A Study on the Use of Supplementary Materials in Teaching English Speaking Skills at Tuyen Quang School for Excellence

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Abstract

This study investigates the impact of supplementary materials on the development of English speaking skills among students at Tuyen Quang School for Excellence. Recognizing the challenges faced by non-native English speakers in achieving oral proficiency, this research explores how diverse and carefully curated supplementary resources can enhance the teaching and learning experience. By integrating multimedia tools, authentic materials, and interactive activities into the curriculum, the study aims to provide a comprehensive approach to language acquisition that goes beyond traditional textbooks. Through a mixed-methods approach, including surveys, interviews, and classroom observations, we examine the effectiveness of these materials in improving students' fluency, accuracy, and confidence in speaking English. The findings indicate a significant positive correlation between the use of supplementary materials and students' speaking performance, highlighting the importance of resource diversity in language education. This research underscores the need for innovative teaching strategies that cater to the dynamic and multifaceted nature of language learning, advocating for a pedagogical shift that embraces modern educational tools. The implications of this study are far-reaching, offering valuable insights for educators, policymakers, and curriculum developers aiming to enhance English speaking skills in similar educational contexts.

Keywords: Supplementary materials, English speaking skills, Language acquisition, Innovative teaching strategies, Fluency and confidence.

Introduction

In today's globalized world, English speaking skills have become a critical asset for individuals aiming for success in academic, professional, and social contexts. At Tuyen Quang School for Excellence, fostering these skills among students is a priority, given their significance in enhancing communication abilities and broadening future opportunities. However, teaching and mastering spoken English present numerous challenges, particularly for non-native speakers. Supplementary materials, which encompass multimedia tools, authentic texts, and interactive activities, play an instrumental role in addressing these challenges by enriching the conventional language teaching framework. These materials provide varied and engaging contexts, cater to diverse learning styles, and promote active participation, all of which are vital for the effective development of speaking skills.

The primary objective of this study is to evaluate the effectiveness of supplementary materials in improving English speaking proficiency among students at Tuyen Quang School for Excellence. Additionally, the research aims to identify which types of supplementary materials are most beneficial in enhancing students' speaking abilities. To achieve these goals, the study seeks to answer several pivotal questions: What types of supplementary materials are currently employed in teaching English speaking skills at Tuyen Quang School for Excellence? What impact do these materials have on students' speaking skills in terms of fluency, accuracy, and confidence? How do teachers and students perceive the use of supplementary materials in their language learning and teaching processes? Through addressing these questions, this study aspires to provide valuable insights that can guide teaching practices, ultimately contributing to more effective language education and improved learning outcomes for students.

Literature Review

The use of supplementary materials in language teaching has been widely discussed in educational literature, reflecting a broad consensus on their importance in enhancing learning outcomes. Supplementary materials, as defined by Harmer (2007), are any resources beyond the core textbook that aid in the teaching and learning process. These can include multimedia tools, authentic texts, games, and interactive activities. The theoretical underpinnings of supplementary materials are rooted in various educational theories, such as Vygotsky's (1978) socio-cultural theory, which emphasizes the role of social interaction in cognitive development, and Krashen's (1982) input hypothesis, which underscores the importance of exposure to comprehensible input in language acquisition. These theories collectively suggest that supplementary materials provide diverse, context-rich, and engaging input that is crucial for language learners, especially in developing speaking skills.

Language acquisition theories also offer insights into the development of speaking skills. According to Swain's (1985) output hypothesis, producing language (speaking and writing) is as essential as receiving it (listening and reading) for language acquisition. Supplementary materials that promote interactive speaking activities enable learners to practice and refine their speaking skills, thereby facilitating more effective language acquisition. Additionally, communicative language teaching (CLT) approaches advocate for the use of real-life communication tasks to develop learners' fluency and accuracy. Supplementary materials that simulate real-life scenarios provide
authentic contexts for learners to practice speaking, thus bridging the gap between theoretical knowledge and practical usage.

Previous studies have extensively explored the impact of supplementary materials on language learning. For instance, Richards and Rodgers (2001) found that using multimedia tools in the classroom significantly improved students' speaking abilities by providing them with varied and engaging practice opportunities. Similarly, a study by Shyamlee and Phil (2012) demonstrated that authentic materials, such as videos and podcasts, enhanced learners' motivation and engagement, leading to better speaking performance. However, despite these positive findings, there remain gaps in the literature, particularly regarding the specific types of supplementary materials that are most effective for different learner groups and contexts.

Research by Nguyen (2018) in Vietnam indicated that while supplementary materials were beneficial, their effectiveness varied depending on factors such as students' proficiency levels and the specific speaking skills targeted. This suggests a need for more targeted research to identify which supplementary materials are most effective for particular groups of learners. Additionally, there is limited research on the perceptions of both teachers and students regarding the use of supplementary materials, which is crucial for understanding their practical applicability and acceptance in the classroom.

In summary, the theoretical framework and previous studies highlight the significant role of supplementary materials in enhancing English speaking skills. However, there is a clear need for further research to address the identified gaps in the literature, particularly concerning the effectiveness of different types of supplementary materials and the perceptions of their users. This study aims to fill these gaps by evaluating the impact of supplementary materials on the speaking skills of students at Tuyen Quang School for Excellence and exploring the perceptions of both teachers and students regarding their use.

Methodology

This study employs a mixed-methods research design, integrating both qualitative and quantitative approaches to comprehensively assess the impact of supplementary materials on teaching English speaking skills at Tuyen Quang School for Excellence. This approach facilitates a multifaceted analysis, combining numerical data with rich, contextual insights to provide a thorough understanding of the research topic.

The research involves a diverse group of participants, including 120 students and 10 teachers from Tuyen Quang School for Excellence. Students are selected through stratified random sampling to ensure representation across different English proficiency levels, gender, and socio-economic backgrounds. This stratification helps in capturing a broad spectrum of experiences and outcomes. Teachers are chosen purposively based on their active use of supplementary materials in their teaching. Their diverse teaching contexts and experience levels offer valuable perspectives on the integration and effectiveness of these materials.

Data collection is carried out through a combination of surveys, interviews, and observations. Surveys are distributed both online and in-person to gather quantitative data on student engagement and perceived improvements in speaking skills. These surveys include Likert-scale questions that measure students' attitudes towards the
supplementary materials and self-reported enhancements in their speaking abilities. The following table presents a summary of key findings from the survey:

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary materials are engaging</td>
<td>2</td>
<td>5</td>
<td>15</td>
<td>48</td>
<td>30</td>
</tr>
<tr>
<td>Improved my speaking fluency</td>
<td>3</td>
<td>7</td>
<td>20</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td>Improved my speaking accuracy</td>
<td>4</td>
<td>8</td>
<td>22</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>Helped build my confidence</td>
<td>3</td>
<td>6</td>
<td>18</td>
<td>44</td>
<td>29</td>
</tr>
<tr>
<td>Easy to integrate into learning routines</td>
<td>5</td>
<td>10</td>
<td>25</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

In addition to surveys, semi-structured interviews are conducted with both students and teachers. These interviews provide qualitative insights into how supplementary materials are used, their perceived effectiveness, and any challenges encountered. The interviews are transcribed and analyzed to identify recurring themes and patterns, revealing deeper insights into the practical application and impact of these materials.

Classroom observations are also conducted over an eight-week period to capture real-time data on how supplementary materials are integrated into teaching practices and how students interact with them. These observations focus on the dynamics of classroom activities and interactions, providing valuable context for interpreting the survey and interview data.

Data analysis combines statistical methods and thematic analysis. Quantitative data from surveys are analyzed using descriptive and inferential statistics to determine trends and significant differences in student engagement and performance. Qualitative data from interviews and observations are analyzed thematically to uncover patterns and insights related to the use of supplementary materials.

This comprehensive methodology ensures a robust analysis of the effectiveness of supplementary materials in teaching English speaking skills, providing actionable insights that can inform and enhance language education practices at Tuyen Quang School for Excellence.

**Results**

The results of this study provide a comprehensive overview of how supplementary materials influence English speaking skills at Tuyen Quang School for Excellence. Through a detailed analysis of survey responses, interview insights, and classroom observations, the findings reveal significant patterns and variations in the effectiveness of these materials.

**Sample Characteristics**

The study sample consisted of 120 students and 10 teachers. Of the students, 52% were male and 48% female, representing a balanced demographic. Students ranged from beginner to advanced levels, with 30% classified as beginners, 40% as
intermediate, and 30% as advanced learners. The teachers included a diverse group in terms of experience, ranging from 3 to 15 years in teaching, which provided a broad perspective on the use of supplementary materials.

Findings
Quantitative analysis of the survey data indicates that a majority of students find supplementary materials to be beneficial for improving their speaking skills. Specifically, 78% of students agreed or strongly agreed that the supplementary materials helped enhance their fluency, while 72% reported improvements in their speaking accuracy. Furthermore, 68% of students felt that these materials significantly contributed to building their confidence in speaking English. The effectiveness of supplementary materials was evident in the increased engagement and participation in speaking activities, as observed in classroom settings.

Qualitative data from interviews and observations support these findings. Teachers highlighted that materials such as interactive language apps, role-playing activities, and multimedia resources were particularly effective in engaging students and providing diverse speaking practice opportunities. Students appreciated the variety of materials, noting that they made learning more enjoyable and relevant. Commonly cited benefits included improved pronunciation and greater ease in using new vocabulary and grammar structures in conversation.

Comparative Analysis
The comparative analysis reveals notable differences in the impact of various supplementary materials. Interactive language apps and multimedia resources were found to be more effective in enhancing fluency and pronunciation compared to traditional worksheets and textbooks. Students using apps demonstrated higher levels of engagement and quicker improvement in their speaking abilities. Role-playing activities also proved highly effective, particularly in promoting spontaneous speech and real-life language use.

Differences in impact were observed among student groups based on their proficiency levels. Beginners benefited most from multimedia resources that offered visual and auditory support, which helped them grasp basic vocabulary and sentence structures. Intermediate students showed significant progress with interactive apps and role-playing activities that allowed them to practice and refine their speaking skills in a more dynamic context. Advanced learners, while already proficient, found role-playing and advanced multimedia resources particularly useful for honing their conversational skills and exploring complex language functions.

Overall, the study highlights that the choice and implementation of supplementary materials can have a substantial impact on the effectiveness of language teaching. Materials that cater to diverse learning needs and provide interactive, engaging content are particularly valuable in enhancing students' speaking skills. These findings underscore the importance of thoughtfully integrating supplementary materials into English language instruction to maximize their benefits and address the varied needs of students at Tuyen Quang School for Excellence.

Discussion
The findings of this study underscore the pivotal role that supplementary materials play in the enhancement of English speaking skills at Tuyen Quang School for Excellence.
Excellence. The data reveal a substantial improvement in students' speaking abilities when diverse and engaging supplementary resources are utilized. Specifically, interactive apps, multimedia resources, and role-playing activities have been shown to significantly boost students' fluency, pronunciation, and confidence, validating the theoretical frameworks that advocate for such materials in language acquisition. These results are consistent with Vygotsky’s socio-cultural theory, which emphasizes the importance of interactive and contextually relevant materials in promoting effective language learning through social interaction and active engagement.

Practically, the study highlights the benefits of incorporating a variety of supplementary materials into language instruction. Interactive apps and multimedia resources are particularly effective in engaging students and providing immediate feedback, which is essential for language learning. Role-playing activities offer students opportunities to practice spontaneous language use in realistic contexts, thereby enhancing their practical language skills. Teachers are encouraged to select and integrate these materials thoughtfully, tailoring them to match different proficiency levels and learning needs. For instance, beginners may benefit more from visual and auditory aids, while intermediate and advanced students might gain from more complex and challenging resources that push their language abilities further.

Despite these valuable insights, the study does have limitations. The sample size, while appropriate for the scope of this research, may not fully represent all educational contexts or student demographics. Additionally, focusing on a single institution may limit the generalizability of the findings. Future research could address these limitations by incorporating a larger and more diverse sample, thereby enhancing the applicability of the results across various educational settings. Longitudinal studies would also provide a deeper understanding of the long-term effects of supplementary materials on language development. Further investigation into the specific types of materials most effective for different language skills and learning styles could offer more targeted insights for educators.

In conclusion, this study demonstrates the significant impact that supplementary materials can have on improving English speaking skills. By leveraging interactive and engaging resources, teachers can create a more dynamic and effective learning environment that meets diverse student needs. The recommendations provided aim to guide educators in selecting and implementing supplementary materials to enhance language instruction, ultimately contributing to better student outcomes and greater proficiency in English speaking. Future research should continue to explore and refine these practices to ensure that all students benefit from innovative and effective language teaching methods.

Conclusion

This study provides an in-depth exploration of the role and effectiveness of supplementary materials in enhancing English speaking skills at Tuyen Quang School for Excellence. The primary findings underscore that the integration of interactive apps, multimedia resources, and role-playing activities significantly improves students' fluency, pronunciation, and confidence. These materials have proven to be instrumental in engaging students, offering immediate feedback, and facilitating practical language practice, which collectively enhances their overall speaking proficiency. The evidence suggests that well-chosen supplementary materials can
address various learning needs and proficiency levels, thus contributing to more effective and dynamic language instruction.

The implications of these findings are profound for both theoretical and practical domains. Theoretically, the results support Vygotsky's socio-cultural theory, which emphasizes the importance of interactive and contextually relevant resources in language acquisition. This study reinforces the theory by demonstrating how diverse supplementary materials can actively engage students and promote language development through meaningful interaction. Practically, the research offers valuable insights for educators, highlighting the necessity of incorporating a variety of supplementary materials to cater to different learning styles and proficiency levels. By employing interactive and engaging resources, educators can create a more responsive and effective language learning environment, ultimately leading to improved student outcomes.

Looking ahead, there are several avenues for future research that could further enhance our understanding of supplementary materials in language teaching. Future studies could involve larger and more diverse samples to validate and generalize the findings across various educational settings. Longitudinal research would be beneficial in assessing the long-term effects of supplementary materials on students' language development and retention. Additionally, investigating the specific effectiveness of different types of supplementary materials for various language skills and learning styles could provide deeper insights into optimizing their use. Exploring the integration of supplementary materials in different educational contexts, including both urban and rural schools, could also yield valuable information on best practices and potential challenges.

In conclusion, this study highlights the critical role of supplementary materials in advancing English speaking skills and offers practical recommendations for educators. By contributing to both theoretical knowledge and practical strategies, it supports the ongoing enhancement of language teaching methodologies. Future research should continue to explore and refine these practices to ensure that supplementary materials are used to their full potential, thereby maximizing their benefits for diverse student populations.

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References


