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The use of supplementary materials in EFL classes: A comparative analysis of public and private high schools research done in order to achieve the Bachelor's Degree in Teaching English as a foreign language

Trabajo de fin de titulación

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This research study has been thoroughly revised by the graduation committee.

Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, diciembre del 2012

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DEDICATION

This work is dedicated to my best friend, Jehovah God, who is the person that leads every second of my life. Without his support and cares it could be impossible for me to finish this thesis. Because of him, I put all my effort in this investigation to have honesty in this research.

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ABSTRACT

This study is titled “The use of supplementary materials in EFL: A comparative Analysis of Public and Private High Schools”. It was carried out to determine how Ecuadorian teachers use instructional materials in private and public high schools. Two high schools located to the north of Guayaquil were selected to conduct this research. The participants were English teachers from 1st, 2nd, and 3rd senior year; a student from each course also participated in this investigation.

This study was done using a qualitative and quantitative approach. Five classes were observed in each course and the gathered information was analyzed, described, and compared. In addition, teachers were interviewed using a questionnaire to know their opinion of the importance of supplementary materials and students’ learning styles. A survey was used also to gather students’ opinion of the materials used in each observed class.

Once all information was analyzed and compared, conclusions revealed that the blackboard was the only supplementary material used in the public high school, while in the private high school the more frequently materials used were the whiteboard and digital board.

INTRODUCTION

Teaching English as a foreign language is a complex process in which different factors need to be considered in order to achieve teaching objectives. Culture and social background of the target language, textbooks, students, resources, etc. are among others the most common components of the teaching and learning process.

Teachers achieve the objectives of the teaching-learning process when students demonstrate that they comprehend the topics of the lessons. Within that context, supplementary materials play an important role because they help teachers to facilitate the process of English learning. For this reason, the purpose of this study is to determine whether Ecuadorian teachers used teaching resources in public and private high schools and how pertinent and appropriate those materials are being used in the classroom.

To attain the purpose of the study four important objectives have been set. The first aim is to identify and analyze the type of supportive materials used in EFL public and private high schools. The second objective is to describe and analyze each one of the supplementary materials used in EFL classroom in terms of the pertinence (content), appropriateness (student's needs), and quality. The third aim is to determine the variety of the supplementary materials used in the observed public and private high schools. And, the fourth objective is to identify the most frequently used materials in each of the observed high schools.

There is a wide research done of the use of supplementary materials in teaching English as foreign language. For instance, Tsou, Wang, & Tzeng (2006) wanted to prove how web-based technology influences the EFL teaching and learning process

through storytelling and story recalls. The researchers applied the storytelling by an instruction that lasted eighteen hours that users were able to compose a new story or modify an existing story via web browser therefore the functions of the website demonstrated its significant value and importance recording their own voices and typing in texts, helping them to improve their learning.

A second study was conducted by Brown (2010) to identify students' level of recognition and recall with cultural vocabulary within popular English speaking films and how to improve them with practical activities for the common EFL classroom by short segments ranging by seven to ten minutes were shown for the ninety minute lessons and replayed in various sections dependent upon the activities used. Main results showed that films improved students' abilities to identify vocabulary even though they were not able to recall meanings or use the words during lessons. In conclusion, the researcher stated that films are a great source of language exposure for students but a certain amount of time needs to be invested in lessons.

A third study was made by Gawad (2011) to identify the effects of video on whole, integrated language teaching of the four skills; through a video-based program in English grounded CNN videos accompanying the Tapestry listening and speaking, reading comprehension and written books. The results of this study showed that students' performance in the four skills improved significantly by the use of videos. Therefore, the researchers concluded that videos are pedagogical tools that help students in whole language development.

Those studies mentioned above provided important gains to the educational field of English teaching. Similarly, they will benefit teachers because they are

responsible for making classes more attractive to students; they will be aware of the correct use of supportive material in the classroom. Future researchers will also obtain benefit of this study because it will provide important basis to develop further studies of the factors that affect the teaching-learning process.

Although this research showed important findings of the use of supportive materials, a limitation concerns to the amount of the observations done to gather information; they were carried out in 6 weeks and the investigator observed only one class per week. On the contrary, doing more observations would have provided a better approach of the use of supplementary materials because teachers maybe used more variety of materials in other classes. In addition, observations took place during the last period of classes therefore classes in the 3rd senior year mainly consisted on reviewing of subject content; here, the materials used in each class provided insufficient evidence for the study. It would be more suitable to increase the amount of observations in each classroom to gather more consistent results.

Method

Setting and Participants

This research was carried out in a public and in a private high school located to the north of Guayaquil city. The classes were taught by English teachers who taught English in 1st, 2nd, and 3rd of senior level and worked 40 hours per week; all of them had an English teaching degree and at least two years of proved experience in the field. In addition, fifteenth students aged from fifteenth to seventeenth years old also participated in this research. The students of the public high school had a lower social-economic background and not all of them had a good level of English. On the contrary, the students of the private institution had a better social-economic background and good knowledge of English language.

Procedure

The design applied to this research was quantitative and qualitative. The qualitative method helped the investigator to observe the real process of using materials in the classroom. About the qualitative method, it was used to quantify the frequency of use of each supportive material used in the observed class to establish a comparative analysis of the frequency of use between the two high schools.

About the instruments, they consisted on observation and description formats used to record all the qualitative details of the materials in each observed class. In addition, two charts helped the researcher to write down the type of material used in each high school. Information of the pertinence and appropriateness of the materials used in each course was also set down in six charts; these tables were divided according to the type of institution. For the quantitative analysis, three charts were used to record the frequency of use of materials in each course in order to make a

comparison of frequencies between the two high schools. An additional chart was used to tabulate the total frequency of use of supplementary materials in each course. Two charts more were used to visualize the frequency of used materials in three courses of each high school. Finally, a questionnaire was applied to interview teachers about the importance of supportive materials in the classroom.

In this research three types of techniques were applied to collect information. First, the reading technique was used to review the literature that supports the theoretical framework for this study. A second technique was note-taking that was used to record information during the process of observation. And, the third technique was a survey applied to the students in order to gather opinions of the use of materials in the classroom.

This research consisted on three stages. In the first stage teachers answered a questionnaire to know their opinion of the importance of materials in teaching. Then, five classes were observed in 1st, 2nd, and 3rd year; one class per week. All the details of the use of supporting materials were recorded on the observation formats, these details included: the topic of the lesson, the type of material and its usage description, the pertinence and appropriateness of the resource, the use of the material in relation to students' age and level, how the material was used to motivate students, and its quality. After each class, one student was selected randomly to answer a survey to explain whether he/she liked the use of the material and which other types of resources he/she would have preferred for the class.

The second stage consisted on data tabulation. The information gathered on the observation formats was used to fill the eight qualitative charts. The first and second charts contain all the materials used in the public and private school

respectively. Charts three to five show description of the pertinence and appropriateness of the supplementary materials used in the public high school. Similarly, charts six to eight contain information of the pertinence and appropriateness of resources used in the private high school.

After qualitative data was tabulated next step consisted on compute the frequencies. Charts nine to eleven were used to show the frequency of use of supplementary materials in each of the three courses. This chart offers a comparative view of the values obtained for each of the materials used in the observed classes. The total frequencies of each of those three charts were used in chart twelve to give a broad view of the frequencies in each course of the public and private high school. In addition, charts thirteen and fourteen were of great help in providing the frequency of used material in the public and private senior high school.

The third stage of this research refers to the analysis of information. Observation and description formats and qualitative tabulation were used to evaluate the pertinence and appropriateness of each material as well as its quality. This analysis included also the results of the questionnaires answered by each of the teachers who participated in this research; their points of view about the importance of learning styles were included at the end of the analysis made for each course.

The third stage also included a comparative analysis for which was used the information of the quantitative tabulation. The purpose of this examination was to show the general results of high schools, a comparative analysis between courses of each high school, and an analysis of the resources mostly used in each institution.

Discussion

Supplementary materials are important resources that help teachers to improve students' knowledge because they add interaction and motivate students to learn. For this reason, this section presents the theoretical framework that supports the importance of the use of supplementary materials in EFL classes.

Literature Review

Teaching English as a Foreign Language

Although teaching English has generally been a professional activity, its importance relies in an appropriate transmission of knowledge that enables students to appreciate the usefulness of the English language in their life. About the importance of teaching English Satya (2008, p. 26) says, "Teaching English as a foreign language (TEFL), like any other teaching job, is about conveying information to students in an informative and interesting manner". Dash and Dash (2007, p. 16) also claimed, "knowledge of English is essential for general education, technical education, vocational education and in the field of engineering and medical education". In addition, Raman (2004) remarks the importance of teaching English as follows:

English is an important tool in higher education, administration and mass media. Presently it is taught in almost every country on earth. In addition to the importance of English in education, parents consider the teaching of English as source of opportunities for their children because "is not only on schooling (teaching academics) but also on teaching the language (English) so that the children

from other language background can benefit from academic instruction. (p.2)

Learner Differences among Children, Adolescents and Adults

Children, adolescents and adults acquire knowledge in different ways.

Children learn by imitation, their brain is a sponge that absorbs everything; they have no fear to make mistakes. In this case Saville-Troike (2006, p. 82) stated they have “brain plasticity, not analytical, fewer inhibitions (usually), [...]”. This process makes easier for children to learn; no doubt, Levine and Mursch (2011) claim “Language development does not end in preschool. All four aspects of language (phonology, syntax semantic, and pragmatics) continue to develop and become more complex and sophisticated through adolescence”. But more than start to speak, children start to construct sentences. But, a different view is about this process of acquiring learning:

In first language acquisition (FLA), children develop linguistic abstraction by using what is known as pivot schemas [...]). These pivot schemas are used to generate new sentences, for example when children use new object labels in existing schemas. Games are therefore often used in the primary English language classrooms, as children generally enjoy them and are motivated by taking part in them (Kersten 2010, p. 30)

In adolescents, the process of learning is more systematic because they start to use reasoning and can solve problems. For instance, Beamon (2008) suggested that during the learning process, student’s brain make rapid and simultaneous associations as incoming information is distributed and processed. The recognition

network takes in information through multiple sensory avenues (visual, auditory, olfactory, tactile) as Crawford (2005, p.5) claims, “their personal initiative and energy are moved into action through meaningful involvement with relevant and current content [...] Their cognitive and affective capabilities are challenged, such as when connections are made between difficult content and its application to personal experiences”. With regard to those aspects of learning, Woolfolk (2010) considers the following:

In fact, adolescents appear to need more intense emotional stimulation than either children or adults, so these young people are set up for taking risks or seeking thrills. Teachers can take advantage of their adolescent students’ intensity by helping them devote their energy to areas such as politics, the environment, or social causes (Price, 2005) or by guiding them to explore emotional connections with characters in history or literature. (p. 82)

The process of learning in adults is more abstract, it is based on experience, and they learn by pleasure. Rubio Gómez (2007, p.137), quoting Dohmen, states “adults find experiences of learning which would be useful for his/her life, especially for changes that occur in it: new job, promotion, discharge, marriage, retirement, etc.” According to Saville-Stroike (2006), there are some aspects involved in the process of adults’ learning such as their capacity to acquire new knowledge, their ability to analyze new information, their pragmatic skills, their greater knowledge of L1 and real-world knowledge. More specifically, Duffy & Forgan (2005, p. 115) declare that adults apply different types of principles that help them to be successful learners; these authors state, “Immediacy of the learning, clear roles and role

development, team work and use of small groups, engagement of the learners in what they are learning, accountability: how do they know they know?"

Learners Motivation

What do students need to be motivated to learn English? Teachers have faced to this question for many years. In order to set the appropriate conditions to arouse learners' motivation, teachers must understand students' needs and they have also to use different teaching strategies. Specifically, Woolfolk (2010) suggests that some key concepts in social cognitive theory are the interactions among behavior, environment, and personal characteristics; beliefs about personal capabilities; learning through observation and models; and guiding your own learning through self-regulation. But, what does motivation mean for a learner? Saville-Troike (2006) claims "significant goal or need, 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/reward".

Motivation is not only related to learners' characteristics and desires, it concerns also with some aspects that teachers have to consider in the process of teaching. According to Joetze (2008), those factors are:

1. Creating the basic motivational conditions
2. Generating initial student motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation

Those four motivational facets are further distinguished into concrete motivational techniques and strategies. Among the basic important conditions to motivate learners Joetze (2008, p. 15) highlights, "appropriate teacher behaviors and

a good relationship with the students, a pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms”.

Learning Styles

There are different ways in which learners acquire new knowledge. Teachers must be able to know their students’ learning styles to adjust their teaching techniques, resources, etc. Mahoney (2002, p. 370) claims that students show different learning preferences such as convergent (abstract thinking), divergent (concrete experience), assimilation (ideas than people), accommodative (thrive on change). In a similar way, Gardener, Jewler, & Barefoot (2009, p. 58) propose other categories of learning styles; they say, “the VARK learning style that is visual (information by graphs, etc.), aural (hear information), read/write (information in words), kinesthetic (through practice). From other point of view, Sprenger (2008) supports the idea of combining learning system with memory system that is conditioned response, episodic, emotional, procedural and semantic.

Teaching Techniques for Adolescents

Different learning styles in adolescents means that this type of learners has different ways to receive information. For this reason, teachers must use appropriate techniques according to learners’ ways of learning. To illustrate this, Beamon (2007, p. 24) suggests some teaching techniques useful for teaching teenagers, “Simulations in roles, visual maps, graphic organizers, puzzle, word problems and project-based unit”. Those techniques are suitable for adolescents because as Crawford (2008, 17) claims, “thinking maps or graphic organizers, which give students a visual framework to display and organize ideas and information”.

Furthermore, adolescents are more engaged with less complex and more practical teaching techniques. Karten (2009, p. 18) suggests to use other techniques such as “proactive, collaborative GE and SE teacher who communicate to each other and their students can even use simple techniques such as Venn diagram or a three-columned chart to figure out how inclusive environments can address adolescent strides”.

Context for Teaching English

There are different context that affect the process of teaching English, some of them are political factors, new education laws, and political changes in education. With regard to those aspects, Araya (2007) claims “for this reason, language teachers should help to question the unified between language and government”. Besides, Saville-troike (2006, p.123) says, “national language is often required in political meetings and is sometimes required even for lower-level bureaucratic functions”. But is not the case of private schools, which English is seen as worldwide language. According to this author, economic factors affect teaching English because public institutions are reduced with very small founds and no support new tools for teaching such as digital boards, internet. It is different in private institutions which parents pay, and it is destined to improve of new technologies to be applied in a better teaching. Social factors determine the effectiveness in teaching English, in our country, social classes are determined if people can have better access to the teaching of English of a higher extract have access to better education while young people who have a lower extract cannot afford a better standard of education in the English language. Regarding to cultural context, it is necessary to note that although we should be proud of our language, Anglo-Saxon culture in a way it affects our cultural

world, word ok otherwise it would not be English as a matter of importance in schools, but in public schools is less the cultural effect of another country, Additionally, something very different happens in the private schools where if the culture is affected for example when they celebrate Halloween, but we are seeing a lesser extent. Araya (2007) suggests, “The cultural components of a language can be “studied” as target contents but it does not mean that a cultural respect regarding values, attitudes and linguistic functions are achieved or promoted when using language”.

Supplementary Materials

Supplementary materials help teachers to make classes more interesting and meaningful for learners. A clear definition given by Spratt, Pulvemess and William (2011, p. 161) is, “books or other materials we can use in addition to the course book”. Other definition is provided by Hurrell and Doye (1997) who claim that they are any material supportive language learning for instance pictures, flashcards, etc. Editorial Mad S.A. (2006, p. 19), establishes that they consist of classified and reliable such as storybooks, dictionaries, nursery rhymes, songs, activity books, cassettes, videos, games, and so on.

All the types of materials available for teachers help them to increase the amount of practice necessary in the classroom, they are important for teaching English because without them, textbooks would seem just books for learning but not practical. Davies & Pearse (2002) affirm, “mainly intended for teaching-learning situations: supplementary materials offer additional separable exercise, both classes and homework”. Additionally, the role of supplementary materials is for any skills, speaking, grammar, listening, they support the content in a textbook:

When selecting supplementary materials, you can also look at authentic materials (materials not written specially for the teaching of English as a foreign language). For example, many games that children know in their mother tongue can be played in the foreign language. You may like to make a collection of children's comics, toys, posters, and so on, to decorate the classroom [...] (E. MAD (2006), p. 19)

What is the role that supplementary materials? They fulfill the assignment of practical tasks. Spratt, Pulverness & Williams (2011) suggest that supplementary materials afford variation in lesson and beneficial additional preparation. Also, Hurrell & Doye (1997) explain that supplementary materials make possible that learners have different opportunities for practicing the target language by doing different types of activities and keeping away from tedious repetition.

Types of Supplementary Materials

There are different types of supplementary materials that help teachers to get students involved in learning, not just for helping learners in acquiring new knowledge but for increasing delight in explore new concepts and for arousing their creativity to produce the English language accurately. In the case of visual materials there are pictures and boards and about them Harmer (2007) expresses, "appropriate uses of pictures is for the presenting and checking of meaning [...] Boards provide a motivating focal point during whole-class grouping".

But those traditional materials mentioned by Harmer (2007) have been replaced in this twenty first century by on-line materials. Currently, there are valuable resources for teaching English such as websites and all the amount of videos and multimedia materials that teachers can find by searching on Internet. With regard to those materials, Nilson (2010) suggests, “web sites contains a wealth of free resources that you may you want your students to read, view, hear, critique, analyze, play”. In addition to on-line materials, audio-visuals such as videos, movies, documentaries, etc. are source of interactive learning and help teachers to provide clear and more real explanation about a topic. According to Raman (2008), “audio-visual stimuli and help in quick and effective learning [...] They increase pupils’ interest in the subject and supplement verbal explanation of the teacher”. Other types of materials that help learners to develop their interest on learning English are known as Realia (objects). About them Maxom (2009, p. 121) says, “It can give you an air of mystery and amusing eccentricity as your students anticipate what you’ll turn up with next”. This author mentions also that songs, dialogues and films are materials that learners enjoy a lot and that teachers can use in the classroom for effective teaching.

Previous studies have demonstrated success using supplementary materials in class. They have revealed that the use of supporting materials is imperative in the EFL classroom.

A First study was done by Tsou, Wang, & Tzeng (2006) to know how web-based technology can assist EFL teaching and learning process through storytelling and story recalls. Before the onset of the experiment, the English

instructor received three-hours of training in applying the storytelling Website to EFL storytelling and 18 hours of instruction within an EFL storytelling workshop. The websites contained five stories that were appropriate for the students' cognitive and language levels. Users were able to compose a new story or modify an existing story via a Web browser, selecting characters, objects, sound effects, animations and music as well as by recording their own voice and typing in texts. These characters were easily customized in other languages if it was necessary. To conclude, this study about the functions of the Website demonstrate its significant value and importance in education, especially in foreign language teaching and learning.

The second study was made by Preston and Mowbray (2008) to demonstrate innovative ways to enhance teaching by using the SMART Board in Science classes. In this study, children were asked to predict what would happen to a plant pictured on the SMART Board if it was not watered. Children were selected to draw what would happen to the plant. Previously, students had conducted an experiment to see what happens when plants are deprived of water, they had 2 sunflower seedlings in small pots, the one marked with a cross was not watered and the other plant was watered. This study included instruction on how to do simple scientific drawings rather than do artistic sketches. A PowerPoint presentation or Flash animation was used with the SMART board whereby instructions. Young children were required to follow little instructions to learn how to operate the SMART Board. In conclusion, using this supplementary material for stimulating

students' minds to develop a strong interest in and love of science demonstrated that learners are more involved in the learning process.

A third study was conducted by Bayri (2010) to investigate whether learners appreciate the use of visual works of art in the speaking classroom. The students were shown three paintings and two photos belonging to the Great Depression Era. The works of art were displayed on a big screen TV in the video room of School of Foreign Languages. Throughout the activity the students were given background knowledge about the era, which acted as a socio-historical analysis of the period. After the implementation of the activity, the students were given an open-ended questionnaire and interviewed in order to find out if they consider the use of visual arts in speaking class to be authentic and motivating. In the second part there were three paintings and two photos which were the icons of the Great Depression Era in the United States. Each participant analyzed and interpreted each work of art individually by expressing his own feelings and reactions. The students discussed each work of art, they listened to each other, but they never agreed or disagreed with each other's idea. The students have been found out to appreciate the use of visual arts in speaking classroom. The most common reason they put forward for this appreciation is the motivation it provides. They considered the works of art to be visually authentic parts of the target culture, but the feature of this speaking activity was the way in which it was conducted. A quote from Ortuno (1994, p. 500) was included in this study due to the importance of visual materials: "Including 'culturally loaded' visual material in the curriculum can transform a language class into a cross-

disciplinary course which not only combines language, art, literature and history, but also helps students take a major step toward reaching proficiency standards”. The author of the study concluded that language teachers can help students to go up in the ladder of proficiency by the help of visual works of art as well.

The next study was conducted by Brown (2010) to identify students’ level of recognition and recall with cultural vocabulary within popular English speaking films and how to improve them with practical activities for the common EFL classroom. In the methodology used, short segments ranging between 7 to 10 minutes were shown for the 90 minute lessons and were replayed in various sections dependent upon the activities used. It was previously noted that students understood easily animated films or films that leant on facial expressions and gesticulating to tell the story. For this reason, it was anticipated that students were able to understand the ‘gist’ of the story, but perhaps not the finer details, due to reliance on body language. It was therefore decided that to acquire accurate results, non-animated movies that rely on dialogue should be used. It was also considered that two different cultures should be featured in each of the movies. This was to assure that students did not use the cultural knowledge gained from the first movie to supplement knowledge for the second, and therefore to ascertain true. The first section of the study was used as a control in order to explicitly determine standard levels of students, Students’ abilities to identify popular vocabulary were varied, and could overall be said to have improved very little over the course of 7 weeks. However, with 21% of the class failing to identify

anything, it was shown that a large amount of students could not either immediately recall meanings, or did not get sufficient usage of the vocabulary during the lesson in order to fully acquire it. This proved that the idea previously hailed by other authors, that students merely watching a film and having exposure to the language, has no significant impact on knowledge. Indeed students did not only have the exposure, but had the benefit of the few simple activities. For the final week, MQ4 words consisted of many cultural items that had been repeatedly explored over the 7 weeks, and it was thought that students could easily identify many. This however was proven false, with over a quarter of students still unable to identify any of the vocabulary. In conclusion, the author highlighted that teaching English through movies is one of the better methods for cultural transference, short of learners going abroad. It would seem though that in order to ensure students are learning the material and retaining it, a certain amount of time and thought need to be invested into lessons. First year university students are experiencing a multitude of new rules and skills and need solid tasks that are well crafted.

The last study was researched by Gawad (2011). The purpose of the study was focused on proving the effects of video on whole, integrated language teaching of the four skills. The methodology was based on a video-based program in English grounded in the CNN® videos accompanying the Tapestry® listening and speaking, reading comprehension and writing books. I. For the control group, video sections were omitted as is usually the case in other Tapestry classes across all skills. For the experimental group, the

CNN® videos accompanying the books were the springboard of the teaching method and presentation of materials. CNN video clips provide authentic input and further develop listening and speaking skills. However, classroom procedures and teaching method differed for each group; i.e., for the Control Group, each lesson in the textbook was centered in a cultural theme, for example, talking about a popular celebration, and began with a picture for discussion, then getting started, and getting ready to read, or to listen or to speak, or to write according to the designated course. Videos were excluded from the Tapestry sections whereas they were used for the experimental teaching. For the Experimental Group, authentic CNN clips were used to introduce the underlying theme; e.g. a clipping of a New Year celebration—of each lesson which functioned as the focal point of instruction. As the students watched the tape, the teacher stopped every one or two minutes to check comprehension. Therefore, the instructor had been selective in providing the teaching foci from the designated books. Supplementary videos (e.g. Shakespearean drama in films) were also used as extracurricular video material for all skills one more hour per week, thus a total of 3 video-based teaching/learning hours for the Experimental class and 3 text-based teaching/learning hours for the Control class.

For the Listening Test, the students watched and answered ten questions about a twenty-minute segment of a CNN segment from the video material with the book. For the Speaking Test, each student was tested individually using the same two minutes video segment from a scene in

Macbeth, a dramatized Shakespearean play, as a prompt. When the student could say no more in English, he had to say 'End of Talk',

The speaking test was assessed for presentation skills, language, confidence, content, and time management. Only the Speaking Test was assessed by five assessors in the department for time related purposes. Main conclusions of this study showed that, integrating video-based material with whole language teaching of the language skills of our students in a fashion that ameliorates viewing comprehension can produce an enhanced overall linguistic proficiency in EFL students at university levels. Another important implication is that videos should also be systematically incorporated in language assessments, especially in listening and speaking tests. Computer-mediated learning material could also include video segments and clips to ameliorate skill acquisition.

On the basis of the results obtained in this study and implications, several ideas for future research arise. There is a need to explore the effects of videos on whole language proficiency and other affective domain variables, such as motivation for learning the target language, attitudes towards the target language. There is also a research need to investigate the effectiveness of using writing journals during previewing and viewing phases on improving cognitive and metacognitive skills while developing language skills as well. Furthermore, further research is needed to examine the effect of context and content video visuals on test-takers' performance on EFL tests and compare the two effects. Therefore, it is significant to further investigate the interaction of different types of visuals (i.e. content and context pictures and

video) with different text types, such as dialogues of daily conversational English and academic lectures. Additional research ought to be conducted to detect the reasons for individual differences, such as the role of cognitive load and visual and acoustic impediments, learning styles of learners, and their L2 proficiency levels which affect the performance of EFL students on proficiency assessments or a particular skill area test, being the teacher's single way to determine students in particular skill area instruction in Arab universities.

Results

Chart one: Type of supplementary used in Public high school

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

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

Chart two: Type of supplementary used in private high school

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

Author: Matute Macías Pastora del Carmen

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		3rd class		4th class		5th class	
		Pert	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visual	flash cards										
	power point presentations										
	maps										
	Pictures										
	charts										
	handouts										
	posters										
	word cards										
	whiteboard	√	√	√	√						
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Matute Macías Pastora del Carmen

Source: 1st year

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

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

Author: Matute Macías Pastora del Carmen

Source: 2nd year.

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

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

Author: Matute Macías Pastora del Carmen

Source: 3rd year

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

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

Author: Matute Macías Pastora del Carmen

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

Author: Matute Macías Pastora del Carmen

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	
		Pert	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visual	flash cards										
	power point presentations										
	maps										
	Pictures										
	charts										
	handouts										
	posters			√	√						
	word cards										
	whiteboard							√	√		
	Digital board	√	√							√	√
Audio	songs										
	dialogues	√	√								
	stories										
	tales										
Audiovisual	videos	√	√								
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Matute Macías Pastora del Carmen

Source: 3rd year.

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		
	posters		1
	word cards		
	whiteboard	2	1
	Digital board		2
Audio	songs		
	dialogues		1
	stories		
	tales		
Audiovisual	videos		1
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		1
TOTAL		2	7

Author: Matute Macías Pastora del Carmen

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	5
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		2	5

Author: Matute Macías Pastora del Carmen

Chart eleven: Frequency of use of supplementary material in 3rd year.

Variable	Indicators	Public	Private
		f	F
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		1
	word cards		
	whiteboard	4	1
	Digital board		2
Audio	songs		
	dialogues		1
	stories		
	tales		
Audiovisual	videos		1
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		4	6

Author: Matute Macías Pastora del Carmen

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	2	7	9	34.61%
2 nd	2	5	7	26.92%
3 rd	4	6	10	38.46%
TOTAL	8	18	26	100%

Author: Matute Macías Pastora del Carmen

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	whiteboard	2	2	4	8	100%
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL		2	2	4	8	

Author: Matute Macías Pastora del Carmen

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters	1		1	2	11.11%
	word cards					
	whiteboard	1	5	1	7	38.8%
	Digital board	2		2	4	22.2%
Audio	songs					
	dialogues	1		1	2	11.11%
	stories					
	tales					
Audiovisual	videos	1		1	2	11.11%
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites	1			1	5.5%
TOTAL		7	5	6	18	100%

Author: Matute Macias Pastora del Carmen

Description, Analysis and Interpretation of Results

This section provides an analysis of the results obtained from the observations made in both private and public high schools. The evaluation of the results is made using the information of the qualitative and quantitative charts.

The qualitative analysis provides information of the pertinence, appropriateness and quality of the materials used in each observed class. In addition, this section includes a quantitative analysis of the frequency of use of the supplementary materials used in each classroom.

Qualitative Analysis

Public High School

1st Year

White board

In the first class the topic was ‘Vocabulary expressions about the future’ and the objective was to teach sentences using the future tense. The whiteboard was used only to explain the use of the future tense using will/won’t. Next, the teacher asked students to open the book to do an activity. Then, students answer some sentences orally. Finally, teacher only asked students to close their book. She did not use feedback with her students.

In this way, the material was pertinent to the objective of the lesson since the teacher used the board to write sentences that showed the use of “will/won’t”, although there were not sentences written by students.

However, the whiteboard was not appropriate to students’ age because they were not motivated to participate in the activity, although they understood the explanations given by the teacher and were able to develop the activities on the book,

the teacher did not stimulate them to use the whiteboard to write some sentences; students just listened to the teacher and wrote directly on the textbook.

About the quality of the material, it was big but it was not well erased and the teacher did not clean the whiteboard before writing on it. The marker was out of ink therefore the handwriting was not clear and students were not able to read it well.

David & Pearse (2002) states that “mainly intended for teaching-learning situations, supplementary materials offer additional separable exercise, both classes and homework”. In this respect, the second class was a review of the topic ‘Expressions to talk about the future’ and the objective was to reinforce the content taught in the previous lesson. The whiteboard was used to write the sentence: “Is she sure she’ll get one?” Then, the teacher asked students to give other examples and write them on the whiteboard. Finally, she asked students to practice what they reviewed on their book.

The whiteboard was pertinent to the topic of the lesson because students practiced expressions using will/won’t, and students were able to write sentences such as “I hope you’ll find a job”. In addition, the material was pertinent to the content of the objective of the class since it was used to review the use of future tense.

The use of the whiteboard was appropriate to student’s age because they came to the board and wrote their own sentences. Similarly, the material was appropriate to students’ level since the activity was simple and students were able to write sentences correctly and their attitude was to participate in the class.

Unfortunately, the whiteboard was poor of quality because it was old and some parts were broken. But the marker was new and the sentences were clear to see and read.

Learning styles

Gardener, Jewler, & Barefoot (2009, p. 58) proposed categories of learning styles; they say, “the VARK learning that is Visual, Aural, Read/write and Kinesthetic. Teachers need to identify the diversity of styles in the classroom to adapt teaching to students’ learning styles,

However, in this course the teacher did not use the materials according to students’ learning styles even though she considered that it is a way of catching students’ attention, because there was not a concern about using an specific learning style. One student mentioned that he would have liked to watch a video to understand the class. A positive point, however, was the teacher’s effort to stimulate interaction among students by using some dialogues or pair works to compensate the lack of resources.

2nd Year

White board

The topic of the third class was ‘Everyday language, a dialogue’ and the objective was to find verbs in a text. As an introduction of the class, the teacher wrote on the board the topic of the dialogue that was the theme of the book. Students were asked to read the dialogue, then, teacher asked to read again to find verbs that were unknown for them. Next, students were encouraged to write the verbs they found and change to the past and past participle form of the verb on their notebooks.

Finally, students were invited to count all the verbs that they had learned in the dialogue and were eighteen verbs.

The whiteboard was used only to write the topic of the lesson therefore it was not pertinent to the objective and topic of the class because it was not used to identify verbs in a text.

Similarly, the material was not appropriate to students' age and level since it was not used to motivate them to learn; they just were invited to look for verbs; their feelings were not enthusiastic with this activity, because they started to make noise in the class and talked to each other.

With regard to the quality of the material, the surface was clean and the markers had enough ink. In consequence, the topic of the lesson written by the teachers was visible for all students.

'Regular and irregular verbs – review' was the topic of the fifth class and the objective was to practice past forms of regular and irregular verbs. The whiteboard was used to write the past participle of some regular and irregular verbs therefore students read a passage on their textbooks and underline verbs. Then the teacher encouraged them to identify the type of verb and to write on the board the correct past participle.

Thus the whiteboard was pertinent to the topic of the class because it was used to write the past form of regular and irregular verbs. In addition, the material was pertinent to the objective of the lesson since students were able to practice the past participle of each type of verb, among examples they wrote were "give, gave, given" or climb, climbed, climbed".

Harmer (2007) expresses, " [...] Boards provide a motivating focal point during whole-class grouping". Relating to appropriateness, the material was used according to students' age because they enjoyed to come out to the board to write the past participle of the verbs, The whiteboard was used according to their level because all students were able to write the past form of regular and irregular verbs, they were sure about the sentences they were writing and the most of them wanted to demonstrate by raising their hands.

The whiteboard was of good quality because it was large enough the markers were plenty of ink and the handwriting was clear and all students were able to copy the words correctly.

Learning styles

In the survey the teacher mentioned that supplementary materials help to get the students engaged in the class and benefit their learning. But the teacher used only the whiteboard and she did not use any other additional material to reinforce students' knowledge. Regarding this, Sprenger (2008) claims that teachers must make their teaching effective using different types of materials; this would help students to feel comfortable while they learn. About students' survey, they argued that they would have liked that the teacher introduced classes with a movie or handouts to have an interactive class. The teacher did not adapt a learning style to encourage their students to learn; it was a class where teacher gave the topic and students learn, but there was no motivation for students to get involved in learning.

3rd Year

White board

Hurrell & Doye (1997) explained that supplementary materials make possible that learners have different opportunities for practicing the target language. About that, the topic of the first class was ‘comparative and superlative’ and the objective was to recognize comparative and superlative forms within sentences. First, the whiteboard was used to explain the use of the grammar structures and after that students read a text on the books. Next, the teacher wrote on the whiteboard some sentences related to the text such as “Sue’s much/far/a lot younger than Ana”. Students came out to the board and circled the correct structure.

The whiteboard was pertinent to the topic because the sentences written on it had comparatives and superlative forms, among them were “Sue’s much younger than Ana” and “The green bike is a little cheaper than the red one”. The material was also pertinent to the objective of the lesson since students were able to identify the correct use of the grammar structures. In this class, the material was used in accordance with some indications given by Harmer (2007). He establishes that teachers can employ the whiteboards as a note pad or aid to write and to explain topics.

The sentences written on the board were easily comprehended by students and they were able to write the correct options. In addition, they enjoyed to work on the whiteboard. For these reasons, the material was appropriate to students’ age and level.

The whiteboard had an acceptable length. The teacher first cleaned the whiteboard and used red and black markers to highlight the correct intensifier. Additionally, teacher’s writing was clear and he asked also students to do the same.

Spratt, Pulverness & Williams (2011) suggest that supplementary materials afford variation in lesson and beneficial additional preparation. In this respect, the second class was also about intensifiers but in this opportunity the objective was to reinforce knowledge of intensifiers for a quiz. First, students were explained that the class was a review for a quiz. Then, the whiteboard was used by the teacher to write some clues like: “Tom/Richard (old) much” and students had to write complete sentences. Next, teacher asked students to raise their hands and answer orally. After, the teacher wrote some sentences to be completed by students, and finally, some students came out to the whiteboard to complete them.

Because of the type of sentences such as “planes/ships (fast)/ a lot” that students were asked to complete on the whiteboard, and they were able to complete in a correct sequence such as “Planes are a lot faster than ships”, this material was pertinent to the topic and objective of the class.

The sentences were easily understood by students and they wrote them correctly, which meant they were engaged to the class, the most of the students wanted to participate by raising their hands; therefore the material was appropriate to their ages and level.

The whiteboard was cleaned and it was in an acceptable condition. The teacher used black and the handwriting was legible enough that all students were able to read the sentences.

Davies & Pearse (2002) state that supplementary materials are for any skills, they support the content in a textbook. In the third class the theme was “structure of intensifiers as ... as”. According to this quote, the objective of the third class was to learn a new grammatical structure of intensifier. First, the whiteboard was used to

introduce the topic of the class by explaining the use of the grammar structure, but students did not understand well its use. As a result, the teacher spoke in Spanish and said this example: “Los hombres son tan ordenados como las mujeres”. Then, she used the board to explain the structure of that example in English: “men are as tidy as women”. Next, she asked students to use some exercises from the book but writing them on the whiteboard.

The students understood the explanations given by the teacher and they demonstrated it by writing accurate sentences, such as “Men are as tidy as women”, and some more sentences on the board. For that reason, the material was pertinent to the topic and to the objective of the lesson.

Students were able to write exercises once they understood the grammar structure. They felt the confident to give an opinion about how to write some sentences and they could go to the whiteboard and demonstrated their knowledge, therefore the material was appropriate to their ages and level.

The whiteboard in this classroom had an appropriate length and it allow students to write enough sentences. The teacher used two different colored markers to explain the class in a better way.

In the last observed class, the topic was “comparative and superlative” and the objective was to reinforce previous knowledge in order to prepare students for an exam. The teacher asked students to give examples of sentences using comparative and superlative structures. Some students went to the whiteboard and wrote their own sentences and they analyzed the sentences with the teacher and the rest of the class to decide whether the examples were correct.

The practice done on the whiteboard helped students to review the use of comparative and superlatives by sentences as “I’m getting fatter than my dad” or “Bill Gates is one of the most successful businessmen in the world; therefore, the material was pertinent to the topic and to the objectives of the class.

The whiteboard was appropriate because students were able to write sentences correctly and their attitude was enjoyment by correcting them with the help of the teacher and their peers. As a result, the material was appropriate to students’ age and level.

The whiteboard was a little old but students were able to write on it without difficulty. They used black marker and the quality of the handwriting was good enough.

Learning styles

Springer (2008), supports the idea of combining leaning system with memory system that is conditioned response, episodic, procedural and semantic. Although teacher used only the whiteboard as supplementary material, she took advantage of it to accomplish the objectives of each lesson. The teacher encouraged learners to write sentences on the board because she considered that in this way they participate actively. She considered also that writing on the board helped students to remember the grammar structures easily. In the observed classes, three of them, teacher put an effort to adapt the students’ learning style to the class, in this case, it was procedural since teacher asked students to give steps to form grammatical structures; this made that students really wanted to participate in class by raising their hands, or giving their opinions.

Private High School

1st Year

Posters

About visual materials, Hammer (2007) mentioned that appropriate use of pictures is for the presenting and checking of meaning. The topic in the fifth class was ‘Messages of motivation’ and its objective was to have students giving a message of motivation using modal verbs. In a poster, the teacher showed different messages of motivation such as “you are wonderful, no matter what other people think”, or “The most beautiful beauty is what is inside you”. Then some students came out to the board in turns, chose a message, and explained to the class the reasons for which they selected it. After that, each student had to use the message as a model to give a similar one.

The poster was pertinent to the topic of the lesson because it had different messages of motivation for young people such as “you are a special person”. This material was used by students as a reference to give their own messages of motivation as an example, one of them wrote: “you are great, no matter what other people think about you”; therefore the poster was pertinent to the objective of the lesson.

The poster was appropriate to students’ age since the phrases were addressed to adolescents. In the same way, students were able to give messages of motivation to the class using the grammar structures; this made that the material appropriate to students’ level. Besides, students got involved in the topic because they were focused on the topic, they gave their own answers.

The poster was very proper because it was displayed on a digital board, it was colorfull and attractive for students and it let them to be engaged in the class.

Whiteboard

In the fourth class, the teacher talked about the topic 'Write an email' and the objective was to name the parts of an email. The teacher used the whiteboard to draw a big picture of an email and he explained each of its parts such as: greeting, opening, body, and closing. After that he encouraged the students to copy the picture and the description of each part.

Certainly, the whiteboard was pertinent to the topic and objective of the class because it was used to picture the parts of an email in order that students comprehend better the purpose of each one; teacher invited students to write the parts of the mail, by turn, students wrote each part, such as: "dear friend, I received your letter, thanks for be confident with me...", which they demonstrated the topic was clear for them.

Similarly, the whiteboard was appropriate to students' age since they are familiarized with technology. Students comprehended clearly teacher's explanation and they participated giving their own points of view; they demonstrated to have extensive knowledge of the topic. As a result, the material was appropriate to students' level.

The whiteboard was in good conditions and it was big enough to fit all the drawing made by the teacher. However, the teacher used only a black marker to draw the email and to indicate its different parts.

Digital board

The topic of the first class was 'Adjective and Modal Verbs' and the objective was to use adjective and modal verbs. The teacher used a digital board to project a video about a conversation between two persons, and he encouraged students to listen carefully in order to identify the type of modal verbs used in the video. Then,

the teacher asked questions about the video to elicit from students answers using the grammar structures.

The digital board was pertinent to the objective and topic of the lesson since the students were able to identify adjectives and modal verbs used in the video and they answered the teacher's questions correctly, as an example "she might not be in the party. She might be at home".

Since the students demonstrated high level of interest on the video and participated actively, they wanted to go to the digital board and do the digital exercises; therefore the digital board was appropriate to learners' age and level.

The digital board was of good size and students were able to see the video correctly. Besides, it had a good illumination and the digital program did not have inconvenient.

The topic of the fifth class was 'Messages of motivation' and the objective was to give messages of motivation using modal verbs. The teacher used the digital board to paste a poster that had different messages of motivation and to explore a website.

The digital board was pertinent to the topic and objective of the lesson because students were able to give messages of motivation using the information of the poster pasted on the board and by observing the messages on the website.

The students enjoyed a lot the class and they were able to give messages of motivation using modal verbs correctly. For this reason, the digital board was appropriate to students' age and level.

The digital board was new, it was large enough and the image of the website was very clear. It was well illuminated and it was in accordance to the new trends in teaching, using technology in the classroom.

Dialogue

Davies & Pearse (2002) state that, “mainly intended for teaching-learning situations: supplementary materials offer additional separable exercise, both classes and homework”; this is the case of dialogues. Related to this, the topic of the first class was ‘Adjectives and Modal Verbs’ and the objective was to identify adjectives and modal verbs in a conversation. This class took place in the computer lab, therefore the teacher played a dialogue in the main computer that was delivered through the network and all the students listened to it by using earphones. The dialogue was titled “what are your plans? And the learners had to identify adjectives and modal verbs. Once they finished the listening activity, the teacher asked questions about the dialogue and they answered using adjectives and modal verbs.

The dialogue was pertinent to the topic and objectives of the lesson because the persons who took part in the conversation used adjectives and modal verbs to talk about plans, by saying things such as “they might be sure of what they are saying; if not they would not be here”.

Similarly, the dialogue was appropriate to students’ age since the dialogue was about plans that teenagers usually do such as going to the mall, or to the beach. The students were able to identify the use of adjectives and modal verbs because the speakers had a good pronunciation, which made students give their own opinions about the dialogue and give correct answers and it made students concentrated and motivated to participate in the classroom.

The sound of the dialogue was clear and it was played with an appropriate volume; therefore, students were able to listen to each part of the dialogue clearly and they gave answers correctly.

Videos

‘Adjectives and Modal Verbs’ was the topic of the first class and the objective was to identify adjectives and modal verbs in a conversation. As a warm up, teacher let students to watch a video of a typical conversation between two friends, and he asked questions about the video. Then students answered the teacher’s questions using adjectives and modal verbs that they had heard in the video.

The video was pertinent to the topic since the protagonists used adjectives, as an example and modal verbs in their conversation, as an example of a combination of them was “this restaurant might be expensive”. In the same way, the material was pertinent to the objective of the lesson because students were able to identify the grammar structures used in the conversation, such as “might be, could be” and others.

The video was appropriate to students’ age because the conversation was carried out by two adolescents, using common language for teenagers. However, the theme of the conversation was boring because there was just a conversation, that made students not to enjoy it a lot. On the other hand, the video was appropriate to students’ level since the two protagonists spoke clearly using adjectives and modal verb, thus the students understood the most part of the video, and they could give their own answers.

The video was clear and it lasted 10 minutes, the images were well observed because the teacher turned off the lights. There was not any type of interference from

other electric appliances; therefore, students were able to observe the video without difficulty.

Websites

Nilson (2010) suggests “websites contains a wealth of free resources that you may you want your students to read, view, hear, critique, analyze, play”. According to this source, the topic of the fifth class and its objective was to have students giving a message of motivation using modal verbs using a website as a supplementary material. The website YouTube was used to analyze a video about little girls who were forced by their mothers to participate in a beauty contest, the girls seemed unmotivated because they did not want to use make up and they were tired of using different types of dresses and jewelry. The video in the website was titled “Child Beauty Pageants- Sad Faces and Fake Smiles” and students had to listen carefully in order to use modal verbs to give messages of motivation for those little girls.

The website was pertinent to the topic and objective of the lesson since it showed little girls that seemed unmotivated and students used modal verbs such as “you should stop thinking negative about yourself”. Teacher introduced the video for two purposes: first, to remember a grammatical structure, in this case, modal verbal, and second, to give students a moment of reflection of how they motivate friends and other people.

In addition, the website was appropriate to students’ age because the video showed images of unhappy little girls that awoke learners’ compassion and some of them commented that parents sometimes forced them to do things that they do not like to do. Similarly, the material was appropriate to students’ level since the teacher encouraged them to listen but mainly to look for details of the video; students were

able to describe different scenes of it using modal verbs. It was observed in this class that students enjoyed a lot the use of this type of resource.

The website was of good quality and it opened quickly when the teacher wrote the URL address on the browser. The speed of display of the video was adequate and it did not showed any kind of technical problems such as freezing images or delay to replay the video. According to Nilson (2010), the Web had a huge variety of internet tools that teacher can use to get students practicing not only their language but also they thinking and social skills.

Learning styles

Sprenger, M. (2008) mentions that teacher can combine learning system and memory system, using visual, kinesthetic, auditory responses. How does the teacher combine styles and memory? Again, this author suggests that the use of supplementary materials help to match this combination. In this grade, the teacher used technology to teach the classes because he considered that it helps students to learn by addressing visual, auditory, and oral learning styles. In that way, some students' preferences for learning are covered and classes are more attractive and unforgettable for them.

2nd Year

Whiteboard

The first class had the topic “The importance of appearance” and the objective was to describe pictures about handsome people. The teacher used the whiteboard to write the word “vanity” and invited students to brainstorm some definitions; they went out to the board and wrote for example: “care of beauty; devotion to beauty; to be crazy about beauty, etc”. Then she asked students to describe pictures of people

from the book. Students gave names to the pictures and wrote some sentences on the board such as “Lucy has brown hair and beautiful brown eyes; Joe is tall and he has a nice smile”.

The whiteboard was pertinent to the topic because it was used to write sentences related to personal appearance, such as “she did an extreme makeover”. Besides, this material was pertinent to the objective of the class since students wrote sentences that described handsome people, among them “He is a handsome man, because he looks very clean and he has a beautiful face”.

On the other hand, the whiteboard was not appropriate to students’ age because they looked bored and did not participate actively; besides they already knew the vocabulary when they answered questions orally, such as “I think, the beauty is not only how you look outside, but how you are inside”. However, the material was appropriate to students’ level since they were able to describe the pictures correctly.

The whiteboard was new and it had an acceptable length. But the teacher could have divided it into sections to organize a competition game in order to add interaction and fun to the lesson.

The topic of the second class was “Present participle” and the objective was to use the present participle with gerunds. The whiteboard was used to review knowledge of participles, after that, the teacher used the material to explain the topic; he wrote also two main ideas about the topic “Present Participle: Exercises”. In addition, the whiteboard was used by the teacher to write some examples such as: PlayING soccer is funny (in ING high tone voice), and “, in order to explain better the topic. The teacher invited also the students to think about other examples, they

wrote some sentences as for example: “eating healthy food helps us to live good”, studying English is funny”.

The whiteboard was pertinent to the topic and objective of the lesson because the teacher used it to explain the grammar structure that was “playING soccer is funny” and students were able to use the present participle with gerunds, among some sentences was “studying English is important” and “traveling to Quito is exciting”.

The whiteboard was not used creatively and students did not participate with enthusiasm; therefore, the material was not appropriate to their age, because they made some noise, and some of them were not focused on the topic. On the contrary, the whiteboard was used properly in accordance with students’ level due to the simplicity of the sentences written by the teacher. Students understood teachers’ explanations and were able to write examples correctly.

The quality of the whiteboard was acceptable and it was big enough so the contents were clearly stated. The teacher first cleaned the board to write and used only red marker.

In the third class the topic was “Reported speech using wish” and the objective was to review and to practice the use of reported speech. The teacher started the class with a review of the use of the grammar structure and by asking questions to the students and writing their answers on the board such as: “Reply the following questions using “wish” for example a) “he didn’t get the promotion”, how do you use the reported speech? A “he wished he got the promotion.

The whiteboard was pertinent to the topic and objectives of the lesson because it helped students to remember the use of the grammar structures, when teacher

wrote reply the following sentences using “wish”, one of the students said “they wish they get a promotion”, which meant they already reviewed the class. Concerning this, Pearse (2002) affirms that supplementary materials provide students opportunities to practice additional exercises.

Students participated in the class but they seemed bored because the teacher did not use the whiteboard with creativity, he just wrote the sentences they had to change to reported speech; as a result, its use was not appropriate to their ages. On the other hand, the material was appropriate to students’ level since learners responded to the questions correctly and were able to produce their own sentences.

Concerning the quality of the material, it had a good length and the teacher cleaned it before starting the review. He used only black marker and his handwriting was clear.

The topic of the fourth class was “Lying” and the objective was to practice speaking skills to explain why people tell lies. The teacher used the whiteboard to write the word “Lying” and he asked students: “what kind of people say lies?” Some students gave answers such as psychics, boys, girls, teachers, lawyers. After that, the teacher wrote three questions that students had to think carefully and answer: How many lies do you tell? Are you a liar? Why do people lie? Student participated actively giving their opinions about those questions.

The activity which the teacher wrote the word “lying” made possible that the material help him to achieve the objective of the lesson, because they wanted to know what the word meant, and it made students spoke about the word. In consequence, the board was pertinent to the topic and objective of the class.

About appropriateness, teacher used the whiteboard to give three questions to students meditate. The questions were in accordance with their ages, because there were simple but at the same time reflection questions, such as “are you a liar?”, or “what kind of people tell lies?”, and of course their previous knowledge of the language; students enjoyed the activity. As a result, the board was appropriate to their ages and level. Hurrell & Doye (1997) explain that supplementary materials make possible that learners have different opportunities for practicing the target language by doing different types of activities and keeping them away from tedious repetition.

Concerning the quality of the whiteboard, it was clean and adequately placed in the room. Nevertheless, the teacher used a green marker; because of the color of the marker some students seated in the back of the classroom had some difficulties to read the sentences. But the teacher repeated the questions orally again and again and students were able to answer correctly.

“Rainbow of food” was the topic of the fifth and last class. The objective in this class was to find the meaning of different words such as boost: power, energy. The teacher invited students to look at a picture from the book that describe different types of vegetables and fruits and students had to explain how the food helps our body. In addition, the teacher chose some words from the book and wrote them on the whiteboard and she asked students to define each word using their creativity. Some students gave original definitions such as “optimistic: it is a person who always looks positive”, “concentration: it is to focus”.

The whiteboard was used to take note of the original definitions such as “complain: it is a disagreement” and “tummy: is a part of the body”; these answers

were given by them; therefore this material was pertinent to the topic and objective of the lesson, that was to find the meaning of the words to explain the topic for the next class.

The board was properly used in relation to students' age and level. Learners recalled previous knowledge and they were very creative to define the words; besides, they appreciated that teacher wrote their answers on the whiteboard and students were glad to see that.

In terms of quality, there was not any difficulty with the blackboard. The teacher used black markers and the handwriting was clear.

Learning styles

Adapting a specific learning style is a decision that a teacher has to make daily, but always taking into account the students' interests. Mahoney (2002) recalling Kolb's theory states that one common learning style is divergent learning, in which students delight brainstorming because it let them to fly their imagination and to be creative. Related to this, the teacher in this second grade agreed that supplementary materials help them to adjust their classes to their students. Despite of this, he did not utilize another type of supportive material to teach the classes. It was observed that the teacher motivated students to use their creative thinking giving examples or definitions,

With regard to students' opinions, they declared on the survey their preference for other type of materials such as slides, photos, handouts, word cards, songs, stories and movies.

3rd Year

Poster

The theme of the second class was “Conditionals” and the objective was to reinforce students’ knowledge of the use of conditionals. The teacher used a poster created by him and pasted it on the whiteboard, the poster had the structure of the first, second, and third conditional written with black and red markers. The red marker highlighted the tense of the verbs. Then, he encouraged students to remind the use of the grammar structure by saying an example of each type of conditional; they mentioned some examples such as “1. Present, present: If she studies, she gets 20. I will pass the exam”, 2. Present, future: “if she studies, she WILL get 20”.

Regarding the pertinence of the poster, it was used in relation to the topic and objective of the lesson because the material provided a visual clue of the three types of conditionals such as simple present and will future, simple past and would plus infinitive and the third conditional past perfect and would plus have plus past participle, with examples given by the students some of them mentioned in the paragraph above.

The teacher employed the material properly in relation to students’ age and level since it helped them to give correct and creative sentences; this contributed to create an interesting and fun class. Students felt confident to the teacher, when teacher asked about the explanation of the conditionals, one of them raised his hand and explain completely in English such as “the grammar of first conditional is the first sentence using “if” and the sentence in present simple...” ; the others students paid attention to their classmates.

The poster had an appropriate length, a half of a sheet of a cardboard. The phrases were clear and the font was of good size. The teacher placed the material on the center of the whiteboard so students were able to look at it from different angles in the classroom.

Whiteboard

In the fourth class, the teacher started the class reviewing the theme Relative clause: clauses of concession; the goal of this lesson was to reinforce knowledge of grammar structures. First, the teacher wrote on the board a list of words such as: although, but, despite of, however, nevertheless. Then he asked students to explain the purpose of those words; some students participated and mentioned that those words were used to introduce opposite ideas. After that, the teacher divided the whiteboard in two columns. On the right side, the teacher wrote 6 sentences, for instance: “Danny got 0” and so on. On the left side, he asked students to write a clause of concession to complete each sentence. One of the students wrote: “Although Danny studied, he gets 0”. In some cases, teacher or students correct some mistakes that other students did.

The teacher reinforced students’ knowledge by using the whiteboard as a means to explain what each word means such as although, but, despite of, however, nevertheless, and to have students writing examples to practice the use of them; therefore the material was pertinent to the topic and objective of the class.

As the teacher used the whiteboard to encouraged students to write examples of clause of concession and they were able to produce sentence correctly and enthusiastically, it made students focused on the topic along the class, they were glad

to learn new class, by raising hands and giving their own opinions; therefore, material was appropriate to students' age and level.

The whiteboard was clean and the content was well organized. The teacher used a black marker and he asked students to write using clear handwriting.

Digital board

The topic of the first class was "Third conditional" and the objective was to practice the use of the third conditional. The teacher used the digital board to have students writing sentences that express their regret about some topics, they wrote some examples such as: "If I had got good grades, I would have traveled to Europe; If I had not behave bad, I would have got permission to go the party".

Because of the digital board was used as a means to practice the use of the third conditional, this material was pertinent to the topic and to objective of the lesson. Similarly, students used the digital board to write sentences that expressed their regrets about past events using the third conditional, among them were "if I had studied before, I would have not taken a bad note".

The digital board helped students to be focused on the topic, because they want to come out and complete the sentences; the software was in line with students' age and level, because it was a program where students connect second sentences with the first sentences in the third conditional word, in consequence, the digital board was appropriate.

The digital board was clean and the digital markers worked correctly. Students wrote using a good handwriting and the rest of learners were able to read the sentences.

The topic of the fifth class was “Affirmative and negatives sentences” and the objective was to reinforce grammatical structure using neither, either, both, either of you. First, the teacher wrote the words on the digital word and asked students to explain the use those words, most of the students answered correctly. Next, the teacher displayed a set of exercises on the digital board and asked some learners to go voluntarily to the board and click on the correct answer. Students were motivated and participated actively in the class.

The digital board was pertinent to the topic and objective of the class because it was used to review the use of the grammar structures such as “neither of the children want to go to the party” and “both restaurants are good” and students demonstrated their knowledge of the topic already mentioned on the previous paragraph, by choosing the correct answer on the board.

Because of the digital board allowed learners to work collaboratively around the work area and they demonstrated enthusiasm during the practice, because all of them raised their hand to come out to the board and apply what they already learnt, the material was appropriate to their ages and level.

The quality of the whiteboard was good because the surface was maintained periodically. It was illuminated well and the contents were displayed correctly, the digital markers functioned without difficulty and allowed learners to click the correct answers.

Dialogues

The topic of the first class was “Third conditional” and the objective was to practice the use of the third conditional. The teacher played a dialogue titled “I think we have a break” in order to listen “I think we have a breakthrough”. The dialogue

was played twice; the second time the teacher asked questions such as “What would have been happened if the seminar started at 10:00 o’clock?” in order that students used the third conditional to answer correctly. Some learners raised their hands and give correct answers such as “If the seminar had started at 10:00 o’clock, we would have been on time”

The dialogue was pertinent to the topic and objective of the lesson because it allowed learners to listen to people using expressions that contained the third conditional. In addition, they had opportunity to practice the use of the grammar structure by answering teachers’ questions correctly.

In terms of appropriateness, students were able to understand the dialogue and demonstrated interest on the content; they were concentrated the dialogue by giving their own answers, which demonstrated that their attitude was collaborating in the class by paying attention, in fact, students enjoyed the class with the use of dialogue. As a result, the material was appropriate to their ages and level.

The dialogue was played with a good volume and students were able to listen to all the content clearly; besides, it had a good length and there were no interruptions from outside.

Video

“Conditionals” was the topic of the first class and the objective was to reinforce students’ knowledge of the first, second, and third conditional. The teacher displayed a video as a warm up and to introduce the topic of the lesson. The video was titled “funniest video pack” and showed bloopers of different persons in different situations. After each blooper, the teacher stopped the video and

encouraged students to complete sentences orally; he said the first part and students add the second part of the statement as for example: “if he had not ran over the fence....” Students gave correct answers such as “She would have not fallen down”, they enjoyed the video and participated actively giving funny answers.

According to Raman (2008), “audio-visual stimulate and helps in quick and effective learning”. Although the video was not related to the topic of the lesson, it was related to the content and objective of the class because the teacher used it creatively to call students’ attention and to practice the use of conditionals, such as “if they had seen the hole, they wouldn’t have fallen in”; therefore there was pertinent.

The video was appropriate to students’ age and level since it showed funny situations that students enjoyed a lot and motivate them to give correct answers using conditionals, because they never seemed bored with the class, rather the students were expected to know what came next in the class,

The quality of the video was good and it was of 10 minutes length, there was not interference, it had a good illumination.

Learning styles

The teacher in the third year used the materials considering students’ learning styles such as episodic and procedural, by looking at the video as a remain what happened and complete with a sentence. According to Sprenger (2008) episodic learning style is related to visual memory and the teacher considered that the most of the students are visual. Regarding this, the teacher used poster and video to get students’ attention to the lessons. About procedural learning style, it is a

characteristic of students who learn better using their auditory sense; for this reason, the teacher used dialogues and videos. In sum, the teacher worked with different types of supplementary materials and students felt involved in the class. The teacher explained that supplementary materials help students to be in contact with real language.

Quantitative Analysis

Using information of the quantitative tabulation, chart twelve showed a general approach of the frequency of use of supplementary materials in the public and private high school. According to the results, teachers in the private institution used supportive materials more frequently than their colleagues in the public high school; private high school teachers used resources 18 times and public high schools teachers used materials eight times, the reason is that private schools have more technological resources than the public ones.

Doing a comparative analysis between high schools, chart nine shows that private high school teachers in the 1st year used supplementary materials 7 times and teachers from the public high school used teaching resources only two times. The frequency of use of materials in the private institution is distributed as follows: poster, whiteboard, dialogues, and videos were used once; and, digital board was used twice. Regarding the public high school, it is possible to observe that teachers used only the whiteboard and it was used twice. This result shows a contradiction in teacher's opinion because she considered that materials bring a lot of benefits to the learning process however she only used one type of material.

Regarding to chart ten, it shows the frequency of use of supplementary materials in 2nd year. The results show that private high school teacher used mainly

the whiteboard and it was used 5 times while the teacher in the public high school used the same type of material but only twice. Even though the teacher in the private institution used only the whiteboard, he used it to motivate students to participate actively because in almost all the observed classes the teacher encouraged the students to go out to the front and write examples or complete sentences. There was a blackout during those days, so teachers had to apply the whiteboard instead other supplementary materials.

With regard to chart eleven, the use of supplementary materials in the 3rd year shows a frequency of 6 times in the private high school and 4 times in the public institution. The private high school teacher used posters, whiteboard, dialogues, and videos once; and, he used digital board twice. On the other hand, the public high school teacher used only the whiteboard in 4 classes. This teacher argued that the whiteboard is utilized frequently because it is easy to use it and students like to participate by writing sentences on the board. However, students indicated on the survey that they would have preferred other types of materials such as posters, flashcards, videos, realia, etc.

In relation to the results of the chart thirteen, the whiteboard was the only type of material used by the teachers in the public high school. This material was used twice in the 1st and 2nd year, and 4 times in the 3rd year that gives a total frequency of 8 times. Teachers remarked the importance of teaching materials in teaching English but they preferred to work with the whiteboard because it is available all the time. In addition, they expressed that this material allows them to evaluate students' knowledge easily due to the amount of students present in the classroom.

On the contrary, the results of the frequency of used materials in the private high school shows that teachers used different type of materials. For instance, posters, dialogues, and videos were used twice; digital board was used four times, and the whiteboard was used 7 times. In consequence, private school teachers demonstrated consistently the importance of supporting materials in the classes.

Conclusions

- The materials mostly used in the private high school were posters, whiteboard, digital board, dialogues, and videos, because the institution is concerned in supplying supportive materials for a better learning.
- Private school teachers used more variety of materials because they considered that classes are more interactive, unforgettable for students.
- Public high schools teachers expressed similar point of views, they used only the whiteboard because it makes possible to evaluate students' knowledge, and this supplementary material is more accessible to their learning environment.
- The type of materials mostly used in both high schools was visuals. Teachers from both institutions agreed that this type of materials help learners to visualize the meaning of contents and they remember easily what they have learned.
- The selection and use of materials in both institutions was pertinent in almost all the observed classes since teachers considered that it is important to take into account the objectives planned in each lesson, also the content has been pertinent.
- Appropriateness was also a common factor in the use of materials in the public and private high schools. Teachers commented that the use of materials is effective when they are in accordance to students' age and level because learners are motivated and respond well to the process of learning.

Recommendations

It is highly recommended that teachers use supportive materials in the classroom because it motivates students to participate actively. As a result, classes become more learner-centered and teachers will get better results.

It was observed that students in the private high school demonstrate a lot of engagement when teachers varied the use of supplementary materials. Therefore, teachers should plan carefully the type of resources that could help them to transmit knowledge in the English classes.

It is important to use the whiteboard more interactively in the case of the public high school. In consequence, if they do not have opportunities to use other type of materials they should use the whiteboard to get more participation in order to make English learning more remarkable for students.

Both public and private teachers must demand an active participation from students by adapting the use of supporting materials to learners' learning styles. Teachers should gather information about students' interests, worries, expectations, etc in order to investigate about other types of supplementary materials that could make the process of learning more interesting.

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ANEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()
 DATE: _____ CLASS N° _____
 GRADE: _____

TOPIC OF THE LESSON: _____
 OBJECTIVE (S):

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

Visual	Flash cards	
	Power point presentations	
	Maps	
	Pictures	
	Charts	
	Handouts	
	Posters	
	Word cards	
	White/black boards	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
Realia	Objects (toys, plants, fruits)	
Online	Websites	

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

Yes ____ No ____ Why?

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

Yes ____ No ____ Why?

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

Yes ____ No ____ Why?

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

Yes ____ No ____ Why?

Was it elaborated and applied with creativity and originality?

Yes ____ No ____ Why?

Were students motivated with the presented material?

Yes ____ No ____ Why?

How do you consider the quality of the used material?

STUDENTS' SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()
 DATE: _____ CLASS N° _____
 GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de ingles?					
¿Te ayudo 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 la clase?					
VISUALES <ul style="list-style-type: none"> • Flash cards () • Diapositivas) • Mapas () • Gráficos o fotos () • Tablas u organizadores gráficos () • Hojas con actividades () • Posters) • Tarjetas con palabras () • Pizarrón blanco o negro) 	AUDIO <ul style="list-style-type: none"> • Canciones () • Diálogos) • Historias () • Cuentos () AUDIOVISUALES <ul style="list-style-type: none"> • Videos () • Películas) • documentales () 	OBJETOS REALES <ul style="list-style-type: none"> • objetos: () juguetes, plantas, frutas, etc. ONLINE <ul style="list-style-type: none"> • Websites () 			
¿Qué materiales adicionales te gustaría que el profesor utilice en clases? _____					
¿Con que frecuencia te gustaría que se utilice el material didáctico adicional? () siempre () de vez en cuando					

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 materials in the class?

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

Why?

Charts

Chart one: Type of supplementary used in Public high school

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

Author:

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

Chart two: Type of supplementary used in private high school

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

Author:

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		3rd class		4th class		5th class	
		Pert	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visual	flash cards										
	power point presentations										
	maps										
	pictures										
	charts										
	handouts										
	posters										
	word cards										
	white/black board										
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author:

Source: 1st year

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

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

Author:

Source: 2nd year.

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

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

Author:

Source: 3rd year

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

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

Author:

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	
		Pert	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
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:

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

Author:

Source: 3rd year.

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		
	posters		
	word cards		
	whiteboard		
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL			

Author:

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

Author:

Chart eleven: Frequency of use of supplementary material in 3rd year.

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

Author:

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st				
2 nd				
3 rd				
TOTAL				

Author:

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
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					
TOTAL						

Author:

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

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

Author: