

STUDENT-TEACHERS' CHOICE OF AUTHENTIC ELT MATERIALS FOR 'TEACHING
PRACTICUM' COURSE: A NARRATIVE INVESTIGATION

By

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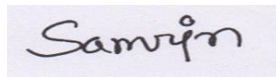
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

A rectangular box containing a handwritten signature in black ink that reads "Samrin".

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Approval

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Abstract

Authentic materials are printed messages, visual writings, and sound materials which understudies looked in their homerooms, for example, change-of address structures, employment forms, menus, phone message messages, radio projects, and recordings. In spite of the fact that these materials are not created to teach yet they might be magnificent learning devices for EFL learners to get the practical knowledge of the language usage. Besides, useful materials bring positive outcome for the educators as students can relate effectively with their lesson activities. However selection of such material is not easy and often consumes a lot of time. This paper examines how student-teachers during their teaching practicum course select useful authentic material, what are the factors influence them in the selection, and what and how they overcome the challenges which they face with the selected authentic materials. To conduct the research narrative inquiry method has been used where the participants shared their stories and the data obtained show the factors considered in authentic material selection, challenges with the material and how they have overcome those challenges.

Keywords: Authentic ELT material selection; Narrative Interview; Narrative inquiry; Student-teachers of L2

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Chapter 1

Introduction To the Research

1.1. Background

While conducting micro-teaching in teaching practicum 2, I have selected authentic material to teach persuasive speech to the first year students. I only focused on the elements of persuasive speech that were present in that video clip. However, I did not think about the appropriateness of the chosen materials neither paid attention to the students' ability to connect and understand the materials. This could have brought opposite result which I was not prepared for, such as, they couldn't understand the purpose of the video nor could comprehend the examples provided by me from the video. Basically the movie dealt with Hawaiian mythology, a culture completely different from our one. The video clip might have also contained hard words that they students might not have understood but I got lucky as they had already watched that movie before. After this micro-teaching session, my supervision pointed out this socio-cultural difference and asked me "what could I have done if any student failed to understand the lesson?", and that precise moment I did not have any answer. To get the answer this idea of the research came to me. This study investigates how EFL student-teachers' experience of selecting authentic materials to teach English language as part of their teaching practicum course

1.2 Arguments against the use of authentic materials:

Even though many EFL teachers prefer authentic materials while teaching, yet there are certain oppositions against using them. According to Guariento and Morley (2001), when authentic materials are simplified to avoid complex structures, they become more difficult because removing technical words can result in the loss of clues to context. Wallace (1992) said that when authentic materials are bought inside the classroom, they ceased to be authentic anymore. It happens due to the amount of changes via simplifications those materials go through. Kienbaum (1986) suggested that authentic materials cannot be artificially simplified glossed or rearranged rather it is the task of the teachers to find out the appropriate materials among them which is very time consuming. Ruddock (2000) explained with example that authentic materials can only be used for the

learners who have achieved intermediate level in the teaching of grammar. For beginners these materials are suitable as they may end up demotivating the students due to their complex structure.

Kienbaum and colleagues (1986) have claimed that there is no significant difference in language learning of the students who use authentic materials with those who do not use authentic materials. Martinez (2002) noted that authentic materials are sometimes culturally biased. Like Ruddock, Kim (2000) believed that at earliest stages of learning real life materials do not have an effect on learning of the students. Clark (1983) claimed media has no effect for learning languages in any condition and so using authentic versus non authentic is out of question. According to Robinson (1991) preparation for using authentic materials consume a lot of time. For this reason many times teachers present interesting looking authentic materials in a very uninteresting way. Donna (2000) expressed the view saying authentic materials are not very reliable as sources of teaching material due to their lack of correctness. Also because the students are not aware that perfection does not always match reality, no matter whether it is printed or on the Web.

Ur (2005) said even the selected authentic materials may be peripherally used in the real world, and the students may not come across them in future. Likewise, Lingzhu and yuanyuan (2010) said some of the items such as vocabulary and phrases of authentic materials occur in low frequency in the real world.

However the purpose of this study to find out whether teachers consider certain factors before selecting authentic ELT materials, what are exactly those factors, do they still face challenges in the classroom and how to they face those challenges and to add new information to the existing literature which will help novice teachers like me.

1.3. Arguments in Favor of authentic materials:

Authentic ELT materials are preferred by the teachers to teach foreign languages. Students feel motivated when they can relate with the teaching materials provide to them. But it does not mean that every authentic material can always bring the desired outcome (Peacock, 1997). Learning a language depends on a couple of factors and undoubtedly appropriate teaching materials play a major role in learning the language, also in motivating the learners. Teaching materials can shape the learners' attitude towards the target language (Guo, 2012).

Moreover, to obtain an effective classroom learning outcome, it is necessary to catch learners interest. Authentic materials do motivate learners but choosing the right materials is very essential (Al Azri & Al Rashidi, 2014). This study will present the strategies that teachers can apply in selecting authentic ELT materials, especially the novice teachers will get benefitted from this study as it will also show the challenges and the probable measures which can be taken to overcome those challenges. The authentic materials have significant influence on the learners' performance. A study conducted on Iranian EFL learners showed that while using non authentic materials the learners reading comprehension did not improve but when authentic materials were selected, improvement in the reading comprehension skill of the same learners was found (Khoshbakht & Gorjian, 2017). If students are not provided authentic teaching materials then they will never get to learn the actual use of the language and various ways of using a particular world in communication (Febrina,2017).

Authentic materials play significant role in teaching a foreign language. Berardo (2006) in his study have mentioned that authentic materials can significantly increase the confidence and motivation in learners. Masood (2013) in his experimental study found that authentic materials enhance the writing skills of the second language learners. Kilic and Ilter (2015) concluded in their study that authentic materials create positive attitude in learners toward the target language. Various learning methods and approaches like task based learning, data driven approach, content language integrated learning (CLIL) etc rely on authentic materials to develop the communicative competence among the learners (Rüschhoff, 2018).

According to Sanderson (1999) authentic materials keep students updated on what is happening in the real world that is the use of the language which enhances their confidence in the use of the language. Linder (1999) found that authentic material as a teaching tool is very effective because those materials seem more complementary to the lesson content and students understand more. Hanson Smith (2001) believed when text is read on computer learner's motivation and learning skill improves. Ellis and Jhonson (1994) indicated that the information provided in authentic materials are more up-to-date, accurate and have high credibility. Hadley (1993) said if students are to develop a functional proficiency in the language and to use it in the real world, they must begin to

encounter the language of that world in the classroom. Thanajaro (2000) showed in his study that the use of authentic materials lead aural language development.

1.4. Statement of the Problem

Authentic materials are preferred by the teachers to teach English language in an EFL classroom. Students feel motivated when they can relate with the teaching materials provide to them, but it does not mean that every authentic material can always bring the desired outcome (Peacock, 1997). Learning a language depends on a couple of factors and undoubtedly appropriate teaching materials play a major role in learning the language, also in catching the learners' interest (Al Azri & Al Rashidi, 2014).. Teaching materials can shape the learners' attitude towards the target language (Guo, 2012).

It seems important to find out how and why teachers consider certain factors before selecting authentic ELT materials to have an efficient learning outcome in the classroom. The information from the research may help the novice teachers during the selection of authentic materials for their teaching practicum course.

1.5. Research Question

- i. What factors influence EFL teachers' selection of authentic teaching materials?
- ii. What challenges do the EFL teachers face while selecting authentic materials?
- iii. How do they overcome those challenges?

Chapter 2

Review of Literature

2.1. Definition of Authentic Materials

Different researchers have defined authentic materials in their own way. Herrington and Oliver (2000) suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations. According to Herod (2002) authentic learning 'materials and activities' are designed to imitate the real world situations. Nunan (1988) defined authentic materials as the materials "which have been produced for purposes other than to teach language". Jordan (1997) defines authentic texts as the ones which are not designed for pedagogical aims. In other words, Stubbs (1996) defined authentic texts as "actual, attested, and such that they have real authentic instances of use". Rogers (1988) gave definition of authentic materials as "appropriate" and "quality" in terms of goal, objectives, learners' need and interest, and "natural" in terms of real life and meaningful communication. Harmer (1991) defined authentic texts as materials which are designed for native speakers; they are real texts; designed not for language students; but for the speakers of the language. Bacon and Finnemann (1990) have stated that authentic materials are texts produced by native speakers for a non native pedagogical purpose. According to Macdough and Shaw (1993) authenticity can be described as "a term which loosely implies as close an approximation as possible to the world outside of the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom".

Morrow (1997) defined authentic materials as those materials which are produced for real life situation with practical use of the language. To define authentic materials, Rogers and Medley (1988) explained the term authenticity and authentic as mirror reflection of the actual form of the language in the natural environment. Lee (1995) considered authentic texts as materials produced for real life communication purpose not only for teaching. However Harmer (1991) believed authentic materials were made for the native speakers as these weren't produced for teaching purpose. According to House (2008) authentic materials are divided in two categories, (i) materials that contain the language, and (ii) materials that articulate language production. These two categories help

learners to understand the real language and also help them in producing the target language.

2.2 Advantages of Using Authentic Materials in EFL Classrooms

According to some researchers authentic materials can make teaching in an EFL classroom a lot easier. Block (1991) presented three arguments favoring this idea. According to him, students feel happy and appreciate the teachers who prepare materials for them then just relying on the course book, because they find contextualized situations, the prepared materials give them personal touch and lastly they may find the course book boring. These make them learn more. White (1988) made distinction between traditional material and authentic materials by showing that traditional materials only teaches the written language but do not emphasize on the speaking and pronunciation, but authentic materials give attention on all the four skills which make teaching the specific language more easier. Karaduman (1990)

Recommended using authentic materials in listening comprehension classes as that make classroom activities more captivating and the learners remain active as well.

According to Tomilson (2001) Authentic materials give learners exposure to the actual use of the language and thus prepare the learners well. Shrum and Gilsan (2003) said authentic materials are effective in presenting the target language and also integrates the culture. Swaffar (1985) observed learners learn comprehension faster when are exposed to authentic materials as these help them to develop strategies. Chavez (1998) from his study found that advance level students enjoy learning with authentic materials as it provides challenge to them.

To make the task of selection of authentic materials easier the researches have stated some strategies. Al-Azri and Al-Rashidi (2014) have recommended thinking about learners' level first before using authentic materials in the classroom. Because if the materials are beyond the 'ability of the learners then it will 'discourage' and 'de-motivated' the learners. On the other hand, Ahmed (2017) thought " teachers have to be careful about the materials, activities, and methods, be selective about authentic and genuine materials to facilitate learning the four language skills, ensure the topic convey relevant messages" so that the students can enhance their use of language in the 'real world', that is, outside of the classroom. Wong (1995) has advised that teachers must

have prior knowledge of students learning ability and the general relation among each other before setting the task from the authentic materials.

On the other hand Mishan (2005) advocated the consideration of 3 Cs that are culture, challenge and currency while selecting authentic materials in teaching. The materials should be similar to the learner's culture, the cost should be within the grasp of the learners as well the teachers and the teacher should have idea of the challenges he or she may face while conducting the lesson with those materials.

2.3. Selection of Authentic Materials

Fei and Yu Feng (2008) have suggested that three criteria must be kept in mind while selecting authentic materials. The criteria are readability, learners' need and learners' interest. Oguz and Bahar (2008) have recommended that authentic materials should be selected based on the objectives of the lesson. That is, if the objective of the lesson deals with developing the listening and speaking skill of the student then the materials must contain element of those skills.

Nuttal (1996) gave three main criteria for selection authentic materials which are suitability of the content, readability and exploitability. Velazquez (2007) advised that the language instructors should not only focus on authentic materials but must be aware the authentic uses that is what activities should be made by the materials.

Su (2007) have suggested that authentic materials should be selected keeping the theme, ideas and the application of the language so that the materials can be explored to teach the desired form. Dunkel (1995) have advised that the difficulty the authentic materials should be determined first before presenting to the learners. Hendon (1980) said bringing culture with the materials captures learner's interest in learning the language. Similarly Valdes (1986) advised that socio-cultural context should be prioritized while selecting the authentic materials. Focusing on socio-cultural context may keep learners from using the L1 where they find it difficult as they can easily relate to the material given to them.

2.4. Sources of Authentic Materials

Miller (2003) had mentioned that Television is one of the most common sources of authentic materials. Since it has both visual and audio materials the learners can enjoy it more and can also see and listen the expression, intonation and pronunciation, thus helping them to understand and the use of particular words.

2.5 Adaptation of Authentic Materials

Only indentifying the source for authentic materials are not enough as the adaptation of the materials need to be emphasized as well. McDonough and Shaw (2004) suggested that the adaptation of the authentic materials must be made keeping the learners' need, instructor's demands and lesson goals. The reason behind this is only choosing materials will not make students learn as the learning depends on student's reactions to the materials as well. Also instructors have textbooks as well and they need to fulfill the lesson objectives.

2.6. Authenticity and Authentic Materials

The authenticity of the authentic materials is highly questionable. Various researchers have come up with their own perspective regarding this issue of authenticity. Tatsuki (2006) said authenticity is alternative to realia that is representation of real life and situations. In other words, validity is essential which makes learners ready to face real life where they will be using the target language. Nunan (1997) talked about 'learner authenticity'. He described it as the acceptance of the selected material, text or activity by the learners. What he means here is that learners should be able to understand the materials and relate with it, thus the materials must project the learners' need, related to learners' background knowledge and experience. Moreover Nunan (1997) had also stated authentic materials are utilized based on specific teaching class task. To make his idea clear, he put forward four different categories of authenticity apartment authenticity of leaner's need, which are authenticity of goal, authenticity of goal, authenticity of task, authenticity of text and authenticity of environment.

2.7 Selecting Authentic Materials in an EFL Classroom

The authentic teaching materials are selected based on the topic and objective of the lesson. However, understanding and proficiency level of the learner's need to be kept in mind while selecting the materials. If these factors are not followed while choosing the authentic materials then the materials will not be appropriate for the students. Berado (2006) advised to consider these factors as these are beneficial for both language learning and its purpose in a classroom. He further added that there are certain components that the instructor need be aware of. Some of those components are suitability of content, exploitability, readability etc. Exploitability is instructors' point of view whereas

readability revolves around learners' opinion. Bacon and Finneman (2006) said the materials should coincide with the culture of the learners. That is the materials must be culturally relevant.

2.8. Learners role in selecting Authentic Materials

Learners' come to institution to fulfill their desire of learning the target language and use it fluently. So it is necessary if the instructor to know the driving force or motivation of the learners in order to make them take part actively in the classroom. Bacon and Finnegan (1990) have mentioned analysts prove them authentic materials play vital role in developing oral skills of the learners. Berado (2006) stated that utilizing appropriate authentic materials has an immense impact on increasing reading and understanding skills of the learners as these materials contain new words with real life examples. Ilter (2015) stated in his research that authentic materials create positive attitude in learners toward the target language. Rüschoff (2018) in his study mentioned about various learning methods and approaches like task based learning, data driven approach, content language integrated learning (CLIL) etc rely on authentic materials to develop the communicative competence among the learners

2.9 EFL Teachers' Attitude towards Authentic Materials

According to Dörnyei (2011), both learners will to achieve fluency and motivation in performing the task are completely relying upon the teacher's attitude. Though teachers have course books and text book to teach in an EFL classroom but the students may feel monotonous and lose their interest. The class may also become monotonous to the teacher as well. Thus Shrum and Glisan (2010) have declared that many language text books consist of irrelevant texts and sometimes dialogues and are not arranged maintaining sequence, they also do not present the real life and situations. However authentic materials do bring change in the classroom environment as they give the students real life experience and that makes the calls enjoyable for both the students and teachers. Teachers enjoy seeing learning process taking place and students enjoy because they are able to relate with the materials.

2.10. Authentic Material in Bangladeshi Classroom

Bangladeshi specialists and advisors like Hoque, Mummie, Shruballs,(2010) examined the English for Today from class 6-10. They opted to turn the book into communicative one and for that authentic materials and task needed. Authentic materials implemented in the book to turn traditional classroom into Communicative language teaching. Afroze, Kabir and Rahman (2008) believed that the students of Bangla medium should become proficient in English, the way textbooks are designed before reviewing the text book but the outcome did not match with the expectation. This could be due to lack of real life experience in teaching and learning as CLT approach need authentic materials and schools depend on the text books only. Another reason can be lack of motivation as authentic materials can only generate motivation

Chapter 3

Methodology of Research

3.1. Introduction

The study aims to report the experiences of EFL student-teachers in selecting authentic materials for the purpose of teaching in the Teaching Practicum course. The method of Narrative inquiry has been used to collect data. Narrative inquiry is a way of understanding and inquiring into experience through “collaboration between researchers, participants, over time, in a place or series of places, and in social interaction with milieus.” (Clandinin & Connelly, 2000, p. 20).

3.2. Narrative Interview

Narrative inquiry is the process through which information is obtained for research through story telling. Narrative interview is a method used in narrative research which aims to collect stories generated via interviews (Allen, 2017). In Narrative Interview, a friendly environment is formed by the interviewer where the respondents are encouraged and stimulated through some prompts to share their experiences in the form of stories about their most significant events and social context. The term is derived from the Latin word “narrare” which means to report or to tell a story. According to Schutze (1977) the basic idea of this technique is to reconstruct social events from the perspectives of informants as directly as possible.

Bell (2002) stated that narrative interview is not just telling story but more than that. In other words, she meant two things occur simultaneously, the story tellers engage themselves in narrative knowledge when sharing their stories and the researchers systematically analyzes the underlying insights and assumption which the story consists of. (p.208)

Sarris (1993) noted that in narrative interview, stories do not have any chronological sequence as they do not move from point A to point B. The stories arise from the temporal nature of experience in which people are simultaneously participants in and tellers of their stories. (Carr, 1986)

3.3. Data collection and Participants

My participants for this research are the student-teachers who during their Teaching Practicum course used authentic materials to conduct their classes on their respective

topics. There were total ten respondents. As my method is narrative interview, during the interview session, I recorded their stories through a recorder. While interview was going on, I did not interrupt them. To conduct the interview session, I provided three prompts which are and a) would you share your story of selecting authentic materials to conduct classes for your Teaching Practicum course? b) Did you experience any challenge while selecting the authentic materials? If you could share any story related to the challenges you faced in selecting authentic-teaching-learning materials? c) Please tell the story of overcoming those challenges. After providing the prompts I let the interviewees take their time and also midst of the interview did not ask them any question. I selected the participants who were known to me by following the convenience sampling (Saunders, Lewis, & Thorrnhil, 2012).

3.4. Analysis in Narrative Research

The major analytical approaches used by the researches in the narrative inquiry are briefly discussed below.

a. Thematic content analysis: This approach focuses on the experiences of the narrators and their reflections and opinions on these while extracting themes in the narrative data. The themes mostly are grouped in large categories for further interpretation and discussion (Barkhuizen, 2011)

b. Short story analysis: These small stories unlike the big narrative, such as, life histories or those compiled from multiple interviews; multiple perspectives are the mundane talks that include past, present or hypothetical events. The narrators here construct a sense of their identities. Therefore this approach consist conversation analysis (Bamberg & Georgakopoulou 2008).

The content here is analyzed by emphasizing three prime aspects which are I. “who is the speaker or the characters, ii) what are their position or relations & iii) the setting of the story. Analyst does a detailed examination of the story by scanning line by line connecting bits and pieces to form the theme. Kasper and Prior (2015) called the of finding of themes in short story analysis as “commonsensical glossing” and the scanning of isolated bits and pieces as “evidence of theoretical concepts”. During story telling the

narrators get to relieve their experiences constructing identities and thus the content is prioritized in which the context is produced.

c. Positioning analysis: Positioning analysis aims to unravel how people position themselves through their co-constructed talk-in-interaction performance. It gives priority to both on what the talk is about – what they are telling about – and on how they do the telling. So, positioning analysis makes “the interactive site of *storytelling* the empirical ground, where identities come into existence and are interactively displayed” (Bamberg, 2004)

d. Analysis of narratives and narrative analysis: Analyses of narrative content (Polkinghorne’s analysis of narratives) follow the procedures of coding for themes, categorizing these and looking for patterns of association among them. Narrative analysis organizes experience temporally, seeking explications “that are context sensitive and particular” (Bruner, 2006).

3.5. The Concept of Validity and Reliability in Narrative inquiry

Validity is one of the major concerns in a narrative research.

Regarding validity Polkinghorne (2007, p.480) has stated four limitations that establish pose challenge to establish narrative inquiry as a valid research methodology:

The first characteristic is the limits of language to capture the depth of complexity and depths of experienced in case of meaning. Secondly, the limits of reflection to bring notice to the layers of meaning that are present outside of awareness .Thirdly, the resistance of people because of social desirability to reveal fully the entire complexities of the felt meanings of which they are aware, and the fourth and final characteristic is the complexity caused by the fact that texts are often a co-creation of the interviewer and participant.

Keleres (2010) on the first limitation commented that not only intelligible language, but also prosodic features can uncover the positive and negative emotion as well as urgency or helplessness. This keeps the research free from being biased.

In the second characteristic, Polkinghorne (2007) excluded the narrative researcher from the process of reflection and gave more importance to the narrator. However, Clandinin and Connelly (2000) gave opposite view by saying narrative researchers “are not disembodied recorders of someone else’s experience, because they are also having an experience of the experience” (p. 81).

According to Wolgemuth and Donohue (2006) both the researcher and the narrator is important for deeper awareness and understanding the layers of meaning. This is obtained through the connection with pedagogy of discomfort, when the researcher asks questions to elicit participants’ “beliefs and assumptions, to suggest alternative ways participants could believe, to help participants notice and examine their own inconsistencies, and to challenge the fixity and stability of the participants’ subjectivities” (p. 1034). On the third characteristics, both authors believed both the researcher and the narrator “must feel comfortable to share their beliefs, assumptions, and vulnerabilities” and hence create a space wherein they can experience “discomfort, ambiguity and transformation” (Wolgemuth & Donohue. 1030). Hence with discomfort there should be comfort as well.

In the final limitation, Polkinghorne (2007) warned the researches to simply state the assumption they have already anticipated before conducting the research. Rather he encouraged them to listen to the narrators complexly assuring their own voice is heard.

On reliability, Helkkula and Pihlstrom, (2010, p. 358)) commented that “persuasiveness” and “coherence” of data should replace reliability in narrative inquiry as the data are subjective and context-specific. “Persuasiveness” is constructed when narrators’ experiences reflect and support theoretical claims. However, it should not be at the cost of the nuances underlying narrators’ voices (Clandinin and Connelly, 2000).

In my research I tried to establish the validity of my data by ensuring they contain the narratives. For this I went for a second round of interview with my respondents.

3.6. Grounded Theory

The grounded theory informs the theoretical framework of the current study. The theory was first established in 1967. The aim of this theory was to develop well integrated concepts which present theoretical explanation of social phenomenon. This theory relies on pragmatism (Dewey, 1925; Mead, 1934) and Symbolic Interactionism (Park &

Burgess 1921). The grounded theory is used to represent relevant conditions as well as to examine how the actors respond towards the changing conditions as well as the results of their actions. Data collection procedures in this type of framework involves interviews and observations as well as other sources like government document, video tapes, newspapers, letters, books etc but are coded just in the same way like interviews and observations (Glaser & Straus, 1967). The interviews and observations in this method maintain the ethics which avoids biasness and establishes the credibility of respondents (Guba, 1981).

There are certain principles that are needed to be followed for data collection and analysis in this theory. The First principle is the data collection and analysis is interrelated processes(Corbin & Strauss, 1990). According to this principle the analysis begins the moment the data is obtained which makes it different from other qualitative researches as the researchers wait till they collect a sufficient amount of data then begin their analysis. It is done in this way so that all the relevant ideas can be incorporated with the next set of interviews as well as provides idea to the researcher on what to look for in the next interviews. According to Glaser and Strauss (1966), “research method is one of discovery and one which grounds a theory is reality”.

The second principle is concepts are basic units of analysis (Corbin & Strauss 1990). Theories cannot be developed from the raw data but only after analysis and labeling the concepts, theories are formed. So by comparing and naming the phenomenon the basic unit for theory is developed in the grounded theory.

The third principle is categories must be developed and related (Corbin & Strauss, 1990). The concepts made to form the theories are not always termed as categories. Even though the process Categories are the “cornerstones” to develop a theory as they provided the means to integrate the theory . Hence categories have the explanatory power and one category may relate to another one to form a theory.

The fourth principle is sampling in grounded theory proceeds on theoretical grounds (Corbin & Strauss, 1990). The sampling in this theory is not based on specific group of interviews neither unit of time rather it is formed by focusing on the concepts, properties, variations and dimensions

The fifth principle is analysis makes use of constant comparisons. Comparison is needed to group the similar concepts together as well as dissimilar ones (Corbin & Strauss, 1990). It gives the research a consistency.

The six one is patterns and variations must be accounted for (Corbin & Staruss, 1990). The data need to be examined thoroughly to find the regularities and marked where deviated. The pattern or regularities give the data a structure that helps in integration.

The seventh one is the process must be built into the theory (Corbin & Strauss, 1990). The term process has multiple meaning in the grounded theory. It may mean stage, phrase or step as well as the purpose of action.

The eight principle is writing theoretical memos is an integral part of doing grounded theory (Corbin & Strauss, 1990). Memos help the reader to keep the tracks of all the concepts, theories and categories. Thus it is an integral procedure in the grounded theory.

The ninth principle is a grounded theorist need not work alone (Corbin & Strauss, 1990). The researchers involved in grounded theory approach may take the help of the fellow researcher, those who have experience in the same are, for testing their theories and concept as well as to avoid being bias.

The final principle is broader structural condition must be analyzed, however microscopic the research is (Corbin & Strauss, 1990). In this theory only the focusing on the phenomenon leading to the desired outcome is not enough. Rather the study should involve the broader perspective as well.

Chapter 4

The Narratives on Authentic ELT Material Selection

4.1. Introduction

There are ten narratives in this chapter. The names used in this section are pseudonyms of the student-teachers who took part in the narrative interview. The student-teacher have used authentic materials during their teaching practicum course.

4.2. Bashar's narrative

While I started my first class on teaching speaking; my supervisor told me to collect some materials and then just show her the materials, and then she will decide whether those are appropriate for the class or not. Thoughts like what should I search? Where will I find the Material? etc were running through my mind, then I started browsing and the problems first that I faced then on the internet you have plenty of materials on speaking! But none of them are localized and none of them are appropriate to use in Bangladeshi context to teach a foreign language. This was the first obstacle that I faced. I carefully picked the names which I use in my self approach, the name of the places and definitely avoided the issues that may hurt religious sentiment of any student. Selecting authentic material definitely difficult as I my dilemma with the material was like either it is Local? Or should I use this material for my student or not? So at the end to teach impromptu speaking by myself I have chosen some of the topics like which I thought would be very interesting for the students, since they are going to give a five or six minute speech in the front of the class and the topics were like why good girls love bad boys? man are happier than woman or not?, the third one suppose you are an ant and you have to convince an anteater not to eat you, so these are the some funny topics I chose for Impromptu speaking, I also thought about the introvert students while selecting the topics that will help me to manage introvert students, and then I told my supervisor ma'am are these topics okay for my students to speak? And she replied okay no problem on the topics but how are you going to conduct the class using these topics? Are you going to give them the topic directly? or after talking you will provide them some time to take the for preparation on the topic or after watching the topic or the single study they will start to begin? Then I told her that ma'am I'll just give them the topic in a box and they will

select for themselves and after seeing the topic, they will start. This was actually the story behind selecting my material for, to teaching impromptu speaking.

Suddenly I recalled the thing while I was teaching listening to them and the my material was a wonderful song called perfect by Ed Sheeran and they were suppose to listen to the song first then there was a fill in the blanks, true/false and choose the right answer activities from the lyrics. First there they actually listened to the song and I just distributed the activities then I saw they didn't understand a single bit of it because I didn't play the song with the lyrics to them or I didn't probably provide subtitle while I was just letting them to know or hear the song then the second time I thought it will be difficult for them to just listen to the music and do the activities from the song or from the lyrics then I provided them lyrics and I again I turn on the song to listen for them then they were able to complete the activities; otherwise they didn't even understand what to do because they didn't understand little bit but to complete the activity they have to understand the whole lyrics, as the activities were the decoded or design on that way so these are the problem I faced to teach listening to them.

Right now I can recall how I overcame the challenges during teaching inferencing not the one where I used the song as the teaching material. I actually read the whole story in the past and I tried to make them understand and or try to help them to find the different clues which are given definitely not explicitly but implicitly whatever the word I forgot, implicitly maybe in the text then they were able to understand these are the clues somehow not given directly but they were supposed to understand well it in the text, so these are the things I did in the class to overcome the challenge of teaching inferencing.

4.3. Sheuly's narrative

I was thinking that how should I make the lesson more interesting? and the lesson was on storytelling or story writing, so I was trying to find something that can help them to tell a story or write a story. I was trying to find some video clips through which they can have more information and they can get I mean very interesting information, so I was trying to select a video clip, a small video clip as there was a time limit. I remember I went through some YouTube videos so that I can you know I can choose what I should give them or whether I should filter something or not, so yes that's how I found a video. In the video there was a rabbit, saved by a man. Helping others was the main theme of the

video, a man was helping a rabbit from drowning in the pond. I had to choose a perfect video for that children of age 12 to 14 or 16 thus it should be a child-friendly video. There shouldn't be any slang language or any difficult word so that they can understand easily, so I had to you know filter many things. I had to go through many videos for that perfect video keeping the time limit along being child friendly in my mind. So the rabbit video then I found was very much appropriate for the students that are how I chose the video as my authentic teaching material.

I had to go through a lot of videos, so the process is little time consuming. Though there were many videos many options like helping others but I had to choose carefully. I have to choose very carefully because I had to think like and ensure it would be student friendly or not. I mean according to their age, according to their proficiency level, according to their competency etc so yeah that was definitely a challenge. I would say another challenge I will say I, I mean though I had or I should say I worked on the challenges and I tried to find the perfect video clip for them, but I again faced challenge after giving the clip to them because when I gave the clip there were some words that they did not understand. So there were some parts where I had to pause and explain then I had to again I mean play the video. If you play, pause and resume it takes time. Also another thing I said that there was a slang word, I mean you cannot find proper thing at all. 100% Proper thing is not available as a material. So there was a slang word and that time I had to just stop the video push it a little bit and again start the video

I was actually trying to explain them but how they can understand the word as I was not giving them the exact meaning in Bangla. I was trying to explain that how they can use that particular word in other sentences . I mentioned before you cannot find 100% perfect material from anywhere because that's not just possible right because -um that's how it is. I cannot make any change, I cannot edit and I cannot cut anything as the material may lose the authenticity, so what I did I just stopped that point where I don't or didn't want them to listen and the parts which I want them to listen I only played those parts.

4.4. Mala's narrative

At first I was worried, confused to select authentic text, I mean authentic materials for the class because like ah my students are Bangladeshi but I was a Turkish teacher in the

class. So I was very like ah depressed too because I need to choose the materials wisely so that the students can I mean get the most of it. My students must like it, and it must be productive materials for them to elicit responses. That's why I was really depressed about choosing the materials but ah before choosing the materials, during the break I used to talk with the students, so that I can get to know them, like for example which singers they listen to or which songs they listen to or which actors or actress they like, so this helped me a lot. In addition to that I asked mine close Bangladeshi friends about it so that like it can be helpful for me to find the effective material for the student, so like getting help from the students and getting help from my friends I could choose an authentic material like ah celebrities who are from Bangladesh and the best, the most known famous ones, I selected them, in the classroom I gave ah I mean female celebrities to boys and male celebrities to girls so that they can get I mean they can get many input from the class. Lastly I think it was beneficial for the students to select the celebrities as material, I mean whom they have known already.

I was really confused to select the things, I was a foreigner in the classroom, so like if I have put or if I brought something which was really strange to students like it will take a lot of time for them to get to know the topic or to get to know the text materials or authentic materials, so it will take time during the class which we have like, you know the limit of time for the class, so I was really afraid not to choose the appropriate materials, authentic materials for the students which really made me ah which really made me think a lot for a long time but with the help of my friends and with the help of the information from the students I came up, I mean I came up with a solution and I choose an authentic material which was related to their culture, so that it will not take a lot of time for them, at least to do the cloze activities, I mean the things they are going to do.

In the classroom I tried to like select the most easiest of 30 patterns for the student, such as, the easiest vocabulary like I have choose So that students won't be, I mean won't have trouble and at least to understand vocabulary like along with authentic materials. Even if I did these like the students like when I said look at the picture and tell me what you see like this was the simplest way to ask a question for students and holding like the pictures in my hand but still one of the students even couldn't like, you know he couldn't even make a comment like even he couldn't like he could have said yes or no but

something like that or even no cool gesture that you didn't even understand like otherwise I will help you make something else or I will try to make him speak but I think beside this student, the other students didn't have any problem and actively participated in the class. So for a Challenge like this I think a teacher need to work with the student but after the class maybe sometimes in the classroom but in that moment I couldn't motivate the student as there were other students already in the class and I need to explain them as well, also I had class duration. What was in the picture? even if I ask him this simple question, he couldn't answer the question . So I thought it will be nice if I met him after the class before our next teaching session, hence helping him in understanding the lesson and to understand his problems as well.

4.5 Bornali's narrative

Very recent I have conducted an interesting class , my students where from elementary level. So I thought to make their class interesting with the help of authentic materials. At first I thought what kind of materials can I choose?, I also wanted to make simple exercises with the chosen material and let me tell you I am a song lover. Just before three days of the class I was listened a song, which was a famous singer song called "Five Hundred Miles". I have decided to use this as my teaching material, since I have already mentioned it was a famous song I thought most of them must have heard it. I just played the song and told them to enjoy it Then after they listened the song, I asked them did you listen it before? and that type of simple conversation was held between me and my students.

Deciding the materials gad been challenging because my students were from Bangla medium background. They are not used to English song like, like I thought they would be. So when I played that song, they, because of the pronunciation didn't catch the right word. That was tough for them and for selecting the song was also bit challenging because it was a formal class. So I need to select a formal type song not a heap hop song or funky kind of song , that was definitely a challenge as I had to go through many songs before I landed on that "Five Hundred Miles" song. I also gave them a story and told them to choose a preposition for themselves from the story . However the story was so interesting to them that catches their interest, the new words from the story was distracting them from their activity, so the focus was distracting. There is so many

distracter in authentic materials, but in teachers made materials there are less distracters I think.

I try to make them notice the target structure so that they don't lose their focus. So I conducted the class by highlighting the preposition, basically class was on prepositions so I just highlighted the key words. I kept on reminding them their task after five or six minutes to grab their attention on that specific thing.

4.6. Mita's narrative

I conducted my class on articles and you can understand that this is a very easy topic. So I chose it to introduce myself to my students and make them very feel free to attend my class and this topic will help me to make them feel easy, also to concentrate on my lecture. Materials should be such that students can ask few questions to me from it.

First of all it is wasn't very easy to find out an appropriate authentic material. I have chosen Pattaya beach picture to teach articles. It wasn't very easy as I had to go through many pictures in a short amount of time. Then I thought to focus on the thing which will make it easy to include articles the, a an and the. I kept on searching but till I was satisfied and came across the Pataya beach picture. Before that I was determined that I should choose a picture which is related to our nature and has many things in it. So based on this I was thinking Pattaya beach is very attractive and very beautiful place. Students will also feel attracted to this colorful picture. That is why I choose it for my students as it is very colorful and charming nature and somewhat different from the regular mundane topics.

My first challenge was choosing picture as I have mentioned before as it wasn't easy to select a material. In short time I had to search a lot but finally I overcome on this. My Second challenge was making my students understand what they have to do with the picture. As article was an easy topic and they felt they already knew it and couldn't understand why they are learning this again. Okay So on that time I had to share examples from my own experience. The gist was we learn the rules still make mistake while applying in real life. That sort of motivated my students and they understood what to do with the picture,

I chose my Pattaya beach picture thinking it will boost their classroom concentration but the first thing they told me that they cannot understand that why this picture is in their activity? why they had to do it? So I described the example from my own experience, especially made them realized why this easy topic “articles” was important. Giving example from my experience was possible because during my time my teachers also used authentic materials which easily connected with our regular life.

4.7. Nazma’s narrative

It was may be 4 months ago I conducted a class where I used authentic material. So in the class most of the students were from school and they were like students of standard 7, 8 or 9. So at that time in the class I had a plan to prepare their lesson plan like for listening skill or should I say developing listening skill. I was thinking how can I develop their listening skill in during the class? In most of the listening classes teachers are generally using conversations maybe and or radio program or some article that is the recording of some article. At that time I was thinking how can I do something different? So then I decided to make the lesson plan with music since students are from school and I was thinking I have to select the music which will suit their level. I cannot select a music which will be tough for them; I had to think a lot which music to select for them. Then I have selected one slow music which will be their will be their first class of music and for me I think that is a first class ever like first class ever about listening. So that's why I had to select a very simple song, very easy song which they will be able to understand each and also the meaning of each word. Besides I had to also think that I have to select music which will not be harmful for any religion or political views. I had to think about these things. That’s all.

My challenges were that I was finding music but there were some words in the music which I cannot present to my students who were reading in schools, so I had to avoid those songs. I also have to select such song which can motivate them, a motivating song but there were much music without any meaning and I had to select a meaningful song which can motivate them. While I was searching I decided to select a music which will tell us about world or tell us about the beautiful things about world; I thought it will be appropriate for them and other songs might not be appropriate for them so I had to think about that which will be appropriate for them and so that there will not be any

words or issues that can be I mean that can be controversial or that can harm anyone's feeling.

I have searched many other songs. I have gone through the lyrics of the song. And I have watched the videos since I have to show the videos as well. Okay so I also had to see the video to decide whether the video is proper for them. After that I showed the video song to my advisor and asked if that is appropriate for them or not and if it was not then I had another plan but my advisor selected that one so I did not have to worry much and I did not have to go for my second plans, the video song which I have chosen first my advisor liked that.

4.8. Kopila's narrative

I conducted my classes for teaching practicum course. I selected worksheet and video clip as my authentic material. Actually I chose my lesson topic related to real life so my material was based on my lesson objective which was to draw examples with real life. While I chose material while keeping mind few things in my mind like students' needs, the level of students, class timing, and whether the students have prior knowledge of the lesson topic or is it unknown to them?, are students enjoying the activity or not, these type of things was going on in my mind while I was searching the authentic material.

I have experience some challenges while I selecting the authentic material, like choosing activities for the authentic materials. Like I choose those activities which easy to understand, student can enjoy and also draw example and also the when I chose the material I thought students either know the topic or not, like one class I chose a video clip on formal topic "how to talk using mobile phone". Mobile phone is the known topic to all students today. So the students were from advance level, first year students. So I chose mobile phone and preparing the activities were challenging for me. I didn't know If the students were enjoying or they feel difficult or are feeling bored when they are doing the activities. This was the challenge I faced.

When I was taking my first class with school-college going students, I was nervous but I prepared lesson plan materials, all the things that are needed I prepared accordingly. I kept their proficiency level and age in mind and then arranged their lesson through their level. What happen was when I gave them the activities I saw they were not responding properly and they are felt bored. So I was a bit shocked and also nervous then

I realized the material was challenging for them. I chose easy material for them and prepare activities interesting activities for the next class so that they can enjoy their second class with me. Therefore I had to prepare my lesson plan again, set my activities, chose easy materials by easy make materials I means easy words, easy sentence so they can understand. So I go for the second class and there at first I used to do fun with them so that they can feel free. Then I gave the easy things or material. I saw the students were responding because they understood the activities, I prepared interesting activities so they were enjoy the activities. This was done with school level students. To avoid this type of challenge in my I teaching session with upper level like university students, university I prepared lesson plan activities and materials a bit challenging but not too difficult. I prepare activities like games, like in one of my classes I divided that world-class in two groups and I used to play a game which was one member from each group will come in front I gave them a word and they have to explain their group the word. The word we don't think directly, they can say a single name or synonym and the both group will come I will mark the points earned by each group , I saw the students enjoying and were delighted too. They were really smiling. So the way I prepare my mindset was that activities should interesting and the materials should be easy not too difficult.

4.9. Mohima's narrative

I wanted to make the class interesting and also wanted those students to concentrate in the class and take part in class discussion. So I tried to use some kind of authentic material. So at first I searched for some articles, different kinds of materials on the internet, but I wanted to use the kind of material that will help them to concentrate in the class and also have to be interesting. The material should be such which my students can understand. I found some articles and then also some kind of story like someone's biography, but as I wanted to catch their attention I tried to use songs for them because I thought song will help them to understand, at the same time will improve their listening skill. I also believed they will be able to concentrate in the class, So I decided to use some kind of song as authentic teaching material.

I couldn't find that many songs which will go with the Bangladeshi context. So it was very difficult for me. I couldn't use any Bengali song because it was an English language class. That's why I tried to use easy song for the class so that students will be

able to understand the song, the vocabulary will be easy for them.. So it was really difficult for me to understand if the song I have selected for the students will make my class interesting or not. As it was my first time and it was really difficult to select the song. So the first class was like an experiment for me. I observed my students to understand what kind of topic they would like or what kind of songs they like to listen and how they were responding in my class. So it's really difficult for me for the first day when I use authentic material but for the next class it was easier as I decided to use an easy but meaningful song.

When I started use that song at first I played it two times. Then I gave tasks through they can relate some Bengali song with that English song, with songs that is to compare and contrast between the songs. I thought by doing this they will be able to understand the English song and will have no problem while doing the tasks set by me. To make it more easier I gave them some vocabulary from that song and by reading that they get the idea of what the song is about. That really worked because the final was to present the compare-contrast task in front of the class. It was a pair work and all of them did good.

4.10. Hamida's narratvie

When I'm thinking of the materials and what I am going to provide, , I, first of all, focus on the subject or on the course basically that what I am teaching and what type of topic I am teaching based on that issue. Secondly I considered the age limit or you can say the level of the students. First I select the topic and then I considered their level and then I go for the material searching. I would like to share any experience here. In my school. I took classes for grade three and for them I used to collect the materials from the different storybooks from internet and at the same school. When I conduct classes for grade eight or nine I try to incorporate with some regular issues from newspaper, the daily star, which is a very popular in our country. So then at the same time when they are learning something and I am sharing our related type of topic that is related to our context with them through the authentic material session. Their classroom participation increased.

I always find collecting materials and preparing the materials a very challenging thing because you have to think a lot of things , cultural sensitivity being the most prominent one. other things like if I can pick up a paragraph from a foreign book what

happens that maybe there are some other things here I would like to share an example that most of the time we read that in our British writers books they don't use the word jungle. They use the work “ in the woods” instead of in the jungle. So if I want to introduce this “in the woods ” phrase to my students, I have to explain why they're using this. These are these type of lots of issues are found in authentic materials. If I'm not telling them or let them know that in the woods means in the jungle, maybe they will not know the correct the answer. So these types of speaking of variables are found in authentic materials. Explanations on this terms limits the classroom duration. So through collecting the materials or selecting the materials we have to specify lots of things. I had to keep track of so many things like their age limit, their level of learning, the materials that I'm giving if they understood it, whether it understandable for them or not etc. For one person doing this is a lot of work and since we have specific class time as well.

When I say that English is a foreign language in our country I mean we mostly use it inside the class not outside. So students need a lot of motivation and interesting topics to learn the language wholeheartedly. So I tried to do two sets of materials. So when I introduced in class one set of materials, if I saw that students are struggling with that materials and they don't get what I want from them or what I am asking them to do, so what I did, I take the paper back and try to go for that next one. The easier one but bit difficult too. I first I try to provide the difficult one. If they can understand it and go with it, then perfectly okay. If they don't, then I go for the easier one which is a bit difficult. So through that, the students will feel more comfortable and the environment is more friendly. So without friendly environment, the students don't learn properly, I think as well as if the material is too much difficult then it hampers the flow of the class.

4.11. Amreen's narrative

When I got a chance to do the course teaching practicum it has been an opportunity for me to learn teaching. And there it begins. So there were two parts , i)teaching practicum one and ii)teaching practicum two. So I will go straight to the second part because it was more about being supervised by real life lecturers and learning to teach. In other words this course actually consisted of several class observations, micro teaching and making or developing materials My story begins with class observation.

So at first in my own institution I observed almost 10-12 classes. I observed how the supervisor bond up with students, how the supervisor interacts, her teaching strategies, how she used to conduct classes. Ah maybe she was teaching them degree comparisons. But it was very surprising because she never saying hello student today I will teach you comparative degrees. She never talked like that but by the end of the class the teaching objectives were met either directly or indirectly. So it was possible. It was possible because all the time I observed it the supervisors selected authentic materials. Now there comes the most interesting part. whenever she used let's say a newspaper article or maybe any extract from story books or novels , the class became more interesting, and students began to feel relaxed with her. They started responding to her questions. since As I said that she was using several strategies for example sometimes She tried to elicit responses. Or maybe I would love to say she was trying to imply CLT in her class with the use of authentic materials. she was successful because she used authentic materials. So. I. have picked this from my observations .I observed almost twelve classes . In around ten class she used authentic materials and in other two classes she followed the regular book, the regular exercises from the book . So now in the next session, like when I was designing materials for my micro teaching session for example like I have to teach students in my own institution. So I was trying to design materials at that time. Since I was trying to imitate her because I felt that her strategies were successful. I also designed my materials in such a way. That I would use authentic materials and the students will be interacting with me. My micro teaching session also have been successful. The students were very responsive. They loved the materials, they responded to the materials since I have used newspaper articles on Eid-Ul-Fitr and they have read those articles and during a presentation they have shared with The class. They understood what the article in newspaper meant and also they added their own experience. Since it was authentic, they were able to related it with their real life that was the moral point. So I was successful. by imitating my supervisor. However. When I returned back to my own world I mean. As I mentioned I am also a lecturer at a college. It is all like a Government based college and government institutions so the resources are very limited And we teachers are somewhat restricted to using ideas. We need to follow what we are. told to. since I know many new things from class observation and micro teaching specially that usage of authentic

materials. I was very eager to imply it in the place I work. So I have started it. So I will do something. for example I was trying to teach them like I had to take a class on Paragraph. Writing. So. I started teaching them descriptive word. So for that I did not go to text book, I used some authentic materials and started teaching them. So day one passed. My students were shocked because they habituated grammar translation method. So this was new to them. But on the third day like by the third day they somehow become habituated with this style. In fact many students started, Started taking part in class discussion. So I was happy. With their performance but. On the fifth day of this class I was called by the authorities and they strictly forbidden me to use authentic materials in that institution. They said it is going to happen hamper their education system and they are not willing to undergo any changes or experiment.

Even though in teaching practicum I successfully used most authentic material in micro teaching session. And I was successful in it. But. I am like. One of the unfortunate teacher in real life because. While applying. What I learned. I could not apply. I can guarantee that if I continued applying using authentic material in class, I can bet that these students can learn better and will be more communicative. They will be. in future. They will try to use what they have learned. But due to restriction I could not continue doing so. So this is my story.

Definitely there are challenges, mainly the are two challenges. The first challenge is developing the materials. Because only picking an article from a newspaper or maybe Picking a line from a Facebook page or a Facebook post might be termed as authentic material, but unless it is developed according to the student's level ,it cannot be implemented successfully. So the first challenge is to develop it. So. In institutions the teachers are the material a designer. That teacher has to be the one to take class and the teacher has to be the one to conduct class and has to be ensure that output is given to the students And then again has to ensure that's all that is given to the student are useful. So. This is like go sort of too much pressure on one person. There is no separate material designer. So this is a challenge since one person is having too much work load. Second challenge is even though I am a teacher. I have all the authority. I'm supposed to have the freedom to decide how I would teach my student or what material I would select. But

in this case you know I was restricted from doing so. So this is the second challenge. I guess.

As I have mentioned two challenges. How can I overcome challenge one?. It is completely up to the teacher. The teacher had to take the work load and develop material and then take class. So that's all these challenge can be overcome. But in case of this second challenge it is still not overcome. And I don't see any way to go through to overcome this.

Chapter 5 Findings and Discussion

5.1. Introduction

In my research I have taken ten narrative interviews of the student-teachers. They have shared their experience from their teaching practicum course where they had to conduct classes as teachers for the first time in their life. These stories contain the fragments of their past experience that reflect their thoughts, dilemma, challenges and strategies they have used while selecting and performing with their respective authentic materials. Each student-teacher is given a pseudonym. The stories though are shared in present but are told in the past form as the interviewees were recalling their experience. To show the findings of my research specific parts are taken from The Narratives of the Authentic Material Selection chapter of this research.

5.2. Table 1: Codebook

Sl.	Data	Codes	Themes
1.	<ul style="list-style-type: none"> • “clues which are given definitely not explicitly but implicitly” • “told my supervisor ma’am these are the topics” <p>- (Bashar, 20 December, 2019)</p>	Materials should not contain direct answer or clues Taking help from an experienced person	Selection of useful authentic materials
	<ul style="list-style-type: none"> • “I was trying to find something that can help them to tell a story or write a story” • “some video clips through which they can have more information” • “a Small video clip”, “time limit” <p>-(Sheuly, 5 January ,2020)</p>	Material related to the topic Materials must contain necessary information Class duration should be kept in mind	
	<ul style="list-style-type: none"> • “students can I mean get most of it” • “I used to talk with the students” • “I asked mine close 	information as possible within the given time Need to know about students’ background Taking advice from experienced teachers	

<p>Bangladeshi friends” -(Mala,5 January 2020)</p>		
<ul style="list-style-type: none"> • “very simple exercise” • “simple conversation was held between me and my students” <p>-(Bornali, 5 January 2020)</p>	<p>Materials from which is easy exercises can be made Easy conversations to make students feel comfortable</p>	
<ul style="list-style-type: none"> • “very easy topic • “to concentrate on my lecture” • “ they can ask few questions on my authentic materials” <p>-(Mita, 7 January 2020)</p>	<p>Easy teaching material No distracters Materials that will completely involve students. Shouldn’t be too easy and so that they can ask questions</p>	
<ul style="list-style-type: none"> • “how can I do something different” • “Very simple song, very easy song” • “had to select a meaningful song which can motivate them” • “I showed the video song to my advisor and asked if that is appropriate for them or not” <p>-(Nazma, 18 January 2020)</p>	<p>Materials which will make the class different Not too difficult Should be meaningful</p> <p>Seeking help for selection</p>	
<ul style="list-style-type: none"> • “class timing” • “the students have prior knowledge of the lesson topic or is it unknown to them?” • “my lesson topic related to real life so my material was based on my lesson objective which was to draw examples with real life” <p>-(Kopila, 22 January, 2020)</p>	<p>Selected while keeping class duration in mind Considering students previous learning Materials that will provide real life experience Materials which they can easily understand</p>	

	<ul style="list-style-type: none"> • “will help them to understand” • “they will be able to concentrate in the class” <p>-(Mohima, 4 February 2020)</p>	<p>Useful and relevant materials</p> <p>Materials that will keep them involved in the class</p>	
	<ul style="list-style-type: none"> • “I, first of all, focused on the subject or on the course” • “I tried to do two sets of materials” <p>-(Hamida, 7 February, 2020)</p>	<p>Lesson objectives</p> <p>Kept easy and hard material as backup</p>	
	<ul style="list-style-type: none"> • “Since it was authentic they were able to related it with their real life” <p>- (Amreen, 12 February, 2020)</p>	<p>Materials must resemble real life</p>	
2.			Appropriacy of authentic materials
	<ul style="list-style-type: none"> • manage introvert students” <p>- (Bashar 20 December, 2019)</p>	<p>Level of the students whether they introvert or extrovert and how -they may respond</p>	i) appropriacy in terms of students’ level
	<ul style="list-style-type: none"> • “a perfect video for that children of age 12-14 or 16” • “according to their proficiency level” <p>- (Sheuly, 5 Janaury, 2020)</p>	<p>Students age level need to be kept in mind</p> <p>Knowledge on the use of the language of the learners</p>	
	<ul style="list-style-type: none"> • “I have to select the music which will suit their level okay” • “cannot select a music which will be tough for them” <p>- (Nazma, 18 January, 2020)</p>	<p>Students level need to kept in mind</p> <p>Thinking about student’s level of understanding</p>	
	<ul style="list-style-type: none"> • “I tried to use easy song for the class so that students will be 	<p>Easy lyrics song so that the students can understand</p>	

<p>able to understand the song”</p> <p>-(Mohima, 4 February 2020)</p>		
<ul style="list-style-type: none"> “secondly I considered that age limit or you can say the level of the students.” <p>-(Hamida, 7 February, 2020)</p>	<p>Learners’ age level</p>	
<ul style="list-style-type: none"> “Very interesting for the students” “fun topics <p>-(Bashar, 20 December, 2019)</p>	<p>Captures students’ interest Students can enjoy and learn</p>	<p>ii) appropriacy in terms of students interest</p>
<ul style="list-style-type: none"> “make their class interesting with the help of authentic materials” “catches their interests” <p>-(Bornali. 5 January 2020)</p>	<p>To make class active and increase students’ participation Need to think about students’ interest before selecting the authentic materials</p>	
<ul style="list-style-type: none"> “to concentrate on my lecture” <p>-(Mita, 7 January 2020)</p>	<p>No distracters. Materials that will completely involve students</p>	
<ul style="list-style-type: none"> “If the students were enjoying or they feel difficult or are feeling bored” <p>- (Kopila, 22 January, 2020)</p>	<p>Materials should grab their interests</p>	
<ul style="list-style-type: none"> “, I wanted to make the class interesting and also wanted to those students to concentrate in the class” <p>-(Mohima, 4 February 2020)</p>	<p>To catch students interest and concentration</p>	
<ul style="list-style-type: none"> “They loved the materials they responded to the 	<p>Materials should make students responsive</p>	

	<p>materials”</p> <p>-(Amreen, 12 February, 2020)</p>		
	<ul style="list-style-type: none"> • “none of them are localized” • “definitely avoided the issues that may hurt religious sentiment of any student” <p>-(Bashar, 20 December 2019)</p>	<p>Socio-cultural issues need to be kept in mind</p> <p>Cautious about students beliefs</p>	<p>iii) Socio-cultural appropriacy of materials</p>
	<ul style="list-style-type: none"> • “authentic materials which was related to their culture” <p>-(Mala, 5 January, 2020)</p>	<p>Materials based on their socio-cultural context</p>	
	<ul style="list-style-type: none"> • “select music which will be not harmful for any religion or political views” <p>-(Nazma, 18 Janaury, 2020)</p>	<p>Shouldn’t cause harm to socio cultural beliefs</p>	
	<ul style="list-style-type: none"> • “Cultural sensitivity” <p>-(Hamida, 7 February, 2020)</p>	<p>Whether the material goes with our context or not</p>	
3.	<ul style="list-style-type: none"> • “some words that they did not understand” • “the process is little time consuming” <p>- (Sheuly, 5 January, 2020)</p>	<p>Contains difficult words that students fail to understand</p> <p>Need to search a lot which takes a lot of time</p>	
	<ul style="list-style-type: none"> • “I was really confused to select things” • “limit of time” • “I couldn’t motivate the students” <p>-(Mala, 5 January 2020)</p>	<p>Couldn’t decide the suitable material due to the abundance of materials</p> <p>Class duration and the amount of time for searching the materials</p> <p>Even after getting the right authentic materials, yet some students were there who did</p>	

		not get motivation	
	<ul style="list-style-type: none"> • “They are not used to English song like, like I thought they would be” • “focus was distracting” <p>-(Bornali, 5 January 2020)</p>	Difference in L1 and L2 and used to L2 materials New words and material was causing distractions due to difficult words	
	<ul style="list-style-type: none"> • “it wasn’t easy to select a material” <p>-(Mita, 7 January, 2020)</p>	materials completely authentic are not easy to find and certain changes need to be made	
	<ul style="list-style-type: none"> • “there were some words in the music which I cannot present to my students who were reading in schools” • “there will not be any words or issues that can be I mean that can be controversial or that can harm anyone’s feeling.” <p>-(Nazma, 18 January, 2020)</p>	Even the easy material may contain difficult words May create conflicts or make students confused	
	<ul style="list-style-type: none"> • “I couldn’t find that many songs which will go with the Bangladeshi context” <p>-(Mohima, 4 February, 2020)</p>	Authentic materials related to students’ cultural context are not always available	
	<ul style="list-style-type: none"> • “I always find collecting materials and preparing the materials a very challenging thing because you have to think a lot of things , cultural sensitivity being the most 	Selection and preparing was tough Socio-cultural issues Uncommon words and their use	

	<p>prominent one”</p> <ul style="list-style-type: none"> • “So these type of lots of speaking of variable” <p>-(Hamida, 7 February, 2020)</p>		
	<ul style="list-style-type: none"> • “developing the materials” <p>-(Amreen, 12 February, 2020)</p>	Arranging activities based on the materials and students need can be challenging	
4.	<ul style="list-style-type: none"> • to help them to find the different clues <p>(Bashar, 20December, 2019)</p>	Assisting the students	Overcoming the Challenges
	<ul style="list-style-type: none"> • I just stopped that point where I don't or didn't want them to listen <p>(Sheuly,5 January, 2020)</p>	Restricting the content	
	<ul style="list-style-type: none"> • I think a teacher need to work with the student but after the class maybe sometimes in the classroom <p>(Mala,5 January 2020)</p>	Student counseling	
	<ul style="list-style-type: none"> • I kept on reminding them their task after five or six minutes to grab their attention on that specific thing. <p>(Bornali, 5 January, 2020)</p>	Giving reminder	

<ul style="list-style-type: none"> • I had another plan (Nazma, 18 January 2020) 	Backup plan	
<ul style="list-style-type: none"> • I gave them some vocabulary (Kopila, 22 January 2020) 	List of probable unknown words	
<ul style="list-style-type: none"> • I tried to do two sets of materials (Hamida, 7 February 2020) 	Back up plan	

5.3. The Selection of Useful Authentic Materials

The first theme is about their strategies in identifying useful authentic materials in teaching. Bashar said the materials shouldn't contain the answers directly but rather provide clues; also he suggested that help should be taken from an experienced teacher after selecting the material. Shuely believed the materials should be relevant to the topic, must be informative and shouldn't be time consuming. Mala like Bashar and Sheuly thought that materials should be informative and suggestion from experienced teacher is needed but at the same time the students' level of proficiency should be kept in mind. Ellis and Jhonson (1994) have also mentioned in their book that the information provided through the authentic materials should be accurate and have high credibility and must be up to date. Learners' Proficiency level is definitely an important factor as Al-Azri and Al-Rashidi (2014) have said thinking about learners' level first before using authentic materials in the classroom. because if the materials are beyond the 'ability of the learners then it will 'discourage' and 'de-motivated' the learners. Similarly notion is found in Bornali's narrative as she said the materials shouldn't be too much complex as the gives importance on student's comfort as well. Mita as well agreed that the material should be simple not complex but not too easy, at the same time should not contain distracters. Nazma like previous interviewees suggested that the material should be relevant, simple and if needed advice should be taken from another teacher. Like Wong (1995) had advised that teachers must have prior knowledge of students learning ability and the

general relation among each other before setting the task from the authentic materials. If the task is beyond their understanding then no learning will take place. However Nazma also said the material should be such that makes the class different from the ones the students are used to. Kuo (1993) had pointed that authentic materials can make students active as it gives them real life experience and use of language making it different from traditional teaching, thus even if the students have learned the same aspects before yet the lesson would seem different to their previous learning, further involving them in the lesson. Kopila thought that materials should resemble real life situations, should be easy to comprehend, mustn't be time consuming also students' previous learning experience needed to be kept in mind while selecting. Mohima believed the materials should be interesting that will keep the students involved in the class. Hamida said the materials should meet the lesson objectives. Amreen emphasize real life experience when selecting the material.

5.4. Appropriacy of Authentic Materials

This theme is again divided into three sub-themes which are i) appropriacy in terms of students' level, ii) appropriacy in terms of students' interest and iii) socio-cultural appropriacy of the materials. All the interviewees gave importance on the students' level. The proficiency level and their understanding ability, age level play an important role for an effective teaching outcome. If the materials are not selected keeping these on mind then the class may take longer than the allotted time and students may not learn anything from the class, as they mostly will depend on the teachers to understand the task as well as while performing the task. For example, Guo (2012) claimed that learning a language depends on a couple of factors and undoubtedly appropriate teaching materials play a major role in learning the language, also in motivating the learners also teaching materials can shape the learners' attitude towards the target language provided they are selected based on learners proficiency and difficulty level . Appropriacy in terms of student interest is also important. According to the interviewees if the material is interesting then it will keep the students responsive in the class, they will also enjoy the class without getting bored. Al Azri and Al Rashidi (2014) have mentioned Authentic materials do motivate learners but choosing the right materials is very essential or it will not catch their (learners') interest Bashar, Mala, Nazma and Hamida mentioned the necessity of socio-cultural

appropriacy of the material. According to them the students need to relate with the material and understand the context of the material. If they are not able to do that then it will hamper their learning process. Hendon (1980) said bringing culture with the materials captures learner's interest in learning the language. Similarly Valdes (1986) proposed that socio-cultural context needs be emphasized while selecting the authentic materials. Focusing on socio-cultural context may keep learners from using the L1 where they find it difficult as they can easily relate to the material given to them.

5.5. Challenge with Authentic Materials

All of them stated that in spite of choosing the materials carefully still they faced difficulties in conducting the class. Sheuly said it takes a lot of time searching an appropriate material yet there will be difficult words that students fail to understand. Kienbaum (1986) in his study had suggested that authentic materials cannot be artificially simplified, glossed or rearranged rather it is the task of the teachers to find out the appropriate materials among them which is very time consuming. Mala felt confused due to the availability of abundance of material, then there is less of time and even after finding the material she could not motivate the students. Bornali faced challenge due to the difference in L1 and L2 and students less familiarity with the material. Bornali's challenge can be explained by Ruddock's (2000) research where he explains with example that authentic materials can only be used for the learners who have achieved intermediate level in the teaching of grammar. For beginners these materials are suitable as they may end up demotivating the students due to their complex structure.

She found them getting distracted with the new words and couldn't focus in the class. Mita said the material cannot be completely authentic, certain changes need to be made in the material. Nazma shared even though she found the relevant material but saw that there were certain themes and words which she cannot show to the student and thus she made the necessary changes just like Mita did during her time. Mohima pointed out finding material with our country context is extremely challenging. Hamida found selecting and preparing the authentic materials difficult as they contain socio-cultural issues and unfamiliar words with their use. Lastly like Hamida, Amreen also found arranging activities according to student's level challenging. Guariento and Morley

(2001) said when authentic materials are simplified to avoid complex structures, they become more difficult because removing technical words can result in the loss of clues to context. Thus in spite of making changes in the materials, the interviewees faced challenges in the classroom.

5.6. Overcoming the Challenges

In spite of spending time in searching for the relevant authentic teaching materials, the participants faced challenges and took necessary measures to overcome those challenges. Bashar assisted his learners in finding out the clues. Sheuly restricted the part where she felt it was not appropriate for the students. Mala did counseling for those who did not feel motivated or understood the lesson. Bornali after certain interval of time gave reminder to the students so that they don't digress from their task. Nazma and Haminda both had back plans to face the challenges. Lastly, Kopila gave the students a list of probable unknown words to the students before handing out the lesson and activity.

Chapter 6 Conclusions

6.1. The Study in Brief

The research was conducted to find out the answers to the research questions that were based on the researcher's own experience of the course Teaching Practicum. The study showed the common factors of selections were to increase motivation of the student, to capture their interest, to get an effective teaching outcome and to give them real-life experience as well as to make the class different so that no one feels bored. The interviewees have emphasized on the appropriacy of the materials. They think the materials need to be appropriate based on students' proficiency level, understanding level, interesting and motivating factors, but most important is the socio-cultural context. Since students will get real life experience or situation, if they cannot connect with the materials then the learning will not take place as they will not understand the context of the material. They have taken good amount of time to select the relevant materials but have still faced challenges. Most of the challenges were lack of time, abundance of materials but not relevant, socio-cultural differences, distracters, and difficulty level.

6.2 Limitation of the Study

The main limitation of the study was using second language (English) by the interviewees to share the stories with the interviewer. They were not used to tell stories using English. Some interviews did not consist stories at all which had to be discarded. To overcome this limitation, interviews were conducted three times and then the transcription was done. .

6.3 Concluding remarks

The findings show that even if the authentic materials are taken enough time to select still they will have certain drawbacks. The most relevant authentic material may still have loopholes. So the possible recommendation for the student-teachers can be to go through the experience of the previous batch. To know those problems they have faced and how they overcame it. Lastly while in the class when the problem arise, face it without getting nervous.

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Appendix A
Narrative Interview Prompts

1. If you could share in detail, how did you come to select the particular authentic material as a teaching material for your teaching practicum course?
2. Could you please share any specific event where you faced challenge in using authentic materials while doing practice teaching?"
3. Please tell the story of overcoming those challenges.

Appendix B
Transcript no 1 (Bashar' s Narrative)

Researcher: it's a good evening how are you?

Interviewee 1: I am fine

Researcher shall I start my interview session?

Interviewee1: yeah

Researcher: thank you.

Would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee1: yeah, I can share. I'm going to tell you the things that I did while I was told to conduct classes on English language. so I actually wanted first to teach some of micro skills like impromptu speaking, then teaching inferencing, then teaching listening. While I was started my first class on teaching speaking then my supervisor was, my supervisor told me to collect some materials and then just just show her the materials and then she will select either they're appropriate for the class or it is not, then I was thinking what should I search? Where will I find the Material?, then I started browsing and the problems first that I faced then we on internet you have plenty of materials absolutely one speaking but none of them are localized and none of them are appropriate to use in Bangladeshi context. This is the first problem or the first thing that I faced. like all the names which I use in my fewer self approach and on the name of the places and definitely the religion is the one fact so so the same the first I can say the for selecting authentic material as the problem that I face like either it is Local? Or should I use this material for my student or not? so at the end to teach impromptu speaking by myself I has. I chose some of the topics like which are very in just what I thought would be very interesting for the students like they are going to they're going to give a five or six minute speech in the front of the class and the topics are like why good girls love bad boys? taking one point man a man are happier than woman or not?, the third one suppose you are an ant and convince an anteater not to eat you, so these are the some funny topics I chose for Impromptu speaking and then I told my supervisor ma'am are these, these are the topics are okay for my students to speak and she said okay no problem, issue on this if you want to teach impromptu speaking the topics are okay but how are you going to conduct it? are you going to give them the topic directly or after giving the

talking we will provide them some time to take the for preparation on the topic or after watching the topic or the single study they will start to begin then I told her that ma'am I'll just give them the topic in a box and they will select for themselves and after seeing the topic, they will star that was the actually the story behind selecting my material for, to teaching impromptu speaking in class.

Researcher: Can you share what was going on in your mind when you were selecting that topic?

Interviewee 1: I was just thinking is it funny or they will feel any kind of boredom or will it be interesting for them to speak even if I was thinking also that kind of thing if one angle I'm going to give them the topic without if I was thinking like that without any kind of preparation, will they be able to speak or they'll be able to you know the provides so many logics behind their speech or they will say the state was going to say something on the topic will they be able to collect I mean different logical reasons to present their speech and as well as I was thinking in that time and if if if any student who is kind of introvert how can I manage him to speak in the class or or any problem they are facing or will face when they're going to say the thing, these are the things just going on my head.

Researcher: okay, if you could share any story in detail to related to the challenges you faced in selecting teaching learning materials?any story if you could

Interviewees 1:what

Researcher: if you could share any story in detail related to the challenges you faced in selecting teaching learning materials you have already shared some story on the challenges so can you just tell me one story in details of the challenges you faced when you are selecting the materials I think one was less local issue

Interviewee1: while actually in impromptu speaking or for teaching, conducting any classes?

Researcher: That is up to you

Interviewee 1: okay, me, yeah I faced , yeah suddenly I recalled the thing while I was teaching

listening to them and the my material was a wonderful song called perfect by Ed Sheeran and they are supposed to listen to the song first then there was a fill in the blanks and true/false and to the right answer activities from from from from the lyrics first there they actually listened the song and I just distributed the activities then I saw they didn't understand a single bit of it because knows I didn't show with the lyrics to them or I didn't probably subtitle while I was just letting them or letting them to know or go hear the song then the second time I thought it will be difficult for them to just listen to the music and do the activities from the song or from the lyrics then I provided them lyrics and I again I turn on the song to listen for them then they were able to complete the activities otherwise they didn't even start what to do because they didn't understand little bit but to complete the activity they have to understand the whole lyrics, the activities was the decoded or design on that way so these are the problem I faced to teach listening to them.

Researcher: thank you, please tell the story of overcoming those challenges.

Interviewee 1: so overcome those challenges, actually I have forgot how many challenges that I faced. Researcher: The challenges you just said now Interviewee 1: I conducted the classes $\frac{3}{4}$ years ago, how can I recall all

Researcher: it's completely okay like the challenge, you just said now how you overcome that, you can share that story like you just said the challenge so how you overcome that.

Interviewee 1 : I know know, the challenge, just forgot the thing. Overcome the challenges. Oh one thing I can tell you that while I was teaching inferencing to them the story that I have children what you know the Wonderful Wizard of Oz , you definitely you know about it and and it is about teaching inferencing the story was I seen little difficult for them while they were they were reading the same they face teaching inferencing before that I just let you know teaching inferencing is kind of thing like it is just they're supposed to read a comprehension or a passage to story and all the questions they're going to answer either can be can be true false or fill in the blanks short question or broad question, these not directly given in the text they are supposed to infer by using the clue or by by by by reading between the lines they are supposed to find out the answer so they were not able to find the right right answer for true/false or MCQs then I what I did actually I read the whole story in the past and I tried to make them understand and or try to

help them to find the different clues which are given definitely not explicitly but implicitly whatever the word I forgot, implicitly maybe in the text then they they were able to understand these are the clues somehow not given directly but they were supposed to understand well it in the text so these are the things I did in the class to overcome the challenge of teaching inferencing.

Researcher: okay so that's it?

Interviewee 1: yeah I did also some problem I did some problem actually while I was teaching

Listening but I forgot what are the problems I faced. it is the one problem like they didn't understand anything. there are so many problems I did face but I forgot all of them.

Researcher: it's okay, it's completely okay. So that's it?

Interviewee 1: one thing I can while teaching speaking yeah yeah why oh yeah while I was teaching speaking Bushra, there was a particular student who was ,was not able to start the teaching though I provide them time like after after them getting the topic you know they were supposed to take five or two or three minutes to prepare for their speech the time was provided for them till now and who was not able to speak in from the class I mean he didn't organize anything then what I did actually I give them some clue some ideas how to start and what should be starting and how they are going to end, what should be the middle part, what should be the ending. so I have faced some difficulty is small but his speech was not that much you know organized and that was standard but I helped a little bit to organize, to decorate his speech, the rest of them are okay, they did well.

Researcher: yeah, thank you so much.

Transcript-2 (Sheuly's narrative)

Researcher: good evening, how are you?

Interviewee 2: good evening, I'm fine how are you

Researcher: I'm fine thank you. shall I start my interview session

Interviewee 2: yes please

Researcher: thank you. would you share your story of selecting authentic materials to conduct classes for your teaching practicum Course?

Interviewee 2: yes sure, in my teaching practicum course actually teaching practicum one course we had to conduct a class with some of students some of students of class seven to nine and so we I I mean I was thinking that how should I make the lesson more interesting and the lesson was about storytelling or story writing, so I was trying to find something that can help them to tell tell a story or write a story so I was trying to find some video clips so that they so that they can have more more information and they they get I mean very interesting information so I was trying to select a video clip small video clip and as there were there was a time limit so I guess so I went through some YouTube videos so that I can I can you know I can I can choose what I should give them and I should filter something or not so yes that's how I want that's how I find this I found a video name that was there was a rabbit, helping others, the main theme was helping others, a man was helping a rabbit from drowning in the pond so that was the story behind choosing a authentic material.

Researcher: okay. Can you in detail share your story like what you were thinking when you were going through the net searching the materials so like what made you select the specific material in detail if you can.

Interviewee 2: okay, okay yes, when I was going through the authentic material and in the video clip I saw many videos about helping others there were there are many video sites but I had to choose a perfect video for that children of age 12 to 14 or 16 so that it should be a child-friendly video there shouldn't be any slang language or any difficult words so that they can understand easily, so I had to you know filter many many things I had to make many make I have to and I had to choose a one video but I had to go through many videos for that so that that so that the video is very much appropriate for the students that's how I chose the video.

Researcher: thank you. If you could share any story related to the challenges you faced in selecting authentic teaching learning materials?

Interviewee 2: yes, about the same, I will talk about the same material I chose for teaching practicum one the challenges the first challenge was to find the appropriate video as I was determined to only go through the videos not any other audios or not any other you know paper materials so I was thinking of taking only video material video clips so I had to go through a lot of actually a lot of videos though there were many videos many option like helping others but I had to choose carefully I have to choose very carefully because of because I had to think like sure it would be student friendly or not I mean according to their age according to their proficiency level according to their competency as etc so yeah that was a challenge I would say and another challenge I will say I, I mean though I had - I mean – I worked on the challenges and I tried to find the perfect video for video clip for them though but I faced challenge after giving the clip to them because when I gave the clip there were some words that they did not understand it so there were some points that I had to pause and I had to again I mean if you play a play so and also another thing I said that there was a slang word I mean you cannot find proper proper thing at all 100% Proper thing so there was a slang word and that time I had to just stop the video push it a little bit and and again and start the video so that was a challenge I faced when I was choosing authentic material.

Researcher: please tell the story of overcoming some of the challenges you've faced.

Interviewee 2: overcoming some of the challenges I faced using authentic material ?

Researcher: yes

Interviewee 2: okay as I said that when I was I'm first of all I had to go through a lot of videos so I think that I think the process is little time consuming and the teachers always - erm I mean do not have that much time in their hand to go through that many videos or that many materials so yeah so the thing is they had to manage the time I I especially I am a student teacher so I had to manage my time to go through this many videos first of all there that was the major, o challenge And another challenge was to well to find out other appropriate video if there is any very difficult word or not it is very inappropriate thing or not so that was another challenge I actually I think you cannot really skip this challenge you have to you know you have to just go through videos or audios you have to go to several materials to find the perfect one for That day and another one was I was facing the problem even though I chose the material very carefully they

were not able to understand every word so what happened that I had to explain the word I had to explain what is happening in the video and I was actually trying to explain them but how they can understand the word I was not no I was not are giving them the exact meaning in Bangla I was trying to explain that how they can use that word in other sentences so that was the another challenge I overcame and what was another challenge ok the challenge was yes II I said you cannot find 100% perfect material for any anyone because that's not just possible right because - um that's how it is I cannot make any change I cannot edit and I cannot cut anything so what I did I just stopped that point where I don't I didn't want to listen them and if I didn't want them to listen to it and then that I started again so that's how I overcame my challenges.

Researcher: okay thank you so much.

Interviewee 2: okay. Thank You Bushra.

Transcript 3 (Mala's narrative)

Researcher: good evening, how are you?

Interviewee 3: I'm fine thanks, and how are you?

Researcher: oh I am fine thank you. Shall we start our interview session?

Interviewee 3: yes, sure.

Researcher: thank you. I'll start now. would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee 3: Alright. At first I was worried, confused select authentic text, I mean authentic materials for the class because like ah my students are Bangladeshi but I was a Turkish, like a teacher in the class so I was very like ah depressed too because I need to choose the materials wisely so that the students can I mean get the most of it. My students liked, it could be liked, it must be productive materials for them. That was I really depressed about to choosing the materials but ah before choosing the materials, during the break I used to talk with the students, so that I can get to know them, like for example which singers they listen to or which songs they listen to or which actors or actress they like, so this helped me a lot. In addition to that I asked mine close Bangladeshi friends about it so that like it can be helpful for me to find the effective material for the student, so like getting help from the students and getting help from my friends I could choose an authentic material like ah celebrities who are from Bangladesh and the best, the most known famous ones, I selected them, in the classroom I gave ah I mean female celebrities to boys and male celebrities to girls so that they can get I mean they can get many in fact from the class. And I think it was beneficial for the students to select the celebrities I mean whom they have known already. Thank you

Researcher: thank you, if you could share to a story related to the challenges like some of the challenges you faced while selecting the respective authentic material some challenge when you're deciding which materials to pick if you could share a story of those challenges.

Interviewee 3: like ah actually and I was really, as I, as I already said, I was really confused to select the things, I was a foreigner in the classroom, so like if I have put or if I brought something which was really strange to students like it will take time for them to get to know the topic or to get to know the text materials or authentic materials so it will take time during the

class which we have like, you know the limit of time for the class, so I was really afraid not to choose the exact materials, authentic materials for the students which really made me ah which really made me think a lot for a long time but with the help of my friends and with the help the I have a big information from the students I came up I mean I came up with a solution and I choose an authentic material which was related to their culture, so that that will not take a lot of time for them, at least to get cloze activities, I mean the things they are going to do. So this was the only challenge I think, I mean I have faced

Researcher: thank you. Please tell the story of overcoming the challenges you faced.

Interviewee 3: alright, alright like in the classroom actually I in the classroom I try to like select the most easiest of 30 patterns for the student like the easiest vocabulary like I have choose So that students won't be, I mean won't have trouble and atleast to understand vocabulary like along with authentic tags even if I did these like the students like when I said look at the picture and tell me what you see like this was the simplest way to ask a question for students and holding like the pictures in my hand but actually one of the students even couldn't like, you know he couldn't even make a comment like even he couldn't like he could have said yes or no but something like that or even cool gesture keep that you didn't even understand like otherwise I will help you make something else or I will try to make him speak but I think beside these it was like the students was not what makes in the class so for this Challenge I think a teacher need to work with the student but after the class maybe sometimes in the classroom but in that moment I couldn't motivate the students like Which we were already in the class and I need to explain what it was in the picture so like even if I ask him another question he wouldn't be able to answer the question so like I thought it will be nice if I met him after the class or side of our next classes in which maybe I can help him in a appropriately this was a challenge one of the challenge for me and well another I mean another one challenge is that like students I mean does not I mean they're not quiet in the classroom like you know you need to you need to get attention of the students so what I did like when I first enter the class like I stood in front of the students without doing anything like around four or three minutes and then I thought I think they realize if I was there so they just stopped the I'm in the classroom the environment was quiet there wasn't any noise though this was like another challenge for me to have in the classroom. I mean that's it, these are the challenge I have faced

Researcher: thank you very much

Transcript 4 (Bornali's narrative)

Researcher: Good evening, how are you?

Interviewee 4: I'm fine. How are you?

Researcher: I am fine, thank you . shall we start our interview session?

Interviewee 4: yeah Sure.

Researcher: Thank you. Would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee 4: Yup, obviously

Researcher : would you hear any story of selecting the authentic materials?

Interview 4: Okay, very recent I have faced a interesting, I conduct a interesting class , my students where Elementary level students, they ,So I thought to make their class interesting with the help of authentic material. So then I thought what kind of materials can I choose, then I am a song Lover too. Suddenly. I in that before, before three days of the class I was listening a song, that was a famous singer song "Five Hundred Miles". In the mean time chose a, the video was lot of pictures, it was a, the song was so melodious, so I thought that my students will find it interesting too, then I design a material, it was a listening class and my goal was to teach them new vocabularies. Then I have selected that song and made some, some exercise for them, very very simple exercise, because it was a 30 minutes, only 30 minutes class , then in the class I at first I played that song for them. They find it interesting, then in, in that time I didn't mention them any any I didn't give them any instruction , I just played the song and till and told them to enjoy it. Then after they listen the, I asked them did you listen it before and that type of simple simple conversation between me and my students. They said they never listen it but they liked that song then I played it again, in that time I faced some obstacles, the projector was not working the sound quality was not so good. So what I did I, I played that song in my phone and connected to the projector. So that, that worked , so then I,I told them to tell them to list out the unknown word, that unknown words of that song. Then the second time they listen and they jot down the words and I played it again , the third time, and they again jot down, added new words. Then I told them to guess the meaning that was the task, guessing test and it was a pair, they the group too, I, there was almost 12 students. Then I made a two groups 6, 6 groups and then ,then

one, one person from group A told a unknown word and another side, they had to guess, that was the game, the, the more perfect guess will be the that group will be the winner. That was the game and after and that was the class and my students they liked the class so much. That was the story and that is the one of the memorable .memorable class of mine.

Researcher: Okay. Thank you. Did you experience any challenge while selecting the authentic material?

Interviewee 4: Yeah, that was challenging because my students were Bangla medium students . They are not used to listen, listen English song. Then when I played that song, thy, because of the pronunciation they didn't catch the right word. That was tough for them and for selecting the song was also also bit challenging because because ,because it was a formal class. So I need to select a formal type heap hop song not like not funky kind of song or so informal kind of song that was a challenge.

Researcher: okay, if you could share any story related to the challenges you faced in selecting the authentic teaching-learning materials.

Interviewee 4: In general or specifically that class?

Researcher: In general like when you were going through the net for the specific material like what are the challenges you were facing at that time to choose a particular... yes

Interviewee 4: challenges is, okay for a specific class we had a goal for every and that was like specific item like verb or tense or vocabulary or any kind of grammar structure but in authentic material, since that's not made for learning purpose , so that was a mixed of , mixed kind of material, so to pick a that spice that specific spice from my students that was a bit challenging because authentic material is a concrete, concrete material so when suppose I gave them a story, told them to choose a preposition for them but the the story itself , that was so interesting that catches their intuition more so they are interested the story line or the new words so focus is distracting There is so many distracter in authentic materials, but in teachers made materials, there was distracters are less I think.

Researcher: Okay, so that's it. And shall I move to the next prompt?

Interviewee 4: thank you, yeah.

Researcher: Okay, please the tell the story of overcoming those challenges

Interviewee 4: Overcoming challenges when I I try to make them notice the target structure the main the main trick imake them notice to to focus. So I conduct the class in that way that they

like highlighting the prepositions or if if the Class about prepositions highlighting the key words, the whole class. I told, I speak about that that specific structure only. To make them that notice about but not to grab their attention of that specific thing. That's all

Researcher: Okay. Thank you.

Transcript 5 (Mita's narrative)

Researcher: Good evening. How are you?

Interviewee 5: Good evening I'm fine and you?

Researcher: Thank you. I'm fine. So shall we start our interview session?

Interviewee 5: Yeah, of course. Go on please

Researcher: Thank you. Would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee5: Yeah, I would like to

Interviewee 5: Hello.

Researcher: Yes.

Interviewee 5: Yeah, I want to share my experience

Researcher: yes please go on.

Interviewee 5: Okay so in my teaching practicum. I had to conduct a class on my specific topic. So as my topic was articles and I used authentic materials on this topic. Is it? Okay?

Researcher: Yes.

Interviewee 5: Okay, I'm done

Researcher: Okay, so I want to know if you could in detail share your story of selecting the authentic materials for your class in detail

Interviewee 5: in details. Okay. So at first as you know in our teaching practicum, we had we had to observe so many classes and after that we have to conduct classes on our observing based on our observing classes. So I, I conduct my classes on my topic which I chose that is articles and you can understand that this is very easy topic. So I chose it to introduce myself to my students and and make them very feel free to attend my classes sand and this topic will help me to make them easy. easy it to concentrate on my lecture That is why I chose this topic, when I will choose it. So I have to I have to prepare a lesson plan based on students that how they can understand this grammatical rules, as you know, articles has three parts, indefinite, definite, so I for that I chose picture to connect with the rules. then I when I discuss my rules to my students so they are they're very they're very thinking about that why I choose this topic the as it is very easy and everyone knows these things that articles a, an , the is called articles. So it is very easy. We all

know about this. But still there are few obstacles that few students face on this. So that is why yeah that is why I conduct my class on this so that they can raise few questions on my authentic material. That's it

Researcher: Okay, if you could in detail share the story like story of selecting the Pattaya Beach as your material, what were your thoughts when you are selecting that material, Your story and your thoughts and experience why that particular picture.

Interviewee 5: First of all it is not. It won't very easy to find out a authentic materials as like I have mentioned that I choose Pattaya beach picture it wasn't so very easy, So many pictures come to my mind that I can choose this sort of thing this sort of thing which is included articles the three parts a an, the, but till then I wasn't satisfied on these things. So I was determined that I should choose a picture which is related feel things so many times and this sort of things we can find out from our nature and beach also. So based on this I was thinking Pattaya beach is very attractive and very beautiful place. That is why I choose it for my students and it is very colorful and charming nature. so and then I used to group and a few examples based on these pictures. Then I asked my students to fill up the, fill up the, the filling the blanks by seeing the picture. And while they are doing this thing, few of them couldn't fill one or two blanks. Then I had to describe these rules that why which article we have to use when we saw a picture or we saw something. that's the thing. That's it.

Researcher: Okay, if you could share any Story related to the challenges you Is in selecting authentic teaching learning materials..

Interviewee 5: As I have mentioned my first challenge was choosing picture which I overcome on this, and my Second challenge was that my students were cannot understand that what they have to do with the picture. Okay So on that time I had to share, you can see on podium in front of you when we mention specific thing only one time we use a or an or when one thing is so many times we are suing or one thing is a we can see so many words here we can use the to specify the specific things. From that they understand we have to find out we have to find out the examples with examples object with from the picture and then we have to fill the blanks. They did it and I and from this I overcome my challenges.

Researcher: Thank you. Please tell the story of overcoming those challenges.

Interviewee 5: Okay. I told you that when I chose my Pattaya beach picture which picture, the first question they cannot understand that why this picture is or in their activity why they had to

do it. So I have I described the example then when we use a, an or the then I because they do the activity, on that time one student asked me that miss when we have to use a or an group on that time I told them as we have five vowels, at the time we have to use an and we have consonant sound we have to use a. so for example, you can see a Podium over here. So the podium start with a P, P is a consonant sound so over here you have to use a and if I say that in my hand, there is a orange. The orange is start o sound that mean vowel so which you have to use as it is a vowel sound. So my students automatically answered me that Miss on that time we have to use an. if I request you to eat this orange for on that time what you use the he answers me the because I specified with orange that you have to eat this orange so will these examples I overcome on this and with experienced. I still now I can remember. That's it

Researcher Okay. Okay. Thank you.

Interviewee 5: You're most. Welcome for giving me your precious precious time .

Researcher: Thank you. Okay.

Transcript 6 (Nazma's narrative)

Interviewer: good evening. how are you?

Interviewee 6: I am fine. Thank you

Interviewer: Okay, shall we start our interview session?

Interviewee 6: sure

Interviewer: thank you. would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee 6: yes, sure.

Interviewee: okay

Interviewee 6: it was may be 4 months ago I conducted a class where I used authentic material. So in the class most of the students were from school and they were like students of std 7, 8 or 9, so that time in the class I had a plan to prepare their lesson plan like for ah for listening skill, developing listening skill so that was in my plan so that time I was thinking how can I develop their listening skill in every class there are, in most of the listening classes teachers are using conversations maybe and or radio program or some article so record of some article. at that time I was thinking how can I do something different so then I decided to make the lesson plan with music so since students from school I was thinking I have to I have to select the music which will suit their level okay and cannot select a music which will be which will be tough for them so then I had to think and which music is suitable for them. And I I have selected one slow music which will which will they will be that their first first class of music and for me I think that is a first class ever like first class ever about listening so so that's why I had to select a very simple

song very easy song which which they

will be able to understand each and every words okay

so and I had to also think that I have to

select music which will be not harmful for any religion or political views. I had to think about these things. That's all.

Interviewer: okay thank you .did you experience any challenge while selecting the authentic materials ?

Interviewee 6: yeah, my challenges were that I was finding music but maybe there were some words that I cannot there were some words in the music which songs I can not present to my students who are now reading in schools now who are in school, so I had to avoid those songs. I also have to select such

song which can motivate them a motivating song there are many musics without any meaning right I had to select a meaningful song which can motivate them in a in like I was selecting I was thinking about I was thinking actually in it instead in like I was selecting I have to select a music which will tell us about world or tell us about beautiful things about world I thought it will be appropriate for them and other songs might not be appropriate for them so I had to think about that which will be appropriate for them and so that there will not be any words or issues that can be I mean that can be debateful or that can harm anyone's feeling.

Interviewer: okay.

Interviewer: please tell the story of overcoming those challenges.

Interviewee 6: Okay. For this I have searched many other songs. I have I have gone through the lyrics of the musics. And I have I have watched the videos since I have to show the videos as well. Okay so I also had to see the video if there is any any if the video is proper for them I had to think also or not for that I have to search many musics and after that I ensured my advisor if that music is appropriate for them or the video is appropriate for that and if it was not then I had another plan but my advisor selected that one. so I did not have to worry much and I did not have to go for my second

plans, the music I chosen first my advisor liked that. So that's how I overcame my challenges

Interviewer: thank you.

Transcript 7 (Kopila's narrative)

Interviewer: Okay, Good evening. How are you?

Interviewee7: Good evening. I am fine. Thank you. How are you?

Interviewer: I'm fine, thank you. So shall we start our interview session?

Interviewee 7: yeah, sure

Interviewer: Thank you. Would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee 7: Yes, sure, I conducted my classes for teaching practicum course. I was selected worksheet and video clip as my authentic material. Actually I chose my lesson topic related real life so my material was ah so my material was to draw example with real life. While I chose material I kept my mind few things like students needs, the level of students, class timing, known topic with topic. Student know the lesson topic or no, unknown to them, are if students enjoying the activity or not, these type of things I kept in my mind while I chose the authentic material.

Interviewer: okay. Did you experience any challenge while selecting the authentic materials?

Interviewee7: Yes. Yes. I have experience some challenges while I select authentic material, like choose activities with authentic materials. Like I choose those activities where easy to understand, enjoy, student can enjoy and also draw example and also the when I choose the material I thought student either know the topic or not like one class I choose a video clip on formal topic "how to talk mobile phone". Mobile phone is the similar topic to all students today. So as they conduct honors level, first year students. So I chose mobile phone and the activities selecting is the challenging for me. If the students enjoying or their feel difficult or they bore. This is the challenges.

Interviewer: Okay. Tell the story of overcoming those challenges.

Interviewee 7: Yes, sure. When I was taking my first class, um, I was nervous actually, but I prepared lesson plan materials, all the things there. Um, what intermediate level or below intermediate level students. So um, arranged their lesson through their ages. What I did is, uh, when I give them activities I saw they're not responsive properly and they are feel boring. So I, I was uh, shock and also nervous then when I think and thin so I find it, I, the material challenging for them. So whatever I did, I did, I choose easy material for them and prepare activities like, uh, interesting activities so that they can enjoy the classes. We never, then I, uh, I, I can prepare my lesson plan and again, setmy activities, choose easy materials and easy make materials means

easy words, easy sentence so they can understand. So I go for classes and then I I used to do fun with them so that they feel fearless. So I use is the easy things. So what, what is, what did that, I saw the students like to response because they understood the activities, they understand the activities and through I prepared interesting activities so they enjoy activities. So I, I did that . further class when I take classes with upper level like uh, university students, university students to, I uh, I prepare lesson plan activities and materials a bit challenging, but I um, prepare activities like games, like in my one pass I divided that world-class in two groups and I used to play a game, like a class and I used to play a game like I guess I one member, one group come in front. I know I ave them a word and they have to explain their group the word. The word we don't think directly, they can say a single name or synonym and the bith group will come I will mark the point group to be , I saw the students enjoying and delight too. They're really smiling. I'm smiling face they have or they want to do these activities more and more. So the way I prepare my mindset, that activity should be activity, should be enjoying. And lesson plan should be easy. Materials, materials are easy. One thing more, I did that. I use different, different methods. I like, um, communicative method, audiolingual method, I used different, different methods of them. Not the of the same type of classes every day. The classes are different, different, different classes. So I Overcome like that

Interviewer: Okay. Thank you.

Interviewee 7: Thank you

Transcript 8 (Mohima's narrative)

Interviewee 8: yes. Obviously, uh, as a teacher, uh, I wanted to make the class interesting and wanted to those students to concentrate of the class. So I tried to use some kind of authentic materials. So at first I find some articles, different kinds of materials, on internet, but I wanted to use, uh, some materials that will help them to concentrate in the class and also, um, interesting. There's my student will be able to understand. So I tried at first, uh, I found some articles and then also some kind of story, the authentic story, like someone's biography, but for the, your attention I tried to use, I use some songs for them because some will be able to also help them to understand, uh, improve these listening skills. Also, they will be able to concentrate on their class, but try to use some kind of song for my, for authentic materials . That's it.

Interviewer: Okay. Thank you. Did you experience any challenge while selecting the authentic material?

Interviewee 8: Yes, because here selecting song, I couldn't find that much songs which will go with the bangladeshi context. So it's very difficult for me. Like I couldn't use any Bengali song because it's English class. That's why I tried to use some easy song for that way. Student will be able to understand the songs, that vocabulary will be easy for them. So I tried to use some kind of um, easy songs that will not that will also easy for them to understand. And also the vocabulary will also be easy on task. So it's really difficult for me to understand if the, if the song I have selected if it will it will make it, will make my class interesting or not. So it's really first time and it's really difficult. So I have to explain, um, like experiment on my students to understand what kind of topic they would like to listen or what kind of topic they'll like to attend in my class. So it's really difficult for me for the first day when I started to we use authentic material. That's it mam.

Interviewer: Okay. Please tell the story of overcoming those challenges.

Interviewer 8 : Yes. When I started use that song though, at first I used two times. Uh, I tried to, I tried some give some tasks that they can relate some Bengali song with the English songs, with songs that would like compare and contrast that with, they will be able to understand what, how to overcome it. Like I give them a Bengali song that I don't learn to summarize it. Like Some words summarize it so they can, and also I told them to compare. Contrast with a banglali song and English song. That's Way I overcome with it. And I also give them some vocabulary. At first, I give some vocabulary related to that song that where they really understand what the song

is about. That's how I overcome with it.. And I also give some, uh, dialogue exchange that they will, they will able to like debate it with two kinds of songs. with two kinds of songs. These kinds of I give tasks that's way I overcome with my problems.

Interviewer: Okay. Thank you.

Transcript 9 (Hamida's narrative)

Interviewer: Good evening. How are you?

Interviewee 9: Yeah, I'm fine. Thank you. How Are you?

Interviewer: Thank you. I'm fine. Shall we start our interview session?

Interviewee 9: Yes, of course.

Interviewer: Thank you. Would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee 9: Uh, it depends actually the answer. My answer will be because if I am training the teachers, I have to share my experience and the authentic sources from where they can collect the materials and other things. But if I am uh, conducting the class with my students, like in school level, it's not mandatory to share the story from where I collect the materials and how do I collect the materials. It's more focused on the knowledge base that they understand what I am asking and they understand the facts. That's the most important thing. But if I training, if I give training or session to the teacher or upcoming teachers, so then I think I have to provide the authentic sources and how do I collect the all the details so that in future it will help them.

Interviewer: Okay. But I, I actually wanted to know your story. Like, even if you're a teacher or trainer and you, you're supposed to select the materials. Right?.

Interviewee 9: yes

Interviewer: So when you went through, when you were selecting the materials, so you are thinking something, what type of material you want, right? Like what factors that you were thinking when you're searching for those, those materials no matter whether you're a teacher or trainer. What were you thinking when you were selecting those materials? Can you share that?

To me

Interviewee 9: Yes, there's a very nice question actually. And when I'm thinking of the materials and what I am going to provide, uh, I, first of all, I focus on the subject or on the course basically that what I am eating and what type of topic I am teaching based on that issue. I'm searching for the other materials if a second. And secondly I considered that age limit or the, you can say the level of the students.

First I select the topic and then I considered their level and then I go for the material searching. I would like to share any experience here. In my school. I took classes for grade three and for them I used to collect the materials from the different storybooks from internet and at the same school.

When I conduct classes for grade eight or nine I try to incorporate with some regular issues from newspaper, the daily star, which is a very popular in our country. So then at the same time when they are learning something and I am sharing our related type of topic with them throw the authentic material session. That's it

Interviewer: Okay.

Interviewee 9: did you get my point?

Interviewer: Yes I did. Did you experience,

Interviewee 9: thank you.

Interviewer: thank you. Did you experience any challenge where selecting the authentic materials?

Interviewee 9: Yeah, always collecting materials and prepare materials is a very challenging thing because you have to think a lot of things are cultural sensitivity and some other things like if I can pick up or a paragraph from a foreign book what happened. Maybe there are some other things here I would like to share an example that most of the time we read that in our British writers books that they don't use the word jungle. They use to say that in the woods. So if I want to introduce this in the woods word to my students, I have to explain why they're saying these are these type of lots of issues are given there. If I'm not sharing them or let them know that in the woods means, that the jungle, maybe they don't correct the answer. So these type of lots of speaking of variable, so have in different countries have different types of languages we used to practice some other types of. So through collecting the materials or selecting the materials we have to specify lots of things. Their age limit, their level of learning. There was the materials that I'm giving if they're understood, if there is understandable for them or not. These type of things. So whenever I am collecting materials or prepare materials for test or something, I check, check and recheck and I try to put myself off the other side of the table so that in the student's perspective I want to know that yes I am understanding or not.

Interviewer: Okay. So if you could share the story of overcoming those challenges. Any one story? The challenges you have faced

Interviewee 9: Yes. So the the, when I say that English is a foreign language in our country, so I tried to do two sets of materials. So when I introduced in class one set of materials, if I saw that students are struggling with that materials and they don't get what I am looking for them or what I am asking them to do, so what I did, I Swift the paper and try to go for that next one. The easier

one and a bit, difficult one. I first I try to provide the difficult one. If they can understand it and go with it, then perfectly okay. If they don't, then I go for the easier one. So through that, the students will feel more comfortable and the environment is more friendly. So without friendly environment, the students don't learn properly, I think. That's it

Interviewer: thank you.

Interviewee 9: All right.

Interviewee 10 (Amreen's narrative)

Interviewer: Good evening how are you.?

Interviewee 10: Hello I'm doing fine thank you. What about you?

Interviewer: Thank you I'm fine. Shall we start doing interview session?

Interviewee 10: Yeah. Sure.

Interviewer: Thank you. Would you share your story of selecting authentic materials to conduct classes for your teaching practicum course?

Interviewee 10: Yes, actually I would like to thank your first because it's been almost I think 15 days. I'm Craving to share my story with someone, which I faced in my life of, in my professional life to be more specific but I particularly found no one to tell. And in fact I still did not find any solution to it. So that's why I'm very interested to share this story.

So before I begin I would like to tell something about myself. I work in a college I teach HSC level students. I teach them in English Grammar, there I already play the role of a teacher. But before I started teaching there. No one is an actually taught me how to teach all the real life students how to teach or how to conduct up to teaching in real classes. So. As a result while conducting an MA degree. When I got a chance to do the course teaching practicum. It has been an opportunity for me to learn teaching. And there it begins. So there were two parts teaching practicum one and teaching practicum two. So I will go straight to the second part because it was more about being supervised by real life lectures and learning to teach. In other words this course actually consisted of several class observations micro and making or developing materials. You might say, call It. So. My story begins with class observation.

So at first in my own institution I observed almost 10-12 classes. I observed how the supervisor bond up with students, how the supervisor interacts, her teaching strategies, how she used to conduct classes. Ah maybe she was teaching them degree comparisons. But it was very surprising because she never saying hello student today I will teach your comparative degrees. She never talked like that but by the end of the class the teaching objectives were met either directly or indirectly. So it was possible. It was possible because all the time I , I observed it deputy supervisors selected authentic materials. Now. Now there comes the most interesting part. So when she use lets say newspaper article or maybe any extract from story books or novels , So the class become more interesting, and students began to feel relaxed with her. They started responding responding to her questions. since As I said that she was using several strategies for

example sometimes She tried to elicit responses. Or maybe I would love to say she was trying to imply CLT I in her class with the use of authentic materials. she was successful because she used authentic materials. So. I. have picked this from my observations almost I observed almost twelve classes . In around ten class she used authentic materials and in other two classes she followed the regular book, the regular exercises from the book . She followed. Derek. So now in the next session. Like when I was designing materials for my micro teaching session for example like I have to teach students in my own institution. So I was trying to design materials at that time. Since I was trying to imitate her because I felt that her strategies were successful. I also designed my design my materials in such a way. That I would use authentic materials and the students will be interacting with me. My micro teaching session also happen been successfully. The students were very responsive. They loved the materials they responded to the materials since I have used newspaper articles on Eid-Ul-Fitr and they have read those articles and during a presentation they have shared with The class. What the article in newspaper meant and also they added their own experience. So. Since it was authentic they were able to related it with their real life that was the moral point. So I was successful. by imitating my supervisor. However. When I returned back to my own world I mean. As I mentioned I am also a lecturer at a college. It is all like a Government based college and government institutions so the resources are very limited And we teachers are somewhat restricted to using ideas. We need to follow what. What we are. told to. since I know many new things from class observation and micro teaching specially that usage of authentic materials. I was very eager to imply it in the place I work. So I have started it. So I will do. Something. for example I was trying to teach them like I had to take a class on. Paragraph. Writing. So. I started teaching them descriptive word. So for that I did not go to text book, I used some authentic materials and started teaching them. So day one passed. My students were shocked because they habituated grammar translation method. So this was new to them. But on the third day like by the third day they somehow become habituated with this style. In fact many students started, Started taking part in class discussion. So I was happy. With their performance but. On the fifth day of this class I was called by the authorities and they strictly forbidden me to use authentic materials in that institution. They said it is going to happen hamper their education system and they are not willing to undergo any changes or experiment. S So. Even though in teaching practicum I successfully like used most authentic material in micro teaching session. And I was successful in it. But. I am like. One of the unfortunate teacher in real

life because. While applying. What I learned. I could not apply. For. Maybe. I can guarantee that if I continued applying using authentic material in class. I. I can bet that these students can learn better and will be more communicative. They will be. In future. They will try to use what they have learned. But due to restriction I could not continue doing so. So this is my story.

Interviewer: Did you experience any challenge by selecting the authentic material?

Interviewee 10: Oh well in this case. definitely there are challenges mainly the are two challenges. the first thing is developing materials. Because only picking an article from a newspaper or maybe Picking a line from a Facebook page or a Facebook post, That is termed as authentic material. But unless it is developed. according to the student's level. It can not be implemented successfully. So the first challenge is Developing is to develop it. So. In institutions the teacher has the material a designer. That teacher has to be the one to take class and the teacher has to be the one To conduct class and has to be ensure that output is given to the students And then again. And sure that's all that is given to the student. So. This is like go sort sort. Of too much pressure to one person. There are no separate material designer. So this is a challenge since one person is having too much work load. Second challenge is even though I am a teacher. I have all the authority I have. I'm supposed to have the freedom too decide how I would teach my student or what material I would select. But in this case you know. Like I was restricted from doing so. So this is the second. I Guess.

Interviewer: Okay, Please tell the story of overcoming those challenges.

Interviewee 10: Alright, So. As I have mentioned two challenges. How can I overcome challenge one?. It is completely up to the teacher. The teacher had to take the work load and develop material and then take class. So that's all these challenge can be overcome. But in case of this second challenge it is still not overcome. And I don't see any way to go through to overcome this.

Interviewer: That's it?.

Interviewee 10: Yeah.

Interviewee: Okay thank you.

Interviewee 10: All right thank you.