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

Trabajo de fin de titulación.

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DEDICATION

I will thank to God because I am still alive to reach my purposes. I want to dedicate this research and all my efforts as student to my dear parents, for their support at the difficult moments in my life.

As a reward, I will obtain the most important satisfaction for a human being, as the ending of my higher studies and the obtaining of a degree at this important and accredited university of the country.

The biggest gratitude to my wife, her support and patience are important and complementary in my daily effort.

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ABSTRACT

The purpose of this research is to determine and analyse the supporting materials used in EFL public and private high schools; furthermore, compare the supporting materials used in public and private high schools.

This research took place in a public and a private high school in the cantons of Gonzanamá and Calvas in the province of Loja. The public school, this is located in Gonzanamá and it has morning and evening schedules so the students have different ages; they do not live with their parents and have to work.

On the other hand, the private institution has only daily schedule the students have similar ages besides they live with their parents.

In order to perform this investigation, the qualitative and quantitative methods were applied. After having observed five classes in each school mentioned above, the information taken from these high schools was analysed and it confirms that the use of supplementary materials for EFL classes is mostly employed by private schools than public one; therefore, there is a great variety in the use of supplementary material in these institutions.

1. - INTRODUCTION

The teaching of English language in our country is a topic that worries to the educational institutions and specifically to the teacher of this subject.

In addition, the correct transmission of the English language is important to obtain students that comprising this subject, but it is necessary to know that every student does not captivate in the similar way to the rest of the class. In fact, English teachers have the task of catching attention from the students in order to develop the different skills such as listening, speaking, reading and writing; as a consequence, the teacher must considerate the use of supplementary materials as helpful tool in their classes.

Indeed, this research is focused on knowing “The use of supplementary materials in EFL classes: A comparative analysis of public and private high schools”.

The achieved level through this research is satisfactory taking into account the proposed specific objectives, which are described below:

Identify and analyse the type of supporting materials used in EFL public and private schools. This objective determined that visual material was employed with most frequency in the public and the private school researched.

Describe and analyse each one of supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students’ needs), and quality. During five observed classes in each classroom helped to do the description about pertinence, appropriateness and quality of supplementary material employed in these classes.

Determine the variety of the supplementary materials used in the observed public and private high schools. The private school demonstrate us more variety in the use of supplementary material in EFL classes than public schools.

Identify the most frequently used material in each one of the observed high schools. Board was the supplementary material mostly used by teacher in both schools the public and private.

Moreover, it is necessary to highlight that previous studies about the use of supplementary materials in EFL classes were done but in a separated way of how to use every material. To exemplify: Admin. (2011), concludes that Realia is mostly employed in teaching the English language due to this kind of material helps students to taste, touch, smell or feel. Another example is the study done by Al-Jarf (2005) which determines that the use of Internet in EFL classes showed advantages and it is recommendable its application to learn vocabulary.

The beneficiaries of this study will be the Universidad Técnica Particular de Loja whose interest in conducting this kind of investigation is viable through the different graduation programs also its distance students who require a research study because of their graduation program and obtain the Bachelor's degree as teacher of English as a Foreign Language; furthermore, the results will be significant referent mainly for the schools taken into account in this research in order to consider the adequate use of supplementary materials in EFL classes; therefore, teachers may consider which are the advisable methods and materials depending of topic, students` level, ages and time. Furthermore, Mekheimer (2011) "The Impact of Using Videos on Whole Language

Learning in EFL Context “concluded that the use of videos helped to the students to improve their listening skill.

It is important to mention, there were not any limitations during this research. Both authorities and teachers collaborated through these observed classes, and the surveys were filled in by teachers and students; however, it is necessary to consider for future studies that the size of the sample and the number of observed classes were not enough to carry out this kind of investigation.

Method

Setting and participants

In consideration of carrying out this study, a public school from the canton Gonzanamá and a private school from the Calvas canton were selected; both schools are located in the province of Loja. In order to do this investigation, the three years of high school in both institutions were observed.

The public school has morning and evening schedules; therefore, some students from this institution are workers and they are from different ages. These students come to class every day from places far, and they do not live with their parents.

On the other hand, the private institution has only daily schedule only. The students are of similar ages and they live with their parents; therefore, their unique responsibility is attending class.

Regarding to the levels analysed in the public and private schools, these were the first, second and third year of high school; therefore, in each institution, there were observed five classes, looking to know the different supplementary materials employed by the teachers in EFL classes.

Procedures

Quantitative and qualitative methods were applied for this study; the first step was to get bibliographic information from concepts and relevant information related to the topic: textbooks, dictionaries, journals, articles, thesis and the Internet were prolific sources of information. Techniques such as reading and note taking were employed; in addition note cards, outlines and source cards were used as instruments. Once, selected the pertinent data, Literature Review was written grounded on themes and concepts that support this research; besides, I made sure of paraphrasing, summarizing and citing on the authors of the material.

The next stage involved the field research, that is to obtained the overall sample from the observation sheets which were filled in by the researcher in order to know the different supplementary materials employed in each class and its frequency, thus as every important detail developed in each single class; furthermore, to obtain the opinions and requirements from the students, a survey as instrument was applied in every class observed in both high schools. Moreover, the teachers' opinions were taken into account in a survey which was completed by them.

Once the information was obtained in the public and private schools, the tabulation of the results was carried out, based on the different supplementary materials used by the teachers in their classes.

The qualitative analysis was focused on the type of supplementary materials most used by the teachers in the five observed classes. In every observed class, the pertinence, appropriateness and quality of the supplementary material used by the

teacher to explain the topic were considered. This process was considered with the results from the public and private institution established in the charts.

Finally, the quantitative analysis was settled considering the amount of supplementary materials; choosing the most used in every observed class, comparing its frequency of use in the public and private institution.

DISCUSSION

Literature Review

The application of supplementary materials plays an important role in the teaching-learning process, because the learners develop their learning skills better. As important and unconditional tools are the supplementary materials providing to the teacher facilities for explanation, motivation and a pleasant acquisition of the foreign language for the learners. The teacher's explanations have to satisfy the students' needs. As supplementary materials we might consider the presentation of pictures, flash cards, video, etc.

In the following study it will be demonstrated the importance of English as a foreign language. Mentioning the principal protagonists involved in the learning of a second language process they are: children, adolescents and adults. Acquiring a second language young and adults' learners show many differences that are completely visible in the four learning skills listening, reading, speaking, and writing. The different learning styles arouse because of factor like: age, personality and biological differences.

In addition, to learn a second language there are also aspects that are very apart from the classroom environment these are: social, economic, political and cultural.

Teaching English as a Foreign Language

Rivers (2004, p. 3) states that:

There is a wide range of jobs open to those skilled in foreign languages. Positions are available at all levels of the business world and in teaching, government service, the health professions, social work, law reinforcement, journalism, export trade, international advertising, hotel and travel industries, and engineering construction in foreign countries are areas in which knowledge of another language is especially useful.

Putatunda (n.d.) reports that “learning a second language can be a comparatively easy and wonderful way of absorbing another culture”.

Nutt (2009) claims that accept another culture and be part of it means interact in shops, be part of the daily traffic , eat in restaurants, and participate of the local parties. Putatunda (n.d.) claims that a person who has learned a second language also understands the culture involved with it; furthermore, understand the improving in knowledge that a language provides, the acquisition of a foreign language increase the speaker’s confidence, also help to the speaker to develop a sense of acceptance and tolerance when talking to others in the acquired language. Knowledge of a second language are involved in immigration, communication, business and transportation all these aspects help to the people to feel the world smaller and closer to each other.

Learners differences among children, adolescents and adults.

Candlin & Mercer (2001) in this case mention the Critical Period Hypothesis (CPH) as the most important difference between adults and young learners. The variation that occurs in the young learners' brain while they are learning a second language is another difference in front to adults' learners, To compare adults and young learners, we should keep in mind that young learners have more time to spend in the language learning process, and their environment is more comfortable to practice than adults who have to deal with a different atmosphere and conditions where the use of the second language is more complicate, and under stress. Additionally, young learners could have some errors when using the language, but these mistakes could be accepted and acclaimed, on the other hand adults could be in an environment where the use of English needs a good application and they might result shamed if a mistake is committed at the talking time.

Philp, Mackey, & Oliver, (2008) argue that the language used for children in a very early age is just a language used to symbolize things. They begin to order ideas, however their intelligence has not a clear target. We should have to state that children have a great advance in speech and grammar difficulty that it is shown when they use the language. According to (Ur, 1996) "Children in general learn well when they are active and when action is channelled into an enjoyable game, they are often willing to invest considerable time and effort in playing it". Lightbown & Spada, (1993) state that the process of teenagers in learning might result affected by feelings and the manner how teenagers identify the object shown in the teaching progress.

Learners Motivation

Harmer (2001) has provided a definition of motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". Additionally, Nakata (2006) claims that the word motivation is directly associated to the classroom environment, our first thinking is, if it is positive or negative. Motivation itself is not related to the motivation of the classroom, the kind of motivation associated to the classroom has its own concept according the school context. Oxford (1996) reports that to achieve a foreign language successfully, the learners' motivation is affected by different factors like: the social context where the language is used, the social aspect and individual aspect. The linguistic level of motivation is related to ethno linguistic, cultural-affective, intellectual, and pragmatic principles. Therefore, Wlodowski (1985) states motivation like a progression to increase and start a performance and by this performance we choose a specific conduct.

Learning Styles

Pilling (2009) reports that the reaction provided by us is completely dependent of the stimuli applied. For this reason there are different learning styles. These styles are the way how people familiarize objects. It is supposed that, if the teacher can measure the style of a learner the most effective his instruction is. For Visual/ Verbal learners, the instruction is based on the use of graphics, pictures, images, diagrams, videos, illustrated textbooks, maps, colours etc., to develop a better the understanding of the topic.

Button (2011) state that visual learner prefer to take part in activities related to the use of real materials. Felder & Soloman (1995) claim that verbal learners get a better understanding from written--words and spoken descriptions. They acquire information presented visually and in verbally way.

The other kind of learners is the auditory learners. As a result, Pilling (2009) states that children as a listener have a good quality. In fact the use of dialogues, lectures and discussions are a good method for language teaching.

In the different learning styles we also find the Sequential and Global learners that according to Felder & Soloman (1995) the sequential learners follow established stages for their understandings, basing their learning process on previous explanations, once these previous explanations have been acquired the learners are ready go to the next descriptions. On the other hand global learners obtain their knowledge without care of structures or links; they just acquire it. However, the sensing and intuitive learners as Felder & Soloman (1995) manifested these learners prefer to learn by the use of events. They enjoy activities where they have to be solving problems provided by the technique used in the teaching process, the surprises and dislikes are not well accepted by these learners. Whereas intuitive learners take the option of discern the opportunities and relations, they do not like repetition, techniques for their teaching have to be innovated always.

Teaching techniques for teaching adolescents

Schreiner (n.d) state that learners remember easily information that is obtained with excitement; therefore the teacher should have to add emotion at his class. A very helpful tool for teaching teenagers is scaffolding. The effectiveness of this tool depends of the use that a teacher gives it, looking for information or word meaning in the dictionary is a clear example of scaffolding. The mastery obtained by learners in using this tool depends of the time employed in the different activities. According to Schreiner (n.d.) “by scaffolding, the teacher ensures that the lesson remains within the students’

zone of proximal development or the level at which work is neither too easy nor too hard for the student” Beach, Appleman, Hynds, & Wilhelm (2010) suggest listing as an important tool for language teaching journal writing has been seen as another option to teach language. The digital video, podcast, or video recording to provide a good feedback to the students are implements to be considered for teaching language also. Kochhar (1967) state that learning children progress goes increasing once the teacher has discovered the qualities of every children and this discoveries are taken as an advantages to get a better acquire from them.

Context for teaching English

Candlin & Mercer (2001, p 25) suggest that “the learning process itself may be viewed as essentially social, and inextricably entangled in L2 use and L2 interaction”. Candlin & Mercer (2001) state that, first, to consider the learner as a social being we have to keep in mid the different features that create identity in the learners’ personality and connection in the learning process, additionally culture and sexual category make their appearance and have an important influence in the language study. Second, the connection concerning to the learner and the community environment is observed as active, thoughtful and frequently varying. Nieto (2010) states that younger learners face educational obstacles to obtain a brilliant learning, and improve their quality of life. Obstacles like: scarcity, strength, racism, manipulation, families stress, and absence of fitness care of good cover between others. So the school’s role at these circumstances is to teach English equally to all the students. Do not have to do distinction between those students with medium –class and English speaking or those that live with their close relative. In conclusion, the conditions how poor students come to school make that faith

from them are comparative low. Our point of view according to children in difficult conditions suggests us that their English learning is low; basically they do not express anything. We should have to consider according to Kramsch (1993, p 24) “ the differences among people due to such factors as age, race, gender, social class, generation, family history, regional origin, nationality, education, life experiences, linguistic idiosyncrasies, conversational styles, and human intentionalities” by the time of practice and mastering of a language the speaker find the words and the sentences to be understood and listened in a very different context, but he will still finding complications in a non –native environment.

Supplementary materials

Prastyo (2010) reports supplementary materials as an extra labour which is added or unified to the exposed material, however its principal target is capacity and reinforce independently of the actual material. Tomlinson (2001) suggests the term supplementary materials as something used by the teacher and students to make the learning of language easy. Supplementary materials are associated to the improvement of the four principal learning skills of reading, writing, listening and speaking. Seeckts (2009) argues that the instructor has to consider that the acquisition of knowledge occurs when the stimulus in learners is high. For this reason, the atmosphere where the learning is taking place has to result interesting for the learners. This could be achieved by the use of appropriate methods, the teachers’ tactics and the materials applied.

Barth & Mithchell (1992) state that we can employ other materials for the teaching process like: calculators, computers and video technology. We have a long list depending of the activity that is going to be developed, as an example for reading we got

newspapers, magazines and journals. These materials provide us good advantages, because are up dated and support drills that are difficult to find in a textbook. The use of text books daily makes the classroom atmosphere tedious. The teachers' roles are exactly avoid falling in the same teaching strategy or in the use of the same tools in the teaching process, changing tools and strategies give to the learners the opportunity to understand and resolve activities according to the showed materials.

Tomlinson (2011) states that:

If the learner want to be able to use the language for general communication, it is important that they are exposed to planned, semi planned and unplanned discourse (e.g. a formal lecture, an informal radio interview and a spontaneous conversation). The materials should also stimulate learner interaction with the input rather than just passive reception of it.

Types of supplementary materials

On this occasion Admin (2011) reports the visual materials as important implements in the teaching process. Therefore visuals provide us benefits like: raise the understandings, because many learners have a better acquiring watching instead of listening. Do not spend much time explaining a topic, the exhibition of visuals save time. The message is conveyed effectively. Neelu (2010) argues that audio- visual materials have to be related to the teaching progress in a complete form. The instructor has to understand that the audio visual materials are related entirely to the teaching-learning procedure. They provide a high level of stimulus, organization and stimulation. The

learning process takes place in an environment of precision and with real understandings.

Admin (2011) claims that for the application of visuals we should contemplate factors like: the topic that is going to be explained, the magnitude of the spectators, the classroom conditions, and the stuff to be used has to be complete, the available time and calculate the quantity of money. The most common visuals are: physical objects, props and models, white boards, charts and posters, flip charts overhead transparencies, computer presentations, e.g. PowerPoint. Neelu (2010) defines the films strips as clear images with a size of 35mm. these imagines could be involved with a history. Their applications have to be analysed and be related to the theme under study.

According to Neelu (2010) charts are a kind of visual aids where the data is displayed in graphic and written form to be questioned, summarized and related. Neelu (2010) states flash cards as, set of imagines showed step by step following a rational order. Their uses are related to teach information and do activities like: health instruction, to work with small groups, to develop a group discussion in the classroom. Before their presentation to the students it is necessary a momentary instruction about the theme. But, their preparation takes a lot of time.

Neelu (2010) establish that “posters are the graphic aids with short quick and typical messages with attention capturing paintings.” When posters are presented they attract the students’ attention, convey the communication rapidly, and the study has no to be detailed. Neelu (2010) reports a cartoon as “a humorous caricature which gives a subtle message. In a cartoon the features of objects and people are exaggerated along with generally recognized symbols”. A cartoon could be used at the beginning of a

lesson, because make the lesson more exciting and active. Neelu (2010) argues that newspapers are a kind of supplementary material with low cost and contains information that could be understood and deduced easily from the learners, because of their use of pictures to narrate events and simple language applied. Neelu (2010) reports that comic strips are pictures employed to do a representation of activities full of action. These materials are suitable for children teaching-learning. Because, result thrilling and stimulating. Children' imagination gets going and their spirit of adventure take shape.

Neelu (2010) claims a chalk board as clear surface where the instructors display information using a chalk or any other kind of maker. There are also the auditory aids that could be used for language learning instruction. According to Neelu (2010) there are audio materials like: radios, tape recorders and gram phones.

Admin (2011) states:

Realia is a Latin term which basically means real objects and is commonly practiced as a method in teaching the English language.

By utilizing items that the students can taste, touch, smell, or feel, it becomes much easier to relate them with English words and makes the learning experience more enjoyable one for both teacher and student. It has been proven to be a very effective method of teaching because it is a "hands-on" method that uses actual materials and involves all the senses.

Budden (2011) argues that the use Realia in the schoolroom makes the process of learning more comfortable. For example to teach language about fruits is better that the learners observe, touch and taste the fruits. This result more convinced than show a

picture of the fruit in the front of the class. By the smells or tastes of the fruits the learners may remember more easily the explained words. Useful language can be explained by the use of realia also, imagine that you are teaching about trips by train. For example the route, the suitcases, etc.

Admin (2011) states that storytelling and the use of puppets in the development of the story increase the learners' motivation, acquiring knowledge better, because their attention is trapped by the story.

Neelu (2010) states that "a puppet is a manipulative doll dressed as a character and the performer is a person termed as a puppeteer. A good puppeteer has to blend his art with dramatization to produce the desired effect". To develop an activity using puppets we should consider the learners' age and their level of education.

Admin (2011) reports that maps are useful to help students to recall the names of countries provide instructions. According to Neelu (2010) a map is a representation that expresses the message using of lines, signs, arguments and colours. Food and drinks provide the opportunity to teach how to order a meal in a restaurant we can also include a list of the menu. Toys can be employed in the explanations of prepositions; all depend of the location given by the teacher, and the preposition under study. Adults are very accessible to realia, for their learning we can use mobile phones to develop dialogues between students.

Finally Admin (2011) argues that realia is a beneficial tool in education. Its application in the teaching process just depends of imagination and creativity. Realia avoid the boring results of learning English, as it has been protested by learners. As

teacher you do not spend much time explaining a topic, because the tools explain it for you. Be proud of you work, because the students' success is yours.

Having explained and analysed the importance of English as a foreign language, the many differences found between children, adolescents and adults in order to acquire a second language. The role of motivation in the teaching-learning process, we have identified the different learning styles that make they appear because of the dissimilarities between young and adult learners and the application different techniques to teach them a second language.

The following previous studies will be presented and described demonstrating: objectives, methods, conclusions and recommendations from different writers who have developed all these studies in order to proof the efficacy, quality, and success of the different supplementary materials that could be employed in the classroom.

Jones (2010) reports that extensive reading produce a variation in students' attitudes in front to reading skill and also the effect of comic books to increase the students' motivation. The members read three stages of comic books. Then they continued to the next stage agreeing to their preference. The language difficulty and the size of the stories rise according to the stage. The members had meetings once a week to discuss about the topics that they had read. They were organized in groups of three and four. All discussed about the same book. At these discussions the teacher's participation was not necessary, but he was present to answers questions that could arouse as result of the discussions. The inquiries directed to the teacher were only associated to language. Reading logs were finished and given according to the grade of trouble of the text. First the notes were directed to obtain a summary, an explanation and connection that the

members felt with the readings. On the other hand, the second notes were not directed to obtain a summary about the readings from the members, at this case the readers had to transcribe about judgements and impressions of the text. The score of these logs was done by the instructor, signing the good responses and including suggestions related to the text. When the writings were not enough related to the text the suggestions were placed also. The members specified that the experience of read comic books was pleasant and encourage them to read more English comic books. Finally, it was established that the extensive reading program was not suitable to increase attitudes in students to read English.

Al-Jarf (2005) states that online instruction has effect on language progress. A Nicenet online course was used for its advantages of not registration forms and the easy way to manage. The participants used their personal computers and their own internet also. The members' ability in using the computer was evaluated through a questionnaire. As a complement a lesson was dictated. The course was integrated of 9 modules and their uses were too explained in the consultation zone. The changes found between dynamic and quiet learners were important. Using online in language instruction showed advantages enlightening the learners' vocabulary. In conclusion, this study recommends the application of online instructions in all level of education and to teach other language. Students can be part of courses like reading or writing depending of the focused proficiency. The teacher has to incentive students to participate of these courses.

Barnawi (2009) reports that the use of internet in the classroom is associated to subjects like: the integration of technology in the classroom, the consideration from teachers to use the internet and technology as a useful tool in the language learning-

teaching process, and the practicability and feasibility of the use of internet in the schoolroom. To observe the teachers' opinions, attitudes, and inclinations about the use of internet in their classrooms a survey was settled. As result of the study the students shown positives attitudes and inclinations for the integration of the internet in classroom, and regarded the internet as rich font of information in the language learning-teaching process. The teachers' motivation and inclination to the use of internet in the classroom have to be lodged and strengthened by the institutional support and a good environment to promote and integrate internet-based EFL teaching. The teacher and internet roles have to be considered as significant, because one supplement the other in the in Internet-based EFL teaching. The internet helps as an enabling instrument to plan collaborating and non- upsetting EFL schoolrooms. In conclusion, the internet in the schoolrooms is important; however require an evaluation and a prudently preparation in order to measure some particular curricular purposes.

Mekheimer (2011) reports the study of quantity progress gains in aural/oral, reading and writing abilities by the use of information from one year of academic preparation. CNN video clips were employed in order to improve listening and speaking. These tools were used with the both groups, the first was a control group that worked with the video clips, and the second was an experimental group that used the video clips also. The activities presented in the textbooks were focused on a specific subject. For example, conversations related to popular celebrations, which taking place with a picture for conversation, after that the member of the groups were ready to read, listen or speak or make a transcription based on a given activity. The Experimental group worked with authentic materials, the CNN video clips were used to state the theme. The example for

this group was the New Year celebration; all these lessons were oriented to the instructional objective. The students from the experimental group were instructed by video watching for about ten-to-fifteen-minutes. The video presentation was stopped by the instructor to examine comprehension. In a period of one hour per week extra videos were used for all skills. For the control group the teacher presented characteristics of the objective language. These objectives were directed to the language skills and sub-skills. But, the materials and activities were absolutely designed to combine more than one language skill. The control learners were skilled in writing. For the listening evaluation the learners observed and responded to a list of ten interrogations twenty minutes from the video with the book. For the speaking test the learners used a section of two minutes of the video. They have to do a narrative in English simply, and the description was recorder without interruptions. The results from the experimental group have provided measurable effects to support video- based instruction as educational, and the high level of comprehension of entire verbal progress. Video-based teaching is related to other language abilities and issues of motivation. Their attention was completely centred in the video presentation, very contrary as happens with other video- less condition. The members of this research developed considerably their aural/oral, writing and reading abilities after two semesters of English verbal learning.

Finally, the integration of video- based instruction in the entire verbal instruction of our learners can improve the linguistic skill in EFL learners at university levels.

Arévalo (2010) suggest the implementation of songs for listening skill and involve learners in the social knowledge. The methods used to acquire information were:

questionnaires, classroom observations, students' documents and semi-structured interviews.

First, the questionnaire was applied in order to identify listening, the learners' education and their attention. Second, the learners' documents were collected and involved in the six lessons and the presentation was observed through the classes. To acquire a good environment in the lessons different musical genres were applied. It was not considered the speed of the records, for the reason that the only expectation was to get the learners employing authentic material.

Therefore Arévalo (2010) states that based on the results of the information gathered, it is possible to say that songs are the most suitable type of authentic material to develop listening comprehension. This is because students feel motivated when working with this kind of material; furthermore, learners' ages and social contexts really fit with the kind of music we select to work in class.

Results

Qualitative Tabulation

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

Variable	Indicators	Yes	No
Visual	Flash cards		√
	Power point presentations		√
	Maps		√
	Pictures	√	
	Charts		√
	Handouts		√
	Posters		√
	word cards		√
	white/black board	√	
Audio	Songs		√
	Dialogues		√
	Stories		√
	Tales		√
Audiovisual	Videos		√
	movies		√
	documentaries		√
Realia	objects (toys, plants, fruits)	√	
Online	websites		√

Author: Jorge Luis León Ludeña

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

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

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

Author: Jorge Luis León Ludeña

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

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

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

Author: Jorge Luis León Ludeña

Source: 1st year

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

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

Author: Jorge Luis León Ludeña

Source: 2nd year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	Pictures										
	charts										
	Handouts										
	Posters										
	word cards										
	white/black board	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Audio											
	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisu											
	Videos										
	Movies										
	documentaries										
Realia											
	objects (toys, plants, fruits)										
Online											
	Websites										

Author: Jorge Luis León Ludeña

Source: 3rd year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	Pictures					√	√				
	charts										
	Handouts	√	√					√	√		
	Posters										
	word cards										
	white/black board	√	√	√	√	√	√	√	√	√	√
Audio	Songs										
	Dialogues										
	stories			√	√						
	tales									√	√
Audiovisu	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Author: Jorge Luis León Ludeña

Source: 1st year

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

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

Author: Jorge Luis León Ludeña

Source: 2nd year

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

Variable	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class	
		Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp	Pert	Approp
Visual	flash cards										
	power point presentations										
	maps										
	Pictures			√	√						
	charts										
	Handouts							√	√	√	√
	Posters	√	√								
	word cards										
	white/black board	√	√	√	√	√	√	√	√	√	√
Audio	Songs										
	Dialogues										
	Stories	√	√			√	√			√	√
	Tales			√	√			√	√		
Audiovisua	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										

Online	websites										
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Author: Jorge Luis León Ludeña

Source: 3rd year

Description Analysis and Interpretation of Results

This section shows the results obtained from each observed class in a public and a private school. The purpose of the following analysis is to demonstrate the pertinence, appropriateness and quality of the different supplementary materials mostly used in the first, second and third year of a private and a public high schools and additionally the learning styles applied in these schools.

For the analysis of this section five variables (visual, audio, audiovisual, realia and online) were considered; furthermore, a comparison between public and private classes will be done through of information taken by observations and the surveys done.

Qualitative Analysis

Public High School

1 st Year

In this class the material mostly used by the teacher was the board; moreover, in a class were made on the board some drawings related to different sports as a supplementary material for EFL classes.

Whiteboard

In the first class, the board was employed as a main material in order to write a list of the verbs in past participle; this list of verbs was taken from the student's books in the interest of practicing vocabulary with the students; in addition, the objective of this class was to learn this part of the speech –grammar-. Although, the students practiced pronunciation with this list written on the board, some students showed interest about this exercise and others did not feel affection to it.

Using the board was pertinent to carry out the objectives for this class; additionally, this material is appropriateness, as stated Admin (2011) about the use of visual material, it benefits the understanding of the students by watching to the information written on the board, in this case it was helpful for the students in order to know the correct spelling and differentiate the correct pronunciation for each verb, concerning pronunciation activities in order to attain the attention from students, the teacher should have taken advantage of the audio material.

The quality of the board used by the teacher was excellent and provided enough space to complete different activities in the classroom.

Concerning the second class, similarly to the previous class, the teacher used the board, the topic was about the different places to visit in Ecuador; the supplementary material- the board- was used with some examples related to the

topic and also with some adverbs of frequency, the information written on it was developed with clear and correct grammar.

The different activities exposed to the students were completed and solved by them. Most of the activities were accomplished by the teacher due to a well-organized planning in which one included interaction between teacher and students given as a result an active class. In addition, the board had enough space to write on it.

In reference to pertinence, the board had the correct application for the students to learn about the topic mentioned before; besides, the appropriateness about this material was relevant due to the exercises completed successfully by the students, according to the purposes for this class. In addition, the quality of the board was excellent by reason of the board had enough space to write on it.

Concerning the third class, the topic was related to sports and health, at this time the board was used in different way from before classes, drawings were made on the board to illustrate different sports, the drawings` employment for this class had a good acceptance from students due to achieve the attention of them.

The employment of the board was pertinence to describe its objective, the teacher made use of the board as a supplementary material in order to explain the adverbs of frequency besides the teacher organized well all the words and sentences written on the board applying clear and correct grammar. He used practical examples related to the topic achieving to his objectives. The students were able to solve the different examples provided by the teacher.

In addition, the employment of this supplementary material was appropriate, according to students' age and understanding, because this improves the uptake contents during this class.

The size of the board was big enough to be clearly seen by the students and thus this material helped to the teacher to explain the contents and develop activities with the students and demonstrate many examples based on the topic also this class was planned to carry out with organization and try doing active.

Regarding the fourth class, the teacher utilized the board in order to explain about occupations besides the target of the class was to teach about affirmative sentences in the simple present tense nevertheless, the board is a good visual supplementary material, in this time this did not fulfil with that purpose due to the it had a reduced space and it was dirty.

It was very notorious that the teacher had not a previous preparation of the topic, his grammar was not clear at all, he did not use markers of different colour to demonstrate important aspects of the topic. The students were completely disoriented and did not show interest in the topic.

The pertinence in this class was not successful due to the main objective did not accomplish and the students did not understand any activities; as a result, the supplementary material was not employed with appropriateness due to the lack of preparation for this class; furthermore, the board did not present a good quality for the reason this was written with exercises of other subjects.

In the fifth class, the teacher was making use of the board to explain his classes; the topic was about health and food; the purpose of the class was to learn

about the structure of negative sentences in the simple present. First, the teacher made some questions to the students and took notes on the board of the different opinions provided by the students. Then, the teacher made a verbal explanation about the topic and its different grammar structures.

In addition, the teacher employed markers of different colours to develop writing activities with the students on the board; in order to do these exercises, the teacher wrote different examples and exercises to be solved by the students and they did it successfully due to they understood teacher`s explanations an the exercises were easy to complete.

The use of markers with different colours made the surface of the board more attractive for the students and they understood the topic and the activities resulted easy enough for them to develop.

In fact, the supplementary material employed in this class was pertinence and appropriated, creating an active class with interaction between students and teacher moreover the students felt motivated and satisfied with the clear explanations given by the teacher.

Concerning the quality of the board, it was excellent because it had space enough and it was clean and ordered.

Learning Styles

The learning style most applied by the teacher was the visual learning style; he had been doing only visual presentation in order to explain every topic. The teacher has not considered the different learning styles that can arouse in the classroom to get the attention from the students and help the learning of them.

Pilling (2009) manifested that the reaction provides by us is completely dependent of the stimuli applied in the class; as a result, some students were not completely motivated to learn and know this subject due to the lack of variety of use the supplementary materials, the use of the same supplementary material in order to explain a topic had negative effects, because in a classroom not all the activities could be developed with this kind of material.

In conclusion, the board was employed in order to explain vocabulary and grammar; furthermore, in the fifth observed classes this material was used only by the teacher. On the other hand, it would have been a good option that teacher could have employed other kinds of supplementary materials due to some activities or skills such as reading or listening can be better develops with audio-visual materials.

2nd year

For this class during the five observed classes three kinds of supplementary materials such as pictures, white board and realia were taken up to catch attention from students.

Pictures

The topic for the first class was about problems with water, the main purpose for this class was to develop listening and reading skills; in order to undertake this goal some pictures about flooding were pasted on the blackboard at the beginning

of the class, then the teacher read a paragraph concerning the pictures and the students were listening and checking the reading passage in the student's book.

In this case, the material was used considering the objectives and especially to the topic; as a result it was pertinent to achieve the objectives required for this class and this benefit to improve the student's knowledge.

Pictures were appropriate for this kind of students due because it attracted students' attention and motivation to know in a better way the contents to be explained; furthermore, this visual material as stated Admin (2010) avoiding to spend much time to explain a topic and consequently save time. This supplementary material had a very good size and colourful to get attention from students and every picture had relation with the topic.

White board

Tourism was the topic for the second class, at this time the board was applied as main material, to accomplish this class some drawings were made on the board to explain and demonstrate places to be visited.

Next to the drawings some phrases were written by the teacher in order to develop the speaking skill with the students, every student chosen a drawing and with the provided phrases they added more information about the place.

The students had problems pronouncing some words; also shown problems using the grammar of the sentences, but the use of this material and the teacher's assistance helped to the students to feel confident to complete this activity.

The good use of the board shown pertinence and appropriateness for this class, due because it had size enough to develop the activities mentioned and it was clean and clear.

White board

The third class had relation with the previous class, this time the topic was tourism on-line, in the same way the board was employed as supplementary material.

First, the teacher wrote on the board places and ways to find information about tourism on-line, after he asked to the students to write about the most frequent questions done by tourists, the purpose of this activity was to know their knowledge about this grammar structure. Finally, the teacher asked to every student to write on the board one question checking comprehension; furthermore, he revised the errors found, also he gave the feedback corresponding to this class.

The use of the board was pertinent and contributed to get the target of the class, its acceptance was directly reflected in students' motivation and participation doing activities and practicing the writing skill.

The quality of this material was appropriated due because it was big and clean in fact, there were no spots of markers that could interfere the activities done on it; furthermore, the information was organized and planned which permitted the development of activities by students.

Realia (newspaper)

At the fourth class, realia was used to explain the topic about media. The objective of the class was to point out about grammar structures.

At the beginning of the class, the teacher shown a newspaper to the students and started to make questions about uses and functions of it. As additional material the board was employed, here the teacher drew other objects related to media such as radio and television.

The grammar structure based in present simple and passive voice was explained; the teacher selected some sentences from the newspaper and wrote them on the board.

Budden (2011) mentions that the use of realia in the schoolroom makes the learning process more comfortable for learners because they can remember easily the explained class; taking account this definition the material employed in this class was important to the content studied in it. The explanations and material were appropriate for the students according their level.

Finally, the quality of the realia used in the activity was acceptable it was not old, complete and its size good enough to be observed by all the students.

Whiteboard

The topic for this final class was the history of television; the teacher made use of the board as a supplementary the class's purpose was to develop knowledge in grammar and writing skills.

To explain the topic the teacher drew a television on the left side of the board, then he began to explain about the interrogative pronouns their meaning and functions. After, he read a paragraph from the students' book while he was reading the students were checking the paragraph on their books. Finally, the teacher asked

to the student to accomplish some questions related to the paragraph using the interrogative pronouns.

The teacher did a correct use of the board. His organization in order to explain the topic permitted him to develop all the explanations.

The use of the board was pertinent, but this kind of material is based on visual presentations only. It is necessary to keep in mind that in a classroom could be employed other type of materials such as audio, audio visual, realia and online to caught students 'attention and motivation.

The board had good quality was clean and big the teacher used its size correctly doing his writing correctly.

Learning Styles

Regarding to the second year, realia and visual materials were applied during the five observed classes.

These materials achieved their main objective attract the attention from students in order to improve this subject; furthermore, the combination between realia and visual materials develop in the students better understanding such as stated Felder & Soloman (1995) that visual learner get a better understanding from words-written and spoken descriptions; they acquire information presented visually and in verbally way.

The pictures applied in the first class received the attention from students to develop the purposes of the class, this visual material made the teacher`s task easier in order to transmit the subject into a big group of students.

In addition, the board was used for the five observed classes as an assistance material but, in others as a main supplementary material due because it is a visual material, it easily catch attention from students. However, the use of the board must be appropriate with markers of different colours to remark important information, and without grammatical errors.

In the fourth class, realia helped to the teacher as supplementary material, the quality of this material improved students' knowledge.

In summary, in this class the teacher took in account the variation of the supplementary materials in fact, all this carried out with planning and organization of the topics studied.

3rd year

During the five observed classes the only material used by the teacher was the board; the activities made on it are shown in the following information.

White board

At the first class, the topic was about setting up a small business, the class's purpose was to develop the speaking skill. The students were answering some questions made by the teacher about business; all their ideas and opinions were written on the board.

The employment of the board was efficient and effective because originated different reactions in the students and they provided ideas and opinions speaking the new words and applying the achieved knowledge.

The board used to explain this topic was clear and clean, its size was adequate to develop different activities and its location in the classroom was perfect because, all the students in the classroom could read on it.

In the second class, global warming was the topic; the teacher began asking to the students about of their awareness of the topic and similarly he was taking note of their ideas and opinions on the board with organization and clarity. Then, he asked to every student to pronounce the different ideas and opinions written on the board.

The pertinence of the material was acceptable because the teacher did a clear explanation about the topic and the grammar structure.

Finally, the board size was good enough and its location in the classroom was correct. Therefore, every student had not problems developing their speaking skill, and the teacher employed markers from different colour in order to make understandable the topic.

In the third class, the teacher began asking to the students about what would they do if they get loose in the jungle, due to the topic was about a terrifying experience of a group of tourist. The objective of the class was to develop the inventive in the students, as a consequence all the different ideas and opinions provided by the students were written on the board.

After, the teacher organized the student in groups and every group had to design strategy thinking as a group of tourist that was lost in the jungle then the groups designed given their ideas in front of the class.

The class achieved its objective, the students developed their creativity and the use of the board as a supplementary material was excellent, indicating that was pertinent and appropriate.

Concerning, the board had a size good enough to write and explain the different ideas provided by the students; its surface was clear and cleans including its location that was visible for all the students.

In the fourth class, the teacher begun the class writing on the board sources and uses of information, for this reason he did questions about where humans can find information and how they use it. The students manifested examples of sources to discovery information such as internet, newspaper, and so on; furthermore, he wrote all these examples on the board. The main objective was to achieve the writing skill in the students. Once he reached enough information from the students, he mentioned the topic to be studied also he asked to the students to choose a source of information from the board and write how they would use it.

At this time the class got its objective, because all the students were practicing writing skill. There was a good use of the board to explain the topic besides the teacher used clear grammar and wrote the ideas with organization.

The board size was enough to explain this topic, its surface was clear and clean.

Regarding to the fifth class, the teacher not only employed the board as a supplementary material but also a story was used in this class, the topic was different types of drugs. The objective of this class was to develop listening and reading skills in the students. First, the teacher began the class asking to the

students about what they consider as drug, they provided different types of examples and the teacher wrote them on the board. Then, the teacher read a paragraph related to the topic while the students were listening carefully. After the reading the teacher wrote on the board different damages produced by the use of drugs. Finally, the students continued reading the paragraph.

For this class, the teacher used the board to explain grammar structures his ideas were planned correctly but, the students did not make the reading successfully.

The use of the board was appropriate and acceptable likewise its size and location in the classroom were correct.

Learning Styles

During these five observed classes, the teacher made more use of visual than audio presentations, all his classes have started with previous questioning besides he has only employed the board as a supplementary material to explain every topic; as a result, his classes resulted repetitive and bored.

Although, drawings were employed in a class, it really does not improve the learning`s environment and students did not feel motivated or attracted by these classes.

In conclusion, the teacher should use in his classes different supplementary materials in order to captivate the students' attention; furthermore, he must keep in mind the different learning styles due to in a classroom not all the students are visual learners some students could be audio learners or they could prefer a different type of explanation or presentation in the lessons.

Private high school

1 st year

Concerning to the first class, during the five observed classes different supplementary materials were applied in order to develop some activities they are described below.

Handouts

In the first class, the objective was to develop in the students the listening and writing skills. The teacher taught the past perfect progressive tense he gave to the students a piece of writing then he began to read the paragraph slowly teaching to the students the correct pronunciation of each word.

After, he asked to the students to read the provided paragraph and underline in the piece of writing, provided by the teacher, all the sentences in past perfect progressive tense that they could find.

Finally, the students wrote some sentences in past perfect progressive using the ones from the piece of writing as example.

The pertinence of this kind of supplementary material was good due to the main objectives the development of listening and writing skills were acquired.

The handouts were also appropriate because of students` level, the quality of the material was excellent, and the grammar used for its redaction was not long and easy to understand.

Stories

In the second class, the main purpose was to teach grammar features, specifically the negative form of past perfect progressive; similarly, to develop in the students the listening and reading skills, in order to do these activities a story was employed as supplementary material.

First, the teacher printed a story for every student, then he read the story and the students were following him in order to know the correct pronunciation. Then they underlined the grammar features found in the story.

Next, the teacher finished the reading, the students began to read the story, and once students finished the pronunciation the teacher did the different observations about pronunciation.

Finally, he asked to the student to change the sentences from affirmative to negative form and pronounce them.

The story employed was pertinent and appropriate, due to visual material offers to the teacher to contemplate the topic to be studied and save time; furthermore, Admin(2010) argues that visual material benefits to raise the understandings from students due to some learners have a better acquiring watching instead listening.

The quality of the story used by the teacher was attractive and interesting for the students, because all participated actively. It was not long, easy to manage and with correct grammar.

Pictures

Concerning to the third class, the teacher was explaining the simple present tense; first, he explained the grammar structure of this tense, in order to explain this

class some pictures about occupations were pasted on the board where including the subjects` names.

Next, He asked to the students about the different occupations and the subjects as an example the teacher wrote two sentences based on the students` opinions.

After, the students wrote more sentences using the rest of the pictures with the subjects. Finally, these sentences were pronounced by the students in front of the class.

The pictures used by the teacher were pertinence and appropriate considering the objectives of this class and the students` level.

This material was good in quality it had a good size to be observed by all the students, it was clear, colourful and very well distributed on the board.

Handouts

In the fourth class, the teacher used a paragraph to increase the listening skill in the students. In this class, the teacher explained the use of interrogative pronouns with the simple present tense.

First, the teacher wrote a paragraph based on the description of a family that lives in a farm, a member of this family who describes the other members mentioning their occupations and places where they live; to develop activities in the classroom, the teacher divided the students in groups and gave to each group the paragraph with the mentioned description.

After, every group should write questions according to the paragraph and they had to ask to the other groups to find answers.

The handouts employed in this class were pertinent due to achieve the entire objective established in the class to benefit the students' knowledge. In the same way, the material used was appropriate according to the students' level and easy comprehension.

Referring to the quality, this material had clear grammar easy to read and not too long containing the necessary grammar only.

Tales

Referring to the fifth class, the teacher used a tale to develop in the students the listening and writing skills additionally, the grammar features about the present progressive tense were explained.

First, the teacher read a tale very slowly while the students were listening carefully, once the teacher finished the reading he asked to the students to write sentences with the present progressive tense that they could hear from the tale.

Finally, the teacher revised the students' writings in order to do the correction in grammar, and then the students should repeat the verbs according to the pronunciation provided by the teacher.

Tales as supplementary material could develop listening and reading skills, depending the teacher's criterion. Although, most of the times in order to do listening skill, it is necessary a video tape or cd, particularly in this class, it was not necessary due to the teacher read this tale with correct pronunciation of each word.

This material was considered as pertinent and appropriate for this class, it encompassed the goals proposed by the lesson and this tale allowed understanding for the students.

The tale's quality read by the teacher was very valuable and entertained, not too long and easy to understand for the students.

Learning Styles

It is necessary to mention that the teacher planned each class with anticipation according to the time and topic of the class.

In my point of view, the supplementary materials employed during the five observed classes were useful to teach English's subject.

In addition, these were visual materials; therefore, the only learning style employed in this year was the visual learning style, highlighting the variety of the different materials used for instance tales, handouts and pictures.

One of the important things, it is to know that the most of the students feel satisfied with the explanations given by the teacher in every class, demonstrating interest and affection to this subject.

2nd year

Visual materials were employed during five observed classes in this year, they are described below.

Pictures

This kind of supplementary material was used on the first, third, fourth and fifth classes, every material developed with different topics and objectives.

In the first class, the teacher explained all the grammar features about the first conditional; in order to consolidate his explanations to the students he pasted on the board a picture of a doctor attending some patients.

After, he divided the class in groups and asked them to write the medical advices that the doctor could recommend to his patients, using sentences with the first conditional.

Finally, the groups wrote the sentences following the instruction from the teacher and they read them in front of the class. The class achieved its target because the students practiced the writing and reading skills.

In the third class, pictures about having an evening out were pasted on the board; moreover, listening and speaking skills was the target for this class as well as polite request were taught by the teacher.

First, the teacher read a story related to the pictures while the students were listening and comprehended it clearly.

After, the students gave examples about the pictures using in adequate way the grammar taught hence, the teacher corrected the errors found.

Regarding to the fourth class, on the board were pasted some pictures related to health's problems; the aim of the pictures was to teach about the modal "should".

Indeed, four pictures were showed; for instance: the first picture was about a person with problems to lose weight; in the second picture, a man with problems with the cigarette was displayed; in the third picture, a person with alcohol's problems was exhibited; and, the last picture was relating with a doctor.

After explaining the grammar structures, the teacher made a sentence with the modal should using the first picture, then he asked to the students to divide in groups to follow the example given and develop more sentences with the other pictures.

Finally, every group pronounced its sentences and the teacher revised pronunciation to correct it.

Concerning the fifth class, the teacher was focused on listening and speaking skills in that reason he pasted two pictures on the board related with a person who protects the nature and the other picture about a person who protect the wild animals; furthermore, he explained grammar structure about the third conditional.

While he was reading a story, the students were listening carefully, at the final of the reading; the students comprehended the message of the story. After, the students were asked to write sentences about the story, using sentences with the grammar taught.

Finally, students read the sentences and the teacher wrote them on the board; moreover the students provided their opinions about the pictures and the story; with these activities the teacher developed listening and speaking skills which was the lesson main purpose.

Pictures in the four observed classes were pertinent with every topic developed, the class' targets were accomplished and the different skills were developed by the most of the students.

Likewise, this kind of material was appropriate for this type of students due to captivate their attention, and pictures allow them to vary their learning style. In addition, pictures are visual material that helps to the students to illustrate in a best way the contents to be learned.

Regarding the quality of these pictures, everything had the correct size enough to be observed by the students in the classroom; besides, they were colourful and very easy to interpret.

Handouts

In the second class, the teacher explained the third conditional as well he made a previous explanation of the grammar features.

The development of this class was done with a paragraph written by the teacher; he divided the students in groups and provided to every group a piece of paper with the paragraph.

After, he asked to the students to underline the sentences that contained the third conditional structure. Once the students finished the teacher asked them to compare their exercises with the other groups.

Finally, the students employed the underlined sentences from the paragraph as example to write other sentences different to those, but with the same grammar structure.

The supplementary material employed was pertinent and appropriate because, the students developed the different activities successfully.

The quality of the material used by the teacher was excellent due to this was not difficult to manage because of its clear grammar used in its redaction.

Learning styles

During these five observed classes, the teacher employed visual material as supplementary material to develop the different activities in the classroom.

It is necessary to point out that there was not a variety of materials in these classrooms; in spite of the classes were activated and understandable for the students, the use of a great diverse of material help to keep in mind and remember in an optima way the contents learned in the class.

Audio material could have been employed in some activities in order to carry out listening skills, this material would help to correct pronunciation; therefore, the teacher should consider the possibility of explain and planning his classes thinking on the different learning styles.

3rd year

Visual material was employed by this classroom; for instance, stories, pictures, tales and handouts, the description of each class is explained below:

Stories

This kind of material was used in the first and the third class in order to explain different topics.

In the first class, interrogative form in the past passive voice was explained by the teacher; besides, reading and speaking skills were carried out in this class.

When the teacher clarified the grammar features, he delivered a story to each student with the purpose of developing reading skill. Then, the teacher began to read the story slowly.

Once, the teacher finished the reading he asked a student to read the story and while a student was reading it, the teacher stopped him/her in order to ask to other student to continue reading it and so on until they finished the story.

Finally, the teacher asked to the students to work in pairs and practice some questions to interact in front of the class. In fact, all the students made their participation in front of the class and the teacher checked their pronunciation.

Regarding to the third class the teacher taught the grammar structure about the negative form of the future passive voice.

He made a story about the possibility to travel to the moon by tourists with this story he wanted to develop speaking and writing skill in the students.

First, he distributed the story to every student and divided to the class into groups, then they had that underline all the affirmative sentences found in the story with that information they changed them into negative sentences following the grammar features learned at the begin of the class.

Finally, each group exposed their sentences; meanwhile the teacher corrected them when he found errors either writing or pronunciation.

In order to work with this class, the stories for both first and third class were pertinent due to reach the aims established in develop speaking, writing, and reading skills. In addition, the stories were written according to the purpose of the grammar features for each class.

This kind of material was appropriate for the students` level because they know the grammar and vocabulary written on it; furthermore, the stories contained topics interesting for students` ages and the level of English they have. These stories help

to catch attention from the students in order to keep them motivate to learn this subject.

Regarding to the quality of these stories how was manifested before were clear and easy to understand for the student, the stories were printed in a piece of paper which was clean and with letter big enough to be read by the students.

Pictures

In the second class, the teacher explicated the future passive voice in order to make this; he pasted some pictures on the board. The pictures shown a club of people dedicated to protect our nature and they performed different activities to keep clean our town. The teacher`s aim wanted to develop in the students the writing skill.

First, he organized the students in groups to write sentences based on the pictures and the grammar taught so the students were carrying out this activity.

Finally, the teacher made grammar corrections checking the students` writings and analysed whether they had relation with the pictures pasted.

The pictures contained material pertinent to acquire the target of the lesson, moreover this material illustrated the content to be transmitted by the teacher; therefore, this was appropriate for the students.

The pictures pasted on the board by the teacher were clear, big enough to be observed by the students in the classroom and colourful, they resulting very attractive for the students.

Tales

In the fourth class, questions in the future passive voice was the grammar topic taught in this class; the teacher employed a tale related to the activities of a news reporter in order to carry out activities focused on the students' listening and writing skills.

In addition, the teacher began the class doing a previous explanation about grammar when it was clear for the students, then read the tale while the students were listening carefully. After reading, the teacher divided the students in groups and pasted the tale on board.

Finally, every group sent a member in order to get information from the tale with the purpose to formulate two questions and these were questioned to the rest of the groups.

The material was pertinent due to encouraged students to participate in class making the different activities exposed and accomplished the objective of the class. In addition, the tale was pertinent for the student's age because it allowed them to imagine the story.

The tale used by the teacher resulted very interesting for the students besides it had clear grammar, good size in the redaction to be observed by the students when they were doing the activities in conclusion it had good quality.

Handouts

In the fifth class, the teacher was explaining the use of interrogative pronouns with the future passive voice; once he finished with the grammar features he used a paragraph to develop in the students the writing ability and their knowledge in grammar.

Before the students have this supplementary material, he organized the students to work in pairs when the students were ready and organized the teacher read the paragraph slowly and explained its meaning.

After, the teacher gave to the students the paragraph to underline sentences thus they had to write questions using the different interrogative pronouns developing questions about location, subject and time.

In conclusion, the students shown interest developing this activity, when the activity was finished, the teacher checked the sentences in order to provide the different corrections.

The material used by the teacher to explain the topic was accepted by the students positively and achieved the aim of this class in effect this kind of material was pertinent and appropriate.

Furthermore, this handout contained paragraphs with clear grammar and enough space to underline the different sentences and was not difficult to manage.

Learning styles

For this year in the private school, the visual material was the only material employed in every class.

One of the reasons is the facility that the teacher has to find and use this material in classroom. The visual materials used in this were: stories, pictures, tales and handouts; every one meeting the objective for which they were taken into account.

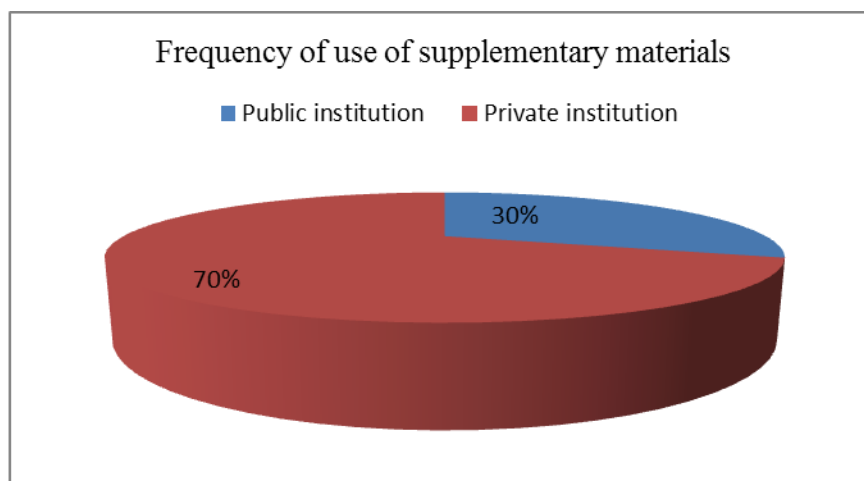
The audio material and Internet were not considered to develop the different activities in this class; although, with the material employed the teacher caught the attention from the students and kept them motivated.

Quantitative Analysis

In addition to the qualitative analysis, the following quantitative analyses enable us to know the frequency and percentages on the use of supplementary materials in EFL classes in a public, and a private school.

Furthermore, a comparison between the public and the private school allows us to establish which institution employed these kinds of supplementary materials and the variety for each class.

Chart 1



According to the results shown in chart 1, in a 70% demonstrate us that the private school employed supplementary materials in EFL classes. The employment of different kinds of visual material such as handouts, tales, stories, pictures and board helped to the teacher to catch attention from the students in order to carry out writing, reading, grammar and speaking skills.

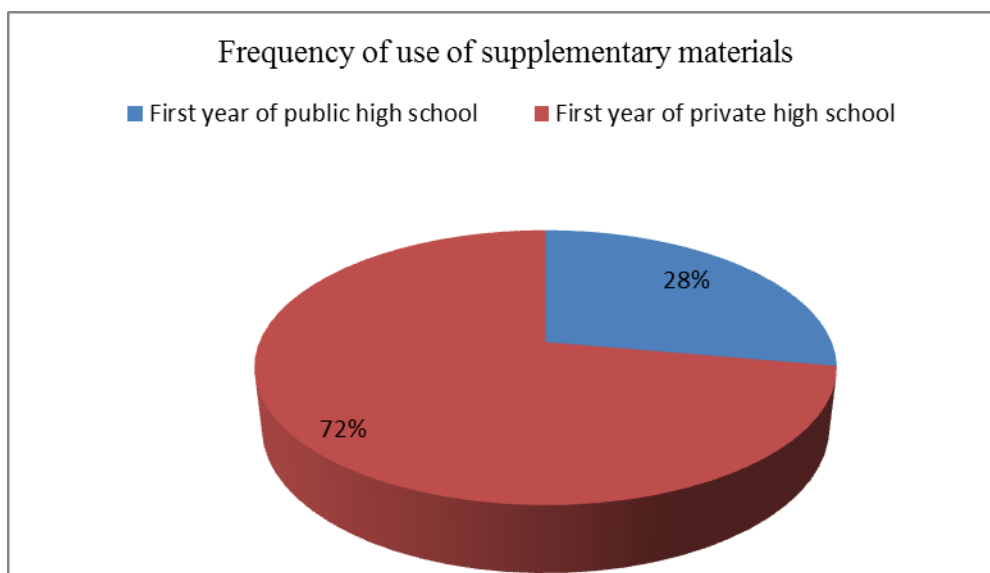
Furthermore, the most of the students felt motivated to learn and participate in the different classes.

On the other hand, the public school employed only in a 30% per cent the supplementary materials in EFL classes during the five observed classes in the first, second and third year.

Despite lack of the supplementary materials in public school, most of the students felt that with the teacher's clear explanations about the topics was enough for them to understand.

It is necessary to emphasize on the use of each class material; for instance: audio visual to develop listening skill and realia to illustrate in the best way vocabulary which help us to improve the way to get the students' attention.

Chart 2



In comparison, between the first year of the public and the private school taken into account for this research; the results indicate us that in a 72% per cent corresponds to the private school in the use of supplementary materials for EFL classes.

One of the reasons, during the five observed classes, materials such as handouts, stories, pictures and tales were employed to intensify the students' knowledge because they were developing most of the activities, and the teacher prepared each lesson according to the topic, level and easy comprehension of the students.

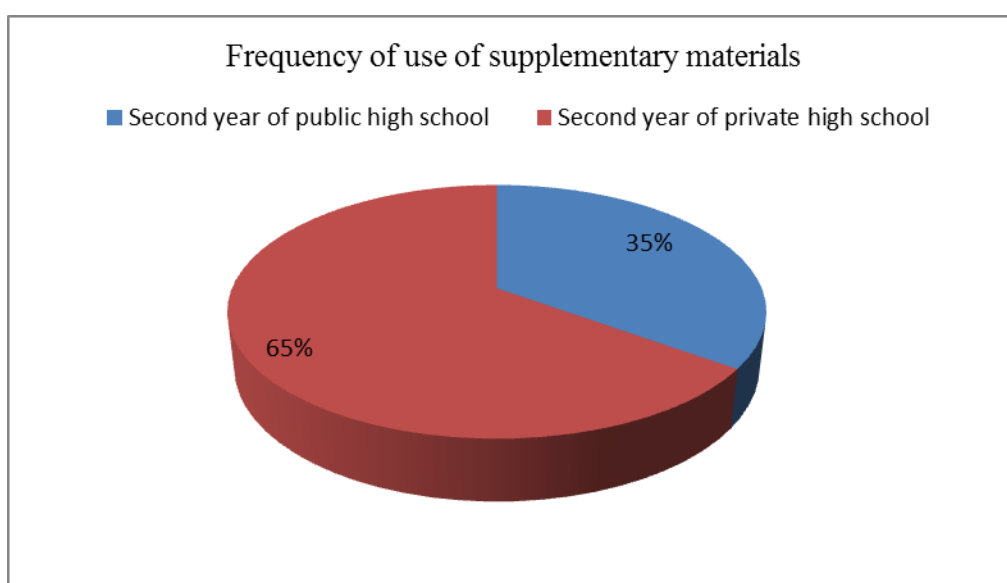
Furthermore, this group of students manifested their conformity with the use of supplementary material for EFL classes and recognized the help that this material offers them.

On the contrary, in a 28% per cent the public school demonstrates us the lack of use of supplementary materials in EFL classes.

The board was the only material employed in the public school although this material is easy to use and the unique available in the classroom, the teacher must take into account other materials to improve and attract the attention from the students.

It is important to highlight that in both schools public and private the use of the material was pertinent and appropriate according to the level of the students.

Chart 3



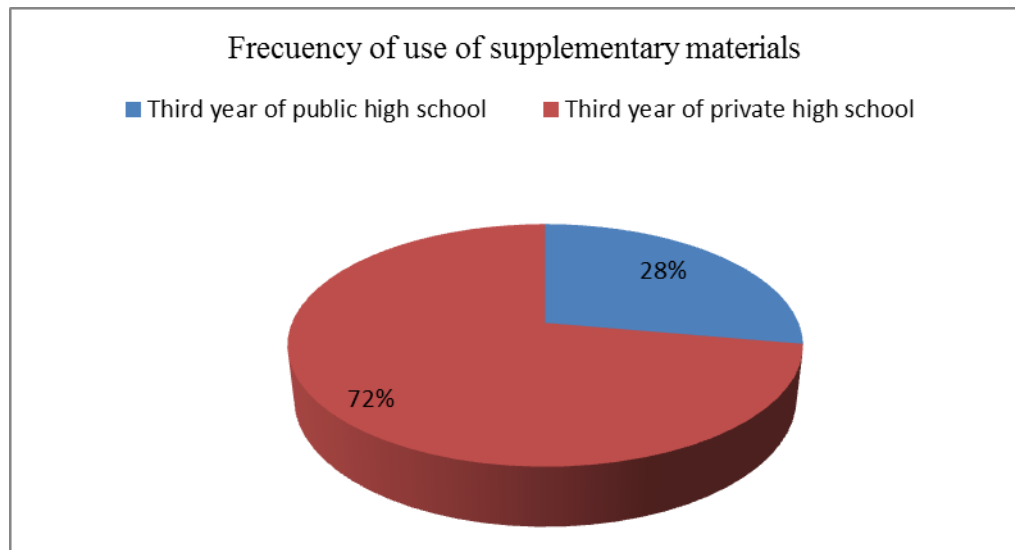
Concerning to the results from chart 3, in a 65% per cent corresponds to the employment of supplementary materials in EFL classes in the second year in the private school and in a 35% belongs to the public school.

These results show us the reality in both schools, although most of the teachers know the importance of using supplementary materials in classes, some of them do not make their planning to adopt these materials.

Although in the public school were used pictures, realia, and the board, the results show us that these materials were not enough for them to teach according to the surveys responded by the students.

On the other hand, the students from the private institution have manifested their satisfaction with the employment of supplementary materials in EFL classes; however they wish that the teacher uses different supplementary materials in each class, different from those that the teacher usually use in order to explain the different lessons.

Chart 4



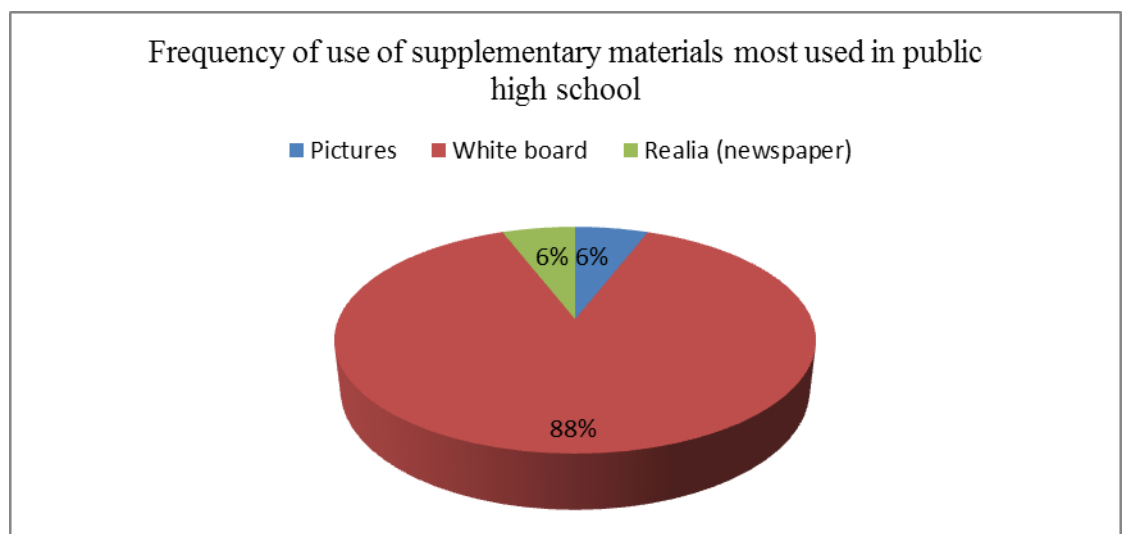
Regarding the use of the supplementary materials for EFL classes in the third year in the public and private school the overall results show us that similarly to the previous years, the private school employed supplementary materials in a 72 % per cent.

The visual material predominated in this year, in both schools public and private, but with the difference that there was most variety in the employment of it in the private school.

In a 28% per cent was the employment of the supplementary materials in the public school. In addition, in this school the unique material was the board; this material was employed in order to teach the different topics with the additional use of markers of different colours with the purpose of distinguishing grammar features and activities to do.

In fact, in the public institution, the teacher made a limited use of supplementary materials to explain the lesson and to provide a better understanding for the students, he used only the board in every lesson, beginning the classes with the same strategy, asking questions and writing on the board; as a consequence, his classes resulted repetitive and tedious; therefore, the students have mentioned their wish that in each class the teacher could different materials to explain the topics.

Chart 5



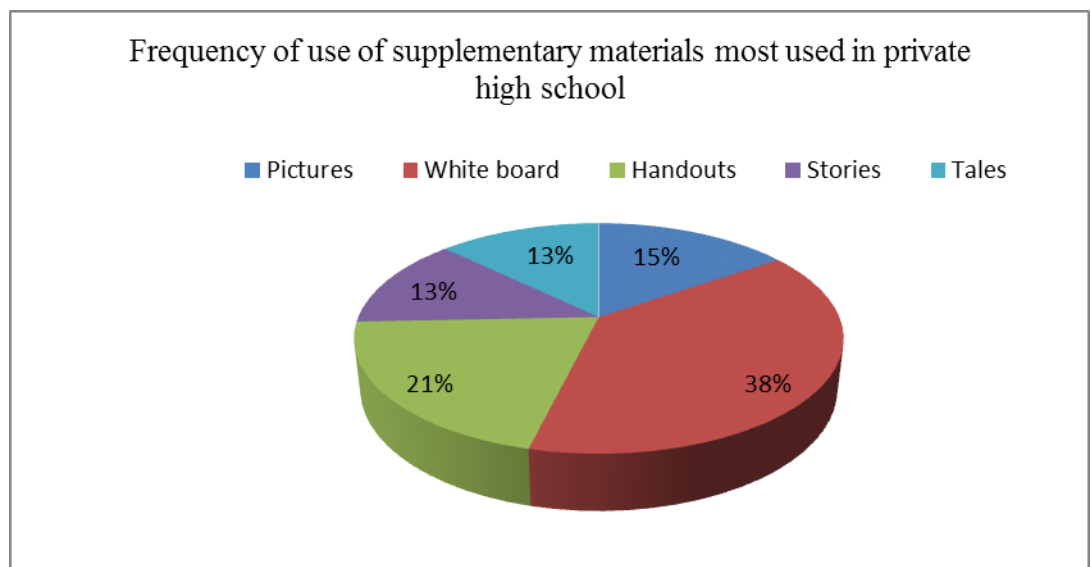
According to chart 5, the board was employed by the public high school as supplementary material in EFL classes in an 88% of frequency. The reason is that it is accessible for all teachers and easy to use for them; although, with the board is not possible to make some exercises to develop listening skills.

Furthermore, the use of this material entails to perform repetitive and tedious classes as was revealed by the results from students' surveys.

Similarly, pictures and realia were used in the public school in a 6% per cent; this allow us to verify that teacher from this institution used few supplementary material in EFL classes; however, they might improve their classes using other kind of material such as audiovisual, internet among others.

Using pictures and realia materials achieve that students understand and know in a better way the information provided.

Chart 6



Likewise, to the results from the public school, the board was used mostly in the private school; it is indicated in a 38% of frequency of use of supplementary material in the private high school. These results confirm us that the board was used by every teacher because it is always displayed in the classrooms.

On the contrary, handouts in a 21% per cent, pictures in a 15% per cent and stories and tales in a 13% per cent each one demonstrates us the variety in the use of supplementary materials in EFL classes in the private school.

In spite of varied use of visual materials, teachers from the private school do not consider the audio material and the use of Internet, which integrate all the skills necessary for this language such as: listening, speaking, reading and writing.

In addition, the answers from the students' surveys confirm us the accordance with the use of supplementary material in EFL classes.

Conclusions

- In this study, the board was evidenced as the supplementary material mostly used in the first, second and the third year of both schools. In the public school the board was used only to write students' opinions and in the private school to explain grammar instructions.
- The results in this research work demonstrated us that pictures were employed in a 15% in the three years of the private school in order to carry out listening, reading, writing and grammar skills. On the contrary in the public school, there were used in a 6% and only in the 2nd year.
- The use of stories and tales was done in the three years in the private school, opposite to the lack of use in the three years in the public school.
- Internet and audiovisual material were not considered to be used in the public and private schools due to lack of time of economic resources of each school.

- Correct organization and planning of each activity done on the board were considered and designed considering students' needs due to the fact participation from the students in every class observed.
- In both institutions teachers made visual presentations only. Disregarding the different learning styles that could arouse in the classroom the students could be: visual-verbal, auditory-sequential, global, sensing and intuitive learners.

Recommendations

- The supplementary material most used in public, and private school was the board, therefore I will recommend its use to do stick figures to captivate the students' attention and make more attractive the learning of English.
- The board also could be used to create games for the students in both institutions, for example slate relief (students stand in front to the board and complete activities such as completion of numbers, write prepositions, etc.)
- In public school students had not access to audio presentations and in private few. Consequently, the teacher could ask to the students to get short stories from magazines or any possible source and bring them to the classroom to create an audio material according to the topic.
- The use of pictures should be done at all years in public institution and very frequently depending on the topic the students could bring from their homes

materials got from magazines, newspapers, etc. sources where they can find information without any economic effort.

- To practice grammar the teacher could design a story according to the topic and place it on the board to be rewritten by the students divided in few groups that will compete memorizing sentences of the story.
- The use of silhouettes created of cardboard could be used to create sentences using the colours as adjectives and the silhouettes as nouns.

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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 \sqrt 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 SUPPLEMENRARY 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 objective 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 the 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?

STUDENTS' SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

YEAR: _____

PREGUNTAS	SI	NO
¿Te gusta el material utilizado por el profesor en la clase de inglés?		
¿Te ayudó a entender mejor el tema de la clase?		

¿Crees que el material didáctico utilizado te ayuda a participar más en la clase?					
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
Flash cards	()	Canciones	()	Objetos:	()
Diapositivas	()	Diálogos	()	(Juguetes, plantas,	
Mapas	()	Historias	()	frutas, etc.)	
Gráficos o fotos	()	Cuentos	()		
Tablas u organizadores gráficos	()				
Hojas con actividades	()	AUDIOVISUALES		ONLINE	
Posters	()	Videos	()	Websites	()
Tarjetas con palabras	()	Películas	()		
Pizarrón blanco o negro	()	Documentales	()		
¿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 you 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?

