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EDUCACIÓN MENCIÓN INGLÉS**

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

TRABAJO DE FIN DE TITULACIÓN

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Magister.

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Loja, Julio del 2014

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DEDICATION

This research, is a real important achievement in my personal life, it gives me a great satisfaction, and I want to share this triumph, with my family and all my friends, I dedicate this effort to all of them as a sign of my love and gratitude.

Freddy Mejía Torres

Author

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Cosme Freddy Mejia Torres

Author

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ABSTRACT

The study “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools” is focused on a comparative analysis in public and private high schools which was done in order to identify the type of supporting materials used in high school, and to see how these materials were applied in the English teaching-learning process.

The research was carried out in 1st, 2nd, and 3rd years of senior high school at the “Eloy Alfaro” public high school in Cariamanga and with the students from the “Lauro Guerrero” private high school in Loja.

The quantitative and qualitative methods were used to validate the use of supplementary materials, as well as to establish variables and indicators.

In the public high school, few supplementary materials were used; while in the private high school, the use of these materials increased. The materials were pertinent both to the topic and the objectives of the lesson. In addition, the supplementary material used during the lessons was appropriate to the age and knowledge of the students. Students were also motivated.

Key words: supplementary materials, teaching-learning process, EFL clases, comparative anaysis

RESUMEN

Esta investigación titulada “The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools” se enfoca en hacer un análisis comparativo en colegios públicos y privados con el propósito de identificar el tipo de materiales de apoyo usado en estas instituciones, así como para ver cómo estos materiales fueron aplicados en el proceso de enseñanza y aprendizaje del inglés.

La investigación se realizó en los primeros, segundos y terceros cursos de bachillerato del colegio público “Eloy Alfaro” en Cariamanga, y con los estudiantes del colegio particular “Lauro Guerrero” de Loja.

Se usaron los métodos cuantitativo y cualitativo para validar el uso de materiales suplementarios, así como para establecer las variables y los indicadores.

En el colegio público, se usaron pocos materiales suplementarios, mientras que en el privado, el uso de este tipo de materiales es mayor. Los materiales fueron pertinentes tanto para el tema como para los objetivos de la clase. Además, el material suplementario usado durante las clases fue apropiado para la edad y conocimiento de los estudiantes.

Palabras clave: materiales complementarios, proceso de enseñanza y aprendizaje, clases EFL, análisis comparativo

INTRODUCTION

Teaching English as a foreign language is a matter that had worried educators through the times because of the complexity and diversity of the language. On one hand, the cultural component plays a very important role due to way in which the English language is taught and learned, this component is important and fundamental in deciding how to teach English to students whose mother tongue is not English. On the other hand, the success of the learning process depends on the selection of the materials used in the education process. Finally, the third basic element is the methodological component, which is the most important because it considers the method and the teaching resources that are used in the classrooms.

There is a wide range of supporting material to choose from such as, visual, audio-visual, websites, among other things. However, it was observed that some teachers are not using them appropriately. That is the reason why U.T.P.L. has investigated the use of supplementary materials for teaching English to teenagers in Ecuadorian EFL classes.

The purpose of this research was to observe the use of supplementary materials by teachers in public and private high schools, in relation to the pertinence, appropriateness and quality of the materials. The specific objectives were: to identify and analyze the type of supporting materials used in an EFL class in a public and private high school; to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence content, appropriateness, students' needs and quality; to determine the variety of supplementary materials used in the observed public and private high schools, and to identify the most frequently used material in each one of the observed high schools.

According to Saville (2006), second language acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth or tenth to be acquired. It is also commonly called a target language (TL) which refers to any language that

is the aim or goal of learning with the use of supplementary materials such as visual, audio, audiovisual and online.

Dudeney & Hocly (2007) says that educators can teach with materials that do not need highly specialized skills. Here we have posters, pictures, and flashcards, among other things.

Any supplementary material can be effective if the teacher uses her or his creativeness, accompanied with an open mind on the part of the students. Both elements will surely create a motivated environment.

Hopefully, most textbooks used by schools today bring enough supplementary printed material that help teachers make their job more bearable and therefore more successful.

Sacha (2006) states that teachers can make use of audio and video because they motivate the student's attention. When using computers, teachers can open an immeasurable amount of opportunities to make learning more interesting. The Internet, for example, provides teachers with a huge amount of information and can be considered the link between native English speaking cultures through which students can gain a lot of practice with people from abroad without having to travel to English speaking countries. Unfortunately, it may also become a great obstacle since not all schools are equipped with technological advances. This study will benefit students and teachers and also will improve the educational system.

Luchini (2004) made a study in Shanghai, China, with 268 students from the SNU. He applied a combination of teaching together with a form-focused instruction, a combination of various techniques such as: reading, video-tape and tape-recording, in order to achieve oral proficiency in students of SNU by forming permanent groups of study of five or six students.

Those students who took his course gained better oral command of the foreign language. Students were then asked to perform cooperative tasks that would make them notice their mistakes. Then they were given suggestions to correct their mistakes and perform better in the next session. The outcome was interesting in that it showed not only

students performed best in the oral skill, but they also showed high self-esteem and self-confidence in their performance.

Group work demonstrated that a state of the art technique that was provided, in this case, was visually effective in linguistics performance. This approach is also known as collaborative learning which is usually applied in large groups providing effective results.

Haroon & Sani (2009) made a very interesting study on trilingual children aged nine to eleven in thirteen urban schools in Kedah; China. It was called, "Developing oral skills by combining fluency- with accuracy-focused tasks".

In addition, 206 Malay children answered questionnaires in a controlled environment to avoid distractions during the inquiry. Malay language is their L1 and Mandarin and English languages are their L2. They were asked about what languages they used both in school and at home.

He found out that trilingual children use L1 and L2 according to their social setting. Malay language was reported as being used mostly at home and Mandarin language was used in school. English language was reported to be used the least in school.

He also noticed that children have "the ability to switch from one language to another" which clearly "suggests their level of language competency and confidence."

METHOD

Setting and participants

This research was carried out at “Eloy Alfaro”, a public high school located in Cariamanga “Lauro Guerrero” a private high school in the city of Loja, with the students of 1st, 2nd, 3rd grades.

The two schools observed were a public and a private high school. In the public high school, the observation was conducted on thirty students and a teacher, a survey was applied to fifteen students of first, second and third years of senior high school.

The private high school is located at in the city of Loja. Here thirty students and a teacher were observed.

The survey was applied to five students of the first grade, five of second and five of third grade, during fifteen periods of classes in the private schools.

This research comprises both, the field of literature and research. The research was done through different activities such as readings, writings, using flash cards for the exercises, on line research and different books related to the topics, which also support this investigation. The investigator gave many different reading materials to the students and teachers, which was related to the topic of the investigation. The hard part was to select which reading material was relevant. It was important to read a lot to understand the direction of the research.

Procedures

The qualitative method was used to determine if the materials were related to the topic and objectives of the class, also, to analyze if they were appropriate to the age and knowledge of the students in the public and private senior high schools

The Quantitative method was used to find how often the teacher uses supplementary materials and the variables and indicators which affected the students from public and private senior high schools.

The data was collected through surveys and observation, to teachers and students, of 1st, 2nd, and 3rd Grade at Eloy Alfaro public senior high school from Cariamanga city and Lauro Guerrero private senior high school from Loja City.

The research records and gathered information about the students and teachers through surveys and opinions were given in order to trace this research work.

The techniques and instruments used to gather information were the following: Surveys were given to the teacher and to the students, which contained a questionnaire about the use of supplementary material in the classroom. The observation was applied to the teacher and the students.

Data tabulation consisted of information gathered from surveys and observations, taking into account the number of frequencies, variables and indicators with regard to the use of supplementary materials.

The qualitative method used for data analysis gave a pertinent guide to the topic and to the objectives related to students' age and knowledge. The quality of the supplementary materials used in the classroom had a direct relation with the content and knowledge of the students, which facilitated learning. The quantitative method, allowed the analysis of the variables, such as: power point, word cards, pictures and dialogues, thus observing the effects of the use of supplementary materials in the public and private high schools.

DISCUSSION

Literature Review

The supplementary materials used in the classroom could determine the successful learning as well as the effectiveness of the teacher. For this reason, it is important to know some topics such as “teaching English as a foreign language” and “the learning differences among children, adolescents and adults”. The students motivation and learning styles, should affect the teaching techniques, in regards to teaching adolescents English with supplementary material. An important previous study on the theme “The use of supplementary materials in EFL classes: uses a comparative analysis of public and private high schools”.

Teaching English as a foreign language

Teaching should be considered one of the best activities of human beings. The importance teaching has among all the professions or arts is that teaching (or we should say good or bad teaching), may well determine the successfulness of professionals and committed human beings of our society.

Many of us, who once were students, can still remember our teachers, but our preferences are for good teachers. There is something about them that is in our memories. Today, teachers and students need to learn English as a second language because we need to communicate with each other, in an oral and written way, in other parts around the world. English is the second most used language for business, politics, sports, travel and other things.

Saville (2006) states that Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth or tenth to be acquired. It is also commonly called a target language (TL) which refers to any language that is the aim or goal of learning.

Nesterenko (2008) said that for teaching a foreign language it is important to consider aspects such as, teaching styles, methods and adequate techniques.

The Learning differences among children, adolescents and adults

This was written by Capel, Susan, & Leask, Marilyn, & Turner (1995) show us that the linguistic data to which children are exposed appear to be insufficient to determine, by themselves, the linguistic knowledge that children eventually attain. The gap between available experience and attained competence forms what has been called the logical problem of language acquisition. The approach to a solution, which has been followed in linguistic theory over the past two decades, is to suggest that the gap is bridged by an innate Universal Grammar: a system of knowledge of what a human language can be and innate domain specific procedures for arriving at a grammar.

The classic statement is that of Chomsky (1965:58) who states that “a consideration of the character of the grammar that is acquired, the degenerate quality and narrowly limited extent of the available data, the striking uniformity of the resulting grammars, and their independence of intelligence, motivation and emotional state, over wide ranges of variation, leave little hope that much of the structure of language can be learned by an organism initially uninformed as to its general character”

Again, Apel, Susan, & Leask, Marilyn, & Turner (1995) make the comment that adults may also learn foreign languages. Abstractly, the logical problem of adult foreign language learning is the same as for childhood language learning: explaining how acquisition takes place, given the limitations of the data. But the problem is also different, in important way. Foreign language learning differs in degree of success, in the character and uniformity of the resulting systems, in its susceptibility to factors such as a motivation, and in the previous state of the organism: The learner already has knowledge of one language and a powerful system of general abstract problem-solving skills.

Vroman (1989) says that the fundamental character problem of foreign language learning in this process is the lack of success, general failure, indeterminate intuitions, and importance of instruction, negative evidence and role of affective factors.

Cook (16.881pdf), claims that Several macro-aspects must be put under serious consideration when teaching a foreign language. Among the most important aspects considered are learning differences which include: age, level of proficiency, motivation and interest, and learning styles.

Therefore, it should be relevant for us to know that the group of our study will be in the third stage of growth. This implies that our students already master the concepts of identity, compensation and reversibility.

Another aspect to be considered is the level of proficiency of our students because it will help teachers to decide over what elements are relevant at the moment of teaching. A teacher knows in advance what level is she or he working with: beginners, intermediate, or advanced level students.

Learners Motivation

Motivation and interest are quite relevant respect to the learning process.

Cook (2012) states that motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second foreign language (L2) learning motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions.

Domyei (2009) said that motivation is a very important factor in learning the L2 because it makes students enjoy learning English as a second language.

In addition the distinction in motivation is between intrinsic and extrinsic. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interest and exercises capabilities. In contrast, when we do something in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation (Wool folk, 2004,p.351)

Another view about motivation is from Saville (2008) who states “that motivation is defined as a need, or desire to learn and the need to meet the goal”.

Learning styles

The opinion on Learning to teach in the Secondary School written by Capel, Susan, & Leask, Marilyn, & Turner (2005), mentions that a learning style is the way in which each person sees or perceives things best and then processes or uses what has been seen. Each person’s individual learning style is as unique as a signature.

When someone has something to learn, this student learns faster and enjoys learning more if his or her unique learning style is affirmed by the way the teacher teaches. McCarty (1995) identifies four primary learning styles: Imaginative, Analytic, Common Sense and Dynamic. None of these four styles will fit a student perfectly.

Imaginative learners easily share from their past experience, providing a context for learning. Who learn best in settings that allow interpersonal relationship? These curious questioning students learn by listening and sharing ideas. They see the broad overview or big picture much more easily than the small details. Some learn by sensing, feeling, watching and can see all sides of the issues presented.

Analytic learners need to learn something new in the process. They learn by watching and listening. They expect a teacher to be the primary information given, while they sit and carefully asses the value of the information presented. These are the students who learn in the way most teaches have traditionally taught, and so they are often considered the best learners. They are strategic planners, and they aim for perfection. They want all the data before they make a decision.

Reading other criterions, Cook (16.881pdf) show that common sense learners need to see if what they learned makes sense now. They like to play with ideas to see if they are rational and workable. These students want to test theory in the real world, to apply what has been learned. They love to get the job done. They are hands-on people who, using their own ideas, can analyze problems and solve them. Excel when dealing with what is practical and of immediate importance to them. They learn best when learning is combined with doing.

Dynamic learners find creative ways to use what they've learned. They also enjoy action as part of the learning process, but rather than thinking projects with their rational conclusion, they excel in following hunches and sensing new directions and possibilities. These risk takers thrive on situations that call for flexibility and change and find real joy in starting something new, or putting their personal stamp of originality on an idea.

Schmitt (2002) states that human beings can learn in many ways, such as: seeing, hearing, and experiencing things. But for most students, one of these methods stands out. For this reason, it is necessary that teachers know how to create appropriate learning opportunities, when the student is aware of her or his adequate style.

Wool folk (2004, p.120) says that learning styles, are approaches for learning and studying. Although many different learning styles have been described, deep and surface approaches to processing information in learning situations (Snow, Corno & Jackson, 1996). Individuals who have a deep-processing approach see the learning activities as a means for understanding some underlying concepts or meanings. They tend to learn for the sake of learning and are less concerned about how their performance is evaluated, so motivation plays a role as well.

Lowes & Target (1995) claims that there are learning styles where younger's tend to learn better, involve plays or handling physical objects.

Teaching Techniques for teaching adolescents

Here we have some strategies and ideas for enhancing teaching and learning with adolescents, in the Secondary School. This process covers some aspects for teaching young

people and managing behavior to support learning. Different ways pupils learn, planning lessons to facilitate learning. Other important factors are differentiation, progression and pupil grouping, inclusion and special educational needs, using ICT (internet complementary teaching) teaching and learning, getting your first teaching post.

Teachers need to have these aspects identified so that planning and executing the process of teaching will become less stressful and of course successful. (Capel, Leask & Turner, 2005),

Brown (2001) says that now it is time to think on how to teach the second or foreign language. There are many techniques that a teacher can use in appropriate settings. Nevertheless, several techniques can work well. For example, we can mention the Warm-up technique. Among them there are mimes, dances, songs, jokes, plays. This activity gets the students stimulated, relaxed, motivated, and more attentive, or otherwise engaged with the lesson. It does not necessarily involve the use of the target language. This can be used for children as well as for adults. However, the demand will be different for each group.

It is a matter of the teachers challenging themselves and to adapt techniques to fit the students group.

Contexts for teaching English

When designing and teaching a course, it is mandatory to know in advance in what context this course will be developed. Therefore, the teachers must be prepared and informed.

Stephen & Hilary (2004) list the factors to consider “people, time, physical setting, teaching resources, and nature of the course and institution. Also, it is important to know how long a course is, its purpose, who the students are, and how it fits in with other aspects of the curriculum. Knowing these things helps us to make decisions about content, objectives, and so on.”

Brown (1980) refers to the age levels, where he compares teaching children, teens and adults and on each age level. He takes into consideration several variables such as

intellectual development, attention span, sensory input, affective factors and meaningful language; proficiency levels. Next he analyzes variables such as the cognitive learning processes, the role of the teacher, how the teacher talks, fluency and accuracy, creativity, teaching techniques. Four skills mentioned are correctness and appropriateness, register and style

Supplementary Material (Definition, importance and role)

Richard (2001) claims that no one has the right answer on the quality of supplementary material that a teacher is driven to create on his own.

Sacha (2006) states that teachers can make use of audio and video to increase a student's attention. When using computers, teachers can open an immeasurable amount of opportunities to make learning more interesting. The internet, for example, provides teachers with a huge amount of information and can be considered the link through which students can get a lot of practice with people from abroad without having to travel to English speaking countries. Unfortunately, it may also become a great obstacle since not all schools are equipped with technological advances.

The real mastery of a teachers' profession includes ability to approach the children's world, to pay adequate attention to each child, to assign extra tasks to more capable learners, to encourage the weaker and to direct and lead their attention by co experiencing. (Havlíčková, 2007, p 4)

Types of supplementary materials (visual, audio, audiovisual and online).

Dudeney & Hocly (2007) say that the teachers can educate with the kind of material that does not need highly specialized skills from the teacher. Here we have examples of posters, pictures, and flashcards, among others.

Any supplementary material can be effective, if the teacher appeals to her or his creativeness, accompanied with an open mind on the part of the students. Both elements will surely create a motivating environment.

Hopefully, most textbooks used by schools today bring enough supplementary printed material that help teachers make their job more bearable and therefore more successful.

In order to follow this research there were five previous studies related to this topic under analysis. Each study has been conducted with the following international conventions and each one of them has been allocated space in journals related to Pedagogy or Applied Linguistics.

Not all the studies have been made in America, or are related to EFL or developed in primary school contexts. Nevertheless, the input is quite valuable for the sake of my research.

Schwartz (1952) states that audio-visual materials are important resources that allow both students and teachers to visualize information and also listen to new ideas that sometimes help them to improve their comprehension of the class.

Moreover we have to emphasize that all the things that are developed in the class are important and if they are well – focused all the objectives will be gotten.

While, Kensen (2009) did research in a university in Taiwan, on the use of technology and how it affects the way students learn and how teachers did their job. For this, the author choose two classes of sophomore students, who were between nineteen to twenty one years old, and related some course content in YouTube videos in order to find out the level of motivation the students reached when using this video technique.

The results demonstrated that students found interesting, relevant, beneficial and somewhat motivating experiences in the class. This means that students should involve technology with homework performing. This will result better learning experiences and will provoke a less stressed classroom environment. Besides, students realized the appropriate use of information that they found on the Internet, to be a powerful source of positive learning experiences.

Although teacher assistance is always recommended, it is also true that students will, in the end, feel that technology is also a great tool for learning and enjoying learning.

Luchini (2004) made a study in Shanghai, China, with 268 students from the SNU. He applied a combination of teaching together with a form-focused instruction, a combination of various techniques such as: reading, video-tape and tape-recording, in order to achieve oral proficiency in students of SNU by forming permanent groups of study of five or six students.

Those students who took his course gained better oral command of the foreign language. Students were then asked to perform cooperative tasks that would make them notice their mistakes. Then they were given suggestions to correct their mistakes and perform better in the next session. The outcome was interesting in that it showed not only students performed best in the oral skill, but they also showed high self-esteem and self-confidence in their performance.

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In addition, 206 Malay children answered questionnaires in a controlled environment to avoid distractions during the inquiry. Malay language is their L1 and Mandarin and English languages are their L2. They were asked about what languages they used both in school and at home.

He found out that trilingual children use L1 and L2 according to their social setting. Malay language was reported as being used mostly at home and Mandarin language was used in school. English language was reported to be used the least in school.

He also noticed that children have "the ability to switch from one language to another" which clearly "suggests their level of language competency and confidence."

Another interesting finding related to L2 was that children were doing better in English rather than Mandarin, considering that English language is least used in social settings. It is

because there are similarities between Malay and English in orthography and to a certain extent in structures.

Nevertheless, these students showed weakness in their L1, Malay language and in their more proximate L2 Mandarin. Their explanation for this phenomenon is that:

The students' low achievement in Mandarin and English may also be an indication that they experience cognitive difficulties in learning these two languages, a possibility if the students have not reached a certain threshold in their L1 and literacy (Haroon & Sani 2009).

In this study, it was also noticed that female superiority was significant since they surpassed male performance.

The study found that all the variables investigated i.e., gender, home and school language use, language learning beliefs, have some significant associations to achievement in the two second languages.

As a manner conclusion, the researchers concluded that the variables investigated clearly influence students' achievement.

They also recommend that the low average scores in the three languages should be observed by schools.

De Santis (2008) proposed her pilot study, on the role of text enhancement on the acquisition of the bound morpheme, in the English third-person present indicative verb by adult L1 Haitian Creole speakers.

A null hypothesis, she proposed that "There will be no difference in the recognition and performance of the target form by learners who receive enhanced input and learners who receive unenhanced input."

For this research five men and ten women participated in the study and were randomly divided into two enhanced treatment groups and a control one. The participants in the enhanced treatment groups read a passage orally while attending to visually enhanced learning targets. The target form was enlarged and boldfaced for the first treatment group

and enlarged and colored red for the second treatment group. The control group completed the same treatment without enhancement.

The results of the study indicated that textual enhancement promoted the subjects' awareness of the target form in reading. However, textual enhancement failed to facilitate the learners' oral production of the target form.

Unfortunately, the kind of task and the lack of experience of the participants affected the results and therefore data was not considered for statistical analysis.

One important conclusion was that comprehension was not affected by the process of enhancement of the texts to be read by the treatment groups. It is important to mention that comprehension was not measured.

The last study is the one done by Byon (2004) that proposes that success depends on the student's ability to express interpersonal meanings with the target language. For this study, Byon refers this interpersonal meaning as speech act, which we can understand as the social language used by students to interact in different settings. To develop this study, thirty students learning Korean as a Foreign Language (KFL) were chosen. They were students at the second year of KFL program. Nineteen of them belonged to the University of Michigan and eleven to the State University of New York at Albany.

Two instructors also participated in the study, a woman and a man, both native speakers of Korean language, also instructors of the KFL courses. After the study, the following five reasons for the wrong responses were inferred: (a) difficulty in recognizing the euphemistic verbs; (b) misjudgment in the use of appropriate speech levels, (c) failure in using the honorific suffix when addressing an intimate professor; (d) different perception regarding directness level in speech acts; and (e) lack of knowledge regarding Korean honorifics.

Byon (2004) suggests that several things should be reformulated for the KFL curriculum so that students learn real language expressions or "speech acts" as he refers to. On the other hand, he also implies that Studies on KFL pedagogy have focused on learning

vocabularies and grammatical points, whereas the studies that investigate learning pragmatic aspects, such as the use of speech acts, have often been ignored.

Byon (2004) reaches a delicate issue in language teaching, the one that refers to what to teach and how to teach. Pedagogy on teaching languages, or also referred as Applied Linguistics. Today most research is done on the kind of contents that have to be designed into a curriculum.

As we can see the preceding research and topics will be of most importance for the rest of this research.

RESULTS

Qualitative Tabulation

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

Variable	Indicators	Yes	No
Visual	flash cards		x
	power point presentations		x
	maps	x	
	Pictures	x	
	charts		x
	handouts	x	
	Posters		x
	word cards	x	
	white - blackboard	x	
Audio	Songs	x	
	Dialogues	x	
	Stories		x
	tales		x
Audiovisual	Videos		x
	Movies		x
	documentaries		x
Realia	objects) toys, plants, fruits)		x
Online	Websites		x

Author: Mr. Freddy Mejia

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

Chart Two: Type of supplementary material used in the Private high school.

Variable	Indicators	Yes	No
Visual	flash cards		x
	power point presentations	x	
	maps		x
	Pictures	x	
	charts		x
	handouts	x	
	Posters		x
	word cards	x	
	white - blackboard	x	
Audio	Songs		x
	Dialogues	x	
	Stories		x
	tales		x
Audiovisual	Videos	x	
	Movies		x
	documentaries		x
Reality	objects) toys, plants, fruits)		x
Online	Websites		x

Author: Mr. Freddy Mejia

Source: 1st, 2nd, and 3rd year's high school

Chart Three: Pertinence and appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		pert	Approp	Per	approp	pert	approp	Per	approp	pert	approp
Visual	flash cards										
	power point presentations										
	Maps							X	x		
	Pictures										
	Charts										
	Handouts										
	Posters										
	word cards	x	X			x	x			x	x
Audio	white blackboard	x	X								
	Songs			x	x						
	Dialogues										
	Stories										
Audiovisual	Tales										
	Videos										
	Movies										
Realia	documentaries										
	objects (toys, plants, fruits)										
Online	Websites										

Author: Mr. Freddy Mejía

Source: 1st year

Chart Four: Pertinence and appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		pert	Approp p	pert	approp	pert	approp	pert	approp	pert	approp
Visual	flash cards										
	power point presentations										
	Maps			X	x						
	Pictures	X	X							x	x
	Charts										
	Handouts										
	Posters										
	word cards							X	x		
	white blackboard										
Audio	Songs					x	x				
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author: Mr. Freddy Mejia

Source: 2nd year

Chart Five: Pertinence and appropriateness of the supplementary material used in public high schools.

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Per t	Appro p	Per t	appro p	per t	appro p	per t	appro p	per t	approp
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures	X	X								
	Charts										
	Handouts			x	X						
	Posters										
	Word cards					x	x				
Audio	White Blackboard										
	Songs									x	x
	Dialogues							x	x		
	Stories										
Audiovisual	Tales										
	Videos										
	Movies										
Realia	Documentaries										
	Objects (toys, plants, fruits)										
Online	Websites										

Author: Mr. Freddy Mejía

Source: 3rd year

Chart Six: Pertinence and appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		per t	Appr op	per t	Appr op	Per t	appr op	Per t	appro p	per t	appro p
Visual	Flash cards										
Audio	Power point Presentation	x	x					x	x		
	Maps										
	Pictures			x	X						
	Charts										
	Handouts										
	Posters										
	Word cards										
	White Blackboard										
	Songs										
	Dialogues									x	x
	Stories										
Audiovisual	Tales										
	Videos					X	x				
	Movies										
Realia	Documentaries										
	Objects (toys, plants, fruits)										
Online	Websites										

Author: Mr. Freddy Mejía

Source: 1st year

Chart Seven: Pertinence and appropriateness of the supplementary material used in private high schools.

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Per t	Appro p	per t	appro p	Per t	appro p	Per t	appro p	per t	appro p
Visual	Flash cards										
	Power point Presentation	x	x							x	x
	Maps										
	Pictures			x	X						
	Charts										
	Handouts										
	Posters										
	Word cards							X	x		
	White Blackboard										
Audio	Songs										
	Dialogues					X	x				
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Real	Objects (toys, plants, fruits)										
Online	Websites										

Author: Mr. Freddy Mejia

Source: 2nd year

Hart Eight: Pertinence and appropriateness of the supplementary material used in private high schools

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		pert	Appro p	pert	Appro p	pert	appro p	pert	appro p	pert	approp
Visual	Flash cards										
	Power point Presentations			x	x			x	x		
	Maps										
	Pictures										
	Charts										
	Handouts					X	x				
	Posters										
	Word cards										
	White blackboard										
Audio	Songs										
	Dialogues	X	X							x	x
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Author: Mr. Freddy Mejia

Source: 3rd year

Quantitative tabulation

Chart Nine: Frequency of use of supplementary material in 1st year.

Variable	Indicators	Public	Private
		F	F
Visual	Flash cards	0	3
	Power point presentation	2	5
	Maps	0	0
	Pictures	1	0
	Charts	0	0
	Handouts	2	0
	Posters	0	0
	Word cards	0	0
	White – black board	1	0
Audio	Songs	1	4
	Dialogues	2	1
	Stories	1	0
	Tales	0	0
Audiovisual	Videos	1	2
	Movies	0	2
	Documentaries	2	1
Reality	Objects (toys, plants, fruits)	1	3
Online	Web sides	2	5
TOTAL		16	26

Author: Mr. Freddy Mejia

Source: 1st year

Chart Ten: Frequency of use of supplementary material in 2nd year.

Variable	Indicators	public	Private
		f	F
Visual	Flash cards	1	3
	Power point presentation	2	4
	Maps	0	0
	Pictures	2	0
	Charts	1	0
	Handouts	3	0
	Posters	1	1
	Word cards	1	0
	White – black board	0	0
Audio	Songs	2	0
	Dialogues	4	4
	Stories	0	0
	Tales	0	0
Audiovisual	Videos	4	1
	Movies	1	1
	Documentaries	2	5
Reality	Objects (toys, plants, fruits)	2	1
Online	Webs ides	3	5
TOTAL		29	25

Author: Mr. Freddy Mejia

Source: 2nd year

Chart eleven: Frequency of use of supplementary material in 3rd year.

Variable	Indicators	public	Private
		F	f
Visual	Flash cards	1	4
	Power point presentation	2	5
	Maps	1	0
	Pictures	5	0
	Charts	4	2
	Handouts	4	0
	Posters	1	0
	Word cards	5	0
	White – black board	3	0
Audio	Songs	4	0
	Dialogues	4	3
	Stories	2	1
	Tales	0	0
Audiovisual	Videos	3	2
	Movies	1	3
	Documentaries	2	2
Reality	Objects (toys, plants, fruits)	2	0
Online	Websides	0	5
TOTAL		44	27

Author: Mr. Freddy Mejia

Source: 3rd year

Chart twelve: Frequency of use of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			F	%
1 st	16	26	42	22%
2 nd	29	25	74	40 %
3 rd	46	27	73	38%
TOTAL			189	100%

Author: Mr. Freddy Mejia

Source: 3rd year

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

variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		F	F	f	F	%
Visual	Flash cards	0	0	0	0	0%
	Power point presentation	0	0	0	0	0%
	Maps	1	1	0	2	13%
	Pictures	0	2	1	3	20%
	Charts	0	0	0	0	0%
	Handouts	0	0	1	1	7%
	Posters	0	0	0	0	0%
	Word cards	3	1	1	5	33%
	White – blackboard	0	0	0	0	0%
Audio	Songs	1	1	1	3	20%
	Dialogues	0	0	1	1	7%
	Stories	0	0	0	0	0%
	Tales	0	0	0	0	0%
Audiovisual	Videos	0	0	0	0	0%
	Movies	0	0	0	0	0%
	Documentaries	0	0	0	0	0%
Reality	Objects) toys, plants, fruits	0	0	0	0	0%
Online	Websites.	0	0	0	0	0%
TOTAL		5	5	5	15	100%

Author: Mr. Freddy Mejia

Source: 1st, 2nd, and 3rd year's high school

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		F	f	F	f	%
Visual	Flash cards	0	0	0		0%
	Power point presentation	2	2	2	6	40%
	Maps	0	0	0	0	0%
	Pictures	1	1	0	2	13%
	Charts	0	0	0	0	0%
	Handouts	0	0	1	1	7%
	Posters	0	0	0	0	0%
	Word cards	0	1	0	1	7%
	White – blackboard	0	0	0	0	0%
Audio	Songs	0	0	0	0	0%
	Dialogues	1	1	2	4	26%
	Stories	0	0	0	0	0%
	Tales	0	0	0	0	0%
Audiovisual	Videos	1	0	0	1	7%
	Movies	0	0	0	0	0%
	Documentaries	0	0	0	0	0%
Reality	Objects) toys, plants, fruits	0	0	0	0	0%
Online	Websites.	0	0	0	0	0%
TOTAL		5	5	5	15	100%

Author: Mr. Freddy Mejia

Source: 1st, 2nd, and 3rd year's high school

Description, Analysis, and Interpretation of Results

Descriptive analysis

Public high school

In this section the supplementary materials that had been used in the public high school in the five observed classes will be analyzed, taking into account the characteristics of pertinence, appropriateness and quality of the material. Besides, the learning styles of each class will be analyzed.

The supplementary materials used in the classes such as word cards, white / black board, sounds, maps, pictures, handouts, dialogues, videos, power point, were varied, frequent and motivating, during the teaching learning process of the public high school. All of these will be analyzed one by one considering the characteristics previously stated.

First Year

Word cards

This material was used in three classes, first, third and fifth.

In the first class observed, the topic was “Gender roles”. For this class the teacher used word cards, as a supplementary material to accomplish the objective of describing the parts of the human body. The teacher wrote information about parts of the body in the word cards. The purpose of using word cards was to let students know the parts of the body and describe them.

This supplementary material was used pertinently, because it helped the teacher to explain students the parts of the human body. Word cards also permitted students to say each one of the parts of the human body and put the names under each graphic.

The material was appropriate for the students’ age and knowledge level, because when they described the parts of the body, the teacher knew if the students understood the class. Regarding quality, word cards were big enough and the information contained on them was clear and easy to understand.

In the third class the topic was “People and Cultures”. The specific objective of the class was to raise awareness about another culture. In this class, the teacher used different topics. First he showed a relation between familiar words related to the different cultures students already knew in their native language (Spanish). She was very clever in using names of other cultures so that the students related the topic to some real situations.

The supplementary material was pertinently used, because the language and the material were very easy to understand for the students. The students enjoyed and liked the class.

The material was appropriate for the student’s age and knowledge level, because when the students used these word cards, the teacher knew the students understood the class.

Regarding quality, word cards presented were bigger and the information contained on them was very clear and easy to comprehend.

In the fifth class observed, the general topic was “British People in Ecuador” and the specific objective of the class was: “*To Build Students Awareness of Foreigners*”. In this class the teacher used word cards. The teacher used clear language for the students, so that they understood her explanation very well. Then, she provided examples and students made their own summary. They understood that there are British people in Ecuador and what they do in our country. The teacher motivated her students by giving some extra credit scores for well-done sentences.

The use of word cards in this class was pertinent because the information that the teacher showed them was related to the topic of the class. The board was also appropriate in this class. The teacher wrote information on the board, which the students could understand; in addition, they were organized by groups.

The quality of the word cards was good using encouraging words and the information contained on it was clear and easy to understand.

White / black board

This material was used in all five classes.

In the first class the white board was used to explain the topic “Gender Roles”. The objectives were to describe the parts of the human body. To explain this topic the teacher applied proper vocabulary, so the students could understand well, the teacher used the white board to write some key points to guide the students. Besides, also wrote new words and structures used by students during the class. Finally, asked students to write the parts of the body.

The use of the white board in this class was pertinent, because all the information that the teacher wrote on it was related to the topic. The white board was appropriately used because the teacher wrote the information that the students could understand and they used this to develop tasks in class.

Referring to quality, the students were able to see and read all the written information, because it was well organized. These materials provided students with complete learning experiences.

In the third observed class, the white board was used to explain the topic “People and Culture”. The objectives were: to raise awareness about another culture and also to develop speaking skills. The white board helped students to focus on the topic, new vocabulary, and grammar.

The theme of the class was written on the white board, along with new vocabulary words and grammar structures. She wrote some incomplete sentences and the students filled the blank spaces on the board so that the students could read complete sentences. The use of the white board helped the students to develop written and oral communication during the class.

The use of this material was pertinent, because the information that the teacher wrote on it was related to the topic of the class. The white *board* was appropriately used in this class because the teacher wrote information that the students could understand in order to develop the tasks in class.

Regarding quality, the design and elaboration of the material was good. The board allowed students to understand the content of the lesson, because the information written was well organized.

In the fifth class, the white board was used to present the topic “British people in Ecuador”. The objectives were: To build student awareness of foreigners, take notes and develop reading and speaking skills. The white board helped students to locate places, foods and handicrafts located in markets all around Ecuador. Then the teacher presented new vocabulary words.

Then, the teacher wrote on the white board the link words of the theme with adjectives and verbs of the topic. The teacher drew a graphic to help the students understand the topic. The use of the white *board* helped the students to develop reading, underlining the different kinds the food eaten in England and what they do in Ecuador.

The use of the material in this class was pertinent, because the information that the teacher used as the objectives of the topic were related with the class, this aspect motivated the participation of the students. White *board* was appropriately used in this class because the teacher wrote known words on the board to give information that students could understand and develop the tasks in class.

Also, the selection and elaboration of the material was excellent. The board allowed students to understand the content of the lesson because the information written on it was well organized and according to the requirements of the theme.

In the second class, white *board* was used to explain the topic about the second conditional “if I was”. The objectives were “to encourage students to develop their creativeness. The white board was also used as a tool, this material allowed the teacher to write phrases of the song on it. The teacher put the song in her tape-recorder. Then, she made the students practice the phrases of the song and they were ready to complete the tasks in the work book.

The use of the material in the class was pertinent, because the song that the teacher showed them was related to the topic of the class. It helped to reinforce the content of the class. The teacher also wrote incomplete phrases of the song for the students to fill in the blanks.

The white board was appropriately used in the class, because the teacher wrote some words of the song that they knew. Then, the teacher spelled and explained each unknown word to the students.

According to the quality, the selection and elaboration of the material was adequate. The board had enough space, which permitted the students understand the content of the lesson, because the written information was readable.

On the fourth observed class, the topic was The “Cayapos” and the objectives were: To remember the rainforest and the life of the “Cayapos” in the jungle, the teacher wrote some questions on the board, she used phrases from the reading to reinforce it, she made the students find the definitions with the heading. The teacher drew a table that contained five squares in where she put some clues that helped the students to complete the tasks.

The material was pertinent and even the white board was used in this class to explain the topic related with the theme.

This material was appropriate for the student’s age and knowledge level, because when the teacher wrote the title of the “Cayapos” on the board, the students asked some questions that the teacher answered saying, they are people from the jungle and described their lives. Then, each student went to the board and underlined the topic sentence.

The quality, the design and elaboration of the material was adequate. The way in which the material was presented was good, the interaction of the students and teacher made the topic easy to understand.

The participation was individual and by groups, which helped a lot in the learning process.

Songs

In the second observed class, of the first course, the topic was second conditional “If I was”. The objectives were: to encourage students to develop their imagination. *The songs* helped students to focus on the topic, they listened to each one of the paragraphs and all sang the song; which included the second conditional.

It is important to mention that the teacher specified to her students that if they have correct answers or well-done exercises, she would give her students a small gift or an extra point. The teacher used a song for the theme of the class and listened to the music. Then, asked the students to write the correct answers in their notebooks. The use of the song helped students to develop listening and speaking skills during the class.

The use of this material in class was pertinent, because the song that the students listened to was oriented to the objectives and topic of the class.

The song was appropriate in the class because the students listened to it silently. It included verbs, adjectives and personal pronouns as described by the teacher. Then, the song was used by the teacher to develop tasks in her class.

Regarding to quality, the design and elaboration of the material, it was excellent, the *song* allowed students to understand the content of the lesson; because the song was clear and understandable.

Maps

On the fourth observed class, the topic was The “Cayapos” and the objective was to provide links with other areas of the curriculum social studies and geography. For this lesson, the teacher made the students use maps. The teacher showed the students some indigenous people on the map and asked them to make comparisons among people from different races. All the objectives were obtained in this class. Also for the class, she used examples of different races from around the world. Also on the maps, she showed groups of indigenous people from all over Ecuador.

To introduce the topic, the teacher presented maps where different indigenous groups lived. The students and teacher said the names of each groups in English. After that the

teacher asked students to pronounce one by one, the names and all the words that were considered in the vocabulary of the class. The teacher asked students to repeat several times so they internalized the correct pronunciation of the words found in theme.

The material was good because the maps used in this class were related to the topic and had characteristics of the theme. These materials helped to describe the areas in which each indigenous group lives.

The material was appropriate for the students' age and knowledge level, because when the students described some indigenous people and where they lived, the teacher knew the students understood the class. The students interacted with the information from the maps and talked about the different indigenous groups.

The quality and elaboration of the material and teaching method was perfect. The material was attractive and motivated the students, they understood the lesson that the teacher presented in the classroom.

Learning styles

The supplementary materials used in these classes were used according to the level of the students in relation to their knowledge which allowed for the excellent comprehension and participation in class. These materials helped in the use new words of the language that facilitated its learning.

McCarty (1995) identifies four primary learning styles: Imaginative, Analytic, Common Sense and Dynamic. So, the use of the supplementary materials contributes to apply each one of the learning styles in order to awake student's interest to learn how to use all the information learned in a foreign language.

Second Year

Pictures

This material was used in two classes: first and fifth.

In the first observed class the topic was "English speaking countries" and the objective was to provide links with other areas of the curriculum, the teacher used some pictures. First

he explained the importance of the language and the differences between Spanish language and English language. Then, the teacher wrote several names of countries where English is spoken and also wrote some examples and explained how to speak this language. The teacher asked them, if they could speak another language and reinforced to the class, how to learn this language.

The material was good, because the pictures used in this class were related with the topic and the characteristics of this material was varied and talked about the culture, customs and traditions of each of the English speaking countries.

This material was appropriate for the student's age and knowledge level, because the students knew some names of countries in English; the teacher added other names of the countries using drawings , these helped to the students to understand the pictures with the names of the countries. The students handled graphics until they found the correct name of the countries and spoke about them.

Regarding quality, the design and elaboration of the material was wonderful, attractive and understandable. This allowed for better concentration of the students and use of the content. The students understood the lesson that the teacher gave in her the classroom.

In this class, the topic was "Strange but true", and the objective was: To provide variety by means of a booklet. In the previous classes he made use of pictures, the students understood each activity showed on the pictures. Then, the teacher told the students to do some activities related to," strange but true", the teacher made groups of four students and asked to each group, what is your opinion about this topic?. As a result, the students understood the topic very well, the pictures were clear; they liked the activities because, and it was varied and fun.

The teacher used a great deal of expertise in the manipulation of the material and explained enough to her students, so that they got the meaning of the words, and how to use the vocabulary or unknown words related to the topic.

The use of this material in the class was pertinent, because the questions and answers that the teacher asked the students were related to the topic of the class.

The material was appropriate for the students' age and knowledge level, because the pictures were related with the theme of the class; the students answered the questions proposed by the teacher. The students understood the class very well.

The pictures were good and presented in an excellent way, and the information was very well organized. In addition, each picture had textual information, which described the subject matter.

Maps

In the second class, the topic was about "Thanksgiving" and the objective was: to raise awareness on cultural differences and traditions of other countries. Teacher showed several countries on the map, and made students repeat the name of the countries and their respective cultures, and the name of the people that have been living there. Teacher reinforced the knowledge by showing some maps of the countries, where students recognized the different cultures and traditions.

The teacher was very careful in the use of the maps during class; the students did not have any problem in understanding the topic of Thanksgiving. The subject matter demonstrated some of the North America culture, customs, traditions and religions.

The teacher explained the cultures and traditions very well and rewarded students who understood the cultures and traditions and gave correct answers to questions.

This supplementary material was good, because the maps helped the teacher and the students understand different cultures, customs, traditions, religions in some countries around the world. In addition, these materials were related with the content of the class.

The maps were also appropriate in this class, because the teacher showed them additional information on the same subject of customs in other countries. The students that could understand, Halloween, Independence Day, Christmas and thanksgiving and the dates were rewarded for their participation during the class.

The quality, design and elaboration on the material was good. The maps let the teacher demonstrate her knowledge in a step by step process, making each task and activity easier for the students to understand.

White - black board

This material was used in four classes, second, third, fourth and fifth.

In the second observed class, the topic was The “Thanksgiving” and the objective was: To raise awareness on cultural differences and traditions of the countries. The board was used to stick the maps on; then specific information that was written under the maps on the board.

The material was pertinent, because the white board used in this class was in accordance with the contents. The board was a teaching complement to achieve the goal.

This material was appropriate for the students’ age and knowledge level and the board was located in a good place and together with the maps, allowed for good presentation of the topic and its contents. Teacher and students used these materials correctly.

The quality and teaching method of the material was excellent. This provided the necessary help so the students could understand the material. Its space, color, size and dimensions were adequate. It helped to the teacher and the students to have a coordinated participation.

On the third observation, the topic was “how to make a pumpkin pie” and the objective was: to provide students with a practical knowledge of the subject. The board was used to write unknown words, these were in disorder, which allowed the interaction of the students with the song and the words were on the board.

The material was presented on a white - black board. The board helped to organize the names of the ingredients in alphabet order, the quantities of the product and the use the verbs in the sentences.

The material was appropriate for the students’ age and knowledge level, because, children see their mothers cooking all the time. It also was according to the level of the

student in the use of the song; the board generated an environment of learning with its participants.

The quality and elaboration on the material was good, it facilitated the process of learning with the use of the board and the support of the song. It maintained the attention, the interest and allowed practice of the language.

On the fourth class observed, the topic was “people are different” and the objective was: To raise awareness on people with special needs. On the board was drawn a rectangle, that was divided in two equal parts to stick word cards to it labeling them, feelings and reactions. Then, students used the word cards to describe their feelings and reactions.

The material was good; the board was used to present the theme, which had necessary space to reinforce the planned class.

This material was appropriate for the students’ age and knowledge level. The board was located in the right place that helped a lot in the learning process.

Regarding the quality of the material, it was very good. The board was adequate,. In addition, the material facilitated the learning experience of the students in the classroom.

When the fifth class was observed, the topic was “Strange but True” and the objective was: To provide variety by means of a publication. The black board was used to introduce the topic to the class, with some characteristics of the content.

The material was very useful, with the content. Because, the board reinforced the topic of the class, and that produced a better quality instruction given by the teacher.

The material was appropriate for the students’ age and knowledge level and it was informative, the students were able to write a small fragment on the board.

Songs

In the third class, the topic was “How to make pumpkin pie” and the objective was: to provide students with a practical element in their course. For the class, the teacher used a song to illustrate the topic. The name of the song was “how to make pumpkin pie”. There were no difficult words to understand. Otherwise, the teacher would have her students

practice more. The students were motivated and they enjoyed the class, because the teacher was very creative with the use of song.

The teacher gave extra scores, some gifts for the participation of the activity, and teacher was continuously checking if the students understood by asking questions.

The material in this class was very useful, because the information that the teacher used, was related to the topic of the class. This song contained many words that referred to the ingredients to make pumpkin pie and the measurements for each ingredient's.

The material was appropriate for the students' age and knowledge; the song had some words that the students knew which included the ingredients and certain verbs that appeared in it. The song was widely used during the class.

Regarding the quality of the material, the song was very clear and good. The sounds of the song allowed to the students understand the class, because they put the verbs into the correct order.

Word cards

In the Fourth class, the topic was, "People are different". In this class the teacher used word cards as a supplementary material to raise awareness on people with special needs.

The teacher practiced a lot with the students and, in this class, the teacher used word cards and explained students why people are different and have special needs; the teacher showed them some examples on the word cards. They enjoyed the class, because the teacher was very creative.

The teacher carefully watched the students' language that they used. The teacher was constantly checking if the students understood, by asking them different questions. Students received extra points as motivation. The teacher made an adequate use of the word cards.

The supplementary material was good, because it was related with the contents of people's needs. These materials were the keys to get the students involved in the class.

The material was appropriate for the students' age and knowledge level, the students understood some words showed in the word cards, the use of these helped to manage the class better.

The quality of the word cards was good, they were big enough and the information contained on them was very clear and precise. The word cards gave a lot of ideas to enhance class participation of teacher and students alike.

Learning styles

The supplementary materials used in these classes were related to the level of the content, in relation to the knowledge of the students, which permitted the comprehension and participation during the period of classes. This helped in learning new words of the language and helped meet the goals of the teacher.

Wool folk (2004, p.120) says that learning styles are approaches for learning and studying. Although many different learning styles have been described, deep and surface approaches to process information in learning situations.

The author says that all the learning styles are oriented to a common objective, which looks for a mechanism to avoid difficulties in the learning of a language, in this case the English language.

Third year

Pictures

In the first observed class, the topic was "Keeping Healthy" and the objective was: To develop extensive and intensive reading and listening skills. In the development of this activity, the teacher used some pictures, showed them to the students and wrote sentences on them. The students were well motivated and participated in the class, giving examples and resolving the given exercises. The teacher played an important role in explaining the importance of good health.

Moreover, the teacher made them use pictures, which motivated students to learn the language. The teacher did not do much after this to use supplementary material with other pictures in the class.

The material was useful, because it helped the teacher to explain health of the human body. The students also learned about good habits of health through these materials.

The material was great for the students' age and their knowledge level, because when the students wrote their answers to the teacher's questions, the teacher could tell if the students understood the topic of the class. Finally, the students finished the class, writing some sentences about the topic without any problems.

Accordingly to the quality of the pictures, it was good enough and the given information was understood. One thing that stood out was that the pictures were made of different colors, so it helped to capture the attention of the students. In summary, the material was colorful and helped students in the learning process.

White/ black board

This material was used in five classes, first, second, third, fourth and fifth.

The material, in the first class, served to explain the topic "keeping healthy". The objective was: To develop extensive and intensive reading, listening skills. The teacher used the white *board* to write the topic of the class, the health of the human body and some clues to support students in finding the best diets. The teacher wrote on it, the best medicine for them was to eat healthy food. Finally gave students a quiz and then, they were asked to write the answers in English on the white – board.

The use of white black board in the teaching process was pertinent, because all the information that the teacher wrote on it, was referred to the theme of the class, this material permitted that teacher to explain them about good healthy habits for their bodies.

The Whiteboard was appropriately used, because the teacher wrote on it, information that the students understand and they used this information to develop tasks in class. Also

this material was a very important tool for them because it facilitated the teaching process according to their age and level of knowledge.

Referring to quality of the material, the students were able to see and read all the information written on it because it was well organized, and contently placed. On the other hand, this material was unique, because it provided to the students a completely new learning experience.

The material, in this second class, served to explain the topic “Marihuana”. The objective was: to raise awareness of the danger of using marihuana. The teacher used the white board to write the topic of the class “marihuana”, and employed some handouts to help students find the characteristics of this plant.

The use of white black board in the academic part was pertinent, because there was a link to the handout and the content to see more information on the internet. The teacher could explain to students about the importance of the topic and the consequences of consuming marihuana and the effects on the human body.

White board was appropriately used and the teacher made good use of it to guide the students into the subject.

Referring to quality of the material, it was prepared very well; the students could read the information written on in it. The material helped the students to understand the effects of using marihuana.

The third class observed, was about “Ancient civilizations”, For this class the teacher used the board as a supplementary material to accomplish the objective The objective was: To build on students existing knowledge and vocabulary. The teacher used the white board to write the topic of the class and its content.

The use of white black board in this academic part was pertinent, because it was related with the content of the class and the exposition of the theme, which included information of the topic about the life of ancients Egypt and its beliefs.

The white board was appropriately used, because the board had enough space, wide and new. This material was a very important tool in the learning process, because it reinforced some previous knowledge and explained on a new topic.

Referring to quality of the material, it was good because the writing on the board was visible to the students and teacher. This allowed the students to understand, analyze, and comment on the lesson. Therefore, the material presented was a good resource of classroom and it motivated the students in their language learning.

The fourth class observed was about "Ancient Roman History". For this class, the teacher used the board as a supplementary material to reinforce the theme, the objective was: to learn from other cultures. The board was a principal source that served as guide in the conversation of the topic, and the dialogue was written on it. In addition, it was a great support during the learning process of the class.

The use of white/black board was pertinent, because it was relevant to the topic, and the teacher used this material to present the subject to the class. It helped in the interaction among the students and the teacher.

White board was appropriately used; the board helped the students in participation.

The quality of the material was good. The board allowed the active participation of the groups during the dialogue. The teaching - learning process in this situation had good results.

In the fifth class observed, the topic was about "English speaking countries". The teacher used the board as a supplementary material to write new words. The objective was: to provide links with other areas of the curriculum. The board served to write verbs, adjectives, adverbs and the students classified them in groups.

The use of white black board was pertinent because the students understood the theme. The teacher used the board to teach the class. This served to achieve a good result with the students.

The white board was appropriately used because it permitted to link the content with the topic, which lent the necessary conditions for the academic part. It was in accordance with the knowledge of the students.

Referring to quality of the material, it was good and interesting. The board permitted the teaching of the language and enhanced the learning process it was interactive and as a result generated a good comprehension and understanding of the topic.

Handouts

On the second class observed, the topic was “Marihuana” and the objective of the class was: To raise awareness of the danger of using marihuana. In this class, the teacher made use of handouts. First the teacher used familiar words related to marihuana; the students already knew these in their native language. The teacher was very clever in using the material, so the students related the topic with real situations. The teacher made students repeat the words related to this plant.

The supplementary material was appropriately used, because the material reached a significant number of students, helping them to understand the content of the class. There was good interaction during the class, as result a good comprehension about the topic was showed by everybody in the class.

Handouts were appropriate in the class, because the teacher presented the theme of the class, in a very dramatic form and had good participation. The teacher caught the attention of the majority of the students, because the teacher used an activity in groups, dramatizing the theme of the class.

Word cards

The third observed class was about “Ancient civilizations”. For this class, the teacher used word cards as a supplementary material in order to build on students existing knowledge of vocabulary. The topic was already studied and the students were prepared for the class. After the students were already familiarized with the topic about the civilizations in our country and around the world. With the colorful material the teacher presented many

examples of civilizations from Ecuador. Then, the teacher explained students that the civilizations were diverse. As a result, the students understood very well the topic, and the presence of this material called students attention and the teacher got excellent results, and the objective of the class was completely achieved.

For this reason, this material was pertinently used, because it helped to develop the subject, together with word cards that allowed the teaching of new vocabulary and recognizing regular and irregular verbs, prepositions, adverbs and adjectives of the topic.

The material was appropriate for the students' age and knowledge level, because the students already knew some words and learned new ones; the teacher used the word cards to improve the participation of the students and generate excited learning.

All of these word cards were eye-catching because they were big and clear. The teacher used different colors to write the topics. The students liked the materials because they contained the information that was studied in this lesson.

Dialogues

In the fourth observed class, the topic was "Ancient Roman History" and the objective was: "to learn from others cultures". The teacher asked the students if they recognized the names of some countries. Then the teacher informed the students about the topic. The teacher involved the students in a conversation about the subject.

Another thing that was observed was that the teacher reinforced the class, using various dialogues. The teacher did not use another material. The observation of the class was very dynamic, and interactive.

The supplementary material was used in a right way, because it was in function of the content, the teacher explained the life of the Roman Empire. The dialogues were appropriate to the class, because the teacher spoke of the theme with the students and they understood it.

The quality, the design and elaboration of the material was good, because the dialogues were fluent, the questions and answers were centered in the Roman Empire, this motivated

to the students to talk about the ancient Roman History and the class was understood by them.

Songs

On the fifth class observed, the topic was “English speaking countries” and the main objective was: to provide links with other areas of the curriculum. In the present class, the songs were listened to several times by the students, to explain the topic, the teacher asked them to identify various words of the song. The material for the class was adequate, and the objective of the class was to identify, to recognize and to provide links with others areas of the curriculum, the teacher used songs to explain sufficiently the topic of the class.

The use of this supplementary material in this class was pertinent, because the information that the teacher used, was related to the topic of the class. The songs were romantic and related to the content of the lesson that the students received during the class.

The material was appropriate in class; for the students’ age and knowledge level. The students understood the class, because they paid attention to the music and the class was dynamic.

The quality of this class was good. The songs were clear and it was easy to understand the given topic. Therefore, the students listened, took notes about the song and this helped the learning process of the students.

Learning styles

The supplementary materials used in these classes were related to the content. The students participated during the class and they had the opportunity to increase the use of the language.

According to Snow, Corno & Jackson (1996) individuals who have a deep-processing approached see learning activities as a means for understanding some underlying concepts or meanings. They tend to learn for the sake of learning and are less concerned about how their performance is evaluated, so motivation plays a role as well.

According to the authors they understood that, learning styles are diverse and varied.

Quantitative Analysis

Frequency of use of supplementary material

This chart shows the results obtained.

Chart twelve: Frequency of use, of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	16	26	42	22%
2 nd	29	25	74	40 %
3 rd	46	27	73	38%
TOTAL			189	100%

Author: Mr. Freddy Mejia

Source: 1st, 2nd, and 3rd year's high school

According to the results obtained in the first year, public and private, twenty two percent of the students surveyed learned most with power point presentations, web site and songs, the teacher said that he works with these materials because it is easier to teach.

Information processed in the second year, public and private, forty percent of the students' surveyed show that they learn better with Internet, documentaries, power point presentations and videos. If the teacher uses these materials to maintain the participation of the students, they do better.

The analysis showed in the third year, public and private that thirty eight percent of the students' surveyed learned a lot from Internet web sites, power point, pictures, word cards, handout, songs and dialogue. The teacher guided the learning of the students through the supplementary materials.

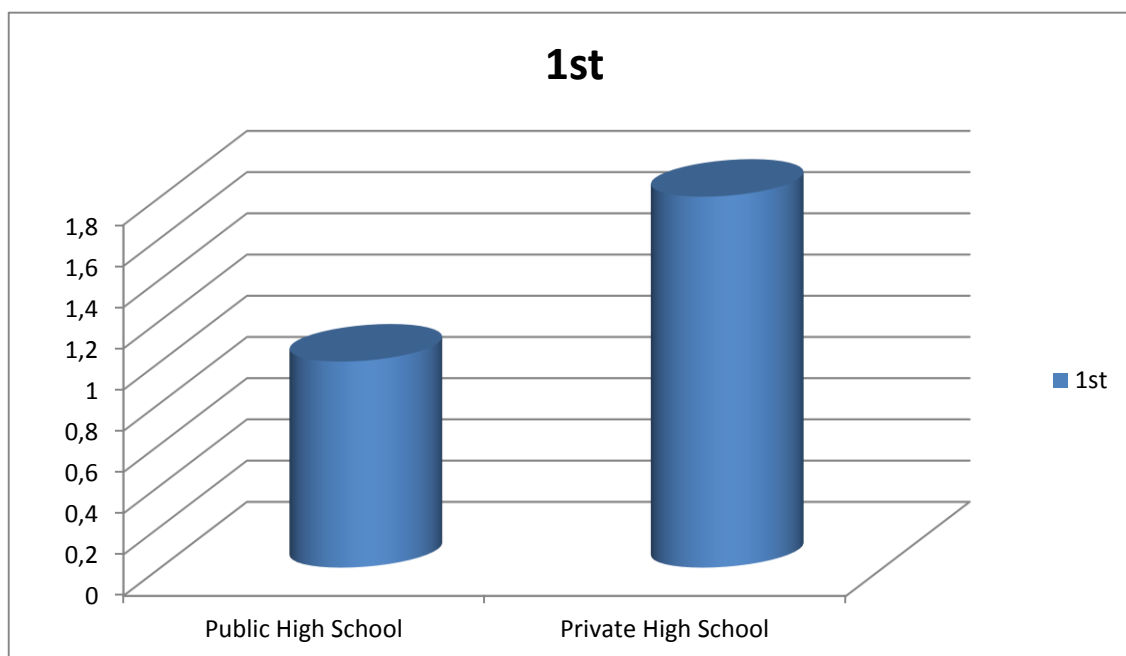
It can be confirmed that these results showed the reality of the use of the supplementary material applied during the learning process, especially in the second year where there is a high percentage of the use of supplementary resources, while in the third year there is a smaller percentage and finally in the first year there is an even smaller percentage of the use of the supplementary material.

Comparative Analysis

1st Public year vs. 1st Private year

In the 1st public year, the use of supplementary materials was very little; such as power point, handout, dialogue, documentaries and websites; which represents a small percentage in the overall use of these materials. The information processed from the survey show that the students were accustomed to the materials applied by the teacher, so the interview got the following information: the teacher worked with the materials that were mandatory to learn.

At the 1st private year the use of supplementary materials was relevant and it was used frequently. According to the survey applied, the resources that were used the most are, power point, websites, songs, flash cards. The teacher mentioned that students enjoyed working with these kinds of materials because the learning process is easier. Finally, the use of supplementary materials in the private high school is the most frequent. While the use of supplementary materials in the public high school was minimum and not frequent. As result, the students received a sub-standard education.



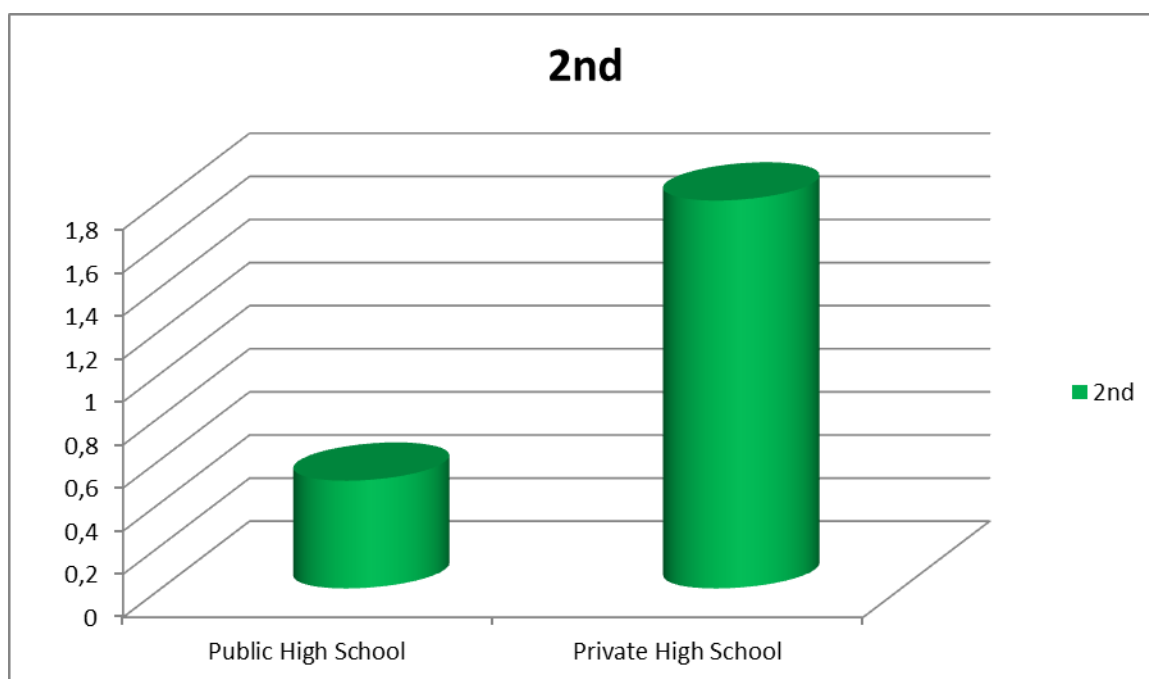
2nd Public year vs. 2nd Private year

In the 2nd public year the following supplementary materials were used in the class, dialogue, videos, websites and handouts. A low percentage of these materials was used in

the class. When the students were asked in the survey they suggested that they would like to have other kind of materials for their English learning language. In the interview, the teacher said that he hardly ever uses these materials, because it is not easy to get them.

In the 2nd private, the following supplementary material was used in the class: websites, documentaries, dialogues, and power point presentations which represent the highest percentage of frequencies. The information gained from the survey was that the students felt good about using these materials. The teacher said that he enjoyed working with these materials, because it was easier to teach their classes.

Finally, it was found that the difference between the two schools is the use of supplementary materials; in the private high school the students learn more than the students in the public high school.



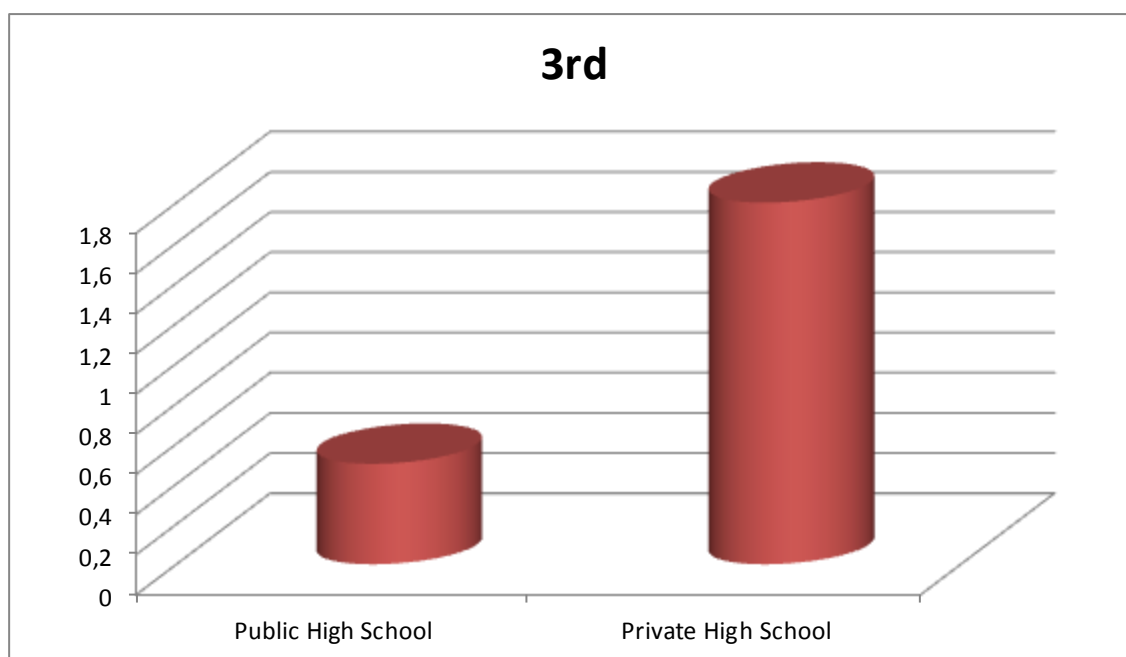
3rd Public year vs. 3rd Private year.

In the 3rd public year the following supplementary materials were used in the class, pictures, word cards, charts, handouts, songs, dialogues; a low percentage of this materials was used in the class. When asked to the students in the survey they recommended that they would like to have different materials for their English learning language. In the

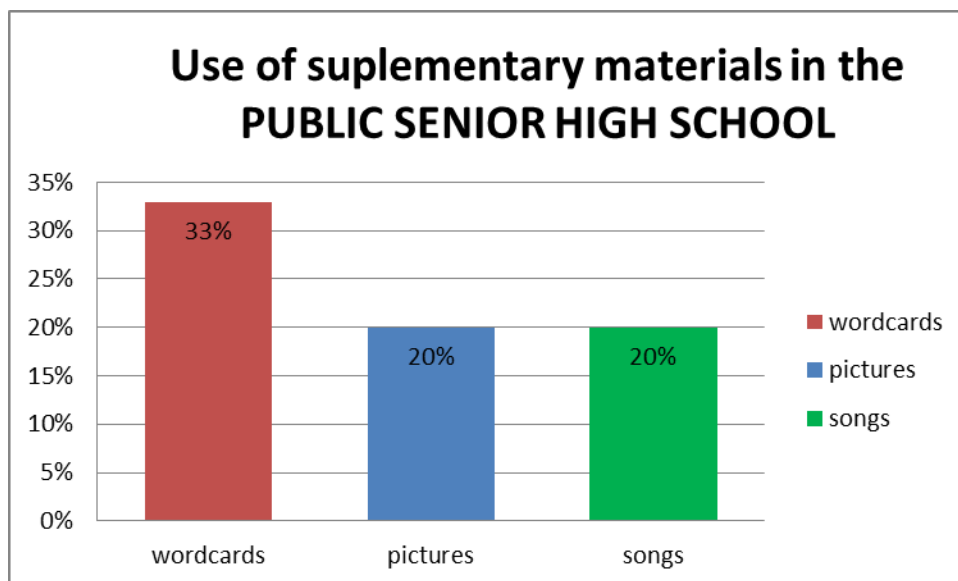
interview, the teacher said that he hardly ever uses these materials, because it is not easy to get them.

In the 3rd private, the following supplementary materials were used in the class: websites, documentaries, dialogues, and power point presentations; which represent the highest percentage of frequencies. The information gained from the survey was that the students felt good about using these materials. The teacher said that he uses these materials, because he can teach the four skills of the language and develop them with the students.

As a conclusion, the use of supplementary materials in the private high school is more frequent in classes; making the teaching-learning process easier for the students. On the other hand, the use of supplementary materials in the public high school was less and there was not a variety of supplementary material and the learning process was not as good.



The present graphic shows the percentages of the materials most used in 1st, 2nd, 3rd year of the public senior high school.



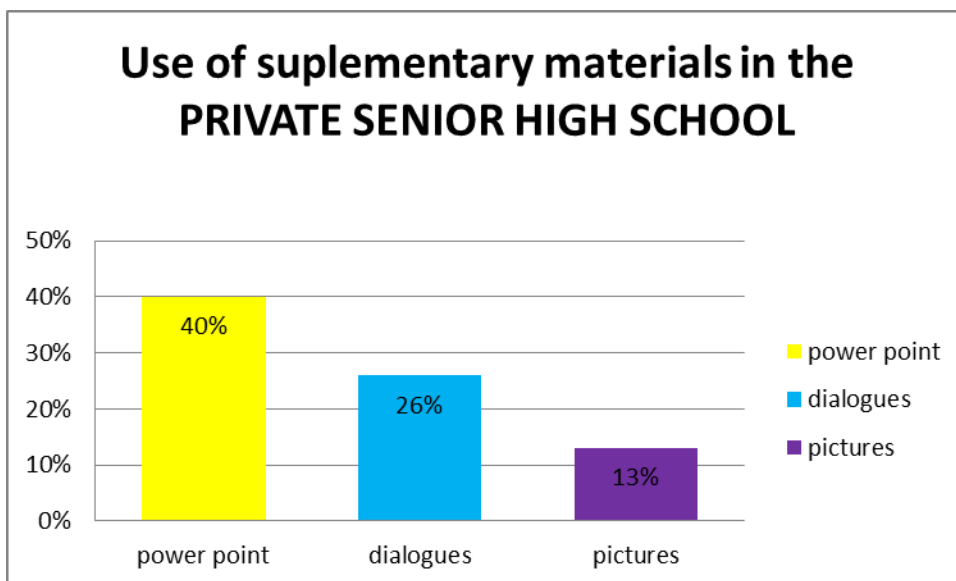
Analysis of the table 13: materials most used in the public high school.

Author: Mr. Freddy Mejia

Source: 1st, 2nd, 3rd year of the public senior high school.

The most used supplementary materials in the public high schools were, word cards which represents 33% of the teaching of the English language, they were used in the formation of sentences, phrases, fill in the blanks and they were frequently used materials, but they were not used enough to develop skills needed in its totality. Pictures represent 20% of the materials used in the class. They should be used more often, because these materials facilitate the description of the contents and visualize the theme for the students. The songs represent 20% of the learning teaching process, it is necessary to increase the use of the songs to improve the intonation and vocalization of the words that have relation with the topic.

The present graphic shows the percentages of the most used materials in 1st, 2nd, 3rd, year of the private senior high school.



Analysis of the table 14: materials most often used in the private high school

Author: Mr. Freddy Mejia

Source: 1st, 2nd, 3rd, year of the private senior high school.

The supplementary materials most often used in the private high school were:

The power point represent 40% in the teaching of the English language, it was used to show, the objectives, the differences between regular and irregular verbs, introduction of the content, explanation of the theme to the class and there was a frequent use of these materials. Dialogues represent 26% of the use of the oral production, opinions, and commentaries, since the dialogue helps to improve conversations about the contents of the given topics. Pictures represent 13% in the learning – teaching process, like photos, drawings, graphics, it is important to increase the use of these materials in order to encourage the imagination of the students, as well as the individual participation.

CONCLUSSIONS

- The supplementary materials most commonly used in public and private high schools were audiovisual and visual materials. For instance, in the public high schools teachers used: word cards, maps, white / black board, dialogues, pictures and songs. Likewise, in the private high school teachers used handouts, power point presentations, dialogues, white/black board and pictures.
- Most of the supplementary materials used were pertinent because they contained information closely related to the theme of the class. These materials helped students to understand the topic, as well as to practice the language and learn it effectively.
- The use of supplementary materials was frequent and pertinent to the topic and to the objectives obtained. The materials were appropriate to the age and level of knowledge of the students. And the teachers encouraged the students' participation.
- The majority of the analyzed materials were pertinent to the students' level, age and understanding. The materials also had simple and easy vocabulary to learn and they were related to the context in which the language was taught and learned. These supplementary materials awoke students' interest to learn English. Nevertheless, there were a few classes in which materials were not properly used because the information was not related to students' background.
- According to the collected information, the use of supplementary materials was almost similar, in the Public high school there was a frequency of 14 and in the Public high school there was a frequency of 15. So, there was not much difference.
- In the Public high school teachers usually used the same style of materials but in the Private high school used different supplementary materials. Even though, they used more than one material in each class and in the Public high school teachers used only one supplementary material in each class.

RECOMMENDATIONS

According to the data interpretation and the deep analysis of the use of supplementary materials; the suggests following recommendations can be suggested:

- Teachers should use supplementary materials in the 1st and 2nd ^{year} of the public high schools such as power points presentations, handouts, dialogue, documentaries and websites; which facilitate the imagination and creativeness of the students in the learning of the English language.
- Teachers should also provide the use of supplementary materials in the 1st, 2nd and 3rd year of public high schools such as pictures, word cards, charts, handouts, songs and dialogue; to promote a learning atmosphere for the students in the English language class.
- Teachers should use supplementary materials in the 3rd year of private high schools such as power point presentations, websites and flash cards; in order to improve the teaching - learning process of the students.
- Teachers in public schools should catch-up the students to start a new term, and this way they could use more relevant supplementary materials in the class-
- Teacher's public authorities should provide more technology in their high-schools, due to with this, they can have access to a lot of up-dated information.
- Public high school teachers should improve their English level in order to get better results with their students.
- Teachers should take advantage of the tic's because with them every things is easier.

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ANEXOS

FORMATOS PARA LA PRESENTACIÓN DE RESULTADOS

Tabulación Cualitativa (Qualitative Tabulation)

Chart One: Type of supplementary material used in Public high school

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

Author:

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 1st year

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

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

Author:

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 2nd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 3rd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 2nd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 3rd year

Chart nine: Frequency of use of supplementary material in 1st year

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

Author:

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

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

Author:

Chart eleven: Frequency of use of supplementary material in 3rd year

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

Author:

Chart twelve: Frequency of use of supplementary material.

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

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white/black board					
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL						

Author:

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white/black board					
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL						

Author:

Anexo N° 5

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

YEAR: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

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

Anexo N° 6

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

YEAR: _____

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

¿Con qué frecuencia te gustaría que se utilice material suplementario?					
() siempre () de vez en cuando					

Anexo N° 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

YEAR: _____

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

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

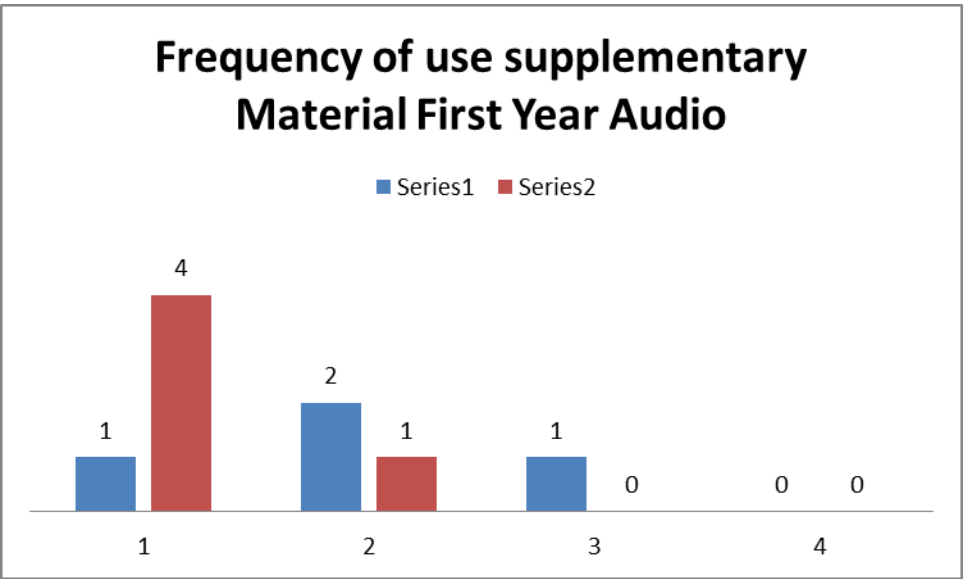
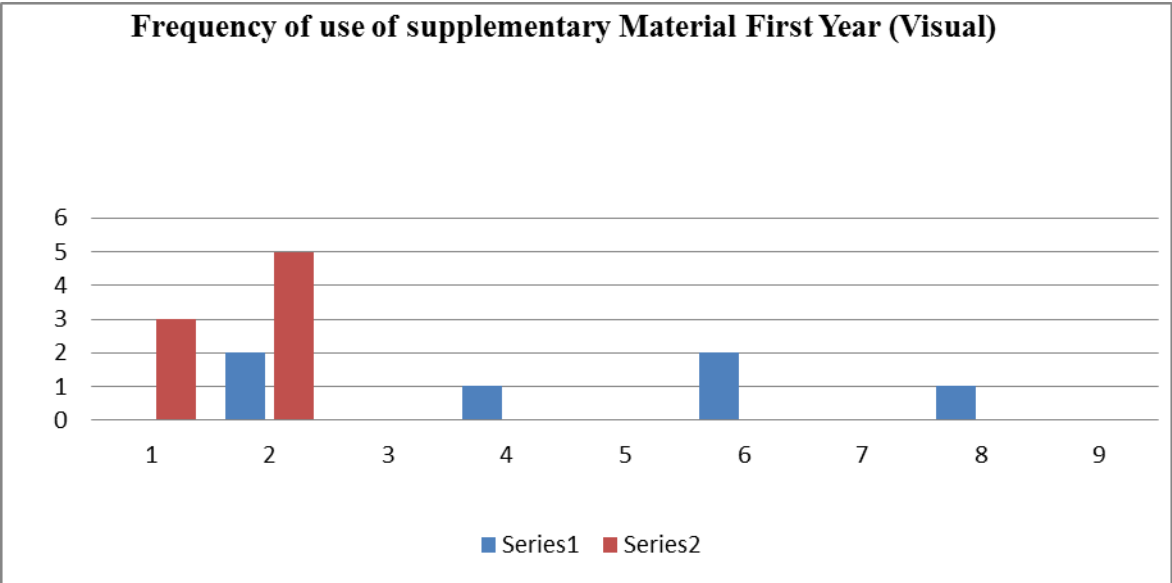
Do you take into consideration the different learning styles when designing and elaborating the supplementary material for your students? Why?

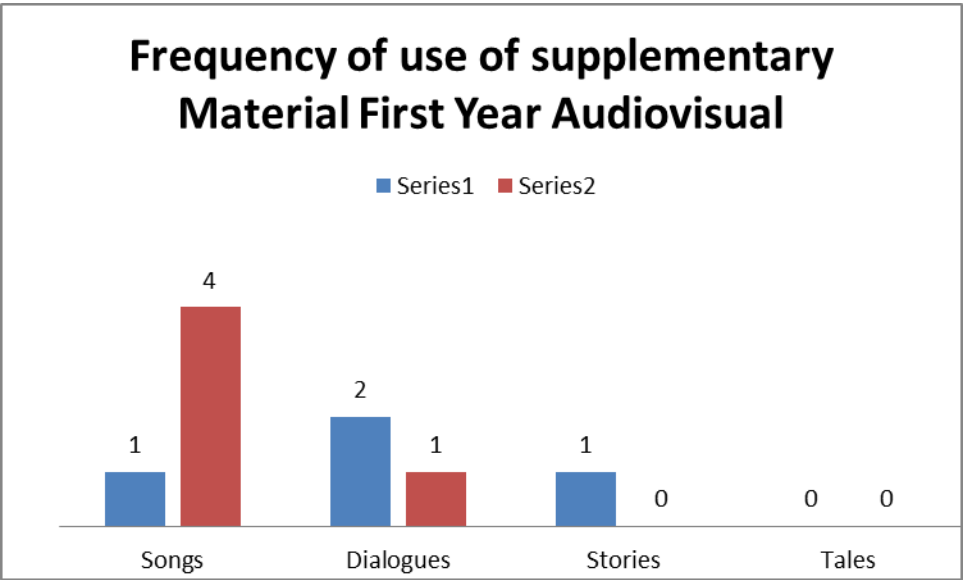
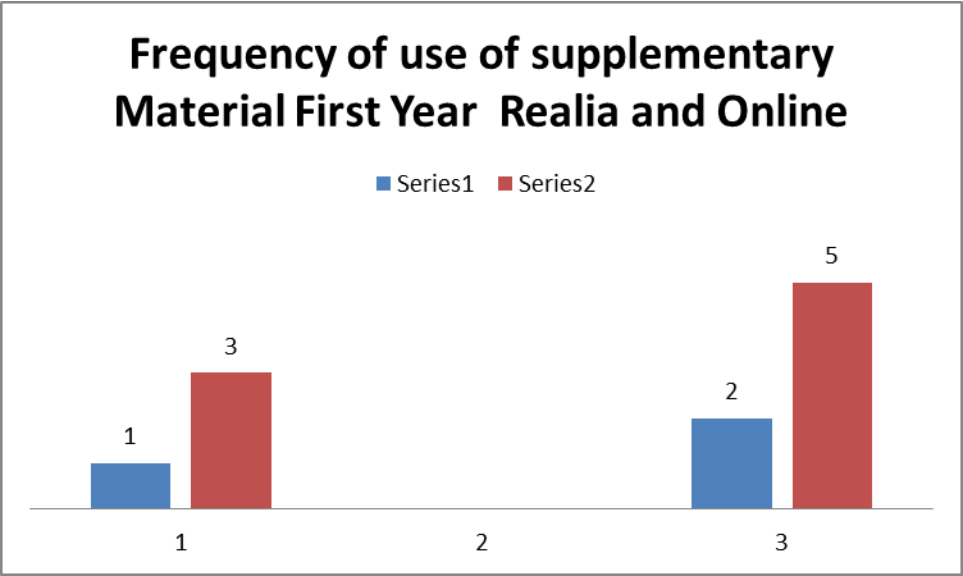
What type of supplementary material do your students prefer? Why?

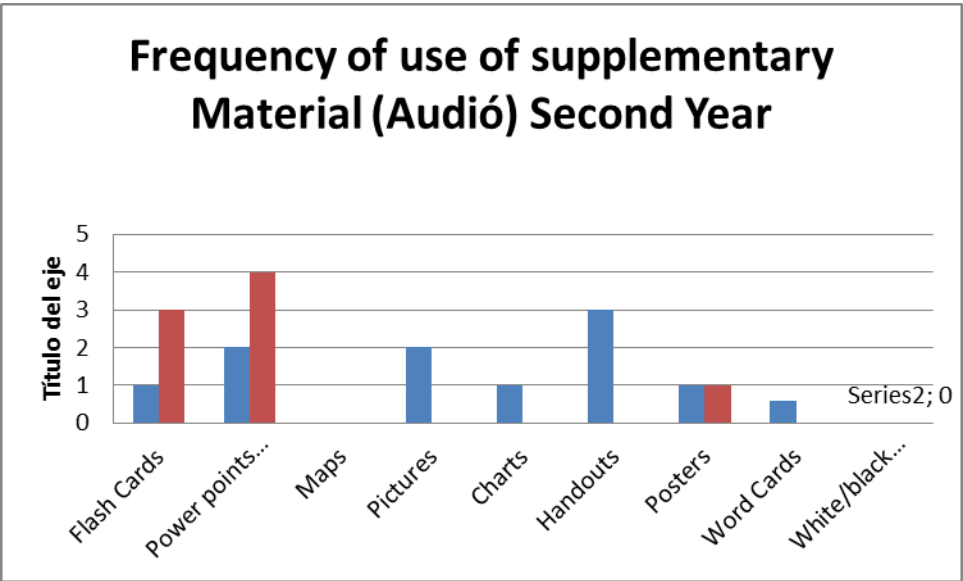
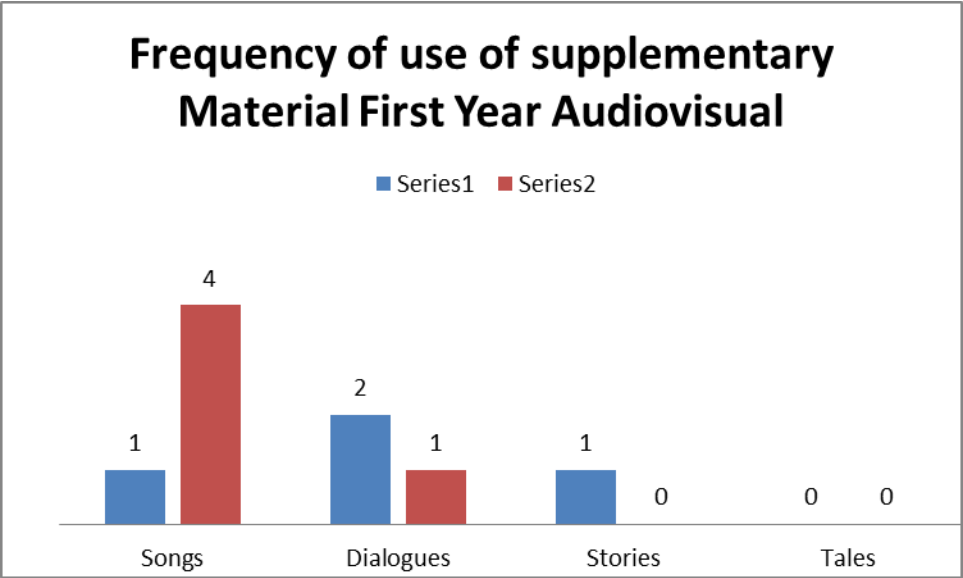
According to the following percentages, how important is the use of supplementary material in the class?

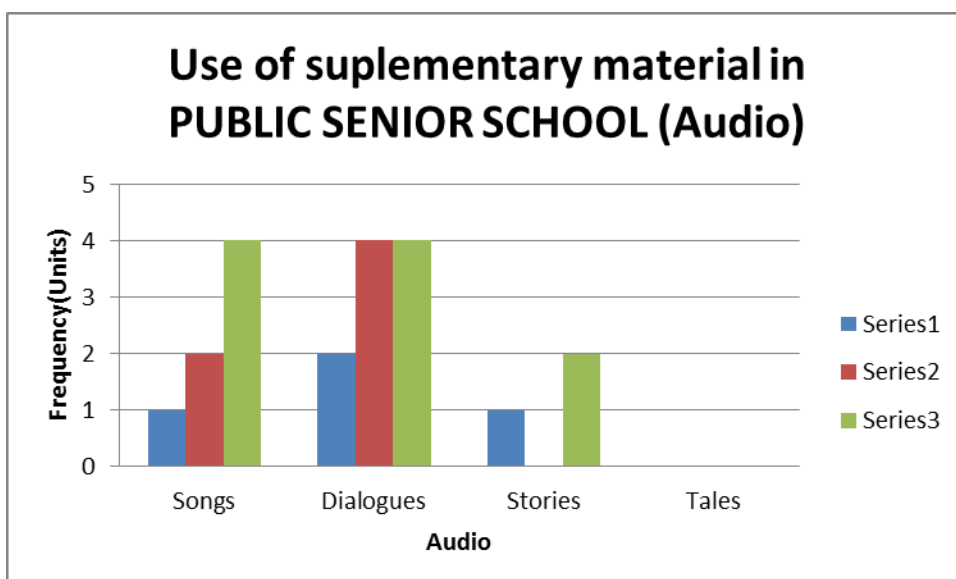
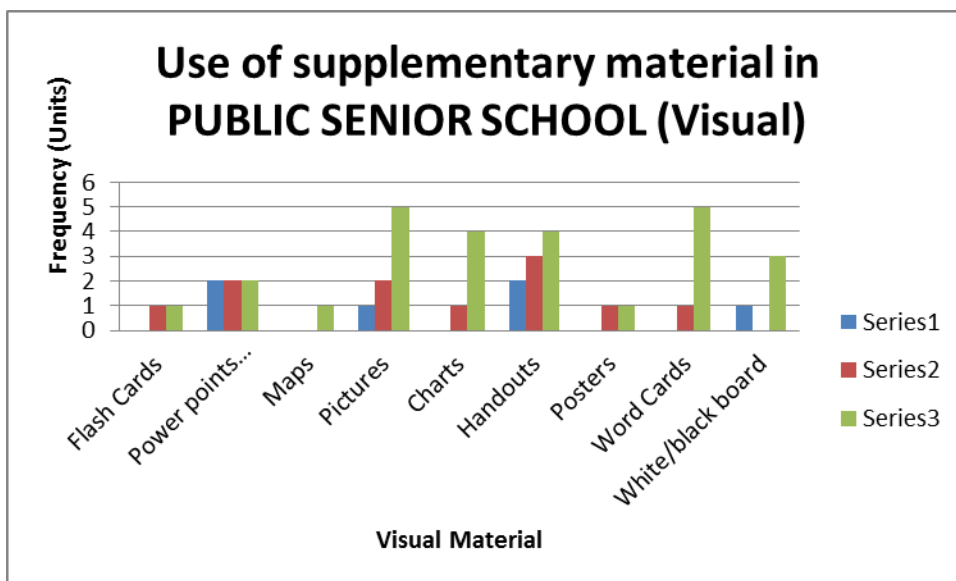
25% () 50% () 75% () 90% ()

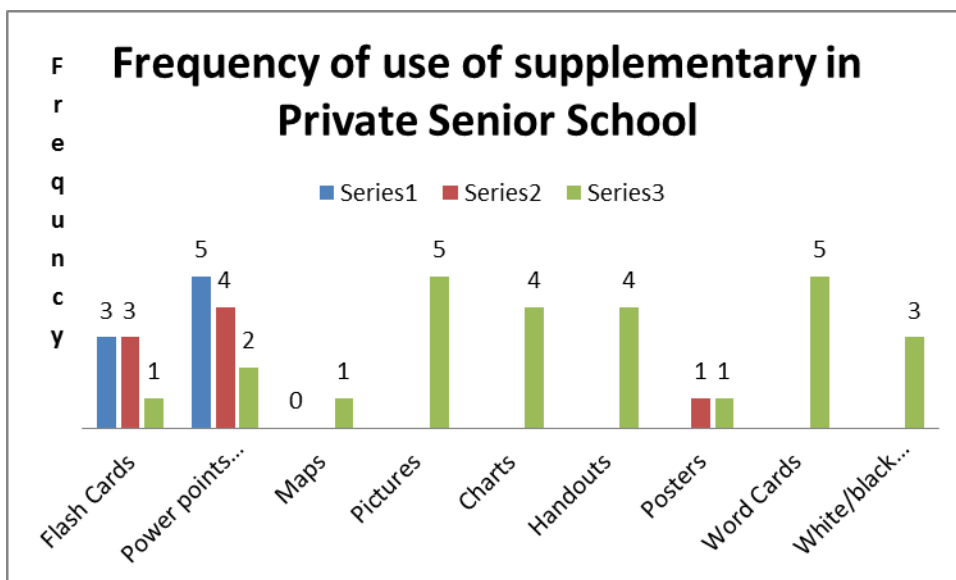
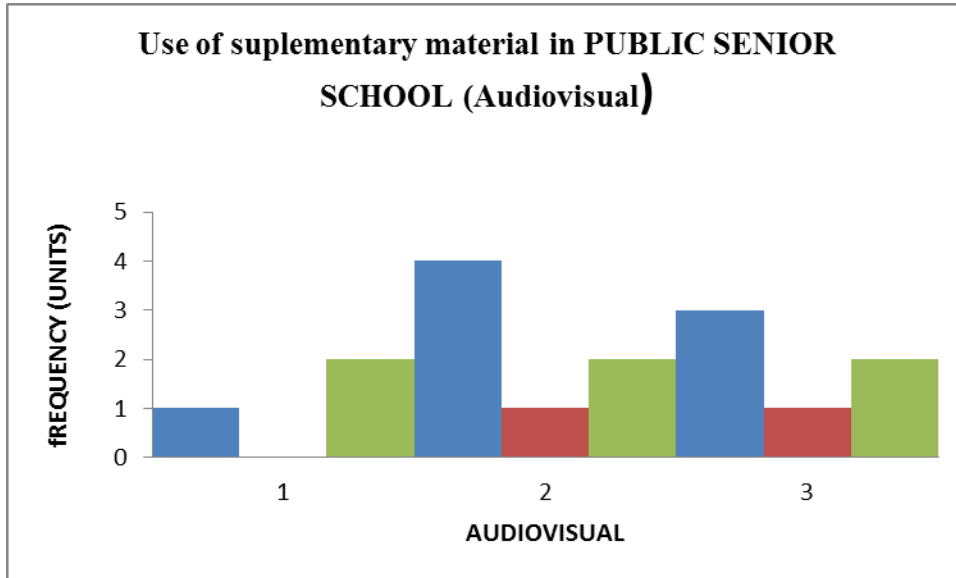
Why?

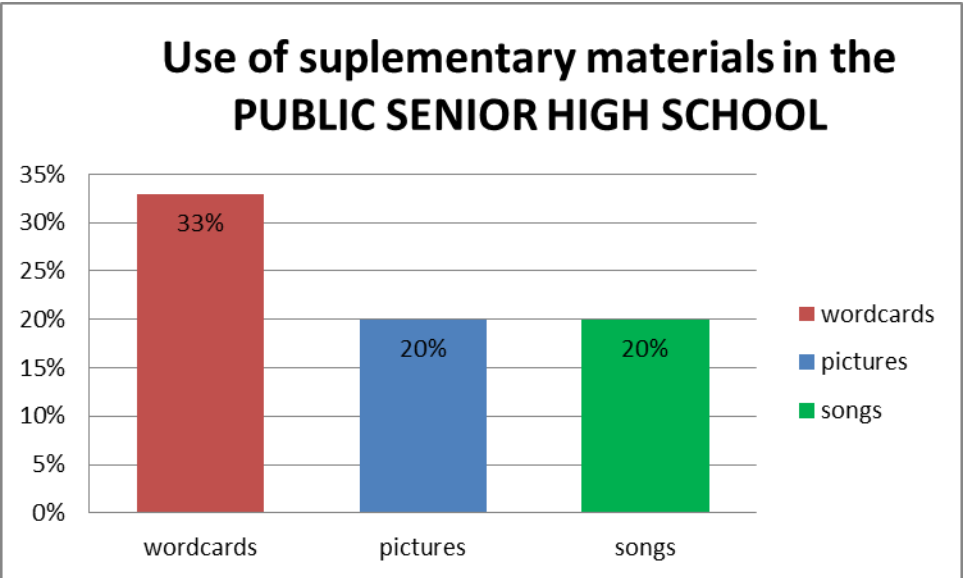
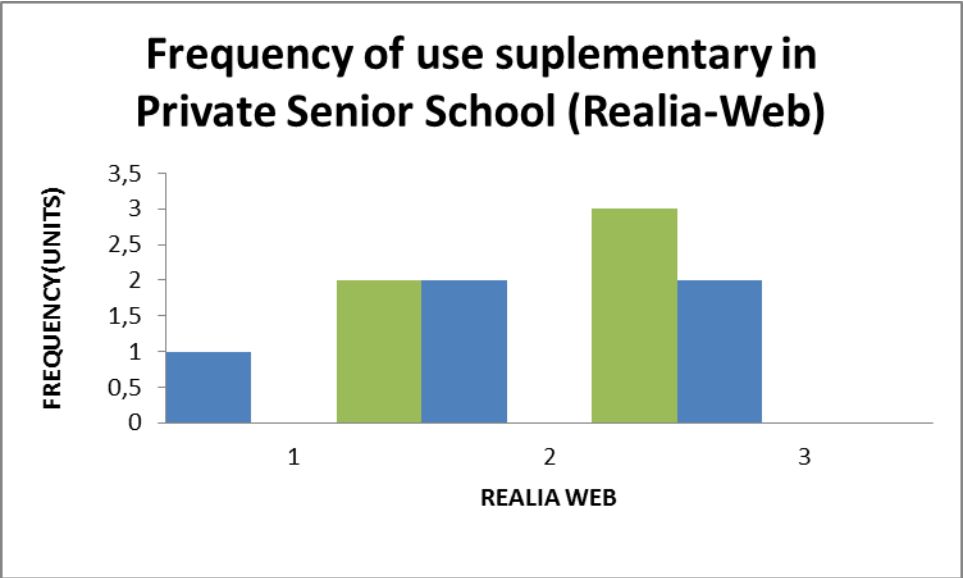












Use of supplementary materials in the PRIVATE SENIOR HIGH SCHOOL

