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

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CERTIFICATION

Lic. Elsa Morocho Cuenca, Thesis Advisor

CERTIFIES THAT:

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

Loja, May 17th, 2012

Lic. Elsa Morocho

Thesis Advisor

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Verónica Aguirre

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ABSTRACT

This study is about the use of supplementary materials in EFL classes: A comparative analysis of public and private high schools which is aimed to find out whether or not teachers use supplementary materials, and if they use them how pertinent, appropriate, and qualified those materials are.

This research was carried out in Latacunga which is located in the Province of Cotopaxi. The Participants in this study consisted of teachers belonging to 8th, 9th, and 10th grades of public and private high schools.

According to the observations in public and private high schools, teachers do not use materials appropriately or do not use them at all. It happens for many reasons such as the institution do not have any extra material, lack of teachers' creativity, careless, and lack of experience. In addition, in most of the observed classes it was remarkable that some teachers do not consider the different learning styles of their students at the moment to select the material. As a result, students do not engage in a successful learning process.

INTRODUCTION

Teaching a foreign language is a long and complex task, because learners need a constant encouragement. Thus, they require a skillful teacher who can help them to enjoy learning. Within the context of the learning process, it is essential to remember that teachers can count on different kinds of aids and sources, which used appropriately, may work effectively and really help to reach their objectives.

This study is about the use of supplementary materials in EFL classes: A comparative analysis of public and private high schools whose objective is to identify and analyze supporting materials used in EFL public and private high schools; describe and analyze each one of supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; and, determine the frequency and variety of the supplementary material used in the observed public and private high schools.

Araya (2007) stated that teaching a foreign language has been considered a difficult task to accomplish because of the different situations individuals are exposed to in such a process. Students' different learning styles, levels of motivation, governmental and international policies, students and teachers expectations, availability of resources and accuracy of materials are a few examples of the multiple struggles teachers and students have to deal with.

Therefore, this study will be very helpful to encourage teachers to use supplementary materials in their classes because one of the most important aspects of teaching English is choosing the accurate resources to teach in order to improve the teaching-learning process. Consequently, students will be motivated to learn the language as well as the educational system will improve.

Fortunately, it was possible to read previous studies related to this research topic in order to get more information about it. For example, Araya (2007) in his study the importance of teaching materials in developing a language teaching-learning process based on the principles of the critical thinking pedagogy, the limitation mentioned in this study was that many students and teachers perceive the teaching materials passively, simply as a means to absorb information or teaching and learning the language content proposed in the curriculum.

Whereas, Kilickaya (2004) aimed to answer the questions of when and how authentic materials should be used in EFL classrooms and how cultural content may be included in the curriculum, the limitation of this study was that the research requires the language patterns being put into practice in real life situations.

Finally, Kelsen (2007) explored the use of You Tube in an EFL situation by surveying students' attitudes related to the usage of You Tube to learn English. In particular, it seeks to gauge students' perceptions of using You Tube as a supplement to regular class

materials with regard to make classes more interesting, motivate students to learn in class; and, motivate students to use this material to learn English outside the class.

Among the limitations of his study are: the questionnaires were only written in English; the self-reported nature of the survey may have led to students overstating their answers as the course teacher administered the questionnaires; small sample size; and, the results can not be extrapolated to the general student population.

As this research is aimed to know about the use of supplementary material in public and private high schools, the main beneficiaries will be students, teachers, and the institutions where the research was carried out because through it the investigator will awake teachers' interest of using supporting material in their classes, having as a result more motivating and more appealing classes as well as an improvement in the educational system.

For future investigations the researcher should focus not only in the frequency of use of the supplementary material but also in the teachers' ability to use the material appropriately in order to enhance students' learning.

METHODOLOGY

This study was carried out in Latacunga which is located in the Province of Cotopaxi. Participants in this study consisted teachers from 8th, 9th, and 10th grades of public and private high schools.

The general approach of this study is Qualitative and Quantitative. The collected data was analyzed, described, and compared. The techniques used to develop this study were reading, note-taking, observation, surveys and interview. The instruments were data collection formats, observation formats, and tables. And the sources used to collect the information for the literature review were books, Internet and didactic guide.

The observed classes were conducted during a two-month period in order to obtain reliable information. Thirty English classes in both public and private high schools of the city were observed. In the public high school the class-hour lasted 40 minutes, but in the private high school it lasted 45 minutes. When the class was finished the teacher and one student per class was given a survey to complete it. After the data collection process research obtained 30 observed classes, 30 surveys to students, and 6 surveys to teachers. In addition, more information related to the topic through informal interviews to teachers of each grade was obtained.

In this study the data was analyzed in two ways. First, the information was presented through a descriptive analysis in which the

supplementary material used by the teacher in both public and private high schools was described one by one considering Pertinence (importance of the material used in relation to the content), Appropriateness (related to the students' level and understanding) and Quality (design and elaboration of the supplementary material) of each material.

Additionally, the different learning styles were considered in this analysis in order to determine if the teachers are taking it in mind at the moment to select the supporting material in their classroom.

Finally, the data was evaluated through a comparative analysis in which the frequency of use of the supplementary material was examined in the following way: 8th grade of public vs. 8th grade of private high school, 9th grade of public vs. 9th grade of private high school, 10th grade of public vs. 10th grade of private high school. This analysis was done based on the observation, surveys, interviews and the personal point of view of the researcher.

DISCUSSION

Literature Review

Teaching English as a foreign language is a process which involves three elements: the socio-cultural element, the selection of the bibliographical element, and the methodological one. To accomplish this task teachers have different aids and sources which help them to get a successful teaching-learning process. One of the most important aids is the use of supplementary material in EFL classes; in fact, using supplementary material makes classes more interesting and motivating.

The use of supplementary material in EFL classes is essential in order to improve the way we teach to our students. Thanks to visual aids the teacher is going to transmit to their students a permanent knowledge and a meaningful learning, but it depends on the ability of the teacher to use them.

Likewise, teaching a foreign language is a long and complex task. A skillful teacher can be able to create an enjoyable learning environment by giving a constant encouragement to the students, admiring their efforts and being tolerant with differences and individuality of each student. Also, it is necessary that some teachers change the way they teach and how they use the supporting material in their classes.

In order to understand the topic, the following subtopics will be discussed: Teaching a foreign language; Learners: age, learner

differences, and motivation; Learning styles; Teaching techniques; teaching adolescents; Different teaching contexts; and, Supplementary material: definition, importance, role of supplementary material, and visual, audio, audiovisual, realia, online. In addition, previous studies about the researched topic will be reviewed.

Teaching a foreign language

Araya (2007) stated that “teaching a foreign language has been considered a difficult task to accomplish because of the different situations individuals are exposed to in such a process. Students’ different learning styles, levels of motivation, governmental and international policies, students and teachers expectations, availability of resources and accuracy of materials are a few examples of the multiple struggles teachers and students have to deal with”. Moreover, Phillips (1993, p.7) states that “the way children learn a foreign language, and therefore the way to teach it, obviously depends on their developmental stage”. In conclusion, teaching a foreign language is an art. There is not a magic way to teach a foreign language. However, we have to keep in mind many factors which will help students with the process of language acquisition. And at the same time we have to create authentic supplementary material to motivate student’s interest in learning the language.

Learners

Morgan (n.d.) reported that children, adolescents and adults have neurological, cognitive and psychological differences in L2A. When teachers work with children they should use direct methods and try to provide a rich and stimulating environment with ample objects to play with. Along with audio visual aids, all kinds of sensory input are important.

For adolescents language instruction should be concerned with the learners' level, and engage the learners in activities or situations that require adaptation, by using teaching methods that actively involve students and present challenges, taking into account each individual's own preferences over method and style.

Adults generally want to immediately apply new information or skills to current problems or situations and do not wish to learn what they will never use.

On the other hand, Saville-Troike (2006) suggested that there are some differences in learners such as; aptitude, motivation, cognitive style, and learning strategies. Aptitude: a talent which is specific to language learning; Motivation: it determines the level of effort which learners expend at various stages in their L2 development; cognitive style: refers to individual's preferred way of processing: i.e. of perceiving, conceptualizing, organizing, and recalling information,

personality factors are sometimes added to cognitive style in characterizing more general learning style; and, learning strategies: i.e. the behaviors and techniques they adopt in their efforts to learn a second language. Selection from among possible strategies is often a conscious choice on the part of the learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities for learning (p. 91-92).

Likewise, Ellis (1997) stated that people differ in the extent to which they possess a natural ability for learning a L2. This ability, known as language aptitude, is believed to be in part related to general intelligence but also to be in part distinct. Whereas language aptitude concerns the cognitive abilities that underlie successful L2 acquisition, motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2. Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2 (p. 76-77).

Learning Style

“Learning Style refers to any individual’s preferred ways of going about learning. It is generally considered that one’s learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience”.

(Nunan, 1995, p.168). Similarly, “the way a person approaches learning and studying is his or her learning style” (Woolfolk, 2007, p. 124). In addition, “Cognitive style refers to individual’s preferred way of processing: i.e. of perceiving, conceptualizing, organizing, and recalling information. ... Cognitive style is also closely related to and interacts with personality factors and learning strategies” (Saville-Troike, 2006, p. 87). In short, “It is dangerous and incorrect; however, to assume that every individual in a group shares the same learning style, the best advice for teachers is to be sensitive to individual differences in all your students and to make available alternative paths to learning” (Woolfolk, 2007, p.124).

Teaching adolescents

Harmer (1991) claimed that adolescents are often brittle! They will probably not be inspired by mere curiosity, and teacher approval is no longer of vital importance. Indeed, the teacher may not be the leader, but rather the potential enemy. Peer approval will, however, be important.

The teacher should never, then, forget that adolescents need to see in a good light by their peers, and that with the changes taking place at that age they are easily prone to humiliation if the teacher is careless with criticism.

At this age, getting the level of challenge is vital. When this level is too low the students may simply switch off: when it is too

high they may become discouraged and demotivated. It is the teacher's task, too, to put language teaching into an interesting context for the students. More than anything else they have to be involved in the task and eager to accomplish it. (p. 7-8)

Furthermore, Schreiner (2009) mentioned that students are much more likely to retain information that induces an emotional response. Be creative, and try to add the element of emotion to lessons whenever possible. ...When a student experiences an emotional response while learning, the information is more likely to become permanent knowledge.

Additionally, he thinks that scaffolding is an effective technique that can be used to teach adolescents. Through the practice of scaffolding, teachers provide heavy support at the beginning and gradually withdraw this support as students develop the capacity to perform more independent tasks. To scaffold effectively, teachers should make sure that their withdrawal of assistance is continuous and consistent. (p. 1-2)

In addition, Brown (2001) stated that "one of the most important concerns of the secondary school teacher is to keep self-esteem high by avoiding embarrassment of students, affirming each person's talents and strengths, allowing mistakes and other errors, de-emphasizing competition between

classmates, and encouraging small-group work where risks can be taken more easily by a teen” (p. 92)

Different teaching contexts

There is no one ‘right’ way of teaching and learning – approaches to pedagogy are defined by social and cultural factors at specific points in time and vary from country to country. The content of the curriculum, language and pedagogic approaches will affect the degree to which learners feel they can identify with what is being taught and the degree to which they feel ‘insiders’ or ‘outsiders’ in the learning process. Each learner is unique and will bring their own experiences, preferences and learning styles to the learning process (Cable, 2005, n.p).

Whereas, Saville-Troike (2006) insisted that features of social context which affect degree of success include the status of L1 and L2, boundary and identity factors within and between the L1 and L2 speech communities, and institutional forces and constraints. These macrosocial factors influence L2 learning primarily because of their impact on attitude and opportunity. They also determine whether the L2 is being learned as a second language, a foreign language, an auxiliary language, or a language for specific purposes. (p. 177)

On the contrary, Brown (2001) proposed that Second language learning contexts are those in which the classroom

target language is readily available out there. Teaching in the United States or Australia clearly falls into this ESL category. Foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom. Teaching English in Japan or Morocco or Thailand is almost always a context of English as a foreign language EFL (p. 116).

Supplementary material

Toastmasters (2005) stated that visual aids can be powerful tools for effective communication. They increase understanding; most of what people learn is ingested through their eyes - not their ears. Visual aids help to convey messages clearly; they save time, information that is presented visually is received and processes faster than a verbal message; they enhance retention; they promote attentiveness, people think faster than you speak... visuals help keep them focused on your message; they help control nervousness, displaying visual aids gives you purposeful physical activity that lets your body process nervous energy without distracting the audience (n. p).

Siders (n.d) mentioned that a teaching aid is something a classroom teacher uses in her class to help students improve reading and other skills, reinforce a skill, or to make learning fun.

Chart: It is something that shows a group of facts in the form of a diagram, table, or a graph.

Flash Cards: It is part of a set of cards that has numbers, letters, pictures or words on it.

Flip Charts: They are useful for teaching large groups at one time. A flip chart is a large group of papers that are attached at the top so that the papers can be flipped over one at a time to show a new page of paper.

Maps: A map is something to use when a teacher is describing where a city, state, country, or continent is located. *Calendar:* It is a chart that shows dates in each month of the year.

Newspapers: Teachers can use them to teach about people, places and things in language arts. Newspapers can be used for math activities, such as clipping coupons and doing basic math.

Graphs: They are useful to compare population growth in social studies, numbers or ratios of objects in math class, or even use them for charting student growth.

Surveys: They are a great way for a teacher to get feedback and use that feedback to improve teaching skills or change future lessons for more success.

Finally, Wyatt, A., & Bannerman, L. (n/d) stated some guidelines to use visual aids:

Be sure the details in a visual aid can be easily seen from

the back of the room. Lettering should also be large and sharp. Generally, letters one inch in size can be seen from about 30 feet. Always speak with your back to the visual aid and your eyes on the audience, rather than speaking to the visual aid. Of course, you may glance at the visual aid now and again to be sure you are pointing correctly.

Fortunately, it was possible to read previous studies related to this research topic in order to get more information about it. Kelsen (2007) declared:

It is hypothesized that You Tube can be used as authentic material input and as a motivational tool; teachers and students can be involved in creative ways to incorporate You Tube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment, teacher guidance is recommended, and students should be free to explore on their own and take the first steps toward a journey of learning English through You Tube.

Moreover, Hwang (2005) suggested that a foreign language classroom should consist of approximately 70% of abundant exposure (to stimulate subconscious language acquisition) plus 30% of conscious structure and usage explanation; 70% of student-oriented activities plus 30% of the teacher's demonstration; many countries that are advanced in foreign language education have emphasized the use of ample authentic materials; only when EFL education makes a foray into the

dynamism of popular authentic materials will it experience the power of being energized and see the effect of genuine communicative competence.

Among authentic materials, he prefers current popular ones, because they are superior in relevance to learners' lives here and now as well as in display of easy but realistic, ready-to-use language. These materials include best-selling essays/stories, TV, news-magazines, talk shows; teachers need to "shop around" and make selections based on their own and their students' interests, because only interests can lead to a sustainable passion for this practice over the long haul; and the role of teacher would be transformed into a "coach," providing doses of lexical and grammatical explanations when students encounter difficulties in these areas. (p. 1-13)

Likewise, Araya (2007) said that the way people use materials can develop critical thinking if teachers and students are aware of the worldview materials are promoting, taking care about the language and cultural matters presented in materials can avoid the possible, negative or dangerous effect teaching materials can cause, teachers must be aware of the role materials have in their classrooms and the way they are used, teaching materials are outstanding elements in the construction of students' motivation worldview and perception about a language, society and culture, and learning a language is an affective

process that demands a cultural and ideological comprehension of oneself and others.(1-16)

While, Bell (1998) maintained that “extensive reading programs require a significant investment in time, energy and resources on the part of those charged with managing the materials”. Finally, Kilickaya (2004) mentioned that “Authentic materials enable learners to interact with the real language and content rather than the form”.

RESULTS

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: Verónica Liliana Aguirre Lucio

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

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: Verónica Liliana Aguirre Lucio

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

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

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

Author: Verónica Liliana Aguirre Lucio

Source: 8th grade

X	NO
✓	YES

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

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

Author: Verónica Liliana Aguirre Lucio

Source: 9th grade

X	NO
✓	YES

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

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

Author: Verónica Liliana Aguirre Lucio

Source: 10th grade

X	NO
✓	YES

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

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

Author: Verónica Liliana Aguirre Lucio

Source: 8th grade

X	NO
✓	YES

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

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

Author: Verónica Liliana Aguirre Lucio

Source: 9th grade

X	NO
✓	YES

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

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

Author: Verónica Liliana Aguirre Lucio

Source: 10th grade

X	NO
✓	YES

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			1	16,7
	Posters				
	Word cards				
	White/black board	1	50,0	3	50,0
Audio	Songs				
	Dialogues			1	16,7
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)	1	50,0	1	16,7
Online	Websites				
TOTAL		2	100%	6	100%

Author: Verónica Liliana Aguirre Lucio

Source: 8th grade

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	Flash cards				
	Power point presentations				
	Maps			1	25,0
	Pictures				
	Charts				
	Handouts			1	25,0
	Posters				
	Word cards				
	White/black board	3	75,0	2	50,0
Audio	Songs	1	25,0		
	Dialogues				
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)				
Online	Websites				
TOTAL		4	100%	4	100%

Author: Verónica Liliana Aguirre Lucio

Source: 9th grade

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			1	50,0
	Posters				
	Word cards				
	White/black board	1	50,0	1	50,0
Audio	Songs	1	50,0		
	Dialogues				
	Stories				
	Tales				
Audiovisual	Videos				
	Movies				
	Documentaries				
Realia	Objects (toys, plants, fruits)				
Online	Websites				
TOTAL		2	100%	2	100%

Author: Verónica Liliana Aguirre Lucio

Source: 10th grade

Chart twelve:

Grades	Public (f)	Private (f)
8 th	2	6
9 th	4	4
10 th	2	2
TOTAL	8	12

Author: Verónica Liliana Aguirre Lucio

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

Description, Analysis, and Interpretation of Results

Descriptive Analysis

Public High School

This section contains the results obtained in the field research carried out in a public and a private high school. The collected data will be examined through a descriptive and comparative analysis. The descriptive analysis includes a description of the supplementary material used considering pertinence, appropriateness and quality. And, the comparative analysis contains a description and comparison of the frequency in which the supplementary material was used in both, public and private high schools.

Descriptive Analysis

Public High School

8th Grade

In the observed public high school, teachers used supplementary material like the whiteboard, songs, and real objects in the classroom.

Whiteboard

In the first class the topic of the lesson was “Family and Jobs” whose objective was to identify family members and talk about their professions. The board was used to write family members (grandfather, grandmother, father, mother, aunt, uncle, and cousin) and unknown vocabulary such as carpenter, farmer, dentist and lawyer. Then, teacher asked a student to answer this question on the board “What does your

mother do?”, the student wrote “My mother is a dentist”. Finally, the teacher asked some other students to come to the front and write more examples on the board. This material was pertinent because through it students understood how to answer this kind of questions in order to talk about family members and their professions.

The explanation of the lesson using this material was good considering the students’ level because they understood the topic and participate during the whole class. In addition, the teacher considered the age of her students since she used simple words they could identify.

The teacher’s handwriting was clear. However, she made a bad organization of the space.

Objects (materials)

In the last class, the teacher used objects (an empty potatoes chip can, cotton, tacky craft glue, rubber bands, yarn, ribbons, braids, feathers, fabric paint, and cardboard) to focus on the topic “How to make a Christmas cracker” whose objective was to teach vocabulary related to it. The teacher brought a Christmas cracker and the necessary material to make another one in the classroom. Then, she explained step by step how to make a Christmas cracker using the mentioned objects. This kind of material was pertinent because it helped the teacher to introduce the content of the lesson in an interesting way. Students understood vocabulary through real objects without using translation.

This supplementary material was used appropriately because the teacher considered the students' age. They were exciting and eager to participate in the classroom. Therefore, this material motivated student to use their creativity and imagination, as well as the teacher considered the students' level because the material made students understand vocabulary quickly without translation.

The teacher presented a real and funny Christmas cracker as a model, and the required materials to elaborate it in the classroom.

Learning Styles

Woolfolk (2007, p. 196) stated that "the best advice for teachers is to be sensitive to individual differences of all students and to make available alternative paths to learning". However, the teacher almost never considered the different ways of learning of each student because she did not use extra material to increase students' motivation. In fact, according to the student's survey most of her students prefer to learn by using real objects, pictures, popular songs, or videos. Therefore, the teacher should have focused on the following kind of learning styles: the visual-spatial learner who visualizes images to remember information, the physical-kinesthetic learner who learns best by using all the senses, sounds are very important to this kind of learner, and the musical learner who responds to rhythm and likes activities which involve music and songs.

9th Grade

Whiteboard

In the first class the whiteboard was used to explain the topic “Water cycle” which had as objective to describe the water cycle by using the present tense. The teacher wrote the topic of the lesson on the whiteboard. He drew the water cycle and wrote questions like: What does the sun do? What does the water do? What does the rain do? What does the rainwater do? Learners were asked to answer these questions on the board and they worked in pairs to talk about the topic. This material was helpful to explain the content of the lesson very well since students were able to talk about the water cycle asking and answering questions using the present tense.

Since, adolescents need to be always motivated and involved in their own learning, this material was appropriate because there was students’ participation during the whole lesson. They were so motivated and interested to practice their English language with their peers. Additionally, their English level was considered by the teacher because learners were able to ask and answer questions using the present tense.

The teacher used different colors of markers on the board to highlight the use of the present tense. He used legible handwriting; thus, students could understand it, as well as he made a good organization of the whiteboard.

The whiteboard in the second class was used to introduce the topic of the lesson “An experiment”. Its objective was to elaborate an experiment in the classroom. The teacher wrote the topic of the lesson and the steps to elaborate the experiment on the whiteboard, and he explained how they have to do the experiment by themselves. This material was pertinent because it made students had a better idea about the process to do the experiment.

This aid was useful to teach this topic because the teacher wrote on the board the process on how to elaborate the experiment in the classroom, and students showed their creativity and imagination to get this challenge. The explanation of the lesson through this material was precise considering the students’ level because all the words used were known by the students and related to their age since the teacher used simple words in order for students to understand what he was explaining.

The teacher used different colors of markers to write the steps to do the experiment, the organization of the whiteboard was good and the handwriting was legible; in that way, all the students could understand what was written on the board.

Finally, in the fifth class, the board was used by the teacher to focus on the topic “Diseases and treatments” the objective was to know about the treatment to diabetics. The teacher wrote the word diabetics in the middle of the board, and then students brainstormed about the

treatments which can help a diabetic person. Next, the teacher encouraged students to talk about other kind of diseases and what are the treatments to cure them. This material helped the teacher to introduce the content of the lesson very well because students had the opportunity to give their own ideas about the topic.

The board was a good aid to teach this lesson because it was easy for learners to give their own ideas about the topic. Thus, students were excited and they wanted to participate in the classroom, then this material was helpful to catch learners' attention.

The teacher made a good distribution of the space; he used clear handwriting and colorful markers to write the topic of the lesson and the students' answers about it.

Songs

A song in class number three was used to introduce the topic "Water poems" which had as objective to practice the vocabulary related to poems of water. The teacher gave students a sheet where they had to fill in the gaps with the vocabulary related to the topic in order to complete the song. This material was pertinent because it helped learners to practice the vocabulary using a popular and interesting song.

This didactic material was according to the students' age since learners at that age love to sing. As well, the student's level was

considered when teacher selected the material because it was easy for learners to understand and complete the song.

The audio of the song was very clear. Additionally, the volume was appropriate so it was easy for students to understand the song.

Learning Styles

Cable (2005, p. 5) affirmed that “Each learner is unique and will bring their own experiences, preferences and learning styles to the learning process”. Therefore, the teacher considered the way adolescents learn because he engaged students in activities such as role plays, pair work, and brainstorming which helped them to be creative by using supplementary material that was appropriated to their English level and their age.

In fact, the teacher focused on the following kind of learning styles: the visual-spatial learner who visualizes images to remember information, the physical-kinesthetic learner who learns best by using all the senses, sounds are very important to this kind of learner, and the musical learner who responds to rhythm and likes activities which involve music and songs. Because according to the students’ surveys most of his students prefer to learn by using pictures, flash cards, popular songs, or movies.

10th Grade

Whiteboard

The teacher used the whiteboard in the first class to focus on the topic “Jobs and characteristics” whose objective was to talk about jobs and their characteristics. He drew the chart from the students’ book. It contained drawings of eight professions which students had to guess them based on the characteristics that the teacher told about them. After that, the teacher wrote each profession in the corresponding gap. This material was pertinent since it let students to associate each profession with their characteristics.

The teacher’s drawings were related to the students’ level because they had to fill in the gaps with professions that they had already learned and according to their age because the teacher used simple words they could identify.

The quality of the material was bad just a lot of scribble on the board and students had to find out what those scribble meant. The teacher used an illegible handwriting to write the professions on the corresponding gap of the chart and he did not make a good distribution of the space for learners to read the information on it.

Songs

In the fifth class a song was used to introduce the theme “Relatives” its objective was to practice the vocabulary related to it. The teacher gave students a sheet where they had to complete the song with the following vocabulary (father, mother, cousin, grandmother,

grandfather, niece and nephew) which was related to the topic. This material was pertinent because it allowed students practice the vocabulary of the lesson.

The song was selected by the teacher considering their students' level because it was easy for them understand and complete it since the song had simple words students could identify. And this material was according to the age of the learners because they were happy, excited and eager to listen to the song and sing it with their peers.

The audio of the song was very clear. Therefore students felt confident completing the song.

Learning Styles

Lastly, Woolfolk (2007, p.125) stated that "Learning preferences are often called learning styles. Learning preferences are preferred ways of studying and learning, such as using pictures instead of text, working with other people versus alone, learning in structured or in unstructured situations, and so on." Therefore, it is the teacher's task to find out how the students learn in order to motivate them to learn the language.

But it was clear during the five observed classes that the teacher rarely considered the different learning styles of his students because most of his classes were boring and de-motivated for them, taking into consideration that one of the most important factors to get a successful learning with students of a foreign language is motivation the teacher is

not conscious about it. Consequently, it affected students' learning. As a final point, based on the student's survey these students prefer to learn by using songs, videos, real objects, and pictures. Consequently, teacher has to emphasize in this kind of learners (the visual-spatial learner, the physical-kinesthetic learner, and the musical learner).

Private High School

8th Grade

Whiteboard

Considering that in the first class, the topic of the lesson was "Possessives" which had as objective to practice the use of the pronoun "whose", the board was correctly used to explain how this pronoun is used to show possession. The teacher wrote clear examples such as Whose pen is this? It's Mary's, Whose earrings are these? They're Carla's among others. Then, she helped students to recognize each element of the previous examples in order for students to understand the grammar of the topic. This material was pertinent since it allowed students to participate and give more examples of the use of whose in the classroom.

This material was precise considering the students' level due to the fact that students understand the content of the lesson very well and it made students create their own sentences to apply what they had already learned. As well, the teacher considered students' age because

using this material they felt confident and eager to participate and practice their knowledge in the classroom.

The quality of the material was excellent because the teacher was so organized when distributing the space of the board; she used colorful markers to write the examples, and a clear handwriting.

In the second class, the whiteboard was used, too. This time it was used to introduce the topic “Conjunctions” whose objective was to review prior knowledge about the conjunctions such as “and”, “but”. The teacher wrote down real examples about the topic such as “Jorge speaks Spanish and English”, “Diana can play the violin, but she can not play the guitar”, among others. Next, students had to give their own examples about the topic. This material was pertinent because learners had the opportunity to create their own examples applying what they had already learned about the topic and there was students’ participation during the whole lesson; the teacher asked many students to come to the front and write their examples on the board.

The words used by the teacher for reviewing this lesson were known by the students. Thus, it was easy for them to understand the explanation. In addition, the material was according to students’ age because the teacher used simple words they could identify.

The teacher made a good organization of the board; she used a legible handwriting and markers of many colors to write clear examples on the board in order to catch students’ interest.

In class number five, the board was used to introduce the theme “What time is it?” the objective was to explain how many ways there are to tell the time. The teacher wrote down “what time is it?” and three answers to it: “It’s three thirty five”; “It’s twenty five to four”; and, “It’s thirty five after three”, in order to explain the ways there are to tell the time using “to” and “after”. Later, she wrote down more examples to help her students to understand the topic and practice telling the time. Finally, the teacher asked students to tell the time looking at in their own watches which encouraged student’s interest and participation in the class. The supplementary material was pertinent since it helped the teacher to introduce the content of the lesson very well and it made learners practice the three different ways to tell the time on the board. The goal of the class was carried out because the students developed this activity successfully

The explanation of the lesson using this material was good considering the students’ level since they could understand the content of the lesson and the teacher used the appropriate vocabulary to explain the theme. In addition, it encourage students practice the topic with their peers

The teacher used clear handwriting to write examples about the ways to tell the time using markers of many colors to highlight each way. And, she made a good organization of the board.

Handouts

In the first class, a handout was given to students to practice the theme “Possessives” which had as objective to practice the use of “whose”. The handout contained exercises in which students had to answer questions such as; Whose pencil case is this?, Whose ruler is this, Whose schoolbags are these?, Whose pens are these? among others. The learners liked the handout because it had pictures on the activity that was going to be developed. This material was pertinent since it helped to practice the content of the lesson by encouraging students to answer questions about the topic to apply what they have already learned. And the purpose of this class was accomplished in a good way.

The handout was according to the students’ level because it was easy for them to apply the knowledge that they already have learned using this didactic material. Likewise, it was related to the students’ age since they were eager to participate in the classroom.

Although the teacher used copies in black and white, the students were motivated because there were attractive pictures about school supplies that are used in the classroom.

Dialogues

In the third class, some dialogues were used to focus on the topic “Clothes” the objective was to describe what kind of clothes people wear according to the seasons of the year. The teacher played a CD which

contained some dialogues about clothes. It was listened at least three times. After, students had to complete the dialogues on a handout. Finally, students read the dialogues in pairs to check information. This material was pertinent in relation to the content because students could practice what they know about clothes by associating them with the seasons of the year. As a result, the teacher reached their objective efficiently and students had the opportunity to check their progress by themselves.

The dialogues were selected by the teacher according to their student's level, and their age, too. Because it was easy for learners to understand the dialogues played in the CD and recognize the vocabulary clothes. In addition, they felt confident completing the dialogues because their understanding of the language was satisfactory. Finally, students were excited and eager to do the task in order to complete their handout.

The dialogues were clear and useful to practice the listening skill. And, the volume was appropriate in order for students to listen to the dialogues.

Real Objects

In the fourth class, real objects (jacket, pants, t-shirt, scarf, gloves, heels, skirt, boots, raincoat, and dress) were used by the teacher to introduce the topic "A fashion show" whose objective was to practice vocabulary. Learners brought the clothes and their stuff to introduce a

real fashion show in the classroom. They did a script about the fashion show. Students were divided in groups of five then the leader of the group had to introduce each top model. The models wore the clothes in the classroom. This kind of supplementary material was pertinent in relation to the content because students practiced what they know about clothes by introducing a fashion show in the classroom. The purpose of the class was reached because the students developed the activity successfully

Kilickaya (2004) affirmed that “Authentic materials enable learners to interact with the real language and content rather than the form”. Thus, this didactic material was very useful to help students to get a permanent knowledge in the classroom and it produced an excellent and enjoyable learning atmosphere among students. The teacher considered the students’ level because they could apply a topic that they already have learned and this material was according to the student’s age since they were happy and eager to participate so learners enjoyed a lot in the classroom.

The quality of this material was excellent because students took real objects to present the fashion show. Thus, every student in the classroom understood the activity.

Learning Styles

According to Araya (2007) teachers must be aware of the role materials have in their classrooms and the way they are used, teaching

materials are outstanding elements in the construction of students' motivation worldview and perception about a language, society and culture, and learning a language is an affective process that demands a cultural and ideological comprehension of oneself and others. In fact, the teacher considered the different learning styles of her students since she selected material according to her students' preferences; for example; most of them prefer to learn by listening to music, by using their own body, by interacting with their classmates, by using pictures, and so on.

9th Grade

Whiteboard

In the first class, it was used to introduce the topic "Preposition of places" the objective was to talk about the location of community places. The teacher drew a map of Latacunga downtown in which students could observe the community places and he wrote down some examples such as Pichincha bank is in front of Vicente Leon Park, Cathedral church is besides the Fomento bank among others. Then, the teacher elicited students' answers related to the location of each community place. For instance, he asked Where is New Fashion store? Students answered New Fashion store is next to Pro Credit bank, and so on. Finally, students worked with their peers to talk about community places of their own city. This material was pertinent since students were able to elaborate their own sentences and talk about where community

places are located in their own city. And the objective of this class was carried out efficiently.

The material was related to the students' level because the teacher used clear examples which let learners to understand the lesson better. Moreover, it was noted that it awoke students' participation; they showed their interest in learning through this means.

The size of the map's drawing was big enough so all students could observe it very well which was interesting to catch the attention of the learners. In addition, the teacher used clear handwriting to write some examples using the preposition of places and he made a good distribution of the space on the board.

In class number five, a map was drawn by the teacher to introduce the topic "How do I get to ...?, How can I get to ...?" the objective was to ask and answer questions using How do I get to...? , How can I get to...?. A big map of the city was drawn by the teacher to explain and practice the previous questions. Thus, teacher elicited students' answers. Finally, students worked with their peers in order to act a role play about the topic in which one student was the tourist and the other the citizen. This material was pertinent since the drawing of the map made students practice the content of the lesson in an interesting way which awoke students' participation during the whole lesson.

The words used by the teacher to explain the topic suited with the level of the students because these words were simple in order for students to understand them easily. In addition, adolescents were interested in answering and asking questions with their peers; and, they were very interested in role play activity.

The map was drawn by the teacher. He used clear handwriting and markers of different colors to write some examples using the questions “How do I get to ...? , How can I get to ...?” Therefore, the quality of the material was fine.

Handouts

In the third class, a handout was elaborated by the teacher to focus on the topic “Preposition of places” which had as purpose to assess the understanding about preposition of places. The handout contained exercises in which students had to complete the sentences, filling in the gaps with the corresponding preposition of place (on, next to, near, close to, across from, in front of, behind, between, on the corner). The objective of the class was reached since learners for completing the activity used preposition of places correctly.

The material was according to the students’ level since the teacher used easy vocabulary in order for students to understand it very well. Additionally, adolescents enjoyed this activity because it was like a challenge for them.

The handout was a photocopy in black and white that were attractive to the adolescents to work with.

Maps

In class number four, the teacher asked his students to bring maps of Latacunga downtown to review the topic “Preposition of places” whose objective was to talk about community places of their own city. Students created their own maps and wrote real examples using preposition of places. They showed their maps in pairs and talked about the community places of the city. Their classmates had to ask some questions about their maps and the rest had to answer them. This material was very useful to reinforce the knowledge about the topic and students learned English in real life situations.

The students’ level was considering as a result of it was easy for students to talk about community places of their own city as most of the learners used vocabulary that they have already learned in the previous class. Moreover, using this didactic material student’s motivation increased because adolescents were always eager to participate using their own maps to talk about community places in their city. It was so motivating to practice English Language among peers.

The maps were created by the students as homework. Maps were made using real and colorful pictures or drawings and students used clear handwriting to write some examples on it.

Learning Styles

Each learner is unique and they have their own experiences, preferences and learning styles to the learning process. However, the teacher did not always consider the different learning styles of his students. He had to identify the different ways of learning of his students. For instance, most of them like to learn through songs, videos, movies, real objects and maps. Therefore, the teacher had to focus on the following kind of learners: the visual-spatial learner who visualizes images to remember information, the physical-kinesthetic learner who learns best by using all the senses, sounds are very important to this kind of learner, and the musical learner who responds to rhythm and likes activities which involve music and songs.

10th Grade

Whiteboard

In the third class, the whiteboard was used by the teacher to focus on the topic “How often do you exercise?” the objective was to practice adverbs of frequency; ask and answer questions using adverbs of frequency. The teacher wrote down the adverbs of frequency on the board. Then, she started work on real examples related to students’ life for example, How often do you exercise? And students had to write their answer on the board “I almost always play soccer” and so on. This material was pertinent as it made students practice the adverbs of frequency through real examples.

The explanation of the lesson using this material was good considering the students' level since they understand the usage of adverbs of frequency and according to their age because learners were motivated to participate in the classroom.

The whiteboard looked organized and the handwriting was clear for students. She used colorful markers to write the examples on the board in order to emphasize the usage of adverbs of frequency.

Handouts

In the last class, a handout was used to focus on the topic "Sports and athletes" with the objective to discuss sports and athletes using wh-questions. On the handout students had to fill in the gaps with the corresponding information about famous athletes like: "What sport does he/she play?, Where is he/she from?, Where does he/she live now?, What interesting fact do you know about him/her?". This material was pertinent to help the teacher to reach the objective because learners were able to have a conversation about sports and athletes through this didactic material.

The handout was related to the students' level because the sentences they had to fill in had easy vocabulary they could recognize quickly. And, it was according to students' age since they were excited doing this activity with their peers.

The handout was a photocopy in black and white which had eye-catching pictures.

Learning Styles

Despite it is a teacher's task consider the different learning styles of the students in order to motivate them to learn the English language, the teacher of tenth grade did not consider the learning styles of her students since her classes were boring and not interesting. However, she should have focused on the following kind of learners in order to increase students participation: the visual-spatial learner who visualizes images to remember information, the physical-kinesthetic learner who learns best by using all the senses, sounds are very important to this kind of learner, the musical learner who responds to rhythm and likes activities which involve e music and songs, the interpersonal learner who likes to work with other people, and the intrapersonal learner who prefers to work alone. In fact, according to the student's survey her students prefer to learn by using power point presentations, pictures, whiteboard, songs, movies, realia, and dialogues.

Comparative Analysis

The frequency of use of supplementary material in eighth grade of the private high school was higher than in eighth grade of the public one. For example, the teacher in eighth grade of private high school used the board three times, handouts once, dialogues once, and real objects once; she used supplementary material six times during the five observed classes. On the contrary, the teacher in public eighth grade

used the board once and real objects once, too. Thus, she used any material only twice during the five observed classes.

The frequency of use of supplementary material in ninth grade of private high school was the same than in ninth grade of public one. For instance, the teacher in ninth grade of private high school used the board twice, handouts once, and maps once. Thus, he used some teaching aid four times during the observed classes. Likewise, the teacher in ninth grade of public high school used the board three times, and songs only once. Consequently, he used some material four times during the observed classes.

The frequency of use of extra material in tenth grade of private high school was similarly than in ninth grade of public one. For example, the teacher in tenth grade of private high school used the board once and handouts once, too. As a result, she used some teaching aid only two times during the observed classes. Likewise, the teacher in tenth grade of public high school used the board once and songs once, too. Therefore, he used some aid only twice during the observed classes.

In conclusion, the frequency of use of supplementary material in private high school was higher than in public one; teachers in private high school used supplementary material twelve times during the fifteen observed classes. Whereas, teachers in public high school used supplementary material eight times during the observed classes.

It happens for these reasons. First, the private high school has an English Lab where teachers can find a lot of extra material to support their classes in order to motivate students to learn English in a more interesting way. Second, the English teachers in private high school receive training to improve their ability to teach. They usually attend to English seminars to enrich their knowledge in topics such as how to become a better teacher, the use of supplementary materials in the classes, how to motivate students in the classroom. Finally, teachers in the private high school count on the necessary technology like; televisions, DVDs, CDs, projectors, computers, videos, internet among others to take advantage of them in order to encourage students to learn English.

In contrast, the public high school does not have the required technology to make classes more appealing in order to motivate learners; in fact, it does not have an English lab where students could improve their listening skill through supporting materials such as: songs, dialogues, stories, tales, movies and so on. In addition, the English Coordinator needs to motivate teachers in order to encourage the use of supplementary materials in the classroom.

Lastly, it is essential to consider not only the frequency of use of the material but also the teacher's ability to use it appropriately in order to enhance students' learning. Therefore, it is indispensable to use some supplementary material in the EFL classroom. Although, the most

important thing is not how luxurious and technological material is but how well the English teacher transmits a permanent knowledge through its use.

Conclusions

- ✓ This research demonstrates that the supplementary material mostly used in the observed public and private high schools were the whiteboard, songs, objects, maps, handouts, and dialogues.
- ✓ Based on the observed classes, teachers did not use materials frequently or did not use them at all.
- ✓ In most cases, the use of supplementary material was good in terms of pertinence, appropriateness and quality because it did enhance students' learning.
- ✓ Based on the observed classes, it is important to mention that teachers almost never considered the different learning styles of their students at the moment to select the material.
- ✓ According to the observed classes, the supplementary material used in private high school is better than the material used in public one because of many reasons. First, the private high school has an English Lab where teachers can apply some extra material. Second, it has a very organized English Area where the coordinator helps teachers. And finally, teachers are more creative at the moment of selecting the supplementary material.
- ✓ The students' surveys showed that, the frequency of the use of supplementary material in the observed public and private high schools was nearly the same. Teachers in the public school used ten times some supporting material such as whiteboard, songs,

and objects during the fifteen observed classes. Similarly, teachers in private school used whiteboard, objects, maps, handouts, and dialogues thirteen times during the fifteen observed classes.

Recommendations

- ✓ The EFL teachers should use other type of supporting material such as Audiovisual (videos, movies, and documentaries) and Online (websites) in order to have a variety of resources to make classes more appealing and motivating.
- ✓ Authorities should encourage teachers to use some extra material in their English classes. They have to train teachers on how they should use this material because a successful teaching-learning process depends on how well teachers use the supplementary material.
- ✓ When selecting the supplementary material it is advisable to consider the Pertinence, Appropriateness, and Quality, in order to create authentic material to motivate student's interest in learning the language.
- ✓ Teachers should be sensitive to individual differences related to how students like to learn to help them to acquire the second language in an interesting and enjoyable way.
- ✓ Teachers should use more often some supplementary materials in their classes when it would be required by the topic of the lesson since it will increase their understanding and will create an interesting environment to learn the new language.

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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 SUPPLEMENTAY 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' ages? 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' interest 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 clase de Inglés?					
¿Te ayudó a entender mejor el tema de 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 <ul style="list-style-type: none"> • Flash cards () • Diapositivas () • Mapas () • Gráficos o fotos () • Tablas () • organizadores gráficos () • Hojas con actividades () • Posters () • Tarjetas con palabras () • Pizarrón blanco () 		AUDIO <ul style="list-style-type: none"> • Canciones () • Diálogos () • Historias () • Cuentos () AUDIOVISUALES <ul style="list-style-type: none"> • Videos () • Películas () • documentales () 		OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) ONLINE <ul style="list-style-type: none"> • Websites () 	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase? _____					
¿Con qué frecuencia te gustaría que 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?
