# LINGUISTIC RELATIVITY IN ELT MATERIALS: CURRENT PRACTICES IN BANGLADESH

By

Dewan Jamilur Rahman

191777001

A thesis submitted to Brac Institute of Languages in partial fulfillment of the requirements

for the degree of

Master of Arts in TESOL

**Declaration**

1.  The thesis submitted is my 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:**


_____

**Dewan Jamilur Rahman**

191777001

**Approval**

The thesis titled "Linguistic Relativity in ELT Materials: Current Practices in Bangladesh" Submitted by Dewan Jamilur Rahman (19177001) of Fall, 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 12 February 2023.

Examining Committee:

Supervisor:

(Member) _____

Dr. Faheem Hasan Shahed

Associate Professor & Director

Center for Language Studies (CLS), ULAB

Program Coordinator:

(Member) _____

Lady Syeda Sarwat Abed

Senior Director

Brac Institute of Languages

External Expert Examiner:

(Member) _____

Dr. Mian Md. Naushaad kabir

Associate Professor and Head, IML

University of Dhaka

Departmental Head:

(Chair) _____

Lady Syeda Sarwat Abed

Senior Director, Brac Institute of Languages

**Ethics Statement**

It is hereby declared that this dissertation titled as Linguistic Relativity in ELT Materials: Current Practices in Bangladesh is submitted to the Brac Institute of Languages (BIL), Brac University, in partial fulfillment of the degree MA in TESOL. No part of this dissertation is copied or plagiarized from published or unpublished work of other writers, and all materials borrowed or reproduced from published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place(s). I understand that the program conferred on me may be canceled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and that it contains materials copied, plagiarized or borrowed without proper acknowledgement.

**Abstract**

Language teaching is an important field of pedagogy and practice. With the advancement of world, teaching methods have been greatly impacted by technology. Communicative language teaching and multimedia classrooms both have grown in popularity accordingly. As a developing nation Bangladesh also aspires to achieve its development goals. Learning English becomes a priority for the mission but such development also presents new challenges. To accept that challenge our teachers need to adapt teaching materials according to learners' needs as well as global demands. For that purpose use of technology and multimedia in English Language Teaching (ELT) must strike a balance between the demands of time and the reality of our students. Likewise understanding material designing and linguistic relativity also become essential for language teachers to prepare advanced multimedia materials. This research evaluates the impact of multimedia materials and linguistic relativity of EFL learners based relevant linguistic theories.

**Keywords**

**Dedication**

The author would like to appreciate one pure and beautiful soul for his contributions in his life. The books and teachings of mystical writer, freedom fighter and great poet Mohammad Mamunur Rashid guided him in many ways. This study is dedicated to him.

**Acknowledgment**

**Table of Contents**

**Chapter 1: Introduction**

**Chapter 2: Literature Review**

**Chapter 3: Methodology**

**Chapter 4: Analysis**

**Chapter 5: Discussion and Conclusion**

**Appendix**

**CHAPTER 1**

**Introduction**

**1.1 Introduction**

Our education system has adapted modern tools and techniques with the advancement of technology and language teaching is no different. Language teaching practice is not dependent on the teacher and textbooks anymore as linguists and pedagogics are promoting this idea of providing students with authentic materials that are 'tailored to the learners' profile and are suitable for their needs, expectations and demands. (Tomlinson, 2012) In order to follow a communicative approach instructors are using modern technologies and tools as well.

To promote communicative language teaching (CLT), modern classrooms here are now equipped with the facilities to use projector, sound system, computer etc. and teachers are often dependent on authentic materials and modern tools. Language teachers do not focus largely on the grammar and structures today. Practical use of language or the real life language is prioritized. In order to give their students a proper exposure to the target language most of the time the teaching process relies on audio visual materials which are collected from various news outlets, music, movies, cartoons and documentaries.

The popularity of CLT made the usage of authentic materials for English language teaching a regular practice in Bangladesh. The application of CLT does not present an acceptable picture in rural areas here but most of the universities and higher secondary schools have the facilities to practice it. The governments of Bangladesh and the UK jointly introduced the English Language Teaching Improvement Project (ELTIP) in 1997 with the goal of promoting CLT in Bangladesh. This project concentrated on teaching materials, teacher training, and the reforming of the examination system that established a CLT-friendly environment in most of the classrooms. (Ahmed, 2016)

Due to that multimedia material has become a primary resource for language teaching and learning for many teachers. As we know, from newspaper articles to documentaries, many items can serve a common purpose as language teaching materials. Many pedagogics and studies have also suggested these to be the first priority for preparing teaching material where learners are supposed to get a perfect exposure of the target language. Through this process, studying a second or foreign language can shape and construct identities of learners by instilling a sense of belonging to that target language group or similar cultural values and views. The performance of

students can also depend on the intercultural communication variables or how they construct their worlds according to those exposures. (Soleimanifard, Behnam and Ahangariorcid, 2021)

Although multimedia materials are serving a greater purpose, many of us are unaware about which of these sources or materials can be beneficial and which can hamper the learning process. Some of the language teachers may not be also familiar with the linguistic aspects of language teaching. As a consequence they are not aware of the 'Linguistic Relativity' of their learners that can be associated with the materials they use every day.

Linguistic Relativity is being scrutinized and analyzed by philosophers and linguists from time to time and they have opined many theories and definitions about it. In general terms it often refers to the connection between language and cognition. The most popular representation of Linguistic Relativity connects it to 'Sapir-Whorf Hypothesis'. This hypothesis is a topic for big discussion but a specific part of it suggests that an individual's thoughts and actions are determined by the language or languages that he or she speaks. Similarly, other prospects also consider language as a cognitive process and often attempts to establish that the language a learner speaks is essentially the language they learn from given exposures.

Theory of linguistic relativity also underlines that the world-view of a speaker is determined by the language he speaks and that also is influenced by his cultural background. (Waenawae1, Huda 2016) As the foreign multimedia contents also reflect its authors' native language and culture, we the learner of that target language can be influenced by their world view or culture. Thus the world-view of the target language speaker can impact the views of learners through multimedia materials of target language. In terms of learning English as a foreign language, multimedia sources like movies, documentaries, cartoons, are vast source of exposures and learners' thoughts and actions often revolve around those contents.

For instance, if we see the number 9, 1 and 1 written somewhere on a foreign newspaper or television channel, they may refer to the September 11, 2001 terrorist attacks on the World Trade Center, USA or it can also be the emergency helpline number of the United States. However that number may not infer any significant meaning to many Bangladeshi people. Thus, when someone unknown to those facts read a story based in the United States where someone is asking to call 911, he or she might find it difficult to connect it with own experience.

Krashen's Monitor Model is counted as one of the most acceptable, and influential theories of language acquisition. The Input Hypothesis which is the base of this proposal claims the concept

of comprehensible input (CI) working as a key to language acquisition. Krashen suggests the principle of "i+1"structure, where 'i' refers to the learner's present foreign language structure and '1' refers to the new input he deceives. (Xiong, 2019) On that note, the multimedia language input can also be the '1' that we are adding to our existing English knowledge 'i' and eventually to some extent our world view is getting the shape of our target language English and its cultural nuances.

In western countries, people have their own traditions and values which may not be appropriate for an Asian learner. For example, calling elderly people by their name is more of a crime in South Asian countries while calling anyone by name is the culture of the West. Drinking wine in parties is another common trend in Europe and America that does not go with the traditional values of Bangladesh. In this concern EFL teachers should choose a text or audio visual material to teach language accordingly or make their students aware of the difference between their reality and the culture associated with the target language.

Counting on the above discussion, this study would delve into the core of Multimedia materials that English Language Teaching, ELT or EFL teachers often provide to learners and how that impacts their linguistic reality. Since English is the most common language learnt in Bangladesh, this research should help language teachers to understand how Multimedia exposes language inputs and how impacts their students' world view. That would also shed some light on authentic materials that are ideal for language learning.

## 1.2 Statement of the problem

In Bangladesh students learn English from a very early age. From kindergarten to university, learning English is mandatory for everyone. Even though it is not the official language here, it is valued over all other foreign languages. Many Bangladeshi educational institutions do not adhere to CLT but most of the universities here promote it in their compounds and classrooms as English also serves various official and academic purposes in the country. (Ahmed, 2016)

For communicative language teaching we often depend on movie clips and short stories to assign a new task or activity. If a language instructor uses a clip from an English movie for language teaching, it consists of a particular context, dialogues, vocabulary and phrases. The students who use it for any classroom activity not only receive exposure to the target language but also learn many new things. For instance, vocabularies like bucks are associated with American currency

or US dollar. The term 'Buck' is an informal reference to 1 dollar note that is very common jargon in the West. If a Bangladeshi learner picks up this term from and starts referring to taka as buck he might confuse others as the currency rate is different and so do the context. Similarly the term bro is often used as an informal reference in English language. It also refers to the short form of the term 'brother'. If a Bangladeshi person uses the term here to refer elderly people it would seem very offensive to some people.

The English used in the western countries not only shapes our thinking, but also profoundly impacts how we use that language. If the materials we use for English language teaching are not appropriate for our learners or not customized to our own context it can create a gap between the learner and reality. It is high time for Bangladesh teachers to be concerned about these factors and adapt their materials or techniques accordingly. To enhance the students' learning process we have to learn why and how linguistic relativity becomes crucial in this process.

## 1.3 Purpose of the study

Educational practices in Bangladesh have been developing in different aspects over the last few decades and language teaching has been a priority for almost all levels of academic learning. This study explores the English language teachers' teaching approaches and capabilities of material design in terms of its authenticity and relevance. Problems faced by university level instructors while designing study materials consisting of multimedia resources will be assessed with the relevance of theories and linguistic relativity.

At first, the research focuses on the general experience of learners with authentic multimedia materials from the language classroom. Then the study will delve into the major shortcomings of those materials and ways to overcome those limitations.

**1.4 Research Questions**

The author attempts to answers the following questions associating the English Language Teaching practices in Bangladesh, multimedia materials and language relativity:

*General Question*

- What are the impacts of multimedia materials on EFL learners' linguistic relativity?

*Specific Questions*

- What type of language input does multimedia material provide?
- How do multimedia materials facilitate linguistic relativity of learners?

**1.5 Significance of the study**

Since the English language has become mandatory for academic and work setting, teaching practices in Bangladesh also have to be more practical. To cope up with their needs schools, colleges and universities are prioritizing communicative language courses. Teachers are also preparing their materials accordingly to serve that purpose. To provide the students with perfect exposure they are using authentic materials including news and movie clips, fictional stories and relevant tools.

However, practical communication requires practical knowledge and if the materials seem impractical or irrelevant to the learner or they cannot use their learning in real life then all the efforts of the teacher will go in vain. If the language teachers can understand the concept of language relativity and its association to their teaching they can prepare their authentic materials more appropriately and precisely. In that way they can easily meet the learners' needs and students can easily connect them to the learning process.

According to the survey by Ahmed (2016) nearly half of the participant students said that they could not observe any efficient and pertinent utilization of the teaching materials and learning environment for languages. Though multimedia materials were used in their classroom, the majority of students were disappointed by its lack of relevance or inappropriate methods of teaching. Regarding that, the aim of this research is to show Bangladeshi language teachers how linguistic relativity can benefit or spoil their materials and how they can deal with this issue. The outcome can help them upgrade their language materials, teaching methods and practices. The discussion of multimedia materials would be beneficial for language teachers to visualize how the language acquisition is working and how linguistic relativity can manipulate the process. The

findings, analysis and suggestions also tend to provide some systematic ways to select and prepare language teaching materials. Discussion on pedagogical practices regarding foreign language acquisition in other countries and Bangladesh will be useful to compare both scenarios and figure out the necessary steps we can take to improve. As a secondary resource, this study will be a lead for agencies and the government to do further research in this area, learn the drawbacks of our teaching and ways to overcome those.

## 1.6 Delimitation

This study is conducted as part academic degree and conducted within a limited time frame so the researcher only focused on the data collected through the online survey. All the participating teachers are based in Dhaka and teach in private institutes. Materials and resources were collected from the internet and academic textbooks. Moreover, the responses from the teachers were collected precisely to make accurate decisions. To reach a valid conclusion within a short time the teacher had to avoid thorough inspection or long-term experiments.

## 1.7 Limitation

In Bangladesh there are many teachers who do not have an English Language teaching related educational background or training but still have enough experience to teach those courses. Because of that they are often unaware about the pedagogical aspects of ELT, linguistic theories or methods of teaching even though they are applying some of those in their classrooms. In terms of conducting research on specific fields of a subject it becomes very challenging to collect the data if the target group is not concerned about that issue. To cope up with that the researcher had to avoid some linguistic terms and customize the questionnaire according to their understanding. For example, though the teachers are using authentic materials they may not be aware of this term so the questionnaire had to be more descriptive and indirect. Although there has been a vast amount of research on authentic materials, linguistic relativity is not yet a common area for researchers. It was not so easy to connect these two issues and establish the arguments.

Due to the popularity of authentic materials, the majority of research favors it and avoids to finds its validity or inappropriateness regarding the contextual dissimilarity or irrelevance. Hence, this study had to challenge some of the existing ideas regarding the authentic materials. After all this research is done as a part of the post-graduation course so the time frame and

medium chosen for the study had to meet certain demands and limitations. Nevertheless, the researcher firmly analyzed the collected data and conducted this study with highest effort.

## 1.8 Operational Definitions

Some of the frequently used terms and definitions are discussed below:

### Communicative Language Teaching

Communicative Language Teaching (CLT) is a teaching method that highly focuses on communicative competence of the learners. Through this approach the instructor emphasizes on students' capacity to use the language successfully for everyday communication. It is mostly used for teaching foreign languages. Instead of focusing solely on grammar, structures and vocabulary, it seeks to provide opportunities to use the language in meaningful and practical circumstances.

### Authentic Material

Any teaching material that is not created solely for teaching purposes like the textbooks are called authentic material. Language teaching materials created with multimedia contents such as cartoons, songs, news can engage students in a real life scenario and help them learn the language faster.

### Multimedia Material

According to the input hypothesis, the progress of learners depends on comprehensive exposure or information that can challenge their existing knowledge. Exposure or comprehensive ideas from multimedia sources or audiovisual content that are used for language teaching can be called as multimedia materials.

### Linguistic Relativity

The concept of Linguistic relativity is derived from the Sapir–Whorf hypothesis. It suggests that the underlying structure of a language can influence how its speakers' view the world. Also our thinking or cognition is related to our language.

**Chapter 02**

**Literature Review**

**2.1 Language Input, Authentic Material and Relativity**

The notion of language input can be understood from linguist Krashen's (1987) language acquisition hypothesis. However, the idea of linguistic relativity can be learned from the hypothesis of Sapir and Whorf (1956). Krashen insists that language acquisition occurs through 'meaningful interaction' in target language that is often elevated by a 'comprehensible input'. Grammatical rule or sentence structure merely interferes with this process.

In the Input hypothesis Krashen explains how learners improve and progress their language learning in a 'natural order'. Thus the acquisition happens when he or she receives a comprehensive second language 'input' one step beyond his/her current competence. For example, acquisition takes place when a learner with competence of 'i' is exposed to an input of 'i + 1' that is ahead of his current level. Hence, Krashen labeled such input as the 'crucial and necessary ingredient' for the acquisition of language in any multimedia context. (Krashen, 1987)

Bahrani and Soltani (2012) suggest that pre-modified input, interactional modified input, and modified output can be three alternative categories of intelligible input to support the input hypothesis. Pre-modified input is altered before it is seen or heard by the learner. Interactional modified input is altered with the interaction of native or experienced non-native speakers to make it more comprehensive. Finally the modified output is altered to make it more understandable to the learners. In this way language input can be easily understandable, provided with linguistic and extra linguistic context and oriented towards communication.

Authentic materials are a vast source of such language input that connects the learners to the real life scenario. According to Nunan (1989), authentic materials are the teaching materials that have not been produced for language learning purposes. Newspaper, movies, cartoons, and story books are some great sources of authentic materials that provide comprehensible input for learners.

From the authentic materials learners can experience the target language used in the real world. Learners are also exposed to informal situations that help them to lose their inhibitions and learn faster. Authentic materials not only make lessons interesting but also motivate and engage different types of learners to the lesson. Therefore the authentic materials and activities must be designed to imitate real world situations. (Herod 2002)

On the other hand Hays (2000) says that the way we use our language changes the perception of our reality. Imperial studies also have found that language also shapes the cognitive structure of children in order to their survival. Hays (2000) refers to such molding of the cognitive or conceptual structure as 'linguistic relativity' that works while we acquire a language.

According to Edward Sapir, every language contains an implicit categorization of experience related to its culture and speakers that varies between languages. It also has relations to the cognition of those speakers. Certain categories of a language bind thinking style, and method of analyzing global social phenomena with it. (Maraden and Silalahi, 2011) Besides, Benjamin Lee Whorf in 1930s recognized that the structures of language influence the way we think about reality. Whorf (1956) says that the language has an impact on our thought process or it can have a causal effect on our understanding and perception. In other words, the acquisition of vocabulary and grammar takes place in a process of structuring our perception. In that case language teachers or institutions have to be aware of the linguistic relativity of their learners while choosing any particular material for them. Even though the understanding of Linguistic Relativity may require some knowledge of psychology and cognitive science, Linguists as well as language teachers need to acknowledge it to improve their material design or teaching technique.

## 2.2 Language and Cognition

Sapir and Whorf depict 'human cognition' as a language augmented process. That means, language works as a system that allows individuals to express their mental representations and thoughts. In other words, there is an impact of language on our thinking process, understanding or perception. Consideration of human and nonhuman minds can be helpful here to better understand the role of language in our cognition. Nonhuman minds can also sense the surroundings or feel the emotions triggered by stimulus but they do not have the cognitive ability to express it.

It can also be said that language shapes our cognition or how we recognize the world around us. According to Whorf (1956), language does not interfere with neurological processes of thought; rather helps us categorize, map and create the concepts in our thoughts. Thus the thinking is more of 'conceptualizing' or how we conceptualize the world. In simple words, language does

not determine what we are thinking about, but it influences or guides the way we are thinking about it.

**2.3 Language Input and Learners' Relativity**

Human thinking is mostly relative to the linguistic perspective of the world. (Whorf, 1956) It can also be said that language can manipulate the human mind because gradually his or her linguistic picture becomes the picture of the universe.

At the same time, following the discussion above we can say that the development of language acquisition to some extent depends on the input received by the learner. And the structures of that language can influence the way that learner thinks. In that case the materials that provide language input can play an important role to build up the reality for the learner. Because the language we learn works as classificatory systems for us, as it classifies our experience and worldview.

Pource (2002) has pointed out some basic differences between English and French language while investigating linguistic relativity. The concept of numbers is very different in these languages. In English we call 71 as Seventy One as it literally adds a one after Seventy, same happens in Bengali as we our numbers are the addition of one with the previous one. However, in French 71 is called soixante-et-onze, which means the addition of sixty and eleven. Technically all the numbers from 70 to 79 in French numeric are counted adding a 60 to that. While 80 becomes Quatre-vingts which is the addition of four 20s, later on adds 1 to 19 with the previous one. Therefore an English and Bangla learner may find difficulty to recognize those numbers in French language. Pource also showed the difference between lexicalization patterns as well as the expression for different situations in English and French.

As our language depicts the picture of the world and it is the way of communicating values, beliefs and customs, our culture is also associated with our language. Language is not only a social function but also part of our identity. That means every language reflects a particular culture and its traditions. Social customs and values are also conveyed and preserved by it. Therefore when we learn a language from its original source or use any authentic material from the target language we actually are getting exposed to the language relativity of the target language speakers. Hence the materials of the target language may have some effect on the language relativity of learners.

## 2.4 Multimedia Representation and Language Teaching

Stuart Hall's representation theory can be a tool to better understand the connection between learners' relativity and his or her language. Hall (1997), refers to 'representation' as an ability to describe or imagine. As language associates culture and give meaning to our expressions it becomes a form of representation.

Hall's representation theory can be divided into three parts. Firstly, the language reflects a meaning that already exists in our world. It consists of many objects, people or events. Secondly, a person's language expresses the speaker's personal intended meaning of any occurrence or his own expression. And finally the meaning we understand is constructed with or through that language.

Similarly when we use any authentic material for language teaching we have to keep in mind that it is actually reflecting the perception of its original speaker or users. Hence looking for a connection between their linguistic relativity and the learners' should be our prime concern. If the source of the material is not appropriate for our learners then it may hamper their learning process.

## 2.5 Language Input from Multimedia Materials

Authentic language teaching materials in most cases include Newspapers, TV programs and online materials. Ngoan and Loc (2016) discussed that comprehensive input provided by multimedia materials is frequently used in classrooms to improve language skills for English. Multimedia can be practical, interesting, and an effective tool for authentic materials as a whole but in terms of English teaching and learning, teachers have to be careful about their selection.

Bahrani and Sim (2012) show how News, Cartoons, and Films can be good sources of authentic language input and used as material for proficiency enhancement. They suggested that these materials can be used as authentic sources for potential target language and also help to improve language proficiency of low level learners. Sweet (1899) (As cited in Bahrani and Sim) is the pioneer linguist who first discussed authentic materials in his books. He says materials in English which are not specifically produced for the purpose of language teaching are good examples of authentic materials because they were either produced by a real speaker or prepared for a real audience. Hence learners can be conveyed a real message through those materials.

In addition, studies have found that audio visual news includes words and utterances that makes it a valuable resource for language input. However, the instructors have to be conscious about the fact that some students may find it difficult to understand or not be able to comprehend news items which are presented in native accent or unfamiliar incident due to their insufficient exposure to those situations or topics.

## 2.6. Drawbacks of Multimedia Materials

Even though language teaching with multimedia material has many benefits there are a few drawbacks as well. If the instructor is not aware of the possible shortcoming of his materials then it can also backfire in some cases. Research suggests that the amount of material students learn in a short period of time or the amount of multimedia resources they are exposed to in the classroom may overwhelm them sometimes. According to the data multimedia-oriented strategy may have a few negative effects on learners' cognition. The students can be 'bombarded' with too much information and exposed to unnecessary stimuli. This could minimize time for students to 'digest' or interact cognitively with those stimuli. Every technology has the potential to backfire. According to Schmid (2008), teachers may also reduce emphasis on speaking, listening, reading, and writing abilities due to their overreliance on multimedia tools so students can be at the risk of becoming passive learners. For some students authentic materials could be excessively complex or culturally particular and without proper assistance and direction from the teacher students may find it difficult to comprehend. Additionally, some multimedia materials could include cultural allusions or prejudices that are inappropriate, unfamiliar or lack relevance. Regarding that, the teachers have to keep in mind that language proficiency may not always be directly reflected in the authentic sources.

## 2.7 Choice of Content and Tool

Proper implementation of multimedia materials in the language teaching context is very crucial for learners' development. Material designers and instructors have to take into account design principles for multimedia materials and learning behavior of students in multimedia settings. Tomlinson (2012) highly emphasizes on the importance of conducting a need analysis for preparing materials. On the other hand, researches also show that inappropriate choices of multimedia contents have an impact on students' levels of focus, motivation, and attention.

Tomlinson highly emphasizes on the importance of conducting a need analysis to make sure that the resources correspond to the unique requirements, objectives, and context of the learners. If multimedia materials are prepared for task-based learning, it can provide opportunities for language learners to utilize the language in meaningful and authentic contexts. Material designers have to ensure that their resources correspond to the unique requirements, objectives, and context of the learners. (Tomlinson, 2012) Otherwise can be difficult for them to comprehend and recall new vocabulary terms and phrases if they cannot relate their background knowledge with the target language culture or context. Though multimedia materials have the potential to be appealing to a variety of learning styles, research findings revealed a number of difficulties that educators and students had while integrating these in the classroom. Concerns about cognitive fatigue and a lack of cognitive engagement with multimedia resources can also apply to some content specially while designing a task or activity with inappropriate materials. (Schmid, 2008)

## 2.8 Teachers' Training and Linguistic Literacy

Any teacher must learn how to deliver lessons and assign assignments, but these skills can only be acquired through appropriate training. It is very important for teachers to have some training in order to evaluate student inadequacies and to understand how the teaching materials increase or decrease student involvement or how his or her students react to the class. (Freeman, 1989) Similarly advanced training is also required for preparing multimedia materials that match learners' needs and fits the context or background of the lesson. Proficiency of using language in a range of situations that requires reading, writing, speaking, and listening skill is referred to as linguistic literacy. ELT courses aim to increase students' linguistic literacy so they can communicate effectively and comprehend the language simultaneously. According to Halliday and Hasan (2006) language teachers also need to know these matters along with their theoretical ground to enhance their teaching methods. They need to have knowledge about different ways to teach how to use a language in a variety of contexts. Tomlinson believes that language teachers need to have proper training for material design. According to him, teachers require a range of skills and knowledge in order to develop effective materials for learners. Along with the knowledge of ELT theories and teaching methods material designers should have a strong understanding of task-based learning, communicative language teaching, and content-based instruction. (Tomlinson, 2012)

Teachers have to concentrate on existing language knowledge as well as language abilities of his or her students while preparing their materials. Apart from teaching grammar, vocabulary, or pronunciation, the instructor must have cultural awareness. Since it is considerably simpler to educate about language than to teach language, the teachers also have to acknowledge that it is not an easy task so linguistic literacy of the teachers has tremendous importance in ELT.

## 2.9 Theoretical Framework

Teaching a language in an advanced world demands adequate training and technical knowledge. The focus of language teaching is no more bound to traditional practices and many counties have adapted to digital classrooms and new methods of teaching. In Bangladesh teachers are also using modern teaching tools and methods but still they have to come a long way. Even though multimedia facilities are available in tertiary level classrooms, teachers do not have sufficient expertise to meet learner's demand. Without proper training their dependency on multimedia materials may not bring out the expected result. If teachers do not know how to provide the exposure or input through their materials or how to match the students' perspective the whole idea of communicative learning might go in the wrong direction.

Hence the study looks forward to assess the existing practices of language teaching with authentic multimedia materials and observe how teachers deal with the learners' linguistic relativity associated with those inputs. Hall (1997) defines language as a symbolic form or a form of representation and for that reason representation theory is also important for the study because language and culture is always established through meaning and representation. Here representation theory is contrasted with the Sapir-Whorf hypothesis to understand how students' reality is matched by the multimedia materials.

## 2.10 Conclusion

Dealing with the agreements and disagreements with the existing research the overall perspective of this study points out that the necessity of understanding linguistic relativity for the betterment of multimedia materials for language teaching. It also showcases the efforts from teachers to prepare multimedia materials to provide better exposures or comprehensive input and figure out the areas to develop.

**Chapter 3**

**Methodology**

Methodology is a very significant part of this research. This chapter discusses the design of this research, theoretical framework, methods and techniques applied for instrumentation, data collection procedures and the challenges of it. To study second language learning in real-world and specific contexts Selinker, L., & Douglas, D. (1989) propose an unified technique or combined research method as it is responsive to the significant demands of any research. This research also consists of both qualitative and quantitative data analysis.

For the data collection, at first the researcher prepared an online questionnaire in order to keep record of the responses of the participants. All the participants were language teachers teaching in secondary to university level courses. They answered both close and open ended questions for the survey. Secondly, the researcher also arranged two interviews with language teachers from different universities for a better understanding of the case.

To observe and analyze meaningful practical situations for the study the researcher needed qualitative information so the transcripts of the interview and open ended responses in the survey were analyzed with contextually-based linguistic theories and hypotheses. To analyze concrete information from the questionnaire quantitative approach was also applied. Thus it had to be a mixed methodology to achieve desired results. (Selinker & Douglas, 1989)

There were 12 close-ended questions including Likert scale to measure the participants' experience and opinions. At the end of the questionnaire there was one open ended question to better understand their responses. Due to the time constraints of this study the researcher collected a limited number of responses within a short time. Therefore, the survey questionnaires were distributed among the teachers of prominent public and private universities of Bangladesh based in Dhaka.

**3.1 Research Design**

The researcher approached 15 participants who are currently teaching English language courses in different universities and have experience of using authentic materials in multimedia classrooms. The questions were related to authenticity and validity of their language teaching materials and connection of linguistic relativity to their teaching. All the questions are related to the research to different extent.

First few questions were designed to collect the teachers' experience and understanding of linguistic relativity, authentic materials and validity of those. The next few questions collect their teaching experience with learner needs, material and methods.

Final question was regarding the challenges they faced while learning a new language or teaching EFL students and preparing materials for their classes. This was an open ended question with a word limit and the teachers shared their descriptive answers regarding those issues. In that way the survey questionnaire used both qualitative and quantitative approaches to analyze collective data from teachers. The researcher presented the data with relevant figures in the appendix.

As the general research question of this study finds the impacts of multimedia material on EFL learners' linguistic relativity, the primary focus of survey questions was to find out different types of materials provided by the teachers. The latter collects the responses regarding the teachers concern about linguistic relativity and how the materials support their ideas. The interview also focuses on how teachers use multimedia to facilitate learning.


## 3.2 Research Framework

The input from multimedia materials can impact learners' perception and understanding of the target language in many ways. Hence the linguistic relativity proposed by the Sapir-Whorf Hypothesis can play an important role in this process of language acquisition. Thus, designing materials with language that is appropriate for the learner's level and background is crucial for effective learning. Additionally, the cultural backgrounds of the learners can also be considered to create materials for different types of learners (eg.: visual learner, auditory etc.). The hypothesis of Sapir-Whorf regarding language and worldview was used to design the questions regarding students' needs and appropriateness of the materials. The data related to multimedia materials were evaluated with Stuart Hall's representation theory.

The idea of language and cognition is backed by different linguistic theories. Krashen's Input Hypothesis suggests that language acquisition occurs when learners receive input beyond their current level of comprehension that is also known as i+1 principle. Multimedia materials such as videos clips, audio recordings, images and text can deliver similar input and provide contextual information or real-life scenarios which can make the input more meaningful for the learner. In addition, Stuart Hall's representation theory suggests that social and cultural meanings produced

24

and communicated through multimedia can influence people easily so language teaching materials driven from those sources can shape the learners' perception of the target culture and language. For language teaching, it is crucial to reflect a balanced and accurate representation of the target language and culture, and avoid biased, stereotyping and racial views in the materials. The study assesses the instructors' understanding of linguistic relativity and multimedia materials to provide possible ways to improve the materials.

## 3.3 Sampling

Language teachers who participated in the survey were chosen randomly from private institutions. All of them teach English courses in universities. As the teachers have to maintain a busy schedule, the open ended question was first included to get an overview of the situation. Furthermore the author had to take two interviews later to make the analysis more credible and detailed. The interviewees were both university teachers who were known to the author and participated deliberately.

## 3.4 Setting:

The survey was conducted online and all the inputs were possibly appropriate and not influenced by anyone. On the other hand one of the interviews was conducted with a video conference and another in person. The interviews were recorded with a smartphone and Zoom app. For the online interview, the researcher used the default recorder of the app and for the face to face interview the researcher took notes and also voice recorded some part of it with a smartphone.

### 3.5 Instrumentation

The close-ended questions required direct answers such as 'agree,' 'strongly agree,' 'neutral,' 'disagree' and 'strongly disagree.' Participants could not choose more than one option. A total of 12 statements focused on the research questions were provided. There was a box for typing the open ended question at the end that was not mandatory for everyone. For the interview session, the researcher prepared a list of required items, keywords and a few questions that were important for the study and asked the question in a way to get ample information and examples from the teachers. The first participant of the interview answered only four questions as her answers were very specific and to the point. Another participant was asked six to seven questions as his answers were more elaborate and he shared a lot of experience. This session took almost half an hour.

### 3.6 Data collection procedure

The direct responses collected through close-ended questions provided quantitative data, and open ended responses of teachers provided qualitative data. The survey questionnaires were provided online and the responses were calculated through internet tools and presented in a Pi chart. Besides, the interview was first recorded and then analyzed with transcription.

### 3.7 Data analysis procedure

Both then secondary research data and primary research data were used in this study. For qualitative analysis the opinion of teachers was analyzed by relevant linguistic research and theories. According to existing studies, there are some advantages to using qualitative methods for language teaching assessment, including the ability to gain deeper knowledge of how materials or tests are designed, and interpreted as well as the ability to examine instructors' behavior, perceptions, and understanding. Apart from that quantitative research techniques use a wider range of samples and do not necessitate as much time for data collection. Because of that the survey questions were analyzed with information based approach. (Rahman, 2020)

**3.8 Obstacles encountered**

Many of the teachers are not aware of linguistic terms and methods of teaching so the teacher had to prepare questions according to their understanding that made the survey more challenging. As the teachers could not give much time for interviews the researcher had to find a way out to collect their statements both online and offline.

**Chapter 04**

**Analysis**

Most problems regarding ELT can be found and solved through analyzing the collected data with the help of existing empirical and methodological research. The process of data interpretation plays a crucial role here. (Al-Issa, 2015) The information presented at this part of the study was received from interviews with teachers and students, and the interpretations of the facts presented are based on the questionnaire responses that were gathered from the online survey.

**4.1 Analysis of the Survey**

Krashen (1987) suggests that the most effective techniques are those that provide 'comprehensible input' in low-anxiety settings and convey information that students are interested in. To analyze the quantitative data according to the first research question it is necessary to understand the type of multimedia materials used in language classes and the input it provides. In that case at first we shall consider the third question of the survey. Here we can see that most of the teachers prefer multimedia materials prepared with news, tv programs and audio visual items available online.

3. Audio visual News, TV programs and online materials are valuable resources for authentic materials or language input.

15 responses
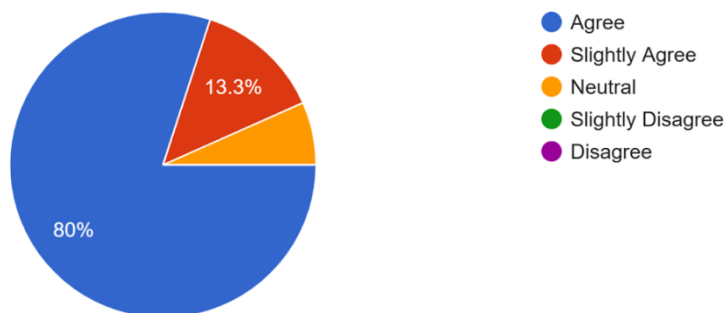


Around 80% of the participant teachers had strongly suggested that they would prefer multimedia materials as a resource for preparing authentic materials for their learners. In addition the survey question 5 shows that the teachers are also aware about the fact that these materials have some impact on learners' cognitive development and perception.

28

These responses helps us to realize how the language input provided by multimedia materials facilitate linguistic relativity of EFL learners. Following that we can find the answer to another reserch question.

5. Language structures, Culture and Social customs associated with the target language can impact EFL learners' perception and cognitive ability.
15 responses
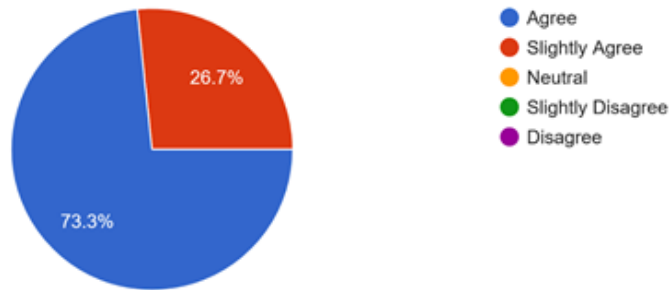


This can be related to the hypothesis of linguistic relativity provided by Sapir and Whorf. If we look closely we can see how the multimedia materials used by language teachers are playing a vital role in the development of learners' world view. The response of question 1 also agrees to this point.

1. Language can influence our understanding of reality. It highly impacts Learners' development.
15 responses
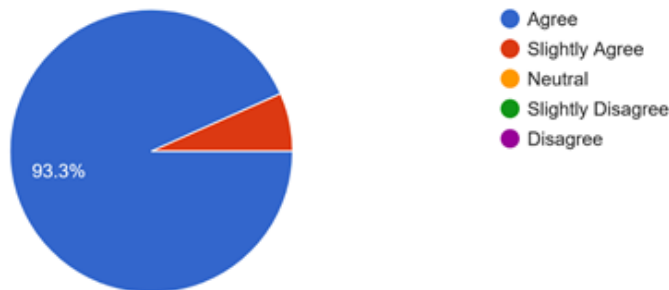


It is true that providing communicative and intelligible information through these materials enables students to produce meaningful interaction in the foreign language but it can have some drawbacks also. In our country most of the teachers depend on free online resources for English language teaching but Soleimanifard, Behnam and Ahangariorcid (2021) shows that these can not only be inappropriate in but also be manipulative in many cases. In the study they mentioned

that there are language materials that can have a negative impact on learners by provoking cultural bias and hatred for a group.

In response to question 6 and 7 most teachers agree or slightly agree that if the material does not provide a familiar context or not comprehensible for the learner it can create difficulties in the language acquisition process. In that case teachers need to be aware about the items or sources they use for developing the materials.
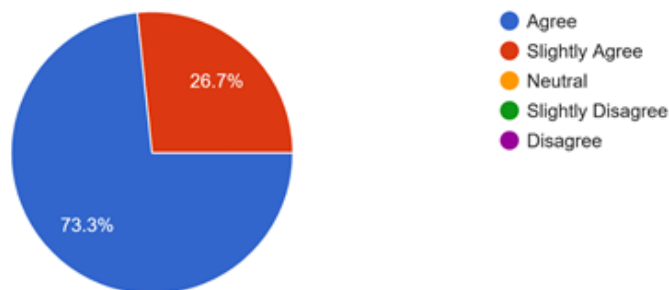
6. It is difficult for students to understand or comprehend materials that include native accent or unfamiliar context.

15 responses
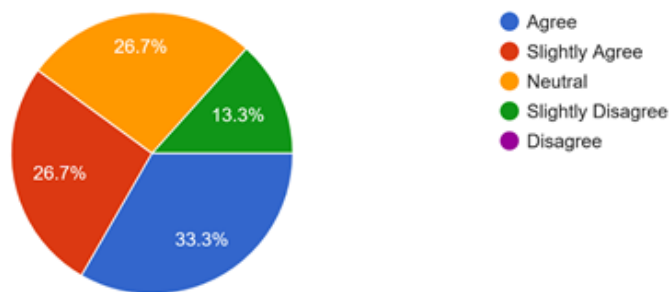


7. Materials with inappropriate ideas or context can confuse the learner and delay language acquisition.

15 responses



It is strongly advised that before and while using online materials to facilitate language learning, English teachers and students evaluate the content, consider the purposes, and assess the qualities of the materials. (Soleimanifard, Behnam and Ahangariorcid, 2021) Similar awareness can also be found in the response of question 8 and 10. Teachers agree that the materials should be prepared according to the needs of the learners and there should be a balance between the reality and those needs.

**8. Teaching materials should be chosen or prepared according to the needs of the learner.**

15 responses
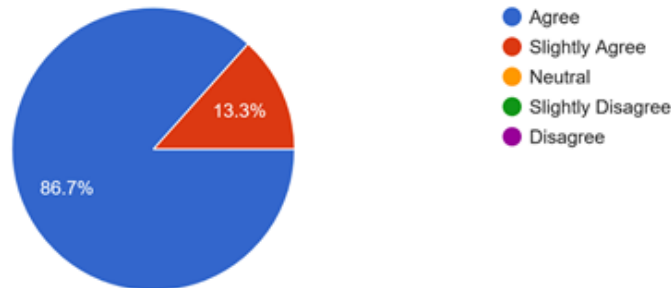


- ● Agree
- ● Slightly Agree
- ● Neutral
- ● Slightly Disagree
- ● Disagree

13.3%
86.7%

**10. Teachers should be aware of students' reality (linguistic relativity) while teaching or preparing materials.**

15 responses



- ● Agree
- ● Slightly Agree
- ● Neutral
- ● Slightly Disagree
- ● Disagree

13.3%
80%
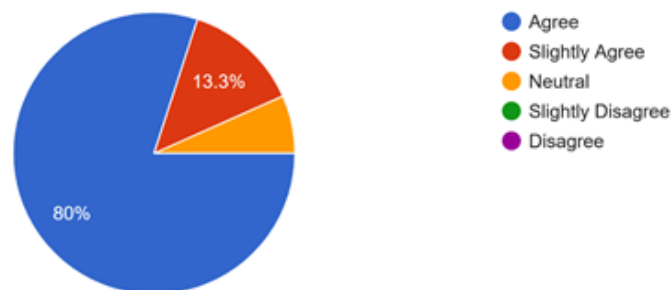
If we consider the survey question 11 and 12 we can see that the participants believe that there are areas for teachers to improve their teaching techniques and receive some training.

In order to fulfill the criteria to prepare or select appropriate multimedia resources for teaching the teacher needs to have adequate knowledge regarding the subject and proper training to design materials. Unfortunately in our country most of the language teachers lack those qualities which are also visible in the last response.

**11. Teaching materials should maintain the balance between students' reality and needs.**
15 responses
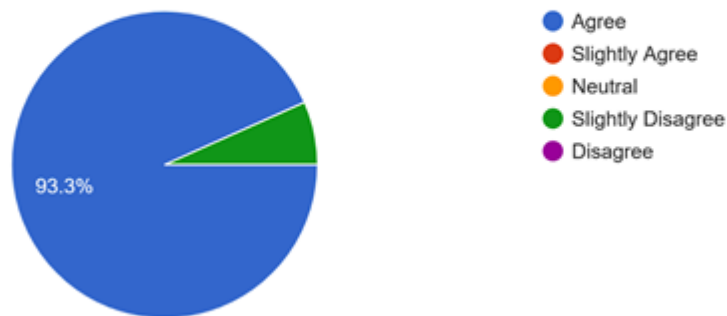


- Agree
- Slightly Agree
- Neutral
- Slightly Disagree
- Disagree

93.3%

**12. Not all teachers have the knowledge or training to develop authentic language teaching materials**
15 responses



- Agree
- Slightly Agree
- Neutral
- Slightly Disagree
- Disagree

20%

73.3%

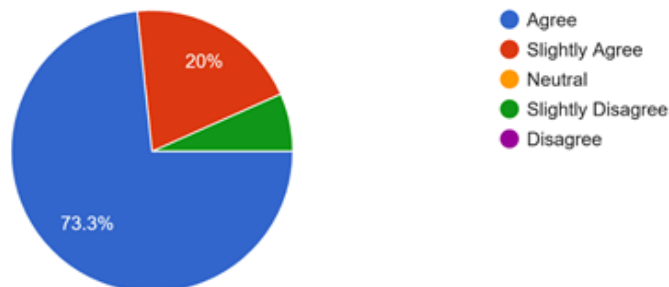The optional open ended question at the end of the survey also collected some crucial response. When the participants were asked to share their experience or the challenges they faced while learning or teaching EFL courses and preparing materials, one of the teachers said that he or she gets frustrated to modify the materials for learners according to their age, culture and level of understanding. We can find similar problems pointed out in other studies. Some researchers also found that the multimedia materials from BBC Learning English are often unfavorable for their learners' background and culture.

Another participant faced a number of difficulties while learning Chinese as the language had no relevance to his or her native language. Differences of cultures were also a problem in that case. While studying French language the researcher himself had faced challenges as some of the materials do not match the cultural context of Bangladesh. While the instructor was showing a video of a book fair or tourist place it was easy to understand the French words and nuances but

when the other video showed mountain cycling or drinking wine it was not easy to understand or relate to his own understanding. The reason behind it can be found with Hall's representation theory (1997). The language item used in class did not reflect a positive meaning that exists in the researcher's world or it did not consist of common events or context.

## 4.2 Analysis of the Interviews

Two of the university teachers were interviewed for this part. Language input from the multimedia materials can have a great impact on learners' understanding of the concepts and at the same time it can shape their perception of the world. Findings of the qualitative data here combines the answer to both the research questions.

The first question was regarding the importance of target language culture while preparing materials. Participant A said that cultural context is important to her for language learning because she thinks every language is related to its culture and we cannot teach a language in isolation. If the target language is English we have to include the materials that include cultural context which makes sense to the students.

For Participant B target language culture does not matter that much as he only teaches what he finds more important for his learners. He chooses a content or material that matches the learners' existing knowledge, ideas and more importantly their culture, background or way of life. He believes if the material matches with the understanding of the learner they will be able to communicate on that particular material or topic more frequently or fluently. The motive behind this question was to find out if the understanding that the difference between cultural backgrounds can create difficulties in learning a language keeping in mind the Whorf's (1956) hypothesis. Here we see both the teachers are careful of the context and they prepare materials that match the reality of their learners.

The second question was asked to know how the teachers prepare multimedia materials for language teaching. Their responses are quoted here from the transcription of audio recording.

Participant A: "It depends on available facilities in the classroom because when I used to teach grade 3 at a government primary school there I used to include multimedia materials once a week because we just had two multimedia classrooms in the whole school. However when I am at the

university I use multimedia materials almost every day keeping in mind the multiple intelligence of the students so I can reach most of the students in my class.

I include video clips regarding the content to be delivered and also other multimedia tools such as Gamification tools like kahoot etc. to engage the students in the classroom activities as well. I look for reliable content on YouTube regarding my topic that I am about to deliver in the class. And I show it in between the classes. For instance, I usually pick those videos for the topics which I think are a little bit more complicated so that the students can get repeated explanations and demonstrations regarding this. Let's say I am explaining a topic and for the repeated lecture I use the YouTube video and it helps. Depending on the learning preferences some students actually prefer listening to the lecture while others are more into videos, so it helps different types of learners."

Participant B: "Most often I collect my text materials from the newspaper and audiovisuals from different places. Nowadays I use materials or content from YouTube quite a lot. I always try to check whether it is going to be comprehensive for my learners. I do some sort of editing to prepare my materials for my target group of learners.

Sometimes I collect pictures randomly from the internet and use it but as a material developer I always prepare material in such a way so that I can print it out and give it to them. However I cannot do the same for videos because I have some limitations. For example, I lack video editing skills or technical knowledge for that."

Considering Vygotsky's (1978) social constructivism and scaffolding theory regarding language teaching both the teachers use multimedia materials for scaffolding and cognitive development of their students. Although they are using multimedia materials they lack some technological skills to prepare those such as video editing or photoshop. Insufficient technical training may also prevent teachers from knowing how to use some resources in the classroom effectively.

In the answer of other questions the teachers talked about the importance of multimedia materials for cognitive development. Participant A said that multimedia materials bring diversity in teaching when the teacher includes different types of materials to teach a single topic. Students also get exposed to a topic in different ways that can help with their multiple intelligence and learning preferences. On the other hand participant B said multimedia materials can trigger the

learners emotionally so they think about the content, try to relate themselves to the content and can share their own experiences regarding the lesson. Nevertheless he suggests that we should choose a material that is not so different from learners' own culture, because that may not provide learners an opportunity to share their own experience.

Analyzing the interview we can find the prospects of multimedia teaching along with the usefulness and drawbacks of it. Even though multimedia material is crucial for learners' cognitive development, we have to consider their linguistic relativity while selecting or designing the task or material.

## 4.3 Interpretation of the Data

The research data suggests that the language input driven from multimedia materials have to be culturally appropriate or familiar to the learners. Every material developer should focus on the learner's needs while designing the materials and be careful about its negative aspects. In order to do so teachers need adequate training and knowledge of ELT. Some key points from the discussion to consider while designing multimedia material for language teaching are:

Relevance and Engagement: Teachers should use audiovisuals that have cultural relevance and interactive elements to engage and motivate students. They have to make sure that the materials are relevant to students' needs and interests.

Consistency and Flexibility: Consistent elements and language input promotes better understanding and minimize confusion. Materials should be designed in a way that can be used in multiple contexts and for different types of learners.

Adaptability and Accessibility: Material designers must ensure that their materials are accessible to all types of learners, including those with disabilities. Teachers must have necessary training or technical knowledge to adapt or modify multimedia materials to meet the specific needs of different classes and students. They can also provide opportunities for students to give feedback and adjust their understanding.

## 4.4 Summary of the Findings

Classroom activities should encourage confidence in students and provide interpersonal contact with the real world. Such elements of language and knowledge are core components of multimedia materials. There are more chances to significantly increase learners' interest levels

with the comprehensive input from multimedia materials, which can also impact language learning dramatically.

This implies that if the instructor can prepare and use multimedia materials properly then learners can avoid the stress of learning pointless grammar and vocabulary lessons that are rarely valued in the real world. Ngoan and Loc (2016) suggest that multimedia materials include lively visual and sound effects that contribute to accelerating students' attention and engagement. Learners' independence is also encouraged in multimedia classrooms as they are capable of improving language skills by using these materials themselves with essential guidance from teachers.

Moreover, teachers in Bangladesh frequently encounter obstacles while trying to apply learning resources and instructional techniques effectively. Inadequate materials and training make it difficult in most circumstances to employ the four language skills of reading, writing, listening, and speaking effectively. (Ahmed, 2016) Therefore teachers have to be conscious about the proper use of language tools and find out the appropriate multimedia materials that promote stress free lessons and provide exposure to develop linguistic relativity of the learners.

## 4.5 Interpretation of Results

According to MacDonald (2006), materials can be considered authentic if there is a relationship between the content used by teachers in the classroom and the contexts present in the real world. Genuineness, sincerity, validity, and dependability of sources are all synonyms for authenticity. A valid multimedia material can facilitate linguistic relativity in several ways and an appropriate exposure can shape learners' perceptions and thought processes effectively.

To meet those criteria multimedia materials have to include unbiased and culturally appropriate linguistic representation allowing individuals to experience and understand different linguistic perspectives through it. Multimedia materials have to facilitate cross-cultural communication and the exchange of ideas. As the multimedia showcases the diversity of languages and cultures, we have to promote multimedia teaching that is aware of linguistic relativity and can nourish our thoughts, beliefs, and behavior.

**Chapter 5: Conclusion**

**5.1 Discussion**

The majority of educational institutes now use multimedia classrooms as a standard practice. Therefore teaching strategies and resources must go alongside to meet the evolving demands of students. We cannot get the best results from a content or material if it cannot adapt to different situations or contexts. The research's findings demonstrate the common use of multimedia materials in Bangladeshi settings and the challenges that teachers and students have with it. It also shows how linguistic relativity can be crucial for preparing materials that provide appropriate exposure.

Ngoan and Loc (2016) propose that the inclusion of multimedia materials in the learning and teaching language and integrated skills is clearly welcomed by both students and instructors. Use of multimedia material substantially increases student and teacher attention and aids in developing students' abilities to use language in everyday situations. Additionally, the regular use of multimedia materials necessitates a lot of flexibility and requires teachers' selection and editing process.

To prepare effective multimedia materials for teaching the teachers have to first determine the goals and objectives for the lesson, and then plan the materials to support those goals. Combining different types of multimedia (text, images, video, audio, etc.) can provide multiple ways for students to engage with the content and support different learning styles. Furthermore the material designers also have to be mindful of the audience. To make the material appropriate for the linguistic relativity of learners they have to consider the age, language level, and cultural background of the students and design activities accordingly. They can also test the materials within a small group of students to get feedback, and make revisions as needed.

**5.2 Practical Implications**

This study provides a framework to show why and how linguistic relativity is important for multimedia material design. Firstly, by understanding the linguistic perspectives of the target audience, designers can create materials that are culturally sensitive and relevant to the learners. Because of its flexibility, such materials can be accessible to a wider range of learners. Secondly by using language that is appropriate for the target audience, designers can improve the clarity and simplicity of the materials, making them easier to understand and use. Thirdly, by

incorporating cultural references and examples that are relevant to a particular audience, designers can create materials that are more engaging and appealing to those learners. It also helps the materials to be more engaging and help them develop their language skills.

Nevertheless, the research data shows that the material designer must prepare himself before he prepares the materials. According to Freeman's (1989) model, language teaching is a process of making decisions based on knowledge, skills, attitude, and awareness. He emphasizes two general methods for training and developing language teachers. The proposal is based on the idea that in order to develop a proper understanding of the overall process, a language teacher's education is as important as the effective strategies for carrying out that process. That means one needs to have a clear understanding of language teaching as the subject matter of language teacher education. In other words, the way we define language instruction will greatly affect the way we train future language instructors.

The results of this study also point out to a number of real-world applications of linguistic relativity and material design that creates opportunities for further investigation in this area. This study would be beneficial to assess multimedia materials and Bangladeshi multimedia language courses closely. The study also outlines teaching techniques, pedagogical strategies, and resources to create the perfect multimedia language classroom.

## 5.3 Contribution to Research

While the existing research largely focuses on the benefits of multimedia tools, this study shed light on its drawbacks as well. It shows that digitally enhanced materials cannot achieve their goal unless it is culturally and contextually appropriate.

To prepare proper multimedia materials teachers need to evaluate the learners' linguistic relativity along with their needs and demands. Researchers can use qualitative and quantitative data from this study to compare how cultures and languages shape perception, thought, and behavior. They can also study how individuals acquire new languages and how their native language affects their perception and thought processes.

The literature review and analysis also helps to understand multimedia representation of authentic materials. It can help to analyze how multimedia represents different cultures, languages, and individuals, and how this representation influences learners' cognitive

development. To study how language changes over time and across different cultures, and how this affects our world view, this research can help in different ways.

## 5.4 Recommendations

No matter how tons of research promotes multimedia language teaching blindly, several authors have claimed that the use of multimedia materials might, under certain circumstances, even hinder learning. For instance, Schmid (2008) points out that ''multimedia materials that are generally expected to lead to more effective learning, can potentially cause negative effects depending on learning conditions and individual differences of learners''.

Therefore, researchers emphasize the need for multimedia materials to be designed in accordance with individual cognitive limitations. This requires an understanding of how people react to various multimedia materials when performing a given task. Researchers have conducted extensive empirical research in order to explain how learning from multimedia representations is important for multimedia language learning but there should be more research about the role of linguistic relativity in this area. That can also be valued for a better understanding of language learning processes in this digital era.

## 5.5 Conclusion

The use of multimedia technologies can provide thorough input and assist in comprehending the culture and environment in which the language is used. The need of taking cultural and contextual considerations into account while teaching a language is further highlighted by the notion of linguistic relativity. It proposes that language can change learners' cognition and perception in many ways. Therefore, using multimedia resources that reflect the cross cultural context and do not overwhelm learners with inadequate exposure can improve language acquisition and provide learners a fuller knowledge of the target language.

**Reference**

Ahmed M. K. (2016) Communicative Language Teaching: A Practical Scenario in the Context of Bangladesh. Advances in Language and Literary Studies. ISSN: 2203-4714, Vol. 7 No. 5; October 2016. Australian International Academic Centre, Australia.

Al-Issa, A. S. (2015). Making a Case for New Directions in English Language Teaching Research at an Omani University: A Critical Qualitative Content Analysis Report. Qualitative Report, 20(5).

Bahrani T., Sim T. S. (2012) Audiovisual News, Cartoons, And Films As Sources Of Authentic Language Input and Language Proficiency Enhancement. The Turkish Online Journal of Educational Technology, Volume 11 Issue 4.

Bahrani T., Soltani R. (2012) Language Input and Second Language Acquisition. Journal of Education and Practice. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X Vol 3, No 3, 2012, 39

Freeman, D. (1989). Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education.
TESOL Quarterly, 23(1), 27. doi:10.2307/3587506

Halliday, M. A. K.; Hasan, R. (2006) Retrospective on SFL and Literacy. In: Whittaker, R.; O'donnel, M.; Mccabe, A. (eds). Language and Literacy: Functional Approaches. London: Continuum, 2006. p. 15-44.

Hall, S. (1997). The Work of Representation, Cultural Representations and Signifying Practices. The British Printing Company.
Retrieved from:
http://www.curateafrica.org/wpcontent/uploads/2013/02/HallRepresentation.pdf

Hays, P. R. (2000). From the Jurassic dark: Linguistic relativity as evolutionary necessity. John Benjamins, Philadelphia.

Herod, L. (2002). Adult learning from theory to practice. Heinle and Heinle Publishers. Heinemann.

MacDonald, M. N.& Badger, R. Dasli, M. (2006). Authenticity, culture and language learning. Language and Intercultural Communication Vol. 6, No. 3&4. Pp 250-26.

Maraden R. and Silalahi P. (2011) Linguistics Relativity: Edward Sapir's Perspective on Language, Culture, and Cognition.

Retrieved from:

https://journal.ubm.ac.id/index.php/english-language-culture/article/view/312

Nunan, D. (1989). Designing Tasks for Communicative Classrooms. Cambridge: Cambridge University Press.

Ngoan, N. Q., Loc L. H. (2016) Using Input Sources in the Multimedia in Teaching Language Skills for English Major. Quy Nhon University (QNU)

Pource S. (2002) Investigating Linguistic Relativity: A Research Methodology. Durham Working Papers in Linguistics, Volume 8. page 125-138.

Rahman, M. S. (2020). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research: A literature review. Journal of Education and Learning Canadian Center of Science and Education.

Schmid E. C. (2008) Potential pedagogical benefits and drawbacks of multimedia use in the English language classroom equipped with interactive whiteboard technology University of Education (Pädagogische Hochschule), Im Neuenheimer Feld 561,
D-69120 Heidelberg, Germany, https://doi.org/10.1016/j.compedu.2008.02.005

Selinker, L., & Douglas, D. (1989). Research methodology in contextually- based second language research. Interlanguage Studies Bulletin (Utrecht), 5(2), 93–126. doi:10.1177/026765838900500201

Soleimanifard F., Behnam B. & Ahangariorcid S. (2021) Learning English Vocabulary through VOA News Lessons: Being Exposed to Authentic Material or Electronic. Department of English Language, Islamic Azad University.
Retrieved from: https://journals.atu.ac.ir/article_13091.html

Tomlinson, B. (2012). Materials Development for Language Learning and Teaching. Language Teaching, 45, 143-179. https://doi.org/10.1017/S0261444811000528

Whorf, B.L. (1956). Language, thought, and reality: selected writings. Technology Press of Massachusetts Institute of Technology: Cambridge, Mass.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

**Appendix**

**Questionnaire for Survey**

**Close-ended Questions**

This survey is part of an academic thesis under Masters in TESOL at Brac Institute of
Languages titled as "Linguistic Relativity in ELT Materials: Current Practices in Bangladesh".
Your responses will contribute to the betterment of language teaching approaches and materials
used by English teachers in Bangladesh. All the responses will be confidential.

Please read the following statements and according to your teaching experience choose the
option a, b, c or d

1. Language can influence our understanding of reality. It highly impacts Learners' development.

    A. Agree

    B. Slightly Agree

    C. Neutral

    D. Slightly Disagree

    E. Disagree

2. Materials which are not produced for language teaching purposes can help build up
the reality of learners.

    A. Agree

    B. Slightly Agree

    C. Neutral

    D. Slightly Disagree

    E. Disagree

3. Audio visual News, TV programs and online materials are valuable resources for authentic
materials or language input.

    A. Agree

    B. Slightly Agree

    C. Neutral

D. Slightly Disagree

E. Disagree

4. Authentic materials cannot be harmful for students' mental health.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

5. Language structures, Culture and Social customs associated with the target language can impact EFL learners' perception and cognitive ability.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

6. It is difficult for students to understand or comprehend materials that include native accent or unfamiliar context.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

7. Materials with inappropriate ideas or context can confuse the learner and delay language acquisition.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

8. Teaching materials should be chosen or prepared according to the needs of the learner.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

9. Classroom facilities can be compromised for language teaching.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

10. Teachers should be aware of students' reality (linguistic relativity) while teaching or preparing materials.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

11. Teaching materials should maintain the balance between students' reality and needs.

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

12. Not all teachers have the knowledge or training to develop authentic language teaching materials

A. Agree

B. Slightly Agree

C. Neutral

D. Slightly Disagree

E. Disagree

**Open-ended Question**

From your own experience, please share some challenges you faced while learning a foreign language, teaching EFL students or preparing materials for them. (Please write your answer within 50 words)