



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

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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Mención:

Inglés

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Centro Universitario Cuenca

2012

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DEDICATION

This work is dedicated to my parents, Luis and Rosa, who helped me during my career.

ACKNOWLEDGMENT

I am grateful to the UTPL, Universidad Técnica Particular de Loja, the best university of Ecuador

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ABSTRACT

The present research examined the use of supplementary materials to teach students in EFL classes of public and private high schools in Ecuador. Its main purpose was to find out whether or not teachers used supplementary materials, and if they were used, how pertinent, appropriate, and qualified those materials were in the classroom.

This research was carried out at the three final years of two important high schools of Cuenca with adolescent students.

The use of supplementary material was registered in data collection forms used for classifying five types of variables: visual, audio, audiovisual, realia, and online, in a period of observation during EFL classes where the teacher and students participated actively. Qualitative analysis of data was focused on the aspects of pertinence, appropriateness, and quality of materials that were used during the classes; quantitative analysis of data was focused on the variety of the same materials and the frequency of their use.

Results showed that there were no big differences in the frequency of use of supplementary materials in EFL classes between public and private high schools in Ecuador.

INTRODUCTION

In Ecuador, English is the main foreign language taught in the educational system, but some components influence in its acquisition. The first component is the age of the learners, which determines their intellectual and physical capacities of acquiring knowledge. Second, the socio-cultural component, which determines the influence, in students' learning, of aspects like thoughts, customs, or patterns that people have in a country. Finally, the methodological component, which determines the procedures and techniques that collaborate to teach the foreign language.

In the context of the teaching-learning process, a new important aid is the use of supplementary materials that help teachers to work effectively in their EFL classes.

Our study tries to demonstrate the use of these materials in the field of teaching English to adolescents. For this reason, a comparative analysis of the use of supplementary materials between a public and a private high school is made considering three interesting objectives. First, the identification and the analysis of the supporting materials used in English classes of both high schools. Second, the description and the analysis of each one of the supplementary materials used in EFL classrooms in terms of pertinence, appropriateness, and quality. Third, the determination of the variety and the frequency of the supplementary material used in both observed high schools.

There are some studies that prove the usefulness of supplementary materials in EFL classes. For example, Lin (2010) states that there are good effects in the development of incidental vocabulary acquisition in Taiwanese learners of English with different reading and listening abilities when teachers use video-based computer

assisted language learning (VBCALL) in EFL classes of an important university. Results show that this video program facilitates this learning, but it is more effective in students with better reading abilities than the rest of students who participate in this study. In another study, Huang (2009) says that wordless picture books can improve the development of writing skills in university students of English as a foreign language. As in the first example, results are very positive because these supplementary materials improve the writing skills of participants, and they also develop their creativity and thinking skills although there are limited oral language skills. In the final study, Huang and Hungs (2010) suggests that new supplementary materials called electronic portfolios can improve speaking skills in university learners of English. This study also obtained good results and students reach better lexical richness in issues of vocabulary acquisition although the syntactic abilities do not show big advances.

This research contributes to the educational field of our country because it demonstrates that students of public and private high schools develop their cognitive skills in a better way when supplementary materials are used in EFL classes to get the correct learning of the foreign language.

This research benefits people who participate in the educational field. On one side, teachers and students of high schools because through it they know that supplementary materials are useful and effective to teach the foreign language in EFL classes; on the other hand, directors of high schools who know about the supplementary materials that their institutions need to acquire or improve in order to increase quality in EFL classes. This research will serve as base for future

investigations about the usefulness of supplementary materials in the educational system.

This research faced a limitation. The observations, thirty in total for both high schools, were not enough to obtain a reliable perception about the reality of the use of supplementary materials in high schools of Ecuador.

For a future research, it is important that a researcher extends the size of the sample; thus, he will observe more than thirty EFL classes to find more reliable results about the use of supplementary materials in public and private high schools of Ecuador.

METHOD

Setting and Participants

For the purpose of comparing the use of supplementary materials in EFL classes, two important high schools, a public and a private one, were chosen in Cuenca.

The public high school was near downtown, and its building was big but old. The observed teacher was a woman that had some years of experience teaching English to adolescents. On the other hand, the private high school was in a neighborhood in the North of Cuenca, and its building was small but modern. The observed teacher was a man that had a lot of years of experience teaching English to adolescents. Only two teachers in both high schools were observed.

Students of the public high school were between fifteen and nineteen years old. They were ninety girls belonging to the three years of senior high school, and their level of English was high because they had received EFL classes during all years of their adolescence. The classroom was the place for the acquisition of English . On the other hand, students of the private high school were between fifteen and eighteen years old. They were seventy five boys and girls belonging to the three years of senior high school and their level of English was high because they had received EFL classes not only during their adolescence but also during their childhood. They received English in different places such as the classroom, the computer laboratory, or the playground. It depended on the activities that the teacher used for his purpose.

Procedures

The information used for writing the section “Literature Review” was collected from different sources. First, theoretical support of the eight educational topics was found in books of teaching English as a foreign language of main libraries of Cuenca, and in online books of prestigious internet websites. Second, theoretical support of previous studies about the use of supplementary materials was found in the important online magazine “Asian EFL Journal”.

The design of this research analyzed the use of supplementary materials in EFL classes of both high schools quantitatively as well as qualitatively with regard to five variables and nineteen indicators. First, the visual variable had ten indicators: flashcards, power point presentations, maps, pictures, charts, handouts, posters, word cards, the white/blackboard, and the new visual indicator cardboards appeared during EFL classes of the first year of the public high school. Second, the audio variable had four indicators: songs, dialogues, stories, and tales. Third, the audio visual variable had three indicators: videos, movies, and documentaries. Fourth, the realia variable had the indicator objects. Finally, the online variable had the indicator websites. They represented the different supplementary materials that may be used in EFL classes observed in both institutions.

Fourteen tables were included in the didactic guide for the process of data tabulation. They were divided in two types: the ones for qualitative tabulation and the ones for quantitative tabulation. Eight tables were used for qualitative tabulation containing the names of the five variables and their nineteen indicators of supplementary materials that might be used in the observations. The first and the

second tables showed what supplementary materials were used by teachers during their EFL classes in the three years of both senior high schools, one table for each institution. The next six tables showed detailed results of the use of each supplementary material in each EFL class regarding the important qualities of pertinence and appropriateness. Tables three, four, and five contained the results of the three years of the public high school, one for each level, and tables six, seven, and eight contained the results of the three years of the private high school, one for each level, too.

Six tables were used for quantitative tabulation containing the names of the five variables and their nineteen indicators of supplementary materials that may be used in the observations, but their information was very statistical. Tables nine, ten, and eleven showed the frequencies of the use of supplementary materials in EFL classes of both high schools: table nine for the first years, table ten for the second years, and table eleven for the third years of these institutions. Table twelve, showed a comparison between frequencies obtained of both institutions regarding each studied year of instruction. At the end, the total value obtained from the three previous tables were summed to find the final number of frequencies of supplementary materials used in each level, and their corresponding percentages using the ratio with one hundred percent as the denominator. Tables thirteen and fourteen showed the frequencies of each supplementary material used in EFL classes classified in the three different years of each high school. At the end, the sum of these frequencies gave the total values that showed the real quantity of the use of these materials and their corresponding percentages.

The process of field research took place in the two high schools mentioned before. In the private high school, the period of collecting data was from November 28, 2011 to January 20, 2012. There were fifteen observations: five in the first year, five in the second year, and five in the third year of the senior high school.

In the public high school, the period of collecting data was from January 16, 2012 to February 15, 2012. The process in the public institution contained the same characteristics of the previous one. There were fifteen observations made in the same years of senior high school.

Three techniques, three resources, and four instruments were used during the process of collecting data. The first technique used was the reading one. At the beginning of this research, the didactic guide was read meticulously in order to know the correct development of the thesis. After that, reading was used again for collecting information from different resources: library books, online books, and online magazines from internet sites. They served on the basis of writing the literature review of this research.

The second technique, note taking was used during the EFL classes to write the quantitative and the qualitative characteristics of each supplementary material used by the teacher. For this purpose, two main instruments were used: data collection formats and observation formats printed on sheets of paper.

The final technique used in this data collection was the survey one. Thirty questionnaires were applied to students who had good participation in each observed class. After a class finished, a student was asked about the usefulness of the supplementary material used by his teacher. Six questionnaires were applied to the

teachers that were observed in these classes. They were asked some questions about their opinions of using these supporting materials in EFL classes. They occurred at the end of the period of observations.

Results noted in data collection formats and observation formats were classified. The data obtained from this research were analyzed qualitatively concerning three main parameters. First, pertinence, that was the importance of the supplementary material used in relation to the content. Second, appropriateness, that was the relation of these materials to the students level and understanding. Third, quality, that was the design and elaboration of these materials. On the other hand, the quantitative analysis of data considered other two main parameters. First, the variety of supplementary material used in these classes concerning their types and their different forms of support. Second, the amount of the materials that were used in the observed classes and their sufficient quantity for supporting these ones.

Considering the qualitative and the quantitative analysis of the use of supplementary materials in EFL classes of both institutions, we can recognize how important and useful these materials are in the learning of English in adolescents today, and we can compare differences in terms of variety and amount between these two educational systems, the public and private high schools.

DISCUSSION

Literature Review

The use of supplementary materials has become an important issue in the modern days of education. Today, they serve as pivotal role to facilitate the teaching of a foreign language in the classroom. There are various elements to consider. First, teachers can make their lessons very interesting using them because they are versatile. Their different sizes, forms, colors, sounds, or sequences activate teacher's imagination, so they can enjoy their job because students' learning does not only depend on explanations or exercises. Second, students like supplementary materials because their learning becomes entertained and amused. They do not only concentrate in a teacher's words. Instead, they can consider important information that these materials can transfer such as videos or magazines about a topic. Finally, day to day, they become more necessary in education of different levels of students learning English, such as schools, high schools, and universities. For example, a lot of high schools have a language laboratory and videos for teaching English. This literature review shows theoretical support on important topics related to the use of supplementary materials in EFL classes emphasized in adolescents. They are eight ones: teaching English as a foreign language, learners differences among different ages, learners motivation, learning styles, teaching techniques for teaching adolescents, different contexts for teaching English, and definition and types of supplementary materials. They give necessary information for the understanding of this theme. Besides, five previous studies about this research are added. They have made in important universities around the world, and their results give important

conclusions about the effectiveness of using these materials in EFL classes.

Teaching English as a Foreign Language is the first topic of this literature review. Some important concepts are given about this one. For example, Tiwari (2008) suggests that teaching English as a foreign language has influenced on various issues. First, teaching English has international importance because it fosters relations and friendship among people around the world as it is considered the most important international language. Also, English has educational importance because it is the main medium of communication for different fields of knowledge today. Finally, a lot of people see English as an advantage since they can obtain better jobs or vocations, and they can understand some foreign cultures. This concept shows how important is the teaching of English as a foreign language today.

We also need some important factors in order to obtain good results. For instance, Camenson (2005) says that teaching English is a special activity and teachers should be prepared for this issue. Some aspects that cover this preparation includes knowledge of their countries and cultures, and sensitivity of individual differences among students. Also, a good teacher has important qualities such as enthusiasm for the subject matter, tolerance, or appreciation of people from different origin.

On the other hand, some factors can affect students. Benjamin (2002) reports that the native language of students, the levels of proficiency in speaking of English, their age, their communication with English speakers, the activation of interest in the English culture, and affective aims can play influences in the learning of the foreign language in young students. For this reasons, schools and teachers bear in mind these

factors in order to find good ways of teaching.

Regarding Learners Differences among Children, Adolescents, and Adults, the three authors think that each age has its own characteristics. One example is this opinion. Brumfit, Moon, and Tongue (1995) argue that childhood is the most important stage for developing learning because of the attributes that children can share. First, teachers can influence in a better way in education of children. Also, classes should be amusing because children are excited learners. Besides, principles, opinions, and thoughts are developed in these early years of education. Finally, active classes using movements of parts of the body, playing games, or stimulation are important during this process. Of course, other factors like the culture and the society where children grow can influence in their education.

However, characteristics of education change when students become adolescents, and physical, psychological, and social changes occur in their lives Robertson and Jung (2005) report that adolescence is a very important stage for students because aspects of responsibility, self consciousness, and formalized thinking increased, and they influence during their process of maturation. Furthermore, their behavior is challenging because all external factors affect their perception of reality producing problems like anxiety when they learn a foreign language, so a teacher should be very careful choosing the methods that adolescents prefer for good results.

On the other hand, because the process of growth has finished, adult students that consider the learning of a foreign language as an advantage instead of a trouble, so they are more cooperative during the English classes. For instance, Harmer (1998)

claims that experience is the main characteristic that adults have in order to acquire the English language, so they can share some important ideas that have been obtained during early stages of their lives in order to help their teacher to handle the educational process, but they may feel more nervous than adolescents because of their fear to fail. Besides, they are more disciplined and hardworking than teens or children. These three opinions show how age influence in education and learning of a foreign language in students.

Motivation of Students Learning a Foreign Language is another important topic for this literature review, but we need to know its definition. Williams and Burden (1997) argue that motivation is an emotional condition that impulse a person to take a determination of doing some activities influenced by internal or external factors that let him to get an issue.

Besides, motivation can be classified in different types. Greater part of authors coincide that there are two main types: extrinsic and intrinsic motivation. This opinion is valuable. Larson and keeper (2011) suggest these two different forms. Extrinsic motivation is brought by external factors we believe will provide deliverable outcomes such as praise or a reward; for example, when students are rewarded with additional points. On the other hand, intrinsic motivation occurs when we really enjoy the activity, and it becomes our own reward, so we do not need incentives or punishments; for example, tasks that produce students are eager to learn.

In this research, we put emphasis in adolescents, so we need to know how motivation influence them. Harmer (1991) says that adolescence is the most problematic age because students can be under the influence of their partners, and

they usually consider their teacher as a foe. For this reason, a teacher should be more intelligent, and be can motivate their students obtaining good aims of defy and involving them more in his classes. Finally motivation is an important issue in the learning of a foreign language today.

Learning Styles, the next topic, has great relevance in this literature review. Each student has his own way in which something is learned. This individuality is called and style. In the field of education, authors coincide that there are three main types of getting them. For example, Kelly (2010) states that learners can use styles in three different ways. First, students who use the sense of sight as a principal aid for learning. For them, it is easy to understand a topic using visuals. Second, students who learn better using the sense of hearing. They read their books aloud and enjoy conversations. Lastly, students who learn through experiences or the use of some senses like tact. They like to verify the validity of a hypothesis. However, students, should learn the foreign language using different styles. A second opinion agrees with the previous one. Candlin and Mercer (2001) suggest the same three types of learners concerning their styles: visual, aural, and kinesthetic, but we need more research in order to find other classifications.

Another author talks about learning channels and styles. Murphy (2008) says that senses have an important role when students decide the manner of learning something, so they can choose what style should be used through three channels. First, the visual channel that emphasizes the sense of seeing and increase reading and writing styles. Second, the auditory channel that emphasizes the sense of hearing and increase listening and speaking styles. Finally, the kinesthetic channel that

emphasizes the other senses and increase the manipulating style. In summary, these three opinions let us find about how important is the knowledge of students preferences for acquiring learning in order to be fluent in the foreign language.

Considering the Use of Techniques for Teaching Adolescents, they are very diverse, and some of them use more supplementary materials than others. Kern (2006) suggests some of these techniques. First, lectures that let knowledge can be shared between the teacher and students using different supplementary materials. Second, whole-class discussions that use questions and answers in order to make easy the understanding of the lesson. Third, cooperative learning helps that students increases enjoyment of working together. Fourth, literature circle lets a piece of reading can be analyzed through discussion of opinions. Finally, reading workshop uses a structure to increase reading abilities in students.

Other techniques are more dynamic and need supplementary materials. For instance, Osborne (2005) suggests some techniques that can use these aids, such as role plays or presentations that increase students' performance, songs that can be downloaded from the internet, games that use markers or counters like monopoly, readers accompanied with cassettes, and writings from journals. Also, Peace Corps (1989) states other techniques. Interaction that increases the use of realia by bringing objects to the class, a shrinking story points out interaction among students and the use of summaries, and tasks based in authentic reading materials like timetables or schedules.

Besides, some techniques are used in order to promote respect among different cultures of students. Beamond (2007) reports some multicultural strategies like

creating deference to other students of different cultures, increasing communication among different families, and learning about the cultural diversity of a place. Also, multilingual strategies like background knowledge of an historical topic, use of visual aids to avoid so much conversation, and developing of creative writings. These strategies let students affirming identity and develop learning.

In conclusion, although there are different techniques for teaching a foreign language, the main aim of a teacher is choosing the better one according the knowledge he wishes to teach.

There are Different Contexts for Teaching English, and it is important to know they can influence during students' education. For the social context, Candling and Mercer (2001) argue that students in a classroom have different social existences like different opinions, or interests, so they can share these internal opinions during the learning of the new language pointing out their goals, needs, or preferences. The aim for a teacher is to join all these social differences and adapt them to the reality of the classroom. Also, explaining the cultural context, Hinkel (199) states that culture appears in every way of communication, so knowledge of other cultures and good dispositions about them should be increases in students. Besides, culture is a system that includes some aspects like artistic creations, conduct, or explanation of the meaning of experience in different social contexts. These aspects can be interpreted to understand the thoughts, activities, or sayings of other people.

The next contexts are influencing students more than the previous ones today. For instance, concerning the economical context, Karunaratne (2009) says that economical factors like the belonging to the high class, knowledge that relatives have

of the English language, parents' jobs or careers, and the institution where adolescents study can influence in the acquisitions of English as a foreign language. Finally, for the familiar context, Food, Jerse, Lapp, and Squire (2003) argue that a system of education should take into account how the family organization and its members can influence in efficiency of adolescents during their learning of a foreign language in order to create better procedures that increase equal opportunities of acquiring this new language.

Supplementary Material has great significance in educational issues, and teachers have begun to recognize how helpful they can be during the teaching of English. About a definition of these elements. Dash and Dash (2007) argue that supplementary materials have different names like teaching aids or instructional materials. The name depends on the author of a book. These new kind of aids are very important because they facilitate teachers' explanations of knowledge, an arising of new opinions, or an increase of the value of teaching, so lessons can be more dynamic, effective, and understandable for students. Besides, Araya (2007) states the importance of supplementary materials because they are more focused in students' excellence than in a teacher's opinions, so they feel like the heart of attention during the lessons. Besides, their use give students a more realistic representation of the concepts being learned facilitating the understanding of surrounding factors like language, society, culture, or affective situations; consequently, they challenge the older conceptions of teaching a foreign language.

In addition, supplementary materials carry out important roles in the classroom. Gupta (2005) reports that educators should have enough training using these

resources considering these ones as important aids but avoiding total dependence of them. Some relevant roles are the next ones. First, they accelerate acquisition of knowledge in students. Second, they increase retentions of images in students' thoughts when materials are used and senses participate in a better way. Third, they are used as representative examples of materials that teachers and students can find outside the classroom for reinforcing learning. Fourth, they are symbols of the new methods of teaching a foreign language. Fifth, they help to understand the textbook information showing real examples through the use of them in the classroom. Finally, they can present other different opinions to the theme exposed by an educator. Moreover, Tiwari (2008) states that other important roles of supplementary materials are the assistance that they give when a teacher explains their lessons through words, the activation of student's interest in learning, and the saving of time for the understanding of a topic.

There are Different Types of Supplementary Materials that can be used for teaching a foreign language. For example, Dash and Dash (2007) argue that they can find some categories of these resources. First, projected materials like films or non-projected ones like charts. Second, audio materials like the radio, visual ones like models, and audio-visual ones like the television. Third, materials related to computers like hardware or software. Fourth, big media like VCR or little media like cassettes. Lastly, two-dimensional materials like the chalkboard, or three-dimensional ones like dynamic models.

On the other hand, other authors give us more specific categories. For instance, Harmer (1998) states there are two main types of visual materials. The first

one is the board that offers an overall range of uses, that is, a teacher use its surface for forming written words, lines, or sketches. These representations should be arranged in a coherent way and understandable for students. The second ones are pictures. They are materials that are easy to get in different supplies. They are important as aids for inciting dynamic activities in speaking or writing skills. When a teachers makes them, he should use materials capable of withstanding wear and tear, and they should have enough size in order that students can understand its content.

Considering audio materials, Salim (2001) says that there are three important ones. First, the gramophone that reinforces the listening skills in students through the use of recordings that they can hear and imitate its sounds. Second, the tape recorder that is very popular today. It lets students not only to listen to recordings but also to record their own voices and then listen again. Finally, a language laboratory that is a place where a very students can practice the foreign language in insulation.

Another category of these materials are the audio – visual ones Shankar (2008) claims that they can be classified in two types. The first one are optical aids like a lantern that lets projection of visual on different surfaces through the light of its glass, or an epidiascope that can project objects that cant reflect light but the teacher should use a gloomy place. The second one is the television that is a very complete aid that an institution can have because teachers can explain topics as he shows examples in the television making easy that students understand them. Similar aids that a teacher can use are the film projector or the strip projector.

The most modern supplementary materials are the online ones. Harmer (1998) reports that there are important aids that a teacher can use in a classroom through the

use of a computer that is the full complement because of its functions .A computer can serve as a word processor in order to improve the presentation of texts. Also, you can insert C.Ds of audio, video, and online dictionaries that let students the practicing of the foreign language, besides, they can communicate each other through the use of emails.

Finally, in order to get interactive classes, good materials for using are the real ones. Chiarantano (2005) says that realia represents the genuine objects, not artificial, that a teacher can find or bring to the classroom. They can be used for improving learning of vocabulary like prepositions or names. They are relevant because students feel the authenticity of these materials using their senses. Flags, toys, fruit, or maps are recognized examples of realia.

At this point, we have finished the development of the eight topics that try to give theoretical support for this research. To continue this literature review, in the second part, information of five previous studies about the use of supplementary materials in EFL classes are added in order to increase the reliability that this research should contain.

Regarding the purpose of the first study, Zaid (2011) says that Internet-based instruction should be useful in Saudi college students for two important aims. The first one is the development of positive attitudes in order to acquire English as a foreign language, and the second one is the improvement of their reading and writing abilities.

The participants are students from the King Khalid University belonging to the fourth level of its English area. They are thirty male students for an experimental

group that receive learning in online reading and writing, and other ones for a control group. The model of the study uses e-mailing and web questioning exercises that involve the two groups of students in a pretest-posttest experimental design. Data is analyzed through quantitative data analyses like t-test or mean scores and qualitative data analyses like the teacher's diary. Also, this model includes six stages in which students should work in collaborative teams like an exploration of the internet sites, an analyses of the findings the use of e-mails for checking writings among students, the teams write the last draft, an edition of the last drafts, and students commit it to the teacher.

Some important conclusions give us this research. They answer three hypothesis. The first one states that when both the experimental group and the control one participate on a pretesting exercise measured by a reading/writing skills test, differences between their mean scores are not statistically significant. For this purpose, it is used in these two groups a t-test. The first part measures them on pretesting of some reading skills. The t-value of the total score is 0.845. The second part measures them on pretesting of some writing skills. The t-value of the total score is 0.585. These results show a short difference between them confirming the hypothesis and demonstrating similar writing abilities between the two groups at the beginning of the experiment.

The second hypothesis states that when both the experimental group and the control one participate on a posttesting exercise measured by a reading/writing skills test, differences between their mean scores are not statistically significant. For this proposal, a t-test for these two groups is used in a similar way like the first hypothesis

but focusing on post testing of reading and writing skills. The t-value of the total score of the first part is 21.143, and the one of the second part is 20.822. These results show a big difference refusing the hypothesis and demonstrating that students' reading and writing abilities between them have increased.

The third hypothesis states that students attitudes are important in order to acquire English as a foreign language in an Internet-based instruction, so they answer a set of questions that try to discover good or bad postures for learning English through the internet aids. Results show more good postures confirming the hypothesis.

In the second example, Lin (2010) states that the main purpose of this study is to find the effectiveness that video-based computer assisted language learning has for obtaining related vocabulary in learners with different reading and listening abilities.

The participants are 82 students of an English course belonging to the first year of the National Taiwan Ocean University. The method uses a model of collecting data in eight phases of time. Every phase takes 50 minutes per week. In its first phase, a General English Proficiency Test simulated at intermediate level measures the original students' reading and writing skills. Following its outcomes, they are classified in three groups: 44 high reading and high listening students, 20 high reading and low listening students, and 18 low reading and high listening students. Besides, other instruments are used. For example, a vocabulary pretest used on the second phase. English video-based lessons and follow-up test in the next five phases, a vocabulary posttest in the eighth phase, and one-on-one interviews that some students answer one month after the exposure of VBCALL. Quantitative data is

analyzed through paired t-test and one-way ANCOVA test in dependent variables like the mean scores of the tests used in this study, and interviews are analyzed qualitatively.

Based on the results, positive conclusions are found in this research. In summary, it is demonstrated that the use of VBCALL is positive in students of these three groups increasing their incidental lexicon but its impact depends on their abilities.

In the third study, the author describes an interesting supplementary material that students usually like to use for learning a foreign language. Huang (2009) suggests that the writing of the English foreign language can improve through the use of wordless picture books in university students.

The participants are eight male students and thirty-two female students of the department of Applied English of the Central Taiwanese University of Science and Technology. They are in their first year of their careers and their level of English proficiency is elementary. The method uses activities that involve the whole class or a small group of it, and students take part of this research for two hours per week in a period of five months. In the first part, students try to elaborate a storyline described in the wordless picture book using a story map. Then they can work in pairs interchanging their stories and give hints in order to make a better presentation of these ideas. It is a period of selection and classification of information. In the second part, each student exposes the story to the whole class using online aids for their presentations. Besides, the method uses some techniques of data collection. For example, a pretest writing sample on the first day of the study to find students'

writing abilities, observations of students' performance, examples of students writing, and reflections of it during the activities of the study, questionnaires designed by the researcher after students finish their assigned tasks, class presentations at the end of the semester, and informal interviews for volunteers.

As in the previous two studies, conclusions of this one are very favorable. First, students agree that the activity of writing guided by wordless picture books is enjoyable in order to learn a foreign language. Results of questionnaire shows that 70.97% of students approve it. Second, when students uses this supplementary aid, they feel that their thinking abilities increases because they need to find a good story using their own words and structures, and these exercises develop their creativity. 71% of students approve it. Third, this activity fosters learning of a foreign language using different resources such as consulting dictionaries in order to increase vocabulary, discussing about the stories in order to increase their oral and written expression, or uploading pictures of the computer in order to increase their visual capacity, so a cooperative learning is emphasized. In summary, this study demonstrates the effectiveness that wordless picture books have for facilitating English writing.

The fourth study emphasizes the use of supplementary materials in middle education. Cheon (2003) states that computer mediated communication (CMC) is a new method of using online aids in learning English in teenager students from Korea. Using it, they may increase opportunities to engage in meaningful negotiations in this foreign language.

The participants belong to a junior high school in Pusan, Korea. They are twenty male students of the ninth grade speaking Korean as their first language but studying English in the third year of instruction. The method uses the following instruments. First, students can chat among there using texts in a MS Chat 3.0 software. Second, eight communication tasks that are distributed to every student. Students search solutions for them working together. After a period that students learn how to use this software, they begin to chat between two persons using only pseudonyms. For four weeks, eight rounds of computer mediated chatting, two for every week, are maintained in order to resolve the communication tasks. Students change their chatting partners after each task is resolved. This technique increases cooperation's among them and develop their wish of interaction. The collection of data is made by a quasi-experiment that includes the recording and the analyses of the number of total turns and negotiations, observations of the researcher while students are working, and a final questionnaire where students give their opinions about computer mediated communication.

This study gives important conclusions. First of all, computer mediated communication is a very useful way for increasing interaction in negotiations among students making more meaningful and understandable the foreign language as the research advances. It occurs because students need to negotiate the correct meaning of the messages with other students in the different activities of this study like clarification of chat information or solving of tasks. At the end, these interlanguage process increases students' learning of English in speaking and writing competences. Second, students think that this new form of acquiring a foreign language is very

enjoyable, and they feel more motivated and active doing these activities facilitating the learning process. Finally, students' grammatical development is not proved because they usually transmit incorrect forms or non-target like expressions in their messages. Besides, syntactical development is affected because few corrective feedback is given in this issue. In summary, there are more positive effects supporting the use of CMC than negative ones.

In the last example, Huang and Hungs (2010) agree that the purpose of this study is to find the effectiveness that new supplementary materials called electronic portfolios have in students' speaking skills.

For this reason, thirty English major juniors from two intact English conversation classes participate in it. They belong to a prestigious Taiwanese university, and they have acquired enough knowledge of foreign languages during their education. They are divided in two groups at random: the electronic portfolio group and the control one. They share the same instruction during the time of this study, a semester, but the first group is more concerned with computer activities than the second one. The method consists of an oral pretest that students answer for assessing their speaking abilities at the beginning of the study. Then the electronic portfolio group makes their blogs using the free blogging system. Next, an exercise of audio file is recorded by both groups in order to expressing their ideas but differing in the storing of their exercises. Besides, during the study, the portfolio group does other activities like reviews of other recordings of their members, or the sum of good information chosen by them like video clips or oral diaries. Oral recording tasks are performed in the middle and at the end of the study in order that students demonstrate

progress in their speaking abilities. Finally, an oral posttest and an attitude questionnaire is given in order to find some conclusions

The conclusions are relevant. They demonstrate the difference that electronic portfolios have in students who use them. First, the e portfolio group obtains better speaking skills in language quantity because of their students have more computer activities than the other group increasing their need of communication for resolving them. Second, the e-portfolio group acquire better lexical richness because they need more diverse vocabulary for their oral recording tasks, but its syntactic development is poor. Finally, students of both groups consider the use of thinking of supplementary material useful and positive.

Results

Qualitative Tabulation

Chart One: Type of Supplementary Material used in the Public High School

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

Author: Luis Patricio Espinoza

Source: 1st, 2nd, and 3rd years of Senior High School

Chart Two: Type of Supplementary Material used in the Private High School

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

Author: Luis Patricio Espinoza

Source: 1st, 2nd, and 3rd years of Senior High School

Char Three: Pertinence and Appropriateness of the Supplementary Material used in
Public High Schools

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

Author: Luis Patricio Espinoza

Source: 1st year

Chart Four: Pertinence and Appropriateness of the Supplementary Material used in
Public High Schools.

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

Author: Luis Patricio Espinoza

Source: 2nd year

Chart Five: Pertinence and Appropriateness of the Supplementary Material used in
Public High Schools.

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

Author: Luis Patricio Espinoza

Source: 3rd year

Chart Six: Pertinence and Appropriateness of the Supplementary Material used in
Private High Schools.

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

Author: Luis Patricio Espinoza

Source: 1st year

Chart Seven: Pertinence and Appropriateness of the Supplementary Material used in

Private High Schools.

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

Author: Luis Patricio Espinoza

Source: 2nd year

Chart Eight: Pertinence and Appropriateness of the Supplementary Material used in
Private High Schools.

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

Author: Luis Patricio Espinoza

Source: 3rd year

Quantitative Tabulation

Chart Nine: Frequency of the Use of Supplementary Material in the 1st year

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	maps	1	
	pictures		
	charts		
	handouts	1	2
	posters		
	word cards		
	white/black board	4	2
	cardboards	1	
Audio	songs		
	dialogues		1
	stories		1
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		2
Online	websites		
TOTAL		7	8

Author: Luis Patricio Espinoza

Source: 1st year Public and Private High Schools

Chart Ten: Frequency of the Use Supplementary Material in the 2nd year

Variable	Indicators	Public	Private
		f	f
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts	1	2
	posters		
	word cards		
	white/black board	4	3
	cardboards		
Audio	songs		1
	dialogues		2
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		
TOTAL		5	8

Author: Luis Patricio Espinoza

Source: 2nd year Public and Private High Schools

Chart Eleven: Frequency of the Use of supplementary material in the 3rd year

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

Author: Luis Patricio Espinoza

Source: 3rd year Public and Private High Schools

Chart Twelve: Frequency of the Use of Supplementary Material

Years	Public (f)	Private (f)	TOTAL	
			f	%
1st	7	8	15	35,72
2nd	5	8	13	30,95
3rd	7	7	14	33,33
TOTAL	19	23	42	100,00

Author: Luis Patricio Espinoza

Source: 1st, 2nd, and 3rd years Public and Private High Schools

Chart Thirteen: Frequency of Used Material in the Public Senior High School.

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps	1			1	5,26
	pictures			1	1	5,26
	charts					
	handouts	1	1		2	10,53
	posters					
	word cards					
	white/black board	4	4	5	13	68,42
	cardboards	1			1	5,26
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)			1	1	5,26
Online	websites					
TOTAL		7	5	7	19	100,00

Author: Luis Patricio Espinoza

Source: Public Senior High School

Chart Fourteen: Frequency of Used Material in the Private Senior High School.

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts	2	2	1	5	21,74
	posters					
	word cards					
	white/black board	2	3	2	7	30,43
	cardboards					
Audio	songs		1		1	4,35
	dialogues	1	2	3	6	26,08
	stories	1			1	4,35
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)	2			2	8,70
Online	websites			1	1	4,35
TOTAL		8	8	7	23	100,00

Author: Luis Patricio Espinoza

Source: Private Senior High School

Description, Analysis, and Interpretation of Results

This work shows the results obtained from this research. For this reason, there is a detailed explanation of the use of supplementary materials in EFL classes of both high schools in the next pages. Also, there is a description of the main qualities that each material has during the time that the teacher uses in each class, and the importance that it represents for students in order to learn a foreign language.

In a second part, there is a comparative explanation of the results between the two high schools according to each year of the students who participate in this research.

Qualitative Analysis

Public High School

1st Year

White / blackboard

In the first class, the whiteboard was used to teach the topic “Different Careers and Professions”. The main objective was to practice writing, listening and speaking skills using the future tense with the auxiliary verb *will*.

The use of the whiteboard was appropriate to students’ level of knowledge because the teacher wrote on this supplementary material wh-questions about some professions using vocabulary easy to understand such as the verbs *do* and *like*, and the adverbs *what* and *why*. These examples were useful to explain the future tense with the auxiliary verb *will*. The teacher considered the age of students because she used the wh- questions written on the whiteboard for exercises that were interesting for teenagers; thus, students were motivated to participate actively into the classroom.

First, students answered these questions on the board using sentences in the future tense to get writing practice; next, they heard the teacher's pronunciation of some professions to get listening practice; finally, students repeated the pronunciation of each profession to get speaking practice.

The whiteboard was used in an organized manner. The teacher wrote the wh-questions distributing the space of this material that allowed students to have enough space to write the answers of these questions. An adequate letter size and different colors of markers were used to write these wh-questions that allowed students to have an excellent view and a correct understanding of the information.

In the second class, the topic was "Future Unreal Conditionals using If I were..., I would". The main objective was to write some of these conditional sentences using different adjectives for which the teacher used the whiteboard to write examples of future unreal conditional sentences containing two clauses. The first clause in the past tense showing the condition, and the second clause in the future tense showing untrue or imagined results.

The whiteboard was appropriate to students' level of knowledge because the teacher wrote on this material conditional sentences using easy vocabulary such as the verb to be in the past tense used in the first clause, and the auxiliary verb would in the second clause. These examples helped students to understand how to structure future unreal conditional sentences easily. The whiteboard was used according to the age of students because the teacher wrote on this material easy conditional sentences that contained adjectives related to characteristics of teenagers such as young, friendly, and short; thus, students were encouraged to write other conditional

sentences using adjectives known by them such as tall, old, and fat. This activity was important because students, as teenagers, enjoyed to participate into the classroom, and they took the opportunity to express their ideas.

The whiteboard was well organized because the teacher wrote her sentences using enough space that allowed students to write their own examples on this material. The teacher attracted students' attention to learn the topic of the class because she used an adequate letter size and different colors of markers to write her sentences that allowed students an excellent view and a good assimilation of knowledge.

In the third class, the whiteboard was used to teach the topic "A Grammar Review". The main objective was to review grammar knowledge for which the teacher chose ten students at random, and he asked them to write on this supplementary material some sentences to give two extra points if they wrote these examples correctly.

The whiteboard was used appropriately because students demonstrated their level of knowledge about grammar learned in the last classes through examples written on this material; thus, students reviewed knowledge about wh-questions, sentences in the future tense using the auxiliary verb will, and future unreal conditional sentences. The whiteboard was used according to students' age because the teacher asked her students to write examples related to the topics that they liked to do such as sports, news, or famous people; thus, teenagers were motivated to participate actively in the grammar review to win the extra points.

The main quality of the information written on the whiteboard was its organization. Each student wrote three examples distributing the space of this material that allowed that the teacher and other students of the class read them easily. The handwriting was clear because the examples on the whiteboard were written using an adequate letter size and varied colors of markers.

In the fifth class, the whiteboard was used to teach the topic “Racism”. The main objective of this lesson was to get students’ practice of reading and writing. After reading an article included in their books about racism, the teacher drew a chart on the whiteboard containing some questions about the main ideas of this article.

The use of the whiteboard was appropriate to this class because the chart drawn on this material contained questions about racism using vocabulary and grammar according their level of knowledge. The teacher considered students’ age because she used the whiteboard for an activity that motivated their participation into the classroom, so she asked students to write sentences about the main ideas of the topic; for example, causes of racism; as a consequence, students were able to demonstrate their understanding of the topic through the use of this supplementary material.

There were some important qualities of the whiteboard. The chart was drawn distributing the space of this material that allowed students to write sentences with an adequate letter size; thus, other students into the classroom had an excellent view and a correct interpretation of these sentences. Finally, the teacher used varied colors of markers to draw this chart what attracted students’ attention to write on the whiteboard sentences about the topic of the class.

Handouts

In the second class, handouts were used to explain the topic “Future Unreal Conditionals using If I were..., I would”. The objective of the lesson was to write some of these conditional sentences using different adjectives for which the teacher gave a handout about this topic to each student into the classroom.

The use of handouts was appropriate to students’ level of knowledge because these supporting materials contained important information about how to write future unreal conditional sentences with a dependent and an independent clause using easy vocabulary understandable for students. Handouts were used according to students’ age. Examples of conditional sentences shown on handouts attracted students’ interest because they contained adjectives such as intelligent, handsome, and beautiful that represented some characteristics that teenagers admired in their friends; thus, they understood the topic of the class.

The information written on handouts was selected by the teacher taking into account the usefulness that these materials had to help students to understand the topic of the class. Handouts were written with an adequate letter size typed on a computer that allowed students’ attention to read them.

Maps

In the fourth class, the topic was “Knowledge of People and Culture of Different Countries”. The main objectives of this lesson were to learn the location of some countries and their people, and to pronounce these words correctly. For this class, the teacher used a map that showed the countries of the five continents and pointed out Ecuador, EEUU, Mexico, China, and Italy.

The use of this map was appropriate to the level of knowledge to show visually the location of five important countries that students knew through information in books or photographs that attracted their interest for this topic. The teacher considered students' age because she used the map for a funny and interesting activity that motivated students' participation into the classroom, so students asked the teacher to pronounce the names of these five countries in English; next, he gave details about their people and culture such as their languages and their main cities. At the end, students demonstrated their knowledge about this topic giving other details about these countries in the foreign language that were used for the next activity of the lesson using cardboards.

The map was chosen by the teacher taking into account its content that allowed students to get a better understanding of the topic. This map contained vibrant colors to allow students a correct view, but it was not so updated because countries like the Czech Republic or Bosnia did not appear on it.

Cardboards

In the fourth class, cardboards were used to teach the topic "Knowledge of People and Culture of Different Countries". The objective was to pronounce the names of some countries after students saw them on the map. The teacher used five geometric figures made of card such as a triangle, a circle, a square, a rectangle, and a rhombus. Some students went to the map and stuck one of them in the country that they liked because of its people and culture, and they said a short summary about this country.

Taking into account the level of knowledge, the use of cardboards in this class was appropriate because these supplementary materials allowed students to remember another topic learned before, geometric figures, as they assimilated the new topic of the class; thus, students got a better retention of the knowledge acquired during this year of high school. Cardboards were used according to students' age. They were the main supplementary materials used for a funny activity that students, as teenagers, enjoyed because they expressed their preferences to choose the countries that they liked.

Considering the main qualities of these materials, cardboards were elaborated with correct size and vibrant colors to attract students' attention on the map.

Learning Styles

In the first year of the public high school, the teacher focused on the visual style of learning English in exercises developed in her EFL classes, so she used visual supplementary materials such as the whiteboard, maps, cardboards, and handouts. Kelly (2010, p. 116) notes, "that each person has a learning style that is best for his intake and comprehension of new information, and visual learners generally think in terms of pictures and learn best from visuals and handouts".

The use of the visual learning style helped students to learn easily because they saw important information that facilitated their understanding of the foreign language such as punctuation and grammar of English sentences exposed on the whiteboard and handouts, and clear images about the topics of the classes exposed on maps and cardboards.

In this year of high school, the use of visual supplementary materials did not diminish the ability to learn English by students whose learning styles were not visual, and the teacher used these materials in exercises to practice the four skills: reading, writing, speaking, and listening.

2nd Year

The White/blackboard

In the first class of the second year, the whiteboard was used to teach the topic "The Nobel Peace Prize". The main objectives of this lesson were to know about people who were awarded by their different works and achievements, and to review of the use of the simple past tense. The teacher asked students to read two articles of their books about the lives of two winners of this important recognition, Mother Teresa and Nelson Mandela, and she drew a chart on the whiteboard containing questions about the lives of these people such as their dates of birth, their studies, and the year they won this prize.

The use of the whiteboard was appropriate to students' level of knowledge because the chart drawn on this supplementary material contained questions using vocabulary easy to understand and easy to apply that attracted students' interest to answer these questions with sentences in the past tense about the topic of the class. The whiteboard was used taking into account students' age. The chart drawn on this material contained questions about two important people that teenagers liked to know because they were examples of goodness and sacrifice for the humanity; thus, students were motivated to participate in the class, and they demonstrated their

understanding of the topic when they wrote on the chart correct answers for questions about Mother Teresa and Mandela.

The chart was drawn distributing the space of the whiteboard that allowed students to write their sentences about the topic using an adequate letter size and different colors of markers.

In the second class, the whiteboard was used to teach the topic “The Environment Problems”, and the objectives of this lesson were to practice sentences written in the passive voice and to know about how to protect the environment. For this class, the teacher wrote some model sentences using the passive voice on the whiteboard.

The use of the whiteboard was appropriate to students’ level of knowledge because the teacher wrote the passive sentences using easy vocabulary and examples about their city such as the increasing of cars and pollution of the four rivers of Cuenca, so students understood the topic of the class and recognized that the environment was at risk. The whiteboard was appropriate to students’ age because the use of this material motivated students to participate in this class. After the teacher asked students to write passive sentences on this material, some students were able to write sentences about solutions for these difficult problems.

One important quality of the use of the whiteboard was the correct distribution of space. The teacher wrote the passive sentences using enough space that allowed students to write their passive sentences on this material. The teacher used an adequate letter size and different colors of markers to write her passive sentences that attracted students’ interest in the topic and an excellent view.

In the third class, the whiteboard was used to teach the topic “The Thanksgiving Day”, and the objectives of this lesson were to know about this celebration, and to use this information to learn about tag questions. The teacher wrote on this material some sentences that contained, at their end, tag questions.

The use of the whiteboard was appropriate to students’ level of knowledge because the teacher wrote the sentences on this material using vocabulary and grammar easy to understand such as words related to the topic and the verbs to be, to ask, to do, and to travel. These examples facilitated the teacher’s explanation of this celebration and the use of tag questions. The whiteboard was used taking into account students’ age because the teacher drew on this material some symbols of the Thanksgiving Day such as a turkey and a ship. Students, as teenagers, liked drawings because they facilitated their understanding of the topic. At the end of the class, students were able to write their own sentences with tag questions on the whiteboard.

There was a correct distribution of the space of the whiteboard, so the teacher used the total surface of this material to write her examples in an organized way. Students erased the whiteboard and wrote their examples taking into account the way that the teacher used this material before. The teacher used an adequate letter size and different colors of markers to write her sentences with tag questions that allowed students a correct interpretation and an excellent view.

In the fourth class, the use of this material was used to teach the topic “Description of a Famous American Man”, and the main objectives were to know about Benjamin Franklin and to review the simple past tense using listening and writing activities. At the beginning of the class, the teacher read aloud an article about

Benjamin Franklin's life. Students listened to this article and took notes in their student's books; next, the teacher wrote some questions in the past tense on the whiteboard.

Considering students' level of knowledge, the teacher used the whiteboard to write questions in the past tense using easy vocabulary and asking information about Franklin's life included in the article such as his profession and his achievements; thus, students reviewed the understanding of the topic and the information that they had listened when the teacher read aloud the article. The teacher took into account students' age when he asked students to write on the whiteboard answers for questions about Franklin's life; thus, the use of the whiteboard motivated students' participation in this class as they demonstrated their writing skills.

The whiteboard was used in an organized manner. The teacher wrote the questions distributing the space of this supplementary material that allowed students to have enough space to write their answers, and the teacher used an adequate letter size and two colors of markers that allowed students a clear view and a correct understanding of the questions.

Handouts

Handouts were used in the last class of the second year to teach the topic "The Making of a Pumpkin Pie", and the two main objectives were to use instructions in the foreign language to make a recipe and to learn new verbs used for cooking. For this class, the teacher gave students handouts that contained instructions about how to make a pumpkin pie, and they used this information to write some verbs that

completed some sentences about the steps to cook this recipe included on the page 69 of the students' book.

Handouts were appropriate to students' level of knowledge due the fact that these materials showed important instructions using easy vocabulary and grammar that helped students to understand how to cook this recipe and the meaning of some difficult verbs used to complete the sentences such as pour, beat, and whip. Handouts were used taking into account the age of students because these young learners were motivated to participate in the class actively making a different activity; as a consequence, they were able to write the correct verbs in the sentences of the page 69, and they planned how to make this recipe in their homes.

The information written on handouts was selected by the teacher taking into account the usefulness that these materials had to help students to understand the topic and the activities of the class; for example, the meaning of difficult verbs, and handouts were written with an adequate letter size and typed on a computer to get students' interest to read their information.

Learning Styles

In the second year of the public senior high school, the teacher focused on the visual style of learning English, and she used visual supplementary materials such as the whiteboard and handouts in her classes due to the fact that most of students learned best the foreign language when they were exposed to visual information; therefore, the teacher had success to develop visual abilities such as reading and writing. Besides, the teacher was able to develop other important students' skills such as speaking and listening using these visual materials, but their development was not

enough because students of this second year of high school needed audio supplementary materials to get a correct development of the auditory skills and a good pronunciation of the English language, so the teacher did not use the aural style of learning correctly, and students who learned best by listening had problems to learn the foreign language. Candlin and Mercer (2001, p. 35) notes, “ that aural learners seem to need to hear something once or twice before they know it”.

3rd Year

White/blackboard

In the first class, the topic was “An Examinational Test”, and the main objective of this lesson was to evaluate knowledge about grammar that students had acquired during the last month. The teacher used the whiteboard to write some sentences in the present tense that students changed to the past tense; next, she wrote disordered questions in the present and the past tense that students ordered; finally, she wrote fifteen verbs in the present tense that students wrote in the past tense and in the past participle. Students copied this information in a sheet of paper, and they began to answer the exam.

The whiteboard was appropriate to students’ level of knowledge because the teacher wrote on this material examples containing vocabulary and grammar points that were used in the topics of the last classes; thus, students understood the exercises of the test easily, and they were motivated to resolve them. The whiteboard was used according to students’ age. Examples written on this material were interesting to teenagers because they were related to hobbies and sports that they practiced such as jogging, soccer, basketball, and drawing.

One important quality was the correct distribution of the space of the whiteboard. The teacher wrote the exercises of the test using enough space to allow students a correct interpretation of this information. The handwriting was clear and understandable because the teacher used an adequate letter size and one color of marker to allow students a good visibility of the exercises written on this material.

In the second class, the whiteboard was used to teach the topic “Drugs and Ways of Fighting against Them”, and the main objectives were to know about the risks that these narcotics produced and to review wh-questions. For this class, the teacher wrote on this supplementary material information of an article about drugs that students read in their books.

The use of the whiteboard was appropriate to students’ level of knowledge because the teacher wrote on this material the meaning of unknown words of the article such as marihuana, cocaine, heroin, illness, and death using vocabulary and grammar easy to understand; therefore, students comprehended that the vice of using drugs was very dangerous. The whiteboard was used taking into account students’ age. Teenagers enjoyed to participate actively in the class, so the teacher used this material to write some wh-questions about this topic that motivated students’ participation to answer these questions successfully.

The whiteboard was used in an organized manner. The teacher wrote the meaning of the verbs and the wh-questions distributing the space of this material that allowed students to have enough space to write answers for these questions. The letter size and the different colors of markers that the teacher used to write on the

whiteboard allowed students a good visibility and a correct interpretation of the meanings of the verbs and wh-questions.

In the third class, the whiteboard was used to teach the topic “A Way of Keeping Healthy”, and the two objectives of the lesson were to learn the use of imperative sentences through listening and writing activities and to know about yoga. For this class, the teacher read aloud the article about yoga included in students’ books, and she wrote sentences about the best information of this article on the whiteboard.

The use of the whiteboard was appropriate to students’ level of knowledge because the teacher wrote on this material her imperative sentences using vocabulary easy to understand and describing some yoga positions included in the article that allowed students’ comprehension of the topic. The whiteboard was used taking into account students’ age because the teacher asked students to write on this material other imperative sentences about this topic that allowed students to participate actively into the classroom, and they shared their acquired knowledge with their classmates.

Taking into account the main qualities, the whiteboard was used in an organized manner because the teacher wrote her imperative sentences distributing the space on this supplementary material that allowed students to have enough space to write their imperatives sentences, and the teacher used an adequate letter size and varied colors of markers to write her imperative sentences that allowed students a good visibility and a correct interpretation of these examples.

In the fourth class, the whiteboard was used to teach the topic “ The Changes of the Forest”, and the two objectives of this class were to know about the simple present tense using reading and writing exercises and to learn about the importance of taking care of the forest. For this class, the teacher asked students to read an article about dangers that affected the forest; next, the teacher wrote on the whiteboard the main ideas of the article; finally, she asked some students to write on this material some sentences using the third singular person in the simple present tense about this topic.

The use of the whiteboard was appropriate to students’ level of knowledge because the teacher wrote on this material the main ideas using sentences in the present tense with vocabulary easy to understand by students, so examples about pollution that affected trees, people that cut down the forest, and the lack of control in protected areas were written on this material; thus, students comprehended the importance of taking care of the forest. The whiteboard was used taking into account students’ age. Teenagers liked to demonstrate their understanding of the topic as they participated actively into the classroom, so the teacher asked her students to write on the whiteboard some sentences in the present tense giving solutions to avoid the pollution of forest. This was the opportunity that students of this last year of high school reviewed the rules about the use of s , es , or ies, at the end of verbs in the third singular person of the present tense.

There were some important qualities of this supplementary material. The teacher used the total surface of the whiteboard for writing because the topic of the class needed to be taught through some examples which were properly organized.

Students erased the whiteboard and wrote their examples taking into account the manner the teacher used this material before. The handwriting was clear and understandable because the teacher used an adequate letter size and two colors of markers to write her sentences in the present tense that allowed students a good visibility and a correct interpretation of these examples.

In the fifth class, the use of whiteboard was used to teach the topic “Environmental Problems”, and the objectives of the lesson were to change sentences from the simple present to the simple past using reading and writing exercises and to explain some ways of affecting the environment. For this class, the teacher read an article aloud about environmental problems, and she used the whiteboard for writing a short summary in the present tense about the problems that affected the environment in Ecuador.

The use of the whiteboard was appropriate to students’ level of knowledge because the teacher wrote on this material information about important environmental problems such as the increasing of air pollution and a poor drainage system in cities using a summary written in the present tense with understandable vocabulary and grammar; thus, students were interested in the topic of the class, and they knew some dangerous ways that affected the environment. The summary written on the whiteboard was used for an activity related to students’ age because teenagers liked to participate actively into the classroom, and they practiced their writing skills, so the teacher asked some students to write on the whiteboard sentences of this summary changing from the simple present to the simple past tense.

The whiteboard was used in an adequate way because the teacher wrote the summary on this material distributing the space that allowed students to have enough space to write their sentences in the past tense. The handwriting was clear and understandable because the teacher used an appropriate letter size and two colors of markers that allowed students a good visibility and a correct legibility of the summary.

Pictures

In the second class, the topic was “ Drugs and Ways of Fighting against Them”, and the main objectives of the lesson were to know these narcotics and to review the use of wh-questions. For this class, the teacher showed some pictures about different drugs, and she used this information for some exercises using wh-questions on the whiteboard.

Pictures were appropriate to students’ level of knowledge because students of this year of high school assimilated better the visual information exposed in pictures; thus, students saw, in a real way, some drugs such as leaves of marihuana, white powder of cocaine, and a syringe containing heroine what allowed the learning of new vocabulary and the understanding of the topic. The teacher considered students’ age when he used pictures that showed real examples about a problem that students knew because the use of drugs affected a lot of teenagers in Ecuador, and these pictures motivated students to participate in this class showing useful information to answer the wh-questions of the whiteboard.

Pictures chosen by the teacher contained images with striking colors, and the size of these supplementary materials was appropriate to attract students' attention and to achieve students' comprehension of this important topic.

Realia

In the third class, the use of realia was used to teach the topic "A Way of Keeping Healthy", and the objectives were the review of imperative sentences and the knowledge about yoga. For this class, the teacher said some imperative sentences aloud, and they asked students to do some yoga positions on desks or chairs because they did not like to lie down or to sit down on the floor; for example, in a yoga position that they needed to lie down on the floor, they used their desks for doing it, or in another yoga position that they needed to sit down on the floor, they used their chairs for doing it.

Taking into account the level of knowledge, the use of realia, through desks and chairs, was appropriate because students knew vocabulary and grammar related to the use of these materials into the classroom such as the verbs to sit down or to lie down, so students understood easily the imperative sentences said by the teacher. The teacher considered students' age because the use of realia, through desks and chairs, motivated students to participate actively in this class; thus, they developed physical activities that teenagers liked to do, and these activities helped them to understand the use of imperative sentences in a real way.

The size of these supplementary materials was adequate to the use of students into the classroom, so students had enough space to sit down on these chairs and to lie down on these desks without any problem.

Learning Styles

In the third year of the public senior high school, the teacher used in her EFL classes visual supplementary materials such as the whiteboard and pictures; thus, she used the visual style of learning the foreign language that allowed students an excellent understanding of vocabulary and grammar exposed on these materials, and the classes were interactive and participatory.

The teacher found out that her students had other styles of learning the foreign language, too; therefore, she used the tactile learning style because there were students who learned better the foreign language when they touched the objects of the class. Kelly (2010, p. 117) notes, “that tactile/kinesthetic learners learn through touching, feeling, and experiencing the world around them”. Candling and Mercer (2001, p. 35) notes, “that for kinesthetic learners, there is a need to add a physical action to the learning process”; thus, the teacher used realia in her classes through desks and chairs what allowed students to develop their abilities of learning English as they used an important sense useful in making the abstract concrete, the touch, and they developed activities that involved their participation into the classroom.

Considering the aural style of learning the foreign language, the teacher did not use adequate supplementary materials to develop this learning style correctly.

Private High School

1st Year

Handouts

In the first class, handouts were used to teach the topic “City Life”, and the two objectives of the lesson were to understand the use of the present progressive tense in the future and to practice reading and writing skills. For this class, the teacher gave students handouts containing information and examples about the present progressive tense used in the future for planned activities. Students used this information for understanding an article of their students’ book about examples of planned activities of people who lived and worked in the city like doctors, teachers, or lawyers.

Handouts were appropriate to students’ level of knowledge due to the fact that these materials showed important information that helped students to understand the topic and grammar taught in this lesson; for example, sentences about the planned activities of the teacher written with vocabulary easy to understand and easy to apply. Handouts were appropriate to teenagers due to the fact that the use of these materials motivated students to read information useful to choose a career in the future, so they were interested to know activities of some professional people. At the end of this class, they were able to write their own sentences using the present progressive tense in the future for planned activities.

The information written on handouts was selected by the teacher taking into account the usefulness of these materials to help students to understand the activities of this class, and the handwriting used in handouts was clear and understandable because they were written with an adequate letter size typed on a computer.

In the second class, handouts were used to show information about the topic” An Examinational Test”, and the main objective of the lesson was to evaluate students’ knowledge about grammar for which the teacher gave students of this class handouts that contained thirty sentences to be completed with verb forms; next, he asked students to complete these sentences in a time period of thirty five minutes.

Handouts were appropriate to students’ level of knowledge because the teacher asked students to write on these materials verb forms related to grammar learned in the last classes; thus, students completed sentences about the present progressive tense used in future situations, the simple present tense used for schedules, and the future tense using be going to. Handouts were used according to students’ age. The test contained exercises to complete sentences that students liked because they were easy to understand and easy to resolve, so nearly all of these students completed the sentences of the test in twenty minutes.

Handouts were well organized because the teacher left enough space in the incomplete sentences of the test to allow students to write the correct verb forms. The handwriting was clear and understandable because the teacher used an adequate letter size typed on a computer.

White/blackboard

In the third class, the whiteboard was used to teach the topic “If my Family has a Problem”, and the two objectives were to know present real conditionals in sentences using If I has..., I do, and to practice reading, listening, and writing skills. After a listening about the topic of the class, the teacher wrote on the whiteboard

some present real conditional sentences that included information about the listening such as the problems of a father, a sister, or a mother.

The whiteboard was appropriate to students' level of knowledge because the teacher used this material to write examples about the topic using easy vocabulary and grammar, and they were used to explain students that present real conditional sentences contained two clauses. The first clause was in the simple present tense showing a condition, and the second clause was in the same tense showing the result. The whiteboard was used taking into account students' age. The teacher asked students to write on this material their examples of present real conditional sentences because teenagers liked to participate actively into the classroom, and they shared their acquired knowledge with their classmates.

There were some important qualities of this material. The whiteboard was well organized because the teacher wrote his present real conditional sentences using enough space that allowed students to write their sentences on this material. The handwriting used by the teacher in his sentences was clear and understandable because he used an adequate letter size and different colors of markers to write them; consequently, all students saw these sentences from all sides of the classroom.

In the fifth class, the whiteboard was used to teach the topic "A Dynamic Group", and the main objective was to remember the topics and grammar learned in the last month for which the teacher and students did an activity using realia in the field of the institution where the teacher asked them some questions about the topics and grammar learned in the last EFL classes; next, they returned to the classroom,

and the teacher wrote on the whiteboard some explanations for questions that students did not answer in the dynamic group activity.

The use of the whiteboard was appropriate to students' level of knowledge because the information written on this material allowed students to remember topics of the last classes such as "City Life" and "If my Family has a Problem", and grammar about sentences in the present progressive tense and present real conditional sentences. The whiteboard was used for an activity related to the age of students of this class. This activity was enjoyable for these young students because they participated actively asking questions about information of the topics and grammar that they did not remember.

The whiteboard was well organized because the teacher wrote all explanations about the questions that students did not remember distributing the space of this supplementary material. The letter size was appropriate and the use of varied colors of markers allowed students to have an excellent view and to assimilate the information correctly.

Dialogues

In the third class, a dialogue was used to teach the topic "If my Family has a Problem", and the main objectives were to know present real conditionals in sentences using If I has..., I do, and to practice reading, writing, and listening, but the dialogue focused on the listening practice. The teacher used a dialogue that was listened through a CD player about a conversation of two students who said some ways of helping their family members if they had problems. This dialogue gave an

introduction for the use of present unreal conditionals; after that, the teacher continued the explanation of this topic using the whiteboard.

The teacher considered students' level of knowledge because he chose a dialogue that contained a lot of examples of present real conditional sentences with vocabulary and grammar rules that students of this class understood easily. The teacher considered the age of students because the dialogue was about a topic related to teenagers' interest because the solutions listened in the dialogue were useful to resolve problems of their family members in the real life.

The clear sound and the appropriate volume allowed students to listen to the dialogue in a correct way.

Stories

In the fourth class, a story was used to teach the topic “ A Dynamic in Pairs about a Personal Story”, and the main objective was to practice listening and speaking skills, but this story focused on the listening practice. For this class, the teacher used a story about a teenager that described himself aspects of his life. Students listened to this story through the use of a CD player, and it was repeated twice.

The teacher considered students' level of knowledge because the story about the teenager's description contained sentences with vocabulary easy to understand about important information of his life such as his level of education, his hobbies, and his aims in the future; thus, students practiced their listening skills and used this description as a model to create their own descriptions for the dynamic in pairs. The

teacher considered students' age because he chose a story about a topic related to students' interest that allowed students to engage in the learning process.

The clear sound and the appropriate volume allowed students to listen to this dialogue correctly.

Realia

In the fourth class, realia was used to teach the topic “ A Dynamic in Pairs about a Personal Story”, and the main objective was to practice listening and speaking skills. After students listened to the story about a teenager described himself, the teacher put two chairs on the front of the classroom near the whiteboard; next, he asked two students to sit on these chairs, and they began to describe themselves each other aloud as other students of the class listened to them. This exercise was repeated using other different pairs of students.

The use of realia was appropriate to students' level of knowledge because chairs were important aids to develop physical activities that facilitated the practice of students' listening and speaking skills and vocabulary acquired in this first year of high school. Realia was used taking into account students' age. The teacher used chairs because these materials motivated students to participate actively into the classroom as they interacted with their peers.

The size of these chairs was adequate to students of the class because they had enough space to sit down on these supplementary materials without any problem.

In the fifth class, realia, through the use of a tennis ball, was used to teach the topic “ A Dynamic Group”, and the main objective of this class was to remember the

topics and grammar learned in English classes of the last month for which the teacher and students did an activity using the tennis ball in the field of the high school. The teacher ordered students to form a circle, and he stood in the middle of it; next, he threw the tennis ball to one student of the circle asking a question about the topics “City Life” and “If my Family has a Problem”, and grammar about sentences in the present progressive tense and present real conditional sentences. This student answered this question, and he threw the ball to other student that the teacher decided to ask a new question. Students who did not answer the question had to run around the circle. After twenty minutes, they returned to the classroom and used the whiteboard.

Realia was appropriate to students’ level of knowledge because the use of a tennis ball facilitated that students understood the topics and grammar learned recently, and they developed speaking activities without the formality that a classroom represented. Realia was used taking into account students’ age. Teenagers enjoyed outside activities; thus, the teacher chose an activity in the field of the high school that used a different supplementary material, a tennis ball, to motivate students’ participation.

Regarding qualities of this material, the tennis ball was short and light, so students threw it easily when they answered the teacher’s questions, and its brilliant color was adequate to attract students’ attention to participate in the activity.

Learning Styles

In the first year of the private high school, the teacher used different styles of learning the foreign language because there was a wide range of supplementary

materials that were used in these EFL classes such as the whiteboard, handouts, dialogues, stories, and realia. The use of these supplementary materials were directed toward the diverse skills and abilities that students had to learn; therefore, the teacher used the whiteboard and handouts to develop in his students the visual style of learning the foreign language. On the other hand, the teacher used the aural style of learning the foreign language through audio supplementary materials such as dialogues and stories giving the same importance for developing students' aural abilities than the visual ones, so students got a full development of their listening skills facilitating the acquisition of the English Language. This practice agreed with this opinion. Salim (2001, p. 147) notes, "that in the early stages of learning a new language, it is very helpful to reinforce the teacher's personal effort with a short session of listening".

Another important aspect to mention was the teacher's ability to develop the tactile style of learning the foreign language through the use of realia objects such as chairs or a tennis ball showing that these supplementary materials were very useful for teaching English to teenagers, and they made these classes more funny and creative. This practice agreed with this opinion. Chianarantano (2005, p.1) notes, "that using realia in EFL classroom serves to foster a more creative and active teaching learning environment".

2nd Year

Handouts

In the first class of the second year, handouts were used to teach the topic "While We Were Talking", and the main objective of this lesson was to know the use

of the past progressive tense using their reading, writing, and listening activities, but handouts focused on reading and writing. For this class, the teacher gave each student a handout that contained a reading about some activities that teenagers did in the past.

Handouts were appropriate to students' level of knowledge because these materials contained important information about the topic and grammar learned in this class; for example, sentences in the past progressive tense about activities of two teenagers done in an specific time in the past written with easy vocabulary; thus, students understood how to structure these sentences, and they practiced their reading skills. Taking into account students' age, the teacher used handouts because these materials motivated students to demonstrate their understanding of the topic and grammar learned in this class without depending on the teacher's explanation. At the end of the lesson, students were able to write some sentences about the reading using the past progressive tense on their notebooks.

Handouts were chosen by the teacher considering their content that allowed students to know interesting information about the use of the past progressive tense. These handouts were written with an adequate letter size typed on a computer to attract students' attention to learn the topic and grammar of this class.

In the second class, handouts were used for the topic "An Examinational Test", and the main objective was to evaluate students' knowledge about grammar for which the teacher gave students of the class handouts containing thirty sentences to be completed with verb forms; after that, the teacher asked students to complete these sentences in a time period of thirty five minutes.

Handouts were appropriate to students' level of knowledge because the teacher asked students to write on these materials verb forms related to grammar learned in the last classes; thus, students complete sentences about the simple present tense, the present progressive tense, the simple past tense, and the past progressive tense. The teacher considered students' age because the test on handouts contained exercises to complete sentences that teenagers liked because they were easy to understand and easy to resolve, so nearly all of these students completed the sentences of the test in twenty minutes.

Handouts were well organized because the teacher left enough space in the incomplete sentences of the test to allow students to write the correct verb forms. The handwriting was clear and understandable because the teacher used an adequate letter size typed on a computer.

White/blackboard

In the third class, the whiteboard was used to teach the topic “ A Written Explanation of the Four Skills”, and the main objectives were to know about the importance of the reading, writing, listening, and speaking skills to learn English, and to practice reading and writing abilities. For this lesson, the teacher wrote four summaries, one for each skill, about the advantages that the use of each skill had for learning a foreign language. For example, the writing skill summary said that it was good for developing students' vocabulary, and students divided in four groups read aloud each summary, one for each group; next, the teacher erased the whiteboard and asked one student from each group to write a summary about one of these skills using their own words.

The whiteboard was appropriate to students' level of knowledge because the teacher wrote on this material four summaries contained easy vocabulary and grammar that were understandable to all students into the classroom. Teenagers liked interactive classes; therefore, the teacher considered students' age because the summaries written on this material were used for an activity in groups that motivated the interaction of students into the classroom; as a result, they were able to practice their reading and writing abilities.

The whiteboard was well organized because the teacher wrote the four summaries distributing the space of this material, and he used an adequate letter size and two colors of markers to write the summaries that allowed students a perfect visibility and a correct assimilation of the information about the four skills.

In the fourth class, the whiteboard was used to teach the topic "Rose is more beautiful than Ann", and the main objective was to learn the use of comparative forms using listening, reading, and writing activities. After the teacher used a dialogue about this topic, the teacher wrote some sentences using comparative forms in some adjectives on the whiteboard, and students read them aloud; next, the teacher asked some students to write other sentences using comparative forms in adjectives.

The whiteboard was appropriate to this class because the teacher used this material to write sentences containing vocabulary related to students' level of knowledge which facilitated the explanation of important grammatical rules to write comparative forms at the end of some adjectives, and the use of the word more before other adjectives. The teacher considered students' age because he used the whiteboard to write sentences that contained adjectives related to teenagers' qualities

such as young, tall, nice, smart, and playful what allowed students' understanding of the topic and grammar of this class.

The teacher organized the whiteboard adequately in such way that students were able to visualize the sentences correctly because the space was well distributed. The letter size was appropriate, and the use of two colors of markers highlighted the comparative forms; as a consequence, students learned how to write sentences using comparative forms in some adjectives.

In the fifth class, the whiteboard was used to teach the topic “ A Beautiful Song”, and the main objective of the lesson was to practice listening, speaking, and writing abilities using this song. The whiteboard focused on the writing practice; therefore, the teacher wrote on this material the lyrics of the song “Eternal Flame”, and students wrote these lyrics on their notebook; next, he explained some grammar rules used in the sentences of this song.

The whiteboard was appropriate to the level of knowledge because the lyrics of the song written on this material contained different sentences learned during this year of high school such as sentences in the simple present tense and imperative sentences what allowed students to understand easily the grammar rules used to write these sentences in English. The whiteboard was used according to students' age. These students were interested in the lyrics of the song written on this material because it was about a feeling that they experienced for the first time during their adolescence, the love between a man and a woman.

The whiteboard was well organized because the teacher wrote the lyrics of this song distributing the space of this material. The appropriate letter size and the blue

color of marker used by the teacher to write on the whiteboard allowed students to have a perfect visibility of the lyrics of this song.

Dialogues

In the first class, a dialogue was used to teach the topic “While We Were Talking”, and the main objective of the lesson was to know the use of the past progressive tense using reading, writing, and listening activities, but the dialogue focused on the listening practice. For this class, the teacher used a dialogue recorded in a CD that contained the same topic of the reading used before in handouts. It was about a conversation between two teenagers about some activities that they did in a specific time in the past.

The dialogue was appropriate to students’ level of knowledge because it contained vocabulary and grammar that students understood easily about the past progressive tense what motivated students to listen to this information attentively. The dialogue was used taking into account students’ age because it was about a topic related to students’ interest that focused on activities that teenagers liked to do such as to play soccer, to study English, and to meet with friends.

Considering the main quality of this supplementary material, its sound was clear, so students listened to the English words used in this dialogue easily.

In the fourth class, the dialogue was used to teach the topic “Rose was more beautiful than Ann”, and the main objective of the lesson was to learn the use of comparative forms in English sentences using listening, reading, and writing activities, but the dialogue focused on the listening practice. For this class, the teacher

began the class with using a dialogue about a conversation of two students who compared people of their high school.

The dialogue was appropriate to students' level of knowledge because it contained sentences with comparative forms in their adjectives and vocabulary and grammar easy to understand when students listened to this dialogue. The teacher used the dialogue according to students' age because it contained a topic that teenagers liked, and they used the information of this dialogue to compare some characteristics of their friends such as height, weight, or beauty; thus, the use of this material gave them ideas to write their own sentences using comparative forms on the whiteboard.

The main qualities of this supplementary material were its good sound and its adequate volume that allowed students to listen to this dialogue correctly.

Songs

In the fifth class, the song was used to teach the topic "A Beautiful Song", and the main objective was to practice listening, speaking and writing abilities, but this song focused on listening and speaking. After the teacher wrote the lyrics of the song "Eternal Flame" on the whiteboard, he used this song recorded on a CD format that students listened through a CD player.

The teacher took into account students' level of knowledge because he chose a song containing easy vocabulary and grammar learned during this year of high school that students understood through the use of their listening skills. The teacher considered students' age choosing a song that teenagers liked because it contained a catchy melody that motivated these young learners to sing it in the class but under the teacher's guidance.

The good sound and the adequate volume allowed students to listen, to understand, and to sing this song appropriately.

Learning Styles

In the second year of the private high school, supplementary materials such as the whiteboard, handouts, dialogues, and songs were used to develop exercises for two learning styles that students of this year preferred in their EFL classes.

The teacher used the visual style of learning the foreign language through the use of the whiteboard and handouts to allow students to understand easily vocabulary and grammar exposed on these materials, and he used the aural style of learning the foreign language through the use of dialogues and songs to get students' development of listening and speaking skills.; thus, the teacher taught his EFL classes taking into account the different abilities, capabilities, and preferences of his students what allowed them to learn the foreign language using their own style. According to Candlin and Mercer (2001, p. 35) notes, "that a learning style has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills".

3rd Year

Websites

In the first class of this year, websites were used to teach the topic "Events from the Past", and the main objective of this lesson was to learn the use of the simple past and the past perfect tenses using computers. For this class, the teacher asked students to use their computers for searching two types of information. First,

students used the Google page of the internet to search websites containing two good definitions for the simple past tense and the past perfect tense in the English language. Second, they used the Yahoo page to search websites containing a good article with examples about the use of these two tenses.

Websites were appropriate to students' level of knowledge because students of this last year of high school needed to learn how to use these supplementary materials of high technology, and the advantages of using Internet websites in order to acquire knowledge of the foreign language. Websites were appropriate to students' age because their use motivated students to participate actively into the classroom; thus, students searched their own information to understand the use of these verbal tenses in the foreign language without depending on the teacher's explanation.

Websites were selected taking into account the connection with the topic and the usefulness that the information exposed on these materials had to help students to understand the use of the two verbal tenses studied in this class.

Handouts

In the second class, handouts were used to teach the topic "An Examinational Test", and the main objective of the lesson was to evaluate students' knowledge about grammar for which the teacher gave students of this class handouts containing thirty sentences to be completed with verb forms; next, he asked students to complete these sentences in a time period of thirty five minutes.

Handouts were appropriate to students' level of knowledge because the teacher asked students to write on these materials verb forms related to grammar learned in the last classes; thus, students completed sentences about the simple present tense, the

present perfect tense, the simple past tense, and the past perfect tense. Handouts were used taking into account students' age. The test written on handouts contained exercises of completion that teenagers liked because they were easy to understand and easy to resolve, so nearly all of these students completed the sentences of the test in twenty five minutes.

Handouts were well organized because the teacher left enough space in the incomplete sentences of the test to allow students to write the correct verb forms. The handwriting was clear and understandable because the teacher used an adequate letter size typed on a computer.

White/blackboard

In the third class, the whiteboard was used to teach the topic "An Imaginary Voyage to the Future", and the main objective was to practice sentences in the future tense with the auxiliary verb will using reading, writing, and listening activities. The whiteboard focused on reading and writing; therefore, the teacher wrote some examples on this material to demonstrate the correct use of the future tense with the auxiliary verb will, and he asked students to read an article included in their students books about an imaginary voyage in the future. After this exercise of reading, the teacher asked some students to write on the whiteboard interesting information of this article.

The use of the whiteboard was appropriate to students' level of knowledge because the teacher wrote on this material his sentences using easy vocabulary such as the verbs to be, to travel, and to become, and the nouns some planets that allowed students to understand the topic and grammar studied in this class as they read these

examples. The whiteboard was appropriate to students' age because the teacher used this material for a writing exercise that motivated students to participate actively in the class; as a consequence, they were able to write sentences in the future tense with the auxiliary verb will about the main information of this article using the whiteboard.

The whiteboard was well organized because the teacher wrote his sentences in the future tense using enough space of this material that allowed students to write their own examples easily. The teacher used an adequate letter size and a black marker to write his sentences on the whiteboard that allowed students to have a good visibility and a correct interpretation of these sentences.

In the fourth class, the whiteboard was used to teach the topic “ The Use of Coordinating Conjunctions in English Sentences”, and the main objective of the lesson was to know the use of these connecting words through reading, writing, and listening activities. The whiteboard focused on reading and writing; therefore, the teacher said a little explanation about the characteristics of some coordinating conjunctions such as for, and, so, or, but; next, he used the whiteboard to write examples of sentences using each conjunction, and students read them attentively; finally, the teacher erased the whiteboard, and he asked some students to write a sentence on this material using a coordinating conjunction.

The use of the whiteboard was appropriate to students' level of knowledge because the teacher wrote sentences using easy vocabulary of topics that students learned during this year of high school such as “Events from the Past” and “An Imaginary Voyage to the Future”, so students did not have problems to read these sentences and focused on the learning of the use of coordinating conjunctions used in

these examples. The whiteboard was appropriate to students' age because the teacher used this material for a writing activity that motivated students' participation in the class; thus, they demonstrated their understanding about the use of coordinating conjunctions in English sentences.

The information written on the whiteboard was well organized because the teacher and students wrote their sentences using coordinating conjunctions distributing the space of this material. The appropriate letter size and the varied colors of markers used by the teacher to write his sentences on this material allowed students to have a perfect visibility and a correct interpretation of these sentences.

Dialogues

In the third class, the dialogue was used to teach the topic "An Imaginary Voyage to the Future", and the main objective was to practice sentences in the future tense with the auxiliary verb will using reading, writing, and listening activities, but the dialogue focused on the listening practice. After the teacher and students used the whiteboard in this class, the teacher used a dialogue of a conversation between two teenagers about events that they would see in an imaginary future such as a voyage to Mars and Jupiter, buildings in the middle of the ocean, and animals able to speak with a person.

The dialogue was appropriate to students' level of English because it contained vocabulary related to the topic and grammar about the future tense, so the dialogue reinforced students' understanding about sentences in the future tense with the auxiliary verb will that they practiced on the whiteboard at the beginning of the lesson, and students practiced their listening skills. The teacher considered students'

age because the dialogue was about a topic that teenagers liked; thus, students used their imagination to create mental images of this voyage as they learned the foreign language.

The clear sound and the appropriate volume allowed students to listen to the dialogue correctly.

In the fourth class, the dialogue was used to teach the topic “The Use of Coordinating Conjunctions in English Sentences”, and the main objective was to know the use of these connecting words through reading, writing, and listening activities, but the dialogue focused on the listening practice. After the teacher and students wrote some exercises about these conjunctions on the whiteboard, the teacher used a dialogue that contained a recorded conversation between a teacher and a student about the use of coordinating conjunctions in different sentences.

The use of the dialogue was appropriate to students’ level of knowledge because it contained examples of sentences using coordinating conjunctions such as for, so, or, but, and vocabulary and grammar easy to understand as students used their listening skills. The dialogue was used taking into account students’ age. This material was about a topic of teenagers’ interest because it contained information about the correct way that a teacher and a student behaved into the classroom.

The main quality of this dialogue was its clear sound what allowed students to listen to the pronunciation of English words about the topic easily.

In the fifth class, the topic was “Advice for some Problems”, and the main objective was to review the use of modal verbs in English sentences using listening and writing activities. For this class, the teacher used a recorded dialogue contained a

conversation between two students about some advice for problems that a person would suffer. Most of the sentences used in this dialogue contained modals verbs. After that, the teacher asked students to use the listened information to complete with modal verbs some sentences about this dialogue included on a page of their students' books.

The dialogue was appropriate to students' level of knowledge because it contained vocabulary easy to understand used in sentences with modal verbs such as should, can, and might allowing students to practice their listening skills and to learn the use of each modal verbs in English sentences. The teacher considered students' age because the dialogue contained information about a topic that teenagers were interested because they learned some advice for problems that might occur in their homes such as illness, fire, flooding, and robbery; thus, students were motivated to complete the sentences in their books.

Considering the main qualities of this supplementary material, the clear sound and the appropriate volume allowed students to listen to this dialogue in a correct way.

Learning Styles

In the third year of the private high school, the use of supplementary materials such as the whiteboard, handouts, dialogues, and websites allowed the teacher to consider some different styles that his students had to learn the foreign language in EFL classes; for instance, the teacher used handouts and the whiteboard to develop the visual learning style that allowed students to have a better understanding of

vocabulary and grammar exposed visually, and he used dialogues to develop the aural learning style that allowed students to practice their listening skills.

Taking into account other supplementary materials, the teacher used websites to allow students' development of their visual and aural learning styles because the information shown on these online materials was seen and heard by students on the computer; thus, students developed their learning styles without thinking that one of them was better than the other ones. During the five classes, there was a total acquisition of the foreign language, but this great result occurred because the teacher knew how to choose the accurate supplementary materials to use in each class. This example agreed with this opinion. Murphy (2008, p.4) notes, "that it is a good idea to learn and do things using a strong style, but it is important to string it to the weaker styles by using them in daily situations".

Quantitative Analysis

In the next pages, there is a comparative analysis of the variety and the frequency of supplementary materials that are used in both high schools.

Generally, the results obtained through the EFL classes observed in both high schools showed that there were some differences in the variety of supplementary materials used in these two institutions. For example, the majority of materials used in the public high school belonged mainly to the visual variable. They were the whiteboard, handouts, pictures, maps, and cardboards. Also, the realia variable was used, too. This analysis showed that this institution did not have materials belonging to the audio variable and the online one. On the other hand, some materials used in the private high school also belonged to the visual variable like the whiteboard and handouts, and the realia variable was also used through objects like chairs or a tennis ball. However, this analysis showed that the private high school was better equipped than the public one, so the teacher of this institution could use materials belonging to the audio variable like songs, dialogues, or stories, and the online variable was used through the computer.

Regarding the frequencies of the use of supplementary materials in both high schools, we could see that there were not big differences between them when they were compared because the teachers of both institutions usually used one or two supplementary materials in each one of their English classes. We should remember that a frequency was the number of times that these materials were used during the period of observed classes.

Supplementary materials were used forty two times during all the observed EFL classes in both institutions. In the public high school, these materials were used nineteen times during fifteen EFL classes, but in the private high school, they were used twenty three times during fifteen EFL classes. These results showed that the difference between these two frequencies was that the private institution used only four times more the supplementary materials than the public one did, so the use of supplementary materials in both institutions was very similar.

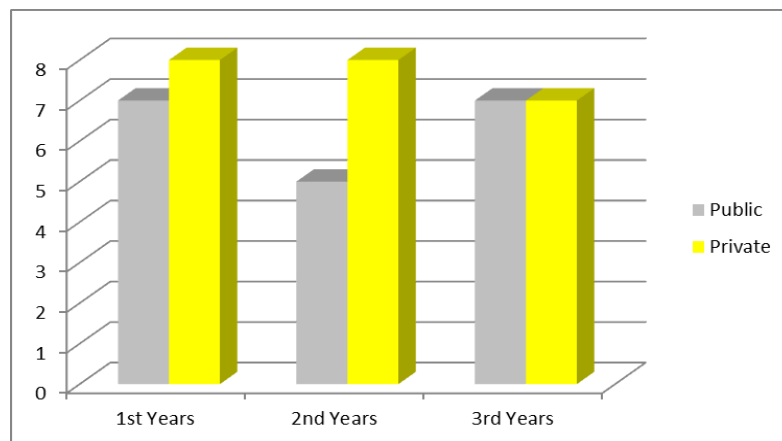
In the next part of the analysis, we divided the results according to each year of high school. In the first year of the public high school, supplementary materials were used seven times during five EFL classes, but in the first year of the private high school, these ones were used eight times during five EFL classes. These results showed that the difference between these two frequencies was that the private institution used only one time more the supplementary materials in their EFL classes than the public one did, so the use of supplementary materials in the first year of both institutions was very similar.

Nevertheless, the only year that we could see there was a little significant difference about the use of supplementary materials between both high schools was in the second one, so in the second year of the public high school, supplementary materials were used five times during five EFL classes, but in the second year of the private high school, these ones were used eight times during five EFL classes. These results showed that although the private institution used three times more the supplementary materials in EFL classes than the public one did, the difference

between these two frequencies did not alter the final average that showed a similar use of supplementary materials in both institutions.

In the third year of the public high school, supplementary materials were used seven times during five EFL classes. In the same way, supplementary materials were used seven times during five EFL classes of the third year of the private high school, too. These results showed that there was not a difference between the frequencies of both high schools, so the use of supplementary materials in EFL classes of both institutions was similar. This visual presentation using a bar graph summarized the information.

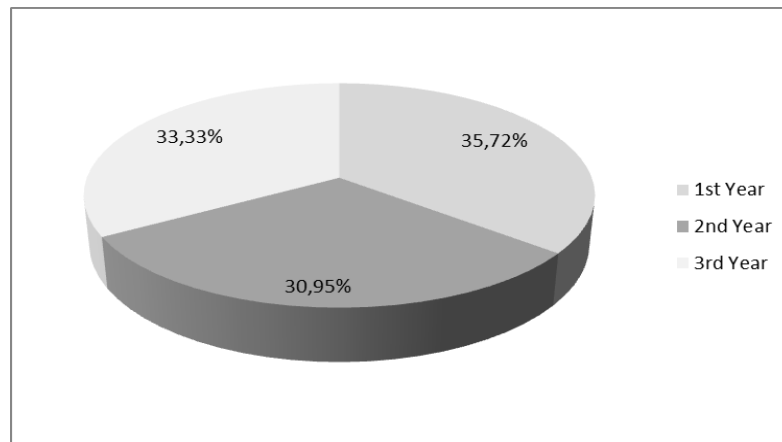
Frequency of the use of Supplementary Materials in EFL Classes According Each Year of Both High Schools.



At the end, we could say that supplementary materials were used in a similar number of frequencies and percentages in each level of both high schools, so the final number of times about the use of these materials were 42 ones during 30 EFL classes observed in both institutions. They represented the total percentage of 100%. In other words, the sum of the frequencies of the use of supplementary materials in the first years of both institutions was a total of 15 times. They represented a

percentage of 35.72%. Also, the sum of the frequencies of the use of supplementary materials in the second years of both institutions was a total of 13 times. They represented a percentage of 30.95%. Finally, the sum of frequencies of the use of supplementary materials in the third years of both institutions was a total of 14 times. They represented a percentage of 33.33%. This visual presentation using a graph summarized the information.

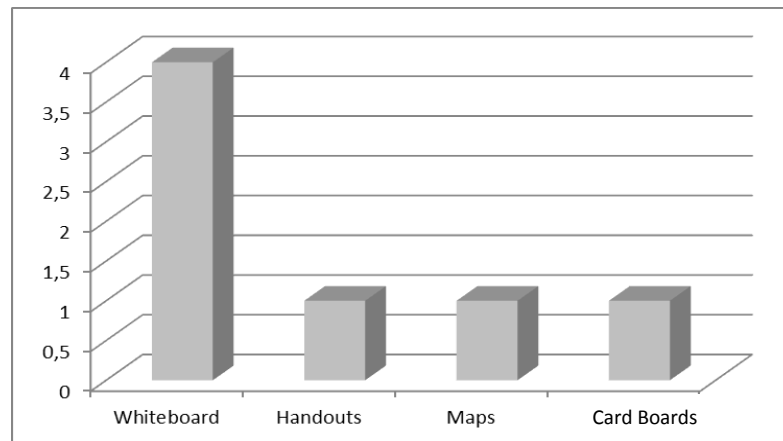
Final Frequencies of the Use of Supplementary Materials in EFL Classes



In the next pages, we analyzed the use of supplementary materials according each year of both high schools. In the first year of the public high school, we could see that visual supplementary materials were used in the majority of EFL classes. From these materials, the whiteboard was used four times during these classes showing that the majority of the knowledge about the foreign language was showed through it. Also, handouts, maps, and cardboards were used in one class respectively. This result showed the teacher gave main importance to the visual learning of students, so they used their most developed sense facilitating the acquisition of this language in reading and writing skills, but there was a lack of audio materials, so the teacher had to trust students' aural development in the correct pronunciation of

English words during her explanations, and they developed their speaking skills through the repetition of these words. The next bar graph summarized how the supplementary materials were used in five EFL classes of this year.

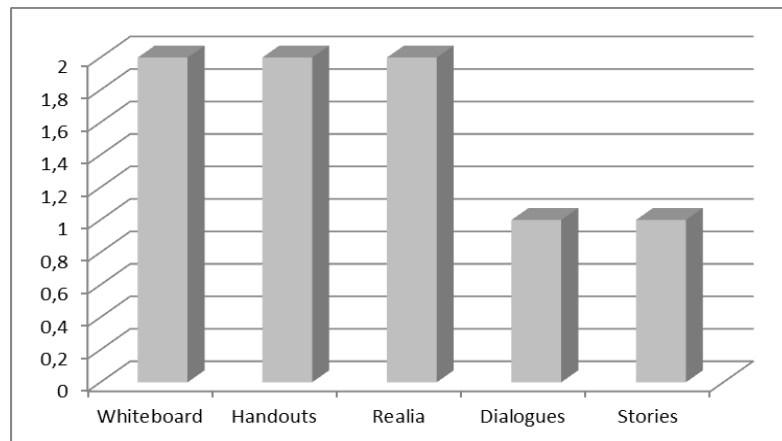
Supplementary Materials used in the First Year of the Public High School



In the first year of the private high school, we could see that the use of visual supplementary materials prevailed over the use of other materials, so the whiteboard was used in two classes, and handouts were used in other two classes. This result shows that the teacher considered these materials the best ones in order to transmit the knowledge of the foreign language to his students, but he also used other types of materials that let students develop other skills. For example, realia materials were used through desks, chairs, and a tennis ball in two classes letting students' development of their kinesthetic skills, and this institution had an important aid called a CD player. It let that the teacher could use important audio supplementary materials like a dialogue and a story that let students develop their listening skills in a better way without the dependence of the teacher's pronunciation of English words,

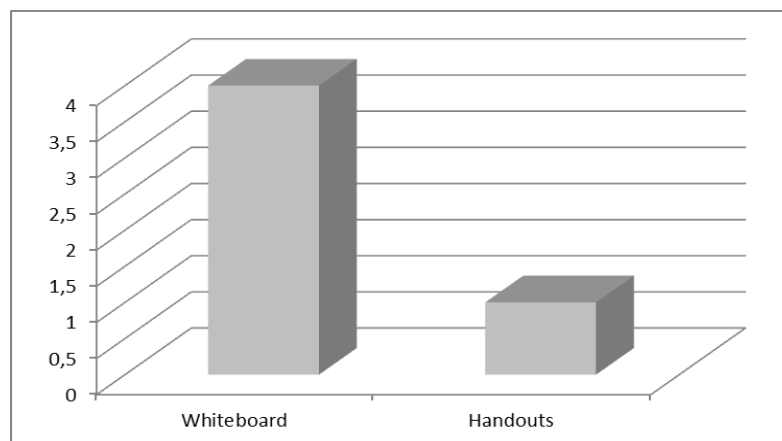
and then, they felt more prepared for speaking in the classroom. The next bar graph summarized the information.

Supplementary Materials used in the First Year of the Private High School



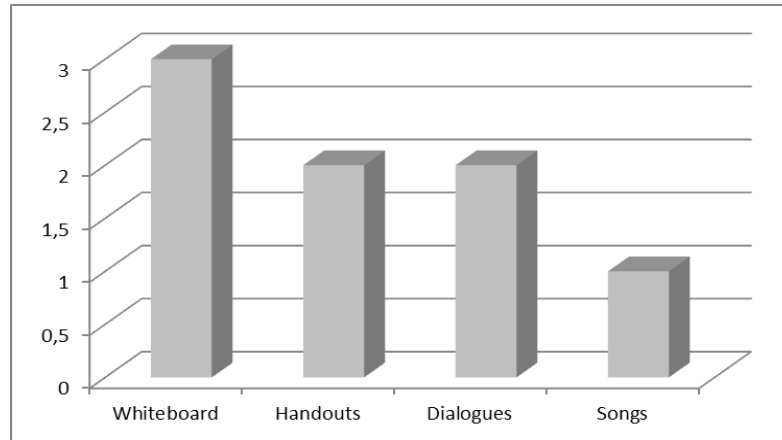
In the second year of the public high school, we could see that the teacher based all students' learning of the foreign language through the use of visual supplementary materials in their EFL classes. The whiteboard was used in four classes, and handouts were used in one class. As it was mentioned before, teachers in public institutions were in the habit of using mainly this type of supplementary materials because of the lack of other modern materials like the audio ones. However, when the teacher knows how to use supplementary materials like the whiteboard in a correct way, students could reach a good development of the different four skills in order to learn the English language. The next bar graph summarized the information.

Supplementary Materials used in the Second Year of the Public High School



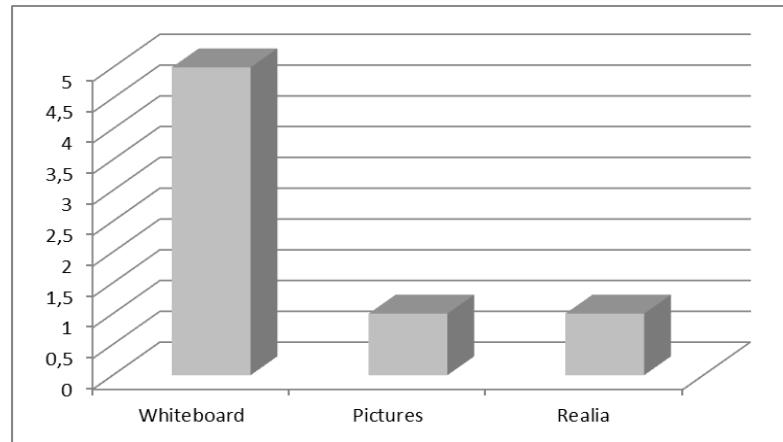
In the second year of the private high school, we could see that the use of visual supplementary materials prevailed over the use of other materials, so the whiteboard was used in three classes, and handouts were used in two ones. As it was noted before, the teacher gave classes to the previous year of this institution, and he considered that students could learn better the English language using their visual sense, so he did not make a lot of changes in their teaching style, but he used other materials that let students develop other skills. Therefore, because students were in a higher level of understanding the foreign language, the teacher used more audio supplementary materials during these classes. Besides, the CD player of the institution was used again, so a song was used in one class, and dialogues were used in two classes. This result showed that although the teacher continued using visual materials more than audio ones, the use of the second materials began to increase its importance during classes of this year because students had acquired a good level of the understanding of this language. The next bar graph summarized the information.

Supplementary Materials used in the Second Year of the Private High School



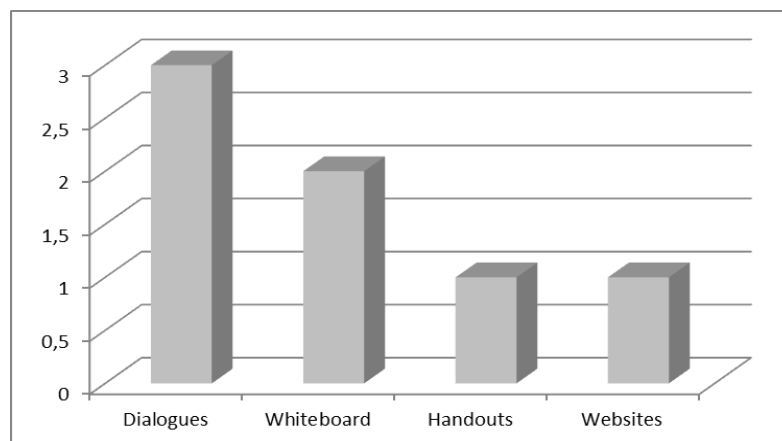
In the third year of the public high school, there was the same way of teaching the foreign language related to the one used in the previous years, that was, the teacher used visual supplementary materials in the majority of EFL classes, so the whiteboard was used in all the five classes, and pictures were used in one of these classes, too. We could see that students had to use their visual abilities most of the time in order to acquire knowledge about the English language. Also, realia materials were used through desks and chairs in one class, so students could use their kinesthetic abilities in classroom, but there was a lack of other materials like the audio ones, so the teacher had to trust students' aural development in the correct pronunciation of English words during her explanations. The next bar graph summarized the information.

Supplementary Materials used in the Third Year of the Public High School



Finally, in the third year of the private high school, things changed a little and visual and audio supplementary materials were used in the same quantity during these EFL classes, so the teacher gave the same importance to these 2 types of materials. For example, visual materials were used through the whiteboard in two classes, and handouts in one class. This result showed that the teacher continued thinking that these materials were very necessary for the acquisition of the foreign language, but because students had reached a great knowledge in understanding and pronunciation of English words and grammatical structures, he used materials like the audio ones that would help students in the perfectionism of their skills, so they could check their real knowledge of the studied language. Therefore, audio supplementary materials like dialogues were used in three classes. Finally, students used the computer to search information for learning English in websites during one class. The next bar graph summarized the information.

Supplementary Materials used in the Third Year of the Private High School



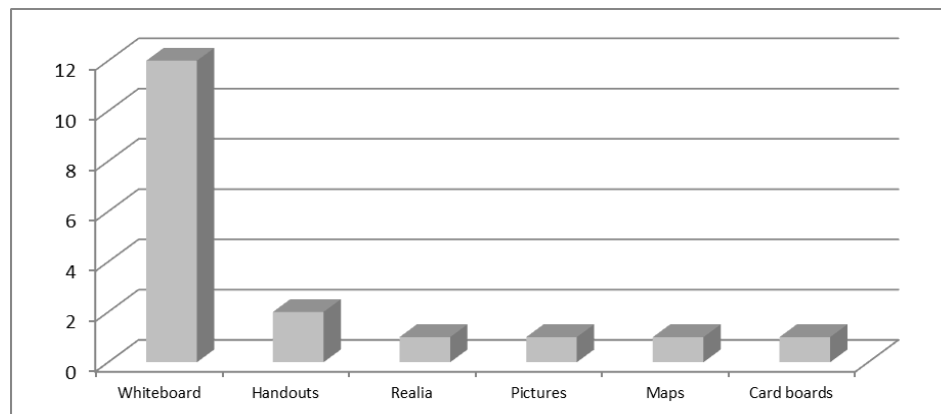
In the last pages, we analyzed the quantity of the supplementary materials used in EFL classes observed in all the three years of the public senior high school. Results showed that visual supplementary materials were the most used in all these three years showing that the teacher had adopted these ones as the best way of teaching the foreign language.

In summary, the teacher liked to use visual materials because students easily understood the information showed on them as they used their most developed sense: the sight, so they facilitated students' development of skills using this sense like the reading and writing ones. Also, these materials let student's development of other skills like the listening one when the teacher said, in a spoken way, the information showed on them, or the speaking one when students said the words that they are seeing on these materials. Also, she thought that other skills should be developed in a good way like the kinesthetic ones, so she used realia materials in few opportunities. Finally, although the teacher wished that her students developed their listening and speaking skills in a better way, the public institution lacked of important aids such as

a CD player to use audio supplementary materials like recorder songs or stories so she had to depend on visual materials and her speaking for these purposes.

For these reasons, the teaching of the foreign language was based mainly in visual materials during EFL classes of the three levels. They were classified according a total of 100%. The whiteboard was the most used material with a total of thirteen times corresponding to the 68.42 per cent. Handouts were used two times corresponding to the 10.53 per cent. Pictures were used one time corresponding to the 5.26 per cent. A map was used one time corresponding to the 5.26 per cent. Cardboards were used one time corresponding to the 5.26 per cent. Finally, realia materials were used one time corresponding to the 5.26 per cent, so there was a total of nineteen times that supplementary materials were used in the three years of the public high school. The next bar graph summarized the information.

Frequency of the Use of Supplementary Materials in the Three Years of the Public High School



On the other hand, we analyzed the quantity of the supplementary materials used in EFL classes observed in all the three years of the private senior high school. Results showed that visual supplementary materials were the most used in all these

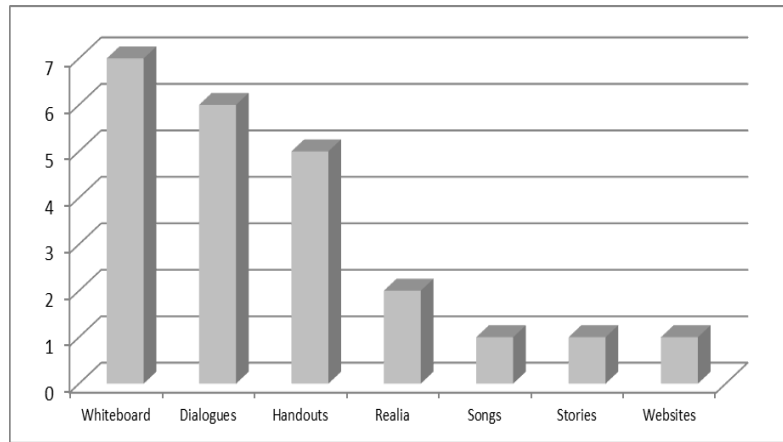
three levels reinforcing the idea that these material had big importance in the field of teaching a foreign language in high schools, but the teacher could used other types of materials because this institution, and students of it, owned better economic resources, so audio supplementary materials and the computer appeared during these classes. Realia objects were used, too.

In summary, the teacher considered visual materials the best ones for teaching the foreign language because it was easy that students could acquire knowledge of this language using the sight, so skills like reading and writing are developed without any difficulties, but regarding other skills, the teacher thought that there were other important materials that he could develop in a better way like the audio ones, so recorded dialogues, stories, and songs were used in these classes in order to develop students' listening skills, and they increases the wish of students of speaking using the foreign language. Also, kinesthetic abilities were developed through realia. Finally, the use of students' computers let the use of a new and important material called websites.

For these reasons, the teaching of a foreign language was based not only in visual materials but also in other important materials like the audio ones or the computer during EFL classes of the three levels. They were classified according the number of times, or the frequency, that they were used, and their percentages according a total of 100%. The whiteboard was the most used material with a total of seven times corresponding to the 30, 43 per cent. Dialogues were used six times corresponding to the 26,08 per cent. Handouts were used five times corresponding to the 21.74 per cent. Realia objects were used two times corresponding to the 8.70 per

cent. A song was used one time corresponding to the 4.35 per cent. A story was used one time corresponding to the 4.35 per cent, and websites were used in one time corresponding to the 4.35 per cent, so there was a total of 23 times that supplementary materials were used in the three years of the private high school. The next bar graph summarized the information.

Frequency of the Use of Supplementary Materials in the Three Years of the Private High School



Conclusions

- There were not big differences in the frequency of use of supplementary materials in EFL classes between public and private high schools. In the public high school, supplementary materials were used nineteen times during fifteen EFL classes, but in the private high school, supplementary materials were used twenty three times during fifteen EFL classes.
- Regarding the variety of supplementary materials, this research demonstrated that the teacher of the private high school used more supplementary materials in his EFL classes than the teacher of the public high school because of the good economic resources that the private institution had. The teacher of the private high school used visual, audio, online, and realia materials to support his teaching, but the teacher of the public high school used visual and realia materials to support her teaching.
- Supplementary materials used in both high schools were pertinent to teach the foreign language. Both teachers that participated in these EFL classes were very experienced, and they used different supplementary materials considering the topic and objectives of each class.
- Supplementary materials used in EFL classes of both institutions were appropriate to students' level and understanding. Students, as teenagers, enjoyed that their teachers used supplementary materials that showed important information to allow an easy understanding of the foreign language in their classes; and, the teachers chose these materials regarding the knowledge of English that students had acquired in each year of high school.

- Some supplementary materials used in EFL classes of both institutions shared similar qualities such as the distribution of the space on the whiteboards or the good elaboration of handouts, but in other examples, supplementary materials of the private high school were in better conditions of use than supplementary materials of the public high school such as desks or chairs that were used as realia objects.
- The whiteboard was the most used supplementary material in EFL classes of both high schools. This result showed that English teachers considered this material as the main aid that they had for teaching the foreign language to their students.

Recommendations

- It is important that the public high schools include the use of audio and online supplementary materials in their EFL classes to get a better development of students' skills such as listening and speaking in the learning of the foreign language.
- It is important that teachers of both public and private high schools increase the number of supplementary materials used in EFL classes because they use one or two of them in each class. The influence that these materials have on the process of learning a foreign language is essential to learn English. So teachers should use these materials as often as they can in their classes.
- It is important that teachers select the different supplementary materials taking into account their shape, size, content, and usefulness related with each topic to allow students to get a good understanding of the topic and grammar learned in each EFL class.

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ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ CLASS N° _____

YEAR: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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

Visual	flash cards	
	power point presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	word cards	
	white/black board	
Audio	songs	
	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 N° _____

YEAR: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en las clases de inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con cuáles de los siguientes 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 () AUDIOVISUALES <ul style="list-style-type: none"> • Videos () • Películas () • documentales () 		OBJETOS REALES <ul style="list-style-type: none"> • Objetos: (juguetes, plantas, frutas, etc.) () ONLINE <ul style="list-style-type: none"> • websites () 	
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase? _____					
¿Con qué frecuencia te gustaría que se utilice material suplementario? () siempre () de vez en cuando					

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ CLASS N° _____

YEAR: _____

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

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

Do you 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?
