can be spoken with different accents.

The quality of the dialogues was good because it was according to the topic of study and also the students could understand what they were saying.

In the fourth class, the teacher used the audio with a similar objective which was to identify different English accents but between countries. I think it was pertinent the use of the audio so in this way they could listen to people from other countries like Canada, Jamaica, Australia and India talking in English and identify where they are from.

I also consider it was appropriate for the students because they learned some information about these countries.

Moreover, the quality of the audio was good, they could understand the dialogues because I could see that they completed the exercises in their books and discussed with the teacher afterwards.

### *Videos*

One the fifth class, the teacher showed a video about the execution of the Romanovs who were a royal family from Russia.

The video was pertinent since they were studying about the three Russian revolutions and during one of them the Tsar Nicholas Romanov was killed so the video was good to reinforce what they have already studied.

I don't think it was appropriate to the students' English level because it was too difficult to understand so the teacher had to change the language into Spanish. Besides the language the video itself wasn't so easy to



understand so the teacher had pause and explain a little bit what was going on.

However, the quality of the video was good, the sound and the images were clear but the language was too difficult.

### *Learning Styles*

I think that in this level the teacher is aware of the students' learning styles because I could see that she puts a lot of effort in her classes, she is creative, active and interact with the students a lot.

She used either visual or audio materials in most of her classes. I could observe that when the teacher was using one of these materials, the students paid more attention and they enjoyed the classes more because they started to participate and get involved in the class content.

I think that when working with teenagers the teacher has to motivate them a lot and try to trap their attention because they are in a time where they don't care too much about school and one way of doing this is using materials that interests them.

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

#### *Flashcards*

The teacher used flashcards in this class to make the students associate the image with the word. I consider that it was pertinent because the objective was to learn vocabulary related to gestures and habits and the flashcards that she used had similar images as the vocabulary proposed by the book.

In this way it was also appropriate because the students firstly learned the words by looking at the flashcards, and then when they worked on their books it made easier to them.

The quality of the flashcard was acceptable; they were made in bright colors but they weren't big enough so the teacher had to walk around the class showing them.

### *Maps*

The teacher gave to each student a map of Europe where they should identify the countries during the cold war and also the iron curtain that divided Europe, so I think it was pertinent to use a map to achieve this goal.

I guess it was appropriate too because in this way the students could work by themselves with their own maps and apply what they had read before in their books.

The quality of the maps was good, they were photocopies but they were clear and big enough so they could identify the countries.

### *Charts*

In the first class, I observed that the teacher gave an assignment that consisted in to do charts and expose them to the class later.

The objective of the class was to listen to a song about virtual worlds and discuss about it; so I think it was pertinent to do charts because the students had to get together and work in groups, talk about the topic and make a chart to express their ideas.

I consider it was appropriate because by doing this activity the students could get involved in the topic, and also find out which was the advantages and disadvantages of a virtual world.

The quality of the charts was acceptable because some students had good handwriting and presented in a good way but others did not.

### *Word Charts*

The students were learning vocabulary about gestures and habits; they had to work in groups. The objective was to observe a person in the group who was talking about any topic what gestures she made during the exposition. I think it was pertinent to use this charts because there they had in one column a list of gestures and three more columns with the name of three students were they had to write what gestures they did.

It was also appropriate because in this way the students reviewed the vocabulary learned before and they also enjoyed this activity a lot.

The quality of the charts was good; they were useful to learn the vocabulary and to interact with other students.

#### *White Board*

On the first class, the teacher used the white board to write some ideas taken from a song that the students listened before. The objectives of the class were: to listen to a song and discuss about it so it was pertinent to use the board to guide the students a little bit on what to talk about.

I consider the use of the board was appropriate because the teacher wrote some ideas and opinions that students gave about the topic in discussion on it, for example: how can people become addicted to virtual worlds and social nets, why children are controlled by the TV.

Moreover, the good quality of the board helped the students to see clearly and understand what written there.

On the second class, the objective was to learn vocabulary related to gestures and habits, so the teacher used the board to write on it these words that students looked at the flashcards.

It was appropriate because in this way the students could see the images from the flashcards and also look at their spelling on the board.

The quality of the board was good, it was big enough and everyone could see it.

On the third class, the students were talking about superheroes. I think the use of the board was pertinent because there the teacher made a chart to describe some superheroes that they could see in their books.

The board helped the students to work along with the teacher, in addition, the quality of the board was good and it was useful to do this exercise.

On the fourth class, the objective was to identify the countries during the cold war and the iron curtain and the teacher used the board to write these countries on the board which I consider was pertinent.

It was appropriate the use of the board because in this way the students could guide themselves on what were the countries that intervened in the cold war and they could also complete the following activity which was to find these countries in a map and color them.

Moreover, the board was in a good place, everyone could look at it and the quality of the board allowed the students to develop the activity.

### *Songs*

On the first class, the teacher used a song where the objective was to listen and discuss about it, so the teacher made the students listen a song by Andrew Donald's about virtual worlds. It was pertinent to use this song because it showed the students the singer's outlook and also gave them clues to discuss about this later.

I think it was appropriate because they also developed listening skills as they had to listen carefully to do the exercises proposed by the book.

The quality of the song was good, the volume was loud enough and it was clear.

### *Dialogues*

On the third class, the teacher used a dialogue where superheroes auditioned for a TV reality show. The dialogue was pertinent with the objective of the class because they had to develop listening skills and they did it through this audio exercise.

It was appropriate too because previous to the listening exercise the students worked with the teacher about the same topic on the board and on their books where they checked if their answers were correct or not.

The quality was good because it was clear and wasn't difficult to understand.

On the fifth class, the students listened to different teenagers talking about the things they like to do alone and the ones they like to do with other people. It was pertinent to use this audio exercise because the objective of the class was that each student talks about them after they listened to other people in the exercise

I think it was also appropriate because through the listening exercise it gave the students ideas on what to talk on their presentations.

In addition, the students could understand the dialogues after listening several times because the quality of the audio was good.

### *Learning Styles*

The teacher used a variety of materials to teach in their classes specially visual and audio materials. On the surveys made to the students they give answer to the next question: what kind of resources would you like the teacher uses in class to teach you? And I could see they would like that the teacher uses this materials more frequently.

It was evident that students behaved better when the teacher used these materials, they enjoyed the class and most of the students participated a lot.

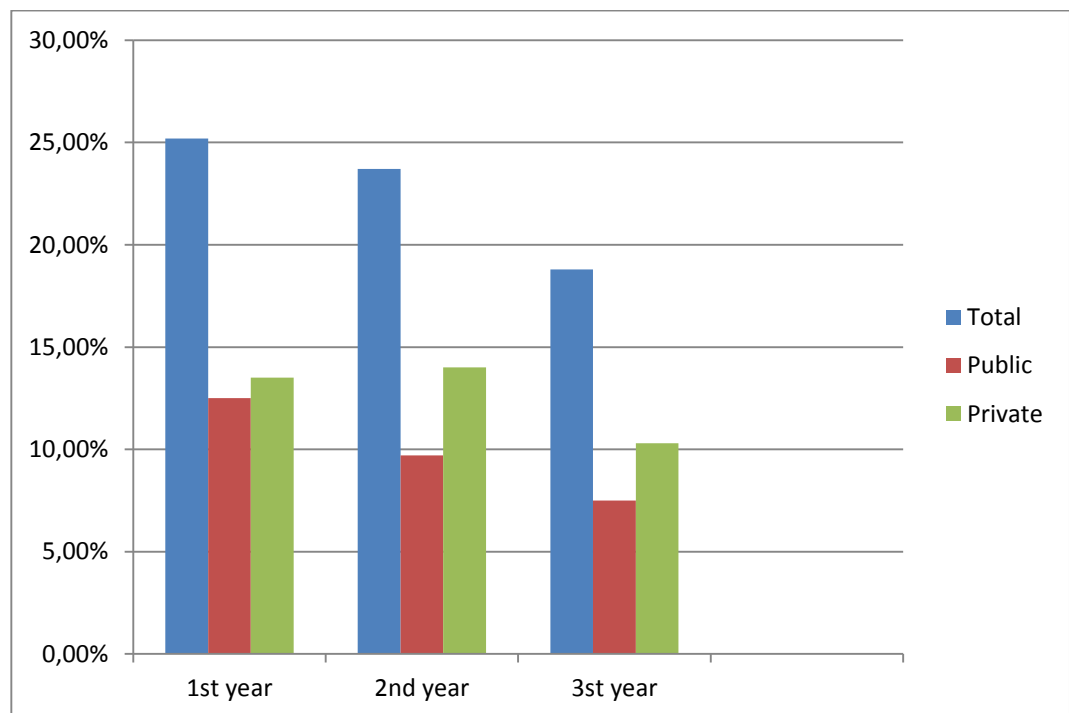
## Quantitative Analysis

The supplementary materials most used in private and public high schools were the visual and audiovisual.

It is also important to mention that in the first years from public and private schools, they used more variety of materials than with older students. Moreover, the most important materials that were used in all the classes were the white board and the dialogues due to the fact that all the books come with audio exercises in most lessons. On the other hand, online materials were not used and the realia were used only once.

The information gathered in chart twelve shows us comparative information of the frequency that supplementary materials were used in the classes.

Frequency of use of supplementary material



As we can see in the graphic above, the grades that used most materials were the first years from public and private high schools, with 12, 5% and 13, 5% respectively, being the public school which uses complementary materials less frequently than the private school. In the second grade, they used fewer materials than the first grades and as we can see, the private school used 4,3 % more materials than the public one, being their respective values 14% for the private school and 9,7% for the public school. On the other hand, the third grades had the least frequency of material use from the three analyzed years; and, the use of supplementary materials in private school were 2,8% more frequently than the public school, being the respective values 10,3% for the private school and 7,5% for the public school.

In the first years, I could see that teachers from the private high school applied supplementary materials in their classes more often than in public high schools, in the public school classes, teachers did not use flashcards, charts, handouts and songs; but they did use these in the private high school classes.

Handouts were used three times in the private high school. On the other hand, in the public school classes teachers used maps and dialogues more than in private school classes. Moreover, in a public school class the teacher used a real object which they did not use in the private school class.

In the second grades, the private school used the supplementary materials more often than the public school. With regard to the role of supplementary materials, Dash & Dash (2007) explain that the function of materials is to motivate students to learn, to give them the ability to observe and imagine events. According to these authors, instructional materials help



teachers to save time giving explanations, connect abstract definitions to concrete situations, and solve any doubts the students have. In the public school classes, the teacher used flashcards, maps, word charts and songs once; in the private school classes, they used maps once, charts and handouts twice. They did not use word charts but both schools used the white board and the songs. In the public high school, the teacher used dialogues twice and in the private school the teacher used them three, times.

On the other hand, in the private high school the teacher used videos and in the public school they did not use it.

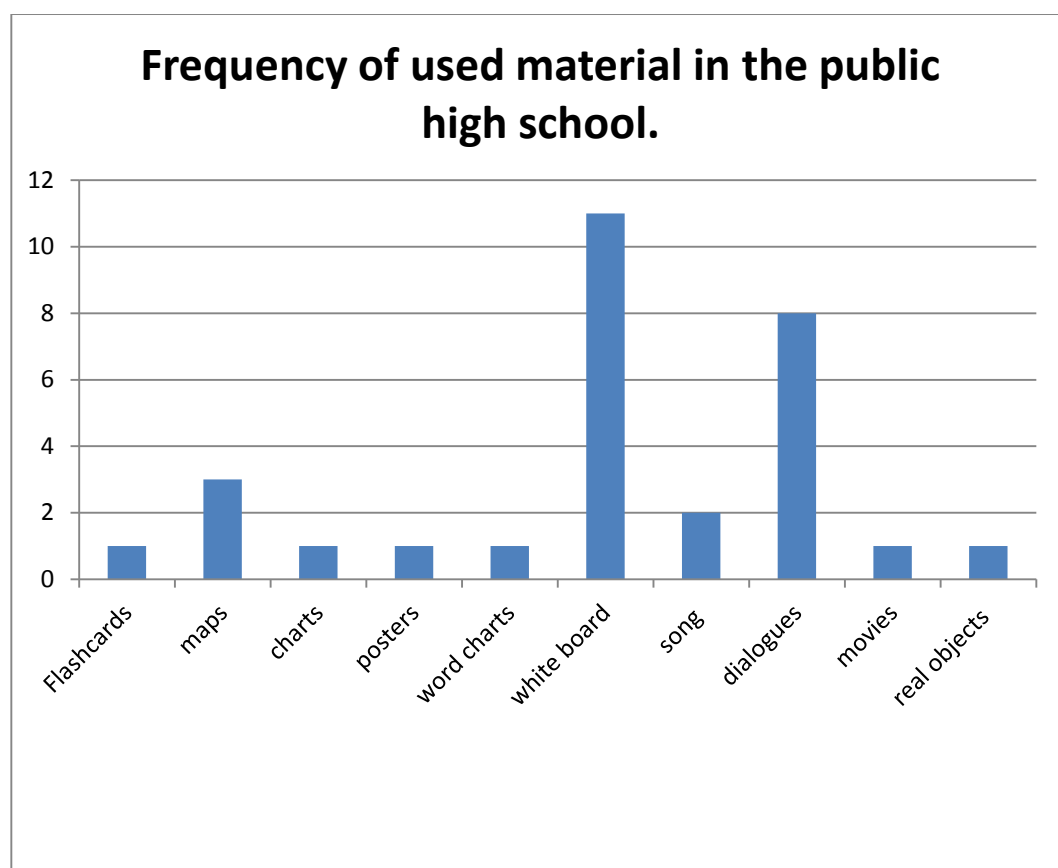
The third years in the private high school used supplementary materials more often than they did in the public high school.

In the public high school, the teacher did not use flashcards, maps and word charts but the teacher from the private high school did.

However, in the public high school the teacher used a poster and a movie but in the private school the teacher did not.

Moreover, both schools used charts, songs and dialogues with the same frequency, but the whiteboard was used more frequently in the private high school than the public high school.

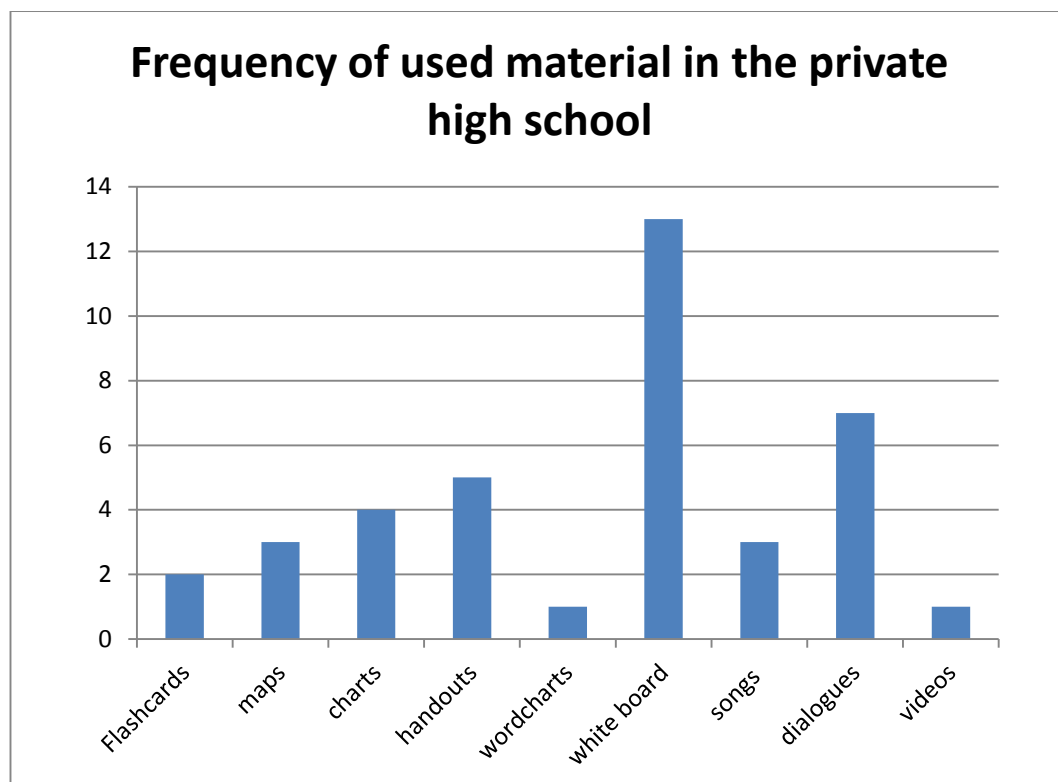
About the frequency of the used material in the public high school, the followings results were obtained:



As it is shown in the statistical chart, the most frequent material used was the white board with 11 times, because although the teacher used the books, she reinforced the content with help of this material, facilitating students' participation.

The second material most used were the dialogues with 8 times, because the books bring in each unit many activities where these audio exercises were included, helping students to develop skills of speaking and listening.

Maps, movies, flashcards and real objects without being book activities were also used which allow students to develop thinking skills, integrate new knowledge.



On the other hand, this graph shows the information from the private high school. As we can see in the chart, the most used material in this school was also the white board with 13 times, because the teacher used it to write vocabulary that the students did not understand or to make the students write some examples and if they learned what was taught.

The second most used material was the dialogue with 7 times, because the books that the students use come with these exercises almost in every lesson.

Another type of material used were handouts with 5 times. These were used to reinforce what was taught and also to evaluate the students' comprehension.

Songs, videos, charts, maps and flashcards were used less in class but I consider they should be used more frequently because the students enjoy classes when they are used.

## Conclusions

After having analyzed the gathered information, from all the supplementary materials that we have available, I can conclude that: teachers use visual, audio and audiovisual supplementary materials in their classes in public and private high schools. These aids help both students and teachers to organize effective classroom activities.

This study shows that most materials were pertinent with the class objective and topic, only one aid was not pertinent because it did not focus on the topic of study.

The materials were also appropriate to the students' level of comprehension since most of them were suggested by the same books. And the quality of the material was good which allowed accomplishing the objectives of the lessons.

Through this study, it has been determined that the most commonly used resource was the white board. This material allowed the teacher to explain grammatical structures about the topic and it also gave students the opportunity of expressing themselves.

Most of the supporting materials used in the observed classes were of good quality. Handouts were well printed the blackboard was in good condition and pictures were color and of good size. Those features contributed to increasing students' interest and participation in the classes.

The quality of most materials was good which allowed the students to understand what the teacher was explaining and to accomplish the objective of that lesson.

Referring to learning styles, it was observable that teachers are aware of them and they are conscious that it is necessary to plan the classes considering the different learning styles of the students. That is why they try to include the use of supplementary materials on their lesson plans.

## Recommendations

If the teacher do not lead the class in an attractive way, I mean, if he or she only uses the white board and dialogs, and do not use other supplementary material, students are going to learn less than if they found out motivated. For this, I suggest teachers to use a wide range of supplementary materials as be possible.

I recommend teachers to plan their lessons in a better way, more when they use a supplementary material because they need to know how long is going to take an activity when they include these materials, if it is relevant to use them in that class and also to know what they want to accomplish with them.

The quality of a material is really important as well as their correct selection to accomplish the objectives proposed. In my opinion this is going to reflect to our students how we are as teachers; if we are organized and if we plan our class on advanced.

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