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ABSTRACT

Nowadays, the process of globalization resulting in the advancements of international relations and close cooperation in every field among individual states as well as the increase in the migration of people to various countries worldwide have conditioned the creation of multilingual societies. In this respect, the education system is not an exception and multilingual classrooms have become common at the educational institutions including HEIs. At Tbilisi State University multilingual classrooms mostly consist of the students of Georgian, Armenian, Azeri, Ukrainian and Russian nationalities who vary from each other according to their cultural, traditional backgrounds and religious affiliation. Their main problem for interaction represents the language barrier that is even more acutely revealed in the learning process. The necessity of successful implementation of this process poses new challenges to teaching English as a second language and sets the new objectives to English teachers in multilingual classrooms where the differences in students' learning needs and knowledge level are added the distinctions existing between their backgrounds.

Having a good command of any foreign language means being perfectly capable of communicating, reading, writing and listening. Hence, the acquisition of a target language requires the development of all the necessary language skills of students. English teachers constantly seek for the new methods and approaches facilitating the process of learning the language. The goal of this paper is to highlight the importance of using supplementary materials as an effective tool providing the enhancement of strategies and techniques of teaching the second language – English in the multilingual environment.

Despite the fact that modern English text books are complex and comprehensive encompassing the materials which are targeted at all the components of language learning, they still do not suffice to teach English in multilingual classrooms. The paper deals with the utilization of additional educational sources for developing learners' productive skill, namely, speaking as well as the strategy of selecting the supplementary materials and their integration with the course book for the purpose of fostering students' learning process and outcomes in multilingual environment. The paper also reviews the research which was conducted in the multilingual classroom with 12 students involved (5 -Georgian, 4 –Azeri, 3- Armenian students). The research method applied was a survey through the questionnaire to provide the formative assessment and the final exam (testing fluency and accuracy) through the interview and oral presentations for the summative assessment of students. The research findings confirmed the positive effect of using supplementary materials on students' learning outcomes, particularly, on developing the speaking skill in the multilingual classroom.

Keywords: multilingual, supplementary, productive, skill, speaking.

1. Introduction

According to one of the definitions proposed by the National Association of Multicultural Education, “multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses the multiple ways of thinking” (NAME). The 2nd language learning occupies the salient place in the educational process, as “humans need an organized medium of communication in any given social set up. This medium is normally referred to as language” (Okal B. O., 2014).

1.1. Challenges, problems and their causal factors

Under the circumstances when in a multilingual classroom English represents the medium of communication as well as the target language, the learning process of which the students are still in, the new challenges are certainly posed to language teaching. Teachers “must be prepared or retrained, respectively, to develop cultural sensitivity and provide multicultural education to diverse students population” (Goodman, B.M, 2008). That’s why, English teachers try to find new methods and strategies facilitating the language acquisition.

Teaching English is a complex and prolonged process during which teachers encounter a lot of problems even in monolingual classrooms that is conditioned by the differences in students’ learning styles such as visual, auditory, kinesthetic as well as learners’ needs, their past language learning experience and goals, their motivation and interests, etc. And when it comes to a multilingual classroom, the common problems immersed in language learning caused by the above-mentioned factors are increased by the variety of religious affiliation as well as cultural and linguistic backgrounds. In addition, the use of the 1st language should be specially singled out: in a monolingual classroom “the issue of whether language teachers should use the students’ first language in their second/ foreign language classroom has always been a controversial one” (Sharma, K., 2006), however, comparing and drawing parallels between the grammatical structures or rules and various language items of the 1st and 2nd languages greatly facilitate the acquisition of a new language for learners, moreover, “studies have shown that learners rely on their background experiences and prior knowledge of their native language to acquire a second language”(Ismaili, M., 2015). But in a multilingual classroom it is impossible to use the first language in any form or activities.

1.1.1. The aim of the paper

“The goal of teaching English is to provide assessment for students to apply the language in the different context of communication” (Abadi ,C.P, 2015). The aim of acquisition of the 2nd language implies the development of reading, writing, speaking and listening skills and all of them serve the improvement of communicative skill that means the ability to convey or share ideas and feelings effectively in the target language. Our paper is focused on using the supplementary materials to develop the speaking skill of multilingual students’ population.

1.1.2. The significance of developing speaking skill and a teacher’s objectives

According to TKT ” speaking is a productive skill, like writing. It involves using speech to express meaning to other people”. So the well-developed speaking skill assumes the greatest significance for interaction and integration in communication and enables students to feel free communicating with foreign speakers in real situations as well. However, learners may reveal the following weaknesses in their speaking performance: the lack of language knowledge such as vocabulary, collocations, phrasal verbs and grammatical structures; the improper pronunciation; low level of confidence and motivation; inability to understand English speech well i.e. less developed listening skill; the lack of foreign social environment and practice in speaking with English speakers.

The development of learners’ speaking skill requires the improvement of: *fluency* that implies speaking coherently, clearly, without hesitation and repetition so that the speech can be understandable for listeners; *pronunciation and intonation*; the use of *connected speech* and the *accuracy* that implies using correct grammatical forms, structures and vocabulary; as well as the *register* implying the appropriate style of speaking depending on where and who the interaction occurs with.

That is why, in order to meet the requirements of developing learners’ speaking as a complex skill, the teachers set the objectives: 1. To promote students raise their knowledge competence in English and achieve the high level of accuracy and fluency 2. To develop learners’ listening skill 2. To develop learners’ communicative competence 3. To encourage learners to build their self-confidence 4. To expose students to a variety of real-life situations and interactions.

However, the benefit of multilingual classroom should be highlighted as well: **the multi-cultural and multilingual environment is naturally created in a multilingual classroom.**

1.2. Supplementary materials, reasons and benefits of their use

The mentioned above requires to perform diverse well-tried or innovative methods and strategies that should be correctly chosen and applied.

Among a great number of methods and approaches of teaching speaking, our paper is centered on using and selecting the supplementary materials and highlights the importance of its application in the multilingual environment.

Very often students find it boring and dull to study grammar rules and structures presented in their text books, because they cannot be adapted to the needs, abilities and learning styles of all the learners in the classrooms they are used in. Despite the fact that English course books are mostly compiled on the basis of worldwide acknowledged topics encompassing the global problems and issues, they cannot be fitted and corresponding to every kind of environment created in different classrooms, as each classroom has the diverse composition of students that is impossible to previously determine. The mentioned conditions the salience of utilizing the supplementary material.

According to TKT “**Supplementary materials** are books and other materials we can use in addition to the course-book. They include **skills** development materials, grammar, vocabulary and **phonology** practice materials, collections of **communicative activities**, teacher's **resources** and web materials. Supplementary materials may also come from **authentic** sources (e.g. newspaper and magazine articles, video, etc.) and “integrating the use of authentic materials with language skills can be highly useful in developing the communicative competence of learners” (Thakur, V.S, 2015)

Supplementary materials are considered to be one of the important and beneficial tools for teaching English as a second language because they can “give variety to teaching, replace the unnecessary material in the course book to fill gaps in the course book, to give learners extra language or skill practice, to provide suitable material for learners’ particular needs and interests, etc.” (TKT). “The results showed that more dynamic and interactive classes are created when teachers use any supplementary material” (Dodd, .R.A and others, 2015)

The additional sources can be used for the purpose of benefiting the students in mastering the vocabulary and grammatical structures of English, fostering the development of learners’ skills, helping students acquire the communicative competence, exposing students to real settings, and at last, raising the level of students’ self-confidence and motivation that greatly conditions learners’ speaking performance and their active involvement in the interaction.

1.2.1. The selection of supplementary materials

Supplementary materials should be correctly selected and integrated with the course book materials taking into consideration the peculiarities of the environment of a multilingual classroom. In the multilingual classroom along with the language knowledge level of students the teacher should

take into account their cultural background, difference in their religious affiliation and their interests when selecting the supplementary materials. The mentioned implies that the selection of additional sources should be based on the following factors:

1) the interests that are as much as possible common for all the students, such as sport, culture, the traditions and habits that are related to familiar for all of them events, e.g. the celebration of New Years Day,

2) the worldly known and current issues;

3) the relevance of the course book materials to that of supplementary, so as to integrate them with each other

4) the supplementary materials should be acceptable and enjoyable for all the multicultural students.

5) the type of sources such as books, newspapers, images, video footages, movies, TV, Internet. Their selection should be reliant on the aim of utilization of supplementary materials, in particular, the development of which skill these sources are targeted at.

6) the availability of supplementary materials. They should be easily accessible for all the students.

7) the frequency of using supplementary materials implying that it should not hinder the acquisition of materials covered by the syllabus.

However, here it is worth noting that the additional sources emphasizing the differences in religious affiliation or the political issues which may be painful, embarrassing, insulting or violating the dignity of the students of a certain nationality should be avoided. The students should be focused only on learning, revealing their language competences and skills and participating in learning activities, interaction or communication.

2.1. The study, its aim, research subject, method and outcomes

The study conducted by us aimed to identify the outcomes of utilizing supplementary materials for the development of speaking skill in a multilingual classroom. The study was conducted in the multilingual classroom with 12 students involved (5 -Georgian, 4 –Azeri, 3- Armenian students) of the Faculty of Political Sciences, B2 level and it lasted a months. The topics for supplementary materials were selected according to Module 3 of the course book covering the topics- world problems, raising awareness, space colonization, environmental problems. The supplementary materials were selected correspondingly: global warming and its effects; the future of our planet.

The teaching method applied was TBL (Task Based Learning).

The source of supplementary materials used was Internet, as it is available for all the students as well as the topic-related pictures prepared by us. They are as follows:

1. Global warming (<https://www.nrdc.org/stories/global-warming-101#warming>)
2. Future of our planet <https://2050.earth/>
3. Movie - “Martian”, 2015 directed by Ridley Scott, starring Matt Damon

2.1.1. Assessment criteria and task types

In order to reveal the outcomes of utilization of supplementary materials and elicit the students’ oral language performance, the formative and summative assessments were conducted **through the holistic/goal oriented method** where “ individual criteria such as pronunciation, fluency, grammar, vocabulary etc. are still considered, but the more important factor affecting the scoring is whether or not test takers are able to achieve their goals” (Hatipoglu,C.)

The assessment task types applied were: Picture - Cued Assessment Task, Interactive Assessment Task and Extensive Assessment Task

The students were evaluated according to three criteria: **Fluency and coherence** as well as **Lexical resources** implying the acquisition of topic –related new language and **Accuracy-** the usage of grammatical structures and vocabulary.

According to Ciler Hatipoglu “due to the speaking skill’s real-time interactive nature, assessing it becomes notoriously difficult when the group taking the test is big,[...]. To be done successfully, enough time, meticulous planning, and the involvement of a large number of well-trained testers are required”(Hatipoglu, C) . That is why the assessments were conducted and the criteria for evaluation were distributed between us- two of teachers.

The data of formative assessment were collected on the basis of the three above mentioned tasks and was provided to the students 10 days prior to the summative assessment, so as to familiarize them with their ongoing progress that allowed them to take into account the feedback received.

Formative assessment was conducted through the following assessment tasks:

a) Global warming –Picture - Cued Assessment Task, which allows to test students’ speaking abilities individually. The students had to describe the images depicting the environment as well as the various causes and effects of global warming, such as air pollution, water pollution, dense traffic, deforestation, etc.

b) Future of our planet – Interactive Assessment Task-interview. Where students acted as interviewers and interviewees. The questions used by the interviewers were as follows:

1. What predictions do there exist about the future life on the Earth?
2. Do you believe in those predictions? Why? Why not?
3. Which prediction did you like best from the site?

4. Can you add any prediction? etc.

c) Movie – *Martian* (2015 directed by Ridley Scott, starring Matt Damon) . - Interactive Assessment Task –a discussion. The students watched the movie ”*Martian*” and the discussions were held on the following topics: the plot of the movie, the type of the movie, main characters, the existence of life on Mars – myth or reality; the future of mankind -travelling on Mars, etc.

At the end of the research, the summative assessment was conducted which was based on the integrated materials of the course book and additional sources. The summative assessment was carried out through the Extensive Assessment Task -oral presentations on the following topics: climate change; how to raise public awareness of the world problems; deforestation as one of the danger threatening the world; how can we help our planet to survive; what can you say about greenhouse effect, its causes and solutions; will the line between the virtual and real world distinguish? will all the services in industry be done by robots? will the special device control your mind to see pleasant dreams.

2.1.2. The data of assessment results

Table 1 illustrates the result of the formative assessment.

The results of formative assessment

Rating	Rationale	Criteria		
		Fluency and coherence	Lexical resource	Accuracy
Excellent	Accurate/ full understanding	8,3-16,6%	8,3-16,6%	
Very good	Rare errors/ uses new vocabulary units and complex language well	49,2- 62%	49,2- 62%	49,2%
Good	Only occasional errors/ uses new vocabulary and complex language quite well in most situations	62 – 74%	62 – 74%	49,2%
Poor	Some errors/ uses some new vocabulary and complex language	16,6%	16,6%	24,9%
Very poor	Frequent errors/ has difficulty with complex language			8,3-16,6%

Table 1

It was revealed that the students rated as Good (5-6 students) prevailed, which was followed by the students rated Very good (4-5 students). Excellent and Very poor rating was identified only in 1-2 students. The findings of summative assessment are demonstrated on Chart 1.

The results of summative assessment

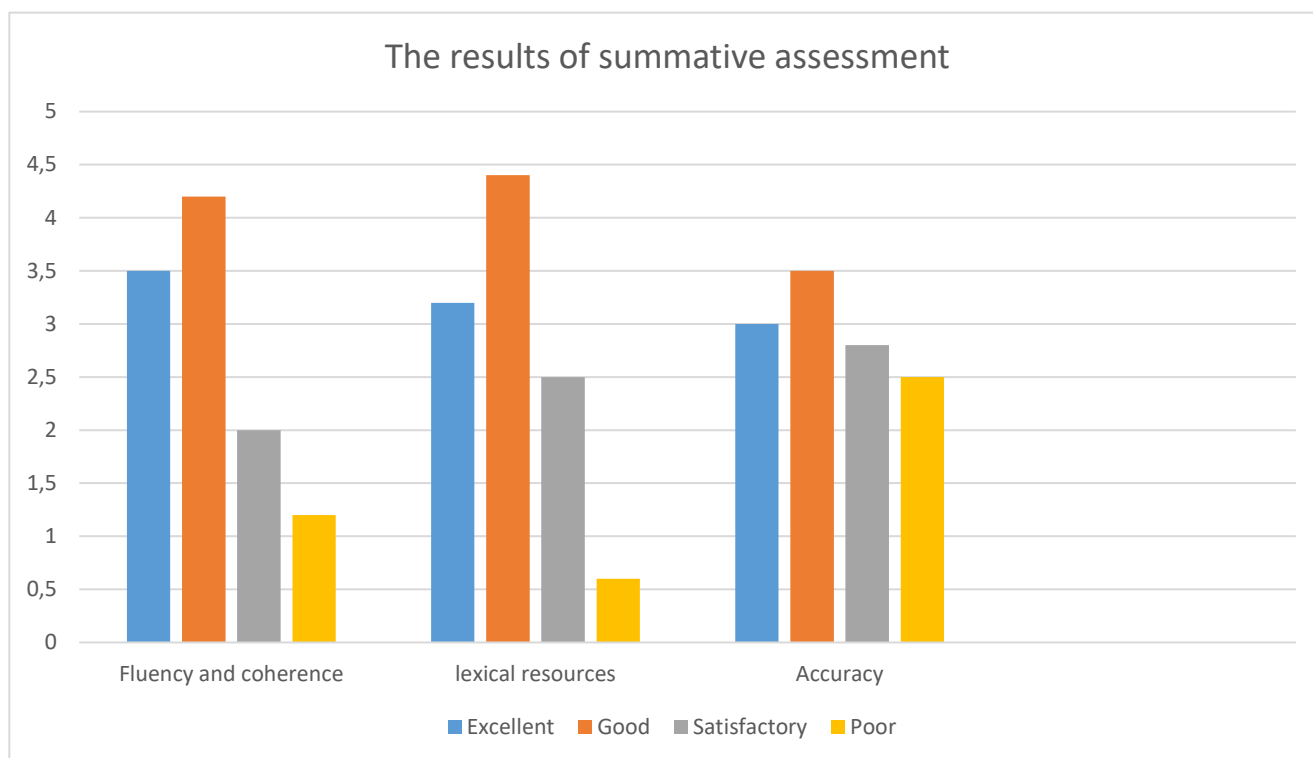


Chart 1

According to summative assessment, the results in fluency and coherence and lexical resource approximated to each other. The less favorable outcomes were achieved in accuracy

2.1.3. Questionnaire survey and its findings

The questionnaire survey was applied as the tool to get the students' feedback on the use of supplementary materials, which would allow us to know the students' general opinion about the strategy applied and the utilized material, so as to decide whether to follow this strategy in the same way or make some changes. Table 2 reveals the findings of the survey.

The findings of the questionnaire survey

Nº	Items	Strongly agree	Agree	Strongly disagree	disagree
1	The frequency of the use of supplementary materials suffices			4 students	8 students

2	The use of supplementary materials make the language learning process more interesting		11 students		1 students
3	The supplementary materials were appropriate to the course book materials	4 students	8 students		
4	Supplementary materials foster the development of speaking skill	7 students	5 students		
5	Supplementary material should be on the global and international issues		10 students		2 students
6	Supplementary material should be only entertaining		4 students		8 students
7	Supplementary material should be only on serious, disputable issues		4 students		8 students
8	I always participate in the supplementary material-oriented activities	5 students	5 students		2 students
9	Supplementary material elevates the level of motivation	9 students	1 students		1 students
10	Supplementary material fosters building my self confidence	6 students	4 students		2 students

Table 2

Collecting the data of questionnaire we can infer that the preference for utilization of supplementary materials prevails, the majority of students believes that this strategy raises their motivation and self-confidence. However, most of the students consider that the extent of usage of supplementary materials does not suffice.

Conclusions

The following conclusions have been drawn:

1. Notwithstanding the aim of utilization, the supplementary materials should be equally targeted to the skill development as well as the grammar and vocabulary practice materials, as the

accuracy greatly contributes to language acquisition as a whole and plays the salient role in the development of all the skills

2. The selection of content of supplementary materials in a multilingual classroom should be based on the golden mean of interests, ambitions, worldview and world knowledge of multicultural students population consisting the classroom. The mentioned will raise the level of their motivation and self-confidence and encourage them to fully realize their abilities.
3. The supplementary materials should be enjoyable and up-to date and at the same time corresponding to the level of language competency of students.
4. Supplementary materials should be employed with reasonable frequency, so that they should not hinder students from acquiring the course book materials as well as teachers from following the syllabus.

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