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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. Ana Lucía Quiñónez Beltrán

CERTIFIES THAT:

This research work 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, Marzo, 2012

Dra. Ana Lucía Quiñónez Beltrán

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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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María Verónica Espinoza Vera

Author

DEDICATION

To my dear family for the support: my mother, father, brothers and sister; my advisor Dr Ana Quiñonez for such great help during this time; my friends and classmates for their friendship and encouragement, and all the people that in one way or another was related to the fulfillment of this work.

Verónica Espinoza

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ABSTRACT

This research aims to determine the type of supporting materials used in EFL public and private high schools and to compare the supporting materials used in them. It was done in a public and a private high school in Manta City - Manabí Province, in the 8th, 9th, and 10th grades with a total of six different classes chosen randomly. This research addresses five variables: visual, audio, audiovisual, realia and on-line. Based on these variables, five observations were done in each grade and interviews to their teachers as well as interviews to one student for each observed class in order to collect the data were conducted.

Qualitative and Quantitative methods were used to tabulate the data and the subsequent description, analysis and interpretations of the results. It is established, as a general conclusion, that even with a small difference in the public high school the supporting materials were used more frequently than in the private high school. The total frequency of the use of supplementary material in the 8th, 9th, and 10th grades was twenty over fifteen respectively.

INTRODUCTION

The use of supplementary materials can be a great tool to facilitate the process of teaching and learning in a successful way; teachers rely on different kinds of aids and sources to get their objectives. Thus, when choosing the correct material it is important to take into account pertinence (importance of the material used in relation to the content): topic, objectives, and content of the class, and appropriateness (related to the level and understanding): student's needs. However, some teachers may not be using materials appropriately or may not be using them at all, that is the reason to propose this research, we want to find out whether or not teachers use supplementary materials, and if they use them how pertinent, appropriate, and qualified those materials are.

Therefore, The Use of Supplementary Materials in EFL Classes: A Comparative Analysis of Public and Private High Schools was done in order to achieve the following objectives: 1^o) to identify and analyze supporting materials used in EFL public and private high schools; 2^o) to describe and analyze each one of supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; and 3^o) to determine the frequency and variety of the supplementary material used in the observed public and private high schools.

According to these aspects and some studies, the uses of supplementary materials in ESL classes make the subject more interesting and motivating. Additional, choosing the correct material for each class and using it adequately should be definitely an important aspect to have a successful class.

Some researchers have tried to identify the positive aspects of using supporting materials in EFL classes. Maniruzzaman (2010) in his study explained that it was designed to address and explore the following questions: Are audio aids used in the class?, if yes, how much are they useful?, if no, why are they not used?, what does the teacher think of using audio aids?, and what does the student think of using audio aids?. Through these questions he concluded that the use of audio-aids in the EFL class is seriously hampered due to the lack of teacher training, the insufficiency of audio equipment and material, and the indifference of the administration.

In another study, Rammal (2005) based his hypothesis in the idea that video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in authentic material that reflect real interaction. However, he realized that he had very little experience with the camcorder, but tried to produce clear, steady, and focused picture and sound in each of the segments.

Navas (2006) based his study in the idea that the language lab sessions may serve as an important component of the language classroom if they are used properly, and there were no limitations or obstacles in his study. The results showed a positive opinion of the students toward the use of the language laboratory; it may be used as any other teaching tool no matter the method or approach.

As pertaining to this research, the main beneficiaries of it will be students and teachers because through it, the investigation will awake teachers' interest in using supplementary material in their classes, having as

a result more motivating and more interesting classes as well as improvement in the educational system. Having this research, the UTPL and its students may also benefit from this information and it could be useful for further research.

However, a limitation faced in this process was the lack of experience in understanding the variables: visual, audio, audiovisual, realia, and on-line as individual parts of the research not as a whole. At the moment of the analysis, I experienced difficulties trying to describe and compare the results of the data collected.

At last, suggestions to improve this research during further studies could include a wider number of classes or grades to be observed, with the purpose of adding more to the sample. And a closer view to teachers' plans as to what they prepared for the class and what they actually get to use or do during the class.

METHODOLOGY

The study was conducted in different classes selected from a public high school - Colegio Técnico Nacional Pedro Balda Cucalón - and a private high school - Centro Educativo Maria Montessori - in Manta, both located in the urban area of the city.

The teachers being Spanish speakers had knowledge of the English language and all the students possessed the same mother tongue: Spanish; and were learning English as a foreign language particularly in the 8th, 9th, and 10th grades. The students range in age from 11 to 14. The students from the public school were all women while in the private school were men and women.

The literature review was done first, it was the result of a research on books and internet sites related to the use of supplementary material used in EFL classes that are the support to the analysis of the results obtained in the field, this literature was organized in charts with the objective of getting acquainted with the topic.

The field research was done after the literature review, it started with the data collection in three formats, one for the class observations, one for the student's survey, and one for the teacher's survey. The observation sheet for the class had two parts, the first part was about the supplementary materials used during the class and the second part was the description of the used material. The student's survey was about the kind of materials that the teacher used in class or could use in future classes and whether the students like or not the material in order to learn the language. The teacher's

survey had five questions related to the use of supplementary material and learning.

On the other hand, the data were collected by direct observation of the classes during the last period of class of the year 2010, using techniques like: note-taking, and survey. Previous to the classes, the teachers were told that they would be observed and that they should handle the class as in a regular setting.

Once the data was obtained, the next step was the tabulation of them; for that purpose the qualitative and the quantitative methods were applied. The data was collected in charts previously prepared for this study (see Annexes from 4 to 15), chart one and two show in a qualitative form the kind of supplementary material used in the public and private high school, charts from three to eight show the pertinence and appropriateness of the supplementary material used in each class, charts nine, ten and eleven show the frequency of use of the supplementary material in the different grades, and chart twelve is a total view of the results of the frequency compared between the public and private institution.

These results were analyzed in a descriptive and comparative form. The descriptive analysis was done in based of an explanation of each observed class from the 8th, 9th, and 10th grades of the public and the private high school referring to the pertinence, appropriateness and quality of the materials used and the learning styles applied by the teachers. The comparative analysis was done next, it shows the frequency of use of the supplementary material between the 8th, 9th, and 10th grades public and private based on the observation, surveys and personal opinion.

Finally, the conclusions and recommendations were set to summarize the findings and give opinions on the results of this research and some advice based on the observations on how to improve the problems found.

DISCUSSION

Literature Review

This literature review includes a brief theoretical support on the following topics: Teaching a Foreign Language, Learners, Learning Styles, Teaching Techniques, Different Teaching Contexts, Supplementary Material, and previous studies related to the use of supporting material in EFL or ESL classrooms done by some authors.

Teaching a Foreign Language

The goal of foreign language study is to learn a language in order to read its literature or to benefit from the mental discipline and intellectual development that result from foreign language study. (Richards & Rodgers, 2001, p. 5)

Teachers may develop their own teaching procedures, informed by a particular view of language and a particular theory of learning. They may constantly revise, vary, and modify teaching/learning procedures on the basis of the performance of the learners and their reactions to instructional practice. (Richards & Rodgers, 2001)

Edge (1993) explained that there are two ways in which people learn a foreign language, that is: Consciously, through formal learning, usually following an organized syllabus. And subconsciously, by 'picking it up', learners are exposed to lots of natural language use.

There are also two ways to teach people to use a language: The first is to move step by step from form to meaning, adding together different bits of the language which have been isolated for learning; and the second is to move from meaning to form.

According to the above mentioned Saville-Troike (2006) suggested the following general guidelines for L2 learning and teaching:

Consider the goals that individuals and groups have for learning an additional language.

Set priorities for learning/teaching that are compatible with those goals.

Approach learning/teaching tasks with an appreciation of the multiple dimensions that are involved: linguistic, psychological, and social.

Understand the potential strengths and limitations of particular learners and contexts for learning, and make use of them in adapting learning/teaching procedures.

Be cautious in subscribing to any instructional approach which is narrowly focused or dogmatic. There is no one "best" way to learn or teach a second language (L2).

Recognize achievement in incremental progress. And be patient. Learning a language takes time.

Learners

Harmer (1998) expressed that it can be difficult to describe a good learner, because each student brings a unique personality to the classroom. Some teachers have a common view: the students who do best are the ones who always do their homework.

But, to talk about learners we need to take into account their age. Wilson (2008) stated that very young children are unfamiliar with classroom routines, everything needs to be demonstrated, and the teacher usually provides them with a model to follow which gives children security, and initially they learn a lot by observing and copying. This brings the danger that

the child will simply copy without understanding, but good teachers, by scaffolding and providing steady support, tend to know when to take the scaffold away - to let the child act independently to achieve a task.

In addition to this, Woolfolk (2007) confirmed that between the ages of 5 and 7, when most children start school, cognitive development is proceeding rapidly. Children can process more information faster and their memory spans are increasing. They are moving from preoperational to concrete operational thinking.

In the transition to middle school, students confront an increased focus on grades and performance as well as more competition on all fronts- academic, social, and athletic.

As students move into adolescence, cognitive processes are expanding as they develop capabilities for abstract thinking and the capacity to understand the perspectives of others.

With developing minds and bodies, young adolescents must confront the central issue of constructing an identity that will provide a firm basis for adulthood. The individual has been developing a sense of self since infancy. But adolescence marks the first time that a conscious effort is made to answer the now-pressing question: "Who am I?".

Edge (1993) explained that all learners are the same. Outside class, they have a family, friends, work, study or play, responsibilities, a place to live, and all the joys and sorrows that come with those things; and also that all learners are different. No two individuals have the same knowledge, or skills, or expectations, or any of the other things listed before. Learners are also influenced by their age and by their educational, social and cultural

backgrounds, which they may or may not share with their fellow students and teacher.

To add to this Saville-Troike (2006) affirmed 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 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).

Perhaps the greatest difference between adults and younger ages is that the former come to lessons with a long history of learning experience as said by Harmer (1998).

A learner needs motivation, what's motivation? Woolfolk (2007) answered this question: It is usually defined as an internal state that arouses, directs, and maintains behavior. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities - it is motivation to do something when we don't have to. Extrinsic motivation is based on factors not related to the activity itself. We are not really interested in the activity for its own sake; we care only about what it will gain us.

How important is the student's motivation? Harmer (1998) answered this question: Whatever we think of the teaching methods used - or the reasons for the language learning - the teachers and students in these cases had a number of things on their side: they were highly motivated, they really

wanted to learn and they had powerful reasons for doing so - including, of course, a fear of failure. Successful students possess some or all of the following characteristics: A willingness to listen, to experiment, to ask questions, to think about how to learn, and to accept correction.

Learning Styles

Woolfolk (2007) stated; the way a person approaches learning and studying is his or her learning style. One theme that unites most of the styles is the differences between deep and surface approaches to processing information in learning situations. (Snow, Corno, & Jackson, 1996). Individuals who have a deep-processing approach see the learning activities as a means for understanding some underlying concepts or meanings. They tend to learn for the sake of learning and are less concerned about how their performance is evaluated, so motivation plays a role as well. Students who take a surface-processing approach focus on memorizing the learning materials, not understanding them. These students tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others, Of course, the situation can encourage deep or surface processing, but there is evidence that individuals have tendencies to approach learning situations in characteristic ways (Biggs, 2001; Coffield, Moseley, Hall, & Eccestone, 2004; Pintrich & Schrauben, 1992; Tait & Entwistle, 1998).

Hearn (2007) said; to understand the world around us, everyone receives information through our senses. However, each of us uses a different combination of the five representatives systems: visual, audition, kinesthetic, olfaction and gustation, (Vakog) and the result is that there are

many different ways of learning. Our students have a visual preference they react well in front of drawings and diagrams and, in general, they have little problems with reading and writing. They often have good spelling, because they can memorize through images. They are often observative and organized students. They also have good luck, our educational system works on their favor, because many visual resources are used normally, like books, posters, maps, etc.

Teaching Techniques

Harmer (1998) gives a list of different teaching techniques that allow students: discover the grammar, involve them in reasoning, concentrate, make choices, analyze properties, talk about anything, work together, answer questions, exchange information, enjoy the language, etc. Some of these teaching techniques that Harmer mentions are as follow: Discovery techniques, Preview, Matching techniques, Text study, Problem solving, Drills, Interaction activities, Involving the personality, Games, General knowledge quizzes, Board games, Written practice, Fill-ins, Written drills, Word order, Sentence writing, and Parallel writing.

Different Teaching Contexts

According to Edge (1993) almost all classes take place in a room with furniture in it. This setting gives shape to the physical and psychological environment in which students and teachers work.

Edge also said that we can think about a classroom in the following terms:

Is it big enough for students to sit and move around in without being so big that you feel you are only camping in part of it? - the size.

Can everyone see the board or screen, and can you see all the students? – the shape.

Can everyone see well enough to read and write without having light reflected on the board or screen? – the light.

Can you regulate the temperature? Is the room clean? Is it attractive? Is it supportive to learning? – the environment.

Is it quiet enough for everyone to be heard, but not placed so that people will complain when all your students talk at once? – the noise.

To add to this Harmer (1998) said that if we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students, and how we use our most valuable asset — our voice. The way we talk to students - and who talks most in the lesson - is another key factor in classroom management. We also need to think about what role, if any, there may be for the use of the students' mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations.

Our physical presence can play a large part in our management of the classroom environment. And it's not just appearance either. The way we move and stand and the degree to which we are physically demonstrative can have a clear effect on the management of the class. Most importantly, the way we are able to respond to what happens in class, the degree to which we are aware of what is going on, often marks the difference between successful teaching and less satisfactory lessons.

All teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. But there are a number of issues to consider which are not just matters of personality or style and which have a direct bearing on the students' perception of us. (Harmer, 1998, p.34)

There are different teaching contexts that required us to perform many different activities; the University Center for the Advancement of Teaching (2010) mentioned some: Teaching as the Instructor of Record, Teaching as part of an Instructional Team, Teaching a Recitation, Teaching in the Lab, Being a Grader, Teaching in the Seminar, Teaching in the Studio, Teaching in the Clinical Setting, Working One-on-One with Students, Office Hours Tutoring, Independent Study Courses, Being a Course/TA Supervisor, Clarifying Expectations, Serving as a Role Model, Helping with Content and Procedural Questions, Improving Teaching Skills, Being Responsive to the Needs of TAs, and Knowing Your Audience.

Supplementary materials

The materials will facilitate the communicative abilities of interpretation, expression, and negotiations. Material will focus on understandable and relevant communication rather than on grammatical form, as retold by Benitez (2001).

Hearn (2007) said; with the time it has been more necessary to use didactic resources and I think that today they are not more a supplement to the textbook they have become an alternative that choose a type of teaching more motivating, more alive and closer to the needs and interests of the students.

There are many advantages in using supplementary materials, especially the use of visual aids during a presentation. King (2002) explained that visual aids can create a powerful effect, help keep students' attention, and illustrate main ideas. The basic rule is to use visual aids to support the presentation, not to dominate it. However, the disadvantage of overusing visual aids is that the attention of the audience will be divided and students may stand aside and have visual aids take their place.

The instructional materials specify subject matter content (even where the syllabus may not). They also define or suggest the intensity of coverage for particular syllabus items: how much time, attention, and detail are devoted to specific language items. Finally, instructional materials define (or imply) the day-to-day learning objectives that (should) collectively constitute the goals of the syllabus. (Benitez, 2001)

According to Richards & Rodgers (2001) the role of instructional material within a functional/communicative methodology might be specified in the following terms: Materials will focus on the communicative abilities of interpretations, expression, and negotiation; material will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form; materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks.

Today there are visual aids like: flash cards, power point presentations, maps, charts, handouts, posters, word cards and pictures. Pictures can come from a variety of sources: drawings, magazines,

professionally published material, postcards, photographs, etc. Teachers can use pictures as prompts for controlled language work. (Harmer, 1998)

Hearn (2007) expands on this and says that the board is one of the most traditional resources, it is generally use for traditional activities, but that allows more possibilities like making mental diagrams, write texts in a general way, etc.

In one study related to visual aids where Sato & Suzuki (2010) used 24 EFL learners from the Tokyo University found that there is no difference in the linguistic knowledge of special prepositions between control and experimental groups. However, they also found that there is no statistical significance between those who refer to planar and 3D dictionaries.

We can also count with audio aids like: songs, dialogues, stories and tales. In another study done by Maniruzzaman (2010) conducted with 32 university teachers and 120 tertiary level students shows that audio aids are more or less used in most of the EFL classes at the tertiary level in Bangladesh, which is in consonance with the contemporary communicative language teaching mode, it could be considered that audio aids are substantially useful since the use of such aids makes teaching attractive and effective, and reinforces learning by stimulating and motivating the learner and arresting his/her attention during the instructional process. However, the lack of teacher training, audio aids and administrative support is responsible for the insufficient use of audio aids though the use of audio aids considerably adds to EFL learning at the tertiary level in Bangladesh.

In our schools the tape recorder should be just as important as the tape (or CD). Tape recorders can be used for playing textbooks tapes, tapes

of people speaking, music tapes (for background, for music related activities or for work on songs).

Jusoff (2008) in his study found that short stories seemed to be popular among students. A total of 80% of the students agreed that they enjoyed reading the short stories chosen for the component. Students found them easiest to read as they were short and therefore not too time-consuming, which enabled them to do other homework and participated in co-curricular activities. Students also mentioned that the language was mostly manageable and therefore quite easy to understand.

As for Navas (2006) and his study concluded that most language learners who participated in this analysis see the importance of the language lab in order to reinforce students' listening comprehension, pronunciation and grammar. A language laboratory may be used as any other teaching tool no matter which method or approach the teacher is following. Language lab sessions may now include digital material apart from traditional cassettes in order to practice listen-repeat exercises.

Audiovisuals like videos, movies and documentaries are very useful in today's classrooms. Where does video fit in? We have to choose video material according to the level and interest of our students. If we make it too difficult or too easy, the students will not be motivated.

The advantages associated with using these media are that the material is frequently authentic, topical, with real-world information, and that, with television and video, there is a visual aspect. Being able to see the speakers, their context and body language is a huge advantage to listeners.

Video is dynamic in that it presents moving images – a major bonus for students with short attention spans - and for those who can't read or write well, it provides a ready-made context. Video can be controlled.

Rammal (2005) with his study, explained that by using the videotaped segments, students may develop the learners' fluency in the process of language acquisition in a natural ongoing day-to-day interaction with native speakers. Once we implement the videotaped material, we will provide students with opportunities to practice using the language skills in an authentic communicative setting.

Cross (1991) said, we call objects realia, real things. Realia can often be brought to school: a piece of bread or fruit, a whistle, a stick, toys, eggs and so on are easily carried. They also create interest. Use your imagination too.

Hearn (2007) added that using realia results to be very motivating for the students. They can be objects of the same classroom or any other place and they can be used from the class introduction, the development, in any reviews, etc.

Harmer (1998) stated that students can use the internet either as a way of being in contact with others through e-mail, or for the many other 'talking shops' available on the system or as a source of information on just about every subject under the sun. We also have to remember that people working on their own at computer screens can become extremely uncommunicative.

Students who log on to a number of English language-learning websites can find much that is of use. Students can practice listening alone in their own time said Wilson (2008).

Chen (2008) found that most teachers only use Internet resources as a source of supplementary materials. These teachers think class time is limited and they feel they do not teach enough during the class period. They want students to have more opportunities to learn and obtain more knowledge and skills and they expect students to practice more after class, especially for skills such as pronunciation learning.

Results

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

Variable	Indicators	Yes	No
Visual	flash cards		X
	power point presentations		X
	Maps		X
	Pictures		X
	Charts		X
	Handouts		X
	Posters		X
	word cards		X
	white/black board	X	
Audio	Songs	X	
	Dialogues	X	
	Stories		X
	Tales		X
Audiovisual	Videos		X
	Movies		X
	Documentaries		X
Realia	objects (toys, plants, fruits)		X
Online	Websites		X

Author: Verónica Espinoza

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

Author: Verónica Espinoza

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

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

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

Author: Verónica Espinoza

Source: 8th grade

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

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

Author: Verónica Espinoza

Source: 9th grade

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

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

Author: Verónica Espinoza

Source: 10th grade

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

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

Author: Verónica Espinoza

Source: 8th grade

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

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

Author: Verónica Espinoza

Source: 9th grade

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

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

Author: Verónica Espinoza

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
	power point presentations	-	0	-	0
	Maps	-	0	-	0
	Pictures	-	0	-	0
	Charts	-	0	-	0
	Handouts	-	0	2	40
	Posters	-	0	-	0
	word cards	-	0	-	0
	white/black board	5	83	3	60
Audio	Songs	1	17	-	0
	Dialogues	-	0	-	0
	Stories	-	0	-	0
	Tales	-	0	-	0
Audiovisual	Videos	-	0	-	0
	Movies	-	0	-	0
	Documentaries	-	0	-	0
Realia	objects (toys, plants, fruits)	-	0	-	0
Online	Websites	-	0	-	0
TOTAL		6	100	5	100

Author: Verónica Espinoza

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	-	0	-	0
	power point presentations	-	0	-	0
	Maps	-	0	-	0
	Pictures	-	0	-	0
	Charts	-	0	-	0
	Handouts	-	0	-	0
	Posters	-	0	-	0
	word cards	-	0	-	0
	white/black board	5	100	5	100
Audio	Songs	-	0	-	0
	Dialogues	-	0	-	0
	Stories	-	0	-	0
	Tales	-	0	-	0
		-	0	-	0
Audiovisual	Videos	-	0	-	0
	Movies	-	0	-	0
	Documentaries	-	0	-	0
Realia	objects (toys, plants, fruits)	-	0	-	0
Online	Websites	-	0	-	0
TOTAL		5	100	5	100

Author: Verónica Espinoza

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	-	0	-	0
	power point presentations	-	0	-	0
	Maps	-	0	-	0
	Pictures	-	0	-	0
	Charts	-	0	-	0
	Handouts	-	0	1	20
	Posters	-	0	-	0
	word cards	-	0	-	0
	white/black board	5	56	4	80
Audio	Songs	1	11	-	0
	Dialogues	3	33	-	0
	Stories	-	0	-	0
	Tales	-	0	-	0
		-	0	-	0
Audiovisual	Videos	-	0	-	0
	Movies	-	0	-	0
	Documentaries	-	0	-	0
Realia	objects (toys, plants, fruits)	-	0	-	0
Online	Websites	-	0	-	0
TOTAL		9	100	5	100

Author: Verónica Espinoza

Chart twelve:

Grades	Public (f)	Private (f)
8th	6	5
9th	5	5
10th	9	5
TOTAL	20	15

Author: Verónica Espinoza

Description, Analysis and Interpretation of Results

This section includes a descriptive and comparative analysis of the results obtained in the field research and that have been tabulated and exposed in the Results section.

The descriptive analysis of the collected data will be described according to the pertinence, appropriateness and quality of the supplementary materials used during each of the observed classes.

The comparative analysis is based on the frequency of the used materials between the public and the private classes in the three grades: 8th, 9th, and 10th.

Descriptive Analysis

Public High School

8th Grade

In the observed classes the high school teacher used the following supplementary materials: white board, and a song.

Board

This material was used in all the five classes. The topic of the first class was How to make a Christmas cracker (kind of a candy box to put in sweets) and the objective was to provide practice on following instructions in order to make this handicraft. The teacher used the board as a supplementary material to practice vocabulary about the things needed to make a Christmas cracker, teacher wrote on one side of the board a short list of words and then practice pronunciation. In another exercise, the students had to complete sentences in their books in a task about verbs; the teacher used the board to check the correct answers with the whole class. This

supplementary material was pertinent in these two exercises because the students followed the teacher and they comprehended what the teacher wanted them to understand, and the teacher exploited this supplementary material by also reinforcing pronunciation and verifying on the board.

The vocabulary as well as the answers to the sentences written on the board was used according to the students' age and their English level; because the students comprehended the exposed on it and developed their task without difficulties. Additionally, it was clear that this material was pertinent because it allowed them to achieve the objective of the lesson and to teach the topic efficiently.

Finally, regarding to the quality of this material, it was in good condition, since its content was clear and easy to read for everyone.

In the second class, the topic was A Christmas Carol and the objective of this lesson was to introduce a song to make the class different than a regular setting. For this topic the teacher used two types of materials, one of them was the board where the teacher wrote the last paragraph of the song to practice it and recall the principal vocabulary, the teacher sang the song along with the students, then the teacher erased words of the song one by one trying to help the students to memorize the lyrics, this process continue until all the paragraph of the song was erased.

The content of the board was used to the help students learn the song and was used according to their level because the vocabulary used was easy and familiar; they could understand the task normally, there was a lot of repetition and memory exercise. The students were paying attention to the words the teacher was erasing and they were ready to sing.

In this case, the quality of the material was in good condition that means the handwriting was clear and legible by all the students.

In class 3, the topic was School Subjects and the objective was to develop intensive listening and reading skills and practice vocabulary related to school subjects. The board was used to copy a chart that contained the days of the week, school subjects and time schedule, and then the teacher explained the chart and modeled the task on the board allowing time for students to finish it, later the teacher wrote the correct answers for everyone to check. It was pertinent to use the board because it clarified the content to the students and improve understanding. Based on this observation, it can be said that it was used according to the students' age; it helped students understand the listening better, they were able to complete the task in a normal pace.

As to the quality of the use of the board, it was in good condition, it was clear and easy to read for everyone, the teacher drew the chart in a way that they could see it and copy it.

For the fourth, class the topic of the lesson was A Letter and the objective of it was to develop reading and writing skills. The teacher asked the students to read a letter in their books; it was a letter from Ecuadorian students to a girl in Britain about their school. After reading this letter, the teacher used the board to model the cues and compare the answers. First, the teacher wrote the information on the board and did one as an example, when the students had finished the task the teacher elicited the answers and copied them on the board to compare, the answers were short and clear. The board was used with simple information according to their level; they went

along with the class and achieved the objective of it by completing the tasks correctly.

To conclude, in this classroom the quality of the board was good, the teacher's handwriting was clear and easy to read too.

The topic of the fifth class was My School and reviewing grammatical structure of the unit was the objective. The teacher used the board to explain and reinforce the grammar about the simple present and prepositions; after explaining a couple of examples, the teacher gave time for the students to do some exercises and later the teacher called on some students to go to the board to write their answers and to compare with the class, at the end the teacher gave feedback using the sentences written on the board. The content of the board was used according to the students' age and their English level because most of them were doing the activities in their books and board without problems.

Finally, in this 8th grade the board was big enough. All students carry a marker ready to use when it is their turn, the teacher seemed to be organized at the moment of using the board, which means clear and understandable, trying to reach the whole class.

Song

This material was used in one of the five classes, specifically during the second class. The topic was A Christmas Carol and the objective of this lesson was to introduce a song to make the class different than a regular setting. Besides the used of the board as a supporting material for this class, the teacher brought a CD player to practice the carol. First the teacher played the song to get acquainted with the rhythm and the students listened to it

only, then the teacher sang the song together with students to practice the lyrics, this process was done a few times until the students felt comfortable to sing alone.

This activity was pertinent since the song was used to give the students a fun time and it was useful to practice vocabulary; it was also appropriate because it was a repetitive song easy to follow according to their knowledge. The audio was loud enough and the recording was spotless, clear to perception.

According to the observations done in the 8th grade, the learning style was mostly visual because of the used of the whiteboard; only in one class, out of five; the teacher used audio material to develop the lesson. However, the use of these supporting materials was positive because the teacher was able to achieve the objectives and the students understood the lessons, but that means that they gave emphasis to the writing and reading skills so the other skills were less practiced.

9th Grade

In the observed classes the high school teacher only used the whiteboard as supplementary material.

Board

This material was used in all the five classes. The topic of the first class was Legends of Ecuador - The Veiled Lady and the objectives were developing extensive and intensive reading skills and learning about traditions. For this class the teacher took some time to draw on the board a sequence of the pictures about the legend and to model the task, so students could keep track of the order of the story. Next to the drawings, the teacher

wrote the past tense of the verbs used to describe each drawing and asked the students to complete the exercise, after they finished it; the teacher checked the answers on the board and practice pronunciation.

The board was used according to their age and level of understanding because they could follow the instructions and they could develop the activities placed on the board; it was also pertinent because it helped them understand the content and fulfilled the objective by completing the tasks and learning about this legend.

The quality of the board was good in general, before the class the teacher cleared it up and used the space well, so they could have a good view of the drawings and writing, the teacher was organized, good handwriting and clear markers.

For the second class, the topic was The Legend of Cantuña and the objectives of this lesson were to develop extensive and intensive listening and to review the past tense. First, the teacher asked the students to look at the pictures in their books to have an idea what the legend was about, then the teacher copied a couple of questions on the board and asked the students to give an answer according to the pictures they saw. Based on these ideas, the teacher explained the question structure for the auxiliary *did* on yes/no questions and short answers, the board was also used to write down their ideas on previous knowledge, that means the students talked about the simple past and its grammar structure. Because of the way how the teacher used the board, it can be said that it was pertinent; this allowed the fulfillment of the objectives and the learning of the topic. Also, this was appropriate because the content written on the board was according to the

level of understanding of the students. The quality of this material was good; the things written on the board were clear and easy to read.

In class 3, the topic was The Black Bull and the objectives were to develop extensive and intensive listening skills and to re-tell stories. The first task was to read the instructions and look at the pictures in the book, before reading the script about the story the teacher demonstrated the task with the given example from the textbook. The teacher read the legend and the students had to match the information with the pictures in their books. After that, the teacher wrote the answers on the board about the sequence of the legend. Then she read the text again for the second part of the task that was about completing verbs in past. Finally the teacher copied the answers on the board for everyone to compare, they had to retell the story with these clues.

The content on the board was useful to check understanding. It was used according to their age and English level; so that, the students were able to participate during the class actively.

The answers written on the board were visually clear and easy to read for everyone, because of the good handwriting and markers used were just fine.

In the fourth class, the topic of the lesson was Can You Play the Piano and the objectives were reviewing and practicing language related to music and practicing the use of *Can*. First, the teacher wrote on the board a list of the musical instruments and practiced the pronunciation identifying the instruments with the pictures in the book. Then the teacher used the board to explain the use of can with an example from the book, teacher did a couple of sentences, and asked students to continue with the next exercise where

they had to listen to three people telling what instruments they *can* or *can't* play and complete a chart on their books as the teacher read the script. When the students had finished the task the teacher copied the answers on the board for the whole class to compare.

The board was used with simple information according to the students' level; all the content was familiar to them, there was no problem with understanding, as a consequence this material was pertinent and appropriate at the same time because it allowed the achievement of the objectives of the class and the topic was acceptably taught. Besides, in this classroom the quality of the board was good, the teacher took care that the information was readable and well organized.

In the fifth class, the topic was Latino Music and the objectives were to develop intensive reading and speaking skills. To start the class, the teacher read the instructions from the book and asked the students to look at the pictures; these pictures were about people dancing. Then the students were asked to read a text from the book on their own in order to understand the text and do the tasks. After that, the teacher copied on the board three questions about music and proceeded to give possible answers; with these examples, the students practiced the questions in pairs giving their personal answers. Later, the teacher called on a couple of students to go to the board to write their answers to these questions, at the end of the practice, the teacher gave feedback using the sentences written on the board.

The use of the board was according to the students' age and level because the teacher used a simple language on the board so that the students developed their task correctly. The objective was completed

because of the activity presented on the board so they were able to practice and give their answers. The material had a good quality; the questions and answers written on the board were clear and understandable.

Based on the observations done in the public 9th grade, the learning style applied for the teacher was based on the visual sense; visual because of the used of the board as the only supplementary material to teach these classes. The teacher used the board to compare answers and review grammatical points. According to the objectives of each class it was positive because the students learnt and understood the lessons at the moment. However, the board is not the only material the teacher should be using because not all the students are visual, and there are other good materials that could be implemented to engage the students on the learning process.

10th Grade

In this grade, the high school teacher used the following supplementary material in the observed classes: white board, song, and dialogues.

Board

This material was used in all the five classes. In class one, the topic was Accidents at Home and its objective was to practice giving advice using *should* and *shouldn't*. First, the teacher asked the students to read the instructions and demonstrated the task on the board with a given example from the book, they had to match half sentences with their corresponding half, then the teacher used the board to write the correct answers and explain the grammatical structure using these examples. For the next task, the teacher tried to activate previous knowledge about common accidents at

home, and then the students took turns completing some advice in the text using *should* and *shouldn't*, finally the students had to compare their answers on the board.

The material was used according to their age and their English level; the example given by the teacher was easy to follow, the students were able to go along with the pace of the class. And the use of the board helped the teacher make sure the students were right in their choices. It was pertinent because they used the board to complete the objective of practicing giving advice. It can be said that the quality of the material was understandable and that everyone could read the information written on it.

In class two, the teacher used two types of materials; one of them was the board. The topic was In Your Free Time and the objective of the lesson was to review vocabulary related to daily activities. First, the teacher asked for some ideas about free time activities and wrote them on the board as the students spoke. Then, they did a task about taking notes, the answers of this task were written by the teacher on the board for everyone to compare. Also, the teacher wrote a pair of questions about favorite activities and allowed them some time to give the answers. After that, the teacher copied a table from the textbook on the board and modeled the task first, then the students had to write on their books the answers from the questions and finally the teacher completed the chart on the board to make sure everyone had the correct answers.

The material was pertinent because these exercises involved vocabulary related to the topic and it was appropriate because the activities were clear for their understanding; the use of the board helped them to

achieve the objective which was to practice vocabulary about daily activities. Finally, the quality of the material was good because the teacher used clear handwriting and it was easy to read for the whole class.

In class three, the teacher used two types of materials, a dialogue and the board. The topic for this class was Eating Out and the objective was to develop listening skills and to review vocabulary related to food. The board was used to copy a table from the textbook that was divided in four columns, they had to listen to a text about fast food and write the details on the type of food, the country, the date and the ingredients of each. Before this, the teacher copied the table, explained and modeled the task. When they finished writing their answers in their books, the teacher proceeded to write the correct answers on the board for everyone to check.

The next task was similar, the teacher copied a table with six columns, so the students had to sort some vocabulary that was in the book under the correct category, and the vocabulary was about herbs-spices, fruit, vegetables, cereals, meat and dairy products. When they finished sorting, the teacher wrote the answers on the board to compare with the students' answers.

This supplementary material was pertinent in these exercises because the students were able to complete the activities, the vocabulary was used according to their age and level of understanding, and so they could complete the task in a normal pace. Regarding to the quality of this material, it was kept on a good condition; normally comprehensible and clear to read for everyone.

For the fourth class the teacher used two types of materials, a dialogue and the board. They reviewed the topic about Free Time Activities and the objectives were to develop listening skills and to review vocabulary related to free time activities. First, the teacher copied on the board a table from the textbook where the students had to complete information about names, activities, places and time from a conversation about plans for the weekend. Before that, the teacher modeled and explained one example, when the students had finished the task, the teacher elicited the answers and copied them on the board to compare; the answers were short and clear.

The vocabulary was used according to the students' age and their level, which allowed them to achieve the objective of the class, the teacher used the board with information that the students had studied before, they understood the class and practice their knowledge on vocabulary. In this classroom the quality of the board was in a good condition, the teacher's handwriting was clear and easy to read.

For the fifth class, the teacher used two types of materials, a song and the board. The topic of the class was A Song, the name of the song was *Because of you* and the objective was to introduce a song to make the class different than a regular setting. The teacher used the board to write the lyrics of the song on one side, the other side was used to solve the tasks, part of the tasks were to complete information, to order phrases, to select words and to unscramble words; as the students did these activities the teacher copied the answers on the board to make sure everyone was right.

The use of the board was pertinent because it covered the objective of having a class different than regular ones; the teacher used the board with

words and sentences that were mostly known for them, the teacher clarified the new vocabulary by translation. The material in this classroom was in a good condition, which means, it was clear and comprehensible; the students understood the lesson and finished all tasks correctly.

Song

This material was used in one of the five classes, specifically in class five. The teacher used two types of materials, the board and a song. The topic of the lesson was A Song, the name of the song was *Because of you* and the objective was to introduce a song to make the class different than a regular setting. First, the teacher played the song once to get acquainted with the rhythm. Then the teacher asked the students to complete the activities related to the song, like ordering phrases, selecting words and unscrambling words. For that, the teacher played the song several times in order to practice and get the answers, the students and the teacher sang the song together, this practice was done a few times as they completed the tasks.

The material was pertinent because the song was used to practice vocabulary and to have a different class. However, it was not too easy, it was a bit fast and some students had difficulty singing along. The teacher tried to help them by singing slower without the audio. The quality of this supplementary material was good, the audio of the CD was clear and the CD player had an acceptable volume.

Dialogues

This material was used in three of the five observed classes.

In class 2, the teacher used two types of materials, the board and a dialogue. The topic of the lesson was In Your Free Time and the objective

was to review vocabulary related to daily activities. The teacher asked the students to read the instructions; they had to complete the notes in the book, the task was about verbs like: collect, play, go, watch and do; they had to make a list of things related to them. Then, the teacher presented the dialogue and played the CD few times as they completed the exercise.

This was appropriate because the dialogue contained vocabulary about free time activities familiar to the students, the teacher paused the CD according to the tasks, so that they could get the answers needed. It was pertinent because they practiced the vocabulary they have learned before. The supplementary material was short, clear and comprehensible.

In class three, the teacher used two types of materials, the board and a dialogue. The topic of this class was Eating Out and the objectives were to develop listening skills and to review vocabulary related to food. For this class the teacher used a dialogue from the textbook about the origins of some fast food, which was played few times during the class so the students could get the answers to complete a table related to this task and to practice the pronunciation.

The dialogue used an appropriate language according to their age and English level, it was short and clear, this facilitated the students understanding and they were able to develop the activities of the lesson correctly. The quality of the material was good; the dialogue was interesting and easy to understand.

In the fourth class, the teacher used two types of materials, the board and a dialogue. The topic of this class was Free Time Activities and the objectives were to develop listening skills, and to review vocabulary related to

free time activities. For this class, the teacher used a dialogue from the book, it was between two people talking about plans for the weekend, and it was played a couple of times, with the purpose of giving the students time to get the answers to complete the exercises. They had to complete a table with the information from the dialogue. Then the students worked in pairs to practice the conversation.

This supplementary material was pertinent in this activity because the dialogue was related to the topic. It was short and clear, according to their level of understanding. They completed the activities and reviewed vocabulary as part of the objectives. Finally, the quality of this material was good, its content had free time activities and it was understandable.

In the observations done in the public 10th grade, the learning style applied for the teacher was based on the visual and auditory senses; visual because of the use of the board to teach the class activities and auditory because the teacher used dialogues and a song to practice their English, this implies that the teacher focused her teaching on two styles only and that she should vary the supplementary material to be able to practice all the skills together. It was positive because the teacher explained the lessons and achieved their objectives but it was mostly about checking understanding and correcting answers.

Private High School

8th Grade

In the observed classes the high school teacher used the following supplementary material: handouts and white board.

Handouts

This material was used in two of the five classes. In class 1, the topic was The Human Body and the objective of the lesson was to learn vocabulary and practice the pronunciation through reading. The teacher used the handout to present the class; it contained a reading section with graphics related to the main vocabulary about the main parts of the body and the face.

The task consisted in reading the text from the handouts; they had to read paragraph by paragraph, as the students read they also took turns to translate into Spanish with the clues from the pictures and with the help of the teacher. So, the participation was limited to turns. After they read, the teacher gave feedback on the correct pronunciation of the words.

This material was pertinent because the exercises were used to teach the students about the parts of human body and practice the pronunciation too. The text as well as the vocabulary given in the handouts was used according to their level, and they could understand the information. The quality of the handouts was clear; they were copies in good condition.

In the third class, the topic was Shopping and the objective of the lesson was the same as in the first class, to learn vocabulary and to practice the pronunciation through reading. The teacher used the handout to present the class; the papers contained a reading section with pictures related to clothes and accessories. At the end of the text there were some comprehension questions, but they were sent as homework.

This class was similar to class one because they had to read and translate each paragraph into Spanish, the teacher pointed out some students to read taking turns.

The handouts were used to help students learn about regular shopping items as clothing and accessories, it was used according to their age and English level, and they understood the information and achieved the objective of learning and practicing pronunciation. The quality of the handouts was clear; the teacher used legible copies all in good condition.

Board

This material was used in three of the five classes. Starting with the second class where the topic was My Family and the objectives were to read for specific information, to present adjectives, to practice using a dictionary, and to present the modal *Can*. First of all, the students had to match some adjectives with the corresponding picture in their books, with this same vocabulary they had to find the meaning using a dictionary. After that, the teacher wrote the vocabulary on the board to check their answers and practice the pronunciation. Then, the students had to read a conversation that included the use of *can* and they also practice pronunciation. In the next task, the teacher used the board to model an exercise where the students had to complete sentences with *can* in affirmative or negative form according to the context, when they completed the task the teacher wrote the answers on the board for everyone.

The board was used to clarify ideas and compared the answers with the whole class. This material was used according to their age and level because the exercises were short and clear; it was pertinent because the students fulfilled the objective by completing the tasks correctly. Regarding to the condition of the board, it was good but small, however the teacher used the space well, so they could have a good view.

For the fourth class, the topic was Day In - Day Out and the objective of this lesson was to teach the simple present and understand its use for routines. The first task consisted in a reading section about two people and their routines. In the second task the teacher used the board to give an example of statements about a typical weekend and asked yes/ no questions. Then the teacher asked the students to read and complete the exercise in their books using verbs in the present tense. After they finished that, the teacher copied the answers on the board, for the students to check their work and then they practice with their own routines.

The board was used to the help students learn the simple present structure; they knew how to complete the task because it was according to their level. It was appropriate because these activities helped them to understand the topic better. The teacher used the board clearly and the content was easy to read. However, the condition of the board was good but small size.

In class five, the topic was Who's who? and the objectives were to read for specific information, and consolidate students' understanding through translation. The board was used to write information questions in the simple present tense and possible answers to these questions, some students went to the board to write their answers also with the purpose of comparing with the whole class, at the end the teacher gave feedback using the sentences written on the board and finally they translated these statements into Spanish.

The board was useful to complete the activities, it was used according to their age and level of understanding; they were able to participate actively

during the class. The board was clear and easy to read for everyone, it had a good condition, but it was small.

In this 8th grade, the learning style was based on the visual sense. The teacher did not do an effort to use other additional material in the classroom, this implies that the teacher focused her teaching on one single visual aid and she did not use it with total success. Consequently performing similar activities like reading in each class can be exhausting and boring for the students. The good part is that it was not a big class, so everyone gets an opportunity to participate.

9th Grade

In the observed classes the high school teacher used only the white board as supplementary material.

Board

This material was used in all the five classes. The topic of the first class was A Bright Future and the objective was to use questions and short answers with *Will* and *Won't*. The students had a task about predictions; they had to check in their books a list of things about what a robot will do. Then, they had to match three questions to their corresponding answers also in their books. Later, the teacher asked them to complete the grammar table about the future tense, when they finished, the teacher used the board as a supplementary material to explain the grammar structure for the future in question, affirmative, and negative statements. Then, the students had to complete an exercise in their books that consisted in checking and crossing sentences about predictions. When they finished the task the teacher wrote the answers for the whole class so they could compare.

The examples and answers written on the board were used according to the students' age and their English level; the students went along with the class and achieved the objective by completing the tasks normally. The material was pertinent because it helped them to understand the topic. The quality of the board was in good condition because the teacher used a clear handwriting so; it was easy to read for everyone.

In the second class, the topic was Future Perfect? and the objective of this lesson was to develop reading skills. First, the teacher asked the students to look at the picture in their books and answer the questions about it. Then, they had to read a text about where people will live in the future. After reading, they had to answer comprehension questions; the teacher wrote on the board an example and then explained the task. The teacher allowed some time for the answers. After the students finished the exercise, the teacher wrote the answers on the board, and they practiced the pronunciation on the new vocabulary from the text. The last task was to design a future city with the clues given in the book.

The use of the board was pertinent because after the teacher gave a model of possible answers they could work alone; it was used according to their level because they could do the activity with no problem the teacher did not have to explain it over again. The board was clear and easy to read; generally it was in a good condition.

In class three, the topic was Check your Progress and the objective was to self-evaluate the items learned in the unit. The students had to complete some exercises in the book. First, the tasks were explained by the teacher as they did them. They had to choose the correct tense to complete

a reading section. Then, they had to complete sentences with *will*. Also, exercises where they had to answer questions and put sentences in the correct order. The board was used to give feedback on the answers that students wrote on their tasks and to compare their ideas about the topic as a group.

This supplementary material was useful to clarify the topics learnt in the unit because as the students performed each exercise the teacher confirmed the answer on the board to ensure that they did not have problems and if they did, then she could refresh the ideas. It was appropriate because it was used according to their age and level; they were working on the tasks without problem. The quality of the board was in good condition, the teacher wrote the answers clearly so they could easily read.

For the fourth class, the topic was Language Biography and the objective of the lesson was to consolidate understanding through translation. First, the teacher used to the board to copy a list of vocabulary words from the textbook and then elicited the translation of the vocabulary from the students; the teacher wrote the answers on the board and helped with some words they did not know.

The use of the board was appropriate because it was used with simple information according to their level; the students were able to do the tasks and with little help. At the end, they achieved the objective by completing the tasks correctly. Also, in this classroom the board was in a good condition, the teacher's handwriting was clear and easy to read too.

The topic of the fifth class was Play Safe and the objective was to learn the use of *How + to be feeling*. To start the class, the students read a

short conversation about health problems. After reading, they had to answer a few comprehension questions. The teacher used the board to copy the vocabulary from the text; it was a list of common health problems. Then they practiced the pronunciation. After that, the teacher explained the grammar about the use of how + to be feeling on the board and asked them to complete the exercise in their books and then they compared the answers in group. At the end the teacher gave feedback using the sentences written on the board and asked them to correct the answers.

The material was used according to the students' age and their English level because the students could apply this knowledge without effort. It was also pertinent because they learned the grammar. As in the other classes, the quality of the board was in good condition because the teacher took care that the content written on it was clear and understandable.

In the private 9th grade, the learning style considered to prepare the supplementary material was only visual because the board was used in all five classes to perform the activities. It was evident that the teacher did not put emphasis on considering the different learning styles, because she did not use different kinds of supplementary materials for all the different learners. The positive part was that this teacher tried to do her best in order to fulfill the objectives of each class allowing the students participation.

10th Grade

In the observed classes the high school teacher used the following supplementary materials: handout and white board.

Handouts

This material was used in one of the five classes. Particularly in class two, the topic was The Seasons and the objective of the lesson was to improve vocabulary through reading. The teacher used the handout to present this class; it contained a reading section with pictures related to the main vocabulary. The students took turns to read paragraph by paragraph. They participated in reading and translating each paragraph at the time. The teacher clarified ideas about the meaning and pronunciation.

The handouts used were pertinent because it helped students learn about the seasons and the vocabulary related to it. It was appropriate because it used according to their level, they could understand the information. The quality of the handouts was good, they were clear copies in good condition.

Board

This material was used in four of the five classes. The topic of the first class was Organizing a Party and the objective was to learn the use of the present continuous, *going to* and *will* for the future. First, the teacher asked the students to read the grammar chart in their books. Then the teacher used the board as a supplementary material to teach the grammatical structure of the future tense. The students had to complete sentences in their books choosing *going to* or *will*. When they finished the task, the teacher wrote the answers on the board and asked the students to write in their notebooks more statements to practice the grammar. The teacher called on a couple of students to share their sentences on the board.

The board as supporting material was appropriate because it was used according to the students' age and their English level because they were working in their task normally, without close supervision. It was pertinent because the students understood better the class when the teacher explained the grammar on the board. This material had a good quality; since the teacher used it in a clear way and the students could easily read the content written on it.

For the third class, the topic of the lesson was The Concert and the objective was to talk about something that happened last weekend. First, the teacher used the board to review the past tense of some regular and irregular verbs. And then, the teacher asked the students to give some other examples of verbs and wrote them on the board too. The students had to read a conversation in their books, and identified the verbs in the past. Then the teacher asked them to complete the sentences in their books using these verbs. When they finished the task the teacher gave the correct answers on the board and some feedback about them.

The use of this supplementary material was pertinent because it helped the students to give comments on any situation that happened on the weekend; this review reinforced the learning of the simple past tense. It was also appropriate, the teacher used it according to the students' age and level of understanding; the students were completing the task without too much attention from the teacher. The quality of material was good, the teacher was careful to write clearly so the students did not have problems reading the content of the board.

For the fourth class, the topic of the lesson was Opinions and the objective was to develop reading skills. The teacher asked the students to read the instructions of the first task in their books; they had to read a conversation where people gave their opinions. The students practiced reading this conversation in pairs and then they had to answer the questions about what they read. First, the teacher wrote the questions on the board and did one as an example, when the students had finished the task the teacher elicited the answers and copied them on the board to compare and practice the pronunciation of new vocabulary.

In this classroom the quality of the board was fine, clear handwriting and no problem for reading from it. The teacher used the board to write simple questions according to their level, it helped them to compare their answers and check comprehension because the answers were short and clear. The tasks were pertinent because the students understood the class and achieved the objective; they comprehended the reading and gave good answers to the questions.

The topic of the fifth class was Language Biography and the objective was to consolidate students understanding through translation. The teacher gave the students some time to read and complete the exercises of this section in their books. Here, they had to translate statements related to the topics found in the unit. As they completed each task, the teacher used the board to write down students' guesses about the translation of the vocabulary from the textbook and to give feedback about the pronunciation.

This material was used according to the students' age and their English level because they did a good translation; it was also pertinent

because the students translated the tasks with little help of the teacher. In general, the board in this classroom was in good condition because the teacher used clear handwriting and understandable information.

The teacher in charge of this tenth grade is also in charge of the eighth and ninth grade. She showed little concern about the different learning styles her students might have. The teacher only used two types of supporting materials to achieve the goals of her classes. As a consequence the students were more visual since the teacher prepared the classes based on using the board and handouts. These students had good skills so the teacher should take advantage on reinforcing the reading, writing, speaking and listening skills and give little emphasis to translation.

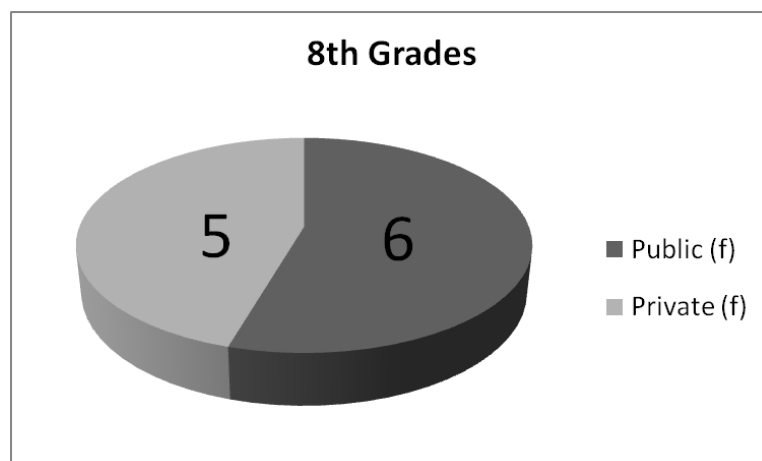
Comparative Analysis

This section is a comparative analysis of the frequency of use of the supplementary material, a comparison between the eighth grades of a public and private high school is described here. As a result of the observations, it was found that it is more frequent the use of the supplementary material in the eighth grade of the public high school than in the private one. Although the difference between them is not representative (6 to 5) this result was due to the plans the teachers had for their classes where they showed little concern on preparation.

Now, it is commonly expected that this frequency should be larger in a private high school because their authorities are more exigent on the use of materials. Also, they are usually more organized in that aspect and may have the resources to apply them during the classes. According to this, the

frequency of the use of supplementary material used in the eighth grades is represented in the following pie chart:

Figure 1

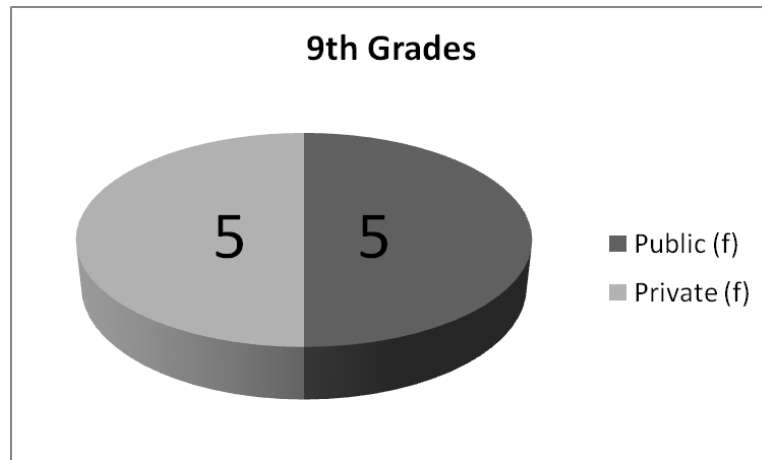


Author: Veronica Espinoza

Source: 8th public and private grades

In the ninth grades the results showed a similar frequency of the used of supplementary material (5-5), predominating the use of the board in both the grades. It is good to mention that the similarity in the frequency could be caused because of the time when the classes were observed. The teacher in the private high school was working on reading activities as a reinforcement of the vocabulary and this may have provoked this interesting situation. However, in the public high school the teachers are expected to complete the annual plan; so that, the activities are done with little supplementary materials as time allows. The next pie chart shows the total of the frequency in the 9th grades:

Figure 2



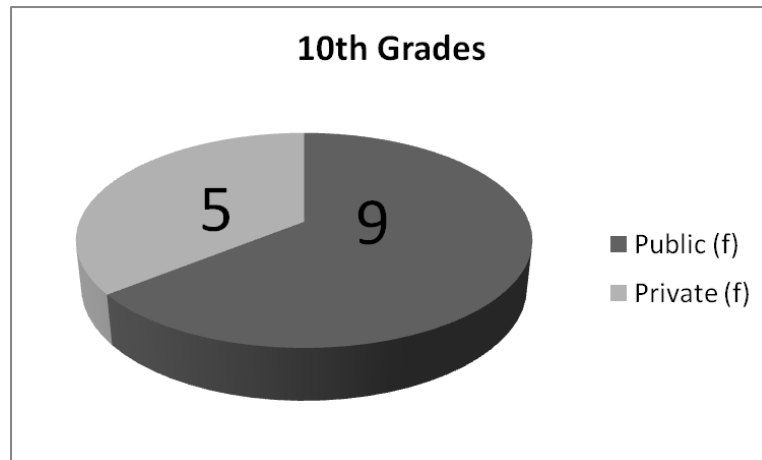
Author: Veronica Espinoza

Source: 9th public and private grades

Comparing with the grades analyzed before, the difference of the frequency of use of supplementary material between the tenth grades public and private is higher, with a total of 9 versus 5, being the public high school the one where the supplementary materials were used more frequently.

This situation was due to the teacher's plan; for this term the school authorities of the private school decided to give more practice on reading so the activities were limited. On the other hand, the frequency of use in the public high school was higher probably because the activities from the book were designed to do it that way; however the teachers in the public high school have too many units to cover and little time to complete the annual plan. The next pie chart shows the total of the frequency of use of supplementary material in the 10th grades:

Figure 3

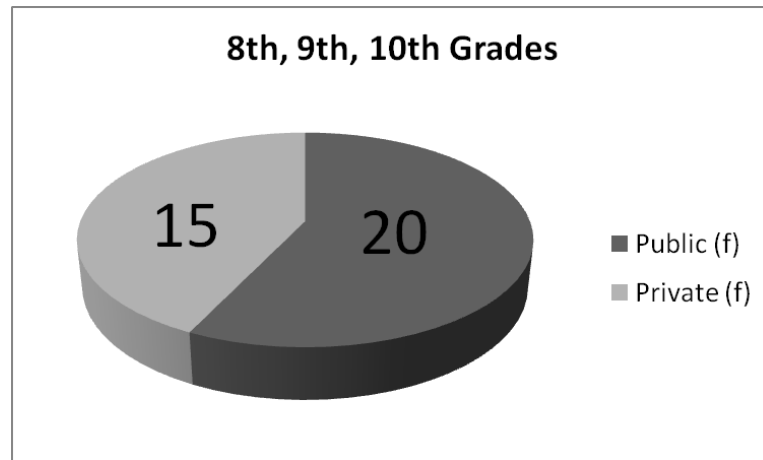


Author: Veronica Espinoza

Source: 10th public and private grades

In this section can be seen that the frequency was higher in the public high school than in the private one, with a difference of 20 versus 15. According to experience, this result was not expected especially on the private school; this implies that teachers in the high schools are not teaching the English language with enough quantity and variety of supplementary material as represented in the following chart:

Figure 4



Author: Veronica Espinoza

Source: 8th, 9th, and 10th public and private grades.

In addition, in the surveys done with the students after each observed class, they manifested their desire of having more supplementary materials used during the classes. They want the teachers to use them more frequently and diverse.

The teacher also agree that the use of supplementary materials is important because it stimulates student's interest and they learn better, however they did not applied them during the observations.

Conclusions

- The most common supporting material used in the EFL public and private high schools during the observed classes was the whiteboard because teachers have an easy access to this supporting material and all classrooms have a board generally in a good condition. Also, material as handouts, songs, and dialogues were used but less frequently.
- The supplementary materials (whiteboard, handouts, songs, and dialogues) used in all the classrooms were pertinent, because they were related to the contents and allowed the fulfillment of the objectives the teachers set and the efficient teaching of the topic.
- The supporting materials (whiteboard, handouts, and dialogues) used in the observed classes were appropriate because they were related to the level of the students and understanding of the topic. With the only exception of a song that was not on their level.
- Results demonstrate that there is a slight difference between the public and the private high schools regarding the frequency of the use of supplementary material, this frequency was higher in the public one.
- The variety of the supplementary material used in the public high school does not differ considerably of the one used in the private high school. In the public one they used the board, songs and dialogues, and in the private they used the board and handouts.
- The learning style applied in the classrooms was mostly visual because of the prevailing use of the whiteboard as the main resource during the observed classes.

Recommendations

- Teachers should adapt to the trends (labs, internet) in teaching EFL classes. The supplementary materials are diverse, so using them according to the students' level and understanding could improve their classes.
- Teachers should use more variety (video, songs, stories, etc) of supplementary materials to enhance EFL learners in terms of motivation, so that the students may feel interested in learning the English language.
- Teachers should be constantly updating themselves on the use of supplementary materials to make their classes more attractive and efficient, so that the objectives of each class could be reached.
- The use of supplementary material should be more often because this facilitates the learning process in the students.
- Teachers of EFL classes should consider all the learning styles when they prepare the supplementary materials to teach in each class or topic.
- The public and private high schools should get enough supporting materials like CD players, DVD players, televisions, posters, dictionaries, books, etc; to have them available at the schools' libraries, so teachers could use them at anytime for the benefit of the classes.
- The teachers could prepare their own material at a less price and more realistic.

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Annexes

Annex N° 1

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	

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 N° 2

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la 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?					
VISUALES		AUDIO		OBJETOS REALES	
• flash cards	()	• canciones	()	• objetos:	()
• diapositivas	()	• diálogos	()	(juguetes, plantas, frutas,	
• mapas	()	• historias	()	etc.)	
• gráficos o fotos	()	• cuentos	()		
• tablas u organizadores gráficos	()	AUDIOVISUALES		ONLINE	
• hojas con actividades	()	• videos	()	• websites	()
• posters	()	• películas	()		
• tarjetas con palabras	()	• documentales	()		
• pizarrón blanco o negro	()				
¿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 N° 3

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?

Annex N° 4

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

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

Author:

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

Annex N° 5

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

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

Author:

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

Annex N° 6

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

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

Author:

Source: 8th grade

Annex N° 7

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

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

Author:

Source: 9th grade

Annex N° 8

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

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

Author:

Source: 10th grade

Annex N° 9

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

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

Author:

Source: 8th grade

Annex N° 10

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

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

Author:

Source: 9th grade

Annex N° 11

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Per rt.	Appro p.	Per t.	Appro p.	Per t.	Appro p.	Per t.	Appro p.	Per t.	Appro p.
Visual	flash cards										
	power point present.										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovis ual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants)										
Online	websites										

Author:

Source: 10th grade

Annex N° 12

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

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

Author:

Annex N° 13

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				
	white/black board				
Audio	songs				
	dialogues				
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	websites				
TOTAL					

Author:

Annex N° 14

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

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

Author:

Annex N° 15

Chart twelve:

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

Author: