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

Research done in order to achieve the  
Bachelor's Degree in Teaching  
English as a Foreign Language

**AUTHORS:**

Delgado Arévalo Elías Josué

García Coronel Mariella Zoila

**ADVISOR:**

Mgs. Camacho Minuche Gina Karina

**UNIVERSITY CENTER GUAYAQUIL**

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Mgs. Camacho Minuche Gina Karina

Certifies that:

This research study has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, March 2012.

Mgs. Camacho Minuche Gina Karina

Thesis advisor

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Elías Josué Delgado Arévalo

Autor

Mariella Zoila García Coronel

Autora

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Elías Josué Delgado Arévalo

Author

Mariella Zoila García Coronel

Author

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## Abstract

The current necessity of discovering what teachers can do to optimize English classes led to this research study, which topic is *The Use of Supplementary Materials in EFL Classes: A Comparative Analysis of Public and Private High Schools*. The general objectives for this research are: a) to determine the type of supporting materials used in EFL public and private high schools and b) to compare the supporting materials used in public and private high schools in Guayaquil, Ecuador.

In both schools the research was done in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades. Fifteen classes were observed in each high school; five classes in every course. The ages of the students vary from 12 to 14 years old approximately. Qualitative and quantitative methods were utilized to determine not only the frequency of supplementary materials used, but also to analyze their pertinence, appropriateness and quality. It is concluded that the lack of fund and the barely usage of supplementary materials in the public school compared to the private one, this diminishes the interest of learning English from the students.

## Introduction

Teaching English as a native language confronts a series of challenges with which professionals in education have to deal day by day. It is inexact to say that everything has been invented or discovered in the best interest of the educational system. But, if teaching English for native speakers has some difficulties, teaching English as a foreign language may bring more challenges to take into consideration. When teaching this language in Ecuador it is necessary to take into account the context in which the students and teachers work, the kind of texts that are used and the techniques that teachers apply in their classes. But, no matter what adversities a teacher may confront, it will be him or her the one who leads the students to succeed through the correct use of the appropriate method to achieve the goals of the class.

We must remember that teachers are not isolated in the responsibility of preparing students, teachers have to count on different kinds of resources such as textbooks and supplementary materials to complement their classes working effectively. If the teachers use the adequate supplementary material and if they use it productively, the results will be highly beneficial for the entire educational system. When the student realizes the evident interest from the teacher on improving the class, this student feels more committed to succeed in the class. This is a result of using supplementary materials effectively.

Based on our own experience, the use of supplementary material contributes on making classes not only more interesting, but also more motivating for students; nevertheless the success of class depends on how the teacher leads it by choosing appropriate activities and the correct material remarking the pertinence, the appropriateness and the students' needs.

Teachers may find a high variety of additional material to work with such as: visual, audio – visual, realia, websites, among others; but the question does not rely on where to find them, it relies on how and when to use these materials. The school can provide the teacher with lots of supplementary or supporting material, but the success of the class will always depend on the way and the adequate moment the teacher uses it. The teacher must develop criteria to define the pertinence, appropriateness and quality of the material he or she want to use.

Since the approach of this research is to determine how the use or lack of use of supplementary material in public and private high schools affects the pupils, the main beneficiaries will be students and teachers because it will be put in evidence the positive or non positive effect of using supplementary material adequately.

The purpose of this study is to contribute to the high schools of Ecuador, future researchers and society in general to improve the quality of education, especially in the English area, which is in constant evolution all across the world, and if possible, further researchers may use



this study as a sample to conduct a similar investigation and with the results of this research principals of other schools could take measures to prevent problems similar to the ones shown in this study.

This investigation was supported by other studies done in countries such as Taiwan, South Korea and Bangladesh, all of them in Asia. These studies reveal the effectiveness of using supplementary materials in high schools. Besides, the Asian teachers and professors manifested their interest in promoting their studies to their national governments, so that executive decisions could facilitate the process of teaching – learning a foreign language.

Several facts in common with the people from Asia were found, such as the concern about improving English classes, the positive reaction in students using supplementary materials, the difference in final results comparing those students who used additional materials with those who did not use them, the financial limitation and the lack of time of the teacher to prepare more material were some factors that impeded a frequent use of supplementary material. Therefore the general objectives in this research are: To determine the type of supporting materials used in EFL public and private high schools and to compare the supporting materials used in public and private high schools.

However, there were some limitations in this research study such as: the number of schools and grades where this investigation took place, because a higher range of action would have permitted a better vision of

the study. For future researchers it is recommendable to enhance the sample of the population used. Additionally, the attitude of the public teachers was not very professional at all. Most of them thought that the research was addressed to question and criticize their work in the classroom. To avoid this, it would be good to have a better rapport with the students.

## Methodology

In order to do this research, it was necessary to use different sources related to the topic to base this thesis. This information was supported on books, magazines, articles, journals and information obtained on the Internet. Several authors have investigated about this theme and they have been quoted throughout this study.

This research took place in the city of Guayaquil, Ecuador. The classes were observed in two important high schools. Both, the public and the private schools have a high demand of students. The students were studying in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades. The learners were between twelve and fourteen years old approximately. Their socioeconomic background varies from low to intermediate. However, in the public school we found boys only and in the private one we could find boys and girls and in some courses girls are the majority. None of the high schools is bilingual, although the private school is in an evident process increasing the English level of its students. None of the teachers was a native speaker, however the English level of the private teachers was higher than the ones in the public high school.

The quantitative method was used to count how many times teachers used different supplementary materials in the classes that were observed. The qualitative method was also used to determine how the teachers used any kind of supplementary material, such as visual, audio, audiovisual, realia, online or any other in relation to the objectives of the

class, the age and level of the students and quality of the material. The observation technique was applied by using observation sheets which show the frequency of use of supplementary material and also pertinence, appropriateness and the quality of the material that was utilized. These sheets were a crucial instrument for the posterior analysis of every single class.

Additionally, a survey addressed to the students was utilized. In this sheet, they had to answer what they thought about the utilization of supplementary material, how it could benefit the class and it also asked about their preferences about supporting material.

Another survey addressed to the teachers was used to determine if the instructor took into consideration the different learning styles of the students and the students' preferences. It also measured how comfortable the teacher felt about using supplementary material. In the case of the surveyed people, the anonymous was guaranteed, so that they could speak freely during the interviews. The data collection took twenty four days. The data was collected while the learners were working.

Once the data were obtained, a tabulation of twelve different charts by counting the frequency of the supplementary material and the appropriateness and pertinence of that use was done. The observation sheets were divided into two groups: one for the public school and another one for the private school.

Then we ordered the charts considering the grades eighth, ninth and tenth separately. After this, the frequency of the use of supplementary material in every single class was added. The results for each grade were obtained by adding the number of the times that the supplementary material was used and then the percentage that every use represented in comparison to the big total was obtained.

The percentage corresponded to the public and private schools in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades. The results permitted an evident comparison between the two schools in the use of supplementary materials. Next, the analysis of pertinence, appropriateness and quality class by class was done and this had to be in accordance with the topic, the objective of the class and students' needs.

Finally, all the information was condensed in the last chart which shows the total frequency of the use of supplementary material in the two high schools. The quantitative and qualitative analysis made us draw some important conclusions that will be explained in further chapters.

## DISCUSSION

### Literature Review

The use of supplementary material in EFL and ESL classes has facilitated the work to teachers and students, and this is an evident fact, especially when we can see that they are used in all schools around the world. For this reason, the relevance of its use will be one of the objective of this study. This research includes a brief analysis of teaching a foreign language, learners, learning styles, teaching techniques, different teaching contexts, supplementary material, and five different studies done by other researchers.

#### *Teaching a foreign language*

Teaching the native language has a certain level of complexity; teaching a second language is even more complex. But, teaching a foreign language implies a higher level of complexity. Therefore, through history, thousands of authors have shared with us their thoughts, studies and experiences. And in that context, Brown (2007) states:

As schools of thought have come and gone, so have language teaching trends waxed and waned in popularity. Historically, pedagogical innovation has been the beneficiary of the theoretical research described in the previous section, as witnessed by the influence of such research on trends in language teaching. At the same time, language classrooms and their innovative teachers and students have been

laboratories of research that have, in turn, informed theoretical stances as they have changed over time. (p. 17)

So, it is understood that the process of teaching a foreign language is in the middle of constant evolution, it does not remain the same. It evolves according to the circumstances and to the necessities of the involved people. It is also pointed out that no matter how “new” the method could be, this method will always be influenced by a predecessor distant or immediate. So, the method we apply in our English program depends on the creativity of the teacher and that creativity is the one that leads us to implement certain supplementary materials in our classrooms.

Additionally, Richards and Rodgers (2006) say about foreign language teaching:

The period from the 1970s through 1980s witnessed a major paradigm shift in language teaching. The quest for alternatives to grammar-based approach and methods led in several different directions. Main stream language teaching embraced the growing interest in communicative approaches to language teaching. The communicative movement sought to move the focus away from grammar as the core component of language, to a different view of language, of language learning, of teachers and of language learners, one that focused on language as communication

and on making the classroom an environment for authentic communication. (p. 71)

According to these specialized concepts, teaching a language migrates the methods we use according to current and more actualized necessities.

Moreover, teaching a foreign language implies the active participation of teachers to lead his or her pupils to the next stage of learning. So, the role of teachers comes to be vital to help students succeed, therefore Richard and Rodgers (2001) point out:

Some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide, and model for learning; still others try to "teacher-proof" the instructional system by limiting teacher initiative and by building instructional content and direction into texts or lesson plans. (p. 28)

Consequently, it is said that the necessity of learning another language has changed and thousands of learners are studying English because of job, business, military or political purposes and education. As a result, foreign language teaching focused not only on grammar rules, but on proficiency and abilities to communicate with others and this learning process must be complemented with the use of technology and other aids in the classrooms.



## *Learners*

As said above, learners are the objective of creating methods for teaching and studying a new language. With the absence of learners, there would not be the need of having teachers, books and methodologies. Learner is the person who is interested in learning something, in this case another language and all its implications, because when we learn a foreign language, we also learn about the culture implied in it. But learners are pushed to become into that for different reasons as said by Harmer (2007):

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others studying the language reflects some kind of a choice ... Some students need English for specific purpose. (p. 11)

So, according to this conceptualization, learners are the ones who have any intrinsic or extrinsic motivation that gives them the condition of learners. No matter what reason any person may have, but the only intention of learning makes them learners of the language and the role of teachers is to lead them to the acquisition of the target language. But learners can be of different ages, we have children, adolescents and adults. The age of a learner is crucial because of obvious reasons. Harmer (2007, p. 81) says "People of different ages have different needs, competences and

cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, whereas for adults we can reasonably expect a greater use of abstract thought.”

It is believed that children learn faster and more accurately than adolescents or adults. Nevertheless, this concept is not absolutely valid due to the many cases in which it has been proved that an adult can implement his own techniques to learn and improve a new language better than children or adolescents. So, it would be inaccurate to affirm that any particular age group could be better learner than the others because this is circumstantial.

Children are excellent learners, as long as the activities proposed in the classroom are interesting and engaging for them, otherwise they tend to get bored easily. Harmer (1991) also indicates that children tend to get distracted in a few seconds and they also require the teacher’s approval of what they are doing. Besides, children are not so good at handling grammar and fixed rules, therefore children need repetitive exercises to fix knowledge in the brain, otherwise it is easy for them to lose this ability. Children are more likely to respond to oral stimuli form others than to written exercises.

In the case of adolescents, they have an enormous ability for learning the language, but their lack of concentration derived into a constant problem for teachers in any classroom. However, when their

motivation is as high as their intention, their attention in the class can be of extreme benefit for the teaching – learning process.

Adults respond in a different way. They have a well developed prior knowledge and they know where they are heading for. Adults prefer to go straight to the point, so in their case, games and activities must be adequate to their age. In 1991 Jeremy Harmer referred to adults as “the easiest people to teach because of their extrinsic motivation.” Harmer (2007, p. 15) also comments: “Students who have had negative learning experiences in the past may be nervous of new learning ... they may also have strong views about teaching methods from their past, which the teacher will have to take into account.” So, adults have their own methods to learn and they will apply them during the class and since not everybody learns in the same way, Harmer (2007) states:

The moment we realize that a class is composed of individuals (rather than being some kind of unified whole), we have to start thinking about how to respond to these students individually so that while we may frequently teach the group as a whole, we will also, in different ways, pay attention to the different identities we are faced with. (p. 85)

As we can see, every person is really an individual human being in all aspects of life, and it can be social, cognitive, psychological, aptitude, attitude, which in other words means motivation. Since all these aspects

affect in one way or another the manner a learner can learn, teacher must be aware of the heterogeneous groups he will deal with in his classes.

### *Motivation*

Motivation is a decisive factor in learning a second language or learning any other subject. Learners might have different motives for learning another language and this is the motor that pushes students to apprehend and acquire English. Therefore, let us read what Littlewood (1987) observed about this topic:

In second language learning as in every other field in human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual drive need for achievement and success, curiosity, desire for stimulation and new experience, and so on. (p. 53)

As long as motivation is kept in a high level, the results in the learning process tend to be more than satisfactory. About this topic, Lightbown and Spada (1999) point out that depending on the student's willingness, the process of teaching and learning can be fast or slow counting on the real intention of the learners.

This means, that if motivation is not authentic, the results can be counterproductive. They also recommend three tips to raise motivation in

pupils: “Motivating students into the lesson; varying the activities, tasks and materials; using co-operative rather than competitive goals.”

### *Learning styles*

It was stated before that every person is very different from the others; therefore, every single human being develops and improves his or her own way of learning. Consequently, people give their personal touch to their learning styles. Spratt, Pulverness and Williams (2005) refer to learning styles like this:

Learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills. Our learning style influences how we like to learn and how we learn best. Experts have suggested several different ways of classifying learning styles. They relate to the physical sense we prefer to use to learn, our way of interacting with other people and our style of thinking. (p. 52)

The authors also mention some of the identified learning styles such as: Visual, Auditory, Kinesthetic, Group, Individual, Reflective, and Impulsive.

Other authors such as Guild & Gerger (1985) indicate that due to the vast amount of learning styles, it is almost impossible to establish a fixed category for all learning styles and that it is not precise to group

them into seven, eight or nine macro groups because many learners adopt a little of each style.

In summary, and to provide a final and concise concept of learning styles, Spolsky (1989, p. 109) defines it like this: “they are terms used to describe identifiable individual approaches to learning situations.”

### *Teaching techniques*

We may say that teaching techniques are the very specific methods a teacher uses in a given moment to teach a class. Brown (1994) gives as a clear concept of teaching:

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. (p. 7)

Modernity demands more from teachers than just to stand in front of a class and keep talking for a long time. It is required to be actualized as Richards and Rodgers (2001) observe:

Language teaching in the twentieth century was characterized by frequent change and innovation by the development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching methods. (p. 1)

It is impossible to define what the best technique a teacher can use in any given moment is. What is true for sure, is that the variety of techniques that instructors can use are a very effective tool in teaching a second language.

Despite the many studies and researches, it is difficult to prove certainly how people learn a foreign or a second language. However, there is a common factor in which linguists concur, they all think that the study of another language begins with understanding how L1 was acquired and that is the starting point to comprehend how this phenomenon occurs and while this is happening, part of the study is the techniques utilized in order to achieve the objective.

### *Teaching adolescents*

Dealing with adolescents may be a challenge for any teacher because they are in that period of life in which they are defining their personality and they are in an endless search of their own identity. They do not feel comprehended by adults and the lack of a good attitude in the classroom is another problem. Harmer (2007) explains the behavior of adolescents like this:

It is strange that, despite their relative success as language learners, adolescents are often seen as problem students. Yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they are engaged, adolescents may well be the most exciting

students of all. Most of them understand the need for learning and with the right goals, can be responsible enough to do what is asked of them. (p. 83)

Harmer confirms the concepts explained above, it can also be added that teaching adolescents can be very rewarding due to the gratitude feeling they reflect after they grow up. On the other hand, adolescents can provoke different kinds of problems and interruptions in the classrooms. Adolescents will always test teachers' patience and response. Regarding this topic, Harmer (2007) points out that one fear for the teacher is to lose control of the class because students' behavior may be affected by a variety of reasons such as personal problems that they are not able to handle.

#### *Different teaching contexts*

The teaching context is the environment in which teachers do the majority of their work. But it can also be the conditions (social, political, economic, affective, psychological, personal) in which teachers are immersed. All of these are part of the teaching context. Since the topic is vast, we will focus on some of them only. Brown (2007) referred to this topic using these terms:

Are the learners attempting to acquire the second language within the cultural and linguistic milieu of the second language ... or are they focusing on a "foreign" language context in which the second language is heard and spoken



in an artificial environment, such as the modern language classroom in an American university or high school? (p. 3)

What Brown wants to determine is the setting, or environment where the learning process is going to take place to set parameters of teaching and learning and according to this context, to apply the convenient methods and techniques.

(Harmer, 2007 & Holmes, 2008) pointed out: “English is learnt and taught in many different contexts, and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach.” Harmer keeps saying that we have to discriminate the contexts of EFL teachers versus ESL teachers. In the first case teachers are working with students whose purpose is to travel to another country to put into practice what they are learning. On the other hand, ESL teachers are interacting with students who live in the target-language country. So, the second group has an advantage over the first group because their context lets them be exposed to the language in a vivid way.

#### *Supplementary materials*

When learning English, people normally use a textbook as a guide, so that book is the regular and conventional material that teachers and students use in the process of teaching and learning and whatever additional material we use in our classes, such as pictures, flashcards, maps, charts, handouts, posters, songs, dialogues, stories, videos, movies, documentaries, real objects and websites are considered as supplementary

materials. Teachers are conscious that they need supportive material to complement their classes, no matter where the teacher is teaching. Spratt, Pulverness and Williams (2005) also agree that supplementary materials are books and any other material we may use in addition to the course book. They include materials with grammar, vocabulary, phonology, audios and a huge variety of communicative activities and teacher's resource material, offering an essential aid not only to teachers, but also to learners and to the educational system itself to improve a syllabus. It is like a necessary complement of information that creates a major range of interaction in EFL classrooms. Spratt, Pulverness and Williams additionally suggest that supplementary materials are important because they try to cover the lacks in course books and that teachers should be very careful at the moment of selecting these resources, otherwise those materials may not be convenient. Alongside, teachers must be aware that these teaching aids cannot be the main basis over which a teaching program should be relied on. Kitao & Kitao (1997) refer about the role of the supplementary material in these terms:

Teachers have to follow the curriculum and provide, make or choose materials. They may adapt, supplement and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate the students ... The choice of deductive versus inductive learning, the role of memorization, the use of creativity and problem solving,

production versus reception, and the order in which materials are presented are all influenced by the materials.

This means that the role of the supplementary materials can even determine how the class is going to be conducted. The role of this material is more focused on providing a valuable complement for those textbooks that do not fulfill all of the requirements of students and teachers. We all know that the perfect textbook does not exist. It is then that supplementary materials come to occupy that empty space left by the regular course book adopted by the teacher or by the institution.

All supplementary materials try to fit into the necessity of improving certain part of the curriculum that is not being covered, therefore this material contains a kind of the philosophy of the teacher without getting apart from the institution's approach.

### *Visuals*

Visuals are all the aids we use and catch the attention of our students through their eyes. For example, the board is the most used. Flashcards are another visual aid, especially used to teach vocabulary to kids. Pictures and posters are bigger and maybe a little more attractive visuals. Some editorials prepare them as supplementary materials and they also provide a manual to help students understand better how to exploit them adequately in the classroom.

Handouts are other visual aids that work as a perfect complement of the class. In some cases, they are designed by teachers and in some

others they are provided by editorials. Depending on the objective of the class, teachers decide to use them totally or partially. The lyrics of a song is a handout, the exam or quiz is a handout, too. Maps can help us when teaching content based or a cross curricular class.

### *Audio*

Finocchiaro and Bonomo (1973) define audio aids as:

Songs, stories, plays, operas, poems, dances and speeches as well as the voices of people in a market place (which are available on CDs), are invaluable in teaching the foreign language and should be used at whichever step in the lesson they will be the most appropriate. (p. 174)

So, this aid is crucial in order to improve and to perfect our students' listening skills and even ours. It is common that teachers include audio evaluations in practically all of the quizzes and exams. Moreover, listening exercises are very entertaining and engaging for pupils.

### *Audiovisuals*

In this group we can mention videos, movies and documentaries. Videos normally do not present realistic situations, so the material is not authentic. On the contrary, movies and documentaries provide excellent material with real and vivid situations which can enrich the knowledge of our students.

### *Realia*

In some occasions teachers need to use realia, which means real objects to help students understand better a topic, but especially vocabulary itself. A good example of this is when the teacher takes several objects to the class such as fruits, or food and through drills he makes his students learn and practice any given new vocabulary. With constant repetition and touching the object, the student can apprehend and retain the new lexis.

### *On-line*

In the twenty first century, we cannot be apart from new trends in technology. Our students are constantly connected to the internet. They have more time than us, therefore this aid should be better exploited.

So far, we have checked what supplementary materials are and what different authors point out about the process of teaching and learning a foreign language. Now, we will revise some other studies that come from diverse countries, such as Taiwan (three of them), South Korea and Bangladesh. We will revise them almost in that order.

In the study done by Shu-Mei Chwo, Jonas, Tsai, and Chuang (2010) whose objective is to adopt supplementary materials to enhance listening and speaking strategy used by Taiwanese university EFL learners, we can see that they promoted the use of additional material in English classes with evident and significant success.

This study was done using four sophomore listening and speaking classes which were selected by random and these students did not speak English very well. The first group were called the Experimental Group (EG) and the other group were called the Control Group (CG). Two native speakers were assigned to the Experimental Group and two non native speakers were assigned to the Control Group. The EG received classes with the support of abundant supplementary material for listening and speaking classes, whereas the CG followed the regular program of the university, which did not have sufficient supplementary material.

The authors finally concluded that Experimental Group gained more proficiency in the two aspects of the study (listening and speaking) than the Control Group. They also indicate that the use of native speaker teachers pushed the students to become more interdependent, since the teachers could not speak the mother tongue of the participants. Finally, the use of supplementary material put in evidence that students give a better response during all of the classes.

In the study done by Hui-Tzu and Wen-Shan (2008) whose objective was to acquire and retain vocabulary through supplementary readings, it was demonstrated that one group -that used additional material to fulfill the goal- outperformed over the other group that did not use that kind of material.

The study was done using 50 male students, at an intermediate level of English proficiency, in their third year of study in a senior high school.

Twenty five of them received classes that were complemented with the use of extra material in order to enhance their vocabulary and its retention. The other group received classes utilizing only the regular books form the conventional program of the high school. Classes lasted for five weeks and the purpose was mainly to master a set of 50 vocabulary items and to recall it for a long period.

The authors concluded that group 1 (with supplementary material) outperformed over group 2 (without supplementary material) as it was shown in the final exam that the 50 students took after their five weeks of classes. The study also revealed that intensive vocabulary exercise might be a better option for EFL teachers who aim to enhance students' receptive and productive word knowledge acquisition and long term retention, especially if the intention is to reach the most frequently used words in English language.

In the study done by Mathew Peacock in 1997, the objective was to use authentic materials such as newspapers, songs and poems to increase motivation in those students whose English level was from beginner and higher on. The study showed that students' motivation was increased during the last 12 of the 20 days of study.

This study was done using two beginner level classes from the South Korean university EFL institute. One class was composed by 16 learners and the other one by 15. Their average age was 20 and 18 were male and 13 were female. They received 20 days of classes and the material used

was the course book text (not authentic) and the authentic one. The materials were used alternatively, day after day. Students demonstrated more engagement when using newspapers, poems and some songs that were selected for the classes. The pupils worked in groups of three to create interdependence and their response was quite good.

The authors concluded that learners preferred authentic materials over the artificial ones. Learners were more motivated by authentic materials, but not because they were more interesting. Students revealed that authentic materials were more challenging than the artificial ones.

In the study done by Maniruzzaman (2010) the objective was to use audio aids in EFL classes at a Tertiary Level in several universities in Bangladesh and the results revealed that students were completely eager to utilize audio devices and similar techniques to improve their listening skills.

This study was done with 32 university teachers and 120 tertiary level students from two public universities and eight private universities in Dhaka, Bangladesh. Two questionnaires were utilized one for the teachers and the other for the students. The answers were analyzed qualitatively by the author and by a group of English professors.

The author concludes that the majority of the participants coincide in the importance of using additional audio materials at college, the frequency that this material used was not good enough and that teachers and professors need much more training to get better results in the



classroom. In summary, audio material is sub-utilized in the universities of Bangladesh even though its effectiveness is undeniable.

In the study done by Yu-Li Chen (2008), her objective was to analyze how Taiwanese English teachers cope with the challenge of technological and pedagogical shifts occurring in the teaching profession. The investigator dealt with some teachers who encountered some barriers when trying to incorporate modern technology into their instructional practice.

This study interviewed 22 English teachers (11 male and 11 female teachers). The answers concurred in the point of being highly positive, but exhausting for teachers and the levels of difficulty varied from a little to very difficult to implement and to put into practice.

The author concluded that the study clearly showed that only when providing effective continuing professional development, it will be able to expect fruitful realization of the potential of technology to improve the quality of learning at higher education institutions.

## RESULTS

### QUALITATIVE TABULATION

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

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

Authors: Elías Delgado and Mariella García

Source: 8th, 9th and 10th grades

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/black board             | X   |    |
| Audio       | songs                         | X   |    |
|             | dialogues                     | X   |    |
|             | stories                       | X   |    |
|             | tales                         |     | X  |
| Audiovisual | videos                        |     | X  |
|             | movies                        |     | X  |
|             | documentaries                 |     | X  |
| Realia      | object( toys, plants, fruits) | X   |    |
| Online      | websites                      |     | X  |

Authors: Elías Delgado and Mariella García

Source: 8th, 9th and 10th grades

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   | Yes                           | No         |      |            | Yes  | No         |      |            | Yes  | Yes        |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 8th grade

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
|              | whiteboard                    | Yes        | Yes  | No         | Yes  | No         | No   | Yes        | Yes  | No         | No   |
| Audio        | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 9th grade

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      | No         | No   |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      | No         | No   |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| Audio        | whiteboard                    | Yes        | Yes  | Yes        | Yes  |            |      | Yes        | Yes  |            |      |
|              | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
| Audio visual | tales                         |            |      |            |      |            |      |            |      |            |      |
|              | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
| Realia       | documentaries                 |            |      |            |      |            |      |            |      |            |      |
|              | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 10th grade

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      | Yes        | Yes  |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      | Yes        | Yes  |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      | Yes        | Yes  |
|              | posters                       |            |      |            |      | Yes        | Yes  | Yes        | Yes  |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   | Yes                           | Yes        |      |            | Yes  | Yes        | Yes  | Yes        |      |            |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      | Yes        | Yes  |
|              | dialogues                     |            |      |            |      | Yes        | Yes  |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 8th grade

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      | Yes        | Yes  | Yes        | Yes  |            |      |            |      |            |      |
|              | charts                        | No         | Yes  | No         | Yes  |            |      | No         | Yes  |            |      |
|              | handouts                      |            |      | Yes        | Yes  | Yes        | Yes  | No         | No   | Yes        | Yes  |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
|              | whiteboard                    | Yes        | Yes  | Yes        | Yes  | Yes        | Yes  | Yes        | Yes  | Yes        | Yes  |
| Audio        | songs                         |            |      |            |      |            |      |            |      | Yes        | No   |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      | Yes        | Yes  |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) | Yes        | Yes  |            |      |            |      |            |      |            |      |
|              |                               |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García  
 Source: 9th grade



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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      | Yes        | Yes  | Yes        | Yes  | Yes        | Yes  | Yes        | Yes  |            |      |
|              | charts                        | No         | Yes  |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      | Yes        | Yes  | Yes        | Yes  |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   | Yes                           | Yes        | Yes  | Yes        | Yes  | Yes        | Yes  | Yes        | Yes  | Yes        |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      | Yes        | Yes  |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      | Yes        | Yes  |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) | Yes        | Yes  |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 10th grade

Chart nine: Frecuency of use of supplementary material in 8th grade.

| Variable    | Indicators                     | Public |     | Private |       |
|-------------|--------------------------------|--------|-----|---------|-------|
|             |                                | f      | %   | f       | %     |
| Visual      | flash cards                    |        |     | 1       | 10    |
|             | power point presentations      |        |     |         |       |
|             | maps                           |        |     |         |       |
|             | pictures                       |        |     | 1       | 10    |
|             | charts                         |        |     |         |       |
|             | handouts                       |        |     | 1       | 10    |
|             | posters                        |        |     | 2       | 20    |
|             | word cards                     |        |     |         |       |
|             | white/black board              | 3      | 100 | 3       | 30,00 |
| Audio       | songs                          |        |     | 1       | 10    |
|             | dialogues                      |        |     | 1       | 10    |
|             | stories                        |        |     |         |       |
|             | tales                          |        |     |         |       |
| Audiovisual | videos                         |        |     |         |       |
|             | movies                         |        |     |         |       |
|             | documentaries                  |        |     |         |       |
| Realia      | objects( toys, plants, fruits) |        |     |         |       |
| Online      | websites                       |        |     |         |       |
| Total       |                                | 3      | 100 | 10      | 100   |

Authors: Elías Delgado and Mariella García

Chart ten: Frecuency of use of supplementary material in 9th grade

| Variable    | Indicators                     | Public |     | Private |       |
|-------------|--------------------------------|--------|-----|---------|-------|
|             |                                | f      | %   | f       | %     |
| Visual      | flash cards                    |        |     |         |       |
|             | power point presentations      |        |     |         |       |
|             | maps                           |        |     |         |       |
|             | pictures                       |        |     | 2       | 11,77 |
|             | charts                         |        |     | 3       | 17,64 |
|             | handouts                       |        |     | 4       | 23,53 |
|             | posters                        |        |     |         |       |
|             | word cards                     |        |     |         |       |
|             | white/black board              | 5      | 100 | 5       | 29,42 |
| Audio       | songs                          |        |     | 1       | 5,88  |
|             | dialogues                      |        |     |         |       |
|             | stories                        |        |     | 1       | 5,88  |
|             | tales                          |        |     |         |       |
| Audiovisual | videos                         |        |     |         |       |
|             | movies                         |        |     |         |       |
|             | documentaries                  |        |     |         |       |
| Realia      | objects( toys, plants, fruits) |        |     | 1       | 5,88  |
| Online      | websites                       |        |     |         |       |
| Total       |                                | 5      | 100 | 17      | 100   |

Authors: Elías Delgado and Mariella García

Chart eleven: Frequency of use of supplementary material in 10th grade

| Variable    | Indicators                     | Public |       | Private |       |
|-------------|--------------------------------|--------|-------|---------|-------|
|             |                                | f      | %     | f       | %     |
| Visual      | flash cards                    | 1      | 20,00 |         |       |
|             | power point presentations      |        |       |         |       |
|             | maps                           |        |       |         |       |
|             | pictures                       |        |       | 4       | 26,67 |
|             | charts                         |        |       | 1       | 6,67  |
|             | handouts                       | 1      | 20,00 | 2       | 13,33 |
|             | posters                        |        |       |         |       |
|             | word cards                     |        |       |         |       |
|             | white/black board              | 3      | 60,00 | 5       | 33,33 |
| Audio       | songs                          |        |       | 1       | 6,67  |
|             | dialogues                      |        |       |         |       |
|             | stories                        |        |       | 1       | 6,67  |
|             | tales                          |        |       |         |       |
| Audiovisual | videos                         |        |       |         |       |
|             | movies                         |        |       |         |       |
|             | documentaries                  |        |       |         |       |
| Realia      | objects( toys, plants, fruits) |        |       | 1       | 6,67  |
| Online      | websites                       |        |       |         |       |
| Total       |                                | 5      | 100   | 15      | 100   |

Authors: Elías Delgado and Mariella García

Chart twelve:

| Grades | Public (f) | Private (f) |
|--------|------------|-------------|
| 8th    | 3          | 10          |
| 9th    | 5          | 17          |
| 10th   | 4          | 15          |
| TOTAL  | 12         | 42          |

Authors: Elías Delgado and Mariella García

## Description, Analysis and Interpretation of Results

This study compares the use of supplementary materials between one public high school and one private high school in the city of Guayaquil, Ecuador. Five classes were observed in eighth, ninth and tenth grades in each high school, using surveys to teachers and students analyzing the pertinence, appropriateness and quality referred to each aid, sources and methods utilized in class to enhance the learning process and to reach their objective.

This research is aimed to give a qualitative and quantitative report of the supplementary materials used, giving details course by course and also in chronological order of the classes observed. The kind of material utilized for the classes was also considered for this description and posterior analysis.

### *Descriptive Analysis*

#### *Public High School*

##### 8<sup>th</sup> Grade

###### *Whiteboard*

The first class topic was *Poem To The Teacher* and the objective was to be able to interpret that poem, and reinforce reading skills, unfortunately the students lost interest and direction, because the teacher dedicated his effort to read passively an old poem extracted from another book. The teacher wrote a portion of the poem on the board and asked some students to read it aloud. Furthermore, the hand writing could not

be easily seen from the back of the classroom, so it was not a convenient way to present it.

The material presented was not pertinent because it did not reach the objective of the class. Most of the words were new and not appropriate to the class because the learners became bored reading and copying an extended poem which was time consuming. In addition, the quality of the board distribution was very poor due to the lack of order and the marker did not mark well.

The third class topic was *The first Day of Class* and the objective was to input vocabulary about the days of the week. The teacher wrote the days of the week on one side of the board and on the other side he wrote the months of the year. The teacher also wrote the days of the week and months of the year in Spanish language. Besides, the learners were ordered to write on their notebooks what was written on the board. That was the only exercise developed through the whole class.

It was not pertinent because a lot of time was wasted and the real purpose of the class was not met; it would have been more beneficial for them to practice orally questions such as “What day is today?” “What day was yesterday?” and to do more activities to capture the information in a better developed class.

However, it was appropriate for the students’ level and understanding of the task was clear enough, but the quality was not good

because it was not shown correctly on the board and the whiteboard was dirty, so it was not easy to read.

The fifth class was the only one that had a little exposure of creativity and practice. The topic given was *Alphabet and Numbers*. The overall class was optimums, the teacher captured the attention and the students responded satisfied. The teacher used a high tone of voice and the enthusiasm from the instructor were very contagious, so the learners were immersed in the class. It was pertinent because the learners met the objective of the class while they were encouraged to participate and practice with a didactic game (What is the first letter for “animal”? What is the first letter for “boat”?) Additionally, the teacher praised them constantly when they responded. Though the board was the only supplementary material utilized, it was appropriate to the age and level of the learners because they reacted very well. The quality of the board was good because the writing and distribution of the alphabet and numbers from one to ten was well organized.

Three teachers dictated the classes in the 8<sup>th</sup> grades and none of them considered the different learning styles of their students because they utilized the whiteboard only, understanding that all of their students were visual to learn. Besides, the use of the whiteboard was neither accurate nor organized at all, which puts in evidence their lack of concern about improving their classes.



9<sup>th</sup> Grade

*Whiteboard*

In this first class the whiteboard was used and the topic handled was *The Days of the Week and Subjects at School*. The objective of this class was to practice time schedule and to get familiar with the varied subjects they study at school. The teacher wrote on the board the schedule learners have, including the subjects they study. Students had to read the whole schedule aloud.

The use of the board was pertinent because it was dynamic, the learners used real information focusing their attention on vocabulary and writing their school schedule and the subjects they liked and the ones that they did not like, by doing this, they reached the main objective of the class which consisted on getting familiar with the subjects at school.

It was appropriate because the students showed real interest in class, they demonstrated knowledge of the vocabulary that was used. The quality of the board was quite good because it was well organized; in one part of the board the days of the week were written and on the other side the subjects of the school were easily observed, besides the marker had a good quality, it marked well enough.

The second class topic was *Numbers* and the objective was to reinforce students' knowledge about cardinal and ordinal numbers. The information was displayed on the board but not well visualized, so the

learners had to force themselves or move around to see it closer. The teacher wrote the cardinal numbers from one to thirty and on the right the ordinal numbers from first to thirtieth.

It was pertinent due to the necessity of showing the numbers for further repetition; the writing of those numbers was connected to the class and it helped to get the objective of that class. Besides, it was appropriate to the learners' level due to the evidence that the pupils were totally immersed in the class through the entire forty-five minutes, so they were able to understand the class. The quality of the board was not good because of a misdistribution and there was evidence of a permanent marker used before this class, so the teacher had to accommodate his writing to the space left on the board.

In the third class, the use of the whiteboard was exploited and developed during this class. The topic class was *Commands Using Infinitives* and the objective was to manage orders and classroom phrases helping them to reinforce daily commands and vocabulary in order to apply these phrases most of the time during school period. The teacher wrote expressions such as: "Open your books on page 20." "Repeat after me." "Go to the board and write a sentence." but the teacher wrote the translation into Spanish of these phrases also.

It was not pertinent because the commands were written on the board and after that, transcribed on the students' notebooks, though it was a repetitive and simple drill, the learners did not make any difference

in the usage of these phrases, so the class did not reach the objective, students were more focused on Spanish than on English language.

It was not appropriate either because the language level utilized by the teacher was poor. His pronunciation provoked astonishment in the students. Most of the time, the teacher used translation into Spanish to make sure students understood what he said. This method will hardly lead to communication needs on the target language and in the learning process. Nevertheless, the quality of the board distribution was good enough due to the easiness for its observation.

The fourth class was based on *Numbers* with the same teacher; the objective was to reinforce students' knowledge about cardinal and ordinal numbers. The topic dealt with repetitive drills on writing and speaking, managing misspelling, developing a board game that caught the learners' attention with dynamics during the entire class. The teacher wrote Hindi Arabic numbers from one to twenty and asked the students to go to the board and write those numbers in letters, that is: one, two, three, four, etc. The material used was not sufficient (twenty numbers only), but at least it involved the students in the activity.

The use of the board was pertinent because it was closely related to the topic that was being explained and it reached the objective of this specific class. Additionally, it was appropriate to the level of the learners because it followed a sequence to reinforce their knowledge with an adequate input. Finally, the quality of the writing on the board was

acceptable because the majority of the students were able to observe the board with no big problems and the marker marked well enough.

The fifth class topic was *Plural Nouns; Days and Months and Numbers*, the objective of this class was to reinforce previous knowledge from the students. The teacher wrote some plural nouns such as books, students, teachers, cars, windows, houses, men, women, “childrens” (an involuntary mistake made by the teacher). He also wrote the days of the week and additionally, the twelve months of the year; he asked students to repeat everything aloud.

The use of the board was not pertinent because it was a total mixture of words that did not reach any objective at all. It was not possible to reinforce any single knowledge from the learners.

The language used was not appropriate, the teacher spoke giving one order after another, for instance: “Come on, Sanchez, what is the plural for child? or at least what is the plural for chicken? You only have to say it aloud.” consequently the learners were lost and did not respond to the commands correctly. The objective of the class failed taking too much time to repeat the commands from the teacher.

The quality of the writing on the whiteboard was very poor because the teacher used a marker that did not mark well, so it was practically impossible to see from the middle or from the back of the classroom. Additionally, the instructor constantly repeated “We have seen this before,” so he did not bother himself on checking understanding from the pupils.

In these observations, the two teachers who gave the classes did not show consideration or concern about the different learning styles. They did not do any effort to use any additional material in the classrooms. They utilized mainly the whiteboard, so this means that these instructors focused their teaching on one single visual aid only and they did not utilize it with total effectiveness. Those students who are audio or kinesthetic learners were not considered for these classes.

## 10th Grade

### *Whiteboard*

The first class topic was *All About You* and the objective was to socialize personal information with others. The whiteboard was utilized to reinforce the information questions using the appropriate grammar and syntax learning. The teacher wrote key questions such as “What’s your name?” “How old are you?” “Where do you live?” He also wrote the corresponding answers as to pattern the exercise “My name is Pedro.” “I am 14 years old.” “I live in La Alborada.”

The use of the board was pertinent because the phrases were written on the board and they helped the learners understand and meet the objective of this class, which was to share personal information. It was also appropriate because the content was clearly displayed and explained, engaging the students to understand more effectively. Additionally, the

quality was very good because the teacher made an organized distribution of the whiteboard placing the questions with the corresponding answers.

In the second class observed, the topic developed was *Personal Information*. The objective of the class was recalling words that had been learnt through English classes. The teacher elicited new words and shared them to the rest of the learners, practicing sentences with appropriate grammatical structure. He wrote sentences such as “I like to eat pizza.” “I run for Barcelona/Emelec.” “My girlfriend is very beautiful.” “My father works in a factory.” “My mother works in the house.”

The use of the board was pertinent because the sentences written by the teacher led the learners to a good reinforcement of vocabulary using real information and obviously the objective of the class was reached by the pupils. It was also appropriate because the students revealed high interest in the class, denoting real understanding of the topic. Besides, the board showed good quality and good organization of the words avoiding any possible confusion of concepts.

The fourth class topic proposed on that schedule was *Simple Present and Auxiliary Do and Does*. The objective was to use correctly the third person for the simple present tense and to apply the inversion from affirmative sentences into information questions. The teacher wrote these sentences: “My father works in an international company.” “My mother works in the house.” “My girlfriend studies at Dolores Sucre high school.” He complemented these sentences with these questions: “Where does your

father work?” “Where does your mother work?” “Where does your girlfriend study?”

The use of the board was pertinent because the questions and answers belonged to the class topic and the learners were able to apprehend the class objective. It was also appropriate to the age of the students because she used easy vocabulary for the learners, so they reacted very well showing understanding in the class. The quality of the board was very good thanks to an attractive distribution and clear handwriting from the teacher.

#### *Flashcards*

In the fifth class the topic was *What does he look like?* and the objective of the class was to give descriptions of people by using students' prior knowledge. This could have been a fun way to practice and help students to memorize the target language, however some factors did not help to do so. The teacher took the flashcard of an overweight man and asked to the class: “What does he look like?” Nobody answered. Then, he repeated the question, but still there was no answer. The teacher answered himself: “He is overweight.” and then he translated his answer. He took another flashcard of an old woman and he asked: “What does she look like?” A student responded: “I don't like.” The teacher replied: “No! She is old.” Then, the teacher explained to his students (in Spanish Language) “I do not have markers today, so I cannot use the whiteboard

today. You have to repeat after me.” The students kept repeating oral exercises.

The use of the flashcards was not pertinent because the material used was not effective, and poorly presented with no clear explanation on how the activity was going to be developed, so it was impossible for the students to reach the objectives of that class.

It was not appropriate either because the teacher spoke in such a way that it was difficult to understand what he was asking. The students seemed to be totally surprised during the class. It was evident that they did not understand the class. The quality of the flashcards was very poor because this material was not neat and not even the teacher was able to recognize what he had on his flashcards. Furthermore, the information did not relate to the students level and the teacher was out of focus, so it was evident that he did not prepare his class previously.

#### *Handouts*

During the first class the theme was *All About You*, and the objective was to socialize personal information with others. Therefore, the learners found information to complete and deduce the answer by looking into the picture from a photocopy. The handout contained a picture of two teenagers talking to each other. There were some personal questions to be matched, but it was not clear if those personal questions corresponded to the people on the handout or to the students who were using the sheet.



The material presented was not pertinent because it was not well related to the topic and it did not reach the objective which was to socialize information with others. It was not appropriate either because the task was confusing and needed more explanation from the teacher, so the students were puzzled. The quality of the handout was not good, the photocopy was not clear enough to be understood or interpreted, it had a big dark shadow all over the sheet, so it was very difficult to read.

Two teachers were in charge of teaching to the tenth grades and only one of them tried to consider different learning styles, including handouts and flashcards besides the whiteboard. However, it was not effective at all, but at least he tried to do different activities in the classroom apart from the first conventional materials provided by the institution. The other teacher utilized the whiteboard only and not even that single resource was well exploited. The second teacher did not consider the different learning styles students have, he just used what was more comfortable and easy to use for him: the whiteboard.

## *Descriptive Analysis*

### *Private High School*

8<sup>th</sup> Grade

#### *Flashcards*

During the third class the use of flashcards was observed, the topic was *Weather and Climate* and the objective was to help students distinguish the different seasons of the year and the weather. The teacher presented the vocabulary with four different flashcards to show winter, spring, summer and autumn. And she also used four more flashcards to show the adjectives: sunny, rainy, cloudy and windy. She took the flashcards and she walked around the class letting her students observe the flashcards carefully.

The use of the flashcards was pertinent because the learners participated actively mentioning and repeating the new vocabulary taught, it means that the flashcard accomplished the objective of this class. Additionally, the use of these flashcards was appropriate because the language spoken by the teacher was clear enough to be comprehended by the pupils. The quality of the flashcards was excellent because that supportive material had been provided by an editorial, so the appearance was very neat in an A4 format to be visualized. We can say that it was an excellent use of a set of flashcards.

### *Pictures*

In the fourth class, the topic was *The Simple Present Tense* and the objective was to reinforce the use of this tense by practicing and describing daily routines. The teacher showed the picture of a high school student and the class had to create a daily routine for him. The instructor walked around the class with the picture in her hand. She asked her pupils to invent oral sentences using their imagination and figuring out a common day in the life of this man. The students named the picture as “Ramon,” they created sentences such as: “Ramon wakes up at 7 a.m.” “Ramon goes to his office at 8 in the morning.” and so on.

The use of the picture was pertinent because it was connected to the topic of the class and it also helped reaching the objective of this class which was to reinforce the simple present tense. It was also appropriate for the age and level of the students because it was well understood by the learners showing an adult getting ready to go to work. However, the quality was not good at all because the size was not large enough as to be seen by the whole class. A bigger picture could have brought better results.

### *Handouts*

In the fifth class the topic was *As long as you love me* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. This is a song from The Backstreet Boys and the class

was full of enthusiasm. The teacher delivered the sheets and some of the students recognized the singers, so they said: “I like the music form this group.” Some other students did not recognize the band. The teacher explained that they had to complete the missing words, and then match the beginnings with the endings, plus in exercise three they had to put the lines of the lyrics in the correct order from 1 to 8.

The handout was pertinent because it contained exercises that led students to the objective of the class and it was closely linked to the topic of the class. It was also appropriate for the level of the students because the learners felt an authentic identification with the song and they did not present any problem to understand the lyrics. Finally, the quality of the handout was high because it took the students from an easy exercise to a more complex one and it was very clear for the learners.

### *Posters*

During the third class, the topic was *Weather and Climate* and the objective was to help students distinguish the different seasons of the year and the weather, the teacher presented a poster that showed the four seasons of the year in full color. She pasted the poster in the center of the whiteboard. This poster was divided into four sections showing winter, spring, summer and fall. The teacher explained that winter is connected to cold temperatures and to snow. Spring is connected to the birth of flowers and a better temperature, similar to the highlands of Ecuador.

While the teacher was explaining, she was asking: “What season is this?” and the whole class responded.

The poster was pertinent because it was linked to the topic of the class and it conducted to the objective of this class. This material was also appropriate for the level of the students because they could distinguish the different seasons of the year with no problem at all and that was another of the objectives of the class. The quality of the poster was good because it was in full color, although it could have been bigger to permit the students at the back of the classroom look at it more clearly.

During the fourth class, the topic was *The Simple Present Tense* and the objective was to reinforce the use of this tense plus the practice of it by describing daily routines. In this case the teacher used a poster of a girl that showed her daily routine since she woke up in the morning until she went to bed at night. The poster had six sections indicating the time she did certain activity. The teacher set the poster in the middle of the board and her model question was: “What does Jenny do at 7 a.m.? What does Jenny do at 9 a.m.? etc.”

The poster was pertinent because it was the basis of the class, explicit and clear, besides the poster was a great help to reach the objective of the class. It was also appropriate for the pupils because they were immersed in the activity of watching that poster; the students showed identification with the material used, so it was easy to understand and follow. Besides, the quality of the poster was good, but perhaps the size

was not big enough for the classroom because it was a large class of approximately 50 students.

### *Whiteboard*

In the first class, the topic was *Topics for the Quiz* and the objective was to prepare students for their next evaluation, the teacher used the whiteboard constantly to leave evidence of the subjects to be studied by the pupils. The teacher wrote four topics on the board and every topic suggested the students to revise a specific page on their books. The teacher and students worked simultaneously with the board and with their textbooks to revise topic by topic.

The use of the board was pertinent because the teacher wrote the four topics of the quiz on the board and they developed the exercises one by one with clear examples. This cooperated to reach the objective of the class. The language she used was appropriate for the level of the students and they reacted positively to the questions from the teacher. Additionally, the quality of the whiteboard was good because the teacher made a good distribution of the whiteboard. She divided the board into two big parts utilizing numbers that showed the correct sequence of the topics.

In the third class, the topic was *Weather and Climate* and the objective was to help students identify the four seasons of the year. Here, the teacher wrote key words on the board that delimited the extension of the class. That decision was important to set the context of the lesson. She wrote key phrases like: “Winter = Snow; Spring = Flowers; Summer =

Sunny Days; Fall = Autumn,” these words permitted an easy understanding in the students.

The use of the board was pertinent because the teacher built a framework on which student would base their class, so the writing pushed the students to reach the goals of this class. It was appropriate to write the key words in the center of the board so that these students could focus on eight key words, they were able to understand the language of this lesson. The quality of the board was pretty good because the organization of the whiteboard was quite simple, so the students did not make any big effort to see the writing on the board and the marker marked very well.

In the fourth class, the topic was *The Simple Present Tense* and the objective was to reinforce the use of auxiliaries Do, Does and Daily Routines. In this class the teacher used the board and other materials to facilitate comprehension in the students, which was well appreciated by this group of pupils. The teacher wrote sentences such as: “Jenny gets up at 7 a.m.” “Jenny arrives at her office at 9 a.m.” “Jenny eats lunch at 1 p.m.” and so on describing Jenny’s routine.

The use of the whiteboard was pertinent because it was crucial to write Jenny’s daily routine which was connected to the topic of this class and it encouraged students meet the objective of the lesson. This was accompanied by the parallel conjugation of the verbs *work* and *study* and the teacher remarked letter “S” and the syllable “*IES*” for the third person in the corresponding verbs. Besides, the use was appropriate for the level

of the students because they are at the age of reinforcing every single topic from their syllabus and it was easy to comprehend. Additionally, the quality was good because teacher used printed letters, so that this group of students were able to distinguish every single conjugation.

### *Songs*

In the fifth class the topic was *As long as you love me* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. At first, the teacher did not announce the topic of the class. She just played the music and students cheered up at recognizing the song. She delivered some sheets and began to give instructions for this class. She asked students to listen carefully, to read their sheets and to complete the corresponding exercises. This was the best class from this teacher because she decided to dance with some of her students, so kinesthetic learning was present in this class.

The song was pertinent because the pupils liked that song and it was convenient for a listening exercise, nothing better than music to improve listening skills, so this song helped to reach the objective of the class. At the same time it was appropriate because the language used in the lyrics was not difficult for the learners, they felt very identified with that kind of music. The quality of the audio was high. The CD permitted a good performance from the teacher and her learners.

### *Dialogues*



In the third class the topic was *Weather and Climate* and the objective was to help students identify the four seasons of the year. The teacher utilized a dialogue in which three people were discussing about the weather, so students could get familiar with the vocabulary of the lesson. The students followed the dialogue with their books open. The textbook also offered a picture that permitted a better comprehension from the students. After listening to the dialogue the teacher asked her pupils to make groups of three and to role play the dialogue they had listened to.

The dialogue was pertinent because some of the students closed their eyes to put more attention to that dialogue, so this reflected real engagement with the activity. It is fair to say that the dialogue cooperated to meet the objective of this lesson. It was also appropriate for the learners because they recognized the characters and understood the conversation with no more inconvenient. Additionally, the quality of the recording was excellent because the intonation and pronunciation from the narrators were very good, so this permitted a good understanding from the students.

In general terms the teacher did consider the different learning styles of the students. She implemented the communicative method to reach her goals as a teacher. She used visual and audio aids to support the teaching-learning process. In fact, in the laboratory class with the song “As long as you love me”, the teacher sang along with the students and she also invited them to dance with her if they felt like dancing, she never forced anyone to dance and she got the acceptance from four girls who

decided to dance with the teacher. In this class the teacher revealed enthusiasm and passion for her work.

## 9<sup>th</sup> Grade

### *Pictures*

In the first class the topic was *Comparisons* and the objective was to help students make comparisons of people, animals and objects using different adjectives. In this class the teacher used pictures of Will Smith, Denzel Washington and Morgan Freeman. The teacher asked one student to help him holding one of the pictures and he asked to the entire class: “Do you recognize these people?” The majority gave the right answer for each of the pictures. Then, the teacher asked the students to make comparisons of age and attractiveness. He set examples such as: “Who is older, Will Smith or Denzel Washington?” “Who is more attractive, Morgan Freeman or Will Smith?” Then some students responded orally.

The pictures were pertinent because students recognized the actors and the fact of comparing famous people was very convenient; it was connected to the topic of the class and helped the students to get the goals of the class. The pictures were appropriate, too, because the students were able to use the structure older than, younger than, the oldest, the youngest, more handsome than, the most handsome, more attractive than and the most attractive, so this showed that they did not have many complications when working with this structure. In addition, the quality of

the pictures was very good because it had been printed in A4 format paper on full color.

In the second class, the topic was *Reinforcement of Comparisons* and the objective was to reinforce the use of comparisons. In this class the teacher used pictures of Angelina Jolie, Jennifer Lopez and Jennifer Aniston to reinforce comparisons of beauty. Students differed about who the most attractive woman was. It was interesting to listen to the polemic caused by the sympathy to these three actresses. Even though there was a wide discussion, the teacher could handle the class in order.

The use of these pictures was pertinent because it provoked an immediate response from the students to make their own comparisons, so the pictures gave a great impulse to reach the objective of the class. Consequently, the three pictures were appropriate for the students because it fulfilled the objective of reinforcing comparisons, every single student was able to recognize the actresses and they could understand the language of the class which was based on comparisons. Besides, the quality of the pictures was excellent because they had been printed in full color on A4 format paper and it was easy for everybody to distinguish those celebrities.

### *Charts*

During the first class the topic was *Comparisons* and the objective was to help students make comparisons and superlatives of people, animals and objects using different adjectives. In this class the teacher

utilized a big chart that included some examples with the utilization of *-er, more, est, the most* to facilitate comprehension in the learners. The teacher placed the chart on the board with the help of a tall student. He asked his learners to look at the chart and to read aloud repeating what the teacher was saying and explaining. The faces of the students denoted admiration and a little confusion.

Unfortunately the chart was not pertinent for the class because it had too much information to assimilate, so the students did not reach the real objective of the class using this chart. However, it was appropriate because the language was not difficult to understand, but it contained an excess of information. The quality was good enough, though it was a little deteriorated due to the constant use.

In the second class the topic was *Reinforcement of Comparisons* and the objective was to reinforce the use of comparisons. Here, the teacher used a chart to show the rubrics he was going to consider when grading any writing section. The chart was quite clear and it contained only the necessary information for the students, but the chart was not pertinent because they were not working on any writing activity, so it did not help to reach the objective of this class. However, this chart was appropriate for the level of the learners because it was very simple to understand: “1 point for doing the activity, 2 points for good use of vocabulary and 2 points for good use of grammar.” The quality was not good at all, it had been used several times so it was a little overused and deteriorated.

In the fourth class the topic was *Famous People 2* and the objective was to evaluate students' oral performance in an individual way. The teacher called students in groups of four to make some questions based on comparisons and he showed the same chart he had used in the first class. He called the students in alphabetical order to listen to them when making comparisons about famous people such as Lionel Messi, Cristiano Ronaldo, Daddy Yankee, Don Omar, Denzel Washington, Morgan Freeman, and others.

As we said before, that chart contained too much information and it resulted as a distracter more than an aid. So, the chart was not pertinent because it did not provide any help to reach the objective of the class. Nevertheless, it was appropriate for the level of the students because the language used was suitable for the learners, the problem was the quantity of information that this chart contained. The quality of that chart was not really good because it was quite deteriorated due to its overuse.

#### *Handouts*

For the second class, the theme was *Reinforcement of Comparisons* and the objective was to reinforce the use of comparisons. In this class the teacher gave handouts to his learners and these sheets contained two different sections. The students had to work in pairs and they completed several exercises contained in those handouts. In the first section they had to circle the correct answer only, but in the second section they had to complete sentences using the correct comparison.

The supplementary material was pertinent because it was based on the topic they were dealing with and the sheets helped in the consecution of the objective. It was also appropriate for the class and for the students because the design was well organized, everything followed a logical sequence and the instructions were very clear, so it was more than good the big majority of the students understood the task; besides the students denoted real interest in the assignment. The quality was excellent because the sheet had been correctly designed and students did not need to make many questions, they worked with certain autonomy.

In the third class the topic was *Famous People* and the objective was to read and understand a passage about some famous celebrities. In this class the teacher used a handout that contained some information about some movie stars such as Brad Pitt, Tom Cruise and Zack Efron. The students had to read some important facts in the lives of three well known celebrities. The students read the short passages in silence while the teacher was walking around the class.

The handout was pertinent because the class itself was based on that sheet, so it was linked to the topic of the class and it helped to meet the objective of this lesson. The sheet was also appropriate for the level and age of this group of students, because these learners evidenced real concern on the theme, they were really engaged in the class, so it was not difficult to introduce and understand this passage. The handout was very

good because the design had logical sequence and the distribution of the topics in the sheet showed neatness.

In the fourth class the topic was *Famous People 2* and the objective was to evaluate students' oral performance in an individual way. The teacher called students in groups of four to make some questions based on comparisons and he gave them some handouts with possible questions for their oral participation. The handout had seven questions related to comparisons and some personal experiences from the learners. During this class the teacher also had a chart, but it was a little confusing for the students to pay attention to it or to the handout to answer the questions from the teacher.

So, the handout was not pertinent because it was not clear if the class was based on that handout or on the chart that was pasted on the whiteboard; it did not help either to fulfill the objective of the class. It was not appropriate either for the students because the confusion was so evident that they asked some others "What do we have to do?" "What is the teacher going to revise?", so the objective was not reached or clear at all. Nevertheless, the quality of the handout was pretty good, because the printing was clear and the questions were well organized.

In the fifth class the topic was *I Will Survive* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. This is a Gloria Gaynor's song from the 70's, so when the teacher gave them the handout, the learners were like surprised and they made

questions such as: “What song is this? Who is the singer?” The teacher only answered: “Wait, and you will see.” When they heard the song, the students put in evidence that they were having fun with that music. This group had to complete some missing words and to make some corrections in some words that were wrong on purpose. Students were allowed to work in pairs or individually. They preferred to work in pairs.

The handout was pertinent for the type of class because it was a listening exercise and this sheet cooperated to get the objective of the class, which was to introduce vocabulary. The handout was also appropriate for the level of the students because a big majority did not have many questions to do about what to do or the vocabulary implied in the sheet. The quality of the supplementary material was very good because it had a good organization and presentation. The photocopied paper was very clear and neat.

#### *Whiteboard*

During the first class, the theme of the class was *Comparisons* and the objective was to help students make comparisons of people, animals and objects using different adjectives. In this class the teacher utilized the whiteboard to write some sentences such as: “Argentina is a large country.” “Brazil is larger than Argentina.” “Brazil is the largest country in South America.” The instructor underlined the adjective in each sentence and explained the different functions of every adjective to the



learners. The students followed the instructions in silence and very engaged.

The utilization of the whiteboard was pertinent because it was a good instrument and complement to show the idea of comparison. The sentences written on the board led the students to meet the objective of this class. It was also appropriate in this class, because the learners clarified any possible doubt with the underlined words, so it was according to the level of the pupils, the examples were very clear. The quality was excellent because the teacher used proper handwriting size and wrote the three sentences in the center of the whiteboard, so they were visible for everybody.

In the second class the topic was *Reinforcement of Comparisons* and the objective was to reinforce the use of comparisons. In this reinforcing class the teacher wrote five sentences using the left part of the whiteboard, because later he placed a chart on the right of the whiteboard. The teacher wrote sentences such as: “Angelina Jolie is a beautiful woman.” “Jennifer Lopez is more beautiful than Angelina Jolie.”

It was pertinent because the use of the board was connected to this class and to the previous one, too. The sentences helped to reach the objective of this class which was to reinforce comparisons. In addition, it was appropriate because setting five simple sentences helped students clarify any possible question that they might have, so it was easy to comprehend for most of the students. Additionally, the quality was good

because the writing of the teacher and the distribution of the whiteboard was quite good, so everything gave the impression of a well elaborated and prepared class.

During the third class, the theme was *Famous People* and the objective was to read and understand a passage about some famous celebrities. In this case the teacher utilized the whiteboard to write the title, the objective of the class and the activities they were going to work on.

The use of the board was pertinent for this class because the students knew what to expect from that class and they also knew what activity comes after another. It was also appropriate for the learners because they did not manifest any question, so it was clear and according to the students' level. The quality was also good because the distribution of the whiteboard was excellent for it was precise and concise.

In the fourth class the topic was *Famous People 2* and the objective was to evaluate students' oral performance in an individual way. The teacher wrote on the left side of the board: "1 point for clarity in the message; 1 point for good use of vocabulary; 1 point for fluency and 2 points for accuracy." So, the students knew that their performance was over five points.

The use of the board was pertinent because the information written on it was connected to the objective of the class and it also helped to get that objective. It was also appropriate because this rubrics clarified what

the teacher was expecting from his students and the learners could visualize how they were going to be evaluated. Finally, the quality of the writing was pretty good with no confusion at all and the distribution was well designed, too.

During the fifth class the theme was *I Will Survive* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. In this case the teacher used the whiteboard to write the missing words that the learners were completing in their handouts. He did this after the learners provided the correct answers.

So, the employment of the whiteboard was pertinent because it had to do with the theme of the class and contributed to reach the objective of this class. It was also appropriate for the level of the students because the missing words were basically verbs in simple past tense, so the pupils were practicing verbs they already knew. Additionally, the quality was also good because the writing on the board showed neatness and it was well organized.

### *Songs*

During the fifth class the topic was *I Will Survive* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. In this class the teacher used a disco song from Gloria Gaynor. The song is kind of old fashioned, but effective at the moment of improving listening and pronunciation. The teacher played the song after

giving a sheet to his pupils. He reminded them that the song would be included in their next evaluation.

The use of that song was pertinent because the class was based on a listening activity and this song led to the objective of the class that consisted on improving listening skills, but unfortunately it was not appropriate for the age of the students because the learners showed they needed something a little more updated, even some of them did the “Swimming Pool Dance” which was very popular in the 60’s, so they didn’t show total comfort when working with this song. Additionally, it is necessary to say that the quality of the song was good because the CD was really perfect and the CD player sounded very well.

### *Stories*

In the second class the teacher played a story and the topic was *Reinforcement of Comparisons* and the objective was to reinforce the use of comparisons. During this reinforcing class the teacher played a story that narrated some information about *Tarzan in the Jungle* and the story compared Tarzan with a gorilla and with a lion. The learners had to listen to the story and to follow the reading on their textbooks. They also had to circle the comparisons they found in the reading.

The use of the story was pertinent because it belonged to the topic and objective of the class. Besides, it was appropriate because this was a good listening exercise, the narration had some pauses and the pronunciation was not difficult to understand, so the story was adequate

for the age and level of the students. In addition, the quality of the story was good because the CD recording was perfect. It had been provided by the editorial publisher of the textbook.

### *Realia*

There was only one class, the first one, in which the teacher used realia, the theme was *Comparisons* and the objective was to help students make comparisons of people, animals and objects using different adjectives. During this class the teacher asked three students to go to the front of the class and then he asked the other students to make comparisons using the adjective *tall*. The entire group reacted positively and the comparison was well done. Later, the instructor asked others to make comparisons, but this time using the adjective *short*. The response was similar to the previous one.

The use of realia was pertinent because it was linked to the topic and to the objective of this comparison class. It was also appropriate because the students were able to understand the sense of the exercise with no complications at all, and the quality of the exercise was pretty good because there is nothing better to show an example than realia itself.

Only one teacher was in charge of the ninth grades and it was evident that he did put emphasis on considering the different learning styles, because he used different kinds of supplementary materials for visual, audio and kinesthetic learners. This teacher tried to do his best in order to fulfill the objectives of each class. He used pictures of current

celebrities and he included some of the students as part of the class when he worked with comparisons and also with superlatives.

10<sup>th</sup> Grade

### *Pictures*

The topic of the first class was *Comparisons* and the objective was to help students make comparisons of people using different adjectives. In this class the teacher employed three pictures from Will Smith, Denzel Washington and Morgan Freeman, and the teacher asked some female learners to make sentences about how attractive the actors were. They answered: “Teacher, but ... they are black, so they are ugly.” The teacher reacted: “Well, they are black, but it does not mean that they are ugly. Some others might think that they are attractive in some way.” Then, the students used comparisons and superlatives using adjectives such as: *attractive, more attractive than* and *the most attractive*. They also used other comparisons such as: *old, older than, the oldest, young, younger than* and *the youngest*. Notice that this class was also given in 9<sup>th</sup> grade; this is because in this private school the program for 9<sup>th</sup> grade is identical to 10<sup>th</sup> grade and the teacher is the same for both courses.

The pictures were pertinent because the students felt free to compare one image to another and how the actors’ lifestyle and personal appeals were different, this circumstance helped students reach the goal of the class. The teacher asked questions to evoke student’s interest and to gather the information about each actor. The teacher read a brief story of

each actor so the students could create more alternatives to use the structure and make sentences once the information was given, so this confirmed to the teacher that they did not have any complications when working with this structure and compiled the objective of the class.

The pictures were also appropriate for the students because they recognized the structures producing sentences by their own, applying comparison based on observation and deduction using comparatives like: better than, taller than, the most handsome, so the pupils were able to understand the structure and to work with it.

The quality of those pictures was pretty good because they were printed in full color in an A4 format and it was easily visualized by the students.

In the second class the topic was *Culture and Communication* and the objective of this class was to discuss about two different life styles of two people who were worried about tourism. In here, the teacher showed two big pictures. One of them corresponded to a paradisiacal beach. The other picture showed some mountains with a river flowing down and a dense forest at one side. The teacher asked the students where they preferred to spend their vacation. The majority pointed to the beach. Then, the teacher asked why and he obtained different answers. Finally, he introduced the topic of the class and the learners began to read the two stories.

The use of the pictures was pertinent because it introduced the topic to evoke vocabulary, which consisted on the objective of the lesson. The students felt free to express their own ideas giving their opinion on themes they knew well, like the beaches and mountains. The students described and discussed their preferences related to their interest. This supplementary material encouraged students to talk to another and participate in class.

Additionally, the two pictures were appropriate to the age and level because they kept the pupils engaged describing a perfect holiday followed by the reading and listening activity to continue with the story. Moreover, the quality of the two pictures was very good, especially because of the good printing and it was visualized properly.

In the third class the topic was *Was and Were* and the objective of this class was to reinforce the use of the verb to be in the simple past tense. For this class the teacher engaged the students by presenting two pictures, one of them corresponded to Simon Bolivar and the other to Eloy Alfaro. The teacher caught the attention of the students by asking: “Who was this man? Where was he from? Why was he famous?” Unconsciously, the students answered using the verbal form “was”. And then, the teacher praised them for the good use of verb to be in simple past tense.

In consequence, the use of the two pictures was pertinent because they got students involved with the theme of the class and it was complemented by introducing the simple past tense, which was the



objective of this lesson. The students exposed their ideas managing the structure with an effective build up.

Moreover, it was also appropriate for the students' level and age understanding because the reaction from the pupils was more than satisfactory, revealing a good platform to work on the structures with easiness. Besides, the two pictures had a very good quality because the students could visualize them perfectly.

In the fourth class, the topic was *Celebrities* and the objective was to reinforce the use of comparisons. In this case the teacher used three pictures from Angelina Jolie, Jennifer Lopez and Jennifer Aniston. He reinforced the use of comparatives and the students used phrases like: *beautiful, more beautiful than, the most beautiful, talented, more talented than* and *the most talented*.

These pictures were pertinent because they fulfilled the objective of the class and reinforced comparisons between them, so students showed concern and good comprehension of the proposed topic commenting on the pictures of well known actresses using the given structures. The students felt engaged and were very familiar to the topic presented that involved a well managed discussion about the three actresses.

The picture usage was appropriate in relation to the student's age and understanding, because they were familiar with the actresses and their lifestyle, that easily engaged the learners to feel comfortable to give their opinion with subjects they handled well. Finally, the quality of the

pictures was really high because those pictures had been provided by an editorial.

### *Charts*

In the first class a chart was used, the topic was *Comparisons* and the objective was to help students make comparisons and superlatives of people, animals and objects using different adjectives. In this class the teacher used a big chart that included many examples with the use of: *-er, more, est, the most* to facilitate comprehension in the learners, but the chart had too much information to be internalized. The teacher set the chart on the right of the whiteboard.

So, the use of the chart was not pertinent because of the abundant information it contained and the confusion it provoked and did not help reach the goals of the class and the students did not know where to begin reading. However, it was appropriate for the age and level of the students because they denoted some comparison and structure comprehension when reading the rules of comparison. Additionally, the quality was good enough, it seemed it had been recently designed; however the excess of examples distracted the learners.

### *Handouts*

During the fourth class the topic was *Celebrities* and the objective was to reinforce the use of comparisons. In this class the teacher used a handout that contained information about three movie stars: Brad Pitt,

Tom Cruise and Zack Efron. He gave the worksheets to his pupils and asked them to read them in silence.

The handout was pertinent because it was well connected to the theme and objective of this reading class. The students showed real interest on vogue celebrities that helped engaged the topic with the structure, using comparative and superlative adjectives among them and realized that the structure got easy once getting into practice.

It was also appropriate for the age of the students for it was kind of actualized and kept the pupils engaged in the class. The quality of the handout was pretty good because it had a good distribution on the text and the printing was excellent.

In the fifth class the topic was *You're Still The One* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. In this class the teacher used a romantic song from Shania Twain. When the teacher passed the handouts to his students, many girls identified the song and the singer. The boys did not react in the same way. The handout had six sections: one for number the sentences in the correct order, another one for correcting the wrong words, a third one for joining the beginnings with the endings, a fourth one for completing the missing words, a fifth one for finding simple past and present perfect and the sixth one to write the meanings of three different expressions.

So, the handout was pertinent to the class because it is suitable to use a song in a listening activity dealing with the past tense and the present perfect, by doing this they reached the main objective of the class which consisted in getting familiar with the grammar structures.

It was also appropriate to the students' age and understanding because it provoked a good acceptance from the learners, especially from the girls, showing good comprehension and to feel comfortable with the grammar used. Finally, the quality was very high because it had a good design and distribution.

#### *Whiteboard*

In the first class the theme was *Comparisons* and the objective was to help students make comparisons and superlatives of people, animals and objects using different adjectives. In this class the teacher used the board to write three example sentences: 1) *Argentina is a large country.* 2) *Brazil is larger than Argentina.* 3) *Brazil is the largest country in South America.* The teacher explained that in the first sentence he used a conventional adjective; in the second sentence a comparative adjective and in the third sentence a superlative adjective. He also asked three different students to read the sentences aloud.

The use of the board was pertinent because the sentences were based on the topic of comparisons using examples of comparative and superlative adjective with the respective rule. It was also appropriate because the examples were clear enough for the group, so the students

demonstrated real concern on the theme and learned how to apply the rules of comparison. In addition, the quality of the whiteboard use was good because the teacher employed the center of the board avoiding any possible confusion and capturing the attention from his pupils.

For the second class the topic was *Culture and Communication* and the objective of this class was to discuss about two different life styles of two people who were worried about tourism. In this class the teacher used the board to write two sentences: a) Living at the beach can be relaxing. b) Living in the mountains can be very relaxing, too. The two sentences motivated the students to think about how people can feel living in other places and not in a big metropolis like Guayaquil. The students felt transported to other places and they discussed about this issue.

The use of the whiteboard was pertinent because the instructor fulfilled his objective by making them think about these two situations. The students had to place themselves into these two options and discussed the difference of living in these two places giving ideas to construct sentences properly. Furthermore, it was appropriate to the age and understanding because the sentences provoked a good reaction from the students expressing their own ideas and letting them feel free to elaborate their own sentences, showing engagement and real participation during the class with an active production, reaching the goal of speaking. The quality was also good, since the tutor used the center of the board, the

sentences were visible for all the class, so they did not have to move from their seats to watch the sentences.

In the third class the topic was *Was and Were* and the objective of this class was to reinforce the use of the verb to be in the simple past tense. After the teacher engaged the students by using two pictures, he wrote on the board some of the sentences his students had created orally. The teacher wrote: *a) Simon Bolivar was the father of five nations. b) Simon Bolivar was Venezuelan. c) Eloy Alfaro was the president of Ecuador. d) Eloy Alfaro was from Montecristi, Manabi.* The teacher wrote sentences *a* and *b* next to Bolivar's picture and sentences *c* and *d* next to Alfaro's picture. He also underlined the verbal form *was* in all of the sentences.

It was pertinent to use the board because it guided the students to understand the objective of the class. The learners used real information focusing on grammar context, too. It was also appropriate to the age and understanding because the learners were able to see the structure of the sentences and focused on the good use of *Was and Were*. Additionally, the quality was more than good because the distribution of the sentences was excellent and it permitted a better understanding of the topic and objective.

During the fourth class, the topic was *Celebrities* and the objective was to reinforce the use of comparisons. In this class the teacher utilized the board to write some sentences such as "Tom Cruise is young." "Brad Pitt is younger than Tom Cruise." "Zack Efron is younger than Brad Pitt."

the teacher underlined the adjectives on the three sentences and the students commented about those comparisons. The teacher read the sentences aloud and asked his pupils to repeat after him.

It was pertinent to use the whiteboard because the students learned how to use the rules of comparative and superlative adjectives and applied it on their own constructed sentences written on the board, so it was linked to the class and its objective and they supported the information of the textbook. It was also appropriate because it captured the attention of the students and they were able to understand the aim of that class, so students reacted very well to the examples by using these sentences. In addition, the quality was good, because the instructor used the center of the whiteboard, permitting an easy visualization from any sector of the classroom.

In the fifth class the theme was *You're still the one* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. In this class the teacher used the whiteboard to write the answers to the different parts of the handout that the students were providing orally. It was noticeable that in all of the cases, the laboratory classes were divided into two periods. This means that the students worked with the half of the song one day and the other half was concluded in the following week.

The use of the whiteboard was pertinent because it was the best way to verify that their answers were correct, so this led to the consecution of

the class objective. It was appropriate because the students were able to make some corrections when they were not right in their answers, so the learners understood what they were doing. Unfortunately, the quality was not good because in this case the distribution of the words in the board was totally disorganized, so it could be a little confusing for the learners.

### *Songs*

In the fifth class the teacher played a song, the topic was *You're still the one* for the Laboratory Class and the objective was to improve listening skills as well as pronunciation. In this class the teacher utilized a romantic song from Shania Twain and when he played the CD for the first time, the girls cheered up showing total acceptance to this music.

The use of the song was pertinent because music is one of the best ways to practice listening and pronunciation skills and this pushed to reach the goals of this lesson. It was also appropriate because the learners reacted positively to the stimulus from the music that they enjoyed, showing comprehension on the exercises. Finally, the quality of the song was good because the recording and the CD was excellent, too.

### *Stories*

For the second class the title was *Culture and Communication* and the objective of this class was to discuss about two different life styles of two people who were worried about tourism. In this class the teacher utilized a CD and the CD player to listen to a story of two men who worked as a lifeguard in a Californian beach and a forest ranger who worked at the



Yellowstone National Park. The story narrated some facts about the geography of the places and the way the two men took care of people and the environment. The pupils listened to the story as they were reading the same story on their textbooks.

The story was pertinent because it justified the objective of the class which was learning about culture and geography. The students worked on the subject about environment and how to help the planet with global contamination. It got the learners connected and engaged to the topic. The story was also appropriate to the level and understanding of the students for it was not difficult for them to comprehend the context and the objective of the activity. The quality of the story was also good because the CD had been recorded professionally by the editorial that publishes the textbooks so the output was perfectly received by the students.

### *Realia*

For the first class the topic was *Comparisons* and the objective was to help students make comparisons and superlatives of people, animals and objects using different adjectives. In this case the teacher asked three girls to come to the front of the class and requested some students to make comparisons using the adjective tall. Orally, some students created sentences with taller than, the tallest of the three, short, shorter than, the shortest of the three. The students cooperated with the teacher for this exercise with no more hesitation

So, the use of realia was pertinent because it fulfilled the objective of the class which was to make comparisons. It was also appropriate because the students could understand through these comparisons the differences between “tall,” “taller” and “the tallest.” The quality was good because there is no better example than comparing people’s characteristics.

The teacher in charge of this tenth grade is in charge of ninth grade, too and he showed concern about the different learning styles his students might have. The instructor used several different resources such as pictures, charts, handouts, whiteboard, songs, stories and realia to achieve the goals of his classes. He did not use the book only when giving his classes, he demonstrated professionalism at the moment of working and including visual, aural, musical and kinesthetic learners.

## Comparative Analysis

### 8<sup>th</sup> Grades

Observing carefully chart number nine, we can see that in the public school the three classes utilized the whiteboard as supplementary material in three opportunities only, and they did not use any other additional material to give their classes. Unlikely, in the same chart, we can notice that in the private school, the class used extra materials in 10 opportunities, so they used it more than the public high school. The supplementary material used was flashcards, pictures, handouts, posters, whiteboards, songs and dialogues. So, this is quite a diversity of resources to support English classes, which means that the diversity was higher in the private high school than in the public one.

In the case of the public teachers, they were reluctant to be observed because of a possible critic from the observers. These teachers did not show self confidence and did not seem to be prepared for giving their classes. On the contrary, the private teacher was very kind when she was visited by the researchers. The English teachers in this private school are generally observed by different supervisors, so they are very familiar with classroom observations.

The environment in the public and private classrooms was very alike. The students were curious about the presence of the researchers and we tried the most to be imperceptible for the learners, which was not easy to accomplish anyway.

## 9<sup>th</sup> Grades

In chart number 10 we can observe that the two public classes used supplementary materials in five opportunities and that all of them corresponded to the use of the whiteboard. This denotes a possible overuse of one single resource for English classes.

In the case of the private high school, the class utilized supplementary material in seventeen opportunities during five different classes. This shows a real concern from the teacher to improve constantly his teaching methods as he mentioned in the applied teacher survey. Additionally, it can be said that the attitude of this teacher toward his students was very enthusiastic, which was contagious in the classroom. On the contrary, the teachers from the public high school were kind of serious and this mood was transmitted in the class, so the learners experienced some stress during the classes.

It was more than evident that the environment in ninth grades in the public school was not the appropriate or adequate for the teaching – learning process, but the students were willing to learn, so they were not the problem. The problem was the attitude of the teachers. Furthermore, the preparation and pronunciation of the English teachers in the public school was quite poor.

## 10<sup>th</sup> Grades

In chart eleven we can notice that the tendency continues as it was in eighth and ninth grades, that is, classes in the public high school use

supplementary material less than the ones in the private high school. Tenth grade did not change the statistics. The two classes in the public school kept avoiding the use of supplementary materials. They utilized the whiteboard in three classes, flashcards in another class and handouts in the last class. So, the lack of additional material in the English Department affected the classes. On the other hand, the class from the private high school, which was the same in ninth grade, utilized supplementary materials in fifteen opportunities. The supporting material used were: pictures, charts, handouts, whiteboard, songs, stories and realia. The two teachers in the private school pointed out that the staff of the English area is the one that develops more than half of the supplementary material they use in their classes, therefore they are very familiar with all of the material they apply in those classes.

In summary, chart twelve condenses all of the information in round numbers and it shows that the public classes used supplementary materials twelve times during the fifteen classes that were observed. Whereas the private classes used their supplementary materials forty-two times during fifteen classes which means 250% more than the public high school. These numbers put in evidence the big differences in utilization of additional materials for English classes in these two high schools.

But the idea of using supplementary material is not only to take them to the class, but to apply them adequately and considering the different learning styles of the students. So, if the English teachers

complement their classes appropriately, this will benefit the students and even the school system.

## Conclusions

The findings in this thesis reported that the application of supplementary materials in EFL classes in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades are significantly interesting in the public and private high school, and it can help create a strong communicative environment which makes learners feel motivated to acquire English in an interactive and effective way in the classroom. Moreover, a small number of teachers still believe that teaching English as a Foreign Language is conducted step by step, only following the text-based materials, which is the traditional method, but with poor results. Nevertheless, supplementary materials in the public high school, where this research took place are still not quite well designed and widely used to illustrate concepts and to promote the use of English language. Therefore, the researchers conclude that:

- This research demonstrates that in the public high school there was a high frequency of use of the whiteboard as supplementary material and the private high school used a more varied kind of supporting materials as the charts of this investigation evidence.
- This investigation work shows that the supporting material used in the private high school had a better quality and was better exploited than the ones in the public high school.
- This research identified the whiteboard, handouts, and flashcards as the only supplementary materials used in the public high school. On the other hand, the private high school used flashcards, pictures, charts,

handouts, posters, whiteboard, songs, dialogues, stories and realia as supplementary material.

- This research reveals that in the public school a slight majority of the supplementary material used was pertinent and appropriate, especially the whiteboard and in the private school a great majority of the supporting material was pertinent and appropriate, especially audio and handouts.

- This research reveals that the predisposition from the teachers to use supporting material in the public high school was very poor. Unlikely, in the private high school the willingness to use supplementary material was pretty good and in some cases it reached excellence, especially when the environment evidenced it.

- This investigation puts in evidence that the frequency of use of supplementary material in the private high school was over three times more often than the frequency in the public high school (42 uses versus 12), which reveals more concern on supporting material in the private high school.



## Recommendations

Every classroom should contain a file of supplementary material which could be used not only to illustrate the social cultural approaches, but also to give stimulating and meaningful practice and connections to the sounds, structures and vocabulary. Learners could develop their language knowledge and competences according to their learning experiences, but it is seriously hampered due to the lack of teacher training, the insufficiency of audio equipment, material, conventional methods and the indifference of the administration would not help the students grow solid linguistic knowledge. Using supplementary material will enhance EFL learners in terms of motivation, interest and vigor in the classroom awaking the instructional context.

So, after a deep analysis of our findings and conclusions, we can make these recommendations:

- It is recommended to the public high school to enhance, vary, and promote the utilization of supporting material, so this measure will improve the teaching and learning process.
- The public high school should try to get supplementary material through any negotiation with the state or private corporations. The private high school should donate to the public high school the material they are not using.
- The English teachers should have initiative to include the students in the process of teaching and learning by taking into

consideration their opinions about what could be included as supplementary material.

- Public teachers should be more careful in the process of selecting the adequate material for their classes. Not every supplementary material is suitable to reach the objectives of a class.

- Peer observation should be included in the English classes, so that teachers can receive feedback from their colleagues about their performance in the classroom, and the way they use their supplementary material.

- Teachers in both high schools should update their knowledge on the optimum use of supplementary materials, so the classes will be more effective and motivating for them and their students.

So, if these recommendations are taken into consideration, the authors can assure that the teaching – learning process will be highly improved in benefit of the learners and the educational system.

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# **ANNEXES**

## QUALITATIVE TABULATION

Chart one: Type of supplementary material used in the 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      | object( toys, plants, fruits) |     |    |
| Online      | websites                      |     |    |

Authors: Elías Delgado and Mariella García

Source: 8th, 9th and 10th grades



## QUALITATIVE TABULATION

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      | object( toys, plants, fruits) |     |    |
| Online      | websites                      |     |    |

Authors: Elías Delgado and Mariella García

Source: 8th, 9th and 10th grades

QUALITATIVE TABULATION

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   |                               |            |      |            |      |            |      |            |      |            |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 8th grade

QUALITATIVE TABULATION

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   |                               |            |      |            |      |            |      |            |      |            |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Mariella García & Elías Delgado

Source: 9th grade

QUALITATIVE TABULATION

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   |                               |            |      |            |      |            |      |            |      |            |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 10th grade

QUALITATIVE TABULATION

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   |                               |            |      |            |      |            |      |            |      |            |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 8th grade

QUALITATIVE TABULATION

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

| Variable     | Indicators                | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|---------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                           | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards               |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations |            |      |            |      |            |      |            |      |            |      |
|              | maps                      |            |      |            |      |            |      |            |      |            |      |
|              | pictures                  |            |      |            |      |            |      |            |      |            |      |
|              | charts                    |            |      |            |      |            |      |            |      |            |      |
|              | handouts                  |            |      |            |      |            |      |            |      |            |      |
|              | posters                   |            |      |            |      |            |      |            |      |            |      |
|              | word cards                |            |      |            |      |            |      |            |      |            |      |
| whiteboard   |                           |            |      |            |      |            |      |            |      |            |      |
| Audio        | songs                     |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                 |            |      |            |      |            |      |            |      |            |      |
|              | stories                   |            |      |            |      |            |      |            |      |            |      |
|              | tales                     |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                    |            |      |            |      |            |      |            |      |            |      |
|              | movies                    |            |      |            |      |            |      |            |      |            |      |
|              | documentaries             |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys,             |            |      |            |      |            |      |            |      |            |      |
|              | plants, fruits)           |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                  |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 9th grade

QUALITATIVE TABULATION

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

| Variable     | Indicators                    | 1st. Class |      | 2nd. Class |      | 3rd. Class |      | 4rd. Class |      | 5th. Class |      |
|--------------|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
|              |                               | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. | Pert.      | App. |
| Visual       | flash cards                   |            |      |            |      |            |      |            |      |            |      |
|              | power point presentations     |            |      |            |      |            |      |            |      |            |      |
|              | maps                          |            |      |            |      |            |      |            |      |            |      |
|              | pictures                      |            |      |            |      |            |      |            |      |            |      |
|              | charts                        |            |      |            |      |            |      |            |      |            |      |
|              | handouts                      |            |      |            |      |            |      |            |      |            |      |
|              | posters                       |            |      |            |      |            |      |            |      |            |      |
|              | word cards                    |            |      |            |      |            |      |            |      |            |      |
| whiteboard   |                               |            |      |            |      |            |      |            |      |            |      |
| Audio        | songs                         |            |      |            |      |            |      |            |      |            |      |
|              | dialogues                     |            |      |            |      |            |      |            |      |            |      |
|              | stories                       |            |      |            |      |            |      |            |      |            |      |
|              | tales                         |            |      |            |      |            |      |            |      |            |      |
| Audio visual | videos                        |            |      |            |      |            |      |            |      |            |      |
|              | movies                        |            |      |            |      |            |      |            |      |            |      |
|              | documentaries                 |            |      |            |      |            |      |            |      |            |      |
| Realia       | objects(toys, plants, fruits) |            |      |            |      |            |      |            |      |            |      |
| Online       | websites                      |            |      |            |      |            |      |            |      |            |      |

Authors: Elías Delgado and Mariella García

Source: 10th grade

QUANTITATIVE TABULATION

Chart nine: Frequency of use of supplementary material in 8th grade.

| 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       |                                |        |   |         |   |

Authors: Elías Delgado and Mariella García



## QUANTITATIVE TABULATION

Chart ten: Frecuency of use of supplementary material in 9th grade

| 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       |                                |        |   |         |   |

Authors: Elías Delgado and Mariella García

QUANTITATIVE TABULATION

Chart eleven: Frequency of use of supplementary material in 10th grade

| 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       |                                |        |   |         |   |

Authors: Elías Delgado and Mariella García

QUANTITATIVE TABULATION

Chart twelve:

| Grades | Public (f) | Private (f) |
|--------|------------|-------------|
| 8th    |            |             |
| 9th    |            |             |
| 10th   |            |             |
| TOTAL  |            |             |

Authors: Elías Delgado and Mariella García

## 8<sup>th</sup> Grade Private High School



# 9<sup>th</sup> Grade Private High School



# 10<sup>th</sup> Grade Private High School

