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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

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CERTIFICATION

Dra. Rosario Burneo

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

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The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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Carlos Andrés Rueda Bilbao

Author

DEDICATION

I would like to thank the person that means my life to me, the one that was always by my side guiding me, being my support, my master, my example of how to succeed in life, my mother, the perfect fan. She is the one that has always believed in my effort and had always given her hand to me.

Thank you mom for all that time given. Thank you for understanding that those long nights were necessary. Thank you for showing me that nothing in life is more important than being honest, and hardworking. With you, I learned that anything can be achieved if you fight for it.

Thank you for being my mom, remember that I will always love you, and thank you for giving me the chance of finishing this career which, as we know, is the first step of many others that will come soon. I love you Mama.

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Abstract

When talking about the learning process, it is important to remember the objectives of an educator when teaching a foreign language. For this, the teacher needs to use not only his knowledge but also extra sources that will improve this teaching process. The topic of this study is the use of supplementary materials in EFL classes: a comparative analysis of public and private high schools.

The populations of our study were one 8th, 9th, and 10th grade per school. Both qualitative (observation of 30 classes) and quantitative (questionnaire to one student per class) research were utilized in this study.

The results of the study showed that the public school had a less amount of materials for its classes. One reason was that the number of students was very high, which did not allow the teacher to use the materials in the best way. On the other hand, the private school had more supplementary materials used in the classes due to the fact that the number of students is small and it gives more time for the use of these materials.

Introduction

Teaching English as a foreign language is not that hard when it takes place in an English speaking country. When this process is done in a foreign country, it becomes a bit difficult. This is because the teacher needs many other materials that go further from a class and a book.

One of the areas in the teaching context is the socio-cultural environment. This is important because it includes the previous cultural and educational background the student has, which will influence his learning. The second area to pay attention when teaching is the choosing of the materials that are going to be used in the class; while, the third part has to do with the method or form in which the named materials are used inside the classroom. This methodological area includes the resources and techniques applied that will make an accurate teaching- learning process.

Keeping the eyes in the process of learning, teachers plan their classes and try to obtain their goals at the end of the school year. Inside this planning, teachers include some extra materials, which will facilitate the learning. The use of these supplementary materials is well known for helping a lot since it creates more interesting and active classes.

Anyway, not everything is as easy as it seems, the selection of the

materials is the most demanding part because the teacher has to be clear on what is appropriate for the students' needs and pertinent in contents, objectives, and topics according to his students. If the teacher chooses correctly, the classes will be successful, and so do the learning. Talking about the materials, there are many of them as: visual, audiovisual, realia, electronic, audio, and others. The problem is that not many teachers use these materials, they use them in a wrong form, or even worse, some teachers do not use them at all.

The specific objectives of this study are: To identify and analyze the supporting materials used in EFL public and private high schools; to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; to determine the frequency and variety of the supplementary material used in the observed public and private schools. These objectives have been totally achieved through the direct observation of the thirty classes and it will be possible to identify, describe, and analyze the supplementary materials used in these classes. Likewise, through the tabulation of the questionnaires, the frequency and variation in use will be determined.

This study is very important because it will help the investigators to discover the weak and strong areas of the EFL classes and find a solution to the problems existing on them.

Some of the investigations carried out, like the ones proposed by Kelsen (2007), Shin & Bae (2007), Richards & Rodgers (2010), showed that the use of different supplementary materials, as the internet in these three cases, helped a lot in the process of teaching and learning English as a foreign language. Internet is a great tool according to the investigations if it is used correctly.

On the Internet, there are so many activities and information that can guide the students through the English learning path.

In all circumstances, the ones that obtained a benefit from this study, due to the relevance of the results and conclusions, are mainly the students of the 8th, 9th, and 10th grades in the public and private observed schools, the teachers in both schools, authorities, the schools themselves, me as the observer, and the UTPL. All of these institutions got a very important help, since the study will show them how good or bad things are being carried out, and what are the things that should be changed and which ones can continue being like that.

The results of this study will open a wide door in the educational world to future proposals and brief changes in teaching all around Ecuador. This must help investigators for future references, since the collected answers and observations showed the need of a rapid and strong change that should take place especially in public education. Due to the fact that the information gathered by my investigation will be useful, and waiting for soon changes from the parts involved, it will be

the beginning of a better and appropriate education for all the students in Ecuador.

Despite having the time, the permission from authorities and the details needed for the investigation, a limitation that I found is that all teachers were advised by their authorities about the observation. As a result of this, they had probably changed their usual management of the classes or the use of supplementary materials. This could show results that are different from reality.

Methodology

The first step on the investigation was to find relevant previous studies about the use of supplementary materials. This information was obtained from research done on the Internet, books, and journals. This information then became the Literature Review.

This research took place in two secondary schools. The first one, a public school located in the central area of Quito; and the other one, a private school located in the north area of the same city.

The observed classes were the 8th, 9th, and 10th grades in both schools. The age levels were from the 11 years old to the 15 years old.

The gender in all classes was mixed but in the public school there were more females.

The public school had very big classes with no less than 35 students per class; while, the private one had a maximum of 22 students per class. Taking into account the installations or classrooms of both schools, the ones of the public school were big but crowded; while, on the private school the classrooms were small but comfortable for the small number of students they had.

The teachers were different for each class in the public school due to the number of students; while, in the private school, there was just one teacher for all the three courses.

The socio-cultural and socio-economic background in the public school belongs to a middle or middle-low class in its majority; while, in the private school, it belongs to a middle-high or high level.

The two methods used for the investigation were qualitative, and quantitative. These methods used the direct observation to the classes, and the application of instruments as questionnaires to the population involved in the study.

After obtaining the information from the 30 classes observed through the different questionnaires, data were organized and classified using twelve formats (charts). This charts helped tabulation in order to present the results of the use of the supplementary materials (charts 1 and 2), appropriateness, pertinence (charts 3 to 8), and frequency of the supplementary materials (charts 9 to 12) used in the classes observed.

The following step in order to analyze qualitatively the gathered results from the tabulation was to interpret these outcomes together with the type of material which comes from charts 1 and 2. Later we analyzed their use in every class observed considering the characteristics of pertinence and appropriateness. This information comes from charts 3, 4, and 5. Finally, considering the last part of the observation sheets, the quality of those materials is analyzed.

After analyzing each grade, an opinion about the different types of learning was made. These results came from the teachers' surveys.

It is important to explain that the previous analysis in done in both the public and the private school independently.

The very last part of this analysis was to interpret the information of the last chart (12). This chart was used to compare the number of times that the materials were used in each course in the public and private school. This chart helps to arrive at a conclusion of the study.

DISCUSSION

Literature Review

There are so many ways of teaching and learning a language. One of them can be learning it at home, at school, or if given the chance, going to a country in which it is the national language.

Despite having the previous reasons, anywhere and anyhow you learn a language; you will always need some extra materials which will help you through this learning. At this time we need to think not only in the use of a textbook as the only guide or reference, but also on the extra equipment which we can need when teaching and learning a Foreign Language. These materials can go from the knowledge the teacher has, until infinite number of elements that can be used inside the classroom such as the blackboard, a radio, a television, pictures or even the class itself.

Likewise, extra teaching materials form an important part of most English teaching curriculums. There are some different kinds of materials like: textbooks, videotapes, pictures or the Internet. These materials help and guide the teacher through the process of instruction.

Teaching a foreign language

To start with the study of Teaching a Foreign Language, Nesterenko (2008, p. 13-14) says:

Teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn

how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching is guiding and facilitating learning, enabling the learners 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.

Likewise, but in a more specific form referring to English as a foreign language, Roskilly (2010) argues that it is not that uncommon to see someone teaching English as a foreign language, since it is the third most used language in the world. English is not the first used or spoken language, but it is the language of business, international travel, diplomatic discourse, and other uses like the computer one.

It is not that unusual to see people learning English as a foreign language in the United States. “With a large influx of non-English speaking people entering the United States, there are many people who speak another language as their first language. They also attend school here and need to learn English” Roskilly (2010).

In addition, Nesterenko (2008) argues that learning a foreign language is not an easy task, since a lot of details are required in the process of teaching and learning. Just few people can learn a language

just by being in the classroom, so there is no way to acquire this knowledge in those circumstances.

Learners

This topic will be studied through three important aspects: Age, learner differences, and motivation.

Within the age concept, Saville-Troike (2006, p. 82) says:

It is a common belief that children are more successful L2 learners than adults, but the evidence for this is actually surprisingly equivocal. One reason for the apparent inconsistency in research findings is that some studies define relative “success” as the initial rate of learning (where, contrary to popular belief, older learners have an advantage); while, other studies define it as ultimate achievement (where learners who are introduced to the L2 in childhood indeed do appear to have an edge). Also some studies define “success” in terms of how close the learner’s pronunciation is to native speaker’s, others in terms of how closely a learner approximates native grammaticality judgments, and still others in terms of fluency or functional competence. It is very important to keep evaluative criteria clearly in mind; while, judging conflicting claims.

We noted in the earlier section of this chapter on languages and the brain that 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, capacity to assume the new functions that learning language demands. 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.

Additionally, Saville-Troike (2006) reports that most people think that young learners have an innate capacity to learn faster than older learners because of their “brain plasticity”, but the studies show that older learners get the language easily since they have a better way to learn because of their better memory, knowledge of the world, knowledge of their L1, and some other features.

Together with this subject, and to continue with the learners’ topic, we have the next aspect which is:

Learner differences

The differences we explore here are age, sex, aptitude, motivation, cognitive, style, personality, and learning strategies. Some of the relevant research looks at neurological representation and organization (such as the research reported above in the section on languages and the brain), some is of an experimental nature (which manipulates variables and makes direct claims about cause

and effect), and some relies on “good language learner” studies (which deal with correlations between specific traits and successful SLA). Some of this research remains quite speculative. Saville-Troike (2006, p. 82)

Motivation

Concluding with the details that explain the views of the learner differences, there it comes the time to talk about the last part that refers to the learners study. The concept is:

Motivation is the thoughts and feelings we have which make us want to do something, continue to want to do it and turn our wishes into action, i.e. motivation influences:

- why people decide to do something
- how long they want to do it for
- how hard they are prepared to work to achieve it.

Motivation is very important in language learning. It helps make learning successful. Spratt, Pulverness, & Willians (2007, p. 38)

Indeed, Spratt, Pulverness & Willians (2007, p. 38) suggest that the factors that influence in the motivation to learn a language are the following:

- the usefulness of knowing the language well, e.g. for findings jobs, getting on to courses of study getting good marks from the teacher.

- our interest in the target language culture (the culture of the language we are learning)
- feeling good about learning the language: success, self-confidence (feeling that we can do things successfully), learner autonomy/independence (feeling responsible for and in control of our own learning)
- encouragement and support from others, e.g. teacher, parents, classmates, school, society
- our interest in the learning process: the interest and relevance to us of the course content, classroom activities, the teacher's personality, teaching methods.

As a complement for the idea of motivation, Saville-Troike (2006) notes that some learners are more successful than others because of the motivation they have in obtaining their goals. When the level of effort is the highest, the linguistic level acquired is the highest.

Learning Styles

Learners have different ways of learning a new language according to different details which will be measured in the next lines.

To start with the study of learning styles, Spratt, Pulverness, & Willians (2007. p. 52) believe that:

Learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills. Our learning styles 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.

As well, Spratt, Pulverness, & Willians (2007. p. 52) mentioned that:

Learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills. Our learning styles 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.

Finally, Spratt, Pulverness, & Willians (2007) based on the previous information; conclude that there are different students with different styles and ways of learning, and that not all learners use the same exact style. There are some different ways of learning depending on the culture and the form in which learners build up their learning of the language.

Teaching Techniques

This part of the study is focused on the adolescents as the spot of the study, since they need a different way of teaching.

Since there are plural attitudes and problems that adolescents go through, the teaching form applied in the classroom for this specific age needs special attention. This information is detailed below:

Teaching Adolescents

Schreiner (2009) claims that:

Adolescence is a time of significant physical and psychological changes in a child's life. As individuals advance through the stage of adolescence, they move from being the young and precocious learners of elementary school toward becoming the independent and self-motivated learners of college.

In addition to the previous ideas, teaching young adolescents “is one of the most demanding and rewarding jobs in life. We must apply extremely varied instructional strategies in concert with substantive content and skills, all; while, navigating hormonal storms and identity expeditions from humans at their most awkward stages”.Wormeli (2010)

Likewise, Lee (1963) fights that:

Adolescence is like secondary education. It is defined more by its boundaries than by its essence. It is defined the period lasting from the end of childhood to the beginning of adulthood. Its lower boundary, the onset of puberty, is fairly easy to ascertain.

Another interesting opinion of Lee (1963) is that teachers should figure out about how adolescents learn in between problems specially occurring inside classroom which are related to new and old information.

Different teaching contexts

Since there are different learning styles, different kinds of learners and so on, we cannot forget about the different spaces in which the teaching and learning process occurs.

Andrews, Mulkahy & Short (1991) suggested that:

The teaching context contains the superstructure set by the teacher and the institution: the course structure, curriculum content, and methods of teaching and assessment. This context, apart from its cognitive aspects, also generates a "climate" for learning, which, whether "cold" or "warm," has important motivational consequences.

There is a list of different teaching contexts in which we can note the specific situations in which learning takes place.

The classification of these different teaching contexts is shown below:

- Linguistic contexts: elements of language form and function associated with the variable element.
- Psychological contexts: factors associated with the amount of attention which is being given to language form during production, the level of automaticity versus

control in processing, or the intellectual demands of a particular task.

- Microsocial contexts: features of setting/situation and interaction which relate to communicative events within which language is being produced, interpreted, and negotiated. These include level of formality and participants' relationship to one another, and whether the interaction is public or intimate. Saville-Troike (2006, p. 102-103)

Supplementary materials

As explained in the beginning, the supplementary materials are needed for a better management of the teaching of English as a Foreign Language.

Since this is the topic of the study, the most attention is put bellow.

To start the study of this topic, it is necessary to establish the definition, importance, roles, and the different kinds of supplementary materials.

Spratt, Pulverness, & Williams (2007, p. 114) report that "Supplementary materials are books and other materials we can use in addition to the coursebook. They include skills development materials, grammar, vocabulary, and phonology practice materials, collections of communicative activities and teacher's resource materials".

Defining the role of supplementary materials, there are various reasons why we might want to use supplementary materials and activities. Some of the main reasons are as follows:

- to replace unsuitable materials in the coursebook
- to fill gaps in the coursebook
- to provide suitable material for learner's particular needs and interests
- to give learners extra language or skills practice
- to add variety to our teaching

The different kinds of supplementary materials are: visual, audio, audiovisual, realia and online.

Firstly, visual materials according to Spratt, Pulverness, & Willians (2007) are pictures that can help learners to understand. For example; flashcards, charts, posters, puppets that can be used for teaching individual words or as prompts for practicing grammatical structures and other structures.

Secondly, Spratt, Pulverness, & Willians (2007, p. 120) suggest as audio materials; "cassette recorder, CD player, for presenting new language in dialogues and stories, giving models for pronunciation, recording learners' oral performance, listening for pleasure".

Then, Spratt, Pulverness, & Willians (2007) say that the material considered necessary for audiovisual is the video. Some of the advantages of this material are that video can provide visual context;

while, it can also be a source of cultural information, and it can show and express the body language. On the other hand, the disadvantages are equipment may not always be available and language may not be graded.

Subsequently, Spratt, Pulverness, & Willians (2007) argue that, realia is the use of real objects in the classroom. These materials will be useful to show students the language of the real world.

Lastly, Spratt, Pulverness, & Willians (2007) claim that the material considered necessary for online use are the websites. The advantages of this material are the variety of lesson plans, the teaching materials and other resources. The disadvantage is that sometimes it is difficult to find the right materials for the learners.

Moreover, Spratt, Pulverness, & Willians, (2007, p. 114) say that:

Supplementary materials may also come from authentic sources (e.g. newspaper and magazine articles, video, etc.). Some coursebook packages include supplementary materials and activities especially designed to fit the coursebook syllabus, and there are also many websites where you can download supplementary materials. We select supplementary materials and activities first by recognizing that we need something more than (or different from) the material in the coursebook, and then by knowing where to find the most appropriate kinds of materials.

Previous studies

In the next lines, we will talk about the previous studies that explain the topic of the study.

We will start with the introduction of some studies that were used in order to test or request students about the use of extra materials to bring in a Foreign Language into their knowledge.

The study proposed by Kelsen (2007) who, after the use of questionnaires and interviews as the methods of research, concluded that the results from questionnaires given on the first and last days of the class show that, generally speaking, students found the experience of using YouTube to be interesting, relevant, beneficial and somewhat motivating in class.

The method used, was the application of some questionnaires which asked a group of students about the use of the You Tube during the class time.

The You Tube was used to introduce English as a Foreign Language.

Some of the materials used for the presentation of the video-clips were the high-speed internet service, a computer, and a projector.

Secondly, Ghazali, Jusoff, Muthusamy, & Setia (2009) who propose to discuss students' attitudes towards the texts used in the program, the challenge faced in reading these texts and type of texts students prefer to read.

The methodology was used when five students were chosen as they had a longer experience in studying literature and had all the texts and genres chosen for the program. The use of a questionnaire divided into two parts: the first section focused on respondents' demographic profile such as their grade, gender and socio-economic status. The second part used a five points Likert scale to gauge student's attitude towards text selection and teaching methods. As a conclusion the data from this study suggested that students were generally satisfied with the short stories but were less enthusiastic about the poems and novels.

Perhaps more contemporary poems can be included in the text selection and for novels, it is better if more choices are provided and students are allowed to choose which suits their interest and language level.

Teachers play a big role in students' education. Not only do they impart knowledge to students but they also help shape students' attitudes towards education, school and the subject they teach.

Other author that collaborates with the study of the use of supplementary materials in ELF classes is Shin & Bae (2007) who proposed the objective of addressing this issue and report the results of a study that examined Korean secondary school EFL teachers' perceptions and perspectives on the use of the Internet for teaching purposes.

This study used a questionnaire to document Korean secondary school EFL teachers' perceptions and perspectives on the use of the Internet for English language teaching purposes.

The study has demonstrated that teachers have positive views on the use of the Internet for teaching EFL; while, they have difficulties in finding appropriate teaching materials and in integrating Internet resources into their curriculum.

Richards & Rodgers (2010) used questionnaires as the methodology of their study.

The results of the questionnaire indicate that a majority of the EFL teachers actually used the Internet for their teaching purposes, and also that the teachers used the Internet more for the preparation of teaching materials than directly with students in the classroom.

Chuang, Chwo, Jonas & Tsai (2009) claimed to inform students about the textbook resources available and assessment criteria and enhance listening and speaking skills.

The methodology used in this study was to take two group of classes Experimental Group (EG) and Control Group (CG).

CC was taught by a local Taiwanese instructor and EE by a foreign instructor from an English speaking country; both instructors coordinated their teaching, applying interventional mode to contrast our CG, taught by another foreign instructor.

Classes were held throughout the semester in accordance to the dictates of the department syllabus based on the Live ABC learning package (LLP). A standard syllabus was used for the Listening and Speaking Classes designed by representative teachers from the Applied English Department of Hung Kung University. The main mode of teaching was promoting teaching via modeling and practice in order to achieve listening and speaking proficiency.

EG adopted phonological awareness (PA) tasks and supplementary materials to complement and improve the existing teaching materials providing multi-channel assessment criteria to promote listening and speaking skills.

EE integrated extra PA task adopting Dr. Seuss' Green Eggs in Ham, Fox Fish, Go Dog, Gol, Cat in the Hat listening and reciting activity in the course.

Vocabulary was purposely taught to enhance use on learning key words, only applied in CC, but no requested in ES, NR and CT classes.

The conclusions indicate the significant difference existing between the contrasting groups, Experimental Groups and Control Groups, concerning listening and speaking proficiency results.

Results

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

Variable	Indicators	YES	NO
Visual	flash cards		X
	power point presentation		X
	maps		X
	pictures	✓	
	charts		X
	handouts		X
	posters		X
	word cards		X
	white/blackboard	✓	
Audio	songs	✓	
	dialogues		X
	stories		X
	tales		X
Audiovisual	videos		X
	movies		X
	documentaries	✓	
Realia	objects (toys, plants, fruits)	✓	
Online	websites		X

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Source: 8th, 9th, and 10th grades

Chart Two: Type of supplementary material used in private high school

Variable	Indicators	YES	NO
Visual	flash cards		X
	power point presentation	✓	
	maps		X
	pictures	✓	
	charts	✓	
	handouts	✓	
	posters		X
	word cards		X
	white/blackboard	✓	
Audio	songs		X
	dialogues	✓	
	stories		X
	tales		X
Audiovisual	videos		X
	movies		X
	documentaries	✓	
Realia	objects (toys, plants, fruits)	✓	
Online	websites	✓	

Author: Carlos Andrés Rueda Bilbao

Source: 8th, 9th, and 10th grades

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

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

Author: Carlos Andrés Rueda Bilbao

Source: 8th grade

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

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

Author: Carlos Andrés Rueda Bilbao

Source: 9th grade

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

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

Author: Carlos Andrés Rueda Bilbao

Source: 10th grade

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

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

Author: Carlos Andrés Rueda Bilbao

Source: 8th grade

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

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

Author: Carlos Andrés Rueda Bilbao

Source: 9th grade

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

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

Author: Carlos Andrés Rueda Bilbao

Source: 10th grade

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	0	0,00	0	0,00
	power point presentation	0	0,00	0	0,00
	maps	0	0,00	0	0,00
	pictures	1	14,29	1	9,09
	charts	0	0,00	0	0,00
	handouts	0	0,00	1	9,09
	posters	0	0,00	0	0,00
	word cards	0	0,00	0	0,00
	white/blackboard	5	71,43	5	45,45
Audio	songs	1	14,29	0	0,00
	dialogues	0	0,00	3	27,27
	stories	0	0,00	0	0,00
	tales	0	0,00	0	0,00
Audiovisual	videos	0	0,00	0	0,00
	movies	0	0,00	0	0,00
	documentaries	0	0,00	0	0,00
Realia	objects (toys, plants, fruits)	0	0,00	1	9,09
Online	websites	0	0,00	0	0,00
Total		7	100,00	11	100,00

Author: Carlos Andrés Rueda Bilbao

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	0	0,00	0	0,00
	power point presentation	0	0,00	1	11,11
	maps	0	0,00	0	0,00
	pictures	0	0,00	0	0,00
	charts	0	0,00	0	0,00
	handouts	0	0,00	1	11,11
	posters	0	0,00	0	0,00
	word cards	0	0,00	0	0,00
	white/blackboard	5	71,43	4	44,44
Audio	songs	0	0,00	0	0,00
	dialogues	0	0,00	2	22,22
	stories	0	0,00	0	0,00
	tales	0	0,00	0	0,00
Audiovisual	videos	0	0,00	0	0,00
	movies	0	0,00	0	0,00
	documentaries	1	14,29	1	11,11
Realia	objects (toys, plants, fruits)	1	14,29	0	0,00
Online	websites	0	0,00	0	0,00
Total		7	100,00	9	100,00

Author: Carlos Andrés Rueda Bilbao

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	0	0,00	0	0,00
	power point presentation	0	0,00	0	0,00
	maps	0	0,00	0	0,00
	pictures	1	12,50	0	0,00
	charts	0	0,00	1	11,11
	handouts	0	0,00	0	0,00
	posters	0	0,00	0	0,00
	word cards	0	0,00	0	0,00
	white/blackboard	5	62,50	4	44,44
Audio	songs	1	12,50	0	0,00
	dialogues	0	0,00	2	22,22
	stories	0	0,00	0	0,00
	tales	0	0,00	0	0,00
Audio-visual	videos	0	0,00	0	0,00
	movies	0	0,00	0	0,00
	documentaries	1	12,50	0	0,00
Realia	objects (toys, plants, fruits)	0	0,00	0	0,00
Online	websites	0	0,00	2	22,22
Total		8	100,00	9	100,00

Author: Carlos Andrés Rueda Bilbao

Chart Twelve:

Grades	Public (f)	Private (f)
8th	7	11
9th	7	9
10th	8	9
Total	22	29

Author: Carlos Andrés Rueda Bilbao

Description, Analysis, and Interpretation of Results

Right through the very beginning, it was observed that in both the public and private schools, teachers enhanced the teaching process with a quantity of extra materials that helped them to achieve the goals presented in the books.

The attention of the students of 8th, 9th, and 10th grades was trapped by visual, audio, audiovisual, realia, and online supplementary materials; which will be described and analyzed in the following paragraphs.

Public High School

During the observation to the classes of 8th, 9th, and 10th grades of the public high school, I could see how teachers used some different supplementary materials and how these materials helped and guided the process of teaching and learning. It is important to explain that these materials were used as support to the textbook students had.

The materials used during my observation were: the whiteboard, songs, pictures, objects and documentaries. All these supplementary materials used are going to be described in the following pages.

8th Grade

White/blackboard

The topic of the first class was *Physical description*; in this class the objective for the students was to use the word “*have*” for possession, and the verb “*to be*” to describe people.

At the beginning of the class, the teacher made a practice with a game in which students were asked questions about their possessions and descriptions. The class was divided in two teams. There were two columns on the board, one for each team. Students took turns in order to write descriptions or possessions on the right column. The team that won (team 1) received an extra point. The game was pertinent for the students because it awoke the students' senses at the time of acting and activating their knowledge of the words that they needed in order to play the game. After finishing this game, the teacher started to explain in detail the grammar structures.

The game and the class itself were clear enough and appropriate for the students' level since the students were the ones that wrote the words on the board and the teacher just gave a precise explanation of their use in real language.

The examples and tutoring of the teacher had a good quality. This is because the whiteboard was used in a very good form, all the details were written very clearly and orderly, and the handwriting was neat and understandable.

The theme of the second class was *Some famous people*. In this class the objective was to use the verb *be* to describe physical appearance. The whiteboard was used in this class for the writing of adjectives that were introduced to students in order for them to describe the appearance of their teacher at first. After this introduction was done, the

teacher picked up two students that represented one half of the class each, and asked them to write sentences using physical descriptions of any partner they wanted, and the students that belonged to their group had to guess who is the one described. Once the person got the answer, he/she went to the board to do the same activity. When they finished doing this, there was a team that won and the teacher asked the other team to bring some chocolates for the winners.

I considered that the activity and use of the board was pertinent because the explanation written on it was not only very clear but also guided the students through the activity using vocabulary known by the learners.

The use of the board in this class was appropriate according to the students' level because the words and descriptions students used in their sentences were the ones that they knew already.

The quality was not the best when the activity was done because the students were hurried and some of the sentences were not that clear, but the neatness of the explanation given by the teacher was very good.

The third class started having as a topic *My favorite person*. In this class the objective was the description of people's likes using the structure *like+ ing*.

The use of the board in this case was pertinent because the students were asked about their likes at the beginning of the class and the teacher wrote their answers on the board.

I believe that the use of this material was appropriate to the students' level due to the fact that the students were the ones that dictated and used the sentences that the teacher wrote on the board. This showed that students have knowledge of words and forms.

The quality of the materials was good enough because the sentences were clear, the board was clean, the markers were new and it allowed the students to read and check the sentences.

The fourth class had a topic *My friend*. The objective of this class was *to ask for general information from a friend*. To obtain this objective, students practiced with a previous activity and were introduced some general information on the board.

The samples of the questions were clearly written on the board, which I considered to be pertinent because students could elicit more information from the examples given. After this, students could start a speaking activity.

The use of the whiteboard was appropriate to the students' level due to students' knowledge of the needed vocabulary for practicing later.

The quality of the material was good because as said before, the explanations and samples were very clear and easy to read from any sit.

In the fifth class the topic was *My day*. In this class the objective was *the use of the Simple present for daily activities*.

Students were asked about their daily activities which were written on the board. After some of the common activities were written, the

teacher wrote the form in which sentences are made and wrote one example using the given activities. This was a very good way of explaining the structure of a sentence.

The use of this material was pertinent because it introduced and guided students to obtain the objective.

The use of the board was appropriate to the students' level since it guided learners to achieve the knowledge.

The quality of the material was good because the written things on it were clear; the use of different colors in the form and example was a good point in the explanation.

Songs

In the first class the topic was *Physical description*. The objective of the class was the use of *have for possession* and *be to describe people*.

This material was used almost at the end of the class; the song had to do with Valentine's Day and was used because on that date. I believe that the material was not pertinent because it had nothing to do with the topic and objectives of the class.

On the other hand, I believe that it was appropriate for the students' level since they were very interested in learning the lyrics, which were not difficult.

The quality was not the best since it seemed an unplanned activity and the teacher used a cd of her own.

Pictures

On the second class, the topic was *Some famous people*. The objective for the class was the *use of the verb be to describe physical appearance*.

This material was used in this class for the introduction of the topic.

The teacher used one of the pictures for an example in which she described the person on the picture and showed the students how they were supposed to make a basic description of someone by looking at him/her.

I believe that the material was pertinent because the pictures were related to famous people known by the students.

It was appropriate for the students' level because as said before, these were pictures of famous people that the students know and admire.

The quality of the photos was not so good because they were cut and taken from magazines.

The teachers' survey stated that the learning styles in all the classes of 8th grade were taken into account. For this, the materials applied in the classes ensure the teaching-learning process.

9th Grade

White/black board

The first class was developed around the topic *In a restaurant*. The objective of this class was *to ask and answer with would like/ would prefer being in a restaurant*. To achieve the objective the teacher asked

students to invent a name for three types of restaurants; one of fast food, one of Chinese food, and one of Ecuadorian food.

After this, students went to the board to write under each restaurant name a list of dishes that each restaurant offers.

When they had all these details done, the teacher showed the students the way in which they were supposed to ask for a dish and answer to a waiter when asked for something.

I can say that the material was pertinent because the examples given were very real and useful, and students participated actively in the class.

The board use was appropriate to the students' level because the examples and information written on it helped students to pretend that they are in a real situation.

The quality of this material was very good because the students and the teacher wrote with no problem on it. The board was clean and the names of the restaurants and their dishes were ordered and organized.

The second class had as topic *Healthy habits*. The objective around this class was to *give advice using time adverbials*. The objective was gotten after asking students what are the normal reactions to avoid getting sick. Students gave many answers which were written on the board. The next action done by the teacher was to add time adverbials to the structures and create pieces of advice.

The pertinence of the material was fine since the advice was learned with no problem in its structure and students started to practice.

The material was appropriate to the student's level because it helped students not only in learning about English structures, but also in knowing how to care about them and others.

The quality of this material was very good for the reason that the board was clean, the examples were fine, and the markers used were of some colors which allowed the highlighting of important parts.

The third class topic was *Look after yourself*. The objective of this class was the use of *should and time adverbials*. To obtain the goal the teacher used the information on the last class to help students figure out about what the class was going to be in relation to. Some sentences from last class were recalled. Then students were explained the use of should for advice. Having some samples and practices in the textbook, students used the explanation of last class and the one of the new class to produce their own new examples.

The material was pertinent because the board was used for all the instructions and examples that directed students in order to be effective when producing their own examples.

The use of the material was appropriate to the students' level because all the structures written were known by the students and explained by the teacher.

The quality of this material was fine because of the good order, the neatness, and colors used by the teacher when explaining.

In the fourth class started having as topic *People of Ecuador* which belonged to the unit named *Ethnic groups*. The objective of the class was to *describe the ethnic groups using the Simple present*. Some information about the topic was given on the textbooks students have. The teacher wrote some details about the ethnic groups as their clothes, the different activities they do, the places where they live, and some others. In this time, the board was not much utilized because a documentary was broadcasted to inform students about the people of Ecuador.

The material was pertinent because there was not much time for its use and the small amount of time that lasted was used correctly for writing the formula of the Simple present and specific vocabulary.

I think that the material was appropriate to the students' level because the laboratory, in which the other material was used, had a board and it was a help for the teacher to explain the structure of the Simple present used in the documentary.

The quality of the material, taking into account that is used by other teachers, was clean and well used.

The fifth class was related to the topic *People from Otavalo*. The objective of the class was to *use the Simple present with questions and answers*. As the teacher did previously, she used the information taught in the last class which was the structure of the simple present, together

with the new information that was questions and answers using the simple present. The teacher wrote sentences taken from a reading on the book and explained the way in which questions and answers are formed.

The use of the whiteboard was pertinent because the formulas, examples and exercises were written on it.

The material was appropriately used according to the students' level because the structures and most of the information given were familiar to the majority of students.

Talking about the quality of the material, it was very well used as a strong form of informing explaining and teaching.

Objects

In the first class the topic was *In a restaurant*. The objective of the class was *to ask and answer with would like/would prefer being in a restaurant*. The teacher brought to class some things that students can find in different types of restaurants, asked students to invent three names for a fast food restaurant, Chinese food restaurant, and Ecuadorian food restaurant. Students wrote lists of dishes for each restaurant. As a final step, the teacher gave the students the materials she brought and put students in groups that created a role-play in which some were waitresses or waiters and the others were the guests. Students changed roles and practiced the new vocabulary and structures.

The pertinence of the materials was very good because they helped students to pretend they were in a real restaurant and they felt really excited about using them.

The appropriateness of the materials according to the students' level was very high because the vocabulary, lists of foods and general structures were known and used by the students in the practice.

The quality of the material was very high since the teacher had in mind the details of students' likes and interests.

Documentaries

On the fourth class the topic was *People of Ecuador*. The objective of the class was *to describe the ethnic groups using the simple present*.

This class started in a laboratory. A documentary with *Ethnic groups* as a title was used for the presentation and description of the *People of Ecuador*. This documentary had very interesting information and was narrated mostly using the simple present structure.

The documentary was pertinent because the information on it was related to the objective of the class and was very useful since students were exposed to real language from other source.

The material in this case, was very appropriate for the students' level and age due to the fact that the simple present structure and most of the vocabulary on it was understandable for the students.

The quality of the documentary was high because it had educational purposes and it was not really long which allowed students

to understand it and let the teacher give some explanations of structure and vocabulary.

Learning styles, after finishing the analysis of the five classes, were always in the mind of the teacher due to the fact that not all learners gain knowledge of something in the same way. The survey says that the teacher always plans her classes thinking in the different learning styles her students have. For this reason, the activities are different in the possibilities of the teacher.

10th Grade

White/blackboard

The first class had as topic *In your free time*. During this class the objective was *the use of the simple present and the adverbs of frequency*. The class was mainly managed with explanations on the board. Having in mind that the students have initially worked on the activities proposed in the book, the teacher clarified and explained the missing details on the board.

The pertinence in the use of this material was correct given that the words and explanations written on the board were very clear for the students.

The appropriateness of the materials according to the students' level and age is fine because the material exposed was on the level of interest that students point to and the contents were apt.

The quality of the material is fine since it was clean and the markers used had enough ink so that students could read and understand the explanations.

The second class was surrounding the topic *Leisure activities*. The objective of the class was *the uses of the simple present with the verbs do, go, play, collect and watch*. The whole class was directed from the board. Checking the information given the class of the day before and the exercises done on the book, students use the form they have learned for frequency and added information about what activities they liked to do on their free time. For this activity students used the verbs do, go, play, collect, and watch.

The use of the board was pertinent at the time of explaining the way students were supposed to build their sentences because it helped them.

The appropriateness of the material due to the level and age of students was very well because the exercises were mentioning activities that students like to practice.

The quality of the material was good since the board was clean the handwriting was legible and the activities written on it were motivating for students to participate.

The third class had a topic that most students loved, *A song*. The objective of the class was to listen, distinguish, and write the phrases they heard from a song in the spaces provided in their books in order to

complete the song and sing it. The teacher wrote the song on the board as it was on the book (with missing phrases), and students had to go to the board to write the missing words on the spaces.

The pertinence of the material was very good since the board was used as a help for the book. Due to the fact that not all the students got the answers or missing phrases at the same pace, the song on the board and their partners as a guide was the key for these ones.

The appropriateness of this material according to the level and age of the students was excellent due to the fact that the information written was necessary and motivating for them.

The quality of the material was high since the board was a very important tool for some students who had trouble with the finding or writing of some words.

The fourth class had the topic *Natural disasters*. The objective of this class was *the use of the past continuous to talk about volcanic eruptions*. The development of the class took a small part of it in using the board as a guide or help. This was because most of the class time happened in the English laboratory of the school. The formula for the students to form their own sentences talking about natural disasters was given by the teacher on the board.

The pertinence of the material was good since the documentary did not need the teacher to explain many things.

The appropriateness of the material according to the students' level and age was fine due to the language and information given on the board which was more than enough.

The quality of the material was good since it was clean, the teachers' handwriting was readable and the information was concise.

The fifth class had as topic *Earthquakes*. The objective of the class was *the use of a/an for singular nouns and some for plural nouns*. The objective was gotten after some practice on the book and explanations on it. As an important supplement the board helped the teacher explain the use of a/an. The use of *a* before a consonant and the use of "*a*" before a vowel was explained with examples. Another valuable detail given to students was the writing of the rules of the use of these two singular forms. The following thing the teacher wrote on the board was the explanation and rules for the use of *some*.

The pertinence of the used material was enough for students' comprehension since explanations and examples were given.

The appropriateness of the material for the level and age of students was adequate because the students were not only taught about English structures and uses, but also about some natural disasters as in this case earthquakes.

The quality of the material was good because the board was clean; it allowed the use of other material (pictures) and the explanation of the class and rules.

Songs

The third class started having *A song* as title. The objective of the class was to *listen, distinguish, and write the missing phrases of a song and sing it then*. The material used really called the attention of students, especially girls. It was part of the book but the teacher helped to make it a bit more interesting.

The pertinence of the material was very good because the song was not hard to understand and the vocabulary on it was introduced to the students in a very active and cheerful form.

The song in this activity was very appropriate for the students' level and age because the lyrics of the song called the students' attention and contained romantic information which students liked.

Documentaries

On the fourth class, the topic was *Natural disasters*. The objective of this class was *the use of the past continuous to talk about volcanic eruptions*. The class was directed on the English laboratory of the school. The objective was achieved by the watching of an educational documentary that explained in a very optimal form what some of the natural disasters are. Most of the documentary talked about volcanic eruptions. It is important to say that the documentary used the past continuous form on its explanations.

The pertinence of the material was good because the information was valuable for the students and used the vocabulary and forms that the objective had as purpose.

The appropriateness of the material according to the students' level and age was acceptable since this material was clear and the contents were proper for the learners.

The quality of the material was high enough because it was used in a very good form and was originally created as an educational tool.

Pictures

The fifth class had as topic *Earthquakes*. The objective of the class was the use of *a/an for singular nouns and some for plural nouns*. Another step for the obtaining of the objective was the use of pictures in the explanation. The pictures were given to students and they described the pictures with sentences using the explained rules for the use of a/an and some. After this, the pictures were attached on the board and the sentences were written on the board.

The pertinence of the material was very good because the students used the pictures and the formulas given in order to write the descriptions. In this case the pictures helped a lot as they elicited ideas from the students to write their sentences.

I believe that the material in this class was appropriate for the students' level and age because the information was related to the topic

of the class and helped to obtain the objective. Another point could be the vocabulary and contents which were apt for students.

The quality of the material was very high because the pictures seemed to be printed and prepared for the class.

The learning styles were taken into account by the teacher since she believes that all of her students have different ways to learn and achieve a goal. The survey also says that the teacher took her time to prepare some especial material for the students to comprehend the explanations.

Private high school

All along the classes observed in the private school, there were many materials used from part of the teacher in order for him to attain the objectives of his classes and make the teaching-learning process possible. The supplementary materials used by the teacher in order to support the contents on the textbook were: handouts, whiteboard, dialogues, maps, objects, pictures, documentaries, power point presentation, movies, and websites. All these materials were used in the classes observed and are described in the next paragraphs.

I think that it is appropriate to say that the book students have in this school is a lot much better in contents and quality than the one of the public school.

8th Grade

Whiteboard

The topic of the first class was *Was she driving?* The objective of the class was *the use of the past continuous*. To achieve the objective the teacher used the whiteboard to write the formula of the past continuous and for the writing of examples. Having in mind that the main information and explanations were gotten from the book, the details about the class were explained in the board with real examples.

The material used was pertinent because it was related to the objective of the class and the teacher made the contents easy for the students to assimilate.

The material was appropriate for the students' level and age because the information was adequate for them.

The quality of the material used was good because it was clean; the board had squares as a notebook and allowed the teacher and students to write comfortable.

The second class had as title *He was driving when... (Part 1)* The objective of the class was *to use the past continuous and the past simple with, while, and when*. The objectives in this and the rest of classes were not really difficult to reach because of the high quality of the book.

Though, the instruction of the teacher giving extra information, examples and formulas of the new structures, was very pertinent at the time of using this material.

The appropriateness of the material used according to the students' level and age is correct due to the clearness of the explanations.

The quality of the material is very good since the board is clean the markers were new, and the handwriting was very clear.

The third class had the same title of the last one but on the second part and was: *He was driving when... (Part 1)* The objective of the class was *the use of the prepositions of place and motion*. In this class the structures of the last class were used along with the new ones. Students applied the use of the past simple and continuous to write sentences.

The material was pertinent because it was not only a clear way to explain details about the use of the applied structures, but also the space in which the graphic explanation was given.

The material was appropriate to the students' level and age because the sentences written and the map drawn on it were a good guide for students.

The quality of the material was good because the board was always clean and organized and helped the teachers' explanations.

The fourth class topic was *A monster which comes alive*. The objective of this class was *the use of the defining relative clauses with who, which and where*. The class was really demanding but at the same time very active because many materials were used.

The board in this class played an important role at the time of explaining the use of the relative clauses and giving examples.

The material was very pertinent since the sentences and samples given were plain enough to help students understand the explanations.

The material was very appropriate according to the students' level and age due to the comprehensibility of the facts and forms.

The quality of this material in the class was very good due to the fact that allowed the teacher to orderly explain the things he wanted from the students.

The fifth class' topic was *Revision: "The choice"; consolidation of language and skills*. The objective of the class was to have the students focused on the listening and speaking skills to talk about their choices. The class was developed with communicative activities. In this case the board was used to explain certain details of the activities students were supposed to do.

The material was pertinent because it served as the main point for students to know what to do and how to do it.

The material in this class was very appropriate since the recommendations and clues written on it were important information for students to complete the goal.

The quality of the board in this class was, as the ones before; very good since students were the ones that have to always keep the neatness of it.

Handouts

As said before, the topic of the first class was *Was she driving?* The objective of the class was *the use of the past continuous*. In this class the objective was achieved with the use of the whiteboard and handouts.

The handouts were a really useful aid in this class because they were an extension of the practice in the past continuous form.

The material was very pertinent because the activities supported the previous explanation and students worked very actively.

The material was also appropriate to the students' level and age because the contents were related to the ones on the book and pointed their interests.

The quality of the material was good because the handouts were well organized and plain.

Dialogues

The second class had *He was driving when...* In this class the objective was *the use of the past continuous and simple past with while, and when*. To achieve the objective the teacher used the whiteboard and a dialogue.

The dialogue was very clear when the speakers used the structures. It helped the students to difference the two tenses and also to receive a piece of real language which did not come from their teacher.

The dialogue was pertinent because it had relevant information for students and used the explained formulas in a real conversation.

The material was appropriate because the speakers were kids of the same age of students. This detail was important because they were talking about a concert.

The quality of the material was high because it was clear, the language was not complicated and students liked it.

The fourth class had as topic *A monster which comes alive*. The objective of this class was *the use of defining relative clauses with who, which and where*. The objective of the class was gotten by the use of pictures, the whiteboard and a dialogue.

The dialogue in this class helped the photos and the board which were of excellent help. The dialogue was played and it had four friends in the box office of a cinema sharing opinions about the films that they would like to watch or not using the relative clauses.

The dialogue was pertinent because it contained relevant information related to the objective of the class. It also involved a real situation in which kids of similar age to the one of students shared opinions about films that the students know.

The dialogue was appropriate for the students' level and age because the contents on it were important information for students and also allowed them to share experiences and ideas.

The quality of the dialogue was very high since the material was taken from a source which is related to the book students have.

The fifth class was developed around the topic *Revision: "The choice"; Consolidation of language and skills*. The objective of this class was *to focus students on listening and speaking about their choices*. The class was given by the teacher with the help of the board and a dialogue.

The dialogue title was *Going under the fence*. This dialogue was related to two kids that decided to get into a music festival with no tickets. The dialogue used the vocabulary of the unit and also talked about decisions.

The material was pertinent because the information on it was related to the contents of the unit and also because it gave students a real example of what actions are right or wrong and that there are always reactions after the actions.

The material was appropriate to the students' level and age because it showed students how things can be if they take bad decisions. It was appropriate also because the situation was very real seen from their usual activities.

The quality of the material was very high because the recording was very clear and used real samples and vocabulary.

Objects

The third class' topic was *He was driving when... (Part 2)* The objective of the class was *the use of prepositions of place and motion*. In

order to obtain the objective, the teacher used the white board explained before and objects.

The objects in this case were a ball and a box. The objects were used to clarify the use of prepositions in a very creative way.

The objects introduced were pertinent because they informed the students about the use of the new forms.

The materials were appropriate because the use of them in the class was very accurate. They were also appropriate because they caught the attention of the public and achieve the objective.

The quality of the objects was good because the teacher used colored paper to cover the box and the ball and it made the activity more interesting.

Pictures

The fourth class had as subject *A monster which comes alive*. The objective of the class was *the use of defining relative clauses with who, which, and where*. The teacher used as supplementary materials the board, a dialogue and some pictures.

In this case the pictures used by the teacher were pictures with names that belonged to four different movies. The pictures were used to match the movies to the types of films. After this students used the pictures to describe the types of movies using the relative clauses.

The material was pertinent because the students used the given material in a very enthusiastic form. The structures were used in the descriptions, so the objective was accomplished.

The material was appropriate to the students' level and age because the movies in the pictures promoted the interest of students since the movies were known by them in detail.

The quality of the material was good since the pictures were taken from a source that has relation with the book students use and the pictures were clear and colored.

Learning styles are one of the main points when teaching a class. All along the observed classes, the teacher put special attention to the different learning styles his students had. For this reason, he used many supplementary materials like the whiteboard as the main helper, dialogues, handouts, objects and pictures. The previously listed materials helped the teaching and understanding of the explanations and showed that the teacher displayed many forms to complete his job.

The survey agreed with my opinion when the teacher said he pays special attention to the different learning styles.

9th grade

Whiteboard

The first class on this grade started and the topic was *He used to play in a band*. The objective of this class was *the use of the "used to"* expressions and echo questions. The teacher used the board in order to

bring in the new forms of grammar. There were some phrases taken from the book which were explained as part of the vocabulary.

The board at this time was very pertinent because the whole grammar teaching was developed on it. There were some exercises which worked as samples for the students following practice.

The material was appropriate to the students' level and age because on his material there were done all the relevant clarifications and the vocabulary used was apt for the students.

The quality of the material, as in every single previous class, was good since it had squares on it, it was clean, and the information was very well organized.

The second class' topic was *They couldn't find any fresh water*. The objective of the class was *the use of could and was/were able to*. The objective was mainly initiated by the teacher using the board. The class took place in the English laboratory due to the playing of a documentary related to the topic. The grammar teaching was explained on the board as it was being used in the documentary.

The board was pertinent in the class since it was the guide for the grammar to be taught. The information was important for students comprehension.

The material was very appropriate for this class due to the information received in the documentary. It was related to miracle stories.

The quality of the material was pretty good because the laboratory had a neat and big board, in which a clear handwriting was used.

In the third class the topic was *He had lost his memory*. The objective of the class was *the use of the past perfect simple*. This important form was set up in the board together with the rules of how to use it. The class started as usual with the previous teaching from the book. At the beginning of the class a story from the book “mystery man” was read aloud and after the teaching on the board, the new structures were underlined.

The material was pertinent because of the complexity of the new construction. Thanks to it the formulas and rules of use were understood.

The board was an appropriate tool according to the students’ level and age because the reading done on the book was a very interesting story which students liked.

The quality of the board in this class was good because it was clean, the handwriting of the explanations written on it were apt, the markers had ink and so it was easy to read the teaching explanations.

In the fourth class the topic was *is it fair?* The objective for the students in this class was to be able to stress important words. At this time students did not have many things on the board because the class was managed mainly from the book and with a later speaking class. Since it was Friday the teacher did not want his students to feel stressed

with many grammar explanations. The class started with a listening from the book which allowed students to figure out about intonation. Then the board was used to show the stress on words and expressions underlining the strong syllables.

The use of the board was pertinent because the students needed the teacher to show them not only the sound, but also the parts of the words that should be stressed.

The board was an appropriate tool when explaining the intonation since it was necessary. It was also used for an example from the book of a little conversation by mail between two friends.

The quality of the material was good because it was always well used and kept clean.

Dialogues

The first class started with the proposed topic *He used to play in a band*. The objective of the class was *the use of “used to” and echo questions*. The teacher started using the book and the board to help him at the time of explaining. The other material he used was a dialogue. The dialogue was used almost at the very beginning of the class to let students listen to a story of a kid whose dad “*used to*” play in a band. Students were really interested on the story since it was kind of funny.

From my point of view, the material was pertinent because it was not only using the proposed information, but it was also funny. The

class was relaxing and active at the time since students did not want to lose a single detail of the story.

The dialogue was appropriate for the students' age and level due to the fact that they understood the story, the vocabulary used was adequate, and the information was relevant for the student's interests.

The quality of the material was very high because it was very well carried in the class, and also because it was gotten from materials related to the book contents.

The fourth class started with *Is it fair?* as title. The objective of the class was the correct stressing of words. To achieve this goal, the teacher used the board for some explanations about the intonation and a dialogue. The dialogue was very interesting. It was a conversation between two friends by chat, in which they talk about a project which one of them had copied. At the beginning listeners did not know how one of the speakers finished the project so easily, but then they found out that she had copied from the Internet.

The dialogue was pertinent because the teacher played just the first part of it, and he left a question in students. Students had time to negotiate possible answers and later they listened to the second part of it. With this students used vocabulary, listened to some intonations and thought about how they can finish the story using their voices.

The material was appropriate to the students' level and age because the dialogue happened between two teen friends and students

were very worried about what the girl had done. The vocabulary was easy and the information was relevant.

The quality of the material was high because the dialogue was played orderly and the purposes were achieved.

Documentaries

In the second class, the topic was *They couldn't find any fresh water*. The objective was *the use of could, was/were able to*. The teacher used as main helpers the board and a documentary.

The documentary had as title "*Miracle stories*" and told a story which explained how children survived on oysters and coconuts. The forms that the documentary introduced were the verbs of action *could* and *was/were able to*.

The material was pertinent since it used specific vocabulary and the goals were accomplished. The students could practice the new structures after the documentary was played and the explanations were given.

The documentary was very appropriate since it had real people and real stories which students like to know. Due to this the teacher could ask questions and receive opinions.

The quality of the documentary was good enough since the material was originally created for educational specific purposes.

Power point presentation

The fifth class started and the topic proposed was *the revision of the unit*. At this time the objectives of the class were some: *the use of “used to”; echo questions; could, was/were able to; past perfect simple and stressing important words*. Since the objectives were some and they were already learned and practiced by students, then it was time for more practice and the use of all of them. The teacher proposed the use of a power point presentation in which he did a summary of all the structures previously explained and their use in real communication situations. This material was an excellent way to show students how much they have learnt and how they should use that knowledge in their favor.

The material was pertinent since the objectives of the teacher were achieved and students felt they wanted to practice the structures.

The power point presentation was appropriate for the students' level and age because the material contained previous information which students liked and enjoy.

The quality of the material was high since it was clearly stating all the relevant information that was taught.

Handouts

The fifth class started and the topic was *the revision of the unit*. At this time the objectives of the class were some: *the use of “used to”; echo questions; could, was/were able to; past perfect simple and stressing*

important words. As explained before, the contents were taught already and the main point for the teacher was the production of language of his students after the explanations. The best way the teacher thought for this to happen was the use of a power point presentation which was explained before, and the other not only the oral practice, but also the written one on handouts. This material was accurately done by the teacher and given to students to practice the new structures.

The handouts were pertinent for students because the previous teaching was done and they had to show what they had learnt in the previous classes. The objectives were achieved and the information was relevant.

The material was appropriate for the students' level and age since it contained all the information that students needed in order to practice the new forms.

The quality of the material was very good due to the fact that the teacher prepared these handouts taking into account the likes and preferences of students.

The learning styles were a very important detail for the teacher as he did on the 8th grade since he believed that all his students have different thinking, likes, and ways to learn, so he decided to use different materials and forms of helping his students to get the information he taught.

10th grade

Whiteboard

The first class' topic was *I'd rather watch a film*. The objective of the class was *to discuss a T.V. menu (make suggestions and express preferences)*. The teacher who gives classes to the other two grades used the whiteboard in order to introduce the specific vocabulary students were supposed to use for the activity.

The teacher used not only the board, but also a chart. The teacher wrote the names of series that students liked to watch on T.V.

The material was pertinent for the class because it helped the references of the programmes. The students suggested the programmes and expressed their preferences when giving this information.

The material was appropriate for the students' age and level because the list of programmes was elicited by them and so includes their likes and suggestions.

The quality of the material in this class was good because it had, as the other grades, squares on it and was clean and the lists on it were ordered.

The third class started with *They had to make a new rule*. The objective of the class was *the use of rules and obligation: must/ have to*. In order to explain the grammar the teacher drew a chart in the board in which the rules for present and past were written. On the other side of

the board the teacher wrote the rules for the use of the structure. The chart was divided in past, present, and no obligation for both tenses.

The material was pertinent due to the clarity of the explanations and the understanding of the rules.

The board was an appropriate material according to the students' level and age because the contents were referent to a different kind of football, sport that students like to talk about.

The material had a good quality because it was used in a good form, was clean, the markers were new and the contents were ordered.

The topic of the fourth class was *You'd better go to hospital*. The objective of the class was *to ask for and give advice using should/ought to/had better*. To get the objective the teacher used a rapid explanation taking the samples from a dialogue on the book. The board was used to write a list of injuries and treatments which were new vocabulary for the students.

The material was pertinent for the class since the new vocabulary written on the board was clear and helped the students to start using it in oral and written forms.

The material was appropriate to the students' level and age because the vocabulary learnt and the explanations were apt to the students' needs.

The quality of the material was very good as it has been in all the previous classes because of its cleanness, organization of information, good markers, and clear handwriting.

The fifth class had as topic *It's famous for shopping*. The objective of the class was *to use adjectives with prepositions specifically used in writing mails*. The secondary tool to explain the classes was the whiteboard. This is the secondary tool because the main one was a computer. By the time the class had started all of us were in the computer laboratory. The teacher had chosen this place because most of the information belonged to multimedia things as e-mail.

The utilization of the board was pertinent because it was used to write the steps and forms that students were supposed to write on their e-mails.

The board was appropriate to the students' level and age because technology is what really matters for students nowadays and it helped students with the instructions for the accurate use of the website when it is time to write.

The material had a very good quality since the details were taken into account in all the previous classes. Even because the class took another place, it was clean, the information was organized and the markers were new.

Charts

The first class had as title I'd rather watch a film. The objective of the class was *to discuss a T.V. menu (make suggestions and express preferences)*. Since the main information and details were given by the book and explained correctly by the teacher, the board was used as a way to help; while, a chart was used for the most information given. The chart contained a TV menu with channels, times, and programmes. This chart that had on it things like music channels, movie channels, series, and others was used for all the students to express their feelings about preferences and suggestions.

I believe that the chart was pertinent because the information on it was really interesting for students. The programmes it had were previously known by the teacher as the ones that students prefer, so they felt comfortable.

The material was appropriate for the students' level and age because they liked it; the information on it was a thing that opened the conversation and the share of ideas in the class.

The quality of the material was very high because the chart was colored, big enough to read all the contents in detail, and looked just like the one you can see on TV.

Dialogues

The second class had as title *I don't mind paying for music.* The objective of the class was *the use of the "verb with infinitive or gerund.* In

this class the teacher asked students for their music preferences and the ways in which they get it. Most of them said that they download their music from the internet for free; others preferred to buy the CD of their favorite stars and keep it. After this they listen to a dialogue that told them about a girl who downloaded music from the web without knowing that she had to pay for it. Then she committed a crime and had problems with the law. The recording used the forms that were the objective of the class and students had to create a story using the same vocabulary.

The material was pertinent for the class because it developed its contents around the music and the internet, and both things are loved by students.

The dialogue was appropriate to the students' level and age because the contents on it were related to the music they like, the web and some details that students have to have in mind when using the Internet.

The quality of the dialogue was very good since the material was associated with other materials on the book and the material was well used in the class.

The fourth class had as title *You'd better go to hospital*. The objective of the class was *the use of should/ought to/had better for giving advice*. The way for the teacher to reach the objective was to use the whiteboard and a dialogue. The dialogue had three friends speaking and

one telling them that he had had an accident. The reaction of his friends was the giving of some advice to him.

The material was pertinent for the students because they have known the characters of the book for a; while, so they were asked to pretend that a friend of them had had an accident and what could be their reactions if he or she comes to them asking for help.

The material was appropriate to the students' level and age due to the use of words and expressions that are useful at the time of giving advice.

The material was also of good quality because it came from other sources related to the book.

Websites

The second class had as title *I don't mind paying for music*. The objective of the class was *the use of the verb with infinitive or gerund*. To accomplish the objective the teacher used as materials for his class a dialogue and a website. The website was a way for the master to explain not only the use, but also the errors on the use of some pages and specially the use of specific language on the Internet.

The material used was pertinent for the class since Internet and communication through it is what students need to know.

The material was appropriate for the students' level and age because as said before, the use of the language and some structures is relevant for student's needs.

The quality of the material was very good because as in other classes, the extra tools were taken from sources related to the book.

The fifth class has as title *It's famous for shopping*. The objective of the class was the *use of adjectives with prepositions*. The class was explained in a basic form on the board. The other clue for the teacher to make it more real was the use of the web in class. The teacher took students to the computer laboratory and explained the students the forms and the use of them. He asked students to write an e-mail to one of his partners using the formulas and expressions taught.

The material was pertinent for the class since it became real in all ways and the teacher could see real information, references and details on the mails.

The material was very appropriate for the level and age of students since this is the way they communicate with the world every single day. Students felt the need of knowing how to use the technology and the language they know with their friends and relatives, and also to meet some other interesting people in English speaking countries.

The website was a material of very high quality because the speed was high, the contents were apt to students likes and the students did not need to share computers with no one.

Learning styles were always taken into account by the teacher. Even though the teacher was the same for every single class, he tried his best on the classes, his level of English was very good, he used the most

materials he could remembering that kids of 10th grade are not the easiest group to work with. The details when making the materials and using them, always seemed to be in the plans of the teacher. The survey expresses the same ideas in all three courses since the teacher was the same for all.

Comparative Analysis

8th grades

At first, we will start with the analysis of the frequency of use of the supplementary materials in the 8th grades of the public and private schools. As seen in chart twelve, the frequency of use of supplementary material in the public school is 7 times versus the 11 in the private school. This results show that the frequency of use of materials is higher in the private school than in the public one.

Analyzing chart 9 helped me to determine that the use of handouts is higher in the private school than in the public one, with a frequency of use of 1 which is the 9% versus the zero which means the 0% respectively.

Other material used by the teachers in the public school was a song; while, on the private this material was not used at all. Nevertheless, I believe that the song used in the public school was not pertinent. The day of my observation was Valentines' day so the material was related to the date and it had nothing to do with the contents and objectives of the class.

Following with the comparison, in chart 9 it is visible that in the private school, audio materials (dialogues) were used in 3 opportunities; while, in the public school it was zero. I think that the public schools missed the use of these materials because the book is poor in contents and does not have more extra materials than the CD; while, the one in

the private school is really didactic and comes with some other things that can be used as supplementary materials.

The objects, with 9% on the private high school exceeded the ones on the public school which got a 0%. I believe that the teacher in the private school had some more materials inside the English area and he seems to build or bring his own objects; while, in this case, the teacher of the public school does not have any extra objects inside her English area and she only uses the material given (teachers' guide).

Pictures were used in the same quantity in the public school as in the private one with one time per school. This means that these materials were a way that teachers found usable for their classes and that these materials are not hard to find.

At last, the material that was used in all classes in both schools was the whiteboard. I believe that this is the result of the normal way of teaching and explaining classes since long time ago and the board is the main object in a classic class.

9th grades

As chart twelve shows, the frequency of use of supplementary material in the public school is lower than the one on the private school with 7 times versus the 9 on the public high school.

Proceeding with the study, chart 10 proved that the power point presentation was used one time in the private school; while, it was not used in the public one. This can be a soft form to say that the private

school has an easy access to this material. This does not mean that the public school does not have these kinds of materials, instead it has more, but the permissions to get to them are complicated to obtain.

The same relation of use in percentage happens with handouts. The reason for this to happen, according to my experience, is that the materials are easy to obtain for the teacher of the private school because they come with the book; while, the teacher of the public one has to create the materials.

Another material used with most frequency in the public school with 5 times, which represent the 71% from all materials, in contrast with the 44% in the public school, was the whiteboard. This material was always used in the public school due to the fact that it is the most traditional one and since there is not much chance for the teacher to find others.

Dialogues, with a 22% in the private school exceed the use of this material in the public one, which did not use it at all. The same that happened with handouts happened with this material since the extra things for the private teacher come with the book or are easier to get; while, the teacher of the public school had to build their own. In this case a dialogue cannot be really easy to obtain.

The last material analyzed was realia, to be more specific objects. These materials had an amount of use of one versus zero. The reason for this to happen is that the things that the teacher brought to the class

were kind of easy to get. The teacher of the private school instead, did not have the chance or time for finding specific things for these materials. I believe both should try to use them more habitually.

10th grade

Having chart 12 as the provider of results, it was observable that the frequency of use of supplementary material was higher on the private school with 9 times in contrast with 8 times in the public school.

Pictures, songs and documentaries with a 13% each, from the total of use of materials in the public school, went over the private school which had a zero percent of use in all of them. I think that this should be reasonable because the book of the public school has a poor amount of explanations and exercises. Since the laboratory of the school has many of these materials, the teacher used them in her classes; while, the teacher of the private school did not have any that was related to the topics he taught.

Charts, with one time of use in the private school or the 11%, in opposition to the public school, with 0%, were of the materials used. According to my thinking, this should be because the teacher knew that this was the best way to show students a more realistic material due to the missing of a Cable TV. It is important to remember that the topics, contents, and objectives for the classes are different and teachers use what they think is more suitable for their students' understanding.

As it happened in 9th grade, another material used with most frequency in the public school with 5 times, which represent the 63% from all materials, in contrast with the 44% in the public school, was the whiteboard. This is the most suitable material needed to the teaching and learning process. The whiteboard was always used as the main form to introduce information. It can be almost anything the teacher needs in order to clarify things. Anyhow, the private school found the way to avoid the use of the board and used other materials that can help in a better form.

To conclude the analysis, other materials that had a high frequency of use by the teachers in the private school were dialogues and websites. These materials exceeded their use in the private school with a frequency of two times each against zero in the public one. One more time it is provable that the materials related to technology were best used and more used in the private school because they are a bit easier to obtain in there. On the other hand, the public school has these materials but also has ten times less the quantity of students and teachers that use them.

Conclusions

- During my observation in the public school, I could find that the most used materials were whiteboard, pictures, songs, documentaries and realia. This showed that the teacher used one material from each variable but media was not used at all. It is easy to see that the rest of materials were not used.
- The results show that the materials which were mostly used in the private school belonged to the visual variable.
- Through the direct observation to the classes, and after looking at students using the introduced structures from part of the teacher, I could say that the materials used were pertinent and appropriate for the students since it was proved that the objectives of the classes for learners and teachers were achieved. This means that the age and level of knowledge that students have were always taken into account.
- The results proved that both teachers in the private and the public schools plan their classes and do their work paying special attention to the learning style each student has. This can show that the teachers are always worried about the needs of their pupils.

- It is important to say that after checking the final results, I could find that the private school used more supplementary materials than the public one.

Recommendations

- According to my conclusions, I can advise the teachers of the public school to find some more time to create their material and make classes a bit more interactive. The active and loud class, according to some teachers, is the more effective.
- Other recommendation I can give to both teachers is to have students bringing materials they like to talk or learn about; things like magazines, pictures, books, songs, etc. This will promote a good environment in the classes and students will be challenging themselves with the learning of some new things.
- I can recommend the public school teachers to learn a bit more about new forms of teaching like the use of multimedia materials to blend it with the traditional teaching with a book and a board. This is because some of these teachers do not know or want to use technology or other sources that help a lot and that students love.
- One thing that can be advisable, but not possible for now, is the changing of materials in the public schools or the improving of quality for the ones existing now.

- Other thing that should be a good advice, but I know is not possible in short time, is the building of more classrooms, and the hiring of more teachers. This will avoid the too high quantity of people in a class. It will also help the teachers' schedule in order to plan better and implement more things to use in the classes. Finally, this will improve the quality of the teaching since it will allow teachers to have time for explanations and feedback.
- It is important to say that English is the need and requirement for now and for the future and, if we do not start the changes in education, the language will continue being the “monster” for students.

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ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ CLASS N° _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

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	

DESCRIPTION OF THE USED MATERIALS

_____ (Name of the supplementary material)

How was it used?

Was it used appropriately in relation to the topic of the class? Yes___ no ___
Why?

Was it used appropriately in relation to the objectives of the class? Yes___ no ___
Why?

Was it used appropriately in relation to the students 'age? Yes___ no ___ Why?

Was it used appropriately in relation to the students '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?

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

PREGUNTAS					SI	NO
¿Te gusta el material utilizado por el profesor en las clases de inglés?						
¿Te ayudó a entender mejor el tema de la clase?						
¿Crees que el material didáctico utilizado te ayuda a participar más en la clase?						
¿Con qué materiales crees que aprendes mejor el tema de clases?						
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 () • Historietas () • Cuentos () AUDIOVISUALES <ul style="list-style-type: none"> • Videos () • Películas () • documentales () 		OBJETOS REALES 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 se utilice material didáctico adicional? () siempre () de vez en cuando						

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?
