

Implementing Authentic materials to turn traditional teaching into CLT: Focus on High school level Bangla medium students.

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Inspiring Excellence

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Of

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By

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### **Declaration**

I hereby declare that this thesis is a presentation of my original research work. Whenever contributions of others are involved, every effort has been made to indicate this clearly, with due reference to the literature and acknowledgement of collaborative research and discussions.

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### **Abstract**

Authentic materials are printed texts, visual texts, and audio materials which students faced in their classrooms, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Though these materials are not for classroom learning, they may be excellent learning tools for students to acquire knowledge. Moreover, authentic materials receive a positive outcome from both the teachers and students as learners can relate easily with their regular actions. This paper discusses on implementing authentic materials to turn traditional teaching into communicative language teaching. In this regard, the researcher focused on how authentic materials can be utilized in the classroom under specific standards. For the empirical research, the researcher used questionnaire survey for both teachers and students. In addition, an observation survey was prepared where a checklist was used that was as same as the questionnaires survey for in-depth information also for comparing the results of questionnaire and checklist. The results, from the findings and analysis, reveal that authentic materials do change a traditional teaching into CLT through different type of communicative activities. At the same time, researcher reveals several weaknesses with negative responses too. Lastly, the researcher came up with various possible steps in order to overcome the negativity found through survey.

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Implementing Authentic materials to turn traditional teaching into CLT: Focus on High school level Bangla medium students.

### **Chapter 1. Introduction:**

“It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic”

- (Widdowson 1990:67).”

Use of authentic materials in the classroom may not simplify the lesson but it exposes the students to authentic language. It also makes a bridge between students’ interest and the reality of the target language. Authentic materials should be utilized properly to continue the learning process outside the class. In Bangladeshi classroom context, most of the teachers focus only on Grammar structure while teaching language especially L2 which became the most familiar and popular tradition among teachers. However, teaching style is changing rapidly. Many schools have started to use various multimedia technologies. Besides textbook materials, teachers have started using authentic materials to facilitate the learning process. These are turning the class into communicative language teaching. Authentic materials are related to CLT as authentic materials have been produced for a real life communicative purpose (Lee 1995, p. 324). It also helps to make a class communicative in order to achieve communicative competence. Through this, students are also getting an opportunity in learning L2 in a creative way. Moreover, authentic materials help students experience the target language in its authentic form.

The main focus of this paper is how authentic materials are turning traditional teaching into CLT. The paper at first will explore with the definition of authentic materials and sources of authentic materials leading to the description of traditional teaching and communicative language teaching. To support the viewpoints the researcher discussed some theories with proper literature review. There will be a discussion about the specific standards of authentic materials in terms of using it. Lastly, from the survey, the researcher found possible outcome of using authentic materials properly which leads to communicative language teaching. In the later part of this paper, outcome of this paper has been described in detail.

### **1.1 Research questions:**

This paper tries to find out the answers of major research questions: Which are such as-

1. Are authentic materials representing CLT rather than traditional teaching?
2. Do authentic materials require a specific standard to utilize?
3. Are authentic materials based on CLT approach is more successful than traditional method based traditional teaching approach?

## **Chapter 2: Literature review:**

As languages change over time, teaching methodologies do too. The previous frameworks for teaching a language vary from the present one. In EFL classrooms, it is not new that teachers are using authentic materials in classrooms. Since 1970, pedagogical world has witnessed significant changes in language learning methodologies and materials. Therefore, the use of authentic materials has significantly impacted classroom teaching.

### **2.1. Authentic Materials (AM): Definition and scope**



“Authentic texts are texts that are not written for language teaching purposes” (Jordan. 1997 p. 113). It means the original purpose of creating authentic materials is different but when it used in language teaching, it turns out to be authentic materials. Morrow (1977, cited in Gilmore 2007) defines authentic material as it designed with real language and used with them who speaks and writes as learners and they carry their knowledge in the real world. (p. 98). From the given definition the word ‘real’ means authentic which is used with the users using that specific language or learning that language. Therefore, this is called authenticity. ‘Authenticity’ means the language produced by native speakers for native speakers in a particular language community (Porter & Roberts (1981); Little, Devitt & Singleton, 1989, cited in Gilmore, 2007. p. 98). Authenticity will be discussed in the later part of this paper. But there are also other linguists who give the definition and how authentic materials can be related to language teaching. Rogers (1988) stated that authentic material had to be suitable in terms of students’ needs, interests as well as specific objectives and goals in terms of meaningful communication (p. 467). It shows that authentic materials can be useful if the materials fulfill the purpose of using as well as goals in the learning process.

In terms of learning a language, AM (Authentic Materials) can be functioning outside the classroom for the students. Schmidt (1994, cited from Zohoorian, 2015) points out the main purposes for authentic materials as being sources for introducing the knowledge and skills that enable learners to function outside the classroom (p. 17). According to House (2008), authentic materials have two distinct categories. First one is materials which contain language and second one is materials which stimulate language production. This distinction is important because while selecting AM teacher should keep that in mind that it has to open up the scope for learners to understand the ‘real’ language as well as to facilitate students to produce target language (p.

57). Therefore, it can be said that instructor should emphasize on uses of authentic materials by these two categories.

## **2.2. Sources of Authentic materials:**

There can be different kinds of authentic materials to be used in classrooms to teach grammar and function. Generally, the source can be endless. According to Genhard, (1996, as cited in Abbasian, G. R., Mahmoudi, H. M., & Shahbazi, A. 2016), authentic materials can be of three categories. Those are:

1. Authentic materials for learners to listen to. For example radio news, cartoons, songs, etc.
2. Authentic materials for learners to display. For example street signs, DVD's, movies, advertisements, magazines, phone messages, E-books, newspapers pictures, post cards etc.
3. Authentic materials for learners in print. For example sports reports, newspapers, restaurant menus, train tickets, etc. (p. 269)

There are other sources which can be used as authentic materials. According to Miller (2003), television is the most common and handy medium for getting both visual and auditory materials for language learning (p. 3). Advertisement and other video clips can be used as visual and listening materials too.

There can be a lot of ways to use various sources into authentic materials but what types of sources can be adapted by following classroom context is the focus of this paper. It is very normal that every classroom is not well equipped with all modern technologies but there are several sources which are very easy to collect and incorporate that with the classroom activity.

Obviously, these materials have to be interesting among students. About material adaptation McDonough & Shaw (2004) stated that meaning of materials adaptation is matching students' needs, instructors' demands and administration justification (p. 73). There is another issue for the teacher to select authentic materials because implementation of AM is not the point here, the point is how learners react and learn from that AM. Again McDonough & Shaw (2004) describe that "instructor has to fulfill the demand of textbook, but it will rather satisfy those who learn from it" (p. 75).

### **2.3. Authenticity with regards to AM:**

The term authenticity is really questionable to various linguists because they give a definition of authenticity in their own ways. According to Donna Tatsuki (2006), authenticity is alternative to realness, reliability, truthfulness, legitimacy, sustained quality (p. 1). For some analysts, validity is very important which builds the learners for real life situations regarding utilizing the focused language. Then again, utilizing less authentic materials with our students may prompt less practice in the present scenario. After that, Nunan (1997) states in his paper that according to the materials authenticity is utilized in specific teaching task. Moreover, Nunan (1997) mentioned about four different categories of authenticity which is authenticity of goal, task, text, and environment.

At this point, the question arises about how authenticity resembles in the implementation of authentic materials. According to Nunan (1997), there is another type of authenticity which is called 'learner authenticity'. It is described as the acceptance and realization of a given material or text and activity by the students of the authenticity (p. 194-196). At first, authentic materials should be recognized by students and then they should be implemented on students according to

their interests, background knowledge and experience. Students use and learn by finding how the material is constitutional in that class.

#### **2.4. Guideline for using authentic materials in classrooms:**

Instructor should select authentic materials according to the lesson plan of a particular class. The use of authentic material will depend on what linguistic items an instructor is going to teach. It is all about making the decision of using AM to teach that item as well as describe its target to use that particular material in the given context. The age limit of using AM among students starts from teenage to adulthood. There is a reason behind why age limit is a matter of concern that is because authentic material should be chosen according to the level of the students, otherwise that particular material will lose its appropriateness. AM has to be appropriate for students. To support this statement, Berado (2006) wrote that the factors should be taken into account when teachers choose what kind of the authentic material can be used in the classroom which will be beneficial for both language learning process and its purpose towards learners (p. 62). He added that there are several components every instructor should keep on their minds such as suitability of content, exploitability, and readability (p. 63). Suitability of content is related to students' demands and concerns. Exploitability deals with instructor's point of view in terms of the lesson plan. Readability deals with learners' opinion. However, every instructor should keep in mind which is cultural connection among materials. To follow that statement, Bacon and Finneman (2006) stated that authentic material should follow cultural relevancy according to the real life context and students experience (p. 459).

#### **2.5. Lack of using AM leads to traditional based teaching through TM (traditional method):**

Traditional based teaching is followed by instructors to teach students since 1970. In traditional based teaching TM (Traditional method) or the methods predominantly focusing on form is totally teacher centered where teacher is the main pillar for teaching learning. Students do not have any activities in classroom context except listening to teachers lectures and doing tasks. They do not have any scope to share their points of view in these methods. White (1988) states that traditional teaching lacks attention towards speaking and learning of pronunciation since it is the written language which is taught. Jack C. Richards (2006) wrote that traditional based teaching follows traditional methods that include memorization of dialogues, questions and answer practice, substitution drills and various forms of guided speaking and writing practice. There are some basic formulas to teach through this method which is giving lectures and specific as well as direct directions. Students' job is to listen to those lectures and try to observe those lectures. Another important factor is testing the students' performance based on their merit and how much they have acquired. According to Bonner (1999), traditional based teaching is all about reading texts and finding problems. The teacher will formulate questions. Students attend lectures given by teachers. Students solve short or lengthy unstructured problems and cases (p. 19-20).

There are several criticisms about the traditional method. It is basically designed to teach about the language, not the language because TM is not communicative and it doesn't enhance learners' speaking or listening skill. To criticize this method, Brown H.D. (1994, as cited in Chang, S. 2011) wrote in his book *Principles of Language learning and teaching* that "It does virtually nothing to enhance a student's communicative ability in the language" (p. 15). Also, students usually lack an active participation in the classroom.

As traditional teaching demands traditional methods and traditional method is designed to cover the given textbook that's why textbooks are the main component for traditional based teaching. Though authentic material provides with an extra advantage; text book is still the center of teachers' attention. Generally, textbooks are being used to prepare and review lessons among learners. There is an argument between textbooks and authentic materials which are given by Huwang (2007). She states that textbooks can make sense of the content of lessons whereas authentic materials sometimes provide more linguistic difficulties. For example, authentic materials can be difficult for students to understand sometimes. This idea gives space for using textbooks in traditional methods of teaching. According to traditional classroom context, most of the instructors use traditional textbooks to teach a second language as well as textbooks, are synonymous of traditional textbooks. According to Grant (2007), traditional textbooks represent the language as a system towards learners and once learners learn the system properly, it is assumed that they are able to use the language for their own purposes. Grant (2007) discloses some of the characteristics of traditional textbooks. Mainly, traditional textbooks focus on grammar and its structures, emphasize on reading and writing rather than speaking and listening. Further, textbooks sometimes use the native language to give examples of the target language. As textbooks are easy to follow and design lesson plans that are why teachers tend to follow textbooks rather than authentic materials.

In a traditional classroom context, teachers use this method in general and CLT approach has less importance in our country. Most of the students have learned English deductively, through the lectures of the teacher. A majority of the students have to memorize those grammatical rules and there are no interesting communicative practices done.

## **2.6. Failure of TM leading to CLT through AM:**

Traditional methods are designed to teach grammatical rules; vocabulary items and mainly its focuses on the deductive method of teaching. In this method, learners intend to learn word by word as they think that this would be very important for them to understand the content of the classroom. Besides, in traditional classroom teachers focus only on reading and writing. There is no oral practice for language learning. To discuss the failure of traditional classroom, White (1988) states that there is no oral work since it is the composed language which is instructed. By this statement, we understand that through traditional methods, learners only have grammatical competence. But to learn a language this is not enough. A student has to have communicative competence, discourse competence and sociolinguistic competence as well. According to Canale and Swine (1980), communicative competence includes not only grammatical competence or implicit and explicit knowledge of the rules of grammar but also contextual or sociolinguistic competence or knowledge of the rules of language use (p. 1). To gain these competence, CLT approach arises in a classroom context. Through various communicative tasks like role plays, group work, pair work, simulations etc. students can acquire those competences.

### **2.7. Authentic materials and CLT approach in classrooms:**

After 1998 gradually traditional classroom started to replace by Communicative language teaching. Actually, in a language learning context, memorization of grammatical rules and repetition of specific sentences is useless and irrelevant because these forms have no implication in real life context. That's why the CLT approach becomes very popular in the present scenario. That's why Kumaravadivelu (1993, as cited in Walia, D. 2012) states in his paper that Communicative language teaching (CLT) started in the early 1970s has become the dynamic power that shapes the planning, implementation, and evaluation of English language teaching (ELT) programmers nearly in all parts of the world (p. 126).

There are specific sets of principles for the CLT approach. There are two prominent linguists who consider this approach as functional and communicative one. Richards and Rogers (2014) both set several principles such as learners to learn language by communicating in it. The goal of classroom activities should be authentic and meaningful communication. After that, accuracy and fluency are another dynamic dimension of communicative competence in language learning. Learning is a procedure of innovative development and includes experimentation (p. 105).

There are many communicative activities which facilitate the practice of authentic material in classroom context. In almost every CLT based class, instructor can facilitate its task by using authentic materials. For example Jack Richards (2006, p. 15) in his book shows that if a teacher is doing meaningful practice and when meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. Here, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. This street map is obviously an authentic material through which student will find right preposition and also find how this material is related to their real life.

As concepts of CLT has discussed, an instructor can try hard to execute CLT approach in ESL classroom. According to Hoque, Mummie, Shruballs,(2010) some Bangladeshi specialists and advisors investigated the English for Today from class 6-10 for review and how to turn a traditional class into a communicative one. After that, in accordance with the suggestion of National Curriculum and Syllabus Committee, designers composed reading material by following communicative approach. The following designers designed teachers guide too by following textbooks. That is why Bangla medium schools started to follow the revised textbook designed by NCTB. After that, it is expected that students will learn English properly as well as



they will be respectful towards the native language. Again several researchers named Afroze, Kabir & Rahman (2008) assumed that students of Bangla medium will be proficient in English, the way textbooks are designed but the outcome does not match with the expectation. Though teachers are trying to make the lesson communicative with their own way still students are struggling to gain the desired level of proficiency in English.

Therefore, lack of truthfulness, realness in teaching learning can be one reason behind this issue. Another thing is a lack of motivation. This truthfulness and realness in texts are called authenticity.

### **2.8. Learners' reactions towards using authentic materials:**

There are many learners who come to an institution to learn or upgrade his/her proficiency level better than the previous scenario to speak English in the real world or in his/her job. There are others who get admitted for long term objectives to fulfill in language learning class. When a teacher starts to teach in a new class he/she should know about the students target to make the course more interesting and worthy. By the time an instructor comes to know what is his/her student's motivation, he/she can specify that and make that happen by following specific instructions.

To support this statement, there are several linguists but from them, Bacon & Finneman (1990) mentioned that "analysts prove that authentic materials improve learners oral language development." Again according to Berado (2006), some different examinations have affirmed that utilizing authentic materials has an extraordinary impact on creating reading understanding by exhibiting new words and expressions to students (p. 62). To discuss more about the advantage of AM, Štaralová (2006) wrote in her thesis that the vital preferred standpoint of

authentic materials is their amount and assortment. Language instructors should attract their needs for the procedure of choosing the fitting legitimate material for their classes and keep up the harmony between the utilization of authentic and manufactured course reading for their learners' needs, as language instructors plan their students to communicate in real life context for the genuine correspondence and ought to inspire learners not just for the further and more profound investigation of the focused language yet the aimed culture in general (p. 25). Therefore, it can be asserted that learners are being presented to target language and they feel that they are acquiring the target language. These make the instructors use more and more authentic materials in their teaching. Yet while utilizing AM, it is unavoidable that teachers confront a few issues which will be discussed in later part.

Though there are thousands of advantages of authentic material nothing is perfect in every context. That is why; there are disadvantages of AM too. J.C. Richards who wrote about CLT, he also mentions about the disadvantage of AM in his other paper. Richards (2001) states that authentic materials sometimes can be filled up with complicated items for Language learning, unnecessary vocabulary items and difficult items of language. These can be problematic for instructor when he/she will be teaching amateur level students.” (p. 253). Other linguists also discussed the disadvantage of AM. According to Martinez (2002), “there are other factors which an instructor has to keep in mind that he/she should not present any culturally biased materials.” That means if the content of AM is culturally biased according to the context of their country this could hamper the learners’ motivation and interpretation. For example, in Bangladeshi context, gay marriage is prohibited. If the teacher selects any material related to gay marriage then it would be very inappropriate for the students of Bangladesh.

### **2.9. Teachers' reaction towards using authentic materials:**

As authentic materials will be selected and taught by the teachers, that is why to know about teachers reaction towards authentic materials is very important. Teacher's point of view and understanding toward the use of authentic materials during teaching and learning process shapes teacher's attitudes in treating the material used for teaching and learning. According to Dörnyei (2011), learning achievement and motivation are highly influenced by the teacher's attitude. Now, this is a reason, a researcher has to find the reasons of how a teacher recognizes the authentic material implementation at the time of teaching learning process in ESL.

Though most of the teachers are very much dependent on textbooks and tasks within textbooks, sometimes it gets boring by following textbooks in teaching learning process. Both teachers and students lose their motivation towards teaching learning process. About this fact, Shrum and Glisan (2010) declared that many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations. That's why many teachers are becoming interested and motivated in introducing authentic materials in the classroom.

### **2.10. The significance of authentic material among ESL learners:**

Though authentic material is being used in classroom for language teaching during past 30 years, the most important factor for designing a material was authenticity. But it becomes clear that authentic materials are necessary and effective for teaching learning context, especially in non- native countries. To describe the significance of AM, Guariento & Morley (2001) states that, Nearby this acknowledgment of the need to create powerful abilities and systems for this

present reality, there has been a developing attention to the significance of full of feeling components in learning, and the utilization of authentic materials is currently thought to be one method for keeping up or expanding learners' inspiration for learning. They give the student the notion that he or she is taking in the 'genuine' language; that they are in contact with a living element, the aimed language as it is utilized by the group which talks it (p. 347).

### **Chapter three: Methodology**

This chapter will elaborate the methodology of the study which will give the idea about incorporation of authentic materials in traditional based teaching classroom among ESL speaking Bangla medium schools. This part of the paper only contains quantitative research methodology; data collection process through questionnaire and observation checklist; participants and sampling of the study as well as data analysis process and the pilot testing through questionnaire. But as researcher also did classroom observation and collected data from observation, this research slightly goes under qualitative method too.

#### **3.1. Quantitative and Qualitative methodology:**

From the website, *Qualitative & Quantitative Research Paper Starter* (2007), Quantitative and qualitative research are the two dominant research paradigms or methodologies used in the field of research. Both quantitative and qualitative research methodologies are modes of inquiry that use different methods to acquire answers to social phenomena. According to Johnson and Christensen (2013), the association of quantitative and qualitative research approach is broadly utilized as a part of any exploration field to acquire the practical outcome from the research. From the 1990s analysts began to utilize both quantitative and qualitative methods which were essential and thoughtfully blended in a single research (p. 32).

In terms of quantitative research methodology, Johnson and Christensen (2013) stated that quantitative research depends on “quantitative data i.e. numerical data and follows other characteristics i.e. objective, agreed-upon, material, structured etc (p.34).” Quantitative methods give importance on objective measurements and the statistical, or mathematical, analysis of data collected through questionnaires, and surveys. Quantitative research mainly emphasizes on collecting numerical data and theorizing it to explain a particular phenomenon.

The combination of both quantitative and qualitative research methodologies helps the researcher to gather all the information regarding the research. The fusion of both methodologies is very popular and effectively used by the researchers but in this paper, researcher has used quantitative methodology. For quantitative research, researcher collected data by using questionnaire and for qualitative research, researcher gathered data by doing observation. Observation helps the researcher to get the clear idea on implementing authentic materials can switch traditional class into a CLT one.

The teacher observed classes collected some data from observation but still in terms of analyzing the data researcher have followed quantitative method. questionnaire, numerical data, surveys; these all go under quantitative methods which are followed by researcher properly.

### **3.2.Methods of Data Collection: Survey**

The researcher adopted the questionnaire survey and classroom observation as a way of research to get an effective result from the participants. The methods used for this study are as below:

- Students’ questionnaire survey
- Teachers’ questionnaire survey
- Observation using a checklist

### **3.2.1. Questionnaire:**

One of the most suitable and widely used tools for research is questionnaire. It is a research tool which consists of reasonable numbers of questions to collect important information from participants (Wikipedia). Generally, a questionnaire used in written format. According to Macleod (2014), questionnaires are generally reasonable, immediate and effective method for acquiring a lot of data from a vast example of individuals. Information can be gathered rapidly on the grounds that the researcher would not need to be available when the surveys were finished. This is helpful for mass people when meetings would be unreasonable. Macleod (2014) further added that advantages of a questionnaire which is more objective, certainly more so than interviews as well as it is relatively quick to collect data through questionnaire. If questionnaire is given to the participants' right after the observation then return rates of that questionnaire can be improved and potential data can be gathered. This gathered data helps the researcher to interpret the results easily.

In the questionnaire survey, students have to just put tick marks according to their points of view on close ended questions. The questionnaire of this paper consists of 31 questions (Appendix A). Students have to put tick marks on the modified likert-scale (1= Entirely agree, 2=Agree, 3= Not sure, 4= Disagree, 5= Entirely disagree) on the using and incorporation of authentic materials into traditional classrooms and students reactions and how authentic materials facilitate classroom activities. About likert-scale Kerlinger (1986) stated that a summated rating scale whereby a person's score on the scale is a whole or average of the person's reactions to the numerous items on the instrument (as cited in warmbrod, 2014, p.31).

### **3.2.2. Observation:**

According to Gebhard (1999), observation is non-judgmental description of classroom that can be analyzed through systematic description of events as well as given interpretation (p.35). Observation deals with the fact that it is always a special occasion when somebody is sitting at the back of the classroom (Wajnryb, 1992). Observation is considered as an occasion because without creating any chaos participants can concentrate on their work as well as participants became aware because they are under supervision. Therefore, they try to give their best in classroom activities which make the classroom more effective and communicative.

For survey and research, researcher also did observation to gain overall idea and knowledge about the class and the responses from the participants. Through the observation, researcher gets the idea that every single student motivate if they find interesting and age appropriate authentic materials. Observation facilitates the researcher to link the quantitative survey with the quality of information. Researcher needed to take permission from the principle of respective schools to do the observation. The researcher observes five different classes from five different schools to collect important data. During observation, researcher jotted down important points and he used checklist in the forms of questionnaire. The questionnaire between researcher and participants were the same as researcher can compare the result. The checklist of researcher was being used for researcher's own assessment.

### **3.3. Participants and sampling of the study:**

Participants are the main component of a research. Researcher cannot develop his/her claim on the topic without the help of participants. A research turns out successful only when participants are honest and willing to give their opinions. For this research, the total number of participants is 114.

The sample was set up to gather the information and was circulated among subjects from 5 distinctive Bangla medium high schools. The number of subject was 5 instructors and 109 students. In the survey, there were 31 statements to enquire. Both the teachers and students took 10-15 minutes to complete the surveys.

Samples selected for the survey are shown below:

Table 1: Samples for the survey

Type	Number
1. Students' questionnaire	109
2. Teachers' questionnaire	5

Institution wise numbers of student and teacher participants are given bellow:

Table 2: Detailed Sampling Plan

Institution	Teachers No.	Class	Students no.
1. High school 'A' (Bangla Medium), Dhaka	1	6	26
2. High school 'B' (Bangla Medium), Dhaka	1	9	19
3. High school 'C' (Bangla Medium), Dhaka	1	9	20
4. High school 'D' (Bangla Medium), Dhaka	1	10	23
5. High school 'E' (Bangla Medium), Dhaka	1	9	21

### 3.4.Data Analysis:



To collect the raw data, researcher used questionnaire and observation checklist. But to analyze those data researcher used mean score. According to Seliger and Shohamy (1989), the solidness of mean score is utilized as a part of repeated sampling and also utilized in advanced statistical analysis strategies (p. 125). Seliger and Shohamy (1989) further stated that mean score is the total number of all results of all subjects in a group divided by the number of subjects,  $[X = \sum X/N]$  (p. 125). Mean score calculates the average score of each statement from the questionnaire. Also, mean score assists the researcher to sort out the results from a large numerical data into significant information. By using mean score, the researcher can turn the results into a percentage which is also suitable to show the data in a table or diagram. The data of questionnaire can easily be turned to percentage to differentiate among them. As the researcher tried to differentiate the results between students and teachers' perception of implementing authentic materials in the traditional classes to turn that into CLT one, it can be easily spotted with the help of mean score.

### **3.5. Pilot study: testing of questionnaire:**

According to Teijlingen and Hundley (2002), a pilot study is judged as a pretesting version of a full scale survey and a mini survey of a particular research such as questionnaire or interview. It is a fundamental investigation of a decent survey plan and expands the chance of achievement. The advantage of doing a pilot study is to make the researcher conscious and understand whether the main research is on the right track or it could fail or the suggested methods are not suitable or difficult (p. 33). Furthermore, the researcher got the earlier thought regarding time to fill the survey by the participants. It additionally causes the researcher to work on the issues that turned out from the pilot test result.

Before doing the main survey, the researcher did the pilot study with a student and a teacher from the school in which he planned to go for further research. He asked them if they want to help in doing the survey or not. Then researcher talked about the questionnaire and classroom observation. Teacher did not face any problem to understand the questionnaire but student sometimes failed to understand some phrases and then researcher helped that student to understand. Then, the researcher sorted out those issues and designed the questionnaire for final research.

### Chapter 4. Findings and analysis

This chapter will describe the findings and analysis collected from the raw data. At first, all the Findings were shown in Table and in a bar chart and later analyzed. The presentation of the findings of 31 questions is presented step by step in the following pages.

\*\* (The interpretation key of teachers' and students' attitude is: 1.00-1.5 = very satisfactory, 1.6-2.00 = satisfactory, 2.1-3.5 = not satisfactory, and 3.6-5.00 = negative attitude.)

- **Authentic Materials (AM): Definition and scope:**

**Table 1.**

		Mean score		
<b>No</b>	<b>Statements</b>	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation

1.	Introduction of authentic material is good. For example Printed texts (books, newspapers). Different kinds of images (photographs, posters). Multimedia materials (audio tapes, video tapes, CDs, DVDs, computer-based programs).	1.5	1	1
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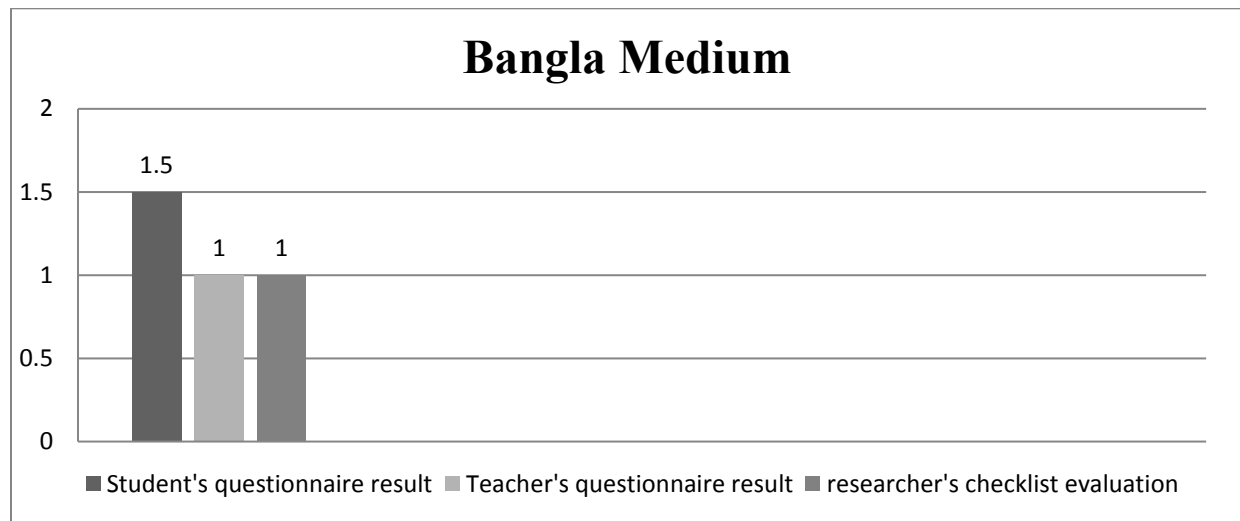


Figure: Authentic materials is good

According to Student and teacher’s questionnaire, the result of the first statement is very satisfactory. Researcher’s checklist also shows the same result. That means authentic materials are good. When it is introduced in class, everybody tends to welcome that into the classroom for better teaching learning.

**Table 2.**

	Mean score	
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No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
2.	Teacher often brings authentic materials to the class.	2.1	2	2.2

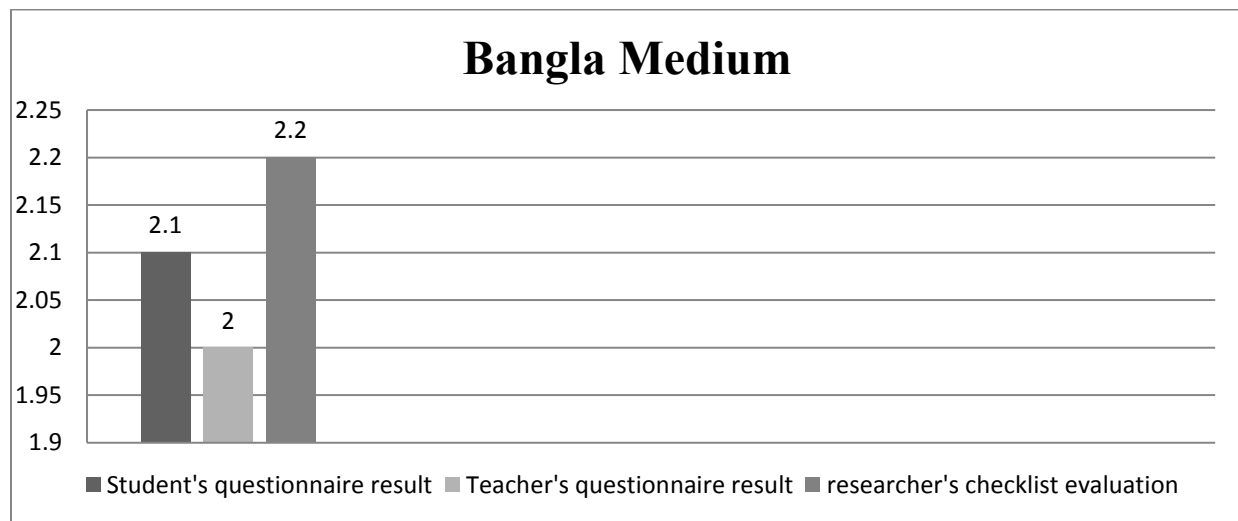


Figure: often brings authentic materials to the class

The result of the 2<sup>nd</sup> statement according to students' questionnaire result is not satisfactory which means most of the students disagreed with the statement. Students don't get authentic materials in the class in every lesson because authentic materials are not so much popular among teachers. But sometimes and if the topic is harder than their level of understanding, teacher brings authentic materials to the class for better understanding. That is why teachers' and researcher's result was satisfactory in terms of the statement.

**Table 3.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
3.	Authentic materials make the lesson more realistic and effective.	1.6	1.4	1.2

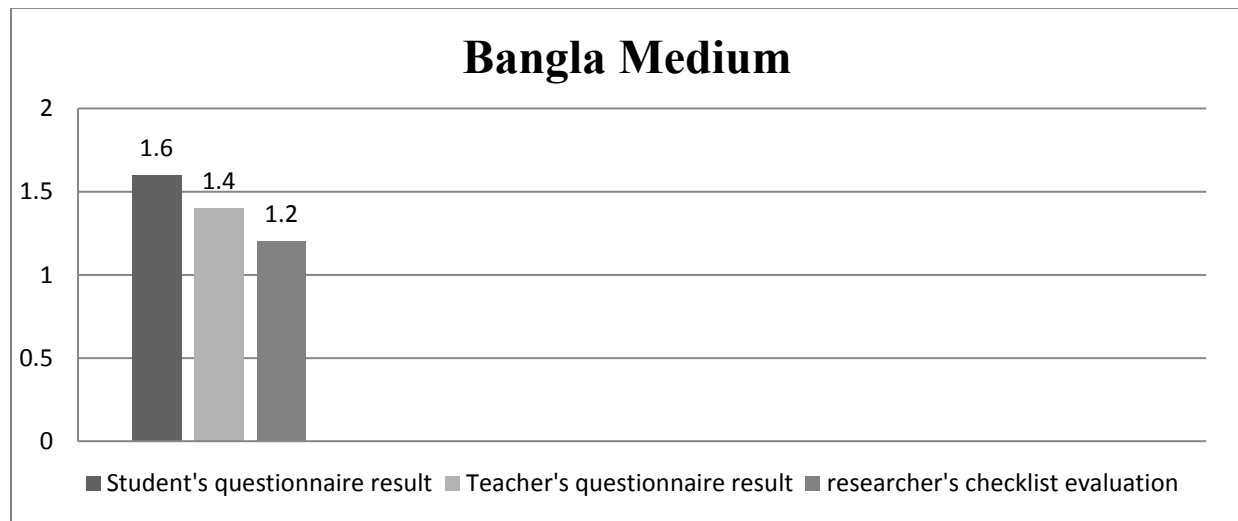


Figure: make the lesson more realistic and effective

This statement is satisfactory among students. But among teacher and researcher the statement is very satisfactory because in terms of teaching learning neither every topic or lesson is interesting

nor teacher could make lesson realistic towards students. But if teacher introduces authentic materials in the class then students get the chance to make connection that with the reality.

**Table 4.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
4.	Authentic materials help students to interact in English outside the classroom.	1.9	1.4	2.1

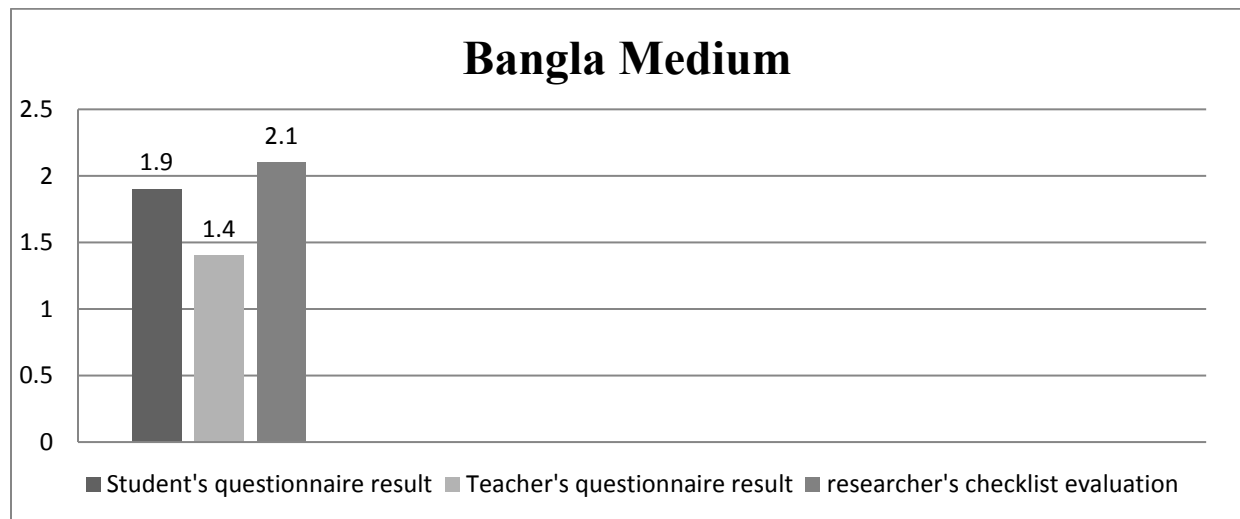


Figure: students interact in English outside the classroom.

As authentic materials make the lesson realistic, it also motivates students in a way that they start to implement that knowledge outside the classroom. That is why teachers' result is very satisfactory. With the help of authentic materials, students learn to relate their knowledge outside the classroom but it depends on their understanding how much the topic is related to real events which make students results satisfactory and researcher gets the idea from the class. If authentic materials do not match with the real events, students do not motivate to use that outside the classroom which makes researcher's result is not satisfactory for this statement.

- **Sources of Authentic materials**

**Table 5.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
5.	Teacher uses reading authentic texts. E.g. newspapers, magazines, dialogues etc.	1.9	1.2	1.6

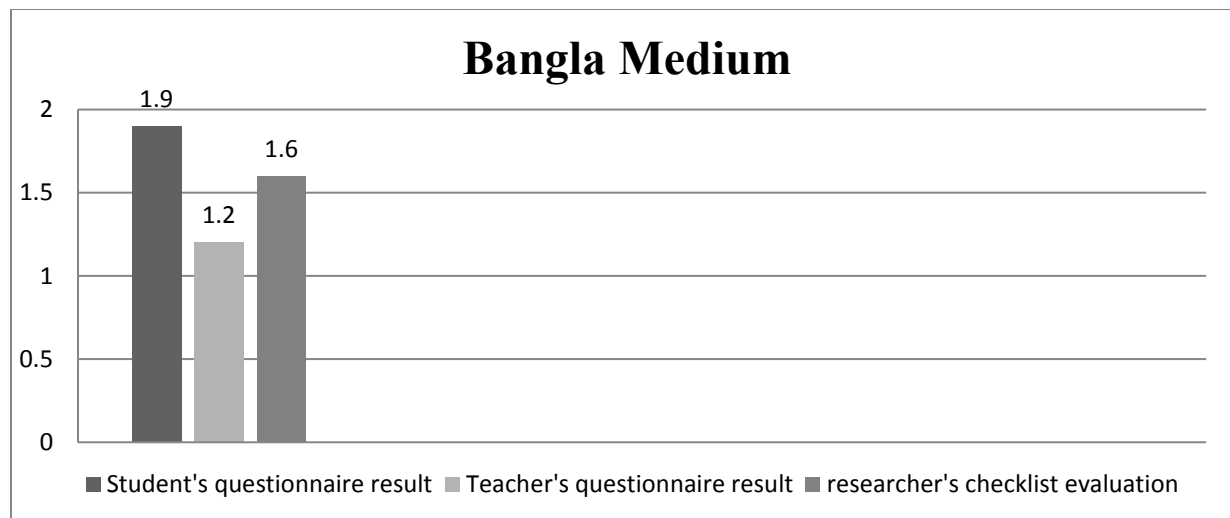


Figure: use of reading authentic texts.

It has been discussed that teacher brings authentic materials in the class when it is necessary. However, there are different types of authentic materials. Among them, using reading authentic materials in the classroom is really satisfactory to students, teachers and researcher’s result. Reading text is easy to find and easy to implement into class that is why students’, teachers’ and researcher’s result are very satisfactory.

**Table 6.**

No	Statements	Mean score		
		Students’ questionnaire results	Teachers’ questionnaire results	Observation checklist evaluation
6.	Teacher uses visual authentic materials. E.g. videos, movie	2.9	2.2	2.6



	clips, advertisements etc.			
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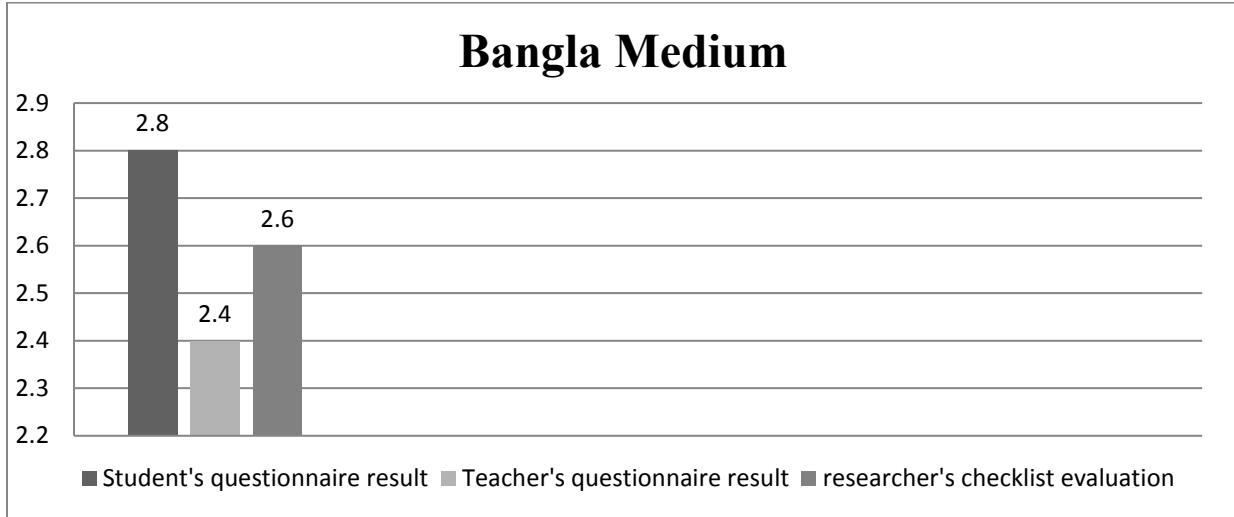


Figure: Use of visual authentic materials

Most of the Bangla medium classroom in our country does not provide the multimedia facility. But the number is increasing day by day. Though visual authentic materials like video clips have been shown in the class but not rapid like reading authentic texts. That is why student, teacher and researcher’s result is not satisfactory.

**Table 7.**

	Mean score	
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No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
7.	Teacher uses listening authentic materials. E.g. songs, radio news, phone calls etc.	3.7	4.8	4

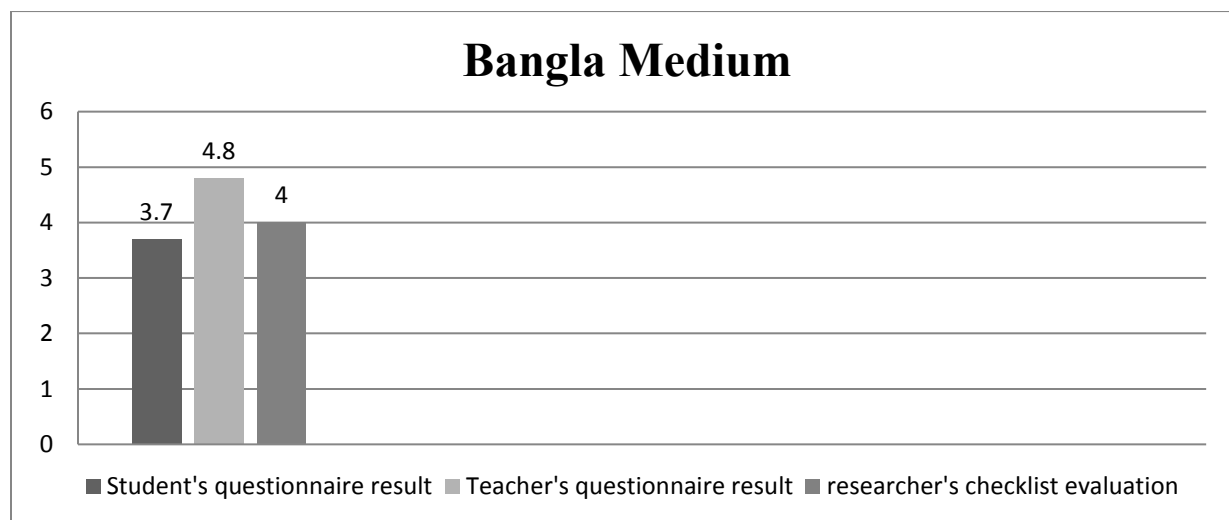


Figure: use of listening authentic materials.

Though teacher uses a lot amount of authentic reading texts and a small amount of visual authentic texts, listening authentic texts do not use by teachers at all. Most of the Bangla medium English teachers think that listening authentic materials demotivate students in learning because many students' listening skill is very poor. That is why student, teacher and researcher have negative attitude about this statement.

**Table 8.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
8.	Teacher understands students' needs and brings authentic materials accordingly.	2.4	3.4	2.9

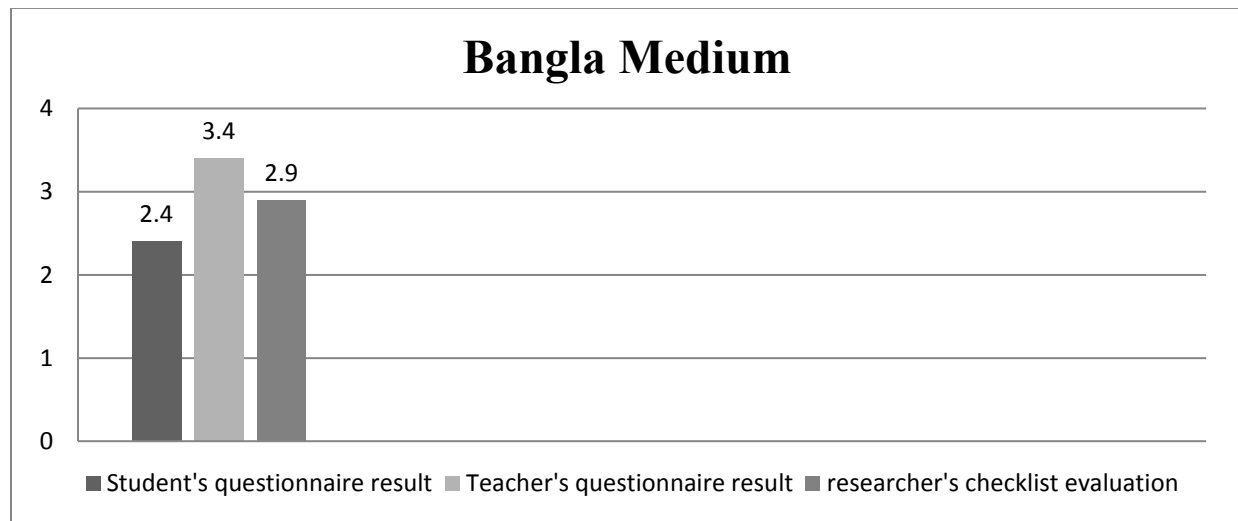


Figure: Students' needs are teacher's concern

Students' needs and teacher's priority, both two are totally different thing. As there is no practice of needs assessment in Bangladeshi classroom context, teacher does not get to know what students' want from that particular class. Teacher just follows the syllabus and tries to

finish that in the best way and teacher brings authentic materials according to the demand of topic. That is why the result of this statement is not satisfactory.

- **Authenticity with regards to AM**

**Table 9.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
9.	Given authentic materials are always relevant to the lesson. For example: While teaching traffic jam paragraph teacher can show a video clip of traffic situation of our country.	1.8	1.4	1.8

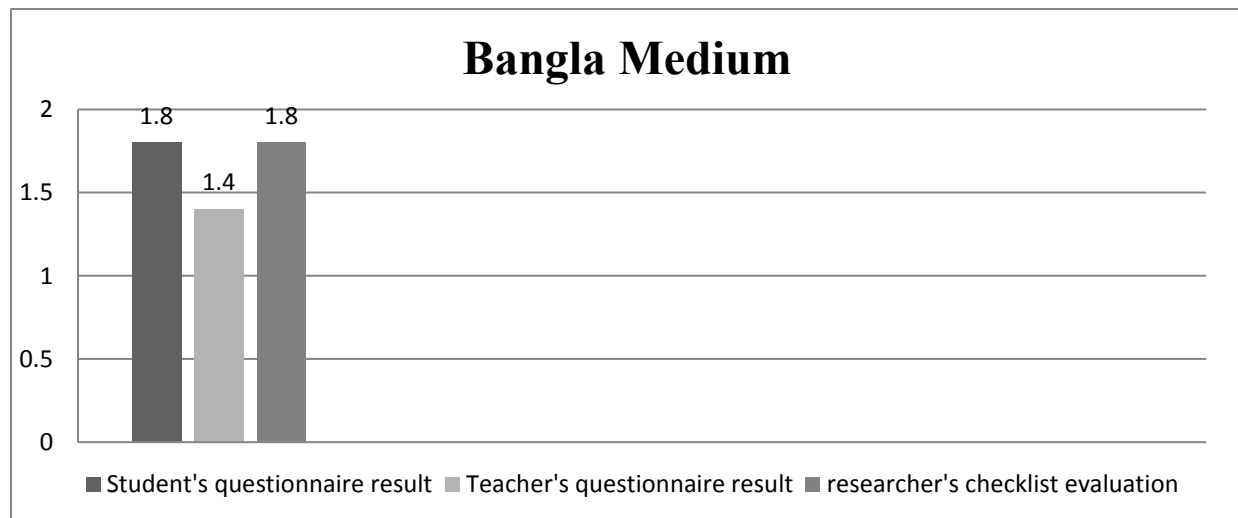


Figure: authentic materials are always relevant with the lesson

As teacher always follow designated topic from the syllabus, that is why authentic materials is relevant with the topic. That means teacher always brings authentic materials which has been demanded by particular lesson. This makes the statement satisfactory among student, teacher as well as researcher.

**Table 10.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
10.	Teacher uses authentic materials only which has importance in both classrooms and outside the classroom.	2.2	3.2	2.8

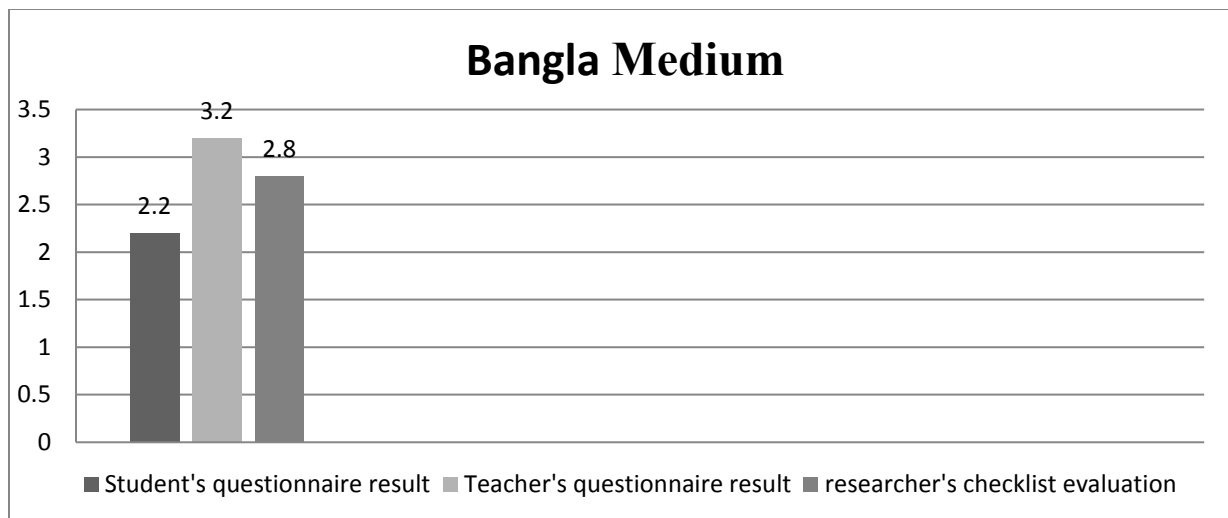


Figure: authentic materials only which have importance in both classroom and outside the classroom

Bangladeshi Bangla medium teachers are most of the time only concerns about the classroom learning and they expect from students accordingly. Though teacher brings authentic materials which are interesting and realistic, teacher did not demonstrate students how the knowledge gathered from these materials can be used in real life situation which makes this statement not satisfactory among student, teacher as well as researcher.

**Table 11.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
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11.	Teacher always uses authentic materials according to students' interests, previous knowledge and experience.	3.4	3	3.8
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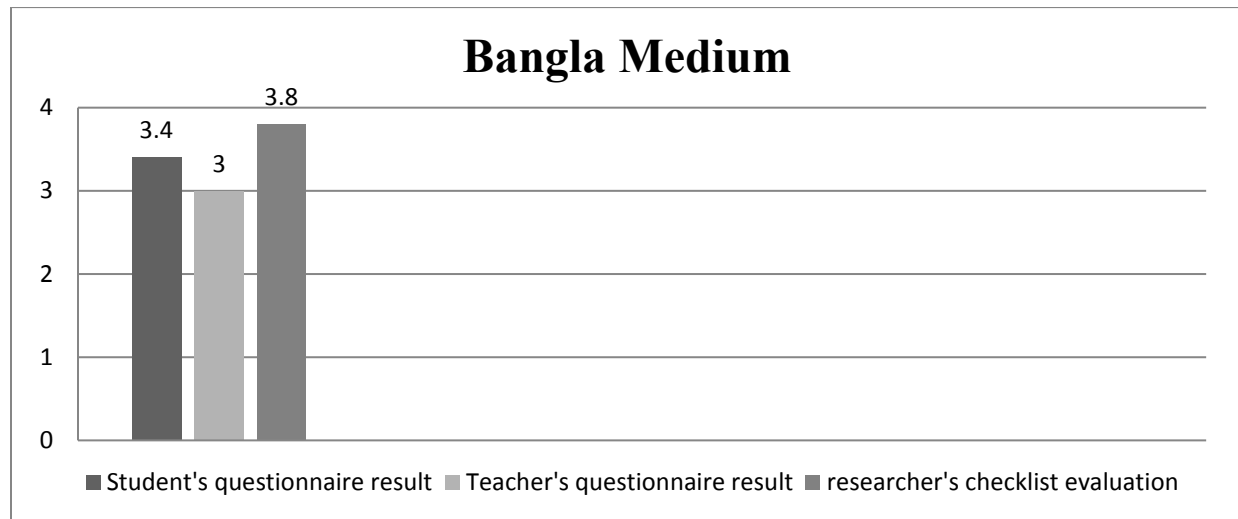


Figure: students' get authentic materials according to their interests, previous knowledge

This is legit that students get authentic materials sometimes when the lesson demands but in Bangla medium classroom context, teacher brings materials which are related to the topic. Though most of the authentic materials are interesting and teacher tries to bring level appropriate authentic materials, most of the teacher does not think about students' experience or previous knowledge before bringing authentic materials in the class. That is why the statement is not satisfactory toward student, teacher and researcher.

- **Guideline for using authentic materials in the classroom:**

**Table 12.**

	Mean score	
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No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
12.	Teacher always uses authentic materials which are easy to use and understand by the students.	2.3	1.6	1.8

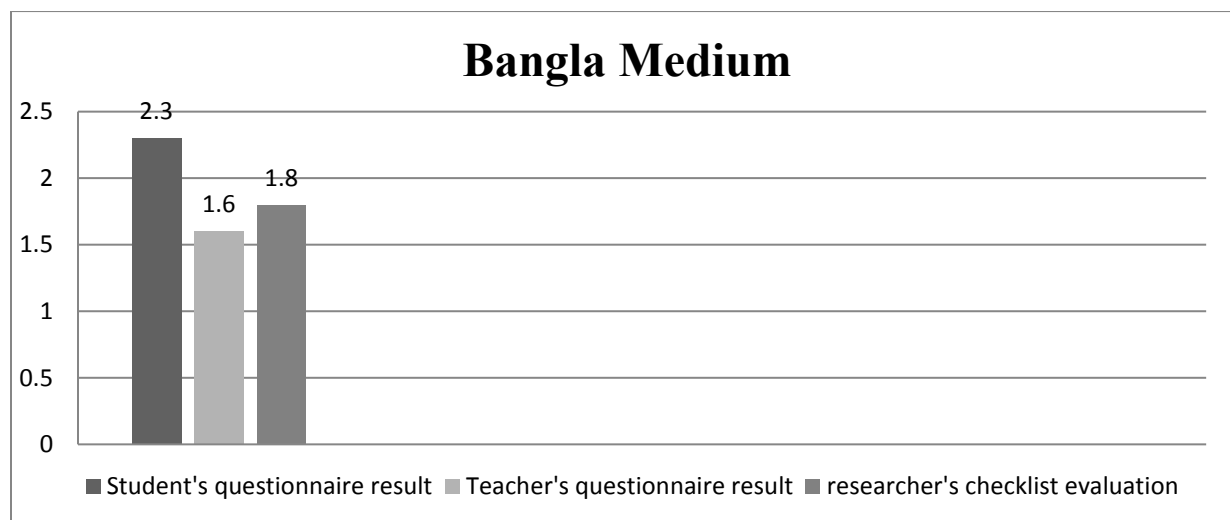


Figure: student gets authentic materials which are easy to use and understand

According to the result, teacher does not always bring easy to understandable authentic materials into the class. As authentic materials are not created for learning only, that is why most of the students are not satisfied with the statement. Teachers and researcher are satisfied with the statement. According to teachers, they try to think what kind of materials would be interesting to them.



**Table 13.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
13.	Teacher never brings debatable authentic materials. Examples of Such material as news article about gay marriage.	1.5	1	1.8

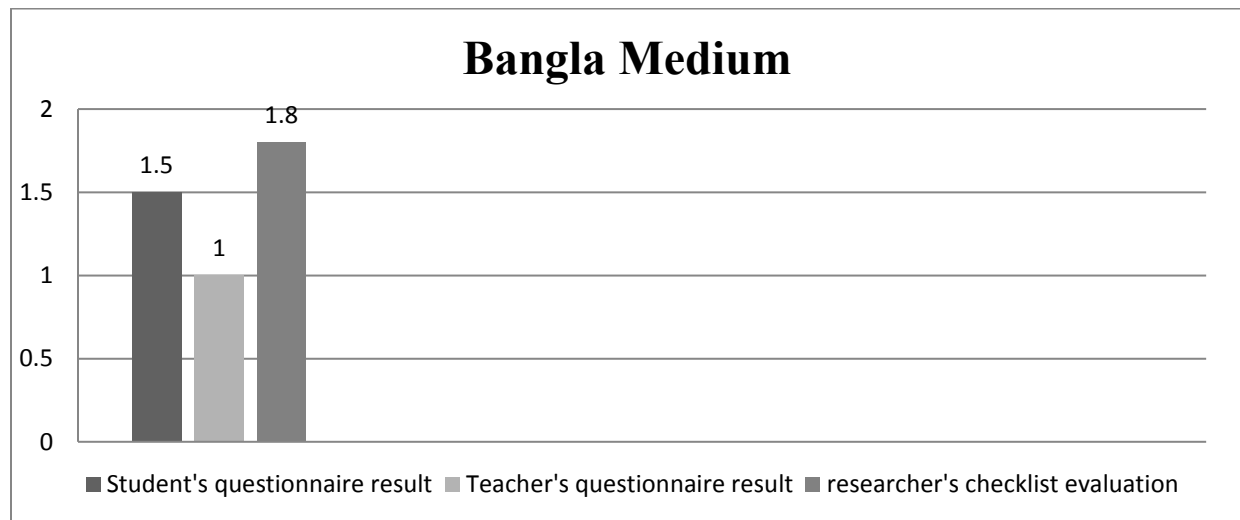


Figure: Teacher never brings debatable authentic materials

This statement is considered very satisfactory by student, teacher as well as researcher. Teacher always tries to avoid debatable materials because it diverts students’ attention from the designated topic.

**Table 14.**

No	Statements	Mean score		
		Students’ questionnaire results	Teachers’ questionnaire results	Observation checklist evaluation
14.	Teacher always uses age appropriate authentic materials which facilitate teaching learning process.	2	1.8	1.6

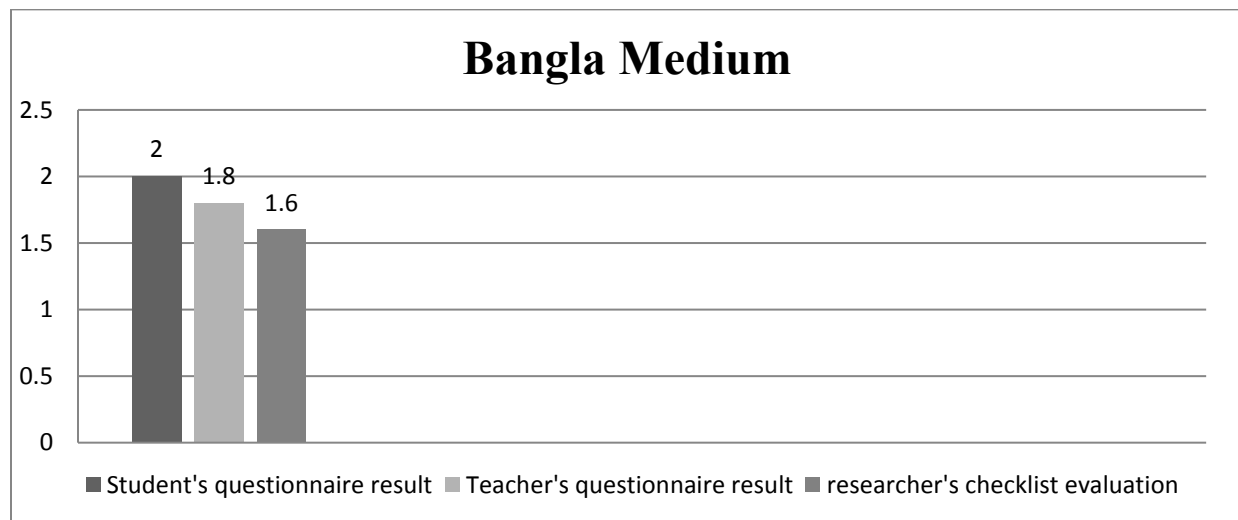


Figure: use of age appropriate authentic materials

Teacher tries to use age appropriate authentic materials in the class. As we all know authentic materials work is to facilitate learning process but when authentic materials does not meet the expectation of the students then it not only spoils the learning process but also demotivates students. Therefore, this statement turns out satisfactory among three variables.

- **Lack of using AM leads to traditional based teaching through TM(traditional method):**

**Table 15.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
15.	In language class teacher teaches grammar by giving structures and bookish examples.	2.7	4	3.4

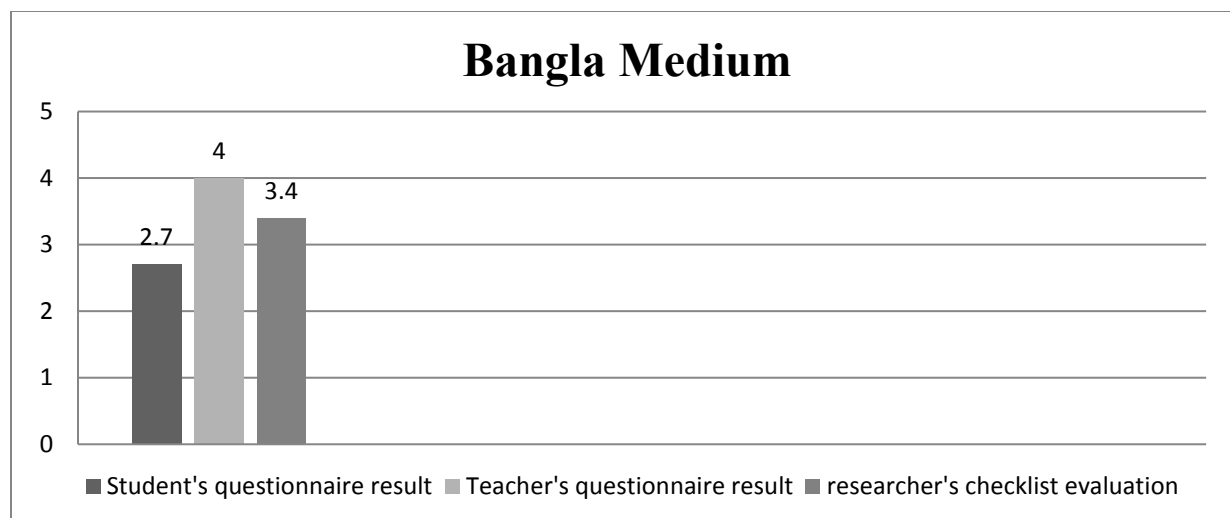


Figure: teacher teaches grammar by giving structures and bookish examples.

In most of the Bangla medium school, teachers tend to follow traditional methods where they only teach grammars and structures. But this method is changing which reflects in the questionnaire results. We can see that student, teacher and researcher’s results are not satisfactory about this statement. During classroom observation, researcher has seen that though teachers are teaching grammars when teacher introduces authentic materials and try to connect that with the lesson then students tend to more relaxed and communicative during the class.

**Table 16.**

No	Statements	Mean score		Observation checklist evaluation
		Students' questionnaire results	Teachers' questionnaire results	
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16.	Teacher concentrates on improving not only reading and writing skills but also speaking and listening skills.	2.2	2.8	2.4
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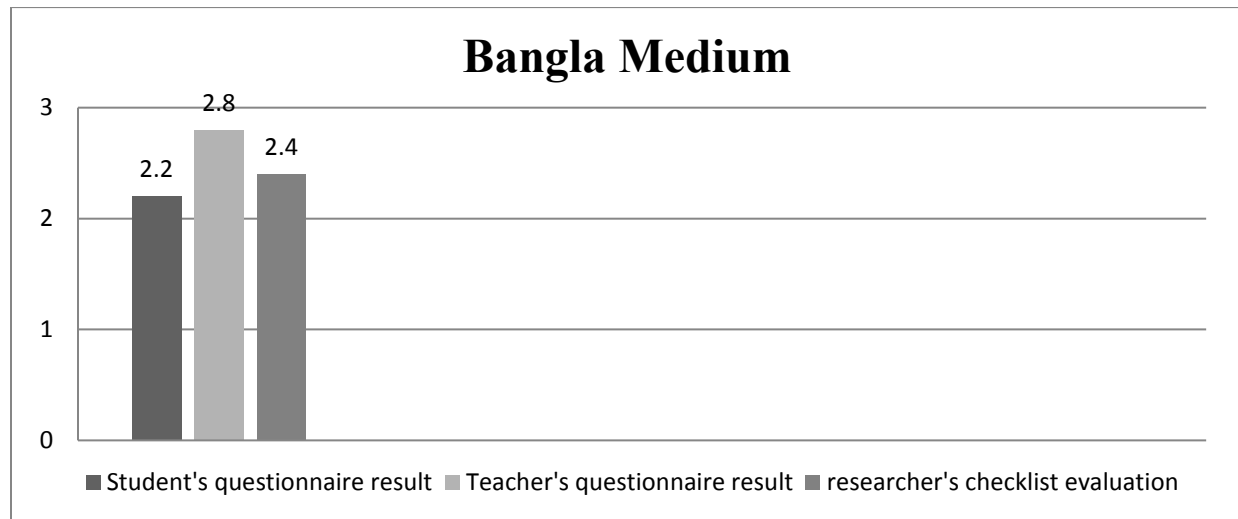


Figure: concentrates on improving not only reading and writing skills but also speaking and listening skills

Though the past scenario of Bangladeshi Bangla medium classroom is changing, still the concentration of learning English is mostly limited to developing reading and writing skills. That is what researcher has seen throughout the class observation. Teacher is telling the students about the importance of speaking and listening in English but there is no specific activity to build up that skill in the classroom which makes the statement not satisfactory.

**Table 17.**

	Mean score	
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No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
17.	Teacher's main choice of teaching is through textbook by giving lectures and taking exams.	4.1	3.8	4.3

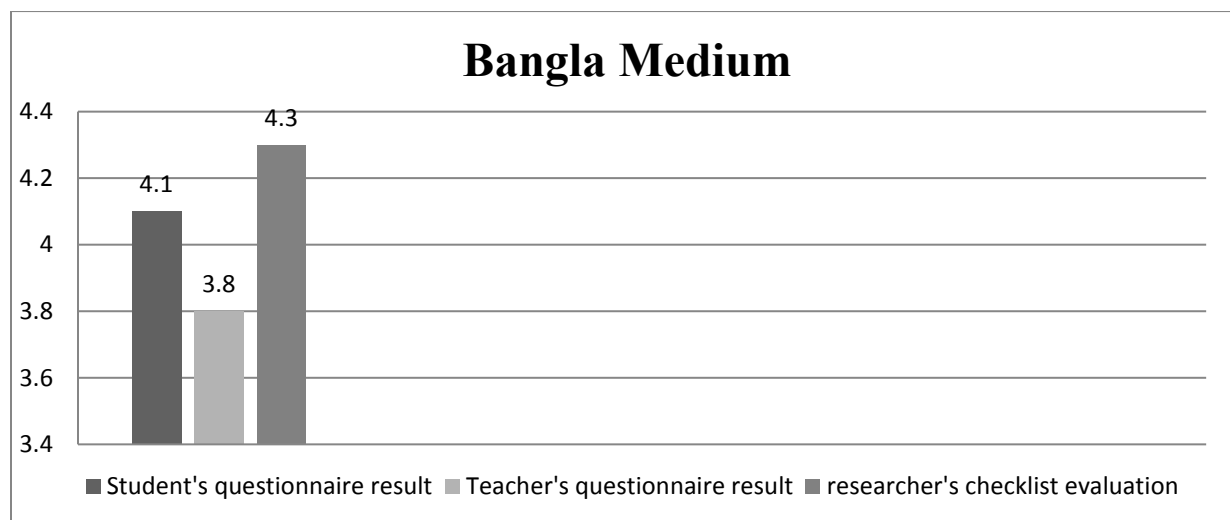


Figure: main choice of teaching is through textbook

Though teachers follow the text book which covers up the syllabus, it is not correct that teacher's main choice of teaching is through textbook. Researcher also observes that fact that teacher tries to help students acquire the target language not only giving lectures and taking exams. That is why everyone shows negative attitude toward this statement.

- **Failure of TM leading to CLT through AM:**

**Table 18.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
18.	By following textbooks teacher involves students in interesting activities. Such as group work, pair work etc.	1.7	1.2	2

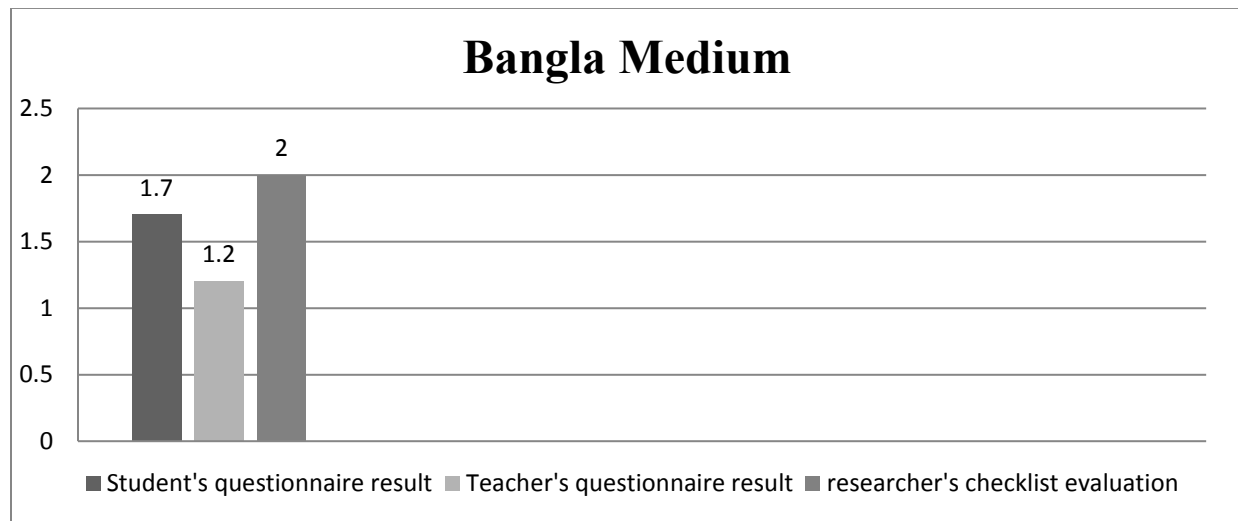


Figure: teacher ask students whether they face any problem

By following textbooks teacher teaches in most of the class and uses authentic materials to make the class more communicative. Researcher observes how textbooks and authentic materials help a teacher to do various communicative activities in the classroom.

**Table 19.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
19.	When teacher brings authentic materials in the class, class becomes more communicative than before.	1.5	1.6	1.8

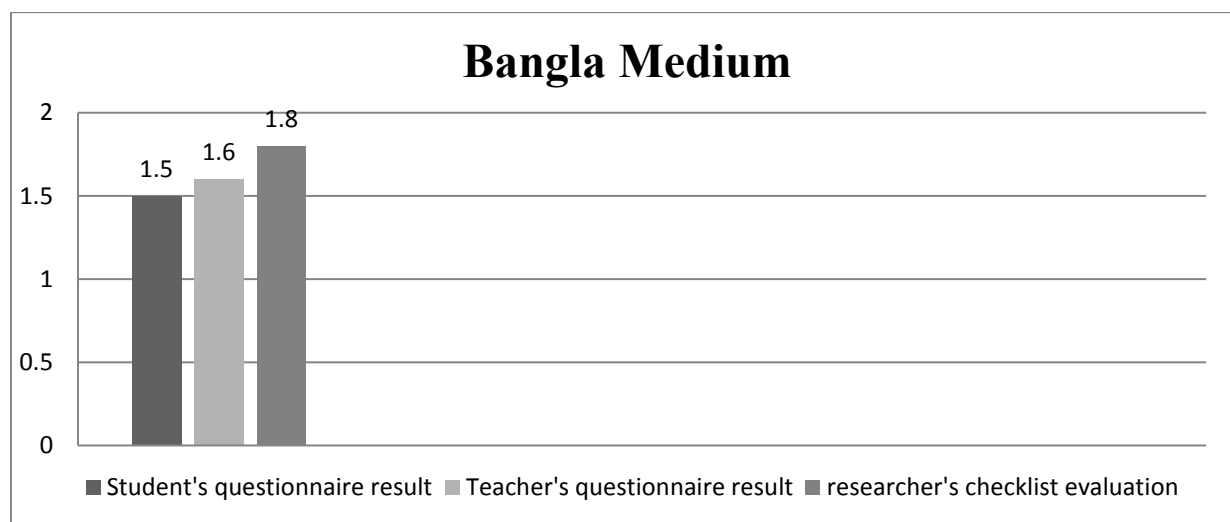


Figure: class becomes more communicative than before

Authentic material is something which is not related to the course syllabus. It's a material which is totally new for students and when teacher introduces that in the classroom, either teacher needs



to demonstrate that or teacher can create the environment of collaborative learning. So, it is obvious that if students get the chances for collaborative learning then they get very motivated towards learning. This description is actually based on researcher’s observation.

**Table 20.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
20.	Lectures, home works and only writing exercises demotivate students.	1.6	1.2	1

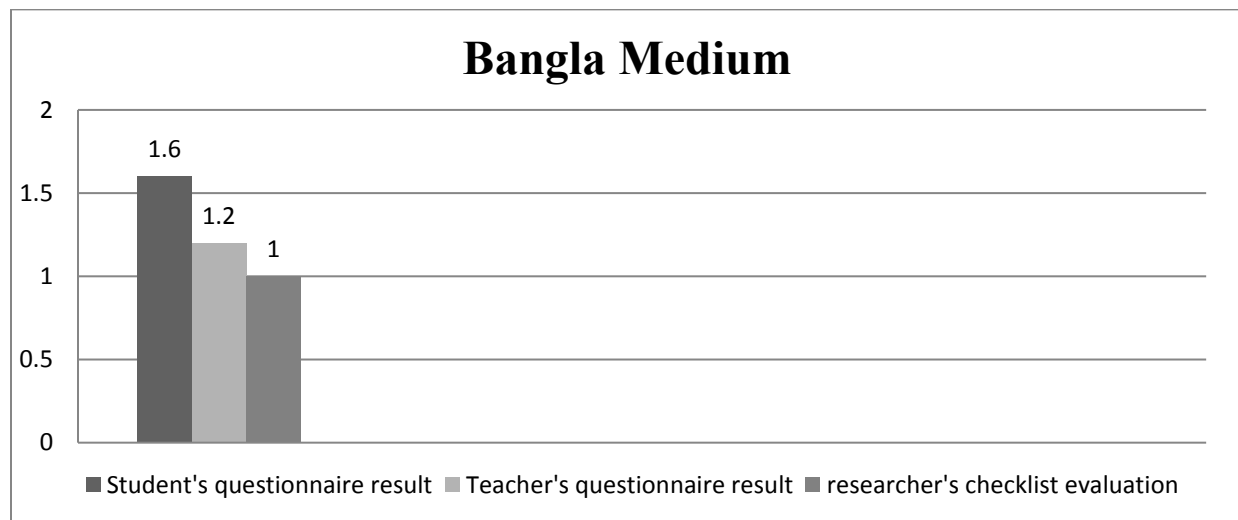


Figure: Lectures, home works and only writing exercises demotivate students

Of course only lectures, home works and writing exercises demotivate as well as bores student. If constantly same thing happens then students will lose their interest in learning. That is why teacher also should keep that in mind and he should introduce new things in the class and what can be better than an interesting piece of authentic materials. That is why each participant gives satisfactory opinion about this statement.

**Table 21.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
21.	To learn a language only grammar learning is enough.	4.8	5	4.8

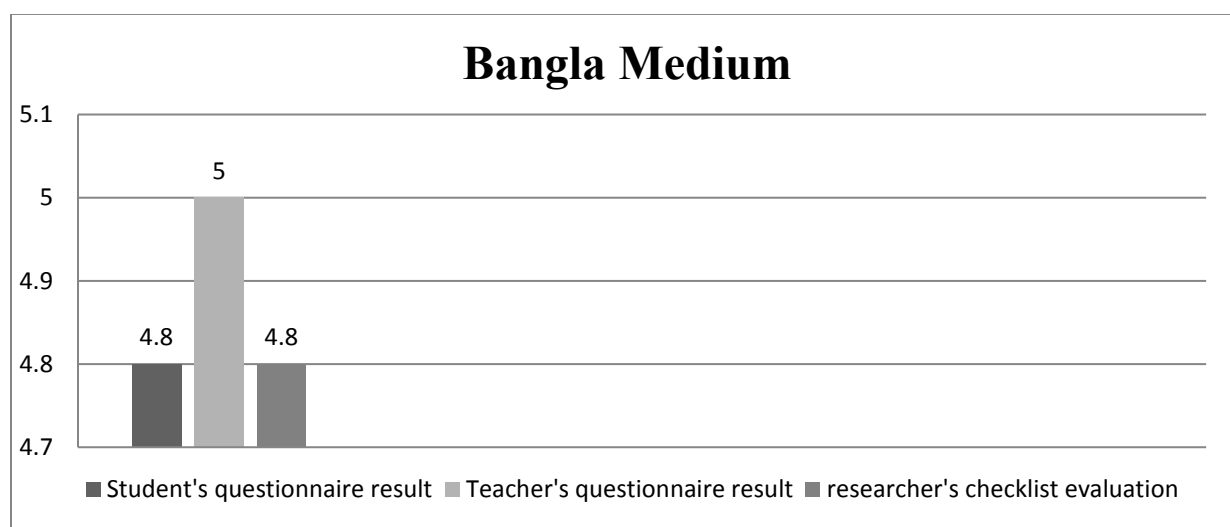


Figure: To learn a language only grammar learning is enough

This is crystal clear that only grammar is not a language. Grammar is only a component of a language. Researcher also observes that during classes’ teacher was also trying to emphasize on pronunciation, accuracy, and spelling.

- **Authentic materials and CLT approach in Bangladeshi classroom context:**

**Table 22.**

No	Statements	Mean score		
		Students’ questionnaire results	Teachers’ questionnaire results	Observation checklist evaluation
22.	Communicative classroom is interesting and significant than traditional lecture based classroom.	1.7	1.4	1.6

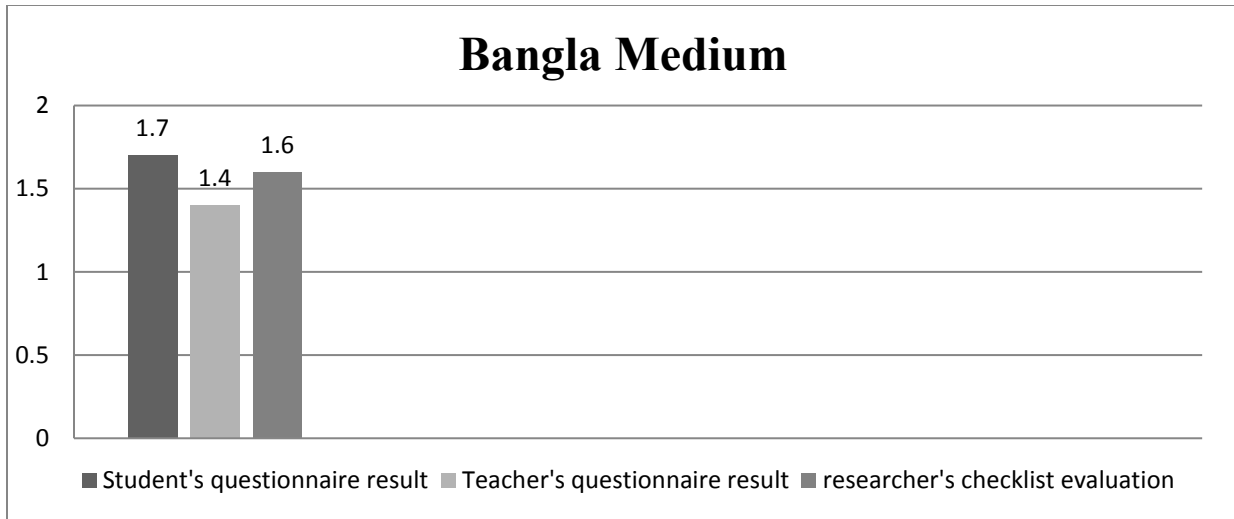


Figure: Communicative classroom is interesting and significant

Though traditional classroom is mostly followed by teachers of Bangla medium schools, when researcher was observing the class, teacher was telling students to become more communicative. Teachers were motivating students to ask questions deliberately to them so that the classroom becomes communicative and through this process students' get highly motivated which led to a successful teaching learning process.

**Table 23.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
23.	Authentic material helps students to learn English more	2	1.4	1.8

	effectively through communicative class activities.			
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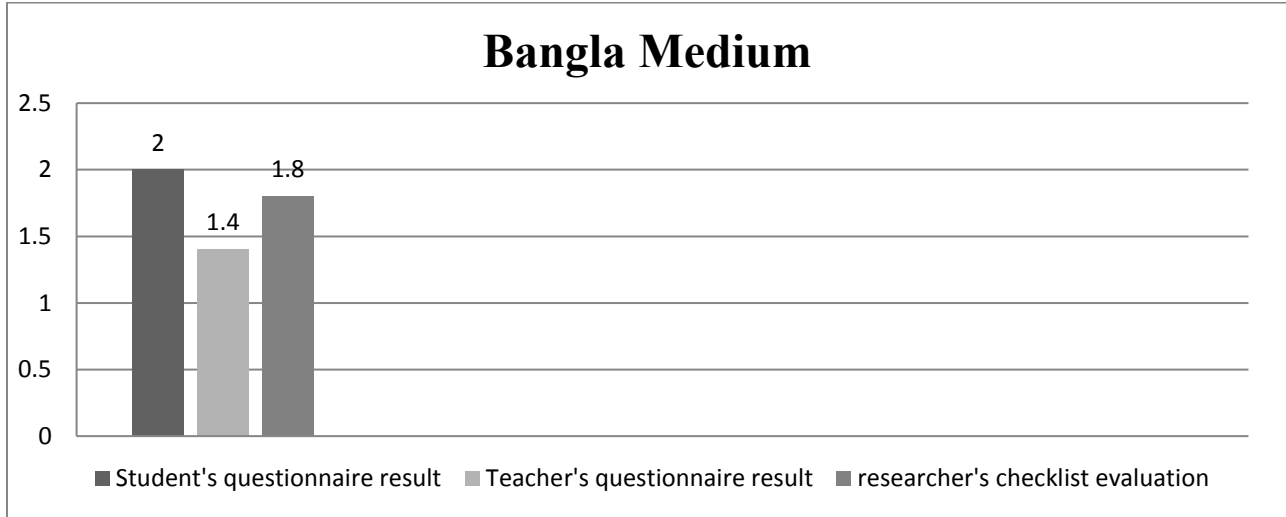


Figure: helps students to learn English more effectively through communicative class activities

When a teacher introduces authentic materials in the class, he also has to think that what he will do with that material. Then he has to design classroom activities to implement that material into that classroom. For example, authentic materials can lead to jigsaw activity or information gap activity and these activities are totally communicative activities. These results lead to each participants' result which is satisfactory.

**Table 24.**

	Mean score	
--	------------	--

No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
24.	Authentic materials make a balance between teacher's speech and student's speech in class to make it communicative.	1.8	1.6	1.8

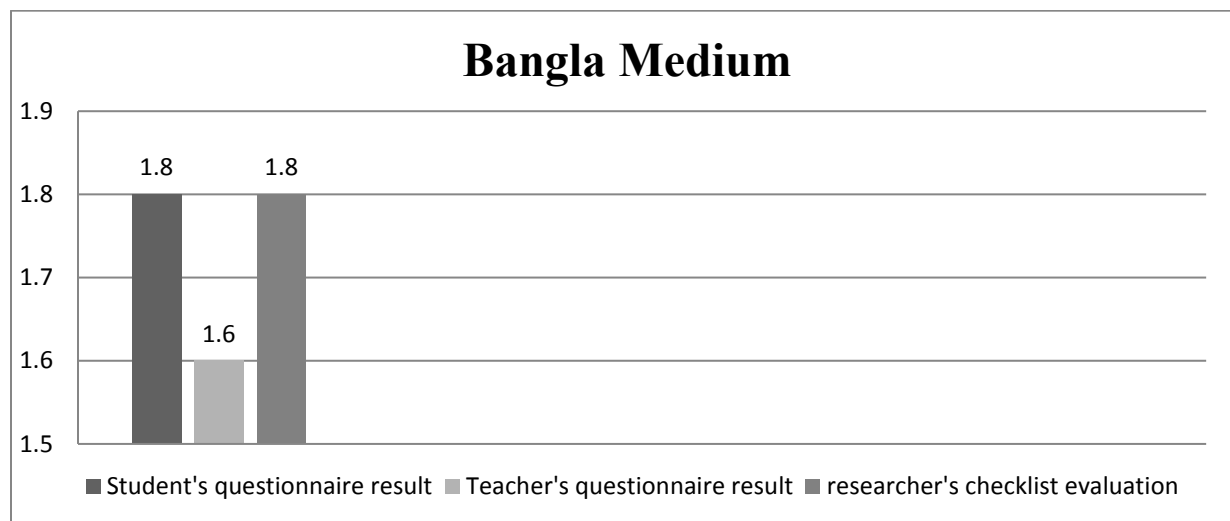


Figure: make a balance between teacher's speech and student's speech

The result of this statement is satisfactory because at first in every class it was only teacher who was talking but after introducing authentic materials into the class, the environment changes. Researcher observed that students started to ask questions and also passing comments regarding authentic materials.

**Table 25.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
25.	Student eagerly participates in different speaking activities (acting, give speech, prepared talk etc.) in class if the authentic materials turn out interesting.	2	2	2.6

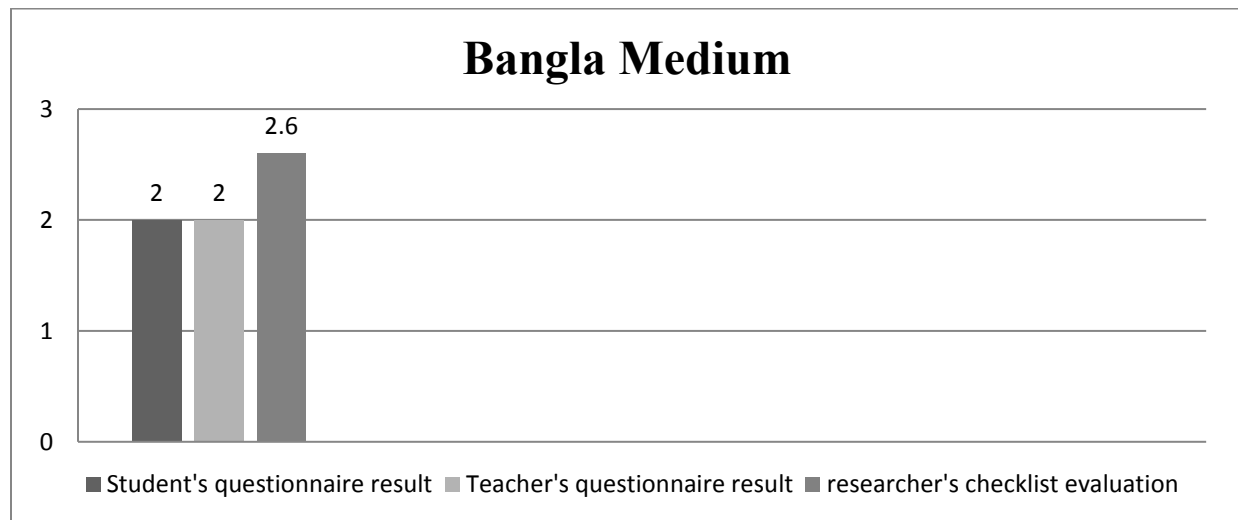


Figure: participates in different speaking activities

If authentic material turns out interesting according to students need, they become very eager to participate in various activities. It also increases speaking tendency among students. Researcher

observes that sometimes students like to discuss the topic like storytelling when they find interesting authentic materials which are related to the topic.

**Table 26.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
26.	Between Authentic material chosen by teacher and Textbook's authentic text, 1 <sup>st</sup> one is more motivating than the other one.	1.8	2.2	1.8

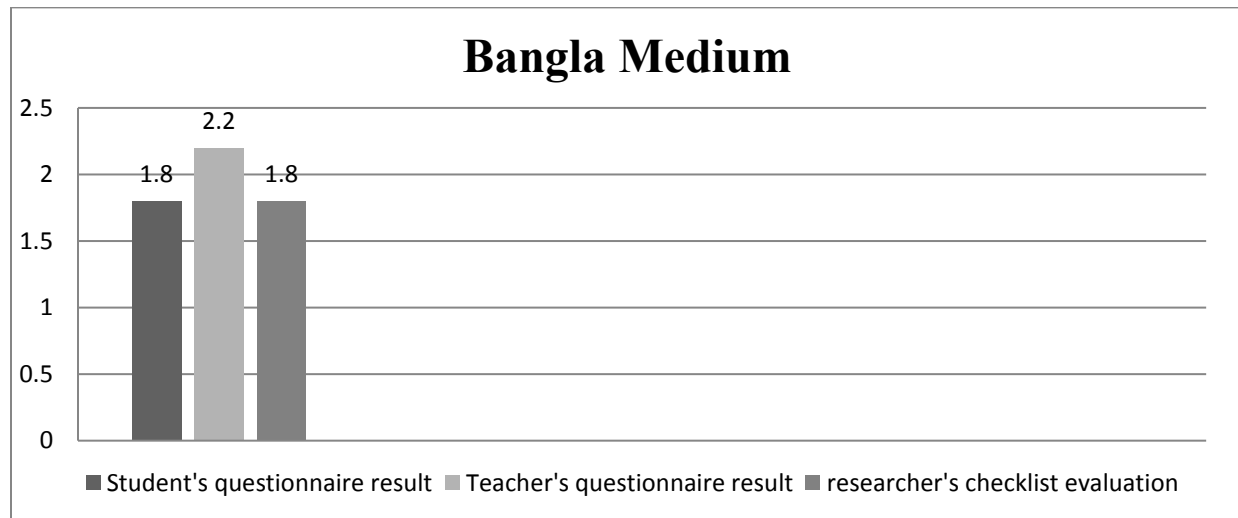


Figure: Authentic materials is motivating than textbooks.



According to students' questionnaire results, authentic materials are more motivating than textbook because during using authentic material they feel comfortable and they participate in the class more rapidly. That is why the result was satisfactory. But teacher's results show not satisfactory. They think textbook is more motivating. Researcher observed that students became enthusiastic when authentic materials have introduced in the class.

- **Learners' reactions on using authentic materials**

**Table 27.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
27.	Authentic materials make a student more confident about learning English if the material includes real life context within itself in learning.	1.7	1.4	1.6

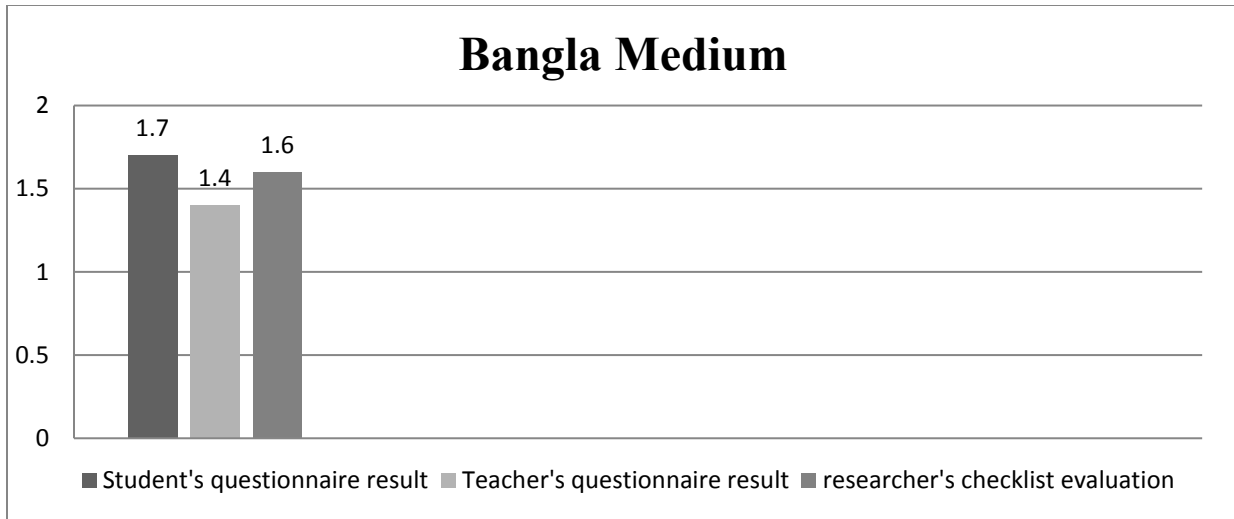


Figure: make a student more confident about learning English

Teachers, students and researchers all gave satisfactory opinions about this statement. As students can relate the materials with their life style they also feel confident outside the classroom and researcher overheard that when students were talking about their previous experiences regarding authentic materials.

**Table 28.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
28.	Authentic materials increase the language learning process among students.	1.8	1.8	1.4

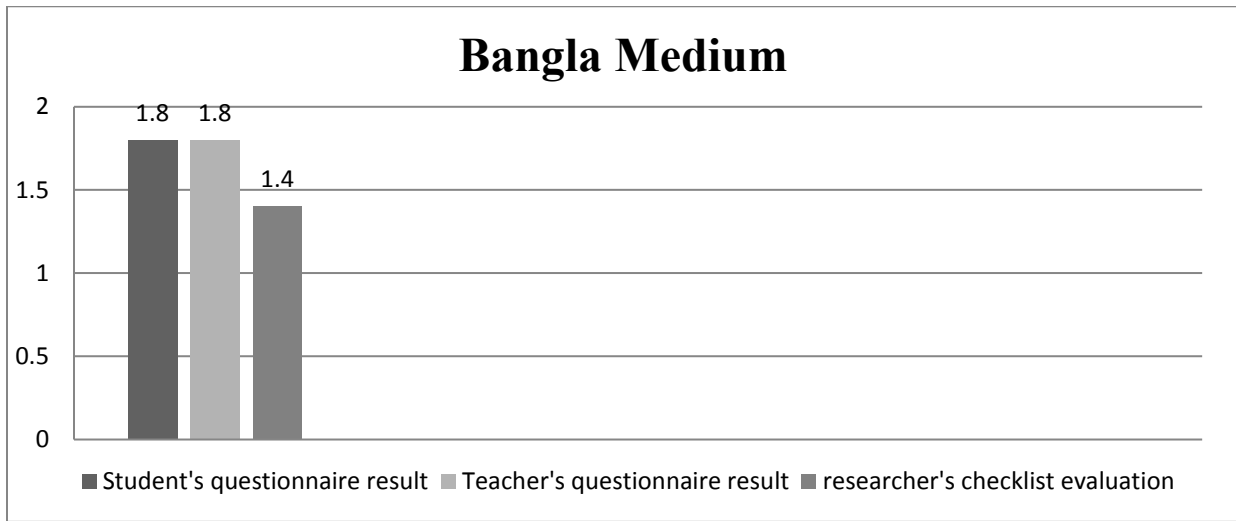


Figure: Authentic materials increase the language learning process

This statement is considered satisfactory by all participants. Researcher observed that authentic materials do increase language learning process because of these increase motivation and good influence among students.

- **Teachers’ reaction on using authentic materials**

**Table 29.**

No	Statements	Mean score		
		Students’ questionnaire results	Teachers’ questionnaire results	Observation checklist evaluation
.				

29.	Authentic materials are less frequently used than textbooks by teachers.	1.8	1.2	1.8
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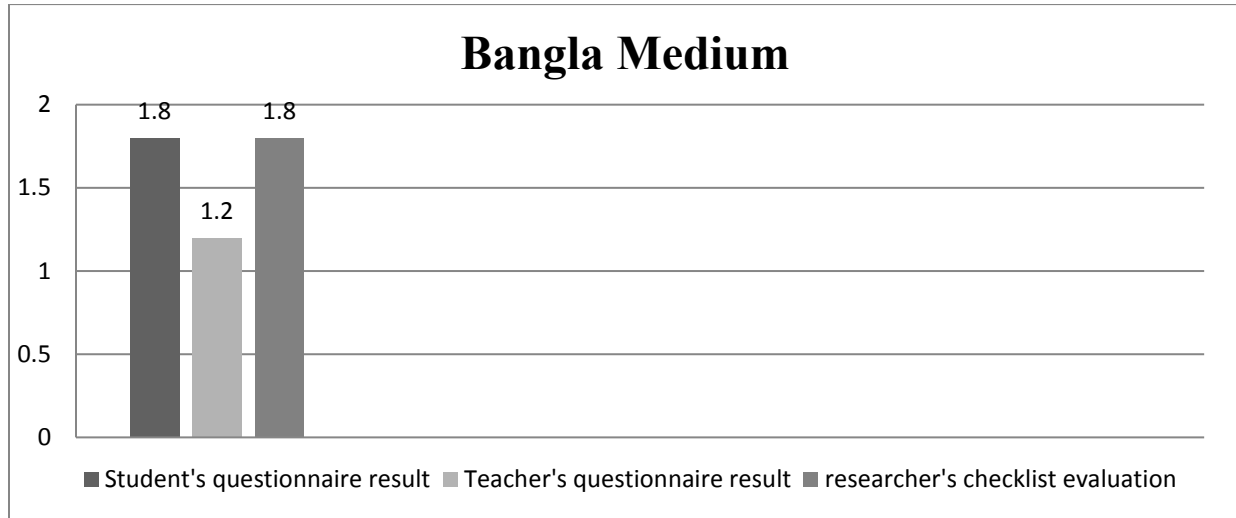


Figure: Authentic materials are less frequently used than textbooks

Most of the Bangla medium school teachers follow textbooks materials rather than authentic materials. As textbook materials are easy to incorporate into the class rather than AM, that is why all participants rated the statement satisfactory.

**Table 30.**

	Mean score	
--	------------	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
30.	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	2.1	2.6	2

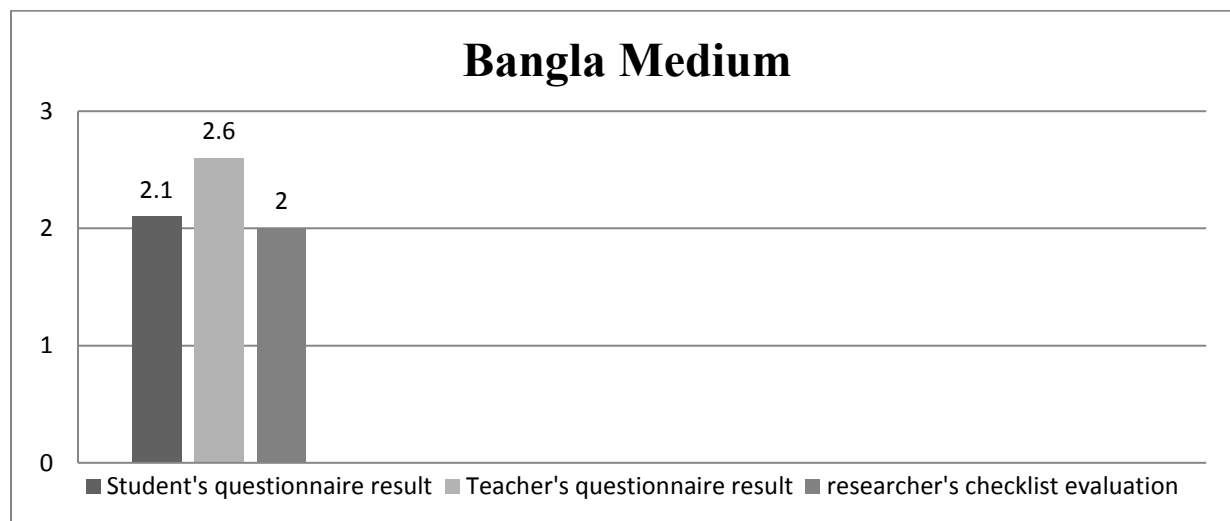


Figure: appropriate authentic text considering the level of the students

Actually, creative writing requires skill which is not the concern of authentic materials. Authentic materials can facilitate students into creative writing if the student has the potency of creative writing. Researcher observed this fact throughout the class observation. Teachers' and students' opinions are also not satisfactory regarding this statement.

- **Significance of authentic material among ESL learners**

**Table 31.**

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
31.	Authentic materials motivate students to learn a language by its realness and how it relates to the context.	1.6	1	1.4

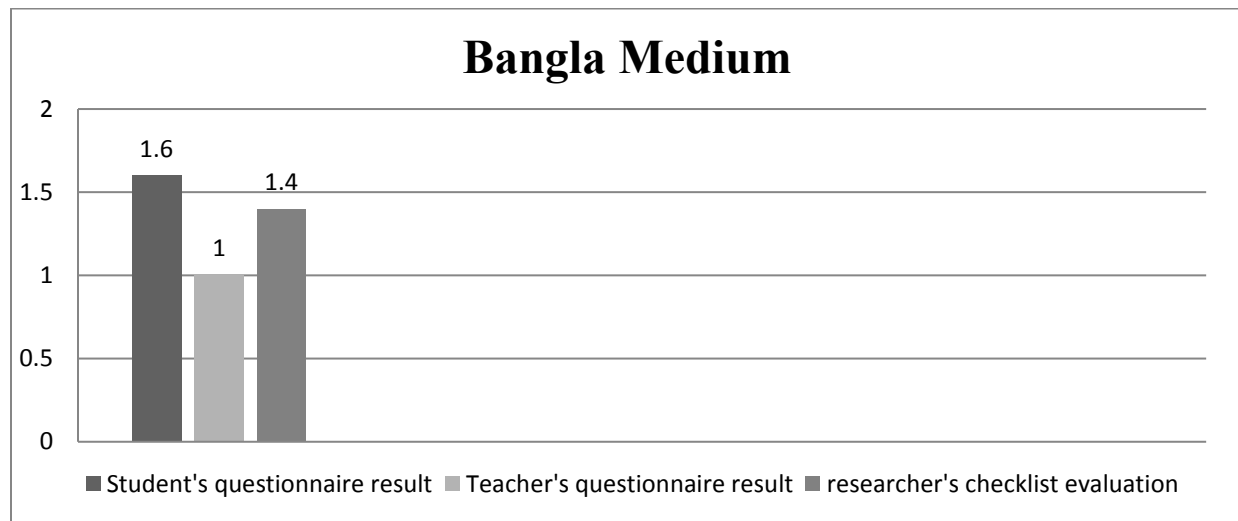


Figure: motivate students to learn a language by its realness and how it relates to the context

The result of this statement is very satisfactory because researcher observes that how authentic materials motivate students if they find any interesting material which represents students' life style.

## **Chapter 5. Conclusion**

### **5.1. Findings of the study in brief:**

After collecting the data, researcher has to analyze those to come to a conclusion. After analyzing the data, researcher finds the survey effective to build his own hypothesis. In other words, it can be said that the responses received from the surveys through different Bangla medium schools fulfill the expectations of the researcher. The hypothesis is by implementing authentic materials a classroom can be more communicative than before. Moreover, authentic materials turn traditional teaching into CLT. According to the survey, most of the students were not in the favor of traditional teaching. Researcher found that traditional method demotivates students in terms of learning process. Data shows that traditional method is monotonous toward most of the students and to some extent, learning grammatical structures fails to create communicative environment in the classroom. Researcher found that students feel very enthusiastic and confident when they participate in various communicative activities.

Researcher got positive results from both questionnaire and observation checklist though several statements came out to be negative. By doing classroom observation researcher got the idea that teachers like to introduce authentic materials in every class though sometimes it could not be possible for time limitation or for the content of the lesson. Not only this, Bangla medium classrooms are also changing their teaching style. Teachers now use different types of teaching methods together to teach a particular topic. For example, in a grammar class, now a day's

teacher does not only teach the structure of grammar, he/she teaches the implementation of that grammar item into the language or in real life context. When teachers want to relate the topic to real life context, they do that by introducing authentic materials in the class. Researcher observed an interesting fact toward the survey that most of the teachers were trying to make the class more communicative rather than control it. Most importantly teachers were trying to hold students attention throughout the whole class by asking questions, doing different types of activities. To make the class more lively and vivid, teachers were giving real life examples to the students for better learning process.

There are also several negative results along with the positive ones. The main limitation was sitting arrangements and class time as well as teacher was unable to sort out students' needs and interests which vary from class to class. Most of the classrooms were lack of multimedia technology in the class. That is why teacher could not use visual or audio materials properly. In most of the Bangla medium classes, teachers only focus on improving reading and writing skills of students but they are not conscious about speaking and listening skills. As the class time is short in most of the schools, students could not get much time to participate in whole class discussion.

## **5.2. Recommendations:**

As the review practically meets the desires with fruitful outcome, researcher might want to prescribe a few conceivable outcomes keeping in mind to fill the lacking found in classroom circumstance while teaching. Furthermore, it is not generally possible to take after certain ways by teachers while instructing in class. The educator must be conscious and prepared if his ways of teaching neglect to meet the goals. It is on the grounds that students have negative emotions



towards English as it is not their native language. In the meantime the teacher needs to build up the confidence that they are the facilitator for students to make language class effective and interesting.

The possible recommendations for better learning process can be effective use of authentic materials. That means, teachers can at first discuss with the students what kind of authentic materials arouse interest among them. Then keeping in mind about that teacher can bring authentic materials. Next recommendation would emphasize on four skills of language learning instead of giving emphasis on only one or two skill. Both student and teacher should communicate in English especially in English class. There should be different types of sitting arrangements in classroom as researcher has seen there are only benches in the classroom. If there were desks instead of benches, it would be easy for both teachers and students to perform group works or pair works properly. In every class, there should be multimedia technology so that students do not have to depend on teachers lectures only. Teacher should not only concentrate on academic purposes but also for better learning, teacher should concentrate on language teaching too. By introducing authentic materials teachers can emphasize on oral tests as well as different types of writing skill. Textbook should not be the only choice for teacher because to some extent textbooks become monotonous but authentic materials is diverse because it varies from topic to topic.

### **5.3. Limitation of the study:**

According to Price and Judy (2004), limitations of the survey are those which influenced or affected the interpretation of the results from the research. Researcher also faced several limitations while researching. First one is in many Bangla medium schools, teachers use

authentic materials but they don't have the academic knowledge of it which leads to a difficulty for researcher. Also, students had no idea about the term authentic materials though they were being taught by using authentic materials. Most of the participants of the research thought that textbook materials are authentic materials. Another limitation is researcher could just do the review on few numbers of schools as it was unrealistic for her to cover countless from around the nation. Additionally, doing a study on bigger scale would demand a big amount of cash. Research went just in five schools as there was second term examination going on in the greater part of the schools. Despite the fact that, the quantity of school was short it was inspected intimately with mind so the analyst could show signs of improvement result to examine the circumstance found in Bangla medium school of Bangladesh. Not only this, to some extent researcher had to maintain confidentiality though he mentioned every point briefly.

#### **5.4. Conclusion:**

To conclude the paper, researcher would like to say that only authentic materials do not make a class communicative, it is the teachers who can make the proper utilization of authentic materials in the class. After completing the research as well as from related literature, it is certain that implementation of authentic materials in language learning process has no supplementary. To boost up students confidence and motivation towards learning a language, authentic materials should be used in every language classroom. As authentic material is connected with real context, it is supported by all the teachers and students. Authentic materials help students to arouse interest and expose them to the real language as they will utilize that language in the real world. According to Davies (1994), it is not the material which is understood because that material is authentic, but it is authentic material because it is understood by students (p. 192)

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## **Appendices**

### **Appendix A**

#### **Questionnaire for the students**

##### **A note for the students:**

This questionnaire is prepared for a thesis paper on the “Implementing Authentic materials to turn traditional based teaching into CLT based classroom: Focus on High school level Bangla medium students”. I request you to give your valued opinions through filling in the questionnaire. I guarantee you that the given data will be treated as confidential and used for research purpose only.

Thank you in advance for your time and cooperation.

##### **Section B: Instruction**

Each of the items has 5 points scale:

**1= Entirely agree,**

**2= Agree,**

**3= Not sure,**

**4= disagree,**

**5= Entirely disagree.**

Please tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely agree	agree	Not sure	Disagree	Entirely disagree
<b>A. What is Authentic material (AM)</b>						
1.	Introduction of authentic material is good. For example: Printed texts (books, newspapers). Different kinds of images (photographs, posters). Multimedia materials (audio tapes, video tapes, CDs, DVDs, computer-based programs).	1	2	3	4	5
2.	Teacher often brings authentic materials to the class.	1	2	3	4	5
3.	Authentic materials make the lesson more realistic and effective.	1	2	3	4	5
4.	Authentic materials help students to interact in English outside the classroom.	1	2	3	4	5
<b>B. Sources of Authentic materials</b>						
5.	Teacher uses reading authentic texts. E.g. newspapers, magazines, dialogues etc.	1	2	3	4	5

6.	Teacher uses visual authentic materials. E.g. videos, movie clips, advertisements etc.	1	2	3	4	5
7.	Teacher uses listening authentic materials. E.g. songs, radio news, phone calls etc.	1	2	3	4	5
8.	Teacher understands students' needs and brings authentic materials accordingly.	1	2	3	4	5
<b>C. Authenticity with regards to AM</b>						
9.	Given authentic materials are always relevant with the lesson. For example: While teaching traffic jam paragraph teacher can show a video clip of traffic situation of our country.	1	2	3	4	5
10.	Teacher uses authentic materials only which has importance on both classroom and outside the classroom.	1	2	3	4	5
11.	Teacher always uses authentic materials according to students' interests, previous knowledge and experience.	1	2	3	4	5
<b>D. Standard of utilizing authentic materials in classrooms:</b>						
12.	Teacher always uses authentic materials which are easy to use and understand by the students.	1	2	3	4	5
13.	Teacher never brings debatable authentic materials. Examples of Such material as news	1	2	3	4	5

	article about gay marriage.					
14.	Teacher always uses age appropriate authentic materials which facilitate teaching learning process.	1	2	3	4	5
<b>E. Lack of using AM leads to traditional based teaching through TM(traditional method):</b>						
15.	In language class teacher teaches grammar by giving structures and bookish examples.	1	2	3	4	5
16.	Teacher concentrates on improving not only reading and writing skills but also speaking and listening skills.	1	2	3	4	5
17.	Teacher's main choice of teaching is through textbook by giving lectures and taking exams.	1	2	3	4	5
<b>F. Failure of TM leading to CLT through AM:</b>						
18.	By following textbooks teacher involves students in interesting activities. Such as group work, pair work etc.	1	2	3	4	5
19.	When teacher brings authentic materials in the class, class becomes more communicative than before.	1	2	3	4	5
20.	Lectures, home works and only writing exercises	1	2	3	4	5

	demotivate students.					
21.	To learn a language only grammar learning is enough.	1	2	3	4	5
<b>G. Authentic materials and CLT approach in Bangladeshi classroom context:</b>						
22.	Communicative classroom is interesting and significant than traditional lecture based classroom.	1	2	3	4	5
23.	Authentic material helps students to learn English more effectively through communicative class activities.	1	2	3	4	5
24.	Authentic materials make a balance between teacher's speech and student's speech in class to make it communicative.	1	2	3	4	5
25.	Student eagerly participates in different speaking activities (acting, give speech, prepared talk etc.) in class if the authentic materials turn out interesting.	1	2	3	4	5
26.	Between Authentic material chosen by teacher and Textbook's authentic text, 1 <sup>st</sup> one is more motivating than the other one.	1	2	3	4	5
<b>H. Learners' reactions on using authentic materials</b>						
27.	Authentic materials make a student more confident about learning English if the material	1	2	3	4	5

	includes real life context within itself in learning.					
28.	Authentic materials increase the language learning process among students.	1	2	3	4	5
<b>I. Teachers' reaction on using authentic materials</b>						
29	Authentic materials are less frequently used than textbooks by teachers.	1	2	3	4	5
30	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	1	2	3	4	5
<b>J. Significance of authentic material among ESL learners</b>						
31	Authentic materials motivate students to learn a language by its realness and how it relates with the context.	1	2	3	4	5

**Appendix B**

**Questionnaire for teachers**

**A note for the teachers:**

This questionnaire is prepared for a thesis paper on the “Implementing Authentic materials to turn traditional based teaching into CLT based classroom: Focus on High school level Bangla medium students”. I request you to give your valued opinions through filling in the questionnaire. I guarantee you that the given data will be treated as confidential and used for research purpose only. Thank you in advance for your time and cooperation.

**Section B: Instruction**

Each of the items has 5 points scale:

**1= Entirely agree,**

**2= Agree,**

**3= Not sure,**

**4= disagree,**

**5= Entirely disagree.**

Please tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely agree	agree	Not sure	Disagree	Entirely disagree

<b>A. What is Authentic material (AM)</b>						
1.	Introduction of authentic material is good. For example: Printed texts (books, newspapers). Different kinds of images (photographs, posters). Multimedia materials (audio tapes, video tapes, CDs, DVDs, computer-based programs).	1	2	3	4	5
2.	Students often get authentic materials to the class.	1	2	3	4	5
3.	Authentic materials make the lesson more realistic and effective.	1	2	3	4	5
4.	Authentic materials help students to interact in English outside the classroom.	1	2	3	4	5
<b>B. Sources of Authentic materials</b>						
5.	Students get reading authentic texts. E.g. newspapers, magazines, dialogues etc.	1	2	3	4	5
6.	Students get visual authentic materials. E.g. videos, movie clips, advertisements etc.	1	2	3	4	5
7.	Students get listening authentic materials. E.g. songs, radio news, phone calls etc.	1	2	3	4	5
8.	Teacher understands students' needs and brings	1	2	3	4	5



	authentic materials accordingly.					
<b>C. Authenticity with regards to AM</b>						
9.	Given authentic materials are always relevant with the lesson.	1	2	3	4	5
10.	Students get authentic materials only which has importance on both classroom and outside the classroom.	1	2	3	4	5
11.	Students always get authentic materials according to their interests, previous knowledge and experience.	1	2	3	4	5
<b>D. Standard of utilizing authentic materials in classrooms:</b>						
12.	Students always get authentic materials which are easy to use and understand by them.	1	2	3	4	5
13.	Students never get debatable authentic materials. Examples of Such material as news article about gay marriage.	1	2	3	4	5
14.	Teacher always uses age appropriate authentic materials which facilitate teaching learning process.	1	2	3	4	5

<b>E. Lack of using AM leads to traditional based teaching through TM (traditional method):</b>						
15.	In language class teacher teaches grammar by giving structures and bookish examples.	1	2	3	4	5
16.	Students are improving not only their reading and writing skills but also speaking and listening skills.	1	2	3	4	5
17.	Student's main choice of learning is through textbook by giving lectures and taking exams.	1	2	3	4	5
<b>F. Failure of TM leading to CLT through AM:</b>						
18.	By following textbooks students become involved in interesting activities. Such as group work, pair work etc.	1	2	3	4	5
19.	When students get authentic materials in the class, class becomes more communicative than before.	1	2	3	4	5
20.	Lectures, home works and only writing exercises demotivate students.	1	2	3	4	5
21.	To learn a language only grammar learning is enough.	1	2	3	4	5

<b>G. Authentic materials and CLT approach in Bangladeshi classroom context:</b>						
22.	Communicative classroom is interesting and significant than traditional lecture based classroom.	1	2	3	4	5
23.	Authentic material helps students to learn English more effectively through communicative class activities.	1	2	3	4	5
24.	Authentic materials make a balance between teacher's speech and student's speech in class to make it communicative.	1	2	3	4	5
25.	Student eagerly participates in different speaking activities (acting, give speech, prepared talk etc.) in class if the authentic materials turn out interesting.	1	2	3	4	5
26.	Between Authentic material chosen by teacher and Textbook's authentic text, 1 <sup>st</sup> one is more motivating than the other one.	1	2	3	4	5

**H. Learners' reactions onusing authentic materials**

27.	Authentic materials make a student more confident about learning English if the material includes real	1	2	3	4	5
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	life context within itself in learning.					
28.	Authentic materials increase the language learning process among students.	1	2	3	4	5

**I. Teachers' reaction on using authentic materials**

29	Authentic materials are less frequently used than textbooks by teachers.	1	2	3	4	5
30	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	1	2	3	4	5

**J. Significance of authentic material among ESL learners**

31	Authentic materials motivate students to learn a language by its realness and how it relates with the context.	1	2	3	4	5
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**Appendix C**

**Observation Checklist for researcher**

**Section A: Instruction**

Each of the items has 5 points scale:

**1= Entirely agree,**

**2= Agree,**

**3= Not sure,**

**4= disagree,**

**5= Entirely disagree.**

Please tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely agree	agree	Not sure	Disagree	Entirely disagree
<b>A. What is Authentic material (AM)</b>						
1.	Introduction of authentic material is good. For example: Printed texts (books, newspapers). Different kinds of images (photographs, posters). Multimedia materials (audio tapes, video tapes, CDs, DVDs, computer-based programs).	1	2	3	4	5
2.	Teacher often brings authentic materials to the	1	2	3	4	5

	class.					
3.	Authentic materials make the lesson more realistic and effective.	1	2	3	4	5
4.	Authentic materials help students to interact in English outside the classroom.	1	2	3	4	5
<b>B. Sources of Authentic materials</b>						
5.	Teacher uses reading authentic texts. E.g. newspapers, magazines, dialogues etc.	1	2	3	4	5
6.	Teacher uses visual authentic materials. E.g. videos, movie clips, advertisements etc.	1	2	3	4	5
7.	Teacher uses listening authentic materials. E.g. songs, radio news, phone calls etc.	1	2	3	4	5
8.	Teacher understands students' needs and brings authentic materials accordingly.	1	2	3	4	5
<b>C. Authenticity with regards to AM</b>						
9.	Given authentic materials are always relevant with the lesson. For example: While teaching traffic jam paragraph teacher can show a video clip of traffic situation of our country.	1	2	3	4	5
10.	Teacher uses authentic materials only which has importance on both classroom and outside the classroom.	1	2	3	4	5
11.	Teacher always uses authentic materials	1	2	3	4	5

	according to students' interests, previous knowledge and experience.					
<b>D. Standard of utilizing authentic materials in classrooms:</b>						
12.	Teacher always uses authentic materials which are easy to use and understand by the students.	1	2	3	4	5
13.	Teacher never brings debatable authentic materials. Examples of Such material as news article about gay marriage.	1	2	3	4	5
14.	Teacher always uses age appropriate authentic materials which facilitate teaching learning process.	1	2	3	4	5
<b>E. Lack of using AM leads to traditional based teaching through TM(traditional method):</b>						
15.	In language class teacher teaches grammar by giving structures and bookish examples.	1	2	3	4	5
16.	Teacher concentrates on improving not only reading and writing skills but also speaking and listening skills.	1	2	3	4	5
17.	Teacher's main choice of teaching is through textbook by giving lectures and taking exams.	1	2	3	4	5
<b>F. Failure of TM leading to CLT through AM:</b>						
18.	By following textbooks teacher involves	1	2	3	4	5

	students in interesting activities. Such as group work, pair work etc.					
19.	When teacher brings authentic materials in the class, class becomes more communicative than before.	1	2	3	4	5
20.	Lectures, home works and only writing exercises demotivate students.	1	2	3	4	5
21.	To learn a language only grammar learning is enough.	1	2	3	4	5
<b>G. Authentic materials and CLT approach in Bangladeshi classroom context:</b>						
22.	Communicative classroom is interesting and significant than traditional lecture based classroom.	1	2	3	4	5
23.	Authentic material helps students to learn English more effectively through communicative class activities.	1	2	3	4	5
24.	Authentic materials make a balance between teacher's speech and student's speech in class to make it communicative.	1	2	3	4	5
25.	Student eagerly participates in different speaking activities (acting, give speech, prepared talk etc.) in class if the authentic materials turn out interesting.	1	2	3	4	5



26.	Between Authentic material chosen by teacher and Textbook's authentic text, 1 <sup>st</sup> one is more motivating than the other one.	1	2	3	4	5
<b>H. Learners' reactions on using authentic materials</b>						
27.	Authentic materials make a student more confident about learning English if the material includes real life context within itself in learning.	1	2	3	4	5
28.	Authentic materials increase the language learning process among students.	1	2	3	4	5
<b>I. Teachers' reaction on using authentic materials</b>						
29	Authentic materials are less frequently used than textbooks by teachers.	1	2	3	4	5
30	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	1	2	3	4	5
<b>J. Significance of authentic material among ESL learners</b>						
31	Authentic materials motivate students to learn a language by its realness and how it relates with the context.	1	2	3	4	5

## **Appendix D**

### **Reports for Classroom Observation**

- **High school ‘A’ (Bangla Medium)**
- **High School ‘B’ (Bangla medium)**
- **High school ‘C’ (Bangla Medium)**
- **High school ‘D’ (Bangla Medium)**
- **High school ‘E’ (Bangla medium)**

**High school 'A' classroom observation:**

Important information about the class and classroom:

- 1) Attendance of students: 26
- 2) Class: 6
- 3) Duration of class: 35 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English, Bangla
- 6) Classroom size: Medium classroom
- 7) Use of authentic material: Yes

On 19<sup>th</sup> July, at 8:30 am, I have gone to school 'A' to observe Class 6. In the beginning of the class the instructor introduced me to the class and asked the students to help me observe their class. I was told to introduce myself and the reason of my observing that particular class. Then he asked who have gone through the homework reading text before coming to class. He also asked about what they have with some question or interesting line from their reading. This warm up session was held in L2, though the responses were in L1 and the teacher did not ask the students to try the L2. After 2 to 3 minutes, he directly asked them to open their text and open the paragraph that they have gone through. After that the he asked some question related to grammar structure like- "do you know what grammatical structure was used in the paragraph" and told that they will do the lesson on grammar item identification with its definition and the use of it. Then he started to write some words taken from the paragraph on the board. He at the same time told the students to take notes from the board. He wrote the grammar item below the words along with the meaning of it. Beside the word he wrote the placement of the grammar item in brackets.

For example: “famous(Adj) = Bikhato in Bangla. ( Adj comes before noun) ” and “writer(N) = Lekhok in Bangla. (N can stand alone or comes after adj) ” like “Famous writer”. He wrote around 10-15 words with explanation. After that he started reading the text line by line with translation. And pointing out which one is “noun” or “phrase” etc. and also the structure. When he finished he gave another short passage to the students to identify the grammar item. He asked question randomly to the students and corrected on their mistakes. In the last 2-3 minutes he gave homework in which the students have to write the exercise from the given pages 2 times and memorize the rule for the next class. In the class, teacher did not bring any authentic material but he used textbook authentic materials.

### **High school ‘B’ classroom observation:**

Important information about the class and classroom:

- 1) Attendance of students: 19
- 2) Class: 9
- 3) Duration of class: 45 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English, Bangla
- 6) Classroom size: Medium classroom
- 7) Use of authentic material: No

On 19<sup>th</sup> July, at 11am, I have gone to school ‘B’ to observe Class 9. I entered into the class at same time teacher did. Before starting the class students were talking between themselves. To get the attention she started to ask questions from the topic of last class. Then the students became

conscious and stop chatting with others. Then teacher started to collect the home works. Then she introduced a new topic for students which are Right form of verbs. At first, she asked several questions about right form of verbs. She asked if any students have any idea what will be taught in right form of verbs. Then some of the students responded to her question. Then, she told the students to open the book and she started to teach. At first, she discussed rules of verb+ ing. After that, she was giving examples of that rules. From that, I could easily say that she was following PPP. But the good thing was after describing one rule, she asked all students if they understand or not. If the answer was yes then she picked up one student in front of the class and told her to describe the rules for the class. Teacher also helped that student to describe. After describing three or more rules, she gave the students several exercises for classroom activities. In that activity students seemed very enthusiastic. When the activity finished, teacher provided reading text where verbs were absent. Teacher started to solve the passage and discussing about the right forms of verbs. I think this passage facilitated students understanding. While solving the passage, teacher was talking the whole time. Students didn't get any chance to communicate in the class. After finishing the passage, again teacher showed another passage but this time student have to fill the right form of verb in the blanks and they could chose verbs from a box which was already there along with the passage. After finishing the task, she again elaborated the right forms of verbs of that passage. Then the teacher finished the class and gave another two passages to solve it in home.

### **High School 'C' classroom observation:**

Important information about the class and classroom:

1) Attendance of students: 20

- 2) Class: 9
- 3) Duration of class: 40 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English
- 6) Classroom size: Medium classroom
- 7) Use of authentic material: Yes

On July 20<sup>th</sup>, at 9 am, I went to High school 'C' to observe class 9. After I entered into the class, teacher at first introduced me to the whole class and then he started to conduct the class. As teacher did not mention the name of the topic but after a while I came to know that it is narration. Before going to the lesson, teacher was giving demonstration to the class how direct and indirect speech happens inside and outside the classroom. It was a whole class discussion because students were giving their opinions. Teacher starts the class by giving different examples of narrations. Then he demonstrated structures of narration. Full class was a teacher dominating class. Teacher was talking all time in class though there was quiz competition at the end of the class. That count's as a group work. The exercises and activities were introduced in context. Teacher was pretty much organized on lesson planning. The plan was geared toward real/authentic language use. This whole class was presented on English language. There was no use of first language. After discussing the structures, teacher directly goes to practice passages which were given in the textbook. There were smooth transitions between activities. Then teacher made several groups. 3 Students are sitting in one bench and without changing the sitting arrangement teacher told students to form groups and each group got one passage to change the form of given narration. In the whole class, teacher does not use any authentic material to

facilitate the class. After the group work, teacher divided the class into two parts. Then conducted a quiz game among students where he was the one who count the scores. One group has to ask a direct speech to another group and they had to transform into indirect speech. There was no use of multimedia technology. The classroom was very communicative as there were various communicative activities.

### **High School 'D' classroom observation:**

Important information about the class and classroom:

- 1) Attendance of students: 24
- 2) Class: 10
- 3) Duration of class: 45 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: Bangla
- 6) Classroom size: Medium classroom
- 7) Use of authentic material: No

On July 22<sup>th</sup>, at 11:45 am, I went to High school 'D' to observe class. It was English 2<sup>nd</sup> paper class. The teacher started his class by taking attendance of all students and take application for leave of absence of the previous class from the students. This took about 15 minutes and the total time period of this class was 45 minutes. He introduced the name of the topic which was Degree. He was teaching Degree for the last one week. After writing the name of the topic, he started to talk about the structures of simple, comparative and superlative degree. He started asking to transform one degree to another. He told students to raise their hands and also warned them that he would punish today if they failed to give correct answer. For about 15 minutes, he

continuously asked questions. In the middle of the question answer session, he jotted down the names of the students who did not study at all. Some students promised that they would study properly at home today. He did the error correction involving most of the students by crosschecking their answers. At the end, he asked them to solve degree from model questions. Teacher consumed so much time to control the class and that is why to me class did not seem so communicative. Teacher was strict and he did not use any authentic materials to facilitate the class.

### **High School 'E' classroom observation:**

Important information about the class and classroom:

- 1) Attendance of students: 21
- 2) Class: 9
- 3) Duration of class: 40 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: Bangla, English
- 6) Classroom size: Medium classroom
- 7) Use of authentic material: Yes

At first, I went to High school 'E' on July 23<sup>rd</sup> at 9:30 am. Teacher and I entered together into the classroom together. I saw teacher had a bag with him. It was English 1<sup>st</sup> part class. After entering into the classroom, he greeted every student and then introduced me. Then he recaps what had been taught in the last class. Then he introduced the name of the topic which was Hercules and then briefly discussed about the background of Hercules. As the classroom had multimedia technology, he showed a video clip of the movie Hercules. Students were very motivated and interested to watch that. Then teacher formed several groups and each group got a



picture. All the pictures were Greek gods. They have to write several statements about the picture whatever their existing knowledge about that picture was. After that group work, teacher picks one student from each group and they have to present why that god is better than any other Greek gods. It seems really interesting to me because the whole class was very interactive and vivid. There was also effective use of authentic materials. For the second activity, teacher started to solve model questions about Hercules. The STT and TTT were balanced and the classroom environment was also pleasant. He finished the class by giving the students homework which is that they had to solve other model questions regarding this topic.