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The use of supplementary materials in efl classes: a comparative
analysis of public and private high schools

Trabajo de fin de titulación.

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DEDICATION

First, we want to thank God for helping us in hard moments. This project is dedicated to our parents, who have never failed to give us financial and moral support, for giving us everything we needed as we grow and for teaching us that even the largest task can be accomplished if it is done one step at the time.

We lovingly dedicate this thesis to our husbands and children, who have been patient enough with us.

Sandra Reinoso

Ana Romero

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ABSTRACT

The use of supplementary materials in the EFL classes is a language teaching resource that fairly matches the new methodologies and today's necessities highly recommended in language teaching and learning.

The purpose of this study was to find out whether or not teachers use supplementary materials in the classrooms and if they helped to the teaching-learning process.

This research was developed at a private and public high school in the Cañar province, first, second, and third senior year were observed in each high school.

A Qualitative and Quantitative analysis was conducted in order to determine if the teachers used supplementary materials, and if they did, how pertinent, appropriate and qualified they were.

As the main conclusion it was determined that there were differences in the use of supplementary materials between public and private high schools. At the public school there was almost a total absence of materials and the whiteboard was the most frequently used. While, at the private schools teachers used efficient supplementary materials which resulted in an effective language teaching-learning process and increased student's motivation

INTRODUCTION

The teaching and learning of a foreign language will be successful as long as certain steps or procedures are followed. Therefore, the foreign language teacher must be able to use as many resources as possible to allow his/her students to acquire such language. To this respect, the use of supplementary material becomes the most important process since it helps students to have entertaining as well as interactive classes.

The interest of this study was to investigate the use of supplementary materials in EFL classes in public and private high schools and made a comparative analysis between them.

Knowing that supplementary materials are important tools to learn a foreign language, the specific objectives proposed on this research were to identify and analyze the type of supporting materials used in EFL public and private high schools, describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence, appropriateness and quality, determine the variety of the supplementary material used in the observed public and private high schools, and identify the most frequently used material in each one of the observed high schools.

This research topic was very important because it gave us a wider view of the use of supplementary material in our country and how it influences in the learning process.

In different countries around the world, there have been several studies that analyzed the use of supplementary materials in a foreign language class. The following authors have developed research about this matter.

Kitao (1997) developed a study in which he had to identify and analyze supporting materials used in EFL public and private high schools, describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence, appropriateness, and quality; determine the variety of the supplementary material used in the observed public and private high schools, and identify the most frequently used material in each one of the observed high schools in Ecuador. The author observed classes in a private high school. In these classes in which the teacher used supplementary materials, the students were more interactive and their interest rose, making them feel encouraged while learning. He concluded that the teacher must know exactly which materials to use in classroom instruction. The author is convinced that supporting materials are a bridge to changing the concept of language teaching and they can change students' behavior in the English language classroom.

Schneider & Krajcik (2002), on the other hand, carried out a project to promote the use of new methods and content through educative curriculum material. Research design combined interviews and classrooms observations over a period of time by observing teachers in the classroom and interviewing them about what they understand for educational curriculum materials. In conclusion, teachers agreed on the fact that they need to participate in using educational materials in the teaching and learning process.

Finally, Graham (2008) worked in many elementary schools to see the difference between English classrooms. He tied the academic syllabuses and innovative classrooms which combine the syllabuses content with lots of complementary materials such as TPR or audiovisual and interactive methods, by controlling the level of movement and noise. The author discovered that changing the classroom routine helped learners to have an efficient teaching-learning process.

The beneficiaries of this study will be state-owned and private Ecuadorian institutions, teachers, and students because it will be possible to establish the best supplementary materials to be used in the classrooms in order to have more interactive classes in which students feel motivated to learn a foreign language. Also this research paper

helps for future investigations because the scope of the study is large between the schools existing in our country.

Finally, it is important to mention that there were not limitations during this research. All the authorities, teachers, as well as students collaborated to carry out this research.

METHOD

Setting and Participants

The field research took place in a public high school in the parish of “Ducur” and a private high school in the city of Azogues. This project was applied in first, second and third grades. Each grade has between twenty and twenty five students. They were mixed high schools. The participants were students between fifteen and eighteen years old. Many students are interested in learning English because they want to travel and meet with their families in foreign countries, especially in the US.

Procedures

The first step for the development of this thesis was to collect bibliographical information from libraries and the Internet to write the theoretical background, which included important scientific information related to the topic of this research.

The next step was the field research. For this, one public and one private high school, both belong to the province of Cañar, were selected. At these schools, the first, second, and third senior year classrooms were observed during ten sessions in order to determine whether the teachers of these classes used supplementary materials in their classes, and if they did, how pertinent, appropriate, and qualified they were. To obtain this information, data collection and observation formats were

used. Thus, every time a material was used, the information was recorded using them.

The approach used during the whole process was qualitative and quantitative in order to collect, explore, analyze, describe and compare data. On the other hand, the techniques used in this research were reading, note-taking, and surveys; the instruments for collecting information were data collection and observation formats, as well as tables to tabulate information, and questionnaires to obtain information from teachers and students.

The tabulation of results was developed by including information on tables for collecting both qualitative and quantitative information. Finally, the qualitative analysis of data included different materials, their description, as well as their pertinence, appropriateness, and quality; also, the types of learning styles considered by the teachers. On the other hand, in the quantitative analysis both the public and the private high school were compared to determine what materials were mostly used.

Discussion

Literature Review

The information included in the literature review will support this research in a scientific way since the topics included are related to foreign language education, types of learners, teaching techniques, and supplementary material. It will also make reference to studies which were focused on different situations in which supplementary materials were used.

The use of supplementary material implies a meticulous planning and selection so that materials can be suitable to the class content, level, setting and the objectives, which entirely depend on the English teacher's experience and expertise without disregarding the learners' learning styles, an unavoidable step for achieving a successful Teaching-learning process. Thus, the first topic to be analyzed is teaching a foreign Language.

Teaching a Foreign Language

It is undeniable that teaching a foreign language is not an easy task. The teacher must show his/her capability to help students learn in a successful way. There are some authors who refer to this matter.

The first author is Keathe (2007) who said that English teaching and learning is a process that comprises a wide set of skills and sub-skills, some of which are abstract by nature. From this point of view, the writer demands from English language teachers a great deal of intuition

and expertise in order to overcome the abstractness of language components into the language classroom. Consequently, the most efficient and fairly proved instrument is the use of supporting materials, which can come from a great range of sources such as hand-made, shop-tailored, web-downloadable and just natural sightseeing-resources that influence the teaching-learning process.

Keathe (2007) also states that whatever their origin is, these kinds of classroom resources are a good reason for students to do their best by manipulating, shaping, reshaping, passing them over or just observing them with plenty of concentration. Naturally, these actions come accompanied by a lot of questions as a result of their high level of curiosity to discover new things and to learn what they are for, and what else can be done of their known utilities.

Sheath (2009) on the other hand, wrote an article “Breaking learners’ ice through supplementary materials”, in which he states that English language is not a toy for ephemeral usage, nor it is a fashionable article that should be kept as a treasure; It is rather a practical and real element as real as things in real life. Thereby, it has to be taught in a real and pragmatic way; in other words, it must be understood. The author adds that learners’ mind is full of challenges; this means that they do want to do things, either they can or cannot do them, but they just take the risk of doing, which is due to their curiosity and innate feeling of doing things by themselves. To this respect,

teaching materials make an invaluable factor into the English language classroom because they give learners the opportunity to learn a foreign language by performing practical activities, which permit them to relax and feel self-confident of what they can do. In this author's words, teaching materials play a relevant role both, psychologically and pedagogically because they break the routine and get learners involved in what they like, at the time that they permit them discover their real abilities and their skillfulness in a foreign language.

Dorph (2009) also states that when teaching a foreign language, extra materials can influence to have a practical English teaching learning process. The author considers that a learning process should involve action and movement, especially when teaching children. Dorph also argues that it is not a recommendable idea to have students sit for long periods of time, because they become bored, which results in an evident reluctance to doing their academic tasks. Thereby, she asserts that English language classroom should rather be a work-shop-like activity, in which learners feel self-confident and willing to work and show their true colors. This in turn, enables language teachers to determine their multiple intelligences and learning styles on an attempt to learn about their personality and individual situations. Thus, the author suggests language teachers to make use of all their pedagogical responsibilities within the English classroom; that is, being counselors instructors, tutors, friends, psychologists, artists, actors and so on in

order to meet all the students' necessities and fill students' expectations as English language learners. This will give them an identity on how skillful they are for a given activity, and how good they are in learning the English language, at the time that they become efficient socializers.

Learner Differences among Children, Adolescents and Adults

Saville (2006) on distinguishing ages directed related to language learning wonders why some learners are more successful than others. But when emphasizing on age differences, she claims that perhaps the greatest difference between adults and children hinges in that, the former ones come to lessons with a long history of learning experience and a rich social context, which allow them to express their opinions about how the teaching-learning process should be carried out. They also take advantage of their successful and failing experiences. Whereas children suffer from the lack of background, despite the fact that some of them practice more than adults and get a better level of concentration; on the other hand, children and adolescents are not fearful of making mistakes, which pushes them to launch their ideas whatever happens; on the contrary most adults feel shy to reveal their expressions because failures cause them to become embarrassed, lowering their self- esteem.

However, it is not a social rule because every learner is a different human entity with a different way to express their emotions and show their true colors. Of course, that does not mean that some children do

not feel afraid of making mistakes and diminish their self-esteem, but when it comes to adolescents, they feel more shameful when failing and this is mostly due to their age and their pride, especially in front of classmates of the opposite sex, but these are not the only factors that affect learners' emotions.

Harmer (1998) establishes a difference between children, adolescents and adults. To this respect, he overlaps Saville's point of view when he highlights the age differences in language learning by focusing on the aspects that could affect emotions and attitudes in kids, teens and adults. The writer frames a balanced condition for each of them and points out kids' slight advantage when it comes to learning a foreign language. He states that each group has its advantages and disadvantages to learn a foreign language. The writer adds that the differences go beyond background or personality, sex, aptitude, motivation cognitive styles, personality, learning and learning strategies.

Gass & Selinker (2008), on the other hand, argued that all normal humans acquire a language in the first few years of life. The acquired knowledge is largely of an unconscious sort, but there are differences in second language learning. For example very young children learn how to form particular grammatical structures, in a conscious sense. Instead adolescents keep enlightened their ability for implicit and explicit learning, as to adults, the authors think that they have lost their ability

to learn implicitly; therefore, the authors' assumption lies in that kids necessarily learn implicitly, whereas adults do it largely explicitly. As a result, adults show an initial advantage because of the shortcuts provided by the explicit structure, but further on when the learning process reaches other areas involving implicit learning. The results tend to be somewhat ineffective. In this sense, the counterpart for kids is that they are not able to use shortcuts on presenting language structures.

Learners Motivation

Littlejohn (2001) synthesizes and schematizes the role of motivation in language teaching in a couple of key words "motivation – versus – ability".

To this respect, the author quotes Krashen (1985) when stating that motivation plays a very important role in second language acquisition. Littlejohn asserts that it is so relevant for L2 teachers to make sure that the students' affective filter is low all times in order for them to learn. Under these circumstances, motivation can cover two basic areas of human behavior: self-confidence and anxiety, which are counterparts that exert a given attitude in the learners' mind that results in either effective or ineffective language learning. When learning results in success, human beings usually want to do it again, but putting in it more effort than before. This fact is reflected in the language classroom in order to develop a self-image. On the other hand,

when the first attempt was a failure, students just try to avoid doing it again due to the downward spiral of self-perception of low ability, low effort, low motivation and low achievement.

In Littlejohn's words, the main key of motivation lies in that while initiation of action can be traced to each of the human domains, persistence might be more related to emotions and /or the affective areas of conation and goal-orientation. The writer goes a bit deeper on his focus on motivation by stating that it is basically sustained in the following human aspects: goal, energy, effort, active involvement, desire, and persistence.

Harmer (1997), on the other hand conceptualizes motivation from a different point of view. He thinks that motivation is primarily based on willingness. This means that students who really want to learn will surely succeed whatever the barriers or the circumstances they have to face during the study cycle. He considered that language learners can be motivated to reach goals of various kinds such as short-term and long-term; the first ones might include such things as wanting to pass a semester-term exam or to finish reading an interesting book. Long-term goals might have something to do with a wish to get better job at some future date, or a desire to be able to communicate with members of a target language community.

Harmer (1997) adds that on dealing with goals, it is imperative to distinguish between two general categories: intrinsic and extrinsic motivation; in the writer's words, intrinsic motivation originates in the learners' natural interest, consisting in the spontaneous willing to get personal, professional or economic satisfactions such as social status, a good job or a lot of money. On the other hand, extrinsic motivation is orientated to meet with compulsory duties stratified in unavoidable factors such as the approval of a course, the taking of disapproval subjects, and payment of university or state fees; in other words, extrinsic motivation deals with requirements people have to meet with in order to get a further reward. The writer goes beyond the common explanations when he emphasizes on factors that promote intrinsic motivation. It is a challenge towards accomplishing their new tasks, that leads to cooperation and mutual help, which results in positive recognition for learners' work and the subsequent empathy to the surrounding and further elements that make up language learning.

Learning styles

Saville (2006) suggests that learning styles refer to the way we perceive, conceptualize, organize and recall motivation. That means that cognitive style and success should go in line to make up a complex interaction with L2 social and learning contexts, which requires of some complements or traits such as: field dependent /independent,

global/particular, Holistic/analytic, Deductive/ Inductive, Focus on meaning/focus on form.

Flowerdew & Miller (2005) shares their perception with Saville when they put emphasis on the learners' learning styles and their differences. They justify their statement by framing the distinction between the two teaching approaches: Deep Approach in which learners put their efforts into trying to understand something they believe everything they learn is worthwhile, whereas, in Surface Approach: learners who try to gain only enough information to complete a given task, while in Strategic Approach: learners who focus on assessment grades and learn to pass a test only.

On the other hand, field dependent learners focus on general characteristics by relating their world or previous knowledge to the new one, by building up their knowledge in a systematic and schematic way. When working with converging learning it is imperative to develop patterns of learning and keep them stereotypes models. In contrast, diverging learners who are creative and thoughtful, consequently, they learning process take place in an open an open-ended manner.

Concrete learners conceptualize their learning process in terms of their own experiences, Contrarily to Abstract learners, who generalize and develop overall principles for their learning. Reflective learners build up their knowledge to consider what they learned by, they

deliberately thinking about their learning. Whereas, active learners like exploring and experimenting their learning, they enjoy working out on their own solutions to the problems, reversely to solitary learners who like to learn by themselves.

Flowerdew & Miller (2005) and De Leeuw (1997) stated that learning styles are the manner in which people perceive, conceptualize, organize and recall information. They are considered to be a subject of cognitive knowledge, because they refer to aspects of a learner's personality in comparison with learning strategies, which are believed to be teachable, specifically speaking they are known as learning styles, which basically are four: visual, aural, verbal, and physical.

Pashler (2008) defines learning styles as the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information. Obviously, the interaction of these elements varies from learner to learner. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long-term memory retention and reveal these natural tendencies and styles. Of course, to achieve what has been stated so far, it is important to use a comprehensive model of learning styles that identifies each individual's strength and preferences across the full spectrum of

physiological, sociological, psychological, emotional and environmental elements.

Teaching techniques for Teaching Adolescents

Nesterenko (2009) asserts that the use of techniques in the adolescents' language classroom establishes a framework so that learners can feel comfortable thanks to an interactive environment and the desirable teacher-students rapport. It is this sociable link that opens the path towards the first public steps, which are rendered into better ways to develop learners' integrated knowledge and creates a socializing climate to stimulate self-confidence. By doing so, the professor stimulates learners towards experimenting the learning of a foreign language by taking risks of making mistakes, under the concept that mistakes make a fair step towards learning without feeling embarrassed. To complete the parameters of a good rapport, it is essential for the professor to praise and make indirect corrections in a warm and smiling way, so that learners can understand mistakes as a routine step, rather than an embarrassing act.

Raimes (1983) focused on teaching techniques for adolescents. From the author's point of the adequate selection of classroom techniques for adolescents has become a day-to-day duty of language teachers. And it is this variety of techniques created so far that make it a controversial issue because language teaching researchers, linguists

and teachers do not agree on whether using or not certain techniques in some pedagogical settings. Differently from the above-mentioned approaches, the communicative one has been focused as a must for learners applied from a different perspective through model paragraphs, controlled compositions, free writing, sentence exercises, and paragraph analysis, which have proved to be useful aids to achieve communication.

Woolfolk (2007) considers that the aim of teaching adolescents is to help them understand and think deeply about why and what they learn a foreign language. The author suggests working in groups in order to apply some language teaching techniques such as role play, personal humor, personal profiles, world knowledge tests, art lessons, and music. Naturally, the effective use of these techniques compulsorily requires of direct instructions that help learners develop language skills, including culture and sub-skills such as grammar, vocabulary, pronunciation, spelling, interviews, convincing discussions, etc.

Context for Teaching English

Referring to contexts, Saville (2006) asserts that there are particular factors affecting the context of an EFL class. These are Micro-social and Macro-social factors. Micro-social factors focus on the theory of language acquisition and use in immediate social contexts of production, interpretation and interaction; Macro-social factors, conversely, focus also on language acquisition by means of broader

ecological contexts, including cultural, politics, and educational settings. The Ethnography of communication framework extends the notion of what is being acquired in SLA beyond linguistic and cultural factors to include social and cultural knowledge that is required for appropriate use, and leads to consider second language learners as members of groups or communities with sociopolitical contexts as well as linguistic bounds.

The frameworks provided by acculturation theory and social psychology offer broader understandings of how such factors as identity status, and values affect the outcomes of SLA.

Holmes (2008) affirms that people's language styles vary in the light of the different social context in which they are involved and it is this range of language registers that lead speakers to focus on a socio-linguistic approach, which roughly deals with the relationship between language and society. To this respect, the socio-cultural factors give place to social contexts through the social functions of language and the ways it is used to convey social meaning, which has greatly influenced the second language learning. Holmes also claims that linguistic variation involves remarkable changes in language structure, vocabulary or word choice, pronunciation, intonation and even composition.

Woolfolk's (2007) point of view overlaps Holmes' when he highlights the role of socio cultural contexts. The writer points out the

widening of the social context scope, which has expanded to several scientific disciplines such as the bio-ecological model. Ecologists claim that social contexts and the ecological field have mutually contributed to develop ecosystems. The writer adds that cultures also differ in parenting styles, which cause strict and directive differences in cultural values and in the danger levels of some urban neighborhoods: under this premise, the individualistic philosophy of Languages and cultures are learned and assessed through criteria and standards of understanding of students with diverse interests, motivation and capabilities.

Naturally, this trend has also been transferred to educational disciplines such as pedagogy; curriculum, including social and power structures of communities and cultures as places to create expressive meanings.

Supplementary Material

According to Richards and Rodgers (2008) instructional materials are defined as the goals for language learning in terms of speaking, listening, reading, or writing skills. The importance of complementary materials lies in that they support the learning objectives, which make up the goals of the syllabus as a whole.

In Richard and Rodger's (2008) opinion, these kinds of materials are designed on the assumption that learning is initiated and monitored

by the teacher on an attempt to meet different requirements that help put into practice self-instructions or peer tutoring. In this sense, the role of instructional materials within a method or an instructional system will reflect decisions concerning the primary goal of materials, the type of materials directly depending on the input sources and the teachers' experience and pedagogical knowledge.

According to Tomlinson's (2003) concept, supplementary materials are defined as contributing teaching resources technically designed to reinforce teachers' instructions and exemplify the syllable content through a practical undertaking. Under this premise, these materials must match the principles and procedures of the syllabus design.

Rodger adds that the role and scope of complementary materials go beyond the mere pedagogical field to directly contribute within the psychological field by injecting dynamics and facilitating the language learning process by complementing the performance of the process as a whole in different respects such as linguistic, visual, audiovisual, kinesthetic and hand-outs. The author argues that using supplementary materials is fun and really useful, at the time that it creates interaction.

Richards and Rodgers (2008) focus on the importance of supplementary materials from a different perspective. They think that the most relevant function of these kinds of materials lies on TBLT, which stands for "Task based language teaching" because it depends on

the length and amount of classroom tasks, considering that some of them might require a sufficient supply of appropriate classroom task, some of which may require longer timing than others, resources and, of course, ingenuity.

According to Tomlinson's (2008) idea, complementary materials are "language learning material designed for teaching learners more than what is normally taught. Thus, many of ELT material currently in use make a significant contribution to overcome the failure of many learners of English as a second or foreign language. This methodological and linguistic procedure will help acquire a basic linguistic competence in English, enabling learners to put into action their ability to use language successfully. From this point of view, supporting materials provide learners of all levels and ages with authentic tools to develop both, spoken and written language, turning learners into potential speakers and writers of English with a significant cognitive knowledge that involves them directly in productive activities that lead them to successfully face real life.

Types of Supplementary Materials

Philips & Walters (2005) state that visual material can be presented in numberless forms starting with the concrete ones, for example, videos, photos, slides or the quite-effective use of small wooden Cuisenaire rods or blocks, initially designed to teach

mathematics to children; Similarly, teachers must use the language teacher's most useful tool: audio materials, which are commonly displayed with the help of a tape recorder. It is a handy material because nearly all language course-books come along with CDs enabling many language teachers to have access to authentic voices that help learners familiarize with the different dialects and accents of native speakers.

Audiovisual, a really illustrative kind of live material that combines audio and images, additionally allows learners to change or add a variety of images according to their necessities. The advantage of audiovisual material hinges in that it works as guidance for learners through the universal language of pictures, which is complemented with audio. This fact helps learners infer the message of the audio and produce some language either in oral or written form by just adapting it to their real linguistic settings.

Realia is related to concrete items or real objects, which form and names are familiar to learners in their native language. To this respect, learners can easily adapt the idea of these objects to the foreign language in order to infer their meaning and even their function.

Online material has been regarded as a gift of technology due to its utility for students, because of the fact that most of the education institutions use it as part of their teaching resources, which allow them

to investigate and widen or deepen the teacher's explanations and instructions through a variety of options that can be found on the web.

In Richards & Rodgers' (2001) concept, visual material, magazines pictures, flash cards, posters, photos are basically used to introduce new vocabulary or remind the already learned lexicon. It is the linking of the previous knowledge with the new one that permits language acquisition in a communicative way and therefore the enrichment of linguistic knowledge as a whole. Naturally, this kind of material should be carefully selected in order to achieve a rich language production. Audio material has been and keeps being considered as a kind of really essential material to develop listening and speaking skills; for such a purpose, it is necessary to play audio material with people from different countries, so that learners can get familiar to different accents and intonations through a wide range of dialogues and drills. For this purpose, a language laboratory has been essential to achieve this goal, but nowadays, technology provides with a variety of more sophisticated and compact electronic devices such as MP3/4/5/6, iphones, ipods, ipads, and the very new-model cell phones.

As to realia, the Richards and Rodgers considers that it is the handiest material, which needs no time for preparation and is quite suitable for many topics. It has always been regarded as an important tool for language teaching and is commonly available in every classroom

or home. It normally includes objects such as classroom materials, house parts, household and personal belongings. As the course goes on, the teacher will need to make or collect more supporting materials, which means more vocabulary acquisition.

Nesterenko (2009) said that you can hold things or point to objects in the classroom, such as pen, bag, tallest boy, etc. this is widely used by beginner learners in classes. Audio aid permits to present many words in an easy way by means of a tape recording. Audiovisual can be used to teach vocabulary acquisition, particularly within environments of classroom. From this point of view, it is evident that audiovisual aids facilitate second language acquisition. Video provides a better comprehension and retention. This is simply owed to the fact that students can visualize what the words means and relate the words to actual objects. On other hand, realia uses hundreds of simple objects already in the classroom, others which can be probably be seen through the window, and others which can be brought in when needed. Online is a supporting material for learning. It is also adaptable to needs of a diverse and growing number of on-line education institutions. Some institutions have created new programs for schools. On-line students learn as much or more than students with standard program. On-line material is relatively new in educational institutions.

The closing part of the literature review deals with reporting some scientific studies about supplementary materials in the language classroom due to their relevance for the language teachers because they prove the efficiency of these materials in the language classroom, and above all, the importance in language instruction. The material may be suitable for students' needs, controlling learning and teaching. The teacher must know the best material for instruction and how to adapt materials for class.

Kitao (1997) developed a research, in which he states that aim of this study hinges in realizing how important is language instruction matched to teaching material, which should be suitable for students' needs. The teacher must distinguish and identify the kind of material that is being more effective in the language teaching-learning process.

The author worked with 28 EFL students in a college in Japan. The author made questions about the use of materials in class and observed a good result in learners' responses. The author also made interviews and questions to teachers and learners to know the importance and use of materials in classrooms. In conclusion, he claimed that the materials are very essential in classroom instruction, which are very useful and should have correct, natural current and Standard English; teacher would need to look for good materials.

Schneider & Krajcik (2002) carried out a project to promote new methods and content to enact reform based curriculum through Educative curriculum material. The aim of this study was to establish methods to improve teacher knowledge in classroom. Research design combined interviews and classrooms observations over time by observing teachers practice in the classroom and interviewing them about their plans and reason for the lesson they performed; also, information about what teachers understand for educative curriculum materials. Data of educative materials and their use by teachers were collected both through observation and teacher interviews. In conclusion, many more teachers will need to participate in using educative materials in the process of teaching and learning.

Graham (2008) focused on this experiment to support interaction in the language classroom and change the habit of bored language contexts. Graham considers that supplementary materials are an opportunity to help learners in the teaching-learning process. The author assures this study can change children's behavior in the English language classroom; for this reason, he worked in cities and many elementary schools. His inquiry was focused on recognizing the difference between English classrooms tied to the academic syllabuses and innovative classrooms which combine the syllabuses content with lots of complementary materials. He launched his project after having experimented in various schools TPR, audiovisual and interactive

methods, by controlling the level of movement and noise. Finally, the teacher helped learners to have an efficient teaching-learning process.

Kilickaya (2004), on the other hand focused on the inquiry about when and how supplementary materials should be used in EFL classroom, be included in the curriculum. Most of the teachers throughout the world agree that materials are beneficial to the language process. They have a positive effect on learner motivation. They provide exposure of real language. They relate more closely to learner's need, and they support a more creative approach to teaching. The author worked with activities in order to create interest in the learners, and he observed that students were in a relaxed environment, and students paid attention to the supplementary materials used. He observed that learners interact with materials in the classroom, making these classes less bored.

The author concludes that supplementary materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level, supporting materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This

requires the language patterns being put into practice in real life situations.

Likewise, Rammal (2004) wrote about the importance of a research he developed remarking the value of materials and teaching methods that can be incorporated and implemented in the classroom. The author chose situation that can be transferable to real life situations, which students are likely to come across. In order to make this possible he chose a native to native interaction. Moreover, he asked the actors involved to speak at a considerable speed and natural enough to be easily understood by students who were going to use this teaching material. Finally he asked the characters to maintain pauses in the course of the dialogue. This gave students enough time to comprehend the language patterns, and they were expected to use in classroom activities. In conclusion, Web- based writing was found to be powerful material for less able ESL freshman student, the benefits of introducing web-bases learning in classroom seem to be great for less able, less proficient and remedial students.

Results

Qualitative Tabulation

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

	Indicators	Yes	No
Visual	Flash cards		X
	Power point presentations		X
	Maps		X
	Pictures		X
	Charts		X
	Handouts		X
	Posters	X	
	Wordscards		X
	White/blackboard	X	
Audio	Songs		X
	Dialogues	X	
	Stories	X	
	Tales		X
Audiovisual	Video		X
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants,fruits)	X	
Online	Websites		X

Authors: Cristina Reinoso y Ana Romero

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	X	
	Powerpointpresentations		X
	Maps		X
	Pictures		X
	Charts	X	
	Handouts	X	
	Posters		X
	Wordscards		
	White/blackboard	X	
Audio	Songs		
	Dialogues	X	
	Stories	X	
	Tales		X
Audiovisual	Video		X
	Movies		X
	Documentaries		X
Realia	Objects (toys, plants,fruits)		X
Online	Websites		X

Authors: Cristina Reinoso and Ana Romero

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

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

	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			X	X						
	Word cards										
	White/black board	X	X	X	X	X	X	X	X	X	X
Audio	Songs										
	Dialogues					X	X				
	Stories										
	Tales										
Audiovisual	Video										
	Movies	X	X								
	Documentaries										
Online	Websites										

Authors: Cristina Reinoso and Ana Romero

Source: 1st year

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

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

Authors: Cristina Reinoso and Ana Romero

Source: 2nd year

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

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

Authors: Cristina Reinoso and Ana Romero

Source: 3rd year

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

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

Authors: Cristina Reinoso and Ana Romero

Source: 1st year

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

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

Authors: Cristina Reinoso and Ana Romero

Source: 2rd year

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

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

Authors: Cristina Reinoso and Ana Romero

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	0	1
	Power point presentations	0	0
	Maps	0	0
	Pictures	0	0
	Charts	0	1
	Handouts	0	1
	Posters	1	0
	Word cards	0	0
	White/black board	5	4
		0	0
Audio	Songs	0	1
	Dialogues	1	2
	Stories	0	0
	Tales	0	0
		0	0
Audiovisual	Video	0	0
	Movies	1	0
	Documentaries	0	0
		0	0
Realia	Objects (toys, plants, fruits)	0	0
Online	Websites	0	0
TOTAL		8	11

Authors: Cristina Reinoso and Ana Romero

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

	Indicators	Public	Private
		F	F
Visual	Flash cards	0	0
	Power point presentations	0	0
	Maps	0	0
	Pictures	0	0
	Charts	0	0
	Handouts	0	0
	Posters	1	0
	Word cards	0	0
	White/black board	3	5
		0	0
Audio	Songs	0	0
	Dialogues	1	2
	Stories	0	2
	Tales	0	0
		0	0
Audiovisual	Video	0	0
	Movies	0	0
	Documentaries	0	0
		0	0
Realia	Objects (toys, plants, fruits)	0	0
Online	Websites	0	0
TOTAL		5	9

Authors: Cristina Reinoso and Ana Romero

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

Variable	Indicators	Public	Private
		F	F
Visual	Flash cards	0	0
	Power point presentations	0	0
	Maps	0	0
	Pictures	0	0
	Charts	0	0
	Handouts	0	0
	Posters	0	0
	Word cards	0	0
	White/black board	5	5
		0	0
Audio	Songs	0	0
	Dialogues	0	1
	Stories	2	3
	Tales	0	0
		0	0
Audiovisual	Video	0	0
	Movies	0	0
	Documentaries	0	0
		0	0
Realia	Objects (toys, plants, fruits)	1	0
Online	Websites	0	0
TOTAL		8	9

Authors: Cristina Reinoso and Ana Romero

Chart Twelve: Frequency of use of supplementary material.

Years	Public (f)	Private(f)	TOTAL	
			F	%
1 st	8	10	18	36
2 nd	5	9	14	28
3 rd	9	9	18	36
TOTAL	22	28	50	100%

Authors: Cristina Reinoso and Ana Romero

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		F	F	F	f	%
Visual	Flash cards	0	0	0	0	0
	Power point presentations	0	0	0	0	0
	Maps	0	0	0	0	0
	Pictures	0	0	0	0	0
	Charts	0	0	0	0	0
	Handouts	0	0	0	0	0
	Posters	1	1	0	2	8,6
	Word cards	0	0	0	0	0
	White/black board	5	3	5	13	56,5
		0	0	0	0	0
Audio	Songs	0	0	0	0	0
	Dialogues	1	1	1	3	13
	Stories	0	0	2	2	8,6
	Tales	0	0	0	0	0
	Description	0	0	0	0	0
Audiovisual	Video	0	0	0	0	0
	Movies	1	0	0	1	4,3
	Documentaries	0	0	0	0	0
		0	0	0	0	0
Realia	Objects (toys, plants, fruits)	0	0	1	1	4,3
Online	Websites	0	0	0	0	0
TOTAL		8	5	9	23	100%

Authors: Cristina Reinoso and Ana Romero

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		F	f	F	f	%
Visual	Flash cards	1	0	0	1	3,4
	Power point presentations	0	0	0	0	0
	Maps	0	0	0	0	0
	Pictures	0	0	0	0	0
	Charts	1	0	0	1	3,4
	Handouts	1	0	0	1	3,4
	Posters	1	0	0	1	3,4
	Word cards	0	0	0	0	0
	White/black board	4	5	5	14	48,2
		0	0	0	0	0
Audio	Songs	1	0	0	1	3,4
	Dialogues	2	2	1	5	17,2
	Stories	0	2	3	5	17,2
	Tales	0	0	0	0	0
		0	0	0	0	0
Audiovisual	Video	0	0	0	0	0
	Movies	0	0	0	0	0
	Documentaries	0	0	0	0	0
		0	0	0	0	0
Realia	Objects (toys, plants, fruits)	0	0	0	0	0
Online	Websites	0	0	0	0	0
TOTAL		11	9	9	29	100%

Author: Cristina Reinoso and Ana Romero

Description, Analysis, and Interpretation of Results

Qualitative Analysis.

Public High School

Within this section, each supplementary material that has been used in the public high schools in the five observed classes will be analyzed, taking into consideration the characteristics of pertinence, appropriateness and quality of the material. Besides, the learning styles used by the teacher in each grade will be described and analyzed.

The supplementary materials used in the public high school observed were white/blackboard, songs, dialogues, stories, objects, which will be analyzed one by one considering the characteristics previously stated.

1st Year

White/black board

In the first-class observed, the topic was “Entertainment”. For this class the teacher used the board as a supplementary material to accomplish the following objectives: to review simple present, to present and practice expressions to describe likes and dislikes. The teacher wrote information about films on the board. Consequently, the purpose of using the board was to let students identify the different kinds of films by means of asking the students whether they liked them or not.

This supplementary material was pertinently used, because it helped the teacher to let students express themselves about their favorite films. The board also allowed students to use new vocabulary by describing different films with adjectives the teacher wrote on it.

The material was appropriate for the students' age and knowledge level, because when the students spoke about the different films, the teacher could know if students understood the class.

Regarding quality, the students were able to see and read the information written on it, because it was well organized. This material provided students with a complete learning experience.

In the second class, in the first grade, the topic was "I'm keen/Performing a role play". The objective was to develop vocabulary related to the topic, and to develop writing skills, to practice the past tense. The white board helped students to focus on the topic, new vocabulary, grammar, and syntax.

The teacher wrote on the white board the theme of the class, the new vocabulary, and grammar structures, some kinds of films and then asked students to give more ideas about them, after that, she put the ideas given by students on the board. The use of the white board helped students to develop the writing and oral skills during the class.

Concerning quality, the design and elaboration of the material was good. The information written on the board allowed students to

understand the content of the lesson, because it was clear and well organized.

In the third class, the topic was “Computing” .The objectives were to present and practice “will” for making future predictions, to develop writing skills and also to build on students´ knowledge about computing. The board helped students to focus on the topic, new vocabulary, grammar, and syntax.

The use of this material in this class was pertinent because the teacher wrote on the white board the theme of the class, the new vocabulary related to the topic, grammar structures and the parts of the multimedia workstation. Then, she asked the students to complete this task in the book. The use of the white board helped students to develop new vocabulary related to the theme “computing” during the class.

The board was also appropriate for the students´ age and knowledge level because the teacher wrote on it information that students could understand, and then, it was used by them to develop tasks during the class.

In relation to quality, the design and elaboration of the material was good. The board allowed students to understand the content of the lesson, because the topic and the activities written on it were clear and well organized.

In the fourth class, the topic was “Repetitive strain injury”. For this class the teacher used the board as a supplementary material to carry out the main objectives which were to review and practice vocabulary related to the parts of the body and computing. The teacher wrote information on the board about the instructions for sitting correctly at the computer. The goal of using the board was to let students know the correct instructions and avoid repetitive strain injuries.

This supplementary material was pertinently used, because it helped the teacher to explain the incorrect ways to be in front of a computer since the white board allowed students to see new vocabulary and learn instructions about the topic.

The material was appropriate for the students` age and knowledge level, because when the students read the instructions, and completed them, the teacher could know that they understood the class.

Regarding quality, the white board was good, because the information contained on it was clear, and easy to understand.

In the fifth class, the topic was “Business”. For this class the teacher used the board as a supplementary material to accomplish the main objectives, to develop writing skills and students` ability to write a formal letter, and also to present and practice formal expressions for letter writing. The teacher wrote information about jobs; for example,

what kind of post they are offering, what kind of people they were looking for, and how much they were paying. Then, she asked students to read the advertisements and write a letter for applying for a specific job. The purpose of using the board was to let students identify different jobs with their characteristics. Consequently, this supplementary material was pertinently used, because it helped the teachers to explain the activities in a better way. The board allowed students to learn new vocabulary related to the topic.

The material was appropriate for the students' age and knowledge level because they wrote the letter in their notebooks, so the teacher could know if students understood the class.

Regarding quality, students were able to give ideas about the task and after that, they wrote a letter in their notebooks because the information and instructions given by the teacher were well organized. This material provided students a clear idea to do the task.

Movies

In the first observed class, in first grade, the topic was "Entertainment". For this class the teacher used a movie as a supplementary material to accomplish the following objectives: to develop extensive and intensive listening and speaking skills. The teacher and students spoke about this topic to learn vocabulary related

to this theme. The purpose of this material was to know likes and dislikes about films.

This supplementary material was pertinently used because it helped the teacher to explain the topic in a better way. Movies also allowed to the students to learn new vocabulary related to films and accomplish the objective of the class which was to develop intensive and extensive listening and speaking skills.

This material was appropriate for the students' age and knowledge level because when the students listened to audio CD, they could identify and complete the activities.

Regarding quality, the topic related to the class was clear and the information was easy to understand. Students felt motivated when the teacher played a CD film.

Posters

In the first observed class, the topic was "I'm keen/performing a role play", for this class the teacher used posters as a supplementary material to accomplish the main objectives, which were to develop writing skills and vocabulary related to entertainment. The teacher requested students to make the task in groups using the information in the poster. The purpose of using the posters was to let students identify words related to entertainment, for example: game shows, news, cartoons, horror, etc.,

This supplementary material was pertinently used because it contained vocabulary related to the topic. Posters allowed students to write preferences for each type of entertainment and use grammar structures.

The material was appropriate in this class, because the teacher wrote information that the students could understand on it.

With respect to quality, the design and elaboration of the material were good. The posters helped students understand the content of the lesson, because the information written on it was clear and well organized.

Dialogues

In this class, the topic was “Computing”. For this class the teacher used a dialogue as a supplementary material. Doing so, the teacher accomplished the objectives: to develop intensive and extensive listening skills, to practice “will” for making future predictions and to build knowledge about computing on students.

The teacher played a recorder to listen to a dialogue and label the parts of a computer. The purpose of using this audio material was to let students identify the parts of a computer.

This supplementary material was pertinently used because it helped teachers to explain the different parts of a computer. Audio CD allowed students to use new vocabulary by describing the parts of a

computer, and students could see these parts on their books while listening.

The material was appropriate for students' age and knowledge level because when students read the parts of a computer, the teacher could know if students understood the class.

In relation to quality, the dialogue was presented in a clear way. It helped students to understand the content of the topic because the information written on it was well organized.

Learning styles

During the observations in the first grade, it was possible to conclude that the teacher mostly used supplementary material related to the visual style, and students seemed to learn better when the information was presented through visualizing objects, posters, or the board. The teacher also considered the auditory style, but sometimes students seemed to have problems when the teacher presented the topic through an audio CD. However, the teacher did not take into consideration any other learning styles, which is not advisable since according to Saville (2006), learning styles refer to the way we perceive, conceptualize, organize and recall motivation, unlike factors of age, aptitude, in classroom feasibilities and curriculum because motivation breaks the myth in relation to success levels and tries to fill the

knowledge gaps by giving self-confidence to those with low level of language.

Consequently, since learning styles are different in each student, in order to keep students' motivation, the teacher of these classes should have considered other types of learning styles such as the kinesthetic in which students can learn through movements.

2nd Year

White/blackboard

In the first observed class, the topic was "Grammar/Zero Conditional". For this class, the teacher used the board as a supplementary material to accomplish the following objectives: to develop writing skills, and to develop vocabulary practice in order to write sentences using conditionals. The teacher wrote the grammar structure on this material and explained it with examples, and then, the teacher asked some students to go on the board and write conditional sentences with cue phrases given by her.

This supplementary material was pertinently used because it helped the teacher to explain how to make sentences using the Zero/conditional. The board allowed the students to learn how to write complex sentences, identifying which was the cause and which one is the consequence.

The material was appropriate for the students' age and knowledge level, because when the students made sentences on the board, the teacher could know if the students understood the class.

In relation to quality, the students were able to read the information written on it, because it was well organized. This material provided students a complete learning experience.

In the second class, the teacher explained the topic "Tourism". The main objective was to build on students' existing knowledge of vocabulary to describe hotel services in order for the students to do the tasks in the textbook. Teacher wrote the letters of the task one.

This supplementary material was pertinently used because it helped the teacher to explain the topic. This material helped the students to learn new vocabulary by describing hotel services.

The material was appropriate for the students' age and knowledge level because the students could understand and learn vocabulary, structures and syntax, and it was demonstrated when they developed the tasks.

In relation to quality of supplementary material, it was very good because the students could understand the topic. They felt interested in doing the task, especially when they wrote on the board abbreviations such as: AC, PB, G/S.

In the third observed class, in second grade, the topic was “Careers”. For this class, the teacher used the board as a supplementary material to achieve the main objectives: to review vocabulary related to jobs, and to develop writing and speaking skills and students’ ability to give and receive information. The teacher made a brainstorming about jobs which were written on the board. The purpose of using the board was to let students know the different careers. For instance, students gave examples such as: work, office, secretary, manager, and company.

This supplementary material was pertinently used because it helped the teacher to explain the different careers. The board also allowed the students to use new vocabulary by describing the jobs because they could also go to the board and write some adjectives that described jobs.

The material was appropriate for the students’ age and knowledge level because they could write on the board as well as develop activities in their notebooks, and by doing so, the teacher knew if the students understood the class.

The information presented on the board was of a good quality because the students were able to read the activities and they could write ideas on the board. This material provided students with a complete learning experience.

In the third observed class, in the second grade, the topic was “He said That...” For this class, the teacher used the board as a supplementary material to present and practice reported speech, to write the awareness of the value of being active citizen, and to develop writing skills. In this way, students had to learn how to make sentences using reported speech.

The teacher wrote a thorough explanation about how to use the reported speech. The teacher also included examples on how the reported speech has to be used. Finally, she wrote a story on it.

This supplementary material was pertinently used because it helped the teacher to explain how to use the reported speech as well as to use new vocabulary by describing a story about Fernando Quiñones.

The material was appropriate for students’ age and knowledge level because when the students spoke about the story of Fernando Quiñones, the teacher could know if the students understood the class.

In relation to quality, students were able to see and read the information written on it because the information was clear. This material provided students with an efficient teaching-learning experience.

Dialogues

In this observed class, the topic was “Tourism”. For this class the teacher used a dialogue as a supplementary material, and the main

objectives were to develop intensive and extensive listening skills, to develop speaking skills, and to build on students' existing knowledge of vocabulary to describe hotel service. The teacher played CD player about hotel services. The purpose of using Audio CD was to let students know information about a hotel.

This supplementary material was pertinently used because it helped the teachers to explain the varieties of services that a hotel provides. The dialogue also allowed the students to learn new vocabulary related to hotel services.

The material was appropriate for students' age and knowledge level because they could complete the task in their books which was filling in the blanks with information obtained from the dialogue they heard.

In relation to quality, students were able to listen to the information and complete the activities. These tasks were well organized and clear. This material allowed the students to learn new things about hotel.

Posters

In the fifth class, the topic was "He said that...". For this class the teacher used posters as a supplementary material to get the main objectives: to activate previous knowledge of simple past, to present and practice reported speech, and to raise awareness of the value of being an

active citizen. The teacher presented a poster where the images of the story of Fernando Quiñones were drawn with phrases about the content. The purpose of using the poster was to let students observe, imagine and give ideas about the topic.

This supplementary material was pertinently used; it helped students to know new vocabulary, letting them visualize the new words. Also, the teacher mentioned the words, and students repeated until memorizing their correct pronunciation.

The material was appropriate for the students' age and knowledge level because when they looked at the poster, the students were able to understand the new vocabulary since they could repeat it first with the help of the teacher, but later by themselves.

When analyzing quality, the students were able to see and understand the information given on it. This information was clear the pictures were colorful and well organized.

Learning styles

In the second grade, the materials used by the teacher were related to the learning styles of the students. It was observed that most of the students learned when the teacher used visual material. For instance, some students seem to learn better when information was presented through objects. However, others seem to have problems when the teacher presented the topic through an audio CD. Gardner

(2003) created the theory of multiple intelligences and suggested that there are eight kinds of human abilities. An individual might have strengths or weaknesses in one or several areas. These multiple intelligences are logical mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

However, in these classes, the teacher did not consider all intelligences or the different learning styles. For instance, she did not take in consideration activities for the kinesthetic style.

3rd Year

White/black board

In the first observed class, the topic was “A nice place for a holiday”. For this class, the teacher used the board as a supplementary material to achieve the main objectives: to provide interesting insights about other cultures, to review new vocabulary, and to provide links with other areas of the curriculum. The teacher wrote the information to describe Sydney for example: beautiful, commercial, modern, etc of task 2 about Sydney. The purpose of using the board was to let students identify and describe words related to Sydney.

The board was pertinently used because it helped the students to describe a Christmas holiday in Sydney. The board also allowed students to use vocabulary related to this holiday.

This material was appropriate for students' age and knowledge level because when the students spoke about Sydney, the teacher could know if the students understood the class. Also, they showed their interest about the new vocabulary learned, which was related to Christmas. They could compare the activities developed in Sydney to the ones from their own country, Ecuador.

With respect to quality, the students were able to do the activities because the information given by the teacher was easily understood since it was clear and well organized.

In the next class, in third grade, the topic was "Make a Boomerang". For this class the teacher used the board as a supplementary material and the main objectives were to develop intensive and extensive reading skills, and to provide the steps to develop a practical activity. The teacher wrote the instructions on this material. The purpose of using the board was to let students follow the steps to make a boomerang.

This supplementary material was pertinently used because it helped the teacher to write and explain the different steps to make a boomerang. The board allowed the students to learn new vocabulary related with the topic.

The material was appropriate for the students' age and knowledge level because they could make the activities, the teacher could

understand if the students understand the class. Also, students enjoyed making the boomerang with the help of the teacher.

In relation to quality, the students were able to read the information, which was written and organized in a clear way.

In the third class, the topic was “Past Simple”. For this class the teacher used the board as a supplementary material and the main objective was to be able to use past simple to describe actions in the past. The teacher wrote the grammar structure on the board. The purpose of using this material was to let students understand the structure for making sentence in past tense.

This supplementary material was pertinent to the class because the structure and the examples provided by the teacher helped to understand in a clear way how the past tense is formed. Therefore, the material helped the teacher to accomplish the topic and objectives of the class.

The material was appropriate for the students’ age and level because the teacher observed that students could do the activities on the textbook.

In relation to quality, the students were able to understand the grammar rules and examples written on it because the teacher explained them clearly and the information was well organized.

In the fourth class, the topic was “What to do after finishing secondary School”. For this class, the teacher used the board as a supplementary material to accomplish the main objectives: to develop intensive and extensive reading skills, to help students to broaden the occupation field, and to present and practice “Can” and “May” to express possibility. The teacher wrote ideas given by the students on this material. The purpose of using the board was to let students have a clear idea about what to do after finishing secondary school.

This supplementary material was pertinently used because it helped the teacher to write information about activities when the students finish the school. The board also allowed students to use new vocabulary and the modals can and may.

The material was appropriate for the students’ age and level because they could express their opinion and understand other’s ideas about what they would like to do once they finished high school.

With respect to quality, students were able to read and write the information on it, and the teacher presented the topic in a clear way.

In the fifth class, in the third grade, the topic was “Climate and Weather”. For this class, the teacher used the board as a supplementary material to achieve the main the objectives which were to establish links with other areas of science, and to develop speaking and writing skills, in order to know about the conditions of weather and climate. The

teacher wrote vocabulary as: fog, rain, clouds, sunshine, hail, snow and wind, given in task one. The purpose of using the board was to let students label the pictures given in task one; these pictures were related with climate and weather.

This supplementary material was pertinently used because it helped the teacher to explain about the climate and weather. The board also allowed students to use new vocabulary related with the topic.

The material was appropriate for the students' age and knowledge level because after they spoke about the climate and weather, they wrote the ideas on the board, so the teacher could know if they understood the class.

The information present on the board was of a good quality. The students were able to do the tasks on it, because it was organized. This material provided the students with a complete learning experience.

Story

In this class, the topic was "A Nice Place for a Holiday". For this class, the teacher used a story as a supplementary material to achieve the following objectives: to develop intensive and extensive listening skills, to review new vocabulary, to provide interesting insights about other cultures and to provide links with other areas of the curriculum. The teacher played a recording about Sydney. The purpose of this

material was to let students complete the task 4 in the textbook with the information provided there.

The supplementary material was pertinently used because it helped the teacher to present the content using an audio CD. This story also allowed students to learn new vocabulary referred to celebrations. Since one of the objectives of this class was to develop listening skills, the audio CD helped the teacher to accomplish this objective.

The material was appropriate for the students' age and level because it was understood and the information that they listened was clear. In this way they could accomplish the task previously explained.

In relation to quality, the students were able to listen to the information clearly. The volume was high and clear enough so everybody in the class could listen to it.

In the next class, in the third grade, the topic was "Climate and Weather". For this class, the teacher played a recording as a supplementary material to accomplish the objectives which were to develop extensive listening skills and to develop the speaking and writing skills. The teacher presented an audio CD about the climate and weather. The purpose of using the history was to let know about climate change.

This supplementary material was pertinently used because it helped the teacher to explain about the varieties of climate and weather.

The story also allowed students to learn new vocabulary by means of listening.

The material was appropriate for the students' age knowledge level because when they heard a story about weather and climate and they spoke about the different climates, the teacher could know if they understood the class.

When analyzing quality, students were able to listen to the information easily, because the volume was high and clear enough for the students to understand.

Realia

In the second observed class in the third grade, the topic was "Make a Boomerang", for this class the teacher used realia as a supplementary material to achieve the objective: to provide a practical activity in order for the students to learn how to make a boomerang. The teacher used scissors, color pencils, cardboard, tracing paper, white glue and colored markers. The purpose of using realia allowed to the students to make a boomerang.

This supplementary material was pertinently used because it was a practical activity, the students could develop it with help and instructions of their teacher.

The material was appropriate for the students' age and level because when they read the instructions, they could make a boomerang

and the teacher verified that they made a good job. Students enjoyed this activity. It could be observed because they worked in groups in order to make everyone's boomerang.

In relation to quality, the students were able to touch, and use materials, so the teacher gave well organized instructions.

Learning styles

In the third grade, the teacher considered besides the visual and auditory styles, the tactile one. It occurred when the teacher helped the students create a boomerang by following the steps provided by the teacher. Consequently, it was noticed that some students seem to learn better when information was presented through observation and by touching objects. According to Saville (2006) learning styles refer to the way we perceive, conceptualize, organize and recall information so the students were able to use their own way of learning and also the activities helped to raise motivation and self-confidence to those with low level of language.

In these classes, students were motivated to learn since most of the learning styles were considered by the teacher.

Private High School

Teaching English in a private high school has a better level of preparation due to the fact that the authorities are always interested in preparing teachers, and acquiring supplementary materials. In this way,

the quality of the education is optimal; in this case the materials more used by the teachers were charts, handouts, white/black boards, stories, and dialogues. With the help of these supplementary materials, the students learned in a better way, motivating and encouraging learners to acquire new contents.

1st Year

White/blackboard

In the first-class observed, the topic was “Past Progressive affirmative/negative forms”. For this class the teacher used the board as a supplementary material to accomplish the following objective: to be able to use past progressive through different kinds of exercises by discovering its structures to write paragraphs and improve their writing in order for the students to practice sentences using past progressive. The teacher wrote the grammar rule on the board. The purpose of using this material was to let students make sentences using past progressive.

The use of the white board in this class was pertinent because all the information that the teacher wrote on it was related to the topic and the objectives of the class. He explained the grammar structure and wrote some examples, so students can be familiar with activities developed in progress in the past.

The white board was appropriately used for the students’ age and level, because the teacher wrote examples related to the past progressive

and students could understand and they used this information to develop tasks in their notebooks related to this topic.

In relation with the quality of the material, students were able to do and read the structure of the grammar point as well as the sentences on the board because the information was well organized. This material provided students with a complete learning experience.

In the second class the white board was used to explain the topic “Creating your own History”. The main objective was that students are able to write their own history based on a major point to improve vocabulary as well as the writing and speaking skills in order for them to review the instructions given by the teacher. The teacher used the white board to write the topic of the class, the grammar structure and sentences related to the topic. She also wrote new vocabulary used by students during the class. Finally, the teacher asked students to develop some exercises using the grammar rule and vocabulary on the white board.

The use of the white board in this class was pertinent because sentences that the teacher wrote on it were related to the topic of the class and the grammar and vocabulary students were supposed to learn.

The white board was appropriately used because the teacher wrote information on it that the students could understand and they used this information to develop tasks in the class.

In relation to quality, students were able to see and read the sentences written on the material by the teacher, because it was well organized. This material provided students with a complete learning experience.

In the fourth observed class in the first grade, the topic was “Past Progressive”. The main objective was to learn about the past progressive and its forms through reading, charts and listening exercises; in this way, the students could use them correctly. The white board helped students to focus on the topic: New vocabulary, grammar and syntax.

The teacher wrote the theme of the class, the new vocabulary, grammar structures, and sentences on the white board. Then she asked students to practice what they learned in their notebooks. The use of the white board helped students to develop writing and oral communication during the class because they were working in pairs to develop the tasks asked by the teacher. Consequently, the use of this material in this class was pertinently used because the information that the teacher wrote on it was related to the topic of the class.

The white board was also appropriate in this class because the teacher used it to write sentences that the students could understand,

and they developed some tasks in their notebooks during the class without any difficulty.

When analyzing quality the design and elaboration of the material was good. The board allowed students to understand the content of the lesson because the information written on it was clear and well organized.

In the fifth class observed in the first grade, the topic was “Present Perfect”. The main objective was to develop the present perfect through the correct use of verbs in the past participle and their auxiliaries and to talk about their past activities that continue in present time. The white board helped students to focus on the topic, grammar structure, and syntax.

The supplementary material was pertinently used because it helped the teacher to explain the grammar structures and vocabulary. The students looked at the information and then were able to develop the exercises asked by the teacher.

The material was appropriate for the students’ age and level because the teacher wrote sentences on it and then asked the students to practice in their notebooks. The use of the board helped students to develop written and oral communication during the class since they started working in groups to do the activities.

In relation to quality, the design and elaboration of the material was very good. The board allowed students to understand the content of the lesson since the information written on it, was clear and well organized.

Dialogues

In the third observed class in the first grade, the topic was “Past Progressive”. For this class, the teacher used dialogues as a supplementary material to accomplish the following objective: to develop past progressive and its forms through reading, charts and listening exercises. The purpose of using a chart was to let students visualize the grammar structures while listening a dialogue.

This supplementary material was pertinently used because it helped the teacher to explain past progressive throughout a dialogue. The dialogue also allowed the students to improve their level of listening and speaking skills, which were the main objectives of this lesson.

The material was appropriate for the students’ age and knowledge level because when the students described past events, the teacher could know if the students understand the class.

With respect to quality, the dialogue was easy to understand, the sound was clear, so students did not have any difficulties while listening to the dialogue.

In the fourth observed class the topic was “Simple Past”: Yes/No questions. For this class the teacher used this audio material to accomplish the following objective to review the grammar structure. The teacher played the audio with a dialogue. The purpose of using this audio CD was to let students listen to the dialogue where the grammar rule was used.

This supplementary material was pertinently used because it helped the teacher to explain the grammar structure throughout the dialogue the students heard. The dialogue also allowed students to practice the listening and reading skills with the help of the dialogue, students had to complete exercises in their books.

The material was appropriate for the students’ age and knowledge level because they could fill in information in their books with the help of the dialogue they heard; the teacher knew the students understood the lesson.

When analyzing quality, it can be said that the dialogue was heard in a clear way, and the information was understood by students, therefore, it was of good quality.

Handouts

In the second observed class, the topic was “Creating your own History”. The objective was to write students’ own history based on a mayor point to improve vocabulary and the writing and speaking skills.

The teacher used handouts to create a short story with the students. The teacher also gave instructions to write the story; that is, students had to use the structures in past tense and past perfect in their stories. Finally, the teacher gave the beginning, the middle and the final part of the story and asked students to complete it in groups in different places outside of the classroom chosen by them.

The use of this material in this class was pertinent because all the information that the teacher gave, the students could understand and it was easy for them to complete the activity.

Handouts were appropriately used according with the students' age and knowledge level because the teacher gave the instructions that the students could understand and they used it to finish the story in the class.

In relation to the quality of the material, students were able to write the information on the handouts. The instructions and the beginning, middle, and end of the story were easy for them to understand, so they could complete the story without major difficulties.

Flash cards

In the third observed class, the topic was "Simple Past: Yes/No questions. For this class the teacher used flash cards as a supplementary material to accomplish the objective: to review the past simple. The teacher explained the verbal time. The purpose of using

these flash cards was to let students learn to make sentences with simple past.

The supplementary material was pertinently used because it helped the teacher to explain the topic in a better way, she asked the students to work in groups and exchange ideas between them. Flash cards also allowed students to read the information and to learn new vocabulary.

In relation to the quality of the material, students were able to read and learn the information written on it because it was well organized. This material provided students an efficient learning experience.

Charts

In the third class observed, the topic was “Simple Past”: Yes/No Questions. For this class, the teacher used charts as a supplementary material to accomplish the objective of the class: to review the past simple. The teacher wrote the information about past events. The purpose of using this chart was to make students learn to write sentences using the structure mentioned above.

This supplementary material was pertinently used because it helped the teacher to explain the structures and sentences. The charts also allowed students to read the information written on it, then, they could practice by making their own sentences in their notebooks.

The material was appropriate for the students' age and knowledge level because when they made sentences related to the information they saw on the chart, the teacher could know if students understood the class.

When analyzing quality, the chart was big enough and the information on it was clear and easy to understand.

Songs

In the fifth observed class, the topic was "Present Perfect". The main objective was to talk about their past activities that continue into the present using present perfect verbs. The teacher used a song which lyrics included the present perfect structure. The teacher played the song several times, and students had to fill in the blanks with verbs in present perfect.

The use of songs in this class was pertinent because the lyrics of the song that the teacher chose included the verbs in present perfect, so students could practice the pronunciation as well as the spelling of these verbs.

The song was appropriately used because the teacher presented the vocabulary shown in the lyrics, and it was not difficult for the students to learn. Besides, the teacher included a list of new words at the bottom of the sheet.

Regarding quality, it is possible to say that the students were able to listen and sing the song, because the teacher presented this audio material in a well organized way.

Learning styles

According to Flowerdew & Miller (2005) and De Leeuw (1997) learning styles are the manner in which people perceive, conceptualize, organize and recall information. These authors agree on the fact that there are four learning styles: visual, aural, verbal, and physical.

In the first grade of private high school, the materials were related to the majority of the learning styles previously mentioned. It was possible to observe that most of the information was visual. However, the teacher also considered the auditory (aural) style, and used dialogues and songs, for instance, to make students practice their listening skill. Also the teacher took into account the verbal style because students were able to speak in the classes with the teacher and with each other.

2nd Year

White black/board

In the first class the white board was used to explain the topic “The Present Perfect”. The objective was to talk about different activities that began in the past, but cannot continue in the future by using the present perfect with its different kinds of forms. The teacher used the

whiteboard to write the topic of the class, the grammatical structures, and some clues to help students and make them understand the topic. Finally, the teacher asked students to practice on the board.

The use of the white board in the class was pertinent because all information that the teacher wrote on it was related to the topic of the class. Also, students participated by making their own sentences on the board with the help of the teacher and their partners, as well.

The white board was appropriately used because the teacher wrote on it information that the students could understand and they used this information to develop tasks on the board first and in their notebooks later.

Regarding quality, students were able to write and read all the information written on it because it was well organized. This material provided the students with a complete learning experience.

The third observed class was about “The third conditional”. The main objective was to express cause and effect using the third conditional to express possibility and consequences in the future based on the structure of each clause.

The teacher used the white board to write the topic of the class, the grammar rule, and some instructions. The teacher also wrote some sentences which were read by the students during the class. Finally, the teacher asked students to write sentences on the board.

This material was pertinent because all the information that the teacher and the students wrote on it was related to the topic of the class.

The white board was appropriately used because the teacher wrote on it information that the students could understand and they used this information to develop further tasks in class in their books. In relation to quality, the board allowed students to understand the content of the lesson because the information written on it was clear and well organized.

In the fourth observed class, in the second grade, the topic was “might or might not”. The main objective was to distinguish the use of modal verbs through different exercises in order to talk about rules, to give advices and express possibilities in the future. The white board helped students to focus on the topic, grammar and syntax.

The teacher wrote on the white board the theme of the class and the grammar structures. The teacher explained with some examples, then, she asked students to practice on the board. The use of this material helped students to develop the writing and oral communication during the class. Consequently, the use of this material was pertinent, because the information explained by the teacher was related to the topic of the class.

This supporting material was also appropriate in this class because the teacher wrote on it information that the students could understand, and then, the information was used by the students to develop tasks during the class.

When analyzing quality, the board was an excellent supplementary material because the information was presented in an organized way with the title in the center of the board and using big words.

In the fifth observed class in the grade second, the topic was about “Simple Past yes/no Questions. For this class the teacher used the board as a supporting material to achieve the main objective: to review the simple past to form yes/no questions and to express ideas in the past tense. The teacher used the white board to write the topic, the grammar rule, and some clues to help students practice. The teacher also wrote examples on the board which was read by students in the class. Finally, the teacher asked the students to write sentences applying the grammar rule explained by the teacher.

This material was pertinently used because all the information that the teacher explained on it was related to the topic of the class.

The white board was appropriately used because the teacher wrote examples on it that the students could understand and develop on the board and their books without big difficulties.

In relation to quality it was very good because all the information was organized in a clear way and the sentences were written with big words by the students and teacher.

Handouts

The topic of the second class was “Creating your own History”. The main objective was to write their own history based on a mayor point to improve vocabulary, writing and speaking skills. The teacher asked the students to write the beginning, the middle and the final part of the story, then, they had to complete it with their own words. The purpose of using this material was to let the students practice past and past perfect tense.

This supplementary material was pertinently used because it helped the teacher to know if the students were able to apply the grammar rules already explained. Handouts also allowed students to use a variety of vocabulary by describing the situations in their story.

The material was appropriate for the students´ age and level because when the students described the different situations on the handouts, the teacher was confident that their students understood the grammar point.

Regarding quality this support material was very good because handouts had clear and easy information that students could understand.

Dialogues

In the third class, in the second grade, the topic was “The third conditional”. The objective was to write cause and effect sentences using the first conditional “if” to express possibility, consequences to the future based on the structure of each clause. The teacher played a CD to listen to a dialogue. The purpose was to listen to this conversation in which the grammar point was expressed.

This supplementary material was pertinent because it helped the students to make conditional sentences. The dialogue also allowed students to practice listening and pronunciation.

This audio material was appropriate for the students’ age and level because when the students listened to the dialogue, the teacher observed that students could do the activities given by her.

In relation to the quality of the material, it was very useful because the teacher played the CD 3 times, and the information was clear and easy for the students to understand.

In the four-class observed, the topic was “Might or Might Not”. For this class, the teacher used an audio CD as a supporting material. The principal objective was to distinguish the use of modal verbs through different exercises in order to talk about rules, to give advices and express possibilities in the future. The teacher played a CD player to

listen to the dialogue. The purpose of using this dialogue was to let students listen how the modal sentences are structured.

This supplementary material was pertinent to the class, because it helped the teacher to teach the modals through the use of a dialogue. Dialogue also permitted students to learn new vocabulary, pronunciation, and they were able to talk and comment about it.

The dialogue was appropriate for the age and level of the students, because the teacher observed that they could understand the dialogue.

In relation to quality this material was very good because the sound was clear enough, and the students could understand the information.

Story

In the fifth class the topic was “Simple Past yes/no Questions. The main objective was to review the past simple to form yes/no questions so students could express their ideas in past in order to make sentences using the grammar rule learned. The teacher made students listen to a story. The purpose of using the story was to let students know how the simple past is structured and at the same time, students could reinforce the listening skill and pronunciation.

The dialogue was pertinently used because it helped the teacher to explain the events in past tense. The dialogue also allowed the students to learn new vocabulary and comment about it.

This material was appropriate for the students' age and level, because when the teacher played the recording, students could understand the contents.

When analyzing quality, it was very profitable because the story was listened in a high and clear volume.

Learning styles

In the second grade, the materials used by the teacher were related to the learning styles of the students. We could observe the teacher used posters and the board among other supplementary materials to teach them mainly new grammar structures as well as new vocabulary. On the other hand, the teacher considered the aural style when she used dialogues and stories students had to listen to. However, other learning styles such as the kinesthetic or tactile were not considered. Therefore, the teacher of these classes should consider all the learning styles because according to Saville (2006) considering all the learning styles motivate students and make them learn in a confident way.

3rd Year

White/black board

In the first class the white board was used to explain the topic "I Hadn't Been a Runner Before". The objective was to use mixed tenses: perfect and simple past using linking words through different kinds of activities. The teacher used the white board to write the topic of the

class. The teacher also wrote new vocabulary and structures used by students during the class. Finally, the teacher asked the students to individually read. After that, they had to write sentences related to the topic to be learnt on the board.

The use of white board in this class was pertinent because all the information that the teacher wrote on it was related to the topic of the class. Also, students used the board to practice the new structure.

White board was appropriately used because the teacher wrote on it information that the students could understand, and they used it to develop tasks in the class later on.

Regarding quality this material was very helpful because the teacher organized the information in a clear way which was understood by students.

In the second observed class, in third grade, the topic was “Creating your own History”. The main objective was to create students’ own story. The white board helped students to focus on the topic, new vocabulary, grammar and syntax.

The teacher wrote the theme of the class, the new vocabulary, the grammar structures and some instructions for students to make the story. The teacher gave the beginning, the middle and the final part of the story. In this way, the students had to complete the story. The use of the white board helped students to develop written and oral

communication during the class since they had to work in groups to create the story.

The use of this material in this class was pertinent because the information that the teacher wrote on it was related to the topic of the class and it was useful for the student to develop the task assigned accurately.

The white board was also appropriate in this class because the teacher wrote on it information that the students could understand, and then, the information was used by students to develop the story during the class.

The material used by the teacher was appropriately used because the teacher gave instructions on it; she wrote the beginning, the middle and the last part of the story which facilitated the completion of the story by the students.

In relation to quality, the design and elaboration of the material was good. The board allowed students to understand the content of the lesson, because the information written on it was clear and well organized.

In the third class, in the third grade, the topic was about “Third Conditional Affirmative/Negative sentence. For this class, the teacher used the board as a supplementary material to accomplish the objective

of the class, which was to talk and write about a story that occurred in the past using sentences to express cause and effect.

The teacher wrote information about the third conditional, its structure and some examples. The purpose of using the board was to let students learn the grammar structure and make sentences.

This supplementary material was pertinently used because it helped the teacher to explain how to make sentences using the third conditional. Students could see how it worked and then develop activities on the board as well as in their own notebooks.

The material was appropriate for the students' age and level, because the students could write sentences on the board and the teacher observed that students understood the class.

In relation to quality, the information written on the board was clear because the students could understand and make sentences correctly.

In the fourth class, in the third grade, the topic was "Modal for Deduction". The main objective was to discuss evidence, to look for and write information about different topics through the use of "Can Be or Must Be" to describe possibility. The teacher used the white board to write the topic of the class, the grammar rule and some examples. The teacher also asked students to write some examples on the board and

read them. Finally, the teacher asked students to develop some exercises in their notebooks.

The use of the white board in this class was pertinent because all the information that the teacher wrote on it was related to the topic of the class because the teacher used it to write the structure and sentences using modals for deduction.

The white board was appropriately used because the teacher wrote information that the students could understand and they used it to develop tasks in the class.

When analyzing the quality of the material, students were able to write and read all the information written on it, because it was well organized by the teacher. The material provided the students with a complete learning process.

In the fifth observed class the topic was “Reported Speech”. The main objective was to talk with someone else about activities to improve their speaking and writing, using the present and the simple past tenses.

The use of the white board in this class was pertinent because all the information that the teacher wrote on it was related to the topic of the class. The teacher used the white board to write the topic of the class, give the steps to make sentences and some vocabulary. The teacher also invited students to write examples on the board. These

examples were read by the students in the class. Finally, the teacher asked students to practice in their notebooks.

The white board was appropriately used because the teacher wrote on it examples that the students could understand and they used this information to develop tasks in the class.

Regarding quality, the material was very good because the information given by the teacher was clear and understandable.

Dialogues

In the first class observed, the topic was “I Hadn’t Been a Runner Before”. For this class, the teacher used a dialogue as a supplementary material to accomplish the following objective: to use the past perfect and simple past using linking words through different kinds of activities. The teacher played a recording to listen to the information. The purpose of using it was to let students listen a dialogue between two people talking about past activities.

This supplementary material was pertinently used because it helped the teacher to teach new vocabulary. The dialogue also allowed the students to practice listening and speaking skills and grammar structures referred to the structures the students were supposed to learn.

The material was appropriate for the students' age and knowledge because when the students listened to the dialogue, the teacher could know that students understood the class.

Regarding quality, the dialogue was played by the teacher a few times for a better understanding. This information was clear for them.

Handouts

In the second class, in the third grade, the topic was "Creating your own History". For this class the teacher used handouts as a supplementary material to accomplish the objective: to create your story using past simple and past perfect. The teacher gave some instructions for students to create the story. The purpose of using these handouts was to let students practice past and past perfect, using vocabulary to do this task.

The supplementary material was pertinently used because it helped the teacher to explain how to do the task. The teacher asked the students to work in groups of 3, to create their own story. Handouts also permitted students to use new vocabulary and verbal tenses.

The material was appropriate and excellent for the students' age and knowledge level because when they described their story, and doing so, the teacher could know if they understood the class.

In respect to quality, the handouts were clear enough and the information contained on them was easy to understand.

Handouts

In the third class, the topic was “Third Conditional Affirmative/Negative sentences. The teacher used handouts as a supporting material to achieve the objective of the class: to talk and write about a story that occurred in the past to express cause and effect on impossible things that did not happen. This material was used to write sentences. First, the teacher wrote the grammar rule and presented examples; after that, students used handouts to do the task. The teacher asked the students to make their sentences to complete the story.

The use of handouts in this class was pertinent because all the information that the teacher wrote on it was related to the topic of the class.

The handouts were appropriately used because the students also wrote information on it, and this information was used to work in class.

When analyzing quality, it was very good because the students were able to read and write information. This material provided a total learning process.

In the fifth class, the topic was “Reported Speech”. The main objective was to talk with someone else about the activities done by other person so the students could improve their speaking and writing using the present and the simple past. The teacher used handouts to

develop the activities on it using the grammar structure. The teacher also asked students to work in groups and read the information contained on it, which was read during the class. Finally, the teacher made corrections.

Learning styles

In the third grade of private high school, the materials used by the teacher were related to the learning styles of the students, we could observe that most of the students are visual. Some students seem to learn better when information is presented through objects, whereas others seem to have problems when the teacher presented the topic through an audio CD. Gardner (2003) states the theory of multiple intelligences. He suggested that there is a wide range of human abilities. And individual might have strengths or weaknesses in one or several areas. He talked about the following multiple intelligences: logical mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

The teacher in these classes only considered two types of learning styles: visual and aural. However, it is necessary that the teacher of this class can consider all the learning styles to have a motivated class in which the teaching learning process can be satisfactory.

Quantitative Analysis

From the 30 observations carried out in the private and public high school, the following quantitative results were obtained:

First, it is possible to state that in general, the private high school teachers used more supplementary materials than the students of the public high school. In fact, in the private school, supplementary materials were used 28 times, compared to the 22 times that these materials were used in the public high school.

Now, referring to specific grades, in the first grade, 8 supplementary materials were used in the public school. On the other hand, in the private high school, 10 materials were used. In nine grade, in the public school 5 supplementary materials were used, and in the public high school, 9 supplementary materials were used. Finally in third grade, in both the public and the private school the number of supplementary materials was 9.

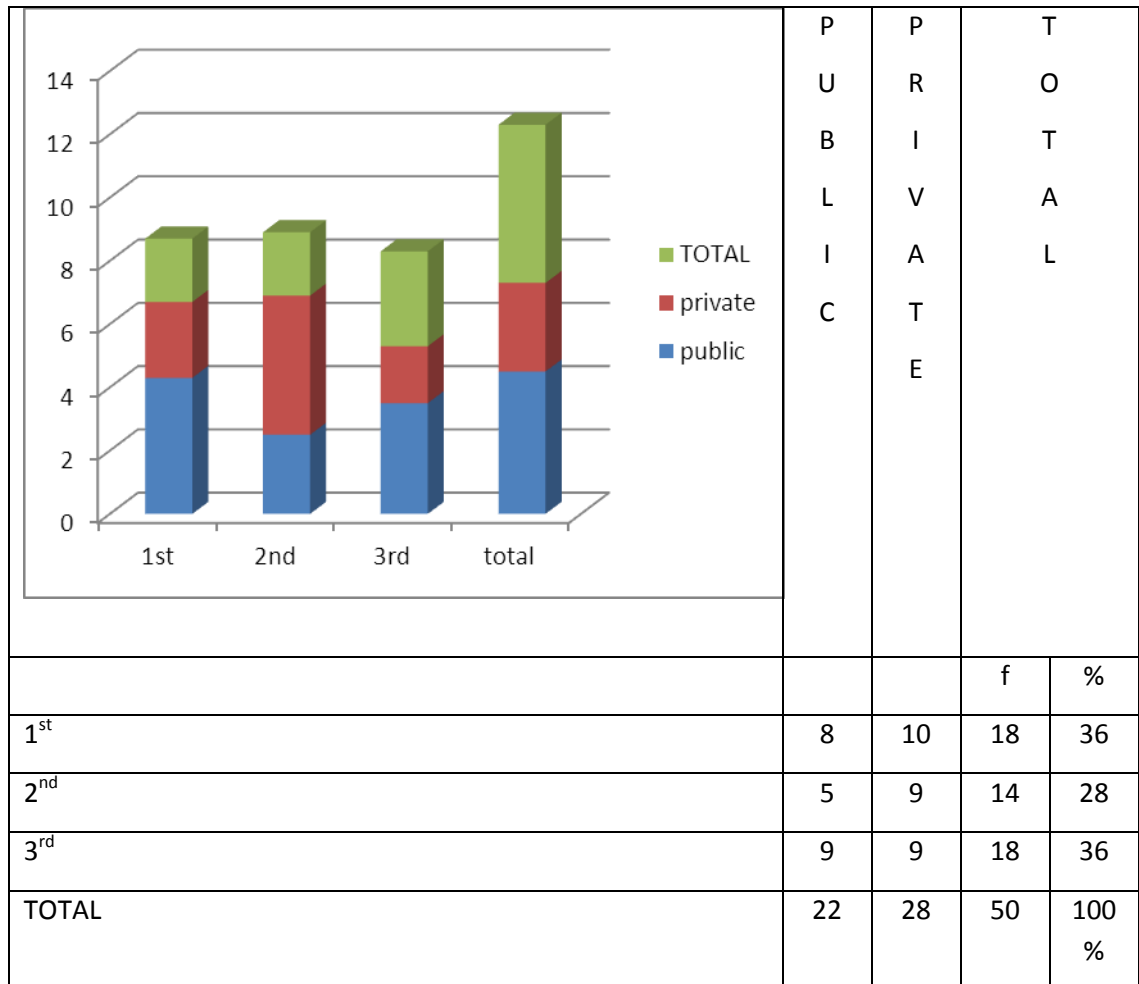
In the Public high school, there were 6 types of supporting materials used; they were posters, white/black board, dialogues, stories, descriptions and objects. On the contrary, in the private high school, the supplementary materials used were 6, as well flash cards, charts, handouts, white/black board, dialogues, and stories.

These results show that teachers from private high schools used more supplementary materials. This may occur because

authorities of private schools generally allow teachers to use more resources than in public schools. Besides, the number of students in private institutions is lower than in public schools, which sometimes makes it difficult for teachers to use extra material since they spend their times on checking tasks.

Regarding to the surveys performed by private school teachers, they said that they have permanent training about the use of supplementary materials. However, teachers of public high schools said that they had fewer opportunities to be trained since the Ministry of Education receives training in the English area; for this reason, the use of supporting materials is an obligation in public institutions because there is not enough economic support by government.

Graphic 1



Authors: Cristina Reinoso and Ana Romero

Source: 1st, 2nd, and 3rd year

In the first year of the Public School, the teacher only used 4 types of materials such as: posters, white/black board, and movie. The mostly used element was the board. Meanwhile, in the first year of Private Senior High school, the teacher used 6 types of materials, which were

flash cards, charts, handouts, board, songs, dialogues, being the most used the board.

In the second year of the Public school, the teacher only used 3 types of materials which were board, posters and stereo-typed dialogues. In contrast, in the second year of the Private high School, the teacher used 4 varieties of materials which were handouts, board, pre-written dialogues and stories. However, the board was the most used by the teacher.

In the third year of Public school, the teacher used 3 kinds of materials such as board, stories, and realia, but the most used was board which was used in the five classes. Similarly, in the third Year of private high school, the teacher only used 3 types of materials which were board, stories, and realia and the most used was the board which was used in the five classes.

To summarize, on public institutions the more used materials were the board with a total of 13 times. Likewise, in private high institutions the material mostly used was the board, and it was used 14 times. This may have occurred since the board is the material which is always permanent in the class, and the teacher does not need to prepare anything before the class to use it. The only things that the teacher needs are a marker and an eraser. Thus, compare to other materials

such as handouts, or songs, the board is the easiest material a teacher can have.

Conclusions

- Through this research it was determined that there is a wide range of supporting materials for teaching English as a foreign language, but teachers do not tend to use them.
- This research demonstrates that supplementary materials of private high schools are used more often and in more quantity than in public high schools because of the constant training that they receive and because school principals buy teaching materials to improve the language teaching-learning process, and provide teachers with training courses about how to use them.
- The use of supporting material contributes to changing the concept of language teaching, since it leads both, teachers and students to change their attitude, along with methodology and environment, and at the time, it enables a good rapport among students and teacher.
- This research has shown that in both, public and private high schools, the board is the most common element used by teachers as a supplementary material. It occurs because it is always available, and does not take any effort to use it.
- From the classes observed, it is possible to conclude that audio supplementary materials, such as: songs, stories and dialogues, have been pleasantly accepted by students, and therefore, they

have become one of the preferred activities when it comes to practicing the target language in an effective and motivating way.

- The supplementary materials create interest in the students' mind and joy in their hearts, which results in a willing and spontaneous effort towards learning the target language, because any supplementary material being used in the language classroom produces dynamics and fun.

Recommendations

- Throughout this research, it was possible to determine that there are a lot of supplementary materials to teach students. All the teachers should use them. With this aid, the teaching-learning process will be more meaningful.
- High schools should implement English laboratories where the supplementary materials can be accessible for a better comprehension in the academic process.
- English teachers should be frequently trained in the use of techniques and methodologies, and schools authorities should provide these training opportunities to English teachers in both, public and private schools.
- The Ministry of education should give more opportunities to the public institutions to receive more training courses about the use of complementary materials in the classroom.
- Private and public institutions should use a wide range of supporting materials for teaching English in the classroom and to avoid the excessive use of the board during the classes.

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ANNEXES

Anexo N° 6

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

YEAR: _____

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

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

Anexo N° 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

YEAR: _____

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

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

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

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

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

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

Why?

Variable	Indicators	Yes	No
Visual	Flash cards		
	Powerpointpresentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Wordscards		
	White/blackboard		
Audio	Songs		
	Dialogues		
	Stories		

Chart One: Typeofsupplementary materialused in Public high school

	Tales		
	Description		
Audiovisual	Video		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)	Yes	No
Variable	Indicators		
Online	Websites		
	Flash Cards		

Author:

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

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

Visual	Powerpointpresentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Wordscards		
	White/blackboard		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Video		
	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 school

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.

Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
	Description										
Audiovisua	Video										
	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 school

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.
Visu	Flash cards										
	Power point										

	presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisua	Video										
	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 school

Variable		1st class	2nd class	3rd class	4th class	5th class

	Indicators	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisua	Video										
	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 school

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisua	Video										
	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 school

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Per t.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.
Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisua	Video										
	Movies										
	documentaries										
Realia	Objects (toys, plants, fruits)										
Online	Websites										

Author:

Source: 2rd year

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class	
		Per t.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.	Pert.	Appr op.

Visual	Flash cards										
	Power point presentations										
	Maps										
	Pictures										
	Charts										
	Handouts										
	Posters										
	Word cards										
	White/black board										
Audio	Songs										
	Dialogues										
	Stories										
	Tales										
Audiovisua	Video										
	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 board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
	Description		
Audiovisual	Video		
	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 board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Video		
	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 board		
Audio	Songs		
	Dialogues		
	Stories		
	Tales		
Audiovisual	Video		
	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				

Author:

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

Variable	Indicators	1st year	2nd year	3rd year	TOTAL	
		F	F	f	f	%

Visual	Flash cards					
	Power point presentations					
	Maps					
	Pictures					
	Charts					
	Handouts					
	Posters					
	Word cards					
	White/black board					
Audio	Songs					
	Dialogues					
	Stories					
	Tales					
	description					
Audiovisual	Video					
	Movies					
	documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL						

Author:

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

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

Author: