



**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCE**  
**DEPARTMENT OF ENGLISH POST GRADUATE PROGRAM**

**EXPLORING OF ENGLISH LANGUAGE TEACHERS'**  
**PRACTICE OF USING SUPPLEMENTARY MATERIALS IN**  
**TEFL CLASSES**

**BY MULUGETA AKELE**

SEPTEMBER 2017

ADAMA, ETHIOPIA

EXPLORING OF ENGLISH LANGUAGE TEACHERS' PRACTICE OF USING  
SUPPLEMENTARY MATERIALS IN TEFL CLASSES IN CASE OF SOME  
SELECTED SECONDARY SCHOOLS IN ADDIS ABABA

A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES  
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER  
OF ARTS IN THE TEACHING OF ENGLISH AS A FOREIGN- LANGUAGE  
(TEFL)

BY

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## DECLARATION

I, the undersigned, declare that this thesis is my original work and that all sources of materials used for this thesis have been duly acknowledged.

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## **ACKNOWLEDGMENTS**

I am very much indebted to my M.A thesis advisor, Dr. Teshome Tola for his unreserved Guidance, rendered from the very beginning to the completion of the study. I have sincere appreciation for his constructive comments and tolerance. English language teachers and students of Arada Sub- City Secondary Schools deserve special thanks for their cooperation in filling the questionnaire during the try out study. I would also like to thank school librarians and pedagogical center officers who scarified their precious time in filling the questionnaires questions for the main study. Finally, my Special thanks should also go to my co-observer Solomon Alemu.

Mulugeta Akele Feleke

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## **Acronyms**

MOE: Ministry of Education

GDE: Guan ting Department of Education

TESO: Teachers Education System Overhaul

TGE: Transitional Government of Ethiopia

NETP: New Education and Training Policy

SMUC: Sent Merry University College

SM: Supplementary Materials

## **Abstract**

The purpose of this study was to investigate English language teachers' practice of using supplementary materials, to assess how the perceptions' of teachers and students influence their language competency, and to identify the extent to which the teachers use supplementary materials. To conduct the study, quantitative survey method was employed. The study was conducted in six selected secondary schools of Arada Sub-City in Addis Ababa City Government Administration, and the data were collected from 50 students, 37 English language teachers and 6 pedagogical center officers' and 6 librarians' documents of the past three years (2015-2017) of the six secondary schools of the sub city. In the selection of the sample population purposive and systematic sampling were used. The main instruments of data collection were questionnaires, document analysis, and classroom observation checklist. The data were analyzed using percentage, mean and grand mean. The findings of the study revealed that the main implementers of using supplementary materials and teaching aids (teachers) have perceived using supplementary materials positively but in practical, it was opposite. Which means the result showed that teachers did not use adequately supplementary materials. Similarly, their perception was positive for using Supplementary Materials in the actual classroom teaching-learning process but in practice, their usage was very low. Among the factors affecting the effective implementation of using supplementary materials; Teachers and Students' tendency to traditional teaching method, lack of teachers' interest and lack of instructional materials were the major ones. Finally, recommendations were forwarded based on the major findings so, as to minimize problems encountered and maximize the implementation of using supplementary materials and teaching aids.

# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

Nowadays, the importance of English increases more than it was in the past. Most scientific research materials including books are published in English language. English is also used for media broadcasting. English is widely used for international business transactions, the main language of advertisement. It also serves as language of the international tourism industry and it is the official language of the world's airlines. Many countries have adopted English as the medium of instruction in their schools.

In Ethiopia, English language is given as a compulsory subject as of elementary school and it is used as a medium of instruction beginning from secondary schools. Therefore, students are expected to be competent in all language skills so that they should learn English with an easy way and attractive teaching style. To achieve this goal, teaching and learning process, need to apply different types of instructional materials called supplementary materials. Supplementary materials are believed to arouse the interest of learners. With reference to the above idea, Burrow (1986) stated that supplementary materials are those instructional aides used in classroom to encourage students' learning process. He added that supplementary materials and teaching aids are those sensory objects or images initiate or stimulate the learners' interest (1986: 42). Hence, supplementary materials and teaching aids can be described as instructional devices, which can be used to make the learning more accurate and more active.

Aggarwal (1996:96) has mentioned that basic purpose of language competency is enabling the learners to adapt him/her in a society, which is full of problems. Not only social life is full of problems, but there are problems and puzzling situations, which are normal feature of a child's everyday life in school as well. Therefore, it is very important that problem solving skills should be encouraged in school learning.

It is in light of this concept, the Education and Training Policy of Ethiopia gives due emphasis to strengthening the individual's and society's problem solving capacities at all levels. As stated in

the ETP: (1994:7) one of the objectives of learning is "To develop the physical and mental, potential and problem solving capacity of individuals by expanding basic education for all"

From the above concept, it can be realized that using supplementary materials is an essential component that can bring a better language skills competency to a reality life of the learners.

Using Supplementary Materials (SM) as supported by different scholars, for example, Nunan (1991:11) says that Supplementary Materials are essential elements in teaching that have received a universal importance, and it is a method of educating students, that allow them to participate in class. It takes beyond learners and makes them to take some direction and initiative during the class.

Therefore, the focus on using SM by the Education and Training Policy of the country says that Supplementary Materials are appropriate instructional tools for advocating the learners in the actual classroom interaction. However, there are some obstacles, which can impede the proper implementation of using SM. Some of the factors are connected with the pressure of the syllabus, lack of trained teachers, lack of school facilities such as language lab, supplies of pedagogical centers and libraries. school leaders' perceptions of using SM.etc. (Plass, 1988, Leu, 2000, Bone Well and Elison, 2003)

Some local studies were conducted in relation to the implementation of SM in TTCs and some governmental secondary schools of Addis Ababa. Among them is "Using SM, case of Kotebe College of teachers' education" by Tibebu Tekletsadik in 2006. His major finding indicates that the magnitude of practicing using SM is very low. The other study conducted by Hailemeleket Gebray in the same year was entitled "The Status of the implementation of SM in classroom Teacher education college of Tigray Region," His study revealed that the practice of SM in the teachers' education colleges varied. another researcher, Yonas Amdemeskel connected a case study on factors that affect the implementation of using SM in primary schools of west Harerge. The study reported that large class size, shortage of instructional materials, lack of skills in selecting variety of methods of teaching and lack of awareness about the use of SM is the major factors that affect the implementation of SM. However, none of these studies were actually intended to examine the perceptions and practices of English language teachers and students on

using SM. Therefore, it is with this information, that the researcher is initiated to conduct this research. Depending on this understanding, this study aims at exploring the extent to which English language teachers' practice of using supplementary materials in addition to the textbooks that their students use.

When the researcher says this it doesn't mean that the textbook is valueless. It is obvious that the students' book is very essential instructional materials but if the textbook is supported by supplementary materials, the teaching-learning process will be attracted by the learners. The learning will be easy to understand the given lesson. Moreover, using supplementary materials helps the learners to participate in the classroom. Besides this Supplementary Materials gives opportunity to increase the students' learning interest and finally, the learners improve their language competency. Therefore, supplementary materials can support to achieve the students' learning goal.

## **1.2 Statement of the Problem**

The success of teaching and learning language comes as a result, many factors such as teachers' subject matter knowledge and the methods he/she applies, classroom environment, school's facilities like pedagogical center, and supplementary materials, etc. Among influential factors, the extent to which teachers, use different supplementary materials and implementing them could matter the success.

As it is known, supplementary materials are one of the important teaching facilities that attract learning and teaching to extend the teaching theme easily. Moreover, supplementary materials as noted by Kishore (2003) may provide the opportunity to learn more effectively and easily for students throughout teaching. They help the learners to identify and recognize the concepts of the given topics.

As some local materials indicated supplementary materials are important elements within the curriculum and are often the most tangible and visible aspects of source of educational materials (MOE, 2001; SMUC, 2006). Contrary to this fact, using supplementary materials were not satisfactory in most secondary schools. Learners' proficiency in the language in Ethiopian secondary schools' are lower than the level required of them. I have noticed the problem during

my long teaching years English at secondary schools. The researcher has observed that most students face problems ineffective use of the language in all skills (listening, speaking, reading, writing, grammar, and vocabulary, etc.) capacities. As a result, they do not have the required abilities to meet the academic demands in the schools. This may be attributed to the supplementary materials in the teaching learning process.

One of the problems is that language teaching in classroom is teaching methodology. In teaching, using supplementary materials are given less attention. Students were not encouraged to realize the language skills in the teaching and learning process in the TEFL classes.

Furthermore, the researcher usually heard that students were complaining about completely depending on their textbook without any extra aids. From his long years of experience, the researcher also shares the ineffectiveness of using supplementary materials these days.

Therefore, this study attempted to fill the gap of the above mentioned researchers' studies as much as possible so that the researcher formulated some basic research questions.

Thus, this study attempted to answer the following research questions:

1. How did teachers practice of using supplementary materials in TEFL classes?
2. What perceptions do teachers have about using supplementary materials?
3. Were there enough supplementary materials in the pedagogical center and library in each school?

## **1.3 Objectives of the Study**

### **1.3.1 General Objective of the Study**

The general objective of this study was to explore teachers' practice of using supplementary materials in TEFL classes.

### **1.3.2 Specific Objective of the Study**

The specific objectives of this study are to:

- A) Identify the extent to which teachers used supplementary materials in EFL Classroom
- B) Investigate the teachers' perceptions, and practices about the using supplementary materials.
- C) Examine the students' and the teachers' awareness about supplementary materials

### **1.4 Significance of the Study**

The researcher believes that the result of this study will have the following significances. The study gives valuable information for English teachers, students, department heads, school supervisors and administrators about the importance of using supplementary materials in the teaching and learning process. The study may help the learners to retain concepts for a long time, to make the learning process attractive; the study may provide complete example for conceptual thinking, to create conducive the environment of arouse interest of the students, to provide them direct experience.

The result of this study may serve as a source of information for those who are willing to conduct a further study in the area.

### **1.5 The Scope of the Study**

From all private and government secondary schools of the Addis Ababa City Administration, the study was focused on six secondary schools. They are 1) Belay Zeleke 2) Betelhem 3) Agazian 4) Meskerem 2 5) Tikur Anbesa and 6) Yekatit 66. All of them are found in Arada Sub City, which, are located in the central of Addis Ababa city administration. Only the six secondary schools were selected for data collection. The study was focused on the analysis of English language teachers' practice using supplementary materials Identify teachers used supplementary materials or not in EFL classes. The study attempted to identify the practice of teachers who were actively involved in English language teaching during the academic year (2009 E.C).

## **1.6 Limitation of the Study**

Some of the challenges that encountered during the study were lack of cooperation among the participants. Which means the majority of the respondents were refused to participate with interview of recording the dialogue with tape, so that, the researcher was compelled to change the instrument of the study and lack of the necessary materials written on the subject of the present study. However, the researcher had initially planned to interview the subjects and to use audio record the interviewees. later on as many of the teachers and students were found to be reluctant to be recorded. Therefore, the researcher omitted out this data collection instrument and replaced by classroom observation.

## **1.7 Definition of Terms and Abbreviations Used**

### **1.7.1 Definitions**

**Attitude:** The predisposition or tendency to react towards an object, situation or value, most of the time accompanied directly by feelings and emotions; attitudes cannot be directly seen but must be inferred from overt behavior, both verbal and numerical (Good, 1973)

**Beliefs:** Mental constructions of experience often condensed and integrated into concepts that are held to be true and that guide behavior (Sigel, 1985)

**Likert Scale:** It is a common scale that is used to measure from strongly agree to strongly disagree. With this scale a statement of belief or attitude is shown to someone, and they agree they or disagree with the statement by making a scale (Richards et al 1992).

**Supplementary materials (SM) :** It can be defined as any instructional materials other than primary materials including, but not limited to, books, novels ( supplementary reading and informational materials, periodicals, newspapers, slides and transparencies, models, maps and electronic media which related directly to the curriculum and are available for teachers use or students selection

Supplementary materials can be divided into three categories. They are audio, visual and audio-visual materials on the context of this research supplementary materials including libraries'

reference books or written and printed materials and supplementary materials which are found in the schools' pedagogical centers and finally materials which can be produced by teachers and students.

## **CHAPTER TWO**

### **Review of Related Literature**

#### **2.1 Definitions of Supplementary materials**

Supplementary Materials are defined in different ways by different scholars. According to Poljak (1985) "supplementary materials are tools for work," which include different tools that support the achievement of functional tasks of teaching. Supplementary materials are considered as a source of knowledge or information provider for both teachers and students. Supplementary materials contribute to the development of work skills of students, which is associated with functional task of teaching. Supplementary materials are any devices, objects or machines used by a teacher to clarify or enliven a given lesson.

#### **2.2 Uses of SM**

Supplementary materials are a very important aid for the English language teachers because they provide practice and information for areas students may have more difficulty understanding. The appropriate selection and use of materials not only contribute to improve instruction and performance but also to increase interest in and enthuse for learning by getting a funny and successful class.

Audio, visual, and audio-visual are considered supplementary materials to be used in the classroom to guard against the dullness of falling into the same teaching old strategy and same source of learning content over and over again.

Considering what has been said about the use of supplementary materials for achieving teaching-learning goals, it is necessary to mention that aspects like the influence of age, differences and motivation of learners, learning styles: teaching and teaching techniques and contexts must be taken into account by teachers during the teaching process.

It is helpful to refer to previous studies in order to have a clear view of how supporting materials have been used and applied different cases and contexts.

Teaching a foreign language refers to a learning program designed to make an individual proficient in the use of the English language by using techniques and methodology to develop listening, speaking, reading, writing and vocabulary skills(jaegsomeel,w.,2007). To make the core of teaching a foreign language more effective and simple it is necessary to it attractive to the students. It is achieved by the use of easy vocabulary during the whole teaching process. To get students comprehension and to build a funny class, teachers can follow some directions: Avoid the students memorize, provide them with sources for learning a foreign language, use foreign language when talk and interact with the students, and make them to act together with a person who speaks the foreign language.

Dekeyser (2006) stated that it is well known that students tend to pickup easily any new language that they are rounded by. One of the advantages of learning a foreign language early is the pronunciation; however, a disadvantage of learning a language early is the grammar and capability of the size of learning vocabulary. Anyways, it is demonstrated that there more advantages of learning a language early, for that reason, each time schools are implementing more programs. Also, to teach well a foreign language depends on the time that will be invested by the teacher and students.

Littlewood (1981) suggested that in a foreign language teachers have to let students to communicate effectively by using different communicative activities that give practice, enhance motivation, and produce a learning context. Those activities are divided in to functional activities that refers to develop the language in particular situation; social interaction activities in which language is used according to the social context where it is carried out; and listening activities that has to do with the action to use the language face to face.

Coutts, (2009) said that learners are different, each student is unique; but their partners could be determined by their ages. Children students are more relaxed and have natural motions, meanwhile adult learners are more tensed. Children use their imagination frequently and learn through experiences by looking, hearing and trying before understanding completely. On the

other hand, adults are coherent logical and have traced their objective; this makes adults more able to study theory. Adults have larger attention than children .teachers need to vary to keep children's attention and interest on the activity they are doing.

There are different reasons why people reach a low or high level of academic performance and it is due to the fact that exists differences like socioeconomic status, culture and gender between learners. Socio-economic status has been thought to explain why, on average, children from impoverished backgrounds underperform when compared to children from impoverished backgrounds, (Howard, Dresser, and Dunklee, 2009). However, there are exceptions that show not all poor children are low performers and vice versa. Children interact and learn in different ways style, also according to their culture. Gender talks about the manner boys and girls learn.

Talking about motivation, Woolfolk (2000, p. 372) states that "motivation is usually defined as an internal state that arouses, directs, and maintains behavior".

There are two kinds of motivation: intrinsic, where the activity is itself rewarded; and, intrinsic in which motivation depends on external factors that have very little to with the task itself. For general approaches to motivation are taken into account: 1. Behavioral approach where the student motivation is enhanced through incentives and rewards used in class. 2. Humanistic approaches to motivation refer to humanistic interpretations of motivation that, according to Maslow (1968, 1970) "emphasize such intrinsic sources of motivation as a person's needs for "self actualization". 3. Cognitive and social cognitive and social cognitive approaches to motivation: the theorists believe that behavior is determined by our thinking, not simply by whether we have been rewarded or punished by for the behavior in the past (Stipek, 2002. 4). Socio cultural conception of motivation in which people do activities maintain their identities and their interpersonal relation between the communities.

Leaver (2005) says Learning styles are habitual patterns of perceiving, processing, or reacting to information. Learning styles are divided into visual learning, auditory leaning, and motor or kinesthetic learning. Visual learning is when something is learned by sight. Auditory learning is when students acquire data through sound. Kinesthetic learning is when students use their whole body to learn, it involves total physical response activities.

Felder and Solman (2005) proposed that there are active and reflective learners. Active learners develop information by doing something with it. Reflective learners by first understanding the information and then acting. Also there are sensing and intuitive learners. Sensing learners prefer to learn with concrete information while intuitive learners prefer abstract information. Another type of learners is visual and verbal learners. Visual learners like visual presentations of the material that is going to be taught. Verbal learners like written and spoken information. Finally, there are sequential and global learners. Sequential learners prefer to organize information in a systematic way. Global learners prefer to organize information in a holistically way.

In English it is necessary to find out best teaching techniques for teaching learners. According to Scott (1990) listening is the first skill that students acquire first, especially if they do not know how to read. For students listening is the main source of language that is being learnt. Teaching reading is easy to teach specially if it is taught with enjoyable - activities. Reading opens the students' mind with new vocabulary. Also good techniques for teaching vocabulary in concordance with Lee (2011), is to teach vocabulary in context, giving students meaning in different context. Another technique is to encourage the students guessing the meaning of the words. In addition, teachers can use synonyms and antonyms to teach new words. For teaching grammar advocate affirmed that:

Teaching grammar plays a central role in every ESL/EFL teachers' classroom. The important questionnaire that needs to be answered is: How do I teach grammar? In other words, how do I help the students learn the grammar they need. This question is deceptively easy. At first look, you might think that teaching grammar just a matter of explaining grammar rules to students. However, teaching grammar effectively is a much more complicated matter. There are a number of questions that first need to be addressed for each class:

What are the objectives of this class?

What type of learning background do the learners have?

What learning materials and resources are available?

What kind of learning style does each student have?

On the other hand, adolescents and adults have different learning needs ; for the reason, in effective foreign language instruction it essential to include direct teaching systematic practice of rules, grammar, and conversation. Its objective is to allow students to make them understand forming fully ideas and phrases (research points, 2006).

One of the main aspects of contexts of teaching refers to the fact that language learners have to know what in order to communicate in a successful way: they use of the language has to do with cultural behavior. For teaching this behavior, teachers can treat cultural factors in an explicit for discussion. When English is taught as a second language, it should be used in socially appropriate communication, so that students could learn through linguistic and cultural norms. Cultural activities be include into lesson plans to supplement teaching content.

Culture defines our social identity and makes us members of a group or sub group within the society. Culture is something we learn and it is also transmitted socially. It is important to know that in culture interview to point, one of them is socio-cultural knowledge that includes every aspect of social activities such as religion, politics, sports, occupations, arts, medicine, education, science and language. The second point is cultural knowledge that is some-thing, which you do or not have as a whole. Consequently, culture is the relation between knowledge and social identity. Going ahead with the use of supplementary materials (Tomlison, 1999) considers a teaching materials as:

Anything which is used by teachers or learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD-ROAMS, dictionaries, Grammar books , readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussion between learners. In other words, they can be anything which is deliberating used to increase the learners' knowledge and /or experience of the language.

Supplementary materials important sources because they motivate students skills and are useful tools to create mental images and representation. They play significant role within the teaching-learning process because they need to be motivating because they make students to stimulate

their performance on the language, and help teachers to create systems of values about the language and culture.

Cunnings worth (1984) states that a visual aid is a "teaching aid designed to give a visual stimulus, act as visual prompt or provide visual reinforcement for language items begin learned. Photos, cartoons, film strips, background drawings puppets and wall pictures can used a visual aids".

Some of the visual aids are: flash cards that, are a set of cards that are used to enhance students' learning capacity. Maps, which serve to describe where is located some places and provide students' understanding of spatial relations. Handouts are considered as materials on paper that is given to each person in the class in order to have the opportunity to examine things closely. Presentation software that are slides make on a computer that act as reminders of the main ideas of a topic. They can have speech and sound effects to attract the attention of audience. Posters which are visual aids that can be presented in the form of diagrams, charts or graphs; and pictures that are representations of anything upon paper or other surfaces.

Cunnings Worth (1984) says that audio aids "Such as radios, record players, tape recorders and language laboratories which help the learners by exposing them to spoken language".

They are confirmed by : songs that are powerful resources of teaching English to improve the vocabulary, grammar and accent of the students. It is important to use selective songs that are good to listen to. Dialogs help students their conversation skills in classes. For teaching dialogs in the classrooms teachers should introduce new vocabulary to make students to become familiar, apply fill in gap exercise, using role plays, ask students to finish a dialog, and memorize dialogs. Stories that are used to tell tales to people through voice and gesture.

According to Cunnings Worth (1984) "audio-visual aids: such as TV, film and video equipment which allow the learners to see a situation as well as listen to the language used in it". Videos are one of the audio visual aids that can be presented as short clips to show any type of information. We have to take into account that to present videos it is necessary to have a well equipped room.

As Soames (2011) said, "The word realia means using real items found in everyday life as an aid to teach English. Using realias help to make English lessons memorable by creating a link between the objects and word or phrase they represent".

On line refers to the use of the internet as a classroom tool that open up a world to the students giving them the opportunity to access to many options around the world. To support the use of supplementary materials in EFL classes, many students have been done as a way to prove that extra materials are useful tools in the teaching-learning process. Five of these students are maintained below.

A study done by Sato and Suski in 2010 has been taken into account. Its proposes are to examine the superiority of multimedia-oriented gloss in comparison with traditional glosses, and to demonstrate the spatial relationship prepositions such as 'above', 'in', 'over', etc. which are regarded as difficult to learn because of the appropriate choice of the words' several senses based on various contexts.

## **2.3 Characteristics of Good Supplementary Materials**

According to Penny, Ur. (2000) good supplementary materials have the following characteristics.

- ✓ Meaningful and purposeful
- ✓ Motivates the learners
- ✓ Accurate in every aspect
- ✓ Simple and cheap
- ✓ Improvised
- ✓ Large in size
- ✓ Up-to-date

## **2.4 Selection and Adoption of Supplementary Materials**

A teacher may choose to use supplementary materials other than those approved by the Twin peaks charter. When supplemental instructional materials are selected, they shall support curriculum standards (Douglas, 2000).

Supplemental instructional materials shall be defined as any instructional materials other than primary materials including, but not limited to, books, novels (supplementary reading and informational materials), periodicals, newspapers, slides and transparencies, models, maps, and electronic media which related directly to the curriculum and are available for teacher use and/or student selection. These materials will be subject to the following conditions:

All supplemental resources must be previewed by the teacher and must comply with applicable copyright laws.

Some rented or borrowed motion pictures in video tape format display the warning "For Home Use only". Such video tapes may be used legally in a school only for instruction. All materials must be clearly related to and supportive of the standards/goals of the course curriculum. They must also be of equal educational value as other alternatives. The use of electronic media solely for entertainment purposes during instructional time is not acceptable.

When using film resources and other supplemental sources as defined, teachers shall be prepared to respond to the questions in to the concerned body. The form is to be distributed by each teacher prior to the showing of the first video of the year. Teachers are to abide by the choice of the parents.

## **2.5 Principles of selection of SM and effectiveness in use**

Principle of selection: Supplementary materials and teaching aids should be selected based on their advantages. According to Ur (2000) principles for selection of supplementary materials are listed from 1 up to 13.

- |                        |                              |
|------------------------|------------------------------|
| 1) Educational value   | 2) Realization of objectives |
| 3) Public centeredness | 4) Interest and motivation   |
| 5) Simplicity          | 6) Relevancy and suitability |
| 7) Accuracy            | 8) Encouragement             |

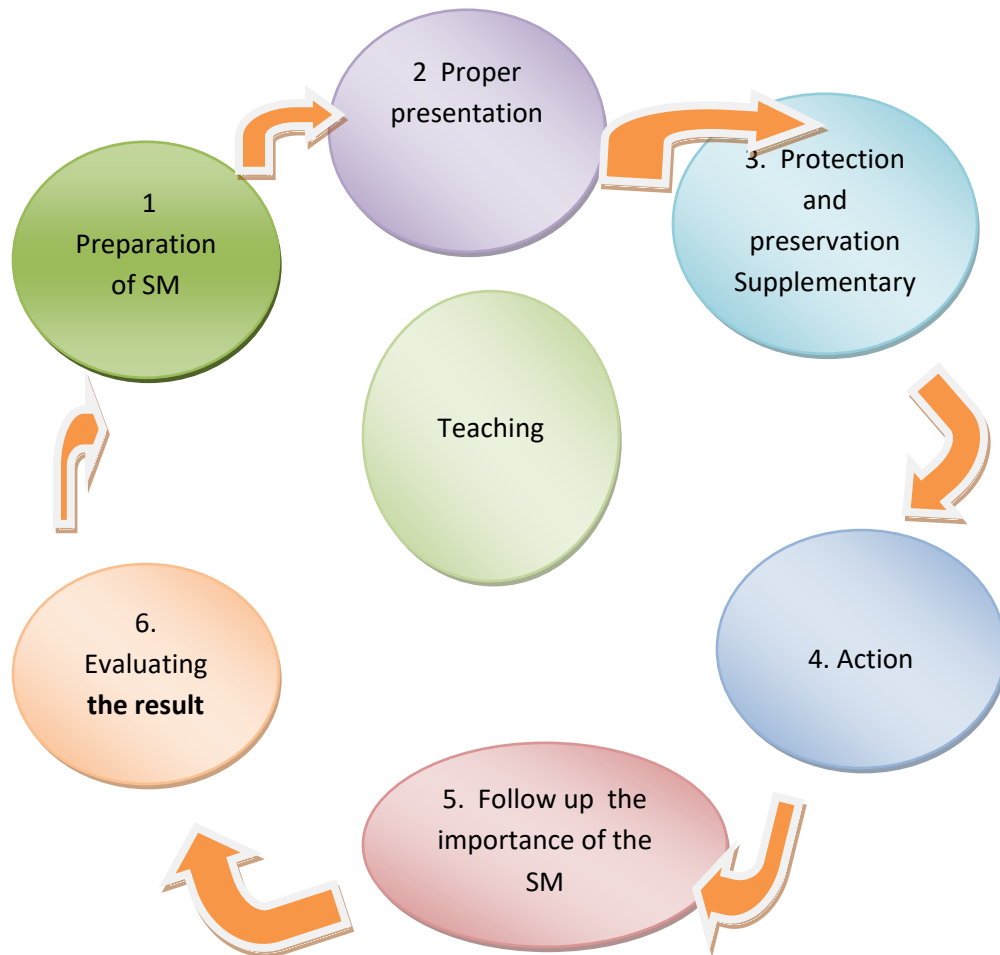
- 9) Well preparedness
- 10) Avoiding too many aids
- 11) Means to an end
- 12) Integration
- 13) Availability of resources- size of classroom, finance, facilities, experienced teachers

## **2.6 Principles of the Use of SM**

The following six important principles help the teacher to understand how to use and what to do with supplementary materials. These principles are drawn by G. Kajder (2004).

- 1) Preparation- awareness, teacher's preparation, students' participation
- 2) Proper presentation – handling, checking, timely presentation, avoiding distraction
- 3) Protection and preservation
- 4) Action
- 5) Follow up
- 6) Evaluation

The given principles can be shown with the following diagram. The diagram involves the general overview of the teaching-learning process in the actual EFL classes and the usage of supplementary materials



## 2.7 supplementary materials and Teaching Aids used as integral

Supplementary material are an integral part in the teaching-learning process. They are determined by the other lesson components and the learning conditions. Supplementary materials have a great role to play in the communicative approach since they help learning in a number of different ways:

1. They can help to provide the situations (contexts) which light up the meaning of the utterances used;
2. They can help brighten up the classroom and bring more variety and interest into language lessons;
3. They can stimulate students to speak the language as well as to read it and write it;

4. They can help in giving information of one kind or another about the background of literature and about life in the foreign country concerned.

To emphasize the above ideas, supplementary materials and teaching aids are essential materials to remember things for a longer time.

According to SMUC (2006), "We remember 20% of what we hear; we remember 30% of what we see; we remember 50% of what we see and hear; we remember 90% of what we say and do" which means I hear, I forget; I see, I remember; I do, I understand it is said by scholars.

According to Adeyanju (1997), education is a complicated process. It can be expressed as a dynamic in nature; a relatively constant in alteration in behavior over time and this is brought about partially by knowledge. Education can be happened as an output of a new in attained skills, principles, perception, knowledge, facts and new information at hand. Learning can be supported with diverse teaching and learning resources because they encourage or motivate and as well as focus students' attention for a while during the teaching and learning process. So as supplementary materials provide the teacher important and basic information on the meaning, purpose, production, selection, utilization and preservation.

SMUC General Methods of Teaching Module 3(2006), pointed out that supplementary materials are used to transmit messages between the source of knowledge to the receiver being seen, heard or talked and manipulated. Similarly, the module added that the supplementary materials accurate concepts, interpretations and appreciation and enable the learner to make learning more concrete, effective, interesting, inspirational, meaningful and vivid

Supplementary materials are those instructional devices, which are used in the classroom to encourage learning and make it easier and motivating. The materials like models, charts, film strips, projectors, radio, television, maps etc. called instructional Aids (Rather, 2004). Supplementary materials and teaching aids are effective tool that "invest the past with an air of actuality" (SMUC general methods of module 3, 2006). Both instructional materials distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels. They demand to the mind through the auditory senses. When we use supplementary materials especially, the visual one, it is one the aspects which root participation

of students in the lesson because when students look at visual model or aid, it is measured as a kind of contribution. Also, the uses of supplementary materials encourage the body movement and it may strengthen the control (Jain, 2004). Similarly, Monaty (2001) pointed out that the use of supplementary materials and teaching aids in teaching learning process has multifarious values. They give chance to speakers to make a more professional and consistent performance. The teaching carrier is full with limitless opportunities to enrich the academic survives of students, while some ideas and educational goals will be easy for students to hold, other will need the learners to think productively to ensure that important learning aims are met. Correspondingly, Kunari (2006), stated out that supplementary materials in teaching is one style to improve teaching lesson plans and provide learners extra ways to facilitate the subject information so that both supplementary materials are instruments to present part of knowledge through aural or visual satisfaction both with a view to effective and important. At the same time, they help to facilitate the activity of the teacher.

The need and importance of supplementary materials are used to make clarity of a given lesson. They are also used to maximize students' attention and interest. Supplementary materials can be used as best motivators for students at the time learning in TEFL classes. They are also considered as a means of fixing and recalling the knowledge. They provide an opportunity for the development of scientific attitude and direct experiences; we can also use them as instrument of promotion of international understanding.

## **2.8 Teaching resources**

Supplementary materials are considered as material-technical basis for courses. According to Poljak (1985) courses resources are actually "didactically designed and reworked original reality". Which compensate for the original objective reality, which is not always accessible due to geographical distances and its complexity. Teaching aids due didactic processing are more accessible to students as a source of knowledge and material for developing of their work skills. The same author classifies teaching resources to visual, auditory, audio- visual and textual.

## **2.9 Types of Teaching Aids**

According to SMUC (2006), teaching aids are divided into a number of categories by taking different criteria. If we look at from the aspect of the nature of services rendered it can be divided into two. They are general and subject related. General teaching materials are used for all types of subjects. These include technical equipments. For example, radio, television, tape recorder, camera, projectors and the like. Materials, which are directly related a subject and have direct and immediate effect on teaching. They make learning meaningful, permanent, concrete lively, etc. They include real objects, plants, flowers, seeds and animals and imitations or copies of real objects, models and symbols are representations through verbal and visual means.

On the other hand teaching aids can be categorized by sensory involvement so based on this division they are audio, visual and audio-visual teaching aids. Audio teaching aids are those listened or heard and include the radio tape recorders, phonograph records, cassettes and the like. The next is visual teaching aids are all materials that are viewed or observed. For instance, photographs, model, pictures, charts, graphs, posters and the like. The third and the last classification of sensory involvement is audio visual teaching aids. They include both vision and audio these include TV, films, Video -systems and so on.

## **2.10. Knowledge and Attitude to supplementary materials**

For effective implementation of any new perspective, including using SM, positive attitude to the issues and sound knowledge and skills in the area are very important. Particularly, the underlying ideas, concepts, merits, and demerits of the new approach should clearly be -understood by teachers and students. In this review the knowledge and attitudes of teachers and students will be seen.

## **2.11 Teachers' Knowledge and Attitudes**

It is critical that teachers/ instructors have a thorough understanding of the nature and characteristics of the appropriate teaching- learning methods to be used in conjunction with curricular materials. Because, although to a certain extent some decisions may be determined for

teachers/ instructors by official syllabi, students' textbooks or teachers' guide, it is the teacher/ instructor who is the ultimate implementer of the curricular materials (ICDR, 1999:60). But, unfortunately some teachers discourage active learning with the ground that it brings an extra demand in the planning and preparation of lessons. Some teachers feel as it is bounded by overcrowded subject matter and thus pressurized by the limited time they have to teach. The belief persists, that using SM and TA, takes too much time and thus covering the portion is difficult or impossible. Even, they come to the conclusion that using SM and TA in the actual classroom may be nice in theory but unrealistic in practice. These all show that there have been no enough and concrete perception about how to implement supplementary materials and teaching aids in classroom.

Capel et al (1995:229-30). These misconceptions show that teachers have not understood as using SM and TA enables them to spend more time with groups and individuals to give access to special needs of students and contribute to a better and quality learning.

## **2.12 Students' Knowledge and Attitude**

Authors like Dary and Terry; (1993:88) have stressed the importance of students' past experience, which is a transformative rather than passive accumulation of knowledge. They notice that unless learners consider the implication of the ideas there in their own lives and decide to act, know and believe in the ways; they are likely to adopt a passive acquiescence to the teachers' knowledge structure. And ultimately, this passive students' learning has not made a difference because, it has not been transformative and at best resulted in some accretion of knowledge. Thus, it is possible to suggest that using SM seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century. However, in spite of all the contributions of utilizing SM discussed earlier, the students may not have appropriate perception and may have developed negative attitudes for various reasons. For example, students may look shy and uncooperative at the beginning of using SM. Because, they are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what have been learned for the purpose of examination. This discloses that learners are not trying and/or have no access to use their prior experience. They do not challenge their old assumption or they do not create new meaning or perspectives that are more inclusive,

integrative and open to alternative<sup>23</sup> views, which can emancipate them from strong belief on stimulus response mechanisms. (Dary and Terry, 1993:93)

### **2.13 Practices of Teachers in using SM**

Eggen (1996:25) states that historically our great teachers learned both ‘HOW’ and ‘WHAT’ to teach from their own teachers. The critical content of any learning experience is the method or process through which the learning occurs. What is that students do in the classroom? They sit and listen to the teacher. Mostly they are required to make observation, formulate definition or perform any intellectual operation that go beyond repeating what someone else says is true. This is the case in the teacher-centered instructional approach. In moving towards, constructive approach (by using SM) to teaching.

Chikering and Gamson (1997:91) say that teachers will need to attend to their own conceptual change at least as much they attend to this process in their schools. If our schools are to provide experience for students that fire their spirits identify their nature and capacities as learners and enable them to be independent thinkers, then teachers should support students. Thus supporting students to be powerful in developing their skills and capacities is the most important practice of teachers in using SM. What are essentially involved in utilizing SM are the materials that help learners to do activities in the learning process.

Many educators have strictly underlined that teachers play crucial role in the implementation of these supportive materials. In this connection, Lue, (2000:5) has stated that teachers’ practice in applying using SM is to use classroom methods that encourage the students to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication based methods in their teaching. Moreover, in using SM classroom, we want the teachers to offer their students options and choices in their work. In addition, teachers should reject the common practices of telling students what to do, rather engage their students in their interest and invite them to participate in activities that allow them to be involved in decisions about their learning. Students’ active involvement in their own learning is a vital reality in active learning classroom. In addition, in active learning classroom, the teacher has to structure the classroom so that students and teachers can share the control of

their environment. Students are directly involved in all matters that occur in the classroom that affect their being there as learners and as people. To sum up, the effective implementation of using SM is one of the basic criteria to be an effective teacher. If teachers are in a position to help students to learn, they must be able to select and use teaching strategies that produce learning.

## **CHAPTER THREE**

### **Research Design and Methods of the Study**

#### **3.1 The Research Design**

The primary concern of this study is to examine exploring English language teachers' practice of using supplementary materials in TEFL classes. On the improvements of learners English language skills that are listening, speaking, reading, writing and other sub skills. The type research, therefore, is descriptive survey one. The researcher wants to focus on the macro and micro skills because those skills are real life interrelated to another (Evan and John,1988). The authors noted that in real life language competency, participants have multi- purpose roles. Speakers and listeners, readers and writers have both of them are required from them at a time.

As mentioned in the preceding chapters, the main goal of the study was to explore English language teachers' and students' perception and classroom practice of supplementary materials (SM) in the TEFL classes..

#### **3.2 The Research Method**

This study, as indicated in chapter one, was intended to find out the attitude of secondary school English language teachers towards using supplementary Materials in TEFL classes to language teaching / learning, and to document the possible impediments teachers face in attempting to implement the approach as intended. For this purpose, therefore, a descriptive research method was chosen as it is used to specify or describe a phenomenon without conducting an experiment (Selinger and Shohamy 1989). Questionnaires, document analysis of school librarians and pedagogical centers and observations seemed to be appropriate instruments to collect data for the study since objectively recorded teachers behaviors' such as actions, utterances and verbal expression of their attitudes (opinions) towards the concept can be elements of descriptive studies (Mc Arthur,1983). A triangular approach was used to collect data from a total of 37 secondary school English language teachers (details are given below).

### **3.3 Participants**

All the available English language teachers in the six secondary schools participated. Therefore, the study was conducted with 37 teachers who actually, teach English in the schools. The participants of the formal questionnaires were 37 secondary schools' English teachers( 31 male and 6 female). The teachers were taken from Agaziyan, Betehem, Dejazmach Belay Zeleke, Black Lion, Meskerem 2 and Yekatit 66 secondary schools. Which are located in Arada Sub city in Addis Ababa City Administration.

The 37 participant teachers' experience in the teaching of English as foreign language ranged from one to twenty and above years. Out of 37 teachers 30 teachers took teaching method courses and seminars. The remain 7 teachers did not take teaching method because they came from other field. For example: from journalism, from English literature, and applied English.

The student participants were selected from Yekatit 66 Secondary School. In this school there were 180 grade 9 students. Among them 30% was taken as sample size. Therefore, 50 students were chosen by using simple random sampling technique or lottery system).

### **3.4 Sampling Technique**

The study took all English language teachers found in the mentioned six schools as subjects for the questionnaire. However, students were taken from Yekatit 66 Secondary School because the researcher works in this school so he could to facilitated and managed the process easily without any transportation and other costs, of course, the student participants were selected randomly as subjects for the questionnaire since simple random sampling technique or lottery system. According to Baliey (1994), deliver chances for everyone to be a member of the sample. From 180 students of grade nine, 50 was selected randomly for the questionnaire.

## **3.5 The Research Instruments**

In this research multiple instruments were used, i.e., the main data collection instruments for this study were questionnaire, document analysis, and classroom observation.

### **3.5.1 Questionnaire**

The researcher used questionnaires for teachers and students because questionnaires helped the researcher to analyze the aspects of conceptual perspective of teachers' practice of applying supplementary materials and teaching aids in TEFL classes. As scholars pointed out like, Selinger and Shohamy (1984), a questionnaire is widely used in secondary language acquisition researches to solicit information about certain conditions and practices, particular to collect data on phenomena which are not easily observed such as attitudes and self-concepts. Questionnaire is also used to obtain background information about the research subject (Koul, 1984). A number of techniques are used to collect data through questionnaires. The Liker Scale is one of them, in which individuals respond to statements between the extremes on the continuum (band) that respondent their attitude i.e. by responding to scales from strongly agree to strongly disagree to each statement.

Therefore, to obtain adequate information for the study questionnaire was applied for both teachers and students the questionnaires prepared on the similar basis. The questionnaires were close-ended type.

The study also involved a pilot test by which questionnaire was tasted. To develop appropriate instruments for the study, the researcher carried out a pilot study among 10 English language teachers who have been teaching at Kokebe Tsebah secondary and Preparatory school in Addis Ababa. A questionnaire for teachers including the major principles language teaching (i. e aspects of conceptual perspective, teachers' teaching perspective and perspective on the importance of supplementary materials (SM) served as the major instruments of the study. The questionnaire adapted from Karavas - Doukas(1996), was composed 36 Likert-type close ended items.

1. Item related knowledge and experience on the use of supplementary materials and teaching aids
2. Item related on practicing of supplementary materials and teaching aids
3. Items related on the opinions (perceptions) of supplementary materials and teaching aids

The questionnaire was developed primarily to meet the objectives of the study. The items, were designed in line with literature. The literature deals with using SM principles apart from adopting the questionnaire from scholars, the drafted items were given to three preparatory school experienced English teachers holding MA degree in English in order that they could comment on the appropriateness of the items if they are fit to measure the target objective of the study. Furthermore, after receiving their comments and suggestions and after the advisor's rigorous comment on the items, the researcher reshaped the instrument. Eventually some items were modified and some were changed. Moreover, to develop appropriate instrument for study, on March, 2009 E.C. the researcher administrated a pilot study at Kokebe Tsibah Secondary and Preparatory school to six English teachers who were teaching in grade 9-12.

The students' questionnaire was developed by adapting the researchers' questionnaire and modifying it so that it would fit the students' level of understanding.

To minimize misunderstand, the students questionnaire was prepared in Amharic language (supporting that almost all respondents would understand it). Similarly, the students' questionnaire was developed to meet the objectives of the study and was designed in line with the literature. Almost all of the statements were adapted from the teachers, questionnaire and translated to fit the students' level of cognition. A pilot study for the questionnaire, in March 2009, was also administered at Kokebe Tsibah Secondary and preparatory school.

### **3.5.2 Documents of the Schools' Pedagogical Centers**

In order to obtain important information, the researcher used the document of the schools' pedagogical centers of the six secondary schools. The documents helped the researcher to inspect and analysis whether the teachers have borrowed teaching aids or not. The documents involved the past three academic years (2015-2017). The study observed ten months of each academic year. Therefore, the three years information helped the researcher to know about the teachers'

practice on the implementation of teaching aids when they teach language skills in the TEFL classes.

### **3.5.3 Documents of the Schools' Librarians**

To obtain important information the researcher, has tried to see the documents of the schools' librarians. Like the pedagogical centers' documents, the researcher has inspected the documents of the librarians by distributing a questionnaire for each school's librarian. Based on the obtained information the researcher could identify that the majority teacher had not used supplementary materials in order to teach their students in the actual teaching-learning process in TEFL classes.

### **3.5.4 Classroom Observation**

Lewy (1977:163) noted that observation is useful to indicate that do teachers use supplementary materials and teaching aids in the TEFL classes or not? Observation is used to evaluate teaching lessons in a variety of activities, such as discussion, group work, individual work, and others. Hancock (1998:89) also says, "Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument". Therefore, to obtain more information, observation in the actual classroom teaching and learning process was used as data gathering instrument. For the purpose of observation, checklist was employed. Based on this, the researcher, and his co-observer observed three classes. The average agreement calculated for each of the lesson observed was 87.2%, 83.4 % and 81.6% respectively. According to Good and Brophy (1990) observers should achieve general agreement from 60-90% to get reliable data. Accordingly, the three selected classes were observed three times each. Hence, a total nine observations were marked using the checklist developed for the purpose. The observations were focusing on the teachers' implementation of using supplementary materials.

## **3.6 The Data Collection Session Procedure**

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. Before the questionnaire was distributed and collected, and the classroom

observation has been taken place, the data collection session were arranged at times suggested by the secondary schools' permission and willingness of the participants. It took over two months periods beginning administering the questionnaire, followed by the documents analysis of the schools' pedagogical centers and librarians of the six schools. For this, six officers were participated by co-operating the researcher. The participants gave all the necessary information based up on their documents.

Therefore, a questionnaire and the formats of the borrowing supplementary materials that shows us the past three years of the pedagogical centers and libraries of the schools. The documents show us the implementation of using supplementary materials in the selected schools. The questionnaire was distributed to 50 students with the presence of the researcher at the normal class time and all were returned. During the administration of the questionnaire, students who needed explanations about the questionnaire or the way they should make their answers were given clarifications. Another questionnaire, was distributed to 37 EFL teachers and all of them were returned.

### **3.7 Methods of Data Analysis**

To see the extent to which EFL teachers and students understand the use of supplementary materials. The data analysis procedure consisted of Likert-type analysis. The liker-type items, which were designed to identify teachers' and students' teaching aids and the frequency the practice EFL contexts, the data gathered through questionnaire, documents of pedagogical centers and librarians and classroom observation were analyzed using the procedure.

The data obtained from the questionnaires (of both students and teachers) were first tallied tabulated and were registered as frequency that could show the number of the respondents for each item. Understanding of the use of the supplementary materials, and their views on SM classroom implementation, were given numerical scores. (e. g, 'strongly agree' = 5; 'agree' = 4; 'undecided' = 3; 'disagree' = 2; and, 'strongly disagree' = 1) as stated by Taylor (1973), Likert assigned numerical values to responses, and the numerical representation (the coding) of the items went through the following two ways.

The favorable items (statements which directly address the use of the SM and TA ) were coded as, 'strongly agree' (SA) =5: 'Agree(A) =4: Undecided (UD) =3: Disagree(DA)= 2: and Strongly Disagree(SDA) =1)

The unfavorable items (those which are designed to cross-the teachers' view and address not using supplementary materials and teaching aids by teachers) were coded in the reverse manner as: 'strongly agree' = 1; 'agree' = 2; 'undecided' = 3; 'disagree' = 4 and 'strongly disagree'

## CHAPTER FOUR

### Presentation and Discussion of Data

In this section, the collected data were presented and interpreted. Once the research data have been collected using different types of data collection procedures as described in the previous chapter, the next step is to analyze those data. It generally consists of presentation of the statistical results obtained, illustrated tables, detail descriptions of the questionnaire, document analysis and observations' result including quotations from the actual data, and the possible implications of the results to the research topic.

#### 4.1 Analysis of the Main Data

This chapter presents the analysis and interpretation of data and the major findings of the study. In doing so, the data collected through the questionnaire, classroom observation and the information obtained from pedagogical centers and libraries documents are presented with the help of tables. This chapter is divided into three sections. Characteristics of the subjects, analysis of the main data and discussion of the major results are presented respectively.

##### 4.1.1 Background information of the Respondents

**Table 4.1 Background Information of Each Category of the Respondents**

| category                      | Sex |    |    | Qualification (BED/BA) |     | Persons who took teaching method |    | Persons who came other field |     | Further education |    |
|-------------------------------|-----|----|----|------------------------|-----|----------------------------------|----|------------------------------|-----|-------------------|----|
|                               | M   | F  | T  | No                     | %   | No                               | %  | No                           | %   | No                | %  |
| Teachers                      | 31  | 6  | 37 | 37                     | 100 | 30                               | 81 | 7                            | 19  | 6                 | 16 |
| Students                      | 24  | 26 | 50 | -                      | -   | -                                | -  | -                            | -   | -                 | -  |
| Librarians                    | 6   | -  | 6  | 6                      | 100 | -                                | -  | 6                            | 100 | -                 | -  |
| Pedagogical centers' officers | 6   | -  | 6  | 6                      | 100 | -                                | -  | 6                            | 100 | -                 | -  |

As indicated on Table 1, there were 31 male and 6 female teachers. They all have a BA/BED degree. As mentioned in chapter three, the intended information for this study has been gathered from four categories: namely teachers, students, pedagogical centers' officers and librarians of the secondary schools of Arada Sub City. A total 99 respondents (37 teachers, 50 students, 6 pedagogical centers' officers and 6 librarians participated in the study. Out of 37 teachers 30 teachers or 81% took language teaching method but 7 teachers or 29% did not take language teaching method i. e. they are non-teaching staff.

#### **4.1.2 Analysis Teachers Responses to Questionnaire**

Teachers' responses about their perception of using supplementary materials were calculated and presented. The following table Includes: Frequency Distribution of Collected Data on Teachers' Perceptions, Experience, Efficiency, Problems, Preparation and Usage of SM

Key: 1= Strongly Disagree (SDA), 2= Disagree (DA), 3= Undecided (UD), 4= Agree (A), 5= Strongly Agree (SA)

**Table 4.1.2 Teachers responses to questionnaire**

| Item       | 1 |     | 2  |       | 3  |      | 4  |       | 5 |      | ( $\sum vxf$ ) | $X = \frac{\sum vxf}{N}$ |
|------------|---|-----|----|-------|----|------|----|-------|---|------|----------------|--------------------------|
|            | f | %   | f  | %     | f  | %    | f  | %     | f | %    |                |                          |
| 1          | - | -   | 24 | 64.8  | -  | -    | 10 | 27    | 3 | 8.1  | 55.67%         | 2.78                     |
| 2          | - | -   | 21 | 56.75 | 3  | 8.1  | 13 | 35.1  | - | -    | 55.67%         | 2.78                     |
| 3          | - | -   | 5  | 13.5  | -  | -    | 30 | 81    | 2 | 5.4  | 75.67%         | 3.78                     |
| 4          | - | -   | 24 | 64.86 | 3  | 8.1  | 10 | 27    | - | -    | 55.67%         | 2.78                     |
| 5          | - | -   | 27 | 72.9  | -  | -    | 10 | 27    | - | -    | 50.8%          | 2.54                     |
| 6          | - | -   | 13 | 35.1  | 8  | 21.6 | 15 | 40.5  | 1 | 2.7  | 62.16%         | 3.10                     |
| 7          | - | -   | 27 | 72.9  | -  | -    | 9  | 24.3  | 1 | 2.7  | 51.35%         | 2.56                     |
| 8          | - | -   | 23 | 62.16 | 2  | 5.4  | 12 | 32.4  | - | -    | 54.05%         | 2.7                      |
| 9          | - | -   | 15 | 40.5  | -  | -    | 18 | 48.64 | 4 | 10.8 | 65.94%         | 3.29                     |
| 10         | 1 | 2.7 | 13 | 35.1  | 12 | 32.4 | 11 | 29.7  | - | -    | 57.83%         | 2.89                     |
| 11         | - | -   | 15 | 40.5  | 13 | 35.1 | 9  | 24.3  | - | -    | 56.75%         | 2.83                     |
| 12         | - | -   | 9  | 24.3  | -  | -    | 19 | 51.35 | 9 | 24.3 | 5.13%          | 3.75                     |
| 13         | - | -   | 9  | 24.3  | -  | -    | 19 | 51.35 | 9 | 24.3 | 75.13%         | 3.75                     |
| 14         | - | -   | 15 | 40.5  | 8  | 21.6 | 14 | 37.83 | - | -    | 59.45%         | 2.97                     |
| 15         | - | -   | 13 | 35.1  | 3  | 8.1  | 20 | 54.05 | 1 | 2.7  | 62.16%         | 3.10                     |
| 16         | - | -   | 10 | 27    | -  | -    | 18 | 48.64 | 9 | 24.3 | 74.05%         | 3.7                      |
| 17         | - | -   | 21 | 56.8  | 3  | 8.1  | 13 | 35.1  | - | -    | 55.67%         | 2.78                     |
| 18         | - | -   | 18 | 48.7  | 4  | 10.8 | 15 | 40.5  | - | -    | 58.37%         | 2.9                      |
| 19         | - | -   | 15 | 40.5  | 7  | 18.9 | 15 | 40.5  | - | -    | 60%            | 3                        |
| 20         | - | -   | 16 | 43.2  | 7  | 18.9 | 14 | 37.8  | - | -    | 58.91%         | 2.94                     |
| 21         | - | -   | 12 | 32.4  | 11 | 29.7 | 14 | 37.8  | - | -    | 61.08%         | 3.05                     |
| 22         | - | -   | 12 | 32.4  | 14 | 37.8 | 16 | 43.2  | - | -    | 70.27%         | 3.5                      |
| 23         | - | -   | 20 | 54.1  | 5  | 13.5 | 11 | 29.7  | 1 | 2.7  | 56.21%         | 2.8                      |
| 24         | - | -   | 15 | 40.5  | 12 | 32.4 | 11 | 29.7  | - | -    | 59.45%         | 2.97                     |
| Grand mean |   |     |    |       |    |      |    |       |   |      |                | 3.01                     |

Using supplementary materials demands not only teachers to be experts in their fields but also that they understand how students learn. It is a challenge for teachers to accept using supplementary materials. Thus, it is not easy to get teachers to apply using supplementary materials in the TEFL classes. (Derebssa 2006: 136). It was cognizance of this fact that teachers were asked about their knowledge and experience on using SM.

Accordingly, items, related to suppositions about SM and TA, advantages of SM and their views about SM were presented to find out their perceptions

#### A) Related to the perceptions of teachers on supplementary materials

As can be seen from the above table specially items 3, 15, 16, 17, 21, 22 and 23 show us positive perceptions of teachers because the mean value indicates 3.25 or 64.8%. This result shows us that more than 50% of the respondents replied positive responses. Hence, as the responses of the teachers, they have not problem of perceptions.

#### B) Related to the experience of using supplementary materials

As shown on the above table item number 1 and 8, the respondents replied that they had a good experience of using supplementary materials in their TEFL classes. They also indicated as they were well-experienced teachers on the preparation of manuals to use as supplementary materials.

As the teachers' responses indicated the mean value is 54.86% which means value is more than 50%. Therefore, according to the responses, teachers have not lack of experience and preparation of supplementary materials and teaching aids.

#### C) Related to the efficiency of using supplementary materials

As observed on the above table, item number 4, 10, 19 and 20 indicated, the mean value is 58.1%. Which means the respondents replied that they believed using supplementary materials make the teaching of English effective. They also believed that using supplementary materials and enhance the development sense of commitment.

Similarly, the respondents felt that using supplementary materials and teaching aids provide learners to maximize their vocabulary capacity. The respondents also felt that supplementary materials would advocate learners with a talk rich environment.

Hence, teachers were positive for the use of supplementary materials and. In other ways, teachers do not have the problem to identify the efficiency of supplementary materials.

#### D) Related to the problem of using supplementary materials

As illustrated on the above table, especially, item No\_9, 12 and 13, the respondents believed that using supplementary materials and teaching aids added workload on teachers. The respondents also believed that preparing and organizing supplementary materials and teaching aids require a lot of time. They also accepted that the implementation of SM requires multi-trained and experienced teachers. Based on the obtained data, the mean value is 3.6 or 72%. Therefore, the result indicates positive.

#### E) Related to the preparation of supplementary materials

As shown from the above table, item No\_5, 7 and 18, the respondents answered that they believed teachers should motivate learners to prepare SM for their grade levels.

The respondents also indicated as they were usually participating on preparing supplementary materials and in their schools. The respondents also believed that English language teachers should prepare and utilize supplementary materials.

The mean value indicated 2.6 or 53.5%. Hence, as the -obtained information, one can deduce that teachers participated by producing supplementary materials and teaching aids and teachers also motivated their students to prepare supplementary materials and teaching aids.

#### F) Related to teachers' usage of supplementary materials and teaching aids

As indicated from the above table, item No\_2 and 24, the mean value is 2.87 or 57.56%. Therefore, from the obtained data, it is possible to suggest that the teachers usually ready to use SM for their TEFL classes. Similarly, teachers believed that a textbook alone did not cater for all

the needs and interests of learners. Hence, teachers responded, as they had not the problem of the usage of supplementary materials.

**Table 4.1.3 Students' Responses on the Implementation Supplementary Materials**

| Item               | statement                                                                                                     | Yes |      | No |       |
|--------------------|---------------------------------------------------------------------------------------------------------------|-----|------|----|-------|
|                    |                                                                                                               | f   | %    | f  | %     |
| 1                  | Does your teacher use tape recorder to teach you English in the classroom?                                    | -   | -    | 50 | 100   |
| 2                  | Does your teacher use magazines and newspaper to teach you reading?                                           | 5   | 10   | 45 | 90    |
| 3                  | Does your teacher use posters to teach language skills?                                                       | 2   | 4    | 48 | 96    |
| 4                  | Does your English teacher use charts to teach you L. skills?                                                  | 3   | 6    | 47 | 94    |
| 5                  | Does your teacher use projectors to teach you in the classroom?                                               | -   | -    | 50 | 100   |
| 6                  | Does your teacher use diagrams to teach language skills?                                                      | -   | -    | 50 | 100   |
| 7                  | Does your teacher use photographs to teach language skills?                                                   | 10  | 20   | 40 | 80    |
| 8                  | Does your teacher use graphs to teach you a lesson?                                                           | 2   | 4    | 48 | 96    |
| 9                  | Does your teacher show you models to teach a lesson?                                                          | 1   | 2    | 49 | 98    |
| 10                 | Does your teacher bring real objects to show you when you learn language skills in the classroom?             | -   | -    | 50 | 100   |
| 11                 | Does your teacher advise you to borrow books from the library to do your homework, assignment, projects, etc. | 3   | 6    | 47 | 94    |
| 12                 | Does your teacher take you to language lab to practice language skills?                                       | -   | -    | 50 | 100   |
| Aggregated average |                                                                                                               |     | 4.33 |    | 95.66 |

As indicated on the above table, the majority (95.66%) of respondents said 'No', which means the students did not accept the idea of the given statements. This implies that teachers did not use any types of supplementary materials and teaching aids in the actual teaching-learning process.

As illustrated on the same table, the respondents who replied 'Yes', is 4.33%. This means that very few of respondents accepted the ideas of the given statements. As the small percentage of the respondents' witness, English language teachers used supplementary materials in the TEFL classes.

**Table 4.1.4 Analysis Documents of pedagogical Centers**

| Academic-year      | Month | No. of teachers who worked in the year |   |       | Teachers who borrowed teaching aids |   |       | Teachers who produced teaching aids |   |       | Remark |
|--------------------|-------|----------------------------------------|---|-------|-------------------------------------|---|-------|-------------------------------------|---|-------|--------|
|                    |       | M                                      | F | Total | M                                   | F | Tota. | M                                   | F | Total |        |
| 2015 G.C./2007 E.C | Sep.  | 31                                     | 6 | 37    | -                                   | - | -     | -                                   | - | -     |        |
|                    | Oct.  | 31                                     | 6 | 37    | 4                                   | 1 | 5     | -                                   | - | -     |        |
|                    | Nov.  | 32                                     | 6 | 37    | 5                                   | 1 | 6     | -                                   | - |       |        |
|                    | Dec.  | 31                                     | 6 | 37    | 6                                   | 3 | 9     | 2                                   | 1 | 3     |        |
|                    | Jan.  | 31                                     | 6 | 37    | 4                                   | 1 | 5     | -                                   | - | -     |        |
|                    | Feb.  | 31                                     | 6 | 37    | 7                                   | 1 | 8     | 2                                   | 2 | 4     |        |
|                    | Mar.  | 31                                     | 6 | 37    | 3                                   | 2 | 5     | 1                                   | 1 | 2     |        |
|                    | Apr.  | 31                                     | 6 | 37    | 4                                   | 2 | 6     | -                                   | - | -     |        |
|                    | May   | 31                                     | 6 | 37    | 10                                  | 3 | 13    | -                                   | - | -     |        |
|                    | June  | 31                                     | 6 | 37    | 9                                   | 1 | 10    |                                     |   |       |        |
| Aggregated Average |       |                                        |   |       |                                     |   | 6.7   |                                     |   | 0.9   |        |

As indicated on the above table, in 2015, 37 teachers were assigned to teach English language. From 37 teachers 6.7 or 18.1% of teachers did take out supplementary materials from the schools' pedagogical centers in the academic year. However, out of 37 teachers 30.3 or 81.9% teachers did not borrow.

In the same year out of 37 teachers 0.9 or 2.43%, teachers participated by producing supplementary materials in the schools' pedagogical centers.

**Table 4.1.5 Pedagogical Center Officer's Responses (in the year 2016)**

| Academic-year       | Month | No. of teachers who worked in the year |   |       | Teachers who borrowed teaching aids |   |       | Teachers who produced teaching aids |   |       | Remark |
|---------------------|-------|----------------------------------------|---|-------|-------------------------------------|---|-------|-------------------------------------|---|-------|--------|
|                     |       | M                                      | F | Total | M                                   | F | Total | M                                   | F | Total |        |
| 2016 G.C./2008 F.C. | Sep.  | 31                                     | 6 | 37    | -                                   | - | -     | -                                   | - | -     |        |
|                     | Oct.  | 31                                     | 6 | 37    | 10                                  | 4 | 14    | 4                                   | 2 | 6     |        |
|                     | Nov.  | 31                                     | 6 | 37    | 4                                   | 3 | 7     | 8                                   | 4 | 12    |        |
|                     | Dec.  | 31                                     | 6 | 37    | 5                                   | 4 | 9     | 5                                   | 5 | 10    |        |
|                     | Jan.  | 31                                     | 6 | 37    | 4                                   | 4 | 8     | -                                   | - | -     |        |
|                     | Feb.  | 31                                     | 6 | 37    | 3                                   | 2 | 5     | 3                                   | 3 | 6     |        |
|                     | Mar.  | 31                                     | 6 | 37    | 10                                  | - | 10    | 7                                   | - | 7     |        |
|                     | Apr.  | 31                                     | 6 | 37    | 3                                   | 7 | 10    | 4                                   | 1 | 5     |        |
|                     | May   | 31                                     | 6 | 37    | 12                                  | - | 12    | 5                                   | 4 | 9     |        |
|                     | June  | 31                                     | 6 | 37    | 4                                   | 1 | 5     | -                                   | - | -     |        |
| Aggregated Average  |       |                                        |   |       |                                     |   | 8     |                                     |   | 5.5   |        |

As shown on the above table, in 2016, 37 teachers were assigned as English teachers. Out of 37 teachers, 8 or 21.6% teachers were borrowing supplementary materials from the schools' pedagogical centers. However, 29 or 78.4% of teachers did not borrow any supplementary materials. This implies that, as there was serious problem during the year.

Out of 37 teachers, 5.5 or 14.86% of teachers had been participating by producing supplementary materials but the majority teachers (85.14%) of the teachers did not participate by producing supplementary materials. This implies that as there was a serious problem regarding to the teachers' usage of supplementary materials.

Table 4.1.6 Responses of Pedagogical Center Officers (in the year 2017)

| Academic-year         | Month | No. of teachers who worked in the year |   |       | Teachers who borrowed teaching aids |   |       | Teachers who produced teaching aids |   |       | Remark |
|-----------------------|-------|----------------------------------------|---|-------|-------------------------------------|---|-------|-------------------------------------|---|-------|--------|
|                       |       | M                                      | F | Total | M                                   | F | Total | M                                   | F | Total |        |
| 2017<br>G.C./2009 E.C | Sep.  | 31                                     | 6 | 37    | -                                   | - | -     | -                                   | - | -     |        |
|                       | Oct.  | 31                                     | 6 | 37    | 10                                  | 4 | 14    | 7                                   | 3 | 10    |        |
|                       | Nov.  | 31                                     | 6 | 37    | 5                                   | 5 | 10    | 3                                   | 5 | 8     |        |
|                       | Dec.  | 31                                     | 6 | 37    | 4                                   | 3 | 7     | 1                                   | 2 | 3     |        |
|                       | Jan.  | 31                                     | 6 | 37    | 10                                  | 1 | 11    | -                                   | - | -     |        |
|                       | Feb.  | 31                                     | 6 | 37    | 2                                   | 2 | 4     | 6                                   | - | 6     |        |
|                       | Mar.  | 31                                     | 6 | 37    | 4                                   | 4 | 8     | 3                                   | 1 | 4     |        |
|                       | Apr.  | 31                                     | 6 | 37    | -                                   | - | -     | -                                   | - | -     |        |
|                       | May   | 31                                     | 6 | 37    | 12                                  | 3 | 15    | 1                                   | 1 | 2     |        |
|                       | June  | 31                                     | 6 | 37    | -                                   | - | -     | -                                   | - | -     |        |
| Aggregated average    |       |                                        |   |       |                                     |   | 6.9   |                                     |   | 3.3   |        |

As illustrated on the above table, out of 37 assigned teachers in the academic year, 2017/2009, 6.9 or 18.64% of teachers had been borrowing supplementary materials from the schools' pedagogical centers in each month in average. However, 30.1 or 69.9% of the teachers did not take out supplementary materials.

In the same year, out of 37 teachers 3.3 or 8.9% teachers participated by preparation of supplementary materials.

**Table 4.1.7 Responses of Schools' Librarians (in the year 2015)**

| Academic Year      | Month | No. of teachers who worked in the year |        |       | Teachers who borrowed SM materials |        |         | Type of supplementary materials borrowed By the teachers | Remark |
|--------------------|-------|----------------------------------------|--------|-------|------------------------------------|--------|---------|----------------------------------------------------------|--------|
|                    |       | Male                                   | Female | Total | Male                               | Female | Total T |                                                          |        |
| 2015 G.C./2007     | Sep.  | 31                                     | 6      | 37    | -                                  | -      | -       | -                                                        |        |
|                    | Oct.  | 31                                     | 6      | 37    | 10                                 | 3      | 13      | Grammars' books, N. Papers                               |        |
|                    | Nov.  | 31                                     | 6      | 37    | 12                                 | 2      | 14      | Basic Eng. grammars' books, etc.                         |        |
|                    | Dec.  | 31                                     | 6      | 37    | 16                                 | 4      | 20      | Modern Eng. Grammar, kuraz                               |        |
|                    | Jan.  | 31                                     | 6      | 37    | -                                  | -      | -       | -                                                        |        |
|                    | Feb.  | 31                                     | 6      | 37    | 9                                  | 2      | 11      | Intermediate Eng. Gr. Practical, English grammar, etc... |        |
|                    | Mar.  | 31                                     | 6      | 37    | 13                                 | 5      | 18      | Mega EG, modern Eng. grammar                             |        |
|                    | Apr.  | 31                                     | 6      | 37    | 8                                  | 2      | 10      | A new approach to Eng, grammar books                     |        |
|                    | Ma.   | 31                                     | 6      | 37    | 6                                  | 2      | 8       | A self-study Grammar books, book Series Eng. Grammar     |        |
|                    | Jun.  | 31                                     | 6      | 37    | -                                  | -      | -       | -                                                        |        |
| Aggregated Average |       |                                        |        |       |                                    |        | 9.4     |                                                          |        |

As indicated on the above table, 37 teachers were assigned for the academic year 2015. Out of 37 teachers 9.4 or 25.4% of teachers borrowed supplementary materials from the schools' libraries within September to June in average. Based on the obtained information, one can suggest that the majority teachers (74.6%) do not borrow any supplementary materials.

**Table 4.1.8 Responses of School Librarians (in the year 2016)**

| Academic Year      | Month | No. of teachers who worked in the year |      |       | Teachers who borrowed SM materials |      |       | Type of supplementary materials borrowed By the teachers   | Remark |
|--------------------|-------|----------------------------------------|------|-------|------------------------------------|------|-------|------------------------------------------------------------|--------|
|                    |       | Male                                   | Fema | Total | Male                               | Fema | Total |                                                            |        |
| 2016 G.C./2008     | Sep.  | 31                                     | 6    | 37    | -                                  | -    | -     | -                                                          |        |
|                    | Oct.  | 31                                     | 6    | 37    | 4                                  | 2    | 6     | English Gr. maps, Kuraz Books, Extreme Book Series, etc... |        |
|                    | Nov.  | 31                                     | 6    | 37    | 10                                 | 2    | 12    | Grammar books                                              |        |
|                    | Dec.  | 31                                     | 6    | 37    | 8                                  | 1    | 9     | -                                                          |        |
|                    | Jan.  | 31                                     | 6    | 37    | 5                                  | -    | 5     | -                                                          |        |
|                    | Feb.  | 31                                     | 6    | 37    | 13                                 | 2    | 15    | -                                                          |        |
|                    | Mar.  | 31                                     | 6    | 37    | 4                                  | 3    | 7     | -                                                          |        |
|                    | Apr.  | 31                                     | 6    | 37    | 7                                  | 1    | 8     | -                                                          |        |
|                    | May   | 31                                     | 6    | 37    | 11                                 | 2    | 13    | -                                                          |        |
|                    | Jun.  | 31                                     | 6    | 37    | -                                  | -    | -     |                                                            |        |
| Aggregated Average |       |                                        |      |       |                                    |      | 7.7   |                                                            |        |

As indicated on the above table, 7.7 or 20.8% of the teachers had been taking out English grammar, maps, Kuraz books, extreme books series, etc. from the schools' libraries but 29.3 or 79.18 of the teachers did not borrow any supplementary materials.

English Language Teachers Who Worked in the Schools in the Year 2017/2009 and Those Who Were Borrowing Supplementary Materials in the School's Library

**Table 4.1.9 Responses of Schools' Librarians (in the year 2017)**

| Academic Year      | Month | No. of teachers who worked in the year |      |       | Teachers who borrowed SM materials |      |       | Type of supplementary materials borrowed By the teachers | Remark |
|--------------------|-------|----------------------------------------|------|-------|------------------------------------|------|-------|----------------------------------------------------------|--------|
|                    |       | Male                                   | Fema | Total | Male                               | Fema | Total |                                                          |        |
| 2017               | Sep.  | 31                                     | 6    | 37    | -                                  | -    | -     | Different types SM                                       |        |
|                    | Oct.  | 31                                     | 6    | 37    | 7                                  | 2    | 9     | " "                                                      |        |
|                    | Nov.  | 31                                     | 6    | 37    | 5                                  | 5    | 10    | " "                                                      |        |
|                    | Dec.  | 31                                     | 6    | 37    | 8                                  | 1    | 9     | " "                                                      |        |
|                    | Jan.  | 31                                     | 6    | 37    | 12                                 | -    | 12    | " "                                                      |        |
|                    | Feb.  | 31                                     | 6    | 37    | 10                                 | -    | 10    | " "                                                      |        |
|                    | Mar.  | 31                                     | 6    | 37    | 4                                  | 2    | 6     | " "                                                      |        |
|                    | Apr.  | 31                                     | 6    | 37    | 15                                 | 3    | 18    | " "                                                      |        |
|                    | May   | 31                                     | 6    | 37    | 9                                  | 1    | 10    | " "                                                      |        |
|                    | Jun.  | 31                                     | 6    | 37    | -                                  | -    | -     |                                                          |        |
| Aggregated Average |       |                                        |      |       |                                    |      | 8.4   |                                                          |        |

As illustrated on the above table, in 2017, 8.4 or 22.7% of the teachers took supplementary materials from the schools' libraries. This implies that the majority teachers (28.6 or 77.29%) did not take out any supplementary materials. This indicates us the majority teachers do not utilize supplementary materials, which means they never give attention for using supplementary materials for the sake of helping their students in the actual classroom.

#### 4.1.6 Analysis of Data Obtained through Observation

The analysis and presentation of the data collected through classroom observation, is presented below.

To fulfill the purpose of the observation, three randomly selected teachers were observed. The data based on the requirement of the classroom checklist were collected. They are analyzed in separate tables. The observation was conducted by the researcher and his co-observer. The result of observed cases were added up, and presented

**Table 4.1.10 Classroom Observation Checklist (the below table)**

| No | Item                                                                                                        | yes |    | No  |     |
|----|-------------------------------------------------------------------------------------------------------------|-----|----|-----|-----|
|    |                                                                                                             | No. | %  | No. | %   |
| 1  | Are there pictures, charts, posters, diagram, audio-material, CD, etc... ?                                  | 2   | 22 | 7   | 78  |
| 2  | Does the teacher use these SM ?                                                                             | -   | -  | 9   | 100 |
| 3  | Does the teacher illustrate concepts, ideas or points with the assist of different supplementary materials? | -   | -  | 9   | 100 |
| 4  | Does the teacher use SM for teaching listening?                                                             | -   | -  | 9   | 100 |
| 5  | Does the teacher use SM and TA for teaching speaking?                                                       | -   | -  | 9   | 100 |
| 6  | Does the teacher use SM for teaching reading?                                                               | -   | -  | 9   | 100 |
| 7  | Does the teacher use SM for teaching writing?                                                               | -   | -  | 9   | 100 |
| 8  | Does the teacher use SM for teaching grammar?                                                               | 2   | 22 | 7   | 78  |
| 9  | Does the teacher use SM for teaching vocabulary?                                                            | -   | -  | 9   | 100 |
| 10 | Does the teacher use SM for giving activities?                                                              | -   | -  | 9   | 100 |
| 11 | Does the teacher use SM for giving feedback?                                                                | -   | -  | 9   | 100 |

Availability of supplementary materials and teaching aids in classroom is the major problem factor to enhance the whole process of teaching and learning whereas in table 4.4 the observation indicates that the 78% of the observed classes, there was no SM. Moreover, 100% of the observed classes, the teachers do not utilize SM. However, in teaching grammar 22% of the observed classes have used.

To sum up, the utilization of supplementary materials in the observed classes was found to be at a minimum level. This might be due to lack interest to be used.

## **4.2 Discussion of Results**

In this part of the paper, an attempt is made to explain the result of the study with reference to the basic questions formulated under statement of problem. The major ideas or theme of the discussions are perceptions of teachers and students Practices of using supplementary materials factors affecting for not implementing of supplementary materials.

Various research findings conformed that there is strong tie between teachers' and students' perceptions towards using supplementary materials, and their effort in implementing them. For instance, a survey study was carried out in Botswana in 1999 proved. Teachers and students who had positive attitude towards to using supplementary materials, showed a better effort in implementing and using additional instructional materials than teachers and students who perceived using supplementary materials negatively. (GDE, 1999:69), Similarly, Sguazzin and Grann (1998) showed that teachers' perceptions have a great influence in the effective implementation using supplementary materials. In line with these ideas five statements for the teachers included in the questionnaires with the intention of assessing their participation of using supplementary materials and teaching aids. Hence, it appeared that the majority or 64.8% of the teachers showed their agreement with the assumption of using supplementary materials and raised in the questionnaires.

The level of their disagreement with the assumptions of using supplementary materials and teaching aids shows us that the teachers have perceived using SM positively.

Regarding to the experience of using supplementary materials, the respondents indicated that they had good experience on using SM. It is critical that teachers have an understanding of the nature and characteristics of the appropriate teaching-learning method to be used in combine with SM because, although to a certain decisions may be determined for the teachers by official teaching materials(ICDR,1999:60). It is the teacher, who is the implementer of the curricular materials. So that based on the obtained information from the teachers responses, 54.86% of answered as they have not lack of experience of using SM.

Supplementary materials develop learners' efficiency. As scholars say, for instance Montay,(2001) pointed out that SM and TA give chance to students to make a more professional and consistent performance. Supplementary materials make the teaching carrier is full with limitless opportunities enrich the academic survives of students.

Supplementary materials and teaching aids also make the teaching of English effective. They maximize the learners' language capacity.

Based up on this, the teachers' responses indicated that 58.1% of the respondents believed that SM are used to develop learners' efficiency. Hence, teachers were positive for the use supplementary materials. In other ways, based on teachers' responses, they indicated that they had not the problem of the assumptions raised in the questionnaire.

Teachers should participate in the process of producing supplementary materials. Teachers also motivate their students to produce supplementary materials for their grade levels. Based up on this, teachers believed that they would participate with producing supplementary materials. 53.5% of the respondents were positive for the issue that that was raised in the questionnaire.

As the result indicated, teachers used supplementary materials. Because they showed in their responses, they believed that textbook alone cannot cater for all the needs and interests of learners. Similarly, teachers replied that they were usually ready to use supplementary materials. Therefore, based up on the feedback of teachers questionnaire, teachers supported the ideas were raised. Which means teachers, were positive for using supplementary materials.

#### **4.2.2 Discussions of students' responses of the implementations of SM**

In the students' responses, the majority students proved that their teacher do not use SM in the actual teaching-learning process in TEFL classes. As their answers' proved 95.66% of them said, 'NO' which means students did not support the ideas of the given statements raised in the questionnaire. Therefore, it is considered that teachers' practice of implementation of using supplementary materials.

#### **4.2.3 Discussions of schools' pedagogical centers' information**

As the document of the schools' pedagogical centers, in the past three academic years, teachers practice of using supplementary materials and teaching aids is discussed below.

In 2015, the aggregated average shows us 6.7 or 18.1% of the teachers, used supplementary materials and teaching aids but the 30.3 or 81.9% of the teachers did not take out any SM and TA. Therefore, it is possible to suggest that teachers' practice was low.

Similarly, in 2016, the aggregated average showed that 8 or 21.6% of the teachers participated by borrowing supplementary materials and teaching aids from the schools' pedagogical centers. The remaining 29 or 78.4% of the assigned teachers did not borrow supplementary materials.

Like 2015 and 2016 academic years, in 2017, 69 or 18.64% of the teachers took out supplementary materials. However, 30.1 or 81.36% of the teachers did not take SM and TA from the schools' pedagogical centers.

Generally, the result of the past three academic years, teachers who borrowed supplementary materials from the schools' pedagogical centers was 7.2 or 19.45% but the majority (29.8 or 80.5%) of the teachers did not take out any kind of supplementary materials from the schools' pedagogical centers.

Besides, taking out SM, teachers who participated in the process of producing supplementary materials from 2015 to 2017 was 3.23 or 8.72%. However, majority teachers or 33.77(91.27%) of them had not participated by producing SM in the schools pedagogical centers.

#### **4.2.4 Discussions of Schools' Librarians Documents**

Like the schools' pedagogical centers information, we can see the result of the schools' librarians' documents. As it is illustrated from the previous part of this study, in the past three academic years (2015-2017), the numbers participants were 9.4 (25.4%), 7.7(20.8%) and 8.4 (22.7%) respectively. In other ways, teachers who did not borrow supplementary materials from the schools libraries were, 27.6 (74.59%), 29.3 (79.18%) and 28.6 (77.29%) respectively.

If we see the aggregated average of the past three academic years, teachers who took supplementary materials from the schools' libraries were 8.5 or 22.97% whereas teachers who did not borrow were 28.5 or 77%. Hence, the result indicates that the majority teachers' practice of using supplementary materials was low.

#### **4.2.5 Discussion of Classroom Observation**

To assess the extent to which supplementary materials have been practically, implemented in the secondary schools, the three teachers have been observed. To validate the data, structured observation was made. To this end the teachers' questionnaire were developed to determine the frequency of using values supplementary materials or instructional materials practices.

Researchers and his co-observer marked their questionnaire by indicating how often they practically use those supplementary materials by ticking a response to each item by doing so, the magnitude of using supplementary materials were treated.

Accordingly, the observers identified the frequency with which the teachers implement supplementary materials from the responses of the observation. This data, indicate that the teachers implement supplementary materials occasionally in their classroom. The responses of the teachers to question related to their use of supplementary materials were validated by the responses of the students. Based on the position of the observation made by the researcher, it is possible to infer the practice of using supplementary materials and teaching aids in the schools is low.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendation

This chapter deals with summary, conclusion and recommendation. In this first, a summary of the study and the major findings are drawn. Lastly, some possible recommendations are forwarded on the basis of the findings of the study.

#### 5.1 Summary

The purpose of this study was to find out teachers' practice of applying teaching aids and supplementary materials. Moreover, this study focused to investigate the teachers' and the students' perceptions and examined that teachers and students were using supplementary materials or not. The study inspected that the extent to which teachers, use supplementary materials in teaching English language skills.

To answer these broad and specific research questions, the study was conducted with 37 teachers and 50 students of Arada Sub City Secondary schools' in Addis Ababa City Administration. The results obtained from the quantitative surveys(closed questionnaires) administrated to both teachers and students reveals that the subjects of the study generally perceive supplementary materials and teaching aids as useful tools for helping the learners and to make easier, understandable and returned the daily lesson.

The results obtained from the students' responses, documents of the schools' pedagogical centers and libraries and classroom observation, the majority teachers did not used supplementary materials in order to help their students.

As can be shown from the results of the study, the major problems of using supplementary materials include:

- Lack of interest of the teachers
- Absence of language laboratories
- Lack of motivation of teachers

- Problem of paying attention for producing and using supplementary materials

## 5.2 Conclusions

Although uncertainties remain and seem to be a number of supplementary materials for the future research to explore, evidence shows that the using supplementary materials in ways appropriate to the context has a beneficial effect on improving learning and guiding teaching. . For example, supplementary materials and teaching aids in teaching is one style to improve teaching lessons plans and provide learners extra ways to facilitate the subject information so that both supplementary materials as instruments to present or demonstrate part of portions through aural or visual satisfaction both with a view to effective and important. At the same time, they help to facilitate the activity of the teacher apart from the general and advantages teaching learning process, using supplementary materials is also believed that they provide an opportunity for developing language skills competencies.

This study was therefore, conducted with the intention of finding the major problems of applying supplementary materials consequently, the study presented in this chapter has brought to light that, on the one hand, teachers, students, pedagogical centers chiefs, and libraries of the secondary schools perceive supplementary materials as essential educational tools. On the other hand, the actual practice of the implementation of supplementary materials seems neglected.

Although, the nature and the scope of the study do not seem to allow drawing any far-reaching conclusions the results, it seems to be clear that good perceptions alone are not indicators of good practice. As evident in this study, there are a number of other factors, affect the practicality of using supplementary material.

In general, as stated in the summary section of this chapter, two major conclusions to draw from this study seem to include:

1. Teachers, students, librarians and pedagogical centers' officers perceive supplementary materials as crucial instructional tools towards improving teaching -learning
2. Supplementary materials are found to be neglected area of practice.

### 5.3 Recommendations

Based on the findings of the study, the following suggestions are recommended. Moreover, the suggestions presented here are generally, based on the questionnaires (teachers' and students') and documents of the schools' pedagogical centers and libraries, and also reviews of literature. It is also equally important to note that the recommendations described below are meant to be formative rather than authoritative.

1. As the finds indicate, the most teachers generally have positive attitude for the use of teaching supplementary materials. However, teachers did not show in practical towards - implementation of supplementary materials in teaching English language skills. Nonetheless, these results are not sufficient- enough to bring about the desired change into effect. The implementation of supplementary materials may become successful if teachers have strong positive attitude, interest and if they show their effort in practical to use supplementary materials. Therefore, it is important that policy makers, syllabus designers, teachers' educators, and schools' community and education administrators take in to account teachers believe and attitude when there is change of teaching materials and methods.
2. In order to have effective implementation of Supplementary materials, it is operating. Hence, the MOE and other concerned bodies should take measures to minimize the problem of teachers face while they implement supplementary materials in the actual TEFL classes
3. It would be important that educational institutions offer the teachers courses that incentive them to make use of a major variety of supporting materials to improve the environment in the classroom and get the students more motivated.

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## Appendix A

Adama Science and Technology University

School of Humanities and Social Science

Department of English Post Graduate Program

Questionnaire to be filled by teachers

Dear teacher,

This questionnaire is designed to gather data on in the research entitled English language teachers' practice of applying supplementary materials in some selected secondary schools of Addis Ababa.

The information you give is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in and return the questionnaire. The information you supply, would be used only, for academic purpose and kept confidential.

Thank you in advance for your cooperation

General Instruction:

- Please do not write your name on the questionnaire
- Please follow the directions given in each item

**Instruction:** Items related to your knowledge and experiences on the uses of supplementary materials are provided below. Please give your appropriate response to each item based on your understanding and experience you have had, by ticking ( ✓ ) mark on either of the following option i. e. "strongly agree to strongly disagree" .**Key:** 5 = Strongly Agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly Disagree

| No. | Items                                                                                            | 5 | 4 | 3 | 2 | 1 |
|-----|--------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1   | I do have a good experience of using supplementary materials in my TEFL classes.                 |   |   |   |   |   |
| 2   | I am usually ready to use supplementary materials for my TEFL classes.                           |   |   |   |   |   |
| 3   | Using supplementary materials are essential.                                                     |   |   |   |   |   |
| 4   | Using supplementary materials would make the teaching of English effectively.                    |   |   |   |   |   |
| 5   | Teachers should motivate learners to prepare supplementary materials for their grade levels.     |   |   |   |   |   |
| 6   | Audio materials are one of instructional instruments to teach learners listening lessons.        |   |   |   |   |   |
| 7   | I usually participate on preparations of supplementary materials in my school.                   |   |   |   |   |   |
| 8   | I am well-experienced teacher on preparing my teaching manual to use as supplementary materials. |   |   |   |   |   |
| 9   | Using supplementary materials add work load on teachers.                                         |   |   |   |   |   |
| 10  | Using supplementary materials enhance the development sense of commitment                        |   |   |   |   |   |
| 11  | Supplementary materials prepare learners for participation                                       |   |   |   |   |   |
| 12  | Preparing and organizing supplementary materials require a lot of time                           |   |   |   |   |   |
| 13  | The implementation of supplementary materials requires multi-trained and experienced teachers    |   |   |   |   |   |
| 14  | Using supplementary materials offer opportunity for progress in language                         |   |   |   |   |   |

|    |                                                                                                                                                                                     |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | learning.                                                                                                                                                                           |  |  |  |  |  |
| 15 | Without using supplementary materials, learning can be sufficient to prepare learners to understand their environment                                                               |  |  |  |  |  |
| 16 | In using supplementary materials, teachers find it difficult to cover all the portions of the book.                                                                                 |  |  |  |  |  |
| 17 | I believe that English language teachers should identify lessons that are needed to organize and arrange teaching aids and supplementary materials before teaching in TEFL classes. |  |  |  |  |  |
| 18 | I believe that English language teachers should prepare and utilize supplementary materials                                                                                         |  |  |  |  |  |
| 19 | . I feel that supplementary materials provide learners to maximize their vocabulary capacity                                                                                        |  |  |  |  |  |
| 20 | I feel that supplementary materials would provide learners with a talk rich environment.                                                                                            |  |  |  |  |  |
| 21 | I believe that supplementary materials develop the learners' interaction on language skills and language with other subject areas of the learners.                                  |  |  |  |  |  |
| 22 | I believe that supplementary materials would help learners to make tangible a given portion.                                                                                        |  |  |  |  |  |
| 23 | I feel that supplementary materials make lessons to be attractive and more meaningful.                                                                                              |  |  |  |  |  |
| 24 | A textbook alone is not able to cater for all the needs and interests of learners.                                                                                                  |  |  |  |  |  |

## Appendix B

Adama Science and Technology University

School of Humanities and Social Science

Department of English Post Graduate Program

Questionnaire to be filled by students

Dear student,

This questionnaire is designed to gather data on in the research titled English language teachers' practice of applying supplementary materials in some selected secondary schools of Addis Ababa.

The information you give is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in and return the questionnaire. The information you supply, would be used only, for academic purpose and kept confidential.

Thank you in advance for your cooperation

Please follow the directions of each item General Instruction:

- Please do not write your name on the questionnaire

**Instruction:** Items related to your knowledge and experiences on the uses of supplementary materials are provided below. Please give your appropriate response to each item based on your understanding and experience you have had, by ticking ( ✓ ) mark on either of the following option i. e. "Yes / No"

| Item | statement                                                                                                     | Yes | No |
|------|---------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Does your teacher use tape recorder to teach you English in the classroom?                                    |     |    |
| 2    | Does your teacher use magazines and newspaper to teach you reading?                                           |     |    |
| 3    | Does your teacher use posters to teach language skills?                                                       |     |    |
| 4    | Does your English teacher use charts to teach you L. skills?                                                  |     |    |
| 5    | Does your teacher use projectors to teach you in the classroom?                                               |     |    |
| 6    | Does your teacher use diagrams to teach language skills?                                                      |     |    |
| 7    | Does your teacher use photographs to teach language skills?                                                   |     |    |
| 8    | Does your teacher use graphs to teach you a lesson?                                                           |     |    |
| 9    | Does your teacher use models to teach a lesson?                                                               |     |    |
| 10   | Does your teacher bring real objects to show you when you learn language skills in the classroom?             |     |    |
| 11   | Does your teacher advise you to borrow books from the library to do your homework, assignment, projects, etc. |     |    |
| 12   | Does your teacher take you to language lab to practice L. skill                                               |     |    |

## Appendix C

Adama Science and Technology University

School of Humanities and Social Science

Department of English Post Graduate Program

Document analysis to be filled by school's pedagogical center officer

Dear officer.

This document analysis is designed to collect data on exploring of English language teachers' practice of applying supplementary materials in some selected secondary schools of Addis Ababa.

The data to be collected through the document analysis is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in and return the format of the document analysis. The information you supply, would be used for academic purpose only and kept confidential.

Thank you in advance for your cooperation

General instruction

- Do not write your name
- Complete the form/chart based on your document

English language teachers who worked in your school in the year 2015/2007 and those who were borrowing and producing supplementary materials in the school's pedagogical center

| Academic-<br>year  | Month | No. of<br>teachers who<br>worked in<br>the year |   |       | Teachers who<br>borrowed<br>SM |   |       | Teachers who produced .<br>SM |   |       | Remark |
|--------------------|-------|-------------------------------------------------|---|-------|--------------------------------|---|-------|-------------------------------|---|-------|--------|
|                    |       | M                                               | F | Total | M                              | F | Total | M                             | F | Total |        |
| 2015 G.C./2007 E.C | Sep.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Oct.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Nov.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Dec.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Jan.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Feb.. |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Mar.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Apr.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | May.  |                                                 |   |       |                                |   |       |                               |   |       |        |
|                    | Jun   |                                                 |   |       |                                |   |       |                               |   |       |        |

English language teachers who worked in your school in the year 2016/2008 and those who were borrowing and producing .supplementary Materials in the school's pedagogical center

| Academic-<br>year  | Month | No. of teachers<br>who worked in<br>the year |   |       | Teachers who<br>borrowed SM |   |       | Teachers who produced<br>SM |   |       | Remark |
|--------------------|-------|----------------------------------------------|---|-------|-----------------------------|---|-------|-----------------------------|---|-------|--------|
|                    |       | M                                            | F | Total | M                           | F | Total | M                           | F | Total |        |
| 2016 G.C./2008 E.C | Sep.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Oct.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Nov.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Dec.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Jan.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Feb.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Mar.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Apr.  |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | May   |                                              |   |       |                             |   |       |                             |   |       |        |
|                    | Jun.  |                                              |   |       |                             |   |       |                             |   |       |        |

English language teachers who worked in your school in the year 2017/2009 and those who were borrowing and producing Supplementary Materials in the school's pedagogical center

| Academic-year      | Month | No. of teachers who worked in the year |   |   | Teachers who borrowed teaching aids |   |   | Teachers who produced teaching aids |   |   | Remark |
|--------------------|-------|----------------------------------------|---|---|-------------------------------------|---|---|-------------------------------------|---|---|--------|
|                    |       | M                                      | F | T | M                                   | F | T | M                                   | F | T |        |
| 2017 G.C./2009 E.C | Sep.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | Oct.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | Nov.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | Dec.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | Jan.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | Feb.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | Mar.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | Apr.  |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | May   |                                        |   |   |                                     |   |   |                                     |   |   |        |
|                    | June  |                                        |   |   |                                     |   |   |                                     |   |   |        |

## **Appendix D**

Adama Science and Technology University

School of Humanities and Social Science

Department of English Post Graduate Program

Document analysis to be filled by school's librarian

Dear Librarian,

This document analysis is designed to collect data on exploring of English language teachers' practice of using supplementary materials in some selected secondary schools of Addis Ababa.

The data to be collected through the document analysis is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in and return the format of the document analysis. The information you supply, would be used for academic purpose only and kept confidential.

Thank you in advance for your cooperation

General instruction

Do not write your name

- Complete the form/chart based on your document

English language teachers who worked in your school in the year 2015/2007 and those who were borrowing supplementary materials in the school's library

| Academic-year      | Month | No. of teachers who worked in the year |   |       | Teachers who borrowed supplementary materials |        |       | Name of supplementary materials borrowed by teachers | Remark |
|--------------------|-------|----------------------------------------|---|-------|-----------------------------------------------|--------|-------|------------------------------------------------------|--------|
|                    |       | M                                      | F | Total | Male                                          | Female | Total |                                                      |        |
| 2015 G.C./2007 E.C | Sep.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Oct.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Nov.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Dec.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Jan.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Feb.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Mar.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Apr.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | May.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | Jun.  |                                        |   |       |                                               |        |       |                                                      |        |
|                    | June  |                                        |   |       |                                               |        |       |                                                      |        |

English language teachers who worked in your school in the year 2016/2008 and those who were borrowing supplementary materials in the school's library

| Academic-<br>year  | Month | No. of<br>teachers who<br>worked in<br>the year |   |       | Teachers who borrowed<br>supplementary materials |        |       | Name of<br>supplementary<br>materials<br>borrowed by<br>teachers | Remark |
|--------------------|-------|-------------------------------------------------|---|-------|--------------------------------------------------|--------|-------|------------------------------------------------------------------|--------|
|                    |       | M                                               | F | Total | Male                                             | Female | Total |                                                                  |        |
| 2016 G.C./2008 E.C | Sep.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Oct.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Nov.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Dec.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Jan.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Feb.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Mar.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Apr.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | May.  |                                                 |   |       |                                                  |        |       |                                                                  |        |
|                    | Jun.  |                                                 |   |       |                                                  |        |       |                                                                  |        |

English language teachers who worked in your school in the year 2017/2009 and those who were borrowing supplementary materials in the school's library

| Academic-<br>year  | Month | <div> <div>No. of teachers who worked in the year</div> <div>Teachers who borrowed supplementary materials</div> </div> |   |       |      |        |       | Name of supplementary materials borrowed by teachers | Remark |
|--------------------|-------|-------------------------------------------------------------------------------------------------------------------------|---|-------|------|--------|-------|------------------------------------------------------|--------|
|                    |       | M                                                                                                                       | F | Total | Male | Female | Total |                                                      |        |
| 2017 G.C./2009 E.C | Sep.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Oct.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Nov.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Dec.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Jan.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Feb.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Mar.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Apr.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | May.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | Jun.  |                                                                                                                         |   |       |      |        |       |                                                      |        |
|                    | June  |                                                                                                                         |   |       |      |        |       |                                                      |        |

## Appendix E

Adama Science and Technology University

School of Humanities and Social Science

Department of English Post Graduate Program

### Classroom Observation Checklist

| No | Item                                                                                                        | Yes | No |
|----|-------------------------------------------------------------------------------------------------------------|-----|----|
| 1  | Are there pictures, charts, posters, diagram, audio-material, CD, etc... ?                                  |     |    |
| 2  | Does the teacher use these SM?                                                                              |     |    |
| 3  | Does the teacher illustrate concepts, ideas or points with the assist of different supplementary materials? |     |    |
| 4  | Does the teacher use SM for teaching listening?                                                             |     |    |
| 5  | Does the teacher use SM for teaching speaking?                                                              |     |    |
| 6  | Does the teacher use SM for teaching reading?                                                               |     |    |
| 7  | Does the teacher use SM for teaching writing?                                                               |     |    |
| 8  | Does the teacher use SM for teaching grammar?                                                               |     |    |
| 9  | Does the teacher use SM for teaching vocabulary?                                                            |     |    |
| 10 | Does the teacher use SM for giving activities?                                                              |     |    |
| 11 | Does the teacher use SM for giving feedback?                                                                |     |    |