



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

DISTANCE SYSTEM

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

Research done in order to achieve the  
Bachelor's Degree in Teaching  
English as a Foreign Language

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**UNIVERSITY CENTER GUAYAQUIL**

**2012**

## CERTIFICATION

Dra. Carmen Benítez Correa

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, May 17th, 2012

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Dra. Carmen Benítez Correa

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Leonor Yamne Fayad Pérez

Author

## AUTHORSHIP

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

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Leonor Yamne Fayad Pérez

Author

## DEDICATION

To my husband, Jaime, who has supported me during the whole process...

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## ABSTRACT

Supplementary materials refer to any material that is used by teachers who want to improve or complement their lessons using motivating resources in addition to the course book. The main focus of the present research is to determine how, how frequent, and what types of these materials are being used in a private and a public high school through the observation of both schools. A comparative analysis was also done, based on those observations.

This research work was carried out in the city of Guayaquil; to complete it, the English teachers of both, private and public high schools, and their students, were chosen as a sample. During the process, observations were applied as well as qualitative and quantitative methods, which were used to complete the whole process.

It was possible to conclude that supplementary material improves EFL learning because it increases the attention of students, brings variety into the classroom, helps students conceptualize better, gives support to memory and shows that teachers care about the class and their students. In other words, they offer possibility to improve the educational system.

## INTRODUCTION

In the path to develop better educational programs in an ever-competitive globalized scenario where English language has become the best option to get people communicated, there is a need to analyze the socio-cultural, bibliographical and methodological components that take part into the learning process.

The methodological component, which is shaped by the methods, resources, and techniques applied by teachers, is considered the most important one because if these aspects are successfully applied, the teaching-learning process will be of great importance to achieve effective results. That is why this research refers to the additional materials that teachers use in class, which play a very important role in English classes as a tool to facilitate the EFL learning process in private and public high schools.

The objectives of this study, *The Use of Supplementary Materials in EFL Classes: A comparative Analysis of Public and Private High Schools* are: to identify and analyze supporting materials used in EFL public and private high schools; to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; and, to determine the frequency and variety of the supplementary material used in the observed public and private high

schools.

Just a few studies on this topic have been done in our country; they have been majorly done in Asia. One of them was done by Aziz in 2009, who explored the use of Power Point versus the coursebook showing as a result that Power Point engaged students more than the resources from coursebook. Similarly, Al-Seanidi in 2009 reached the conclusion that using role plays was very effective to improve oral fluency because when acting out, students were less concerned about making errors and focused more on communicating their meanings.

Also, Beit Khalifa in 2009 could demonstrate in his study, that a group of students who were asked to design and use posters, developed speaking because they felt very enthusiastic, confident and able to display positive body language when it was the time for them to explain what they did.

The educational system will benefit from this research because the collected information helped to determine that using supplementary material in a pertinent and appropriate way is an effective manner to achieve the objectives in the teaching process. There is also evidence that according to the surveys, students found classes with additional material more interesting and motivating and they were more willing to learn.

One of the limitations when doing this research was the sample chosen for the study; it was quite small. There was not

opportunity to expand the research because only two institutions were observed: a private high school and a public one. There were no many courses to observe. It was not possible to reach a general conclusion by observing just one portion of the population.

It is possible to suggest that for future studies, the research could be expanded to at least three institutions of each kind in order to have a most general view of what is really happening instead of having just the comparison between two.

## METHODOLOGY

This study was carried out in the city of Guayaquil. In order to complete it, two high schools were chosen: a public and a private one from which the teachers of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades were observed in order to fulfill the objectives of the research.

Classes in the Public high school ranged from 50 to 60 students each. They had mixed classes (boys and girls). Classrooms were small and overcrowded. The amount of desks made it difficult for the teacher to walk around. Hence, he had to remain at the front most part of the class.

Classes in the Private high school ranged from 20 to 25 students each. They had mixed classes, too. Classrooms were spacious, fresh, and well-equipped. Walls were decorated with student-made posters and other materials related to the class. Additional tools such as projectors or television sets were also available if needed.

The methods used were qualitative and quantitative. The analysis about types and quality of materials was done through the qualitative method, and the comparative analysis about the frequency in which they were used, through the quantitative method.

Regarding techniques used in this research work they were observation, note taking, reading, surveys. Also some instruments

were given in order to collect information as charts, surveys, observation sheets, and questionnaires. For gathering the data for the field research, it was necessary to observe some of the teachers from one private and one public high school. The results of these observations were recorded in some format observation sheets. Also, it was necessary to survey one student per class and the teacher of each class to whom questionnaires were given to collect information about their preferences.

The complete data was gathered from fifteen observations. The information gathered on the observation sheets was tabulated in some charts considering the type of materials used, the use of those materials in terms of pertinence, appropriateness and variety, and the frequency with which they were used.

The frequency on the use of the supplementary material in both institutions was also tabulated in order to find out what place use them the most.

## DISCUSSION

The present section presents the theoretical framework for the study; the tabulated and statistical results of the research methods applied followed by a descriptive and comparative analysis of this data. Finally, conclusions are drawn from the findings and suggestions are given to better orient further research efforts.

### Literature Review

For this section, it is important to define basic concepts regarding EFL teaching and the use of supplementary material. Furthermore, it is useful to explore the work of other researchers around the world who have contributed with valuable findings about these issues.

#### *Teaching a Foreign Language.*

Nowadays we live in a world in which speaking just one language is not enough. Globalization has led society to set up different types of relationships with the entire world, so it is necessary for the population to communicate each other in more than one language. The most common are English, French, Spanish, Mandarin, among others.

Certainly, this situation has forced educational institutions to include programs which promote the use of new languages different from the native ones in their curriculums. English is the mostly considered as the language target to be taught in Ecuador, and most

of the times, through TEFL.

Wilson (2010) refers to TEFL as a method in which English is taught in a nation where it is not the primary language and often is learned as a hobby or for work. Saville-Troike (2008) reinforces that idea when she mentions that the foreign language is not used in a social context, but used for future travelling, other situations, or requirements in school or immediate practical application.

The main goal of teaching a foreign language is to get the students to communicate effectively in the language they are learning. This is why knowing how to teach and how to learn have acquired a huge importance; it is not the same to learn a new language in your own country than learning it in the country in which people speak the target language you must learn.

This is also supported by Herrera (2001), who claims that the way to teach English in Latin America must be engaging due to the fact that students are not surrounded by that language. In consequence, teachers must be very creative and imaginative to recreate reality in the classroom for the students to perform in English during classes. The inclusion of projects, games, songs, pictures, dialogues, hand-on activities, and some others during class become vital. This is one of the reasons why Wilson (2002) insists on being aware of not turning the act of learning a foreign language into something banal. He writes about preventing monotony and mentions

many activities in order to enliven EFL classes.

### *Learners*

One of the main factors to revise when teaching English is to consider students' age. As Saville-Troike (2008) mentions, we tend to think that kids are successful when learning a second language just because of the physiological functions of the brain in the process of normal acquisition, teens and adults also have some advantages.

This idea is better explained by Jeremy Harmer (2001 p.37), who thinks that "children need frequent change of activity: they need activities which are exciting and stimulate their curiosity." Most of the time, young children are taught a foreign language because that target language is part of the school curriculum and to maintain their interest is not that easy; activities should be done in order to keeping them active, excited, and interested.

But when we talk about adolescents, we are talking about changes. Harmer (2001, p. 38) also focus his attention on them and says, "They will probably not be inspired by mere curiosity, and teacher approval is no longer of vital importance. They need to be seen in a good light by their peers." Surely that is why he considers them the most interesting students to teach; it is easy to get their good responses if they feel stimulated and challenged.

On the other hand, adults are pointed out by him as the easiest people to teach because of their motivation, and their positive

attitude toward learning. It leads them to organize themselves and find the best way in which they can learn and reach their goals.

Certainly, it is not the same as teaching young kids because they do not have the same aptitude than children or young kids have.

One more factor to be considered about differences among TEFL learners is stated by Scrivener (2005 p. 20) who claims that “people learn more by doing things themselves than by being told about them.” He reinforces it by saying that “we make use of whatever knowledge and experience we already have in order to help us learn and understand new things. Thus the message taken away from any lesson is quite different for different people.” This remarks the fact that we need to take into consideration the needs and emotions of our students in order to design the lesson plans.

Motivation is a factor that also affects learners. It is important to consider the reasons why learners want to learn in order to develop better techniques or activities. Brown (1996) focused his studies on teaching by principles and claimed that the intrinsic motivation principle states that the most powerful rewards are those that are intrinsically motivated within the learner. It is clear then, that the most important reasons comes from inside. It depends of what you want or need. It must be considered when planning the lessons. It is necessary then to know and understand the interest of learners in order to design lessons which represent something meaningful to

them.

Some teachers think that the best way is to give prizes to their students, but the best reward is to get them to feel satisfied and capable of doing things.

### *Learning Styles*

According to Woolfolk (2007p. 156), “Learning styles are the characteristic ways a person approaches learning and studying”, on the other hand Herrera (2009) talks about the learners’ different ways of reactions to same classes which are frequently determined by their personalities, interests and learning styles.

Instead, Verster (2010) writes about the four most preferred modalities in learning styles: visual learners, who recognize and recall information by sight; auditory learners, who use everything they listen to as memory aids; kinesthetic learners, who learn better when they are active: movements are the memory aids; and finally, tactile learners, for whom writing, drawing, or working on hand-on activities, act as memory aids.

### *Teaching techniques*

There is not a specific way or a perfect formula to be the perfect teacher. Scrivener (2005) suggested that it is important to maintain a balance among all the characteristics that may be seen as part of being a good teacher. He mentioned that there are many types of teachers like the entertainer, the performer, the traditional, the lazy,

the active, etc. What is important is to observe them and to select the best from each of them.

But there are more other things to consider when talking about teaching adolescents. As previously said, teaching them is not that easy. Two authors, Schreiner (2010) and Lewis (2010) have done some research individually, and they both agree that the physical and psychological changes in that age move them from having been young and sweet learners of elementary school to self-motivated learners of college. It is then necessary, to ensure that the information is meaningful, so it can inspire an emotional response.

Lewis goes further and insists on making learning applicable to them which refer to teach them how to implement what they have learnt. He also mentions the Socratic Method which promotes discussion as a path of learning, which can lead them to clarify their doubts, process and learn new material.

On the other hand, Schreiner writes about the amount of information that students can retain and claims that they can only hold seven items in their working memories. It is better then, to reduce the amount of information presented, so they can process it and transfer it to their long-term memory banks. Scaffolding is the technique that he suggests to use; it refers to the support that the teacher can heavily provide at the beginning and gradually reduce as students develop the capacity to perform more independent tasks.

However, Lewis (2010) insist on being aware of the fact that not all adolescents will learn the same way so it is necessary to recognize their learning styles to anticipate activities which can engage them and promote their participation

### *Different Teaching Contexts*

There are some factors which directly influence in the way in which learners produce, so it is important to consider the context in which English is taught. Davies (2000) writes about the need to use as much possible resources to recreate situations inside the class; for him, that is the key to give effective classes.

Despite his view, Saville-Troike (2006) considers that social interaction is what directly affects the outcomes. She divides this interaction into contextual contexts which are divided into microsocial contexts, which include the communicative events which learners experience; and, macrosocial contexts which refer to accounting for language power and prestige, group boundary and identity issues, institutional forces and constraints, and other circumstances which affect learning.

### *Supplementary material*

As Spratt (2005, p. 115) says, "Supplementary material can be defined as books and other materials used in addition to the coursebook." These materials complement the teachers' work by giving them the chance to understand and improve the process of

teaching and learning.

Teachers are always looking for different ways to perform their work, so if we analyze Spratt's words we conclude that teachers must create effective learning environment using more resources than the ones that the institutions provide them to find more ways to facilitate their own work. The role of the teachers is of huge importance because they will be the ones selecting the material to be used.

The interaction among teachers, learners and resources must be balanced. This is why Stephens (2010) also suggests considering classroom abilities, ages, applicability, and availability, when selecting the supplementary material.

Flashcards are simple cards that display pictures or words. Budden (2004) considers them as an important resource to appeal visual learners. It is important to design them in the best possible way to provoke a real impact on learners. They are used to present and recycle vocabulary, to tell stories and work on sequence, to describe, to practice structures, etc.

The Power Point is "an effective pedagogical tool in the classroom", as cited in the web site PBS Frontile (2008). Because of their benefits they can be used in any stage of the learning process; the format is attractive and appeals more than just the visual style, they can be used in many types of activities like games, reviews, tests, group work. One of the advantages is that the presentations are

flexible and can be modified according to the teacher's need. It is important to be aware of the points to consider when designing a presentation as the number of words to include in every slide, and the limitations of the equipment in which the presentation will be reproduced.

Instead, Raimes (1983) emphasizes on the importance and use of visual aids as maps and pictures. Maps provide a visual framework for the use of language skills and real information about the country whose language the students are studying. They allow teachers to work on giving directions and using the words and syntax that describe spatial relationships. There is nothing better to get students connected and located into the real world. It helps them to understand that we are different and have different cultures.

Pictures allow students to do close observation and next work on what they saw. Raimes (1983, p. 27) mentions that "pictures bring the outside world in the classroom in a vivid concrete way." Pictures can be used in many activities or be the basis to propose many tasks.

While maps and pictures are used to get information, charts are great resources to elaborate tasks directed to obtain real communication from students. The information is presented visually and students must develop that information using more extended sentences; they are not inventing the material, it is a guide activity. It means that charts are useful to obtain oral and written production

from the students.

Nevertheless, there is a need to provide students with practice and it is not necessarily found in the previous materials. Handouts or worksheets are mentioned by Gower, Phillips & Walters (2005) as useful ways to promote extra practice for given topics in class or as homework at home. Similarly, Lisa P (2010) considers them good resources to reinforce or complement specific themes. They can be presented as forms to be completed, photocopies, cue card to play a role, etc. and can be completed by students individually or in groups.

Many course books provide posters to be used when working with the students, but they are not just of that kind. As Davis (2000) says, posters can be individual or complete scenes. They can also be designed by teachers and the activities will depend on their creativity. Posters are widely used specially to promote students 'production. They are asked to write or talk about what they see.

The board is the most common resource to be used in a class. Scrivener (2005) gives some recommendations that include: using it in an organized way which means organizing the content; when necessary to write on the board, do it while they are working on other things, otherwise, the view can be blocked; use clear handwriting, and don't forget about students using it, too.

### *Audio*

Music is one of the best resources to be used in class, but

unfortunately, it is not used as frequently as it should. Herrera (2009) wisely assures that unites culture from different countries and also generates good feelings and motivation on students being at the same time a way of getting them relax. They present structures to be worked by the students in a very meaningful way.

Definitely every person has preferences in music, singers or composers. Dia (2011) affirms that some students overcome difficulties by listening and practicing songs due to the fact that they understand themes by repetition, discover new vocabulary, and improve pronunciation, which lead them to gain confidence. Dia also states that using songs requires full work of analysis and participation from students and teachers.

For Davis (2000) it was important to consider some other listening activities but just songs or music. He suggests including radio excerpts, stories, and others which are attractive to learners

One of the biggest advantages for students when listening to recorded material is to practice listening skills, because it allows them to hear variety of voices apart from the one of their teacher as Harmer (2001) wrote. He dedicates attention to the use of dialogues because he considers that when listening to different voices students convey the intonation and pronunciation in different situations. They allow the students to practice all conveys of language they have listened to.

### *Audiovisual*

It is important to care about using videos properly. Teachers can be tempted to use them to spend some time or having fun, but there are many ways to work on them in order to get benefits for the students. Davies (2000) claims that before using videos teachers should have a clear purpose, not to having learners feel frustrated or bored. Gower, Phillips and Walters (2005) present videos as a good way for teaching grammatical and functional structures and a way to practice listening and speaking, too. They consider them useful to supplement coursebooks.

Moreover, King (2001) deepens into other aspects of these resources. He says that videos, movies and documentaries have the realistic and meaningful context that standard materials do not. They also present contemporary issues and bring language to life.

King also states that movies or documentaries are more motivating than educational videos usually use to teach EFL. Films tell them a story, without having the sense that they are being taught about something that they don't need. The realism in movies provides the students the opportunity to be exposed to real dialects, accents, stress, etc. they represent many opportunities to develop fluency.

### *Realia*

There are many interesting objects which can be used in the presentation and practice of the language. Davis (2000) mentions

that presenting learners real objects motivates them and allow them to be creative when practicing the target language while Baldry (2010) refers to realia as a way to turn English classes into something memorable for them. Realia can be used in almost any subject and ages. It is a way to save time when learners recognize immediately instead of having long explanations or using other techniques which can consume much more time. The use of realia promotes elicitation in students. In the case of adults, they are very receptive to this resource and find it refreshing. Bringing realia to the class could also be a tool to prompt conversation. They can be used in role-plays to obtain the most realistic situations or promote speaking activities. For example, bringing something as simple as a cell phone and asking them to tell their experiences when using it.

It is important not to fall into a monotonous way of working with realia which refers to vary the activities instead of repeating them.

### *Online*

Internet has now become one of the most widely used tools by teachers. As Crespy (2010) says, it is a marvelous source to get free materials to be worked with students. *You Tube* is a good source of activities due to the facilities everyone has to download the video clips presented in that site. In addition, Keddie (2010) mentions that advertisers and educators are producing video content that would

work for learners. Teachers should take advantage of the benefits that internet offers nowadays.

There have been some important studies regarding the use of supplementary material, which will be referred to in the next lines.

One of the studies found was the one done by Aziz in 2009, who compared two different methods to introduce vocabulary: Power Point and the coursebook method which included flashcards.

In this study, he worked with two groups of twenty five students each. Both classes were taught with flashcards and they were evaluated after a month with pretty similar results. Then two sets of new vocabulary were taught to both groups (animals and clothes), but with two different methods: coursebook and PPT. The first group was taught with PPT while the second group with flashcards from the coursebook. Results were recorded while they were learning. Students' attitude in class was evaluated at the end.

The results showed that Power Point was a valuable tool in the classroom and engaged students more than the resources from coursebook.

Al-Ma'mari in 2009, worked on a study whose main objective was to prove that students respond better to stories using PPT than Big Books. Two groups of mixed classes with twenty six students each (boys and girls) were used. One story was taught to each group using different methods: group A used PPT and group B a Big Book.

Next a test was given. Then, he switched: First group was taught a new story with a big book, and group two with PPT. A test about the second story was administered to each class. They observed and recorded learners' behavior during class.

Each class experienced both methods. The results showed that students participated more when were taught with PPT and obtained better grades. It seemed that PPT made the information in the story easier to remember.

Another study was done by Al-Seanidi in 2009, and its main objective was to investigate the effectiveness of using role play to improve oral fluency.

He chose four students to participate in four role play activities during four months. They were given role cards to read enough information to assume the roles. The students were recorded in video during the role play and the researcher took notes.

The results showed that fluency improved during the time of the lessons including role plays. Learners improved their ability to produce a stream of speech without lengthy gaps. During the role plays, students were less concerned about making errors and focused more on communicating their meanings.

Beit Khalifa in 2009 did one more study in which the main objective was to look for the ways to develop speaking while using posters. This time three girls and three boys participated. They had to

design posters for each of the four units of the coursebook during six days. While they were working on the speaking tasks for each poster they were recorded, and what they said was transcribed. This transcription was used to evaluate learners' speech against five criteria: accurate pronunciation, accurate grammar, completed sentences, fluency, and complexity.

The results showed that learners were generally enthusiastic, spoke confidently and displayed positive body language while working on the posters. Their positive responses to the posters were confirmed in the interviews. Results also indicate that while pronunciation was generally high throughout the four posters, there were initial problems with grammar and producing completed sentences; the latter improved steadily from the second poster onwards while grammatical accuracy was high in the final two posters.

In his study, Al Salni in 2009 wanted to know if shared reading was more or less effective than using flashcards. He chose two classes of twenty students each. Two sets of vocabulary on two topics were selected and were taught through different methods.

In the shared reading lessons two different big books were used: one for animals and one for colors. Each class thus studied same two sets of vocabulary, one using flashcards (FCS) and one through shared reading. After each lesson a vocabulary two tests were administered to the learners. A second test was administered to

all learners three weeks after the lessons too to see how much vocabulary they remembered.

Scores were higher for the vocabulary sets that were studied through shared reading. Overall, then, shared reading had a more positive impact of learning vocabulary in both the short and long term. The results of this study suggest that the use of shared reading supported the learning of receptive vocabulary more effectively than teaching the same vocabulary using flashcards.

## Results

### QUALITATIVE TABULATION

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

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

**Author:** Leonor Yamne Fayad Pérez

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

## QUALITATIVE TABULATION

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

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

**Author:** Leonor Yamne Fayad Pérez

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

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** Leonor Yamne Fayad Pérez

**Source:** 8th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** Leonor Yamne Fayad Pérez

**Source:** 9th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** Leonor Yamne Fayad Pérez

**Source:** 10th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** Leonor Yamne Fayad Pérez

**Source:** 8th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** Leonor Yamne Fayad Pérez

**Source:** 9th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts									√	√
	posters	√	√								
	word cards										
Audio	white/black board			√	√			√	√		
	songs					√	√				
	dialogues										
	stories										
Audiovisual	tales										
	videos										
	movies										
Realia	documentaries										
	objects (toys, plants, fruits)										
Online	websites										

**Author:** Leonor Yamne Fayad Pérez

**Source:** 10th grade

## QUALITATIVE TABULATION

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards				
	power point presentations				
	maps				
	pictures				
	charts			1	20
	handouts				
	posters				
	word cards			1	20
	white/black board	2	100	2	40
Audio	songs				
	dialogues				
	stories			1	20
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	websites				
<b>TOTAL</b>		2	100	5	100

**Author:** Leonor Yamne Fayad Pérez

## QUALITATIVE TABULATION

**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	20
	pictures				
	charts			1	20
	handouts				
	posters				
	word cards				
	white/black board	1	100	1	20
Audio	songs				
	dialogues				
	stories			2	40
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	websites				
<b>TOTAL</b>		<b>1</b>	<b>100</b>	<b>5</b>	<b>100</b>

**Author:** Leonor Yamne Fayad Pérez

## QUALITATIVE TABULATION

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	100	1	20
	posters			1	20
	word cards				
	white/black board			2	40
Audio	songs			1	20
	dialogues				
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	websites				
<b>TOTAL</b>		<b>1</b>	<b>100</b>	<b>5</b>	<b>100</b>

**Author:** Leonor Yamne Fayad Pérez

## QUALITATIVE TABULATION

**Chart twelve:** Frequency of use of supplementary material in Public and private High School

Grades	Public (f)	Private (f)
8th	2	5
9th	1	5
10th	1	5
<b>TOTAL</b>	4	15

**Author:** Leonor Yamne Fayad Pérez

## Description Analysis and Interpretation of Results

This section provides a descriptive analysis of the supplementary material used in each one of the observed classes. Three main aspects are taken into consideration to evaluate the material: pertinence, to see if the material relates to the content of the lesson; appropriateness, to see if it fits the students' level and understanding; and quality, to analyze the design and elaboration of such material.

Regarding the results of the quantitative analysis, the frequency in which the supplementary material were used in both, private and public high schools, will be described and compared.

### *Descriptive Analysis*

#### *Public High School*

Students were provided a coursebook for the class, although their level placement seemed unsure. Nonetheless, such claim is not supported in more data than subjective observations.

It is not possible to include a final judgment about students' attitude in class because no further information about them was considered, just their interest in the subject and their opinion of the supplementary material being used.

Detailed descriptions on the use of supplementary materials in

each level studied in this Public high school are expressed in the following lines.

### *8<sup>th</sup> grade*

In five observed classes from 8<sup>th</sup> grade, students were from twelve to fourteen years old. The only supplementary material used in two of them was the whiteboard. In the other three classes, no supplementary material was used at all.

### *Board*

The topic of the first class observed was *Introducing Myself*. The objective was to get the students to introduce themselves through a communication activity that includes the use of greetings and personal pronouns.

In the class, the teacher used the whiteboard to write a dialogue pattern on it for students to follow (e.g. “Hello! My name is \_\_\_\_\_”). It had to be completed using the names, ages and nationalities of students.

Using the board was pertinent because the teacher used it to write on it the dialogue that he wanted the students to practice to introduce themselves which was the objective of the class. It means that the board was used as Harmer (2001, p.183) defines it as a “note-pad” to include phrases that the teacher requires the students to remember.

The use of the board was also appropriate because it was possible for the students to use the pattern written on it as a guide to replace some words according to their own information which helped them to know what to do and have a sense of security about what they were doing.

The board was big and clean. There were no spots of markers which could interfere with the words that the teacher wrote on it. The information was organized by lines which let the students to know when to pause.

In the fifth class, the theme was *Personal Pronouns*. The objective of the class was to practice the use of personal pronouns.

The teacher used the whiteboard to write several sentences on it and underlined the section that students had to replace using a personal pronoun. He also diagramed an example using arrows to match pronouns to nouns.

The use of the whiteboard was pertinent because the students had all the personal pronouns written on the board and could look at them when needed, so they achieved what was asked by the teacher.

It was also appropriate because students could visualize the concept and changed some words for others because the board was used to illustrate a concept as Harmer (2001, p.184) claimed. This is useful in particular, in beginners' lessons, which seemed to be the

level of the students.

The board was big and clean, but the size of the letter made it difficult for students at the back to read the sentences. Considering the amount of students per class, and the limited number of personal pronouns, just a few had a chance to participate from the drilling dialogue or grammar exercise. The amount of students in the class and the nature of the activities intended should have determined that maybe another supplementary material could have been a better option to be used, despite the fact that it was noticeable that the students understood what they had to do.

### *Learning Styles*

In both classes, the teacher only considered the visual learners 'styles because both lessons implied that the students must remain on their seats looking at the board, listening to the teacher, and practicing on the board.

### *9<sup>th</sup> grade*

In the five classes chosen to be observed in ninth grade, the only supplementary material used in one of them, besides the coursebook, was the whiteboard. In the other four classes, no supplementary material was used.

### *Board*

The topic of the fourth class was *The Present Tense*. It involved

a grammar exercise whose objective was to practice the use of the third-person singular in the simple present tense.

The teacher used the board to draw a table with several columns. In the first column to the left, she listed personal pronouns, and in the adjacent columns she conjugated several verbs using the simple present tense. With a different color of marker, she drew the letters *-s*, *-es*, or *-ies* at the end of the verbs placed following the third-person singular pronouns.

Afterwards, the teacher offered a brief explanation to the students about the uses of the simple present tense, but failed to clarify a student's doubt regarding its difference with the present continuous tense. During her explanation, the teacher jotted words on the board. Then, the teacher instructed students to transcribe the examples into their note-pads and proposed additional examples for them to complete.

The use of the whiteboard was pertinent because the teacher used it as an explanation aid and students could visualize the rules that involve the modification of the verbs from their basic form according to their form.

It was also appropriate because students achieved some level of success when practicing and felt able to do it. There was evidence that they needed to confirm or review the chart on the board before

participating which proved that it was a topic they needed to practice.

The quality of the material was not good because of the size of the letter used on the board. It was noticeable that the students at the back were not able to read or participate.

### *Learning Styles*

As Herrera (2007) mentions, the use of the board is convenient for visual learners, but nothing happened with the auditory or kinesthetic learners. If the teacher uses only the board, the benefit of the other resources and the possibility to engage much more than just the visual learners is not being considered.

### *10<sup>th</sup> grade*

In the observed classes from 10<sup>th</sup> grade, students were from fifteen to seventeen years old. The only supplementary material used in one of the classes, the third one, was handouts. In the other four classes, no supplementary material was used at all.

### *Handouts*

The third class topic was *The Use of Past Tense*. The objective was to practice the use of regular verbs in the simple past tense.

The teacher started the lesson with a brief oral reminder of the use of regular verbs in the simple past tense. Soon after, she distributed handouts to the students. These handouts included a list

of verbs conjugated in the present or past tense and a chart with two columns: one labeled 'simple present tense' and the other labeled 'past simple tense'. The command prompted learners to place the verbs in the correct column and to fill out the spaces left with the correct form of the verb. The teacher instructed students to complete the exercise provided in the handouts and to write, afterwards, sentences in their note-pads using these same verbs in the past tense.

In this case, the use of the handouts was pertinent because it was useful to practice verb conjugations for these students who were learning to use a different tense from the one they knew.

On the other hand, the use of handouts was not appropriate because the purpose was not fulfilled due to the fact that students were still confounded with the basic aspects of the lesson and were unable to complete on their own the exercise provided. The teacher never confirmed that the students understood the task, and as Petty (2009, p.377) explains, "handouts do not teach," so there was a duty for the teacher to clarify the topic and to consider that the handouts were supplementary materials to help in the teaching process, and not to replace the teacher.

The upside of using handouts with numerous groups is that, unlike the whiteboard, everyone gets to participate from the activity. The downside is that, amongst other things, such a method does not

attend the needs for the multiple learning styles within a classroom. Viewed from this perspective, the teacher failed to ensure the quality of the supplementary material used.

### *Learning Styles*

Although, the teacher achieved some level of success, she didn't consider students' different learning styles. As Verster (2010) explains, working on handouts is for visual learners because it lets the students to organize their thoughts or recall information by sight. In my opinion, the teacher should have used another set of previous activities because working on that handout was not enough for the students to understand. Working in pairs could be another option for the kinesthetic learners; that way, students could be able to exchange information with their classmates which will lead them to feel involved and active while also practicing.

### *Private High School*

Students in this institution, from the levels examined, ranged between 12 and 15 years-old. Most of them seemed well-behaved during classes. It is not possible to include a final judgment about their attitude in class because no further information about them was considered, just their interest in the subject and their opinion of the supplementary material being used.

Detailed descriptions on the use of supplementary materials in

each level observed in the Private high school are asserted in the following lines.

### *8<sup>th</sup> grade*

In the observed classes from 8<sup>th</sup> grade, students were from eleven to twelve years old. The supplementary materials used, besides the coursebook, were: word cards, stories, graphic organizers and the whiteboard. All lessons used, at least, one of these supporting materials.

#### *Word Cards*

The theme of the first class was *Abilities and Changes*. It involved a collaborative communication activity aimed at practicing oral expression and verb tenses as well.

The teacher organized the students in groups of four and handed a card to each student. Cards had various actions written on them (e.g. learn to walk, ride a bike, drive a car, etc.). The teacher instructed students to reflect upon their personal experience to determine the appropriate age to perform the given actions for the first time. Then, random students chosen from each group shared their personal experience in practicing one of the actions described in the cards.

In this case, the use of word cards was pertinent because the actions written on the cards were related to the use of the grammar

structures targeted in the unit.

The use of word cards was also appropriate because the nature of the supporting material engaged adolescent intermediate-learners eager to share their experience of growing up. Cards elicited “discussion” as Harmer (2001, p. 179) might add.

The design and elaboration of the word cards was also adequate. Cards were hard enough to resist the power of fidgeting teenagers. They were neat and the words written on them were large enough for the students to read them immediately. This collaborative card-based exercise provided students with sufficient room to engage in this controlled EFL practice. The teacher succeeded in ensuring the quality of the supplementary material used.

### *Board*

The board was used in the second observed class. The theme was *Compound Words*. The topic involved a grammar-based activity aimed at practicing and constructing compound words and phrases.

The teacher drew a line in the middle of the board. She listed words on both sides of it and instructed students to think on possible compound combinations (e.g. table + spoon). Then, she instructed students to write sentences in their note-pads using the words provided but clarified that they had to combine in order to obtain valid and compound new words. Later, students shared their

production.

In this case, the use of the whiteboard was both pertinent and appropriate: the words written on it had significant meaning to the lesson and the exercise seemed suitable for their understanding because they felt confident about participating and were pretty excited about forming more and more words.

The board was also adequate to work the activity: words were big enough for everyone to see them and different colors of markers were used. Viewed from this perspective, the teacher succeeded in ensuring the quality of the supplementary material being used.

In the fourth class the board was also used, but for a different topic titled *Now and Then*. It involved a grammar-based activity aimed at practicing the present and past tenses.

The teacher drew a line in the middle of the board. She labeled one side 'Ancient Kids' and other side 'Nowadays Kids'. She elicited from students ideas about the things that children used in the present and in the past (e.g. listen to an iPod or ride horses). Each student contributed at least one idea and they were written on either side of the whiteboard. Then, the teacher instructed students to create sentences using the ideas gathered and to mind the conjugation used. Later, students shared their production.

The use of the whiteboard was pertinent because the ideas listed on the board enabled the language practice which was the objective of the lesson. It was also appropriate because the grammar structures being used were according to the students' understanding and later they were able to perform more practice from their own. The whiteboard was used as a "public workbook", as Harmer (2001, p. 184) points out.

The quality of the whiteboard was good because it was big enough for the teacher to distribute the information in a very organized way. Students did not have any problems to read what was written on the board. However, students had to wait too long for their turn to write an idea on the whiteboard.

### *Stories*

In the third class, the theme was *Fables as a Type of Literature*. The lesson involved an intensive reading activity aimed at practicing students' skills to read for gist and detailed comprehension. It also introduced learners to a particular genre: fables.

The teacher selected the fable *The Ugly Duckling* to show the students how a fable is written and the kind of characters they have. The teacher distributed the story to each learner. She then instructed them to look through the pictures in it. She elicited predictions regarding the nature of the plot. Then, using a recorded audio, told

her class to read and listen. Later, the teacher requested learners to read in silence once again. Students shared their opinions about the fable and remembered the predictions made before reading. Some minutes later, the teacher instructed students to complete the activities and comprehension questions provided at the end of their readers. Students shared their answers with the rest of the class to conclude the lesson.

The use of the story was pertinent because it belonged to the topic and the objective of the class. Students were able to identify the genre and later work on their reading skills.

It was also appropriate because even though at the beginning it looked childish for students of that age, the topic engaged the students and they were willing to work. Besides, the recorded audio succeeded in exercising student's listening skills and intermediate students benefit from listening to longer tracks than beginners. As Harmer (2001, p303) points out, recorded material provides opportunity to hear more voices other than the teacher's, enabling students to acquire good speaking habits and pronunciation when listening to spoken English.

The material was also adequate: the pictures in the story were elaborated for teenagers and not for young kids. The sound definition of the recorded story was perfect; it allowed the students to clearly

distinguish the words being pronounced.

### *Graphic Organizer*

In the fifth class the theme was *Difference between Ancient and Nowadays Kids*. The objective was to teach students the use of graphic organizers in reading comprehension to compare and contrast.

The teacher showed the students several types of graphic organizers (e.g. cluster, Venn diagram, outline, etc.). Then, she elicited from students the possible uses of graphic organizers when reading texts. She spent considered time explaining the different uses for graphic organizers. Later, she instructed students to complete a Venn diagram with the information given about ancient and nowadays kids. The teacher walked around the class monitoring students' progress.

The use of the graphic organizer was pertinent because using it is a good option to help the students to find out and organize similarities and differences which was the objective of the lesson.

In this case, the use of the material was not appropriate because the excess of information presented on it provoked the students to feel confused. She also spent too much time by teaching the different types of graphic organizers instead of teaching them how to use that specific organizer.

The quality of the material presented by the teacher was good enough, but not necessary to fulfill the objective because of the confusion of the students, so they did not feel engaged.

### *Learning Styles*

The teacher in charge of eight grades considered different learning styles in class, especially the visual, audio, and kinesthetic ones. She tried to process input through multiple means and the activities were varied and active. Students could hold an object in their hands, listen to their classmates share their production, read words written on cards, use the whiteboard to match and combine terms, listened to a story, follow the reading, and look at the pictures to get a better idea.

### *9<sup>th</sup> grade*

In 9<sup>th</sup> grade, the observed classes had students from twelve to thirteen years old. For the first class, the teacher used a map, for the second and fifth classes she used a story, in the third class she used a graphic organizer, and the board in the fifth class.

### *Maps*

The title of the unit was *Successful Stories* and the theme was *Migration in the Past*. The objective was to help the students to locate themselves in a map and work on the comprehension of the story.

The teacher started the class prompting a brief discussion that

regarded the topic of migration. Later, she indicated her students that the passage to be read approached the stories of migrants from all around the globe that had settled in the pre-1950s in the United States. To illustrate the places accounted for in the passage, the teacher used a poster-sized map and pointed the different cities or countries mentioned.

In this case, the use of the map was both pertinent and appropriate: it aided learners' understanding of the places described in the stories and provided visual representation using a tool that suited students' prior knowledge. The design and elaboration seemed adequate: the map was detailed, colorful, and big enough for everyone to see. It also had a plastic protection that made resistant and reusable. The teacher succeeded in ensuring the quality of the supplementary material being used.

### *Stories*

The topic of the second class was *The Life of Nelson Mandela*. The objective was to guide the students to listen for specific information to complete the given story.

The teacher asked learners to focus on a list of words she had previously written on the whiteboard. She explained that all the words displayed there, were related to a biography they were going to listen. After the recording was played, students had to use all the

terms to complete sections of the story.

The story was pertinent for the class because students were able to achieve the objective of the lesson. They understood the story and completed the task. They felt connected and engaged to the topic.

The story was also appropriate for the level and understanding of the students. The vocabulary did not represent an obstacle while listening to the audio. The quality of the material was good because the recorded story had a great definition and was clear enough for students to hear and work properly.

The topic of the fourth observed class was again based on the recorded audio about *Nelson Mandela's Life*. This time, the lesson aimed at practicing students' skills to listen for details in order to answer comprehension questions.

The story narrated the life of Nelson Mandela and all what happened to him since he was born until the moment he died. The teacher started a class discussion to analyze certain aspects of this biography. She asked comprehension questions about his life, which were not necessarily in the story, but could be inferred because of the context.

The use of a recorded story for this class was pertinent because students could reach the objective of the lesson which was to listen to the story and reach conclusions to answer some questions

that in some cases were not so easy to answer. It also confirmed that the story was appropriate because the students did not have any problems to understand the facts described on it which means that it fulfilled their level of comprehension and understanding.

As in the previous class in which the same recorded story was used, the quality of the material was good because the recorded story had a great definition and was clear enough for students to hear and work properly.

#### *Graphic organizer*

The theme of the class observed was *Word Webs in Writing* and the objective was to teach the students how to use Word Webs to organize ideas in writing assignments.

The teacher drew a word web on the board and explained how and when to use it. Then she proposed a topic as an example to work with and started to complete a new word web on the board with the help of the students. She instructed them about the information they should or not include in this type of organizer. Next, she asked for some volunteers to draw their own charts in their notebooks and later draw them on the boards.

The use of the graphic organizer was pertinent because the main objective of the lesson was to learn how to use it was and it was done through the explanation and practice. It was also pertinent

because students found it very useful as a way to organize the information they need to put in writing because of the requirements of the level of English they are enrolled in.

The design and elaboration of the material was good because the organizer that the teacher used as an example was easy for the students to follow and they could easily represent their own example later.

### *Board*

The board was used in the fifth class. The theme was *The Verb To Be*. The objective was to practice the use of the verb to be and the topic involved a simple grammar-based activity.

The teacher wrote several sentences on the whiteboard for learners to complete with the correct conjugation of the verb to be. She instructed students to transcribe the examples into their notebooks. Later, she continued the lesson eliciting additional oral examples from learners.

In this case, the use of the whiteboard was pertinent because it reached the objective of the class which was to have the students practicing the use of the verb to be correctly, but it was not appropriate because it was not challenging for the students to work on fill-in sentences again and again when it was noticeable that the level of the activity was lower than their level of understanding. In

addition, the quality of the board was poor because the distribution of the activities was not well organized.

### *Learning Styles*

In general terms the teacher of nine grades, consider some of the different learning styles of the students. She used visual and audio aids to support the teaching-learning process. Students had the opportunity to read and relate information to a visual medium. However, kinesthetic learners had to remain seated and pragmatists had to settle with the description rather than the application of the input. Although, the teacher achieved some level of success, the imparted lessons did not consider all learning styles

### *10<sup>th</sup> grade*

In 10<sup>th</sup> grade, the teacher used a variety of supplementary material. For the first class, she used posters. In the third class she used a song; in the second and fourth classes she used the board and in the fifth class she used handouts.

### *Posters*

In the first observed class the topic was *The Boston Tea Party*. The objective was to promote the practice of the students' language skills through a speaking activity.

The teacher had previously instructed the students to create posters in groups about *The Boston Tea Party*, a text about The American Revolutionary War and bring them to class. Students

placed the posters on the walls of the classroom and made brief oral presentations about them and add some historical facts that had been researched on the topic. The teacher completed ideas if necessary. Every group had to pay attention to the presentations because they had to compile the information which was divided among the groups.

In this case, the use of the posters was pertinent because for the students, it was more appealing and engaging to present their work through illustrations, so they felt free and confident to speak, which was the objective of the lesson. Students were excited to present their works.

The use of posters was also appropriate because the pictures and language used in them were right for their level. Students were able to achieve great performance, using a wide range of vocabulary words. They were able to manage all the information and to select the most important to include it in their posters. It was an interesting activity and students showed their oral skills, moreover, they were part of the teaching class because they provided important information about the topic.

The quality of the posters was pretty good even though they were elaborated by the students, they had put huge effort in the elaboration and the illustration represented the content they talked about; it seemed that the fact that these were student-made turned

them into meaningful tools for engaging students' attention on the task.

### *Board*

In the second observed class, the theme of the lesson was *The Boston Tea Party: Vocabulary in Context*, and the objective was to enrich students' lexical comprehension.

The teacher had previously listed several words on the left side of the whiteboard, and written several definitions on the right side. Students were asked to match terms and descriptions. The teacher advised learners to focus on word roots, prefixes, and suffixes to guess the meanings. Later on, she instructed students to write sentences on their note-pads using the words provided.

In this case, the use of the whiteboard was pertinent because dividing in two halves allowed the students to mentally organize the information and reach the objective of the lesson which was to connect definitions with lexical terms. It was also appropriate because the words displayed had relation to the lesson being taught and the meaning of the lexical terms was within students' understanding.

The quality of the board was not completely good although it was a good visual resource to clarify concepts because the teacher spent too much time preparing the exercise on the board and students' production time was limited.

In the fourth class the teacher used the board. The theme was *The Story of the Song Yankee Doodle*. The objective was to practice reading skills to work on sequencing.

The teacher had previously written on the whiteboard several passages describing the origins of the song Yankee Doodle. Students were asked to order the passages in their note-pads. Later, through a class discussion, the correct order of the passages was established.

In this case, the use of the whiteboard was not pertinent because the students had to spend too much time transcribing the exercise in their note-pads turning into their main objective to end the activity and not to understand the sequence of the events which was shown on the board. The objective of the lesson was not achieved.

The use of the board was appropriate for their level and understanding because they did not have confusion or problems to understand what was meant to be done. The language used in the passages was also designed according to their level.

Once again, the quality of the board was not good because the teacher spent too much time preparing the exercise on the board; the information looked a little disorganized, and it is necessary to be aware that reading activities require too much time to be using the whiteboard for such purpose.

### *Songs*

The theme of the third class was *The History of USA*. The objective of the lesson was to practice students' listening and oral skills as pronunciation and intonation.

The recorded audio of the song Yankee Doodle was used for this class. The teacher elicited from students facts about the American Revolutionary War. She explained some facts and later instructed students to listen to the song a couple of times and repeat the verses that could be remembered by rows. Later, she asked them to write the song into their note-pads and sing it once more.

The supplementary material used for this class was pertinent because through the song, students practiced their listening and pronunciation skills which were the objectives of the lesson. Using the song was also appropriate because the learners showed that it was possible for them to understand the language and vocabulary that was used in the song as a story. As Herrera (2009) points out, that songs also introduce language structures in a meaningful fashion and aid pronunciation through the use of rhythm.

Finally, the quality of the song was appropriate: the sound definition of the recording being used allowed the students to clearly distinguish the words being pronounced.

### *Handouts*

For the fifth class the theme was *The American Revolutionary War*. The lesson involved an intensive reading activity and the objective was to get the students to read for gist and detailed comprehension.

The teacher started the lesson with a brief oral reminder of the song Yankee Doodle. Soon after, she distributed handouts to the students. These handouts contained a transcript of the song and a set of comprehension questions and activities. The teacher instructed learners to complete the activities provided in the handout. She circled the class monitoring students' progress. Later, she collected the handouts for grading.

In this case, the use of the handouts was pertinent because the questions and activities provided were related to the content of the lesson being taught and reached the objective of the lesson by asking the students to answer the questions after they read the text. The use of handouts was pertinent because the language practice was suitable to the students' understanding who showed a good comprehension of the information.

The quality also resulted adequate: all students had a chance to participate from the exercise unlike whiteboard-dependent tasks. The commands and instruction in the sheets were absolutely clear.

### *Learning Styles*

The teacher in charge of tenth grade showed concern about the different learning styles her students might have. The instructor used several different resources such as posters, whiteboard, songs, and handouts to achieve the goals of her classes. She demonstrated professionalism at the moment of working and including visual, aural, auditory, musical and kinesthetic learners.

Students got a chance to look at pictures, read information, and listen to their classmates. They also had the chance to learn about facts while practicing their language skills and the opportunity to simultaneously listen to a song and follow the lyrics.

## *Comparative Analysis*

Although the objective of this section is the comparative analysis of the use of supplementary materials in EFL programs from public and private schools, it is also important to highlight the similarities and differences regarding the context in which such support material was used. After all, supplementary material is not used solely on the basis of the content of an EFL lesson, but also in consideration of the 'realities' that educators face.

According to the information obtained, there is more frequency in the use of supplementary materials in the private than in the public high school as is shown on the following lines.

Observing chart number nine, we can see that the teacher in charge of the eighth grade in the Public high school used the whiteboard as the only supporting material in two of the five observed classes. The rest of the time he just used the assigned coursebook. Classes were traditional and there was no evidence of directing their classes to the different styles of learners. The public high school limited the use of supplementary material to the board even though the teacher put huge effort in using the board as many times as he could.

In contrast, the teacher from eighth grade in the Private high school used, in every of the five classes, at least one type of teaching

aid as word cards, whiteboard, stories, and charts.

In chart number ten, we can see that the teacher in charge of the ninth grade from the Public high school used only the whiteboard and for just one time. There was opportunity for her to use other materials in the other classes, but she did not. There is no specific information about the reasons, but the teacher was kind of enthusiastic and tried to engage the students, so it is probably, as she mentions out of the record, that this happens because of the lack of the resources of the institution.

In contrast, the teacher from the Private high school used different supplementary material as maps, stories, charts, and the board. Students felt engaged with varied activities as it was shown when asked to participate and when they completed the questionnaires about preferences in class.

In chart number eleven, the tendency for the Public high school does not change; the teacher in charge of the tenth grade used the handout as the only supporting material in just one of the five observed classes. Once again, there was a sense that the lack of resources is what the teachers from the private school mention as the biggest reason for not having supplementary materials. There is evident that they do not consider that in many cases they can develop some of the material. In contrast, the teacher from the Private high

school used supporting materials as posters, board, song and handouts in all of her classes. The teacher expressed that she gets permanent support from the English Department to obtain supplementary material. Sometimes it is provided by the bookshops and sometimes by the institution which gives all the teachers the opportunity to ask for material once a week; it allows them to design their own resources.

Chart twelve condenses all of the information and shows that the Public high school used supplementary materials four times from fifteen observed classes whereas the Private high school used supplementary fifteen times from fifteen observed classes, showing as a result that there is a huge difference among the use of supplementary materials between the two high schools that benefits the private one.

Checking what the students wrote in their surveys it is evident that the students want their teachers to work with some other materials that any of the teachers used in my observations as PPT presentations, more music, movies, documentaries, etc. Not all students learn in the same way and using supplementary material can help some students conceptualize better or remember. It was also possible to assert that supplementary material helps students concentrate on the class. Some of them mentioned that it was quite

hard not to wonder off after ten minutes of listening to the teacher talk and talk. Looking at a picture, for instance, helps them maintain their focus a little longer.

It is important to consider a collateral benefit derived from the use of supplementary materials: there is a positive perception that learners gain from teachers that bring such materials to class. These teachers are seen as people who care about their jobs and their students.

In their responses to the questionnaires, the private teachers expressed that the cost of supplementary material is not always as elevated as one might think, it is sometimes a matter of imagination. Some of them mentioned that the supporting material used in their classrooms is not manufactured but handmade, and sometimes, free.

Supplementary materials really stimulate students, so the environment in the English classes turns different and engaging when the teachers use them as part of their classes. But it must be considered that the use of supplementary materials in itself does not guarantee a successful class or students' learning. When interviewed, some Private school teachers mentioned that although supplementary material can imprint a great deal of variety to a lesson, it is not always enough. In order to succeed when including this kind of material in class, it is necessary to use it adequately, considering learning styles, the objectives of the lesson and the level of the

students. If the teachers complement their classes using them appropriately, the results are positive.

## Conclusions

- In the classes from the Public high school, the supplementary material mostly used was the board.
- In the classes from the Private high school the supplementary material mostly used was the board in five of the fifteen classes.
- In the Private High School the supplementary material used was varied. Teachers used word cards, maps, stories, charts, handouts, posters, and songs.
- All the supplementary material used in the Private High School was pertinent. It was related to the content of the lessons and helped to achieve the objectives.
- In the Public high school, even though the use of supplementary material was limited, it was related to the content of the lessons and majorly appropriate because it was used according to the level of the students.
- This research shows that the observed teachers in the Private High School used varied supplementary and more frequently (fifteen times) than the teachers in the Public High School observed (four times).

## Recommendations

- Since the whiteboard seems to be the most common supplementary material used in Public classes, more techniques and possible uses could be diffused among teachers.
- Teachers should be instructed to use varied supporting materials in order to promote their use as an essential aid for the teaching-learning process.
- Teachers should also be instructed on designing their own supplementary material to reinforce class units. It is important for them not to rely only in the institution to provide them everything when it is possible for them to elaborate theirs.
- Schools should also emphasize the pertinence, design, and appropriateness of supporting materials used in EFL classes, bearing in mind that the use of materials in itself does not guarantee a better education.
- Considering that the cost of teaching aids seems to be a problem in Public Schools, the teachers from those institutions should be instructed to elaborate inexpensive materials for their EFL classes through the government or private institutions.

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## ANNEXES

### QUALITATIVE TABULATION

**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

## QUALITATIVE TABULATION

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:** 8h, 9th, and 10th grades

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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 grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** 9th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** 10th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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 grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** 9th grade

## QUALITATIVE TABULATION

**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	
		Pert	Approp								
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:** 10th grade

## QUALITATIVE TABULATION

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

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

**Author:**

## QUALITATIVE TABULATION

**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				
<b>TOTAL</b>					

**Author:**

## QUALITATIVE TABULATION

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:**

## QUALITATIVE TABULATION

**Chart twelve:** Frequency of use of supplementary material in Public and private High School

Grades	Public (f)	Private (f)
8th		
9th		
10th		
<b>TOTAL</b>		

**Author:**

Anexo N° 5

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: \_\_\_\_\_

CLASS N° \_\_\_\_

GRADE: \_\_\_\_\_

TOPIC OF THE LESSON: \_\_\_\_\_

OBJECTIVE (S): \_\_\_\_\_

\_\_\_\_\_

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

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

**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?

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---

Anexo N° 6

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

Anexo Nº 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: \_\_\_\_\_

CLASS Nº \_\_\_\_\_

GRADE: \_\_\_\_\_

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

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---

---

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

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

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---

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?

---

---

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