



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

DISTANCE SYSTEM

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

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2012

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CERTIFIES THAT:

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

Loja, March, 2012

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DEDICATION

To God for his boundless love and wisdom forgiving me an ideal home and offer me the opportunity to be saved and happy.

To JIM, my lovely husband, my friend and my lover. Thanks to be all that I need. I love you “gordo”

To Sarith, Josh and Jeremy, my dear children. Who are the best gift that my CREATOR gives me.

To my parents, Salvador and Nelly and my sister Mayra. You are the support of my life.

MARJORIE

Thanks God for the people around me.

To Nelly, who is a treasure kept in my heart. Your prayers have been listened, Mom.

To my lovely and tender Swan Karina who is always supporting me to be better. I love you babe.

To my Dad, Salvador, who has the strong arm to hold me.

I could not do it without you all.

MARLON

ACKNOWLEDGMENT

At the end of the present research work we want to leave constancy of our feelings of gratitude and gratefulness to Universidad Técnica Particular de Loja, to the distinguished teachers and students of the English Language Career, to the public and private institutions for their generous and opportune help to develop this research work.

We would also like to thank Lic. Marcelo Paredes, our Thesis Director, for his perseverance, motivation, and professional guidance leading us to develop this work.

CONTENTS

Certification	ii
Contrato de Cesión de Derechos de Tesis de Grado	iii
Authorship	iv
Dedication	v
Acknowledgement	vi
Contents	vii
Abstract	1
Introduction	2
Methodology	6
Discussion	8
Literature Review	8
Results	31
Description, Analysis and Interpretation of Results	43
Conclusions	68
Recommendations	70
References	71
Annexes	75

Abstract

This research work explores the use of supplementary material in the teaching – learning process of a foreign language. In that virtue the theme of the present research is *“The Use of Supplementary Materials in EFL Classes: A comparative analysis of public and private high schools”*. The objective is to determine the type of supporting materials and also compare the use of them in EFL public and private high schools.

It had as sample the students of eighth, ninth and, tenth grades from a Public High School and a Private High School located in Loja, Ecuador. The students were between twelve and fifteen years old. It took place from January to February, 2011, and was performed using the Qualitative and Quantitative methods. The techniques applied were reading, note-taking, and surveys. Moreover, the collecting instruments were charts, data collection and observation formats. The collected data was explored, tabulated, described, compared and then the descriptive analysis was done.

According to the comparative data, the public high school used the supplementary material in the English Language teaching process, more frequently than the private high school.

Introduction

The English language teaching and learning in a foreign country is a subject matter that has worried teachers through the times because of the complexity and adversity of the components that make up this kind of work. On one side the socio-cultural component, which plays a very important role due to the educational and historical context in which foreign languages are taught and learnt are decisive when taking decisions about teaching. On the other hand, success of the teaching-learning process depends on the selection of the bibliographical component and finally, the third basic element is the methodological one, in which in our opinion is the most important, in order to be effective there is a need to take into consideration a variety of aspects such as: the method used, the resources applied, and the techniques that collaboratively go together for a successful teaching-learning process.

Within the context of the learning process it is important to remember that teachers do not work alone to achieve their goals; they rely on different kinds of aids and sources which may work effectively and help to get their objectives if used appropriately. One of the very important aids is the use of supplementary material, which can be a great tool to make this process easy. According to our own experience, using supplementary material makes classes more interesting and

motivating, however, choosing the correct material for each class and using it adequately is definitely the most important aspect to have a successful class. Therefore, when choosing the correct material it is essential to take into account the pertinence: the topic, the objectives, the content of the class as well as the appropriateness: The student's needs.

All of these thoughts brought us the following specific objectives to guide the present research:

- Identify and analyze supporting materials used in EFL public and private high schools.
- Describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality.
- Determine the frequency and variety of the supplementary material used in the observed public and private high schools observed.

There is a wide range of supporting materials to choose from such as: visual, audio-visual, realia, websites, among others; however, we think that some teachers are not using materials appropriately or are not using them at all, those are the reasons why we aim to search on this topic in order to find out whether or not teachers use

supplementary materials, and if they use them with pertinence, appropriateness, and quality.

With this considerations and aims to point out it is necessary to present some supporting views from authors whose experiences lived in the teaching role will provide more elements to judge the educational scope.

Navarro and Piñeiro (2010) diagnose English teachers' strengths and limitations regarding the areas of linguistic skills, methodology, pedagogy, and assessment strategies. To choose the data, the author used the observation, the interview and the focus group. Besides that, they used questionnaires and tests as techniques. This way they concluded that most of students wanted to learn a new language; it is reflected because a lot of students participated in the activities given by the teacher.

Weinstein (1984) explored the use of YouTube as a supplementary material with EFL students in Taiwan. Weinstein expanded the investigation using techniques like interviews and simple follow up questionnaires. The results from questionnaires given on the first and last days of the class showed that, generally speaking, students found the experience of using YouTube to be interesting, relevant, beneficial and somehow motivating in class, dropping to the conclusions that teachers and students can be involved in creative ways to incorporate

YouTube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

Students will become the main beneficiaries because through it the investigators will awake and overcome teachers' interest in using supplementary material in their classes, having as a result more motivating and more interesting classes as well as an improvement in the educational system and consequently the student's achievement will be significant.

There were some limitations in the development of this research, such as the lack of information related to previous studies that could help us to guide the present work. The teachers whose classes were observed did not feel comfortable to be observed, and the students in public high schools were afraid of teachers to participate during the classes, or filling up the survey sheets. These aspects definitely influenced negatively for the research results in providing us more useful and broad information to establish differences, inferences and obtain results to make true our expectations around the theme.

Methodology

Our present research had as sample the students of eight, ninth, and tenth grades of two institutions, located in Loja, Ecuador. The students age range between twelve and fifteen years old. The students from the public school were mainly from a low to a middle economic level, while students from private school come from middle to high economic level. The field research took place from January to February, 2011. The present research was done using the Qualitative and Quantitative methods; the collected data was explored, described, and compared. The techniques applied were reading, note-taking, surveys. In addition the collecting instruments were, data collection formats, observation formats, and charts. Also, the resources where the information was taken from were books, internet and the didactic guide provided by the university.

Five classes were observed at each grade, in both of the high schools. The main aspects were registered in the charts provided in the didactic guide. In addition, after each class a student was randomly selected to fill out a survey. The same happened with every teacher whose classes were observed; they filled the teacher's survey.

Once the data was collected, the process for tabulating started. With a clear mind on the concepts of pertinence, appropriateness,

variety and amount, we filled out the tabulating charts, took out the information and found out the first impressions and evidences for building up our report, after that we compared the data with the previous and corresponding support of the literature review.

Finally, the descriptive analysis was done by using statistic charts and graphs where incidences and differences were compared, the results generated by the information of teachers and students were contrasted, beside through the observation, it was possible to know the results that were gotten with the use of supplementary material. Finally the corresponding conclusions and proposals were built up which, at the same time were the main objective of our research work.

DISCUSSION

Literature Review

Teaching English can be understood as a group of components that need to be explored and deeply understood, looking for the improvement of methods that can help to achieve the goal of learning and teaching with better, faster and longer results.

Supplementary material can help in the English teaching-learning process in a frame of EFL class. Some components that take place in this process among others are the knowledge of the group differences like age, group necessities or students motivation; also, learning styles and teaching techniques used appropriately to fit in the pupils needs, the different teaching contexts and of course a well-designed and chosen supplementary material to be used according to the group of students, topic, objectives and the content of the class, ending in this way, the circle of a great teaching symphony.

It is necessary to have a clear idea of the factors named above; for this reason, some opinions and concepts are presented here to help to understand each one of them.

Teaching a foreign language

Foreign language learning is comprised of several components, including grammatical competence, communicative competence,

language proficiency, as well as a change in attitudes towards one's own or another culture.

According to Thanasoulas (2001), for scholars and laymen alike, cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and systems of meaning of another country, is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum.

It is mandatory for every teacher to have not only a few but lots of didactic resources or techniques to make a mixture of all of these aspects. This way, teachers are always creating new methods which can fit in class; this is mentioned by Omagio (2001) who states that teaching a foreign language is a topic that generates an infinite number of bibliographic works; find the perfect teaching method always has been the constant encounter of professional who establish the new methodologies and tendencies as the real and perfect ones.

The author also says that one of the characteristics about the evolution of the methodology in teaching a foreign language is that they try to find the correct method which brings good techniques to learn and teach English easily and more effectively than now.

Beare (2009), about this same topic states that, teaching grammar plays a central role in every ESL / EFL teacher's classroom. The important question that needs to be

answered is: How do I teach grammar? In other words, how do I help students to learn the grammar they need. This question is deceptively easy. At first look, you might think that teaching grammar is just a matter of explaining grammar rules to students. However, teaching grammar effectively is a much more complicated matter. There is a number of questions that first need to be addressed for each class.

Adults who have not been attending school for a number of years are likely to find grammar explanations confusing while those students who are currently studying will probably find much more adept at understanding grammar charts, expressions, etc.

Teachers should notice that apart from what a teacher has to do to explain a class, they need to consider the difference of aspects of a group of learners; they must be considered as a unique universe with hundreds of differences and necessities; in addition, there are some other aspects like the age, that must be taken into account at the moment of being in front of a group of students.

Learners

There are some differences that need to be taken into account. One of them is their age (children, adolescents, and adults). At this point it is necessary to mention what Saville-Troike (2006) said: "There is a

critical period for first language acquisition: children have only a limited number of years during which normal acquisition is possible. Beyond that, physiological changes cause the brain to lose its plasticity, or capacity to assume the new functions that learning language demands". That is why it is stated the fact that individuals who for some reason are deprived of the linguistic input which is needed to trigger first language acquisition during the critical period will never learn any language normally.

Also, Saville-Troike (2006, p. 224), states that it is ambiguous to say that teenagers are more likely to succeed than adult learners in all aspects. For instance younger have shown an advantage in brain plasticity but older learners in learning capacity; younger learners simplify input more likely than the older learners. Likewise, the same authors express that there is evidence to suggest that older learners have some problems to acquire high levels of pronunciation, because of the effects of age on coding and retrieval abilities. On the other hand, they are more likely than younger in grammar where the superior analytic abilities of adult learners may give them an initial advantage.

The general principles of motivation are interrelated. A single teaching action can use many of them simultaneously. Weller (2005), recognized that no grand theory of motivation exists. However, motivation is so necessary for learning that strategies should be

planned to organize a continuous and interactive motivational dynamic for maximum effectiveness.

Teachers should then take into account dynamic class activities to keep the concentration and the level of motivation high enough, so students can reach the goal of learning and acquire the Target Language or Second Language (TL or L2) as easy and formal as possible and not as a difficult or boring signature to deal with in the school pensum.

Oxford and Ehrman (1993), as well as Dörnyei (2001) agree on the fact that motivation largely determines the level of effort which learners expend at various stages in their L2 development often a key to ultimate level of proficiency which includes at least the following components: significant goal or need, desire to attain the goal, perception that learning L2 is relevant to fulfilling the goal or meeting the need, believe in the likely success or failure of learning L2, value of potential outcomes and/or rewards.

According to our experience, a good aim that really helps student's concentration for the class work or theme is the use of supplementary material, because it gives the chance to student to use the language in a more natural way since they bring to the class a real setting of life. In addition, supplementary materials help to create a better environment for learning and always seem to be fun if they are well chosen for a specific theme or topic. As a consequence, the material

itself does not bring always success to an EFL class; a well prepared teacher makes the difference at the moment of teaching.

Learner differences are also important to keep in mind, because this aspect can be very relevant in the teaching process, due to in the same classroom, there can be students with different skills or kinds of intelligences even though they are the same age or came from the same socio-cultural background. What we want to focus now is in the way how students learn and understand better a new content.

Weller (2005) differentiates two kinds of students. She expresses that students can be active or reflective. The active learners can input and retain faster than reflective learners. They learn better when they work or discuss on applying activities. Active learners prefer techniques like group work, on the contrary, reflective learners prefer to think about it quietly first and prefer working alone.

Also, Canning (2003) talking about the same topic says that some of the relevant research looks at the neurological representation and organization, some is of an experimental nature, and some relies on “good language learner” studies. From this point it is easy to understand that if learners are different in varied aspects as it has been shown, there should be different learning styles, too. This refers to the way how learners catch and perform in the learning background.

Learning Styles

Keefe (1979) defines learning styles as “characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”. Teachers should know that different learning styles also change according to the age. Talking about children Stahl (2007) confirms that “there has been an utter failure to find that assessing children's learning styles and matching to instructional methods has an effect on their learning.”

Dunn and Dunn’s (1978) method said that teachers should try to make changes in their classroom which can be better for all the students in the class. They think in changes like redesigning the classroom, activities in smaller groups and the development of ‘contract activity packages’.

Teaching Techniques

It is a wide field to be used by a well prepared teacher, who knows how to work with the group assigned. Every activity done in class is referred to a technique. Raimes (1983) on this topic states that:

Choosing classroom techniques is the day-to-day business of every writing teacher. Any decision we make is a decision about a technique. The variety of techniques available to teachers nowadays in textbooks and training courses can be bewildering. Examining them with some basic questions in

mind will help us sort out which ones suit our class, our student level, and the approach that underlies our own curriculum and our own teaching.

Each group does not respond necessarily in the same way as other does. From this point, it is an obligation for a teacher to change the techniques every time when it is needed. Besides this, the responsibility is the bigger if we work with different groups of different ages. We need to remember that the psychological aspects in a child are completely different from a teenager and this one from an adult person; consequently, the teaching techniques must change. A group of teens is by far the group where most teachers pay their attention and worry about, not because they were more important than the other groups, but because at that age they experiment many changes, which would be irresponsible not to take them into account in a planning class procedure.

In order to be effective in teaching in this age group, teachers need to be aware that students have a limited capacity for information in their working memories. By reducing the amount of information presented at one time, you can increase the likelihood that students will process the information and transfer it to their long-term memory banks.

eHow Contributor & Schreiner (2009) help us and suggest some activities to work with them, this is what they say, "Scaffolding is an

effective technique that can be used to teach adolescents. Through the practice of scaffolding, teachers provide heavy support at the beginning and gradually withdraw this support as students develop the capacity to perform more independent tasks”. So that, by scaffolding, the teacher ensures that the lesson remains within the students' zone of proximal development or the level at which work is neither too easy nor too hard for the student, as Vigotsky reinforces it.

Different Teaching Context

Science teachers can add emotion to lessons by having the students empathize with animals or people. Schreiner (2009) affirms that, when the student feels, when he writes, this response will help him remember the lesson and create relevance. When a student experiments an emotional response while learning the information more likely becomes a permanent knowledge.

Wassell and La Van (2009) support that, negotiating the transition between different teaching contexts through shared responsibility and shared reflection examines, the role of co-teaching in the development of structures afford opportunities for shared reflection and shared responsibility between stakeholders in the classroom. It also describes how the schema and practices developed through co-teaching and co-generative dialogue help mediate the transition between the pre-service and in-service teaching experiences.

Teachers whose approach to teaching in a certain context can be categorized as being teacher-centered see the teaching process as a simple transmission of knowledge. Lindblom, Trigwellb, Negvia, & Ashwin (2006) points out that these teachers concentrate and focus their attention on the content of teaching and on what they do in teaching.

Thus, the emphasis is on how to organize structure and present the course content in a way that it becomes easier for the students to understand. On the other hand, teachers whose approach to teaching is categorized as student-centered in a particular context see the teaching activity as facilitating student learning or students' knowledge-construction processes or as supporting students' conceptual change. These teachers focus on what students do in relation to their efforts to activate students' existing conceptions, and on encouraging them to construct their own knowledge and understandings.

Supplementary material

Spratt (2005, p. 115) says that “rather than using the single class book to create effective learning environments teachers can use their own imagination and creativity to model some other materials made even with the help of their own students and get a good sort of supplies to be used instead”. It is a really important fact in the teaching process

of a new language, especially English, to implement the use of activities supported by recommended and specially designed supplementary materials: visuals, audio, audiovisuals, realia and the new technologies of information and communication, NTICs in order to increase students' motivation, attention and full interaction, involving this way themselves with other students and the teacher by means of activities both in or out the class looking for better academic achievements when avoiding at all boredom and tiredness.

The presence of visual elements in today's teaching and learning is increasing as the integration of images and visual presentations with text in *textbooks*, *instructional manuals*, *classroom presentations*, and computer interfaces *broadens*. Although the educational community is embracing visual enhancements in instruction, the connection of visual and verbal information is evident throughout history. According to the poet Simonides, "Words are the images of things" (Benson, p. 141); similarly, Aristotle stated that, "without image, thinking is impossible" (Benson, p. 141). Characters in alphabets began as pictures with meaning.

These symbols portray a man-made language with no distinction between *words* and *pictures*, just as musical notes convey the language of music. Only after the printing press was invented were *illustrations* and type separated, with illustrations often falling by the wayside. Recent history shows a reversal in this separation with greater reliance

on visually oriented approaches to information presentation. The results are leading to a visualization movement in modern computing whereby complex computers are presented graphically, allowing for deeper insights as well as heightened abilities to communicate data and concepts. Visualization helps to make sense of data that may have seemed previously unintelligible. Leonardo da Vinci, recognizing the impossibility of recording volumes of data, translated words into *drawings* from different aspects. As history repeats itself, we may find that a great deal of information is better presented visually rather than verbally.

A culture's predominant mode of literacy depends on the technology and mass media it embraces (Sinatra, 1986). In education's continuing mission of meeting the needs of learners, an apparent shift from the long-standing process of reading, writing, counting, and text memorization skills that may have been appropriate for the medieval clerk, are giving way to skills of analysis and innovation that are considered desirable in today's modern cultures (West, 1997). Proficiency with words and numbers is insufficient and must be supplemented with additional basic skills as new and emerging technologies permeate activities of daily living. Viewing change with fear and skepticism often accompanies shifts such as these that can revolutionize society. Even Socrates portrayed the new technology of the written word as dangerous and destructive, artificial and rigid, and

unresponsive and insensitive. As more visual elements are incorporated to achieve an optimal balance between verbal and visual cues in education, interdependence between the two modes of thought will be fostered. Kellner (1998) proposes that multiple literacies are necessary to meet the challenges of today's society, literacies that include print literacy, visual literacy, aural literacy, media literacy, computer literacy, cultural literacy, social literacy, and ecoliteracy.

In short, the most useful and common visuals can be listed as follows: flash cards, power point presentations, maps, drawings, pictures, illustrations, photos, figures, tables, charts, handouts, posters, wall charts, word cards, number cards, slides, mind maps, concept maps and in-focus.

Audio versions sound recordings or audio software is also a good supplement for readers or listeners who want to strengthen or empower the listening skill in both the foreign or native language. In the longer list of such these supplies there are sorts of tape recorders, cassettes, audio CDs and CD players containing oral drills, songs, dialogues, conversations, interviews, stories and tales.

Many foreign language teachers may also already be using audio files for some of their lessons. Since many students who are blind or visually impaired utilize national libraries to obtain audio textbooks for school, they also can turn to this kind of materials such as books recorded in the foreign language. Some cassette and digital audio

formats require a special machine for listening. For example, sound recordings may use the DAISY (Digital Accessible Information System) format. Books produced with DAISY are different from typical CD books. DAISY allows the listener to locate the chapter, line and page that one wants to read with one button click. DAISY books are produced and distributed in over 40 nations and in many languages around the world including, Chinese, Hindi, and Japanese.

Audiovisual education or multimedia-based education (MBE) is instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention.

After the use of training films and other visual aids during World War II, audiovisual technology gradually developed in sophistication and its use became more widespread in educational establishments such as schools, colleges, universities, museums and galleries, as well as at tourist destinations. The equipment usually used for audiovisual presentations obviously demands expensive budgets and can be listed as follows: movies, film projectors, slide projectors, opaque projectors (episcopes and epidiscopes), OHPs (overhead projectors), television sets, videos, video players, camcorders, interactive whiteboards, digital video clips, audio/video CDs and in-focus.

Teaching with audiovisual offers a better explanation and makes the class interactive because this kind of material can help to teach and

learn a class in better form, with relevance, meaning and practicality. Audiovisuals can also be photography, motion picture, audio or video tape, slide or filmstrip, that is prepared singly or in combination to communicate information or to elicit a desired audience response. They can also be aids such as maps and drawings. The audiovisuals can be grouped into the following categories, projected and non-projected.

In education, realia are objects from real life used in classroom instruction by teachers to improve students' understanding of other cultures and real life situations. In EFL terms refers to any real object we use to bring the class to life and vice versa, life to life. Every day, objects that surround us by relating them to language and looking at them in new ways. Munford (2008) agrees that “real objects make a connection between objects and authentic language materials: they provide current language on all topics imaginable and provide constant reinforcement of grammatical forms learned in the classroom”. A foreign language teacher often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians. Realia is increasingly being utilized in new and interesting ways.

Realia is also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between

learned material and the object of the lesson. Best used for simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student interaction.

Technology has begun to impact the use of realia by adding the virtual realia option whereby three dimensional models can be displayed through projection or on computer screens allowing the learner to see detail otherwise difficult to acquire and to manipulate the object within the medium on which it is displayed. The option of zooming and looking within objects makes the virtual realia an important learning tool in technical environments where it may be difficult or impractical to examine an object in as much detail manually, such as the workings of living organs or machinery containing hazardous parts such as combustion engines.

Munford (2008) states: "Virtual Realia is a collection of linguistic and non-linguistic authentic materials which have been compiled, scanned, and posted on our WWW server". The site offers a new perspective to using authentic materials by allowing EFL teachers instant access to American cultural realia. It benefits especially those international teachers who are less mobile or unable to collect their own materials.

The terms online and offline have specific meanings in regard to computer technology and telecommunications. In general, "online" indicates a state of connectivity, while "offline" indicates a disconnected

state. In common usage, "online" often refers to the Internet or the World Wide Web.

The concepts have however been extended from their computing and telecommunication meanings into the area of human interaction and conversation. For example, in class discussions taking place during a business meeting are "online" while issues that do not concern all participants of the meeting should be "taken offline" - continued outside of the meeting.

Websites are also associated as part of the online system. A website, also written Web Site or simply Site, is a collection of related web pages containing images, videos or other digital assets. All public accessible websites collectively constitute the World Wide Web, www. Some websites require a subscription to access some or all of their content. Examples of subscription websites include many business sites, parts of news websites, academic journal websites, gaming websites, file-sharing websites, message boards, web-based e-mail, social networking websites, websites providing real-time stock market data, and websites providing various other services (e.g. websites offering storing and/or sharing of images, files and so forth).

Both online or websites as they are called, they have become in education a very useful tool, to get mastery when learning languages through a wide range of activities for practicing the four main language

skills and, especially for those students who major at computer technology and telecommunication.

Spratt (2005), on the same topic continues telling us that the main objective of *Supplementary Material* is to serve as a resource of reference, provide help, make items clear and cover some weak points and lacks of teaching when a foreign language or second language is taught. In addition to this statement, Muñoz M. & Constanza N. (2008) states, "Two areas concerned with language teaching have to do with the selection and use of supplementary materials, and the selection and use of aids. These areas are important to be considered because both of them may affect the effectiveness of the teaching and learning process". An important detail that we -as language teachers- must keep in mind and implement in classto increase students interest as well as teacher care in taking decisions properly.

According to Spratt (2005), the role of well-organized material is checking the form and use of grammatical structures, checking the spelling, pronunciation and use of lexical items, anticipating learners' difficulties, developing your own understanding of language.

Some studies related to our researched topic have been done before and can help us to understand it better:

Young (2003), investigated the nature of the multimedia enhanced English oral proficiency interview with an emphasis on the relationship

between students' electronic literacy and multimedia based OPI scores in an EFL context. He worked with 150 cadets from the Korean Military Academy located in Seoul during 2001 and 2002 who were interviewed by experienced teachers for almost ten minutes to continue with a "d-VOCI computer program test". Their answers were audio recorded and sent to three qualified OPI raters to evaluate and rate. The author reports that the results of the two hypotheses tests revealed that the subdomains used in the study adequately captured the latent variables, and these two factors were correlated with each other.

As a conclusion d-VOCI is not just to measure students' linguistic knowledge but to evaluate their communicative competence in any target language. In another way the data from SEM analysis revealed there was a moderate positive relationship between students' electronic literacy and their English oral proficiency. They say that the correlation between the students' electronic literacy and English oral proficiency might have been strongly influenced by the technology-based d-VOCI score.

The author adds, "there are many unsolved questions with regard to the meaningful integration of the d-VOCI test into the English classrooms in the EFL context" as limitation; also that the data was gotten from one single research site. He also suggested not using this study result for generalization.

Navarro and Piñeiro (2010) diagnose English teachers' strengths and limitations regarding the areas of linguistic skills, methodology, pedagogy, and assessment strategies. They work with English teachers in public schools D1 and D5 of the circuit 01 at the Regional Directorate of Education of San Ramon, Alajuela, Costa Rica.

To choose the data, the author used the observation, the interview and the focus group. They had other techniques: questionnaires and test. To do the focus group technique they had participation of eleven teachers. From this group the authors chose only five participants to apply the observation and the interview technique.

At the end of the research the authors obtained the results in two groups: the first one according to the strength and the second one according to the limitations. In the first groups we have: culture, attitude, administration (buildings), and knowledge about the linguistic skills, knowledge and application of teaching methods. In the second group we have: lessons plans, use of the audiovisual materials, teacher background and evaluation process.

The study concludes expressing that most of students want to learn a new language; this is reflected because a lot of students participate in the activities given by the teacher. Besides that, the authors say the big classrooms or space is ideal to teach a new language. They also conclude that most of students want to learn a new

language; it is reflected because a lot of students participate in the activities assigned by the teacher.

The main limitations found are: inappropriate command of linguistic skills and teachers' ignorance in relation with methods, pedagogy and assessing strategies.

Weinstein G. (1984) explored the use of YouTube as a supplementary material with EFL students in Taiwan working with English Foreign Language students at a private university in northern Taiwan from the Department of Chemical Engineering and Materials Science during the first and last days of the Fall semester in 2007.

The methodology used by the author is of quantitative type because specific data of sixty-nine students (men and women) were selected. Weinstein expanded the research using other techniques like interviews and simple and follow up questionnaires.

The results from questionnaires given on the first and last days of the class showed that, generally speaking, students found the experience of using YouTube to be interesting, relevant, beneficial and somehow motivating in class, dropping to the conclusions that teachers and students can be involved in creative ways to incorporate YouTube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

There were some limitations. The first limitation of the study was that questionnaires were only written in English. Second, the self-

reported nature of the survey was led to students overstating their answer while the course teacher administered the questionnaires. Other limitation was the relatively small sample size, especially in terms of the female students. Finally, all the participants came from the same department; the results could not be extrapolated to the general student population.

Smith, C. (2002) in his research aimed the objective of showing the value of music as a teaching tool and provided further insight into the topic by adding to the research knowledge. The subject in this research was ninety-four students in four classes at the beginning-level Spanish college in a regional university in the southern United States. Students were asked to fill out a background questionnaire for reference purposes. The author used an analytical and descriptive method getting as a result that student in the classes who heard music reported a much higher occurrence of this phenomenon than those who heard only spoken text.

Students in the melody group who heard songs had a significantly greater occurrence of the din phenomenon than those students from the text class who heard only recorded speech.

As a recommendation the author says that the use of songs could replace excessive readings which would not only relieve some language performance anxiety but also possibly improve the long range potential

for better pronunciation, where the students hear the correct sounds pronunciation.

According to the author, some limitations could be the size of the sample and other the confusing variables, such as the time of the day, the class time in the schedule or the classroom itself. Besides this in the university setting, groups are separated therefore, little or no interaction is observed among them.

Results

Qualitative Tabulation

Chart One: Type of supplementary material used in Public High Schools

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

Authors: Marlon Armijos

Marjorie Armijos

Source: 8th, 9th and 10th grades public high school

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

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

Authors: Marlon Armijos

Marjorie Armijos

Source: 8th,9th and 10th grades private high school

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

VARIABLE	INDICATORS	1 st Class		2 nd Class		3 rd Class		4 th Class		5 th Class	
		P*	A**	P	A	P	A	P	A	P	A
Visual	Flash cards									✓	✓
	Power point Presentation										
	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										

* P: Pertinence

** A: Appropriateness

Authors: Marlon Armijos

Marjorie Armijos

Source: 8th grade public high school

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

Variable	Indicators	1 st Class		2 nd Class		3 rd Class		4 th Class		5 th Class	
		P*	A**	P	A	P	A	P	A	P	A
Visual	Flash cards										
	Power point Presentations										
	Maps										
	Pictures	✓	x					✓	✓		
	Charts										
	Handouts										
	Posters							✓	✓	✓	✓
	Word cards										
White/black Board	✓	x	x	x	✓	x	✓	✓	✓	✓	
Audio	Songs										
	Dialogues	✓	x								
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects(toys, plants, fruits)										
Online	Websites										

* P: Pertinence

** A: Appropriateness

Authors: Marlon Armijos

Marjorie Armijos

Source: 9th grade public high school

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		P*	A**	P	A	P	A	P	A	P	A
Visual	Flash cards										
	Power point Presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards							✓	x		
White/black board	x	x				✓	x			x	x
Audio	Songs										
	Dialogues			✓	✓						
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

* P: Pertinence

** A: Appropriateness

Authors: Marlon Armijos

Marjorie Armijos

Source: 10th grade public high school

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		
		P*	A**	P	A	P	A	P	A	P	A	
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											

* P: Pertinence

** A: Appropriateness

Authors: Marlon Armijos

Marjorie Armijos

Source: 8th grade private high school

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		P*	A**	P	A	P	A	P	A	P	A
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										

* P: Pertinence

** A: Appropriateness

Authors: Marlon Armijos

Marjorie Armijos

Source: 9th grade private high school

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		P*	A**	P	A	P	A	P	A	P	A
Visual	Flash cards										
	Power point presentations										
	Maps	✓	x								
	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										

* P: Pertinence

** A: Appropriateness

Author: Marlon Armijos

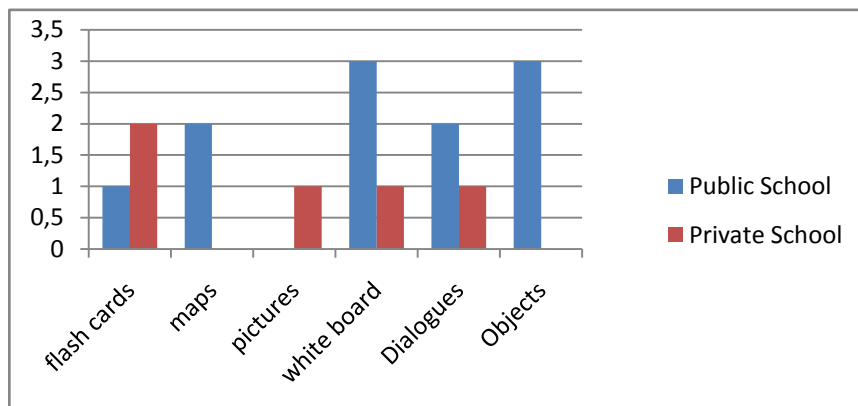
Marjorie Armijos

Source: 10th grade private high school

Quantitative Tabulation

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

Variable	Indicators	Public		Private	
		f	%	f	%
	Flash cards	1	10	2	40
	Power point presentations				
	Maps	2	18		
	Pictures			1	20
	Charts				
	Handouts				
	Posters				
	Word cards				
	White/black board	3	27	1	20
	Audio	Songs			
Dialogues		2	18	1	20
Stories					
Tales					
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)	3	27		
Online	Websites				
TOTAL		11	100	5	100

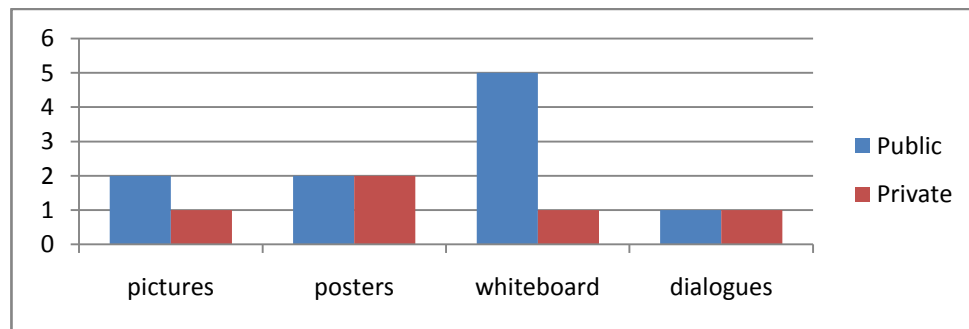


Authors: Marjorie Armijos

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Chart ten: Frequency of use of supplementary material in 9th grade.

Variable	Indicators	Public		Private	
		f	%	f	%
	Flash cards				
	Power point presentations				
	Maps				
	Pictures	2	20	1	20
	Charts				
	Handouts				
	Posters	2	20	2	40
	Word cards				
	White/black board	5	50	1	20
	Audio	Songs			
Dialogues		1	10	1	20
Stories					
Tales					
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)				
Online	Websites				
TOTAL		10	100	5	100

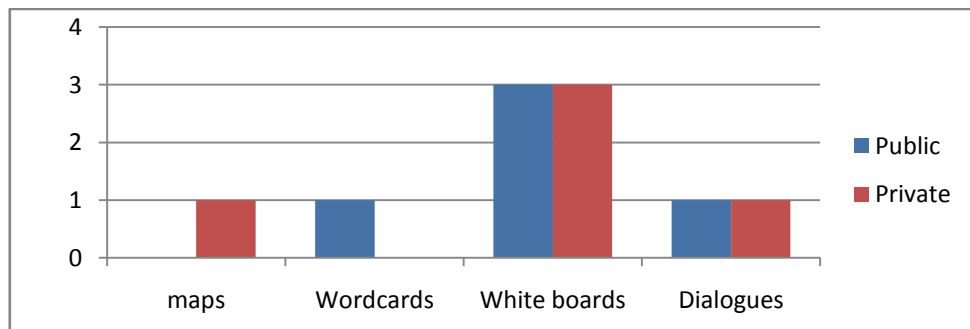


Authors: Marjorie Armijos

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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			1	20
	Charts				
	Handouts				
	Posters				
	Word cards	1	20		
	White/black board	3	60	3	60
Audio	Songs				
	Dialogues	1	20	1	20
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)				
Online	Websites				
TOTAL		5	100	5	100

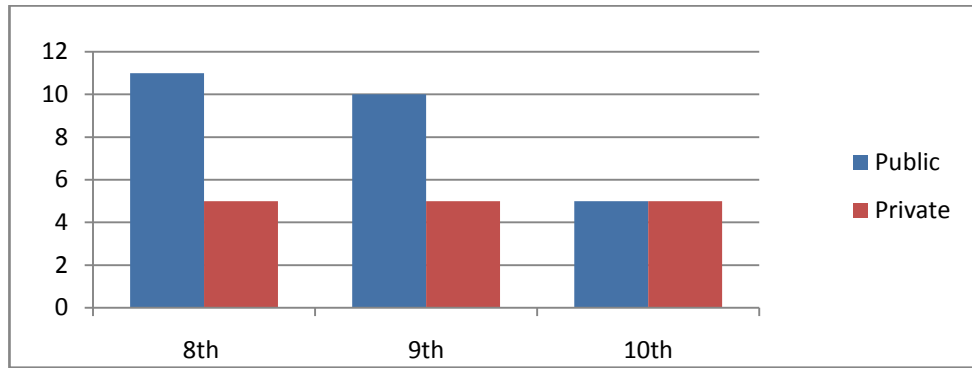


Authors: Marjorie Armijos

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Chart twelve: Frequency of use of supplementary material in 8th, 9th and 10th grade

Grades	Public (f)	Private (f)
8 th	11	5
9 th	10	5
10 th	5	5
TOTAL	26	15



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Description, Analysis and Interpretation of Results

For the following analysis we are going to consider all the charts where the data was tabulated and the literature review which will provide us the scientific concepts. We are going to start with the public high school grades, mentioning if supplementary material was used or not, and how well it was used. In order to do that, we are going to make a supported analysis of every single material used in class.

Descriptive Analysis

Public High School

According to the observation done on previous days, we have a low number of supplementary material used in class. We checked seven different types of them, which are mainly visual items. These supplies were flash cards, maps, pictures, word cards, white boards, dialogues, and realia. The material was used as it follows:

8th Grade

Flash cards

The flash cards were used in the fifth class under the topic of “My Family Tree” in activities such as ‘*Look and name*’, ‘*Look, listen and repeat*’, ‘*Look and describe*’, by presenting pictures of famous people and cartoons that were very familiar for students, such as “The Simpsons” or “Dreck and Josh” etc. The objective was to identify the different family members. Firstly, they were used to present the new vocabulary directly related with the lesson objective, and secondly, it allowed the teacher

and students to visualize objectively the different levels or categories of people's relationship.

The way the teacher used the material increased student's motivation and their desire for learning and participating during the class time, so that the activities were widely accepted by the students who were enjoying the class, a feature that at the time demonstrated that students were involved in the activities and learning. The material used was elaborated according to student's age and level, because they were easy to understand.

About the quality of this material we could say that it was full of colors, big enough for the class to see and work in pairs asking and answering questions, for that reason the flash cards had been covered with a thick plastic wrap in advance.

Maps

Students worked dynamically with the use of maps in the Fifth Class observed; the topic of this class was "My family Tree" and the objective was to identify the family members and talk about the family. The maps contained images of different family members with different physical appearance and activities based on a map of Ecuador. At the moment the teacher presented the map, students showed enthusiasm and involvement to participate in the activity, and of course got significant learning.

The adequate use of material, like the one in the example of the map used in class, creates a great atmosphere of learning understood as motivation from students to learn and even study the subject.

We are able to affirm that the activities were done according to the level of students because they could understand the instructions imparted by the teacher and could perform the different activities correctly. All the material used was according to the topic and the age of students because the pictures showed in the map were easy to understand and display images of characters from well-known TV programs for the students, for example Homer Simpson, the Adams and famous singers.

Related to quality it is necessary to mention that it was big enough to be clearly observed by students, also it had bright colors and pictures.

White Board

This third lesson was developed under the topic of “*Classroom Objects and Positions*” whose objective was to talk about the location of different objects. As always, the board was used as the basic teaching resource, but in the third class observed it was used widely along almost the whole lesson to present vocabulary and simple-easy drawings to clarify meanings or to specify the position of different objects in the classroom. The material used by the teacher plus the one included in

the English official textbook helped students to understand the activity better and easily.

It is clearly noticed that the material used was pertinent and appropriate for the level and even the age of pupils because the teacher could expand the topic and recycle some previous knowledge.

It is easy to see that teaching generates an infinite number of bibliographic works. Looking for the best and useful methods has always been the constant encounter of professionals.

Dialogues

The Second Class was developed with the use of a controlled dialogue, which was deeply related with the topic of the lesson entitled *School Things*, between the teacher and students, but with the help of a recorder and a CD. In our opinion the material used in this class combined with the variety of activities of repetition, practicing and listening, turned it helpful for students to understand, reflect about its use and usage, and then and only then, to use it by application and adaptation to the circumstances the students were focusing on. The input was slowly transferred from teacher to students; he used a large sort of techniques to make students learn.

From the moment the track was played all students were silently and ready to work on the activity guided by the teacher. Since the objective of the class was to identify school supplies, the material used was helpful and made students to speak with a very good pronunciation;

at the same time they were able to identify and label the objects they had in the classroom easily and use them in simple sentences, as well. It also provided short simple easy sentences that were quickly identified by the students, showing that the material used was according to their level and age.

Not everything was fine since the quality of the dialogue recorded and the small bad-quality recorder, in some way affected the high performance of the task.

Realia

Realia was used in many classes observed. For example, it was the principal material in the First Class related to identify class supplies and under the topic of “*My Class*”. Drawings, pictures and photos were brought to the classroom to pre-teach vocabulary. With the use of these pictures and their relation to the real objects: a desk, tables, chairs, books, erasers, and so on, students got motivated to participate more active and dynamically in class. The teacher showed a well-designed plan (different stages of the lesson the teacher was highlighting during the process) because of the different activities which as a whole permitted students to acquire the language quickly, reaching the objectives of the class.

It is easy for us to affirm that different learning styles (active, passive, involving, dynamic, in pairs, group work, whole class, and so on) were considered in order that students had the chance to learn by

themselves: interacting, talking, touching objects, listen to partners and the teacher, listening and filling blanks, looking at and guessing inferences, etc.

The aspect of appropriateness was clearly identified because the topic, aims and contents were rightly designed and worked considering the age of students and the complexity of the grammar points taught.

9th Grade

Pictures

The lesson objective was to talk about some illnesses that affected in the past. It was developed under the topic of “*Sicknesses*” with the objective to learn about different health problems and symptoms. The class procedure and activities clearly showed that the teacher did not take into consideration and reflection any of the ways of learning.

The picture showed a great amount of words that were difficult for students to learn and also brought lots of unknown words, this made the learning process difficult and even boring to the students. It is sad to say that the material was not helpful and did not influence in the reaching of goals, they were showing health problems. It was not related to the students’ level because as we said before, it brought plenty of new vocabulary and expressions. On the other hand the teacher did not show any kind of originality or creativity in the use of the material brought.

The quality of these pictures varied from one to another, some were of an excellent quality and colors, but others were pale and not well-defined images.

Posters

Fourth and Fifth Classes worked the topic “*Illnesses and Suggestions*” and the objective was to give advices for some minor illnesses. The material was originally used and students were motivated with the topic. Students seemed to feel comfortable with the language used and the activities done. Almost all of them were involved in the construction of sentences by following the scheme or structural pattern: “Touch your head”, “Touch your shoulder”, “Touch your leg”, “Touch...”. While the students assimilated the parts of the body and acted by miming with the typical TPR approach, the teacher introduced a second pattern: “This is my head; I have a headache”, “This is my stomach; I have a stomach ache”, etc.

In the Fifth Class the teacher explored what students could remember about the last lesson, with the help of the posters used in it. It was very easy for students to remember the parts of the body and the language class used. The objective of this class was clearly noticed: To reinforce the language used before and apply to real problems of life. The pattern introduced was: “I have a headache, what do you suggest for it?” Small dialogues were used to reinforce their practice so that at

the end of the lesson the students were able to create and suggest remedies or treatment for health problems.

Creativity and real settings were shown at the moment of using the material. The activities done were varied and with a significant amount of interaction that included listening, reading writing and speaking. The four skills were involved, so the learning was easy and everybody had fun in the class.

In the Fourth Class the teacher brought to the classroom well designed posters and wall-charts to pre-teach vocabulary and expressions connected to the objectives of the class. The posters were big enough for the large class, in such a way that students did not have a problem to visualize it and distinguish the pictures on it.

White Board

For the present class "*Illnesses and Suggestions*" the goal was to talk about illnesses that affected in the past. The material was poorly used by the teacher. She did not show too much creativity and turned the lesson into a boring class with a lack of interest from students. In addition, the task activity was based upon reading and translating words on the board; unluckily, the lesson turned onto a loose of the path instead of reaching the goal proposed for the class. It was not reached at all. Students did not have the chance to speak or write. It was a passive boring traditional class of listening to the teacher and completing the book activities.

It is necessary to say that the white board was not clean to see the markers lines; it was not high and big enough for helping students to see everything the teacher and/or student wrote on it; in addition, the place where it was located let the sun light shine on the board which was extremely disturbing and caused sore eyes in some students. The lesson at all was a disaster. It's a pity to affirm it but it is the truth.

It is easy to say that in this class the learning styles were absent because of the lack of methods and techniques. Even grammar was not taught or given the importance needed since it “plays a central role in every ESL/EFL teacher’s classroom” Beare, K. (2009).

Dialogues

This kind of material was used during the first class observed. The topic was “*Sicknesses*” and the goal was to talk about some illnesses that affected people in the past.

The audio material was clearly related with the topic even though it did not help so much with the objective because the activities were for completing some charts in the book. During all the class time students were guided to fill up the activities in the book and did not talk anything at all, except for asking questions about the meaning of new vocabulary.

The dialogue was related to the topic, but the low quality of the stereo influenced negatively to achieve a clear output after doing the listening activities.

10th Grade

Word Cards

The word cards as part of supplementary material were used by the teacher for the class that is entitled “*Deforestation*”, with the objective of exchanging information about environmental problems.

The word cards contained vocabulary related to the lesson and in the book; they provided a basis to support short dialogues from students. On the other hand, the way how they were used was too serious and boring, not according to the students’ age and needs because the task given such as translate a paragraph from de book, did not go according to the objective of the class. Also students were asked to write ideas about the topic without a previous help or guide from the teacher to be followed. In addition students were asked to construct complex and difficult sentences which were far from their level even though the material was according to it.

The material was enough for each group conformed in the class, but it was typed black and white which provoked a decrease of interest for students.

White Board

This material was the supplementary item with the more frequent use. It was used at least in three different classes with a lack of originality or creativity from the teacher; the first class observed was as

an example of it. They were talking about "*The Environment*" with the goal of describing processes. Here the teacher wrote just some connectors and adverbs of order which did not help to achieve the objective. Students were asked to translate words on the board and after that to translate other sentences in the book. Students got bored with the activities, and finally lost interest for the class.

The classroom board was big enough for the class but showed some little scratches all through it and also showed damage on the corners; even though this did not present a serious problem for the students to see.

Dialogues

The second class was developed with the use of a controlled dialogue between the teacher and students, but with the help of a recorder and a CD. The dialogue was deeply related to the topic of the lesson "*Animals in Danger*". Its goal was to learn about animals in danger and some facts about them.

From the moment the track was played all students were silent and ready to work on the activity guided by the teacher. Since the objective of the class was to describe endangered animals, the material used became a good help to make students to speak with good pronunciation and use the name of objects by using them in simple sentences about habitats and lifestyles. It provided short simple easy sentences quickly assimilated by the students, showing clearly that the

material used had been graded to their level and age. The quality of the dialogue was affected by the poor quality of the small tape recorder.

The material used in this class combined a wide variety of activities about repetition, practicing and listening which turned it highly helpful. The data was transferred slowly; it used many techniques to make students learn, as Felder (2007) states that the teaching methods vary from instructor to instructor depending on what they focus on.

Private High School

The observation helped us to notice that the supplementary material is not used frequently in class. We checked seven different types of supplementary material, which are mainly visual items for instance: flash cards, pictures, word cards, maps, white boards, dialogues, and realia. The material was used as it follows:

8th Grade

Flash Cards

The flash cards were used in the first class under the topic of “*Home*” whose objective was to pre-teach vocabulary for the presentation and exercises to follow. The flash cards were about the parts of the house. Also flashcards were used in the Fifth Class observation with the theme “*Food*” where the objective was to introduce vocabulary about the food items to introduce the grammar with countable and uncountable nouns.

The way the teacher used the material highly increased student's motivation and the desire of learning and participating during the class time. The activities and the material used were elaborated according to student's age and level, because they were beginners and around twelve years old; the flash cards used were colorful and of a good quality.

Pictures

The pictures were used in the First Class observation with the theme "Home" where the objective was to drill the words in chorus for pronunciation and stress and find the colors in the house parts.

The material was pertinent since it was related to the objective of the class and the students work promoting an active touching and showing of pictures. The material was appropriate to the age and level of the students.

Referring to quality of this resource, it is necessary to mention that the size and material was excellent.

White Board

The teacher used the white board to introduce the grammar of the unit in the fourth class observation which theme was "Food" She drew food pictures using the markers and then she classified the food items.

For that reason the use of the board was pertinent to introduce the grammar with countable and uncountable nouns and also the use of there is and there are. The use of the board was appropriated too, because she uses the board in a correct way so the students work

actively and enjoy the class trying to guess what the teacher drew on the board.

The board was big enough for the teacher to use it properly and markers were of different colors, which allowed students a better comprehension.

Dialogues

According to what was observed, the teacher as a first step explained students they were going to make a dialogue about “*Ordering Food in a Restaurant.*” It was done in a very appropriate form so that students were clear about the topic of the task.

Then the teacher asked students to use the captions in the text and build-up a conversation. Once students were ready with their conversations, the teacher told them to listen and compare their conversations with the one in the CD. This way of managing the CD was appropriate because the teacher allowed students to use their own ability to make the conversation based on the caption given in the text and then to contrast them with the dialogue they listened, as well as making corrections where necessary. Then the teacher asked students to listen to the pronunciation and intonation carefully to practice the lines after the pauses. This procedure helped students to be better prepared to practice and role-play the conversations in front of the class.

As a general overview, the material (CD) used with 8th grade was made attending the needs and methodology requirements and with the participation of native people. This helped students to be exposed to real English. Besides the dialogue's characters spoke clearly and enthusiastically. Teenagers felt motivated to reproduce the sounds accurately and later to role-play the conversation in a more realistic form. The teacher took the advantages of the CD to help students pronounce and intonate accurately, leaving behind Spanish-speakers accent.

9th Grade

Pictures

Under the topic "Money" the teacher showed pictures about famous people who spend too much money in clothes. The objective of the fifth class observed was to perform the grammar with the use of "how much" with singular and plural items by asking and answering questions. Pictures were distributed to the students, one for each one. They were told to say sentences about them. Students gave the name of the famous people, as well as their occupations. After that the teacher asked them to work in pairs and make guesses on the price of the clothes those famous people were wearing in the pictures. The task was a question-answer task.

The way the teacher used the pictures was great because she made students review and use previous knowledge like names and

occupations. During this first step students could make a first approach to the language and helped them leave the fear to use the language by saying simple structures and vocabulary. In that way students were introduced to work on the target of the class. They could easily ask each other questions using the requested grammar structures, letting them interact properly in a dynamic and self-confident environment.

The quality of the pictures was excellent. They were clear and about actors, singers, sport players that highly interest students of that age. Also the pictures contained images of famous people on different kinds of outfits: formal, casual, sport, party, etc. this feature drove students to make different speculations on costs of the clothes and as a result the use of different numbers for prices.

Posters

In the first observed class this material was used to introduce the vocabulary which topic was “Money”. In the poster there were people in a boutique and different items were shown with price tags on them.

The use of the material was appropriate because it was used to introduce the vocabulary about boutique items. It also helped to review numbers for prices.

Also the same poster was used in the second class to review the content taught before. Then the teacher used the poster to introduce the grammar point that referred to questions with “How much is/are”. She modeled some questions using items on it. Next some students

at random were asked to go to the front of the class to ask questions about merchandise on the poster.

The poster's quality was good, full color and with a big size where students could clearly observe, identify, label and motivate students to ask questions to their classmates, which in words of Woolfk (2007) advises "motivation is usually defined as an internal state that arouses, directs, and maintains behavior".

White board

The topic of the class was "Money" and its objective was to explain grammar structures to ask and answer questions about items and prices.

This tool was used in the Second Class with the objective to perform the grammar explanations and check students' comprehension by writing examples and answers to exercises proposed by the teacher.

This resource was generally used in an efficient form. The structure of the grammar was well-managed. The heading and patterns of questions with "How much is/are" were big and clear enough, as well as the examples and exercises written on it. There is no doubt on the importance of this material as Beare, K. (2009) states, "it plays a central role in every ESL/EFL teacher's classroom".

Dialogues

The theme of the Third Class was "Money". The objective was to perform the vocabulary, understanding and pronunciation.

The teacher used a CD and a CD player to listen to a conversation between two famous people buying clothes. Then students had to order the sentences according to what they listened and tell to the teacher the correct order. Next, they practiced the dialogue in pairs and finally they contextualized it in their own words.

The material helped students focus on the language use and also its correct pronunciation, rhythm and intonation. It also guided them to create a new one based on the conversation model but with their own ideas and experiences.

The track for the exercise was clear and performed by native speakers. It gave them a better chance to use English in a correct form. It is also important to mention that the topic of the listening was interesting and relevant for ninth grade students, with expressions and structures according to their level. It included the vocabulary and the grammar covered by the teacher in the class.

Tenth class

Maps

This supplementary material was used in the first class and the theme of the unit was “Movies” with books closed the teacher introduced the topic by asking the students about the movies that they last saw. At the beginning students showed interest and curiosity about of the purpose of the map but later was replaced by the monotony of the task.

She listed some examples and put them up on the board then she asked students where those movies were made. Students answered what they did in Hollywood, USA. To know where that place is located she posted a world map, and asked some students to point the place in the map. She also mentioned about Bollywood movies in India again the teacher asked the students to go to the board and identify the country in the map. This activity took a considerable part of the class and avoided the students to focus on the task that talking about movies also students showed low interest in participated in the activity.

However it is important to remark that the map was big, colorful and clear enough. The names of the countries and cities were in English.

White board

For the Second and Third Class, where the topic was “Money” the teacher used the whiteboard as the only material. She introduced expressions for degrees of likes and dislikes. Next she explained the different expressions by writing and ranking them from the most likeable to the most dislikeable. Next she clarified the concepts by writing examples in front of each expression.

It is important to mention that even though it was the only material resource, she used it properly, because she wrote the heading with clear and large-size letters.

About the use of the markers, they were of three different colors: green for the heading, black for the different expressions and blue for the examples. This allowed students a better comprehension and management of the exposed grammar point for that reason we observed students could successfully give their own examples when they were required to do it. They even did not ask for extra clarification on what was written on the board.

This supplementary material also was used in the Fifth Class observed the teacher taught the present perfect, the resource she used to present it was the white board and markers. She based on a concept map to explain it. First with the red marker she drew a box and wrote: "PRESENT PERFECT", from this she drew three more boxes: one green for the formula, the second was blue to explain the use and the last one was green for a time line.

Finally the teacher wrote some examples to clarify the grammar explained. The form how the teacher structured the patterns of the word were well organized and clear, so that students got the information in a proper form to produce their own examples. During the exposure the teacher asked students some comprehension questions about each part. This procedure helped students to acquire the knowledge progressively.

Dialogues

In the third class observed on "Movies" the teacher used the dialogue to check students' production and awareness in the use of the

present perfect exposed at the beginning of the class. She started by asking students to work in pairs and brainstorm famous actors. After students were ready, they were told to choose one actor; it could be any of their preference.

As a next step they were required to ask and answer questions about the chosen actor. She pointed out to use the present perfect in their questions and answers. Finally four pairs of students were asked to present their dialogues in front of the class.

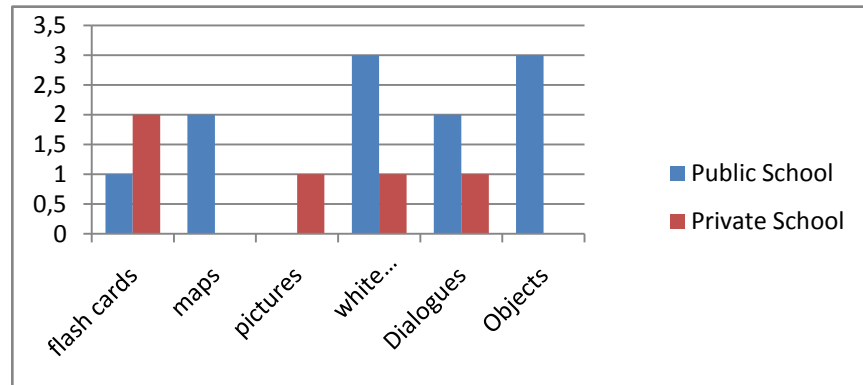
This procedure made students to use the target language and also gave them the opportunity to interact and manage different language skills at the same time: speaking, listening and writing. Besides they were exposed to develop some language functions as: asking for opinions, making choices and giving reasons.

The different steps of the activity helped students to focus on the grammar point previously learnt and more importantly to contextualize the knowledge received from their teacher. It became a useful technique that guided students to develop a communication skill that will help them go one step forward to the acquisition of the language.

Comparative Analysis

8th Public and Private

Frequency of use of supplementary material in 8th grade.



The chart nine about the frequency of use of supplementary material in eighth grade determines that in the public institution the supplementary material was used 11 times meanwhile in the private one only 5 times these items were taking into account in the teaching process. From them the *White Board* was used in both schools, 3 times (27%) in the public high school and once (20 %) in the private one.

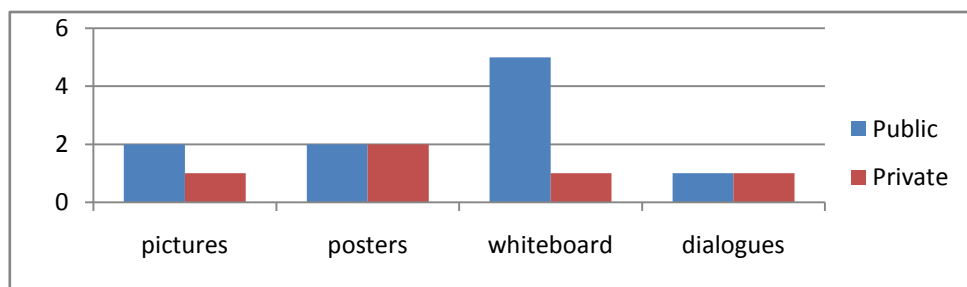
Another item used in both schools was the *Dialogues* with 18% (twice) in public against a 20% (once) in the private school. *Flash Cards* were used once (10 %) in the public school and twice (40%) in the private one. *Objects* (3 times) and *Maps* (twice) were only used in the public school while *Pictures* (once) was the item used only in the private institution.

According to what it was showed above it is stated that White board and Objects were the materials with the most frequency in the public school. These results evidence that teachers take hand of the board, because they are cheap and already displayed in the classrooms, also the government does not invest in other kind of materials like audio, audiovisual or online, in some cases they even do not have an electric plug. Because objects are cheap it is easy to obtain them.

The flash cards used in class in the private school were the best resource for students learning, since they increase meaningfully class participation and students attention.

9th Public and Private

Frequency of use of supplementary material in 9th grade.



The information showed in chart ten about the ninth grade tells us that pictures, posters, white board and dialogues were broadly used in both schools as it happened in the public class eight.

The *white board* was used in the 50% in the public school while in the private school it was used only in the 20%. It happened because in most of the observed classes the teacher did not have a lesson plan; the teacher used the board to write guiding sentences and asked the

students to copy them in their notebooks. It was the easiest way for the teacher to present the topics and keep students working and spending time.

Posters were the items used in both the private and the public school. In the observation it was noticed they were used twice. This happened because both teachers had a great management in using and presenting posters. The ones they had chosen had a wide variety of pictures. They could apply different techniques with great results in spite of the difference of images they used. The private textbooks have their own materials but the Ecuadorian series do not have their own so that the teachers have to look for and adapt the most accurate material for every lesson.

10th Public and Private

Frequency of use of supplementary material in 10th grade.

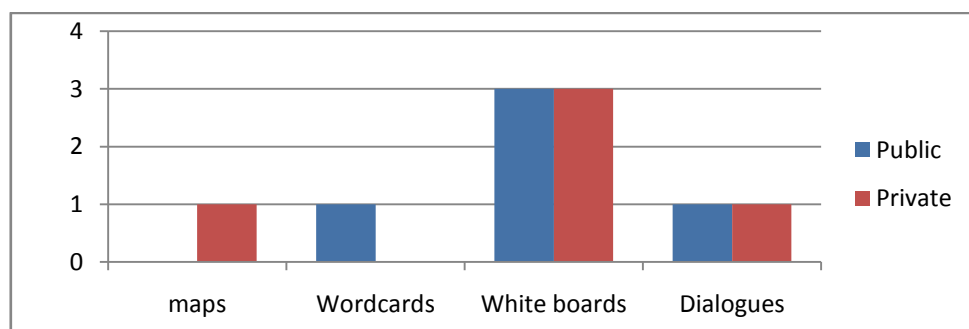


Chart eleven offers information about the tenth grade and it is exposed that the white board was mainly used in both schools. The same happens with the dialogues, which were used with a frequency of

once (20%). The word cards were used once in the public school and the maps once in the private school, because of the lack of these materials and the creativity itself of the teachers. As we stated above the white board was the most useful supply, since it is useful, always available in the classroom, ready to use; it does not need electricity or be transported from one place to another and can be used in a wide variety of ways.

Conclusions

After finishing the quantitative analysis of the object studied, through the analysis of data with the variables presented for the scientific identification of the causes and consequences, it is necessary to outline the conclusions and recommendations.

- According to the comparative data, the public high schools use more frequently the supplementary material in English Foreign Language teaching process, than the private high schools.
- This research work allowed us to identify clearly that the white board and dialogues are the most useful supplementary material in the 8th, 9th and 10th grades of both institutions.
- The word cards are the supplementary material less used by the teachers of English as Foreign Language.
- In both institutions, public and private high school, the audiovisual aid and online websites were not used because of the lack of that technology in those schools.
- The materials used in the classes observed were pertinent regarding to the theme, objectives and contents of the lesson in the private high school.
- In both kinds of high schools observed the materials used were appropriate to the age, level of knowledge and learning style of students.

- The quality of the visual materials used in both high schools was very good: kind of image, color, size and accuracy.

Recommendations

- The authors of the present research work suggest teachers to use *supplementary material* more frequently: maps, word cards, charts, handouts, songs stories and tales, because the use of these will improve the motivation of students in the classroom.
- As well as, we suggest teachers to use updated *audiovisual* resources: DVDs, tape recorders, VCRs, karaoke, etc during the teaching and learning process in order to help and motivate students to obtain meaningful learning.
- Suggest the authorities of these high schools to supply appropriate supplementary materials to develop the teaching and learning process in a better way. For example, using NTICs as computers, in focus, internet and educational software.
- Workshops focus on the use of technology should be given for teachers since most of them cannot manage the new technologies such as websites and software.

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ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

TOPIC OF THE LESSON: _____

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

Visual	flash cards	
	power point presentations	
	Maps	
	Pictures	
	Charts	
	Handouts	
	Posters	
	word cards	
	white/black board	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	objects (toys, plants, fruits)	
Online	Websites	

DESCRIPTION OF THE MATERIAL USED:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Was it appropriately in relation to the topic of the class? Yes _____ no _____ Why?

Was it appropriately in relation to the objectives of the class? Yes _____ no _____ Why?

Was it appropriately in relation to the student's age? Yes _____ no _____ Why?

Was it appropriately in relation to the student's level? Yes _____ no _____ Why?

Was it elaborated and applied with creativity and originality? Yes _____ no _____ Why?

Were students motivated with the presented material? Yes _____ no _____ Why and How?

(For example, activates participation, awakes student's inters and curiosity)

How do you consider the quality of the used material?

Thank you

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

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

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

Thank you

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

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

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

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

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

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

25% ()

50% ()

75% ()

90% ()

Why?

Thank you