



UNIVERSIDAD TECNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ESCUELA DE CIENCIAS DE LA EDUCACION

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

AUTHORS:

JARA GARCÍA CATALINA DE LOURDES

PROAÑO GARZÓN TANIA IVONNE

ADVISOR:

MGS. VARGAS SARITAMA ALBA

UNIVERSITY CENTER QUITO

2011

CERTIFICATION

MGS. ALBA VARGAS SARITAMA

CERTIFIES THAT:

This 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, September 2011

Mgs. Vargas Saritama Alba
THESIS ADVISOR

CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO

Nosotras, Catalina de Lourdes Jara García y Tania Ivonne Proaño Garzón, declaramos ser autoras del presente trabajo y eximimos expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente declaramos conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice “formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.

Catalina de Lourdes Jara García

Tania Ivonne Proaño Garzón

AUTHORSHIP

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

September, 2011

Catalina de Lourdes Jara García Tania Ivonne Proaño Garzón

DEDICATION

*I want to dedicate my work to God, and thank Him
For giving me the courage to get my degree at this time in
my life. I also thank Him for giving me the family I have.*

*To my loving husband Samuel for his patience, support,
for being my strength when I felt weak,*

*To my kids Juan and David, to my grandson Juan
Martin, for being the joy, love and relax that I have needed
along this hard journey.*

*Thank you all,
Catalina*

*I dedicate this thesis to whom I owe everything I
am and what I have accomplished in my life, The Lord.*

*Thank you for encouraging me when I am down, for
giving me strength and wisdom, for never letting go
of my hand, for guiding me through your path with
unconditional love.*

*To my husband, Richard, who always believed
and encouraged me to go after my dream.*

*To my children, Andree and Nicky, who spent
their afternoons and weekends without me so I could
study. Thank you babies for your love and patience.*

*And to my father, for reminding me how
much he loves me and encouraging me to fulfill my
goal.*

*I love you all
Yvonne*

ACKNOWLEDGMENTS

The authors gratefully acknowledge the Universidad Particular de Loja for the opportunity to study in the distance system and obtain the bachelor's degree, and express gratitude for its excellence in training professionals for our country.

Many thanks to all the teachers who with their example taught us how to do things the best as possible to be excellent at all that we do. Thanks to Mgs. Alexandra Zúñiga who guided us in the first part of this research.

Finally, we would like to make a special regard to our tutor Mgs. Alba Vargas, who with her knowledge, patience and support, guided us through this challenging, yet exciting path of our studies.

THANK YOU ALL!

Catalina & Yvonne

CONTENTS

<u>CERTIFICATION.....</u>	<u>ii</u>
<u>CONTRATO DE CESIÓN DE DERECHOS.....</u>	<u>iii</u>
<u>AUTHORSHIP.....</u>	<u>iv</u>
<u>DEDICATION.....</u>	<u>v</u>
<u>AKNOWLEDGMENTS.....</u>	<u>vi</u>
<u>CONTENTS.....</u>	<u>vii</u>
<u>ABSTRACT.....</u>	<u>1</u>
<u>INTRODUCTION.....</u>	<u>2</u>
<u>METHODOLOGY.....</u>	<u>5</u>
<u>DISCUSSION.....</u>	<u>8</u>
<u> Literature Review</u>	<u>8</u>
<u> Results.....</u>	<u>24</u>
<u> Description, Analysis, Interpretation of Results.....</u>	<u>36</u>
<u> Conclusions</u>	<u>70</u>
<u> Recommendations</u>	<u>72</u>
<u>REFERENCES.....</u>	<u>73</u>
<u>ANNEXES</u>	

ABSTRACT

The present study explores *the use of supplementary material in EFL classes in Public and Private high schools*. The main purpose of this research is to determine the frequency of use of these teaching aids.

The study was conducted in Quito, Ecuador. The sample included 174 adolescents ranging between 12 to 15 years of age that belonged to the 8th, 9th, and 10th grades, 6 English teachers both male and female; three from the public and three from the private high school.

Qualitative and quantitative approaches were used for this research. Data collection formats like observation formats, questionnaires and charts were applied to gather information about the appropriateness, pertinence, and quality of the supplementary materials that were used in the two high schools.

The findings of the study reveal that frequency of use of supplementary materials was higher in the private high school than in the public one, and that some of the types and quality of the supporting materials used in these EFL classrooms depended on the financial resources of the institution and the creativity of qualified teachers.

INTRODUCTION

Undoubtedly, teaching a foreign language is challenging worldwide. In fact, there are a variety of factors like school resources, class size, quality of teachers and the use of didactic material, that need to be studied in detail in order to improve English language learning.

Additionally, the contextual, cultural, and methodological components must also be considered in terms of teaching and learning.

All the above mentioned factors and components have increased the interest, of many experts in the educational field, in discovering how to make English learning more effective. One of the main concerns of researchers have been focused on finding ways to improve English teaching, for that special emphasis has been given to the methodological component. Thus, there is a variety of studies on methods, teaching techniques and strategies, as well as on the importance of introducing aids or resources in EFL classes in order to facilitate the achievement of the target language.

Arayadoust & Lashcary (2009) in a study aimed at determining the effectiveness of teaching aids for the achievement of vocabulary revealed that participants who worked with teaching aids obtained higher scores than those who did not use this type of didactic material for learning new words.

Another study conducted by Kelsen (2007) which investigated the use of You Tube as a supplementary material, with the purpose to gauge the student's perception of its use in EFL classes, confirmed the hypothesis that this teaching aid (You Tube) made classes interesting, motivating, and relevant for language learning.

Thus, based on previous studies which highlight the importance of using supplementary materials to motivate and facilitate the language learning process, on the experience as EFL learners and on the fact that little or no attention has been paid on the field, the present study is aimed at determining the type and frequency of use of supplementary materials in terms of appropriateness and pertinence.

The supplementary teaching materials focused on this study include: audio, visuals, audio-visuals, realia and on-line materials. Special attention is given at determining quality, pertinence and appropriateness of those materials when used for dictating EFL classes in the researched high schools.

The research was held in two Ecuadorian high schools. The observed classes belonged to the 8th, 9th, and 10th grades (with a total of 174 teenage students) and 6 English teachers from one Public and one Private high school in Quito Ecuador.

Quantitative and qualitative approaches were applied with the use of charts and questionnaires, and also notes of the most relevant aspects of the observed classes were taken. Observation and survey

techniques were used to collect data by using observation forms and a questionnaire to know the teachers and students' perception of the supplementary material used in the English classes.

Undoubtedly, the findings of the research have the sole purpose to benefit high school students, EFL teachers, and people interested on this topic. In Addition, the results obtained from this research can help English teachers to become aware of the advantages of the great array of resources and tools available for the purpose, which definitely help teachers approach the target language, and can also be the basis for future investigation on the field.

The study also highlights the importance of considering appropriateness, the quality, and the pertinence of every material they might use for their classes in order to achieve better results in the teaching of English.

The limitations in the research process were the short period of time assigned for the observations, the size of the sample, and the fact that not all English teachers were qualified professionals that could apply a teaching method at all, especially in the public high school.

METHODOLOGY

This research examines the use of supplementary material in EFL classes in Ecuadorian public and private high schools to determine the frequency of use and how appropriate and pertinent it is. The research started with an ample review of literature about teaching a foreign language, learners, learning styles, teaching techniques, teaching contexts, supplementary materials and previous studies about similar topics, in order to provide theoretical support to this investigation.

The study was done in Quito, a public and a private high school were chosen, then permission was asked by the researchers in order to observe classes to teach English as well as to discover if the topic as well as the materials used for the purpose were appropriate and pertinent.

The sample included two high schools, a public and a private one, from which 3 classes were selected, one of 8th, 9th and 10th grade a total of 174 students. The age of students ranged between the ages of 12 to 15 years old. Additionally 6 English teachers formed part of the sample for the study.

The public high school was located in a small town in the surroundings of Quito, it lacks of proper infrastructure, electrical outlets, and financial support to provide the necessary resources for teaching purposes.

In this high school, 35 students were from the 8th grade, 31 from the 9th grade, and 33 from the 10th grade, giving a total of 99 students who belong to a middle-low social-economical class, a circumstance that forces them to work in the afternoons to help their families cover expenses.

The private school was located in the northern part of Quito; and it has provided the students with comfortable classrooms that include a projector and a computer in each one of them, it also had 2 English laboratories, and provided any other resource either the students or teachers may have require. Additionally, this school not only teaches English grammar, but 5 more subjects from the curricula in English instead of Spanish, giving their students an approximate amount of fifteen hours of English a week.

The sample from the private high school was formed by 20 students from the 8th grade, 22 from the 9th grade, and 23 from the 10th grade, with a total of 75 students. These students belong to a middle-high social-economical class, which provides them with all their possible needs, circumstance that allows them to focus on their school responsibility.

The design used to achieve the objective of the research was mixed method, which combined both qualitative and quantitative methods.

In order to gather information, observation formats were used in each class to take notes about some aspects like: the kind of

supplementary material and other details like quality, pertinence and appropriateness of the teaching aids that were being used in relation to the age and English level of the students.

At the end of each observed class a questionnaire was given to one student chosen at random. The questionnaire measured student's opinions about the material used by their teachers in their EFL classes.

At the end of the fifth observation made in each grade, a survey was given to the teacher in charge, in order to know general information about the institution, and discover if the teacher believed that supplementary materials motivated students to learn English and why?

To determine the frequency of the use of supplementary materials in EFL classes, the information gathered from the observation formats was tabulated counting the number of times that each material was used in class to obtain percentages, and make a comparison of the results obtained between the public and the private observed high schools.

For the qualitative results of the study, a careful analysis of all the collected data and details obtained from the charts and the observation formats used for each class was done by the researchers. In order to determine the quality, the appropriateness and pertinence of the material used for EFL classes in relation to the age and the student's needs.

DISCUSSION

Literature Review

Supplementary materials are resources in which Teachers rely on to obtain better results when teaching a Foreign or Second Language.

It is a very important issue that must be taken into consideration when preparing or giving EFL (English Foreign Language) classes, since these are tools that help teachers make their job easier in the hard journey as well as to obtain their goals when trying to reach out their students to get their attention and better understanding.

These can also be great sources to motivate their target language learning, making their classes more interesting, fun, and closer to the real world.

There are many kinds of supplementary or supporting materials, most of them can even be handmade and easily obtained by the teachers or students, these aids can go from the simplest forms to the most sophisticated devices.

It is necessary then, to evaluate a number of issues that must be considered when teaching another language, no matter what the cultural, social or economic background of students or teachers is.

In the following pages the most relevant aspects to be considered when referring to these matters will be described. It will also present findings of previous studies related to this fascinating topic.

In order to achieve a better understanding in the main topic of this research, conceptual and descriptive definitions will be provided.

Teaching a Foreign Language

It refers to teaching a language to learners who live in a country that speaks a different language than the one which is taught (in this specific case English). It is fair to mention what Saville -Troike (2006, p.133) says when referring to a foreign language, "...we will see that we must distinguish between (1,) knowledge that must be learned in order to fulfill academic functions and (2) knowledge required for interpersonal functions".

Teaching a foreign language is not an easy task. According to Brown (2011, p xi) "...language teachers must be technicians, well versed in the pedagogical options available to meet the needs of the various ages, purposes, proficiency levels, skill, and context of language learners around the globe"

Araya (2007, p. 2) claims 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 and needs 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.

However, it has not always been this way. Throughout history, different needs in language teaching methods have developed into important changes in the level of proficiency required by the learners. Many of these approaches and methods used have provided teachers with a practical base of knowledge for teaching, which has helped them to develop their own personal style to reach the final goal, which is to guide and facilitate the learning process by understanding how the learners learn.

In addition, Silberstein (1994, p. 10) sustains that: “It becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular reading... to encourage students to take risks, to ignore their impulses to be always correct”. As it is mentioned above, even though teachers play a main role when teaching English as a foreign language, it is important to consider that learners have specific characteristics.

Learners

Learners are all those who are in the process of gaining knowledge, information, comprehension, or a skill. There are different types of learners. Since human development can be similar in many ways, yet different in many others, distinctions in the way we all learn,

with important implications will occur due to differences in language, culture, economic status, age, motivation, etc.

In language learning, learners include children, adolescents and adults. It is fair to begin by mentioning children, because almost everyone knows that they have a special capacity to learn another language as if it was their own.

When referring to this aspect, Brown (2001, p. 87) claims that “...children exercise a good deal of both cognitive and effective effort in order to internalize both native and second languages”.

Regarding to adolescents, who are very difficult to describe due to the physical and psychological changes they have to go through. Wolfolk (2007, p) states that:

With a complete mastery of identity, the student knows that if nothing is added or taken away, the material remains the same. With an understanding of compensation, the student knows that with an apparent change in one direction can be compensated for by a change in another direction.

Wolfolk (2007 p. 33) also considers that: “The ability to reverse a process mentally now allows the concrete-operational student to see that there is more than one way to classify a group of objects”.

Adult learners have an advantage in their analytic capacity and a greater knowledge of first language (L1) as well as life experience. In some cases they may even acquire near native competence in second language (L2).

As it can be seen, older learners can be superior when it comes to aspects of acquisition and are not necessarily unsuccessful in the attempt to learn a new language, because according to Brown (2001, p. 90) “Adults have superior cognitive abilities that can render them more successful in certain classroom endeavors.”

Learners’ achievement of a language may be influenced by an array of aspects like, motivation, learning styles, learning techniques, teaching contexts among others.

Motivation

This is the arousal or desire in which one may or may not have to perform an action or maintain a behavior.

As Brown, (2001, p.72) states “Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.” It determines the level of effort a learner will make in the acquirement of L2 and will be a helpful in the accomplishment of their goals.

Learning Styles

These are the ways people prefer to learn, in which they feel more comfortable and gives them better results to understand.

Woolfolk (2007, p.125) claims that: "... Styles are determined by your preferences for particular learning environments for example, where, when, with whom, or with what lighting, food, or music you like to study." In some way, the same thing is said by Richards & Rodgers (2007, p.115) they state that: "Learners are viewed as possessing individual learning styles, preferences, or intelligences."

These appreciations confirm that learners have unique characteristics that may be considered for teaching.

For instance, in the case of visual learners, small details such as body language and facial expression are extremely important when it comes to acknowledging information. During the process they make mental pictures and learn best from visual displays such as diagrams, illustration, videos, and flashcards.

Auditory learners learn best through oral instructions, discussions, and listening to others. They also interpret the meanings of the tone of voice, pitch, and speed. It is also very useful to make these learners read aloud or use a tape recorder, and kinesthetic learners are most comfortable by learning through physical activity such as moving, doing and touching.

It is important to keep them busy at all times since they may not be able to sit still for long periods of time and tend to become distracted by their need for activity.

Therefore, teachers must look for a variety of teaching techniques based on learner's differences in learning.

Teaching Techniques

Due to the different learning styles mentioned before, it is necessary to work in different ways, employing a variety of tools and approaches which are also called "Teaching Techniques". These have been developed in the search of finding a better way to satisfy the students' needs to achieve their goals.

Techniques are the daily systems that teachers use in classroom to enhance and motivate learning, or discourage specific behaviors. Raimes (1983, p. 27) describes in her book some of these techniques which are supported by some tools that teachers use for this purpose, and she states that "All ESL writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazines, advertisements, diagrams, graphs, tables charts and maps." That is a clear way of using techniques with different resources available to teachers. In addition she also states that: "What teachers want are useful ideas, suggestions, demonstrations, and examples of teaching techniques that have proven successful in the classroom..." (p. vii)

However, as time has passed by, with the interest of experts in the educational field to find more effective techniques different approaches have developed to teach EFL, with their different points of view and which are currently known as teaching methods. They all have tried to

meet the needs of both teachers and learners, but lately only a few are taken as valuable resources for this purpose.

Richards & Rodgers (2007, p.28) claim that: “some methods are totally dependent on the teacher...others see that teacher’s role as catalyst, consultant, guide and model for learning...” but what has been learned in time will always have something that could help teachers construct their own method that will fit their classes, that is why it is important to mention something they additionally state: “Methods can also be seen as a rich resource of activities, some of which can be adopted regardless of one’s own ideology.” (p. 246)

Nevertheless in all approaches made for methods to be used when teaching EFL, the answer for the question is addressed when establishing that, there is no specific method that teachers are forced to use. Instead, these are guides for them to construct their own and better one.

Teaching Contexts

In addition another issue to be considered when teaching and learning EFL, is the one that has to do with the context, because it can be of great influence in the result of this teaching-learning process, as confirmed by studies made about this topic. Researchers have found that the context and background on which the learners develop their studies is of crucial importance, and some conclusions made in this aspect by Richards, & Rodgers, (2007, p.248) claiming that: “...what is

the starting point in language program design, namely a careful consideration of the context in which teaching and learning occurs, including the cultural context, and the context constituted by the teachers and learners in their classrooms.”

This is a clear appreciation for teachers to be aware of the different kinds of context from which students come from and its implications.

Referring to context, Saville -Troike (2006, p. 102, 103) makes a distinction, between two different features of it. She states that: “Psychological contexts: factors associated with the amount of attention which is being given to language form during production, the level of automaticity versus control in processing, or the intellectual demands of a particular task.” She also states that: “Microsocial contexts: features of setting/situation and interaction which relate to communicative events within which language is being produced, interpreted, and negotiated.” (p. 103)

Another fundamental aspect that deserves special attention when talking about EFL teaching is the design and use of supplementary material to make English learning more attractive for learners and to facilitate the comprehension of what is taught.

Supplementary Materials

When talking about it, Richards & Rodgers (2007, p. 30) give a definition of the role of supplementary material for EFL classes, they claim that: “The role of instructional materials within a method or

instructional system will reflect decisions concerning the primary goal of materials” they add that materials are a substantial support for both learners and teachers to organizing matters of planning how the target language is going to be taught and learned, arguing that: “A particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners.”

Other perceptions of the role and the importance of supplementary materials is the one by Araya, (2007, p.7) she states that: “Apparently, materials only have the purpose of “presenting” the language in study. They are perceived as instrumental objects to inform students and help teachers to deal with the curricular aspects.” In addition she states that “...far from considering materials necessary because they are instruments to access the target language, they are one of the most powerful ways through which ideological attitudes and values can be developed in the classroom (p.9).” On the same topic, Araya (2007, p.13) expresses that “the way materials are used in classroom should be a critical, conscious process.” In fact this is a very important statement to keep in mind when planning a class or when teaching.

Besides, the use of materials must be considered as mentioned before, because it is of great support for teachers to deal with real life situations. They are ways of making students grasp an understanding of the real meaning of what the teachers want to transmit to them. This idea can be supported by her once again saying that “materials attempt

to diminish the level of difficulty when accessing the linguistic aspects of the target language. At this point materials are vital resources because they stimulate and develop students' linguistic skills.” (p. 8)

In sum, regarding all the presented information about supplementary materials, the most common and frequently used ones for EFL classrooms will be mention.

According to Gower & Walters (2005, p.70) “Visuals can take many forms, but the most common are real objects (sometimes called realia) and pictures or photographs.”

In addition, there are worksheets and flash cards that can be made by teachers or students. They also claim that: “These can take a number of forms: sheets or paper, photocopied from a master you have produced, cue cards or role cards to use in pair work and group work, or even homemade games.” (p.72) other important kinds of supplementary materials are audio, audiovisuals, and on-line resources.

When referring to audio, it is included everything that could be listened; like compact discs with songs, or recordings with stories, dialogues, and tales. The most sophisticated ones are audiovisuals, such as movies, documentaries, or videos. The most recent and advanced ones are the on-line resources. These resources consist of websites of just about anything you can think of, to provide the support for the requirement of students and teacher through computers taking advantage of technology in well-equipped English laboratories.

Now after having an idea of aspects to be considered when teaching EFL, and the support of different teaching aids, also known as supplementary materials, it is important to mention what has been previously investigated about this topic, which along with our research will provide EFL teachers a greater insight regarding the effectiveness of the use of supplementary materials to acquire and achieve a new language.

In a study made by Kelsen (2007) that was a survey of the use of You Tube as Supplementary Material with College EFL Students in Taiwan. The main objective was to explore this resource in an EFL situation and to gauge the student's perceptions of using it to make classes more interesting, relevant to course materials, beneficial to language learning and motivating to learn in class.

It was conducted using You Tube website material to support the textbook. The videos were shown during regular class time to a group of 69 students from two sophomore conversation classes who ranged from 19-21 years of age in a private university in the north of Taiwan of the fall semester of 2007. These videos included clips related to topics selected from the textbook. The results from the questionnaires made to the students at the end of the study, showed that they found this experience interesting, relevant, beneficial and motivating in class.

The author suggested that both 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.

The next study made by Shiao-Chuan & Tun-Whei (2002) is about Students' Perception of English learning Through ESL/EFL Websites.

The purpose of it was to discover how teachers could help students Learn English through ESL websites from the Internet and how they perceived English Through these Teacher-selected websites.

It was conducted with 49 participants ranging the ages of 17-18 years 10 male and 39 female from a high-beginner level in Learning ability, they were divided in two groups, and given two weeks to complete a series of homework activities including exercises on slang expressions, idioms, phrasal verbs and vocabulary as well as reading, writing and listening practice. They were also encouraged to play some of the games found at different sites. At the beginning and at the end the participants filled questionnaires concerning their perceptions of the experience.

The author's conclusion was that students showed lack of experience using educational resources on the Internet, and for future studies he suggested to integrate other websites containing authentic materials, explore if the proficiency of the target language improves, and make a comparison between two groups, one using Internet resources and another without.

A study conducted by Phuong (2003) about the contribution of multimedia tools to EFL settings unfamiliar with technology, explored how students and teachers viewed their multimedia Learning/Teaching experience, deciding whether multimedia has a valid place in language teaching.

It lasted about two weeks, with 210 learners and 50 teachers of the English department from the first and second year of two different levels. The students were asked to fill in surveys to find a range of learner's attitudes toward the use of multimedia. All questions focused on the students' general confidence in computers, their feelings about media and its use. The interviews for teachers focused on learning objectives, learning skills and strategies as well as their attitude and their adjustment in teaching method and style. After these two week surveys were oral interviews with teachers, administrators, technicians and multimedia teaching. The researchers had the answer to their question, because the study revealed unfamiliarity with computers among both learners and teachers.

The author found that teachers needed adequate computer skill training as well as the access to the communicative teaching approaches, and, that teachers and students are responsible for their success or failure of multimedia tools in supporting language learning.

Another study conducted by Leh (1999) about Computer Mediated Communication and Foreign Language Learning Via Electronic Mail,

tried to find out if reading, writing and speaking performance of students using e-mail in class differ from those students that did not use it.

This research study included 18 students of USA from the fifth semester of Spanish Conversation Course and some students of the ITES of Monterey in México, and a Mexican teacher who encouraged them to communicate with their pen pals via e-mail. The e-mail were written in Spanish and lasted for ten weeks. Their main topic was customs, culture, life styles, and Spanish language use.

At the beginning of the study the Researchers detected lack of confidence in the way students felt using E-mail in Foreign Language Learning.

When the study was concluded, the author found that students unanimously supported the use of the e-mail in Foreign Language Learning. The students thought that e-mail was a good addition in their class, and concluded that there was no significant difference of achievement between the two groups because CMC also provided them with a good environment that motivated their fostered learning, and encouraged communication.

The last study included is about: "Teaching Aids: Effective in Iranian Students' Lexical Acquisition, conducted by Arayadoust & Lashkary (2009) The Researchers proposed the hypotheses that using teaching aids has positive effects on vocabulary achievement of

advanced EFL learners and asked the question: “Do those advanced EFL learners who benefit from more educational aids (books, flash cards, video films) have better achievement in vocabulary acquisition as shown by vocabulary knowledge tests?”.

It was held among 52 students, from intermediate adult EFL learners, ranged between the ages of 18-25, who had received approximately 600 hours of formal instruction on average.

The study lasted four months; and a short pilot study was carried out to see feasibility with a controlled group of 25 participants for the study. The two groups were given the same learning activities except for the use of teaching aids that the experimental group had, the activities were based on the requirements of the language institute and carried out for both groups; the new words were associated with the film content, which make the participants use the words by making questions.

The papers were corrected every session. Films displayed via T.V. set, flash cards and monolingual dictionaries were also used. To finish the study both groups were given a vocabulary test based on their book content.

Results of the study revealed that participants who had access to educational aids obtained better results when compared to those students who did not.

Results

Qualitative 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		√
	dialogs		√
	stories		√
	tales		√
Audiovisual	videos		√
	movies		√
	documentaries		√
Realia	objects (toys, plants, fruits)		√
Online	websites		√

Authors: Catalina Jara García & Tania Proaño Garzón

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		✓
	dialogs		✓
	stories		✓
	tales		✓
Audiovisual	videos		✓
	movies		✓
	documentaries		✓
Realia	objects (toys, plants, fruits)	✓	
Online	websites		✓

Authors: Catalina Jara García & Tania Proaño Garzón

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

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

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

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 8th grade

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

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

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 9th grade

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

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

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 10th grade

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

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

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 8th grade

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

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

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 9th grade

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

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

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 10th grade of a private high school

Quantitative results

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	5	62.5 %		
	power point presentations				
	maps				
	pictures				
	charts				
	handouts				
	posters				
	word cards				
	white/black board	3	37.5 %	4	44.4%
Audio	songs				
	dialogs				
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)			5	55.5%
Online	websites				
TOTAL		8	100%	9	100%

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 8th grade of a public and a private high school

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards				
	power point presentations			5	50%
	maps				
	pictures				
	charts				
	handouts				
	posters				
	word cards				
	white/black board	4	100%	5	50%
Audio	songs				
	dialogs				
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	websites				
TOTAL		4	100%	10	100%

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 9th grades of a public and a private high school

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

Variable	Indicators	Public		Private	
		f	%	f	%
Visual	flash cards	4	44.4 %	2	28.57 %
	power point presentations				
	maps				
	pictures				
	charts				
	handouts				
	posters				
	word cards				
	white/black board	5	55.5 %	5	71.4 %
Audio	songs				
	dialogs				
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	websites				
TOTAL		9	100%	7	100%

Authors: Catalina Jara García & Tania Proaño Garzón

Source: 10th grade of a public and private high school

Chart Twelve: Frequency of use of supplementary material in 8th, 9th, 10th grades of public and private high Schools.

Grades	Public (f)	Private (f)
8th	8	9
9th	4	10
10th	9	7
TOTAL	21	26

Authors: Catalina Jara García & Tania Proaño Garzón

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

Description, Analysis, and Interpretation of Results

Descriptive Analysis

Public high school

The supplementary material that was used by EFL teachers in public high school was basically traditional like the white board, flash cards and the Cradle Project textbook assigned by the Educational Authorities.

In this particular case, this public high school located in a rural area, has limited financial resources, its classrooms has no electrical outlets that could enable the use of some teaching resources like tape recorders, audiovisuals, CD players, to motivate students and to help them understand better the target language by providing real context

Therefore teachers are forced to rely on other creativity to look for and elaborate their own didactic material with their own financial resources.

In the following pages some details about the teachers' performance as well as the students' attitude toward the way they perceive their EFL classes will be addressed. A clear description of the supplementary material used for these classes will also be presented; the analysis is done in terms of quality appropriateness and pertinence of the content of the lesson and the material used in the class, as well as the method that the teachers' applied to make use of those teaching aids.

8th Grade

Flash cards

In the first class observed the topic was *food and health* and the objective was to practice vocabulary related to a healthy diet, also the teacher reviewed and made students practice determiners with countable and non-countable nouns.

The teacher started the class by greeting the students, and then she proceeded to stick some flashcards that she brought for the topic of the lesson on the wall next to the right side of the white board.

The students could easily appreciate all the flashcards which contained different food groups, these were well elaborated because they had a good size and colorful pictures, they had labels with the corresponding names of the different food groups that could easily be removed, this provoked students interest and captured their visual attention.

This material had colorful pictures of different *healthy food groups* that everyone could find at home as well as restaurants. The flash cards had pictures of: bread, cereal, vegetables, fruits, meat, fish and poultry, milk, yogurt, cheese, eggs, butter, sugar, and oils, and others containing fast food like: hot dogs, pizza and hamburgers and ice-cream.

When the class was over, the teacher left the flash cards hanging on the walls, this visual material was there during the whole week and

each day she changed the position of them to help students acquire the new vocabulary related to the topic that was being studied.

Thus every day some examples of healthy meals were given by the students in pair work, which seemed to be motivated to actively participate. The teacher also used this material to explain the difference between food that could be counted one by one like fruit, vegetables among others, and the ones that cannot be counted like sugar, cereal, etc.

The material was appropriate for those students that belonged to a visual learning style. It can be affirmed that the topic and the material was designed according to the students' age, and level, also it showed good quality.

The topic for the second observed class was about *food groups*, the main objective was aimed to develop speaking skills and to review and practice determiners with countable and non-countable nouns.

For this purpose, the teacher grouped the flash cards in different ways to recognize healthy menus; the students had to read the corresponding information on their textbooks.

This activity provoked student's interest and the necessity to speak, the teacher encouraged students to talk in pairs about likes and dislikes of food.

The flash cards that the teacher used the previous class were used again in this class to practice vocabulary related to the topic of that

lesson, food once again. The students' attention was focused on these pictures to elicit vocabulary about food, the quick response revealed how effective it was for them to leave the flash cards on the walls during the week, and changing their order forced them to remember the correct order of food amounts in a healthy diet. The students could quickly recognize the pictures and properly spell the words.

In the third class the topic was *in a restaurant* and the principal objective was to develop intensive and extensive listening skills, and also to practice language for giving and receiving orders in a restaurant.

The flash cards for this class were the same ones that the teacher brought in the first two classes but she took out the labels that had the names of the different foods from the flash cards, this activity forced students to remember, this time to differentiate healthy food from fast food from previous learning.

The teacher asked students to group in two teams. Then they were asked to try to recognize the name of the picture that the teacher was pointing at as quickly as possible.

After making that activity for a while, she displayed some names of foods on the desk and asked for a particular food that the students had to point on the hanging flash cards. The first student to run to the desk and find the correct one was the winner. These activities created a fun environment which always captures the interest of young people for a meaningful learning.

The topic for the fourth class was *healthy eating* and the objective was to develop extensive and intensive reading and speaking skills, once more the same flash cards were used to make students practice some conversation among them, using the flash cards as examples for their pair work.

The students were asked to speak in turns naming and describing their favorite foods from the flash cards. This game made the students verbalize what they had learned during the week through the different techniques that were effectively applied by the teacher.

In the fifth class the flash cards were still hanging on the walls, the teacher made a review of the previous classes, motivating students' active participation to help them reinforce their speaking ability. This teacher used the visual learning style that motivated the active participation of the students; creating a positive learning environment.

In all five classes the teaching material was of good quality, the topic of the lesson, and the applied material was appropriate for the age and for the proficiency level of the students.

Whiteboard

The topic for the first observed class was to teach students about *food and health*, the objectives were to review and practice determiners with countable and uncountable nouns, and develop intensive reading, listening and speaking skills.

In this class, the teacher proceeded to use the left side of the white board quite effectively with different colored markers to write vocabulary related to the topic of the class, and help the students begin to identify the necessary words and leaving enough room for students' written examples.

The students were able not only to see the spelling from the board, but also to observe and visually classify the countable and non-countable nouns with the examples the teacher showed them like sugar and cereal for the uncountable nouns and fruit and vegetables for the countable ones. This effect would create a meaningful acknowledgement of the information displayed with the flash cards from previous classes.

The topic of the second class observed was *food groups* the objective was to develop speaking skills, review and practice determiners with countable and uncountable nouns, in which the white board, was appropriately used to write on some practical examples, using red and blue markers to differentiate them and capture students attention.

In the fifth observed class the teacher made a review practicing vocabulary from all the topics of the previous four classes they had with new ideas and examples from the list of foods the teacher previously wrote; she also send home work, and asked them to elaborate the menu for a pick nick they were going to have in the next days.

In this grade the whiteboard was the appropriate tool, since the teacher used it to spell the new words creating an attractive visual effect

to catch the students' attention. The information displayed on the board was clear and colorful; the colored markers used by the teacher to write on the board made the students keep their sight on each word and some details such as spelling, taking advantage of those youngsters whose learning style is visual, perfectly appropriate for them at a pre-teen age.

This way of making use of teaching materials makes it fair to mention what Araya (2007, p. 13) states in this respect, when she claims that "the way materials are used in classroom should be a critical, conscious process." this teacher elicited the right material and correct approach for her EFL classes obtaining, as a result, students who were actively motivated to learn.

9th Grade

White board

The topic of the first observed class in this grade was *famous people*; the objective of this class was to get to know some famous ones to develop speaking skills. They talked about Selena and Charles Chaplin.

The white board had good size and quality, characteristics that facilitated the teachers' work, which proceeded to write on it some personal details about those two famous people, details like: when and where they were born, what did they do for work etc.

Some new vocabulary words with the topic of the class were written in the left side of the board and the corresponding meaning of

each one of these words were written at the right side of it. The words that the teacher wrote were: who, where, what, he/she is, he/she was from, and he/she was a/an.

All this written information had the purpose to make some questions about those famous people, using the first three words, and asking the students to use the other ones to answer the questions she made.

The students were asked to copy and memorize them at home. During the class the teacher chose which student should participate in the construction of questions, using the words written on the board, and instructed the rest of her students to be quiet until she allowed someone else to participate.

For the second class the topic was about *a famous scientist*, and the objective addressed to develop reading and speaking skills. The teacher proceeded to write on the board some information about Albert Einstein like where was he born (Germany), the year (1879), what he liked to do (play the violin), and what he was (mathematician and physicist), the teacher translated every word and asked students to memorize them as homework.

After concluding the activity, she asked everyone to repeat after her several times the following phrases with the corresponding answers like: Where he was born?, when he was born?, what was he?, and what did he like to do?.

The third observed class had as topic *biographies* and the objective was to develop intensive and extensive listening skills the teacher copied a list of details about Cantinflas' life, like where and where he was born (Mexico July, 1920) his profession (actor) and when he died (1993).

Again the teacher instructed her students to memorize the information, and sent it as homework, then she started reading the tape script from the textbook several times, making students listen to it, then she asked her students to answer to the questions she made, using the information from the board and choosing a student to participate.

The fourth class that we observed in this grade had the topic a *South American hero*, Simón Bolívar, the objective of this class was to review the past tense and develop reading skills.

Once more the teacher repeated her routine writing on the board some information about the hero, the vocabulary for questions and answers was the same, what changed was the information about the hero like: he was born in Caracas in 1783, he wanted to free South America and he died in Colombia in 1830. She wrote the translation of every word, and sends to memorize it as homework.

After giving the same instructions she did in the last three classes, the teacher choose which student she wanted to repeat after her and who was going to participate with the memorized words from previous classes.

During the observations, the researchers were able to see that the white board in this grade was used to write only new vocabulary words on it. No different colors were used on the white board, being aware that the board was big enough to use it for different activities in class that could have made classes more interesting provoking students' participation like making them write sentences in turns, write matching lists, make some drawings, among many other activities to capture students' attention and motivate their learning, taking advantage of the benefits of the visual style a teacher can apply when using the whiteboard the board; sense teenagers are very active people who are always looking for new things to discover, especially when learning and having fun at the same time.

As a result, the students attitude clearly showed they were bored with their EFL classes, maybe do to the fact that they were not allowed to spontaneously participate and make use of the only material they had access at the time, except from the textbook.

This was a case of teacher centered class, in which she did everything, and even decided which student could or could not participate.

The teaching materials were of good quality, the topics for the observed classes were pertinent considering the students' age, the way they were approached by the teacher were not appropriate for students,

considering their English level, since it is very low they should be motivated and encouraged to feel the need to learn.

Additionally, the teacher taught her classes translating every word and phrase constantly, perhaps she is not aware of the different uses one can give in class to a board that has those good quality characteristics, and instead she seemed not to know how to apply any teaching method at all. When she was asked by the researchers to fill the survey which pointed to know her opinion about the importance use of the supplementary materials, she clearly expressed her disagreement not considering them as necessary to teach EFL to her students.

It is fair to mention what Silverstain (1994, p10) sustains by claiming that “It becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular reading... to encourage students to take risks, to ignore their impulses to be always correct”. The teacher should be the one that facilitates the learning process for the students by understanding how the learners learn. In this particular case the teacher does the opposite for the accomplishment of the goals of any EFL class.

This particular case confirms the theory of Brown (2011, p xi) that states “...language teachers must be technicians, well versed in the pedagogical options available to meet the needs of various ages, purposes, proficiency levels, skills, and context of language learners

around the globe” a statement that all teachers must have in mind before approaching their EFL classes.

10th Grade

Flashcards

The topic for the second class observed was *dirty water*, the objectives were to build awareness about the importance of healthy habits and develop extensive reading skills.

The teacher brought several flash cards to accomplish the goals for the topic of the lesson; she proceeded to stick them on the walls all over the classroom before the students came into it.

The pictures on the flashcards had good size and bright colors, they were from magazine cuts and some drawings that were elaborated by the teacher herself, and these contained pictures of: a river, a lake, a glass of clean water, a can with dirty water, children playing with dirt, a sick man on a hospital bed, a picture of two kids washing their hands before eating, one of a man taking a shower, and a picture of a rainy day, there was also a drawing of the water cycle. These pictures helped the students keep their eyes on the flash cards all the time.

The class was developed around the importance of knowing how to use water in the best way, like taking a shower instead of bathing, and acquiring good habits like washing hands before eating, and drinking clean water to avoid getting sick; for this purpose the teacher made the students read the information from the textbook so they could relate it

with the pictures of the flashcards that were hanging on the walls to accomplish with the goals of the lesson, having them as visual examples.

The topic for third observed class was *dirty water*, the teacher made a brief review of the last class with the objectives to build awareness about the importance of healthy habits and develop extensive reading skills.

When the class began, the teacher invited students to participate in pairs and discuss about the importance of knowing how to properly use the water with the information they could find in the flashcards, and they were also asked to create their own flash cards with drawings of different places where they could find water in the different stages, like: gas, solid or liquid. This activity was exciting and motivated students to give their best.

In the fourth observed class the topic was *the water cycle*. The objective was to develop listening skills and provide links with other areas of curriculum e.g. science.

In this class they talked about plants, about how these need water to grow, and how people and animals need water as a vital source; some properties of water in its different stages were also addressed, like: how it evaporates when it gets to form the clouds, or how it goes back like rain into rivers and oceans.

The flashcards that were still hanging on the walls helped the students understand better the water cycle; at the same time it motivated the students to use the new vocabulary words they had learned in previous classes the last few days.

The possibility of looking at these pictures while listening to the explanation was absolutely helpful for students to focus their attention and consequently achieve a meaningful learning.

The flash cards used in the four classes had good quality, were very creative and well elaborated by the teacher, with drawings of the different states of water considering the topic of the class (*water*), its uses and states.

The content of the topic was appropriate for the student's age and pertinent to the English level they had. These motivated students' participation, providing them with a clear understanding of the topic of the lesson.

In fact, the visual learning style applied by this teacher in her EFL classes, and the active participation of the students when elaborating their own flashcards, allowed her to take advantage of all the benefits this teaching method can give, at the same time she provided a positive learning environment.

As a result students were motivated to learn using their visual sense and creativity.

White board

In this grade the white board was new, and had a good size, allowing all student to see what the teacher was writing or drawing on it.

The topic for the first class was *the uses of water*, the teacher gave some instructions from the text book, and wrote some new vocabulary words which were: influence, protect, prevent, provide, and supply, she used the different colored markers to catch students visual attention writing a few phrases as examples with the new vocabulary she wrote at the left side of the board, then invited students to participate with examples of their own.

In the second class the topic was *dirty water*, the objective was to raise awareness of the importance of water and to develop extensive and intensive reading skills.

The vocabulary words from the previous class were written once again on the white board by the teacher before starting the class, then, she invited the students to feel free and go to the board to write any new phrase that would come up with, using the vocabulary words from the board.

In this way, the teacher created a support system that made the students feel confident by looking up the words they needed on the board when they wanted to write or speak.

For the third observed class the topic was *dirty water* again, after making a brief review of the previous class, the teacher instructed her

students to work in turns to write on the board some sentences with the vocabulary words they could get from the flashcards hanging on the walls, and the words that were written on the white board; all students were able to participate with this activity.

The topic in the fourth class observed was *the water cycle* the objective aimed to develop listening skills and provide links with other areas of curriculum e.g. science.

In this class the teacher made three drawings on the board beginning from left side of it; she wanted to explain the water cycle. First she made a drawing of the ocean, then one of water evaporating from boiling water, and finally she draw a cloud with rain drops falling into the ocean; all this was done to explain the different states of water in the water cycle.

The good quality and size of the white board, allowed the teacher a good performance with colorful drawings that attracted the students' attention.

The topic for the fifth class *water*, making a brief review of the previous class, the teacher motivated students' participation inviting them to write on the board a list of the new words that they had learned in previous four classes, the words were: liquid, gas and solid, this helped them refresh their memory as well as acknowledge the information in a meaningful way, she invited them to work in pairs explaining the water cycle to each other.

The board was used in all five observed classes in a very creative way from the very beginning, using color markers in blue and red to draw and write new vocabulary words, and making students participate writing on it.

All these activities allowed the teacher to take advantage of the visual learning style she applied with her students, and motivated them to center their attention on the wide and attractive display of words and drawings on the board, provoking their active participation.

Considering the age and English level of these students, the topic was pertinent and appropriate for them, as well as the quality of the material used. The method used by the teacher was visual style, and it was perfect for active curious teenagers.

It is fair to mention what Araya, (2007, p. 9) claims with respect to the supplementary materials expressing that: "...far from considering materials necessary because they are instruments to access the target language, they are one of the most powerful ways through which ideological attitudes and values can be developed in the classroom" under this point of view the approach used by this teacher to approach the topic of the lesson, goes in agreement with what Araya claims.

Private High Schools

The supplementary material the researchers found was being used in private high schools during the research, was in some way different from the one used by the public school in terms of technology, a factor

that allows teachers and students to have direct access to a more up to date material, as explained in the following analysis.

8th. Grade

Animals, rocs, fruits and plants

The teacher brought into her classes different plants, a rose, a bean plant and a potato plant, small animals, like: a spider, a fly, and a frog; a glass of water and some rocks of different sizes and shapes. Some items like fruits were brought by the students by previous request of the teacher.

This week's topic would teach students the difference between living and non-living things, and the objective was differentiating between the living and non-living things that surround us.

After greeting her students, the best way to begin the first class for this topic was with the animals, rocks, fruits and plants that the teacher and students had brought in to the class. She held the objects one by one up for all the students to be able to see them and asked questions such as do you know what this is?, Where can we find this? What function does it have in nature? Does it help us in any way? And do you think it breathes or needs to eat to be able to survive? While she kept asking these questions, she would pass the object they were referring to so that every student had the opportunity to carefully look at it.

Both the questions, and the objects were the appropriate tools since it created an interactive class that made the students focus their attention on the different features of the objects presented by looking at them, touching them, smelling, tasting some of them, and analyzing carefully each feature to be able to recognize the differences between *living and non-living things*, and achieve the purpose of acknowledging the way they influence the environment.

The different colors, textures, tastes, shapes and features in general of the chosen material for this topic, was ideal considering the ages and the different learning styles such as visual, kinesthetic, and auditory, in cases when something fell or the frog croaked.

Although the students came in direct contact with this realia only on the first class, some of the objects were kept in the classroom during the week for the students to take a look at them if they found the need.

The colorful display on a long table at the far side of the classroom under the window, as well as the different shapes and textures, was pertinent for the objective of the topic and kept the students interested in looking, touching, and comparing them constantly.

This way of approaching the youngsters made the class clear and easy to acknowledge.

Whiteboard

The white board was used from the second to the fifth class. It had good quality and size which allowed a proper performance for the teacher and the students.

The teacher wrote different vocabulary words on the board, related to the topic of the lesson, words like: soft, hard, skin breathes, eats, moves, colorful, shelter, food. The different colored markers, along with the explanation, and drawings when applicable, created a visual effect on the students that were able to concentrate on the meanings as well as the spelling.

The board was divided in two sides. On the left side she copied the words related to living things, and on the right side using a different color marker she wrote all the words related to non-living things; she did not tell the students why the board was divided, or why some words went on one side and others on the other side. There was a space on top for a title, but it was empty for now.

The teacher continued to copy all the words the students would mention when they saw the objects and answered the questions on the corresponding side of the board.

All the display of words on the board was the appropriate way to transmit the information clearly and effectively through the students' own analysis where they finally discovered the title of the chart was and

the names of the two different groups: Living and Non-living things in nature.

The approach of the teacher using the board in the best way possible, created a positive environment for meaningful learning since the students felt well, knowing they had done most of the work. The strategy applied as well as the materials that were displayed were pertinent to accomplish the objective of the class, and appropriate for all the learning styles and ages found in this class for young teenagers; in concordance with the way Richards & Rodgers (2007, p. 246) think when referring to teaching methods, by claiming that: “methods can also be seen as a rich resource of activities, some of which can be adopted regardless of one’s own ideology.”

9th. Grade

Power point presentations

This class was very attractive even to us as adults. The subject was Human Geography and the topic was *Do we live in villages or cities?* And it had the objective to help students distinguish between rural and urban settlements.

From the first to the third classes, the researchers observed how the teacher had prepared many different images and projected them on the board. Such images were full of color with crops, mountains, cattle, a well, and wattle houses that clearly lacked electricity, phone lines and running water; contrasted with the images of skyscrapers, malls,

supermarkets, sophisticated homes with public services, pavement streets, cars, and buses.

In each of the three classes where these images were displayed, starting with the ones from the rural area, continuing with the ones from the urban area, and at last in the third class a mixture of both types of settlements were projected; the students were asked to describe what they could see trying to pick up on details. The objective was to have the students find the similarities and differences among both on their own.

These images made the differences perfectly clear to all spectators who focused on all the details until they reached the point where they were prepared to establish some conclusions, and make definitions through observation and by answering to questions like: where do you normally see houses like this? What do you think it looks like inside? What does this family have? What do you think the people who live in this house do for a living?

The In Focus was definitely an appropriate tool that turned the class into a visual attraction which made the topic clear and understandable for students with a visual learning style through the images projected, and for those with an auditory learning style through the different sounds from the cattle, and cars among others. All these aspects together were also pertinent for the purpose of the class and age group.

Whiteboard

In this case, taking advantage of the good quality and size of the white board, it was used in a very different way for the first three classes, projecting on it colorful images of crops, mountains, cattle, a well, and wattle houses that clearly lacked electricity, phone lines and running water; contrasted with the images of skyscrapers, malls, supermarkets, sophisticated homes with public services, pavement streets, cars, and buses.

After staring at the white board for a while, the students were able to easily distinguish all the differences between villages and cities; the projection got to be quite effective to achieve the goals of the class. The colors and dim lighting caught the student's attention at all times as well as their interest in the topic.

This whole combination displayed on the board was of a wonderfully clear quality, perfect for a group of curious pre-teens.

The first class began with different images of a rural settlement (crops, mountains, cattle, a well, and wattle houses) projected on the surface of the board; the students kept their eyes on the white board at all times and seemed very interested in the details.

For the second class the same procedure was followed, but this time there would be images of an urban settlement (malls, skyscrapers, supermarkets, sophisticated homes, pavement streets, cars, and buses).

Once again the board was the center of attention for the students that were anxious to find more new aspects of the images.

On the third class, the images of the prior classes were projected all at the same time. The board was an amazing tool that provided the clarity required for the students to be able to recognize as many aspects as possible from the two different types of settlements displayed.

The fourth class consisted of a list of new vocabulary words like: crops, mountains, cattle, well, wattle house, malls, skyscrapers, supermarkets, house, and pavement that were displayed in two lists on the board in different colors according to what type of settlement they belonged to for the students to be capable to fully understand the topic. Again the different colors helped the students focus their attention on the board and not elsewhere.

On the final class, the teacher provided different colored markers for the students to write the definitions of each type of settlement, to create a contrast and compare the chart; the students would go to the board and add the words they considered appropriate for the chart.

This activity seemed different, appropriate and effective, especially for those students who seem to have a difficult time staying still in their seats; they constantly raised their hands wanting to approach the board and contribute to the class with their ideas. This activity was both appropriate and pertinent for kinesthetic, auditory and visual learners of 13 to 14 years of age.

In this case what Araya, (2007, p.9) states in respect to supplementary materials that, "...far from considering materials necessary because they are instruments to access the target language, they are one of the most powerful ways through which ideological attitude and values can be developed in the classroom."

This is a fact that the teacher in charge of this grade seemed to have in mind when preparing the class, which helped him to accomplish the goals when approaching the target language, capturing the students' attention and motivating them to learn, in such a way, that they were having fun when learning.

10th Grade

Flash cards

The size of the flashcards was appropriate, as well as the pictures on them were clear and colorful, perfect for the students to begin to feel curiosity on the content of the story they were about to read.

The subject was literature, the story "Look mom, no cavities", and the objective was to recognize titles that are "grabbers". The topic and objectives were accomplished in five classes.

In the first class the teacher stuck the flash she brought on the upper side of the white board, with the title of a book. The card was of a good size, rectangular and held in a horizontal position. Though it was white, the title "Look mom, no cavities", in big letters with an attractive

font was enough to begin to intrigue the students on what the story they were going to read was about.

The objective of this flash card as well as the one used the next day was to entice them into the reading. This strategy created an intriguing sensation among the students that began to speculate what the story may be about. Near the end, the kids were asked to jot down their ideas about the content of the story for homework.

The second class was expected with quite some enthusiasm as they hoped to begin to read the story, the topic for this class was the same from the first one, and so was the objective.

However, the teacher had prepared another flashcard where there was a drawing of a cobra showing its fangs and she placed it next to the other one she brought the day before.

The question this time was: What does this picture have to do with the title? The students went on for several minutes brainstorming ideas on the relation between the two flashcards. This activity motivated the participation of the whole group during the entire class.

The quality of the flash cards was good and attractive. These were prepared and displayed in an appropriate way, the content in relation to the students' needs was also pertinent and worked perfectly with the topic of the class and the age of the group, especially for those visual and auditory learners, to help them achieving the goals of the class in many aspects.

Whiteboard

During the third class the topic of the reading was “Look mom, no cavities”. The students skimmed the story for new vocabulary like: fangs, jaw, swallow, scales, and poison among others, which the teacher copied on the board which had the proper size and quality. Using different colored markers, the teacher classified nouns and verbs.

After completing the list, the students would try to figure out from the context what the words meant. They thought knew answers, and were asked to write them on the board, the correct meaning was then written by the teacher if necessary; to provide all the necessary information for the students to look at on the board while reading.

This class had the objective to provide as much vocabulary as possible before getting in to the reading, which made the students pay close attention not only to the meaning of the words, but also to their spelling and grammatical function.

In the fourth class the board was used to display once again the vocabulary words from the previous lesson, and some new words that were found while reading like: fangs, jaw, dislocate, swallow, scales, constriction, and poison.

This was quite effective since the students were able to look at the board to make sure they understood the story; it was a good and appropriate way to make them feel confident about the reading, and to

make sure the extensive reading also became meaningful knowledge for them.

The fifth class is where the objective of this particular topic was accomplished. Once again, the students began to give their opinion on why the title of this story was called a “grabber”. Ideas such as interesting, catchy, and inviting were written on the board.

After a while, the students were able to read carefully off the board all the ideas and figure out what the definition of a “grabber” was. Finally, they thought of new titles that would be appropriate for the story.

This whole combination displayed on the board was of a good and clear quality, as well as pertinent for a reading class at a pre-teen age, the teacher in this class accomplished the goal of making the class meaningful and interesting when the students actively participated for giving the answers, motivating them to learn in a catchy way.

How the teacher approached this class, goes with the theory of Brown (2011, p xi) that states “...language teachers must be technicians, well versed in the pedagogical options available to meet the needs of various ages, purposes, proficiency levels, skills, and context of language learners around the globe” a statement that all teachers must have in mind before performing their EFL classes.

Careful attention must be put in each class description. Despite the financial differences among the two observed high schools, their

location, the infrastructure, the social background and the students' health conditions and needs, it is possible to see how the imagination and creativity of a teacher can become more meaningful in a classroom than all the sophisticated equipment that one can possibly think of.

Even though the private high school teachers were provided with all the necessary materials for their classes, some of them used simple objects found at no cost to obtain the goal they were searching for.

It is also fair to be aware of the amount of hours of English classes devoted for this purpose in the public high school versus the private one. This becomes limitation when the public high school only receives five hours a week, and the private one is exposed to the target language fifteen hours a week; teaching subjects such as: history, human geography, oral language, and science among others.

In addition, the private school has incorporated into each classroom a projector, which clearly gives a great advantage to the teachers and students of the private high school over those who attend the public one.

Another important issue that has to be mentioned is the one that has to do with the level of instruction of some English teachers, since this is a matter that also affects in a great way the quality of English being taught to the students, and their motivation to learn EFL.

Comparative Analysis

Comparing the supplementary material used in the researched public and private high school, it was found that in the eighth grades as illustrated in chart nine that there is not much difference.

In the public high school the teacher, in the researched classes, used only flashcards and white board meanwhile, in the private high school the supporting material used included white board and realia.

In terms of frequency, it was found that the whiteboard represented 37,5 % of the times in which the teacher used supplementary material in the public high school but 44,4 % of the total times (9) in which supplementary material was introduced to teach a lesson and to achieve the set objectives.

Regarding flash cards, chart 9 clearly shows that there were used only in the public high school. The teacher illustrated her explanation with colorful and well elaborated flashcards, the size, the pictures, the colors and labels of them were appropriate and students were able to see all these characteristics that motivated their interest in the topic of the lesson in a 62.5% of the total times of use of the materials. As it is well known, motivation is a very important factor for students to acquire the target language, and that is exactly what this material provoked on the students.

In the private school the teacher gathered some sorts of realia related with the topic for the students to acknowledge things such as

animals, plants, rocks, and fruits that had different sizes, textures, tastes and smells. The realia chosen for the class in the private school was used in a 55.5% of the total times of use of material.

There was no audiovisual or audio material, neither online in any high school, which shows that although in the private high school the teachers have the equipment and resources for it, not all of them are adequately prepared or willing to make use of those kind of materials, instead they hang on the traditional ones, as stated by the teachers themselves about not being confident in the use of technology.

In both cases, the supplementary material used (flashcards, whiteboard, and realia) motivated students interest for learning the topic of their class. The material used for approaching them was the appropriate tool to catch students' attention to complete the process for the teachers' goals.

Nevertheless, there must be addressed students preferences which point to the online materials, despite their social or economic background, almost all of them are familiarized with technology.

Chart number ten, shows the frequency of use of supplementary materials in the nine grades of the public and the private high school. Both schools used supplementary materials, the difference was that while the teacher from the public school used it in four of the five observed classes, that in terms of percentage it means that the 90% of the total of times in her five classes, not necessarily reflecting

effectiveness of the use of the blackboard; she used it only to take note of vocabulary, ignoring the many ways in which a board can be used, with no creativity of supplementary material. As perceived by the researchers, all this, attitude was the resultant of lack of knowledge or experience on the educational field of the teacher in charge of this grade.

On the other hand, the teacher from the private high school made use of the whiteboard and power point presentations in all the observed classes, he took advantage of the equipment he had, and used the projector along with the white board with clear and colorful images that the students did not allow anything to distract their attention. It motivated students' effective learning. In this case, both the projector and white board were used in a 100% of the time.

When comparing these two classes, it is clearly visible how one teacher lacks imagination and knowledge on how to approach in an appropriate way and with a suitable method the group of students she was in charge of.

The private high school teacher instead, went out of his ways to perform a memorable class for the teenagers awaking their interest from the first moment he presents the class to his student provoking an active participation relying on the teaching tools he had to accomplish the topic of his class, arousing the group with a feeling of motivation to learn English in context.

Chart eleven shows the frequency of use of supplementary materials that was found in the tenth grades of the public and the private high schools that were observed.

As illustrated in this chart, both schools use supplementary material for their EFL classes they both use flashcards and the white board with a small difference in terms of frequency of use of the teaching aids corresponding to the flashcards, the preference of both teachers seemed to be the same when approaching their English classes.

In terms of percentages, the public high school used flash cards in a 44,4 % of the total times of use of material and the whiteboard in a 55,5% from the total of the use, with a difference of two points above the private one that used flashcards in a 28,50% of the total times, and the whiteboard in a 71,4% of the total. In terms of the general use of supplementary material, both schools in this grade used teaching aids the 100% of the times for their classes.

In the public school the students had a chance to visualize what they were learning through the use of flashcards and the whiteboard.

Although public high school does not have many facilities, it is fair to admit the teachers' creativity and knowledge helped her take advantage of the importance of teaching materials to accomplish their goals.

In the private school the students were enticed to read the story using only a few flash cards and the whiteboard, all along the process they visualized and learned the spelling and the grammatical function of new words.

Findings in this study showed that the use of supplementary materials between the public and private high schools, as shown in chart number twelve; from the fifteen classes that were observed in the 8th, 9th, and 10th grades, the highest frequency of use of teaching aids correspond to the private high school with a total use of 26 times, and the lowest frequency corresponds to the public high school, with a total of 21 times of use of teaching aids, giving a total difference of 4 times.

The study also showed that the most commonly used teaching resources were flashcards and the white board when teaching EFL.

Conclusions

- ❖ The results showed that both public and private high schools made use of supplementary material, though it was not varied.
- ❖ There was a small difference in frequency of use of supplementary materials between public and private high schools, because the teachers from the private one used more variety of them in the observed EFL classes.
- ❖ The materials that are most frequently used in the two researched high schools were flashcards and the whiteboard.
- ❖ The private high school had the tools and resources to use On-line materials, but none of their teachers made use of these resources with their students.
- ❖ The material used in both schools, in most of the cases were appropriate, they had good quality and were creatively elaborated by the teachers and students.
- ❖ With the information gathered from surveys applied to the teachers, the researchers found that not all are prepared and open to the idea of using technology as teaching aids.
- ❖ According to the information obtained from the surveys applied to the students, the young generation is “In” with the use of technology, On-line materials are popular among them, even

though none of their teachers made use of them in their EFL classes.

- ❖ Audio material was not used in the observed classes, which does not necessarily mean that the teachers are not considering the auditory or kinesthetic style; however it does confirm that the visual learning style is preferred among teachers.

Recommendations

- ❖ English teachers should be provided with different supporting materials for their EFL classes, in order to help students in their learning process.
- ❖ Public and private high school authorities should train and update knowledge of all their English teachers in order to benefit the learning process of the EFL classes in Ecuador.
- ❖ English teachers should make use of On-line materials in their EFL classes to take advantage of the preferences of the new generation.
- ❖ Teachers should work in finding ways to motivate students and share new and creative ideas with their co-workers in benefit of English language improvement.
- ❖ All EFL professionals should strengthen their knowledge researching and updating new methods, strategies, and techniques to apply on the use of teaching aids in EFL classes to improve education in our country.
- ❖ English personnel should be aware of the great array and variety of teaching materials and remember that the textbook is not the only didactic resource to awake students´ creativity and cover all their learning requirements.

REFERENCES

- Araya, K. (2007, October 29). Teaching Material: A critical position about the role they play in language, *Revista Electrónica Actualidades Investigativas en Educación*.7, 1-16
- Arayadoust, S.V. & Lashkary, H. (2009). "Teaching Aids: Effective in Iranian Students' Lexical Acquisition?" *Asian EFL Journal Press*.11, 3, 329-352
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language pedagogy*. (2nd Ed.) San Francisco State University.
- Gower, R., Phillips, D., & Walters, S. (2005). *Teaching Practice: A handbook for teachers in training*. Thailand: Macmillan Publishers Limited.
- Kelsen, B. (2009, February) Teaching EFL to the iGeneration: A survey using you tube as supplementary material with college EFL students in Taiwan. *CALL-EJ Online*.10, 2.1-12
- Leh, A. S. (1999, October). Computer Mediated Communication and Foreign Language Learning Via Electronic Mail. *IMEJ Journal*, 1, 2. 1-10
- Phuong, V.T. (2003, September). The Contribution of Multimedia Tools to EFL Settings Unfamiliar With Technology. *Asian EFL Journal*, 5, 3.1-11

- Raimes, A. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- Richards, J.C. & Rodgers, T.S. (2007). *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press.
- Shiao-Chuan, K. & Tun Whei, I.Ch. (2002). Students Perception of English Learning Through ESL/EFL Websites. *TESL- EJ*. 6, 1.1-14.
- Silverstein, S. (1994). *Techniques and resources in teaching reading*. New York: oxford University Press.
- Wolfolk, A. (2007). *Educational Psychology*. (10th ed.) United States of America.

Annex A OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS No

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	
	dialogs	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

Annex B

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? (for example, activates participation, awakes students' interest and curiosity?) yes _____ no _____ Why?

How do you consider the quality of the used material?

Annex C
STUDENTS SURVEY

TYPE OF INSTITUTION : PRIVATE () PUBLIC ()

DATE: _____

CLASS No _____

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 la clase?						
¿crees que el material didáctico utilizado te ayudó a participar más en clase?						
¿con qué materiales crees que aprenderías mejor el tema de clase?						
<p>VISUALES</p> <ul style="list-style-type: none"> • flash cards () • diapositivas () • mapas () • gráficos o fotos () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 		<p>AUDIO</p> <ul style="list-style-type: none"> • canciones () • diálogos () • historias () • cuentos () <p>AUDIOVI SUALES</p> <ul style="list-style-type: none"> • videos () • películas () • documentales () 		<p>OBJETOS REALES</p> <ul style="list-style-type: none"> • objetos () (juguetes, plantas, frutas etc.) <p>ONLINE</p> <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 D

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?

What type of supplementary material do you 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% () 30% () 75% () 90% () Why?

Annex E Charts

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		
	dialogs		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Authors:

Source: 8th, 9th, 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		
	dialogs		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Authors:

Source: 8th, 9th, 10th grades

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

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

Authors:

Source: 8th grade

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

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

Authors:

Source: 9th grade

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

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

Authors:

Source: 10th grade

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

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

Authors:

Source: 8th grade

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

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

Authors:

Source: 9th grade

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

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

Authors:

Source: 10th grade

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

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

Authors:

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

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

Authors:

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

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

Authors:

Chart Twelve: Frequency of use of supplementary material
in 8th, 9th, 10th grades of public and private
high schools.

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

Authors: