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The Use of Authentic Language Materials in EFL Classroom

Prohlašuji, že jsem tuto diplomovou práci vypracoval sám za pomoci literatury a dalších relevantních pramenů.

V Olomouci 28.4.2021 …………………………….

vlastnoruční podpis

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LIST OF ABBREVIATIONS

AM – authentic materials

CLT – Communicative language teaching

CR – Consciousness-raising

ELC – English language culture

EFL – English as a foreign language

ELT – English language teaching

L1 – first language, native language

L2 – second (target, foreign) language

NLP – Neuro-linguistic programming

TPR – Total physical response

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ABSTRACT

This diploma thesis deals with the use of authentic language materials in EFL classroom. A theoretical part defines and describes the key term – authentic material, presents pedagogical and linguistic theories and methods that use authenticity. Moreover, the theoretical part outlines their specific use in class. A practical part is based on the research carried out via two questionnaires for both students and teachers of English, and sample activities utilizing authentic materials. The results support the premise that students are exposed to authentic materials in class and they share positive attitude to them together with teachers.

INTRODUCTION

From my teaching and studying experience, I can say that students do not like working with coursebooks all the time. Sometimes they find it useless, because coursebooks do not offer them any 'extra' information. What I mean by 'extra information is how the language specifically works in a context, what is the true message of a certain text, why it is written in this or that way. The authentic materials give opportunities to reveal that, because these materials are not adjusted to students' needs, unlike texts in coursebooks. In my opinion, authentic language materials show us what the English language is about. I can recall one of my high school lessons, when our teacher provided us lyrics of a song and we had to fill in the missing gaps. Then we discussed the lyrics themselves; what the song is about, what the author wants to tell us through the song. It was fun and interesting to share our ideas and I strongly believe that it helped us in using English practically.

The aim of this diploma thesis is to show that authentic materials are highly beneficial and efficient for EFL. The practical part provides specific activities which can be done in EFL classroom. These activities are based on the relevant literature used in the theoretical part of the thesis. To prove the benefits and efficiency of authentic materials, the following research questions have been formulated:

1. What experience with authentic materials do students of the chosen schools have?
2. Why is it important to use authentic materials from students' point of view?
3. What opinion on using authentic materials in ELT classroom do teachers have?
4. What are the main advantages and disadvantages of using authentic materials in the ELT classroom from teachers' perspective?

To answer the above-mentioned questions, it is first essential to provide a detailed literature overview in the theoretical part. It clarifies what the authenticity is in general, it reveals the difference between authentic and non-authentic language material, gives advice which criteria to follow in choosing authentic materials. Moreover, the theoretical part explains educational theories which are related to the use of authenticity in ELT. The last chapter deals with the particular use of the authentic language materials in certain language systems and skills.

The next part of the diploma project tries to answer the research questions written in this introduction. There are two questionnaires made for this purpose. They have been designed for both students and teachers of English. The achieved results should reflect the situation in Czech schools, where the research has been done, and signify students' and teachers' attitude and opinions towards using authentic materials in ELT. Lastly, the research section also contains sample activities, which are based on the use of the authentic language and can be done in English classes.

THEORETICAL PART

1. AUTHENTIC LANGUAGE

The first essential issue to begin with is to define the terms *authentic language* and *authentic material*, because these terms are naturally used throughout this thesis.

There are a lot of possible explanations of these terms in the covered literature. In a simple way, authentic language material can be defined as the one that has been created for native speakers by native speakers and not for language students. (Quamariah, 2016). Quamariah's statement agrees with Little and Singleton's (1988), because they claim that these materials are created for non-pedagogical purposes in the first place. Nevertheless, they add that authentic materials show some daily routine of native speakers, so they could be more interesting than some coursebook texts.

Furthermore, Widyastuti (2017) summarizes the main purpose of the authentic materials in teaching languages - to expose learners to the real language situation.

The aforementioned definitions suggest that authentic materials are used in ELT to show how language is communicated in a real-life situation unlike most materials in coursebooks. In coursebooks, there are modified texts taken out of context, so these texts are not authentic.

As for the difference between authentic language and authentic material, it is considered that the authentic language is the superordinate term. In other words, authentic material is a piece of authentic language. Teachers are using wide range of sources in the process of learning and these sources are analysed in the following chapters.

However, at first it is necessary to explain the term authenticity and how linguistics understands it, because authenticity itself is obviously closely related to the topic of this thesis.

1.1 THE CONCEPT OF AUTHENTICITY

One of the key terms of this thesis is authenticity. It is necessary to clarify the concepts of different authors, in other words, what is their attitude towards this issue.

Widdowson (1990) simply defines authenticity as a 'natural language behaviour', because it focuses mainly on the meaning of an authentic material rather than its form. In Widdowson's opinion, authenticity itself requires to understand the language in as many contexts as possible to the detriment of the formal text properties (e.g. translation of a text).

Widdowson admits that it is crucial to define several meanings of authenticity. He quotes ideas of the linguist M. P. Breen (1985) that there are four types of authenticity:

"1. Authenticity of texts – which we may use as input data for our students

2. Authenticity of the learners' own interpretations of such texts

3. Authenticity of tasks conducive to language learning

4. Authenticity of the actual social situation of the classroom language. "(Widdowson, 1990, p. 46)

The last type is related to the Breen's idea that the social setting of the classroom, as well as how learners are engaged in the task, is also important in language teaching. (Widdowson, 1990)

David Taylor (1994) disputes that authenticity of a certain text is not necessarily guaranteed, because authenticity a quality of a text in the context. To make it clear, an authentic text is fully authentic only, if it is used in the context in which it was created. Claire Kramsch (1993) gives the example of a concrete situation: *"For example a German menu is a genuine piece of cultural realia, but if I use it in a classroom to practice reading prices or to learn the endings of adjectives, I have not used it in the way the restaurant management had intended, nor the way native customers do when they go to that restaurant.*" (Kramsch, 1993, p. 178)

Jaccomard and Kuuse (2016) agrees with Taylor that "*authenticity is matter of interpretation"* (Jaccomard and Kuuse, 2016, p. 4) and it does not necessarily mean that an activity based on an authentic language material will be authentic.

In conclusion, all mentioned authors concur that authenticity of a language material depends on the social and cultural context and that helps to decide how much authentic the material is.

1.2 CLASSIFICATION OF AUTHENTIC MATERIALS

This chapter deals with the division of authentic materials. It presents types described by J. G. Gebhard (1996) and examples of each category are given. Gebhard writes that *"authentic materials include anything that is used to communicate."* (Gebhard, 1996, p. 103). Gebhard's division of authentic materials consists of four basic categories:

- AUTHENTIC LISTENING – VIEWING MATERIALS - These materials are related to improving listening skills mostly. It contains TV commercials, songs, cartoons, radio, soap operas and comedies for example.

- AUTHENTIC VISUAL MATERIALS - In this category, things like photographs, wordless street signs, postcard pictures, pictures from a magazine, stamps, slides, are placed.

- AUTHENTIC PRINTED MATERIALS - Printed authentic materials are obviously related to reading, because they are presented in the written form. It refers to newspaper, sports reports, maps, TV guides, bus schedules and even cereal boxes for example.

- REALIA USED IN EFL CLASSROOM - This category is interested in objects of everyday use like coins or currency. Furthermore, it uses the objects for role-playing (e.g. Halloween masks) or illustrating points visually (e.g. dolls, puppets).

Gerhard's division seems to be the most common one, nevertheless not all authors are familiar with this distinction. Sally Ianiro (2007) divides authentic materials in two groups only – *print* and *auditory*. Print materials include for example websites, coupons, magazines, newspapers, traffic tickets or street signs. On the other hand, auditory ones contain TV programmes, e-books, movies, phone messages, radio broadcasts and podcasts, for instance.

1.3 THE DISTINCTIONS BETWEEN AUTHENTIC AND NON-AUTHENTIC MATERIALS

To get an understandable overview in authentic materials, it is necessary to provide the differences between authentic and non-authentic materials.

Authenticity of language materials has been already discussed in chapter 1.1. In addition, chapter 1.2. provides examples of such materials. While authentic materials have been explained, the non-authentic ones have not. It is evident that non-authentic material means the opposite of authentic one.

In her article for The Asian Conference on Education, Widya Febrina (2017) reports that non-authentic material is the one, which is created only for teaching purposes. This sort of material is adjusted to the state curriculum. Mostly, non-authentic materials are incorporated

into textbooks used in EFL. Unlike authentic materials, textbooks are created and modified according to the learners' and schools' demands.

Aswini (2017) claims that non-authentic materials sometimes fail students to learn how to communicate properly, because they are created according to observations how language is probably used, not how it is really used. Aswini cited ideas of Carter (1988) whose analysis shows that EFL coursebooks provide lack of widely used spoken language aspects such as discourse markers, ellipsis, and hedges, unlike authentic materials, which are full of these features. Furthermore, the same article quotes Burns (2001) who is worried that insufficiency of coursebook dialogues might affect language learner's ability to communicate in unpredictable social contexts.

Authentic materials are able to solve those problems. According to Rogers and Medley (1988) these materials reflect the natural use and cultural context of language used by native speakers. Many researches show the improvements of students' communication if using authentic materials.

To conclude, the main difference between authentic and non-authentic language material is that the authentic one is created by native speakers for native speakers, while non-authentic ones are adjusted to EFL coursebooks needs. It has been proved that non-authentic materials are not as beneficial as authentic ones, because they do not contain natural language. Some authors also warn that the lack of spoken language aspects may negatively affect learners' communication abilities.

1.4 ADVANTAGES OF USING AUTHENTIC MATERIALS

The theoretical part of the thesis continues with considering pros of using authentic language materials in EFL classroom.

One of the most substantial benefits of authentic materials is the learners' motivation. It is highly motivating for students to work with something created for native speakers (Ciornei and Dina, 2015). It is possible that it can help them to comprehend the relationship between the language and the world around it.

Dealing with authentic texts, Flowerdew and Peacock (2001) present their three pros of authentic materials. The first benefit highlights that authentic materials help learners to face the 'real language'. Second advantage is the fact that they prepare learners for the real-life situation

much better than the non-authentic ones and last one deals with the loss of meaning – adjusting texts to learners' needs causes change of context for which it was created.

Alex Gilmore (2007) adds that leaners' English will get better much faster when using authentic materials. He thinks that students must be exposed to the more complex features of language, otherwise they will learn it longer. Qamariah (2016) describes Gimore's study, where he tries to prove the preceding statement: "*He compared the influence of authentic versus textbook materials on developing communicative competence of the experimental group students in an experimental study at a Japanese university for a year and found that those student who receiving the authentic input, made statistically significant progress over the control group on six tests planned to measure different types of competence.*" (Qamariah, 2016, p. 24).

Unlike non-authentic materials, authentic ones can be 'updated' if it is required (teacher can change the outdated materials and replace them with the new ones). In relation to that, Ciornei and Dina (2015) come up with another benefit of using authentic materials – they can be found online. There are almost unlimited number of sources – songs, documentaries, pictures etc.

Widyastuti (2017) cited eight advantages of using authentic materials proposed by Martinez (2000):

"1. By using authentic material, students are exposed to real discourse, as in videos of

interview with famous people where intermediate students listen for general idea.

2. Using authentic materials in the classroom is once outside the "safe", controlled

language learning environment, the learner will not encounter the artificial language of the

classroom but the real world and language how it is really used.

3. Keep students informed about what is happening in the world, so they have an

intrinsic educational value.

4. As language change is reflected in the materials so that students and teachers can

keep abreast of such changes.

5. Reading texts are ideal to teach/practice mini-skill such as scanning, e.g. students are

given a news article and asked to look for specific information. Also, teachers can

have students practice some of the micro-skills of listening. e.g. basically students

listen to news reports and they are asked to identify the name of countries, famous

people etc.

6. Different authentic material such as books, articles, newspaper and soon contain a wide variety of text type and language styles not easily found in conventional teaching materials. Thus, it can help students extend their vocabulary and help memorize them in a number of meaningful recycling.

7. Authentic material can encourage learning for pleasure because they are likely to contain topic of interest to learners, especially if students are given the chance to have a say about the topics of kinds of authentic material to be used in class.

8. Authentic material drawn from periodicals are always up to date and constantly being updated." (quoted in Widyastuti, 2007, p. 3-4)

In conclusion, all mentioned authors agree that authentic language materials are beneficial in ELT. It can improve students' language skills, they learn more complex grammatical structures, new vocabulary, cultural realia, etc. To be fair, authentic materials have also their disadvantages, which will be discussed in the following chapter.

1.5 DISADVANTAGES OF USING AUTHENTIC MATERIALS

As the previous sentence suggests, this subchapter focuses on the disadvantages and possible challenges of using authentic materials in ELT classroom.

Even though there are a lot of arguments stated in favour of using authentic materials, some authors argue there are also disadvantages, which have to be taken into account.

One of the main things, that might be affected by too difficult authentic material, is motivation. Alexander Gilmore (2007) argues that authentic materials (especially texts) can be, for learners, too difficult to understand, because they require a wide range of vocabulary and cultural knowledge, which foreign learners need not to have.

In her article, Zaitun Qamariah (2016) mentions the same problems as Gilmore (2007) in his book. She adds that it is complicated to choose the correct materials for beginners or elementary learners. Coady and Huckin (1997) are also interested in this matter and they suggest starting with non-authentic (they used the term *simplified*) material at first, but pupils should start working with an authentic one as quickly as possible. The second issue Qamariah

(2016) is dealing with is so-called "*leaning burden.*" It means that some materials contain challenging vocabulary, which students will not be exposed to again. Martinez (2002) points out two other possible challenges in using such materials. Firstly, printed authentic materials (e.g. newspaper, magazines) can be quickly outdated. Furthermore, in terms of listening, he warns about various accents that can occur in them. Nevertheless, such problems can be relatively easily solved by choosing materials carefully and applicably to the students' language level.

Alex Case (2012) comes up with other interesting challenge in using authentic materials. For instance, he noticed that some materials can be protected by copyright policy. He advises teacher to find out whether a material is or is not under such protection. Nonetheless, he admits that in most cases it is not illegal to copy a text from original for school purposes.

To summarize, there are some problems that teachers have to be aware of. However, the main thing they need to do is planning the lesson reasonably and selecting materials carefully before they will present it in front of their class. This attitude can help to emphasize the advantages and avoid the disadvantages in the learning process.

1.6 HOW TO SELECT AN APPOPRIATE LANGUAGE MATERIAL?

As soon as teachers are familiar with the possible advantages and disadvantages of authentic materials, they should know the criteria for selecting proper ones. Of course, it is not easy to adjust such materials to learners needs, but some authors tried to suggest how to do so.

Harmer (2007) thinks that choosing the proper authentic material is extremely important, because otherwise a lot of problems may appear. The first one is a demotivation. Students might be demotivated, because they do not understand what is written in it (considering texts, but the same problem can occur in any kind of material). To avoid that, teachers ought to choose understandable materials. Harmer also admits that some materials (especially for beginners) can be simplified, but the used language must not be unnatural – meaning that it must keep certain amount of authenticity. He believes that teachers can use authentic materials even with elementary students, but they need to follow the above-mentioned rule.

Other authors, for example Ciornei and Dina (2015) are convinced that authentic materials are suitable for learners at any level. In their opinion, it is necessary to consider learners'

language level when choosing authentic materials. They point out that advanced students appreciate more difficult materials to get better in their language skills.

Widyastuti (2017) sets forth other important rules to be followed. The essential one is that teachers should elect the appropriate topic, which students are interested in. Oguz and Bahar (2008) provides the concrete example: "*it would not be suitable to give materials about football to the learners who aim at practicing business English. In short, the materials should match the learners' goals and expectations and should contribute to their language development.*" (Oguz and Bahar, 2008, p. 331) Besides that, exercises should be both attractive and entertaining. It is also possible to engage students' critical thinking skills, which might be beneficial for them even in the future.

Mishan (2005) believes that teachers should mainly focus on the task, therefore she presents so-called *authenticity-centred approach*. Task is defined as a communicative activity, which leads to exploring different meanings not just language forms. In relation to that, David Nunan (1989) characterizes the criteria that such task should follow. He distinguishes two types of tasks – pedagogical and real-world ones. In pedagogical tasks students are asked to do things, which they will not have to do outside the classroom. Nunan adds the example: "*The learner will listen to an aural text and answer questions afterwards on whether given statements are true or false.* "(Nunan, 1989, p. 40). On the other hand, real-world tasks are concerned with using the language used outside the classroom. In other words, by making such exercises, it is believed that students will be better prepared for the real language. Again, Nunan provides the example: *"The learner will listen to a weather forecast and decide whether or not to take umbrella and sweater to school."* (Nunan, 1989, p. 40).

To conclude, the importance of the selection of a proper authentic material is one of the basic characteristics which should be minded. Among the criteria which are the most repeated ones belong – the topic (how interesting it is), relevance (for example to learners' level, age) and difficulty. Besides, teachers have to cautious in creating tasks for students, considering the distinction between pedagogical and real-world tasks.

1.7 SOURCES OF AUTHENTIC MATERIALS

As far as teachers will be acquainted with possible problems, that a wrong selection of an authentic material can cause, a brief overview of sources such materials is given to them.

Akbari and Razavi (2015) deem, of course, internet the most wide-spread source of authentic materials, nonetheless, they believe there are limitless number of sources – for

instance TV, newspaper, magazines, literature and radio. As for radio, they state that this source cannot provide non-verbal information, unlike TV, for example.

In their article, Ruiz and Molinero (2004) describe those sources in more detail. In terms of literature, they warn teachers to be cautious, because they have to pick just a short extract from a book, otherwise the lesson will be demanding and the activity time-consuming. They appreciate that advertisements and TV commercials do not contain redundant information, so working with such materials is beneficial for learners. It can help learners to 'read' the information through for example body language or facial expressions. In addition, a lot of follow-up activities can be done afterwards (they suggest *role-play interview*).

Another easily accessible source, which needs to be commented is newspaper. Mishan (2005) consider it "*the best single source of information about the contemporary culture of country.*" (Mishan, 2005, p. 154) According to her, learners should be aware that they do not have to understand each word written in the text. The far more important thing is reading with comprehension. In different words, to understand the language in a context.

The other available source to work with are songs. As Soufi (2013) puts it, listening songs are very popular among learners, so they can find exciting working with them. Besides entertainment, students will be gaining new vocabulary, getting better in pronunciation and improving their listening skills unconsciously. Except improving listening skills, songs also provide great example of authentic language and grammar in practice.

Watching movies is other possibility to do in an EFL classroom. Mishan (2005) thinks that working with films helps learners to improve their listening skills, while seeing the language in context (as for example in newspaper). Moreover, Soufi (2013) reveals other sources to technology – for example e- mails. By working with e-mails, learners can improve even their writing skills (e.g. if they are asked to write a reply). The last possible source she mentions are web sites in general.

What can be very beneficial as a source of authentic materials, are cartoons. Masood (2005) states that they may be found in newspaper or magazines. He finds them most relevant in improving writing skills, because they offer a lot of possible activities. *"Cartoons cuttings pasted on the hard board can be distributed in the class. The students, either in pairs or groups can ponder over these and decide what is happening and write the full account of that."* (Masood, 2005, p. 42)

Besides cartoons, Masood also explains the use of weather reports and horoscopes. Both sources can be used for practising writing. As for weather reports, students may be asked to write a weather report from last week (past simple is practiced), for instance.

In conclusion, there is unlimited number of authentic materials, which can be chosen from enormous number of sources. Most of them can be found on the internet. Besides internet, there are a lot of other sources, which improve students' language skills, like newspaper, magazines, songs, cartoons and even horoscopes. Nevertheless, almost every of the aforementioned sources of authentic materials can be found there in its online form.

2. EDUCATIONAL THEORIES THAT SUPPORT USE OF AUTHENTIC LANGUAGE

While chapter 1 is focused on the authentic language and its characteristics, it does not provide any theories, which are concerned with the use of an authentic language in education itself. Chapter 2 defines such theories according to the relevant sources and explains how authentic language and materials might be implemented in ELT.

2.1 COMMUNICATIVE LANGUAGE TEACHING

This subchapter deals with the first of the pedagogical theories that support using of authentic materials in classroom – so-called *Communicative language teaching (*henceforth CLT or Communicative approach). From historical point of view, this method started to spread in 1970s to get better learners' communicative skills (Richards and Rogers, 1986). Richards and Rogers (1986) defines CLT as an approach, which tries to evolve students' communicative competence through tasks, and which suggests the dependency of language and communication.

William Littlewood (1981) distinguishes two types of such tasks – pre-communicative and communicative. Pre-communicative activities are based on the premise that students are learning skills used in communication. According to Littlewood teachers should pay more attention to students' communication in practice, for example, how to write an invitation, how to apologize etc. In pre-communicative activities the accuracy is important, whether students produce language, which is good enough for their level. On the contrary, communicative learning activities are focused on meaning rather than accuracy. In such tasks, students actively use the communicative knowledge, but it is not necessary to be completely correct – the meaning comprehension is the key factor.

Littlewood conveys his concept of meaning as the main purpose of everyday language use *"if we are asked to recall what another person said, we can often remember the message, but not the exact words that were used."* (Littlewood, 1981, p. 88-89) Furthermore, he claims that for speakers is important to be concentrated on understanding and not to the correctness of his or her language.

Richards and Rogers (1986) think that authentic materials are closely related to the development of the communicative competence. They divide authentic instructional materials in three categories – *text-based*, *task-based* and *realia*. The last group, realia, is the most

important one, because it contains newspaper, signs, magazines, maps, figures and so on. Authentic materials' best benefit is that, as have been already written, they come from the real world and teachers can use them to create a meaningful communicative activity.

To sum up, authentic materials have a wide usage in communicative approach. Several cited authors propose using them in language teaching, because they develop the communicative competence as, in CLT, is required.

2.2 MATERIALS-FOCUSED APPROACHES

Subchapter 2.2. introduces material-focused approaches, as cited in Mishan (2005). This subchapter describes and explains relationships between them and authenticity. In addition, succinct history of the chosen ones is presented.

2.2.1 DOUBLE TRANSLATION METHOD

Despite this method was presented by Roger Ascham in the 16th century, it can be still used nowadays (Mishan, 2005) in cultural awareness [1]context, more likely in speaking. The idea of it is explained as follows *"...pupils translated the target language text into the mother tongue, and then re-translated their versions into the target language."* (Mishan, 2005, p. 4).

According to Mehta (2010), translation in general, is important for both students and teachers. It is believed that translating texts sufficiently improves students' following skills – language sensitivity, cultural knowledge, reading, writing ideas clearly and common sense.

In conclusion, double translation method is based on two translations – from L2 to L1 and then vice versa. According to some authors, this method might help students to improve their language sensibility, reading, cultural knowledge and expressing of ideas.

2.2.2 INDUCTIVE APPROACH

Henry Sweet elucidated the principles of so-called *inductive approach* in 1899. It must be highlighted that, for Sweet, the word 'inductive' had a different connotation in 1890s. If teachers are presenting grammar in the classroom, they should use texts from which students can look for a lot of examples of a certain grammatical issue. Sweet defines so-called *connected texts*. In these texts, words are given in the specific contexts and a student builds up the connection of the trinity - words, their contexts and meanings. Authentic materials can be used

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[1] Someone's cultural awareness is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values (cited from Collins Dictionary)

to achieve such skills. Sometimes it is hard to maintain authenticity in texts, but the more we keep, the better results will be. If authentic materials are used in teaching elementary learners, a material can be simplified. Generally, texts ought to be comprehensible and engaging (Mishan, 2005).

Mallia (2014) adds that this method evolves learners' responsibility for learning. Under good leadership, students themselves can discover the grammatical rules and gain experience how the language works in context.

To sum up, so-called inductive approach is explained on teaching grammar. Teachers are supposed to use materials which show the connection between words, their contexts and meanings, and authentic ones are helpful to achieve these goals. It is also believed that using such materials helps to build up students' responsibility for learning.

2.3 HUMANISTIC APPROACHES

Generally, so-called *humanistic approaches* believe that the emotions and spirituality of a person should be considered, besides the knowledge (Prabhavathy and Mahalakshmi, 2012). These approaches started to spread in the 16th century, due to Comenius. He thought that students should learn languages by practice - reading, speaking, writing etc. According to him, learners ought to respond to objects and pictures, not to things he called abstract (e.g. grammar rules). These ideas were rediscovered in the second half of the 20th century by several theoreticians (Mishan, 2005). This subchapter provides an introduction of the chosen ones.

2.3.1 TOTAL PHYSICAL RESPONSE

Richards and Rogers (1986) defines it as follows *"Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. "*(Richards and Rogers, 1986, p. 87).

Human brain needs to be relaxed, because this is the phase, when it is the best time to process new information. Students must not be stressed as they usually are during the 'traditional way' of teaching (Mishan, 2005). TPR is based on the belief that students are able to recall certain word, phrase etc., if they can link it with some physical activity.

Pinkasová (2011) prepared the concrete example of TPR -

"Revision of going to.

a) The students write an activity they do not like on a piece of paper

(e.g. play football – write on the board), fold it pass to the teacher.

b) A volunteer takes one piece, presents the activity by pantomime, the

rest of the class must say: This afternoon, (s)he is going to… (on the

board)

c) The volunteer than says, if it´s true and what (she) is really going to

do 3x done with whole class as examples.

d) The rest of the activity is done in groups; teacher redistributes the

pieces with the activities into the groups. "(Pinkasová, 2011, p. 61)

This example corresponds with the learners' roles proposed by Richards and Rogers (1986). Mainly, learners have to listen, perform and follow the teacher's instructions. They have almost no influence what is going to be learned, because the topic is chosen by the teacher.

To conclude, TPR believes that action and speech may be connected, but students need to be relieved and calm. Some authors also highlight its disadvantages, for example no students' influence on learned topic or strict following of teacher's commands.

2.3.2 NEURO-LINGUISTIC PROGRAMMING

Neuro-linguistic programming (henceforth NLP) was introduced in the mid-1970s by Richard Bandler and John Grinder, using the ideas of neurology, linguistics and anthropology. It is based on the *"enhancing learners' awareness of themselves and of other in order to fully exploit their learning potential."* (Mishan, 2005, p. 7). Moreover, Mishan (2005) claims that this approach helps students to detect their own field of interest as learners and generally in life.

Keezhatta (2019) adds that NLP improves students' ability to communicate both verbally and non-verbally. As the typical example he emphasizes so-called *mirroring*. According to him, it is one of the best techniques to improve communicative skills. During teaching, teachers are allowed to use different facial expressions, postures and gestures.

To sum up, NLP should help students to find their areas of interest to fulfil their learning potential. Besides, it motivates them to communicate even non-verbally by using gestures, postures or different facial expressions.

2.4 LEARNER'S AUTONOMY

The next highlighted theory is the latest one of the aforementioned. Despite it can be placed among humanistic approaches, it has not been done so, due to the fact that the learner's autonomy is not an approach, but rather a condition, as Benson (1997) claims, based on the *"psychological capacity to self-direct one's own learning."* (Benson, 1997, p. 25).

According to Little (2003), the essential thing students are required to do, is to be autonomous. They have to understand why they are learning and what are the goals of the curriculum. Moreover, the main thing they need to do is to be initiative in planning, presenting, and evaluating the activities which should fulfil the curriculum's requirements. Furthermore, Little suggests three main argument that support using learner's autonomy in EFL. The first one appreciates the effectiveness of learning, that is caused by students' engagement. It is induced by the fact that students' interests are considered. The second argument concedes the enhancement of one's motivation, because autonomous learners are learning 'something they need in their lives'. The final argument in favour of the learner's autonomy is the effective using of communication because students can better learn how to react spontaneously.

Duda and Tyne (2010) refer to the research done by CRAPEL[2] in 1994. It concludes that autonomy and authenticity are extremely related to each other. The research shows students are emboldened to create exercises and activities that are based on the given authentic material. [3]Duda and Tyne provides the types of autonomies that learners develop *"autonomy of language (doing or saying what ones wants) through autonomy of learning (taking responsibility of learning procedures) and autonomy of choice (choosing what to do and why)."* (Duda and Thyne, 2010, p. 102).

Freda Mishan (2005) shares the same opinion suggesting this condition is highly learner centred. She claims that the advanced students can benefit from authentic texts, while autonomy is used. Furthermore, Mishan agrees that learner's autonomy strengthen one's independence mainly by using authentic materials. As a possible source, she suggests ICT as the most useful one.

In conclusion, learner's autonomy is the conditional that can be highly beneficial for language learners. It supports their interests, responsibility, and independence. Autonomy is

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[2] centre for applied language research

related to authenticity, because authentic materials help to achieve the goals of the described condition.

2.5 CONSCIOUSNESS-RAISING APPROACH

The consciousness-raising approach (henceforth CR) is used in teaching grammar obtaining L2 grammar (English in case of this thesis). Some theorists believe that students can learn grammatical rule from the concrete examples, compare the differences between them. What might be considered beneficial is that learners can see the way of communication of native speakers (Amirian, 2012).

Mishan (2005) itemizes this statement by presenting the term 'noticing gap', which can be defined as a comparison of the grammatical rules learned at school and the practical usage by a native speaker. This comparison is very important for students because it can improve their language towards authenticity. Furthermore, she claims CR improves learners' 'sensitivity' to language and their willingness to study independently. In addition, they can become more confident in communication.

In his article, Amirian and Sadeghi (2012) cited Ellis' (2002) rules to follow when doing CR activity – students have to focus on a certain grammatical feature, nothing else; students are given materials to study the grammatical feature and they need to define the rules of using it; students have to exploit information they already know to understand the feature; misunderstanding of the feature leads to the clarifications by a teacher; students might be asked to formulate a rule describing the feature.

Although CR has very good impact on teaching languages, there are problems which should be discussed. According to Mishan (2005), this approach is not suitable for every group of learners. Considering elementary pupils, they have not got the necessary knowledge to explore L2 in this way. This suits best for the so-called analytic type of learners, those who like focusing on details, working independently, and doing analysis.

To sum up, the consciousness-raising approach can be beneficial to improve students' knowledge of grammatical structures, but there are several rules to be followed. Despite all benefits it has, some authors provide problems, which teachers have to solve before they start to teach in this way.

2.6 CULTURE, CURRENCY, CHALLENGE

This subchapter provides a description of the theory presented by Freda Mishan (2005) that can have high impact on education. He abbreviates it as '3 c's'' – culture, currency and challenge. This theory has been picked to analyse, because it is closely related to use of authentic materials.

Starting with culture, it is necessary to begin with the definition of this term. According to Murphy (1986), *"culture means the total body of tradition borne by a society and transmitted from generation to generation. It thus refers to the norms, values, standards by which people act, and it includes the ways distinctive in each society of ordering the world and rendering it intelligible."* (Murphy, 1986, p. 14). According to Mishan (2005), there are two anthropological aspects, which determines the way of understanding culture. The first one is defined by Murphy above and it should be written with the small letter 'c'. The second one should be written with a capital letter 'C' and Mishan (2005) explains it as follows *"The second is the traditional concept of culture as the 'intellectual refinement' and artistic achievement of a society, its literature, art and music; culture with a capital 'C'."* (Mishan, 2005, p. 59). She adds that, obviously, the two above-stated facets are dependent on each other and reflect people's values and behaviour. It is also important to define the relationships between culture and language. Mishan (2005) claims there is a strong connection of culture and language, because the way we think and see the world is dependent on the way of our communication. Moreover, she advises using authentic texts because they represent culture in which they have been produced.

As for the interdependence of culture and language, Claire Kramsch (1993) also believes that these two elements cannot be separated. If teachers want to use learning materials to show this relationship, they need to pick ones that are produced 'of' and 'for' culture, for instance authentic texts.

It is not easy to find presented cultural element in such texts, because it is given implicitly, and learners need to be trained to find it. A skill that has to be practised is so-called *cultural awareness* "*and involves sensitivity to the impact of culturally-induced behaviour on language use and communication."* (Tomalin and Stempleski, 1993, p. 5). Furthermore, they point out that it is hard to explore different culture objectively, so it is important to achieve sufficient capacity to identify with it.

The necessity of using authentic texts is proved by Mishan (2005), due to several statements. Firstly, she admits that such materials 'contain' the culture. Secondly, facing TV programmes,

newspaper or magazine articles, literature etc. helps learners to get acquainted with the values and attitude of a society, and this is a goal of cultural awareness. And thirdly, English as a lingua franca is used around the world, so students might face different cultural elements in texts. Nevertheless, these elements are interdependent.

As for currency, Mishan (2005) states that good authentic text needs to have this quality. In Mishan's opinion, currency means topicality and 'up-to-date-ness' and other advantages can be developed, mainly relevance and interest of a learner. Furthermore, he thinks that the authentic text containing currency can be engaging to any group of students.

Mishan cited Chomsky's (1988) idea of increased motivation. It is caused by a factor of interest, so that motivation is higher. Mishan also adds Ellis' (1994) thought of the desire of communication. Ellis agrees with Chomsky, but he subjoins that authentic texts may embolden intrinsic motivation. Motivational impact that authentic text can have is nonnegligible. Learners have a feeling that they can 'get under the skin' of L2. In addition, acquired information improve students' confidence and fluency in the target language, as Tomalin and Stempleski (1993) point out.

ELT coursebook usually does not contain 'adult' content and some authors find it unacceptable. Mishan (2005) criticizes the restriction of topics in ELT. According to her, learners should not learn just about regular topics like health, hobbies or food. She says that controversial topics (i.e. religion, sex, death, alcohol) should be implemented and authentic texts helps to overcome this taboo. Nonetheless, teachers should choose those topics according to students' interest.

The currency has to be applied not only to the subject matter of materials, but also to the language itself. Language evolves rapidly and it is hard to update ELT coursebooks, because printed materials are difficult to rewrite. Nowadays, ELT coursebooks mention almost no signs of 'new' language produced by text messages, e-mail or chats. In order to improve students' experience with language, teacher should use materials that show the 'new' language. Authentic texts are helpful to achieve this aim because the internet, as a primary source of such materials, offers new vocabulary (e.g. neologisms).

The last aspect of this theory is challenge. The concept of challenge is based on the theory of second language acquisition published by Steven Krashen in 1981. It points out that a leaner can understand the language input even if it is slightly above his proficiency level. Challenge is linked with motivation, like currency, because the challenge itself is motivating for students.

By facing challenges, they strengthen their confidence in language learning, and this challenge might be found in authentic materials. The use of authentic materials in this way can produce risk-taking behaviour, that is *"guessing meanings based on the context or background knowledge, speaking even if risking making mistakes and so on."* (Mishan, 2005, p. 75). Mishan (2005) believes that risks are beneficial for language learning, but they need to be controlled. Considering classroom tasks, it is important to mention that they can modified according to the learners needs. Teachers should not adjust an authentic text itself, but rather the task (Mishan, 2005). Grellet (1981) believes that the task difficulty is not dependent on the text, but exercises.

To conclude, the subchapter 2.6. provides an overview of the culture, currency and challenge theory presented by Freda Mishan. It has proved that these aspects of language are necessarily important for understanding the language in context, motivation and communication in general.

2.7 AUTOMATICITY

According to Schneider and Fisk (1982), it is not easy to achieve automatic reaction to certain stimuli and it requires a lot of effort and patience. Generally, people's performance improves by practice and the more we are practising, the more improvement we can achieve. If people are able to react automatically to some stimuli, they achieve so-called *automatic processing*. It is a fast and effortless reaction to that stimuli. The opposite is the *control processing*, that refers to little training and slower reactions. It is usually activated when people are facing new information.

Furthermore, they explain how practice can turn control processing to automatic one. They give the specific example – playing the piano. As a starter, one's performance is slow and limited. In the next step – control processing, the performance is better, but also limited, because player is not able to play hard songs. The following step requires substantial practice and a player studies notes and is able to play harder songs. In automatic process player can speed up the play, play in different rhythms etc. (Schneider and Fisk, 1982)

Automaticity theory might be applied to language learning as well, but it is a long and demanding process. The goal of automaticity in EFL is that students should be to be able to practice their language skills with *"minimal attention and conscious effort."* Concerning lower-level students, the process is similar to playing the piano. Elementary students always think about the word they are supposed to use, its form etc. But when get better, they are able to react more quickly and produce more complex language.

In conclusion, automaticity theory is beneficial, but it takes time to be fully developed. The aims of EFL is to improve students' language skills and students' reactions should be in some way automatic. Learners may achieve certain level of automaticity by practising and the older students are the better level it is.

3 THE USE OF AUTHENTIC MATERIALS IN EFL

After defining what is the authenticity and authentic material, and providing theories interested in using authentic materials in EFL, it is essential to deal with the specific use of AM in English language teaching to develop learners' language.

3.1 LANGUAGE SYSTEMS

Language systems are necessary for understanding the language because they prove that teacher is able to analyse a sentence from different points of view. Scrivener (2011) distinguishes five language systems (*phonological, lexical, grammatical, functional* and *discoursal*) explaining them on the sentence: - *"Pass me the book."* (Scrivener, 2011, p. 24) This subchapter deals with the two of them – *lexical* and *grammatical*, so these ones are further explained. The lexical system points out the meaning of the words in the statements. Considering the example, *"pass=give; hand over; present"*, *"me=reference to the speaker"*, *"the book=object made of paper, containing words and/or pictures and conveying information"* (Scrivener, 2011, p. 25). The second system this chapter takes into account is the grammatical one. The grammatical language system studies how words in the statement cooperate with each other. Considering the example, *"verb (imperative) + first person object pronoun + define article + noun"* (Scrivener, 2011, p. 25)

3.1.1 GRAMMAR

Teaching grammar is very important in language communication, because without knowing the rules, learners cannot make any sentence. Throughout the years, several approaches to teaching grammar have been practised. The *Grammar Translation method* is one of them. This method was often used in the last century and maybe it is even nowadays. Grammar translation method focuses on 'mechanical' grammar rules learning and practising them through writing, reading and translation. Students are required to be as accurate as possible - to be 'masters of their second language'.

The second method of teaching grammar is so-called *direct method,* presented in the second half of the 20th century. The Direct method stays in opposition to grammar translation method. It tries to develop students' ability to communicate in the second language, by using L2 primarily, so learners are not allowed to translate anything. They should use gestures and demonstration to avoid their L1.

The next method to present is called *Audio-lingual method.* Modifying the direct method, it focuses on oral fluency of learners (Rao, 2019). Scrivener (2011) adds that *"it aims to form good habits through students listening to model dialogues with repetition and drilling but with little or no teacher explanation."* (Scrivener, 2011, p. 31). Isabela Seeger (2008) criticizes this method because it always is teacher-centred, uses scripted materials and teaches language without context.

Generally, it is important to apply useful methods that help to improve communicative skills. These methods (e.g. CLT, Consciousness raising approach) have been already presented (see subchapters 2.1. and 2.5. respectively). According to David Nunan (2001), grammar needs to be taught in context, but it is often not. Students work with sentences without context at all and their task is just to memorize and adopt the rules. The relationship between grammar and context is very important and teachers have to consider this fact.

To sum up, there are a lot of ways how to teach grammar. Some of them (audio-lingual, for example) do not consider context as much as it should be. The most important one concerning this thesis are the ones that emphasizes context and communication – consciousness raising for instance.

3.1.2 VOCABULARY

As grammar, vocabulary is very important in EFL. Shejbalová (2006) quotes Wallace (1988) who proposes four main goals which should be followed in teaching vocabulary – aim (considering topic, necessary words), need (vocabulary should be arranged according to students' needs and interests), frequent exposure and repetition (words should be chosen according to their relevance and real use).

There are two ways of teaching vocabulary in L2 – *direct* and *indirect approach.* Direct approach is based on the explicit exposure to vocabulary exercises. Teachers incorporate word-building exercises, matching words with definitions etc. In addition, students are regularly tested. On the other hand, indirect approach focuses on teaching vocabulary in implicit way. Needed vocabulary is implemented into other exercises which students are required to make (e.g. listening stories, information gap activities or group work) (Coady and Huckin, 1997)

As for activities, Coady and Huckin (1997) present communicative ones, for example. Their aims are mainly to engage students, improve their fluency in L2 and improving grammar. They also provide the example of such communicative activity, called *ask-and-answer.* *"students read a story in pairs and then respond to preset questions from their partners about*

the events in the story, responding as if they were the people in the story experienced these events." (Coady and Huckin, 1997, p. 242)

To conclude, improving lexical language system is as important as grammatical one, but teachers need to follow the rules to make their teaching effective. The cited authors provide examples of methods that can be used along with the specific example.

3.2 LANGUAGE SKILLS

While language systems are dependent on knowledge, language skills are based on practising this knowledge in practice. There are four *macro* skills – listening, reading, writing and speaking. Listening and reading are placed among so-called *receptive skills,* because learners receive information, but speaking and writing are *productive skills*, because students produce information. All these skills ought to be used in combination and teachers should help students to develop all of them, not just some of them (Scrivener, 2011). The following figure summarizes the differences between language system and skills as they are set forth in this paragraph and subchapter 3.1.

Language systems	Language skills	
knowing	*doing*	
Phonology	Productive	Speaking
Lexis		Writing
Grammar		
Function	Receptive	Reading
Discourse		Listening
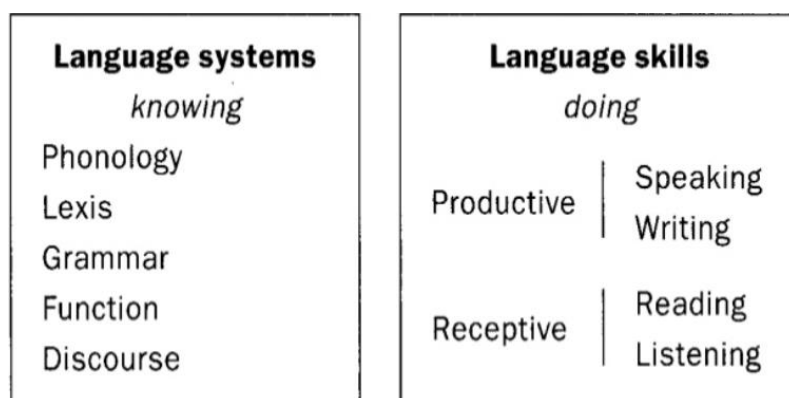
Figure 1: language systems and skills

3.2.1 READING

Subchapter 3.2.1. discusses the first language skill – reading. People have to read something every day and Berardo (2006) characterizes three main purposes for reading – *for survival* (e.g. reading street signs), *for learning* (classroom reading) and *for pleasure* (it does not have to be done). The classroom reading can be done in two ways – *top-down* or *bottom-up*. In top-down reading student does not have to understand every single word but the global meaning. This kind of reading is associated with quick readers who do not have to understand each word to comprehend what the text is about. On the other hand, bottom-up reading is the opposite. These students need to read the text word by word and study grammar and syntax

very carefully to avoid mistakes. This type is often associated with slower readers who have to read a text carefully to understand the meaning. However, it is important to combine both top-down as well as bottom-up reading because top-down catches the meaning and bottom-up controls its correctness (Berardo, 2006).

Jeremy Harmer (2007) provides different types of reading – *extensive* and *intensive*. As for extensive reading, teachers are supposed to develop this type in their students, because it refers to reading outside the classroom (web pages, books, magazines etc.). Extensive reading evolves the aforementioned reading for pleasure. In classroom, it is beneficial to let learners to share their reading experience, choose what they want to read or find some extracts to read on the internet. These activities that teachers are allowed to do are closely related to the use of authentic materials and the more using them, the better motivated students will be. On the contrary, intensive reading is usually practised in classrooms and supports classroom activities.

Furthermore, Harmer states that students have to be able to either *scan* or *skim* the text. Scanning refers to the ability to quickly find needed information in the text (i.e. phone number, what's on TV, name etc.). Skimming is partly connected with top-down reading because it suggests that learners should have a general idea about the meaning of the text (i.e. skip a film review to have an idea what it is about).

In conclusion, reading is very important skill in language learning and teachers ought to pay enough attention to deploy it. Several authors provide similar ways how to make reading more interesting. They also propose that learners might have an influence on choosing reading materials to be more motivated.

3.2.2 WRITING

The next language skill to discuss is writing. According to Harmer (2007) it is important to develop this skill, because it forces students to think about the language, when they are producing something. He suggests two types of writing – *writing-for-learning* and *writing-for-writing*. The former uses writing as a tool of improving learner's practicing a language. *"We might, for example, ask class to write five sentences using given structure, or using five of the new words or phrases they have been learning."* (Harmer, 2007, p. 112). On the other hand, the latter, develops students' ability to write rather spontaneously, as writers. Writing-for-writing should prepare students better for real-life situations (e.g. writing e-mails, reports) than writing-for-learning, because it covers the whole text (e.g. style, effectiveness, text construction), not just its parts.

Masood (2005) thinks that, in the recent years, writing have been primarily focused on grammar and punctuation, but it should not be. According to him, the goal of writing is different. It engages students to come up with ideas; how they should be expressed and logically organized. He also believes that writing should be done in a creative way, because then it is interesting and enjoyable.

Furthermore, he emphasizes the importance of authentic materials in teaching writing, because they are diverse and have a lot to offer. On the contrary, EFL old textbooks are full of unnatural language and writing based on them lacks spontaneity. Nevertheless, the newer ones may contain exercises, which help students to produce language they will need in real-life situations (e.g. e-mail to a friend).

To conclude, this subchapter shows that writing plays an important role in language teaching and should not be omitted. It is not necessary to be fully correct in terms of grammar. Accuracy might be sometimes replaced by being clear and creative. In addition, writing should be focused on real-life situations, which students will face to.

3.2.3 LISTENING

Listening needs to be developed as well, because students are required to understand what people are saying, for example on TV. The next aim to achieve is to improve students' pronunciation; also, they may hear different intonation or stress for example. The main source of listening in classroom is the teacher's voice, but learners need to be exposed more than that. For instance, they should know that there are many regional varieties of English in one state, but also different Englishes around the world (Harmer, 2007)

According to Harmer (2007), there are two main types of listening – *intensive* and *extensive*. Harmer uses the same terms for reading, so this division corresponds with the one presented in subchapter 3.2.1. Intensive listening is done in the classroom, so it is based on intentional improving of listening skills and presenting the spoken language. On the other hand, extensive listening is the opposite. It refers to materials that students are listening outside the classroom for pleasure (e.g. songs, videos, movies).

Teacher should provide various types of sources to improve students' listening skills – TV broadcasts, phone conversations or public announcements. As for authenticity, it is necessary to implement materials like this, because exposure to so-called *live listening* can be beneficial. Live listening includes *"real-life-face-to-face encounters"* (Harmer, 2007, p. 134). It might refer to teacher's talk, but mainly to native speaker, who may be invited to a classroom.

From Harmer's point of view, interaction with native speaker improves, besides listening, also speaking skills and make listening more dynamic and exciting.

Nonetheless, authentic materials and live listening can be too difficult for lower-level students. To solve that, teachers are supposed to choose easier materials and adjust their speaking to the learners' level. But Harmer highlights the benefits of authentic materials and he advises to expose students to them as soon as possible.

To summarize, learners should be familiar with more than just one source of listening materials, for example authentic ones, which help developing natural language. Moreover, students can benefit from speaking and listening to teacher or even more native speaker who can be invited into the class.

3.2.4 SPEAKING

Students' ability to speak in a target language is one of the most essential issues to develop. According to Harmer (2007) there are three main reasons to develop speaking. The first reason is related to the so-called *rehearsal opportunities.* It means that students "*practice real-life speaking in the safety of the classroom."* (Harmer, 2007, p. 123). Secondly, speaking tasks provide certain feedback for teachers and students as well, because everyone can hear errors and mistakes, so everyone may learn from them. And finally, practising speaking develops students' automaticity of using the language. The ideal scenario is that students can use phrases and words automatically without intentional thinking. Nevertheless, there is a long way to achieve this goal. According to Scrivener (2011), developing of fluency and confidence is important too. Admitting demandingness of an all-class speaking activities, he advises to split learners into pairs or small groups, because students are more confident and fluent in a group than in front of the whole class.

Harmer adds that good speaking activity should not be focused on practising particular grammatical structures. In this context, the theory called "*speaking-as-skill*" presented by Scott Turnbury in 2005, highlights the need of practising speaking generally, rather than specific language constructions. Harmer (2007) presents a lot of useful speaking activities such as information-gap activities or retelling stories.

Naturally, students make mistakes. It is important to correct them in a pleasant way, because if teacher corrects too much, it may affect student's motivation to speak. To solve this problem, teacher can ask students when they want to be corrected. If teacher constantly interrupts students, conversational flow may be destroyed, so it can be hard to start a

conversation again. What teachers are required to do, is to watch and listen students' performance mainly. According to Harmer (2007) some teachers want to participate a lot, which is not welcomed in ELT. Of course, teachers can discuss with their students, but they must not dominate.

In conclusion, teaching speaking has rules which have to be followed. Speaking should be practiced generally, not separately. For students, it is important to be fluent and confident and this may be accomplished by splitting a class into groups or pairs. For teachers it is essential to know their duties in teaching speaking. They should control and monitor students' performance and not try to dominate in a conversation. In terms of correcting mistakes, they should be careful in interrupting student's speech because he or she can be less motivated to speak, if teacher corrects too much.

3.3 CULTURAL AWARENESS

According to Elena Kozhevnikova's study, EFL teaching principally focuses on improving students' vocabulary, grammar, listening, speaking, reading, and writing, but teachers should not omit culture as a part the language. Culture is also important aspect of language because people may get the messages through cultural knowledge. This knowledge might help learners to act appropriately in situations like making requests, agree or disagree with someone. To improve cultural knowledge of the target language, it is important to be in a constant exposure to L2 either in active (talking to teachers, peers, native speakers) or passive role (reading books, newspapers, surfing the internet) (Kozhevnikova, 2013)

The principles of *cultural awareness*, as Mishan (2005) defines it, have already been explained in subchapter 2.6. Developing her theory, she presents another important term – *English language culture* (henceforth ELC). Mishan thinks that learners should be aware of *"a natural link to a British/Irish/American culture, or sense of culture and sense of humour."* (Mishan, 2005, p. 64). To express these relationships, the Venn diagram is used. The diagram below shows the cultural multiplicity of English language in the world (for example different religions), nevertheless it overlaps in certain points (e.g. people around the world know the Beatles, the Pope etc.)
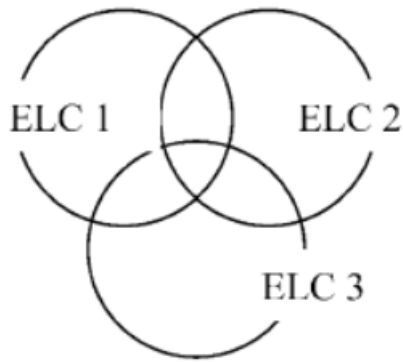
Figure 2: ELC diagram

To put it in context with EFL, Mishan states that EFL coursebook are not pointing out neither cultural difference in English speaking countries, nor the culture of such countries itself. Mishan also criticizes the lack of articles about Australia, USA, India to the detriment of the so-called *trans-global gloss*. She gives an example of the article about Dutch girl, who lives in Greece and was born in Rio de Janeiro. (Mishan, 2005)

In this context, Kozhevnikova (2013) also claims that teaching culture increases students' cultural awareness and language competence. Nonetheless, teaching culture is a long process and cannot be done in a few lessons, so teachers must be patient. Furthermore, she mentions the importance of authentic materials in EFL classroom. By using them, it is extremely probable that teacher achieve remarkable success, because they help to create 'English atmosphere' in the class. It is better to use authentic materials to improve students' fluency and accuracy, but Kozhevnikova also suggests the use of so-called *semi-authentic materials.* It is good to give students advice where they can find authentic materials to increase their contact with them. Then, the transition from non-authentic to authentic materials is easier.

Moreover, she highlights the use of authentic video as very beneficial source for teaching English. As for cultural knowledge, watching videos entertains students and helps them to gain cultural competence as explained above. Besides videos, so-called narrow reading might useful as well. *"The case for narrow reading is based on the idea that the acquisition of both structure and vocabulary comes from many exposures in a comprehensible context."* (Kozhevnikova, 2013, p. 3) In other words, new language structures are gained if student is able to understand the 'hidden message' – context (Kozhevnikova, 2013)

To summarize, cultural awareness is very important skill that should not be omitted. Several authors believe that culture ought to be taught in EFL, at least additionally, because it contains essential information to be able to fully understand the language. Teachers should bear

in mind that English is a diverse language as well as cultures in English speaking countries are. While ELT coursebooks often do not provide rich materials in terms of culture, authentic materials do so.

SUMMARY OF THE THEORETICAL PART

The theoretical part of this thesis distinguishes 3 main chapters, which are further divided into subchapters. In the first chapter, the key terms (authenticity, authentic language and authentic material) are explained in detail. Furthermore, classifications of such materials (e.g. print and auditory) is provided. Authentic materials, as any other language materials have their benefits and drawbacks, so two subchapters are dealing with them. Teachers should know where to find authentic materials and what are the qualities that authentic material must have, so the last two sections of the chapter 1 are dedicated to these issues.

The second chapter describes the chosen pedagogical and linguistic theories, methods and approaches that use the idea of authenticity in practice. These are Communicative language teaching (CLT), Double translation method, Inductive approach, Total Physical Response (TPR), Neuro-linguistic programming (NLP), Learner's autonomy, Consciousness-raising approach, Culture, currency, challenge and Automaticity theory. All of them are profoundly described and their connections with using authenticity and authentic materials are explained. In addition, some theories are enriched by providing a short history.

Finally, chapter 3 is dealing with the specific use of authentic materials in language systems and skills. After defining, what the language system is, the following two subchapters describe the importance of teaching grammar and vocabulary, what are the used methods in EFL and propose activities, which can be done in the classroom. The next four subchapters are dealing with four language skills in the same way as language systems. The very last subchapter – cultural awareness points out culture as a part of language leaching, which should not be omitted in language teaching.

PRACTICAL PART

The theoretical part of this thesis provides a detailed overview of authentic materials and language in general, the pedagogical or linguistic theories and methods that teachers should be familiar with and aspects of the specific use of authentic materials in language teaching.

The practical part consists of two main sections. The aim of the first one is to examine the current state of the usage of authentic materials and authentic language in the chosen Czech schools and opinions on using them. Data needed for the fulfilment of this aim were collected via two questionnaires made for both students and teachers of English. It compares the teachers' and students' views on the use of authentic materials in the classroom.

As is outlined in the previous paragraph, the research needed for the first section of the thesis has been carried out through providing and analysing two questionnaires. Both questionnaires were distributed online using Google Forms during my teaching practice and mainly via Facebook. As for students' questionnaire, there were 150 respondents in total. On the other hand, getting answers from teachers was more difficult, so there are only 35 responses.

The second section of the practical part consists of several sample activities based on authentic materials and theories of their usage in EFL. Benefits and potential drawbacks of them are discussed, moreover, the possible follow-up activities are also proposed.

4 THE RESEARCH

The research is based on the belief that implementing authentic materials or rather authenticity in general, may be engaging and beneficial for ELT students. The appropriate usage of such materials and tasks is expected to improve students' L2 proficiency.

Despite authentic language is very important part of language teaching and this thesis proves that in its theoretical part, it does not intend to be an argument for using authentic materials solely. Some language areas can be covered better by standard methods and via textbook tasks and learners' age matters too. In my opinion, the best way how to deal with language teaching is to combine the 'traditional way of teaching'- using textbooks and 'outdated' methods, with authenticity, because using authentic materials increase students' proficiency in general and 'outdated methods' may be adjusted to the current needs or can be more beneficial for younger learners. In terms of authentic materials, they also consider learners' interests as highly important, so that their motivation to learn new things grows.

Authentic materials are everywhere around us. This is the reason why this thesis is dealing with them. There are infinite possibilities of acquiring authentic materials or at least encountering them. Some TV stations offer watching movies or other programmes in English with or without Czech subtitles. A lot of movies are also available on streaming services like Netflix or HBO GO. Authentic language is present also in radios or music-orientated TV stations, because they offer songs with English lyrics. As for schools, some of them participate in the Erasmus+ programme and students are given opportunities to visit a school in a foreign country. Schools may also invite a native speaker to teach some foreign language classes to expose their students to authentic language.

These sources of authentic materials are significant, but the most enormous source of everything, not just authentic materials, is internet nowadays. The number of households with internet connection is very high and still increasing. Every authentic material can be found on the internet – movies on Netflix or HBO GO, songs on YouTube, Spotify or Apple Music, literary texts are digitalized into e-books, the same with magazines or newspaper. Authentic language is a part of social networks, discussions or comment sections, forums, e-mails or chatting apps.

The research section of the thesis contains two parts. The first part studies the experience of using and exposing of authentic materials in EFL classroom by both teachers and learners. The first questionnaire was designed for students to be able to analyse their experience and

opinion on using authentic materials. There were 150 respondents in total from school I was teaching at during my teaching practices. The second questionnaire with the same purpose was made for teachers. 35 teachers from different types of school take part in the research. Both questionnaires were distributed only online, due to the Covid-19 pandemic. Nevertheless, the questionnaires were provided during my teaching practices and via Facebook because teaching practices delivered only a few answers.

Both questionnaires were processed and then analysed to provide a summary of the achieved information about the usage of authentic materials in the EFL classroom. Then the analysis of teachers' and students' answers is made and each question from the questionnaire is discussed separately.

The second part of the research section describes four possible classroom activities based on the theories presented in the chapter 2 using authentic language materials. They are considered beneficial in ELT, but potential drawbacks and challenges are also discussed, including tips how to solve them. In addition, the possible follow-up activities and tasks are also implemented.

5 QUESTIONNAIRE RESULTS

This chapter deals with the complex analysis of the results of both questionnaires. In the following subchapters, both respondent groups are analysed. The overall results are presented via analysis of each question included in the questionnaires. Finally, the interpretation and summary of the results is encompassed in the last subchapter.

5.1 GROUP 1 – LEARNERS

In this subchapter, the first group of questionnaire respondents – learners of English, is described and analysed in detail. Furthermore, it explains the criteria which lead to the selection of respondents needed for the questionnaire. This questionnaire may be found in the Appendix 1 or 2 respectively.

The questionnaire's purpose is to examine learners' attitudes and opinions towards utilizing authentic materials in EFL, primarily on a lower secondary and secondary education. It means that the preferred age of learners is between 11 and 20 years old. These students are from two types of schools (primary school or secondary school) to make sure that the given results will be diverse. Lower secondary and secondary learners were chosen because of my branch of study, which focuses on teaching lower secondary school learners.

In total, 150 respondents from lower secondary and secondary schools have participated in this survey. As can be seen in the Figure 3, schools which students attend, are represented roughly equal.
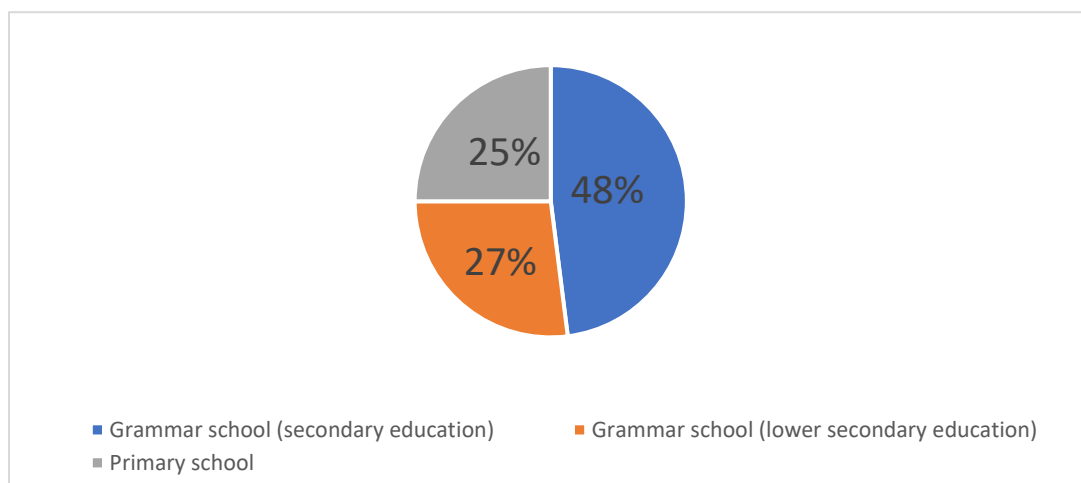
Figure 3: Division of educational institutions – Group 1

The school division is marked as roughly equal because primary schools and lower secondary education are taken as one. In addition, the results presented in the Figure 3, show that no one chose the options 'SOŠ and 'Different'.

In conclusion, learners from two types of schools participated in the survey, only lower secondary and secondary learners were willing to fill in the questionnaire. Nevertheless, it leads to a diversity of experiences. The respondents were divided only according to a school they attend.

5.1.1. OVERALL RESULTS – GROUP 1

This subchapter focuses on the overall results received from the students' questionnaires. Answers from four questions are analysed and an overview of the given answers is provided. Question 1 is not analysed, because it was discussed in the previous chapter. The questions were designed according to the research questions, which should be answered.

- **QUESTION 2: Do you have any experience with authentic materials (e.g. book excerpts, magazines, songs, videos, cartoon) from your English classes?**

The second question of the students' questionnaire tries to find out if students have ever worked with authentic materials in their English classes. From 150 respondents, 136 (91%) of them admit they have been exposed to such materials. On the contrary, only 14 (9%) respondents have no experience with authentic materials (see Figure 4).
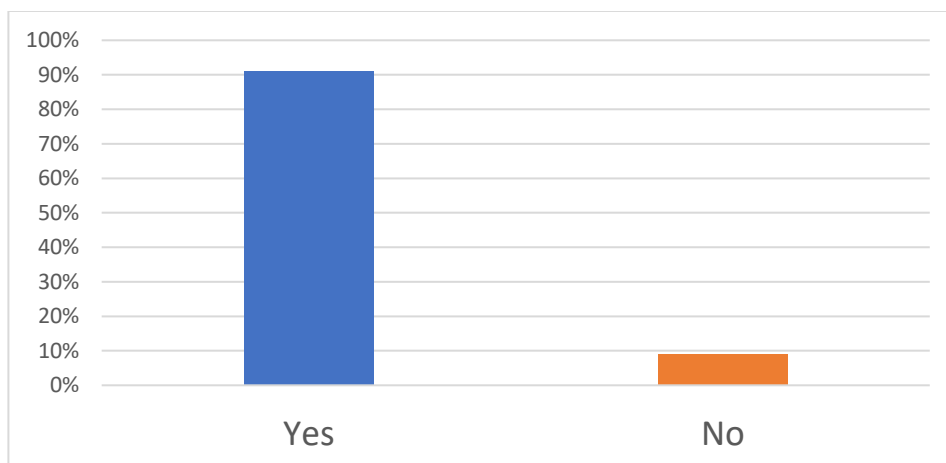

Figure 4: Do you have any experience with authentic materials (e.g. book excerpts, magazines, songs, videos, cartoon) from your English classes?

- **QUESTION 3: If so, what kind of material was it? Choose from the following options or write your own (you can choose more answers).**

Respondents who answered 'Yes' in the previous question should pick one or more of the offered options. In addition, they were allowed to write their own answer, if needed. This question delivered various answers as the Figure 5 shows.
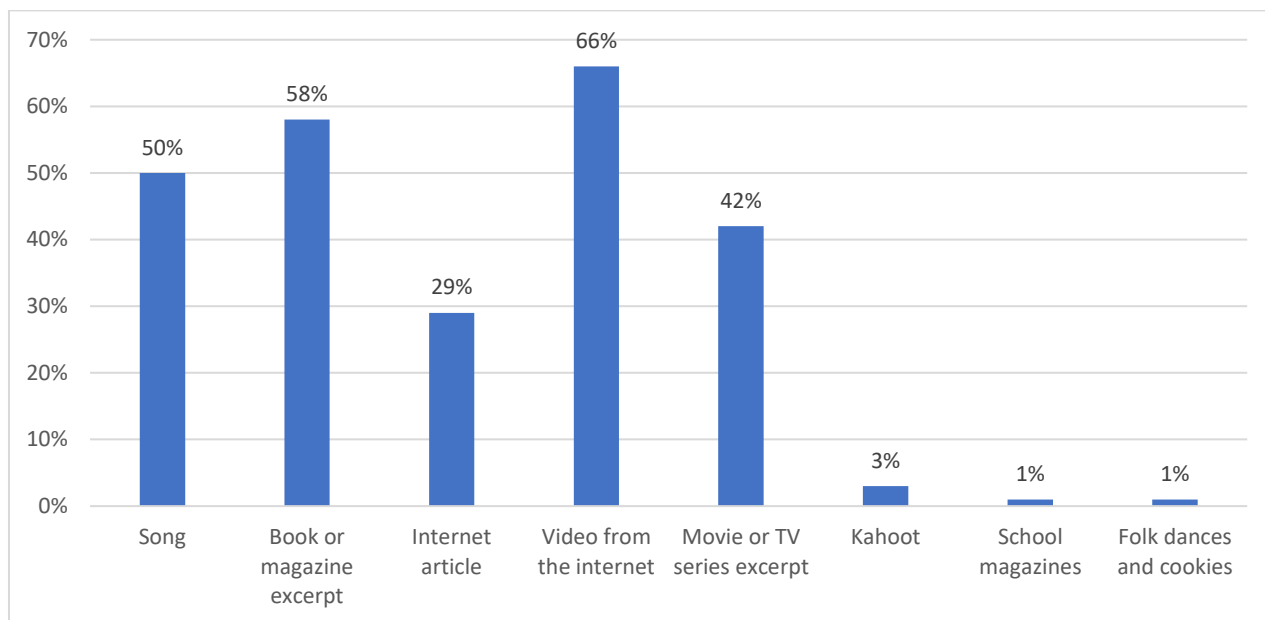
Figure 5: If so, what kind of material was it? Choose from the following options or write your own (you can choose more answers).

The results show that majority of students used a video from the internet – 66%. This option is followed by an excerpt from a book or magazine (58%), song (50%), movie or TV series excerpt (42%) and internet article with 29%. A few respondents also wrote their own answer. Three of them chose Kahoot, which is a quiz application. One respondent answered *school magazine* and *folk dances and cookies* respectively.

- **QUESTION 4: Did you enjoy working with authentic materials? Explain why please.**

This question is related to the second one, because respondents who answered positively were asked to fill in the Question 4 – 136 students wrote their answers. This number corresponds with the Figure 4, because 136 respondents admit they worked with authentic materials.

In the second part of this question students were asked to provide their opinions on authentic materials and why they enjoyed activities related to them. Among the most common answers belong that using authentic materials was much more engaging than using coursebook.

A lot of students appreciate that such materials are dealing with current problems. Sharing opinions, real-life language, different accents, expanding vocabulary - that is what the others highlight as well. In addition, one student admits that utilizing authentic materials gave him much more than *one week of studying ELT coursebook.*

- **QUESTION 5: If not, would you like to work with authentic materials?**

The Question 5 should have been done by those who answered negatively in the Question 2, so 14 answers ought to be expected. Nevertheless, 66 answers were gained. As can be seen in the Figure 6, 58 respondents, that is 68%, believe that working with authentic materials is beneficial for them. On the other hand, 8 students (12%) think that they would not like using authentic materials.
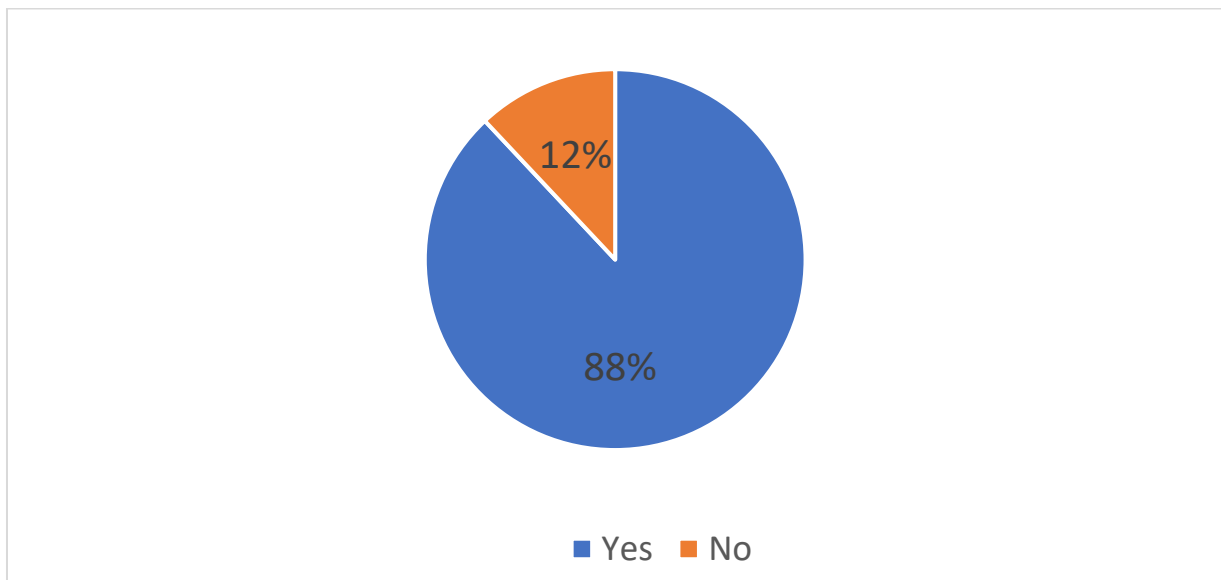
Figure 6: If not, would you like to work with authentic materials?

5.1.2. GROUP 1 - INTERPRETATION AND SUMMARY OF THE RESULTS

The previous two subchapters provided a description of respondent group 1 – learners, and summary of their answers to the students' questionnaire. The subchapter 5.1.2. gives more detailed overview and interprets the results according to the questionnaires but also my personal experience.

From the answers on Question 2, it can be concluded that teachers consider authentic materials important, because 91% of respondents answered that they were working with them. On the other hand, only 9% of students stated that they were not. Since the number of positive

answers is quite high, the possible reasons should be outlined. The first possible reason is that students do not completely know what authentic materials. Despite this term was not used in the questionnaire, the Question 2 asks, whether students have ever worked with *book excerpts, magazines, songs, videos, cartoon*. In my opinion, a lot of them consider their school magazines (e.g. Gate) as an authentic material. According to Liebigerová (2014), Gate magazine (Bridge as well) is a semi-authentic language material, because texts in these magazines are simplified, but they contain topics from the 'real world'. In this context, it may be stated that learners are exposed to materials from the 'real world' at least to a certain extent.

As for the language materials themselves, the Question 3 finds out what kind of authentic materials students use. This question was designed as multiple choice with a possibility to write the own answer if needed. The majority of students selected answers from the list, but a few students wrote their own reply. (see the Figure 5). Unsurprisingly, the top choices were the ones proposed by me (videos from the internet, book or magazine excerpts and songs, movie or TV series excerpts and internet articles). It was expected that these answers would be the most common ones, because such materials are very popular among English teachers in general. A few students mentioned that they use application called Kahoot in their lessons. From my own experience, Kahoot can be useful tool for engagement of learners, because they like competitions. Almost any topic can be chosen from the list of quizzes and, in my opinion, students also like that they influence the topic of the lesson. One student mentioned folk dances and cookies baked by a teacher. That surprised me a lot, but I think implementing such materials in EFL classes is extremely important, because culture is an inseparable part of language learning (please see chapters 2.6. and 3.3. for further details).

Question 4 focuses on students' attitudes and opinions towards authentic materials. From the results can be stated that students enjoy working with authentic materials much more than with coursebooks. Despite most students highlight the benefits of authentic and semi-authentic materials (e.g. source of entertainment, advanced grammar and vocabulary), there are a few of them (mostly from primary schools) who point out the drawbacks also discussed in the theoretical part (see the chapter 1.5.). The most common ones were that teacher did not choose an interesting topic, the text was too hard to understand, the activities were too long. Nevertheless, the majority of students agreed that authentic materials are beneficial for their language development due to abovementioned reasons. The results also showed that students appreciate using school magazines (such as Gate), which, in their opinion, help them to get

better in learning English. These magazines often contain topics related to the current issues, so that learners find them interesting.

The Question 5 investigates attitudes of those students who have never been using authentic materials so far. The results indicate that 88% of respondents would like to work with such materials. The remaining 12% think that they would like activities based on them.

To sum up, the results of the students' questionnaire showed that usage of authentic materials in EFL is useful and efficient, from their perspective. Furthermore, authentic materials positively affect students' motivation in teaching English because such materials offer more complex language, unlike coursebooks. The striking majority of learners have experienced the use of authentic materials, nonetheless, there is still a potential for improvement and introduce AM even more.

5.2. GROUP 2 – TEACHERS

This subchapter deals with the second group of respondents – teachers of English from various schools. Despite the questionnaire was created mainly for the lower secondary and secondary teachers, two lecturers from language schools also gave their answers. The questionnaire itself can be found in appendices 3 and 4.

The main aim of this questionnaire is to examine teachers' opinion on using authentic materials in English classroom. The questionnaire was distributed online, primarily via Facebook, because teaching practices did not offer many replies. The Facebook answers came from schools (primary schools, secondary schools and SOŠ) all around the Czech Republic to get diverse results.

Teachers as a group were selected due to their influence what is going to be taught in English lessons. The questionnaire should investigate whether they use authentic materials (or have ever used) or rather use ELT coursebook. Moreover, the questionnaire tries to find what are their reasons to do so. Lastly, teachers were also asked to wrote sources of AM they use.

In total, 35 answers were collected. In the first question teachers were asked to choose the school they teach at. As can be seen in the Figure 7, most of them chose primary school (54%), followed by secondary school (23%) and SOŠ (17%). The rest two answers are from lecturers from language school (6%).
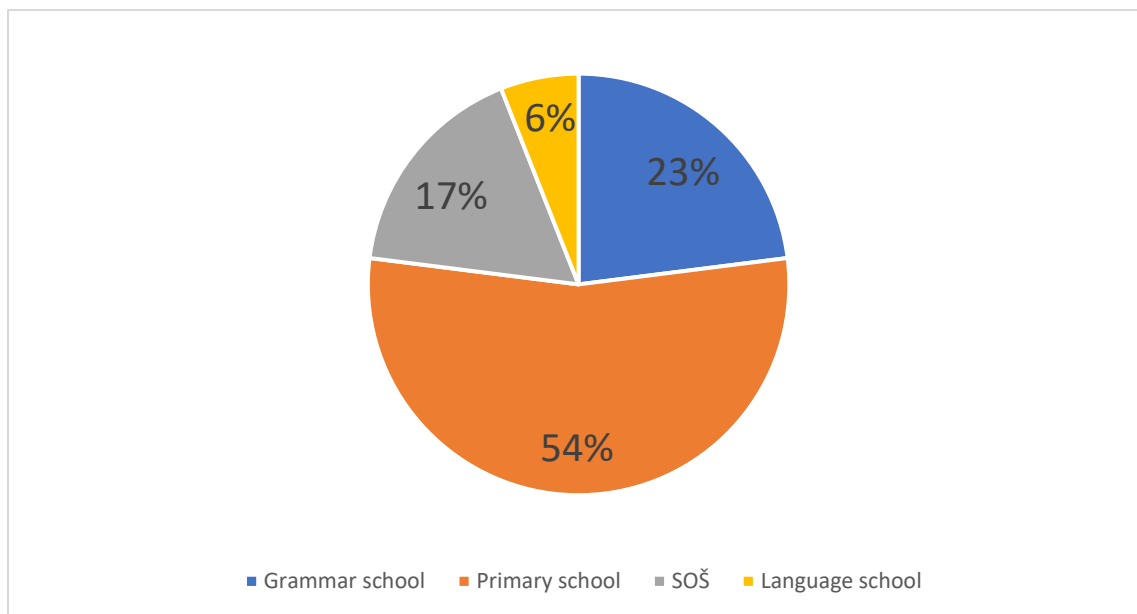
Figure 7: Division of education institutions – Group 2

5.2.1. OVERALL RESULTS – GROUP 2

In this subchapter a detailed overview of answers from teachers' questionnaires is provided. Subchapter 5.2.1. is organized similarly to 5.1.1. Answers on all questionnaire's questions are analysed but the first one (*Question 1: I teach at: elementary school, SOŠ, Grammar school, Different)*, because it has been discussed in the previous subchapter. As subchapter 5.1.1., this thesis' part also concentrates on answering research questions.

- **QUESTION 2: During teaching English, have you ever used so-called authentic materials (they are not designed for educational purposes – e.g. book excerpt, song, movie, TV series)?**

All teachers who participated in this survey admitted that they use or have used authentic language material, so that there is no need to put a figure concerning this question.

- **QUESTION 3: If so, what kind of materials was it? You can choose more options or write your own, if needed:**

The question 3 should discover what authentic materials teachers use in their lessons. This question was designed as multiple choice one so teachers could choose more than one option or even write their own.

The results shown in the Figure 8 indicate that the most common type of authentic materials used in a classroom are songs (94%), followed by videos from the internet (88%), movie or TV series excerpt (71%), book or magazine excerpt (63%) and internet articles (60%).

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In addition, several respondents added their own answers – leaflet, Queen's speech, games and restaurant menu.
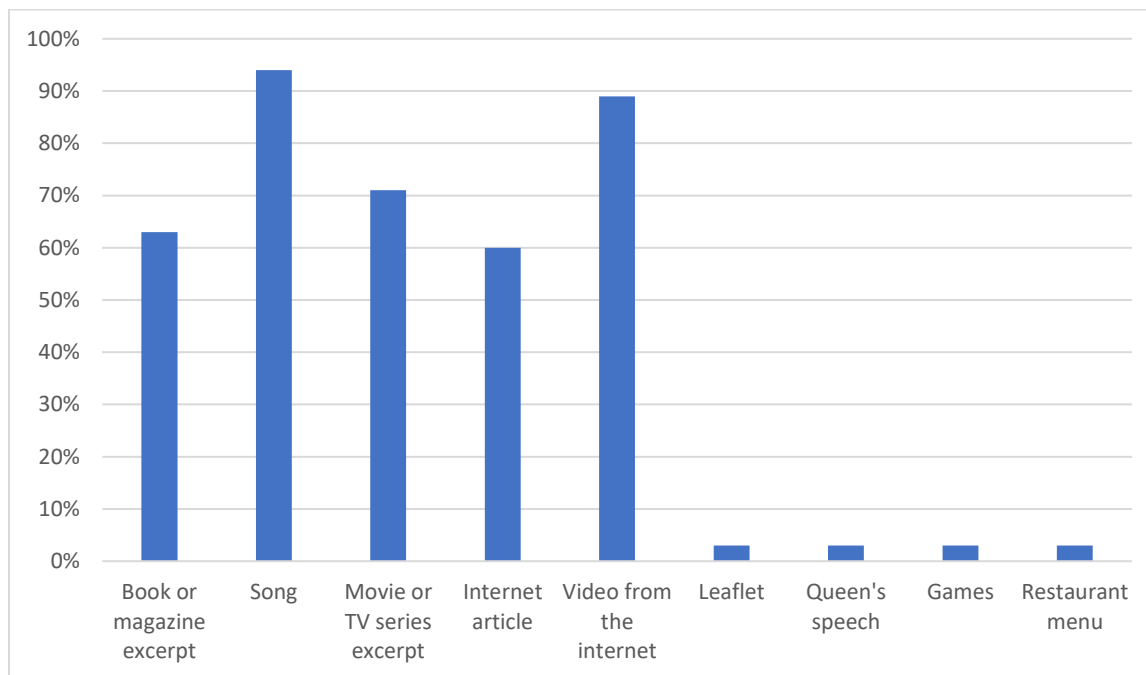

Figure 8: If so, what kind of materials was it? You choose more options or write your own, if needed:

- **QUESTION 4: What is/are your source/sources of authentic materials? (Please write the book title, concrete newspaper or magazine or websites for example)**

Question 4 is interconnected with the third one, because this particular question tries to find out what teachers' sources of authentic materials are. Since the answers vary a lot, there is no diagram but only description of the given information. Based on the results, YouTube seems to be the most common source of AM, because 20 respondents out of 35 mentioned it. YouTube is the most favourite source of songs and videos of any sort. A lot of teachers also use newspapers' websites – New York Times, BBC, Tribune, Guardian, CNN and DW. Moreover, a lot of other websites are also used – lyrics.com (for songs), TED talks, positive.news, newsinlevels.com, National Geographic and a lot of others. As for movies and TV series in EFL classroom it can be stated that teachers find them useful, because they use or have used excerpt from various movies such as Hunger Games and Harry Potter.

Besides these sources, a lot of teachers use printed materials as well. The most common ones are books from different authors (Dan Brown, J. K. Rowling and George Orwell for instance). Generally, these answers correspond with the ones given in Question 3, so it can be

concluded that the internet is the most common source of authentic materials, followed by books.

- **QUESTION 5: What was your students' reaction to an authentic material?**
    - a) *Positive*
    - b) *Mostly positive*
    - c) *Mostly negative*
    - d) *Negative*

Question 5 focuses on the students' reaction on working with authentic materials. This question was designed as a multiple-choice question with four options, but only two of them were used. No respondent chose neither option *mostly negative* nor *negative.* The Figure 9 shows that, in all cases, students react rather positively.
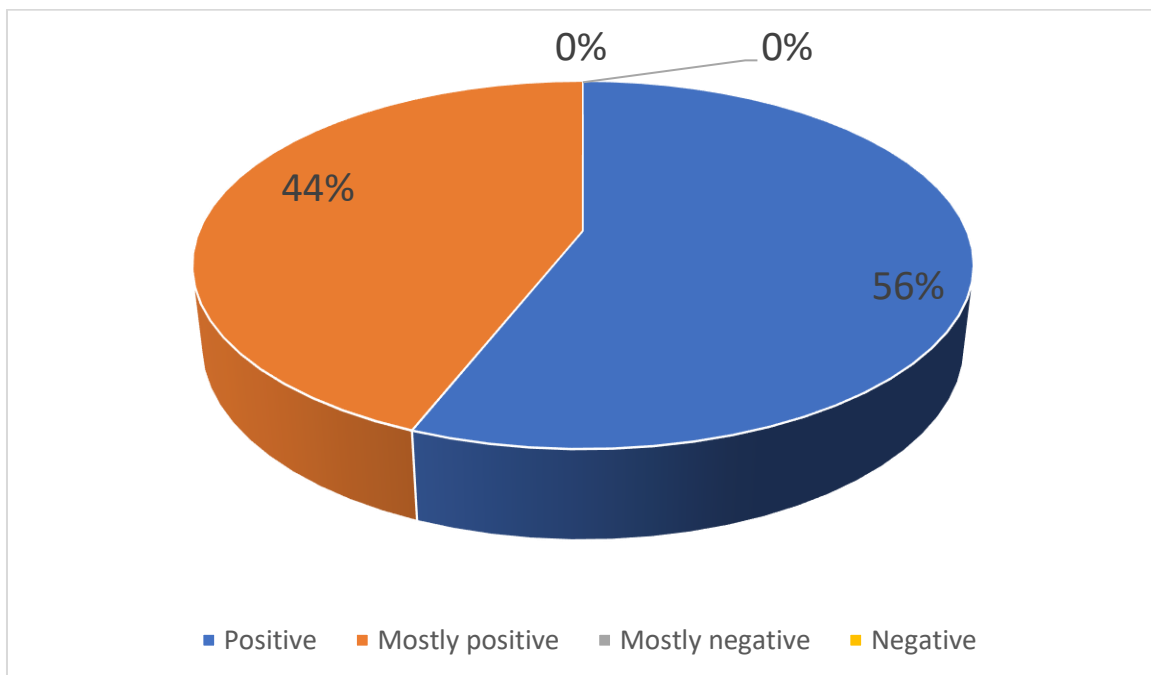
Figure 9: What was your students' reaction to an authentic material?

- **QUESTION 6: In your opinion, what were the reasons to the reaction you choose in the Question 5?**

This question follows the previous one, because it finds out the benefits and possible drawbacks of utilizing authentic materials during teaching English. The results signify that most teachers believe that AM are beneficial for students' learning, because *they show the real language, the one, which they will be facing outside the classroom.* Other important arguments were that authentic materials are sources of change because students do not like working with

coursebooks all the time, sources of entertainment, interestingness and motivation. As for motivation, several respondents mentioned that authentic materials can affect motivation a lot. For example, after working with an excerpt from a book, student may be able to read a whole book in English without fear of misunderstanding.

On the other hand, some teachers also mentioned possible disadvantages of using AM. Generally, teachers emphasize to take students' language proficiency into consideration, so that it is essentially important to choose those materials which suits teacher's learners. A few respondents also wrote that the chosen topic is important. If students do not like the topic, they will not be willing to cooperate.

- **QUESTION 7: If you did not use authentic materials during teaching, what are the reasons? Choose one answer or write your own.**
  a) *It is time consuming*
  b) *I do not find such materials beneficial*
  c) *I do not know where to find them*
  d) *Lessons are too short*
  e) *Other*

Despite all respondents answered positively to the Question 2, two answers occurred in Question 7. The first respondent chose the option *Lessons are too short* and the second one wrote that the only used authentic materials are songs, because *there are a lot of pre-prepared materials that can be used for language teaching.*

In conclusion, these answers suggest that tasks based on authentic materials are hard to prepare and some teachers prefer utilizing of semi-authentic (see chapter 5.1.2) or non-authentic (see chapter 1.3) materials.

5.2.2. GROUP 2 – INTERPRETATION AND SUMMARY OF THE RESULTS

The previous two subchapters put emphasis on the second group of respondents needed for this research – teachers. While the first one describes teachers, who participated in the survey, the second one focuses on answers they provided. The subchapter 5.2.2 interprets the results introduced in the subchapters 5.2 and 5.2.1 in more detail and enriches it by my personal experience as a teacher of English.

Unsurprisingly, answers on the Question 2 prove that all teachers participating this survey, use or have used authentic language materials at some point. Based on the questionnaire results, a lot of teachers use songs or YouTube videos during lessons (see the Figure 8), so students are exposed to AM quite often. During my teaching practices, I have also used songs as an authentic material, because students can learn a lot from them and, in addition, the tasks are easier to prepare.

Furthermore, the fact that songs are the most popular authentic materials among English teachers is shown by the Question 3 in the Figure 8. Generally, the internet is widely used as a source of authentic materials, because almost any source offered in the Question 3 can be found on the internet, and teachers are aware of that – they use various sources as will be written in the next paragraph.

Question 4 reveals teachers' sources of authentic materials, because they were asked to provide specific authentic material they use or have used (e.g. title of the book, website). Despite "only" 20 respondents mentioned YouTube, it might be expected that this number is even higher, because YouTube is used by everyone almost every day. Moreover, a lot of teachers mentioned websites of newspaper and some of them highlight BBC, because this website offers news adjusted to teaching English. A few respondents find these semi-authentic, simplified articles very beneficial. Putting "normal" authentic materials [4]aside, I would like to focus on those which interested me. One respondent offers the Queen's speech as an authentic material. Besides advanced vocabulary and grammar, the speech represents British culture, and in this thesis, culture has been highlighted many times as an important part of language learning. The second material mentioned only once was a restaurant menu. In this case, culture is implemented in English teaching as well. Moreover, such materials offer a lot of information, but a student has to find them out.

Despite possible disadvantages that authentic materials could have, teachers stated that students' attitude towards using them is generally positive (see the Figure 9). This corresponds with the teachers answers in the following question, because they believe that students find authentic materials as a source of entertainment and real-life language, so that positive attitude towards AM could be expected. In addition, teachers highlight the positive affect on students' motivation, which is in accordance with opinions of some theorists claimed in chapters 1.4 and 2.6. On the other hand, there is also an effect of possible demotivation if authentic materials are

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[4] Books, movies, TV series

too hard to understand (see chapter 1.6.). In this context, drawbacks of authentic materials are also mentioned among the answers. The most common one is their possible difficulty in terms of language proficiency. However, these issues might be solved by planning tasks carefully as the chapter 1.5. suggest.

Finally, the Question 7 offered two answers. Nevertheless, there were no answers expected because no respondent answered negatively in the second question. I am glad that two teachers comment their opinion on utilizing authentic materials in more detail. From their answers, it can be concluded that they use only those AM which are not hard to prepare, mainly songs. The first respondent claimed that there is no time to do a meaningful activity based on authentic materials. I would say the only way how to solve this issue is to plan tasks more carefully. The second respondent offered similar answer by writing that there are a lot of pre-prepared tasks so there is no need to present materials which are authentic.

To sum up, the results achieved from the second group of respondents express that teachers have very positive attitude towards authentic materials. Although they mainly highlight the advantages, they are aware of possible drawbacks.

6. CLASSROOM ACTIVITIES

This chapter presents four classroom activities that use authentic language materials in EFL classroom. All activities are of my own design, but they are rooted in the methods and approaches discussed in the theoretical part of this thesis. At first, the activities contain general information – topic, aims, used methods and approaches, and needed materials. Then example tasks, which students can be asked to do, are described. The following section deals with the necessary instructions for teachers that serve as a guideline, but these instructions may be modified according to the teacher's and students' needs. Moreover, benefits of such activities are highlighted, as well as drawbacks, and each subchapter ends with the comment section, which explains how specifically the methods and approaches are used in the activity.

6.1. SIMILES

Topic: practising similes

Aims: improving all language skills, expanding vocabulary and grammar

Used methods and approaches: inductive approach, learner's autonomy, consciousness-raising approach, cultural awareness

Needed materials: song lyrics, working sheets, example texts (see Appendix 5)

Students' task:

Students' work is organized into 3 main sections. In the first one, they focus on vocabulary used in the lyrics and words, which may be unknown to them. The second task puts emphasis on the grammatical structures used in the given lyrics, while the third one studies the meaning of the song itself.

Instructions for teachers:

1. Teachers should choose a right song for practising similes but consider the proficiency of your students (I propose 'Everything at once' by Lenka Kripac).
2. Teachers need to prepare a worksheet that covers all three tasks described above.
3. Depending on the number of pupils in class, learners should be divided into several groups or pairs at least.
4. Learners are allowed to use dictionaries if needed.
5. Grammar rules ought to be explained via examples shown in the lyrics or pre-prepared additional texts.

6. Students should be able to define grammatical rules.

7. Teachers correct them if needed.

8. Students should be encouraged to think about the lyrics itself – its meaning.

9. Teachers should implement the discussion about the cultural background.

Benefits:

Besides using authentic material, what might one find beneficial is, that all language skills and systems are practiced. Students have to read the lyrics and understand, listen to the song and write a word into a missing gap. This activity also encourages students to think about the possible meaning of the lyrics and there are connections with the learners' native language as well (see 'Task 3' in Appendix 5). Finally, culture as an important part of language teaching is also implemented in the third task of this activity.

Drawbacks:

Teachers have to consider students language proficiency before they decide to carry out this activity in the classroom, because the proposed tasks may be too difficult for some of them. Generally, the most essential disadvantage of an authentic material is its difficulty in terms of understanding. Furthermore, many students do not have to be familiar with the usage of both CR and inductive approaches. As the subchapter 2.5 suggests, it suits best for students who like to analyse, are independent and focus on details.

Comment:

Apart from using authentic language material, this activity also tries to develop student's responsibility for learning using the learner's autonomy condition (see the subchapter 2.4). Students' autonomy is mainly developed in the task 2, because they are asked to define the rules for creating certain grammatical structure. Together with learner's autonomy, inductive approach is developed as well, because grammar is presented in context, not separately, so that students are able to at least guess its meaning. Consciousness-raising approach is similar to the inductive one, but, in this case, grammar is not the main issue to study. Despite CR approach requires to be fully focused on grammar and nothing else (see the subchapter 2.5), it can be stated that it is partly developed. Lastly, while the theoretical part underlines the necessity of incorporating culture into EFL classroom (see the subchapters 2.6 and 3.3), the practical part does so concretely. It is recommended to talk about the song's author to get learners more acquainted with a foreign culture.

Possible follow-up activities:

Students may propose their own songs they want to analyse in the similar way or teacher can prepare another activity based on the same principles.

6.2. ANALYSIS OF THE CONVERSATION

Topic: colloquial language

Aims: improving all language skills and systems

Used methods and approaches: CLT, learning autonomy, double translation method, cultural awareness, inductive approach

Needed materials: PC, internet, conversation, worksheet (see Appendix 6)

Students' task:

Students should be able to fulfil four tasks. During the first task, students will be studying the given texts, especially in terms of vocabulary and unknown grammar. In the second task, listening with comprehension is practiced. They will hear the conversation and be able to answer teacher's questions. Task 3 focuses on grammatical structures included in the text. This task is closely related to the Task 1, because it is expected that students may be able to guess meanings of certain structures already. The last task puts emphasis on developing writing skills together with practising translation.

Instructions for teachers:

1. Teachers have to choose an appropriate conversation which shows the real-life situations but consider language proficiency of their learners.
2. Teachers need to prepare a suitable worksheet for students, adjust it to learners and their interests.
3. As for this activity, it is recommended to divide a class into several groups.
4. Teachers ought to involve students into discussion as much as possible and let them express anything they want to say.
5. Teachers are required to present the cultural aspects of the chosen text.
6. Students should work independently, while teacher has a role of a monitor and advisor.
7. Grammatical structures should be explained via examples shown in the conversation.
8. Students are allowed to define the grammatical rules.
9. Teachers must not underestimate the role of writing and translation.

<u>Benefits:</u>

This activity shows the everyday communication, which is authentic, unlike coursebooks conversations. As the first activity, this one also develops all language systems and skills. The more emphasis is put on writing, which teachers often tend to omit. This activity may be engaging for students, because it uses the conversation from the famous sitcom 'The Friends' (see Appendix 6), which every student at least heard of. The chosen conversation presents colloquial language with many features that coursebooks do not contain – hesitations, filler words (e.g. like, yeah) and humour. Moreover, students practice their own language sensibility, especially in the Task 4 (see 'Task 4' in Appendix 6). Generally, it is also beneficial that students work in groups, because they are less shy in terms of sharing their ideas.

<u>Drawbacks:</u>

The text chosen for this activity is appropriate rather for intermediate students (level B1), but teacher can choose a simpler authentic text to make sure that it would not be too hard for students. Some students might not appreciate the used methods, especially double translation method, because it may seem time-consuming and irrelevant, so that it is very important to explain the purpose of this task in detail.

<u>Comment:</u>

It is important to develop learner's responsibility for his or her own learning. This activity does so via using learner's autonomy condition and inductive approach. Both approaches are used especially in Task 1 and Task 3 (see Appendix 6), because students are required to look for unknown words and grammatical structures. The trinity of inductive approach – words, their context and meanings, as the subchapter 2.2.2 describes, is practiced in the first task, because students should find unknown words themselves. As the first activity (see the subchapter 6.1.), this one highlights implementing culture into EFL classroom as well. This proposed activity also uses features of Communicative approach, especially its emphasis on meaning rather than accuracy (see the subchapter 2.1). CLT tries to prepare students for the real-life communication via authentic materials and this activity, based on the authentic conversation, should help them to do so. Some theorists (see the subchapter 2.1) believe that the main purpose of everyday language is to understand it generally, not completely, and this activity (besides Task 4) helps students to practice these features of CLT. The last used method is the Double translation method. Despite the use of this method in ELT classroom may be

problematic, I have decided to try it. This method naturally develops students' translation and writing skills, but the most importantly language sensitivity (see the subchapter 2.2.1.). From my point of view, students should be able to think about slight differences between words and Double translation method helps them to be aware of those differences.

Possible follow-up activities

It is possible to choose another conversation from 'The Friends', which is related to this one and make tasks in the similar way.

6.3. PANTOMIME

Topic: everyday language

Aims: improving speaking and writing skills; expanding vocabulary

Used methods and approaches: TPR

Needed materials: cards with activities, objects to perform pantomime, worksheet (see Appendix 7)

Students' task:

The students' main task is to be creative. In groups they should be able to prepare a performance without saying anything during its presentation. To achieve this, students have to cooperate and share their ideas. The group's next task is to create a story based on the given activity.

Instructions for teachers:

1. Teachers have to choose appropriate activities related to real-world situations.
2. Teachers are required to create friendly atmosphere in the classroom.
3. Teachers must not be afraid of unknown methods.
4. Teachers always provide useful advice.
5. Teachers encourage students to step out of their comfort zones.
6. All learners have to participate.
7. Learners are asked to be creative.

Benefits:

The main advantage of this activity is that it uses some features of TPR method. During these lessons, students should feel no anxiety or stress (see the subchapter 2.3.1), but learners have to step out of their comfort zones (in terms of this particular activity), which may be found

also beneficial. This activity tries to encourage students to share their ideas, be active in the lesson, because everyone should participate. There is also room for being creative (both performing pantomime and writing), unlike in other language lessons. As for authenticity, the proposed activity requires the usage of authentic materials or at least materials somehow connected to the real world.

Drawbacks:

On the contrary, the main disadvantage of this activity is that students are rarely willing to perform anything in front of the whole class. Therefore, it is important to divide learners into groups very carefully. In each group, there should be a leader who is able to coordinate others' work. The next problem is creativity. Creativity is required to fulfil the tasks in this activity, but not all students are creative enough. To solve that, working in groups might help.

Comment:

This activity is based on TPR method which is introduced in the theoretical part of this thesis. It tries to use some issues of this method to create an engaging lesson of English language. It is believed that languages can be learned through physical activity and this proposed activity tries to do so. Nevertheless, it is essential to create friendly atmosphere and, for teachers, to have good relationship with their learners, because students who do not believe their teacher will not be able to understand this method completely. The 'Pantomime' activity uses authentic materials in a different way, via pantomime. Teachers can use anything that is somehow connected to the real world (e.g. newspaper headlines, photos), but students should be familiar with the contained themes. Such performance requires a lot of time and patience from both teachers and learners. Furthermore, writing is also included in this activity as a possible follow-up. A group should be able to expand the performed activity (e.g. cooking, playing some sport) by creating a story based on it (e.g. write a recipe, short report).

6.4. KEEPING PROMISES

Topic: keeping promises

Aims: improving reading and writing skills

Used methods and approaches: NLP, inductive approach

Needed materials: article, worksheet (see Appendix 8)

<u>Students' task:</u>

Students have to read the given article as their homework, otherwise they will not be able to fulfil the prepared tasks in the classroom. In the lesson, they should be able to discuss the article with teacher and their classmates as well. As for practising writing, they will be asked to write a short paragraph concerning anything related to promises.

<u>Instructions for teachers:</u>

1. Teachers must not be afraid of unknown methods.
2. Teachers should choose an appropriate article related to a real situation that students face every day.
3. Student need to be talkative (e.g. by preparing questions concerning the article).
4. Students are asked to work independently.
5. Teachers explain grammar through examples shown in the article.
6. Students should be able to define the grammatical rules.
7. Teachers should embolden students to think about their opinion towards chosen topic.

<u>Benefits:</u>

One of the main advantages of this activity is that it uses authentic material, which is related to the issue that students face almost every day. Reading, discussing and writing about keeping promises should encourage learners to think about their themselves in a different way. In addition, it is beneficial that students share their ideas in groups or pairs. In terms of grammar, students are exposed to the more complicated structures than in coursebooks and teacher has to be sure that they understand what the article is about. Grammar is taught inductively, so that it encourages their independence and analytical abilities.

<u>Drawbacks:</u>

On the other hand, one of the possible challenges is the students' language proficiency. The chosen article is applicable for at least intermediate students. Nonetheless, teacher can choose a different article, which will be simpler to understand. The next disadvantage is that learners are asked to do a lot of work at home. They should read, translate and understand the article, which requires a lot of time and effort and without sufficient motivation students will not do it. The last drawback is connected to the first one – students' language proficiency. The usage of inductive approach is inappropriate in weaker classes, because learners will not

understand the article, so that their motivation to learning languages should have been endangered.

Comment:

The 'Keeping promises' activity is party based on the NLP method, because it uses some features related to this theory – mainly improving students' awareness of themselves (see the subchapter 2.3.2). It is important to choose topics which are related to the problems that students face outside the classroom. It is believed that NLP helps students think about their live goals and behaviour. In this context, the specific example (see Appendix 7) describes activities which can be fulfilled in EFL teaching. With their students, teachers can discuss what topics should be implemented in lessons. In other words, what are their fields of interests. It would increase students' motivation to participate. The proposed activity also highlights that grammar should be taught inductively. It is always beneficial if students are able to define grammatical rules themselves. In addition, this approach also improves ability to be independent.

7. RESEARCH SUMMARY

To summarize, the practical part of the thesis strongly supports the arguments in favour of using authentic materials claimed in the theoretical part. The findings presented in chapter 5, but mainly in subchapters 5.1.1. and 5.2.2. showed that learners and teachers of English share very positive attitude towards authentic materials.

Students appreciate that authentic materials offer language they will communicate outside the classroom. Moreover, they pinpoint interestingness and relations to everyday issues, utilizing other materials than coursebooks and a choice of topics, which interest them. Those learners who have not been exposed to authentic materials yet believe that they would like to work with them in their English lessons.

Teachers, on the other hand, point out potential drawbacks of authentic materials, but especially underline their effects on students' motivation and engagement. Based on their experience, teachers think that majority of their students appreciate working with authentic materials.

Lastly, the practical part illustrates the possible use of authentic materials in EFL classroom. The activities are based on the theories and approaches presented in the theoretical part and they should illustrate the possible use of authentic language materials in EFL classroom.

CONCLUSION

The theoretical part of the thesis dealt with authentic materials and their potential use in EFL classroom. Firstly, the theoretical part described the key terms – authentic language, authentic material and authenticity in general, in order to the various linguists. Furthermore, it was necessary to distinguish the differences between authentic and non-authentic language material. Then, the benefits and possible drawbacks were discussed together with the sample sources of authentic materials. The second section of the theoretical part outlined the chosen theories which describes utilizing authenticity in teaching English, while the third one presented specific uses of authenticity in language systems and skills.

The thesis continued with its practical part, which analysed two questionnaires made for both learners and teachers of English. The findings achieved from those questionnaires should be able to answer the stated research questions. The results were summarized and interpreted and enriched by my own experience as a teacher. Lastly, the practical part also contains sample activities which designed by me but based on the theories and approaches mentioned in the theoretical part. In addition, there are sample texts and tasks in appendices, which could be used in the classroom.

The results answered the research questions as follows:

1. What experience with authentic materials do students of the chosen schools have?

   • As the results showed, 91% of learners work or have worked with authentic language materials in classroom. On the other hand, only 9% did not. In my opinion, this number is so high, because a lot of students consider their school magazines (Gate for example) as authentic materials. Nonetheless, this high number corresponds with teachers' answers, because they claimed they have used authentic materials in 100% cases.

2. Why is it important to use authentic materials from students' point of view?

   • As for this research question, students of all examined schools believe that authentic materials help them to improve their language proficiency. Students find such materials more interesting because they deal with current topics, offer advanced vocabulary and grammar. Working with authentic materials also means escaping from the stereotype of using coursebook, which learners of English find mostly boring. Some respondents admit that language learning is

about communication, so they appreciate discussions about mostly current issues that authentic materials contain.

3. What opinion on using authentic materials in ELT classroom do teachers have?

- To answer this research question, mainly Questions 5 and 7 from the teachers' questionnaire are used. All teachers claimed that students' attitude towards authentic materials is positive, so that they enjoy activities based on them. The fact that students react positively on authentic materials, supports the aim of this thesis, which tries to prove that implementing authentic materials in EFL classroom is highly efficient and beneficial. Some respondents claim that despite they use AM, there is not enough time to implement other materials than songs, because preparing authentic activities demands a lot of time.

4. What are the main advantages and disadvantages of using authentic materials in the ELT classroom from teachers' perspective?

- As for advantages, teachers admit that authentic materials positively affect students' motivation, because they contain real-life language – the one they will face outside the classroom, so they need to learn it one way or another. On the contrary, teachers are aware of disadvantages that may occur. Authentic materials have to be chosen carefully in order to the learners' language proficiency, otherwise they could be rather demotivating. Furthermore, it is also important to consider students' interests.

The replies achieved from the questionnaires support the claim that authentic materials are beneficial for learners of English, but only if they are used appropriately and language proficiency of students is considered. Furthermore, according to teachers AM contain real language, so that students enjoy working with them. However, this research reflected attitudes and opinions of limited number of students and mainly teachers, because only 35 participated in the survey. To achieve more objective data, the research could be accomplished on a larger scale of both students and learners of English.

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LIST OF APPENDICIES

Appendix 1: Questionnaire for learners (Czech)

Appendix 2: Questionnaire for learners (English)

Appendix 3: Questionnaire for teachers (Czech)

Appendix 4: Questionnaire for teachers (English)

Appendix 5: sample lyrics and tasks for the activity 'Similes'

Appendix 6: sample text and tasks for the activity 'Analysis of the conversation'

Appendix 7: sample texts, pictures and tasks for the activity 'Pantomime'

Appendix 8: text and sample tasks for the activity 'Keeping promises'

APPENDIX 1

Dobrý den,

jsem David Šindler a druhým rokem studuji učitelství AJ pro druhý stupeň ZŠ na Univerzitě Palackého v Olomouci. Chtěl bych tě poprosit o vyplnění následujícího dotazníku, který použiji v rámci své diplomové práce. Získané informace budou zpracovány anonymně. Pokud není řečeno jinak, označ vždy jen jednu odpověď. Děkuji, že se zúčastníš mého výzkumu.

Otázka 1: Jsem žákem/studentem:

    a) ZŠ
    b) SOŠ
    c) Gymnázium (prima – kvarta)
    d) Gymnázium (kvinta – oktáva; první – čtvrtý ročník)
    e) jiná (jaká? _____)

Otázka 2: Přinesl někdy tvůj učitel/ka angličtiny do hodiny autentický materiál (tj. úryvek z knihy, časopisu, písničky, krátká ukázka ze seriálu nebo filmu), který jste si prošli a potom s ním pracovali?

    a) ano (pokračuj otázkou 3)
    b) ne (pokračuj otázkou 5)

Otázka 3: Pokud ano, o jaký materiál šlo? Vyber z možností nebo dopiš, pokud není v nabídce (můžeš vybírat i více možností).

    a) píseň
    b) úryvek z knihy nebo novin
    c) internetový článek
    d) video z internetu
    e) krátké video z filmu nebo seriálu
    f) jiné (doplň: _____)

Otázka 4: Bavila tě práce s takovým materiálem? Napiš prosím i důvod.

Otázka 5: Pokud tvůj učitel žádný takový materiál do hodiny nepřinesl, myslíš, že by tě bavilo s něčím takovým pracovat?

    a) ano
    b) ne

APPENDIX 2:

Hello,

My name is David Šindler and I study teaching English for secondary education at the Palacký University in Olomouc. I would like to ask you to fill in the following questionnaire, which will be used in my diploma thesis. The results will be analysed anonymously. Please mark only one answer unless it is stated differently. Thank you for your cooperation.

Question 1: I study:

    a) Primary school

    b) SOŠ

    c) Grammar school (lower secondary education)

    d) Grammar school (secondary education)

    e) Different (Which one? _____)

Question 2: Do you have any experience with authentic materials (e.g. book excerpts, magazines, songs, videos, cartoon) from your English classes?

    a) Yes (continue with Question 3)

    b) No (continue with Question 5)

Question 3: If so, what kind of material was it? Choose from the following options or write your own (you can choose more answers):

    a) Song

    b) Book or magazine excerpt

    c) Internet article

    d) Video from the Internet

    e) Movie or TV series excerpt

    f) Other: _____

Question 4: Did you enjoy working with authentic materials? Explain why please.

Question 5: If not, would you like to work with authentic materials?

    a) Yes

    b) No

APPENDIX 3:

Dobrý den,

jsem David Šindler a druhým rokem studuji učitelství AJ pro druhý stupeň ZŠ na Univerzitě Palackého v Olomouci. Píšu diplomovou práci na téma použití autentických jazykových materiálů ve výuce angličtiny, proto bych vás chtěl poprosit, jestli byste vyplnili následující dotazník. Všechny poskytnuté informace budou zpracovány anonymně. Děkuji Vám za Váš čas.

Otázka 1: Jsem učitelem/učitelkou na:

- a) ZŠ
- a) SOŠ
- b) Gymnázium
- c) jiná (jaká? _____)

Otázka 2: Použil/a jste někdy ve výuce autentický jazykový materiál (tj. takový, který není předně vytvořen pro účel vzdělávání – např. úryvek z knihy, píseň, film, seriál)?

- a) Ano (pokračujte otázkou 3)
- b) Ne (pokračujte otázkou 7)

Otázka 3: Pokud ano, o jaký druh materiálu se jednalo? Můžete vybrat více možností, případně doplnit jiné, pokud nejsou v nabídce.

- a) úryvek z knihy nebo časopisu (novin)
- b) píseň
- c) úryvek z filmu nebo seriálu
- d) internetový článek
- e) video z internetu
- f) jiné: _____

Otázka 4: Pokud jste autentický jazykový materiál použili, z jakého zdroje (zdrojů) jste čerpali? Prosím uveďte např. název knihy, časopisu, internetové stránky apod.

_____

Otázka 5: Jak reagují žáci na práci s tímto materiálem?

- a) pozitivně
- b) většina žáků pozitivně
- c) menšina žáků pozitivně
- d) negativně

Otázka 6: Proč si myslíte, že reakce žáků byla právě taková, jak uvádíte v otázce č. 5?

Otázka 7: Pokud jste ve vyučování autentický jazykový materiál nevyužili, proč tomu tak je? Prosím vyberte z nabízených možností, případně doplňte jinou:

   a)   časová náročnost
   b)   nevidím v tom přínos
   c)   nevím odkud čerpat
   d)   nedostatek času v hodinách
   e)   jiné: _____

Prostor pro Váš případný komentář:

APPENDIX 4:

Hello,

My name is David Šindler and I study teaching English for secondary education at the Palacký University in Olomouc. I am writing the diploma thesis concerning utilizing authentic materials in English language teaching. I would like to ask you to fill in the following questionnaire. The results will be analysed anonymously. Thank you for time.

Question 1: I teach at:

a) Elementary school
b) SOŠ
c) Grammar school
d) Different (Which one? _____)

Question 2: During teaching English, have you ever used so-called *authentic materials* (they are not designed for educational purposes – e.g. book excerpt, song, movie, TV series)

a) Yes (continue with Question 3)
b) No (continue with Question 7)

Question 3: If so, what kind of materials was it? You can choose more options or write your own, if needed:

a) Book or magazine excerpt
b) Song
c) Movie or TV series excerpt
d) Internet article
e) Video from the internet
f) Other: _____

Question 4: What is/are your source/sources of authentic materials? (Please write the book title, concrete newspaper or magazine or websites for example)

_____

Question 5: What was your students' reaction to authentic material?

a) Positive
b) Mostly positive
c) Mostly negative
d) Negative

Question 6: In your opinion, what were the reasons to the reaction you choose in the Question 5?

Question 7: If you did not use authentic materials during teaching, what are the reasons? Choose one answer or write your own.

   a) It is time consuming
   b) I do not find such materials beneficial
   c) I do not know where to find them
   d) Lessons are too short
   e) Other: _____

Your comments:

APPENDIX 5:

Lenka – Everything at once

As sly as a fox, as strong as an ox
As **fast** as a hare, as brave as a bear
As free as a bird, as neat as a word
As **quiet** as a mouse, as big as a house

All I wanna be
All I wanna be, oh
All I wanna be is everything

As mean as a wolf, as **sharp** as a tooth
As deep as a bite, as dark as the night
As sweet as a song, as right as a **wrong**
As **long** as a road, as ugly as a toad
As pretty as a picture hanging from a fixture
Strong like a family, strong as I wanna be
Bright as day, as light as **play**
As hard as nails, as **grand** as a whale

All I wanna be, oh
All I wanna be, oh
All I wanna be is everything,
Everything at once,
Everything at once, oh
Everything at once

As warm as the sun, as silly as fun
As cool as a tree, as **scary** as the sea
As hot as fire, cold as **ice**
Sweet as sugar and everything nice

As old as time, as s**traight** as a line
As **royal** as a queen, as buzzed as a bee
Stealth as a tiger, smooth as a glider
Pure as a melody, pure as I wanna be

All I wanna be, oh
All I wanna be, oh
All I wanna be is everything
Everything at once.

Source: https://www.pohodar.com/preklady/Lenka_Everything.htm

TASK 1 - VOCABULARY:

1. Fill in the missing words (**highlighted in the text**). What do they have in common?
2. Sly, ox, hare, neat, mean, bite, toad, hanging from a fixture, nails, buzzed, stealth, smooth as a glider – try to guess meanings of these words or phrases.

TASK 2 - GRAMMAR

3. What is the difference between "as" and "like"? (Students can guess from the lyrics and other text)
4. What does the word "wanna" mean? (Use of examples- lyrics and other texts as well) Do you know any familiar expressions?

TASK 3- MEANING OF THE SONG:

5. What does the song's title mean in Czech? (Everything at once)
6. Do you know what simile is? Give us example in Czech and English as well.
7. Why do you think she wants "Everything at once"?
8. Do know something about the author – Lenka?

(Ross enters.)

Ross: Guys? There's a somebody I'd like you to meet.

(A monkey jumps on to his shoulder.)

All: Oooh!

Monica: W-wait. What is that?

Ross: 'That' would be Marcel. You wanna say hi?

Monica: No, no, I don't.

Rachel: Oh, he is precious! Where did you get him?

Ross: My friend Bethel rescued him from some lab.

Phoebe: That is so cruel! Why? Why would a parent name their child Bethel?

Chandler: Hey, that monkey's got a Ross on its ass!

Monica: Ross, is he gonna live with you, like, in your apartment?

Ross: Yeah. I mean, it's been kinda quiet since Carol left, so...

Monica: Why don't you just get a roommate?

Ross: Nah, I dunno... I think you reach a certain age, having a roommate is kinda pathet-
(Realizes) ....sorry, that's, that's 'pathet', which is Sanskrit for 'really cool way to live'.

Source: https://uncutfriendsepisodes.tripod.com/season1/110uncut.htm

Link: https://www.youtube.com/watch?app=desktop&v=Rr56pMABnVU

can ask some general questions (e.g. Do you like Friends? Who is your favourite character? Why?)

TASK 1 – VOCABULARY

1. Circle all words you do not know.
2. Find their meaning in the dictionary and translate the whole sentence.

TASK 2 – LISTENING WITH COMPREHENSION

3. Listen to the conversation carefully. You will hear it three times.
4. What was the conversation about? Tell me what happened. (additional questions: Who is Marcel? How did Ross get him? Why does not Ross have a roommate?)

TASK 3 – GRAMMAR

5. What do the expressions 'wanna, kinda, gonna, dunno' mean?

6. Look at the contracted forms (zkrácené tvary) in the text. What are their meanings?

TASK 4 – POSSIBLE HOMEWORK

7. Look at your part of the conversation and try to translate it in Czech.
8. Swap your translation with another group and translate it into English.

APPENDIX 7:

Source: https://deadline.com/2020/01/bbc-orders-gordon-ramsay-future-food-stars-1202831113/

SAMPLE QUESTIONS FOR GROUPS:

1. Do you know the man in the picture? Who is he? Why is he famous?
2. What is he doing in the picture? Try to present it through pantomime.
3. Try to write a recipe (write ingredients which you need and how to cook your meal) – write 4 sentences at least + ingredients

Source: https://www.bbc.com/sport/tennis/56271810

SAMPLE QUESTIONS FOR GROUPS:

1. Who is the man in the picture? Why is he famous? Do you anything more about him?
2. What is he doing in the picture? Try to present it through pantomime.
3. Try to write a short report about his win in Wimbledon. – 5 sentences at least
4. Your report should have this information:
   - He is the Scottish tennis player
   - He has beaten Federer in straight sets (find the meaning on the internet)
   - Remind his other sport achievements
   - Write that he has become the first British player to win the Wimbledon in 120 years.

APPENDIX 8:

Most people are pretty good at keeping promises to others.

When I make an appointment with a busy person, even just for something as simple as a call, they almost never cancel on me. If they do have to, they almost always apologize and work to reschedule.

This is true even if I don't know the person. Even if the call was just a friendly chat, not something incredibly important.

There are exceptions, of course. But the fact that they feel so rude is evidence itself that broken promises to other people are quite rare. If they happened often, they would just feel normal, not like an insult.

Yet, how often do you break promises to yourself?

You tell yourself you'll stick to a new diet… and give up after one week.

You tell yourself you'll start a business and never get past printing the cards.

You tell yourself you'll make a change, but nothing ever comes from it.

We break promises to ourselves all the time. Unlike when others break their commitments to us, these are so common, that, for most of us, they don't even feel disappointing. They're just "part of life."

The Value of Promises

Maybe the reason we break our own promises is that it doesn't feel like it has a cost. If I break a promise with you, you'll be mad at me and trust me less. If I break a promise with myself, there's nobody to get mad at.

But this is just an illusion.

Breaking promises to yourself has the same costs as breaking it to other people. Except the person you trust less is you.

When you trust yourself less, you treat the future-you as being inherently less reliable, less responsible, less likely to commit to the things current-you says you'll do.

Without trust, you take your own plans less seriously. Take your own plans less seriously, and you'll be less likely to commit to them in the future. A dangerous circle develops where you fail at your goals not because they were impossible, but because you simply didn't think *somebody like you would be able to stick to them*.

Make Fewer Promises; Keep All of Them.

I don't make many promises. Reality can change, so if I'm not sure I can make a party, or have time for a call, or help with a chore, I won't commit. Better to disappoint someone early, than betray a trust later.

But the promises I do make, I keep. Sometimes they cost more than I had expected. Sometimes plans change and the reasons I promised them no longer make sense. But I keep them because, if I didn't keep my promises, what kind of colleague, friend or husband would I be?

In the same way, I don't make many promises to myself. I make few commitments, but I stick with them. I don't always expect to be successful, or that life will always go according to plan, but I trust that the failure won't be because I didn't decide it was worth sticking with.

If you haven't kept your promises in the past, rebuilding that trust takes time. It starts with small promises and keeping them even if they don't feel like they matter.

Link: https://www.scotthyoung.com/blog/2018/08/14/on-keeping-your-word/

TASK 1 – HOMEWORK

1. Read the article at home.
2. What was it about? (tell yourself or write some notes)

TASK 2 – MEANING

3. Did you enjoy reading the article? Why? Why not?

4. What examples of broken promises the author gives us? Do you break promises to yourself? Why?

5. Why is it important to keep promises? What does the author write about it?

6. What the last section ('Make fewer promises') is about?

TASK 3 – GRAMMAR

7. Find every example of conditional sentences in the text.

8. Find the contracted forms in the text. What are their meanings?

9. Try to translate the conditional sentences in Czech. What are the differences between them?

TASK 4 – WRITING

10. What do you personally think about keeping promises? Is it important? Why? Why not? Have you ever broken any promises? Write at least 6 sentences.

RÉSUMÉ

Tato diplomová práce se zaměřuje na použití autentických jazykových materiálů ve výuce anglického jazyka. Hlavním cílem práce je dokázat, že autentické materiály jsou pro žáky znalostně i motivačně přínosné. V teoretické části jsou definovány druhy autentických materiálů a jejich výhody i možná rizika, dále teorie, které podporují používání autentických materiálů ve výuce. Poslední kapitola teoretické části se věnuje konkrétnímu využití autenticity v jednotlivých jazykových systémech a dovednostech. Pro potřeby praktické části byly vytvořeny výzkumné otázky, na které praktická část odpovídá pomocí dotazníků pro učitele a žáky. Praktická část dále představuje příkladové aktivity, které mohou být ve vyučování provedeny. Výsledky výzkumu potvrzují, že většina studentů i učitelů autentické materiály používá nebo používala a má k nim velmi pozitivní vztah.

ANNOTATION

Jméno a příjmení:	Bc. David Šindler
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2021
Název práce:	Použití autentických jazykových materiálů ve výuce angličtiny
Název v angličtině:	The Use of Authentic Language Materials in EFL Classroom
Anotace:	Tato diplomová práce se zabývá využitím autentických jazykových materiálů ve výuce angličtiny. Teoretická část definuje a popisuje klíčový pojem – autentický jazykový materiál. Kromě toho představuje pedagogické a lingvistické teorie, které využívají autenticity a nastiňuje jejich konkrétní použití ve třídě. Praktická část je založena na výzkumu provedeném pomocí studentského a učitelského dotazníku a aktivitách, které využívají autentických materiálů. Výsledky podporují předpoklad, že studenti pracují s autentickými materiály a stejně jako učitelé k nim mají pozitivní vztah.
Klíčová slova:	autentické materiály, metodologie, angličtina, učení jazyka
Anotace v angličtině:	This diploma thesis deals with the use of authentic language materials in EFL classroom. The theoretical part defines and describes the key term – authentic language material. Furthermore, it presents pedagogical and linguistic theories and

	methods that uses authenticity and outlines their specific use in class. The practical part is based on the research carried out via two questionnaires for both students and teachers of English, and sample activities utilizing authentic materials. The results support the premise that students are exposed to authentic materials in class and they share positive attitude to them together with teachers.
Klíčová slova v angličtině:	Authentic materials, methodology, English, language teaching
Přílohy vázané v práci:	Appendix 1: Questionnaire for learners (Czech) Appendix 2: Questionnaire for learners (English) Appendix 3: Questionnaire for teachers (Czech) Appendix 4: Questionnaire for teachers (English) Appendix 5: sample lyrics and tasks for the activity 'Similes' Appendix 6: sample text and tasks for the activity 'Analysis of the conversation' Appendix 7: sample texts, pictures and tasks for the activity 'Pantomime' Appendix 8: text and sample tasks for the activity 'Keeping promises'
Rozsah práce:	89 s.; 117 382 znaků (vlastní obsah práce)
Jazyk práce:	Anglický jazyk