



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

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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Otavalo-Ecuador

2012

CERTIFICATION

Lic. Lida Mercedes Solano Jaramillo

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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AUTHORSHIP

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

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DEDICATION

Dedicated to the source of all the creation: GOD=LOVE

Edison.

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Abstract

This research determines and compares the kind of supplementary material used in EFL classes in public and private high schools. There is a wide range of supporting materials to use in classes; however, it is believed that some teachers are not using materials appropriately or they are not using them at all, that is why it was proposed to research on this topic.

This research was done in Otavalo, and it started the February 16, 2011, where one course of the 8th, 9th, and 10th grades of two popular high schools were studied. The methods used in this research were: the quantitative method, because it studies the frequency of the supplementary material used in the classes; and the qualitative method, because it studies the appropriateness, pertinence, and quality of the supplementary materials used in the classes.

The results showed that the use of the supplementary material in the private high school is more varied and of good quality than the ones used in the public high school, it is because the private high school.

Introduction

Nowadays, English is one of the most important languages around the world. It is considered a universal language, and it is used in many areas such as business and science; that is why, many countries give a lot of importance to this language, and some countries even adopt it as their second language; consequently, the teaching of English in our country, Ecuador, is considered a very important aspect of study.

Teaching English as a foreign language is a theme that has interested teachers and psychologists through times. The success in this teaching process depends on many factors such as: the cultural process, the books used to guide this process, and the methods used to teach the language; especially, this last factor, where the students interact with the process of learning and practicing the language, almost always with help of supplementary material, which is an important tool that enhances the students' learning process. The clue is to choose adequately the supplementary material, according to, the theme and objectives of the class, which is the theme of this study.

According to Williams R. and Peter L. (2007), in their study about how the use of video material can be a very motivational supplementary material, they discovered that the use of this supplementary material enhances the English teaching process a lot; the surveys of that research show a great acceptance, of the students, in using movies as supplementary material.

Another study done by Brent Kelsen (2007), explains how the use of the You Tube as supplementary material could be very effective and interesting to students in the English learning process.

All those studies explain the importance of the supplementary material to enhance and accomplish a successful English process; also, they are examples of supplementary material that can be used in our English classes nowadays.

Unfortunately, according to the results of this research, there is a little importance to the use of the supplementary material in our educational system, especially in the public high schools, due to the lack of competent and concerned teachers and authorities to the relevance of the English teaching process; for this reason, the results of this research is addressed to improve the current English educational system of our high schools, and inform the teachers about the importance of using supplementary material as a fundamental part of a successful English teaching process.

Related to the limitations, it is important to mention that the limited time to observe and study the sample (only five days of interview in each classroom) was a disadvantage to make a general, complete, and accurate analysis about the use of the supplementary material in these high schools; therefore, it is advisable to allow the researchers more days to observe the English classes.

Methodology

To develop this research it was necessary to do a bibliographic research, which focused on topics related to teaching methodology, psychology, supplementary material, previous studies about the research, and the context of the sample (high school students). These research topics were partially developed in a library located in Quito (Cumbaya), it is because of the variety of the books, and the rest part was investigated on the Internet.

This investigation was carried out in a public and a private high school in Otavalo city. The private high school was diurnal and catholic, located downtown, and it is known as one of the most prestigious high schools in the city; on the other hand, the public high school was diurnal and nocturnal; in this case the research was developed in the nocturnal one.

The selected data for this research was a classroom from 8th, 9th, and 10th grades from a public and a private high school. In the private high school: the 8 “B” class was about 40 students, and their average age was about 12 and 13 years old; the 9 “C” class was about 35 students, and their average age was about 12 and 13 years old; and the 10 “A” class was about 40 students, and their average age was about 14 and 15 years old. Most of the students in those classes were from urban places, of different ethnics, and from middle-class and upper class families. In the public high school: the 8 “A”, 9 “A”, and 10 “A” classes

were about 30 students, and their students average ages in each class were similar to the private high school average age respectively. Most of them were from rural places, and from poor families, that's why most of them have to work. In both high schools, the students were from diverse ethnic groups such as: afro, indigenous, and mestizos.

To start this investigation, it was necessary to ask for permission to the respective authorities of the schools, explaining the approaches and objectives of this research. This investigation consisted of five class observations in the 8th, 9th, and 10th grades respectively, in each high school.

The techniques used in this research were reading, note taking, and surveys. The instruments used to support this research were books, Internet, and the didactic guide.

This research used a quantitative method, because it studied the frequency of the supplementary material used in each class, during the five observed classes, with help of the observation sheet (annex 5, p.80); the results of these observation sheets were tabulated in the results (Chart 1 and chart 2, p. 23, 24).

Also, this research used the qualitative method, because it studied the appropriateness, pertinence, and quality of the supplementary materials used in the classes according to the student's English level, the topic, and the design, respectively. To accomplish this task, it was necessary to observe every class and answer the questions of the (annex

6, p.81) “description of the used material”; in addition, there were surveys which were applied to students and teachers in order to ask questions and their opinions about the use of the supplementary materials in the class, which helped to have a clear and objective perception of the research (p. 82). All those information helped to tabulate the data in the chart three, four, five, six, seven, and eight (p.25-30).

DISCUSSION

The research is supported with some bibliographic material and previous studies that are related with the theme of supplementary material, and its use in the classroom.

It was necessary to support this investigation with the scientific information to give relevance to this study, and additionally it was important to review other studies related to the research to have ideas about the importance, methods, examples, limitations, recommendations, experiences, etc. about the use of the supplementary material in the English teaching process in an objective way.

Literature Review

The research is concerned with the use of supplementary material; indeed, it is a comparative analysis of the use of supplementary material between a private and a public high school in a quantitative and qualitative way.

There are some reasons, why the supplementary material is a very important factor in the English teaching process: first, it allows the students to conceive, feel, perceive and understand the aspects, details, shape, context, etc. of a particular theme or thing; second, it helps to reinforce the theme of study; finally, it is very useful to practice and produce the pronunciation, conversation, listening, reading, writing, and grammar of the study theme.

Teaching a foreign language

It requires teacher's preparation and experience to succeed in the language teaching process, and many aspect are important to take into account; for example, an important aspect is stated by Lewis (1990, p.18): "Students are unlikely to be very successful at learning anything unless they enjoy the process. It is very clear that you cannot speak a foreign language well just by learning long lists of words, repeating mechanically after a tape recorder and so on. Good teachers try to ensure that as many activities as possible." This statement is very important, and we can consider the use of supplementary material to achieve an active learning process.

There are some relevant aspects to consider such as: student's academic level, age, gender, social environment, etc. There is another complex aspect to consider in the English teaching process which is stated by Rivers (1978, p. 16):

We cannot teach students to express their own meaning: we can provide opportunities that stimulate motivation for this personal activity and we can help the students to improve the framework so that it can really carry the message intended. We can develop activities where the students construct various types of frameworks and help them try these out to see if they will carry effectively the meanings they intend.

Another statement that helps teaching a foreign language is stated by Harmer (1991, p. 40): “In deciding how to approach the teaching and learning of English we can divide classroom activities into two broad categories: those that give students language input, and those which encourage them to produce language output.” This information is important to consider the use of supplementary material, according to the classroom activities.

As we can see, English teaching is an ineffective process without the use of supplementary material; thus, the use of supplementary material is important to develop activities to practice and explain the theme of the class.

Learners.

Age: children, adolescents, and adults.

The students’ age factor is a very relevant aspect to consider at the moment of teaching a foreign language; for example, the approaches and topics that are related in the books for teenagers are different from the ones for children. People of different ages have different competences and cognitive abilities.

By the nature of our study this research is concerned with adolescents who are high schools students. In the adolescence period the changes in the brain increase. Most of the adolescents cannot control their behavior; especially, in high stress situations, where they tend to be impulsive, so they need more intense emotional situation

than either children or adults Woolfolk (2007); consequently, they need to be involved in many classroom activities unless they disrupt the harmony of the class, so the use of the supplementary materials is appropriate in those cases.

The adolescence period is characterized by the search of individual identity, which is the reason why some students are disruptive in class due to the disorder of personality (Harmer, 2003); therefore, the supplementary material should be used to enrich and choose students' personality.

Sprinthall (1974, p. 147) says that "The adolescents feel like entering a foreign country without knowing the language, the customs, or the culture"; according to this perspective, the material should be developed with the purpose of teaching topics that result interesting and new to the adolescents; for example, the meaning of love, values, responsibilities, maturation, fashion, relationships, sexuality, culture, etc.

The adolescence is a period of changes, so it is possible to take advantage of it using the empathy.

Learner differences.

In every class there are students with different learner differences, according to the personality, behavior, and approaches. Skehan (1998, p 247) classifies the learners as convergers, conformists, concrete learners, and communicative learners. The convergers are students who

are by nature solitary, independent, analytic, and confident in their own abilities and can impose their own structures on learning. The conformists are students who tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms, doing what they are told. Concrete learners enjoy the social aspects of learning and like to learn from direct experience; they enjoy games and group work in class. Communicative learners are language use orientated; they are much interested in social interactions with other speakers of the language.

One good observation about the difference between genders in the cognitive process was done by Sprintall (1974, p. 60), who over the years said: “usually females are more capable than males to produce verbal and subtest, especially those concerning vocabulary, whereas males are superior in test of spatial relations and arithmetic”; in consequence, the use of material should could be addressed according to the gender, especially when they working in groups.

And Cummins (1984) concludes an important claim: “the more proficient speakers are in their first language, the faster they will learn a second language”, So it is important to assure the domain of their L1 (first language); for example, some important aspects learned in L1 such as the grammar, syntax, punctuation, organization of ideas, coherence, unity, contexts, culture, etc. help in the cognitive process of acquiring the L2 (second language).

This last consideration explains why some Quichua native speaker students observed in the classes, who are not proficient in Spanish, had serious problems at the moment of acquiring another language. I suppose this is because they hadn't developed writing and reading skills.

Motivation.

Motivation makes the teaching process easier. Motivation is the tinder to achieve the objectives of the class.

Woolfolk (2007, p. 372) defined the motivation as: "an internal state that arouses, directs, and maintains behavior."; in fact, any kind of learning could not be accomplished in an effective way without motivation. Harmer (2003, p. 51) explains that the motivation could be extrinsic and intrinsic. "Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel, on the other hand, the intrinsic motivation, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better".

Stipek, (2002) say that the interest increase when students feel competent, so even if students are not initially interested in a subject or activity, they may develop interests as they experience succeed; thus, the teacher has to consider the motivation factor as an important characteristic in every supplementary material used in class to enhance

the topic of study; in fact, without motivation any activity could be a nightmare.

Learning styles

Woolfolk (2007, p. 124) explains the definition of learning styles: “The way a person approaches learning and studying is his or her learning style.”

There are different learning styles that Bogod L. (1998) explains the characteristics of the learners. First, in the visual learning, the learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. This kind of learners may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. Second, in the audio learning, the students learn best through verbal lectures, discussions, talking things through and listening to what others have to say. And finally in the tactile/kinesthetic learning the students learn through, moving, doing and touching... Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them.

Therefore, the supplementary material can be used according to the learning style that corresponds to the theme of study.

In addition, an interesting theory of how the students learn and process the information is explained by Kolb (2006), who explains his theory:

The development stages that Kolb identified are:

1. Acquisition - birth to adolescence - development of basic abilities and 'cognitive structures'
2. Specialization - schooling, early work and personal experiences of adulthood - the development of a particular 'specialized learning style' shaped by 'social, educational, and organizational socialization'
3. Integration - mid-career through to later life - expression of non-dominant learning style in work and personal life.

The Kolb theory shows that the adolescents are in the acquisition stage and the supplementary material are very useful in this cognitive process.

Teaching techniques

Kelly Ch., Kelly L., Offner M. and Vorland B. suggest when they first began using authentic materials; they handed out materials to each student and had them work individually; however, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. They give each pair the authentic material and a question handout. Interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material. Students of different abilities tend to complement one another and, as a result, do

not get bogged down easily. Students tend to contribute individual strengths to the completion of the task.

Teaching adolescents

Harmer, (2003) explains that, if teenagers are engaged, they have a great capacity to learn, a great potential for creativity, and a commitment to things which interest them; consequently, our job should provoke student engagement with the material.

Additionally, Lewis (1990) suggests basing the teaching on eliciting rather than instructing: “The more the teacher talks, the less opportunity the students have to speak, but it is the students who need the practice. It is a mistake to believe that “a method” exists which can guarantee success. Every teacher knows that what works one day with one class, does not necessarily work with a different class, or even on a different day with the same class.”

Finally, it is a good idea to break the class into smaller units, because the groups provide much more intensive opportunities to practice, then full class (Broughton, 2002).

Different teaching contexts.

In this part, there are different teaching contexts, for example the economic factor, culture, customs, geography, etc. Ovando (1985, p. 5-6) says that: “The new linguistic and cultural environment of the school may intentionally or unintentionally play an affirming or negating role regarding the values of the students and their families.”; thus, the

English teaching process and the use of the supplementary material should not affect the culture and values of the students in a negative way.

Another good observation in the classroom context is made by Przystzelska (2010) who claims: “It is commonly known that in the same class there are students who differ from each other. Learning a foreign language is conditioned by things such as students’ environment and their individual features”; in fact, the classrooms with a good infrastructure and equipment, provides a comfortable environment to learn.

The economic factor is a very relevant aspect that affects the learning process, this claim is supported by Woolfolk (2007, p.166): “Poor children are at least twice as likely as non-poor children to be kept back in the school. Unfortunately, families with young children are the most likely to be poor because young parents have the lowest paying jobs or no jobs at all. And the longer the child is in poverty, the stronger the impact is on achievement.”; indeed, the lack of money impede the access to good education.

Supplementary material

Definition

Finally, Prastyo (2010) defines supplementary material as “a substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or

inform independently, physically separate from the basic bibliographic unit and frequently in a different medium.” This is an important definition to understand the importance of the supplementary material

Importance

Supplementary materials are an important element within the curriculum, and are the most tangible and visible aspect of it. While the syllabus defines the goals and objectives, the supplementary material can put flesh on the bones of these specifications (Numan, 1995).

Supplementary material is a very important tool to enhance, practice, and reinforce the theme of the class, it is very important to make the classes more dynamic, interesting, and motivational to the class.

An English teaching process could be impossible, especially if we try to teach abstract things like: colors, forms, places, things, pictures, emotions, situations, etc.

Role of supplementary material.

The roles of supplementary materials might be specified in the following terms:

1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
2. Materials will focus on understandable, relevant and interesting exchange of information, rather than on the presentation of grammatical form.

3. Materials will involve different kinds of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks.

(Richards & Rodgers, 1986, p. 25)

Visual, audio, audiovisual, realia, online materials

The definitions of the most important supplementary materials are:

- a) The teacher themselves: the teacher and use the gestures, facial expressions, and actions to help show the meaning of words and to illustrate situations.
- b) The blackboard: the teacher or students can use it to draw pictures, diagrams, maps, etc.
- c) Real objects (sometimes called “realia”): the teacher can use things in the classrooms and bring things into the class-food, clothes, household objects, etc.
- d) Flashcards: cards with single pictures which can be held up by the teacher. They can be used for presenting and practicing new words and structures. The teacher can draw a picture on the flashcard, or stick on a picture from a magazine; flashcard can also be used to show words or numbers.

e) Charts: large sheets of card or paper with writing, pictures or diagrams, used for more extended presentation and practice. They would usually be displayed on the wall or blackboard.

(Doff, 1988, p. 82)

Now, there are some previous studies where we can see the importance of the supplementary material, their impact in the teaching process, and the information analyzed.

The first research is the study of reading strategies in L2 classes. This research was developed by Anderson N. (2003). It is a quantitative research, because it studies the answers of *The Survey of Reading Strategies* (SORS) (Sheorey and Mokhtari, 2001), that was adapted to accomplish this research project and is qualitative, because The SORS focuses on metacognitive strategy used within the context of academic reading.

This research tries to answer the following questions:

- (1) What are the online reading strategies used by the second language readers?
- (2) Do the online reading strategies of ESL differ from EFL?

The answer to the first one was that the students use the problem solving strategy at the moment of reading unknown vocabulary, so they try to read again to understand the meaning in the context.

And the answer to the second one was that there is no significant difference between the ESL readers and EFL readers, due to the increased opportunities for the EFL students to the exposure to English e.g. radio, television, the Internet, and availability of good pedagogical materials that are reaching learners in many parts of the world today.

The second research was developed by Williams R. and Peter L. (2007), about how the use of video can be a very motivational supplementary material. This research explains how the use of video results very motivational to the students in the teaching process.

This is a qualitative research, because it studies the impact of the videos in the students' learning process.

The results of the surveys in this research show a great acceptance to the students to use movies as supplementary material.

The use of movies according to the theme of study could be very useful to the teaching process, because this videos increase the motivation to learn the pronunciation, and enhance the listening of a particular theme.

The third research was made by Yu-Ju Lan, Yao-Ting Sung and Kuo-En Chang (2007) in Taiwan. This research compares the weakness of the traditional collaborative learning; then, this research studies the learning method using the mobile-device-supported peer-assisted learning (MPAL).

This research is relevant because it explains that mobile devices can be an excellent supplementary material in the future because almost all the high school students use them.

In part this study is qualitative because it aims to show the characteristics of the students reading skills and their behavior at the moment of using the MPAL in their phones. The video data collected were analyzed quantitatively by coding the behaviors according to the defined categories and then calculating the frequency of each behavior for comparison of differences between the two groups.

Detailed analysis of the videotaped behavior indicated that MPAL helped improve collaboration in elementary school level EFL learners and promotes their reading motivation with the scaffoldings provided by MPAL; students could read themselves or receive online help without their group leaders; thus, they demonstrated a higher level of concentration on reading tasks, particularly the low- and medium-ability students; meanwhile, with the traditional method the students in the control group tended to pay attention to learning activities during the first half of the two-lesson reading activities only; subsequently, they were easily distracted, and their attention decreased as the activities progressed.

Finally, it appears that the use of mobile devices in collaborative EFL reading activities reduces the stress experienced by students and facilitates student collaboration. The use of these devices also opens a

new world of possibilities where students can individually engage in EFL reading activities anywhere and at any time with the assistance of learning support and real-time feedback.

The fourth study was made by Chow, G., Jonas, A., Tsai, Ch., & Chuang, Ch. (2010), and the findings indicate the effectiveness of adopting supplementary materials to enhance strategy use as well as learning outcomes. It is then suggested that in order to expand students' learning capacity, more and diverse materials should be used to supplement the existing textbook in the listening and speaking course.

This research is qualitative, because it studies the effectiveness of the supplementary material in the EFL process.

The research was developed with four groups of students to test each other using observation techniques, data tables and videos, and the results indicate that the use of supplementary material according the students needs, is very effective and motivating in the English language process.

And finally, the fifth study was developed by Brent Kelsen (2007), and it is about the use of You Tube as supplementary material with college EFL students, in Taiwan. The purpose of the study was to explore the use of YouTube in an EFL situation by surveying students' attitudes towards using YouTube to study English. This research was qualitative, because it investigated the way how it improves the

students' English language learning; also, this research was quantitative, because this research studies the results in terms of numbers.

The results of this research show great students' motivation and acceptance to use You Tube video clips as supplementary material.

The use of the videos as supplementary material is very effective, because it attracts the attention of the students to enhance the listening skills, vocabulary, pronunciation, and grammar.

All the studies try to enhance the teaching of English process through the use of supplementary material.

The new applications and technology like the use of mobile phones and You Tube are revolutionary and very effective in the English language process.

All of the details of those researches are on the web and the addresses are in the References section of this research (p. 73).

Results

Qualitative Tabulation

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

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

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

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

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

Author: Ruiz Terán Edison Javier

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

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Black/White Board	√		√		√		√		√	√
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Ruiz Terán Edison Javier

Source: 8th grade

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Black/White Board	√	√	√	√	√	√	√	√	√	√
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Ruiz Terán Edison Javier

Source: 9th grade

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Black/White Board	√	√	√	√	√	√	√	√	√	√
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Ruiz Terán Edison Javier

Source: 10th grade

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Black/White Board	√	√	√	√			√	√	√	√
Audio	Songs										
	Dialogues	√	√								
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)					√	√				
Online	Websites										

Author: Ruiz Terán Edison Javier

Source: 8th grade

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Black/White Board	√	√	√	√	√	√	√	√	√	√
Audio	Songs										
	Dialogues	√	√	√	√			√	√		
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)			√	√						
Online	Websites										

Author: Ruiz Terán Edison Javier

Source: 9th grade

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Black/White Board	√	√	√	√	√	√	√	√	√	√
Audio	Songs										
	Dialogues	√	√								
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Ruiz Terán Edison Javier

Source: 10th grade

Quantitative tabulation

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

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards				
	Power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	Word cards				
	Black/White Board	5	100%	4	66.7%
Audio	Dialogues			1	16.7%
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)			1	16.7%
Online	Websites				
Total		5	100%	6	100%

Author: Ruiz Terán Edison Javier

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

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards				
	Power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	Word cards				
	Black/White Board	5	100%	5	55.5%
Audio	Dialogues			3	33.3%
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)			1	11.1%
Online	Websites				
Total		5	100%	9	100%

Author: Ruiz Terán Edison Javier

Chart Eleven: Frequency of use of supplementary material in 10th grade.

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards				
	Power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	Word cards				
	Black/White Board	5	100%	5	62.5%
Audio	Dialogues			3	37.5%
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)				
Online	Websites				
Total		5	100%	8	100%

Author: Ruiz Terán Edison Javier

Chart Twelve:

Grades	Public (f)	Private (f)
8 th	5	6
9 th	5	9
10 th	5	8
TOTAL	15	23

Description, Analysis and Interpretation of Results

Descriptive Analysis

Public High School

In the observation of the five classes in the public high school, the teachers only used the white board as a supplemental material and realia. The way it was used will be described below.

8th grade

White/black board

In the first class, the white board was used to introduce the topic “My birthday”, which objective was to learn vocabulary related to it. In this class the white board was the only supplementary material used. It was used to draw some clocks and a calendar on the board. The teacher used the white board to test and practice the students’ vocabulary related to this topic.

The use of the white board was pertinent, because all the information that the teacher wrote and drew on it was related to the topic of the class.

Sadly, it was not appropriately used, because it wasn’t related to the students’ level: for example, most of them couldn’t read the analog clock and others didn’t get accustomed with the pronunciation; so they needed more practice.

Referring to quality of the material, the teacher used two colors of markers, black and red, but the students were confused and were not

able to see and read all the information written on it, because the clocks drawn on the white board were used without numbers.

In the second class, the white board was used with the topic “Birthdays”, which objective was to practice vocabulary related to time. The teacher used the white board to explain the activities of the book, give examples, and explain some students’ misunderstandings.

The use of the white board was pertinent to explain the activities of the book and it was used as a guideline of the topic.

The white board was not appropriate to the English level of the students, because most of them, didn’t understand very well the topic of the class and they felt bored.

According to quality of the material, the students couldn’t get engaged to the exposed theme, because the information written on the board was disorganized.

In the third class, the white board was used with the topic: “party time”, which objective was to introduce the expressions to set the time. In my opinion, the use of the white board was very necessary to illustrate the notion of some words regarding to time, also, the white board was used to teach how to ask and answer questions related to time.

The use of the white board in this class was pertinent, because all the information written on it was related to the theme of the class.

The use of the white board wasn't appropriate according to the level of knowledge of most of the students in the class, because it was found that some students had problems in understanding the topic; indeed, they had problems when they were producing sentences and pronunciation. As a result, most of them were disrupting and doing other activities in the class.

Referring to quality of the white board, students were not motivated with the material written on it, because the written material was disorganized; in fact, the teacher only used a black marker to write on it.

In the fourth class, the white board was used to continue the previous class, which objective was to introduce the expressions to set the time. The white board was used to complete some exercises that the teacher asked the students to fill in the blanks of their workbook.

The use of the white board was pertinent, because the written information on it; was related to the theme of the class.

White board was not appropriately used, because the students had a lot of problems with vocabulary, grammar and pronunciation. This problem occurred because the teacher didn't consider the students' understanding; this aspect is inappropriate in the teaching process, and as Lewis (1990, p.18) said: "It is very clear that you cannot speak a foreign language well just by learning long lists of words, repeating mechanically after a tape recorder and so on."; therefore, the classes

have to be aimed to accomplish a successful students' learning through a motivational and integral process.

According to the use of the white board, it was observed that the students were able to see and read all the information written on it. The teacher used two color markers (black and red).

In the fifth class, the white board was used with the theme: "Wh-Questions", and the objectives were to understand and use all the Wh-Questions. The teacher summarized all the questions with an example of each of them in the board.

The use of the white board was pertinent, because all the written information on it was related to the topic of the class.

However, the use of the White board was not appropriate to the students' age and English level, because they were confused, so they started to do other activities. Most of them confused the meaning of words and the grammar rules of the Wh-Questions. It is supposed that these problems are carried from the primary school; however, the teacher didn't do anything to motivate students; as a result, the students did not feel enough motivated to follow the class on the white board. According to this situation, Stipek (2002) suggest: "that the interest increases when students feel competent", so I think the teacher should have worked with the interest and motivation of the students first. He should have been strict with those who disrupt the class.

According to the quality of the material, the students could read

all the information that was written on it; unfortunately, the students were not motivated, because the topic developed on the white board was not enough illustrative or attractive for the students.

The teacher only used the black marker, and I think, he should have used different color markers and any other supplementary material to enhance the students' learning, especially in the explanation of this wide topic.

Learning styles

Talking about learning styles, the teacher just considered the visual learning to develop their classes; because, he just focused on using the white board to show and explain the topics of the class; meanwhile, the other learning styles were ignored; therefore, the supplementary materials in the English teaching process was poor and deficient.

It is considered that the teacher might have used other type of supplementary material, and he should have had more enthusiasm to teach to students in order to accomplish the objectives of the class, improving in this way the students' learning.

Harmer (2003) support the last opinion saying: "Teenagers, if they are engaged, they have a great capacity to learn, a great potential for creativity, and a commitment to things which interest them. Our job as teachers, therefore, must be to make student engage with the material which is relevant and involving".

9th grade

White/black board

The topic of the first class was: “Time to eat”. The objectives in this class were to introduce the differences between countable and uncountable nouns, some examples, and the way they can be differentiated. The teacher used the white board to write the topic of the class, classification, and clues to differentiate the countable nouns from the uncountable nouns.

The use of white board was pertinent, because all the information written on it was according to the topic of the class.

The use of the board in this case was appropriate to their English level, because most of them could understand the class, and they could write sentences using the learned grammar. Students felt encouraged by the energy that the teacher used, when she was explaining the class.

Referring to quality of the material, the students were able to see and read all the information written on it, because the information was well organized and the teacher had a good handwriting; in fact, the white board was used with a contagious emphasis and enthusiasm.

In the second observed class, the white board was used with the same topic “Time to eat”. The objective of the class was to introduce the students the use of “much” and “many” with countable and uncountable nouns.

In the board the teacher explained when to use many and much,

with countable and uncountable nouns respectively, using a lot of examples; in addition, the teacher used the white board to make the students participate on it.

The use of the white board was pertinent because all the material written on it was related to the topic of the class.

So the white board was pertinently used, because it helped the teacher to achieve the objective of the class.

The information written on the white board was according to the students' English level, and their ages; therefore, many students understood, when to use the quantifications: much and many.

According to the quality of the material used in this class, the students were able to see the information written in the whiteboard, because the size of the letters used was big enough, and all the information was well organized. The teacher used only a red marker, but the most important was the emphasis that the teacher used at the moment of explaining the class, and as Lewis (1990, p.18) claimed: "Students are unlikely to be very successful at learning anything unless they enjoy the process."

In the third class, the teacher continued the use of the white board with the same topic: "Time to eat". The objective of the class was to introduce the use of "any" and "some" to form some affirmative and negative statements. The teacher used the white board to explain and get students accustomed to the use of "any" and "some"; in my opinion,

the use of the whiteboard was fundamental to introduce those terms, and to explain the contexts where those words could be used.

The use of the white board was pertinent, because all the information written on it was related with the objectives of the class.

The white board was appropriately used according to the students' English level, and according to their age, because they could understand the explanation of the teacher.

According to the quality of the material, the white board was in good condition, the information was simple and organized. The teacher had a good handwriting, and two colors markers (black and red) were used.

In the fourth class, the white board was used with the topic "Time to eat", and in this class the teacher had as objective to summarize and practice the information of the last classes. The teacher used the white board to make a general chart in order to reinforce the studied classes.

The use of this material was pertinent, because the information that the teacher wrote on it was related to the topic of the class.

The white board was appropriately used, because the teacher wrote on it information that the students could understand easily.

According to the quality, the design and elaboration of the chart on the white board was good and clear, that permitted the students to understand the summary of the last lessons.

In the fifth class, the white board was used with the same topic

“Time to eat”. The objectives of this class were to practice the information of the last classes and review the workbook activities. In my opinion, the use of the board was fundamental to reinforce the topic and it helped the teacher to explain the activities and some misunderstandings successfully.

The use of the white board was pertinent, because all the information that the teacher wrote on it was related to the topic of the class.

The white board was appropriately used, because the students could understand and use the information to develop tasks in class.

Referring to the quality of the material, the teacher used a black marker on the white board. The students were able to understand and they use it to complete the activities of the book. She used a lot of activities of the book to reinforce the theme. In my opinion she was a good teacher and according to Lewis (1990, p.18) “Good teachers try to ensure as many activities as possible.”

Learning styles

According to the theme of learning styles, the use of the board is classified in the visual learning. It was used very well, because the teacher was experienced and enthusiastic, but some of the learning styles like the audio, audio visual materials were ignored.

It was asked to the teacher about the use of other supplementary materials, and she replied that it is a little bit difficult, for example the

case of the CD player; it was out of order; so the lack of supplementary material was a problem due to the poor administration of the authorities of the school.

My recommendation to the teachers is to explain the principal authorities the importance of supplementary material in the English language process, and to offer enough support and budget to teachers, in order to enhance the English teaching process in the English classes. Another recommendation to the teachers is to use their creativity using alternative low cost materials as: magazines, newspapers, pictures, comics, etc.

10th grade

White/black board

The teacher was the same one of the 9th grade. In the first class, the white board was used to introduce the topic of “Natural disasters”. The objective of the class was to introduce the vocabulary of the unit. The teacher used the white board to write the topic of the class and the vocabulary related to it. She also used the white board to guide and explain the activities of the book and the meaning of the unknown vocabulary using some sentence examples.

The use of the white board was pertinent, because the material written on it was related to the topic.

The white board was appropriately used, because the students could understand the topic of the class. The white board was

fundamental to explain the topic of the class and practice the new vocabulary, using sentences and examples.

The quality of the material was good, because the teacher has a good handwriting. She used red and black color markers. The information was clear, relevant and well organized.

In the second class, the white board was used with the same topic: “Natural Disasters”. Its objective was to reinforce the topic and get the students accustomed with the topic and the vocabulary related to it. The teacher used the white board to guide the activities of the book and to explain the students’ misunderstandings.

The use of the white board was pertinent, because all the material written on it was according to the topic of the class.

The white board was appropriate, because the students could understand the activities explained on it; according to Bogod L. (1998), in the visual learning; the learners need to see the teacher's body language and facial expression to fully understand the content of a lesson.

The quality of the material was in good conditions to achieve the objective of the class. The teacher has a good handwriting.

In the third class, the white board was used with the topic: “unexpected events”. The objective was to introduce the past progressive. The use of the board was very important to explain the grammatical structure of the past progressive; first, the teacher used a

sentence to explain when this tense is used; later, she made a lot of examples and let the students to practice this tense on the board.

The use of the white board was pertinent because, all the written material on it was according to the objective of the class.

The use of the white board was appropriate, because the students could understand the use of the past progressive; especially, when the teacher used examples related to the usual contexts of the adolescents such as: fashion, music, relationships, etc.

The quality of the material used in the class was good enough to accomplish the objectives of the class, because it was interesting, very well elaborated, and very well organized.

In the fourth class, the white board was used with the same topic: “Unexpected events”, but in this class the teacher used it to reinforce the use of the past progressive tenses, and to complete the activities of the book. In my opinion, the use of the white board was very important to reach successfully the objectives of the class. The white board was also used to explain the activities of the book and some students’ misunderstandings.

The white board was pertinent, because all the information written on it was according to the topic and objectives of the class.

The white board was appropriately used, because the students could complete the activities of the book, and could develop some examples on the board.

The quality of the material was good enough to achieve the objectives of the class. The material written on it was clear and well organized.

In the fifth class, the white board was used with the same theme: “Unexpected events”, and the objectives were to explain the use of “no one” and “nothing”, to review homework, and to review some verbs. First, the teacher reviewed homework on the white board. Second, the teacher used the white board to explain the students’ mistakes related to grammar, and finally, she used the white board to explain the use of “no one” and “nothing”. In my opinion, the use of the white board was very important to explain the common mistakes of the class, and to remember some verbs.

The use of white board was pertinent, because the information that the teacher wrote on it was according to the objectives and the topic of the class.

The white board was appropriately used, because the students could follow the explanation of the teacher. According to the age of the students, the teacher tried to make the classes enjoyable by using drawings, in order to acquire the interest of the students. Lewis (1990) said: “An important principle is to base the teaching on eliciting rather than instructing. The more the teacher talk, the less opportunity the students have to speak”

The quality of the material was good enough to explain the topic. The content written on it was simple, clear, and organized.

Learning styles

In the 10th grade, the teacher used the visual learning style, using the white board with a lot of enthusiasm; In fact, according to a good English teaching process, the use of the supplementary material was not appropriate to accomplish important skills like listening, writing, speaking, and fluency.

In this case, it is recommended to the teachers to organize each other to ask the authorities or activities to recollect money and buy CD players, to use the CD-R of the books, it will help to teachers and students in the teaching -learning process.

Private High School

The types of supplementary materials used in the private high school were the following: the white board, realia, and the CD-R. The use of the supplementary material was more frequent and it had better quality than the ones used in the public high school. They helped the teacher to accomplish the objectives of the classes; therefore, the quality of the English education process was better than the one of the public high school.

The use of the supplementary material used in the private high school will be described below.

8th grade

White board

In the first class, the white board was used with the topic: “My sister works downtown”, which objective was to introduce the use of the simple present tense, in affirmative, negative, and question form. The use of this supplementary material was very important to achieve the objectives proposed by the teacher. The teacher used the white board to practice the negative form with the participation of the students in the board; also, she used it to practice vocabulary, especially verbs.

The use of the white board was pertinent, because all the written material on it was related to the topic of the class.

The white board was appropriately used because the students could understand the information that the teacher wrote on it. The topic was according to the age of the students and their English level.

Related to quality, there were two boards which were newer and bigger than the ones used in the public high school. The teacher had a good handwriting, and the content written on the board was simple and clear.

In the second class, the white board was used to review the most used English verbs. In this case, the use of the board was aimed to remember and practice the verbs in the simple present. The teacher used the white board to write sentences using different verbs and letting the students to practice on the board, also the teacher used the board to practice dictation, vocabulary, and grammar in the class.

The use of the white board was pertinent, because all the information that the teacher wrote on it was according to the topic of the class.

The white board was used according to the students' age and level; in fact, most of them could understand the class.

The quality of the material was the same as the one used in the first class.

In the fourth class the white board was used with the topic "Does it have a view?". Its objective was to introduce new vocabulary. In my opinion, the use of the white board was necessary to teach new vocabulary. The teacher was very emphatic at the moment of practicing the pronunciation with the use of the board; also, it was used to explain the activities of the book.

The use of the white board was pertinent, because the teacher used information on it according to theme of the class.

The use of the board was appropriate to introduce new vocabulary according to the theme of the guide book. The students did not have trouble when the teacher was explaining the activities.

Related to the quality of the material used, the students could understand all the information that the teacher wrote on it, because it was well organized, simple and clear.

In the fifth class, the use of the board was used to continue with the theme: "Does it have a view?", and the objectives of the class were:

to practice pronunciation and vocabulary, to complete the activities of the unit; additionally, it was used to explain problems and questions that appeared in the process.

The use of the white board was pertinent, because the information written on it was in relation with the topic of class.

The use of the white board was used appropriately according to the age of the students and their English level, because most of them understood the class and felt comfortable. The quality of the material was the same of the first class: very well organized and clear.

Dialogues

Dialogues were used in the first class with the topic: “My sister works downtown”, which objective was to introduce the theme and the new vocabulary of it. I must say that the use of the CD audio with the conversations was essential to enhance the listening skills of the students. Dialogues were listened three times to complete the tasks of the book.

The use of this material was pertinent, because all the content of it was according to the topic of the class.

Dialogues were appropriate to students, because the students could develop the task proposed by the teacher and could understand what people said in the CD-audio.

The quality of the dialogues was good enough, because the students could hear and understand the pronunciation of the CD audio.

Realia

In the third class, the objective of the class was to practice the vocabulary related to the simple tense; to accomplish this objective the teacher used some classroom objects such as: pencils, color pencils, erasers, books, notebooks, scissors, tables, school bags, etc. The teacher divided the class into small groups with different objects, and she made them practice asking and answering question using the present tense. In this case, the decision of dividing the class into small groups was very stimulating to the students' learning process, and Broughton (2002) claims that, "it is a good idea to break the class into smaller units, because the groups provide much more intensive opportunities to practice, than a full class".

The use of realia was pertinent, because it was related to the objective of the class.

Realia was appropriate because the students understood the activity and could ask and answer the questions using realia.

The quality of the material used was good, because all the students knew the material used to accomplish the activity.

Learning styles.

In this grade the teacher used different learning styles, such as: the visual learning, the audio learning, and the kinesthetic learning. These considerations in the teaching process, makes the teacher concerned with the education. As Lewis (1990, p.18) said: "It is very

clear that you cannot speak a foreign language well just by learning long lists of words, repeating mechanically after a tape recorder and so on. Good teachers try to ensure that as many activities as possible.”

9th grade

White/black board

In the first class the white board was used to introduce the topic: “You can’t miss it”. The objective was to introduce vocabulary topic. The teacher wrote the topic of the class on it; then, she wrote the new vocabulary explaining the meaning of them; and finally, the teacher used the white board to complete the activities of the book. In my opinion, the use of the white board was necessary to explain the topic in the class.

The use of the white board was pertinent, because the material written on it was according to the topic of the class.

It is important to mention that this supplementary material was used appropriately according to students’ needs, and also according to their English level and their ages. The teacher was very good, because she explained the grammar of the book very well. She was receptive to answer the questions that the students have done about the theme; according to this, Harmer (2003) said that an important principle is to base the teaching on eliciting rather than instructing. The more the teacher talk, the less opportunity the students have to speak, but it is the students who need the practice.

In corresponding to the quality of this material, the white board was new and big enough. The teacher has a good handwriting, using a simple content, so the information was clear and well organized.

In the second class the white board was used with the same topic: “You can’t miss it”. The objective of the class was to introduce the prepositions of place. The teacher wrote the new vocabulary to explain when it is used; then, the teacher drew some squares to make a map of the city and to practice the prepositions of place; subsequently, the teacher asked the students the position of a specific building in reference with other specific place. The teacher had to be intuitive to ensure a successful learning of the topic. In this matter, Lewis (1990) supports this process with this statement “It is a mistake to believe that “a method” exists which can guarantee success. Every teacher knows that what works one day with one class, does not necessarily work with a different class, or even on a different day with the same class”. Finally, she used the white board to complete the activities 6, 7, 8, and 9 of the book. The use of the white board was very important to accomplish the objectives of the class.

The use of the white board was pertinent because all the information written on it was aimed to accomplish the objective of the class.

It is important to mention that the use of the white board was appropriate according to the age of the students and their English level.

According to quality of the white board; the teacher had a good handwriting, using simple information, which was clear and organized. The map that the teacher drew on the white board was easy to understand to students.

In the third class, the white board was used to finish the topic “You can’t miss it”. The objective was to practice the prepositions of place and enhance the students’ learning in this topic. The use of the white board was important to guide the class and review vocabulary.

The use of the white board was pertinent, because all the activities done on it was to accomplish the objective of the class.

The use of the white board was appropriate, according to the English level of the students, so they could understand the theme and could use the prepositions of place.

The quality of the material written on the board was clear and organized.

In the fourth class the white board was used to introduce the topic: “Did you have fun?”. The objectives were to introduce the unit, to learn vocabulary, and to explain the activities of the unit. The use of the board was important; first, it was used to explain the mistakes that students had in their homework; then, the teacher wrote the topic on the top of the white board; after that, the teacher used the white board to introduce new vocabulary, and finally, the teacher used the white board to explain and complete the activities of the book.

The use of the white board was pertinent, because all the material that the teacher wrote was according to the topic of the class.

The use of the white board was appropriate according to the students' English level.

The quality of the material written on the white board was simple, clear, well organized, and the size of the written letters was big enough to the students' understanding.

In the fifth class the white board was used to continue the topic: "Did you have fun?", and the objectives of the class were to see the common activities that students and some people have. I think the white board was important to explain the objectives of the class, because the teacher used the white board to write sentences related with the topic of the class, and she used the white board to guide, explain, and complete the activities 3, 4, and 5 of the book.

The use of white board was pertinent, because all the material used was according to the topic of the class.

The use of the white board was appropriately used because it was considered the students' English level of knowledge; the material developed on the white board was understood by the students and it was related to the common students' activities.

The quality of the material was as the one used in the first class; it was clear, concise, and organized.

Dialogues

In the first class, dialogues were used with the topic: “You can miss it”, which objective was to introduce new vocabulary. In my opinion, the use of dialogues was very important to complete the activity number 2 of this topic. The teacher repeated the dialogues three times; the first time, the students were listening and writing carefully the dialogues to complete the chart ; the second time, most of the students were completing activity number 2; finally, the students checked the answers of this activity. According to Bogod L. (1998), in the audio learning the students learn best through verbal lectures, discussions, talking things and listening to what others had to say.

The use of dialogues was pertinent, because they were related to the topic of the class.

The use of dialogues was according to the English level of the students and their ages, that’s why most of them could accomplish the activity number 2 of the book.

The CD audio was part of the book “Interchange intro 2”, and the dialogs used were in good conditions and the content was clear and understandable.

In the second class, dialogues were used with the topic: “You can’t miss it”, which objective was the use of prepositions of place, and in this process the use of the dialogues was very important to accomplish activities 6, 7, and 8. The teacher used it to complete the activities from

the book and to practice the pronunciation and listening skills.

The use of dialogues was pertinent because the content of the dialogues were related to the topic of the class.

The use of dialogues was appropriate to the English level of the students and their age, because the students could understand the dialogues and complete the activities 6, 7, and 8.

The quality of the dialogues was good, because the dialogue was clear and paused. The CD audio was from the book “Interchange intro 2”.

In the fourth class, dialogues were used in the topic “Did you have fun?”, and the objectives of the class were to introduce the topic and to review vocabulary. The use of the dialogues was important to practice listening and pronunciation as well as speaking skills.

Dialogues were used according to the students’ English level, and their average age. The use of dialogues was pertinent, because the content of the dialogues was according to the topic of the class.

The dialogues of the CD audio was according to the book “Interchange intro 2”, and according to the quality of the material, the content of it was clear paused, and very well organized.

Realia

Realia in the second class was used with the same topic: “You can’t miss it”. The objective was the use of prepositions of place. The teacher used the eraser and the markers to use, explain, and practice

the prepositions of place.

Realia was pertinent, because it was used according to the objectives of the class.

The use of realia was appropriate to the students' English level, and their ages, because they were engaged with the class.

The quality of the material was good because students could understand the meaning of the prepositions of place, the use of the eraser and the markers were improvised.

Learning styles

According to the learning styles, the teacher considered the visual learning, the audio learning, and realia. The teacher says that the use of supplementary material is important to enhance students' learning, because it allows the students to develop the different skills needed in the English communication process.

In addition, Numan (1995) said that supplementary materials are an important element within the curriculum, and are the most tangible and visible aspects of it. While the syllabus defines the goals and objectives, the supplementary material can put flesh on the bones of these specifications, in other words it is a necessary complement to accomplish the teaching process.

10th class

White/black Board

In the first class, the white board was used with the topic: "How

do you spend your day?”. The objectives were to review job applications and peoples activities. The teacher used the white board to complete the activity number 12 of the book; additionally, she used the white board to explain new vocabulary.

The use of the white board was pertinent because all the content written on it was according to the objectives of the class.

The use of the board was according to the age of the students, and most importantly, with their English level. Regarding to the age of the students, the information used in the class was according to the students’ level.

The quality of the material was excellent because there were two white boards. The teacher had a good handwriting. The content written on it was complete, clear, and very well organized.

In the second class, the white board was used with the topic: “Progress Check”. The objectives were to review the topics and the information of the last classes and units, because the students were finishing the trimester period; so, the teacher used the white board to complete the activities of the “Unit 1-2 progress check” of the book. The teacher reviewed the grammar and vocabulary studied in the last classes, she also reviewed the most common homework’s mistakes. I consider that the use of the white board was very important to achieve the objectives of the class, because it allowed reviewing the unit studied.

The use of white board was pertinent, because the information

related to it was according to the objectives of the class

The use of the board was according to the students' English level, because they understood the class.

Referring to the quality of the material, the teacher has a good handwriting, and the information written on it was clear and organized; so, the students could understand the class.

In the third class the white board was used with the topic: "How much is it?" which objectives were the use of comparatives. The teacher used the white board to write the topic of the class on the top of it; then, the teacher used the board to explain the grammatical structure of the question and the use of comparatives; finally, she used the white board to explain the new vocabulary, and make the students participate on it

The use of the white board was pertinent, because all the information written on it was related to the topic and objectives of the class.

The use of the board was appropriate, because it was according to students' English level and their ages.

The quality of the written material on the white board was good, because it was simple and clear.

In the fourth class the white board was used with the topic: "How much is it?" The objective was to continue reviewing comparatives to review more vocabulary, and other expression used in the comparative structure. The teacher used the white board to complete activities 4, 6,

7, 8 and 9 of the book with students' participation. It is considered that the use of this material was very important to complete those activities, because it allows the teacher to explain the students' questions.

The use of the white board was pertinent, because the content written on it was related to the topic and objective of the class.

The use of the white board was appropriate according to the students' English level and their ages, because most of them understood and enjoyed the class.

The quality of the white board was good, because the students were able to see and read all the written information.

In the fifth class, the white board was used with same topic "How much is it?". The objectives were to review new vocabulary related to adjectives. The use of the white board was important to achieve those objectives, because the teacher used the white board to write the meaning of the new vocabulary; also, the teacher used the white board with the students to complete the last activities of the topic.

The use of the white board was pertinent, because all the information that the teacher wrote on it was related to the topic of the class.

The use of the white board was appropriate to the students' age and their English level; they didn't have any problem in the explanation of the topic. The quality of this supplementary material was good, because the teacher used a good handwriting on the board, so the

information written on it was clear to students, also the content was very well organized.

Dialogues

Dialogues were used in the third class with the topic: “How much is it?” which objectives were to use comparatives, and to compare the prices of things. The use of dialogues was very important to complete the activity number 2 of the book. The teacher repeated the dialogues three times, because she wanted the students to listen carefully to the pronunciation of words.

The use of dialogues was pertinent, because the content was related to the topic of the class and the activity number 2.

Dialogues were used appropriately, because the students could understand the pronunciation and meaning of it.

The quality of dialogues was excellent, because while listening to them, students felt comfortable and they could answer to the teachers’ questions.

In the fourth class, dialogues were used with the topic “How much is it?”. The objectives were to continue the topic and review more vocabulary, and another expressions used in the selling process. The teacher played the dialogues three times to complete activities 4, 6, and 9.

The use of the dialogues was pertinent because the content was according the theme of the class and the proposed activities.

Dialogues were appropriate to the students' age and level, because they understood and were able to complete the activities proposed by the teacher.

The quality of the dialogues was clear and well organized, so the students didn't have any problem in the listening process.

In the fifth class dialogues were used with the same topic "How much is it?" The objectives were to review new vocabulary related with adjectives. The use of dialogues was very important to accomplish the last listening activities of the book, and to practice the pronunciation and listening skills. The teacher repeated the dialogues three times, because she wanted the students to listen carefully to the pronunciation of words, to practice them later, and then, to send an oral lesson for the next class.

The use of dialogues was pertinent, because the content was related to the topic of the class and the listening activities of the book.

Dialogues were used appropriately, because the students could understand the pronunciation and meaning of words correctly.

According to quality, the content of the CD audio was clear, paused and very well intoned.

Learning styles

According to the learning styles, the teacher considered the visual learning and the audio learning styles. The use of the board and the dialogues provided students with a good learning experience to improve

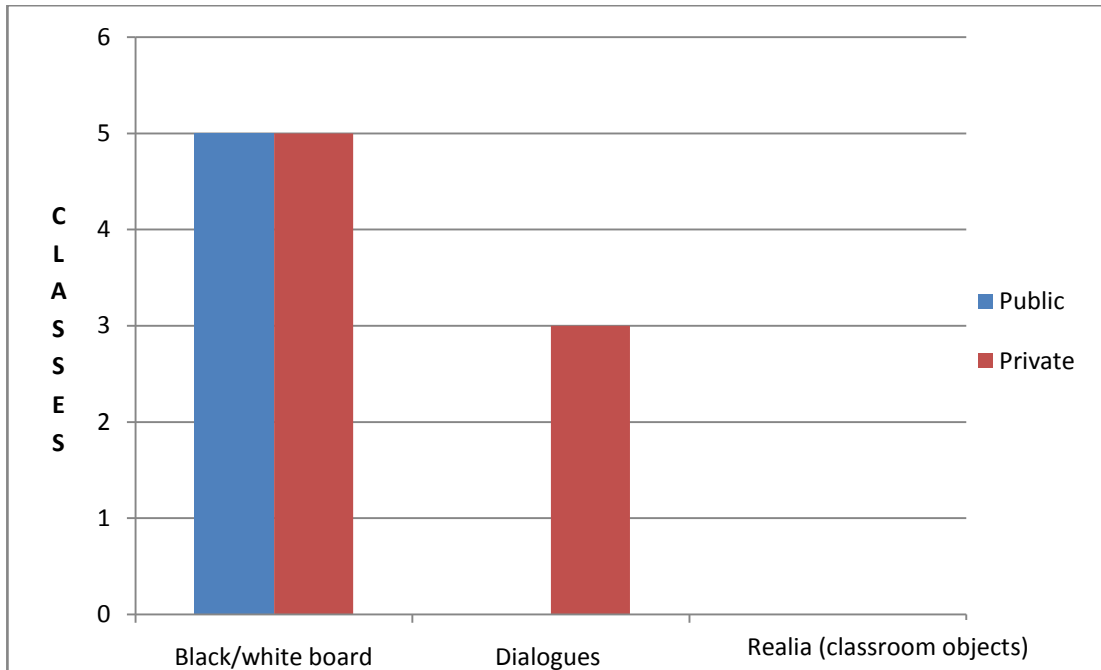
their listening, reading and writing skills.

To support the importance of the supplementary material, Lewis (1990) said that an important principle is to base the teaching on eliciting rather than instructing. The more the teacher talks, the less opportunity the students have to speak, but it is the students who need the practice. It is a mistake to believe that “a method” exists which can guarantee success. Every teacher knows that what works one day with one class, does not necessarily work with a different class, or even on a different day with the same class.

Comparative analysis

8th Grade

Graph 1

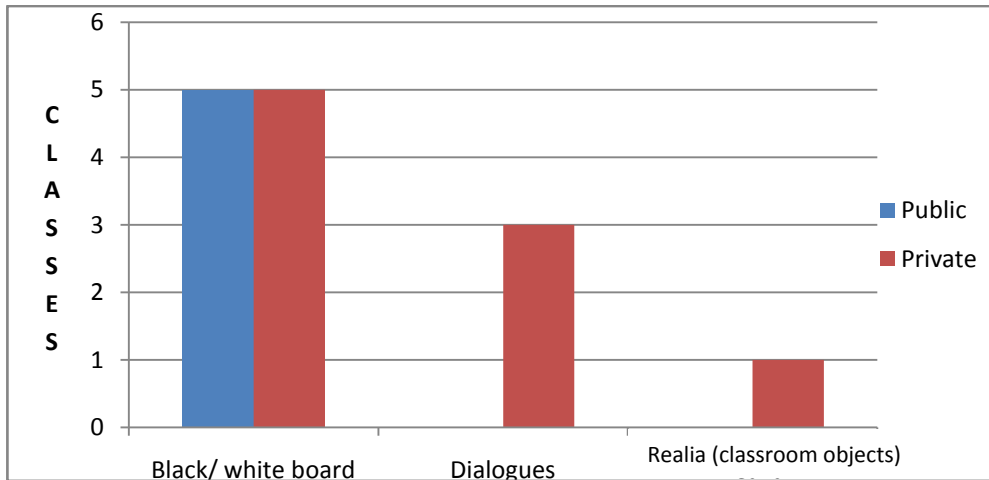


In the 8th grade of the public high school, the supplementary material used was only the white board in all the classes, and the use of it was not appropriate to the English level of the students; meanwhile, in the 8th private high school, the use of supplementary material and activities were frequent and varied according to the students' needs. For example, there were two white boards and the CD player.

According to Graph 1, the frequency of use of the supplementary materials in the 8th public high school was 5 times using only the white board; meanwhile, in the private high school was 6 times: 5 times using the white board and 1 time using dialogues.

9th Grade

Graph 2



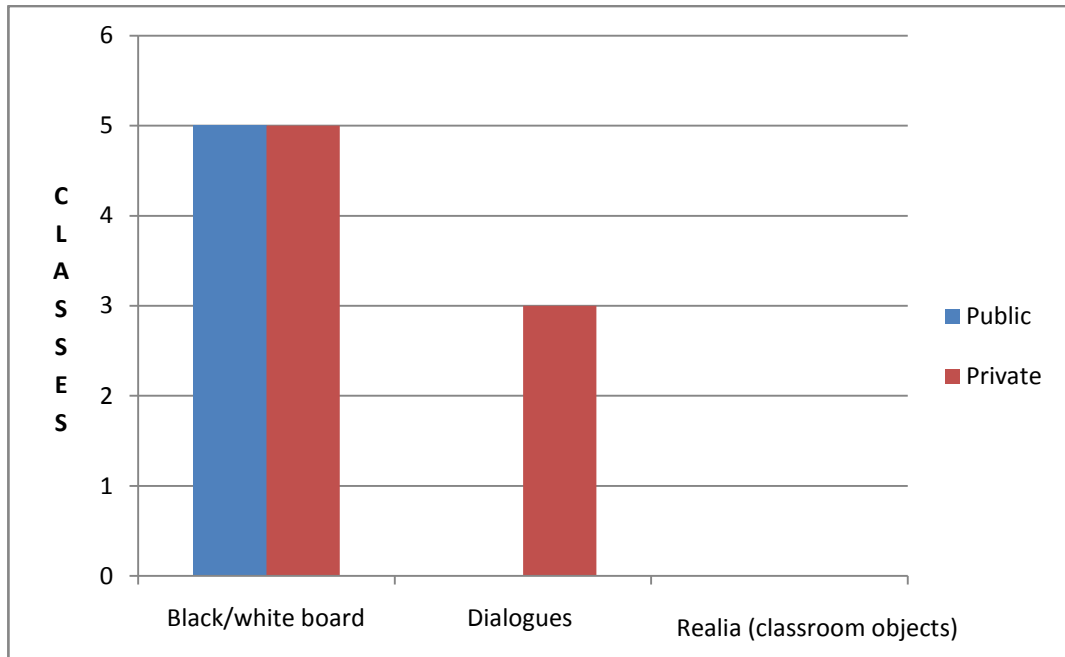
In the 9th public high school the only supplementary material was the white board, it was appropriately used; meanwhile, in the 9th private high school the supplementary material used was the following: the white board, dialogues, and realia.

According to graph 2, the frequency of use of the supplementary material in the 9th public high school was 5 times using only the white board; on the other hand, the frequency of use of the supplementary material in the 9th private high school was about 9 times: 5 times using the white board, 3 times using dialogues, and 1 time using realia (classroom objects and students' things).

The supplementary materials used in the private high school almost doubled the public high school frequency, and it was varied according to the students' needs to enhance the students' learning process.

10th Grade

Graph 3



The use of supplementary material in the 10th public was only the white board; meanwhile, the use of supplementary material in the 10th private school was the white board and the dialogues. Dialogues were very important to practice listening and pronunciation.

According to the information of graph 3, the frequency of use of the supplementary material in the 10th public high school were 5 times, using only the white board; meanwhile the frequency in the 10th private was 8 times, using the white board 5 times and the dialogues 3 times.

Conclusions

- The supplementary material used in the public high school was only the white board in all of the classes; meanwhile, the supplementary material used in the private high schools was the white board, dialogues of the CD, and realia (classroom objects).
- The frequency of the supplementary material used in the public high school was 15 times; meanwhile, the frequency of the supplementary material used in the private high school was 23 times.
- The supplementary material used in the private high school was pertinent for the EFL process. It was aimed to enhance all the students' language skills such as listening, writing, speaking, and reading.
- This research shows that the use of the supplementary material in the 8th grade in the public high school was not appropriate to the English level of most of the students, because most of the students couldn't understand the teacher's explanation of the class.
- The use of the supplementary material in the private high school was appropriate. The students could understand the explanation and information presented by using the supplementary material to develop the tasks and activities in class.
- According to the quality of the material used in both high schools, the students were able to use the supplementary material, because

they were in good conditions to understand the content developed on them.

- The teachers in the private high school were more concerned, strict, enthusiastic, and prepared to use supplementary material, than the teachers in the public high school.
- According to the learning styles, the private high school provided a better learning experience to improve students' listening, reading, and writing skills than the public high school.

Recommendations

- It is recommended to the teachers and authorities should be more conscious about the importance of the English language in the students' academic education, especially in the public high school, because those classes seemed to be mechanical and without general objectives.
- It is recommended to the public high school teachers should have a truly desire to teach English to every one of the students. This desire makes them to use supplementary material to explain the classes and achieve objectives.
- It is suggested to the authorities of the high schools should encourage their teachers in the use of the supplementary material as an important part in the English teaching process.
- It is recommended to use good quality materials, especially in the public high school, where the CD players were out of order.
- It is very important that the teachers consider the students' opinions and behaviors in the selection of appropriate and pertinent supplementary material.
- It is recommended that for future researches on the topic do the observations when the teacher is not developing a test, so the data will be meaningful.

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Annexes

Annex 1

Formats to present the results

Qualitative Tabulation

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

Chart two: Type of supplementary material used in Private high school

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

Annex 2

Chart three, four, five, six, seven, and eight: Pertinence and Appropriateness of the supplementary material used in public and private high schools.

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Black/White Board										
Audio	songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	Objects (toys, plants, fruits)										
Online	websites										

Annex 3

Quantitative tabulation

Chart nine, ten, and eleven: Frequency of use of supplementary material in 8th grade, 9th grade, 10th grade respectively.

Variable	Indicators	Public		Private	
		F	%	F	%
Visual	Flash cards				
	Power point presentations				
	Maps				
	Pictures				
	Charts				
	Handouts				
	Posters				
	Word cards				
	Black/White Board				
Audio	Dialogues				
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)				
Online	Websites				
Total					

Annex 4

Chart Twelve: Total Results

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

Annex 5

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 used)

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

Annex 6

DESCRIPTION OF THE USED MATERIAL:

_____ (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?
(For example, activates participation, awakes students' inters and
curiosity)

How do you consider the quality of the used material?

Annex 7

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N°** ____

GRADE: _____

PREGUNTAS SI NO

VISUALES	
• flash cards	
• diapositivas	
• mapas	
• gráficos o fotos	
• tablas u organizadores gráficos	
• hojas con actividades	
• posters	
• tarjetas con palabras	
• pizarrón blanco o negro	
AUDIO	
• canciones	
• diálogos	
• historias	
• cuentos	
AUDIOVISUALES	
• videos	
• películas	
• documentales	
OBJETOS REALES	
• objetos:	
(juguetes, plantas, frutas,	
etc.)	
ONLINE	
• websites	

¿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 clase?

¿Con que materiales crees que aprenderías mejor el tema de clase?

¿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

Annex 8

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?