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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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DEDICATION

This research study is dedicated to God, who kept my spirit up when I lost strength and encouraged me. Also, I would like to dedicate this thesis to my dearest parents, wife, and my children. They have showed me the importance of working hard in life to reach my goals and get my dreams come true. They have also encouraged me to keep walking even in the hardest times.

Jaime Ramiro Cevallos Black

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ABSTRACT

The use of supplementary materials is of particular importance for Second and Foreign Language learners who frequently are not sufficiently motivated to learn English despite years of formal study. Consequently, this study “The use of supplementary material in EFL classes: A comparative Analysis of a Public and a Private High School in the city of Quito-Ecuador” is focused on the extra material used in the classroom that is different from that which is part of the course book and workbook. The sample chosen for this research was the selection of 1st, 2nd, and 3rd years which consisted of male gender class whose students were around 14 and 17 years old. It was also necessary to develop a survey which was conducted to collect data that was analyzed in order to evaluate the students’ and teachers’ opinions on using supplementary materials. Teachers are not willing to use them every day, because they consider the student book is enough and the teachers must be encouraged to use the supplementary material so that they use and them in their class appropriately and pertinently.

INTRODUCTION

The use of supplementary materials in EFL classes in Ecuadorian public and private high schools is a topic worth being investigated because it will provide useful information about the way supplementary materials are being used within the context of the teaching - learning process.

The purpose of this study was to carry out a descriptive and comparative analysis concerning the use of supplementary materials in EFL public and private high schools and the use of supplementary materials in all their classes and the way those materials were used.

Many of the studies on language learning underline the importance of the usage of supplementary materials in our classes, which means that we cannot have a successful language class in which the students feel unmotivated and discouraged because of the lack of them. This message has been conveyed in various ways. The following are just a few examples from the current literature that highlights the significance of using supplementary materials.

Canizzaro (2003) stresses the importance of using web pages and Internet services in order to improve students' language communication.

According to Kelsen (2007) in his study the objective was to examine the use of YouTube as supplementary material with EFL students through surveying student's attitudes towards using YouTube to study English. However, this study had several limitations. The first limitation is that the questionnaires were only written in English. Second, the self-reported nature of the survey may have led to students overstating their answers as the course teacher administered the questionnaires. Another shortcoming is the relatively small sample size, especially in terms of the

female students. Finally, the fact that all of the participants came from the same department means that the results cannot be extrapolated to the general student population.

However, Mohamed (2010) demonstrated that the aim in his study was to know how computer assisted instruction could be a supplementary teaching tool for teaching English to the language learners. But, the author mentioned that this study had the next limitation: most students disagree that they had trouble understanding how to use the computer; they were worried that they might damage the computer and that it would take them longer to learn to use the computer than it would the other students.

The present study is an attempt at identifying, describing, evaluating, and determining the frequency and variety of supplementary material used currently in two schools in Quito, one private and one public.

Consequently, this study comprehensively reviews the use of extra resources to teach second language learners and it suggests that in order to expand students' learning capacity, diverse materials should be used to supplement the existing course books (textbooks).

Today, English teachers have a lot of choices in terms of materials, and it is surprising that many of them rely only on textbooks. The textbook may not be relevant or interesting enough to motivate the students. It is not the only tool in the classroom. There are other materials that may be used by the teacher in a creative way to promote motivation, which is a key factor in learning. They become beneficial in introducing and reinforcing lessons.

The question is what can be done to supplement the book and motivate the students to learn? The first step in motivating the students is to understand how they learn, which deals with their learning styles. Supplementary materials should be designed, taking into account the students' different styles, as Diaz (1996) asserts in his study, that everyone deserves to be given the chance to learn and every student is able to learn, if the tools for success are provided.

From our experience in teaching, we always try to include at least two sensory preferences in every lesson plan, with a variety of activities and visually attractive materials that enable the visual, auditory, tactile, or kinesthetic learner to use his/her innate capacities to benefit their learning.

We applaud the valuable contribution from the students, teachers, coordinators, and authorities from those two schools who facilitated our research. Nevertheless, much work remains to be done. Five classes were a short period of time, and were not enough to provide a sufficiently broad view. Our participation in this study has enabled us to confirm how these materials help students both to visualize and consolidate what they learn and for the teachers to accomplish their goals. It also allowed us to know how teachers are willing to use the supplementary material, and how motivated they are to design them on their own.

Finally, this study has emphasized the need for teachers to use a variety of types of alternative resources not only because they help to have students engaged in the process of learning and to be motivated, but specially because they are effective aids in learning the use of grammatical structures, spelling, pronunciation, lexical items, and vocabulary. They also assist in looking for new approaches to teaching lessons and new classroom activities.

METHODOLOGY

The purpose of our observations was to find out how the supplementary materials were used in EFL classes in two institutions, a private and a public school in the city of Quito.

The field research started in February, 2012 and ended in April of the same year, bearing in mind the five variables for this research. The five variables for this research were: visual, audio, audiovisual, realia, and online. Then, to accomplish the field research, it was selected a sample of 1st, 2nd, and 3rd years from two high schools; one public and one private in the same city. Each classroom was composed of male and female adolescents between 14 and 17 years of age.

To start with this research some previous studies to the use of supporting materials in EFL classrooms were reviewed. All this information was gathered from books, on- line libraries, and the Internet, which were excellent information sources, allowing the setting for the Literature Review, which was the basis of the analysis of the data collected later during field research.

Up to this point, in this study, qualitative and quantitative methods were employed to carry out the analysis of the data and the interpretation of the collected data that later was organized in tables. The organized data was finally represented in statistical graphs in order to have a better visualization of the values and indicators which allowed a better understanding of the results.

Furthermore, in order to complete this research several techniques and instruments were necessary. Regarding the techniques the following were applied: reading, skimming, scanning, and note-taking to collect the bibliographic information and surveys for gathering first-hand data.

The instruments used were, data collection formats, observation formats, and tables; making it possible to perform each activity from gathering bibliographic information to data analysis.

The general approach of this study was Qualitative and Quantitative. The qualitative study included exploring classes to determine how the materials are used. The quantitative study explains the frequency and the variety of the extra materials used in EFL classes during our thirty observations. Additionally, surveys consisting of open and closed-ended questions were applied in order to find out students and teachers' opinions about the importance of materials used in class.

We conducted formal and structured surveys in the form of questionnaires to teachers and students.

At the end of each class, the questionnaires we handed in to teachers and students in which they were asked to evaluate the material used in that particular class. Four teachers and 35 students were able to complete the surveys. Along with the teachers and students' survey sheets, data was also gathered via three more instruments. These were an observation sheet, a sheet with a description of the used material, and charts of the results. All of them allowed us to analyze, describe, and compare the various sources used by the teachers during our fifteen observations in each school.

Furthermore, we observed students' behavior in carrying out class tasks. For example, we observed how the material used increased their attention or if they got bored.

In order to tabulate the data obtained, eight charts were used. First, in charts number one and two, the type of supplementary materials used in the first, second and third years from both schools are included.

Second, charts number three to eight, contain qualitative information related to our opinion about the pertinence and appropriateness of every supplementary material used in each class in both the Public and the Private schools.

Third, for the quantitative analysis, charts nine to eleven were used. In these charts, a comparison of the frequency of use of each supplementary material between the first, second, and third years of both schools is showed.

Finally, I proceeded to analyze the frequency of used material in public and private senior high school according to the charts thirteen and fourteen. It refers to the number of times that supplementary materials were used between first, second, and third years. It also supports the analysis with facts properly stated, based upon the observations, surveys, questionnaires, and our combined personal opinion.

DISCUSSION

Literature Review

During the past decade, educational research has identified a number of factors that account for some of the differences in how students learn.

The use of supplementary materials in EFL classes is not a brand-new idea in teaching; however, it is important to know and understand that they are very useful tools in the learning process because they provide different approaches to the theme of the class, create effective learning, change the class environment, and make the classes more interesting and motivating.

The following relevant information has allowed us to be aware of the importance of a diversity of aspects that we should consider when teaching a foreign language: Different ages, learner differences, learner types, motivation, teaching techniques, different teaching contexts, and, of course the use of supplementary materials. These are essential elements within the curriculum which do more than simply lubricate the wheels of learning; they fulfil a teacher development role and empower students.

Teaching English as a Foreign Language

According to Singh (2006), teaching of a foreign language has been a very relevant theme because of the swift globalization.

Nowadays, people around the world feel the necessity to learn English as a foreign language for practical, academic, communicational, and businesses purposes.

Furthermore, Target (2003) states a similar definition for teaching a foreign language when he says that the teaching of English is important for people who are learning the language for pleasure, work, or educational reasons. English is also

recognized as a worldwide language because it enables people to communicate with people from other countries and it is used for businesses and trades.

On the other hand, Thornbury (1997) states that the English teachers not only need to be able to speak and understand the language they are teaching. He states that the teachers need to know how the language works, its components, its regularities, and the way it is used. It is further assumed that this kind of knowledge can usually be gained through the investigation-or analysis-of samples of the language itself.

Differences among children, adolescents and adults

Concerning to the subtopic age Scovel (2001, p.90), comments:

...adolescents and adults are in many ways better at learning a new language than children, except in the area of pronunciation. This is probably because they are already literate in their first language and can use some of their knowledge about language and language learning when learning the second language. It has been found that older learners of a language are more efficient learners, so they may need less time to reach the same level of proficiency as younger learners.

Also, of course, if more time is spent learning a second language during the school day, then some other subject must be cut or reduced to make way for it. This may not be desirable. So what is the best age for a person to start learning a foreign language in situations where there is a choice, and where it is not critical that a native-speaker-like pronunciation is acquired? The answer, according to current research, is early adolescence, so about 11-13.

And the more motivated the child is to learn the new language, the more successful he will be!

Lightbown&Spada (1999) explains that learning speeds are different. Young learners learn more quickly than adults, so it is important to consider how and what to teach them. Individual needs, capacity and their process of knowing, understanding, and learning should be taken into account.

Teachers need to understand the difference between young and adult learners in order to be effective. This includes their characteristics, how they learn, what they bring to the learning situation, and their requirements.

Lado (1964) reports that language learning vary between people who are apparently under the same state or condition. These varieties are concerning with different capacities which are the result of genetic potential added to total previous experience ;however, these differences not only include a single dimension ;on the contrary, they change as to the number of units that can be learned , memory span, recall time, ability to imitate sounds and soon.

Learners' Motivation

Rost (2004, p. 4) asserts:

Motivation has been called the “neglected heart” of language teaching. As teachers, we often forget that all of our learning activities are filtered through our students’ motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse; there is no life in the class. When we learn to incorporate direct approaches to generating student

motivation in our teaching, we will become happier and more successful teachers.

Motivation is a term that is used to define the success or the failure of any complex task. Brown (2001, p.72) states, "... if students are motivated, they will learn, and if not, they will not. That simplification may hold some of the time. Why not all the time? Just what is motivation? Can it be acquired, or is it just there? Can it be taught? Where does it come from? Are there different kinds of motivation?"

Accordingly, Harmer (2007) says that motivation is a requisite to be successful. We will fail to make the necessary effort without motivation. It provokes a decision to act, to do things in order to accomplish with something.

Learning Styles

Woolfolk (2007) defines learning styles when he states that every person has his/her own learning style; furthermore, the most relevant theme in regard to styles is related to deep and surface approaches that exist in order to perform information in learning situations. People who have a deep-processing approach see the learning activities as a means to understand some fundamental concepts or meanings. They tend to learn in consideration of learning and are less concerned about how their performance is evaluated; therefore, motivation plays an important role. In contrast, people who take a surface - processing approach memorize the learning materials without understand them. They are motivated by rewards, grades, external standards, and the desire to be evaluated in a positive way by others.

Moreover, Stafford, & Griggs (1995) give an interesting definition about learning styles, when they mention that learning styles are the way in which a person starts the process of concentration and retains new and difficult information.

Therefore, every person's concentration takes place in different ways and in different times.

Finally, those previous conceptions above can be complemented with the explanation given by Kinsella (1995, p. 170) who argues:

An individual's natural, habitual, and preferred way of absorbing, processing and relating new information and skills which persist regardless of teaching methods and content area. Everyone has a learning style, which appears to be influenced by both nature and nurture; it is a biological and developmental set of characteristics. Consequently, a learning style is considered a hallmark that identifies the individual's unique and typical learning behavior.

Teaching Techniques for Adolescents

Several language theorists and researchers have emphasized the focus on *teaching adolescents*, Littlejohn & Hicks (1999) claim that for many teachers to teach adolescents is the most valuable challenge because the students are exposed to new experiences and interests that can be joined to make the learning period exciting and demanding. This is a time when the basis of their approach to learning, perhaps for the rest of their lives, is formed. This is especially true in the learning of a foreign language where the first learner's experiences are defined as what the language learning is and whether they can succeed by means of it.

In addition, Corbin (2008) notes that the teacher is the principal person responsible to organize the activities and facilitate the learning by means of appropriate learning activities and experiences, which will go in his or her classroom;

in other words, the teacher has to manage the necessary instructional aid and resources in order to do the tasks. Therefore, to ensure the success of students the teacher should organize the construction (instruction and the building) of the learning experience.

Finally, Littlejohn & Hicks (1999) extend this notion when they emphasize that middle school teachers need an analogy in young adolescents in order to know that though their students are not elementary – age, they are not prepared for high school approaches neither because young adolescents require that some needs such as the physical activity, opportunities for self definition, structure and clear limits, meaningful relationships with adults, competence, and creative expression be satisfied so that, both information and skills can go into long- term memory.

Different Teaching Contexts

According to Lemberger (1997) the teacher is situated at the center of the four contexts: of the classroom, school, community, and society. These four are constantly changing and consist of people (their individual and collective histories and realities), institutions, policies, and resources within each.

The teacher is situated at the center of the four contexts: of the classroom, school, community, and society. These four are constantly changing and consist of people (their individual and collective histories and realities), institutions, policies, and resources within each. There are four contexts: the classroom, school, community, and society in which the teacher is situated at the center. These four contexts continually vary and are formed by people; namely, from their individual and collective histories and realities, such as organizations, customs, and resources inside each one.

Although, the previous author identified four different teaching contexts Tedick (2005, p.97) identified many different teaching contexts when he mentions: Second language teacher education takes place in multiple contexts and with diverse population, in which language, culture, and identity are intricately bound together contexts. These contexts are often impacted by actions taken by formal and informal decision-making bodies, which may or may not involve the participation of teacher educators. Like the theme of knowledge base, the theme of contexts is a broad one. It includes second language contexts themselves (English as a second language [ESL], English as a foreign language [EFL], foreign language, immersion, bilingual education) as well as different geographic, social, cultural, political, and institutional contexts. It also encompasses analytical perspectives on the contexts in which second language teacher education takes place as well as contextual factors related to the larger society and culture that impact teacher education such as issues related to policy or advocacy. Contextual factors are fundamental to second language teacher education.

Lastly, in accordance with the previous views, Tiberious&Billson (2006) argue that the teachers situated at the center of the four contexts: of the classroom, school, community, and society. These four are constantly changing and consist of people (their individual and collective histories and realities), institutions, policies, and resources within each and the social context of teaching is recognized as a useful component in order to get an effective teaching.

Supplementary Material

Roberts & Hsu (2000) suggest that instructional materials can provide detailed specifications of content, even in the absence of a syllabus. They give

guidance to teachers on both the intensity of coverage and the amount of attention demanded by particular content or pedagogical tasks. They can help define the goals of the syllabus, and the roles of teachers and learners within the instructional process. Some are designed to be used by inexperienced or poorly trained teachers, while others are intended to replace the teacher completely. In fact the best materials, if used in the ways intended by their author, can be a useful professional development tool.

According to Allwright, R. 1981, 1990 states supplementary materials increase activities easier by means of a good motivation and students have to learn about materials because these materials offer students learning activities.

Supplementary material provides students with information, techniques and motivation to facilitate their learning processes. The effectiveness of these resources will largely depend on the manner in which teachers use them within didactic strategies.

It is important to establish what Dash & Dash (2007) say about supplementary materials. They state that supplementary materials are very useful because they help to the teaching – learning process be more efficient. Hence, the teacher can use these aids in order to improve his/her instruction helping to the students understand better and learn new concepts/words.

About the importance of supplementary materials, Roberts& Hsu 2000 claim that materials development is both a field of study and a practical responsibility, because teachers need to theorize their practice to make sure that the materials they use will help them achieve their goals. Teachers need to know what lies behind the materials. If materials if EFL and ESL deal with anything that can be used to

facilitate the learning of a language (Linguistic, visual, auditory, kinesthetic, present in print, CD-ROOM DVD or internet) we need to know what drives the production of these materials.

On the other hand, Allwright, R. 1981, 1990 suggests that resources are very important when talking about teaching contexts and he states that limited resources are determining factors when teaching, because in some cases the only available materials in classes are a notebook, a pen or pencil, a board, a piece of chalk, and it is almost impossible to get photocopies, tape recorders, Cds, videos, songs, and there is no access to books or dictionaries.

It must also be said that teaching English as a second language and as a foreign language contexts is somehow different. ESL classes are multilingual; there are students who have moved from their own country to an English-speaking country and need to develop their English language skills in order to work or study. In contrast EFL classes are monolingual; the students' first language is not English since they usually live in their own country, either with the state school system, or privately.

The last component within the level of design concerns the role of instructional materials, within the instructional system. According to Roberts & Hsu (2000) claim it is specified with respect to objectives, content (i.e., the syllabus), learning, activities, and learner and teacher roles suggest the function for materials within a education system. A particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners.

Allwright, R. 1981, 1990 point out that “The role of instructional materials within a method or instructional system will reflect decisions concerning the primary goal of materials, e.g., to present content, to practice content, to facilitate communication between learners, or to enable learners to practice content without the teachers help....”

It is essential to consider the kind of students we are going to teach, when choosing supplementary material.

Besides, Dash & Dash (2007) assert that the *role of supplementary material* is to help the adolescents to increase their interest, knowledge and motivation in learning. These instructional aids are useful in the teaching process as they help the teacher to reduce meaningless, excessive verbalism as well as to relate difficult meanings, clarify the student’s doubts and give life to the classroom instructions.

Among the different types of material we have:

Visual

Corbett (2003, p.134) states the reason of using images are good and obvious: they can be used at all levels of language learning, from beginners to advanced, and they can bring into the classroom those objects which would otherwise be forever outside it; for example, aero planes, beaches, and tourist locations in the target culture. Depending on the image, visual aids can be used to bring vocabulary to life, or to act as input into information –transfer activities (for example, one learner might have access to visual information and then have to describe it verbally to another learner). Visual aids, then, are widely acknowledged as a rich resource in ELT (English Language Teaching).

Audio

Maniruzzaman&Rahman (2008, p.3) claim audio aids can be defined as models and devices that can be heard and give an image of something, somebody and some situations. They include recorded materials, radios, cassettes players, cassettes and the like which are relatively cheap and available and which the language teacher with a little training can use in the L2 class so as to make the teaching methods, techniques, and materials considerably effective and interesting, and to help the learner to have maximum benefit.

Audio-visual

Kochlar(1985) argues that audio-visual aids are very useful in instruction; they are expressed through the eye and ear that is to say, the words are indicated with both a sound and a visual component. Sound - motion pictures and television are examples of audio-visual presentations.

Realia

Soulier (1981) explains that usually many teachers use in the classrooms real objects also called realia. It refers to specimens, artifacts, relics, and even souvenirs which provide the students a correct firsthand experience in other words, the use of realia offers many advantages in education more than other media.

Online

Soulier (1981) also states that the teachers use online because these resources are very helpful. In the case of some learners might not be effective the use of technology because of their different learning styles.

Nevertheless, both teachers and students can be benefited by technology, using resources such as: a collection of bookmarks organized in a Web page, or an e-group in an online platform.

The next section examines previous studies done by certain linguists, sociolinguistics, psychologists, and teachers toward employing supplementary materials in EFL or ESL classes, actually a topic which has gained wide attention due to the great deal of supporting aids that exist which enhance the teaching and learning process. Hence, it is important to analyze the suitability of supporting materials for EFL classes and how they can help the teachers to understand that there are other resources besides the textbook that can be used in the classroom.

Kelsen (2007) said that in his study the objective was to examine the use of YouTube as supplementary material with EFL students through surveying student's attitudes towards using YouTube to study English.

In addition, the same author mentioned that this study was done as follows, on the first day of two sophomore classes of the Fall Semester, 2007; the students at a private university in northern Taiwan were given surveys. During the semester, material from the YouTube website was used to supplement textbook and associated classroom materials. The clips of YouTube videos were related to topics selected from the textbook, associated with vocabulary covered in the textbook, related to names of people or places in the textbook, connected to current events, and music videos. The last day of class, the students were given a follow-up questionnaire.

Finally, Kelsen concluded that the use of YouTube should be incorporated in classroom activities in order to allow that both teachers and students enhance learning outcomes and supply an effective classroom environment.

Canizzaro (2003) highlights the importance of using web pages and Internet services by language teachers in an effort to improve student's language communication skills and language awareness.

His study was applied to teachers and students in a secondary school through naturalistic and descriptive observation and questionnaires. He concludes that multimedia tools and the Internet in particular, can be seen as powerful facilitators of EFL teaching that provides a valuable medium for helping bring classroom alive, but the successful results depend on how it is used.

Peacock (1998) researched about the Usefulness and Enjoyableness of Teaching Materials as Predictors of On-task behavior. The study was conducted through a tally sheet for quantifying learner task behavior and a self-report questionnaire for learners. Based on the hypothesis that learners would spend more time on task when they perceive the materials in use to be useful and enjoyable, he recommends that it is important to try to identify the factors with which increased levels of on-task behavior are associated, because these factors have not yet been found.

According to Huy Le (1999) in his study "The Role of Music in Second Language Learning", aimed to investigate the role that music played in EFL from a Vietnamese perspective.

A qualitative study was conducted, including interview, observing, participating in social and musical activities in different social settings. The results showed that music is international, so is a powerful tool that could be shared and enjoyed by people of different linguistic and cultural backgrounds. Music enables learners to relax in a learning atmosphere and helps to create a soothing and

enjoyable environment for learning. Huy Le recommends that teachers give a special place to music in their classes, not only because music can be used pedagogically to enhance teaching and learning a second language, but also because there are many insights to be gained from an intercultural research perspective.

According to Chuang, Chwo, Jonas & Tsai, Ch. (2010), the objective of this study was to investigate the effectiveness of supplementary material in improving listening and speaking skills in EFL learners.

Additionally, the authors mentioned that this study was realized in the next way: four listening and speaking non-major classes were selected. Two of them served as experimental groups (EG), and the other two control groups (CG) in order to enhance and actualize listening speaking strategies were given, pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning, pre and posttests from both groups, quizzes from EG. T- Test, a purposed designed homework, supplementary materials, oral presentations, vocabulary material, role play, among others; which were encouraged to meet the diverse learning style of the class.

Lastly, the authors concluded that the effectiveness to use supplementary material to enhance strategy use in English speaking and listening course are essential in the process of language learning.

Results

Qualitative Tabulation

Chart one: Type of supplementary material used in Public high school.

Variable	Indicators	Yes	No
Visual	Flashcards	√	
	powerpointpresentations		X
	Maps		X
	Pictures	√	
	Charts		X
	Handouts		X
	Posters		X
	Wordcards		X
	white/blackboard	√	
Audio	Songs		X
	Dialogues		X
	Stories	√	
	Tales	√	
Audiovisual	Videos		X
	Movies		X
	Documentaries		X
Realia	objects (toys, plants, fruits)	√	
Online	Websites		X

Authors: Cevallos Black Jaime Ramiro

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

Chart two: Type of supplementary material used in Private high school.

Variable	Indicators	Yes	No
Visual	Flashcards	√	
	Powerpointpresentations		X
	Maps		X
	Pictures	√	
	Charts		X
	Handouts		X
	Posters	√	
	Wordcards		X
	white/blackboard	√	
Audio	Songs		X
	Dialogues	√	
	Stories	√	
	Tales	√	
Audiovisual	Videos	√	
	Movies	√	
	Documentaries		X
Realia	objects (toys, plants, fruits)	√	
Online	Websites		

Author: Cevallos Black Jaime Ramiro

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

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flashcards					√	√	√	√		
	Powerpointpresentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Wordcards										
	white/blackboard	√	√	√	√			√	√		
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)									√	√
Online	Websites										

Author: Cevallos Black Jaime Ramiro

Source: 1st year.

Yes = √

No = X

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flashcards										
	powerpointpresentations										
	Maps										
	Pictures							√	√		
	Charts					√	√				
	Handouts										
	Posters			√	√						
	Wordcards										
	white/blackboard	X	√			√	√			√	√
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author: Cevallos Black Jaime Ramiro

Source: 2nd year.

Yes = √

No= X

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flashcards	√	√								
	powerpointpresentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Wordcards										
	white/blackboard			√	√			√	√	√	√
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos					X	√				
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author: Cevallos Black Jaime Ramiro

Source: 3rd year.

Yes = √

No = X

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flashcards							√	√		
	powerpointpresentations										
	Maps										
	Pictures	√	√								
	Charts										
	Handouts					√	√				
	Posters										
	Wordcards					√	√				
	white/blackboard			√	√						
Audio	Songs										
	Dialogues										
	Stories			√	√						
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites									√	√

Author:Cevallos Black Jaime Ramiro

Source: 1th year.

Yes = √

No = X

Chart seven: Pertinence and Appropriateness of the supplementary material used in private high school.

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flashcards									√	√
	powerpointpresentations										
	Maps										
	Pictures	√	√								
	Charts										
	Handouts										
	Posters										
	Wordcards										
	white/blackboard	√	√	√	√			√	√	√	√
Audio	Songs										
	Dialogues										
	Stories					√	X				
	Tales										
Audiovisual	Videos										
	Movies			√	√						
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author: Cevallos Black Jaime Ramiro

Source: 2nd year.

Yes =√

No =X

Chart eight: Pertinence and Appropriateness of the supplementary material used in private high school.

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flashcards										
	powerpointpresentations										
	Maps										
	Pictures							√	√		
	Charts										
	Handouts			√	√						
	Posters										
	Wordcards	√	X					√	√		
	white/blackboard										
Audio	Songs										
	Dialogues										
	Stories							√	√		
	Tales							√	√		
Audiovisual	Videos									√	√
	Movies										
	Documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Author: Cevallos Black Jaime Ramiro

Source: 3rd year.

Yes = √

No = X

Quantitative Tabulation

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	2	1
	power point presentations		
	maps		
	pictures		1
	charts		
	handouts		
	posters		1
	word cards		
	white/black board	3	2
Audio	songs		
	dialogues		
	stories		1
	tales		
	interview		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)	1	1
Online	websites		
TOTAL		6	7

Author: Cevallos Black Jaime Ramiro

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		1
	power point presentations		
	maps		
	pictures	1	1
	charts	1	
	handouts		
	posters	1	
	word cards		
	white/black board	3	4
Audio	songs		
	dialogues		
	stories		1
	tales		
	interview		
Audiovisual	videos		
	movies		1
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		6	8

Author: Cevallos Black Jaime Ramiro

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

Variable	Indicators	Public	Private
		f	f
Visual	flash cards	1	
	power point presentations		
	maps		
	pictures		1
	charts		
	handouts		1
	posters		
	word cards		
	white/black board	3	2
Audio	songs		
	dialogues		
	stories		1
	tales		1
	interview		
Audiovisual	videos	1	1
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		5	7

Author: Cevallos Black Jaime Ramiro

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	6	7	13	33.33
2nd	6	8	14	35.89
3rd	5	7	12	30.76
TOTAL	17	22	39	100,00

Author: Cevallos Black Jaime Ramiro

Description, Analysis, and Interpretation of Results

In this section, supplementary materials used in 1th, 2nd and 3rd year of the observed public and private high schools will be described and analyzed in terms of pertinence that describes the importance of the material used in relation to the content, appropriateness that is related to the students' level and understanding, quality includes the elaboration of the supplementary material, and quantity analysis that describes the variety of the used material and its frequency of use during the classes observed. For that, information from chart 12 was to compare general results obtained between high schools. Also, information from charts 9, 10, and 11 was taken to make a comparative analysis referent to the frequency of the used material, and the information from charts 13 and 14 was used to make the analysis of the materials used the most in both, public and private high school, and also students and teachers gave their opinions by means of surveys.

Qualitative Analysis

Public High School

1st Year

Whiteboard

On the first day of class, the teacher used the whiteboard to talk about the topic The Last Miracle in order to develop speaking and writing skills using question words such as what did him / her / they do, where did he / she / they travel. This visual aid was pertinent because it helped the teacher to reinforce these grammar structures, and it also encouraged the students to express themselves more confidently.

It is also necessary to emphasize that this supplementary material was chosen appropriately by the teacher considering the basic level of the students, their ages, and their understanding. The whiteboard contained simple examples. At the beginning of the class, the teacher wrote some question words such as: What did he / she /where did he / she / they travel on the board and clear examples about how to give and ask for information about their favorite person. Then, students, in pairs, took turns interviewing each other, asking questions, and writing the answers in complete sentences. Next, the roles were reversed, and the interviewer was interviewed; both students had to arrange their sentences into a paragraph. Some students wrote their tasks on the board.

Although the quality of the material is not the professor's responsibility its use it will be analyzed. The teacher's writing was neat, tidy and easily visible for everyone in the classroom, which was necessary to focus the students' attention.

In the second day of class, the teacher used the whiteboard to practice the use of simple present. This visual aid was pertinent because it helped the teacher to check the students' understanding and allowed them to practice the sequence of activities.

Another point to be taken into account is that this supplementary material was used appropriately because the teacher considered some factors such as the basic level of the students, their ages, and their understanding. The whiteboard contained instructions that were easy to follow. When the class started, the teacher implemented a matching activity. He copied a chart with some phrases to be matched by the students and demonstrated what they had to do by writing an example on the board. Then, the teacher asked the students to do the task individually. Finally, some students did the matching on the board.

The teacher gave simple explanations with an example about the task. For this reason, the students could understand the activity correctly.

As a final point, the teacher used clear handwriting and colors to differentiate the phrases, which was useful to keep the students' attention.

Flash Cards

In the third observed class, the teacher used flash cards. This supplementary material was very pertinent because it helped the teacher to introduce the key vocabulary about the theme *our classroom*. Through drills and repetition, she reached her objective of helping students to understand, reflect upon, and practice the new vocabulary.

The use of flashcards was appropriate to the age of students too. It was very useful for the girls' learning. They felt motivated and actively participated during the class. The pictures stuck on flashcards caught students' attention and helped them to become engaged in something that was easy to talk about, *classroom items*.

The interviewed student in the survey said that the flash cards helped her to learn, but that she would also like to learn through games and with a variety of activities. She also said that the teacher uses flashcards in her classes most of the time.

It is important to state that using flashcards in class is one of the most common resources used by teachers.

The quality of the flashcards was adequate, although they could have been more colorful and bigger so that the students could see the images from their desks. Consequently, the teacher needed to show them to everyone in turn.

In the fourth day of class, the whiteboard was used by the teacher to explain the topic *my hobbies* with the intention to develop awareness of the place the students live in and learn to identify habitual actions. This visual aid was pertinent because it helped the teacher to make the learning experience more concrete, and it also allowed the students to be able to learn to identify cities and towns easily.

It is also helpful to consider that this supplementary material was used appropriately because it was selected according to the basic level of the students, their ages, and their understanding. The whiteboard contained the use of simple present tense. When the class started, the teacher wrote some verbs on the board and the students wrote some sentences about their hobbies on a sheet of paper. Then, the teacher copied some student's hobbies on the board to make students understand. Later, the students were placed in groups to play a game. Each group had to make a list of towns and cities in Ecuador in their notebooks. Finally, in groups, they compared their lists. The group with the most towns and cities was the winner.

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

Finally, the teacher used clear and neat handwriting, which was useful to keep the students' interest.

Realia

In the fifth day of class, in addition to the whiteboard to explain the topic *life without electricity*, the teacher used realia in order to introduce electrical circuits and its components such as a battery, a wire, a bulb and a bulb holder. The use of realia

was pertinent because it helped the teacher to make the learning experience more realistic and therefore, more comprehensible for the students.

Furthermore, it could be mentioned that these supplementary materials were used appropriately as the teacher took into consideration the basic level of the students, their ages, and their understanding. The objects helped the students to understand the topic better. At the beginning of the class, the teacher used real tools such as the hammer, the pliers and the screwdriver to teach how an electrical circuit works. He pointed at some objects mentioned above in the class and then, asked the whole class where they are used. These supplementary materials motivated the students to participate actively in class.

Learning Styles

In this year the teacher used only visual and realia aids. Therefore, they mainly benefited visual learners, who recalled information by visualizing the source. These aids included flashcards, whiteboard, and realia objects, which were essential to keep the students' interest and meet the students' learning styles.

2nd Year

White board

In the first observed class, the white board was used to write sentences about *famous divorce statistics in Ecuador*. The teacher also explained the use of the past tense, past continuous, future be going to, and how it should be used in affirmative and negative statements, as well as in questions.

However, the use of this aid was not pertinent because it was full of information without any particular order. The teacher did not distribute and organize

the information adequately. As a result, students could not visualize and understand the grammar structure properly, and the teacher could not reach her objective either.

On the other hand, the students at this age require that the information they receive be clearly explained. This did not happen. Therefore, the students could not easily learn the use of the past tense.

The topic was very interesting, but the students did not enjoy the class, and nor did they actively participate. They got bored. I am sure that if the teacher would have introduced the theme with pictures or photos of current famous people in the warm-up phase, students would have felt more motivated to speak and the results would have been different. So, it was not appropriate for their age.

The student in the survey said that the board did not help her to understand the theme. She would rather have had the teacher use pictures. She also said that the teacher should sometimes use charts, dialogues, or videos in her classes. Likewise, she said that their classroom should have a tape recorder to help them develop the skill of listening.

The board in this classroom was not in good condition either. As a result, the teacher's handwriting was not too visible. Additionally, the teacher did not use the space properly as we mentioned above. All the information was in disorder.

Poster

In our second observed class, we saw that the teacher brought a very big poster to introduce the theme *we have to take care of water* in which she had written important information about water as a resource.

The use of the poster was pertinent because the teacher reached her class objective which was to raise awareness of the importance of water in the

environment, as well as to introduce the structure for the simple present tense. She explained it in a dynamic way by interacting with students who asked and gave information about water. Using this method, the teacher helped them to understand the new vocabulary.

The poster was also appropriate because the images caught the students' attention. It was perfect for students' level and age because they actively participated in the class and the teacher awakened their interest and curiosity. Later on, the teacher asked them to look for more important information to be used in the next class.

The girl who completed the survey form thought that the poster helped everybody to understand the theme better, but she would have liked the teacher to use photos, worksheets, songs, stories, movies, and realia.

Taking into account that the teacher made the poster by himself, we can say that it was big enough, and its quality was excellent. The pictures showed on it were very attractive and colorful. The vocabulary used was easy to understand and her handwriting was clear as well.

Whiteboard

In the same second class, the whiteboard was used by the teacher to talk about *How to make Pumpkin Pie* with the objective to extend the students' vocabulary about ingredients. This visual aid was pertinent because it helped the teacher to add variety and interest to the class and motivated the students to reach deeper understanding of the concepts.

Another important point to be noted is that this supplementary material was used appropriately because the teacher took into consideration some factors such as

the basic level of the students, their ages, and their understanding. The whiteboard contained short sentences to give definitions. As soon as the class began, the teacher used the whiteboard to introduce new vocabulary and ask the students to repeat each word after him and copy them into their notes. Then, the students were involved in a game in which the vocabulary learned was used. The teacher wrote the occupation or activity and they guessed the answer. When they got the correct answer, it was their turn to describe different ingredients for the class. The use of the whiteboard motivated the students to learn useful vocabulary in a funny way.

As a final point, the teacher wrote legibly and neatly and used markers of different colors in order to make the whiteboard look attractive and its contents memorable

Chart

To support the third class I observed, the teacher brought a chart which was displayed on the board to explain the use of the reflexive pronouns and their corresponding object pronouns. Moreover, she wrote examples to make it easy to understand the difference between them and their correct position in a sentence.

The use of this tool was pertinent because, through it, the teacher reached her objective which was to encourage students to learn the subject - reflexive pronouns.

Talking about appropriateness, I think that it was according to the students' level and age. They were very motivated to participate in the class. They asked the teacher questions when they did not understand. The exercises were easy for them to do. The chart helped them to understand the grammar structure.

The student in the survey said that the chart helped her to learn the lesson. She also suggested that the teacher uses slides and movies in her classes.

The quality of the material to make the chart was good. It was a big, bright card-board. The teacher's handwriting was clear, which allowed students at the back of the class to see it clearly.

Pictures

In the fourth class, in addition to the story about *the history of the Incas*, the teacher used some pictures related to the topic in order to develop speaking skills. These visual aids were pertinent because they helped the teacher to check the students' pronunciation and bring the outside world into the classroom; furthermore, they motivated the students to use their imagination.

It is also interesting to observe that these visual aids were used appropriately because they were according to the basic level of the students, their ages, and their understanding. The images were real and colorful. When the class began, the teacher showed the students some pictures of different Inca Empire that existed in Peru such as the Cusco, Paqarri-ampu and explained what they had to do clearly. The students were placed in pairs to look at the pictures and talk about them.

The use of these visual aids motivated the adolescents to express and share their ideas more confidently.

Last, the quality of the pictures was fine. The teacher used big, real, and colorful photos in order to grasp the students' attention.

Whiteboard

The use of this tool in my last observation of this grade was pertinent because it helped the teacher to accomplish her objective of introducing the Modal Could. After students reviewed the information in their course-books regarding this modal, the teacher divided the board into two parts to explain the grammar structure. On the

left side, she explained the affirmative form to show ability and, on the right side, the negative form to show lack of ability. Then the teacher asked some students to write sentences within the two columns with their own information and using the key vocabulary. Later, in the next phase of the lesson, they were applied in short dialogues. This assisted the teacher to reach her objective.

The theme was in relation to the students' age and at their level of knowledge. Nevertheless, the students did not participate actively in the class. They followed instructions, but there was no interest or curiosity. They were not motivated. To do an interesting class, I think that the topic could have been introduced with flashcards, or wall-charts instead of the board.

The student who completed the survey said that the board hardly helped her to understand the theme. She mentioned that the teacher should sometimes use flashcards, slides, photos, charts, songs, stories, tales, and movies in her classes.

Finally, the teacher wrote down the information in an organized way, his handwriting was not too visible for the students to see well.

Learning styles

In this grade the teacher considered only one type of resource, the visual one, which helped visual learners recall information by visualizing the resource. These included whiteboards, pictures charts, and posters. These aids were useful to enhance the teaching-learning process and attract the students' curiosity.

3rd Year

Flash cards

In our first observed class, the teacher used flashcards to review vocabulary related with past actions.

I think that not all the flashcards were pertinent because the images were useful to review only action verbs in present progressive and not in past tense. Despite this, the teacher reached his objective because the rest of the flashcards did help students learn the past simple tense of regular and irregular verbs which also allowed them to talk about past events as well. The teacher held up a flashcard, called on a different student and, by pointing to the picture, made a question and elicited a response.

Flashcards are good supporting materials to teach students of any level. Consequently, they were according to the students' age and level, as the teacher could catch students' attention and make the class enjoyable. It was appropriate for their ages.

The material used to make the flashcards was of good quality. They were carefully prepared pieces of thick paper which had been laminated to make them into a reusable resource. They were colorful and of a suitable size, too.

Whiteboard

On the second day of class, the whiteboard was used by the teacher to talk about the topic *water pollution* with the intention to teach new vocabulary related to it. This visual aid was pertinent because it helped the teacher to explain the meaning of the words efficiently, and it also allowed the students to remember new concepts faster.

It is also essential to emphasize that this supplementary material was used appropriately because it was selected considering the basic level of the students, their ages, and their understanding.

The whiteboard contained short sentences to give definitions. When the class began, the teacher gave a brief explanation of the topic. Then, he wrote on the board some new words with their meaning in English. Finally, some students went to the board to write sentences using the new vocabulary learnt before. The teacher used short sentences to explain the meaning of the words so that the students could understand better.

Finally, the teacher's handwriting was clear and neat; moreover, he emphasized some important points with colored markers, which was beneficial to attract the students' attention.

Video

In the third observed class, the teacher showed the students a video about *Causes of Climate Changes*. Using interactive games like guessing games, puzzles and exercises, they had to look for the correct answer among three options. Students reviewed some phenomena changes such as changes in oceans temperature, the Humbolt current, The Niño current and basic vocabulary that they already knew.

The content included in this material was not pertinent because it was not related to any topic in the students' book. When we asked the teacher the theme of the lesson and its objective, he said that the video was only prepared to review previous vocabulary in order to reinforce listening, reading, and speaking skills.

However, the video was appropriately used in relation to the students' age because it was based upon young people. They identified with it and enjoyed it. As is common knowledge, adolescents are motivated when working with videos, movies, songs, or any other kind of audio visual aids.

The information on the video was quite basic so students did not have problems understanding it and they actively participated, solving the different games easily.

I agree with Howe (2011) who states “Video has tremendous power to focus students' attention and spark engaged discussions. Gaining command of this medium will add a new dimension to your classroom”.

I thought that the video was of very high quality. It had colorful and clear images, and the audio portion was perfect. The teacher handled the video adequately, due to the knowledge he had about how it functioned.

Whiteboard

In the fourth day of class, the teacher used the whiteboard to focus on the topic Hurricane with the intention to teach the students what they should do before, during and after a hurricane. This visual aid was pertinent because it helped the teacher to give the students some safety advice in case of a Hurricane and it also permitted them to learn important information in English.

Another significant point to be noted is that this visual aid was used appropriately because the teacher considered some important aspects such as the basic level of the students, their ages, and their understanding. The whiteboard contained simple language. As soon as the class started, the teacher gave an introduction about the topic and wrote on the whiteboard about what a person should do before, during and after a hurricane. Then, the teacher asked the students about what basic equipment a person should have ready in case of an earthquake. As a consequence, some volunteers wrote on the whiteboard the names of some

important equipment that people should have in the event of an earthquake such as a torch, a radio, some matches, a candle, some water, some food, and so on.

The teacher used simple language to explain the topic; for this reason, the students could comprehend properly.

As a final point, the quality of the whiteboard was fine. It was in good condition. It was of suitable size and surface. The teacher used clear handwriting and wrote only the most important details to avoid the students' confusion.

White board

In our fifth observed class, the last one of this grade, the teacher used this useful visual aid to write affirmative and negative sentences about the *modal should*. We think that it was pertinent the usage of this tool, because the teacher could write the information in an organized way which also permitted students to understand and do exercises easily. In addition, this helped the teacher to engage students with the content. Talking about things they should do, or should not do, to keep fit and look well, the teacher's objective was accomplished.

The board provided a motivating focal point during the whole-class, since the examples written on it caught students' attention. Therefore, they actively participated by giving advice and talking about their own experiences. In other words, the theme was appropriate for the students' age.

The board is especially useful as a notice-board. Teachers and students can display things on boards such as pictures, posters, announcements, charts, etc.

(Harmer, 2002)

The student who filled-in the survey said that she could understand the theme, but the teacher should use flashcards, maps, photos, posters to replace the board.

“Word cards, dialogues, tales, videos, movies, and realia are also excellent to have entertaining classes”, she said.

With regard to the quality of this resource, we can say that the surface of the board in this classroom was in bad condition, also. Despite this, the students could understand the lesson as the teacher wrote all the information in an organized way, with clear and easy to understand handwriting.

Learning styles

As in ninth grade, in tenth grade, only two learning styles were taken into account. Flashcards and the white board which are useful for visual learners and the video that is excellent for audio-visual learners. The teacher planned different teaching strategies using visual and audio aids, which was convenient to reach his goals and keep the students motivated.

Private High School

1st year

Pictures

In my first observation of this grade, the teacher used interactive white board to display some pictures brought from a website as a warm-up activity. In this stage, making use of these pictures was very pertinent as they were directly related with the theme *a modern day Mozart*. This was introduced in a prior class. These relevant aids assisted the teacher to accomplish the objective of reviewing vocabulary and structures that students had already learned. Furthermore, to describe these pictures, students were given a series of questions to answer orally. These questions promoted verbal expression and language development.

These useful visual aids were age appropriate and suitable for students' needs. In my opinion, the use of these pictures encouraged learners to reinforce the vocabulary in an enjoyable way and they also helped attract the students' attention for the next activity as well.

The interactive white board used to display the pictures was modern -up-to-date. It allowed the teacher to show a better quality pictures than the book. In fact, the pictures were very colorful, visually attractive and big enough to be seen. Recent material is usually preferable, if available.

Stories

In my second observation, I saw how the teacher took advantage of this resource by engaging the students in the discovery of language by a listening - reading activity. The story was about *The Three Wishes*. By doing so, students were able to scan new target vocabulary in context, as well as it allowed the teacher to meet his objectives. These included introducing new words about schedules and hobbies, and also of enhancing their receptive skills and pronunciation. Consequently, bringing this audio aid into play was very pertinent. It was a challenge activity since the students had to show their skill or ability to find the new words.

This tool was appropriate for their age as well. In fact, the students were very concentrated in the task. They felt very motivated to perform the assignment, word searching, because it was interesting, useful, and challenging, features that are so important to learning of any kind.

Regarding the quality of the above aids, the teacher used short length stories. Five to ten minutes that is a great length of time to spend telling a story. They were

also very interesting, and fun. They occurred in two different settings, England and The United States, so everyone who told his/her story had a native pronunciation that allowed students to hear the words' sounds clearly, to listen to good pronunciation and intonation as well.

Reading or listening stories is an enjoyable and invaluable way to expand on vocabulary and to increase content knowledge. (Herrera & Pinckley 2005, p. 15)

Whiteboard

On the second day of class, in addition to the story was about "The Three Wishes", the teacher used the whiteboard in order to teach new vocabulary related to it. This visual aid was pertinent because it helped the teacher to clarify the meaning of the words faster and motivated to the whole class to participate.

It could be seen that the teacher used this supplementary material appropriately because it was chosen according to the students' level, their ages, and their understanding. The whiteboard contained short and easy synonyms. When the class began, the teacher wrote synonyms to explain in a better way the meaning of some unknown words. Then, the students wrote on the whiteboard a sentence with each new word.

Finally, the teacher wrote in straight lines and used bold letters, which was beneficial to attract the students' interest.

Poster

On the third day class the end of my second observed class, I saw that the teacher brought a very big poster to introduce the theme "Our water, our life" in which she had written important information about water as a resource.

The use of the poster was pertinent because the teacher reached her class objective which was to raise awareness of the importance of water in the environment, as well as to introduce the structure for the simple present tense. She explained it in a dynamic way by interacting with students who asked and gave information about water. Using this method, the teacher helped them to understand the new vocabulary.

The poster was also appropriate because the images caught the students' attention. It was perfect for students' level and age because they actively participated in the class and the teacher awakened their interest and curiosity. Later on, the teacher asked them to look for more important information to be used in the next class

Taking into account that the teacher made the poster by himself, we can say that it was big enough, and its quality was excellent. The pictures showed on it were very attractive and colorful. The vocabulary used was easy to understand and her handwriting was clear as well.

Whiteboard

In third day of class, the whiteboard was used by the teacher to explain some grammar rules about the correct use of for and since in present perfect tense. This visual aid was pertinent because it helped the teacher to explain these grammar rules more effectively and it also enabled the students to understand them faster.

It is also essential to say that this visual aid was used appropriately because the teacher took into consideration some important details such as the basic level of the students, their ages, and their understanding. The whiteboard contained short grammar rules. At the beginning of the class, the teacher used the whiteboard to

show and explain some basic and short grammar rules regarding how to use for and since in present perfect tense. Then, the teacher asked the students to copy these rules. After that, the students were able to complete some sentences given by the teacher using “for and since in present perfect tense”. As a consequence, they were less likely to make mistakes. Next, the teacher asked the students to write their own sentences using since /for. At the end, the teacher invited some students to come to the board in order to write their own sentences, which was necessary to increase the students’ confidence.

The use of the whiteboard in class allowed the students to enjoy the language, use their writing abilities, express themselves, and learn faster.

Furthermore, the quality of the whiteboard was fine. The teacher used clear handwriting and colored markers to underline and highlight important grammar points, which was beneficial to attract the students’ attention.

Concerning to visual devices, Rajan&Tara (2006, p. 128) state:

In teaching and in learning, visual devices supply one form of aid to attention, understanding, imagination, and incentive to action. Visual devices are used to attract attention. The teacher who has a repertoire of good visual devices at hand usually maintains full class attention. Visual devices are also used to facilitate reasoning and understanding.

Visual devices are further used to stimulate imagination and provide incentives to action.

Flash cards

In our fourth classroom observation, the teacher used flash cards designed by the students individually, as a stimulus to a writing exercise. *I have been to London*. These valuable aids were very pertinent, not only because they helped learners to bring some outside knowledge and encourage them to write and tell all they could do about this specific topic using vocabulary and structures already taught, but also to achieve one of the teacher's objectives, to foster their language skills development.

These tools were appropriate to the age of students, as they fulfilled the boys' needs and clarified meaning. They also greatly motivated the students' participation.

These illustrations were made in a creative way whether drawn or taken pictures from magazines and stuck them on cards to make work more appealing, although they were not big enough for everyone to see details.

Website

On the fifth observation class, the teacher used a website for the students so that they could visualize easily. This building had been an earlier topic of discussion in the lesson *study at universities*. This material was very pertinent because it aimed at reinforcing what the students have learned, formulating and asking questions and also it provided an opportunity for the teacher to enhance the teaching.

This visual aid became appropriate classroom material because it increased students' interest and it excited them to know more about this university. They felt completely at ease with it. It was very interesting and enjoyable for them to visualize that university.

Online aids motivate students to learn. Canizzaro (2003) highlights the importance of teachers using web pages and Internet services in an effort to improve students' language communication skills and language awareness.

This tool was an excellent aid that was quick to load that captivated students. In fact, it kept them excited enough to remain within the pages for a long time. It had an attractive home page which offered searching boxes so visitors could easily navigate and quickly find what they were looking for. Students and teacher were able to move through the website to easily find what they wanted as it had links from the main page to read more about a particular shop. The site was visually appealing and polished as well as having high quality photography.

For this year, the teacher also incorporated tools that were appealing for visual learners who learn through seeing things such as pictures, whiteboard and flash cards, flashcards; stories are useful for audio and websites are used for audiovisual. It is essential to consider the learning style of students when I teach.

2nd Year

White board

The use of this versatile piece, in our first observation of this grade, was pertinent because it helped the teacher to present structures clearly and got involved the class. The focus was the use of will. Through questions and answers, he reached his objective which was to ensure the students' understanding of the lesson *Will you Marry Me*. They could watch and listen to what the teacher were saying, which encourage them to communicate.

Using the board was age-appropriate as the class actively participated by doing exercises with these new items and kept their interest and attention alive.

Nevertheless, the student through the survey sheet mentions that she was neither happy with the material used, nor did this tool help her to understand the theme. She also said that audio tools like songs and audiovisuals such as movies would help her to be motivated in the class.

This presentation aid was clear and tidy, and well- organized, too. It was divided into two parts, the first part for the grammar box and the second for the exercises. It also looked colorful and attractive because the teacher used three different color markers when she was writing the grammar box, red for the expletive words, blue for the subject and green for the expression of place.

This aid is still one of the most widely used of all of the visual aids. They are useful for displaying notes and diagrams during a taught lesson and they can be used as a projection screen if necessary. “They will still survive since high technology is expensive and unluckily not every school can afford computers or electronic whiteboards” (Serrano-Boyes 2002, p. 01)

Pictures

On the second day of class, pictures were used in sequence by the teacher in order to focus on the topic Future plans to reinforce knowledge of the use of future will. These supplementary materials were pertinent because they helped the teacher to maintain the students’ interest by consolidating the learning of verb tenses in simple present by using images and colors.

Moreover, it is interesting to note that these visual aids were used appropriately by the teacher considering the basic level of the students, their ages, and their understanding. The images were real and colorful. At the beginning of the class, the teacher explained to the students what they had to do by giving them

examples. Then, in small groups, the students looked at some pictures that were not in order and discussed which order was correct for them. Later, the students created their own story of the pictures with the simple present tense of the verbs. Some students read their tasks in front of the class.

Lastly, the quality of the pictures was very good. The teacher used real, big, and colorful pictures taken from magazines, which was useful to attract the students' attention.

White board

In the second class observation, the whiteboard was used to explain Comparative adjectives. The teacher's aim was to teach the students some grammar structures about the use of these adjectives.

This visual aid was not pertinent because it did not help the teacher to explain the theme nor motivated students to acquire knowledge.

Another significant factor to be taken into account is that this supplementary material was not used appropriately because the teacher did not consider the students' level, their ages, nor their understanding. The whiteboard did not contain short grammar rules. The teacher wrote long grammar rules which were difficult to understand without simple examples. Next, the teacher made a chart with two columns. On the first column, he wrote some adjectives, and the second one was left in blank in order for the students to complete it by using the comparative form of each given adjective. As a result, some students could not do this task properly.

At last, the quality of the whiteboard was good. It was in good condition and was of adequate size. However, the teacher did not use clear handwriting, nor

emphasized some important details with color markers. As a consequence; it did not keep the students' interest.

Movie

At the end of the same second class, the movie *Dead Poet Society* was used by the teacher with the intention to offer a friendship message between the teacher and the students and increase the students' speaking abilities. The use of this movie as supplementary material was pertinent because it helped the teacher to provide a break from the regular curriculum and offer the students an important friendship message that promotes respecting and taking care of a good relationship in a high school.

It is also interesting to note that this audiovisual aid was used appropriately by the teacher as he took into consideration the basic level of the students, their ages, and their understanding. The plot of the movie was not complicated. At the beginning of the class, the teacher gave a brief introduction of the topic. The teacher then stopped the video at every exciting scene in order for the students to predict what would happen next. After that, the teacher asked the students to discuss in pairs about the ecological message that the movie offered. Therefore, all students had the opportunity to talk.

Moreover, the quality of the video was fine. The volume was adequate, and the colorful images were clear and neat, which was helpful in order to activate the students' attention.

According to Singh (2004), audiovisual aids are best motivators because by means of these teaching aids the students work with more interest and enthusiasm, and also they pay more attention.

Stories

The use of this story in the third class observation *Unusual Sports* was pertinent as this was a strong theme that would allow the teacher to get the group involved in a listening activity to previewing a passage, to stimulate images and imagination about the story, and brainstorm target vocabulary later. However, listening to this material through a CD player was not an appropriate activity since most of the students were not able to understand the used language because it was too fast for them to follow. Therefore, the teacher changed his mind and decided to read the story by himself. This enabled students to listen while he read, to repeat after him, and to answer at their level, which was more fruitful.

Stories provide students with opportunities to listen to the language and to read the language in context rather than in bits and pieces, but the teacher has to choose the skill that is suitable for all of them.

In spite of this unexpected happening, students felt more self-confident and motivated when the teacher read the story loudly and slowly enough for them, ensuring their understanding in that way. It was, therefore, appropriate for their age.

Concerning the quality of the mentioned tool, we can say that it was a nice story that had a hook relevant to the theme which captured the students' attention and inspired them to read on. The information was concise, brief enough to be read in a short time, but very interesting to hear and read. It was developed to the extent required, three paragraphs, so as not to get bored.

Whiteboard

In the fourth class, the teacher used the whiteboard with the purpose to teach new vocabulary related to *talk about you*. This visual aid was pertinent because it

helped the teacher to give a deeper understanding of concepts and enhanced the students' learning.

It is also essential to consider that this supplementary material was used appropriately because it was chosen according to the basic level of the students, their ages, and their understanding. The whiteboard contained simple grammar. As soon as the class began, the teacher wrote on the whiteboard some unknown words with their meaning to be copied by the students.

At last, the teacher used different colors to differentiate words and definitions, which was convenient to hold the students' interest.

Flash cards

These cards were used in the fifth class to help the teacher to review and consolidate material already taught –vocabulary- and the use of the present perfect, simple past tense using regular and irregular verbs, which made the students work with a higher level of difficulty. This exercise provided another means of practicing with materials to describe that something happened in the past and ended in the past. The teacher called on a pair of students to do the exercise. One had to choose a flash card from group 1 and the other from group 2 to make a sentence. For example: Joe bought that picture when he was in New York. These tools were pertinent because they helped to ensure students' learning and to convey meaning.

These attractive cards were well designed. They were protected with clear contact papers so they could be reused from year to year, as the teacher said drawings about places were clear and attractive, too.

Handouts

At the end of our fifth observation class, the teacher used sheets to reinforce material previously learned, present perfect tense using irregular verbs, and helped the teacher to foster both students' vocabulary comprehension and communication. This also encouraged their interaction and accountability to get the work done. This material, therefore, was very pertinent.

These handouts were age-appropriate, too, because they promoted students' interest in searching for information about their peers. Their ideas flew and they were able to write down the required data. Providing handouts really facilitated students' learning. They were directly involved in the process of collecting, organizing and, sharing the information. Although the teacher walked around the room helping students with language, not everyone was asked; a few of the girls seemed bored, as was mentioned by the student in the survey. She said, "I did not like the material used by the teacher. Neither helped me to understand the theme". She also said that she would prefer audiovisuals like movies, videos, and documentaries in her classes. Visuals like power point presentations are other tools she likes most.

Learning styles

In this grade, the teacher has considered two types of learner styles: the visual learners who recall information by visualizing the resource such as flash cards, pictures, handouts and whiteboard, and the audio learners who like any kind of work with audio, like stories. This asserts what Diaz (1996) suggests that in order to find activities that allows students to engage in the class, teachers should take into account students' preferences.

3th year

Whiteboard

On the third day of class, the whiteboard was used by the teacher to explain some grammar rules about the correct use of will and going to. This visual aid was *pertinent* because it helped the teacher to explain these grammar rules more effectively and it also enabled the students to understand them faster.

It is also essential to say that this visual aid was used appropriately because the teacher took into consideration some important details such as the basic level of the students, their ages, and their understanding. At the beginning of the class, the teacher used the whiteboard to show and explain some basic and short grammar rules regarding how to use *will and going to*. Then, the teacher asked the students to copy these rules. After that, the students were able to complete some sentences given by the teacher using *will and going to*. As a consequence, they were less likely to make mistakes. Next, the teacher asked the students to write their own sentences using will /going to. At the end, the teacher invited some students to come to the board in order to write their own sentences, which was necessary to increase the students' confidence.

Furthermore, the teacher used clear handwriting and colored markers to underline and highlight important grammar points, which was beneficial to attract the students' attention.

Handouts

In the second class, the teacher used these aids to consolidate what she had been teaching earlier in the lesson. They contained a word searching puzzle with hidden comparatives words. Students worked with them in pairs to search for the hidden words using the clues. These printed handouts prepared by the teacher to

involve the students in finding key vocabulary, were very pertinent because they helped students to recycle material that had been taught and to achieve teacher's objective as well.

These worksheets were age-appropriate and suitable for students since their involvement and participation were maximized when they worked on the lesson. This sustained students' interest and motivation. They enjoyed doing this kind of task. The student in the survey said, "I liked all the material used, it helped me to participate in the class but it did not help me to understand the theme". She also said she was interested in learning the language through audio aids like songs and audiovisuals like movies or using the web. These handouts were visually appealing, good looking and clean.

Tales

In the third class observation, the tale about *the great friendship* was used with the purpose to promote values in young students and to practice listening and speaking skills. This material was pertinent because it helped the teacher to educate young learners on values such as honesty, persistence, kindness, and the value of hard work as well as to motivate students to find and comprehend the values that tales offer.

It was also seen that this audio aid was used appropriately because it was related to the students' level, their ages, and their understanding. The plot of the tale was simple. As the students had a basic *English level*, the language used was basic. Firstly, the teacher played the tape twice. Then, the teacher asked the students about the main characters of the tale. Next, the class had to write about the values that they found in the tale besides they read aloud their works in front of the class.

Last, the quality of the tale was excellent. It had appropriate volume and neat sound, which was necessary to engage the students' interest.

White board

On my third observed class, the teacher used this source as an explanation aid. She wrote some grammar examples, and spoke of the use of superlatives as models for the exercises that followed. Using this source was pertinent as it helped the teacher to convey the subject and made her instructions clear as well. After this task, the teacher asked students to complete the activities from the books.

This learning aid was appropriately for the students' age because by using it, students could visualize the lesson, and keep up their level of attention, concentration, and high participation. The student in the survey said, "I liked the material used because it helped me to understand the lesson as well as to participate in the task, but I would rather the use of songs, videos, and movies".

The board was of an excellent quality, large enough to write the title of the lesson in the upper middle of it, and for writing the focus of the lesson adequately. Adding to its qualities, the teacher wrote the exercises on the board using two different color markers. This technique did a much better job of explaining the material visually.

Story

On the fourth class observation, a story about *Strange People* was used by the teacher with the objective to develop communicative skills; so, the students can communicate appropriately in the target language. This audio aid was pertinent because it helped the teacher in the teaching-learning process and motivated to participate to the whole class.

Furthermore, it is interesting to note that this supplementary material was used appropriately because the teacher took into consideration some factors such as the basic level of the students, their ages, and their understanding. The story contained simple language. Just as the class began, the teacher explained to the students some important details of the story and also taught new vocabulary. Then, the students listened to the story three times. After that, the students had to draw the best part of the story and write a short summary where they became part of it. Consequently, some volunteers read their works aloud in front of the whole class.

Moreover, the quality of this story was fine. The volume was appropriate and also, there were not distracting noises which was convenient in order for the students to keep interested in their listening.

According to Ahmad (2009), the importance of using audio aids is that these teaching aids, which involve the use of sense of hearing, help to provide knowledge on any subject and to acquire understanding between students more easily.

Pictures

In the fourth class, in addition to the story about *strange people*, the teacher used some pictures in sequence related to it in order to check the students' understanding. This visual aid was pertinent because it helped the teacher to reach his purpose successfully and developed the students' power of observation.

It is also helpful to consider that this supplementary material was used appropriately because it was selected according to the basic level of the students' level, their ages, and their understanding. The pictures contained real and colorful images. Then, in small groups, the students discussed which order was correct for the

pictures, and why. After that, they wrote a paragraph related to the pictures. As a consequence, some students read their tasks in front of the class.

The use of these supplementary materials helped the students to remember some important details of the story easily.

Lastly, the quality of the pictures was great. The teacher used big, real and colorful photos, which was beneficial to hold the students' attention.

To conclude, the teacher in most of the classes chose supplementary materials appropriately considering the different learning styles of the students. He is aware that some students learn best from visual displays such as pictures and the whiteboard while others learn best through dialogues. For this reason, he planned different teaching strategies using some types of supplementary material such as visual, audio, and audiovisual aids in order to accommodate as many different learning styles as possible.

On the contrary, it could be seen that the teacher did not use the whiteboard appropriately twice because he did not consider the topic, the objectives of the classes, the students' level, their ages, nor their understanding. As a consequence, the use of whiteboard did not facilitate the learning process of all students and they were not motivated.

Videos

In the fifth class, the teacher used the present perfect vs. simple past tense using regular and irregular verbs; learners were exposed to this audio visual source, which included contents from previous lessons suitable for use as a reviewing activity at the closing of the unit. It was very pertinent because the teacher could evaluate students' proficiency in grammar, structure, and vocabulary. This was

achieved by involving the students in a wide variety of interactive activities: information gaps, multiple choice exercises, and so on, thus providing additional opportunities for learning and practice. The teacher called on students at random to give an answer. It also provided a context to help students refresh what they learned in prior lessons.

This tool was age-appropriate, too, as the material included was at the students' level and it helped to fulfill their needs. Students were also motivated with the material presented as they could see and hear the language, which also activated their participation and awakened their interest and curiosity.

This opinion is supported by the student in the survey who said that she liked the material used. She said that it was also useful because it helped her to understand the target language, and it helped her to participate in the activity. She also expresses an interest in learning through other modern technology such as digital boards or mobile-phones. Reinders (2010) points out that since mobile phones are part of students' every day routines, they help to minimize the separation between the classroom and the outside world.

This source was of a very high quality. The format was clear and it had an attractive, well-printed script which gave students the satisfaction of watching and understanding the different materials related with the unit nine.

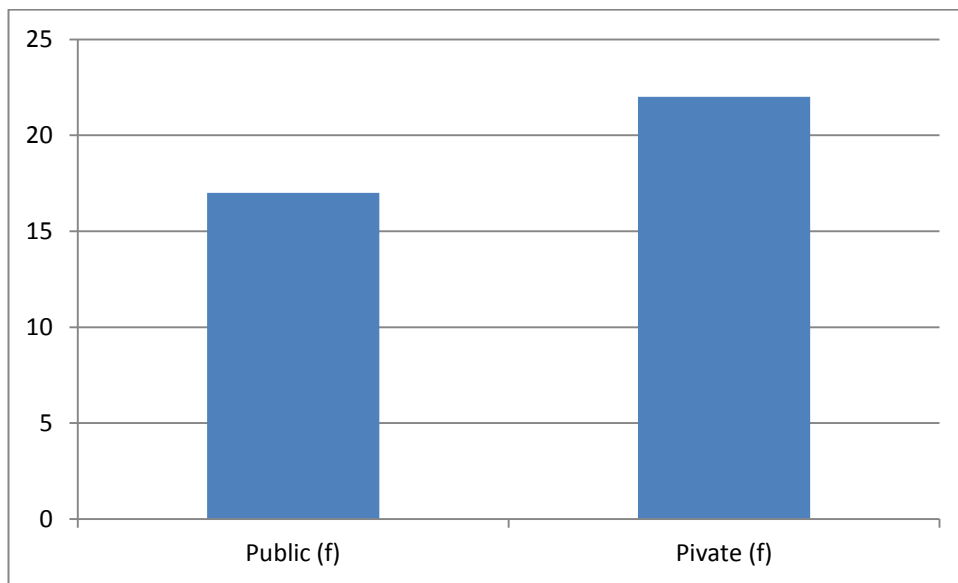
Learning Styles

The teacher only used audiovisual aids once (video), visual (whiteboard, pictures and handouts) and audio (tales) in her classes. They are important tools and, used appropriately in the classroom they allow the teacher to avoid long and confusing explanations.

Quantitative Analysis

This section analyzes the statistical data of the supplementary materials used among 1st, 2nd, and 3rd of the observed public and private high schools. A comparison for each year will be done in terms of the frequency of the use of supplementary materials in the chosen public and private high schools.

Graph 1

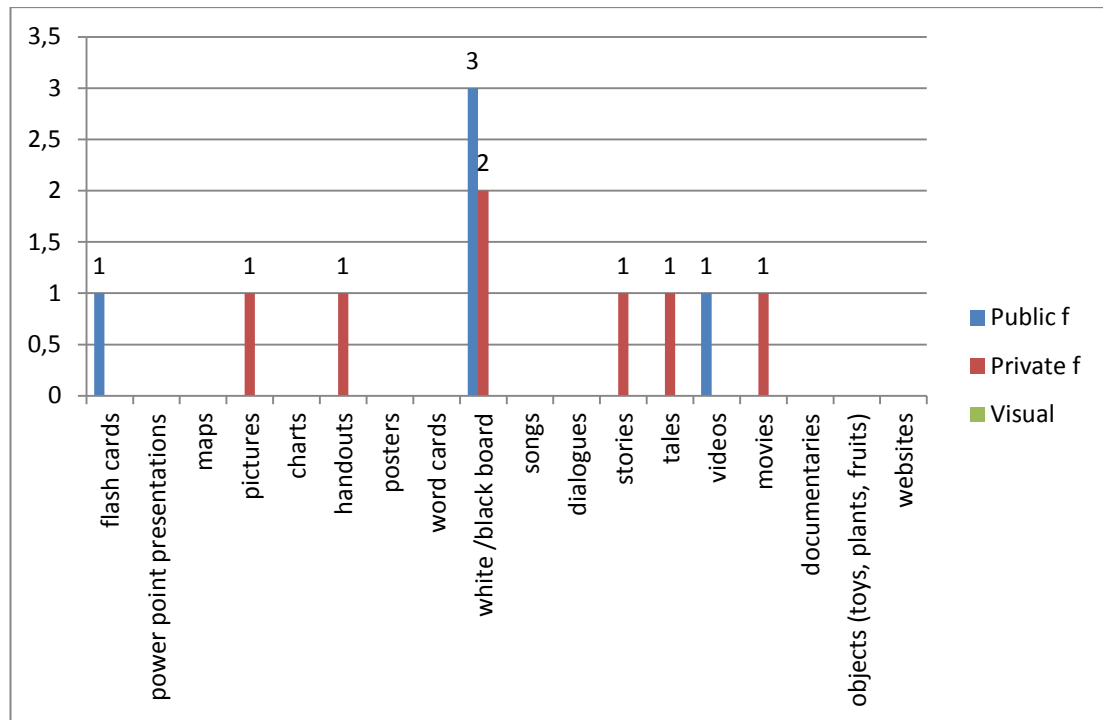


Source: Chart 12

Author: Jaime Cevallos

Graph 1 presents general results, which shows that the use of supplementary materials in public, were used 17 times in contrast to the private high schools 22 times. So, the use of supplementary material in private was more frequently than in the public high school.

Graph 2



Source: Chart 9

Author: Jaime Cevallos

1st Years

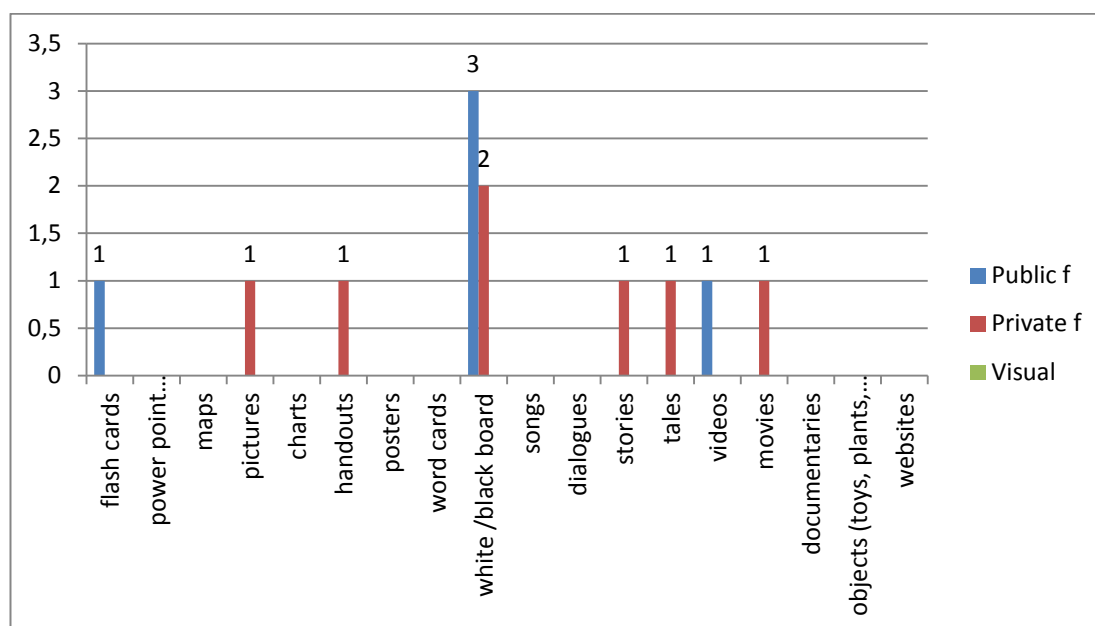
The results in graph 2 show that in the first year of the public high school the teacher preferred to use visual (flash and whiteboard) realia (objects) once. Flash cards were used twice; whiteboard was used three times and objects once.

Supplementary materials according to the survey the teacher claimed that it is necessary to meet the different students' learning styles so that the learning is more interesting. In addition, from the students' surveys it can be noted that these supplementary materials motivated the students to learn English and helped them to understand the topic better. However, the results obtained during the five observed

classes in 1st year of the private high school determined that the teacher used visual (flash cards, pictures, posters and whiteboard), audio (stories), and on line (websites).

The teacher used flash card, pictures, posters, stories and websites once and finally, the whiteboard was used twice. Using these supplementary materials the teacher was able to catch the students' attention since the majority of the students participated actively during the classes. It is important to emphasize that in the survey the teacher stated that he designs different types of materials taking in consideration the different learning styles of his students. From the students' surveys, it was determined that the majority of the students felt motivated with these supplementary materials.

Graph 3



Source: Chart 10

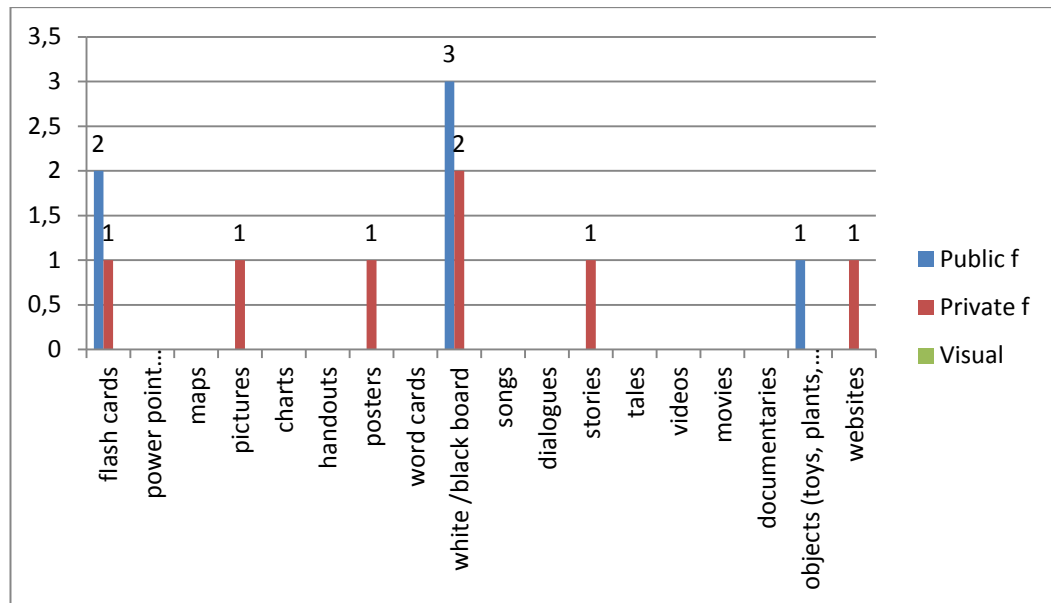
Author: Jaime Cevallos

2nd Years

The results in graph 3 show that in 2nd year the materials of the public high school such as pictures, charts, posters were used once, and the whiteboard three times.

These results show that during the five observed classes in second year of the public high school the teacher used visual (pictures, charts, posters once and white board in three times). The teacher did not use audio, audiovisual, realia, and online supplementary materials, taking into account that some students understand and learn certain topics by watching, listening and touching. These results can be checked from the applied survey to the teacher. On the other hand, in the surveys done to the students, they affirmed that some of the used materials in each class helped them to understand the topic better and participate during the classes. Nevertheless, the results from the private high school allowed to deduce that the teacher used ,visual (whiteboard twice, flash cards , handouts once), audio (stories once) ,and audiovisual (movies once) supporting materials because according to the survey the teacher believes that is appropriate to use different types of teaching aids, considering that each student has a different learning style. Moreover, from the interviewed students, it can be noted that they liked the supplementary materials used by the teacher since they understood the topic of the class and could participate more in it.

Graph 4



Source: Chart 11

Author: Jaime Cevallos

3rd Years

From graph 4(11), the results reflected that the teacher from 3rd year of the public high school, the teacher used visual (flash cards, and whiteboard) audio (stories and tales) audiovisual (videos) aids. Flash cards were used once and whiteboard was used three times and videos once. According to the survey he took into consideration that several students learn by seeing; however, others learn by listening. This also can be determined through some of the students 'surveys.

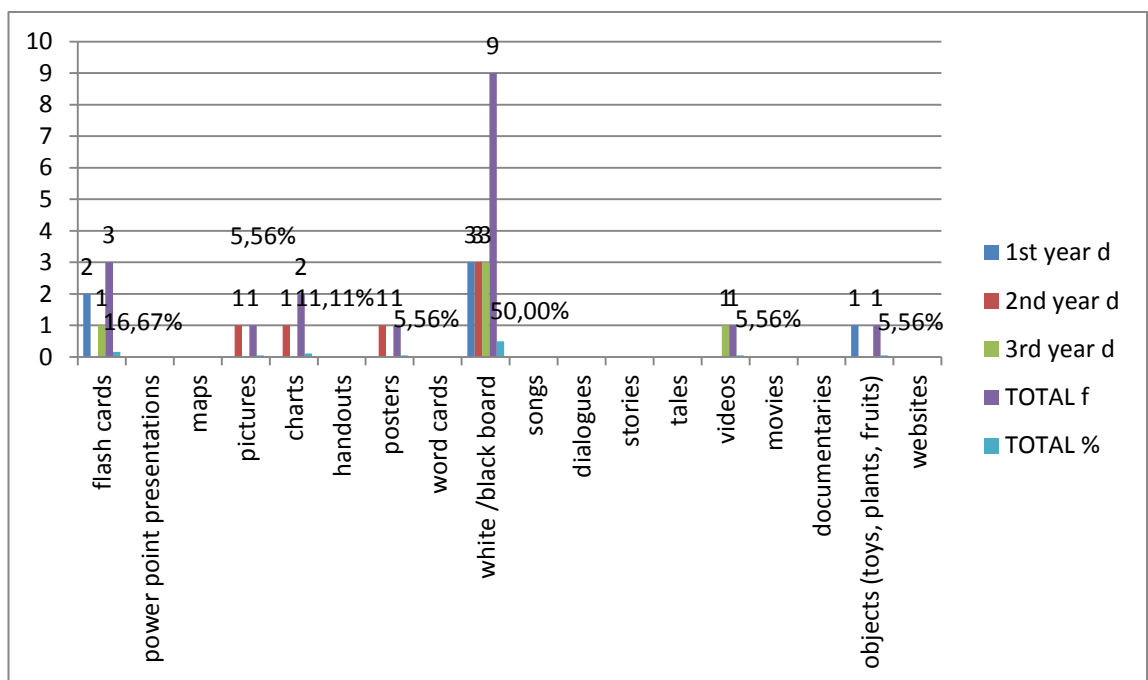
Whereas, the results from 3rd year of the private high school are due to the fact that in each lesson and also in the applied survey to the teacher, he considered that the use of visual (pictures, handouts and the whiteboard), audio (stories and tales) and audiovisual (videos). Pictures and handouts were used once, whiteboard twice. Stories tales and videos were used once

These teaching sources are excellent supplementary materials that allow to his students to use their strength and abilities confidently as well as, to express their feelings openly. Consequently, in some applied surveys to the students, it can be confirmed what the teacher mentioned.

In brief, the results from the six charts, it is demonstrated that in some classes certain materials were used only one time since for the majority of the teachers from the public and private high schools it is easier to create exercises or activities for the students based on certain teaching aids as the ones mentioned during this comparative analysis. Therefore, it is important to emphasize that there was not variety in the use of among years of the observed public and private high schools, considering that there are a great variety of materials to choose from.

In this section, I am going to make the analysis of the materials used the most in 1st, 2nd, and 3rd years public and private schools according to the graphs 13 and 14

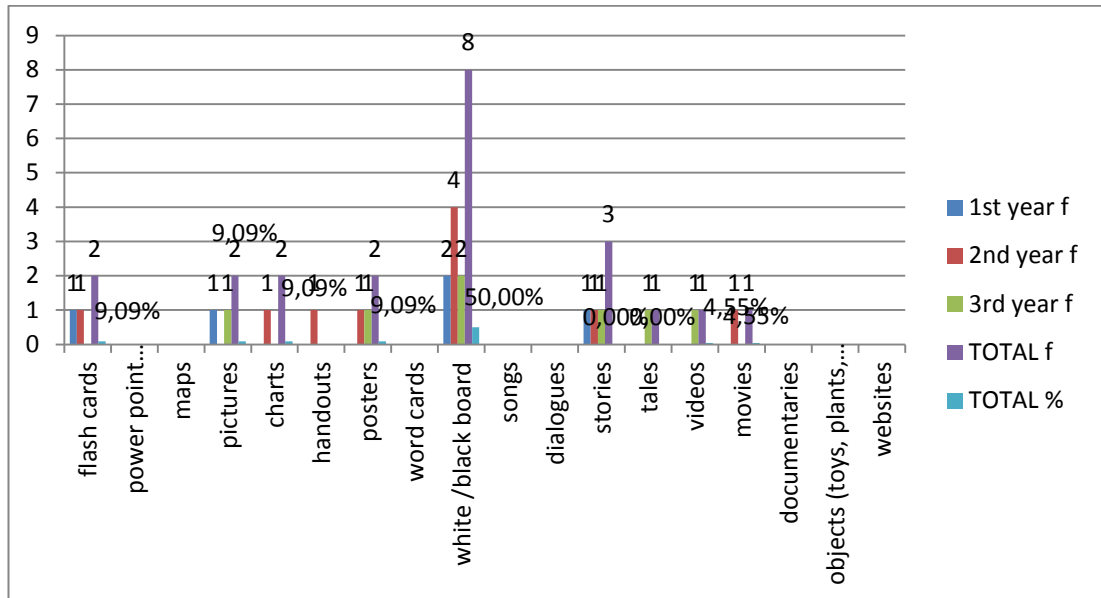
Graph 5



Source: Chart 13

Author: Jaime Cevallos

Graph 6



Source: Chart 14

Autor: Jaime Cevallos

1st Years

In graph13 it could be seen that in 1st of the public high school the frequency of supplementary material used the most was the whiteboard 3 times equivalent to 50%. On the other hand, in graph 14, it could be observed that in the same year of the private high school the frequency of supporting materials used the most was the whiteboard twice that corresponds 28.57%. While observing the five classes the teacher used visual, audio and on line aids in order to improve the students' four skills (reading, writing, listening and speaking) and to obtain lively interaction with his class.

2nd Years

In Graph 14 it is noted that in 2nd year of the public high school frequency of supporting materials used the most was the whiteboard three times equivalent to 33.33%. During the five observed classes it is noted that the teacher used visual and audio teaching resources in order to create an effective atmosphere of learning and stimulate the students' imagination.

Nonetheless, in graph14, it can be observed that in the same year of the private high school the frequency of the used materials used the most was seven times that shows 33.33%. From the observed lessons, it is demonstrated that the teacher preferred to use visual, audio, and audiovisual teaching aids in order to motivate the students to improve their spoken English, their comprehension about different topics, their pronunciation, and also to build and develop their listening skills.

3rd Years

In graph 13, it could be seen that in 3rd year of the public high school the frequency of the used supplementary materials used the most the whiteboard was nine times that shows 52.94%. While observing the five classes the teacher used visual and audio supporting materials in order to teach new vocabulary and important information more efficiently.

However, in graph 14, it is noted that in the same year of the private high school the frequency of the used supporting materials used the most was the whiteboard six times equivalent to 26,31%. During each lesson it is observed that the teacher decided to use visual, audio, and audiovisual aids in order to teach grammar structures and help to improve the students' skills.

To conclude ,it could be observed that the material used the most is the whiteboard in 1st, 2nd, and 3rd years public (9 times) equivalent to 52.94 % and private (8 times) equivalent to 38.90% .The frequency of the used supplementary materials in both high schools vary only with a difference of 4% . As a result, those percentages mentioned above show that the total frequency of the supplementary materials used in both high schools is lower in relation to the overall total which represents 100%.

CONCLUSIONS

- During the majority of the classes of the public and private high schools, the mostly used supplementary material between them was the whiteboard, which belongs to the visual teaching aids.
- In the five observed classes in 1st, 2nd and 3rd of the public high school the different supplementary materials used were: whiteboard, pictures, objects, flashcards, stories, and tales.
- On the other hand, in the five observed classes in the same grades of the private high school videos, dialogues, and movies as well as the whiteboard, pictures and flashcards were used.
- In the majority of the observed classes from the public and private high schools, the teachers used supplementary materials effectively considering the pertinence, the appropriateness as well as the quality.
- Most of the materials used were pertinent, appropriate, and of good quality. They were pertinent because they were in relation to the contents. They were appropriate as the content included in them was at the students' level and understanding, which fulfilled the students' needs.
- From the surveys, it is demonstrated that teachers from public and private high schools have different points of view regarding the importance, type and use of the supporting materials in EFL classrooms. Each one of them agree that supplementary materials such as pictures, posters, flashcards, movies, videos, dialogues, songs, objects etc, are great resources to teach in their classes.

RECOMMENDATIONS

- Teachers from public and private high schools should investigate reliable and valid information about the wide range of supporting materials that can be used in their classes in order to enhance the teaching - learning process, students' knowledge, and practical language skills. Therefore, it is very important to innovate, adapt, and test supplementary materials that create a comfortable environment and are different from the regular curriculum.
- Since each learner has his or her own pace of learning, the teachers of public and private high schools could design different kinds of supporting materials for visual, auditory or kinesthetic learners. Then, if different types of teaching aids are applied with creativity and originality maybe the students would feel motivated and encouraged to use their learning styles and skills confidently.
- Teachers should be careful when choosing supplementary material. They should be pertinent, appropriate, and of a good quality. At a level that is both engaging and a little more challenging than the students' current level of language knowledge.
- A lesson needs a variety of teaching aids to keep students' interest and attention alive. Using supplementary materials engages students in the language learning process. Consequently, supplementary material should be used frequently in a total program in a consistent way with the goals of the curriculum, and not only once per class. Certainly, presenting information in multiple modalities might be useful.

- The usage of, audio and audio-visual aids indeed enables learners to be engaged with the lesson and to be much more participative which also helps teachers to have a balanced class. Teachers' activities should go further than the visual and auditory aids that they think are usually sufficient for a classroom. Realia is one of the most effective extra aids when teaching a foreign language, as well as the use of websites which are a powerful material of EFL teaching.

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Annexes

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE(S): _____

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

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

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

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

Was it used appropriately in relation to the students' age? yes ___ no ___ Why?

Was it used appropriately in relation to the students' level? yes ___ no ___ Why?

Was it elaborated and applied with creativity and originality? yes ___ no ___ Why?

Were students motivated with the presented material? yes___ no___ Why and How?
(For example, activates participation, awakes students' interest and curiosity)

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS

Nº _____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en la clase?					
¿Con qué materiales crees que aprenderías mejor el tema de clase?					
VISUALES <ul style="list-style-type: none"> • Flash cards () • Diapositivas () • Mapas () • Gráficos o fotos () • Tablas u organizadores gráficos () • Hojas con actividades () • Posters () • Tarjetas con palabras () • Pizarrón blanco o negro () 		AUDIO <ul style="list-style-type: none"> • canciones () • diálogos () • historias () • cuentos () 		OBJETOS REALES <ul style="list-style-type: none"> • Objetos: (juguetes, plantas, frutas, etc.) () 	
		AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas () • documentales () 		ONLINE <ul style="list-style-type: none"> • websites () 	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					

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

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS

Nº _____

GRADE: _____

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

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

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

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

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

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

Why?
