

Thesis

**TSL 510 Teachers' perception in selecting teaching materials
for the classroom: A study on Bangladeshi secondary level
English language classroom**

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Abstract

This dissertation illustrates about Bangladeshi secondary school teachers' perception in selecting English classroom materials. It reveals a brief history of teachers' beliefs and attitude towards classroom material. Six secondary school teachers participated in focused group discussion each three members in a group. Varying their valuable opinion, it can be said that in Bangladeshi English teaching context they need more resource books to select appropriate teaching material for better teaching. It was discovered that teaching materials are significantly related in the academic results. It was therefore recommended that the textbook should be extended to improve the quality of teaching and to avoid depending other sources books that are not facilitating learning more.

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List of abbreviations

NCTB: National Curriculum and Textbook board

EFT: English for Today

FGD: Focused Group Discussion

T1: Teacher 1

T2: Teacher 2

T2: Teacher 3

Statement of Original Authorship

I hereby declare that the thesis I am submitting is entirely my original work except the references. I am aware of BRAC university's regulations concerning plagiarism. The references are properly acknowledged at their point of use. I also declare that this paper have not been submitted before or presented for an award at this or any other higher education institution. I ensure that this paper is not published for any other purpose.

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Chapter 1: Introduction

Background and context

English language is considered as a wider means of communication and it is taught and studied widely across the world. In Bangladesh, the curriculum suggests Communicative Language Teaching approach which focuses on the four skills of English language. It is also taught in schools to make schools goers global citizen for effective communication in the real life situation (NCTB, 2012). Moreover, “language content should be presented in varied contexts covering a wide range of situations” (NCTB, 2012, p.35). My four years’ teacher training experience shows me selecting materials for the classroom are in crucial need for both teachers and learners because it helps them to get an effective outcome. Under this circumstances, Tomlinson (2012) showed several discussions that are on all over the world over decades to select appropriate teaching materials so that students get benefited. In Bangladesh, NCTB revised the curriculum and the course books, English for Today, since 2002 to 2016. Last time the curriculum revised in 2012 and course books revised in 2016. That clearly indicates that English teaching materials are producing to fit for the curriculum and teaching. But in those changed situations what are the English teachers’ opinion and what they actually changed inside the classroom about materials. Reference to those factors, I got interested in looking forward to observing teachers’ perception choosing classroom materials to have the greatest impact on teaching English.

Purpose

Basically, my interest is to look into the practicability of the real situation in Bangladesh about selecting teaching materials for the classroom. To my knowledge, in Bangladesh, there are not much researches available in the most important area that would support academics to be advanced in English teaching, though there are a lot of ongoing debates using materials from other sources

all over the world. So, my paper will explore teaching materials that are chosen by the English language teachers of secondary schools in Bangladesh. This paper is also going to examine how far “English for today” course books are fascinating teachers to teach English that would also be taken into light. In the same way, my paper may contribute to find the unveiled area for teachers and researchers for moving on to the further English teaching in Bangladesh. I, also, would like to picturize the present situation of teaching English in English and its future impact. Moreover, my paper would help open a door for future researchers. These are to make me interested in exploring the issues in depth.

Furthermore, Tomlinson (2011) focused on various concerns of materials language teaching and development. He discussed that people have the misconception about teaching. Teaching does not mean to present the information by teachers to students. “The term teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language (Tomlinson, 2011, p. 3). It could be a textbook or anything that provides samples of language use and guide the learners to learn. Moreover, Tomlinson (2012) mentioned that teacher can select any material for teaching English in the classroom for example course book, videos, graded readers, flash cards, games, websites, and mobile phone interactions. It can be informative, instructional, experiential, eliciting and exploratory. He also talked about the commercially produced textbook that is used worldwide.

Having knowledge to the world literature, curriculum, textbook and practical experience of classroom observation and teacher training, I am influenced to explore and research the fact behind the classroom of teachers’ perception about selecting classroom material.

Research questions

Thesis questions are the main statements that identify the phenomenon to be studied. There are two types of questions: general question and specific question. General thesis question begins with the thesis problem that suggested an association with the existing situation and the literature gap. It should be relevant, manageable and fit for getting new information for the final report. And specific question focuses on the specification of the general thesis questions. It also specifies my interest the area of the thesis. These questions are more clear and simple to support the thesis problem. The purpose of my study is to explore teachers' perception selecting materials for the language classroom. Aiming that I formulated two general questions and two specific questions.

General questions

1. What are the teachers' perceptions of selecting English teaching materials in secondary level in Bangladesh?
2. What materials do they choose for teaching English and what makes them interested in choosing the materials?

Specific questions

1. To what extent "English for Today" textbook materials can meet teachers need for teaching English in Bangladesh.
2. To what extend teachers' perception might change to bring other materials in the English teaching classroom?

Significances, Scope, and definition

Perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. It is also defined as the process of receiving, selection, organizing, interpreting, checking, and reacting to sensory stimuli. Hornby (2000) stated the meanings of perception that are the way you notice things or the ability to understand the true nature of something or an idea, a belief, an image those lead you to see something in a particular way. In short, perception is a process of reacting over sensations. It shows me the clear path of finding teachers' perception. I am looking forward to discovering teachers' way, teachers' understanding and teachers' belief about selecting teaching materials. This paper will closely discuss the main constrains of selecting materials and it will create some scope for the experts to give attention of the real scenario of material selection. The main objectives of the study are given below.

1. To find out teachers' perception in selecting English classroom materials
2. What the practicing teachers perceive to choose the classroom materials to make the teaching effective

Thesis outline

The thesis consists of five chapters.

Chapter one provides a brief outline of the research and thesis, including the background of the topic, context, purposes, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance and delimitation of the research.

Chapter Two explores the relevant material from the extensive bodies of literature on material development to determine the significance of the study. It reflects on the nature of teacher attitude of teachers towards selecting teaching materials for the classroom.

Chapter Three outlines the research methods for this study following qualitative approach. It provides a brief description of the selection of the study areas, the data collection method, and analysis along with the limitations.

Chapter Four reports on the findings and discussions of the study. It explains in detail the challenges and the barriers faced by teachers choosing materials for implementation and their recommendation for the materials. It contains a detailed discussion of the study.

Chapter Five provides a brief account of research findings. It presents a brief account of the study.

Chapter 2: Literature review

Introduction

Teachers' perception in practice plays a vital role to select teaching materials for Bangladeshi English language classroom. Learning and teaching depend on what teachers' belief and how they bring them into the classroom. The field of my study is going to explore some experts' thought that will help my paper to have its authenticity. As I have chosen to explore Bangladeshi teachers' perception in selecting English classroom materials, I would like to present the worlds' view of the issue. This paper attempts to find answerstosome questions which frequently arise when we see thousands of sources of materials available elsewhere. So, I will mainly examine teachers' belief, opinion and thought towards choosing materials that are used in English language classroom in Bangladesh. Summarizing the area of literature review, at the beginning, I would like to look up "how does teachers' perception bring change in selecting materials?" and then I am going to cite about teachers' perception about material selection happening around the world. Along with these, I am also going to cite about some ongoing discussions on selecting teaching materials that some experts' brought out in their articles of different points of different situations that influenced or may have influenced teachers to set their mind about material selection.

Teacher and students Background

Teachers' perceptions have an enormous effect on choosing teaching materials and its literature indicates a strong link between teachers' and students' background. Johnson (1992) did research on teachers' beliefs and practices within literary contexts to the field of teaching English to nonnative speakers. He claims that teachers come into the field of education with preconceived beliefs about teaching that guide their classroom practice. That may indicate teachers own personal background or traditional practice or typical social class may influence their perception about

selecting materials for classroom practice. Similarly, “teachers’ beliefs, attitudes, and educational philosophies influence their teaching approaches” (Thomas, 2013, P.31).

Fullan (1993) states that the intended educational change happens at three levels. They are the teacher, the school, and the community. These levels influence teacher perception and their level which is very close to learning that affects students’ achievement. The following idea shows that teachers’ background school and community can lead teachers’ perception to choose teaching materials. So, I will explore teachers’ perception and practice that leads to the opportunity to understand the practicality and to take necessary steps.

Different methods Different materials

Influencing teaching approaches are to influence selecting teaching materials that will be discussed because there are numbers of books of English language teaching everywhere. Some of are based on grammar and some of are based on skills. The teachers who practice Grammar translation methods for teaching, he may choose teaching materials to form grammar books. And the teachers who follow communicative language teaching approach, they may follow skill based books for the classroom.

Raheem (2015) refers Nigeria that he showed the effectiveness of various methods used to teach Social Studies in secondary schools. He found out the best methods to be used in facilitating learning such as problem-solving, discovery, discussion, questions and answers, role play, excursion and computer assisted learning. He refers Ayodely (2007) who emphasized: “teachers’ methodology is very important in the sense that it may hinder learning, initiative, and curiosity” (Reheem, 2015, p. 37). He also found that qualified teacher’ can teach the subject better than non-qualified teachers. As I previously talked teachers’ background can play a very significant role to

select materials for the English classroom. Here, Reheem also pointed the matter in favor of my statement. Along with teachers' background, teaching methods have the same level of importance selecting teaching materials.

Moreover, as English language teaching has passed a long history to choose teaching methods, at the same time books has been changing from time to time according to the methods. Larsenfreeman (2000) picturizes the methods of English language teaching. I am giving some examples of the methods of how it changes the teaching materials.

Firstly, grammar translation methods focused on the study of the grammar and translation of the target language. Books were prepared to fulfill the fundamental purpose of learning the target language. Grammar and translation were in the first place of the book.

Secondly, the direct methods focused on the target language through the use of demonstration and visual aids. In this method, teachers need different materials because it demands a text to read or demonstrate.

Thirdly, the audio-lingual method focused new vocabulary and structural patterns through dialogue. So, books are made based on dialogues.

Fourthly, the silent way focused on the learners' autonomy and active students' participation.

And the teaching materials were word charts, the sound color charts and etc.

Fifthly, community language learning focused on the teachers who act as a language counselor.

Here the materials for the class depends on the teacher and student's conversation.

Sixthly, communicative language teaching focused on the communication in the target language.

It gives equal importance to the language four skills: listening, speaking, reading and writing. The teaching materials were authentic materials, language games, scrambled sentences, picture strip story, role play and etc.

Seventhly, “task-based approach aims to provide learners with a natural context for language use” (Larson-Freeman, 2000, p. 144). The materials were activity based, for example, information gap activity, reasoning gap activity and opinion gap activity.

Eighthly, “participatory approach is to help students to understand the social, historical or cultural forces that affect their lives, and them to help empower students to take action and make decisions in order to gain control over their lives” (Wallerstein, 1983, in Larson-Freeman, 2000, p. 1). It focuses on active involvement and empowerment with the community. The materials can be sharing knowledge, experience, working on teams on practical task and etc. At last, it can be said that different teaching methods can influence teachers’ perception to select materials.

Teachers own teaching experience

Teacher own experience is to be focused on teaching which is the demand of education all over the world because “factor which has a great influence on teachers’ attitudes is the previous experience” (Unianu, 2012, p.900).

On the other hand, “As a teacher of language, you have thoughts about your own subject matter – what language is, what culture is – and about students – who they are as learners and how it is they learn. And you also have thoughts about yourself as a teacher and what you can do to help your students learn. It is important for you to become aware of the thoughts that guide your actions in the classroom” (Larson-Freeman, 2000, p. 1). Accordingly, “teacher do not use a template to solve problems at work; rather, they develop their own solutions based on their personal understanding of the circumstances” (Thomas, 2013, p.30). In particular, Decker and

Rimm-Kuafman (2015) assert that such an understanding is based on teachers’ belief system. It can, therefore, be inferred that where teacher education program to play a vital role in improving the quality of teachers and consequentially the quality of teaching in the classroom, it is the

teachers own educational philosophies and beliefs about teaching that play a significant role in their classroom teaching. Above all the pieces of literature provide a good understanding of teachers' belief system that can be categorized in a number of areas. Utosum (2015) cited Calderhead who found five areas of teachers' beliefs, including, beliefs about learners and learning, belief about teaching, belief about the subject, belief about the learning to teach and belief about self and teaching role. With attention to my paper, I will find what the real fact in selecting teaching materials in Bangladeshi secondary schools.

Learners' Learning Style

Oxford (2012) stated that different learners learn different ways. In contrast, Khan (2015) did research on teachers' perception of students' learning and their teaching in Afghanistan. The research shows that learning process helps teachers to select materials. "Teachers not only acknowledge awareness about students' different ways of learning or preferences of learning but they also express a high degree of interest in teaching to students according to their desire" (Khan, 2015, p. 17). It makes me think that what can lead teachers to select materials. Moreover, Reheem (2015) refers Sumber, Ndofirepi, and Gwirayi (2012) they said that the teaching style of the researcher should match the learning style of the learners to understand what the teacher is teaching. So, here, these indicate that learning style, students' desires are important selecting materials. "The material should be selected taking into consideration the potential difficulties that a certain group of students or individual students might encounter when dealing with specific tasks, such as writing task (a paragraph or an essay writing, for instance). Therefore, it can be concluded that the best choice of materials in the context of EAP course would be the blend of materials, based on the appropriate textbook and upgraded with supplementary materials/handout" (Tevdovska, 2015, p.120). Though Tevdovska focuses on EAP course materials the finding is to

how students deal with the specific task. It also depends on course goal and objectives where students to participate and function in an academic environment.

Nordin and Eng (2017) study about text-selection for teaching reading for ESL tertiary students. They come up with some findings to reading text selection such as text needs to match to the curriculum; text needs to be appropriate for the age of learners; and text adaptation needs to fit the learners' proficiency, content familiarity, interest, and genre. "By understanding the genre and content in a classroom, the educators can set it as a benchmark to customize their supplementary reading materials" (Nordin and Eng, 2017, p.79). According to them when learners find text relevant, they feel motivated to explore the materials for their own needs.

Basically, the article analyzes learners' preference to text.

Importance of National Curriculum and Textbook

Tomlinson (2012) stated a brief history and some controversial issues of materials for language learning and teaching. In Bangladesh, NCTB provided "English for Today" textbook for classroom teaching and there are numbers of books available in the market and on online. Here the question arises how teachers select materials for teaching English. I reviewed some literature to reveal the belief of teachers about selecting materials but there is more talk about the application of teaching theories of teaching. Likewise, "The literature of materials development has come a long way, now focusing less on ways of selecting materials and more on the application of theory to practice and practice to theory" (Tomlinson, 2012, p.146). This study approaches that experts give less concern to have a particular guideline to select materials for the classroom.

In addition, Tomlinson (2012) provides few important things about using materials in the classroom. He also mentioned how materials need to be selected practically in the classroom. In other words, teaching materials depend on teachers' perception that Tomlinson showed clearly and

which is not only randomly selected for having no purposes. The major purpose of my research is to bring the facts into the light of the Bangladeshi teachers' perception in selecting materials for the classroom.

Similarly, Tomlinson (2012) discussed teaching materials evaluation. Evaluation refers to evaluate the teaching materials identifying the need of the learners. It “attempts to measure the potential or actual effects of the materials on their users” (Tomlinson, 2012, p.148). It helps teachers to choose effective teaching materials. In this case, Tomlinson argues and give references of checklists of materials evaluation in the discussions of materials evaluations. He also refers McGarth (2002:31) who “distinguishes between general criteria (i.e. the essential features of any good teaching-learning material) and specific (or context related) criteria and, in relation to choosing a course book, proposes a procedure which includes materials analysis, first grade evaluation, user feedback, evaluation using situation specific checklist and, finally selection” (Tomlinson, 2012, p.149). Accordingly, he refers McDonough & Shaw (2003:61) who recommend two types of evaluation. They are external (a brief overview from outside) evaluation and internal (more detailed and closer look) evaluation in the first place. That has four considerations to decide the suitability of materials as usability, generalizability, adaptability, and flexibility. On the other hand, Ellis (1997) suggests two types of materials such as predictive evaluation and retrospective evaluation. Predictive evaluation is to deal with the purpose of the type of materials to be used. And retrospective evaluation is to examine the have been used throughout the course. The models of predictive and retrospective evaluation are applied in the process of materials before the beginning of the course based on teachers' opinion on their usefulness and students' evaluation after the course. To summarize the literature review of evaluation of classroom material, it attempts to review the related literature of evaluating materials where frequently arises questions when the

selection process and choice of a textbook appeared to be very straightforward and at the time the textbook is selected for the betterment of teaching. My paper will find out whether teachers analyze these issues selecting classroom materials in Bangladeshi secondary school context.

Use of Published materials

However, Tomlinson (2012) also presents that teachers can choose any material for the necessity of learners. It can be informative, instructional, experiential, eliciting and exploratory which provide the learners to acquire language. As it mentioned previously that he talked about material evaluation, then, adaptation. Material adaptation is adding, deleting, modifying, simplifying. He emphasizes on adaptation that “good teachers are always adapting the materials they are using to the context in which they are using them in order to achieve the optimal congruence between materials, methodology, learners, objectives, the target language and the teachers' personality and teaching style” (Tomlinson, 2012, p.144). Adaptation of materials for the English language classroom is taking with the importance of relevance of teachers' perception. “The materials need to be constantly upgraded, changed and adapted” (Tevdovska, 2015, p.120). Adding this point to Tomlinson (2012), he suggested that adoption needs to be based on teaching context and adaptation-friendly so the adapted materials can use for teaching.

Nausica (2015) mentioned that every teaching context demands different adaptation. I find the gap here that, to fulfill the demand of teaching, teachers need to have a very good resource where they can find interesting materials for the demand of teaching and adaptation where NCTB provides the only textbook, not any other resource books.

Limberg (2016) did a research on how to teach apologize in German textbook for EFL learners. The findings show that the textbook could add more context in terms tasks for the need of learners. In other words, it is verified that the textbook has some inadequacies to provide as demand. His

opinion is that “EFL textbooks provide some input, but practical material that supports an active improvement....” (Limberg, 2016, p.715). He also points out that “ELT teachers need to be aware of what textbooks can or cannot offer, and they need to adapt input and tasks for their teaching” (Limberg, 2016, p.701). Here, it is clear that material selection for the English teaching classroom is very significant because it has a larger impact on language acquisition. Teachers need to be aware choosing the potential material.

Likewise, he also mentioned that several findings and discussions may happen within the studied field of materials development these are related to my interest. For example, when teachers select materials they can select published commercial materials or authentic materials. But the raised question is that what materials they find interesting from those books and why it is appropriate for teaching English in the classroom in Bangladesh. Commercially produced materials are available in Bangladesh. Some books are produced for result purpose. Though I did not find any literature in the research area, I am sharing some of my experiences. I had the experience to read those book when I was in school. Our school teacher suggested those for the classroom teaching. Again I got experiences to observe the same scenarios in the schools as a teacher trainer. My question what is the motivation of the teachers to select those materials for the English teaching classroom. Therefore, Tomlinson (2012) showed some gaps in the literature in his last opinion. “Very little of the existing literature on materials development tells us much about the actual effect of different types of materials on language acquisition and development, not about how to encourage teachers and learners to try new types of materials, about ways which commercial publishers can achieve face validity whilst introducing principled innovative approaches or about approaches which help learners to develop their own learning materials.” (Tomlinson, 2012, p.170). This literature shows that teachers are encouraged by experts to use new materials or different materials

in the classroom. But Hedgecock and Ferris (2009) said that most English language textbook authors and publishers cannot possibly know the need of particular audience in order to make crucial instructional materials. So, my paper will explore whether teachers are conscious or what they think about this matter.

As it mentioned before, “English for Today” textbooks are provided by NCTB. It points out that the process of material selection depends on NCTB because NCTB provides curriculum and design course and coursebook for the secondary school learners in Bangladesh. In short, NCTB involves material selection and design for the teachers. Lee (2007) refers that Chandran (2003) found out that “teachers did not really use the prescribed textbooks provided. Instead, they preferred to use communicate published materials” (Chandan, 2003 in Lee, 2007, P. 352). It indicates that teachers use different types of books from their perception to have the great impact on teaching language. But my point is that there are many congruence problems using different kinds of materials in the classroom all over the world. What is happening in the real situation in Bangladeshi schools where NCTB provides ‘English for Today’ course books for every class to teach English. I am going to explore the real situation.

Similarly, Tomlinson (2012) gives an opinion on choosing classroom material: teachers need textbook to save time, money Moreover they get everything from one source. Especially, he emphasized on using textbook in the classroom. In Bangladesh, some teachers can be benefitted to get books from one source because economically we divided our social class into three divisions. They are upper-class, middle-class, and lower-class. So it is very helpful for middleclass and lower-class teachers for getting teaching materials from one source. Similarly, Jordan refers Robinson (1991) that illustrates the fact of selecting materials from the textbook. “No textbook is likely to be perfect, of course, and practical considerations, such as cost, may have to take

precedence over pedagogic merit” (Jordan, 1997, p.127). It is clear that selection of a textbook, the selection of other materials and the decision of combination of both should be used is not simple and straightforward.

Audio Visual material

Accordingly, the curriculum suggests using audio-visual materials in the classroom (NCTB, 2012). In fact, computer technology is very effective to widen educational opportunities. Gorden (2008) shows a study on teachers’ perceptions of instructional technology integration in the classroom. He refers Sheingold (1990) who mentioned that “integrated technology in the classroom is not about teaching students to operate computers, but integrating technology is about helping teachers to use technology as a tool for learning” (Gorden, 2008, p.63). It indicates teachers will teach English in the classroom with the help of technology. In contrast, I experienced that there are some audios but no visual materials available in the course materials. Tevdovska (2015) found out that supplementary materials should be attractive in terms of visual design and there should be available electronic and hard copy of materials. “The materials should be the blend of visual and audio materials, creating to the learning style and preference to the students. The material needs to address the four skills: listening, speaking, reading and writing” (Tevdovska, 2015, p.120). In these case, what materials teachers actually bring for audio visual to teach listening or others skills of English language. And what reasons to bring those materials in the classroom.

Use of authentic material

Tomlinson (2011) mentioned that materials should be authentic, localized and etc. Similarly, Miguel also makes the point in his article to show the benefits of selecting authentic and localized materials for the classroom. In reference to, “It is important to make current and future teachers

reflect on how to optimize in-classroom textbook use, i.e, to make teachers aware of the importance of localizing, personalizing, and individualizing the textbook to better suit classroom needs” (Miguel, 2015, p. 318).

Otugen (2016) explored why teachers should use teacher-made material instead of the course book. He should advantage and disadvantage of using course book. Here is the main point

“Coursebooks seem to have a distinguishable place among all other materials. They are preferred mostly because they are considered advantageous in terms of accessibility, cleanness, constancy, continuity and time” (Otugen, 2016, P. 23).

Conclusion

To summarize, in order to get the teachers’ perception, it is necessary to understand teachers’ belief system which can provide good results. To identify teachers’ perception towards selecting classroom materials, I reviewed and analyzed the different aspect of teachers’ attitude. The main purpose of my study is to identify the real scenario of teachers’ perception and their practice. My paper will examine teachers’ belief of choosing English language teaching materials for secondary school levels Bangladeshi schools.

Chapter 3: Research design Methodology and Research Design

This chapter plans the research methods for this study. It delivers a brief description of assortment of the study areas, and data collection method and analysis along with the limitations.

Methodology

This study is a part of MA in TESOL. This study is based on qualitative research approach. FGD would be used to collect data. I choose this method because it helped to collect descriptive data to

get teachers perception. My paper demands teachers' opinion to have a clear idea about the real scenario.

Research design

FGD questionnaire was designed for collecting data. Data for this study collected to analyze teacher opinion. From their opinion, I would get their perception.

Participants

Bangladeshi Secondary school teachers were the participants. There were 5 participants in a group for trail survey. And for final survey, there were two groups of teachers of three members each.

Instruments

The instruments used for collecting data was FGD questionnaire which is approved by the supervisor. And a tape recorder is also used for recording group conversation.

Procedure and timeline

I piloted for understanding the nature of FGD data collection. After piloting, I came to know that there are some questions those are almost similar. Then, I revised questionnaire and set ground rules for discussion because it was needed to avoid unexpected circumstance and to have equal respect for everyone. I planned for a timeframe for not getting a long discussion out of the context. I planned 15 minutes' discussion for every group. It was interesting that I also changed my instructions for conducting. At first, I included some background information on a more specific and clear version about the topic and the purpose of the thesis. Finally, piloting helped me to restructure the questionnaire to a more comprehensive and understandable. At last, I went for final survey.

Analysis

After collecting final data, it would be analyzed, reported and presented. These would make my thesis more valid and I would get a reliable result. In addition, these are to help others understand, predicts future outcomes, improve future research and raise new questions for research. So I preferred the methodology for my thesis.

Ethics and limitations

In Bangladeshi context, there were not available research related to my area of interest. So mostly I read foreign context research. I took help from my supervisor and I mentioned my teaching experiences to write background, context and literature review.

It is worth to mention that though I am following only FGD questionnaire. It needed to transcribe the conversation and analyze every speech. For not making the discussion very long, I choose only two groups of teachers for FGD.

As expected my paper will try to meet the goal but there could have some unavoidable circumstances. The thesis paper will be finished within two semesters. So it might not be realistic to collect data from a large group.

Chapter 4: Results

The mode of interpreting FGD requirements into the specification for material and process. The practice for screening out those that cannot meet the specification, leaving a subset of the original perception but it can recommend giving as much background information about their strengths, weaknesses, history of use and future potential as possible. In this paper we analysis the teachers ‘talk that have evolved to deal with this problem, the progress that has been made and the challenges that remain.

FGD questionnaire was used in order to identify the teachers' perception on the concept of English classroom materials. Two group discussions happened and after that, it was transcribed to analyze. The FGD obtained different views, feelings, and opinions of the various teachers in varied for their discussions. Teachers shared some commonalities although they have different background and experiences of English teachings. The two transcribed FGD are given below to carry out the real facts. In FGD, they talked about the digital material like use of computer, projector etc. But a very few of them have experience of dealing the tools and trained up. The FGD illustrated that in the English language classroom teachers use different kinds of materials to fulfill the demand of lesson. It is not surprising that teachers bring innovation for the material selection in the classroom and they make their own lesson plan following those materials. Lastly, they recommended providing more resources books for teaching.

In the discussion, teachers also reflect the nature of teaching, students, and teachers to the selection process of English classroom materials. They showed teachers belief, students demand and academic demand to serve English teaching. The teachers recommended extended textbook with some more grammar, translation, and composition.

Chapter 5: Analysis

The approach of the teachers to perceive about classroom materials and choosing them depends on their background. Teachers' attitudes towards selecting material in line with desired outcomes create a mixture of perception. In fact, teacher and students background plays an important role to select classroom material. Teachers believe and practice depends on their knowledge which they got from their culture, financial background and the social status which I mentioned in literature review that educational change happens in the involvement of teacher, students and community.

Believe, attitude and cultural lead teachers to select particular material for the English teaching classroom.

Most importantly different methods refer different teaching material as I mentioned in literature review chapter p . where Ayodely (2007) showed teaching methodology that teachers prefer to apply in the classroom that cause the main to select classroom material. If it is GTM, or CLT or other approaches that influences teacher to percept particular material selection.

In contrast teachers own experience is thought to be the main cause of material for English material selection because in NCTB (2012) clearly stated that grammar lessons would be taught from teachers' experience. In the survey I found the reality because teachers have their choice and own material to teach English grammar in the English language classroom.

Teacher also consider learners level to learn that come up again and again in FGD. Teachers said that they give more preferences of learners' cognitive ability and different style of learning. For example, students may learn from doing project work, teachers prepare materials considering the learners need.

Textbook is necessary for the classroom but is not sufficient for the fulfilment of learners need.

So teachers select learners' material from other sources.

Teacher use published material because they do not get enough samples to give exam question papers idea so to encourage students and make things clear they sometimes depends on published materials. Though teachers were reluctant to unveil the curtain from the real scenario of classroom English language teaching. There are a numbers of issues that involves in the use of guidebook but it not required to use random material for the classroom that teachers agreed. They are also in want of to get all the teaching resources from one source which I mentioned in literature review.

In addition, in English language teaching the two skills are ignored because of unavailability of audio visual material for classroom material. Teacher collect those material from online sources or other sources. There is a big gap I found in FGD because teachers make power point presentation for audio visual teaching but they are not sound in technology. But in demand of teaching teachers prepare classroom material.

Similarly, teacher sometimes use authentic material for the classroom though teachers agrees that it is needed but we do not have much material in English in our country.

In conclusion, material selection differs in respect of a lot of factors that is discussed so far it is not only the teachers to follow only textbook or guidebook they are also to follow learners need, changes of education and English language teaching. There are several recommendations come out from teachers' opinion though I did not have the plan to accommodate recommendations in my paper but I found those are helpful for further research to find area and for development. So the recommendations are given below.

Chapter 6 Recommendations

The study found teachers' perception towards material selection. The teachers facilitate academic results and students' learnings. It is also noted that the significance of English classroom materials is crucial needed for teaching. Teachers are not getting expected materials from one source to teach English to fulfill the necessity of teaching. They use the textbook, authentic material following shikkhokbatayon and make their own material for English classroom. Teachers found some challenges using the textbook: limited information, ambiguity in pictures and less content of teaching grammar. This is an indication of facing the dilemma to select the same kind of materials for the classroom. This study also shows that some teachers are confused and hesitated to select proper teaching methods. That may very selection process of materials in teaching. As I mentioned

in the literature review that English teaching books differ along with the teaching methodologies. Adodle (2007) who emphasizes that teaching methodology is very important in the sense that it may hinder learning, inactivity and curiosity. That shows that teachers want students more participation. It indicates that teaching methodology plays a significant role in material selection. Teachers need to see the big picture of learning result and how it creates impact in national education system. As they think their inputs in schools have less implication in broader sense, they got themselves surrounded by the limitation of out part of the system. In connection to that, they need to be equipped with the knowledge and application of using the digital tools.

It was concluded in the study with some teachers' recommendation that would improve the quality of teaching in the English language teaching classroom. They are given below.

Teachers recommended to have extended textbook, to incorporate grammar, to add some sets of questions, to add translation, to give equal emphasis on the four skills: listening, speaking, reading and writing, to add more clear and big pictures, to add more content in the course book, to add more exercise for every lesson, to add more information and biography in the content, to localize the material, to make the material student friendly, to add some big reading composition, to provide more audio for practicing listening skill, to arrange training for every English teacher to understand the "English for Today" course book.

Finally, this study was intended to understand teachers' perception in selecting classroom materials of secondary school based English teaching. The findings revealed that the general perception of material selection is almost the same. They select materials to make the class understandable for the students.

Chapter 7 Conclusion

To summarize, in order to get the teachers' perception, it is necessary to understand teachers' belief system which can provide good results. To identify teachers' perception towards selecting classroom materials, I reviewed and analyzed the different aspect of teachers' attitude. I found teachers and students background, influence of guidebook, NCTB guideline, teaching methods are the main causes of selecting different kinds of materials for English language teaching in the level of secondary schools. The main purpose of my study was to identify the real scenario of teachers' perception and their practice. My paper examined teachers' belief of choosing English language teaching materials for secondary school levels Bangladeshi schools.

The background knowledge of the teacher is also responsible in choosing material from the sources. To redefine the importance of selecting the material for classroom, it is undoubtedly

needful to develop their capacity and knowledge. This will lead to organization of their stored knowledge of materials selection perceptions.

This study indicates the need for taking some new initiatives to improvise English teaching classroom materials. Teachers are changing classroom materials for the other comfort zone so that students can get the proper knowledge of the content and at the same time they can get good marks in the exam. Generally, teachers are experienced to understand students need but unfortunately they failed to have or bring faith for the “English for Today” course book. They need more resources of supplementary books or an extended course book.

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Appendices

Appendix 1

Title: FGD

Introduction: My name is MuktaKhanom. I am a student of MA in TESOL of BRAC University. I am writing a paper to fulfil the demand of MA in TESOL. The paper is to find out "Teachers' perception in selecting teaching materials for the classroom: a study on Bangladeshi English language classroom". This survey is a part of my study. I appreciate you for your time to participate in the focus group discussions. Conversation will be recorded while discussing and will transcribe later on. 15 minutes discussion will be enough for the survey. I looking forward to your participation. For FGD, it is required to be followed some ground rules.

- Respect others' opinion
- Speak one by one
- Finish within the time

Focus group discussion:

1. Let's make a list of kinds of material you use in the classroom to teach English. From where do you choose the materials and why?
2. Tell me about your successes and challenges that you have faced using 'English for today'.
3. Suppose you are the in charge of material selection board for the English language classroom that makes the teaching better. What would be your plan for selecting materials?

Appendix 2

Transcribe of focus group discussions

Focused Group discussion 1

Let's make a list of kinds of material you use in the classroom to teach English. From where do you choose the materials and why?

T1: We use pictures, charts when we teach a lesson. We also use reference books. We use biography to teach a topic clearly.

T2: I agree. But we use textbook also, even we use paper cutting with pictures related to the context.

T 3: We use multimedia for better understanding.

T 1: We make a lesson plan and then present the lesson on multimedia.

T2: We took ideas from shikhhokbatayon which is provided by the government.

T1: We search the internet to take related pictures. Then we download and use in the classroom.

To fulfill the demand of a lesson we bring materials from other sources in the classroom.

T2: That means we use paper cutting, multimedia, projector. Basically, we follow shikhhokbatayon.

T3: Reference books, newspaper and etc.

T1: We use those books to make lessons easy, attractive, and practical.

T2: To see the practical pictures students can understand the lesson easily. So that they can easily give questions answers on their own.

T3: I agree. We also encourage students to have attention in the lesson.

T3: This way we teach students.

Tell me about your successes and challenges that you have faced using ‘English for today’.

T1: If the students understand the lesson, there is our success.

T3: Hmm. We just take care that from 70% to 75% students understand the lesson properly.

T1: When students can give 75% questions answers, we understand that the class is successful.

Okay.

T3: Challenges. When students do not understand the lesson, there we face challenges. And if students can give answers all the questions that are our successes.

T1: We found that there is less information in the “English for today” textbook. We want more information and clear pictures to make the lesson easy that is why we search other sources. T2: In the textbook, there are some pictures they are not very clear, in that case, we search for good quality pictures.

T3: I agree. In fact, in that case, we take pictures from the internet.

T2: We follow shikkhokbatayon.

T3: There are some difficult words in the textbook.

T1: Yes, we teach synonym of the key words / difficult words in the classroom. The synonyms are not given in the textbook. We find them from other sources.

T3: We try to teach the words easily in the classroom.

Suppose you are the in charge of material selection board for the English language classroom that makes the teaching better. What would be your plan for selecting materials?

T1: We will make the material relevant.

T2: Yes, when we write materials for the classroom, we will relate the materials to the lesson. T3:

I agree. It would be related to the lesson. We need proper arrangement to present the material effectively.

T1: If needed we have to act in the classroom to make the lesson understandable. That should be mentioned in the textbook.

T2: To give a complete idea of the lesson we have to collect related information and put in the textbook. They can be paper cutting and resource books from any sources. And individual lesson related materials should be selected.

T3: Yes. I agree.

T1: We can refer dictionary.

T2: Yes. We can also use reference book.

T1: It can be printed book, published book, and online books which can make the lesson interesting.

T2: I agree. We are only looking forward to making the lesson understandable.

T3: Yes. Thank you.

Focused group discussion 2

T1: We use different kinds of material in the classroom. We have different kinds of the classroom. We use the material on the basis of class. We have junior high school: class 6 to 8 and senior level 9 to 10. English language focuses on four skills of language. In our country, previously, we gave emphasizes on only two skills: reading and writing. But nowadays we are trying to give focus on the other two skills. Previously, we ignored the two important skills. In junior section, we give poster and some reading materials so that students can read. At the same time, we teach them the meaning of the words.

T2: Yes, alone with reading we teach students listening. It is not properly included in the textbook.

T1: Yes, for junior level, I teach speaking skill alone with reading. I use the different material for speaking. I use a picture. For example, a picture of a dog (a number plate written 7 is hung on the neck of the dog). I ask students “what is your assumption of the picture of dog 7?”. I asked every student individually. And students try to say something about the picture. Some students who are talented they say that the dog participates in a race. It is clear that the students understand that the dog is going to run. On the other hand, for writing, we use the same picture. We say the students to write a paragraph about the dog 7. In the junior level, we use pictures to improve students writing and speaking skills. For listening, we give students text to memories and then we prepare questions for the text. In the way, they practice the listening skill.

T3: We think that the textbook is designed such a way that is appropriate for the teaching. Because when we speak they listen to and that is the practice of listening skill. They read that is the practice of reading. In short, in every book, there are pictures, for example: look at the picture and say something about the picture. There was written in the course book “English for

Today” where the student will do pair work and group work for practicing every skill. The question arises when students do not want to carry “English for today” book for the classroom. In reality, they are depending on the guidebook. If we ask “do you have English for today?”, they say, “no, sir. We did not bring. We forgot to bring.” Basically, the textbook is a complete package of everything of language teaching.

T3: I want to add something with you. We teach students communicative English. When we speak in Bangla language, we do not know so much about Bangla grammar. The government is trying to teach English in a communicative way but we teachers are trying to teach English to follow English grammar. We do not teach vocabulary; we only try to teach English grammar. But what the government wants to teach and what the teachers want, there is a big contradiction to teaching and material.

T2: On the other hand, the pictures are mostly ambiguous in the course book “English for today”. There are some other limitations. There are not available CD for practicing listening. And we did not get proper training on the changed course book.

T1: We get some successes using “English for today” course book as T2 mentioned previously. But we face challenges when we do not get enough information about pictures or content.

T2: The question and the textbook are not the same.

T1: The questions that come to the exam are creative but in the textbook, they are not. In my opinion, students want guidebook because they get more information and available questions there. Ultimately there is the limitation of the textbook. And that makes differences to move into selecting other books. For those reason, students are following guidebook.

T2: Yes, I agree. Moreover, the ratio of teacher and students are not appropriate. So that we cannot follow any material properly in the classroom for making the teaching quality better. We cannot

teach communicative teaching materials in the classroom. We cannot do pair work or group work because there are the large numbers of students and time is limited. The arrangement of the course book is ok but we cannot apply.

T1: It is said that we want innovation but we cannot apply. In “English for today”, at the last of the book, there is a set of the model question given. It is only one set but students need more question sets to understand the pattern of the questions. We need the more supplementary book and reference books.

T3: I agree. The mark distribution is given in the syllabus that is not also matching with the English for today question set.

T1: There are story, rhyme, and others. But we are asked to have focused on listening and speaking skill for the exam.

T2: If more literature content could be added.

T1: And if there are more model questions for every lesson, it would be better for the students. T2: Our students are bangle students. They are not used to speak English. So we need student friendly books.

T3: I agree. For writing, they can add more topic for writing. Most importantly, we need to set a paragraph what is most familiar to the students. In the exam, we find that the topic of paragraph writing is not familiar to them. For example, collage library. There are many schools where there is not any college library. If the topic is familiar for the students, they can write some sentences in English. To practice free hand writing, it is very important. Another example: the students who are living in cities and never got to villages, they are asked to write a paragraph on their own village. It would be better if there is a good combination of everything where every student can feel equal.

T1: To summarize, we use the available material for the classroom. It can be the textbook, published book, guidebook, and from other sources. If I get a chance to change the situation, firstly, I will give equal importance of the language four skills. Secondly, I want to add the translation in the course book. If students can translate, they will be able to make some sentences. Thirdly, there will be more compression and picture what foreign country follow.

T3: I will add more grammar in the course book and there will be more marks for the grammar.

If I set the mark in grammar section, students will learn how to make sentences.

T2: In the exam, there is some grammar in class 9 and 10. But they are limited. It can be extended.

The necessity of sentence formation demands some basic grammar but they are not in the book.

And I agree with T1. Passage and translation can be added in the course book. If students are good in Bangla language, they will be good in English language as well. Students also need to build their understanding in reading. It will build students confidence if they practice translating.