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

Trabajo de fin de titulación

Autor:

Mármol Cisneros, Juana Isabel

Mención:

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Directora:

Solano Jaramillo, Lida Mercedes, Lic.

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Licenciada

Lida Mercedes Solano Jaramillo

DIRECTORA DEL TRABAJO DE FIN DE CARRERA

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Juana Isabel Mármol Cisneros

C.I. 171150125-2

AUTORÍA

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C.I. 171150125-2

DEDICATION

I dedicate this research to God for his endless love I was able to finish this thesis.

This work is also dedicated to my parents, Luis and Luisa who have offered me unconditional love and support throughout the course of this thesis.

Moreover, I dedicate it to my beloved family (César, José, Fernando, Victoria, Renato, Diego, Doménica, Alejandro, and Rafaela).

In particular, I wish to thank to my dear husband José Arturo and my brother César, for their support, love and encouragement.

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Mármol Cisneros, Juana Isabel

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ABSTRACT

The theme of this research refers to “The use of supplementary materials in EFL classes”. The main purpose of this study was to determine and compare the type of supplementary materials that are being used in public and private high schools.

This study was performed in the city of Santo Domingo de los Tsáchilas, for this research two high schools were selected at random, one public and one private. Five classes were observed in 1st, 2nd, and 3rd grades in both high schools respectively.

The methods applied in this research were: qualitative to get descriptions of class observations and quantitative to compare the frequency of use of supplementary materials between public and private high schools.

This study demonstrates that supplementary materials are not being used frequently in Ecuadorian public and private high schools. Being the visual aid (whiteboard) the most used supplementary material in both high schools.

Moreover, teachers from public and private high schools only in some classes took into consideration the content of the class, the students’ level and their learning styles (visual, auditory, and kinesthetic).

INTRODUCTION

The use of supplementary materials in EFL classrooms in public and private high schools is an important topic to be investigated because it will show the way that some teachers are using teaching sources and which types of supplementary materials are being used in each class.

The purpose of this research was to know if the teachers are using supplementary materials in their classes and how often the teachers use these materials in Ecuadorian public and private high schools.

In order to achieve the purpose of this study four specific objectives have been considered: a) “Identify and analyze the type of supporting materials used in EFL public and private senior high schools”. b) “Describe and analyze each one of supporting materials used in EFL classrooms in terms of pertinence (content), appropriateness (students’ needs), and quality (design and elaboration of the supplementary material)”. c) “Determine the variety of the supplementary material used in the observed public and private high schools” and, d) “Identify the most frequently used material in each one of the observed high schools”.

It is necessary to emphasize that this topic is very important because the use of supplementary materials in EFL public and private high schools can improve the students’ understanding and practical language skills, which is helpful and useful to ensure an effective result of the learning process and also, the use of supplementary materials help the teachers to enhance their teaching and get their objectives during each lesson.

In order to back up this research some previous studies have been carried out in this field. For example, Chwo, Jonas, Tsai & Chuang (2010), conducted a research in Hugkuang University in Taiwan. The main purpose of this study was to discover if

adopting supplementary materials in Taiwanese EFL programs can improve learners' listening and speaking proficiency.

This study had one limitation; there were inconsistencies in the survey technique. One group of students filled in the questionnaire during their break between classes, but when the other group was surveyed, the instructor stopped the class and instructed the students to complete the survey. The comment section of the second group was richer, implying that the students filled out the survey more conscientiously. However, when the statistical analysis of the questionnaire was done, these two groups were not differentiated.

According to Kelsen (2007), in his study the objective was to examine the use of YouTube as supplementary material with EFL students through surveying student's attitudes towards using YouTube to study English. However, this study had several limitations. The first limitation was that the questionnaires were only written in English. Second, the self-reported nature of the survey may have led to students overstating their answers as the course teacher administered the questionnaires. Another shortcoming is the relatively small sample size, especially in terms of the female students. Finally, the fact that all of the participants came from the same department means that the results cannot be extrapolated to the general student population.

Another useful study was performed in Bangladesh by Maniruzzaman (2010) who stated the importance of using audio aids in EFL classrooms and the necessity to increase these audio aids in the regular EFL programs. His research has the aim of investigating if audio aids are being used in EFL programs; how useful these are; and what are the students' and teachers' impressions concerning this matter.

During the research the authors found the following limitations: “lack of teacher training, inadequacy of audio aids and the indifference of the administration should be reduced considerably. That is, the arrangement of adequate and proper teacher training, availability of appropriate audio equipment and material, and necessary administrative support and monitoring can ensure the optimal use of audio aids in the EFL class, and thus guarantee the learner’s maximum benefit”.

On the other hand, it is relevant to mention that the main beneficiaries for this research will be students and teachers from EFL public and private high schools as through this investigation the researchers will reach to focus the teachers’ interest in using extra teaching aids in each one of their classes, getting as a result more motivating and more attractive classes. In this way teachers can have a better perception of how supplementary materials can help to improve and ensure the progress of the educational system in Ecuador.

The limitations identified in this study were two. 1) The number of observations (only five observations in each classroom) was not enough to obtain more accurate and favorable results about the supplementary materials that public and private teachers are using in their daily classes. 2) The sample size chosen was quite small; only five students per grade were surveyed. It did not let to accomplish a broad and a complete conclusion by surveying just one portion of the population.

Therefore, it is suggested that the size of the sample should involve more participants in order to get a more general and accurate analysis about the supplementary materials that Ecuadorian public and private high schools use. In addition, the field of research should not be limited to a few days of observation because it does not permit to the researchers to expand the investigation.

METHOD

Settings and participants

This study was carried out in the city of Santo Domingo de los Tsáchilas, during the 2011-2012 high school periods.

The field research started on November 22th, 2011 and ended on January 12th, 2012, taking into consideration the five variables proposed for this study. The five variables for this research were: visual, audio, audiovisual, realia and online. So, to conduct the field research, two high schools, one public and one private were chosen. Three entire classes were selected; the classes chosen were 1st, 2nd, and 3rd grades respectively from each high school. Five classes were observed for each grade selected; a total of 30 classes, 15 in the public high school and another 15 in the private high school. Each classroom was composed by adolescents ranging from 15 to 17 years old.

Procedures

In order to develop the Literature Review, the following resources were used: books, journals, and the Internet. In the same way, it was gathered information about other studies that have been done to determine the importance that the use of supplementary materials has in EFL classrooms was gathered.

Moreover, in order to develop this comparative investigation, qualitative and quantitative methods were used to carry out the proposal and interpretation of the data.

To carry out the present study the following techniques were used: reading, note-taking, and surveys. Among the instruments used were data collection formats, observation formats, and tables. Therefore, the techniques and instruments allowed to

gather information for the Literature Review, and to facilitate the process of information and organization of the results.

To tabulate and analyze the data during the field research, fourteen charts were used. The first eight charts dealt with qualitative tabulation .They were useful to analyze and describe each one of the supplementary materials used by 1st, 2nd, and 3rd grades, during the 30 observed classes, as well as the pertinence, appropriateness of the material used. The other three charts were used in order to present quantitative tabulation, which demonstrated the frequency of the different supporting materials used between 1st, 2nd, and 3rd grades of the observed public and private high schools. On the other hand, chart twelve showed the total frequency of each used material among public and private high schools. Finally, the last two charts determined the frequency and percentage about the used material in 1st, 2nd, and 3rd grades, respectively from each high school.

To conclude, based on the scientific support from literature review and the results obtained through the field research a descriptive analysis and interpretation of results were done. Then, all these procedures let to draw some important conclusions and recommendations that will be explained in further paragraphs.

DISCUSSION

Literature Review

It is very important to consider the use of supplementary materials in EFL classes because they provide a useful context for the students in which they can exchange ideas or opinions. Also, supplementary materials enhance the students' participation, and help them to understand the topic better when they are chosen and used appropriately. Moreover, it is necessary to mention that there are many kinds of supplementary materials that help the teachers to improve their teaching process and to have success in their classes, such as: visual, audio-visual, realia, websites among others.

Therefore, it is essential to consider some factors that will help to understand this topic, such as the following:

Teaching English as a foreign language

According to Lightbown & Spada (2006) teaching a foreign language is a very important measure towards communication, because when students learn a foreign language, they will learn more about their own language – the roots of words, grammar, etc. Also, they say that teaching foreign languages give the students a chance to communicate with people from other cultures; they can think in new ways and learn new ways of looking at the surrounding world.

In addition, Abbs & Freebairn (2008) give a similar definition for teaching a foreign language when they say that for the successful teaching of any foreign language, it is important the integration of the four basic skills: Reading, Writing, Listening, and Speaking.

On the other hand, Finocchiaro (1986) mentions that the success in teaching a foreign language depends on many factors such as the ability of the teacher to

manage and combine different techniques and methods during the class period; that is to say, teachers promote a friendly environment in the classrooms, create and organize materials, stimulate and maintain interest through different practice activities, to make the class interesting and entertaining.

Learners differences among children, adolescents and adults

Woolfock (2007, p. 109) states “our development as human beings is similar in many ways, but not in every way. Even among members of the same family, there are marked contrasts in appearance, interest, abilities and temperament, and these differences have important implications for teaching”

However, some researchers like Richard & Rodgers (2001) suggest that the use of these cognitive skills so valuable for many kinds of responsibilities can actually interfere with language acquisition draws on different mental abilities, which are specific to language learning. Cognitive maturity and metalinguistic awareness allow older learners to solve problems and engage in discussions about language.

Finally, in response to the previous arguments above Saville-Troike (2006, p. 15), argues that given the complexity of language, it is no surprise that even adults with their mature intellects rarely attain native fluency in a new language. “But almost all children, with their limited memories, restricted reasoning powers, and as yet almost nonexistent analytical abilities, acquire perfect fluency in any language to which they are adequately exposed, and in which they interact with others”.

Learners Motivation

Peacock (1997) claims that motivation is one of the keys to successful language learning; therefore, maintaining a high level of motivation during a period

of language learning is one of the best ways to make the whole process more successful.

Nevertheless, Saville-Troike (2006, p. 86) mentions:

Motivation largely determines the level of effort which learners expend at various stages in their L2 development. It is usually conceived as a construct which includes at least the following components:

Significant goal or need or the desire to attain the goal.

Perception that learning L2 is relevant to fulfilling the goal or meeting the need. Belief in the likely success or failure of learning L2. Value of potential outcomes/rewards.

Furthermore, Woolfolk (2007) reports that there are two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is determined by an interest or pleasure in the task itself, and exists within the individual rather than relying on any external demands. Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. While extrinsic motivation comes from outside of the individual, in particular, by rewards like money and grades.

Learning Styles

According to Harmer (2007), teachers have to understand that students have different learning styles, and then teachers should plan activities according to the student's needs and interests; in other words, teachers need to know what is good for each group and to be aware of certain individual's traits when putting students into pairs and groups. He also emphasizes that teachers need to recognize that some

students require more personal attention than others so they need different kinds of explanations and practice.

On the other hand, it is important to talk about how students develop the learning process, to this respect Woolfolk (2007) says that there are two kinds of learning approaches, one deep and another surface. When using deep learning approaches students apply critical analysis to new ideas, and they make numerous links to already known concepts, ideas and course materials. This leads to the construction of new knowledge and long term retention. On the contrary, when using surface approaches to learning, students display an uncritical acceptance of information with memorization of isolated and unlinked facts. This leads to superficial retention of material. These students tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others.

Finally, those previous views above can be added to the explanation given by Cooper (2010) when he claims that a learning style approach to teaching and learning is focused on the idea that students have different ways of using their strengths and abilities. There is a variety of theories of learning styles. One approach has four theories for learning such as: visual (watching), auditory (listening), kinesthetic (moving), and tactile (touching).

Teaching techniques for teaching adolescents

Schreiner (2009) notices that there are several motivating and helpful techniques teachers can introduce in their classrooms when they are teaching adolescents. First, teachers have to know that students have a limited capacity for attaining information in their memories. Second, teachers have to be conscious when they plan their lessons; that is, they can increase the information that students transfer to their long-term memory. Third, teachers have to be creative when they

teach a new topic; in other words, students learn better when the information that they get is interesting and motivating for them since the students can keep more information to the long term memories when they are learning something that appeals to their emotions, and preferences.

Furthermore, Littlejohn & Hicks (1999) emphasize that some students are not prepared for high school approaches because young adolescents require some needs such as the physical activity, opportunities for self definition, structure and clear limits, meaningful relationships with adults, competence, and creative expression be satisfied so that, both information and skills can go into long- term memory.

Finally, Hong & Morgan (2004) point out that the language instruction for adolescents should be concerned with learner's level, that is why, teachers need to keep them in activities or situations that require adaptation, through using teaching techniques which active and involve students to present challenges, taking into consideration each learners' styles.

Contexts for teaching English

Saville-Troike (2006, p. 27) states:

Microsocial focus relate to language acquisition and use in immediate social context of production, interpretation, and interaction ...these include level of formality and participants relationship to one another, and whether the interaction is public or intimate and macrosocial focus relate of language acquisition and use to broader ecological context, including cultural, political, and educational settings.

In addition, Holmes (2008) says that culture and communication are inseparable, because culture not only dictates who talks to whom, about what, and how the communication proceeds. Culture also helps to determine how people encode messages, the meaning they have for messages, and the conditions and circumstances under which various messages may or may not be sent or interpreted.

Gower, Phillips & Walters (2005) observe that teachers have to consider some facts like: The classroom's arrangements, for example the way teacher organizes the student's seats because it can help students to communicate better between them or to have a better view of the blackboard. The kind of decorations that teachers use in their classrooms, like posters or pictures with specific information already learned can also help students to remember information.

Supplementary material

Tomlinson (1998, p. 2) gives this *definition*: Supplementary material is considered as "anything which is used by teachers or learners to facilitate the learning of a language" and "anything which is deliberately used to increase the learners' knowledge and or experience of the language". It is something extra.

Referring to the *importance* of supplementary materials, Kitao (1997) argues that supplementary materials are the center of education because teachers and learners depend a great deal on them. Materials have to be appropriate for a particular class, it is also important to take into consideration philosophy, approach, method and technique that go well with students and their needs.

Additionally, the author says that there is a need to motivate students in language learning by making required changes in the preparation of materials. New technologies introduce a variety of teaching aids, which help and influence in the learning process.

Ganesan (2003) mentions that any supplementary material is generally prepared keeping the curriculum, prescribed to a specific level of learners and the core materials in view. There are many *roles* of supplementary materials, here are the most important: to support the classroom learning, provide opportunity to have more exercises and practices on the concepts learned, describe the diversity similar illustrations, and give additional information associated to the concept. In fact, materials with varieties in presentation can make learners to enjoy learning. They can be prepared in such a way to encourage different activities and promote acquisition of knowledge and they have to be selected according to the age group.

Types of supplementary materials

Visual

Gower, Phillips , & Walters (2005) mention that visual materials can take many forms in particular: pictures, charts, illustrations, photographs and diagrams. Using visual aids have several advantages such as to illustrate meaning more directly and quickly than through verbal explanation, attract the students' attention and aid concentration, add variety and interest to a lesson help make the associated language memorable, and help make a classroom a stimulating and attractive place in which to work.

Audio

Maniruzzaman (2010) says that “*audio* aids add a life-effect to the textbook and other printed material used to teach the target language”.

On the other hand, Richard & Rodgers (2001), say that audio materials can be helpful in ESL classrooms to increase speaking and listening skills as students can hear real native speaker's voice.

Audiovisual

Lan (2010) declares that videos can be used to introduce grammatical and functional structures and they are particularly useful if teachers want to practice listening and speaking, including pronunciation with a class. Although videos are not quite as common as audio in the classroom they are generally very popular with students and can add variety and a welcome change of focus in a lesson. Videos have several advantages over audio because the students can see as well as hear what is being said the recording is much closer to 'real life'. Video is much easier to understand; the facial expressions, the gestures and the physical background all give additional information.

Likewise, Abbs & Freebairn (2008) adduce that the visual element is attractive and commands the attention better than audio alone. Videos are often intrinsically more interesting, as many people are more familiar with watching television and video than listening to audio material other than music and songs.

Realia

Gower, Phillips, & Walters (2005) mention that authentic materials, are intrinsically more interesting and motivating because they are 'real', and they give students confidence when they understand them. They offer examples of language as it is really used. By being exposed to supporting aids students have the opportunity to get or 'pick up' language. The real cultural content of many authentic materials encourage association and comparisons (especially in a multicultural group). Authentic materials provide themselves to authentic tasks: in particular, getting information students may really need if they are planning a trip; listening to songs for pleasure; reading the menu of a restaurant they are going to eat in; etc. The use of authentic materials can be effectively linked with ways of helping students be more

independent learners: making predictions and guesses, using reference books (grammar and vocabulary books, dictionaries).

On line

Kelsen (2007) & Goodwyn (2004) argue that incorporating a YouTube moment or any other instructional video clip into a lesson plan can greatly increase understanding as well as enjoyment during the learning process. Kress (2003) refers that, if an interactive white board with internet capabilities is not available, many video clips from the web can be downloaded and embedded in a power point presentation for classroom purposes. Teachers should be sure to prepare students before watching the clip by telling them what to expect or what to look for and then following up with discussion questions that attach into the lesson plan.

This part presents and discusses previous studies related to the use of supplementary materials in EFL or ESL classes, studies that have been made in different parts of the world. However, it is necessary to mention that this section analyzes how the use of teaching aids can be a great tool to facilitate the teaching and learning process as they help the teachers to know and understand that they rely on different types of teaching sources apart from the book which can help the teachers to improve their teaching and achieve their goals in each lesson.

Chwo, Jonas, Tsai & Chuang (2010), conducted a research in Hugkuang University in Taiwan. The purpose of this study was to review textbook usage, adopting supplementary materials and learning strategies as to how students' listening and speaking proficiencies can be upgraded.

Researchers used a quantitative method for their study. Four sophomore listening and speaking classes were randomly chosen from non-English major classes to participate in the study in the fall semester 2008-2009. They were majoring in

Childcare (CC), Environmental Engineering (EE), Nursing (NR), and Computer technology (CT).

The students were divided in two groups: The experimental group (EG) that was formed by the (CC) and the (EE); and the Control group (CG) that was formed by the (NR), and the (CT). The groups of students that belong to the experimental group (EG) are instructed by different instructors; both instructors coordinated their teaching applying interventional model to contrast control group (CG) taught by another instructor following the departmental syllabus. Data were collected via three instruments 1) pre and post Chinese versions of Oxford's strategy inventory for language learning, 2) pre and post test from both groups, and 3) quizzes from experimental group (EG). The results showed us that in all the tests elaborated the experimental group (CG) outer performed the control group (CG).

The authors reached the conclusion that supplementary materials applied into the target non-major English promoted students' listening and speaking language skills. In addition, the authors recommend that more and a variety of supplementary materials can encourage in English listening and speaking courses besides standard syllabus to enhance strategy use and facilitate learning results.

Maniruzzaman (2010) shows an interesting research where he explores how useful the audio aids can be in ESL classrooms. The research was conducted in Bangladesh, the participants were selected from the students and teachers who were enrolled in the EFL programs in different universities. Throughout two different designed questionnaires for both groups respectively, the researcher gathered all the information required. This research is useful because even though it explores students' opinions it also explores the teachers' opinion about the topic. This situation gives the researcher the opportunity to get a wide view of the reality.

Finally, the researcher got the following conclusion, it is certain that visual aids are helpful and they are used in the majority of Bangladesh's Universities. But there are some factors as the lack of teacher training, the insufficiency of audio equipment and materials and the indifference of the administration that obstruct the usefulness of this supplementary material.

Kelsen (2007) observes that YouTube can be used as authentic material input and as a motivational tool.

The participants came from two sophomore conversation classes from 19 to 21 years of age. During the semester material from the YouTube website was used to supplement text book. All YouTube video clips were shown through regular class time using an in-class computer with a high speed internet connection and projector.

As a result, Kelsen suggests that both teachers and students can be involved in creative ways to incorporate YouTube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

Lan (2010) carried out a study in Taiwan to 254 freshman at Yuanpei University. This study aims to find out what genres of English movies students enjoy viewing, and whether subtitles (Chinese, English, or both) are indispensable to effective learning.

Previous to the viewing activity, participants were given a short list of vocabulary words and phrases used in each movie to prepare them for better understanding. A post viewing test was administered to the participants to see how much they had learned through the viewing activity. The test was designed to measure participants' ability to recognize the key words and target sentences that were repeated in the similar scenes throughout the film four or five times.

As a conclusion, using supplementary material in the classroom is a great support in the learning teaching process. DVD films with their special features to illustrate subtitles and chapter separation would help to develop an effective learning environment.

Peacock (1997) argues that when authentic materials were used levels of on-task behavior, observed motivation, and self-reported motivation would increase.

The research was applied to beginner-level students in two classes at a South Korean University EFL Institute, where data was collected over a seven-week term (20 times in each class on 20 different days) both classes used artificial materials one day and authentic materials in the next as course book supplements. Data was collected while learners were working in groups of three. There was not control group.

Consequently, the author recommends that teachers of adult EFL to beginners try appropriate authentic materials in their classroom, as they may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials. (It is possible to speculate that this would apply equally in intermediate and advanced classes). They may, however, reduce the levels of learner interest stimulated by the materials used. It is important that materials selected for the classroom motivate learners, so one criterion for the selection of materials should be their effect on motivation.

Results

Qualitative Tabulation

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

Variable	Indicators	Yes	No
Visual	flash cards	√	
	power point presentations		X
	maps	√	
	pictures		X
	charts		X
	handouts	√	
	posters		X
	word cards		X
	whiteboard	√	
Audio	songs	√	
	dialogues	√	
	stories	√	
	tales		X
Audiovisual	videos		X
	movies		X
	Documentaries		X
Realia	objects (toys, plants, fruits)	√	
Online	Websites		X

Author: Isabel Mármol

Source: 1st, 2nd, and 3rd years of senior high school

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

Variable	Indicators	Yes	No
Visual	flash cards		X
	power point presentations		X
	Maps		X
	pictures		X
	charts		X
	handouts		X
	posters	√	
	word cards		X
	whiteboard	√	
Audio	songs		X
	dialogues	√	
	stories		X
	tales		X
Audiovisual	videos		X
	movies	√	
	documentaries		X
Realia	objects (toys, plants, fruits)	√	
Online	websites		X

Author: Isabel Mármol

Source: 1st, 2nd, and 3rd years of senior high school

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

Variable	Indicators	1st class		2nd class		3 rd class		4th class		5th class	
		Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts					√	√				
	posters										
	word cards										
	whiteboard			√	√			√	√		
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Isabel Mármol

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3 rd class		4th class		5th class	
		Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	whiteboard	√	√			√	√				
Audio	songs							√	√		
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Isabel Mármol

Source: 2nd year

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

Variable	Indicators	1st class		2nd class		3 rd class		4th class		5th class	
		Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness
Visual	flash cards	√	√								
	power point presentations										
	maps							√	√		
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	whiteboard										
Audio	songs										
	dialogues			√	√						
	stories					√	√				
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Isabel Mármol

Source: 3rd year

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

Variable	Indicators	1st class		2nd class		3 rd class		4th class		5th class	
		Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness
Variable	power point presentations										
	Maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	whiteboard			√	√						
Audio	songs										
	dialogues									√	√
	stories										
	Tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)	√	√								
Online	websites										

Author: Isabel Mármol

Source: 1st year

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	
		Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	whiteboard	√	√	√	√						
Audio	songs										
	dialogues					√	√				
	stories										
	tales										
Audiovisual	videos										
	movies							√	√		
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Isabel Mármol

Source: 2nd year

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	
		Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness	Pertinence	Appropriateness
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters			√	√						
	word cards										
	whiteboard	√	√					√	√		
Audio	songs										
	dialogues					√	√				
	stories										
	tales										
Audiovisual	videos										
	movies					√	√				
	documentaries										
Realia	objects (toys, plants, fruits)	√	√								
Online	websites										

Author: Isabel Mármol

Source: 3rd year

Quantitative Tabulation

Chart nine: Frequency of use of supplementary material in 1st year

Variable	Indicators	Public	Private
		F	F
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts	1	
	posters		
	word cards		
	whiteboard	2	1
	Audio	songs	
dialogues			1
stories			
tales			
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		1
Online	websites		
TOTAL		3	3

Author: Isabel Mármol

Chart ten: frequency of use of supplementary material in 2nd year

Variable	Indicators	Public	Private
		f	F
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	whiteboard	2	2
	Audio	songs	1
dialogues			1
stories			
tales			
Audiovisual	videos		
	movies		1
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		3	4

Author: Isabel Mármol

Chart eleven: frequency of use of supplementary material in 3rd year

Variable	Indicators	Public	Private
		f	F
Visual	flash cards	1	
	power point presentations		
	maps	1	
	pictures		
	charts		
	handouts		
	posters		1
	word cards		
	whiteboard		2
	Audio	songs	
dialogues		1	1
stories		1	
tales			
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		4	4

Author: Isabel Mármol

Chart twelve: Frequency of use of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			f	%
1st	3	3	6	28,57
2nd	3	4	7	33,33
3rd	4	4	8	38,09
TOTAL	10	11	21	99,99

Author: Isabel Mármol

Chart thirteen: Frequency of used material in the public senior high school.

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		F	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps			1	1	10
	pictures			1	1	10
	charts					
	handouts	1			1	10
	posters					
	word cards					
	whiteboard	2	2		4	40
	Audio	songs		1		1
dialogues				1	1	10
stories				1	1	10
tales						
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL		3	3	4	10	100

Author: Isabel Mármol

Chart fourteen: Frequency of used material in the private senior high school.

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		F	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters			1	1	9.09
	word cards					
	whiteboard	1	2	2	5	45.45
	Audio	songs				
dialogues		1	1	1	3	27.27
stories						
tales						
Audiovisual	videos					
	movies		1		1	9.09
	documentaries					
Realia	objects (toys, plants, fruits)	1			1	9.09
Online	websites					
TOTAL		3	4	4	11	99.99

Author: Isabel Mármol

Description, Analysis, and Interpretation of Results

This section contains the description and analysis of the obtained results during each observed classes in 1st, 2nd, and 3rd grades of the public and private high schools.

Each one of the supplementary materials that were used by the teachers in order to support their classes will be described in terms of pertinence (the content), appropriateness (students' level and understanding), and quality (design and elaboration). Moreover, it will explained if the English teachers from public and private high schools are considering the different learning styles of their students.

Qualitative Analysis

Public High School

While observing five classes in 1st, 2nd, and 3rd grades from a public high school, it was analyzed how teachers introduced the topic of the class and objectives, as well as if they took into consideration the needs and interest of their students. Furthermore, it is useful to state what types of supplementary materials the teachers used in each lesson. They used the whiteboard, handouts, songs, dialogues, stories, and maps; but, unfortunately in certain classes the teachers did not use any type of supporting materials and they only used their assigned course book.

Therefore, in the following paragraphs will be mentioned and analyzed the supplementary materials that teachers used.

1st. Year

Whiteboard

In the second class the teacher used the whiteboard as a supplementary material in order to develop the topic “*Greetings*”. The objective of this class was to identify some greetings in English. This visual aid was *pertinent* because the students

had the opportunity to learn new vocabulary and remember some greetings in English that the teacher mentioned.

The use of this supplementary material was chosen *appropriately* by the teacher according to the age of the students. The teacher used the whiteboard to write simple examples that contained vocabulary related with greetings such as *what's up, how is it going, and how's life?* For this activity, the teacher organized a board game to perform a discussion between girls and boys. Then, the teacher wrote some greetings on the whiteboard with mistakes; next, both groups of the students were asked by the teacher to run to the whiteboard in order to correct the greetings.

It was observed that the majority of the students understood the given topic because they felt motivated to participate and interact during the class. Taking into consideration the level of the *students' knowledge*, the teacher chose this visual aid which contained simple and understandable vocabulary to adolescents by which the teacher could encourage the students to participate during the class.

Finally, the *quality* of the whiteboard in this classroom was good. It was big, so all the students could observe the sentences without any problem. The teacher's writing was neat and the size of the letter was adequate to a correct visibility of the activity, and she also used different marker colors.

The theme of the fourth class was "*Taking care of your body*". The main objective was to learn vocabulary related to the body such as: *brain, sexual organs, veins, large intestine*, and so on. The use of the whiteboard was *pertinent* because it helped the teacher to explain the topic in a clear way by using exercises that the students could complete easily.

The use of the whiteboard was *appropriate* because the teacher took into consideration the age of the students; this visual aid was an excellent tool to get

better retention and assimilation of the theme, because it contained parts of the body that could be easily completed on the whiteboard. At the beginning of the class, the teacher wrote on the left corner of the whiteboard a list of words such as: *brain, sexual organs, veins, large intestine, small intestine, heart, lung, stomach, diaphragm, trachea, and ribs*; After that, she explained briefly to students the importance that each one of these parts have in the human body. Then, the teacher wrote some missing sentences about the body's systems on the right corner of the whiteboard for the students to complete the activity by using the given vocabulary, as a result, some students had the opportunity to complete the sentences on the whiteboard by using the word bank that the teacher had provided before.

Regarding to the level of *knowledge of the students*, the vocabulary used by the teacher was easy for the students to understand, which helped them to learn the new lesson.

The *quality* of the whiteboard was good; it had very clear words, and the space was used appropriately, which motivated students to participate and distinguish correctly the parts of the body.

Handouts

In the third class the topic of the lesson was "*English - speaking countries*". The objective of this class was to test the students' knowledge on the capitals from the United Kingdom. This visual material was *pertinent* as it helped the students to understand the lesson in a productive and successful way and helped the teacher to achieve the proposed objective.

Regarding to *appropriateness*, the handouts were adequate to the student's age. The teacher prepared some handouts according to the topic of the lesson by taking into consideration the content of the class, which allowed the students to

develop their own learning. First, the teacher elaborated some handouts that contained different pictures, vocabulary, and grammar structures to review and complete. For example: *what's the capital of.....? , and how big is.....?* Next, the teacher demonstrated the students what they had to do on the handouts and she brought two students to the front of the class to perform part of the task. Once the students completed the task on the handouts, they had to check the activity in pairs.

According to the level of *knowledge of the students*, this activity helped them to relate the pictures with the correct information. Consequently, the students understood the lesson successfully.

The *quality* of this visual aid was good; it had very clear words, attractive pictures, and the teacher used the spaces appropriately which was necessary to focus the students' attention.

Learning styles

Regarding the learning styles that the teacher considered in 1st grade, it was found that the teacher only took into consideration one style (visual) because in three of the five observed classes she used visual aids (the whiteboard and handouts) which were important to attract the students' visual participation . On the other hand, the teacher in two classes did not meet any students learning styles as she only used her assigned course book.

Therefore, the teacher should have planned some activities by using different types of supplementary materials that would not have only helped to the visual students to be awake during the lessons, but also to audio and kinesthetic learners to learn, understand and participate during the activities. Referring to this, Harmer (2007) suggests that teachers have to understand that students have different learning

styles (auditory, visual, and kinesthetic) and they should plan activities according to the student's needs and interests.

2nd. Year

Whiteboard

In the first lesson the topic was "*Action verbs vs. Linking verbs*". The main objective of this class was to explain the difference between action verbs and linking verbs. This visual aid was not *pertinent* because it did not help the teacher to teach this grammar structures; so, she could not reach her purpose. On the other hand, this supplementary material did not allow the students to understand the lesson and to perform the activities in a correct way.

It was observed that this teaching aid was not used *appropriately* because the exercises that the teacher exposed on the whiteboard were not according to the students' age. The whiteboard contained rules and examples too complicated. As soon as the class started, the teacher wrote on the whiteboard a list of action and linking verbs in a mixed way, without dividing the whiteboard on two segments one for each kind of verbs. Then, the teacher wrote three, long paragraphs on the whiteboard, each one of the paragraphs with some blank spaces, for the students to fill in them by using "*action verbs*" or "*linking verbs*"; unfortunately, most of the students felt confused and could not do the exercise appropriately. Later, the teacher wrote some verbs on the whiteboard like: *run, am, read, walk, is, are, become, seem, etc.*, with the intention that students could participate in front of the classroom and circled with red marker the action verbs and with blue marker the linking verbs. As a result, the teacher had to correct a lot of mistakes.

The teacher did not consider the level of *knowledge of the students* because she did not use the whiteboard to design activities by applying easy vocabulary, nor

explained common grammatical rules. Just as Lewis (1990, p.18) argues: “Students are unlikely to be very successful at learning anything unless they enjoy the process.” Thus, the students did not learn the new lesson.

The *quality* of the material used in this lesson was not acceptable. The whiteboard was dirty, the teacher did not make a good use of the spaces, her writing was not big enough, and it was difficult for the students to see the words

The third class was about “*The effects of alcohol Part 1*”. The aim of the topic was to know the dangers that the abuse of alcohol causes in the peoples’ life. The use of the whiteboard was *pertinent* because it helped the teacher to expose the class in an interesting way by encouraging the participation of the students.

It is also essential to emphasize that the teacher selected this supplementary material *appropriately* because the students’ age and level were taken into consideration. The whiteboard contained simple language. Just as the class started, the teacher gave an introduction on the theme and wrote on the whiteboard several *causes* and *negative effects that alcohol could cause in the peoples’ life* as well as, some important advices about *what can a person do to stop the use of alcohol*. Then, the teacher erased the whiteboard and drew two circles, in one circle the teacher wrote as title “*The causes of alcohol*” and in the other one she wrote the title “*The effects of alcohol*”. Afterwards, the teacher asked the students to draw some lines around each circle and brainstorm their own ideas about the exposed topics. As a consequence, some volunteers brainstormed on the whiteboard words associated with the causes and effects that alcohol might cause.

From the surveys, it was found that the whiteboard was chosen according to the *students’ level of knowledge*. The students understood clearly the explanations given by the teacher so that they felt motivated to participate actively in class. The

teacher used basic language and she explained on the whiteboard some ideas to be written by the students; so, the students were able to develop the activity easily and without any problem.

The *quality* of the whiteboard was excellent. The activities displayed on the whiteboard were organized in such a way that the students could see and understand them clearly.

Songs

In the fourth observed class the topic was “Friendship” its purpose was to introduce variety of vocabulary related to the value of friendship, by means of a song and to listen for specific and detailed information about personality (cheerful, sad, happy, ill, lonely, intelligent, lively, successful, sensitive, timid, independence, rebellious, careless, nervous, playful, sociable, popular, lovable). This audio aid was *pertinent* because it helped the students to develop their listening skills and this extra material also helped the teacher to accomplish her teaching goals during the lesson.

Another important point to be mentioned is that this audio aid was used *appropriately* since the teacher considered the students’ age. This audio aid allowed the students to learn the lesson in a funny and interesting way. When the class started, the teacher gave a short but interesting definition about friendship. Then, the teacher asked the students at random for words related to friendship. After that, the teacher played the beginning of the song, and she asked the students if they knew the title of it, and most of the students raised their hands for telling the title of the song. Then, the teacher asked the students to pay attention to the lyrics of the song, and she played the song three times for the students to work in their books, by filling in the blank spaces with the words that were in the box. When the students completed the song, the teacher invited them to sing the song with her.

Taking into consideration the level of knowledge of the students the teacher explained the song through easy and understandable vocabulary; thus, the class work was done by the students without any problem but, always under the guidance of their teacher. With regard to this, Richard & Rodgers (2001), say that audio materials can be helpful in ESL classrooms to increase speaking and listening skills as students can hear real native speaker's voice.

In general, this audio material had an excellent *quality*. The sound was clear and the song was well used because the rhythm was caught; so, the students could perceive and understand the lyrics of the song successfully.

Learning styles

Through the five observed classes in 2nd grade, it was seen that in the first class the teacher did not take into consideration the visual learning style. She did not use the whiteboard appropriately; as a result, some of the students could not understand the lesson and perform the activities correctly. Nevertheless, in the third and fourth lessons the teacher considered the visual and auditory styles. It can be said that the teacher also used her creativity by using the whiteboard and songs, because she considered what Tokuhama (2009) mentions about the different types of learners that teachers can find while teaching their classes such as: auditory learners who like to hear and they get the information through it. Visual learners like to see and then they have a mental concept in their minds. Kinesthetic learners, who enjoy making movements with their body, are quite dynamic. Therefore, the teacher considered that most of her students were visual (a person who learns better by seeing); meanwhile, other students were auditory (people who understand the information by hearing).

3rd Year

Flashcards

In the first class, the teacher used flashcards as a visual aid to explain the theme “*Global warming*”, the purpose of this class was to review vocabulary related to environment and to develop intensive reading and extensive writing skills. These visual aids were *pertinent* because they let the students to practice the grammar patterns already introduced on the students’ book. As a result, the teacher was able to achieve the lesson’s objectives.

These flashcards were used in this class taking into consideration that adolescents in this age, learn and understand better by seeing and interacting. The flashcards contained interesting images related with global warming. Firstly, the teacher showed the students the flashcards and encouraged them to say aloud the respective name. Then, the students worked in pairs; each couple of students received two flashcards in order to answer the following questions: *Why Global warming is increasing the temperature in the world? How Global Warming affect human beings, animal and natural life? What can we do to stop Global warming?* Once, the students finished to answer those questions the teacher asked them to write five questions on a sheet of paper based on the flashcards that they had.

Concerning the *students’ knowledge* it could be noticed that the vocabulary and pictures were related with the students’ understanding. Therefore, the given grammar structures with pictures and words enhanced the students’ memories.

This supplementary material had a high *quality*. The flashcards had bright and attractive colors as well as clear words, which was useful to get the students’ attention.

Regarding to the advantages that visual materials have in teaching, Gower, Phillips & Walters (2005) mention that the use of visual aids help to illustrate meaning more directly and quickly than through verbal explanation, attract the students' attention, aid concentration, add variety and interest to a lesson help to make the associated language memorable, and also visual aids help to make a classroom a stimulating and attractive place in which to work.

Dialogues

In the second class a dialogue about "*Let's do our part for stopping Global Warming*" was used by the teacher in order to complement the use of the flashcards. The objective of this lesson was to raise students' awareness of the environmental care. This audio aid was *pertinent* as it helped the teacher to check the students' understanding through listening, and it also contributed to develop their speaking skills.

The dialogue was *appropriate* for the students' age. The content of the dialogue was interesting. When the class started; the teacher provided the students a short introduction about the topic. Then, the teacher played the conversation twice; after that, she asked the students to follow the dialogue on their books and underline the sentences that showed "*what we should do for stopping Global Warming*". Consequently, some volunteers read aloud their dialogues in front of the class, so that the teacher could check and correct the students' pronunciation.

While observing the class, it was seen that the dialogue was chosen considering the level of *knowledge of the students* because it contained easy vocabulary and simple grammatical structures that were essential for activating the students' participation.

Also, it is important to point it out that, the material that the teacher used in this lesson had a good *quality*. The dialogue had clear sound and appropriated volume, which allowed the students to follow the dialogue in a correct way and to develop the lesson easily.

Story

On the third class the teacher used a story called “*A terrifying experience*”. The aim of this class was to use adverbs of sequence such as: *once upon a time, soon, after that, then, later, suddenly, and finally*. The use of this audio material was *pertinent* because it awoke the students’ interest in facing bad experiences in their lives, and it also helped the teacher to explain in an interesting way the adverbs of sequence.

It is also helpful to consider that the teacher used the story *appropriately* because she took into consideration the students’ age. This audio aid contained exciting language. At the beginning of the class, the teacher explained the students some important details of the story and also taught new vocabulary. Then, the students listened to the story twice. After that, the teacher asked the students to listen the story again and encouraged them to put the events from the story in order. Once they have finished, the teacher asked to some volunteers to read their works aloud in front of the whole class.

From the students’ survey, it was determined that teacher chose the story considering the *students’ knowledge*. This story contained expressions and vocabulary that were easy for the students’ to understand. In consequence, the students were engaged in the activity and participated enthusiastically during the whole class.

Finally, the *quality* of the audio was in perfect conditions; the sound was neat. The timer set was adequate, so the students had enough time to hear and perceive the story in a good way; as a result, the students developed the task correctly.

Maps

“*Ecuador’s National Parks*”, was the topic of the fourth class. The objective of this class was to teach the potential of Ecuador natural resources. The use of the map in this lesson was not *pertinent* because the students could not locate and describe the places on the map; as a result, the teacher could not accomplish her purpose.

The present material was not *appropriate*, for the students’ age and knowledge because the places on the map were difficult for the students to understand; thus, the students were bored and tired. While starting the class, the teacher put the map on the whiteboard and asked the students to look at it. Then, she asked the students to name and read aloud the protected areas in Ecuador. After that, the teacher gave the students a quick explanation about the Simple Present Tense, without using the map and the names of the protected areas in Ecuador to illustrate examples on this grammar structure. At the end, the teacher told the students to write in their notebooks twenty sentences by using the places on the map plus the Simple Present tense; however, most of the students did not do the activity well, because most of them felt completely lost.

Finally, it was perceived that the material used had a bad *quality*. The map was old and the images were unclear; so, the students could not observe and assimilate the displayed information.

Learning styles

According to the observations done in 3rd grade, it was noticed that the teacher used a wide range of supplementary materials such as: flashcards, dialogues, stories, and maps in order to have students motivated and interested during the classes.

The objective of most of the activities proposed by the teacher and the use of those supporting materials were directed toward the diverse skills and abilities that each student had to learn. For example: the use of dialogues and stories encourage students to develop their auditory skill; meanwhile, the flashcards and maps help the students to improve their visual skill. Although, from the students' survey it can be noted that these supplementary materials motivated them to learn English and help them to understand the topic better, most of them said that they would have liked that the teacher would have used more extra materials such as real objects, websites, and documentaries. Therefore, it is necessary to demonstrate a theory that can help us in this matter; Richards & Rodgers (2001) explain that multiples intelligences focus on differences between learners and the need to recognize learner differences in teaching. That is, learners have individual learning styles, preferences or intelligences that should be taken into consideration.

Private High School

Through observing five classes in 1st, 2nd, and 3rd grades from a private high school, it was determined how teachers used and varied some supplementary materials for each class in order to facilitate the students' learning. For example, realia, the whiteboard, dialogues, movies, and posters were used. However, it is important to mention that in some lessons the teachers only used their course books to complement their classes.

The way of using these teaching aids will be described in the next paragraphs:

1st Year

Realia

In the first class the topic of the lesson was “*Absorption Experiment*”, the teacher used real objects such as plastic containers, sponges and water in order to teach some important *facts about density*. The use of realia was *pertinent* because it helped the teacher to develop the objective of the class and also to explain the class in a realistic way.

Furthermore, the supplementary materials that the teacher used were *appropriated* because the teacher took into consideration the students’ age. The objects helped students to understand the topic better. As soon as the class started, the teacher put on the desk two plastic containers, two dry sponges, water, and then she demonstrated to students how they could use these components to get density. When the teacher finished the experiment, she displayed the students a piece of paper and told them to write four sentences on the results of the experiment.

The use of realia was according to the level of *knowledge of the students* because all of them were motivated and attained the information faster, especially when they had the opportunity to learn the class while looking at real objects, and as Gower, Phillips, & Walters (2005) mention, authentic materials, are intrinsically more interesting and motivating because they are ‘real’, and they give students confidence when they understand them. They offer examples of language as it is really used. By being exposed to supporting aids students have the opportunity to get or ‘pick up’ language.

The *quality* of the material chosen was good. The objects were big enough and they were in good conditions so the students could see the objects easily.

Whiteboard

In the second class, the teacher used the whiteboard to expose the theme “*Past time expressions*”. The purpose was to explain the differences between present and past tense. During the observation, it could be noticed that the use of the whiteboard was not *pertinent* as the teacher could not achieve the aim of the lesson.

The supplementary material that the teacher chose was not *appropriate* for the students’ age. The whiteboard contained difficult grammar and long sentences. At the beginning of the class, the teacher wrote some sentences by using present and past time expressions and asked the students to guess which sentences were in present and which sentences were in past. Then, the teacher chose some students at random and told them to go to the whiteboard and underline the sentences and under them write if they were in present or past. Consequently, any of the students could do the task properly, so the teacher had to help them. Moreover, while observing the class it was seen that the teacher did not consider the level of *knowledge of the students* since the given exercises were not explained and they were not based on common expressions and easy grammar points.

Finally, it is important to mention that the *quality* of the whiteboard was not good. The contents on the whiteboard were placed in a disorganized way. The teacher did not use different color markers to highlight important points, for this reason the students did not understand how to develop the task.

Dialogues

In the fifth class, a dialogue was used by the teacher to focus on the topic “*Simple Past of regular verbs*” with the objective to teach how to ask and answer yes/no questions by using the simple past of regular verbs. This audio material was

pertinent because the teacher could explain the class in an interesting way by allowing the students to understand the new topic.

The teacher used this supplementary material *appropriately* taking into consideration the age and level of the students. The dialogue contained a conversation with easy vocabulary and grammatical rules. The teacher played the conversation two times; after that, she asked the students to follow the dialogues on their books and underline the irregular past Yes/No answers. After that, the teacher invited two students to come to the front of the class in order to create a role-play based on the dialogue from the textbook.

It was observed that the students were able to recognize positive and negative past irregular answers and did the dialogue correctly because the vocabulary of the dialogue was simple to understand which was necessary to activate the students' participation.

Lastly, the *quality* of the audio was good. The clarity of the sound and the appropriate volume allowed the students to follow the dialogue in a correct way and to develop the task easily.

Learning styles

In the 1st grade, the teacher considered three learning styles, tactile, visual, and auditory. This was the reason why the teacher planned different teaching strategies by using realia (objects), visual (whiteboard), and audio aids (dialogues), which were suitable to attain her objectives and keep the students' curiosity and participation.

In contrast, it was observed that in two classes the teacher ignored the students' learning styles because she did not use supplementary materials; she

preferred to use her course book. Consequently, the use of the course book was not appropriate to maintain the students' attention and motivation.

To support the points of view above, Ganesan (2003) mentions that supplementary materials provide opportunity to have more exercises and practice on the concepts learned, describe the diversity similar illustrations, and give additional information associated to the concept. In fact, materials with varieties in presentation can make learners enjoy learning. They can be prepared in such a way to encourage different activities and promote acquisition of knowledge and they have to be selected according to the age group.

2nd. Year

Whiteboard

In the first class the theme of the lesson was "*Keeping House*". The objective was to express opinions about living arrangements. This visual tool was *pertinent* as it helped the students to perceive the class and put into practice their knowledge.

The use of the whiteboard was according to the students' age and level because the teacher wrote the activities on the whiteboard by using easy examples to explain the students how to keep clean the house. First, the teacher wrote on the whiteboard some advices on how the house could stay clean. Then, the teacher wrote a question on the whiteboard: what advantages and disadvantages do people have living with friends and with family? This activity consisted in thinking the answer and to go to the whiteboard and complete the task.

The students were ready to learn the new lesson based on previous knowledge; therefore, the students developed the activity lively by accomplishing a participative class.

The *quality* of the supplementary material used during this lesson was good enough. The teacher had the ability to make a simple material into a more useful tool. For instance, the teacher's writing was good and she organized the whiteboard correctly by using the spaces appropriately.

The topic in the second class was "*Tomorrow's world*". The objective of this lesson was to reinforce the students' knowledge about technology items. In this class, the whiteboard reached the quality of *pertinence* because all the information introduced and written on it was related to the topic of the class; so, the teacher could achieve her aim.

The whiteboard was used *appropriately* by the teacher as she considered the students' age and level. The whiteboard contained clear images. When the class began, the teacher stuck on the whiteboard some picture cards about technology items with the intention that the students name them. After that, the teacher invited the students to the whiteboard and told them to choose one picture card and write a sentence about how this item could contribute to the development of technology.

The pictures that the teacher used to introduce the topic were according to the *students' knowledge*. The teacher planned an activity in order to increase the students' interest, since the students had to use their imagination by using the whiteboard. In this way, the teacher facilitated the learning process.

The *quality* of the whiteboard was good. This visual material was in good conditions. Moreover, the pictures were clear for all the students and also, the pictures were related to the topic.

Dialogues

In the third class the teacher used a dialogue in order to teach "*Technology of the future*". The objective was to listen to a radio discussion about technology for

gist. The material provided to the students was *pertinent* because this audio aid helped the students to practice and remember the previous lesson.

According to the age of the students, the teacher designed activities *appropriately* because she used a dialogue for getting the students to participate in an interactive manner, by considering that the students like to talk about technology. The teacher gave the students instructions to listen to the CD. While the students were listening to the dialogue, they had to read it on their books. After that, the teacher asked the students to work in pairs and change the conversation model that they had on their books, in order to talk about technology of the future. At the end, the teacher told the students to change patterns, creating another conversation by using different vocabulary of technology.

The teacher used a dialogue taking into consideration the level of *knowledge of the students* to develop the task, by using common vocabulary related with the topic.

Finally, when talking about *quality* of the dialogue, it can be pointed out the following aspects: the audio was in good condition; the sound was neat. The timer set was adequate so the students had enough time to hear the dialogue and did their own conversation.

Movies

During the fourth class, the teacher used a movie called “*Rio*” with the objective of teaching the students to develop their listening skills. This audiovisual aid was not *pertinent* because students were not able to achieve the objective of the lesson. They did not understand the movie and nor felt engaged to the topic.

It is also helpful to consider that this supplementary material was not used *appropriately* by the teacher because it was not selected according to the students’

age and level of understanding. The movie contained difficult language. First, the teacher played the movie. Second, while the students were watching the movie, they were asked about some comprehension questions related to the movie. Third, the students had to write into their notes a summary about the movie. At the end, the teacher asked some volunteers to read their tasks aloud in front of the class. It could be noticed from the students' surveys that the movie was not interesting; for the students that is why they did not feel motivated to learn.

Additionally, the *quality* of the movie was good. The volume was suitable and the images displayed were neat and clear; however, this audiovisual aid was not useful to maintain the students' interest in watching this movie.

According to Lan (2010), it is so helpful and useful that teachers use audiovisual aids to introduce grammatical and functional structures, practice listening and speaking, including pronunciation with a class; then, if teachers consider this aspects when teaching, the learning process will be more successful.

Learning styles

In the 2nd grade the teacher used varied supporting materials for teaching her classes; she used the whiteboard, dialogues and movies to enhance the students' visual and audio styles. Consequently, visual and auditory learners were focused and interested in the lessons that the teacher planned; however, other students who seemed to be kinesthetic learners did not feel engaged on the topic because they did not participate during the classes. Moreover, in certain classes the teacher knew how to get the student's attention by means of the teaching aids that she used.

Finally, those ideas above can be summarized to the explanation given by Hong & Morgan (2004) when they point out that the language instruction for adolescents should be concerned with learner's level, that is why, teachers need to

keep them in activities or situations that require adaptation, through using teaching techniques which active and involve students to present challenges, taking into consideration each learners' styles.

3rd. Year

Whiteboard

In the first class the teacher used the whiteboard as a supplementary material in order to present "*Past Continuous Tense*". The objective of this lesson was to learn important information about the use of verbs in past continuous. This visual tool was *pertinent* because the students had the opportunity to learn new vocabulary and identify past continuous tense and also, the use of the whiteboard helped the teacher to explain in an interesting way the grammar points.

Considering that the topic of the class was "*Past Continuous*", the teacher took into consideration the students' age to develop creative exercises which consisted in correcting sentences by using the correct form of the verb in present continuous. For this activity, the teacher wrote sentences that contained actions such as: Late last night, I was sleeping, when I heard a noise outside. They were watching TV, while their parents were resting. The teacher asked the students to give ideas to form other sentences by taking into consideration their free time; this activity encouraged the students to participate during the class because they had the opportunity to express their preferences by doing the exercise on the whiteboard.

Besides, the teacher considered the level of *knowledge of the students* because she wrote on the whiteboard examples that contained vocabulary and grammar points that the students assimilated quickly.

The *quality* of the whiteboard was excellent. This visual aid was new. The spaces were distributed in a correct way, by allowing the students to learn the explanations given by the teacher.

In the fourth class, the whiteboard was used to explain the topic “*Describing transportation problems*” with the intention to develop the students’ awareness about transportation problems that they have in the place where they live in. This visual aid was *pertinent* because it enabled the students to identify transportation problems easily.

It is also helpful to explain that this supplementary material was used *appropriately* because the teacher selected it according to the age of the students. The whiteboard contained easy instructions to follow. When the class started, the teacher wrote simple instructions about the task. Then, the teacher wrote some transportation problems on the whiteboard for the students to see them. After that, students were placed in groups to play a game. Each group had to make a list of transportation problems in Ecuador on their notebooks. Finally, each group compared their lists. The group with the most transportation problems was the winner.

It was noticed that the students were motivated by means of the whiteboard because they understood clearly the directions given by the teacher and they were able to do their tasks properly.

Finally, the *quality* of the whiteboard was very good. It had an appropriate size and surface. The teacher used clear handwriting, which was useful to keep the students’ attention.

Posters

In the second observed class the teacher used a poster to explain the theme “*Predictions Weather*”. The purpose in this lesson was to describe the current weather where the students’ live, by using vocabulary that they already knew. This visual aid was *pertinent* because it helped the teacher to reach her objectives quicker and allowed the students to give and ask for information about weather successfully.

It was also observed that this supplementary material was used *appropriately* because the teacher took into consideration the students’ ages and level of understanding. The teacher used a poster to ask the students some questions about the weather around Ecuador. The teacher started to point out on the poster some cities like Esmeraldas, Zamora Chinchipe, Ambato, Quito, and Guayaquil; then, she asked the students to look at the poster and describe in their notebooks about how the weather is like in their city. Afterward, the teacher brought in front of the class some students and encouraged them to read their tasks aloud.

This material encouraged the students to listen to their teacher and predict correctly the weather in the place where they live; as a result, this activity was easy for the students to develop because the vocabulary was common and basic for them.

The *quality* of the poster was fine. The size of this visual aid was appropriate; the pictures were colorful which encouraged the students to participate willingly in the class.

Dialogue

In the third class, a dialogue about “*Summer Plans*” was used by the teacher with the intention to develop and improve the students speaking and listening skills. This audio aid was not *pertinent* as it did not help the teacher to check the students understanding.

This supplementary material was not used *appropriately* because the teacher did not take into consideration the age and level of the students. The content of the dialogue was not interesting. At the beginning of the class, the teacher provided to students with a brief introduction about the topic. Then, the teacher played the tape two times. After that, the teacher asked the students some questions about the main characters that were involved in the dialogue in order to check their understanding. But, some students could not answer the questions. While observing the class, it was seen that the dialogue was not chosen according to the students' needs and understanding because the young adolescents were not delighted by listening to the dialogue. Next, the students were divided into small groups in order to make their own dialogues. But, some students had problems in understanding the activity; indeed, they could not produce the dialogue correctly. As a result, the teacher had to check and correct their pronunciation.

As a final point, the *quality* of the dialogue was not fine. The volume was not adequate and the sound was unclear which did not enable all the students to listen to it properly.

Learning styles

After observing the five classes in 3rd grade, it was concluded that the teacher tried to vary the materials that she used. She used visual (the whiteboard and posters) and audio (dialogues) aids. This shows that the teacher considered two learning styles, visual and audio. In addition, during the classes some students seemed interested because their learning styles were considered at the time of organizing the lessons but, other students who were kinesthetic felt bored and unmotivated during the lessons because their learning style was not taken into consideration.

On the other hand, in one class the teacher did not use any supporting material, making the class tedious to the students. Finally, after reviewing the surveys presented to the students it was found out that most of the learners prefer other types of supplementary materials as movies or songs.

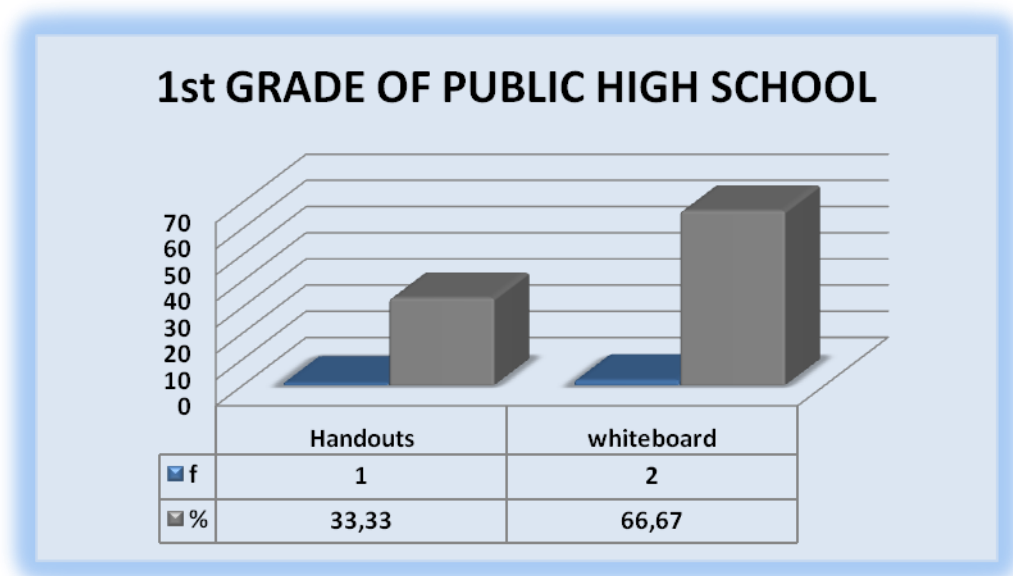
To complement the opinions above, Schreiner (2009) notices that teachers have to be creative when they teach a new topic; in other words, students learn better when the information that they get is interesting and motivating for them since the students can keep more information to the long term memories when they are learning something that appeals to their emotions, and preferences.

Comparative Analysis

After a deep descriptive analysis has taken place, it is time to discuss the results from other point of view, in a comparative analysis which analyzes the results obtained from the field research by comparing public and private high schools regarding the variety and frequency of supplementary materials used in 1st, 2nd, and 3rd years.

1st. Year

Chart 1



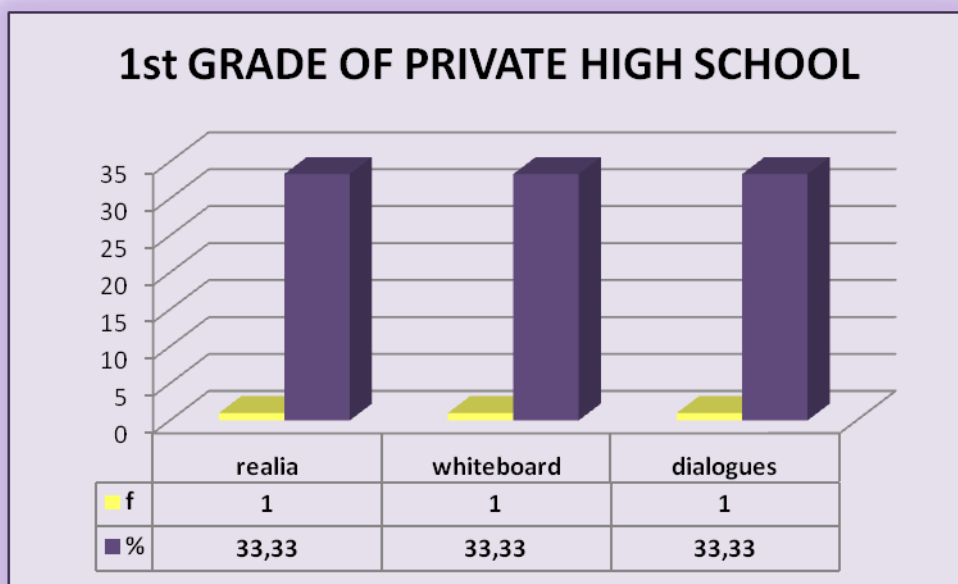
The results in Chart 1 show that in 1st year of the public high school the whiteboard was used twice that represent a frequency of 66, 67% and handouts were used once that shows 33, 33% of frequency of use.

These results clearly uncover what the teacher manifested in the survey; she said that the use of visual aids is helpful in order to improve the teaching and learning process.

On the other hand, in the surveys applied to students, it was found that the students would have liked that the teacher would have worked with some other

materials as: videos, flashcards, websites, stories, and songs. These opinions confirm that not all students learn in the same way; regarding to this Spratt, Pulverness and Williams (2005) state that learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills. Students learning style influences how they like to learn and how they learn best. Then, the teacher should use supplementary materials that could help students to concentrate on the class and retain information better.

Chart 2

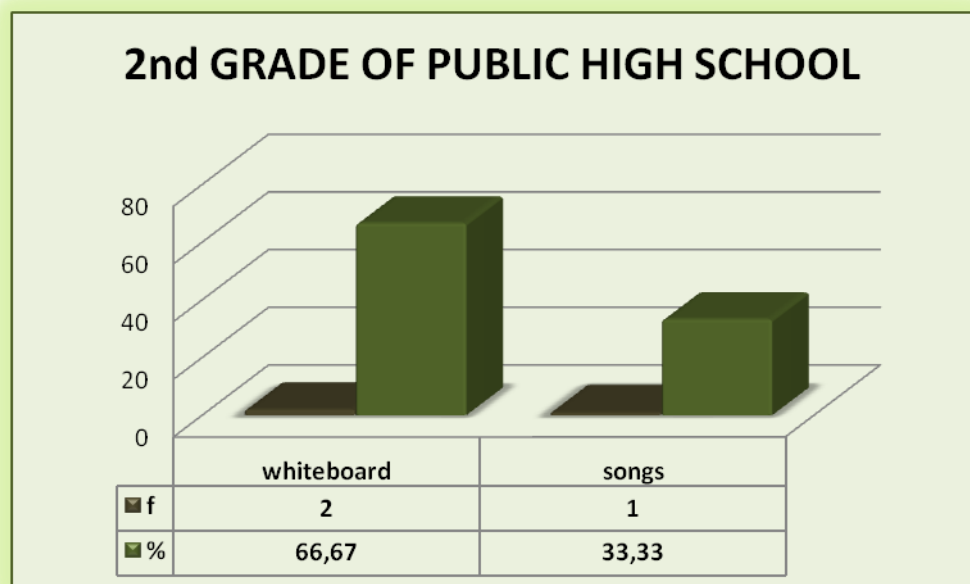


Meanwhile, Chart 2 illustrates that in the same grade of the private high school, realia, the whiteboard, and dialogues were used one time. As display the bar graph above the frequency of use of these supplementary materials was of 33, 33 %.

These results demonstrate what the teacher in the survey argues that it is appropriated to use these supplementary materials because they help the students to have a better visualization on the topic of the class as well as, to listen and understand important grammar points and new vocabulary.

It is noticeable that the low results in this grade are due to the fact that the teacher in most of her classes used her course book instead of using supporting materials that were appropriate to the age and level of the students. Moreover, it is vital to highlight that some students in the survey argued that they would like that the teacher uses other materials such as: power points presentations, songs, web sites and tales. So, if the teacher uses her creativity and takes time in elaborating supporting materials, the students' learning would be more fruitful and enjoyable.

Chart 3



2nd. Year

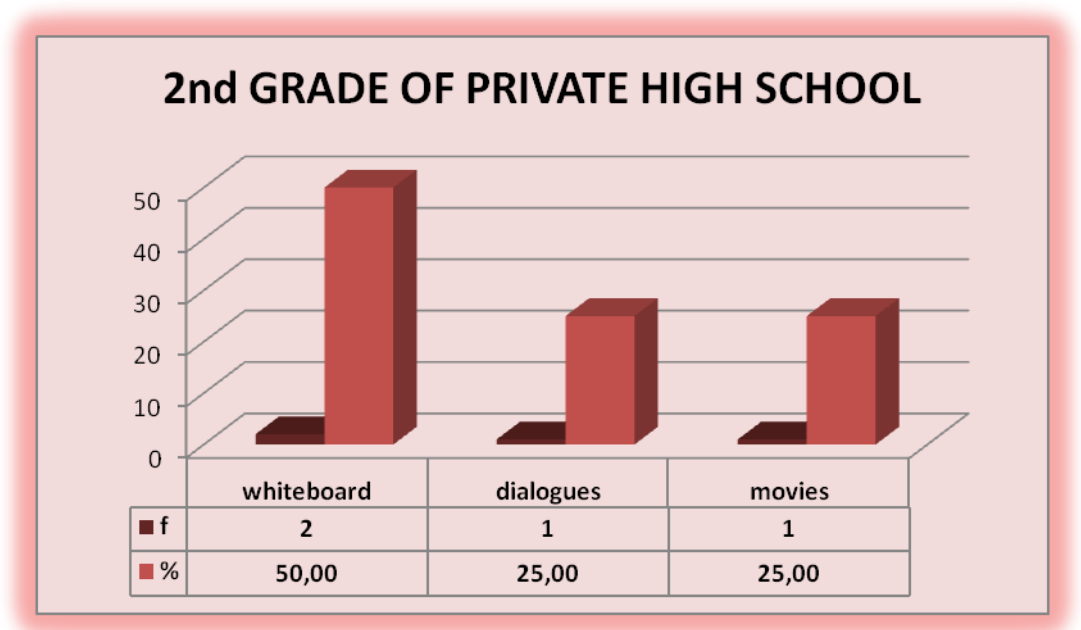
From chart 3 it can be noticed that in 2nd grade of the public high school the whiteboard was used two times which means a frequency of use of 66, 67% percent and songs once; which represents a frequency of use of 33, 33% percent.

According to the survey applied to the teacher, she considers that some students prefer to learn through seeing and others by hearing; for this reason, she selected these resources for teaching her classes. Although, these supplementary

materials allowed the students to learn the lessons in an interesting and attractive way, it was noticed that the teacher just used her course book in two of the five observed classes. It is evident that the teacher does not consider that in many cases she could develop her own supplementary materials and not only to use the supporting materials that she has in hand and her course book.

Thus, it is necessary to observe that the teacher should use supplementary materials that are appropriate for the students' age and level in order to get meaningful learning experiences and a better development of the students' language English skills.

Chart 4



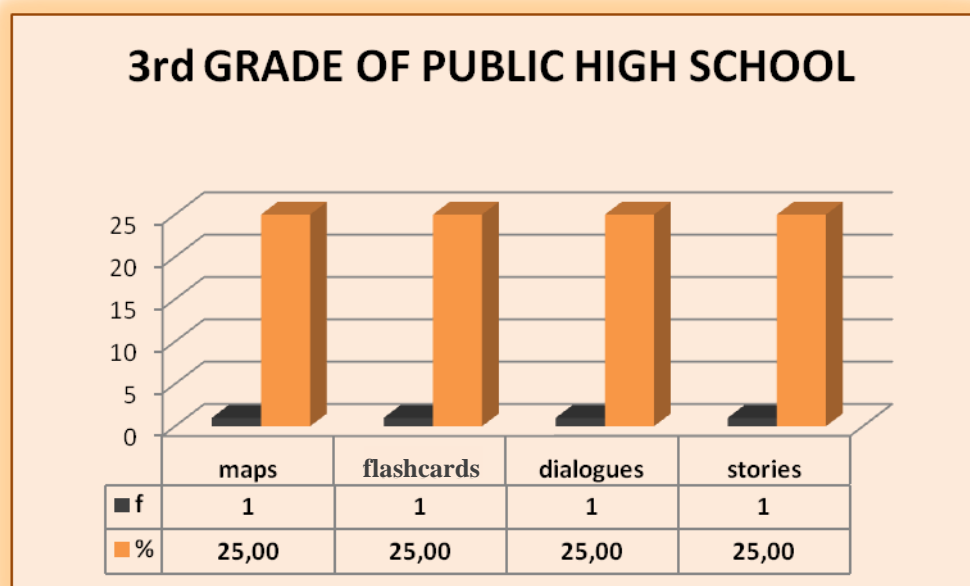
On the other hand, as demonstrated in Chart 4, in the 2nd grade of the private high school the whiteboard also was used two times with a frequency of use of 50% percent and dialogues and movies were used one time which means a frequency of use of 25% percent.

These results determine that the teacher in this grade preferred to use these teaching materials by considering that several students like to learn better by

watching, talking and listening. On the other hand, in the surveys done to the students, they stated that some of the used resources in each class helped them to understand the topic better and participate during the classes.

Therefore, when the teacher chooses different types of supporting materials and use them appropriately the teaching - learning process is successful, and as Numan (1995) claimed the English teaching process could be impossible, especially if teachers try to teach abstract things like: colors, forms, places, things, pictures, emotions, situations, etc. For this reason, supplementary materials are considered as important tools to enhance, practice, and reinforce the theme of the class.

Chart 5



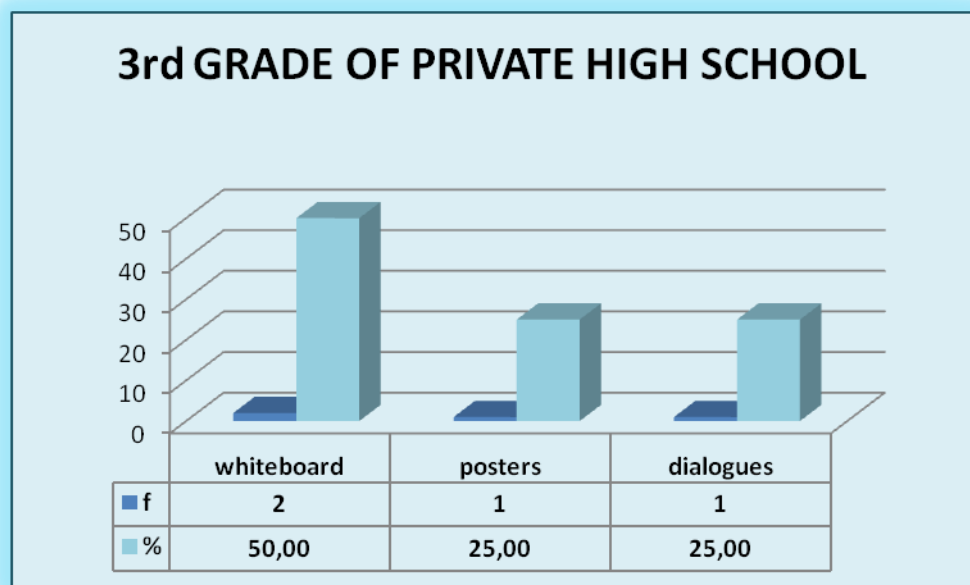
3rd. Year

In the observations made in 3rd grade of the public high school, the teacher used flashcards, dialogues, stories, and maps one time. According to the graph above the frequency of use of these supplementary materials was of 25% percent.

According to the teacher's survey, the results in chart 5 reflect that the teacher selected these supplementary materials for teaching her classes, because these aids

were chosen according to the topic to be taught, which means that the teacher in some lessons took into consideration the objective of the class and the students' needs because during the observed classes it was seen that many students assimilated the topic of the class and could participate in it.

Chat 6



Nonetheless, it was observed that in the same grade of the private high school the teacher used the whiteboard twice which shows a frequency of 50% percent and posters and dialogues were used once which means a 25% percent of frequency of use.

According to the survey, the teacher explains that she believes it is appropriate to use supporting materials which will let the students enjoy and participate actively during each lesson; so, the students could understand the information successfully. The teacher opinions are supported with the opinions of the students because in the surveys they affirmed that the supplementary materials that the teacher used during each class helped them to be attentive on the topic.

Hence, the sufficient amount of supporting materials in class present new opportunities for teachers because they could incorporate different types of supplementary materials into traditional classroom situations, allowing both learning and teaching to become more interesting and meaningful.

In short, the results from the six bar graphs indicate that in certain classes some supporting materials were used only one time since most of the teachers from public and private high schools prefer to use some supporting materials with more frequency because of their accessibility and availability into the classroom.

Chart 7

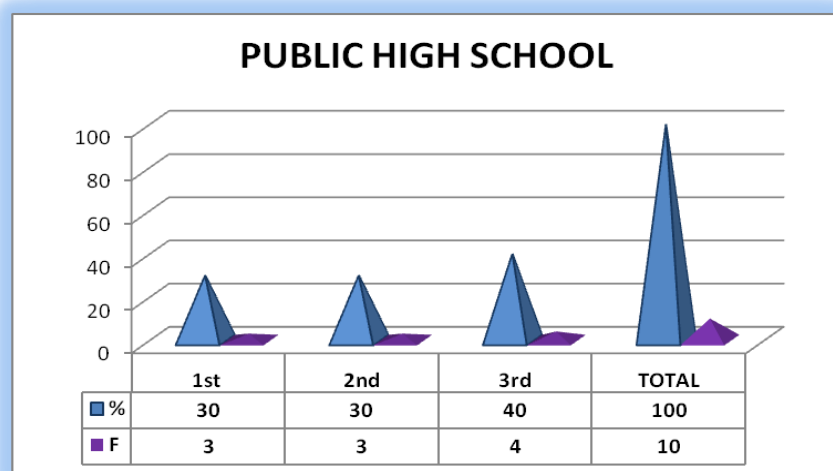


Chart 8

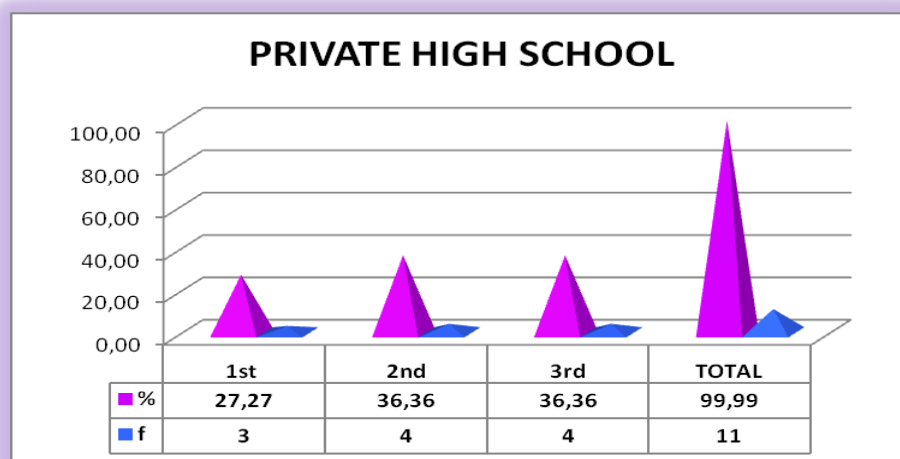


Chart 7 and 8, show the total frequency when talking about the use of supporting materials between 1st, 2nd, and 3rd grades of the public and private high schools selected for developing this research. The results also explain that almost the same quantity of supplementary materials was chosen in both observed high schools. In the public high school the total frequency of the materials used was 10 (the whiteboard was used 4 times and handouts, songs, maps, flashcards, dialogues, and stories were used 1 time) while, in the private high schools the total frequency of the supplementary materials used was 11 (the whiteboard was used 5 times, dialogues were used 3 times, and realia, movies, and posters were used 1 time).

According to the teachers' surveys it was found that most of them realized the importance of using different types of supplementary materials in the English classes, however most of them argue that they do not always use extra materials because in some cases several materials are provided by the high schools and by the curricular program imposed by the textbook that they are using.

Moreover, it can be said sadly that most of the teachers from public and private high schools do not recognize their students' needs and preferences when planning their English classes. In addition, it is important to emphasize that during the observations it was found that most of the teachers from public and private high schools planned their lessons focused only on their course book without using any kind of supplementary material for enhancing their classes.

Finally, all these results imply that some teachers in certain public and private high schools are not teaching the English language with enough quantity and variety of supplementary materials as was represented in the previous charts (7 and 8).

Conclusions

- This study demonstrates that in public and private high schools, the most commonly used supplementary material was the whiteboard, because this visual aid was easy for the teachers to use and it was always available in the classroom.
- Based on the results of the fifteen observed classes, it is essential to point out that in the public high school most of the used supplementary materials were pertinent, appropriate and of good quality, but not all (2 out of 10); similarly, in the private high school a few of the used supplementary materials were not pertinent, appropriate and of good quality (2 out of 9).
- This study determines that the variety of the supplementary material used in the five observed classes in 1st, 2nd, and 3rd grades between public high school and private high school do not differ considerably since in the public high school were used a total of 7 different supplementary materials (the whiteboard, handouts, songs, flashcards, dialogues, stories, and maps); meanwhile, in the private high school there was a total of 5 different supporting materials (realia, the whiteboard, dialogues, movies and posters).
- The main characteristics some teachers from the public and private high schools consider when choosing supporting material are: age, needs, level of knowledge, and learning styles, which was helpful and useful for helping the students to learn a new topic in a meaningful and successful way.
- The lack of creativity, imagination, and experience of teachers in Ecuadorian public and private high schools to teach their lessons in an interesting and motivating way were reflected in the bad use of some supplementary materials that did not contain the characteristics of pertinence,

appropriateness, nor quality, which did not help the teachers to accomplish their goals nor activate the students' participation during the classes.

- The frequency of the supplementary materials used in the public high school was 10 times; meanwhile, the frequency of the supplementary materials used in the private high school was 11 times.

Recommendations

- It is recommended that teachers from public and private high schools should use varied types of supplementary materials in order to support their explanations. It will enhance the students' English learning.
- Public and private teachers ought to prepare and elaborate supporting materials by thinking in the different learning styles and needs of their students. So their teaching process will be more interesting and motivating and also, the students could learn and understand the topic of the class better.
- If teachers from public and private high schools want to get students' attention and enhance their English knowledge during the learning process, they should direct their classes by focusing on the content of the class, the students' age / level and the different learning styles of their students as many times as possible.
- Public and private teachers should not only use the assigned course book for teaching their classes, they must be aware they do not work alone to reach their aims; they rely on various types of extra materials and resources, which used adequately may help them to have a successful class.
- Teachers from public and private high schools should not limit themselves to use the whiteboard and supporting materials that they have in hand in their classrooms; on the contrary, teachers should design their own supplementary materials in order to complement their teaching and achieve their lesson's objectives. It will allow students to perceive and apply in an optimal way what they have learnt.

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ANNEXES

Annex 1.

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE(S): _____

SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON:

(Check the ones that have been used)

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

Annex 2.

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Was it used appropriately in relation to the topic of the class?

yes ___ no ___ Why?

Was it used appropriately in relation to the objectives of the class? yes ___ no ___

Why?

Was it used appropriately in relation to the students' age?

yes ___ no ___ Why?

Was it used appropriately in relation to the students' level?

yes ___ no ___ Why?

Was it elaborated and applied with creativity and originality?

yes ___ no ___ Why?

Were students motivated with the presented material? yes ___ no ___ Why and How?

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

How do you consider the quality of the used material?

Annex 3.

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en las clases de inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES <ul style="list-style-type: none"> • flashcards () • diapositivas () • mapas () • gráficos o fotos () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 		AUDIO <ul style="list-style-type: none"> • canciones () • diálogos () • historias () • cuentos () 		OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) 	
		AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas () • documentales () 		ONLINE <ul style="list-style-type: none"> • websites () 	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					

¿Con que frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					

Annex 4.

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ CLASS N° _____

GRADE: _____

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

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

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

What type of supplementary material do your students prefer? Why?

According to the following percentages, how important is the use of supplementary material in the class?

25% () 50 % () 75 % () 90 % ()

Why?
