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

Trabajo de fin de titulación.

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Abstract

This study is about the use of supplementary materials in English foreign language (EFL) classes with a comparative analysis of public and private high schools in Guayaquil. Its purpose is to find out whether or not teachers use supplementary materials, and if they do, how pertinent, appropriate, and qualified they are. This research was conducted in private and public high schools. It consisted of observing 30 EFL classes from 1st, 2nd and 3rd Senior years. This study was qualitative and quantitative approached. Data was collected through observation forms, questionnaires, and surveys. For the analysis and interpretation of results, the qualitative analysis was done taking into consideration pertinence, appropriateness and quality of each type of supplementary material used. And quantitative analysis was done to determine and analyze the frequency of supplementary materials used in the three observed courses.

The results revealed that total frequency of use of supplementary materials in the EFL classes were the same in both high schools. However, the whiteboard was mostly used in the public high school and videos were the resource commonly used in the private institution.

INTRODUCTION

Most of the time, teachers make use of teaching aids to create effective learning environments. However, those resources do not always fulfill their class objectives. For this reason, teachers look for other sources to accomplish their tasks. It is at this point when supplementary materials appear in the teaching and learning interaction. However, some teachers may not be using materials appropriately or may not be using them at all. The purpose of this investigation is to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified they are.

Therefore, The Use of Supplementary Materials in EFL Classes: A Comparative Analysis of Public and Private High Schools was done in order to achieve the following objectives: 1º) to identify and analyze supporting materials used in EFL public and private high schools; 2º) to describe and analyze each one of supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; 3º) to determine the frequency and variety of the supplementary material used in the observed public and private high schools; and 4º) to identify the most frequently used material in each one of the observed high schools.

According to some studies, supplementary materials in EFL Classes have a positive effect on learner motivation and provide exposure to real language. Peacock (1996) investigated whether authentic materials increase the classroom motivation of learners; it is important to clarify the definition of authentic material: extra materials produced for second language learner with some social purpose, for example a newspaper, an American song, etc. Overall, authentic materials significantly

increased learner on-task behavior (86 percent); but, the results were limited by the small scale of the study and the level of the learners, who were all beginners.

In another study, Chwo, Jonas, Tsai and Chuand (2010) investigated if supplementary materials can be adopted to enhance college EFL learner's listening and speaking strategy use. Overall, this study concluded that there are significant differences between the contrasting groups, concerning listening and speaking proficiency results, those differences also exist within the groups in unit quiz and strategy performance results. The limitations identified by the authors were observed when examining their contrasting groups where the significance disappeared.

The last study Lingley (2006), described how a task-based approach was used to develop materials and methods for a content-based course in Canadian Studies for second-year students in a Japanese university. The supplementary materials presented in the research give special focus on input/output tasks that encourage students to interact with opposing viewpoints of several Canadian cultural issues. And, Lingley concluded that the materials have been develop for a specific teaching context and are offered not as a resource for all contexts but as an example of how material can be adapted and manipulated to meet the needs of a specific groups of learners, and to show that teachers can create ways to use supplementary materials to teach target content aims in content-based EFL courses.

This investigation will awake teachers' interest in using supplementary material in their classes, having as a result more motivating and more interesting classes as well as improvement in the educational system. Besides, this research will be helpful for the teachers who lack motivation because they will learn how to

introduce the effects of supplementary materials for a productive foreign language teaching process. The findings provided here will awake teachers' interest in investigating new supplementary materials for their classes and also a significant improvement in the educational system.

At the moment of the analysis, the size of the sample and the number of classes observed were not enough, this limitation did not allow taking a complete view of the problem in all the levels of teaching English and how the lack of supplementary materials is influencing the high levels of English. The suggestion to improve this research during further studies could include a wider number of classes or grades to be observed, with the purpose of adding more to the sample; and researchers should receive statistics tutorials to learn how to handle the data in the research.

METHOD

Settings and participants

This research was conducted in different classes selected from a public high school - Colegio Fiscal Emilio Estrada Ycaza - and a private high school - Centro Educativo La Asunción -, they are located in Guayaquil. All the participants, both students and teachers, were native Spanish speakers. The student's age range from 15 to 20; they were learning English as a foreign language particularly in the 1st, 2nd, and 3rd grade at Senior High School. The range of age varied among students from the public high school because they received classes at night, so most of them were adults who worked in the morning.

Procedures

The qualitative and quantitative methods were applied in this research. The qualitative method was used for gathering and analyzing the details of the observed classes. The quantitative method was used in the tabulation of the frequencies of use of supplementary materials.

Regarding instruments, data collection was collected by using three formats, one for the class observations, one for the student's survey, and one for the teacher's survey. The observation sheet for the class had two parts, the first part was about the supplementary materials used during the class and the second part was the description of the used material. In addition two surveys and note-taking were part of the techniques used in this research. The student's survey was about the kind of materials that the teacher used in class or could use in future classes and whether the students like or not the material in order to learn the language. The teacher's survey had five questions related to the use of supplementary material and learning. Note-

taking was used to record the details of the observed classes about the use of supplementary materials during the last period of class of the year 2011.

For this study five classes were observed in one section of each senior year, with a total of fifteen classes in the private high school and fifteen in the public high school. Information of those classes such as the topic and objective of the lesson and the type of materials use were recorded in an observation sheet. At the end of each observed class, teachers were interviewed to know their opinions of the importance and use of materials in relation to learners' learning styles. Besides, one student was randomly selected to know his/her opinion about the use of materials in class.

The data gathered during the observations process was analyzed qualitatively to determine whether materials were pertinent, appropriate, and of good quality. In addition, the analysis included also a description of the use of materials in relation to students' learning styles. After that, qualitative charts were filled to visualize the pertinence and appropriateness of the resources used in the observed classes. Those charts made possible to count the number of times that each material was used in each senior year to calculate the frequencies and fill the quantitative charts.

Once the quantitative charts were completed with the necessary information, they were used in the comparative analysis of the materials utilized in each senior year in the public and private high school. Those charts provided also important information to determine the mostly used materials and their types, in both institutions.

Literature Review

Teaching English as a foreign language is a challenge in which the teacher is a guide to involve the students in the English language. The term “teach” is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. But “teach”, especially English, helps the students to develop the foreign language in the real life and to discover things for themselves in a new culture through language. Consequently, supplementary material is one of the most important aspects in the Teaching English as a foreign language; it causes an effect on the learning process and attracts the attention, curiosity and interest of learners. Supplementary materials help learners to smoothly progress within the process of English acquisition because it shows contents and meaning in a different and motivated way.

Teaching English as a Foreign Language

Lin (2005) states that Teaching English as a foreign language has been considered as a professional activity that native speakers used to do, but nowadays this activity also performed by non native speakers. It is a special aspect because the teacher’s background has an impact on learners’ knowledge; and it influences also the effectiveness of language teachers and the use of foreign language in English classes. As a result, the cognitive aspect in teaching language gives a recognized role to the teacher in the process of learning English.

However, Rucynski (2011) considers that Teaching English as a foreign language is not just to teach language, also to teach culture. It takes more than knowledge and linguistic competence because a teacher is an intermediary between learners, language and culture. The role of English teachers is to choose the kind of

culture is going to introduce in the classes, and to focus in meaning cultural components for the learner's background.

Also, Chlopek (2008) suggested that teaching English as a foreign language has a difficult development because the students learn English while living in their own country; it makes difficult their cultural competence because they know a little about the target culture. But the most important thing is the learners can communicate not just with native speakers but also with non- native speakers of English; the connotation of Teaching English as a foreign language is that English is a tool to communicate in a culturally diverse environment.

Learners Differences among Children, Adolescents and Adults

First, Brown (2001) suggested that children have a physical stage called "concrete operation" where they can't understand abstract explanations so is important to recognize their limitations for the English language acquisition. For instance, it's important to make interesting and animated classes to get children are focused on the immediate here and now; teacher can gather their attention with sensory aids which help the children to learn and internalize concepts. Second, the adolescents at the age of twelve increase their capability to understand abstract concepts and solve logical problems; the intellectual ability is not just a factor to get their interest but also their appearance, self-esteem and sexual thoughts occupy their mind. It is necessary to create a respectful and interactive environment where teacher can appeal their five senses. Finally, adults are more able to handle rules and concept but it doesn't implied the learners are interesting about that. In addition, adults have a moderate self confidence into the classes so its help to the process of learning English; teachers have to appeal to their multiple senses and critical thinking.

Simultaneously, Holmes (2008) indicated that children acquire new vocabulary and grammar construction and at the same time create standard forms. It means while the children increase their cognitive capability, they learn language and can make distinctions as colors and shapes more speedily. And then, adolescents use particular vernacular forms which let them to identify with a pressure group; vocabulary, pronunciation and grammar can be different and it acts as a solidarity marker. Last, Holmes considered that adults respond to the standard and equal norms by society, they use a standard language and conservative forms to keep the comfortable relationship with the member of society. The difference between the speech of older and younger people show the indicator of changes in progress.

A different view is from Woolfolk (2007) because the children are in the sensory motor stage which they develop objects permanence and logical actions. In the first stage, they can separate the action with thoughts, because they can use symbols, gestures, images and so on; it is the most important step in the stage then they get closer to solve abstract situations. Meanwhile, adolescents are in the level of formal operations, they develop the hypothetical – deductive reasoning; in this stage it's important to appeal to the imagination because they like to act with contrary –to-fact questions. Teachers can gather their attention with science fiction because they think on “ideal worlds”. On the other hand, adults are in the formal operational thinking, but it's better to use it in things they are interested in because it isn't tied to the physical environment. In this stage, adults are able to memorize formulas or steps but it's difficult when they can't solve real problems with the things they learned; also they have problems with solve hypothetical issues when they are learning something new.

Learners Motivation

Brown (2001, pag. 77) states, “Now you may be thinking, don’t extrinsic rewards play a role in a learner’s motivation? Wouldn’t extrinsic rewards, coupled with intrinsic motivation, enhance the intrinsic?” Brown suggested that motivation is not the only aspect which determine the success for a language learner because the students try something new or effort but it doesn’t work. Teacher have to dare the students to do language with their own personal reasons, it give them more confidence, autonomy and a chance of success.

In this case, Lightbown (2006) considers the pedagogy has a closer relationship with motivation in second language classrooms, while teacher do more pedagogical activities increase the level of learners motivation. Teacher has to vary the activities, tasks and materials because it reassured the interest and motivation of learners; avoid the routine, it makes boring and depending learners.

Finally, Woolfolk (2007) proposed two kinds of motivation: intrinsic motivation which learners with their natural tendency reach personal goals and exercise capabilities; and, extrinsic motivation is when we d something in order to avoid punishment or earn something, it means learners don’t care the activity its self just they want to gain. The key of teaching English as a foreign language is to catch and keep the students interest, teachers must create daily classes with situational experiences where they can solve real life problems and activate participations.

Learning Styles

Brown (2001) explained that the learners have different ways to internalize their knowledge as important as the teacher’s method. He proposed the Principle of Strategic Investment which implies two statements. First, teacher has to recognize

and handle the different styles that learners bring to their process of English acquisition; and teacher has to focus on each student as an individual with different characteristics. Learning styles are the learner's preferences e.g. visual vs. auditory preference; it constitutes an important factor in the classroom because students use multiple learning styles to learn and receive new information in language classes.

Also, Lighthbown and Spada (2006) state the learning style describes the natural and preferred way of processing, memorizing and abstract information and capabilities in the language acquisition. The classification of learning styles are: "aural", students better learn by the ear, "kinaesthetic" physical action is principal in the learning process and "visual", student learn something until have seen it. It is difficult to know which the best is or how learning styles between them interact, teacher has to find the learning style of each student and not assume their ways of learning are wrong. There is a need to create a pedagogical method will fit with the needs and way of processing language in each individual.

Similarly, Felder and Silverman (1988) suggested students receive information in different ways: visual-sights, auditory and kinesthetic. Most of learners choose one of these learning styles and tend to ignore information presented in the other two, but the important part of the process is the compatibility of the learning style and instructor's teaching style. Teacher has to find the student's native ability and create classes depend of their learning styles for example what they see (visual), hear (auditory) and do(kinesthetic) or mix them.

Teaching Techniques for Teaching Adolescents

Wilson and Horch (2002) said it's important to get the student's attention through the senses and emotions, it requires music, smell, touch, emotions and all the

things that can focus on learning. Teachers have to propose questions which encourage the students to think and solve with real solutions, when students face and solve real life problems they feel more confident about what they learn in the classroom. Language classrooms have to engage the emotions and attention of the adolescents, so teacher design a project with critical questions and then the students have to create their own project, discuss ethical issues with them, play music to memorize pattern and write every day to memorize and internalize about what they learn.

Meanwhile, DelliCarpini (2007) considered an important factor in successful acquisition of English is teacher not only teaches the subject, but also the teacher find the way to make the concepts and content comprehensible to learners in their classrooms. Consequently, the classes must have strategies which contain specific goals of the subject and respond to the learners need; all of the ideas, materials and lesson plans designed for the class is aim to inspire and engage teenage learners of English and to activate learning across all skills. As a group, adolescents question their environment and appeal their critical thinking; teachers take advantage of this and start to explore the student's interest.

And, Barnes, Marateo and Pixy (2007) explained the techniques for teaching adolescents have to complement their technologist needs. For example, teacher can communicate and practice language through mails, social networking and other Medias resources. These kind of techniques have a pedagogic value because it encourage the learners to concentrate and practice English content in many contexts; teaching for adolescents is more than a succession of challenges and triumphs; it also has its annoyances and frustrations. But introduce techniques for teaching

adolescents based on technology, they have to based on pedagogical goals and learning objectives, educators can discover different abilities in their student while use technology to learn.

Context for Teaching English

Phyak (2011) states that English is a tool to experience the intercultural communication; learners can share their thoughts and ideas through language. Teacher focus on the multicultural experiences that learners bring into the classroom; students can interact between them and construct intellectual opinions. Teachers should know the English class is not just to transfer language knowledge, but also create a social and cultural environment where the students have the opportunity to use their prior knowledge of language to get more information. As a result, teachers are agents for social change who encourage to learners think critically, exercise their values and construct their identity as citizens.

Another author, Ufomata (1996) considered English as symbol of modernization so Teaching English as a foreign language means to add potential and advantages to the learners. English is spread in a global context where people use in all of kind of situations as: discussion, business transaction, political campaign, manifestos, etc.; the extensive use of English as a foreign language constitute a necessity for students to learn a practical language. Teachers have to emphasize in realistic teaching and testing, give a realistic approach which language keep the standard and social acceptability with native and non-native speakers.

Another opinion, Saville- Troike (2006) said the high level education is related with English; the academic areas let access in their knowledge through it. So, English is considered as the international language, as a result it gives evidently

privileges for the learners who know the language. Students cultural, political, social and economic background determine the status of the languages involved; these factors are important for the learning process and opportunities for students who want to interact in English. Teachers have to study deeply the socio cultural background of each student to create the pertinent context of learning where each individual can interact and feel comfortable.

Supplementary Material (Definition, Importance, and Role)

Howard and Major (2004) indicated that supplementary material is an important part of most English teaching programmers, it supports the teaching and student learning. They are videotapes, pictures, Internet and all kind of tool which make more interactive classes, that's why teachers spend a lot of time finding, selecting, adapting and making materials to use in language classes. Supplementary material is necessary for the success in language process because it engage the attention and interest learners; also, they provide to explore new ways to explore the language and experience challenges. Teachers can evaluate English knowledge through supplementary materials because learners do their language and face the new experience.

The importance of supplementary material is they take advantage of individual needs, it means teacher have to identify needs of learners and design for specific group.

It is important to consider the learner's first language and culture, experiences and prior knowledge; personalization is an advantage that teachers create their own materials to respond to each need in the class. Learning style and motivation are taken account when personalization is applied. The role of supplementary material is

determined the fluency they have on learning process. All of this depends by the teacher's level of teaching experience and his or her creativity when they are applied in classroom. Supplementary material is not creating to replace the course book; the role is to add activities which respond to learners needs.

Watanapokakul (2011) suggested that a supplementary material is the paper based handouts which supplement the main course book. Also, they can be considered as learning resources can very depends of individual situation of the learners; teacher has the responsibility to select the pertinent supplementary material, and it helps to satisfy a need or solve a problem in learning process. When instructor create a supplementary material its must be considered the function, pertinence, skills and pedagogical characteristics. Another stage is the use of these in the classroom; they have to accomplish the learning goals and evaluating objectives.

The importance of the supplementary materials is developed the needs of both teachers and students. For students, supplementary materials may gather the attention and motivate to learners; they are capable to face the language in any situation and feel confident about their knowledge. For teachers, the material is used to evaluate and reach the comprehension of whole class.

The role is focused in three components: getting information and ideas, experiencing and reflection through learning working. Supplementary materials have positive effects on students learning because they reinforce the student's skills; every material has been designed to implement critical thinking and solving skills in the students.

Finally, Kitao (1997) states supplementary material is one of the important components in language teaching. And questioned if teachers could teach without a

textbook; and the answer is yes because the supplementary materials are suitable for each student's need. The importance of supplementary materials is the influence has toward knowledge, attitudes and values in teachers and students; they are created based on what should be taught and what should be learned. Supplementary materials allow learning new grammatical structures and vocabulary. The role is the supplementary materials should work well in the learning process, they influenced in the content and procedure of learning. It helps to memorize, create, solve and produce in the learners thinking.

Types of Supplementary Materials (Visual, Audio, Audiovisual, Realia, and Online)

Brown (2001) indicated about types of supplementary materials are: visual which produced videotapes as documentaries, movies, films, news media designed to instruct learners on certain aspects of English; audio produced audiotapes as audiocassette tapes with listening exercises, lectures, stories and other kind of listening activities with native speakers, it can be stimulating when use audiotapes with conversations of people know to students. Also, audiovisual make videotapes; it can be created in two ways with a VCR (record television programs) and with a camera to create their own film. Realia, in an "object" lesson as food items, cosmetics, tools, and other materials which give more significant reality to the classroom.; its useful because offer real and creative production in English language which be easily learned by all students. And, online is the newly material teachers use in their classroom to take advantage of technology; CALL (Computer Assisted Language Learning) offer a including method, multimodal practice with feedback, fun factor, variety in the resources, real life use and possibility for actual communication with individuals around the world.

Richard and Rodgers (2007) explained the meaning of each supplementary materials as: visual which produce by teacher or commercial aids; they consist of flashcards, pictures, figures, wall charts, and so on, the key of visual material is introduce grades of grammar and lessons can gather the learners attention. Audio materials consist on produce linguistic features of conversations generated by native speakers or students; conversation between students is considered audio material because is produced by themselves, such as scripts for dialogues and mini dramas. Audiovisual is an important resource in audio-lingual courses; it can be guided by native speaker to provide accurate models, the laboratory is a good opportunity to work in audio-lingual practices. Realia proposed authentic and real life materials in the classroom, these included advertisement, visual, signs, magazines, charts and different kind of objectives can support the transmission of knowledge. Online material is implied in the use of computer as new material which takes the attention and curiosity of learners and it attaches data to allow students do their own analysis using foreign language.

Cakir (2006) said that audiovisual as supplementary material are a great tool to stimulate and encourage to students to learn English as a foreign language; many styles of visual presentation give positive effects on language learning because ear and eyes are use in a correct way. Within audiovisual material, video is the most important because the interaction and real life situation showed in television programs or movies are interesting. The use of a camera is useful to learners; it implies the autonomy and creative of learners when they understand the language.

Edirishingha, Rizzi, Nies and Rothwell (2007) state that audio material contributed to increase student participation in group activities, add the sense of

community and improve the satisfaction with students overall learning experience. Audio can connect between instructor and students, and among students; can be use more effectively when teacher print the script and use to discuss or pronunciation work. Academics from many areas of education are showing interest in podcasting for education and the first results of research in this field point towards the benefits to learners. The use of audio give benefits to learners as increase the sense of belonging to a learning community for distance education students.

Previous studies are important in a research proposal to overview about the current state of research; the Supplementary Material has been object of scientific studies because its influence in the English learning process. Many studies show the resources and techniques within the context of the learning process and the role of supplementary material in the real life classrooms from different point of views.

Peacock (1996) in his study investigate whether authentic materials increase the classroom motivation of learners, a claim often made but rarely, if ever, tested. Data was collected while learners were working in groups of three. There was no control; they work with their own controls, reasoning that differences in motivation among the same learners with the same teacher, doing similar activities - but with a different type of material - may be attributed to the materials in use at the time with more assurance than would be the case with differences between two classes. Group-work activities were very similar (though not quite identical) every day. The daily activity consisted of a discussion in groups of three on a topic given to the learners. The researcher concluded that beginners try to appropriate authentic materials in their classroom, as they may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials.

In another study Jahangard (2007) questioned, “Why does the TEFL curriculum in Iranian public high schools meet neither the expectations of the learners/teachers nor those of the specialists who were involved in the developing of the curriculum?” He browsed about 10 checklists proposed by different authors and selected 13 features which were common to most of these checklists to do the evaluation, after a close examination of the checklists, these criteria they found to be almost common to all the schemes proposed by the above mentioned materials, as: Are objectives explicitly laid out in an introduction, and implemented in the material?, and so on. Jahangard concluded that EFL textbooks can play an important role in the success of language programs. In fact, they are the realization of the processes of means/ends specification in the curriculum planning.

Meanwhile, Lingley (2006) study if there are very few commercially prepared materials dealing with Canadian culture currently on the market in Japan, and what is available is informational, generalized and staid in nature and often focuses on only one skill such as reading or listening. The methodology in this study was to choose 20 students of the total yearly departmental intake of 90 students who are motivated to learn English but must choose from a hodgepodge of language course offerings lacking any coherent structure in which a student may try to advance from one level to the next. The majority of these English language classes are also taught in Japanese using the traditional grammar translation method. And, Lingley concluded that the approach and materials have been developed for a specific teaching context and are offered not as a method for all contexts but as an example of how method can be adapted and manipulated to meet the needs of a specific group of

learners, and to show that teachers can create ways to use authentic materials to teach target content aims in content-based EFL courses."

Moreover, Chwo, Jonas, Tsai and Chuand (2010) investigated if supplementary materials can be adopted to enhance college EFL learners' listening and speaking strategy use; they use classes were held throughout the semester in accordance to the dictates of the department syllabus based on the LiveABC learning package (LLP), a quiz focusing on listening comprehension was given to EG alone after the completion of each unit to assess our participants' progress. A post test was delivered at the end of the term to exam the general learning results. They confirmed that to achieve effective learning outcomes on listening and speaking course, "learning with others" might be a useful alternative strategy when the mother tongue cannot be available in a foreign instructor's class.

The last study were made by Navas (2006), analyzed if the audio-language laboratory has played an important role in language teaching for a long time. Its main objective was to help language students improve the aural-oral skills. Navas researched on beginning and intermediate students who received lab sessions, advanced students also answered the survey questionnaire because they had taken lab sessions in the previous courses. The survey questionnaire includes seven closed questions and three free-forms or open ones. It deals with the effectiveness of using the language laboratory to improve students 'listening comprehension, pronunciation, and grammar. Finally, it shows most language learner who participated in this analysis see the importance of language lab in order to reinforce students' listening comprehension, pronunciation and grammar.

Results

Chart One: Type of supplementary material 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
	white/black board	X	
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 material used in the 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	
	white/black board	X	
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	

Author: Albania Cadena Aguilar

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

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

Variable		1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Indicators										
	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)										

Online	websites										
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Source: 1st year

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

Variable		1st class		2nd class		3rd class		4th class		5th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	Indicators	.	.	.	.	.	.	.	.	.	.
	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)										

Online	websites										

Author: Albania Cadena Aguilar

Source: 2nd year

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

Variable		1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Indicators										
	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)										
Online	Websites										

Author: Albania Cadena Aguilar

Source: 3rd year

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

Variable		1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Indicators										
	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)										

Online	websites										

Author: Albania Cadena Aguilar

Source: 1st year

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

Variable		1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Indicators										
	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)										
Online	websites							√	√		

Author: Albania Cadena Aguilar

Source: 2nd year

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

Variable		1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Indicators										
	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)										

Online	websites					√	√				

Author: Albania Cadena Aguilar

Source: 3rd year

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

Variable	Indicators	Public	Private
		F	F
Visual	flashcards		1
	power point presentations		
	maps		
	pictures	1	1
	charts		
	handout		
	posters		
	word cards		
	white/black board	3	1
Audio	songs		1
	dialogues	1	
	stories		
	tales		
Audiovisual	videos		1
	movies		
	documentaries		
Realia	objects (plants, fruits)		
Online	websites		
	TOTAL	5	5

Author: Albania Cadena Aguilar

Chart ten: Frequency of use of supplementary material in 2nd year.

Variable	Indicators	Public	Private
		F	F
Visual	flashcards	1	
	power point presentations		1
	maps		
	pictures		
	charts		
	handouts	2	
	posters		
	word cards		2
	white/black board	2	
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisual	videos		1
	movies		
	documentaries		
Realia	objects (plants, fruits)		
Online	websites		1
TOTAL		5	5

Author: Albania Cadena Aguilar

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

Variable	Indicators	Public	Private
		F	F
Visual	flashcards		
	power point presentations		
	maps	1	
	pictures	1	
	charts		
	handout		
	posters		
	word cards		1
	white/black board	2	
Audio	songs		
	dialogues	1	
	stories		
	tales		
Audiovisual	videos		3
	movies		
	documentaries		
Realia	objects (plants, fruits)		
Online	websites		1
TOTAL		5	5

Author: Albania Cadena Aguilar

Chart twelve: Frequency of use of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			F	%
1st	5	5	10	33.33%
2nd	5	5	10	33.33%
3rd	5	5	10	33.33%
TOTAL	15	15	30	99.9%

Author: Albania Cadena Aguilar

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	F	F	%
Visual	Flash cards		1		1	6.66%
	Power point presentations					
	Maps			1	1	6.66%
	Pictures	1		1	2	13.33%
	Charts					
	Handouts		2		2	13.33%
	Posters					
	Word cards					
	Whiteboard	3	2	2	7	46.66%
Audio	Songs					
	Dialogues	1		1	2	13.33%
	Stories					
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL		5	5	5	15	100%

Author: Albania Cadena Aguilar

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		F	F	f	f	%
Visual	Flash cards	1			1	6.66%
	Power point presentations		1		1	6.66%
	Maps					
	Pictures	1			1	6.66%
	Charts					
	Handouts					
	Posters					
	Word cards		2	1	3	20.00%
	Whiteboard	1			1	6.66%
Audio	Songs	1			1	6.66%
	Dialogues					
	Stories					
	Tales					
Audiovisual	Videos	1	1	3	5	33.33%
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites		1	1	2	13.33%
TOTAL		5	5	5	15	100%

Author: Albania Cadena Aguilar

Description Analysis and Interpretation of Results

After the field research, it is necessary to study and analyze the data about the use of supplementary material in public and private high schools. Through these results, the pertinence of the material used in relation to the content; the appropriateness of the material related to the students' level and understanding, and the quality of the different types of materials is shown.

Qualitative Analysis

Public High School

1st year

White board

This material was repeatedly used in class, and most of the times it was used in the same way. The first class was titled "Describe yourself" and objective of the lesson was focused on familiarize students with common terminology for hair styles. Teacher drew four pictures of hair styles (curly, straight, afro and wavy) on the board. Then, the teacher split the class into two teams and gave each student a marker to write as many sentences on the board in five minutes as they could, they had to use hair styles vocabulary.

The material was completely related to the objective of the class as it gave students opportunity to practice vocabulary about hair type because they wrote sentences as "*My mother has curly hair*" or "*My dad has straight hair*" on the board and the words were used correctly.

The vocabulary written on the board was used according to the students' age and their English level because the students comprehended the meaning of the sentences and developed the tasks with few grammar difficulties. The teacher gave

the examples and students enjoyed to compete between them. In this way, learners demonstrated motivation and interest on the topic of the lesson.

Watanapokakul (2011) suggested that supplementary materials may gather the attention and motivate to learners; they are capable to face the language in any situation and feel confident about their knowledge. In consequence, the teacher created a good environment but it could be more creative to encourage the students using pictures or more visible resources.

Finally, regarding to the quality of this material, it was in good condition, since its content was clear and easy to read for everyone.

In the third class, they talked about “My country” and the objective was to learn vocabulary about cities and touristic places. The teacher used the board to draw the principal places in Guayaquil and wrote down a list of adjectives students may use to describe places and countries. The teacher asked them to talk about each place using the list of adjectives. For example: the teacher drew a part of “Malecon 2000” and wrote: big and awesome, but the students just looked the picture and they did not know the meaning of the word *awesome*.

The use of the whiteboard in this case was pertinent to the topic because the teacher used it to draw images of the vocabulary that helped students to visualize the meaning of the words on the board, and have them present at the moment of describing places.

The teacher did not get the attention of the students because they did not actively participated and did not complete the activity using the list of adjectives that the teacher wrote on the board. They did not understand the meaning of the

adjectives in consequence the students did not do the activity successfully. This showed that the material was not appropriate to the student's level.

In this case, the quality of the material was good that means the handwriting was clear and legible by all the students. Richard and Rodgers (2007) explained that the key of visual materials is to introduce grades of grammar and lessons can gather the learners' attention but in this case it did not work. The use of the white board had to be more specific and creative, and they should have worked together in the board.

In the last class, the topic was "My family", the teacher used the whiteboard to talk about the members of the family; its objective was to write a paragraph providing personal information with an example previously given: *Hello! My name is Luisa. There are five members in my family. My mother is Mary. She is a nurse. She likes watching TV.* During the class, the teacher drew four family members on the board and asked the students to describe those using adjectives and hobbies. The teacher wrote down on the board personal information of Anita's family members, including name, age and hobbies, afterwards students had to look, at this information was used to write a paragraph about each one of this members, like this: *My name is John, I am Anita's brother. I am twenty years old. I enjoy playing football and listening music.* Then, students wrote their own paragraph on the board.

The use of this resource was pertinent to the topic of the class because the picture showed a family tree and each of the members. In addition, this material was pertinent to the objective of the lesson because students produced their own piece of writing about family members. The whiteboard was useful for students to look at the sentences and checked together their mistakes.

Based on the observations, it can be said that the board was used according to the students' age because the material was used in a motivating way; the activity was challenging for students, and as a result, students finished the task earlier and participated a lot in the activity. Also, it was appropriate to student's understanding level since they understood the construction of the simple sentences they were able to complete the task. It clarified the content to the students and improved their understanding.

Using visual resources in teaching is one way to enhance lesson plans and give students additional ways to process subject information. As Cakir (2006) explains, visual supplementary material is a great tool to stimulate and encourage to students to learn English as a foreign language.

With regard to the quality of the board, it was in good condition, it was clear and easy to read for everyone, the teacher drew the family member in a way that they could see it and describe easily.

Dialogues

In this class, the topic was "Meeting people"; the objective was that students learn to use expressions for greeting someone. First, the teacher played a record about a conversation between a tourist and a tourist guide. Then, the teacher asked them to participate in a role-playing activity in which one student was a tourist and another played the role of the tourist guide.

The used material was pertinent to the topic and objective of the class because it described a conversation between two persons that meet each other and they used vocabulary and phrases related to the context. The content of the conversation helped students to practice about greetings, informal questions and introductions.

The dialogue was appropriate to the student's age and level of understanding because they enjoyed playing roles and felt comfortable when speaking. Although some of them used a dictionary and took notes about the audio material, it was observed that they responded well to this activity. They were able to produce their own conversation with little problems of intonation. Therefore, this material accomplished what Edirishingha, Rizzi, Nies and Rothwell (2007) stated about audio material; it contributed to increase student participation in group activities, add the sense of community and improve the satisfaction with students overall learning experience.

The quality of the audio material was good because the sound was clear and it was easy to understand. The people who talk in the dialogue spoke with good pronunciation and it helped students to improve their listening and speaking skills.

Pictures

"My family" was the topic of the fourth class; its objective was to describe different activities presented in pictures using simple present tense. The teacher used pictures to show the members of the family and verbs describing the activities that each member of the family usually does, for example: *My mother cooks the dinner*. This material helped the teacher to introduce the topic and he wrote sentences describing some of the pictures on the board. Then, students repeated and created sentences with their own information.

The pictures were pertinent to the objective of the class because they showed colorful images related to the family and verbs which helped students to write the sentences and they were able to use the grammar patterns. In addition, the pictures helped the students to memorize and improve their vocabulary.

The material was appropriate to student's level of knowledge because it showed common activities performed by family members and students were able to link the pictures to the meaning of verbs. This material was especially useful for visual learners who best acquire new information through sight, because they were able to visualize the activities and it made easier to remember the vocabulary used for this task, as well as the grammar used for first and third person. Therefore, this proves what Cakir (2006) says: "Many styles of visual presentation give positive effects on language learning because ear and eyes are use in a correct way".

Regarding the quality of the material, it was good, but some of them turned to be too small for class work. The photo measures 10cm by 15cm.

Learning styles

According to Brown (2001) the learning style is the learner preference. He proposes that teachers have to recognize and handle the different styles that learners bring to their process of English acquisition; and teachers have to focus on each student as an individual with different characteristics. For the observed classes in first year Senior, the teacher used different materials in each class which addressed a few learning styles. For example, for visual learners the teacher used pictures, and white board, for auditory learners the teacher used a dialogue; promoting class participation, interaction, motivation, and helped learners acquire their knowledge in a better way. It constitutes an important factor because the teacher has to worry about how the students learn and receive new information in language classes.

2nd year

Handouts

In the first class, the topic was “Biographies” in which pupils have to talk about famous people and learn new vocabulary as adjectives, ages and hobbies. The teacher gave them a worksheet, so they completed it with names of famous people they know; also they had to complete it with general information. The environment was good where everybody helped each other. The teacher spent less time on the structures of the language and more time encouraging the students to use the language. This gave students the opportunity to practice their speaking skills.

For this reason, the content of the activity was pertinent because it was related to the title and content of the lesson, and it complied with its objective: to learn new vocabulary as adjectives, ages and hobbies. The structure of the chart has important information about the vocabulary they were learning, and the exercises asked to fill in the gaps with personal information about specific famous people. For example:

Pablo Picasso was a _____. Place of birth: He was born in _____.

This material was not pertinent to the student’s level and understanding because they had some difficulties. The students did not know the meaning of some words, so the teacher helped them to complete. The majority of students needed a dictionary to complete the task. Additionally, teenagers did not enjoy talking about famous people who they did not know and were not motivated discuss about them.

To conclude, in this classroom the quality of the chart was good, the worksheet’s typewriting was clear and easy to read too.

In the third class, students read a story titled “Sandra’s great party” and the objective was to learn vocabulary about party. Then the teacher gave them worksheet

with information about the reading; they noted the new vocabulary in their notebooks; the reading was simple so they could manage the information and complete the chart. The teacher provided a motivating communication class, and asked students to complete the activity working in pairs. The teacher did not correct or intervene too much during the class, and provided most of the feedback after the students have finished the task.

Therefore, the content of the chart was useful and pertinent to the objective of the class: learn vocabulary about parties; the information was according to the story “Sandra’s great party”. Each item in the chart asked about the most important parts in the text, and it contained all the vocabulary that they had learned.

This visual resource was related to students understanding level because the students responded well to the activity by doing exercises with the correct answers. The teacher could verify this when the class checked the answers together. The teacher thought about ways of making classroom activities similar to first-language learning environments by using English as much as possible, using gestures and facial expressions, and this chart. In consequence, the students got interested in this topic because they like to talk about parties and learn new vocabulary

Lastly, the quality of this visual aid was very good because it was a clear and it had a colorful picture. They were copies in high-quality condition and students had a lot of space to write the answers, and big letters to read easily.

White board

The title of the lesson was “Famous people” and the objective of the lesson was to practice the simple past tense in sentences. “What did they do?” was the initial question of the teacher, so the students started to think about it and related

with famous people. The teacher drew a crossword on the board and wrote the clues. Students checked the meaning of the words in the book and completed the crossword. For example: *Mario Moreno “Cantinflas” _____ (be) a famous comedian.* (The answer was: *was*). This material focused more on grammatical structures of English.

The content of the material was pertinent because it was related to the objective of the class. In fact, each sentence could be shown the verbs in simple past tense that the students wrote to fill the blanks. Then, they created their own sentences in simple past tense and the teacher evaluated how much they learned.

It was appropriate to level of understanding of the students because they participated writing the correct verbs on the blanks of the sentences written on the whiteboard. Also, it was appropriate to the students’ age as they had a competitive attitude to complete the crossword fast and won the game. The students could relate the vocabulary with the meaning. Also, it was a funny way to practice and memorize information.

All the words written on the whiteboard were written in clear, legible handwriting and using color markers to highlight the new vocabulary words.

In the fourth class, the title was “I did...” and the objective was learn the correct use of simple past tense. The teacher used the white board to write: “What happened yesterday?” the students answered and she took notes about that. Then, the teacher checked the answers with the whole class and explained the use of the simple past. Even though the teacher tried to explain the use of the grammar structure, the students did not figure out the difference between regular and irregular verbs.

Therefore, the teacher drew actions on the board and described the simple past tense. Finally, they could understand the difference between regular and irregular.

The use of white board was pertinent to the content of the class because it enclosed actions and sentences related to the class topic: What happened yesterday? The teacher wrote some sample sentences, like: "*I went to the school yesterday*", irregular verb; "*I listened to music last night*", regular verb. The students repeated the actions in their notebooks and then they made sentences with their own information. The whiteboard was a guide to the students because they could look the correct grammar structure.

The appropriateness of this supplementary material was stated in terms of facilitating the learners' understanding of the new learned grammatical structure. That is, the teacher wrote on the whiteboard sentences that were appropriate for the students in order to help them pick up and work out the grammar easily. It promoted students to get involved in activities related to create sentences in simple past tense. As a result, teacher asked to write with their own answers the following questions: "What did you do last weekend?" "What did you do last night?" the students answered correctly using the verbs that the teacher wrote in the board.

In fact, Davies and Pearse (2000) suggest that when using the whiteboard to teach English in the classroom, the teacher writing should be clear and organized. The teacher wrote clearly the sentences according to the quality that a supplementary material must have.

Flashcards

In the fifth class, the topic was "Bingo!" The aim was to reinforce the use of verbs in simple past. To achieve the objective the teacher used bingo flashcards to

help students to memorize the irregular verbs. The teacher showed the flashcard, it had the verb in base form and the picture of the action. The students completed their bingo cards with the verb in simple past and make a sentence with the correct verb.

The flashcards were pertinent to the topic because the students played bingo while practicing the use of the grammar structures. In addition, the material was pertinent to the objective of the lesson since students practiced verbs in simple past by changing the tense of the verbs dictated by the teacher.

The flashcards were appropriate to the students' level and age because they were motivated and were able to remember regular and irregular verbs. Also, the students were enthusiastic since the class was different than the regular one; they participated a lot and accomplished the task quickly.

With regard to quality, the flashcards used by the teacher were large; they measured 21 cm by 29cm. Its colors were bright. These good characteristics of visual representations generated the learners' interest in the lesson and allowed the teacher to create an atmosphere conducive to learning in which the students learned EFL enthusiastically.

Learning styles

Lightbown and Spada (2006) stated that a learning style describes the natural and preferred way of processing, memorizing and abstract information and capabilities. In this case, the teacher used visual resources as handouts, whiteboard and flashcards; that mean the teacher just considered transmitting knowledge in a "creative way" but she did not take into account the personalized way of learning of each student.

The teacher recognized that a teaching process focused on students' learning styles will help them to cope with strategies and resources that compensate their weaknesses and capitalize their strengths.

3rd year

White board

In the 3rd senior year, the topic was "Traditional dresses". The objective of the class was learning vocabulary about traditional clothes in Ecuador. First, the teacher drew different pieces of clothes and put the name of each one, as: skirt, pants and a shawl. Then, the teacher asked students to repeat loudly and invited them to go to the board and write the name of typical dresses from different Ecuadorian cultures, as for example: *a blouse, a skirt and a shawl (Otavalo woman), hat and boots (Montubio)*. Next, the teacher helped them to write the correct word for each image. For example: Panama hat, loaf shoes, cotton pants, safari shirt, to describe the Ecuadorian culture.

The whiteboard was pertinent to the class content and objective because it clearly illustrated the vocabulary about clothes that was being taught in that moment. This supplementary material was correctly used, the teacher drew the images and the students could associate the name with the pictures. It also allowed the students to understand and memorize better the vocabulary.

Regarding appropriateness, this supplementary material was used in relation to the level, age, and understanding of the learners because it showed images that the students were familiar with, which helped them to memorize the vocabulary. In fact, the teacher asked the students to create sentences using the new vocabulary and they responded with correct sentences. For example: *The Otavalo woman wears a blouse, a skirt and a shawl.*

As for quality, draw in a whiteboard could not be so attractive but the students pay attention because the teacher gave concrete instructions. On the other hand, it could be a clearly tool to taught new vocabulary to the whole class.

In the third class titled “My hobby”, the teacher started to ask the question: “What is your hobby?” The objective of the lesson was reminding the use of simple present tense and learning vocabulary about hobbies. First, the teacher took notes about what the students said and wrote simple sentences as for example: *My hobby is playing football; My hobby is going to the cinema*. The students felt familiarized with the grammar structure and shared their knowledge about sentences in simple present tense with their peers. Afterward, the teacher drew some images about actions and students tried to guess the meaning of them and went to the board to write a sentence with it. For example, a student wrote on the board: “*My sister rides her bike everyday*” (an image of a girl on a bicycle).

The material was related to the objective and to the topic of the class because the examples mentioned above were written on the board to present the hobbies and the simple present tense. Further, the images represented actions which helped to write sentences in simple present tense.

This visual resource was appropriate to the student’s understanding level because there was not confusion among the learners. This fact was show because the students, who went to board and worked on their notebooks, made correct sentences using simple present tense. Also, the activities were developed in the board and the correction of the answers was done with success. The students were motivated because they actively participated in the activities.

About its quality, the teacher' handwriting was clear because the letters had an appropriate size for everyone to see from the back of the class because all the students could copy the examples easily in their notebooks.

Maps

The title of the second class was "Typical food" and the objective was to teach new vocabulary about countries and food. While the teacher was showing the map, he indicated the country with its typical food such as "Paella is from Brazil". The map showed the name of the country and the typical dish. Then, the students constructed sentences using the information in the map.

The map was pertinent to the content and objective of the class because it showed different words about food and the correct way about how to write the names of the countries in English. Equally important is to mention the map had vocabulary which helped to construct sentences in simple present tense, and the students could do their task using this resource. It could be prove when the teacher corrected the answers with the whole class.

Regarding appropriateness, this type of supplementary material helped the teacher to illustrate simple and short sentences (as the one above) targeted at the level, understanding, and age of the students since the linguistic context of the pictures was easy for the learners to identify and interpret. This resource means that students took part in the activity because they were highly motivated in their EFL classes.

About its quality, the map had lively colors to attract the learners' attention and enhance their vocabulary. It was a good material because it was big, colorful, and new. The map had brilliant colors and was attractive for the learners.

Dialogues

In the fourth class, the topic was “I like to...”, and the objectives were learning about hobbies and favorite activities vocabulary and improve the listening skill. In this class, the dialogue was used with the aim of promoting students’ listening comprehension skill. They listened to the dialogue and answered questions about it. The students listened to a dialogue once, and then they asked the teacher to listen to it two more times. The practice consisted in listening the conversation between two friends talk about their hobbies, the students have to answer five questions that teacher wrote in the board. The questions were related to the content of the dialogue, and it was evident the questions evaluated if the students understood or not. For example, one of the questions was: “What is Luis’s hobby?”

Concerning the pertinence, it was observed that using the dialogue was relevant to the topic of the class because people spoke about their likes and dislikes which provided the learners with useful listening practice. This resource and questions as a way of control helped the students to focus on listening and its aspect as intonation, fluency and pronunciation.

With regard to appropriateness, it was used according to students’ age and level of understanding as it contained short and clear sentence structures (enjoy, love and like), and a great deal of vocabulary already known by the learners. The students understood the language of the dialogue and were able to practice their listening comprehension and speaking skills.

As far as quality is concerned, Richard and Rodgers (2007) suggest that audio materials consist on producing linguistic features of conversations generated by native speakers or students and should be clear throughout while using them in the

language classrooms. It was observed that the whole dialogue used in this class was clear and complete as it is suggested by the authors.

Pictures

In the fifth observed class, the topic was “Heroes!” and pictures were used with the aim of improving the use of the verbs in simple past. To start the class, the teacher read a story of a firefighter who rescued a dog stuck in the fire. After that, the teacher showed three different pictures about people who did extraordinary things and he encouraged learners to give possible answers as for example: “*The firefighter helped the child*” “*The man saved girl life*”. The students wrote sentences in their notebooks based on what they looked in the picture and wrote a short story about the pictures.

The material was pertinent to the topic and objective of the class because the pictures showed people who save others’ life. In addition, the material provided students with visual clues to write sentences using verbs in simple past as those described above. Students used also the pictures to create a story using the simple past tense.

The use of the pictures was appropriate to students’ age and level because the material clearly described the actions in consequence the students were able to understand and wrote the sentences. About their attitudes, the students felt confident when they wrote the short story because they read some of them and they did not have too many mistakes. Also, the students felt identified with these emotional pictures and they were easy to understand so the students were really motivated and practice a lot when they wrote the story. These good characteristics of visual resource generated interest on learners.

With regard to the quality, the pictures used by the teacher were big; they measured 21cm by 29cm and had colorful images. Also, the material stimulated the visual perception of the learners to produce the language and interest to the students.

Learning styles

Verster (2010) writes about the four most preferred modalities in learning styles: visual, auditory, kinesthetic, and finally, tactile learners. In this course, the teacher worked with the visual (white board, maps and pictures) and the auditory (dialogues) learning style.

The use of the board, maps and pictures was convenient for visual learners and dialogues for auditory learners, but those materials were not appropriate for tactile or kinesthetic learners. If the teacher uses only the visual or audio material, the benefit of the other resources and the possibility to engage much more than just the visual and auditory learners is not being considered.

Private High School

1st year

In the observed classes the high school teacher used the following supplementary material: white board, pictures, videos, song and flash cards.

Pictures

Pictures were used in the first observed class. The topic was 'Best places' and the aim was to teach vocabulary about travel and places. The pictures showed famous places, as for example: Torre Eiffel- Paris, Empire State Building- New York, Taj Mahal- India, Machu Picchu- Peru. The teacher showed the pictures to the students to construct grammatical structures such as 'Paris has the Eiffel Tower'.

Then, the learners used the patterns as a model to successfully create their own sentences about their country.

This material was pertinent to the objective of the class because the pictures were used to teach the students vocabulary about places and travel. It was observed that this supplementary material helped the teacher to illustrate simple and short sentences as for example: “*Taj Mahal is situated in India*”. Also, the pictures illustrated clear actions about traveling and touring. The students recognized the places, followed the examples given by the teacher, and wrote the sentences using the place and the touristic activity.

Regarding the appropriateness, the material targeted to the students’ age and level of understanding. That is, based on the actions the students saw in the pictures, they understood and absorbed the language being taught and were able to construct their own sentences. The students were enthusiastic when they looked at the pictures about famous places; they participated a lot and went to the board to write the sentences with the new vocabulary correctly.

The quality of the pictures was not good enough; they were vague and colorless. According to Canning (2001), it has been scientifically demonstrated that visuals materials allow for greater cognitive mapping and navigating in an environment. Visual images encourage the learners to predict, infer, and deduce information from a variety of sources.

Videos

In the second class, the topic was “Have fun” and the video was used with the aim of improving the use of present perfect tense. During this class, the teacher played a part of video “Amusement Parks” with English subtitles. This visual

material was watched by students and it was accompanied by "movie note taking" diaries in which students took notes about what they have learned, both content and language. Then, they compared their notes with a partner and the teacher asked to write the notes in the board. Finally, the whole class corrected the general notes based on the grammar structures learned previously.

The visual resource was related to the content and objective of the lesson because the video had realistic and meaningful situations that helped students to understand when to use present perfect. For example, the video show dialogues as: *"Have you ever been in Disneyland?" "Yes, I have been" "No, I have not been"..* For these reasons, the material was pertinent because these kinds of scripts helped students to clarify the grammatical use of certain tense.

The video was appropriate to the student's age and level of understanding and it was evidenced by the students' attitudes; they were very motivated and demonstrated their interest in the material. In addition, learners participated frequently and took a lot of notes about the video. They shared their notes with the whole class and helped others to correct them in the board. In fact, they remind the grammar rule of present perfect tense. Images in the video bring the outside amusement world into the classroom making the situation more real and in turn help the learners to use appropriate associated language.

The quality and editing of the video gave it a very professional feel. The learners could focus on one element grammar at a time. The format was with a commentary, which gives a rationale aspect to relate with the content.

Songs

The title of the third class was “Count on me”; the teacher used it as a tool to introduce the “First conditional”. First, the teacher played the song to get acquainted with the rhythm, and then they read the lyrics and circle the first conditional that they found in the lyrics. For example: *“If you ever find yourself stuck in the middle of the sea, I’ll sail the world to find you”*

This song contained repetitions which enhance learning; it was a good way to teach the first conditional with a lot of examples. It was fun and the students can easily energize the motivated class. Also, the learners found first conditional examples in the lyrics so they can practice about learned recently. Finally, the teacher asked to construct sentences with those verbs and the students did it without problems

This audio resource was pertinent to the content and objective of the class because it was useful to practice the “first conditional”. This song sacrificed the grammar for smooth rhyme. This made it very good grammar teaching tools. Teacher asked students to find the mistakes and how they would normally say it.

The song was also appropriate to the students’ age and level of understanding because it was used to give the students a fun time and the students achieved some level of success when practicing and felt able to do it. That means, the students recognized immediately the future tense in the lyrics, and corrected them too. The students felt comfortable and motivated when they noticed that they learned through a song.

The quality of this supplementary material was good, the audio of the CD was clear and the CD player had an acceptable volume.

Flashcards

The title of the fourth class was “If I won the lottery....”, and the aim was to practice the second conditional. The students played “Tic tac toe” with flashcards which had the condition in sentence and the result in image, for example: “*If I became rich...*” (next to the sentence it had a picture about a big house); “*If I married with Tom Cruise....*” (next to the sentence it had a picture about a happy girl). The teacher divided students into two groups; one of the students chose a flashcard and they completed the sentence with the result. The students wrote the answers in their notebooks. The flashcards allowed the students to see and hear a word over and over until they know it without feeling like they are completing memorization drills.

The content accomplished the objective of the class because the material included second conditional exercises which the students apply their previous grammar knowledge (second conditional). In conclusion, the use of material was pertinent because the flashcards were useful instruments in the class; they were good for the activity as well as for later review exercises

This material was appropriate to the students’ age and level of understanding because the flashcards were easy to use. Also, the flashcards were fun and motivational; and they increased student talk time (production). The visual material added context to the language learning of second conditional.

The quality of the flashcards was good, it was made by colorful cardboards and big letters so was easy for the students to read quickly and do the task. Indeed, Budden (2004) considers flashcards as an important resource to appeal visual

learners and it is important to design them in the best possible way to provoke a real impact on learners.

White board

This material was used in the last class. The topic was “Shopaholics” and its objective was to practice the use of will to make predictions. First, the teacher drew a chart listing advantages and disadvantages of online shopping. Then, the teacher asked the opinion of the students and wrote those answers. After that, the teacher copied questions from the textbook on the board and modeled the task first, for example: “*What will you like to shop if you go to the mall?*”, “*What kind of clothes will you buy if you go to Marathon?*” Then the teacher wrote her personal answers on the board. Next, the students had to write on their books the answers and the teacher wrote what they said on the board to make sure everyone answered. Later, the teacher corrected the answers with the whole class and recognized the second conditional in each one.

This supplementary material was pertinent to the objective and content in this class since it included the second conditional that was related to the objective of the lesson. As a result, the students created their own predictions using the examples that the whiteboard had. For example: “I will buy a purple shirt if I go to the mall tomorrow”.

It was appropriate to the students’ age and level of understanding because the students were able to complete the activity, the grammar was used according to, and so they completed the task in a normal pace. Also, they felt confident to copy the grammar rules with the examples; and, they liked to talk about online shopping. It was a common topic which all the class participated using predictions.

Regarding to the quality of this material, it was kept on a good condition; normally comprehensible and clear to read for everyone. The visual aid looked very well-organized and understandable, even from the back of the room

Learning Styles

In the five classes, the teacher considered visual and audio learners' learning styles because the lessons (grammar topics) implied supplementary materials helped to internalize the grammar rules using pictures, videos, songs, flashcards and a whiteboard.

Although, the teacher achieved some level of success, she did not consider all students' different learning styles. The teacher should have used another set of previous materials because working on visual and audio resources were not enough for the students to understand. Working with technology could be another option for the kinesthetic learners; that way, students could be able to exchange information with their classmates simultaneously which will lead them to feel involved and active while also practicing.

2nd year

Power Point presentations

Once a week, this course had a class which was called "Grammar hour", and the objective was reinforcing the grammar that they had learned previously. The teacher used power point presentation as a supplementary material to show a journal. The students had to find the mistakes in the journal; the mistakes must be related to writing, grammar and vocabulary aspects. For example: "*Hello my friends! I am Roberto. I wants tell you about my childhood. I was born in Playas, but I do not live there because my parents bring me to Guayaquil. Playas for me are a place I'm*

never going to forget. I love that place because it have a large beach, nice people, delicious food and a large acreage full of vegetation all around". They found out the mistakes and wrote them in their notebooks; finally, they shared this activity with the class.

The power point presentation was pertinent to the objective and content of the lesson because it helped the students to reinforce their knowledge of grammar structures such as simple present and simple past tense; and to do a similar journal as the teacher showed in the power point presentation which the students wrote about their childhood and compare with their lives now. It helped accomplish the objective of the lesson when the visual resource showed a text with grammar and vocabulary learned previously.

The visual material was followed easily and was appropriate to the students' level of understanding because all of students concentrated long enough. In fact, the students read loudly the journal and looking in the dictionary the unknown words; they always were focused and found all the mistakes in the text. The PowerPoint presentation helped the students to concentrate and guaranteed effective learning and everything was according to the plan. The students were motivated because they actively participate by volunteering answers about the mistakes and unknown words in the journal. Also, the teacher used interactive lecturing: as they read, asked questions and made time for students to ask questions.

This supplementary material was a great aid because this classroom was well equipped with overhead projector and a school computer network. Besides, the slides were made with black color and font size thirty six, the text was easy to read; and maximum of five lines per slide.

Word cards

The title of the second class was “How to write an essay?” and the objective was to learn the process of an essay. The Teacher gave an introduction about academic writing and then, the teacher delivered students word cards about the process of writing an essay. This material had meaningful information to help the students how to write an essay. Each word card had one of the five essay writing steps, for example: “*Step 1 Brainstorming: think until you come up with original insights to write about*”. The students read this material and the teacher asked them to discuss the process of writing an essay. The resource gave students interesting and challenging speaking practice. And, students can remember the process easily because they could see the short definitions.

The word cards were really pertinent in many aspects. First, its content was related to pre writing, connecting words and techniques to organize ideas. The supplementary aids were elaborated with easy vocabulary so the students understood easily; it was shown when they discuss between them about how to write an essay. Finally, the resource showed organized ideas and clarify de chronological order to construct an essay.

The word cards were appropriate to the students’ age and level of understanding because they got their attention and helped to create a lot of questions about the topic. Also, when the students had material in their hands they immediately felt motivated to talk in the conversation about how to write an essay. All the students collaborated to write new ideas about academic writing in the board.

Regarding the quality, these word cards had a perfect size. The words were clearly visible to all and at the same time not too draining on resources. The teacher was careful to choose the right colors and highlighted the steps.

In the third class, the topic of the class was “Pre-writing”, and the objective was the correct use of methods of prewriting. The teacher used word cards to teach what to do before writing an essay; the teacher showed to the students each card. The word card contains examples of pre writing methods such as: brainstorm, listing, etc. Then, the students chose one the methods and did something similar with their topic; this material was really useful because it helped the students to organize their ideas before to write an essay. For example, one of the word cards contained: “*Topic: My family Listing: family- sister- dad- brother- home... ”*

The word cards were related to the objective because they included specific examples about pre writing methods such as those described above. For these reasons, the use of this material was pertinent and they constituted a tool for the students that allowed them to complete the task by following the information of the material.

The material was appropriate to the students’ level of understanding because they followed the instructions and completed the task successfully. They exposed the pre writing method with the topic they chose and it was clear. The students showed a positive attitude; they had an advanced English level so they were interested on learning how to write in an academic way.

The quality of the material was good and it was made with bright card board and big letters which can facilitate reading.

Websites

This course had a reading class per week. In this fourth class, the title was “Jane Eyre chapter nine” and the objective was to check learners’ reading comprehension skills. The students checked the chapter nine of the “Jane Eyre” novel so the teacher showed students a website that contained important facts about Jane Eyre’s life.

Previously, students have read the chapter at home. In pairs, they shared their opinions about the reading. Then, they surfed on internet and checked Jane Eyre’s website which was created by the teacher. Once a week, the teacher left his opinion about the chapter, so students had to read it and make a comparative chart in an excel document. Through this activity, the teacher evaluated if the students accomplished the objective.

The online material was pertinent to the content and objective of the lesson because the website contained information about Jane Eyre novel. Also, the resource had interesting sections that helped the students to guide their reading comprehension. Indeed, it included general information about the writer, photos, timeline of the novel and description of the characters.

Brown (2001) pointed that online material is the newly material teachers use in their classroom to take advantage of technology; CALL (Computer Assisted Language Learning) offer a including method, multimodal practice with feedback, fun factor, variety in the resources, real life use and possibility for current communication with individuals around the world.

In this case, the website was appropriate to the students’ age and level of understanding because they felt some sense of autonomy in the learning process

when they chose the information in the website and linked it with the text they read in the chapter. The web in this class increased student motivation because the students are teenagers who use a lot of internet, so in this class they handle this resource easily and made the comparative chart quickly.

This website was made by the teacher and it was of high quality, it showed creative designs. Also, the computer and network worked well.

Video

The topic of the last class was “Jane Eyre chapter ten” and the objective of this class was to analyze each scene of the video and practice speaking and listening skills. The teacher used a video and chose situations of different scenes which students analyzed and transferred to real life situations. In order to make it real, the teacher asked students to pretend that each one was Jane Eyre. For example a student said: *“If I were Jane Eyre I would not stand for domestic abuse” “I think that Jane Eyre struggles with the question of what type of freedom she wants”*.

This material was pertinent because it showed scenes with content related to the novel and it gave the students enough resources, as the script and the images, to comprehend the story and analyze each situation using logical and critical thinking to associate what they read with the video.

The video was appropriate to the students’ level of understanding because the video had views whose content was of great value and interest for the students as the independence of women and social injustice. Besides this, the content was also chosen to project some cultural aspects of the native speaker’s life that was of interest for the learner.

About the quality, this video had clear images and acceptable volume. Also, the screen was big and bright which help to keep students concentration.

Learning styles

Felder and Silverman (1988) explained in an article, “Most of the learners choose one of these learning styles and tend to ignore information presented in the other two, but the important part of the process is the compatibility of the learning style and instructor’s teaching style”, in the observed classes the teacher used a variety of materials for each class, focusing on the different kinds of learners (visual, auditory, kinesthetic, etc.), but it is necessary that the teacher find the student’s native ability and create classes depending on their learning styles and mix them. The teacher varied the instruction to provide many different types of materials. With this achievement increased the attention of students, helped students conceptualize better and gave support to memorize.

3rd year

Word cards

In the first class, the title was “Speech” and the objective of this class was to evaluate and assign a grade to their classmates’ speech. Teacher gave them a word card which they had to develop and speak about that in front of the class. The material included the topic and the main of a general theme, for example: “*Ethics: the moral dimension of human conduct, involves the way we treat others.*” The material was used as a kind of self-evaluation; students had to recognize their mistakes and evaluated them. Learners used their creativity, content and body language to attract the attention of their classmates. It was interesting the way the teacher used the material to evaluate students’ knowledge because they noticed the

characteristics of a good speech and they had to take notes about everything they watched in each speech. Also, they had to read the rubrics chart in the board and complete while the students were presenting their speeches.

The word cards were pertinent to the objective of the class because they contained specific and useful information to develop students' speech; it included the topic and the main idea of a general theme. The teacher used valuable themes as ethics, social injustice, racism and gender equality which the students knew and easily construct. The students used the word cards to make the speech.

The material was appropriate to the students' level of understanding because they had an advanced level of English so the students worked without problems. The visual resource was creative, concrete and useful because it had interesting topic for the teenagers. The students worked with word cards, made the speech and were evaluated by their classmates; they showed a collaborative attitude because the students spoke with fluency and intonation.

The supplementary material had correct and strategic words, and the typewriting was clear. The word cards were made of cardboard, they have ten words per page, and the font color was black and used Comic Sans as font fac. The material measured 14cm by 21cm.

Videos

In the second class, the topic was "Speech" and the aim of the class was to introduce the students what a speech was and took good examples of them. The teacher used a video which showed many different speeches around the world.

The students watched the video, for about 15 minutes, and then they had to write the most interesting things they found in the material. The teacher asked them

about the definition of “speech”; students respond very well. They shared their opinions about different speech, chose their favorite one and gave the reasons to support their likes.

The content of the material was related to the objective because it included sample of the best speeches which famous people did. There were four short samples speeches, as for example: Nelson Mandela speech. It showed a part of the speech from the dock at the beginning of his trial. Another example was Mahatma Gandhi speech which he demanded complete independence for his country and freedom from the British rule.

Regarding the appropriateness, the audiovisual resource was used according to the age and students’ level of understanding because it allowed students to analyze the listenable qualities of the speeches and for the characteristics that could have improved the content of the speech. The speech was a new topic for the students so it got their attention and it also included interesting motivational, persuasive and inspirational speeches.

Regarding the quality of the video, the audio was loud enough and the images were clear.

The title of the fourth class was “Speech samples” and the objective was to recognize what a good speech is. The teacher played a video about a graduation speech. Students watched and recognized the most important characteristics in the speech. The videotape gave examples of particular language functions in operation such as Michael Dell, who found Dell Computers; he gave an inspirational speech in his graduation in the University of Texas at Austin. A part of his speech was: “As you start your journey, the first thing you should do is throw away that store-bought

map and begin to draw your own ...” These are situations that learners were likely to encounter through their day-to-day socio-cultural interaction with native speakers of English.

The content on the video was pertinent to the content of the class because this material facilitated good examples about what a good speech has; it was demonstrated when the students shared their opinions with the whole class, and pointed out the most important parts in the speech. They comprehended it, clarified the meaning of the speech and took it as an example to give their own speech.

Also, this video was appropriate to the students’ age and level of understanding because it motivated the students to take notes and focused on the material during the class. They were undergo a special experience of real feelings of accomplishment when they understood what was going on in a situation where native speakers use English. Thus, the learners realized that with a bit of extra effort and practice, along with some help from the teacher, ‘real English’ is not beyond their comprehension.

The quality of the video was good, the sound and the image were very neat and it did not cause any kind of impediment to perform the task.

In the last class, the title was “Our Speeches”, and the objective was to demonstrate how much they learn about speech and take an example of them. The students recorded a video of their speech at home. The teacher chose the best video to show students the things to do when giving a speech. The best video was made by a girl who talked about the influence and importance of her family in her life, the duration was 15 minutes.

The material was pertinent since the video was useful to recognize the mistakes done by the students and the parts of a speech. Moreover, the video was a result of students work because the teacher gave them a topic and they had to make a speech based on that as homework. Consequently, it was related to the content of the class.

The material was also appropriate because the video was made by the students according to their understanding level. The topics of the videos were assigned by the teacher and consisted on topics of interest for teenagers such as prohibitions, love, etc. The students felt so identified with the topics and they participated a lot giving their opinions about each speech.

The audio was loud enough and the images were dark because it was a homemade edition.

Websites

In the fifth class, the topic was “Prejudices”. The aim was to improve the writing production. Teacher used an iPad to show the blogs produced by the students about prejudices, then students wrote an argumentative essay about what they watched.

The blog was a pertinent material in this class because the students could create, edit, and delete their learning notes and review their classmates’ blogs. Also, the resource just contained information related to the subject; in this case, the blog included a text which the students explained what they think about prejudices in the society. The students used the blog to organize a collaborative learning environment in which students could peer edit others’ postings.

The online material was really appropriate to the age and understanding level of the students because it promoted the exploration of English websites that students like a lot. Students had more chances to read related articles. It increased the participation and speaking activity in the class. Students were encouraged to comment their partner's postings, which also was shared by other classmates.

The quality of the blogs was really good. They showed interesting colors, forms and designs. Also, the monitor was bright and the network worked fast; all these aspects favored positively to make an interesting class.

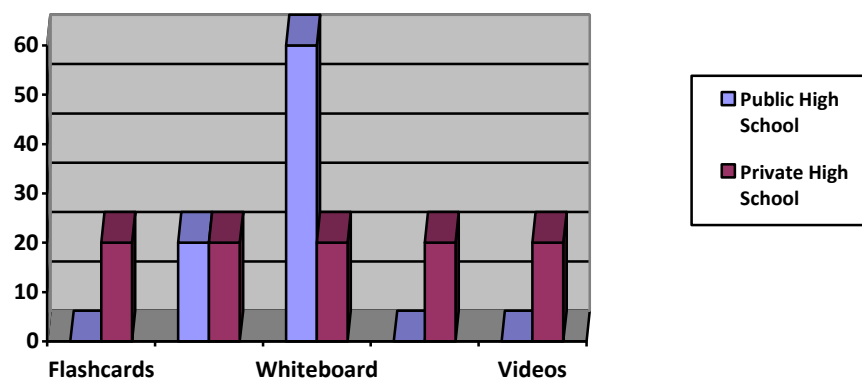
Learning styles

According to Lightbown and Spada (2006) it is difficult to know which the best learning style is but the teacher has to identify the preferences of each student and not assume their ways of learning are wrong. For the observed class in third year Senior, the teacher used at least three different materials as word cards, videos and website in five classes which helped the different type of learners. They were the aural learning style, learn by the ear; and visual which student learns something until have seen it. The teacher included the use of non- traditional materials as websites which got the attention and curiosity of learners and helped them to acquire knowledge in a better way.

Quantitative Analysis

As a result of the observations, it was found that the use of the supplementary material is the same in the public high school than in the private one. The total frequency shows that resources were used 15 times in each institution. Now, this equal frequency may evidence that public high school authorities are as demanding on the use of materials as in the private one. Also, it demonstrates that both of them

are organized in that aspect and may have the resources to apply them during the classes.



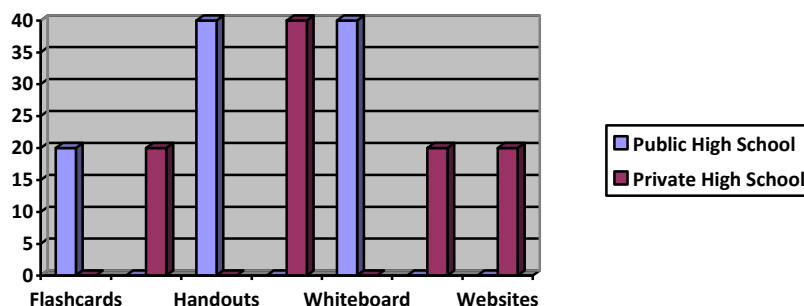
Frequency of the use of supplementary material in 1st year

According to chart number nine, the frequency of the use of supplementary material in 1st year is equal but the most predominating material is the white board in the public high school. Other materials used in this course were: flashcards, pictures, songs, and videos. All of those materials were used just once in both high schools.

The material mostly used was the whiteboard. In the public high school it was used 3 times and in the private high school it was used once. In the public high school, the teacher said in the questionnaire that she felt more comfortable to use the whiteboard in classes, and the students mentioned they preferred to use videos or computers in the classes.

Based on questionnaire applied to the teachers, in the private high school the teacher mentioned that he was responsible of the teaching process, and he was interested on accomplishing the objective of each of the lessons. On the other hand,

in the public high school the teacher did not feel she had the responsibility to improve their competences and skills.

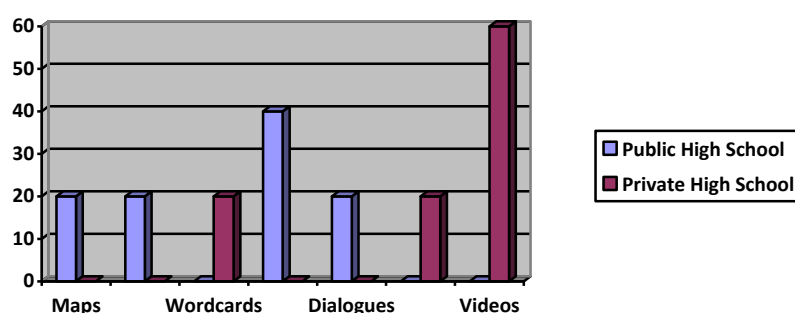


Frequency of the use of supplementary material in 2nd year

In the 2nd years the results showed a similar frequency of the use of the supplementary materials, they were used 5 times in each five school. These values could be caused because of the time when the classes were observed. The Coast region was doing final tests and the teachers used few materials which can reinforce the knowledge that students had learned to prepare for the final test.

The material the teachers used the most in the public high schools was handouts and whiteboard which were used two times, and word cards were used two times in the private high school. In the public institution other materials was the flashcards; used once. In the case of the private high school, other teaching aids used were PowerPoint presentations, videos, and websites. Each of those materials were used once. Even though the frequencies of use of materials in both high schools were low, the private high school used more materials than the public high schools because the teacher in public high school stated she preferred materials without any previous preparation.

It is important to mention the use of the online resource in the private high school and just visual materials in the public high school; the teachers in private high school used an online resource once time since it complemented the technologist needs and learning styles of the students. According to the questionnaire, most of the students from public high school who answered the survey wanted to learn English through online resources; the teacher did not take into account these needs.



Frequency of the use of supplementary material in 3rd year

The frequency of use of supplementary material in the 3rd years was 5 in both high schools. The results showed that videos were mostly used in the private high school; it was used 3 times. In this institution, the teacher also drew on other materials such as websites and word cards which were used once time; and, videos were used 3 times. The teacher in the public high school used a map, pictures and a dialogue; all of them were used once time. Besides, the white board was used 2 times. Something remarkable about this course is the fact that there was a slight difference between both high schools; the public high school teacher used more materials than his colleague in the private institution. The teacher answered in the questionnaire that she preferred to use visual and audio material to get the attention

of the students, and she noticed the use of this resource favored to the learning process of the students.

About the use of websites, it is important to mention that this type of resource was used at least once in almost all of the private high schools. Teachers explained that they like to use websites because of the amount of information available and the interactive contents that they offer to students. On the other hand, public high schools did not use this material because of lack of computers and internet connection.

In the surveys done with the students after each observed class, they manifested their desire of having more supplementary materials as: documentaries, movies and realia used during the classes. They wanted the teachers to use them more frequently and diverse and the majority of them ask for the use of technology to teach English. In general, students said positive comments regarding the use of the websites, though some student comments highlighted the importance of providing clear explanations regarding how to use this learning tool effectively.

According to the questionnaire, in the private high school the teacher said that the supplementary materials are important because they are interesting, relevant and beneficial tools for teaching classes. In contrast, in the public high school the teacher considerate that the importance of supplementary material is the correct use of the materials as handouts, audio cd and maps in addition to the textbook.

But, the interviewed teachers considered important to find a balance in the use of these materials because if they are overused, the learning process may be lowered. Besides, its selection and use will depend on the teachers' needs and teaching conditions.

As it can be observed in chart thirteen, the materials more frequently used in the public high school were the whiteboard with a frequency of 7 times that is 46.66%; handouts, pictures and dialogues that got a frequency of 2 times each one that is 13.33%. Flashcards and maps were used once time that represents 6.66%. According to the results, teachers preferred the whiteboard over the other materials because, as they explained, the board is a resource that is part of the classroom and it does not require any type of previous preparation for the lesson. This resource was used correctly in almost all the classes and students agreed with this fact but they would have liked the teacher makes use of other materials such as movies, websites and realia.

With regard to the private high school, chart fourteen shows that videos were used 5 times that is 33.33%; word cards were used 3 times that is 20%; and, websites were used 2 times that is 13.33%. Other materials such as flashcards, Power point presentations, pictures, whiteboard, and songs were used once time that represents 6.66%. In this high school, teachers used videos and word cards more frequently than the rest of materials because they consider that these types of materials are attractive and awake students' interest easily. In the case of videos, teaches explained that this type of resource help students to retain concepts through the senses of sight and hearing; consequently, learners remember contents in a better way. The results of the survey showed agreement with the teachers' comments but students demonstrated more preference for online resources since technology the current choice of young people.

Conclusions

- The most common supporting material used in the EFL public and private high schools was the whiteboard because the teachers have easy access to this supporting material.
- Most of supporting materials used in the observed classes were appropriate because they were related to students' age and level of understanding. There were some classes in which the materials were inappropriately used because the teachers did not choose the material correctly or it was not used to motivate students.
- The learning style applied in the classrooms was mostly visual because of the prevailing use of the whiteboard as the main resource during the observed class. The visual supplementary material is the most common because it stimulated and encouraged the students to learn English as a foreign language quickly.
- The supplementary materials (whiteboard, flashcards, pictures, and power point presentation) used in all the classrooms were pertinent, because they were related to the contents and allowed the fulfillment of the objectives the teachers set and the efficient teaching of the topic.
- The material's quality was good in both high schools. All the materials had excellent conditions which help to make a better class and could get the attention of the students.

- The frequency of the use of supplementary materials in the private and public high school was the same but the variety had big differences. Even though the private high school used few types of materials, they were more varied than the resources used in the public high school.

Recommendations

- Teachers should use more variety (realia, websites, stories, etc) of supplementary materials to enhance motivation in learners to make that, students feel interested in learning the English language.
- The public high schools should be equipped with enough supporting materials like CD players, DVD players, televisions, posters, dictionaries, books, etc, for the benefit of the classes. It will help to enhance the opportunity to create interactive classes and improve the learning process through the use of supplementary materials.
- Teachers of EFL classes should consider all the learning styles when they prepare supplementary materials to teach the classes in order to facilitate acquisition and retention of contents and improve students' learning process.
- Teachers should use more technology as websites, online games, videoconference, etc. to get students' attention and to improve the learning process.

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Annexes

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS No** ____

YEAR: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

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

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 student's age? Yes ___ No ___ Why?

Was it used appropriately in relation to the student's level? Yes ___ No ___ Why?

Was it elaborated and applied with creativity and originality? Yes ___ No ___ Why?

Were students motivated with the presented material? Yes ___ No ___ Why and How?

(For example, activates participation, awakes student's interests and curiosity)

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS No.** ____

YEAR: _____

PREGUNTAS					SI	NO
¿Te gusta el material utilizado en la clase de Inglés?						
¿Te ayudó a entender mejor el tema de la clase?						
¿Crees que el material didáctico utilizado te ayudó a participar más en clase?						
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?						
VISUALES flash cards diapositivas mapas gráficos o fotos tablas u organizadores gráficos hojas con actividades posters tarjetas con palabras pizarrón blanco o negro	() () () () () () () () () ()	AUDIO canciones diálogos historias cuentos AUDIOVISUALES videos películas documentales	() () () () () () () ()	OBJETOS REALES objetos: (juguetes, plantas, frutas, etc.) ONLINE websites	() ()	
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase? <hr/>						
() siempre () de vez en cuando						

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS No.** ____

YEAR: _____

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

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

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

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

Why?
