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

Trabajo de fin de titulación.

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ABSTRACT

This research was conducted in Guayaquil, Ecuador, in order to explore the use of supplementary materials in EFL classes: a comparative analysis of public and private high schools.

The purpose of this research is to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are.

The research was focused on 1st, 2nd and 3rd senior of one private and one public high schools. It was based in five observations in each section and interviews made to the students and teacher of both high school.

The materials used were organized in order to classify them according to the variables used in this research. Also, each material was identified according to its appropriateness, pertinence and quality. Finally, a comparison between both schools was made in order to have a result based on the frequency that each supplementary material was used.

After the research it can be concluded that the use of supporting materials makes more interesting classes and helps the students to motivate themselves during the learning process.

INTRODUCTION

It is known that teachers make their best to give good and interesting classes, but sometimes they do not use the correct aim to do it. There are different facts that influence education such as: socio-cultural component, methodological component and bibliographical component. The effects of these components are the reason why teachers must improve their classes by using different tools like visual, audiovisual, realia and online materials to facilitate the learning process. Students are best motivated if they have interesting materials in class, for that reason teachers have to choose correctly the materials to be used in each class in order to have a successful learning.

The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools is the topic of this research. The purpose of this study is to investigate if teachers use or not supplementary materials and if those materials are used, in what extent they are pertinent, appropriate and if they have a good quality.

The specific objectives are: to identify and analyze the type of supporting materials used in EFL public and private schools; to describe and analyze each one of supplementary materials used in EFL classrooms in terms of pertinence, appropriateness and quality; to determine the variety of the supplementary material used in the observed public and private schools; and finally, to identify the most frequently used material in each one of the observed high schools.

To conduct this research, it was necessary to go into previous studies done by other authors in similar fields. For example Shu-Mei Chwo, Jonas, Tsai & Chuang (2010) presented a study that investigates if supplementary materials can be adopted

to enhance college EFL learners' listening and speaking strategy use in students. Also there is Gonzales (2006) who made an investigation based on a study about how effective is the training on materials use for our students' performance in the practicum, and what elements should teacher educators include to improve that training. He stated as limitations the following: the access to the programs regarding materials used in Colombian universities was quite limited. Also the analysis of the course content dealing with materials at the Universidad de Antioquia from the point of view of a teacher educator was restricted to the retrospective analysis of the author from 1996 to 1998 and that it was not possible to compare her own notes with the students' course evaluations because they were not available in the archives. On the other side there are Martinez, Sanchez, & Mayoral (2009) who wanted to answer the question: how supplementary material based on Gardner Multiple Intelligences can help teachers to make easier the learning process on children of elementary level. They mentioned some limitations such as: the school schedule, some activities that made the process slower and finally the AH1N1 virus caused problems in the research process.

It is necessary to mention that this research will benefit mostly teachers and students because if the students are well motivated in classes, teachers are going to make more interesting classes and education will be better in our society. According to Clearinghouse, motivation largely determines the level of effort which learners expend at various stages in their learning development, often a key to ultimate level of proficiency. The use of supplementary materials enhances the student's motivation in classes; however, it depends on the selection that the teacher does to use the best materials in each course.

Gomez (2008) states that teaching aids are resources to facilitate teachers to work in class. However, teachers should find a balance in the use of these resources because if they are overused, the learning process may be lowered. Besides, its selection and use will depend on the teachers' needs and teaching conditions.

To develop this research there were two limitations: one is the small sample group; a bigger group of students and teachers could have given best results to the investigation. Another limitation was the school time in Guayaquil; students from senior year were in their last school days previous to their graduation, it made the observation process difficult because most of the classes were final reviews. It would have been better if this study was made with other courses such as 8th, 9th and 10th grades, they did not have this schedule problem.

METHOD

Settings and Participants

This research was conducted in Guayaquil – Ecuador. One private high school and one public high school were selected in order to get the samples. Those selected schools were divided in three sections: 1st, 2nd and 3rd year of senior high school years. The students on both high schools attended the morning schedule. The students of the private high school are from a high socioeconomic level, while the students of the public high school are from low socioeconomic status and most of them need to help in their houses.

Procedure

The variables that were considered in order to obtain the data were different kind of supplementary materials divided as follows: visual (flash cards, power point presentations, maps, pictures, charts, handouts, posters and word cards), audio (songs, dialogues, stories, tales), audiovisual (videos, movies, documentaries), realia (objects) and online (websites).

Several techniques were used through this research process, such as investigation, observation, qualification, quantification and interviews. The investigation process was the first one to be done. It was necessary to find out the enough information in order to understand the learning process of the selected ages students. The research had to be deep enough to have a good knowledge of the different topics related to learner's styles, motivation, foreign language, teaching techniques, context for teaching English and supplementary materials definition. It was necessary first to understand different learning styles and the importance of the different supplementary material that can be used in EFL classes.

The observation process was interesting because it was the one that showed exactly what was happening inside the classrooms. Thirty classes were observed, fifteen in a public high school and the same number in the private high school. In these observations it was easy to identify what kind of material the teachers used in each class and how many times they used them. All the classes were observed in detail in order to have a good idea of the pertinence, appropriateness and quality of the supplementary material used by each teacher.

Once the investigation and observation process were satisfactorily done, the qualification and quantification steps were realized. First, based on each observation, the summary of each one were described according to the pertinence, appropriateness and quality of the material used in the classes. Second, all the information gathered were tabulated in charts in order to realize a comparison between the supplementary materials used in the public and the private schools.

The procedure was almost complete; however, the students and teachers opinions were important in this study. Several interviews were made to some students and teachers to know what they think about the use of supplementary materials in their classes. This information was really important to conclude the research because teachers and students were interviewed in order to understand their position about the use of supporting materials. The students gave their reflections about the importance that supplementary materials have in their learning. On the other hand, teachers had the opportunity to justify or not their use of those materials; also they gave their opinions to improve the use of materials in EFL classes.

At the end of the procedure, some charts and graphics were done to understand graphically the difference of the use and frequency of supplementary materials in public and private high schools.

DISCUSSION

Literature Review

The use of supplementary material is important in the education system because the students need to have good motivation and different kinds of materials to enhance their desire to learn. The appropriate use of materials is important to improve instruction and also to increase interest and enthusiasm for learning. This research emphasizes the use of supplementary material in English classes

Teaching English as a Foreign Language

In our society exists different situations that make people study English as a priority. According to Braniac (2011), people study English because is easier to obtain a job in an English speaking country. Also he emphasizes that trading between countries is becoming higher and people are expected to speak different languages to have a better development in the business community.

Braniac says that English is also important for people that are moving to different countries and that is why, this language learning is important. Supporting Braniac ideas, Omniglot (2011), states more reasons of why people need to study English. For example, he says that emigration, family, friends and work are important reasons to have a good English knowledge.

Learners Differences among Children, Adolescents and Adults

Dambudzo (2008) states that adults learn better by their own experience. For him the difference between young and adults is that younger students are in school because parents or government want them to be there, on the other hand, adults know what they wish to achieve by attending classes.

To complete the information given, Villacuesa, R., Mohamed, H. Sanchez (2011) argue that young learners are more likely than older students to speak a new language like native speakers, adolescents and adults actually learn foreign languages faster. Another difference between young and older students are that young people need few hours to learn than older ones, and the programs have to be different for them. Memory is more important for adults than for adolescents.

On the other hand, for Saville-Troike, M. (2008), there are remarked differences between younger and adult learners. The first ones have as advantages their brain plasticity, they are not analytical, they have fewer inhibitions (usually), they have weaker group identity and they have simplified input more likely. On the contrast, adults' advantages are: their learning capacity, their analytic ability, their pragmatic skills, their greater knowledge of L1 and their real-world knowledge.

Learners Motivation

According to Saville-Troike, M. (2008), motivation could be defined as a construct which includes the following components: a significant need, a desire to attain the need and a perception that learning is relevant to meet the need. Also, he says that motivation is a powerful tool that people need to know how to use it; it is something available to everyone and helps people to make all the changes that they desire.

To clarify better motivation in learners, Clearinghouse (2000) states that many students in high school leave school before graduating, other are physically in the classroom but they are mentally absent. The student that is really motivated enjoys their learning. According to Clearinghouse, there are two kind of motivation,

intrinsically and extrinsically. In the first one, the student uses the learning for its own sake, on the other one, students need a reward or to avoid a punishment.

Pollok (2005) cites different techniques that promote student motivation for educational success. He says that schools can positively influence student motivation through: varied and integrated instructional strategies and resources, an open and caring school environment, a wide range of student supports and by sharing information and responsibilities for student learning among the staff.

To summarize this topic, Spratt and Williams (2008) said that different students can be motivated in a variety of ways and motivation can change and needs to be both created and continued. Also the authors say that motivation is very important in language learning because it helps make learning successful.

Learning Styles

Dybing (2010) states: “Learning style is the way a person processes, internalizes, and studies new and challenging material”. According to Kelly (2011) students have different ways to learn. They can learn by seeing, hearing, and experiencing things first hand. But for most students one of them is more useful than others.

Kelly suggests three major types of learners: visual, auditory, and tactile/kinesthetic. Farwell (2010) agrees with Kelly about the three types of learners and he explains it as follows: first of all, visual learners are the ones that receive better the information if it is showed through diagrams, charts, pictures, films, and written directions. Secondly he mentions auditory learners who are the ones that respond better to the verbal instructions and speeches. Finally, he writes about kinesthetic learners which are the ones that acquire knowledge by touching, feeling,

and experiencing the material at hand. They can respond better when they work in a science lab, drama presentation, skit, field trip, dance, or other active activity.

On the other hand, there are some psychological researchers that shows different theories in learning styles. One of them, according to Chapman (2010), is the Kolb's learning theory. This theory states four distinct learning styles, which are based on a four-stage learning cycle. The four types of learning styles are: diverging, which are the ones that prefer to watch rather than do, they use imagination to solve problems; the other one is assimilating, they are people who prefer ideas and concepts. These people need good clear explanation rather than practical opportunity; the third ones is converging, this kind of people prefer technical tasks and they solve problems by finding solutions to questions and problems; and the last one is accommodating, this kind of people prefer to take a practical, experiential approach and they are attracted to new experiences.

Other psychological flow about learning styles is the one that Dybing, (2010) argues, which is the Dunns' Learning-Style Model. This model is complex and has some strands of 21 elements that affect each person's learning. The author states that Dunn classifies some of these elements as biological and others as developmental. Some examples of the strands are: the environmental strand, emotional strand, the sociological strand and physiological strand.

Teaching Techniques for Teaching Adolescents

Teaching adolescents is a huge challenge; they need a different kind of attention than children and adult learners. According to Schreiner (2011), to have an effective teaching in this age group the teachers must ensure they make the knowledge meaningful and that knowledge has an emotional response. This is

because students at that age retain information better if it induces an emotional response.

Another perspective is shown by Brown (2009). He suggests that teachers have to talk to adolescents as adults but without forgetting they are still children. However, teachers must talk to their students about expectations and consequences and apply the consequences when it is necessary. This author also suggests that teachers must insist in their classes on the student's full participation and to correct them for inappropriate language. He also says that teachers have to allow students to do extra-credit projects of their interest topics in order to enhance creative thinking.

To add different information about the different teaching techniques that teachers must apply in classes, ideas from Wormeli (1999) are suggested in this research. He states that modern middle school approach developed different components in order to obtain better results in adolescent learning. He says that is better to work with small groups of less than 20 students assigned to an adviser. It is a good way to establish a close relationship between students and adults. Another idea that this author gives is that teens must work in service projects to meet their needs for creative expression and meaningful participation in their communities. Finally, he suggests that students must participate in exploratory programs, it includes foreign language, home and family living, technological arts, music, art, speech, drama, careers, consumer education, creative writing, interest clubs, and other activities.

Contexts for Teaching English

According to Pollock (2003) there are many social factors that influence language learning, such as: social classes, the way people use discriminatory terms,

ethnicity. For him, children need to feel like they belong. This sense of belonging and being part of a group gives children an example of social norms. For that reason, Haynes (2007) suggests a simple language that can be used easily for students that are learning English. For example produce survival vocabulary, follow simple directions that are accompanied by gestures, engage in one-to-one social conversation using gestures, answer low-level questions, play uncomplicated games and produce simple drawings, charts, and graphs. Chen (2011), makes reference to the Lev Vygotsky's theory, which emphasizes the social context of learning. This kind of learning tendency make teachers encourage students to work in groups, to solve problems through challenges, to make experiments, to work with real life troubles.

Focusing on economical context is important to point out what Cunningham (2003) states. He says that nowadays it is difficult to fight in schools against some problems such as poverty, drug use, teen pregnancy, and homelessness in teenagers. Those issues have deep influence in students, families and communities. He also argues that a fact that affects adolescents and children is when they live with only one parent, because they are more likely to have family incomes below poverty than kids who live with both parents and this affect the students in their academic performance.

In addition to the economical factors that can affect teen students, Ben Zahra (2000) argues some important things that influence in the study of English. He says that the success of companies, businessmen and manager depend on communication. Globalization in business environment is higher and good English skills are indispensable to succeed. For Ben Zahra, is important to write and understand

English to have good performance and to reach knowledge in technology advances and to have effective communication in the new economic context. This author agrees with Freepapers(2009), argues that English is joined with the globalization of economy, and both are associated, because globalization gives force to English and English gives force to globalization. English is the tool to have more opportunities in a globalized world.

Another fact that influences the English learning is the political context. Pellino (1999) says that students that have English as a second language constitute a huge percentage of population in some schools. He also states that political issues that surround immigration is a basic need to learn English. Pellino argues that schools must teach immigrant students a good fluency in English language, because it can help them to be fully accepted. But it is necessary to know that students have to avoid abandoning their native language because it is an important aspect of their identity.

In addition to what Pellino argues, Squire (2008), complements his ideas by saying that there are a high number of heterogeneous and complex group of students that want to learn English. All of them have diverse educational needs, backgrounds and goals. He says that some of these students come from homes in which English is not spoken. But both authors agree about the fact that to learn English is important to give to the people better opportunities in job and education.

Focusing on how cultural contexts influence in English learning, Peterson & Coltrane (2003), suggest that teachers have to teach culturally appropriate language terms to their students, because they can use them to have a good communication. In addition, Cable (2005) says that it is impossible for teachers to know about cultures

of their students but they have to understand how their students' culture may influence their ability to learn. According to Regmi (2001), local context cannot be separated from the use of language. He also says that to learn a new language involves the adoption of the culture of the targeted language.

Supplementary Material

According to Kitao (1997), the role of supplementary materials is very important in class activities because these materials are the center of teaching and one of the most important influences on what happens in the classroom. Kitao says that there are different kinds of materials that can be used as a support to the teacher such as textbooks, video, audio tapes, computer software and visual aids. But it is very important for teachers to select correctly the materials for their classes and they also have to know how to adapt those materials. Davanellos (2010) has the same definition of supplementary materials as Kitao does. He says that supplementary materials are aids that make the teacher's life easier and the learner's process more interesting. He also states that these materials could be of different types like songs, films, magazines, newspapers, poems, games, projects, and all that become extra tools in the teacher hands. The correct use of these materials depends on the effective and professional way in which the teacher gives his or her class.

There are some definitions of supplementary materials, Shooving (2010) made a good conclusion unifying different concepts, he says that "supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic unit and frequently in a different medium". On the other hand Gómez (2008) argues that supplementary

materials are sources that complement teachers' tasks. He states that this kind of material can cover lacks that course books can not because sometimes course books do not always fulfill the class program thoroughly. In addition Kalim (2008) says that there are some materials that can be easily understood by students and that do not need teacher's help like audio visual materials, computer aided learning, projector, multimedia etc. Kalim states that there are two types of supplementary materials used in classrooms, they are projected display material and non projected display materials. Things as photographs are examples of non projected display material but projected display materials, according to Kalim can be divided into two types: still picture with audio or without audio and motion pictures, which can be divided into audio visual and only visual.

Supplementary materials have an important effect on students in all classes. Gómez (2008) explains that teaching aids are very important but teacher does not have to depend only on them. He says that these aids are just a tool to make easier their work in class and that teachers have to find a balance on the use of that tools because, according to him, if the materials are overused, the learning process may be lowered.

Types of Supplementary Material

There are different kinds of supplementary materials; one of them is visual materials. According to Echevarria, Vogt and Short (2010) these kind of materials can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays. He also says that students can be helped with this kind of materials to process better the information through visual clues. To complete this information Bernadette (2009) states that books are conventional and primary

learning materials. She says that there are other sources of education that are necessary to complement the learning such as journals, magazines and newspapers. In addition, Gower, Phillips & Wlaters (2005) argue that if teachers use visual aids, they are helping students to have better attention and concentration because this kind of material can illustrate more directly than verbal explanation. Also they say that students will be more interested in class lessons and those permanent displays like posters and charts, can help to make a classroom an attractive place to work in.

Next, it is important to mention video materials. These kinds of materials, according to Gunter, Jones & Moss (1991) encourage and support the various learning styles.

He states that students with visual and auditory learning style will be satisfied with this kind of material. Also, he says that even kinesthetic learners can find useful using video materials. However, Finocchiaro (1968) states that “video materials are considered a kind of visual aids that provide added incentive to learn and are interesting for the students”.

Other kind of supplementary materials are audiovisual ones. These materials have several advantages. According to Gower (2005), the most noticeable advantages are that videos are easier to understand because facial expressions, gestures and physical background can give more information. Also, he says that it is better to complement audio elements with visual elements in order to make learning more interesting and attractive. Indeed, videos are more interesting because people feel more familiar with watching television and videos. Mashael Al- Salem agrees with Gower in the idea that combining visual and audio aids into one tool, the value has become even greater. He argues that television and videos have an important

influence in people's daily life and they have become an important part in education and learning, inside classrooms or outside of them.

Online tools have become a great influence in a globalized world. Gower (2005) suggests that there are a large amount of softwares that have been designed for English classrooms. He says that there are also programs based on simulations and games to have students' attention in class. Echevarria, Vogt and Short (2010) shared their opinions with Gower, he says too that there are a large group of multimedia materials that are useful for teaching and learning such as: DVDs, interactive CD-ROM's, and an high number of resources on internet websites.

An useful supplementary material and the most used by teachers in the classrooms is realia. Nesterenko (2009) comments that a classroom has hundreds of simple objects, those objects can be used to call student's attention. She says that examples of that kind of materials could be a piece of fruit or bread, a whistle, a stick, toys, eggs and so on are easily carried. The advantage of those materials is that they create interest. Likewise, Mumford (2005) argues that the use of objects in the class adds interest and mix language with the real world. He states that the use of real objects is good but teachers must think about the best ways to use them. Also Mumford adds that the teaching aids that a teacher needs may be closer than he or she thinks. In addition, Echevarria, Vogt and Short (2010) state that the use of real objects enables students to make connections to their lives.

There are a lot of studies which have been conducted in order to establish how positive the use of supplementary material in EFL classes is. Many of them have been done by researchers who have investigated this issue in order to enhance the productivity inside classrooms.

Shu-Mei Chwo, Jonas, Tsai & Chuang (2010) present a study that investigates if supplementary materials can be adopted to enhance college EFL learners' listening and speaking strategy use in students from the Hung Kuang University in Taiwan. The study stated that in different classes are different styles of learning and different needs. So if a teacher follows the structure of a textbook, the teacher may not use their creativity as to how best to reach the students in their classes.

The methodology this study used was surveys to the students and teachers. Classes were randomly chosen from non-English major classes. At the beginning of the fall-semester, a GEPT listening pre-test was carried out and a modified Chinese version Strategy Inventory for Language Learning survey was distributed to investigate students' general learning strategy prior to the instruction. The same survey was carried out again at the end of the term to exam whether there was any change of learning strategy as a result of the supplementary materials implementation. A quiz focusing on listening comprehension was given to some students alone after the completion of each unit to assess our participants' progress. A post test was delivered at the end of the term to exam the general learning results. Experimental groups significantly outperformed control groups in their progress results, which show significant improvement as a result of implementing supplementary materials into classroom instruction.

The study found childcare significantly outperformed environmental engineering on three unit quiz score. With extra oral presentation task promoting learning style in the team work, childcare appeared to progress better than environmental engineering. For future pedagogical implication, more and a variety of supplementary materials can be encouraged in English Speaking and Listening

course besides standard syllabus to enhance strategy use and facilitate learning results.

Kirriemuir & McFarlane (2003) have a study, which shows in what extent games appeal to so many people, the effects on the individual and society of the emergence of this entertainment-based culture, and ways in which games can accurately (or realistically) model the real world. In this study a small and informal survey was commissioned by the British Education and Technology Agency (BECTA) and undertaken by one of the authors of this report in the spring of 2002 to uncover and investigate examples of how and where computer and video games were used in schools as supplementary material in Utrecht, Netherland. After examination of the BECTA, the author decided to experiment with City Traders in his class of 13 to 14 year olds, as they are bright and, unless challenged, became easily bored. The students found the game itself relatively easy to play; after the first session of the study realized that a far more rigorous lesson plan and game instruction was required than that he had originally provided. The results of this study suggest ambivalence to the use of computer and video games in the classroom. On the positive side, it is encouraging to see that an increasing number of schools are using computers and video games in a variety of situations, many of which are imaginative, or support the learning process within a range of other tools and resources. However, on the negative side, it is disappointing still to see a general lack of games being used for relevant subject-based learning. It is frustrating when, for example, schools provide games for recreation or as rewards for good behavior (thus recognizing that children like to play them), but fail to use them for learning-oriented purposes even where this potential is recognized.

Martinez, Sanchez, & Mayoral (2009) worked on a study that answer the question: how supplementary material based on Gardner Multiple Intelligences can help teachers to make easier the learning process on children of elementary level?. This study was done using a qualitative research method and the investigation-action method. It means that the research was done by the students' practical experience. The experimental group was children from 6 to 7 years old from school in Villa María, Mexico. This group had deficient intellectual language knowledge, it was mandatory for them to attend the English classes. They had never had classes based on the Multiple Intelligences learning method.

The study was done in six sessions in which different kinds of material were selected previously. The results were registered by instruments designed by the researchers and they were valued by specialist of the EFL Faculty Area of the Colina University. The instruments used were filed notes, direct observations, interviews and questionnaires, also photographic registrations of the research process were taken. The use of supplementary material focused on Multiple Intelligences and based on the context mentioned above was effective for the EFL, because with this study, it was proved that children can remember more vocabulary, songs used in class and also body motion make easier the learning process.

Taniguchi & Abberton (1996) hesitate in what extent the use of real time interactive visual feedback of voice fundamental frequency on the learners' approximation of their fundamental frequency contours to Japanese speakers, studying in University College in London. Four kinds of material were used in the study: the well-known passage, The North Wind and the Sun without tone marks, a group of short phrases with six kinds of nuclear tone marks a dialogue without tone

marks and a dialogue with tone marks. They were all presented in written form and shown to the learners in orthography (not in phonetic transcription). All the students attended the lectures together and were divided into classes of ten or so for practical lessons. Two hour-long practical lessons were given each day, one on segmental aspects of pronunciation and the other mainly on prosodic features. Ten of the informants, five in each group, had specialized in English linguistics, and therefore had some knowledge of phonetics, including intonation.

Stereo DAT recordings were made of their speech (microphone recording) and simultaneous larynx output. During the SCEP, both groups attended all the required lectures and practical lessons, including the ones on intonation. The difference between the control group and the test group was that the control group did not use Laryngograph-based visual feedback at all, while the test group used it regularly in their intonation lessons. Each group had a tutor, a native speaker of English, for their practical lesson on intonation as well as for the one on segmental pronunciation. Both groups regularly used the same teaching material out of a textbook, not including the test material, except for a brief look at it with some explanation of the tone marks on the test dialogues and phrases. We examined how far each group improved by attending SCEP, comparing their performance after SCEP with their performance before SCEP. We also examined how the use of an interactive visual display affects their improvement by comparing the test group with the control group.

The results with the test group indicates that it was very difficult for students to grasp the natural intonation if the material did not carry tone marks and if they were not provided with interactive visual feedback. Overall, the highest achievement in

the learners' English intonation can be expected when both interactive visual display and tone marks are used. To repeat one of the above findings, which were very striking, the material without tone marks, the control group made no improvement. But the test group, with the help of the Laryngograph interactive visual feedback, did make substantial improvement. The authors' conclude that student's teachers require longer and deeper training in the use of technical and non-technical materials and they must be acquainted with different possibilities to make adequate choices in their classroom settings. Teacher educators need to expose students to real school contexts in which students face the limitations in the use of materials experienced in regular EFL classrooms. This is very relevant for our investigation.

Gonzales (2006) investigated a study about how effective is the training on materials used for our students' performance in the practicum? And what elements should educators include to improve that training? The interviews and the focus group sessions were transcribed using standard orthography. Then, the author read the texts looking for common patterns and identifying meaningful units. Then, the units were labeled and grouped to construct categories. The author based the analysis on a grounded approach as she constructed the categories taking into account what the participants reported. Data were validated through participant triangulation and data triangulation, contrasting the opinions of the student teachers, cooperating teachers and EFL teachers. Three versions of the course program were analyzed. Student teachers seem to believe that they know enough about using materials; however, once they become teachers in real classrooms, they report it as one of their main professional needs.

Materials do not seem to be sufficient either as part of the resources for the practicum in our university or as part of the resources available at practicum settings as well as in the majority of the public schools. Every day, EFL teachers face the limitation of access to materials. In the same way EFL Teachers see materials as a very important component in effective teaching. They tend to associate effective teaching with the availability of different kinds of materials, mainly technical.

Results

Qualitative Tabulation

Chart one: Type of supplementary material used in public high school

Variable	Indicators	Yes	No
Visual	flash cards		x
	power point presentations		x
	Maps		x
	Pictures		x
	Charts	x	
	Handouts	x	
	Posters		x
	word cards		x
	white/black board	x	
Audio	Songs		x
	Dialogues	x	
	Stories		x
	Tales		x
Audiovisual	Videos		x
	Movies		x
	Documentaries		x
Realia	objects (toys, plants, fruits)		x
Online	Websites		x

Authors: Margarita Andrade and Ma. Cecilia Avilés

Source: 1st, 2nd, and 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	x	
	Maps		
	Pictures	x	
	Charts		
	Handouts	x	
	Posters		
	word cards		
	white/black board	x	
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites	x	

Authors: Margarita Andrade and Ma. Cecilia Avilés

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

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

Variable	Indicators	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					no	yes				
Audio	songs										
	dialogues			yes	yes					yes	yes
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Authors: Margarita Andrade and Ma. Cecilia Avilés

Source: 1st year

Chart four: Pertinence and Appropriateness of the 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			yes	yes	yes	yes				
Audio	songs										
	dialogues	yes	yes					yes	yes	yes	no
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Authors: Margarita Andrade and Ma. Cecilia Avilés

Source: 2nd year

Chart five: Pertinence and Appropriateness of the 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					yes	yes				
	handouts									yes	No
	Posters										
	word cards										
	white/black board	no	yes							yes	Yes
Audio	Songs										
	dialogues			yes	yes						
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	Websites										

Authors: Margarita Andrade and Ma. Cecilia Avilés

Source: 3rd year

Chart six: Pertinence and Appropriateness of the 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			yes	yes	yes	yes				
	maps										
	pictures	yes	yes								
	charts										
	handouts									yes	yes
	posters										
	word cards										
	white/black board	yes	yes	yes	yes			no	no		
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Authors: Margarita Andrade and Ma. Cecilia Avilés

Source: 1st year

Chart seven: Pertinence and Appropriateness of the 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	yes	yes	yes	yes						
	maps										
	pictures										
	charts										
	handouts					yes	yes			yes	yes
	posters										
	word cards										
	white/black board			yes	yes			yes	yes	no	yes
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites	yes	yes					no	no		

Authors: Margarita Andrade and Ma. Cecilia Avilés

Source: 2nd year

Chart eight: Pertinence and Appropriateness of the 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	yes	yes			yes	yes	yes	yes		
	maps										
	pictures										
	charts										
	handouts	yes	yes	yes	yes	yes	yes			yes	yes
	posters										
	word cards										
	white/black board							yes	yes		
Audio	songs										
	dialogues										
	stories										
	tales										
Audiovisual	videos										
	movies										
	documentaries										
Realia	objects (toys, plants, fruits)										
Online	websites										

Authors: Margarita Andrade and Ma. Cecilia Avilés

Source: 3rd year

Quantitative Tabulation

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

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

Authors: Margarita Andrade and Ma. Cecilia Avilés

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

Variable	Indicators	Public	Private
		F	f
Visual	flash cards		
	power point presentations		2
	maps		
	pictures		
	charts		
	handouts		2
	posters		
	word cards		
	white/black board	2	3
Audio	songs		
	dialogues	3	
	stories		
	tales		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		2
TOTAL		5	9

Authors: Margarita Andrade and Ma. Cecilia Avilés

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

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

Authors: Margarita Andrade and Ma. Cecilia Avilés

Chart twelve: Frequency of use of supplementary material

Years	Public (f)	Private (f)	TOTAL	
			F	%
1 st	3	7	10	27
2 nd	5	9	14	35.1
3 rd	5	8	13	37.8
TOTAL	13	24	37	100

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	Maps					
	Pictures					
	Charts			1	1	7.69
	Handouts			1	1	7.69
	Posters					
	word cards					
	white/black board	1	2	2	5	38.46
Audio	Songs					
	Dialogues	2	3	1	6	46.15
	Stories					
	Tales					
Audiovisual	Videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
TOTAL		3	5	5	13	100

Authors: Margarita Andrade and Ma. Cecilia Avilés

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations	2	2	3	7	29.2
	Maps					
	pictures	1			1	4.1
	charts					
	handouts	1	2	4	7	29.2
	posters					
	word cards					
	white/black board	3	3	1	7	29.2
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites		2		2	8.2
TOTAL		7	9	8	24	100

Authors: Margarita Andrade and Ma. Cecilia Avilés

Description, analysis and Interpretation of Results

This part of the research consists in the description of the whole research process. There are some supporting materials used by the teachers in the different levels. Each material is going to be described according to its pertinence, appropriateness and quality. If the material was used according to the topic of the class and if the students understood its objective, it would mean that the material was appropriately used. Supplementary materials also had to be used following the correct language to its English level. Materials also needed to have good quality to be a good support for the teacher in classes.

On the other hand, results are going to be measured by using some useful charts. Those charts explain how much the teacher used the different supplementary materials. At the end, the goal is to understand what kind of supplementary materials are used by teachers and how many of them they used.

Qualitative Analysis

Public High School

1st. Year

Whiteboard

The teacher used the whiteboard in the third class. The topic of the class was To Write Their Opinion in an e-mail. The objectives were to practice writing about different topics and expressing opinions. The teacher explained the activity orally, and then she wrote the topics and the instructions on the whiteboard. The students were able to select the one they liked most and to write their e-mails in their workbooks. When some students finished their writing, the teacher selected two students to read it out loud in front of the class.

The supplementary material was not pertinent for the class, because it did not help the students with their writing. The whiteboard helped the teacher to write the topics: the opinion about the English book, the opinion about the Social Studies Book, and the opinion about the Mathematics book; she also wrote that e-mails should have being written for the School's Principal and should have at least three paragraphs. The students had the instructions during the whole class, and this was very useful, so they did not have to ask the same things too many times, but it did not help the students with the development of their writing skills. The whiteboard had just the topics, it did not have the steps for the writing, the vocabulary they needed, or where they could find the information in the book.

Even though the material was not pertinent, the language used on the whiteboard was appropriate. The instructions and the different topics were clearly written, with an easy vocabulary for the student's level, and they clearly understood what they had to do. The instructions sentences were short and clear. The instructions written on the whiteboard were who the e-mail was for and how long it was supposed to be. The students worked perfectly and were able to finish the activity.

The quality of the whiteboard was not good enough; the teacher wrote the topics in order on the right side, and the other instructions on the left side. The words were clear and big. The problem was that the whiteboard was a little bit dirty, and that affected the new things written there.

Dialogues

Audio as supplementary material according to Gomez (2008) is very useful to motivate students to practice their listening comprehension. In the second observed lesson, the teacher used a dialogue. The theme of the class was Computer

Vocabulary. The objective was to teach students new vocabulary and recognize the image they had in the student's book and then they had to complete the definition of each word.

The teacher read the instructions with the students. Then she played the dialogue. They completed two different exercises with the same dialogue, one recognizing images and the other completing definitions. Finally the teacher played the dialogue for the third time and checked the exercise with the students.

The dialogue used was pertinent. It was very useful to accomplish the objective of the class. The objective was to learn new vocabulary. The students were able to match perfectly the new words with the images and definitions given by the book. The teacher played the dialogue and they recognized the images and completed the exercise.

The supplementary material used in this class was appropriate. The CD used by the teacher was part of the course material for the English class that is why it was very appropriate to their level and understanding. The dialogue did not have difficult words, and the pronunciation was clear and slow. Almost all the students were able to write the word beside the image in the first task. The supplementary material was successfully used, two more times, in other exercises.

The quality was very good. The teacher went directly to the exercise's track. The CD player used in the class was an excellent tool, and the dialogue volume was high enough.

The teacher also worked with a dialogue in the fifth class. The topic was Travel Information, and the aim was to practice their listening comprehension. The teacher introduced the class asking a girl to read the activity on the book, then played the

conversation for the first time and motivated students to complete the exercise. Then she turned the CD player on again and asked the students to complete the next activity. She played the dialogue two more times. When the conversation ended she checked the exercise with the students, correcting them when it was necessary. Finally she explained the last exercise in which students had to match the phrases in the previous exercise with the purpose.

The conversation used in this class was pertinent to the class objectives, because it helped students to develop their listening comprehension, hearing the conversations and answering the exercise correctly.

The vocabulary used in the dialogue between the travel agent and the tourist was appropriate to the level and understanding of the students. It was part of the course material, so in this activity the teacher used a lot of sentences about instructions that students practiced before. They had to ask the meaning of few words, but they understood most of the dialogue without any problem.

The quality of the material was fine. The CD player and the volume used were appropriate. It was clear that the material was prepared for the class and the teacher knew the track of the exercise and did not waste time looking for the conversation.

In the other two observed classes the teacher did not use any supplementary material. The theme of the first class was Aztecs: Ancient Civilization. The objective of the class was to practice reading comprehension and to develop knowledge about Aztecs. During the fourth lesson the topic was Applying for a Job. The objective was to learn how to write a letter correctly, using their comprehension and writing skill.

Learning styles

During the observation in this level only two supplementary materials were used, whiteboard and dialogues. The class was focused mostly on audio learning style. The problem was, as the students expressed in the surveys, they would like to use more materials such as videos, flash cards and charts. The teacher gives importance to the supplementary material and she would like to use more audiovisual materials or handouts but she complained the school did not have the facilities for this purpose.

2nd Year

Whiteboard

The topic of the second lesson was Wars all around the World. The objective was to practice students' oral presentations and to get information from this. The class was divided into five groups. Previously each group prepared a presentation about any war around the world. The teacher copied the workbook chart onto the whiteboard. The chart had two columns: one for six questions and other with six blank spaces to answer the questions. During each presentation she helped the class by asking a student to complete the chart about the war. When a group finished, she erased the answers and started again. Finally the teacher collected the workbooks.

The use of the whiteboard was totally pertinent because students' understanding of wars around the world became easier with each presentation students made. Everyone was paying attention because they had to complete the chart five times. The objectives were accomplished with the use of this material; with the answers written there they had a visual support of what they must do.

The supplementary material was appropriate for the level and understanding of the class. The language used was based on their oral presentation that is why it was

familiar for them. The language used by the students was correct for their level, in some cases they got nervous, maybe because of the presence of a strange teacher there, and they looked to their teacher like asking how to say something and said it in Spanish, but generally, during the observation it was noticed that the students were really prepared for the presentation. The students used charts with photos and easy vocabulary, but this material will not be evaluated in this research because this is about supplementary material used by teachers.

The quality of the whiteboard was not good. Even though it was clean and was not broken, the size and the information of the chart were too big for the whiteboard, so in some spaces the letters were too small. The other problem was that at the beginning of the class the markers had enough ink, but later the writing became faded.

During the third class, the teacher also worked with the whiteboard as supplementary material. The topic of the class was Past Simple Passive. The aim was to practice grammar in the student's book and in the workbooks. First, the teacher asked for examples and she wrote them on the whiteboard. Then the students worked in their books while the teacher wrote new sentences for practicing in the workbooks.

The use of the material was pertinent, because the objectives were accomplished with the use of the whiteboard. The students were able to give past simple passive sentences. When the teacher asked for the examples she used a red marker to underline the verbs and to remind the students how to construct the passive voice and when to use it. Then the students completed the book's exercise quickly and without problems. Also the teacher wrote new sentences for an extra practice. It helped the students to clearly understand the past simple passive tense.

The material was appropriate to the level and the understanding of the class, especially considering that the exercises were used to improve their grammar knowledge. The teacher used simple vocabulary words and verbs they had in the book. For the students, the sentences were easy to understand and to complete.

The quality of the material was excellent. The teacher used the space correctly where the letters were big enough, and she also used different colors to underline the verbs so the students were clear about what she was talking.

Dialogue

In the first observed class the theme was War and Peace. The class had two objectives; the first one was to improve their listening comprehension by taking notes from a dialogue and the second to practice their writing using the information they got from listening. The teacher asked to the students to read the exercise in their books. This exercise had two columns: one with some clues and the other with spaces for them to write notes. She played the dialogue twice. After the second time, she asked some questions to check the comprehension and then played the audio again in order to help the students to check their notes. When they finished, the teacher asked the students to complete the next task in the book, which was a passage about the soldier's experience of the war using the notes they had in the previous exercise.

The supplementary material was pertinent. The objectives were accomplished using the material. The students were able to understand the information they received and they wrote notes with it, and used the information they got to write about a soldier's experience.

The audio was appropriate to the level and understanding of the class; they could complete the exercise without problems with the understanding of the dialogue's pronunciation. The vocabulary used and the sentences structure were easy to understand during the dialogue, and it also seemed that the students were related with the topic because it may have been used in some previous classes. The audio used in the class on the CD belonged to the course material of this level.

The quality was also fine. The CD player volume was good enough for the class. It did not interfere with the audio. The CD helped with the purpose of using the supplementary material.

During the fourth lesson the teacher used a dialogue based on a recipe for a pie. The topic was How to Make a Pumpkin Pie. It sounds funny, but it had specific objectives: to practice food vocabulary, the use of verbs and steps to do something, in this case a pie. In the books they had the exercise with images; the students matched the images with the recipe and then listened to the quantities and completed the activity. They had to listen again and complete the process and put them in order. The teacher played the audio three times and let the students completed the exercise. When everyone finished she corrected it with the class.

The use of the audio material was pertinent. The objectives were accomplished with the use of the recipe. It was an easy exercise for them, and they worked fast. The students recognized easily the vocabulary of the food, and then completed the quantities and the process without problem. The steps were very clear for the students.

The material used was pertinent and appropriate. Pronunciations were slow and clear, especially in the part of the quantities. The vocabulary and steps were based on previous knowledge; it helped the students to finish the activities without problems.

The quality of the audio material was good. The teacher was not the one who made the material, because it belonged to the course book, but she knew the track number and she did not lose time looking for the exercise. The CD player was fine and the volume was high enough for the class.

The fifth class theme was Care for Elderly. This was an interesting topic because it was totally related with real facts in Ecuador. The objective of the class was to practice their listening comprehension and writing in paragraphs about a specific theme.

The teacher asked what they know about elderly people in Ecuador and she used that conversation as an introduction for the lesson. After that she read the instruction for the first exercise; the students had to decide if the statements were true or false, making predictions about what they were going to hear. When this activity finished, the teacher played the audio for the first time and let the students check if their predictions were correct or not. Then the teacher played the dialogue two more times, so the class had the options to complete the conversation in task number three in the book. Finally, the teacher checked the exercise and motivated the students to write a paragraph about elderly people in Ecuador using the notes they had in the previous exercise.

The material used in this class was pertinent. The students were motivated because the audio was very interesting. Even though the audio was made with an American accent it had the facts from our country. The students practiced their

listening comprehension by checking their predictions and answering true or false depending on the information; the students also used it to write a paragraph about elderly people.

The material was not appropriate because the level and understanding of the audio was not previously known by them. In the information there were a lot of words the students did not know and they had to ask their meaning to the teacher. Some of them did not ask the teacher when they were lost and some of them lost their interest in the lesson. Even though the pronunciation was clear the students were not related to all the language used there. Most of the words translated by the teacher were recognized by the students, and other words there were new vocabulary for them, and they got lost in the class.

The quality of the material used was good. The teacher played the track enough times and the volume and clarity of the conversation was fine. At least this helped with the class continuity.

Learning styles

According to Kelly (2011) students have different ways of learning. They can learn by seeing, hearing, and experiencing things first hand. But for most students one of them is more useful than others.

In this level the teacher worked with the whole class not considering different learning styles of the students in this level. In the observed lessons she used just few visual and listening supplementary materials. The teacher used only the whiteboard as a visual supplementary material because the school did not support the use of other materials as flashcards, charts or pictures. She had the same problem with audiovisual materials because the school does not have the necessary resources to

work with them.

On the other hand, the teacher had not considered the possibility of using inexpensive supplementary material like paper-based materials and she brought different materials to give the students a better motivation to learn English. In the conversation with the teacher, it was noticed that she did not have enough time for the preparation of the class. She preferred to use conventional supplementary materials as whiteboard, and also audio dialogues because these were part of the course material.

3rd year

Charts

In the third observed class the topic was The Use of The Passive Voice. The aim was to practice the content the students learnt in previous classes. The teacher asked the students to review the construction of the passive voice that was in the students' book and to complete two exercises in their book. While the students were working the teacher placed two flipcharts on the whiteboard with ten sentences, they had to complete them with passive voice too. The teacher checked the book task and asked them to work with the charts. The students had to copy the sentences in their workbooks and complete them.

The use of flipcharts was pertinent for the objectives in this class and it also was a very good idea because the teacher had enough time to go around the class clarifying uncertainties or helping students. They were able to practice few extra sentences the book had, and it helped them to acquire knowledge of the passive voice. They practiced the construction of the passive voice form in sentences

correctly, and most of the class completed the exercise just with few questions to the teacher.

The flipcharts were appropriate too, because the sentences were written in clear language, verbs they knew and simple sentences structure. The sentences were easy for the students to improve their grammar knowledge.

The quality of the material was very good. The teacher prepared the flipcharts with big and clear black letters, and the whole class worked easily with them, including the students at the back of the class. She attached the flipcharts with enough masking tape on the whiteboard, which helped them not to fall during the class. It looked like the teacher did not have many resources, but she made good materials and she could use it many times and did not to write all the sentences again for another class.

Whiteboard

In the first observed lesson the topic was Third Conditional. The objective was to practice the content about this grammar structure acquired during the unit. In this class the teacher worked with the student's book. She asked to complete the exercises in the book that included matching sentences, completing a chart and writing a short terrifying story about a personal experience, or an invented one using the information of the previously exercises, ending the story with a sentence in the third conditional form. She used the whiteboard to write the page number and the exercises they had to complete. She also wrote some words when the students asked for spelling. But she did not use this supplementary material to construct the knowledge of the students.

The use of the whiteboard in this class was not pertinent, because it did not help the students to practice the third conditional. The teacher did not use it for writing sentences examples, or steps to write a story, or something related to the exercises. She just used some words asked by the students.

However, the words written on the whiteboard were appropriate because they were according to the level and understanding, and they helped students to learn new words. When students asked for a word they did not know how to write it, the teacher had to write it on the whiteboard with a clear handwriting. It was related with their level; also in few cases the teacher used the whiteboard to explain how to write a complete sentence and to correct some students.

The quality of the whiteboard was fine, it was not broken and the marker the teacher used was also good, students could easily see and understand what was written there.

During the fifth class the topic was Fables. The aim was to practice reading comprehension and write short fables in pairs. The teacher used a whiteboard to show the steps they needed to write the fable. The teacher also used it the same way as the first class, just to put words or phrases that the students did not know. But in this class she used it in combination with other handout material that will be explained later.

The use of the whiteboard in this case was totally pertinent for the class, because it helped the students to write the fables, with the clear steps they had to follow: introduction, body, and conclusions. The teacher also used it to clarify words that helped the students to complete the task.

The supplementary material was appropriate because it clarified the meaning of some words. The level and understanding was according to the course, especially with the steps.

The whiteboard quality was very good; the teacher used big letters and the color was clear for everyone.

Handouts

In the fifth lesson the teacher worked with fables. This theme had two objectives; the first one was for the students to practice their reading comprehension and the second one was to write a fable in pairs. At the beginning of the class the teacher gave the students handouts containing a short fable named *The Tortoise and The Hare*. She asked one student to read it aloud. The teacher asked questions about the words they might not know and about the fable comprehension. Then she asked them to work in pairs. They had to write a fable using animals. The teacher wrote on the whiteboard the steps for writing fables: introduction, body, and conclusions. She also wrote some words and phrases that students asked for completing the exercise (whiteboard was already analyzed as supplementary material for this class).

The handouts used in the class as a supplementary material were pertinent because they helped the students to improve their comprehension and knowledge of fables. This let them to know how the fables are written. They had a fable to read that they understood and they had this as model to write their own fables easily. The objectives of the class were accomplished with the use of the material.

The handouts were not totally appropriate because the fable's language was not too clear for the level and understanding of the class. The students asked the meaning of many words; starting with the ones in the title *tortoise* and *hare*; they were

familiarized with word as *turtle* and *rabbit*. The good thing was they also knew the fable in Spanish so they had a point of reference. Finally, they could improve their knowledge and also increased their vocabulary.

The teacher prepared her own supplementary material and the quality was very good. She downloaded the fable from the internet, put four fables in the same page and cut them for the class. The type and font was clear and the quality of the photocopies was good. When they finished working with the fables the teacher asked the students to return the papers. Maybe she was going to use them in other classes.

Dialogues

The topic of the second class was Instructions for an E-mail. The objective of the class was to practice listening comprehension in a conversation. The teacher read the instruction for the first exercise on making predictions about the conversation and let the students work alone. She played the audio for the first time without reading the exercise instruction. When the conversation ended, she asked questions to check how much they understood from it. Then they read the next two tasks instructions and played the audio two more times to be sure that the students could complete the sentences of the conversation. The teacher checked the tasks with the class. The class was short and when they finished, the teacher asked for the workbooks to correct them while they were doing their homework by reading from the book.

The use of the conversation was pertinent to accomplish the objective of the class because with the listening, the students could practice their comprehension and complete the exercises. The topic was too easy for them because they were really used to work with computer and e-mails. The interesting aspect is they learned the correct way to write and to pronounce the vocabulary.

The conversation was appropriate for the level and understanding of the class because the participants were talking slowly, clearly and with short sentences. Also, the students had the previous knowledge that helped them with the exercise. The pronunciation from the CD was clear and let the students completed the activity quickly.

The quality of the audio was very good. The CD was part of the course material. The pronunciation was clear and the volume used in the CD player was high enough for the whole class hears the dialogue.

In the 4th observed lesson the teacher did not use any supplementary material. The topic was Books. The objective was to practice their reading and their comprehension.

Learning style

The teacher said in the survey that the use of supplementary material is very important to improve the level of English. But, because of the school's lack of resources, she only worked with charts that she prepared by herself. She used the whiteboard, sometimes pictures and the audio CD that belonged to the course material given by the authorities. It is clear that the teacher was just using audio and visual learning styles. A relevant aspect of this project was the student's interviews. They answered that they liked the classes and they were also learning English. It seemed that the teacher was considering supplementary material. As Davanellos (2010) says there are aids that make the teacher's life easier and the learner's process more interesting. The teacher was motivating the students, and also working with different kind of supplementary material and they could improve their knowledge in a better way.

Private High School

1st Year

Pictures

This supplementary material was used only in the first class observed. The topic of the class was Descriptions, and the objectives were to describe physical appearance of classmates and to compare and contrast opinions.

The material was appropriate, first of all because pictures are considered as visual material in classes. Vogt and Short (2010) stated that students can be helped with this kind of materials to process better the information through visual clues. The teacher used digital pictures to show characteristics of two different persons, and they made a more interactive class. She used the pictures to explain how the students have to make the descriptions. The material was useful because it clarified what the students had to do. The teacher made a rapid description of one of the persons showed in the pictures and then she asked for a student to make the description of the second one. Also, the teacher used the pictures to clarify how to make comparisons and contrasts. The teacher accomplished the objectives of the class using this supporting material. Pictures are considered good and useful tool because they lead the students to draw out language from their own knowledge through exposure to the stimuli presented by the digital presentation. The use of this material helped to reach the objective of the class because the descriptions of people's physical appearance were easier to make by the students.

The use of pictures in this class was pertinent because they were created in a simple but modern way. There were colorful and they described two men and two women showed individually in each slide which made easier to describe, compare

and contrast. The following slides had pictures of children; they were also colorful. The image of the persons used was according to the student's age because they were not too childish and colors were used to enhance the pictures and to catch the attention of the students. The students were interested in the class and paid attention to the teacher because each image was well designed.

The supplementary material had an excellent quality. The pictures were digital and well chosen. Even though the pictures were downloaded, they were exactly what the teacher needed to explain her class. Also, the pictures were colorful, but not in an exaggerated way, that is why they did not look as child pictures. It is remarkable that the teacher wrote down the site from which he downloaded them.

Whiteboard

The use of this material was used in the first, second and fourth class observed. The first class had as topic Descriptions and its objective was to describe physical appearance of classmates and to compare and contrast opinions.

This material was pertinent because the teacher used the whiteboard to write the objective of the class that was mentioned before. Also, she used the material to write key phrases to explain to the students how to make descriptions. To write these phrases in the board was helpful to the students because they were always reviewing the things they had to do in order to make good descriptions and comparisons.

Whiteboard was appropriate in this class because the teacher wrote key phrases using words and structures according to the age and level of the students. The teacher used sentences that were easy understood and helped to reach the objective. An example of a key phrase written by the teacher is the following: Descriptions: account: characteristics. The teacher wrote phrases like this one but she made a deep

explanation about each one of the phrases written on the board. It helped to make an active class because the teacher did not spend too much time writing on the board. While she was writing, she was explaining.

The teacher used different color markers to identify words. Also, she used the board in an organized way. She wrote the objective on the top-left side. She divided the board in two parts and then she wrote the phrases with different colors according to the explanation given. The size of the letters was good and her handwriting was understandable for the students.

The second class observed in which whiteboards were used had as theme: Speeches about Experiences and Traditions. The objective was to use different past tenses, active and passive voices.

The material was pertinent because the teacher used it to write the answers provided by the students. The teacher asked some questions to the student and they had to answer them using the correct voice: active or passive. If the student answered correctly, the teacher asked him to write the answer on the board, but if the student answered incorrectly, the teacher asked to another student to clarify the answer. While the students were answering, the teacher wrote on the board their answers which clarified the use of different past tenses. Sometimes, the students got wrong answers and the teacher used them to teach the difference between a well-structured sentence and a bad structured one using past tenses, active and passive voices. It can be said that the class objective was accomplished because the students, at the end of the class recognized perfectly a sentence in past tense and also they made correct sentences using active and passive voices.

The material was appropriate because the sentences used by the teacher were according to the age and level of the students because most of them were the words that the students used. It was clear and very well written. If the teacher had simply stood and talked, he could have lost their students. But, if the teacher combines an effective whiteboard presentation, he will be doing a good job for reaching their students in class. .

The teacher used different color markers that helped the students identify different ideas easily. Also the letters had a good size which made the words easy to understand. The teacher wrote the objective in the top-left part of the board and then she used the rest of it to write but always in an organized way.

The last class in which the teacher used the whiteboard was the fourth class observed. This class had as main topic: Composition about Past Experiences. The objective was to use modal verbs. In this class the teacher used the whiteboard to write the objective as in the other classes mentioned before, and she also used it to write some instructions.

In this class the material was neither pertinent nor appropriate because the board was used only to write the objective of the class and to write some words that did not help to accomplish the real objective of the class that was to use modal verbs. The whiteboard was used only to reinforce the instructions given by the teacher but it was never used to explain something related to the class objective.

Even though this material was not pertinent and appropriate, it had a good quality and the teacher used, as always, different colors of markers. It is a good idea because it makes easier to identify different ideas and phrases. She used different parts of the board to write the objective and to write the information. Also, she had a

good handwriting; it helped the students to understand perfectly all the instructions. The size of the words was bigger enough to be read by the last student of the class.

Power Point Presentation

This supplementary material was used in two different classes. They were the second and third class observed. The topic of the second class was Speeches about experiences and traditions. Its objective was to use different past tenses, active and passive voices.

The material was well used in this class, it was pertinent because the information was well structured and it was shown in a complete way. According to Villacuesa, R., Mohamed, H. Sanchez (2011) young learners actually learn foreign languages faster and the use of power point presentations helps to reach this goal. In this class, each slide had the correct information according to the topic because it explained the use of active and passive voice by the use of different sentences and paragraphs in each slide. On the paragraphs the students had to identify active and passive voices. At the end of the class the students had to make oral compositions using that kind of grammar structure and it can be said that the objective of the class was reached.

The material was also appropriate in this class because from a student's perspective, this kind of class material is more interesting than notes on a board. The teacher used the presentation to make an interactive class. There were slides in which questions without answers were written and the students had to answer them. Even though the teacher is a native speaker, she used simple sentences in the presentation to make the topic easier to understand. The students belonged to an intermediate

English level and the teacher avoided using complex sentences and structures because she did not want to cause confusions to the students.

The quality of the presentation was good. It had organized text and the teacher used different colors to identify different ideas. Also, the slides had a good combination of colors between background and text. The presentation had not animation and pictures but it was not necessary in this class.

The topic of the second class observed was Phonetics. The students had to learn to use weak and strong forms.

In this class, the material was not appropriate because the presentation did not have information according to the topic. This topic was not easy to explain. The teacher talked about the stress and intonation in words but she had to explain orally because the presentation was not clear.

Also, the material was not pertinent at all, because the slides were too charged with text. It made the ideas written in the presentation difficult to follow. The students got lost following the presentation, and the oral class given by teacher.

The quality was not good, because of the wrong use of text and a poor use of colors. It seemed that the teacher made the presentation fast and did not take care about details.

Handouts

This material was used only in one class, the fifth class. This class was about Literature Comments and the objective was to answer questions of a literature reading.

Handouts in this class were pertinent because by answering the questions the students practiced their reading skills. The teacher gave to the students a worksheet

that had a literature reading and ten questions about it. They had to answer them and at the end of the class some students had to explain orally what they wrote but without reading the questions.

The handouts were appropriate because there were worksheets in which the teacher wrote the instructions and the questions and because it helped to clarify the topic taught by the teacher. They were clear and simple explained in a language that the students could understand perfectly. The students did the exercise because they had to finish it in the class period. All the questions were clear and the students did not have any doubt about the exercise.

The quality of the handouts was excellent. The worksheets had a format created by the school which all the teachers use. The size of the letters was perfect because it made reading easy for the students. It also had different sizes to identify titles from instructions.

Learning Styles

Students need motivation to learn. There are different ways to motivate students in class. It is noticeable that in first year of high school, the most used supporting materials were whiteboard, followed by power point presentations. The students can be very visual at this age and the teacher took advantage of it by using digital presentations to enhance his classes. The use of pictures was also showed in a digital way. The teacher selected very well the kind of material to be used in class, because most of his students were visual. The material that was less used in this high school year was handouts. As it was explained before, this group was very visual and the teacher used more that kind of supporting material to make his classes more interesting.

2nd Year

Power Point Presentation

This supplementary material was used in two of the observed classes, class number one and two. In the first class the topic was Argumentative Speech. The objective was to persuade classmates by giving argumentative speeches and connectors.

This material was pertinent because all the slides had the correct information. They also had an example regarding argumentative speech that the teacher read to his students. Each presentation had a link that sent it to a website that had information about connectors. This material was very useful because the information it had clarified the topic and it was easy for the students to understand exactly what the teacher was explaining.

The material was appropriate because the example about the speech was written by the teacher and used complex sentences and vocabulary because the students had a high English level and they were able to understand them. The words were well chosen. Also the idea to link the presentation to a Web site was appropriate because it made the class more interactive and these students liked a lot to work with Internet in class.

The presentation was made by the teacher and was very well organized. Text and background had good color combination. The size of the words was big enough to be read by all the students. It did not have animations, but it was not necessary.

The next class in which power point presentation was used was in the second observed class. The main theme of it was Indirect Questions. The goal of the students was to make and answer questions to obtain information.

The presentation was pertinent because it was very clear and totally made by the teacher. The slides had enough information about indirect questions; also, it had some examples. In the slides there were direct and indirect questions and the students understood the difference between both kinds of questions. This material was helpful in this class because at the end of the class, the teacher asked the students to make indirect questions to their classmates about different history facts. They were able to do it because they made the questions correctly and their classmates answered the questions correctly. They understood perfectly the difference between direct and indirect questions and it was clearly noticed in that oral exercise.

The words and sentences used were appropriate to the student's level. The students had a high English level, that is why the vocabulary used by the teacher to create the questions for the exercises was according to the language they have learned. The slides were designed using colors and text structure that caught the interest of the students.

The presentation had good color combination between text and backgrounds. It also had simple animations that crossed out the wrong sentences; also, there were words that changed their colors to explain the correct structure of indirect questions.

Websites

This supplementary material was used in the first and fourth class. In the first class, the topic was Argumentative Speech. The objective was to persuade classmates by giving argumentative speeches and the use of connectors.

The use of this material was pertinent because the web site chosen had the necessary information to learn how to persuade people using argumentative speeches. The title of the website was: Grammar Quizzes and the exercise was

Joining independent clauses with coordinating conjunctions. This web page was very important as a support to the teacher. Gómez (2008) argues that supplementary materials are sources that complement teachers' tasks and the teacher in this class used the web page to reinforce knowledge. He used it to complement his class by doing the exercises with the students. After doing this exercise, the students had to make their speeches. They understood perfectly the idea of how to use connectors in a speech. The students were ready to write an argumentative speech using connectors. After finishing the oral exercise, they wrote their own speeches. The students were focused on writing the speeches and they did not ask anything while they were working. The oral exercise using the web page helped to reach the objective which was to persuade classmates through argumentative speeches.

The material was appropriate because the web page was well chosen by the teacher. It had understandable sentences and words that helped the students to be interested in the topic. It was also appropriate because the students had a great mood when the teachers used web sites, and the web page had an interesting and stimulating content to be used by the students.

The website was very friendly. The colors were simple, white background, blue and black letters. The correct word that identified the connector was showed in red. The website was projected, so, the teacher could make zoom in most parts of the page.

In the fourth class, another website was used as supporting material. The class title was Hypothesis. The objective of this class was to make hypothesis.

In this case the material was not pertinent. The web page was used to help the teacher in his class. Even though the information had the necessary context to

explain how to create a hypothesis, it had too much text which was organized in a whole paragraph. It made the class boring and the students got distracted. Some of the students were making drawings, other wanted to sleep. The web site information was not organized and the students did not pay attention to the class.

The web page was not appropriate because the language used was too complex to be understood by those students. Also, the text organization of the web page was too serious and simple which made the class boring and the students were not interested in it.

In this website, the text was compiled in one paragraph. Some words were in bold. All text was in black color and the background was white. There were no pictures or graphics added.

Whiteboard

This supplementary material was used in three classes, the second, fourth and fifth observed class. In the second class, the topic was: Indirect Questions. The class objective was to make and answer indirect questions to obtain information.

In this class the whiteboard was used specially to write the objective of the class and to write some examples. Even though the teacher had the power point presentation, he used the whiteboard to support and reinforce his class. He clarified ideas and answered the student's questions by writing on the board. In this case, the whiteboard enhanced the explanation and the power point presentation.

The words and sentences selected by the teacher were used according to the student's high English level. He wrote different words and phrases that the students understood well. The whiteboard is always a support for teachers in classes because they can write ideas provided by the students to improve the topic.

The teacher had good handwriting and he used big letters. He only used a black marker, but it was enough to clarify ideas and write examples, because most of the explanation was in the power point presentation.

The next class in which the teacher used the whiteboard was the fourth observed class. This class had as topic Hypothesis and its objective was to make hypothesis.

In this class, this material was pertinent because the teacher went to the computer lab and asked the students to make research about hypothesis. He wrote the steps that the students must follow to complete the exercise. For example: to look up for at least five different web sites, to write three different hypotheses, to hand in the work at the end of the class.

To use the whiteboard to write the instruction about the class work was a good idea, because the students knew what they had to do during the activity. This material helped to reach the objective because the exercises lead the students to practice how to make hypothesis.

The material was appropriate because the words used to write the instructions were simple and clear. There were only instructions; it means that all the students had a perfect idea about what they had to do and it made the material completely appropriate. The instructions were written on the board during the whole class and the students knew what to do in every moment.

The size of the letters used to write on the board was big enough for the students to read. The teacher only used a black marker to write the instructions and he also used a good handwriting.

The class number five was the last class in which the whiteboard was used. The theme of this class was Essays and its objective was to analyze a change that happened in the society.

In this class this supplementary material was used only to write the objective of the class that is why the whiteboard in this case was not pertinent. The teacher had worksheets as main supportive material to be used in class. It was a good idea to write the objective on the board but it did not help to reach the objective at all.

As the only thing that was written on the board was the objective, this material was appropriate because to have written the objective of the class on the board helped the students to know what the class main topic was. The sentence structure in which the objective was written was clear and simple, enough to be understood.

The size of the words was perfect to be seen by all the students. The teacher only used the top part of the board and wrote in the middle. He only used black marker, which made the students read clearly.

Handouts

This supplementary material was used in the third and fifth class. The title of the first class was Analyzing a Movie and the objective was to answer questions about a movie in order to enhance the analysis and vocabulary skills by listening for the movie details.

This material was pertinent because the teacher gave the students worksheets that had twenty questions which had to be answered by them during the class. The students had already watched the movie the last class. The handout had questions about the movie's main characteristics, such as costumes and makeup of the characters, the plot of the movie, music, and some other questions that improve the

student's vocabulary and the ability to write an analysis essay. Working with this handout helped the teacher to have an organized and quiet class all the time. The class objective was accomplished because they answered the questions and while they were working they were analyzing and enhancing their vocabulary.

The handouts given to the students were appropriate because they were very clear and simple. The school has the same format for all the worksheets in all the subjects. The words used in the questions were written according to the English level of the students. The students had a high English level, it means that the questions were a little bit complex and that the expected answers needed to have a highly grammar structure. Handouts were also appropriate in this class because they were an integral part of the class in the way that students were able to organize their knowledge and then it would be kept by them for next studies.

The handout was very organized; the font size was legible and easy to fill. The teacher added another sheet with printed lines just in case the students needed to write more.

The last class in which handouts were used was the fifth one. The topic of the class was Essay. The objective was to analyze a change that happened in the society.

The handout in this class was pertinent because the students received a worksheet to do the exercise. The handout had the instructions written. The students had to write an essay about the topic mentioned in the objective but in the handout was specified that they had to write about places or persons. This material was very useful because it had the complete information to do the exercise. Handouts were essential to reinforce that class because the students needed to use the whole period to finish the essay. By using handouts the teacher did not waste time explaining what

the students had to do. Also, the handout had all the instructions according to the class topic.

The material was appropriate because it was elaborated with simple language and the instructions were well explained. The students understood exactly what they had to do. For this student level, it is important to improve their writing skill, which is why this material was very appropriate for those students because they were going to have their essays to be reviewed in future classes.

The worksheet was organized. It had the school format. The size of the letters size was good for reading. The teacher added two more pages with lines printed to make students write more.

Learning Styles

In this high school year, the most common materials were whiteboard and PowerPoint presentation, in which it can be shown the interest of using visual materials to enhance the class. The whiteboard was used mostly to write the objective and instructions. Whiteboards are a good help for the teachers to support their classes, it is the most common material used in schools because it is easy to use and all the classrooms have one. On the other hand, Power Point Presentations are a useful tool to support a class. Even though the whiteboard is helpful to write instructions, a digital presentation offers different kind of visual aids. The use of visual aids is important to make an interesting class. But, it is important to notice that a digital presentation must be well designed to make an interesting class. The teacher has to identify what kind of supporting material is useful for his group. In this case, the students seemed to be very visual and the teacher chose to use websites and

handouts. The use of web sites is important because nowadays technology is an important aid in classes and teenagers are familiarized with it.

3th Year

Handouts

This was the most used supplementary material in this high school year. Handouts were used in the first, second, third and fifth class.

The first class had as topic Writing an Editorial, and the objective was to practice writing and improve vocabulary.

The handouts were used by the students to write an editorial following the steps that were explained by the teacher. The handout was pertinent because it had the instruction and the space to write, also because it had a little example of an editorial that helped the student understand better the exercise. The objective of the class was achieved because the students wrote the essay following the instructions and the example provided in the handout. This material was also pertinent because it was a complement of the power point presentation that the teacher used to explain the class. The handout had the same format mentioned before; it means it was well organized and clear.

This material was appropriate because the language used to create the instructions for the handout was according to the student's level. They had a high English level that is why sentences and grammar structures the teacher used to write the instructions were complex and the student understood them.

The material had a format structured by the school. It had a good size of letter, enough space to write on. Also it had a heading on the paper to fill the student's

information. The handout had an organized structure and the teacher added one more page to write more if they needed to.

Handouts were also used in the second observed class. The topic of the class was Verb Tenses and the objective was to choose the right verb tense. In this class the students had to do exercises about verb tenses to practice grammar structure.

This material was a good complement for the class because the best way to learn is practicing. The class began with a previous review about the topic. Then, the students had to choose the correct verb to fill the sentences provided by the handout. The class objective was accomplished because the students did the exercise without any help. They understood the instructions, the sentences and the verbs written in the handout.

The handout was appropriate because sentences and vocabulary used by the teacher were according to the student's English level. The students had a high level, that is why the words were a little bit complex, but not enough to cause confusion. The verbs chosen to be the different options were also selected according to the student's level. As it was said before, the handout was appropriate because students can also use them to study for their evaluations.

All the handouts had the same format in the school. They were organized and had the text written in a good size of fonts. The teacher also used a legible font size to write the sentences. The options were written in a row way, it made easier to identify the correct verb.

The third class observed had as topic Read and analyze a Magazine Article. The objective of the class was to reinforce writing and vocabulary.

The handout was pertinent because it was a complement to the power point presentation that the teacher used to explain her class. The students had their own magazines to work and the use of the handout supported the learning process by answering the questions. It is a good tool because the students learned how to make an analysis in an organized way. Therefore, the objective of this class was accomplished.

The material in this class was appropriate because the questions were structured using grammar structure that belonged to the high student's English level. They understood perfectly what was written in the questions. It was easy for them to understand them because they were made according to the topic of the class. This material allowed the students improve their writing skills while they were doing something fun such as reading a magazine. These kinds of exercises were well accepted by the students of this age.

The handout had the same format explained before. The teacher wrote the questions in a good font size and the students read easily what was written. The questions were organized all together. After the last question, the students had to write the answers by numbering the beginning of each sentence. It made the page easy to be graded. It was a good idea to write all the questions together because there were not wasted spaces in the page.

The last time in which handouts were used was in the fifth observed class. The topic of this class was Writing a Book Review. The objective of the class was to improve writing, vocabulary and analytical skills.

The handout in this class was pertinent because it had questions about the author, the genre, the audience, etc. There were ten questions that the students had to

answer in the class. This material was very useful because the students were reviewing the reading while they were improving writing and their ability to make analysis. By doing this the objective of the class was reached because the students were enhancing their vocabulary and writing while they were making the analysis.

The material was also appropriate because the questions were well structured and the vocabulary used by the teacher was simple. The students understood the questions and everything they had to do because the questions were clearly stated. It was an appropriate material to be used by the students of a high English level because they were learning more vocabulary while they were reading and writing. The students of this scholar ages need to write in order to enhance their basically skills in EFL.

The handouts had the format asked by the school. The teacher organized the questions by living spaces with lines after each question. The teacher this time wanted to control the quantity of words written by the students. Giving those spaces with lines gave a good appearance to the handouts.

Power Point Presentations

This supplementary material was used in the first, third and fourth class. This is one of the most used materials in third year. The first class had as theme Writing an Editorial. The objective of this class was to reinforce vocabulary and practice writing.

The power point presentation was pertinent because it had all the process of how to write an editorial article. The slides explained some steps such as choosing the topic, writing an objective, using a simple language, and the number of words. This supplementary material was a good support for the teacher because it helped to

explain by showing real examples. The students definitively got the idea of the class and the objective of the class was completely accomplished because the students did not have any troubles doing the exercise related to the topic of the class.

The power point presentation was appropriate because it had simple ideas written in a language that was easily understood by the students. The students had a high English level and the slides had clear ideas according to their language knowledge. The only part that was not written by the teacher was the editorial, but the teacher wrote the citation at the end. The editorial chosen had some unknown words by the students, but the purpose was to make the students look for those words and increase their vocabulary.

The power point presentation had a good color combination, it was simple and complete. It was made by the teacher and all the text was written in an organized way. The font sizes chosen were excellent because she combined different sizes to emphasize some ideas.

The topic of the third observed class in which power point presentation was used was Read and analyze a Magazine Article. The objective was to improve on vocabulary and writing skills.

This power presentation was pertinent because it had the basic process to analyze a magazine article. Some examples of this process that were showed in the presentation were drawing a chart, checking advertisers, checking table of contents, reading some articles, etc. This material was important to the class because it helped the teacher explain what the students had to do. The objective of the class was reached because the students understood how to analyze a magazine article and it was demonstrated because they did not have any doubt during the exercise.

The power point presentation was appropriate because the teacher used clear ideas and the students understood them. The students had a high English level, however, the teacher preferred to explain the class using a comfortable language. The information included was explained in a correct way and the students understood everything because the teacher did a simple but a concrete power point presentation.

The power point presentation had a simple design. It had a plain background and the text was organized in main ideas. It was very simple to follow and it is good for a class explanation. The color combination was simple but good. The size of words was big, and perfectly legible.

The last class in which power point presentation was used was in the fourth class. The topic was Structure of a Formal Letter. The objective was to learn the correct language in a formal letter.

This presentation was pertinent because it was used by the teacher to emphasize the topic of the class. Some of the aspects that were explained in the presentation were the standard format of letters, first paragraph, body paragraph and final paragraphs. The presentation has also an example of a written letter. The students had to write a letter in their notebooks by following the steps given by the teacher in the presentation and the next class they had to bring the letter printed as homework. This material was very useful for teacher and students. For the teacher, it was helpful because she could explain better the class. The students could review some of the aspects they needed to write the letter. Also, it was helpful because the presentation had an example which made it easier to understand. All the students understood the topic because the teacher made some reviewing questions at the end

of the class and it was clear that the students understood how to make a formal letter structure.

The power point presentation had few slides but very clear, it made this material an appropriate tool for those students. The information was exactly what the students needed to know. The teacher also explained the class orally, but the students were looking at the slides too. It was a good complement for the class because most of the time the teacher was only explaining orally. In this case the students can use their audio and visual abilities to pay attention to the class. This made the class more interesting because while the students were watching the presentation, the teacher was explaining. It was a good idea to have the attention of the students of that age.

The power point presentation was made by the teacher. The slide design was simple but elegant at the same time. She combined different kind of fonts and different sizes to emphasize ideas. She used neutral colors such as blue, white and grey with an orange contrast, very elegant.

Whiteboard

This supplementary material was only used in the fourth observed class. The theme for this class was Structure of a formal letter. This material was used by the teacher only to write the instructions and to write the homework for the next class.

The use of the board in this class was very important but it was not pertinent because the main supportive material was the power point presentation. In this case, the whiteboard was redundant talking about the topic of the class. However, the teacher wrote on the board the homework for next class but it had nothing to do with the class development.

The material was not appropriate because as it was mentioned before, the main supportive material was the power presentation. In this class, this material was not a complement for the class at all.

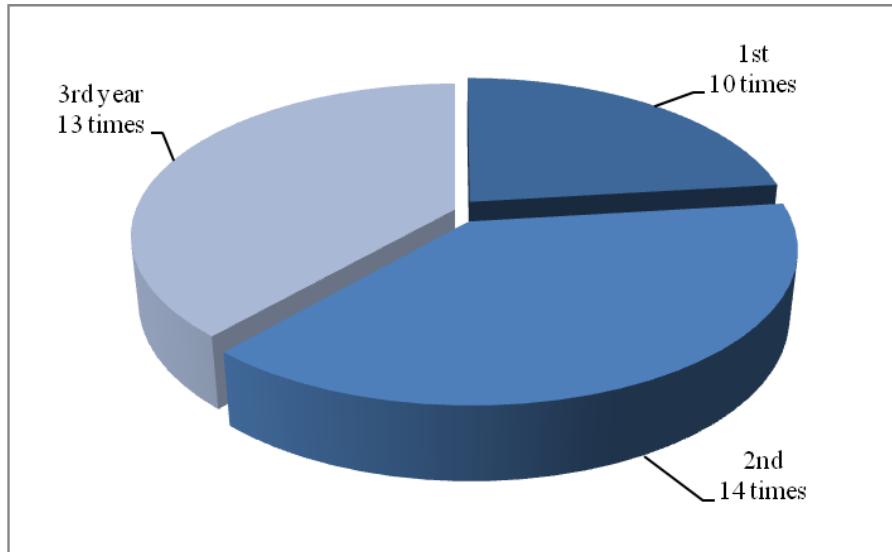
The use of this material had good quality because the few things that the teacher wrote on the board were organized. Also, the teacher used good handwriting.

Learning Styles

It can be noticed that most of the supplementary material used in third year was handouts, followed by power point presentations and finally the whiteboard. Handouts are good to make students write and by writing they are practicing what was taught in class. These materials were important on the students learning process because it helped them to practice by seeing and writing. In third year, the students need to practice writing because they have to do final papers and essays at the end of the school year. Power Point Presentations are a useful aid to get the students attention in class. There are some students that are visual learners and power point presentations help the teacher to have the attention of the students in their classes. In these specific classes, the teacher used it to show examples, and it is remarkable because it is better to learn by looking at examples.

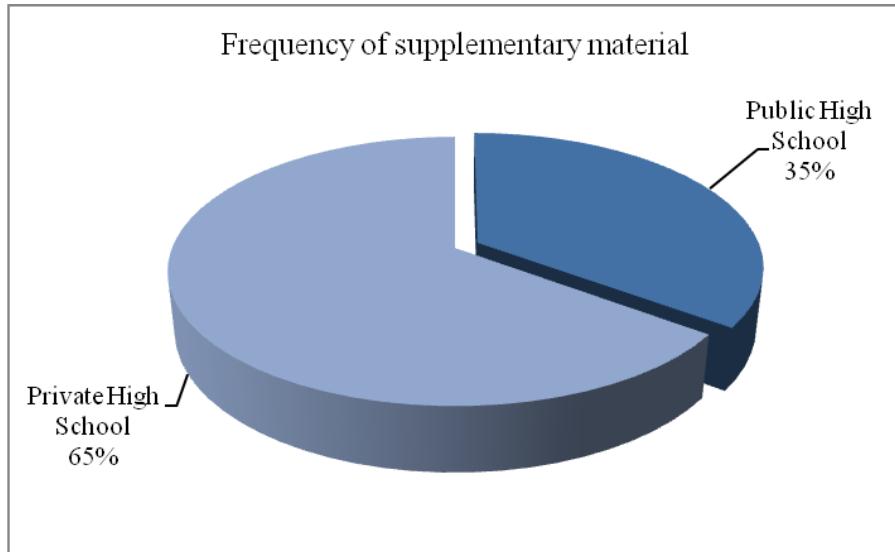
Quantitative Analysis

From the thirty classes observed in both private and public high school, it is noticed that the teachers used supplementary materials 37 different times. As it can be observed in graphic 1, the level that uses fewer materials is 1st year, with just 10 times in the 30 observations.



Graphic 1

Another important aspect to compare is the frequency with which the supplementary material was used in the public and private high schools that were observed, as shown in graphic 2. In the public high school, out of the 15 observed classes, only 35% were taught using the supplementary material. The teachers indicated that they do not have enough resources in order to work with the materials; moreover, when supplementary materials such as, whiteboards, charts and pictures, are provided, the teachers do not use them. On the other hand, out of the 15 classes observed in the private high school, 65% were taught using the supplementary material. This private high school does provide the teachers with enough resources to be used as supplementary materials.

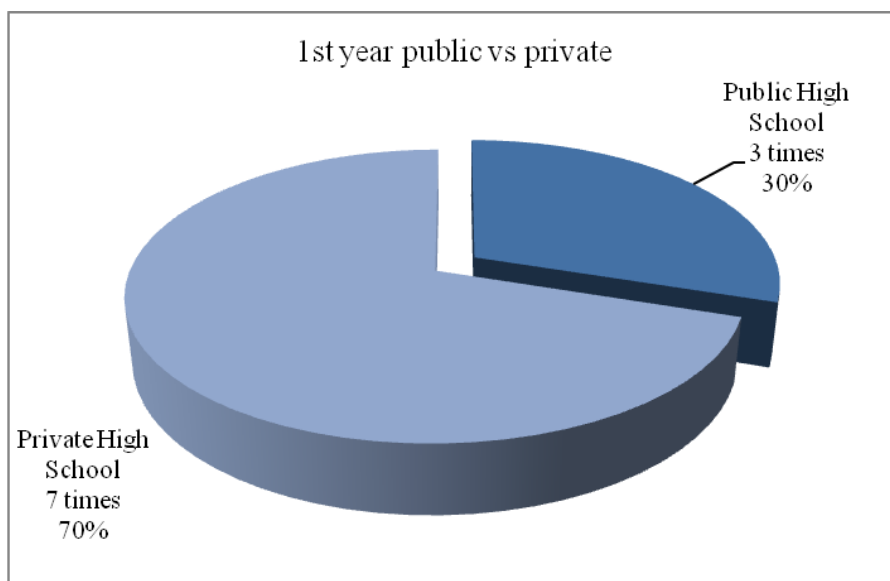


Graphic 2

Graphic 3 shows the 1st year's percentages of public and private high school. There is a big difference between how many times supplementary material was used. Out of the 15 classes observed in each school, the public high school's teacher only taught 30% (3 classes) of the classes using the supplementary materials for this level; while the private high school used the supplementary materials to teach 70% (7 classes) of these classes. One of the reasons is that the teachers in the public institution feel that the high school did not give them enough support to use these kinds of materials.

Moreover, the only material that was used in both high schools was the whiteboard. In the public high school, out of the 15 observed classes, the whiteboard was only used in one class, while in the private high school it was used in three. During the first year, in the public high school, there were two classes where the teacher did not use any material. Even though the whiteboard was available, it seemed that the teacher did not carry any markers with her.

In final consideration, the materials used by the private high school were visuals materials; however, the public high school used more audio materials. This is because in private high school, teachers had the opportunity to use technological equipments as a supplementary material. On the other hand, on public high school the most common was audio materials, because it is part of the course material.



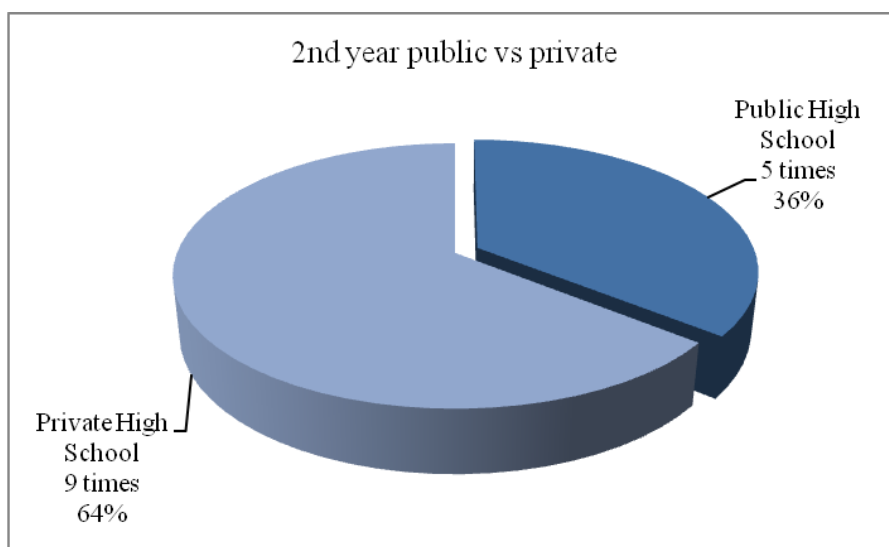
Graphic 3

The frequency of the use of supplementary material in the 2nd year was 14 times. Graphic 4 shows that the private high school used supplementary material 9 times (64%), that is 4 more times than the public high school (36%); The difference between both schools in the use of the supplementary materials is due to the fact that teacher in the private high school worked with more than one type of material in each class. The teacher from the public high school used only one material per class, whereas the teacher in the private high school used more than one material per class to reach the objectives in a better way.

The teacher in the public high school used audio in 3 of the 5 observed classes in this level; maybe she felt that the use of that kind of supplementary material was

enough for the comprehension of the class. For this class, the teacher used a CD that belongs to the course material of this level and the CD player belongs to the high school that is always available for the English class.

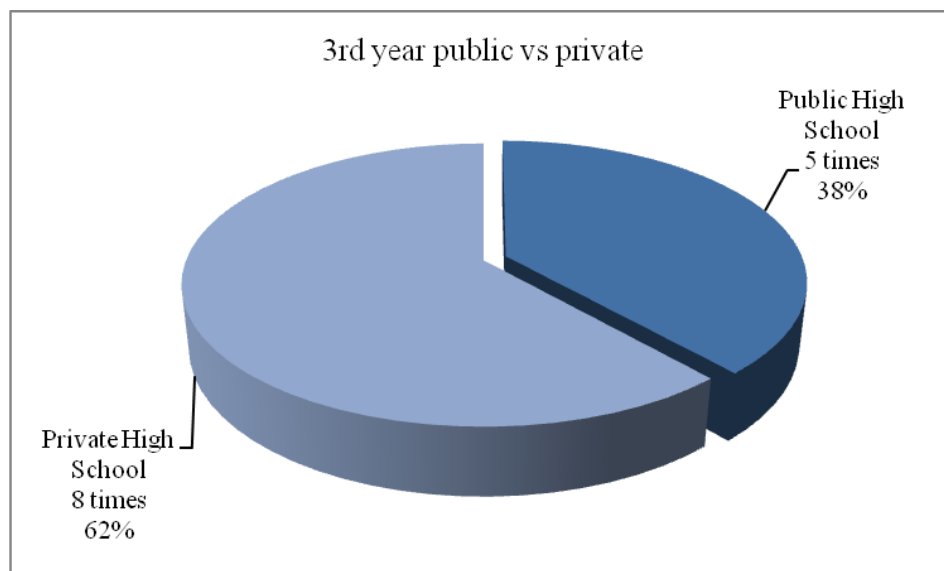
In the private high school the most used material was visual. Online materials were used 2 of the 9 times. The reason for this is that this high school provides technological resources to the teacher.



Graphic 4

In 3rd year the difference between the frequency of used supplementary material in public and private high, as graphic 5 shows, it is very similar as the other two years. The private high school used supplementary materials 8 times (62%) and the public high school 5 times (38%). The use of materials in the public high school is lower because the teacher used one supplementary material on each class. While at the private high school the teacher combined supplementary materials in the same class, for example in the 3rd observed class the teacher used a power point presentation and handouts.

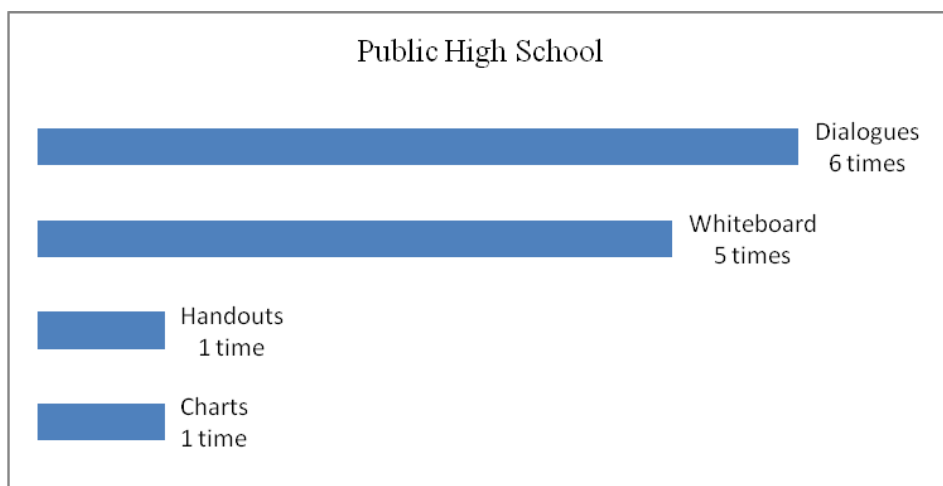
In this level both teachers used visual materials most of the time. In the two cases the teachers used whiteboard and handouts. And this helped the students in the class. The teacher in the public high school also used audio material once.



Graphic 5

Graphic 6 and 7 consider the frequency of the use of the same type of supplementary materials in both high schools. The public high school used 4 different types of supplementary materials (for 13 times), which included: handouts (1 time) charts (1 time); whiteboard (5 times); and audio dialogues (6 times), as shown in graphic 6.

The supplementary material used the most in the public high school during the observations was dialogue; the reason for this is that the State only provides the public schools with this material. If teachers need to use any additional visual materials such as handouts, charts, pictures or flashcards they have to make them to reinforce the learning process especially for visual learner's students.

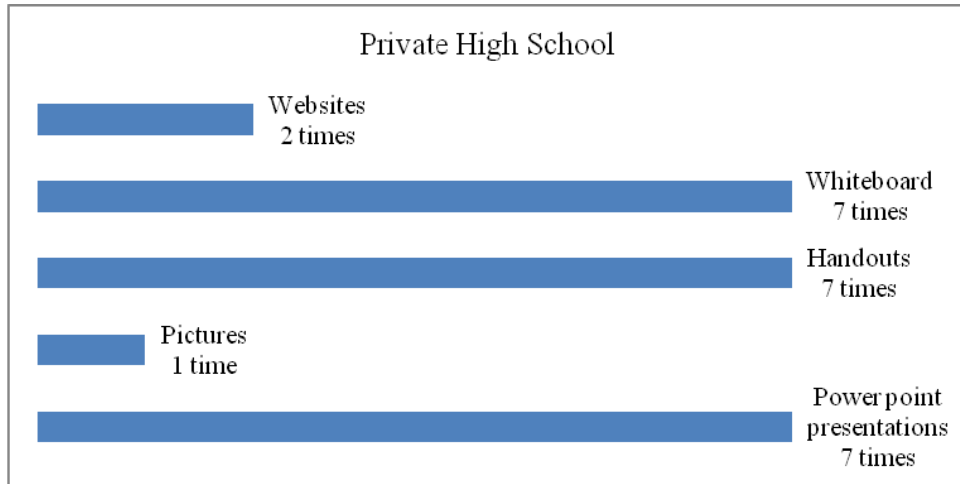


Graphic 6

In the private high school teachers used supplementary material 24 times as graphic 7 shows. The supplementary materials used the most were the whiteboard, handout and Power Point Presentations (each one 7 times).

In this private high school the use of handouts is easy because the teachers have the possibility to print one and the school provides enough copies for the whole class.

Another important aspect to consider in the analysis of the use of supplementary materials in the observed classes is that in this private high school, they have enough resources that allow them to frequently use Power Point presentations or online materials, so the teacher is able to work with this material. Power presentations are a modern resource that is used by most teachers to prepare their classes.



Graphic 7

The graphics used in this analysis showed facts about the frequency of the supplementary material used during the observations; it reflected the differences between how teachers in public and private high schools teach. In the private high school the teachers used more visual learning style material supported by the technological resources. On the other hand the teachers in the public high school used more inexpensive materials or audio materials that belong to the course material, provided by the state, and the CD recorder that is supplied in the high school without investing too much.

Conclusions

- Supplementary material in the public high school was used in 87% of the classes observed.
- Supplementary material in the private high school was used in all the classes observed. Sometimes combining two materials in the same class. Supplementary materials were used 24 times in the 15 observations.
- This research demonstrates that 87.5% percent of the supplementary material used in the private high school was pertinent and 85% percent of the supplementary material in the public high school was also pertinent because it helped students to accomplish the objectives.
- The supplementary materials that were pertinent in the public high school were dialogues, whiteboard and charts. In the private high school were power point, handouts and whiteboard.
- This research implies that the use of the whiteboard was not pertinent because the teacher in the private high school used it just to write titles and the teacher in the public high school used it just to clarify the correct spelling of a word.
- This study shows that 92% percent of the supplementary material used in the private high school was appropriate and 85% percent of the supplementary material in the public high school was also appropriate because it was according to the students' level and understanding.
- The research demonstrates that in the private high school only the 8% of the 15 classes observed had not appropriate use, these materials were websites and whiteboards. The website had too much text and the whiteboard was confusing for the students.

- In the public high school the 15% of the materials used were not appropriate. These were mainly the handouts, because the language used there was too complex, and the vocabulary of one dialogue was too difficult for 2nd year students.
- The supplementary materials that were used the most in the private high school were power point presentations, handouts and whiteboard.
- The supplementary material that was used the most in the public high school was dialogue, because it is part of the course material and it comes with each student's book.
- One of the most used supplementary materials in both private and public high schools was the whiteboard with the following percentages 29% and 38%.
- This research shows that the least supplementary material used in the private high school were pictures.
- The supplementary materials that were used the least in the public high school were handouts and charts.
- Most of the supplementary material used in the public high school was developed with a good quality, taking into account the students' needs. It is important to consider that dialogues, the most used material, were part of the course material that belongs to the student's book.
- More than ninety percent of the material used in private high school had great quality, which helped students learn effectively.
- There were some materials that never were used by the teachers, such as flashcards, maps, posters, word cards, songs, stories, tales, videos, movies, documentaries, and objects.

Recommendations

- The teachers have to get the attention of the whole class considering that they should work according with learning styles (plural o singular?)
- Public High Schools should invest in different kinds of supplementary materials that can help teachers to improve their classes, such as computers, internet access and other technological aids.
- Teachers must be trained in the use of different supplementary materials. It is very important to have creative teachers in classes and if they have the tools to make better classes, it could be a great step in our education.
- It is necessary to continue with this study using larger groups of samples and comparing the results in order to enhance the motivation in English students.
- Whiteboards must be used as a supporting material; teachers have to use it to reinforce their class and not only to write an objective.
- In EFL, supplementary materials must be chosen according to the student's English level.

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ANNEXES

Annex 1: Teacher's survey of 1st year in public high school.

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: December 2011

CLASS Nº _____

YEAR: 4^o Curso A.

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

Yes, because it helps with the attention in the class.

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

The audio material that belongs to the book. I would like to use audiovisual, handouts or flashcards, but the schools don't have budget for that.

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

My students worked with the whiteboard a lot and also sketch.

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

They like any kind of materials. Because it's different than the book.

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

25% ()

50% ()

75% (X)

90% ()

Why?

Because material motivates students. If we could use audiovisual will be great. The problems are the equipment.

Annex 2: Student's survey of 1st year in public high school. (1 example of 5 surveys)

TYPE OF INSTITUTION: PUBLIC (✓) PRIVATE ()

DATE: Noviembre 18

CLASS Nº 2

YEAR: 4 curso

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				✓	
¿Te ayudó a entender mejor el tema de la clase?				✓	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				✓	
¿Con 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, frutas,	
• mapas	()	• historias	()	etc.)	
• gráficos o fotos	(✓)	• cuentos	()		
• tablas u organizadores gráficos	()	AUDIOVISUALES		ONLINE	
• hojas con actividades	()	• videos	(✓)	• websites	()
• posters	()	• películas	()		
• tarjetas con palabras	()	• documentales	()		
• pizarrón blanco o negro	()				
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
<u>me gustaria ver mas videos, usar flas card, historias</u>					
¿Con qué frecuencia te gustaría que se utilice material suplementario?					
() siempre	() de vez en cuando	<u>mas veces a la semana</u>			

Annex 3: Observation sheet of 1st year in public high school. (1 example of 5 observations)

TYPE OF INSTITUTION: PUBLIC (X) PRIVATE ()
 DATE: Nov. 18/2011
 YEAR: 4^{to} CLASS Nº 2
 TOPIC OF THE LESSON: Computer's vocabulary.
 OBJECTIVE (S):
Teach new vocabulary.
Recognize images
Define words.
 SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON: (Check ✓ the ones that have been used)

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

DESCRIPTION OF THE USED MATERIAL:

DIALOGUES (AUDIO). (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Ist read the instruction of the book. Played 1 time the dialogue so students completed the exercise. Read instruction of the following exercise and played it again. Two students asked questions about words, the teacher explained in Spanish. Finally played again and checked the exercise.

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

It was perfectly related with the book
(the CD is part of the book)

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

The student could understand the words of the vocabulary and they completed the exercises.

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

Did not use difficult words, students understood clearly.

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

Was not difficult for the students. It was clear and slow enough.

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

The CD was part of the course material.

Were students motivated with the presented material? yes no Why and How?
(For example, activates participation, awakes students' interests and curiosity)

It means some students were interested, and others start to talk between them.

How do you consider the quality of the used material?

GOOD! sounds perfect. / loud enough.

Annex 4: Teacher's survey of 2nd year in public high school.

TYPE OF INSTITUTION: PUBLIC (✓) PRIVATE ()

DATE: December 2019

CLASS Nº _____

YEAR: 5th course

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

Yes, because it helps them to understand some topics better. For example: flash cards help the student to relate pictures to information.

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

Flashcards. As I explain before, because visual supplies help students to remember.

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

I use visual and hearing styles. That's the material we have at the school.

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

The like didactic resources, the problem is that we don't have that much. This material motivates them.

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

25% ()

50% ()

75% ()

90% (✓)

Why?

Because it helps them understand the different topics.

Annex 5: Student's survey of 2nd year in public high school. (1 example of 5 surveys)

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()
 DATE: 22/11/11
 YEAR: 5^{to}
 CLASS Nº 3

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

Annex 6: Observation sheet of 2nd year in public high school. (1 example of 5 observations)

TYPE OF INSTITUTION: PUBLIC (X) PRIVATE ()
 DATE: 22/NOV/2011 CLASS Nº 3
 YEAR: 5^{to} curso
 TOPIC OF THE LESSON: Past Simple Passive
 OBJECTIVE (S): Practice past simple passive (book and workbooks)
 SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON: (Check ✓ the ones that have been used)

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

DESCRIPTION OF THE USED MATERIAL:

Whiteboard (visual) (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

First teacher asked sentences she wrote them with blue marker, then she underlined with red the verbs and remembered how to write past simple passive. Then asked students to work in their book and while she erased the whiteboard and wrote sentences so students could work in theirs. Check both exercise finally.

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

The initial activity was to explain (remembered) the tense. And then it worked as space to write a new exercise.

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

It served to worked (practice) the tense.

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

All the words were known by the students.

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

They understood clearly.

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

I'm not sure if it helps to the originality, but for sure was creativity of the teacher to "invent" new sentences so students could practice.

Were students motivated with the presented material? yes no Why and How?

(For example, activates participation, awakes students' inters and curiosity)

I think they were interested they worked correctly, of course the talk a little bite, but the teacher controlled perfectly the class.

How do you consider the quality of the used material?

Good! the teacher used correctly the space / used two colors - markers letter big enough.

Annex 7: Teacher's survey of 3rd year in public high school.

TYPE OF INSTITUTION: PUBLIC (X) PRIVATE ()

DATE: Dic 2011

CLASS Nº

YEAR: 6th curso

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

It helped a lot to construct the English comprehension and the development of the language

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

flashcards, whiteboard, charts, handouts, CD. I can work with them easily. I can prepared them too

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

Most of the time I tried to work with all learning styles. The problem is the time considering that will finish before.

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

Students preferred audiovisuals, but we don't have the resources to work with it.

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

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

Why?

It's very important to contribute with the development of the language.

Annex 8: Student's survey of 3rd year in public high school. (1 example of 5 surveys)

TYPE OF INSTITUTION: PUBLIC (x) PRIVATE ()

DATE: 1 - dic - 2011

CLASS Nº 5

YEAR: 6º curso

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

Annex 9: Observation sheet of 3rd year in public high school. (1 example of 5 observations)

TYPE OF INSTITUTION: PUBLIC (X) PRIVATE ()
 DATE: Dec. 1/2011
 YEAR: 6th curso.

CLASS Nº 5

TOPIC OF THE LESSON: FABLES.

OBJECTIVE (S):

Practice reading Comprehension
Write short fables.

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

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

DESCRIPTION OF THE USED MATERIAL:

Handouts/Whiteboards (visual) (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Teacher gave fables. One student started reading aloud. She asked questions about comprehension and also students ask things were not clear enough. They worked in pairs to write the fable. Some times they asked phrases and the teacher used the whiteboard to clarify terms or writing.

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

Handouts → help to improve the comprehension fables.
Whiteboard → helped with how to write things.

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

Specially the whiteboard helped students writing their fables.

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

The fables was the tortoise and the hare that was interesting from them because they know it before.

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

Handouts → the students were not related with a lot of words because was like "classic language"

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

The teacher asked students to work with a lot of it. The materials was selected by the teacher (handouts) to worked in the class.

Were students motivated with the presented material? yes no Why and How? —

(For example, activates participation, awakes students' inters and curiosity)

the students had the fables as model. I didn't be able to read the fables because they didnot finished

How do you consider the quality of the used material?

Handouts → good photocopies quality (big, clear)

Whiteboard → GOOD: clear letter and markers

TYPE OF INSTITUTION: PUBLIC () PRIVATE (X)

DATE: 28-11-11

CLASS Nº 1-5

YEAR: 1º

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

Yes, the use of supplementary material makes the classes more interesting

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

I usually use digital presentations and some videos

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

Yes, because not all students learn in the same way

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

They like audiovisual materials. They say that kinds of material makes to keep them focused on the class

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

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

Why?

Nowadays it is important to use supplementary material in the class in order to make it more interesting for students

Annex 10: Teacher's survey of 1st year in private high school.

Annex 11: Student's survey of 1st year in private high school. (1 example of 5 surveys)

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 16/11/11

CLASS Nº 2

YEAR: 1st

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				✓	
¿Te ayudó a entender mejor el tema de la clase?				✓	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				✓	
¿Con cuales de los siguientes materiales crees que aprenderías mejor el tema de clase?					
VISUALES <ul style="list-style-type: none"> • flash cards () • diapositivas () • mapas () • gráficos o fotos () • tablas u organizadores gráficos () • hojas con actividades () • posters () • tarjetas con palabras () • pizarrón blanco o negro () 		AUDIO <ul style="list-style-type: none"> • canciones () • diálogos () • historias (X) • cuentos () 		OBJETOS REALES <ul style="list-style-type: none"> • objetos: () (juguetes, plantas, frutas, etc.) 	
		AUDIOVISUALES <ul style="list-style-type: none"> • videos () • películas (X) • documentales () 		ONLINE <ul style="list-style-type: none"> • websites (X) 	
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase? <i>mi profesor usa muchos materiales pero me gustaría que use materiales más prácticos</i>					
¿Con qué frecuencia te gustaría que se utilice material suplementario? (X) siempre () de vez en cuando					

Annex 12: Observation sheet of 1st year in private high school. (1 example of 5 observations)

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)
 DATE: 16-11-11
 YEAR: 1st

CLASS No 2

TOPIC OF THE LESSON: Speeches
 OBJECTIVE (S): to use different past tenses, active and passive voices.

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

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

DESCRIPTION OF THE USED MATERIAL:

Power Point and whiteboard (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Both materials were used to support the topic and objectives of the class

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

Because whiteboard was used to write and clarify class objective and power point presentation showed the information and the instructions of the class

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

Because the objective was to identify different part tenses, active and passive voices and power point showed some examples

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

Because colors and fonts were used according to the student's age.

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

Because context and information were used according to the English level of the student

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

Because colors and fonts were well combined in the power point presentations. Also font sizes were well chosen.

Were students motivated with the presented material? yes no Why and How?

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

Because it made the class interactive for students

How do you consider the quality of the used material?

The quality was good. well chosen fonts. Handouts were clear and organized.

Annex 13: Teacher's survey of 2nd year in private high school.

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()
DATE: 30-11-11 CLASS N^o 1-5
YEAR: 2th

Do you think that the use of supplementary material motivates students to learn English? Why?
Yes, because with supplementary material students can get more examples or more views of the topic that is being studied, helping them with a deeper comprehension of it.

What type of supplementary material do you usually use? Why do you use them?
I use vocabulary sheets, reading comprehension material and sheets with writing exercises.

Do you take into consideration the different learning styles when designing and elaborating the supplementary material for your students? Why?
Yes, because not all topics can be addressed in the same manner, the skills that a student needs to develop in writing are not the same skills he/she will develop in reading, listening or speaking, and it is also a way to make your class more dynamic and interesting for students.

What type of supplementary material do your students prefer? Why?
Videos and reading material, because they get to learn about other interesting topics and at the same time they are practicing their language skills.

According to the following percentages, how important is the use of supplementary material in the class?
25% () 50% () 75% () 90% ()

Why?
Because you need to remember we work with young people, whose attention tends to be diverse most of the time, it is a way to assure a more effective learning experience for them.

Annex 14: Student's survey of 2nd year in private high school. (1 example of 5 surveys)

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 3/08/11

CLASS Nº 3

YEAR: 2th

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?				X	
¿Te ayudó a entender mejor el tema de la clase?				X	
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?				X	
¿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, frutas,	
• mapas	()	• historias	()	etc.)	
• gráficos o fotos	()	• cuentos	()		
• tablas u organizadores gráficos	()	AUDIOVISUALES		ONLINE	
• hojas con actividades	()	• videos	(X)	• websites	(X)
• posters	()	• películas	(X)		
• tarjetas con palabras	()	• documentales	(X)		
• pizarrón blanco o negro	()				
¿Qué materiales adicionales a los antes mencionados te gustaría que utilice el profesor en la clase?					
CUALQUIER MATERIAL QUE TENGA QUE VER CON TECNOLOGIA					
¿Con qué frecuencia te gustaría que se utilice material suplementario?					
(X) siempre () de vez en cuando					

Annex 15: Observation sheet of 2nd year in private high school. (1 example of 5 observations)

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 3/08/11

CLASS N° 3

YEAR: 2th

TOPIC OF THE LESSON: Movie Analysis

OBJECTIVE (S): to answer questions about a movie that students saw in a previous class

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

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

DESCRIPTION OF THE USED MATERIAL:

Handouts

(NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

It was used to make the students to answer questions about the movie

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

Because it had questions related to the movie

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

Because the handout made the students analyze the movie by describing aspects such as: costumes, dialogues, cultural contexts.

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

Because the handouts have a format that are organized

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

Because the language used was clear and the verbs used to formulate the questions were correctly

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

The handouts was well organized.

Were students motivated with the presented material? yes no Why and How?

(For example, activates participation, awakes students' inters and curiosity)

Because the students were interested.

How do you consider the quality of the used material?

Excellent because the whole school uses the same format and it is well organized, clear and had good font size.

Annex 16: Teacher's survey of 3rd year in private high school.

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 5-12-11

CLASS Nº 15

YEAR: 3rd

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

Yes because different students learn in different ways. By using supplementary materials, we aim different abilities to be developed.

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

Most Often, I use power point presentations which usually include audio files, videos, and pictures.

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

As stated before, students learn in different ways. If you want them to really learn you have to be aware of these different learning styles.

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

Videos / Movies. They find audio visual material distracting, fun, and entertaining. It makes learning easier.

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

25% ()

50% ()

75% ()

90% (✓)

Why?

For all the reason above.

Annex 17: Student's survey of 3rd year in private high school. (1 example of 5 surveys)

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)

DATE: 18/11/11

CLASS Nº 3

YEAR: 3th

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

Annex 18: Observation sheet of 3rd year in private high school. (1 example of 5 observations)

TYPE OF INSTITUTION: PUBLIC () PRIVATE (✓)
 DATE: 18-11-11
 YEAR: 3th

CLASS N° 3

TOPIC OF THE LESSON: Read and analyze a magazine article.
 OBJECTIVE (S): to enhance vocabulary and writing

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

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

DESCRIPTION OF THE USED MATERIAL:

power point and handouts (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Both materials were used to improve and support the class

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

Because power point had instructions that the students must follow and handouts had questions that the students have to answer -

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

Power point had all the parts that have to be analyzed in a magazine and handouts reinforce the topic -

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

Because both materials were elaborated using colors and because according to students' age.

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

Because language and organization were appropriate to students' English level.

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

Power point was simple but well organized and handouts had the format provided by the school

Were students motivated with the presented material? yes no Why and How?

(For example, activates participation, awakes students' inters and curiosity)

Power point made an interactive class and handouts made the students analyze every single detail of the magazine.

How do you consider the quality of the used material?

Good quality in both materials, well chosen pictures, organized handouts. Good use of colors and font sizes