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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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CERTIFICATION

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Certifies that:

This research study has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, junio 2013

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DEDICATION

I dedicate this thesis to the following people:

Mainly to God, without him I would not be who I am today. Second, to my parents, who with effort and dedication helped me to successfully complete my studies. I find it very difficult now that my father is no with me, died three months ago, and every day that passes I miss him more. Finally, to my daughter, for her understanding when I had to dedicate hours and hours concentrating on doing this thesis.

GRATEFULNESS

Especially thank God, without your help; I would not have been able to complete this thesis. To my mother and father who supported me unconditionally. Although my father is gone, I know from heaven he keeps blessing me.

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ABSTRACT

This research is titled ‘The use of supplementary materials in EFL classes: a comparative analysis of public and private high schools’. Determining and analyzing the type of supplementary materials used in EFL classes is the purpose of this research in terms of pertinence and appropriateness.

This research was conducted in a public and a private high school in Machala where five classes were observed in 1st, 2nd, and 3rd years of the senior level. The participants were students between 14 to 17 years old who attended classes by mornings. A qualitative and quantitative approach was used to collect and analyze the gathered information. Main instruments employed were observation sheets, description sheets, tables, and questionnaires, it helped the students to understand using the reasoning, so that the teacher fails to realize, if the student understood him and who did not

Main results showed that the supplementary materials mostly used in the public high school were: the white board, pictures, songs, dialogues, and stories. In the private high school the materials more frequently used were: flashcards, pictures, handouts, posters, whiteboard, dialogues, stories, and videos.

INTRODUCTION

There are many aspects that affect the process of teaching English as Foreign Language. Some of those factors are related to the teaching context, textbooks, methods, techniques, materials, etc. used by teachers in EFL classes. Among those components of the teaching process, supplementary materials are important because they add interaction and help teachers to achieve the goals of the lesson. For this reason this research states three main objectives. The first goal is to identify and analyze the type of supporting materials used in EFL public and private high schools. The second objective is to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (student's needs), and quality. The third objective of this research is to identify the most frequently used material in each one of the observed high schools.

The analysis of the use of supplementary materials in EFL classes is important because it provides a general view of the way teachers use those important resources to make classes more attractive for students. According to different studies done about the effects of using resources for teaching English, materials help learners in many ways. An interesting study was done by Shuan (2005) to analyze the benefits of using web resources in EFL instruction. The participants of this study had to perform different tasks to analyze the type of information contained in the web site. The author of this research found that students did not use websites for their language learning process but a student's 'questionnaire demonstrated positive attitudes to web resources because, according to the learners, they acquire new vocabulary words. The author concludes that web resources are good for learning

but teachers should be well trained to use online resources in order to help students with their learning process.

A study done by Williams & Lutes (2003) proves the use of videos as a source of motivation for students. The participants of this study were divided into two groups: a control and a test group. Both groups received the same instruction but the test group was taught using videos in eight classes. At the end of the study, students answered a questionnaire to know their opinion about the material and its effects on their learning process . The results showed that students in the test group were more motivated and more engaged in the learning process than the students in the control group.

Another study by Baoan (2002) proves the efficacy of songs in EFL classes. He chose five grades from an elementary school in China; the students were taught on the same topic using different types of songs and they were evaluated after each class to determine their level of comprehension about the topic. The author of this study found that learners were motivated, got better grades, and were more interested in popular songs. He concluded that songs are source of motivation and provide rich linguistic information.

All the studies mentioned above demonstrate that supplementary materials are a source of motivation, interaction, and help learners to learn better. For this reason, the present research is a valuable tool for the authorities and teachers who need to improve the teaching process in EFL classrooms. In addition, researchers will find in this study a scientific framework for future studies. With regard to main limitations found along the path of the research process, it was not possible to have different points of view about the use of supplementary materials in relation to students'

learning styles in the public high school because the same teacher taught in all the three observed courses.

METHOD

Settings and participants

A public and a private high school of Machala participated in this research. The students of 1st, 2nd, and 3rd grade of senior level in each high school were the participants; all of them were adolescents between 14 to 17 years old who belonged to a lower to middle social and economic class. The students of the public high school received six hours of English classes per week and the students of the private high school received ten hours of English classes per week.

Procedures

The first stage of this research consisted on doing a bibliographic investigation about the use of supplementary materials. This information was gathered in charts that provide the group of references of this research.

Once the theoretical framework was elaborated the next stage was the field research. In this part, five observations of different EFL classes were done in each of the senior level courses of each high school; one observation per week was performed during the last semester of the present year. Those observations were done using a qualitative approach because it allows researchers to scrutinize directly all the processes that take place in the research field. The results of the observation process were registered on instruments such as observation and description formats. In addition, teachers of both public and private classes were interviewed to know their opinion of the use of supplementary materials in relation to students' learning styles. Similarly, students from both institutions answered a survey to know their point of view about the use of supporting resources in each of the observed classes. The instruments used to collect teachers' and students' opinions were questionnaires

and surveys. After all the observations were completed, eight charts were used to tabulate the results and these indicators were taken into consideration: flashcards, PowerPoint presentations, maps, pictures, charts, handouts, posters, word cards, white board, songs, dialogues, stories, tales, videos, movies, documentaries, objects, and websites. Those variables were classified into visual, audio, audio visual, realia, and online materials. The information was classified according to the pertinence and appropriateness of each of the materials used in the observed classes of the public and the private high school.

The next stage consisted of using a quantitative approach to calculate the frequency of use of supplementary materials in each of the observed courses of both high schools. The quantitative approach is a method used to collect numerical data; it was used in this research to obtain statistical information of the frequency and percentage of use of supporting materials in the observed classes.

A qualitative analysis of results followed the tabulation of information to describe the way teachers used materials in the observed classes. This analysis also provides information about the topic and objectives of each class and details of the use of supporting materials in relation to students' age, students' level of comprehension, and quality. The main objective of this stage was to determine the aspects that favored the pertinence and appropriateness of the used materials.

After performing the qualitative analysis, a quantitative analysis was done to establish a comparison of the general results obtained from the observed classes in the public and private high school. Then, the frequencies of use of supporting materials of each course of both high schools were compared to determine the type of resources mostly used by the teachers. This analysis also took into consideration

the opinions given by the surveys answered by teachers and students. Finally, a set of conclusions and recommendations were elaborated considering the results obtained.

DISCUSSION

This section presents the literature review that provides the theoretical framework of this analysis. In addition, results, qualitative and quantitative analysis, conclusions, and recommendations are also included in this section.

Literature review

Supplementary materials are of great importance in the teaching – learning process because they are a source of new experiences for learners and help them to retain knowledge easily. To explore deeply into the benefits of supplementary materials, this section presents relevant information related to the factors that influence the teaching of a foreign language; the differences among learners, their motivation for learning, and their learning styles; teaching techniques for teaching adolescents and the context where this process takes place. In addition, the revision of the literature for this research places emphasis on main definitions, importance, role, and types of supplementary materials; this information is supported by five studies done about their use in the EFL classrooms.

Teaching English as a Foreign Language

Teaching English as a Foreign Language has been considered as a relevant aspect in different countries because of different reasons. Specifically, Tiwari (2008) remarks the importance of Teaching English as a Foreign Language (TEFL) according to six aspects: internationalization, education, vocation, culture, discipline, and recreation. This author explains that English as an international language helps learners to overcome prejudices, to open their horizons and minds; people who study English are able to acquire new knowledge and they have access to a variety of

careers. English learners also have new intellectual experiences because they interact with a different culture and can enjoy the target language literature.

All those aspects mentioned above describe the importance of TEFL as a result of English globalization. From a different point of view, Broughton & Brumfit (1980, p. 6) say, “But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.” They state that the way English is taught is related to its role and has an influence on an individual’s life. For this reason, the authors consider that teachers must be well trained because teaching a foreign language is not only about the learning process; it is also about teaching learners to become integral members of a society. Part of that training, according to these authors, is concerned with acquiring knowledge about Linguistics, Pedagogy, Psychology, etc. that allows teachers to employ adequate resources and different methods to achieve their objectives in the classroom.

A similar perspective is presented by Darling-Hammond & Bransford (2005) who explain that there are different approaches of teaching English. Some of those support the teaching of specific subjects such as reading a variety of texts while others sustain that teaching English is concerned with the four language skills: reading, writing, speaking, and listening. These authors also mention four additional approaches of teaching English that take place in a classroom; (1) teaching the four language skills mentioned previously; (2) teaching reading and writing to help students with their personal growth; (3) teaching literature and writing to provide students disciplinary practices; (4) teaching literacy to prepare students to judge the world where they grow up.

The importance of teaching literacy in TEFL is highlighted by Byram & Buttjes (1991). They consider that students increase their knowledge in the linguistic and literary areas but more specifically in the human and social because they improve their communicative competence and their attitudes about other cultures change.

In summary, teaching a foreign language, specifically English, is important because it offers learners a lot of benefits for their human, cultural, and intellectual development.

Learners' differences among children, adolescents, and adults

The benefits of teaching a foreign language are exploited by learners in diverse ways according to their individual differences; these have been studied by many authors. The first point of view is presented by Spratt (2005, p. 52-54) who says, "The differences include learners' motivation, personality, language level, learning style, learning strategy, age, and past language learning experiences." This author explains that learners' learning styles influence the way they are taught and the type of strategies they choose to learn. Other aspects mentioned by this author refer to age and past learning experiences. About age, he says,

Children can concentrate for shorter periods, learn through experience, and pay attention to meaning in language. Teenagers' concentration is developing, can learn in abstract ways, and pay attention to meaning and increasingly to form. Adults can concentrate for longer periods, can learn in more abstract ways, and pay attention to form and meaning in language. (Spratt 2005, p. 53)

With regard to past learning experiences, Spratt (2005) explains that some learners may receive different English instruction out of the classroom and the type of method previously used influences their new learning practice; this results in a different pace of learning.

Learners' learning progress is different among them. About this topic Littlewood (1984) remarks that individual differences determine learners' speed of learning, and this in turn, influences learners' development of the new language. From the point of view of this author, children learn faster than older learners because their brain is more flexible and allows them to learn a language naturally and easily. Adolescents and adults develop new strength for acquiring grammar structures more quickly than children. In this way, this author states that while adolescents and adults increase their language proficiency with age, children perform better at acquiring pronunciation skills.

Comparisons among younger and older learners are also mentioned by Nunan (2011). He explains that Pinter (2006) describes younger learners as individuals who need to be taught using a holistic approach and who are able to comprehend meaning without analyzing language; they are still developing their reading and writing skills even in their native language. In contrast, the referenced author states that older learners consider language as an abstract system, they demonstrate self-awareness of their learning process, and they have good reading and writing skills.

From the arguments exposed above, younger and older learners show different characteristics that influence their progress and way of learning such as age, learning styles, cognitive abilities, and motivation. Specifically adolescents tend to

demonstrate more ability to acquire complex knowledge such as grammar structure; their motivation to learn a language is focused on abstract topics.

Learners' motivation

There are many factors that drive learners' purpose to learn. Some of them are explained by Littlewood (1984, p. 53) who says, "It is a complex phenomenon and includes many components: the individuals' drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on." According to him, sometimes learners are not conscious about the communicative purpose of language in a foreign language learning context; it depends on students' need for communicating with people who speak the foreign language.

About learners' motivation towards foreign language learning, Oxford (1996, p. 15-16) mentions eight factors that are part of Julkunen (1998)'s model of motivation:

- (1) A communicative motive, including aspects of integrative, instrumental, and cognitive motivation but emphasizing the function of language as a means of communication.
- (2) Classroom level intrinsic motivation, including linking for challenging tasks;
- (3) teacher / method motivation, including liking and disliking of certain teaching methods;
- (4) integrative motivation;
- (5) a helplessness factor;
- (6) an anxiety factor;
- (7) criteria for success/ failure; and
- (8) latent interest in learning English.

Another model of motivation mentioned by Oxford (1996) refers to the one presented by Csikszentmihalyi (1989). This author explains that learners' motivation is related to the type and complexity of learning tasks. When learners with good

skills deal with challenging tasks, their motivation is high; if the task is complex and learners' skills are not good, learners become anxious. At last, if the level of complexity of the task is low and learners' skills are low too, the result is boredom.

Learners, according to Griffiths (2008), have also: instrumental, integrative, intrinsic and extrinsic motivation. Instrumental motivation is related to students' interest in the foreign language. Integrative motivation is related to the practical uses of the target language. Intrinsic motivation is the result of learners' interest for self-rewarding and achievement; and extrinsic motivation as consequence of external factors such as qualifications, reward or fear of punishment. The author adds that learners with intrinsic motivation participate actively in learning tasks, solve problems using different strategies, retain information easily, and they are connected with thinking skills more efficiently.

Learning styles

Preferences to learn a language are different in each learner because of his/her individual characteristics. In effect, Pritchard (2009) explains that people learn in different ways which are known as learning styles or learning preferences; he gives three definitions about this topic and also presents two interesting approaches.

The first definition given by Pritchard (2009) describes learning styles as a unique form of learning that each learner has. The second definition refers to preferred ways for processing information and proving that learning is assimilated by learners. The third definition concerns particular styles of acquiring knowledge. The last definition is more related to learners' educational goals such as habits, strategies or intellectual behaviors. He mentions also cognitive styles which are more related

to learners' cognitive abilities for problem solving, information processing, or mental strategies.

With regard to approaches about learning styles, Pritchard (2009) presents the Honey- Mumford model which defines activists, reflectors, theorists, and pragmatics styles. He describes each of those learning styles as, "Activists prefer learning by doing...Reflectors stand back and observe...Theorists like to adapt and integrate all of their observations into frameworks...Pragmatics are keen to seek out and make use of new ideas." (p. 42). Another point of view presented briefly by this author refers to three learning styles that have origins in Neuro Linguistic Programming (NPL) and which are widely known as visual, auditory, and kinesthetic styles.

In addition to visual, auditory, and kinesthetic styles, Spratt (2005) adds these: group, individual, reflective, and impulsive. He relates learning styles to learners' senses and declares that the learning process is influenced by the type of style that learners choose for acquiring knowledge. This author describes visual learners as individuals that like to learn by seeing; auditory learners prefer to learn through hearing; kinesthetic learners like to learn by touching; group learners learn better working in groups; individual learners learn better by working alone; reflective learners take time to explore choices; and, impulsive learners react immediately to class work.

Another classification of learning styles is presented by Tilestone (2010). She explains an interesting relationship among learning styles and learners' cultural background; learners from rural cities usually show kinesthetic learning approaches because of their lifestyle. On the contrary, she explains learners from urban areas

usually need to be taught using a variety of resources that call their attention; they tend to show auditory learning styles.

In consequence, the authors above bring important information about how learners' cognitive, sensorial, and cultural differences influence their choices for a preferred learning style. A last important aspect mentioned by Tilestone (2010, p. 15) indicates, "If we teach and reteach using the same learning style that is not compatible with a students' mode of learning, the chances are that we will not reach that student."

Teaching techniques for teaching adolescents

In order to meet students' needs, it is important to choose adequate teaching techniques. When teachers work with adolescents, as Sejnost (2009) explains, they need to decide which techniques motivate teenagers to participate, to question, to analyze, and to get involved in meaningful activities. According to this author, Crawford (2007) recommends teachers present information in such a way that it develops adolescents' interest for learning. Tasks should be challenging and related to teenagers' lives; projects and tasks have to promote discussion of ideas with their peers through group working. It is also important to give adolescents opportunities to solve problems using their thinking skills.

There are other types of techniques recommended by Swango & Steward (2003) such as modeling, scaffolding, and project- based learning. Modeling, according to these authors, helps learners to find the correct way to develop their tasks and assignments; they can understand better what teachers expect from them. With regard to scaffolding the authors say, "This technique gives support through coaching and modeling and is relinquished as the student acquire mastery level" (p.

15); according to them, this technique is related to cooperative learning in which students work together to achieve an objective. A last technique suggested by these authors is project-based learning; it promotes resolution of issues raised by the students and helps them to discover the real purpose of learning.

From another viewpoint, Crawford (2007) recommends teachers make connections with adolescents to discover their interests and to help them with their intellectual and ethical development; she adds:

Adolescence is a formative, tentative, and pivotal time when students are contemplating significant personal and societal issues. Their ideas may be somewhat confused or misconceived, ill structured or unrefined, yet adolescents need to feel that their contribution in a discussion matters to a teacher. (p. 65)

Based on the definition given above, Crawford (2007) recommends teaching techniques that motivate adolescents to talk or write about their individual points of view. She also suggests debates, role playing, and problem solving techniques that encourage adolescents to discuss their personal perspectives and assumptions. This author remarks that teenagers learn better when they are faced to make decisions and to assume positions about issues related to real life.

As a complement to what the authors mentioned above explain, Tait (2007) remarks that as a result of adolescents' brain development they need to be taught using techniques that promote the use of their cognitive skills. In addition, this author explains that adolescents are emotive human beings; he says, "Teachers need to engage the senses and emotions to gain students' attention for learning, not just for the moment, but also for interest throughout an entire unit of study; music, smell,

touch, and emotion can focus students on learning”(p. 35). He adds that as adolescents are hard to please individuals, teachers have to use original techniques that call and maintain adolescents’ interest on the lesson; he lists these activities:

- Cooperative learning activities: through these activities adolescents share their opinions with their peers.
- Debates and panel discussion: Adolescents like to discuss about hot topics or real life situations.
- Role plays: through them adolescents can find opportunities to identify with characters even though learners in this stage of development tend to be attentive about what others say about them.
- Creative writing: These kinds of activities give learners opportunities to explore imaginary situations and raise on them their thinking skills. (Tait 2007, p. 36).

To sum up, the authors mentioned above remark the importance of considering adolescents’ cognitive and emotive development in order to select adequate teaching techniques.

Context for teaching English

Adolescents’ cognitive and emotive development is influenced by the type of context where the teaching process takes place. About this topic Wilkins (2006) explains that the context for teaching is related to physical, social, institutional and personal factors. This author mentions that the physical context is the classroom where the students learn and it should be well-lit and with a good temperature to make the learners feel comfortable. About the social context this author says,

The social environment including the relationship between teacher and students and the cultural norms play a significant role in what can and does occur in the classroom. How friendly/approachable an instructor seems to be determines how outgoing students will be and the kind of communication that will characterize classroom interaction. (p. 7)

With regard to institutional factors, Halliday (1994) describes them as a result of the interaction among the classroom and the outside world. He explains that classrooms are placed into host institutions that can be state or private schools; this author says, “In state education, the host educational environment provides strong influences, from parents, employers and so on in the local community, which bear on the classroom.” (p. 15). This author mentions that resources such as salaries and furniture in educational institutions also receive the influence of the economy, and political and bureaucratic institutions that are part of the community.

There are other factors mentioned by Aslam (2003) that also affect the context for teaching; they are large classes, classrooms, and lack of facilities. When teachers deal with large classes, this author explains, it is difficult to meet students’ needs; equally, pair and group work becomes a challenge for teachers and they rely frequently on common and less time consuming activities such as using the white board or working with lectures. This author expresses that working with large classes that are placed in small classrooms also makes the teaching process difficult because students cannot work adequately; as a consequence, learners do not feel motivated to participate in class. A last factor mentioned by this author is lack of facilities; he states that when schools are not equipped with adequate teaching

resources, the teachers frequently rely on the use of the unique available material: the white board.

Supplementary materials

The process of teaching English is composed of techniques, methods, and teaching resources. About supplementary materials, Dash & Dash (2007, p. 123) say: “Instructional materials are devices or supplementary materials which help the teacher to make his presentation concrete, effective, interesting, meaningful, and inspirational.” They explain that supplementary materials make clear any learners’ doubt and help teachers to present new concepts, words, facts, or interpretations; also, materials allow teachers to review previous knowledge. Another definition is given by Patel & Praveen (2008, p. 57) who say, “The material and aids which are used by the teacher to make his teaching very effective is called teaching aids and instructional material.” A last definition is presented by Felix (2009) who mentions that supplementary materials facilitate the teaching process.

Supplementary materials are important for different reasons. Dash & Dash (2007) remark that teaching resources allow learners to use their senses and help them to retain facts easily; learning becomes meaningful and students can reproduce new information in subsequent classes. In addition to those aspects, Felix (2009) points out that the use of supplementary materials improves learners’ language skills because they have the opportunity to interact with the teaching resources. A final consideration about the importance of supplementary materials is presented by Patel & Praveen (2008) who argue that they are source of motivation and help to develop learners’ cognitive abilities; materials also promote deductive reasoning because information is presented in an indirect way.

With regard to the role of supplementary materials, Dash & Dash (2007) explain that the function of materials is to motivate students to learn, to give them the ability to observe and imagine events. According to these authors, instructional materials help teachers to save time giving explanations, connect abstract definitions to concrete situations, and solve any doubts the students have. Additionally, the whole classroom benefits because more students can learn better and classes become interesting. Similarly, Patel & Praveen (2008) and Felix (2009) highlight that materials add variety to the classroom and avoid disruptive behaviors because learners feel motivation for learning; the function of materials is also to make learners retain knowledge permanently.

Types of supplementary materials

Along with the importance and roles of supplementary materials it is necessary to know the main categories of instructional materials available for teachers. Dash & Dash (2007) show five classes of teaching resources. The first type includes projected and non-projected materials; according to the authors, projected materials can be visualized on screens and some examples are films and slides. Non-projected materials can be pasted on a wall or white board and can be handled by students; some examples are pictures and charts. The second category of materials mentioned by the authors includes audio, visual, and audio visual materials; they involve the senses of hearing, seeing, and a combination of both and some examples are radio, pictures, and sound films. The third category refers to hardware, which are electro-mechanical materials such as computers and epidiascope; and software, which includes programmes. The fourth category is big media, which includes VCR, TV, and computer; and little media which includes radio, audio, and

cassettes. In the same fourth category, the authors mention little media that can be radio, audio cassettes, etc. Finally, the authors present a fifth category in which are two-dimensional materials such as printed materials, white board, bulletin boards; and three-dimensional materials such as static, dynamic, working, and sectional models.

A similar classification is made by Gower & Philips & Walters (2005), they mention visuals, audio, audiovisuals, but add realia and online materials. About visual materials the authors say, “Visuals can be used to arouse interest and concentrate attention at the beginning of a class, to elicit already known language, to illustrate a new language item, or a vocabulary item, to create a need for new language, to set the scene for a story, and to stimulate a discussion.” (p. 70) some examples listed by them are magazines and posters; teachers can obtain visuals from brochures, catalogues, etc.

With regard to audio materials, Gower & Philips & Walters (2005) explain that teachers frequently use these type of resources and they bring excellent opportunities for communicative activities; especially if they are developed in groups. About audiovisual materials, these authors say, “audiovisual is much easier to understand because of the facial expressions, the gestures, and the physical background all gives us additional information” (p. 72). Regarding realia, the authors state that common examples are real objects and can be used in different ways, for example to teach the use of prepositions. Finally, the authors describe computer assisted language learning as part of online materials; there are a variety of programmes that can be employed to teach students but teachers must be well trained to use them.

An interesting approach about visual materials is presented by Nilson (2010). She highlights the importance of these resources because the sense of seeing has been used by human beings since writing and printing were invented; she states that visuals are adequate for all learners. This author argues that visuals provide information more quickly and directly and it can be efficiently processed by both sides of the brain when they are combined with texts; she lists these materials: pictures, charts, mind maps, figures, drawings, flowcharts, tables, etc. The blackboard is described by this author as a traditional visual material; she gives some guidelines to use it effectively as for example: to write clearly, to use colored markers, to write on it before the class begins, to organize the content by dividing the area and underlining important topics. According to her, students should come to the board to write their answers, ideas, and to record the results of discussions or debates.

As a final point, Nilson (2010) recommends teachers use computer based materials not only because they are 'cool' for students; these resources give students new learning experiences by means of virtual information, learners' productivity increases and their learning process becomes more effective because they receive individual instruction.

To summarize, supplementary materials offer great benefits for learning because their use improves the teaching process and helps students to learn better. All the benefits of the teaching resources for learners have been investigated by different experts. Some of them are exposed through five studies in the following lines.

The first study was done by Shuan (2005) to analyze the benefits of using web resources in EFL instruction. This research was carried out with students from a Chinese University who received four assignments that required the use of web resources. The first task was a scavenger hunt activity to analyze the type of information offered by the web site. For the second task, students had to search for information using key words and the skimming and scanning reading methods; students completed it without difficulties. The third task demanded more reading skills from students to search for detailed information. In the fourth task, students used their writing skills to create a web assignment for their peers. After all tasks were completed, students answered a questionnaire to know their opinion about the use of web resources. The author of this research found that students did not use websites for their language learning process; they needed guidance to focus on the activity. The students' questionnaires demonstrated positive attitudes to web resources because, according to the learners, they acquire new vocabulary words. The author concludes that web resources are good for learning but students need new ways to use them; teachers should be well trained to use online resources in order to help students with their learning process.

A second study was done by Williams & Lutes (2003) to prove the use of videos as a source of motivation for students. The participants were divided into two groups: a control and a test group. Both groups received the same instruction but the test group was taught using videos in eight classes. At the end of the study, students answered a questionnaire to know their opinion about the material and its effects on their learning process. The results showed that students in the test group were more

motivated and more engaged in the learning process than the students in the control group.

The third study was conducted by Hsieh (2010) to prove the effects of DVD films in EFL classes. The participants were freshman students in a Chinese University who were divided into two groups: an experimental group and a control group. The experimental group received instruction from a native teacher; he used a comic film as supplementary material. A Taiwanese teacher taught the students in the control group and he used a horror film with traditional methods of instruction. The researchers found that the experimental group outperformed better than the control group; 95% of the learners considered that films motivated them and helped with their learning process. The author of this study concludes that students improved their language skills and were more motivated as result of the use of film in classes.

In the fourth study, Baoan (2002) wanted to prove the efficacy of songs in EFL classes. He chose five grades from an elementary school in China; the students were taught on the same topic using different types of songs and they were evaluated after each class to determine their level of comprehension about the topic. The author of this study found that learners were motivated, got better grades, and were more interested in popular songs. He concluded that songs are source of motivation and provide rich linguistic information.

The last study was done by Nguyen (2006) to investigate the effects of songs in learners' motivation, bottom up listening skills, and comprehension skills. The participants were divided into two groups: a test and a control group; the effects of songs on their instruction were evaluated in three stages. Students were evaluated in the first stage to know their opinion about their opinion about their listening skills. In

the second stage, one group was taught using songs and the other group only received instruction using the course book. In the third stage, students' listening skills were evaluated again to measure the effect of songs. The author of this study found that the test group got a better performance after receiving instruction with songs; they participated actively and were more motivated than the students in the control group, they also improved their cognitive skills and were more able to decode word meaning.

Results

Qualitative tabulation

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

Variable	Indicators	Yes	No
Visual	Flash cards		X
	PowerPoint presentations		X
	Maps		X
	Pictures	√	
	Charts		X
	Handouts		X
	Posters		X
	Word cards		X
	White/black boards	√	
Audio	Songs	√	
	Dialogues	√	
	Stories	√	
	Tales		X
Audiovisual	Videos		X
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants, fruits)		X
Online	Websites		X

Author: Verónica Cedeño

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	√	
	PowerPoint presentations		X
	Maps		X
	Pictures	√	
	Charts		X
	Handouts	√	
	Posters	√	
	Word cards		X
	White/black boards	√	
Audio	Songs		X
	Dialogues	√	
	Stories	√	
	Tales		X
Audiovisual	Videos	√	
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants, fruits)		X
Online	Websites		X

Author: Verónica Cedeño

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	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	PowerPoint presentations										
	Maps										
	Pictures									√	√
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board	√	√	√	√	√	√	√	√	√	√
Audio	Songs			√	√						
	Dialogues										
	Stories	√	√								
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Verónica Cedeño

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	PowerPoint presentations										
	Maps										
	Pictures	√	√								
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board	√	√	√	√	X	√	√	√	√	√
Audio	Songs										
	Dialogues										
	Stories			√	√			√	√		
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Verónica Cedeño

Source: 2nd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	PowerPoint presentations										
	Maps										
	Pictures							√	√		
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board	√	√	√	√	√	√	√	√		
Audio	Songs										
	Dialogues							√	√	√	√
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Verónica Cedeño

Source: 3rd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	PowerPoint presentations										
	Maps										
	Pictures			√	√	√	√				
	Charts										
	Handouts							√	√	√	√
	Posters										
	Word cards										
	White board										
Audio	Songs										
	Dialogues										
	Stories	√	√								
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Verónica Cedeño

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards	√	√								
	PowerPoint presentations										
	Maps										
	Pictures										
	Charts										
	Handouts					√	√			√	√
	Posters										
	Word cards										
	Whiteboard										
Audio	Songs										
	Dialogues										
	Stories			√	√			√	√		
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Verónica Cedeño

Source: 2nd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	PowerPoint presentations										
	Maps										
	Pictures										
	Charts										
	Handouts			√	√					√	√
	Posters							√	√		
	Word cards										
	White board	√	√					√	√		
Audio	Songs										
	Dialogues			√	√						
	Stories										
	Tales										
Audiovisual	Videos					X	√				
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author: Verónica Cedeño

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		
	PowerPoint presentations		
	Maps		
	Pictures	1	2
	Charts		
	Handouts		2
	Posters		
	Word cards		
	White/black boards	5	
	Audio	Songs	1
Dialogues			
Stories		1	1
Tales			
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		8	5

Author: Verónica Cedeño

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards		1
	PowerPoint presentations		
	Maps		
	Pictures	1	
	Charts		
	Handouts		2
	Posters		
	Word cards		
	White/black boards	5	
	Audio	Songs	
Dialogues			
Stories		2	2
Tales			
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		8	5

Author: Verónica Cedeño

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards		
	PowerPoint presentations		
	Maps		
	Pictures	1	
	Charts		
	Handouts		2
	Posters		1
	Word cards		
	White/black boards	4	2
	Audio	Songs	
Dialogues		2	1
Stories			
Tales			
Audiovisual	Videos		1
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL		7	7

Author: Verónica Cedeño

Chart twelve: Frequency of use of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st	8	5	13	32.5%
2 nd	8	5	13	32.5%
3 rd	7	7	14	35%
TOTAL	23	17	40	100%

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	Flash cards					
	PowerPoint presentations					
	Maps					
	Pictures	1	1	1	3	13%
	Charts					
	Handouts					
	Posters					
	Word cards					
Whiteboard	5	5	4	14	60.8%	
Audio	Songs	1			1	4.3%
	Dialogues			2	2	8.7%
	Stories	1	2		3	13%
	Tales					
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL		8	8	7	23	100%

Author: Verónica Cedeño

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

Variable	Indicators	1 st year	2 nd year	3 rd year	TOTAL	
		f	f	f	f	%
Visual	Flash cards		1		1	5.8%
	PowerPoint presentations					
	Maps					
	Pictures	2			2	11.7%
	Charts					
	Handouts	2	2	2	6	35.3%
	Posters			1	1	5.8%
	Word cards					
	Whiteboard			2	2	11.7%
Audio	Songs					
	Dialogues			1	1	5.8%
	Stories	1	2		3	17.6%
	Tales					
Audiovisual	Videos			1	1	11.7%
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL		5	5	7	17	100%

Author: Verónica Cedeño

Description, analysis, and interpretation of results

This section is about the analysis of results obtained from the observations performed in the 4th, 5th, and 6th grades. In the first place, it describes the pertinence and appropriateness of use of supplementary materials in each of the ten observed classes. In the same way, the frequency of the material used in each grade was calculated using the quantitative analysis; it also provides information about the total frequency of materials used in all grades.

Qualitative analysis

Public high school

1st year

Pictures

Pictures were used in the fifth class titled ‘An Ecuadorian festival.’ The objectives of this lesson were: to develop speaking skills and to extend students’ knowledge of Ecuadorian culture. The pictures were brought by the students and represented different types of Ecuadorian dances and festivals such as *Carnival*, *Holly Week*, *Inti Raymi*, *Mama Negra*, etc. The teacher used the pictures to have students brainstorming ideas about those dances and festivals such as *water*, *beach (carnival)*; *fanesca*, *church*, *prayers (Holly Week)*, etc. As a consequence, the pictures were pertinent to the topic of the lesson. After the brainstorming activity, the pictures were used to motivate students to talk about the characteristics of each dance or festival; therefore, the pictures were pertinent to the objectives of the lesson. The pictures were appropriate to students’ age and level of comprehension because they were able to provide information and described the pictures correctly; they also understood the topic and participated and collaborated actively in the class. The

quality of the pictures was good. Students cut them from magazines and newspapers and pasted them on pieces of card of A4 size. The pictures had bright colors and all students were able to see them.

Whiteboard

This material was used in all classes observed in this course and it was in good condition. In the first class, the topic was 'A British celebration' and objectives were: to develop listening and writing skills and to build on students' knowledge of the British culture. The whiteboard was used to write the topic of the lesson, the explanation of some grammar structures and to write new words. In this way, the material was pertinent to the topic of the class because it was used to write information about the topic of the lesson. This material was also used by students to write sentences related to the topic of the lesson; they also wrote important points of a story told by the teacher and discussed that information. Therefore, the material was pertinent to the objectives of the lesson because students were able to practice writing skills and learnt new things about British culture.

The whiteboard was appropriate to students' age and level of comprehension because they had the opportunity to express and write their ideas about the topic. The quality of the material was good because the contents were well organized and students wrote using a clear handwriting.

The topic of the second class was 'Other English-speaking countries'. The objectives of this lesson were: to develop listening, writing and speaking skills; to introduce a variety of words by means of a song. The whiteboard was used to write some examples of English-speaking countries such as *Canada, England, Australia, etc.* This material was also used to write sentences for a completing activity. Students

had to listen to a song and came up to the board to complete information. This material was pertinent to the topic of the class because it was used to write information related to the class such as the names of English-speaking countries and the completing activity. The whiteboard was also pertinent to the objectives of the class because the students wrote the name of different countries where people speak English and they also completed information about the song played in the class.

The whiteboard was appropriate to students' age and level of comprehension because they were able to write the names of the country and completed the sentences correctly. The quality of the whiteboard was good because the information was correctly organized. The teacher divided it into two sections: on the left side students wrote the name of the countries, and on the right side students completed the sentences.

The topic of the third class was 'Survey.' The objectives of this lesson were: to provide statistical information about different topics by using reading, writing, and speaking skills. The whiteboard was used by the teacher to draw statistical charts about the results of a survey on healthy and junk food eating trends. First, students observed the graphics; then, they had to read information of each graphic and write short paragraphs describing eating trends. After students finished the writing task they had to discuss their points of view about the topic.

The whiteboard was pertinent to the topic because it was used to draw graphic bars from a survey of eating trends. In the same way, the material was pertinent to the objectives of the lesson because the information written on the board was used by the students to practice reading, writing, and speaking skills.

The whiteboard was appropriate to students' age because the information written on it showed eating trends of young and older adolescents. Similarly, the material was appropriate to students' level because they were able to write short paragraphs describing eating trends and discussed their points of view. The whiteboard was a big help for the students to work on the activities proposed by the teacher.

The quality of the whiteboard was good because it was made of acrylic material and it was in good conditions. The teacher used black, red, and green markers to draw the graphics and the labels of each bar were clear and all students were able to understand them.

The topic of the fourth class was 'Healthy eating'. The objectives of this lesson were: to build on students' knowledge of adverbs of quantity; to review vocabulary related to the human body; and, to practice writing skills. First, the whiteboard was used to check whether students had completed correctly a crossword about human body parts, the teacher wrote the vocabulary and students marked all the words that they found. Next, the whiteboard was used to write some adverbs of quantity such as *any, both, few, lots of, several, none*, etc. and the teacher wrote some examples such as *Broccoli has lots of calcium to help our bones*; he highlighted each adverb with red marker and explained its usage. Then, students came to the board to write their own sentences such as *Both milk and broccoli are good for our bones*.

The whiteboard was pertinent to the topic because it was used to explain the lesson and to write sentences about healthy eating. In the same way, the whiteboard was pertinent to the objectives of the lesson because it was used explain to students

how to use adverbs of quantity, to review vocabulary of human body parts, and to practice writing skills.

The whiteboard was appropriate to students' age because students were interested in the topic and provided examples of healthy eating. In addition, the material was appropriate to students' level because students understood teachers' explanations and were able to write accurate sentences.

With regard to the quality of the whiteboard, it was made of acrylic material and the teacher used black and red markers to explain the use of grammar structures.

Concerning the fifth class, the topic was 'An Ecuadorian festival' and the objectives were: to develop speaking skills and to extend students' knowledge of Ecuadorian culture. The whiteboard was used to paste pictures of different types of Ecuadorian dance and festivals brought by the students. Then, the teacher used the whiteboard to write ideas that students brainstormed about the topic of the lesson such as *water, beach (Carnival); fanesca, church, prayers (Holly Week)*, etc.

The whiteboard was pertinent to the topic because it was used to paste pictures related to Ecuadorian festivals. This material was also pertinent to the objectives of the lesson since it was used to write down students' ideas about the topic and students could talk and discuss the characteristics of each festival. The whiteboard was appropriate to students' age because students used it to paste the pictures that they brought to the class. In the same way, the whiteboard was appropriate to students' level because it was used to take notes about their ideas for each picture that were used to talk about the topic.

About the quality of the whiteboard, it was made of an acrylic material that was in good condition, and the teacher used black markers to write students' ideas about each picture.

Learning styles

The teacher of this grade considered the topic being studied to be important to decide the type of learning styles that were going to be involved in the lesson. According to him, not all students' learning preferences can be covered in one lesson but one type of material that always catches learners' attention is visuals because through them students are able to visualize information. In the point of view of this teacher, once students picture information, the teacher complements it with oral explanations and uses adequate teaching and learning techniques. It was observed that in this grade, learners cooperated and worked well, although the variety of materials was not in accordance to the different types of learning styles.

2nd year

Pictures

Pictures were used as supporting materials in the first and fourth class in this grade. The topic of the first class was 'A role play' and the objective was to have students develop speaking skills. A set of four pictures was used to provide ideas to students about the play script that they had to develop to play roles. The pictures showed different kinds of social problems such as gangs, drugs, violence, and adolescent pregnancy; each picture was delivered to a group of students to play roles.

The pictures were pertinent to the topic of the class because students worked in groups to play roles. The material was pertinent to the objective of the lesson because it helped students to develop original scripts that they performed while

practicing speaking skills. In addition, the pictures were appropriate to students' age because they showed images of social problems that affect adolescents. In the same way, the pictures were appropriate to students' level because they got inspirational ideas to display to the class by using simple language structures.

The quality of the pictures were good, they had color images and were of A4 format. The teacher pasted them on pieces of card paper and they showed clearly each type of social problem that was understood by students clearly.

Whiteboard

The whiteboard was used in all the five observed classes. The topic of the first class was 'A role play' and the objective was to have students develop speaking skills. The whiteboard was used to write instructions about a role play that students had to perform in relation to four social problems: gangs, violence, drugs, and adolescent pregnancy. The teacher wrote some prompts that students had to follow in order to develop the role plays such as title, characters, main idea, setting, message to be transmitted.

The whiteboard was pertinent to the topic because it was used to explain the requirements of each role play that students had to do. In the same way, the whiteboard was pertinent to the objective of the lesson because the instructions written on it provided guidance to students to organize the speech of each participant in the group. The material was appropriate to students' age because the information about each role play help them to work correctly. In addition, the whiteboard was appropriate to students' level because the prompts written by the teacher were clear and learners were able to understand them.

The quality of the whiteboard was good. The acrylic surface was in good condition and the teacher used black markers to write the information on it.

The topic of the second class was ‘The media - newspapers’ and the objective was to develop listening skills and to practice use of passive voice. The whiteboard was used to write sentences from a story about the history of the newspaper such as *The first printed newspaper in America was published without authorization, The Boston newsletter was posted by John Campbell in 1704*, etc. Using those sentences, the teacher used the whiteboard to explain the use of passive voice; then, students came to the board to write sentences using the grammar structure.

The whiteboard was pertinent to the topic of the lesson because it was used to write information about the history of the newspaper. Similarly, this material was pertinent to the objective of the lesson because the sentences written by the teacher were dictated by the students after they listened to a story about the origins of newspaper. The whiteboard was used also by the students to practice the use of passive voice.

The whiteboard was appropriate to students’ age because they demonstrated interest in the topic and participated actively. However, the whiteboard was not appropriate to students’ level because they had some difficulty trying to write sentences in passive voice. The teacher encouraged them to write sentences about the story that they listened to rather than use more simple information related to students’ interests. About the quality of the material, it was in good condition and the contents were well distributed.

The topic of the third lesson was ‘He said that...’ and the objective was to learn the use of reported speech and to practice writing skills. The whiteboard was

used to explain the grammar rules of reported speech. Then, the teacher and the students play the game ‘Chinese whisper.’ The teacher invited five volunteers to come to the front of class and he whispered a sentence to the first student in the line. The sentence was *I traveled to Chile last year*. Each student had to whisper the sentence to the next student adding new information such as *He said that he traveled to Chile and bought a pair of shoes*, and so on. The teacher encouraged also each student to write on the board what he/she heard using reported speech.

As a result of the game played, the whiteboard was pertinent to the topic of the lesson because it was used to write sentences using reported speech. The whiteboard was also pertinent to the objective of the lesson because students understood the use of reported speech and practiced by writing sentences.

Using the whiteboard to write what each student heard during the game was appropriate to students’ age because they had opportunity to practice reported speech by means of a fun and original activity. The whiteboard was also appropriate to students’ level because students understood teachers’ explanations and were able to write the sentences heard during the game.

Concerning the quality of the material, the surface didn’t have any type of fault and black markers were used to write the rules of the grammar structure and sentences.

The topic of the fourth class was ‘The history of television’ and the objective was to have students develop intensive listening skills. The whiteboard was used to write information heard by the students of a story titled ‘The history of television’. In addition, the material was used to draw a chart in order to check whether students completed it correctly in the textbook. The whiteboard was pertinent to the topic

because it was used to write information related to the history of television such as the inventor, dates, characteristics of the first invention, etc. In the same way, the whiteboard was pertinent to the objective of the lesson because by using it, the teacher checked whether students comprehended the story.

The whiteboard was appropriate to students' age because it helped them to clarify some aspects that they were not able to comprehend while the story was played. Similarly, the material was appropriate to students' level because they checked the information described on the chart and compared it to their answers.

The quality of the whiteboard was good because it was in good condition and the information written on it was written clearly and using a good handwriting. The teacher used black markers to write on the board.

The topic of the fifth class was 'Street gangs' and the objective was to practice reading and writing skills. This time, the whiteboard was used to write ideas brainstormed by the students about the topic of the lesson such as *violence, loneliness, fear, tattoos, dead, bad communication, lack of love*, etc. Then, the teacher wrote the word 'Gangster' and students had to give adjectives to describe it. Some of the words that students gave were: *crazy, cool, killer, cruel, insecure*, etc. After that, the teacher encouraged students to write sentences, for example: *A gangster is a crazy boy; A killer man is a gangster*, etc. Once students wrote the sentences they had to read it in loud voice.

The whiteboard was pertinent to the topic because it was used to write information about gangs. Similarly, the material was pertinent to the objective of the lesson because students were able to practice writing and reading skills. The material was appropriate to students' age since this is a social problem that affects

adolescents; the students were very interested in the lesson. In the same way, the whiteboard was appropriate to students' level because they were able to produce simple sentences using the information on the board.

The quality of the whiteboard was good and the teacher and students used black markers to write on it.

Story

Stories were used twice in this grade. The first story was used in the second class that was titled 'The media - newspapers' and the objective was to develop listening skills and to practice use of passive voice. The teacher played a story titled 'A history of the newspaper' that consisted in a 12 minute recording the origins of the newspaper. This story was played twice. The first time students listened to it for general information and the second time the students listened to specific details and answered teachers' questions such as *How was the first printed newspaper published? Who posted the Boston newsletter? When was it posted?* This story was pertinent to the topic because it narrated the history of the newspaper. In the same way, the material was pertinent to the objectives of the lesson since students were able to develop their listening skills.

The story was appropriate to students' age because they demonstrated interest in the topic and answered the questions made by the teacher correctly. Similarly, the story was appropriate to students' level due to the fact that its content was narrated clearly and students understood the plot.

About the quality of the material, it can be mentioned that the story was played with a good volume and using modern equipment. In addition, students were able to listen to the narration because the speaker had good pronunciation.

A story was used again in the class ‘The story of television’. The objective of this lesson was to develop listening and writing skills. The story had the same title of the described lesson and it contained a brief story of television. The teacher played the story twice. The first time, students listened to it for general information, and the second time, they did it for specific details such as inventor’s name, dates, and characteristics of the first invention, etc. to complete some activities on the textbook and write a short summary about what they heard. As a result, the material was pertinent to the topic and objective of the lesson because the story described the different stages of the invention of television and students were able to practice listening and writing skills.

The story was appropriate to students’ age because they showed curiosity about the origin of electronic equipment and this was confirmed by the high level of interest in the narration. Similarly, the material was appropriate to students’ level due to the simplicity of the language and pace of the speaker’s speech. The quality of the story was good because it was played with a good volume.

Learning styles

The teacher in this grade commented that lessons must always be designed considering students’ learning styles because learners retain information easily by using their special skills. With regard to the students’ survey, almost all participants selected audiovisual materials such as songs, dialogues, tales, movies, and films. According to the participants, those types of materials make classes more entertaining. However, the teacher used mostly the whiteboard in all the classes due to the lack of available resources in the high school. It was observed that students

participated better when the teacher used pictures and stories in the first, second, and fourth classes.

3rd year

Whiteboard

The topic of the first class was ‘Setting up a small business’ and the objective was to practice reading skills and to present and practice *can* and *may* to express possibility. The whiteboard was used to copy a table that students had to complete after reading a text in the book. The table had three columns. In the first column, the teacher and students checked options for school leavers. In the second and third column they checked for advantages and disadvantages of study and setting up a small business after leaving school. After that, the teacher called students’ attention to some sentences that he wrote on the board such as *If you study at University you may get a good job, You can study and work at the same time.* He wrote the modal verbs with red marker and explained the use of each structure. Using the whiteboard in that way made it pertinent to the topic since it was used to write information related to the lesson. Similarly, the material was pertinent to the objectives because it was used to write details about the text that students read and to practice the use of *can* and *may*.

The students demonstrated a lot of interest in the topic and participated with enthusiasm giving details about the reading; therefore, the whiteboard was appropriate to their age. Similarly, the explanations written on the board were appropriate to students’ level because they understood clearly and were able to give other examples such as *We can make our own decisions, We may get good incomes.* With regard to the quality of the board, the contents were well organized and the

teacher used black and red markers to emphasize important information. The surface of the board was in good condition

The second time the whiteboard was used was in the lesson ‘A business plan’ where the objective was to use simple present to describe a business plan. The whiteboard was used to copy an outline that students had to complete about a business plan, some of the information required was the following: name of the business, address, name of the owner, phone number, goals, market, competition, manager, number of employees, and timelines. Students read a text on the book and then the teacher invited them to think on a business idea to complete the outline that they copied from the board. After this, learners had to write a short essay about their business plan. Then, the teacher divided the board into two sections and invited two students to write their essays on the board as a model for the rest of the class.

The whiteboard was pertinent to the topic because it was used to write main elements of a business plan. In addition, the whiteboard was pertinent to the objective of the lesson because it was used to model the type of essay that students had to write using the simple present.

The whiteboard was appropriate to students’ age because they demonstrated interest in the topic and gave some original ideas of businesses. In addition, the whiteboard was appropriate to students’ level because by means of the outline written on it students were able to write their essays.

The quality of the board was good so the teacher could write clearly using an adequate handwriting and he organized the contents correctly.

With regard to the third lesson the topic was ‘A project work’ and the objective was to present and practice vocabulary related to farming. The whiteboard

was divided by the teacher in five columns and he reserved the upper part of the board to write vocabulary related to farming such as names of vegetables and names of materials such as *bathtub, wooden box, gravel, seeds, plastic, etc.* On the top of each column he wrote: *Group 1, Group 2, Group 3, Group 4, and Group 5.* Under each category, the teacher wrote the students' ideas about a farming project such as name of the product, advantages, disadvantages, materials. Students had to work in groups to provide the necessary information of their projects.

The whiteboard was pertinent to the topic because it was used to write information about the project that students had to develop for the end of the term. Besides, the material was pertinent to the objective of the lesson because it was used to present new words that students needed to write a summary of the project.

Students demonstrated great interest on the topic of the lesson and provided the information of each project; in consequence, the whiteboard was appropriate to their ages. Similarly, the material was appropriate to students' level because it was used to make a simple list of the elements of the project.

Concerning the quality of the whiteboard, it was in good conditions and the contents were written neatly and well organized.

The topic of the fourth class was 'What's global warming?' and the objective was to learn vocabulary related to the environment and to develop listening skills. The whiteboard was used to write vocabulary words such as *greenhouse effect, global warming, climate, flooding, and drought* and to paste pictures that students had to associate with the correct word. The teacher also wrote some sentences that students had to complete using the new words such as _____ *is caused by human activity;* _____ *is the increase on Earth's*

temperature; The _____ in the Earth has changed over the last 100 years, etc. Students inferred the meaning of each word reading a text on their books and then some of them came to the board to complete the sentences.

All those activities mentioned above made possible that the whiteboard became pertinent to the topic and the objective of the lesson. Similarly, the material was appropriate to students' age and level because they asked the teacher for turns to complete the sentences and their simplicity allowed learners to develop the activity without difficulty.

The quality of the whiteboard was good and the teacher organized the content correctly. The vocabulary was written as a list in the left side of the board and the sentences were placed on the center of the whiteboard.

Pictures

The topic of the fourth class was 'What's global warming?' and the objective was to learn vocabulary related to the environment and to develop listening skills. A set of pictures was used to help students to visualize the meaning of the vocabulary: *greenhouse effect, global warming, climate, flooding, and drought*. Those pictures were pasted on the board forming a row and students had to write the correct name under each image.

The supporting resources were pertinent to the topic because they showed images that represented each word of the vocabulary. Besides, the pictures were pertinent to the objective of the lesson since they helped the teacher to present the new words.

The pictures were appropriate to students' age because they showed images of real events that young people usually watch on TV news or on the internet. The

material was also appropriate to students' level since students were able to match each picture to a new word.

About the quality of the material it can be mentioned that the pictures were downloaded from the Internet and printed with attractive colors. The teachers pasted them on pieces of cardboard of 30x45cm.

Dialogues

The topic of the fourth class was 'What's global warming?' and the objective was to learn vocabulary related to the environment and to develop listening skills. A dialogue titled 'Effects of global warming' was used to provide students practice on their listening skills. The dialogue narrated the different effects that global warming has on Earth's climate. The material was played twice in order that students listened first for general information and then for specific details.

The dialogue was pertinent to the topic of the lesson because it provided important information of the effects of global warming. In addition, the material was pertinent to the objective of the class as it helped students to practice listening skills.

The dialogue was appropriate to students' age because learners demonstrated interest by giving opinions and details about the dialogue. Similarly, the material was appropriate to students' level since it was narrated using a good pronunciation and simple language that students were able to comprehend.

The quality of the dialogue was good due to the clear pronunciation of the narrator and it was played with an adequate volume.

A dialogue was also used in the fifth class. The topic of this class was 'Let's do our part' and the objective was to practice listening and speaking skills. The title of the dialogue was 'How can we help?' and it was a conversation between two

adolescents talking about actions that people can do to stop global warming. The teacher played the dialogue twice, the first time students listened for general information and the second time they listened for details. After students listened to the dialogue they completed sentences on the book and discussed about the topic.

The dialogue was pertinent to the topic of the lesson because it gave some recommendations to stop global warming. In addition, the material was pertinent to the objective of the lesson since they practiced listening and speaking skills.

The dialogue was appropriate to students' age because the speakers were two adolescents talking about helpful actions to stop global warming. Similarly, this material was appropriate to students' level because the language used was simple and they understood the conversation.

The sound quality of the recording was good, the conversation was understandable and speakers pronunciation was clear so the dialogue was easy to comprehend enough; besides, it was played with an adequate volume.

Learning styles

The teacher of this course explained that students learn better when the material and activities are selected according to their learning styles. Although only three types of supplementary materials were used along the five observed classes, the teacher used them with creativity and tried to motivate students. According to the students' survey, the participants preferred visual and audiovisual materials. Consequently, the observations and students' responses corroborate what Nilsson (2010) explains about visuals, this type of materials are adequate for all learners because the sense of seeing have been used by human beings since writing and printing were invented.

Private high school

1st year

Story

The title of the first class was ‘Regret’ and the objective was to practice the use of the third conditional. A story titled ‘The things I wish I’d known’ was used in this class. In the story a forty year old woman talked about her feelings of regret about her younger years; she listed five things she wish she had learned at school. The story was played by the teacher twice. The first time students had to listen and answer some questions asked by the teacher such as *how old was she? What does she think about failing and trying again? did she like to lose when she was younger?*, etc. The second time the teacher played the story and students had to write down details of each of the five things listed by the woman in the story to match them to a piece of advice on their books. Then, they had to write sentences about the story using the third conditional.

The story was pertinent to the topic of the lesson because it contained phrases used to express regrets about past events. Additionally, the story was pertinent to the objective of the lesson because students identified and practiced the third conditional.

Because the story was about a woman talking about her younger years it was appropriate to students’ age. In the same way, the story was appropriate to students’ level since the language used was simple and students understood the entire message.

The quality of the recorded story was good. The recording was played with a good volume and the woman who talked had clear understandable pronunciation that all students were able to comprehend.

Pictures

In this course pictures were used twice. The first time was in the second class titled 'Anger' and the objective was to learn and practice new vocabulary. The teacher showed a set of pictures to the students that represented these words: furious, temper, cross, head off, hot-headed, tantrum, calm, cool. Each picture was downloaded from the internet and pasted on pieces of cardboard, in the bottom part of each picture was written the word but this part was folded back in order that students did not look at it. Then, the teacher showed the pictures to the students and invited them to brainstorm words while asking questions such as *Have you ever feel like this? What is this?*. Each time that a student said a word related to the picture the teacher unfolded the bottom tab of the picture and students were able to read the real word and wrote it on their notebooks. After this, students wrote sentences using those words and read them to have them corrected by the teacher.

The pictures were pertinent to the topic of the lesson because they contained images of people and situations related to anger. In the same way, the pictures were pertinent to the objective of the lesson since they comprehended the meaning of each word and practiced the use of vocabulary.

The pictures were appropriate to students' age because the teacher searched for images of young people and children on the internet; therefore, students sometimes felt identified with situations or feelings showed on the pictures and participated enthusiastically. In the same way, the material was appropriate to students' level because they learned the meaning of words and were able to write sentences using the new vocabulary.

About the quality it can be stated that the pictures were in color, printed in A3 format and pasted on pieces of cardboard.

The second time the teacher used pictures in this grade was in the class titled 'Should/shouldn't have' and the objective was to criticize a past action in response to a statement or question about an action. The pictures used by the teacher showed images of some situations such as a burnt pizza in a kitchen, two angry friends, a boy asking himself about a lost amount of money, a boy that got zero in his homework, and a girl afraid of going to the dentist. The teacher showed each picture to a student and provided a prompt him/her, for example: *I got a zero for my homework* and student was supposed to answer: *You should've studied harder*. The way the teacher used the material was very funny, students enjoyed it a lot, and they responded to each statement said by the teacher.

The material was pertinent to the topic of the lesson because it showed situations that elicited different types of responses from students. Likewise, the pictures were pertinent to the objective of the lesson since students were able to respond to each of the teachers' statements using the grammar structures.

The pictures were appropriate to students' age because they showed images of teenagers and situations that sometimes happened to them and it helped students to be more interested in the topic. Similarly, the material was appropriate to students' level since it helped learners to answer correctly using the grammar structures. In that way, the use of materials created positive effect in students; just as Dash & Dash (2007) explain, the function of materials is to motivate students to learn, to give them ability to observe and imagine events.

With regard to the quality of the pictures, it can be mentioned that they were downloaded from the internet, printed in colored format and pasted in A3 pieces of cardboard.

Handouts

Handouts were used twice in this grade. The first time was in the fourth observed class that was titled ‘You won’t believe what happened to me’. The objective of this class was to review vocabulary related to anger. The handout had a picture of two men running at a park, one was angry and the other was afraid; the angry man was trying to chase the frightened man. Under the picture was a text that narrated a story of a man who thought that someone had stolen him ten dollars but when he got home the money was on the kitchen table. The teacher delivered the handouts to the students and encouraged them to look at the picture and to elicit what happened. Then, learners read the story and identified some functions such as background to main event, ending, main event of the story, and setting the scene. After this, they had to rewrite some underlined sentences such as *I’m not usually impetuous* or *I really lost my mood* using new words of the vocabulary as for example: hot-headed and temper. Finally, the handout had a blank space where students had to write a short story about a time when they got angry using the text as a model and the vocabulary.

The handouts were pertinent to the topic because the text on it described a funny situation that the character of the story had experienced. In the same way, the material was pertinent to the objective of the lesson since students practiced the vocabulary.

The handouts were appropriate to students' age. Learners had opportunity to write a similar story based on a personal experience. In addition, the material was appropriate to students' level since the language used in the text was clear and easy to understand. Students comprehended the plot and rewrote the sentences correctly. The quality of the handouts was good and the picture was related to the text. It was printed in black and white colors. The instructions were clear and the activities were well designed.

Handouts were used for the second time in the class. The topic of a lesson was 'Hopes and fears' and the objective was to learn non-defining relative clauses. The teacher delivered a handout with a text titled 'What are you afraid of?', an interview about hopes and fears and some sentences that students had to complete using *who*, *which*, *where*, and *whose*. The text was about some types of fears that people sometime have such as fear of dogs, fear of flying, fear of cats, and other weird phobias as for example: chewing gum, old furniture, etc. After students read the text they completed the sentences. Then they interviewed each other to know about their fears and hopes.

The handouts were pertinent to the topic because they had information about fears and phobias. Similarly, this material was pertinent to the objective of the class since students learned and practiced non-defining relative clauses.

The handouts were appropriate to students' age because the text described some fears and phobias of famous people such as J.K. Rowling, Johnny Deep, Oprah Winfrey, etc. In addition, the interview was a fun activity because students discovered interesting facts about their friends. And, the material was appropriate to

students' level because the language used in the text, interview, and instructions was simple and clear.

The quality of the material was good. It was printed in black and white color and the instructions were well structured.

2nd year

Flashcards

A set of flashcards was used in the first class titled 'Where we will be on...' and the objective was to practice future continuous tense. The teacher showed flashcards with images of future actions such as people living in other planets, flying cars, oceans empty of fish, etc. She encouraged students to say statements such as *We will be living on two new planets, We will be driving flying cars, etc.* The, she encouraged students to work in groups of four to write a short story about each flashcard. The flashcards were pertinent to the topic because they showed pictures of future events. The material was pertinent to the objective of the lesson since students practiced the use of the future continuous.

The material was appropriate to students' age due to they contained images referring to the events that awoke their imaginations to write the stories. And, the material was pertinent to students' level because it helped them to improve the fluency of their writing.

The quality of the flashcards were good, they were of A3 format and had colorful pictures.

Story

The title of the second class was 'Cars in the future' and the objective was to practice listening and speaking skills. A story titled 'New energy for the car of the

future' was played in this class. First, the teacher encouraged learners to elicit some types of energy that people will be using by 2030 and students gave some ideas such as *garbage, corn oil, water, sunlight, etc.* Then, she played the story twice; the first time was for general information and the second time students had to pay attention to the details and took note of important information. After the story was played, the whole class talked about their notes and discussed about the types of energy that people could use in the future.

The story showed different types of energy that cars will be using by 2030 such as rainwater and solar panels; in consequence, the material was pertinent to the topic. Similarly, the story was pertinent to the objective of the lesson because students listened and discussed about the characteristics of cars in the future and the types of energy required.

Due to students' imagination and preference for this type of topics the material was appropriate to their ages. In addition, the material was appropriate to students' level because it helped them to use their creativity in writing the texts. Students worked with enthusiasm and motivation.

The quality of the material was good. The language used was easily comprehended by the students and the narrator had clear pronunciation.

Another story was used in the fourth class titled 'Stars step in' and the objective was to develop listening skills. The title of the story was 'Celebration ambassadors' and it narrated the different activities that some celebrities, such as David Beckham, Shakira, Ricky Martin, etc., do to promote children's rights. Students had to listen to the story and complete fact files with information of each celebrity such as what he or she does and what he/she says of the work he/she does.

Students were very interested and listening carefully to the information in the story. For this reason, the material was pertinent to the topic and objective of the lesson. In addition, the material was appropriate to students' age and level because some of the famous names mentioned in the story were the favorite stars of the students and the language used was clear and easy to understand.

Concerning the quality of the story, it was played with an adequate volume and the narrator had a good pronunciation.

Handouts

The topic of the third class was 'Ways of saving energy' and the objective was to practice the use of vocabulary words. A small handout was used to review words from the vocabulary such as *take, switch, use, recycle, unplug, swap, cut down, and wash*. Students had to use words to fill in the blank sentences as for example:

_____ *waste paper*; _____ *on the amount of TV you watch*;
_____ *the bus to school (or walk!)*, etc. There were eight sentences and above them there was a title that said: *You can make a difference – eight ways to save energy*.

The handout was pertinent to the topic because it had pieces of advice to save energy. In addition, the material was pertinent to the objective of the lesson as students review the vocabulary by filling on the blanks. The handout was appropriate to students' age because they demonstrated interest on the topic. And, the material was appropriate to students' level since they completed the sentences easily and the whole class finished the activity in 10 minutes.

The quality of the handouts was good because they were well printed, and for saving paper the teacher wrote two sets of eight sentences on one piece of paper.

Handouts were used again in the fifth class. The title of the lesson was 'Expressing opinions' and the objective was to practice vocabulary. The handouts contained three activities. In the first activity students completed phrases using a list of words such as *see, thoughts, mind, opinion, concerned, ask*. In the second activity, students wrote A (agree), D (disagree), and NAD (neither agree nor disagree) to explain the meaning of some expressions. In the third activity, students worked in pairs to give their opinions about these topics: *graffiti, background music in shops, advertising on websites, fast food, and smoking in public places*.

The handouts were pertinent to the topic of the class since they had to complete, check or write to give or express opinion. Equally, the material was pertinent to the objective of the lesson because they review vocabulary by completing sentences or writing about different topics. In addition, the handouts were appropriate to students' age because giving opinions is something that adolescents enjoy a lot. The material was appropriate to students' level as they understood all the activities and answered correctly.

Concerning quality it can be stated that the handouts were well printed in black and white and instructions were clear, simple, and well organized.

Learning styles

The teacher of this grade considered that English learning is more effective when materials are used according to students' learning styles. Even though the teacher used only two types of materials he motivated students by selecting resources according to students' interest. In consequence, students participated actively in all the activities. The participants of the students' survey agreed with the use of the material and they selected videos, films and on line resources as another alternative

for this class. In consequence, the teacher used materials to provide students with a sensorial experience just as Dash & Dash (2007) remark: teaching resources allow learners to use their senses and help them to retain facts easily.

3rd year

Poster

The topic of the fourth class was ‘Inventions’ and the objective was to practice speaking skills. The teacher used a poster that showed images of a cell phone, toothpaste, coffee, elevator, pen, glasses, soap, stick notes, button, and shopping car. She hanged the poster on the board and wrote this question: *which ones couldn't you live without in your daily life?* Then, students worked in pairs to choose the five most useful inventions from the poster and explained why they selected them. The poster was pertinent to the topic of the lesson because they showed images of modern things that had been invented and people need in daily life. The material was also pertinent to the objective of the lesson since students practiced speaking skills to explain the reasons for selecting the five most useful inventions.

Students enjoyed working in pairs and trying to select the inventions that were important in their daily life; for this reason, the poster was appropriate to their ages. In addition, students were able to say which of the items on the poster they selected and why, therefore, the material was appropriate to their level.

The poster was of good quality. It was of 130x125cm and the images were cut from magazines or downloaded from the internet and printed in color.

Handouts

Handouts were used in the second class titled ‘Money and happiness’ with the objective of practicing verbs with different meanings and listening skills. The

handouts had three types of activities. The first exercise consisted on listening to three adolescents that discussed whether or not money can buy you happiness and students had to select sentences that best summarized the discussion. The sentences were: *money can't buy you happiness; possessions can't bring you happiness; you only need enough money to cover your basic needs*. On the second activity students had to work in pairs and tick the true sentences and correct the false sentences related to the dialogue they heard. Finally, students had to listen again to the dialogue and had to fill in the gaps with the correct verb that match the meaning that was in parenthesis.

The information of the handouts was about money and happiness. For this reason, the material was pertinent to the topic. Students completed sentences using verbs with different meaning; in consequence, the material was pertinent to the objective. Students demonstrated interest on the information of the handout and commented their points of view of their answers. As a result, the handouts were appropriate to their ages. In the same way, students developed all the activities correctly; then, the material was appropriate to their level.

The handouts were printed in black and white and the instructions were clear and helped the students to develop each activity without difficulty.

The topic of the fifth class was 'Checking my progress', and the objective was to review the grammar structures and vocabulary learned in the unit. The handouts had four activities. In the first activity the students filled in blanks with a list of verbs such as fortune, tag, reasonably, half, effective, and over. In the second activity, learners chose the correct verb form to complete sentences. In the third activity students completed definitions using a list of suffixes such as **worthy, proof,**

ish, able, etc. In the fourth activity, students read a story and filled the gaps with an appropriate verb. In this way, the handouts were pertinent to the topic because students checked their learning of the structures and vocabulary. Similarly, the handouts were pertinent to the objectives of the lesson since it helped the teacher to evaluate students' knowledge.

The handouts were appropriate to students' age because the sentences of each activity were related to the topics of the units that have learned. And, the material was appropriate to students' level because they completed all the activities correctly.

The handouts were of good quality. The instructions were clear and the material was well printed in black and white.

Whiteboard

The topic of the first class was 'Where does it all go?' and the objective was to present verbs with different meanings. The whiteboard was used to draw a table to explain verbs that describe state and activity by adding the suffix -ing. The teacher drew two columns and on the top of the left column she wrote 'verb used to describe state/activity'. She used a blue marker to write the word 'state' and a red marker to write the word 'activity'. Then, on the top of the right column she wrote 'meaning'. The teacher wrote sentences such as *his cast-offs fit me perfectly; they're fitting new brakes* on the left column and the meaning of the verb on the right such as *be the correct place; put in place*. The verbs that described state were written with the blue marker and those that described activity were written with red marker.

The whiteboard was also used in the fourth class. The topic of the class was 'Inventions' and the objective was to practice speaking skills. The teacher used the board to paste a poster with images of some inventions and wrote the question *which*

ones couldn't you live without in your daily life?. Students worked in pairs to choose the five most useful inventions from the poster and explained why they selected them. After that, the whole class selected the top three most useful inventions and the teacher used the board to write the names of the objects.

The whiteboard was pertinent to the topic because it was used to paste a poster with images of inventions and to write the names of the most voted ones. The material was also pertinent to the objective of the class as students dictated the words to the teacher and discussed their choices.

Since all students participated actively and gave reasons for the selection of the most important inventions the whiteboard was appropriate to their ages. The material was also appropriate to students' level because they understood the question written on it and after dictation of the most preferred inventions all the class was able to identify the three most important.

The quality of the board was good. The surface was clean and it did not have any sort of flaw. The poster was pasted on the left side of the board and the other side was used to write the names of most voted inventions to select the top three.

Dialogue

A dialogue was used in the second class titled 'Money and happiness' with the objective of practicing verbs with different meanings and listening skills. The dialogue was titled 'Can money buy happiness?' and it consisted on a conversation among three adolescents discussing whether or not money can buy happiness. Students had to listen to the dialogue and developed fourth activities on a handout.

The dialogue was pertinent to the topic because it showed a conversation about the money and happiness. Students practiced their listening skills and use verbs with

different meaning to discuss the topic and complete sentences therefore the dialogue was appropriate to the objectives of the lesson.

Students were engaged in the activity and gave their own opinions about the topic of the lesson; in consequence, the dialogue was appropriate to students' age. The material was appropriate to students' level since the language used in the conversation was clear and students understood it well.

The dialogue was played with an adequate volume and the speakers had clear pronunciation; as a result, the material was of good quality.

Video

A video was used in the third class titled 'Animals that help humans' with the objective of reviewing simple versus continuous tense and vocabulary. The title of the video was 'Pushing the envelope' and it narrated the vital part that animals have had in the history of the postal service. The video narrated the useful help of birds, horses, dogs, and cats in the mail service of different countries. The teacher stopped the video after the description of each service provided by animals and asked students questions as for example: *What happened to birds when the email was invented? How were used animals during war in 1870? How did people call pigeons during the Second World War?* Students were supposed to answer using vocabulary such as *Birds were pensioned off; Birds were smuggled out in balloons; Pigeons were called winged heroes, etc.*

The video was pertinent to the topic of the class because it was about the different types of services that animals provided in sending and receiving information long time ago. The video was not pertinent to the objective of the lesson since students used the simple and continuous tense to talk about animals in the mail

service. However, not all students used vocabulary to answer the questions made by the teacher.

The students were very interested in the video and participated actively giving opinions and asking questions therefore the material was appropriate to their ages. In the same way, the level of language used in the video made it appropriate to students' level because they understood all the content.

The video used in this class was downloaded from the web site YouTube, it was made in black and white color and the speaker had a British accent that students understood well, and it lasted 12 minutes. In consequence, the quality of the video was good.

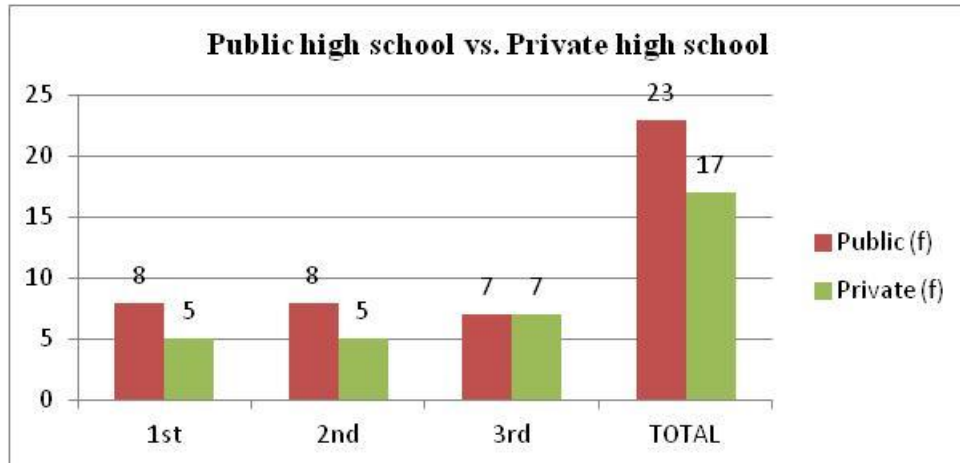
Learning styles

The teacher in this grade tried to use different types of supplementary materials because she considered that variety of resources is essential in the teaching process. According to this teacher, students' learning styles must be considered when a material is going to be used in the classroom. With regard to students' survey, the participants agreed with the resources used by the teacher and they also would have preferred on-line materials.

Quantitative analysis

It can be observed in the graph below that supplementary materials were used 23 times in the public high school and 17 times in the private high school that is a total of 40 times among both institutions. Analyzing the frequencies of supplementary materials used in each grade of both high schools, in the 1st year and 2nd year materials were used 13 times that represents 32.5%. And, in the 3rd year materials were used 14 times that is 35.6%. Those results show that teachers in the

public high school used materials most frequently than in the private high school. This result is mainly influenced by the higher use of the whiteboard in the public institution.

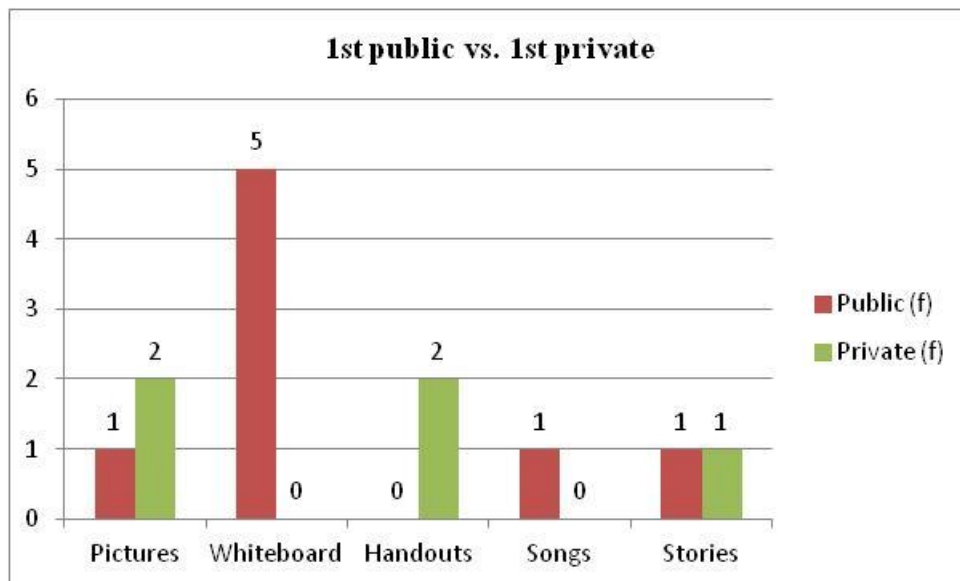


Comparative analysis

1st Public vs. 1st Private

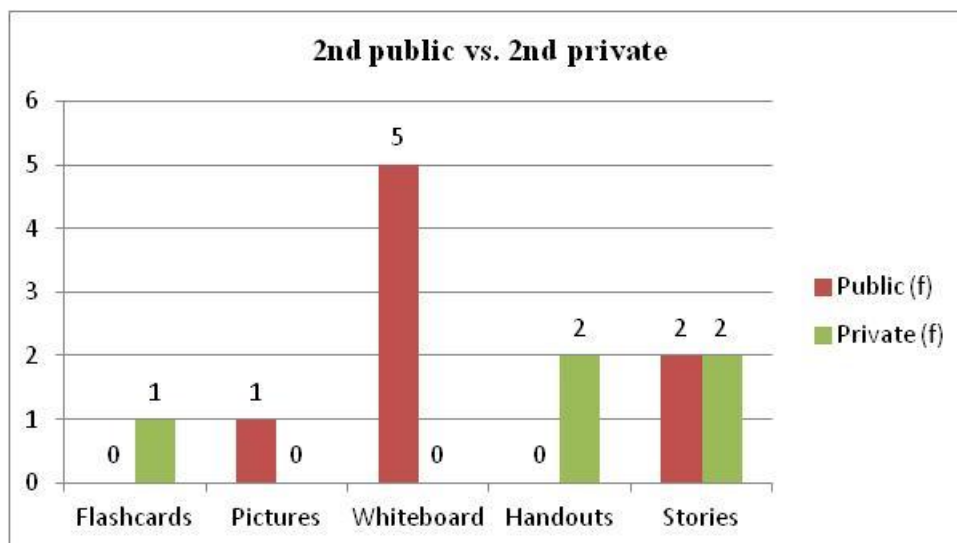
Examining the use of materials in each grade, it can be observed in the graph below that in the 1st year pictures were used twice in the private high school and once in the public high school. Handouts were used twice in the private institution while in the private high school the teacher did not use this type of material. With regard to the whiteboard, it was used 5 times in the public high school and the teacher of the high school surprisingly did not use this resource in the observed classes. The public high school teacher explained that this type of resource is frequently used because it is easy to use and it is always available. On the other hand, the teacher of the private high school explained that he usually works with supporting materials such as handouts and pictures rather than frequently relies on the whiteboard. Next material used in the public institution was song; it was used once while in the private high school this material was not used. Finally, stories were used once in both

institutions. The results show that materials were used 8 times more in the public high school compared with the 5 occurrences in the private high school.

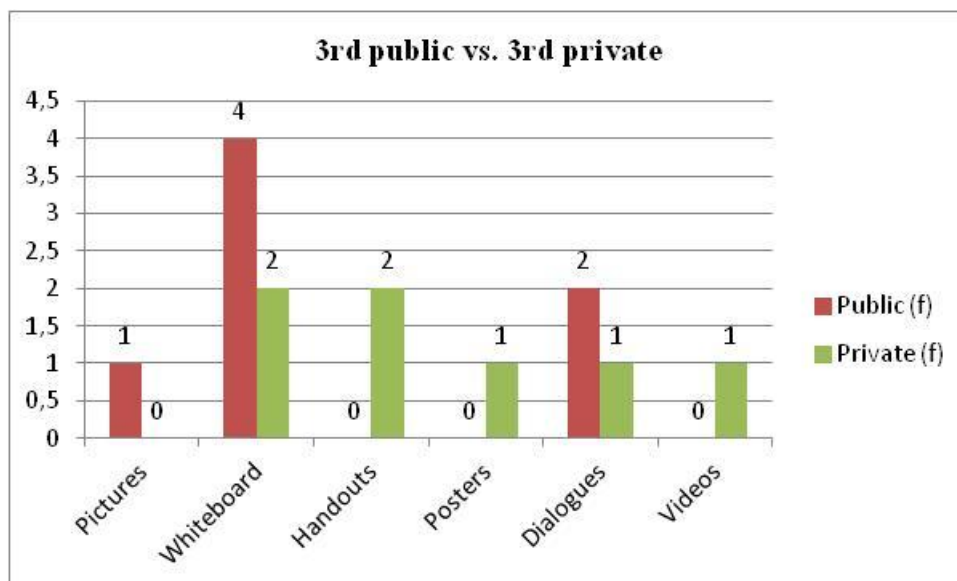


2nd Public vs. 2nd Private

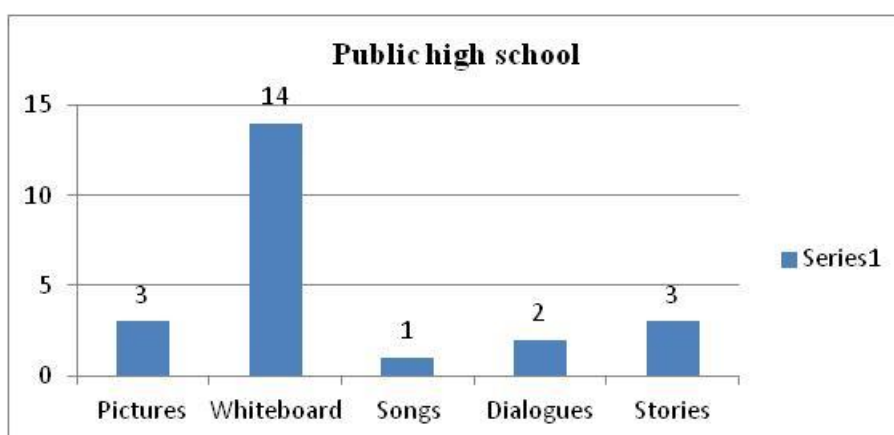
Looking at the frequencies obtained in the 2nd year, the graph below shows that public high school teachers used materials 8 times and private high school teachers used them 5 times. Once again, those results were influenced by the repeatedly used of the whiteboard in the public institution. Analyzing each type of material, it can be stated that flashcards were used once in the private high school; pictures were used once in the public high school; posters were used twice in the private high school. The whiteboard was used 5 times in the public high school because the teacher explained that it is used always to write instructions, to explain grammar structures, or to ask students to come to the board to practice structures and vocabulary. Among audio materials, stories were used twice in both institutions.



With regard to the 3rd year, the graph below shows that materials were used 7 times in both high schools. Frequencies are divided as follows: pictures were used once in the public high school; handouts were used twice and posters were used once in the private institution. The whiteboard was used 4 times in the public high school and 2 times in the private high school because it was used to practice sentence structure and vocabulary. Dialogues were used twice in the public institution and once in the private high school. At last, videos were used once in the private high school. Although the frequencies were the same for both high schools, the private high school teacher used more variety of resources than the teacher from the public high school. Main reasons were: importance of learning styles and the available resources for teaching.

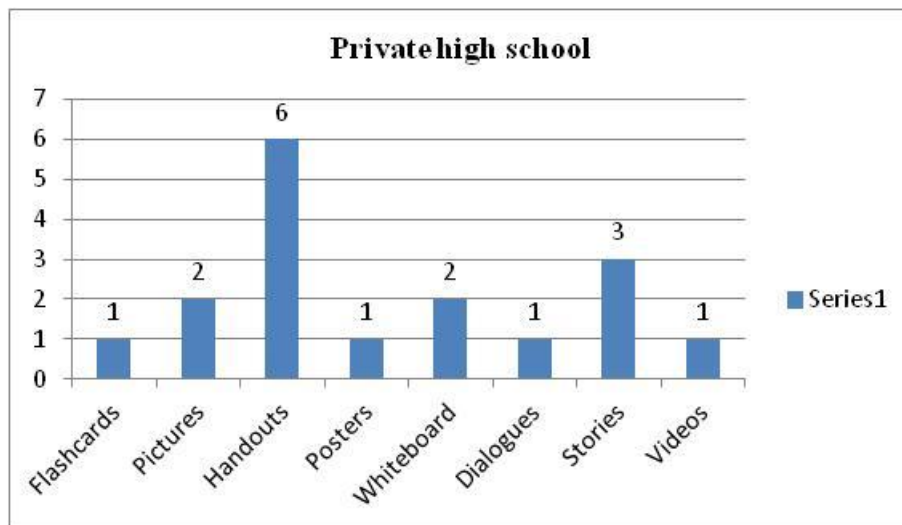


According to the frequencies showed in the graph below, the materials mostly used in the public high school were pictures, whiteboard, songs, dialogues, and stories. The whiteboard was used 14 times that represents a frequency of 60.8%. Pictures and stories were used 3 times each one that is 13%. Dialogues were used twice that represents 8.7% and songs were used once that is 4.3%. In this institution, the whiteboard was used mainly because is the type of resource available in the classroom allow teachers to evaluate students' knowledge and to review vocabulary and sentence structures.



Regarding the private high school, it can be stated that the materials used were: flashcards, pictures, handouts, posters, whiteboard, dialogues, stories, and videos.

The frequencies showed in the graph below lets observe that flashcards, posters, dialogues, and videos were used once that is 5.88%; pictures and the whiteboard were used twice that is 11.7%; handouts were used 6 times that is 35.3%; and, stories were used 3 times that represents 17.6%. According to those values, handouts were the mostly used materials because teachers used them to evaluate students' knowledge or to complement activities used with dialogues.



Conclusions

- The materials mostly used in the public high school were: pictures, whiteboard, songs, dialogues, and stories. Among them, the whiteboard was the most frequently used because it is the type of resource available in the classroom and allows teachers to evaluate students' knowledge and to review vocabulary and sentence structures.
- In the private high schools the materials used were: flashcards, pictures, handouts, posters, whiteboard, dialogues, stories, and videos. Here, handouts were the mostly used materials because teachers used them to evaluate students' knowledge or to complement activities used with dialogues.
- In the public high school more resources were used than the private high school but this result is influenced by the higher frequency of use of the whiteboard in the public institution.
- Teachers from both institutions used mainly visual materials and they commented that pictures, handouts or the blackboard help learners to visualize the contents of the lesson more easily.
- Teachers took into account the pertinence and appropriateness of the materials used in the observed classes because they selected the materials according to the topic, objectives of the lesson. They also considered that age and level of students was important when choosing the adequate materials.
- All supporting materials used in the observed classes were of good quality. Handouts were well printed, blackboard were in good conditions and pictures were colored and of good size. Those features contributed to increase students' interest and participation in the classes.

Recommendations

- It is advisable that teachers vary the amount of material used in the classroom to avoid boredom and motivate students to learn.
- Some materials such as the whiteboard must be used with creativity and originality. There are many activities that teachers can develop to foster students' participation such as competitions, guessing games, or scrabble.
- Teachers should use audio and audiovisual materials more frequently due to the benefits that they provide on enhancing learners' retention of knowledge.
- Teachers who have technology available to use in classes should take advantage of it because it provides students with different types of sensorial experiences through different multimedia programs.
- Teachers should be trained in designing their own supplementary materials to make classes more interesting and to facilitate institutions to overcome problems with lack of materials.
- It is important that teachers take into consideration pertinence, appropriateness, and quality of materials since teaching aids itself does not ensure good instruction.
- Teachers need to consider students' learning styles to help learners to acquire English language knowledge through meaningful learning.

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ANNEXES

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

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black boards		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author:

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		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black boards		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Author:

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	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author:

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author:

Source: 2nd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author:

Source: 3rd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author:

Source: 1st year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	Whiteboard										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author:

Source: 2nd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisual	Videos										
	Movies										
	Documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author:

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		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black boards		
	Audio	Songs	
Dialogues			
Stories			
Tales			
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL			

Author:

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black boards		
	Audio	Songs	
Dialogues			
Stories			
Tales			
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL			

Author:

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

Variable	Indicators	Public	Private
		f	f
Visual	Flash cards		
	Power point presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/black boards		
	Audio	Songs	
Dialogues			
Stories			
Tales			
Audiovisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		
TOTAL			

Author:

Chart twelve: Frequency of use of supplementary material.

Years	Public (f)	Private (f)	TOTAL	
			f	%
1 st				
2 nd				
3 rd				
TOTAL				

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

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

Author:

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

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

Author:

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Was it used appropriately in relation to the topic of the class?

Yes ____ No ____ Why?

Was it used appropriately in relation to the objectives of the class?

Yes ____ No ____ Why?

Was it used appropriately in relation to the students' age?

Yes ____ No ____ Why?

Was it used appropriately in relation to the students' level?

Yes ____ No ____ Why?

Was it elaborated and applied with creativity and originality?

Yes ____ No ____ Why?

Were students motivated with the presented material?

Yes ____ No ____ Why?

How do you consider the quality of the used material?

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()
DATE: _____ **CLASS N°** _____
GRADE: _____

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

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

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

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

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

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

Why?

STUDENTS' SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N°** _____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de ingles?					
¿Te ayudo a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de la clase?					
VISUALES <ul style="list-style-type: none"> • Flash cards () • Diapositivas () • Mapas () • Gráficos o fotos () • Tablas u organizadores gráficos () • Hojas con actividades () • Posters () • Tarjetas con palabras () • Pizarrón blanco o negro () 		AUDIO <ul style="list-style-type: none"> • Canciones () • Diálogos () • Historias () • Cuentos () AUDIOVISUALES <ul style="list-style-type: none"> • Videos () • Películas () • documentales () 		OBJETOS REALES <ul style="list-style-type: none"> • objetos: juguetes, plantas, frutas, etc. () ONLINE <ul style="list-style-type: none"> • Websites () 	
¿Qué materiales adicionales te gustaría que el profesor utilice en clases? _____					
¿Con que frecuencia te gustaría que se utilice el material didáctico adicional? () siempre () de vez en cuando					