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Využití autentických textů ve výuce anglického jazyka na druhém stupni ZŠ

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Teoretická část se zaměří na definování klíčových termínů spojených s tématem a možnosti využití autentických textů ve výuce. Cílem praktické části je ověřit, zda využití autentických textů zvyšuje motivaci žáků a zefektivňuje výuku anglického jazyka a tím napomáhá ke zvýšení gramotnosti žáků a jejich lepší orientaci v běžných životních situacích.

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Abstract

The aim of the thesis is to create a set of authentic text-based lesson plans and to verify them in the classroom. The author's intention is to prove the assumption whether reading authentic texts can help motivate students to learn selected knowledge and skills that they will be able to use in the future real-life situations. The theoretical part provides a definition of the term authentic text based on the available literature and summarizes the possible benefits and drawbacks. The attention is paid to the criteria that should be used when choosing an appropriate authentic text for teaching. The following chapters summarize the available knowledge regarding the reading skills and principles that are used to create a lesson plan. In the practical part the author presents the text-based lesson plans supplemented by the appropriate activities. In the conclusion the author presents her reflections, the feedback gained from the learners and the summary of the survey findings along with the author's interpretation.

Key words:

Authentic text, text-based lesson, reading process, reading skills, motivation

Anotace

Cílem této diplomové práce je vytvořit plány hodin s využitím autentických textů a tyto následně ověřit ve výuce. Autorka se snaží ověřit domněnku, že čtení autentických textů může napomoci motivovat žáky k osvojení vybraných znalostí a dovedností, které mohou následně využít v reálných životních situacích. Teoretická část definuje na základě dostupné literatury pojem autentický text a shrnuje výhody a nevýhody jeho použití. Pozornost je věnována i kritériím pro volbu vhodného autentického textu do výuky. Následující kapitoly shrnují poznatky týkající se čtenářských dovedností a zásad pro tvorbu plánů hodin. V praktické části představuje autorka vlastní návrhy plánů hodin využívajících autentické texty, doplněné o vhodné aktivity. V závěru předkládá postřehy k jednotlivým odučeným hodinám, zpětnou vazbu od žáků, shrnutí výsledků průzkumu a jejich interpretaci.

Klíčová slova:

Autentický text, lekce založená na čtení textu, čtení, čtenářské dovednosti, motivace

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**“Reading is to the mind
what exercise is to the body.”**

Joseph Addison

CONTENT

A list of tables.....	10
1. Introduction	11
2. Authentic texts.....	12
2.1 Definition.....	12
2.2. Benefits and drawbacks of using authentic texts.....	13
2.2.1 Benefits.....	13
2.2.2 Drawbacks	15
2.3 Criteria for choosing the right text for the classroom.....	18
2.4 Types of texts and possible sources.....	20
2.5 Students' motivation for reading the texts.....	21
3. Second language reading	22
3.1 Literacy and a reading process	22
3.2 Reading skills	23
3.3 Reading strategies.....	25
3.4 Problem solving techniques.....	26
4. Planning a text-based lesson.....	27
4.1 Stage 1: Before reading	27
4.2 Stage 2: While reading	29
4.3 Stage 3 - post reading	31
5. Research questions	33
6.1 Research objectives	33
6.2 Research procedure.....	34
6.3 Research method.....	34
7. Specification of the class and age group	36
7.1. Description of the class.....	36
7.2. Teaching teenagers	37
8. Specification of the exploited authentic texts.....	37
9. Lesson plans	39
9.1. Lesson plan 1	39
9.1.1 Anticipated problems and possible solutions for lesson plan 1.....	42
9.2 Lesson plan 2.....	43
9.2.1 Anticipated problems and possible solutions for lesson plan 2.....	47
9.3 Lesson plan 3	48
9.3.1 Anticipated problems and possible solutions for lesson plan 3.....	52
10. Research.....	53
10.1 Reflections	53

10.1.1 Reflection to the lesson 1.....	53
10.1.1 Evaluation and possible improvements	55
10.1.2 Feedback from students	56
10.2 Reflection to the lesson 2	57
10.2.1 Evaluation and possible improvements	60
10.2.2 Feedback from students	61
10.3 Reflection to the lesson 3	62
10.3.1 Evaluation and possible improvements	63
10.3.2 Feedback from students	64
11. Discussion.....	66
12. Conclusion	68
References:	70
A List of Appendices	73

A list of tables

Table 1: Types of texts	21
Table 2: Lesson plan 1	39
Table 3: Anticipated problems in lesson 1	42
Table 4: Lesson plan 2.....	43
Table 5: Anticipated problems in lesson 2	47
Table 6: Lesson plan 3.....	48
Table 7: Anticipated problems in lesson 3	52

1. Introduction

In contemporary society knowledge of a foreign language has become a pure necessity. Therefore teachers, more than anyone else, are meant to foresee their students' expectations and needs while providing them with all the important language knowledge and skills. Thus, the learners should already be exposed to the real-life language in the classroom as often as possible. One of the options is to work with authentic texts. We use texts daily for many different purposes: we text or tweet to our friends, we are supposed to read manuals, instructions or recipes, we make arrangements through emails, write letters to our families, business partners or clients, we send and receive postcards and festive cards, write shopping lists, we listen to songs, visit tons of websites, contact our friends over Facebook or any other social media and we read books, newspapers or magazines. This all means that we have to read and write all these texts every day. Therefore the importance of being able to express oneself and being able to understand the message is crucial. English textbooks usually provide students of foreign languages with texts that suit well the idea of presenting the isolated and simplified vocabulary and grammar but they have little to do with reality because these have usually been adapted to the level of students to help them comprehend the meaning. On contrary, authentic texts provide students not only with vocabulary and grammar in their natural use but can also become a source of information about culture and they bring a real life into the classroom to fulfil the goal of teaching.

This paper intends to support the idea that using authentic texts in teaching the English language can strengthen students' motivation to learn the language properly and help them improve their communication skills. The theoretical part is going to summarize the available facts about authentic texts, their pros and cons, possible sources and criteria for choosing the right ones. It will also describe the reading process, literacy and reading skills. Finally, basic rules and obstacles of planning a lesson focussing on reading will be explained. The practical part will then provide three lesson plans including authentic texts used for different teaching purposes and accompanied by the lesson analysis, a feedback from students and suggestions for potential improvements.

2. Authentic texts

2.1 Definition

First of all it should be explained what the authentic text is and what it is not. Ur defines non-authentic text as “a piece of writing or speech which we use for language learning. It can be studied as a complete and autonomous unit: the reader or listener can therefore understand it without necessarily knowing the context” (2012, 28). Anyone would agree that it makes such a text sound simply artificial. On the other hand, when it comes to authentic texts, according to Morrow these texts contain “a stretch of real language, produced by a real speaker or writer for a real audience and are designed to convey a real message of some sort” and he also adds that “these texts are written for the purpose of communicating information” (Morrow in Mishan, 2005, 13).

Similarly Cook states that authentic material “simply means using examples of language produced by the native speaker for some real purpose of their own rather than using language produced for and designed solely for the classroom” (1981, 60). Hadfield and Hadfield are more specific in stating what authentic texts are when they say that they “are taken from real life, such as newspaper articles, magazine articles, tourist brochures, advertisements etc. and these are used so that learners should learn to read and listen to ‘real’ language rather than the artificial, simplified language of a textbook for learners” (2008, 96). Nunan defines authentic material as “any material which has not been specially produced for the purpose of language teaching” (1989, 54) and Nuttall adds that authentic texts are any texts “written for use by the foreign language community, not for language learners” (2005, 177).

What all the above mentioned authors have in common is the fact that they stress the importance of using these genuine pieces of written communication in the English language lessons as much as possible because the students will certainly benefit from the opportunity to be exposed to the real-life language and this can motivate them to improve their knowledge. In accordance with the above mentioned authors it may be also pointed out that authentic text often contains information about the target language culture, which is important for expanding the learner`s perspective of the world.

2.2. Benefits and drawbacks of using authentic texts

2.2.1 Benefits

Contrary to the fact that authentic texts have not been solely designed for the language teaching, these are not eliminated from using by any means. According to the above mentioned authors who recommend using texts in the EFL classroom as highly beneficial, it can be presumed that the value of authentic texts is manifold. There has to be mentioned the benefit of authentic materials that bring reality into the classroom and that using these materials can help learners be prepared for ‚real-life’ communication. Along with these there should be mentioned quite a few other reasons for choosing the authentic texts for the classroom as these may be considerably effective.

Firstly, these texts provide students with requisite knowledge of genuine grammar and vocabulary used by native speakers of a language, or as mentioned by Peacock they “bring pupils closer to the target language culture and this will result in making the teaching-learning process more enjoyable and useful and thus, motivating” (1997, 144). Therefore, students can familiarize with vocabulary and grammar they might use eventually while still being able to get some help and support from their teachers.

Mishan points out that learners gain more confidence through reading authentic texts in the classroom and they are able to apply these skills more successfully to the forthcoming real situations. She also adds that “learners find these texts motivating because they recognize them as pertaining to the professional community to which they aspire” (2005, 27). This idea can be connected especially with some particular texts such as articles, manuals, brochures or publications written for professional purposes and which the students may be exposed to eventually in their future careers. Considering this, linguists often emphasize the benefit of current topics these texts can provide and this particular advantage can be employed by both teachers and students.

Several advantages are also mentioned by Ciornei and Dina who indicate that authentic materials used in the classroom “provide exact examples of how the language is used by its native speakers or of the vast majority of target language users” and thus “learners are provided both with words and expressions used in real-life communications”. Finally they write that “real-life materials are more informal,

socially-centred and widely used” and therefore “they can be a valuable material to complete the rules and patterns of textbooks”. They also draw attention to the fact that “language is a dynamic process which changes with demands of society migrations, popular culture, and even technological innovations” and they warn that “if teachers rely on traditional textbook for materials for class, teachers will be constantly providing outdated information” (2015, 277). From all these perspectives it can be stated that through genuine texts students are able to encounter the language that is indeed used by native speakers without being simplified or changed in any way to serve the teaching purpose. Being exposed to genuine materials seems to be very demanding for students but it is also highly motivating and rewarding. Notwithstanding, these texts are up to date and easy to find.

Nuttall (2005) also points out that these authentic texts may be motivating and she adds that “we need texts which exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized” and she says that “composed or simplified texts do not always have these qualities”. She also stresses the fact that the texts used in textbooks often just present the language but lack the message (177). In addition she mentions the problem of simplifying the text for the students’ sake, which means removing difficult words and complex structures. She also warns that if the teachers “make everything explicit, the students cannot develop their capacity to infer” and therefore she advises to teachers to leave at least some of the things unsaid as in the original text (177-178).

Particular attention should be drawn to using literature in the classroom. According to Clandfield, there are several good reasons for this. She suggests that it is “good to expose learners to this source of unmodified language because their skills they acquire in dealing with difficult or unknown language can be used outside the classroom”. Next she states that literature “encourages interaction” as the texts can be used for any possible consequent discussions, giving opinions or sharing feelings. Then she adds that literature “expands language awareness” and “educates the whole person”, and therefore is highly motivating for most learners (2017). Similar view is presented by Paran & Robinson who say that “literature is the part of the human experience” and that “using literature in our language teaching does not take away from our learners’ language learning”; rather “it builds connections that are made elsewhere in our learners’ future professions”. Literature “enriches their learning” and also „increases their knowledge of an important part of the culture

of English-speaking countries” (2016, 14). According to these conclusions, the positive impact of literature included into the English language classroom cannot be denied.

Contrary to the all above mentioned promoters of using authentic texts in the classroom, some of the less positive opinions cannot be omitted. Choděra, for example, mentions that the problem is not in the dilemma whether to use authentic or artificial text, but the most important is the adequacy of the text for students, especially for the beginners. Therefore he prefers to use adapted texts presented in the textbooks rather than genuine ones. Otherwise, according to him, the text would be too demanding and complicated. In that connection he refers to Kopeckij along with Storch or Alexander who promote using quality textbook texts. Yet, all of them agree on the fact that texts in general are irreplaceable in the foreign language learning process (2013, 144-145).

What cannot be omitted, when justifying authentic texts, are stereotypes that are often used in the textbooks. O’Connell points out, that these are “encouraged by even the most well-meaning course books” and he mentions stereotypes like gentlemen wearing bowler hats, afternoon teas, red buses or stiff upper lips that are often included by native authors. These stereotypes are often used to introduce the cultural differences yet they often exaggerate the reality and confuse the learners. (2009, 11). This can definitely be improved by the use of authentic texts as these are written by natives and for natives so any cultural information included there is used for real-life purposes.

2.2.2 Drawbacks

Where there are indisputable advantages of using authentic texts, there are quite inevitably several significant drawbacks. For example Day looks critically at using authentic texts in the classroom and he believes that these texts can confuse and discourage the learners because they are usually too difficult for them to understand. He also mentions the problems connected with a variety of English used in such texts and brings out the question connected with differences between British and American English (2004, 101-114). This is connected with the fact that everybody, including both teachers and learners, has got an access to unlimited sources nowadays. Brandl specifies possible problems of the Internet resources by questioning the trustworthiness of their content when he mentions that there is

“no control over the quality and accuracy of the information from the Internet” (2002, 88). Here it can be objected that such mistakes are a part of natural discourse and that these specific errors can be used in the classroom for teaching purpose, for example in discussions about misunderstandings caused by improper use of language. A typical example of such texts can be signs and notices used at hotels, restaurants or shops around the world, which often demonstrate ambiguous meaning caused by errors.

What most linguists agree on is the fact that language used in authentic texts may be too demanding for readers and they may have difficulty to understand them and then complete the tasks. While reading a text it is common to come across not only unknown vocabulary but also jargon, slang, colloquial phrases or even taboo words that are inevitable part of the everyday communication. This problem can be partly solved by adjusting the task to the level of learners or as Mishan emphasizes it “the task should be engendered by the text and not vice versa” (2005, 75). In case the vocabulary or grammar is too difficult (which is probably in most cases), it is widely recommended by experts to carry out “pre-reading, while-reading and post-reading activities” to overcome such dispute (e.g. Wallace, 1992, 86). In that way learners can familiarize themselves with vocabulary, get acquainted with applied grammar and consequently get engaged in the reading and discussing the text. Eventually, it is the teacher who should be cautious while choosing the right text for his or her classroom and consider all the possible obstacles and potential solutions in advance.

The problem connected with difficult vocabulary and grammar is often closely connected with idiosyncratic language that the author is using. In other words, the vocabulary and grammar employed by the author may be used rarely and therefore the reader may find it problematic to understand the text or even fail to find the unknown words in the dictionary. This may stop many readers` effort to continue reading and they may lose their motivation.

Next the authorities often mention the culture which is included in these texts and most of them advocate the positive and challenging side of that because it helps to develop the students` cultural awareness or as some may call it, the “fifth skill”. However, if students lack the required knowledge of the culture mentioned in the text, their ability to comprehend may fall rapidly. This is pointed out by Cook who declares that students can have difficulty to understand the text even

if the vocabulary and grammar is quite clear. This is due to “the density of cultural and situational references” which often causes that students do not get the gist of the text (1981). Once again it is the teacher who can solve this problem by doing appropriate pre-reading activities or pre-teaching the required cultural aspects before the lesson devoted to reading. On the other hand, Duff & Maley refer to the fact that “even if we are not already familiar with the range of new cultural references in the text, we can still make some sense of it” and then they give an example of a novel written by an Indian author which can be still understood by western readers. And he adds that “by the same token, Indian readers do not have to have seen a daffodil to be able to appreciate the sentiments Wordsworth expresses in his famous poem” (2007, 7). Therefore, we do not have to know and understand everything to appreciate a piece of work we are reading. Yet, the teacher still has to be cautious about choosing the text as well as to use the text as an opportunity for his or her students to learn something new.

Another commonly mentioned problem is connected with the length of the genuine text. Duff & Maley mention the fact that “length is a problematic concept” especially “in terms of the time available” and they recommend to work with short texts “since these can be utilized within the framework of a class hour” (or forty-five minutes). It does not mean that they do not approve longer texts too but these have to be included into the learning process with caution or they advise to use them as a base for extended reading of students or for long-term projects (2007, 6).

The issue of copyright cannot be omitted of the list. Especially teachers are expected to mark clearly the origin of any materials used in their classrooms which may sometimes cause problems as the source may be unknown or it is not a primary source. On the other hand it is usually legal to copy a set of texts from original for a classroom use if the source is mentioned and the teachers should know the copyright rules before they choose any text to work with.

But even with these drawbacks there are still more advantages of using authentic texts in the classrooms which most of the above mentioned authorities agree on. They recommend using the real texts as often as possible to improve the students’ skills, to increase their ability to deal with such texts in their future career and to enable the students to use the language more naturally.

2.3 Criteria for choosing the right text for the classroom

While focusing on the procedure used for choosing the appropriate texts the following criteria stated by Elkadaoui must be applied:

- **Authenticity** (texts should expose students to natural input, real-life language)
- **Readability** (texts should be within the students' reach in terms of content, topic familiarity and conceptual difficulty)
- **Length/Size** (texts should be of reasonable length, it is also important to consider reading speed rate of students)
- **Suitability of content** (texts should appeal to students' interests and the texts should correspond with their age, level and knowledge)
- **Exploitability** (texts that cannot be recycled and exploited ought to be discarded)
- **Variety** (text should be of various forms and styles) (2018)

Nuttall recommends similar principles when she speaks about “three main criteria that influence the choice of text: **suitability of content** (finding what students like and selecting texts according to classroom theme), **exploitability** (verifying the relevance of the text for developing the students' reading competence) and **readability** (assessing students' level and considering the amount of new vocabulary)” (2005, 170-176). Both these categories of criteria help the teacher to consider whether the chosen text is optimal for his or her students, if it is of a suitable level or if the topic is interesting and motivating. The criteria should also guarantee that the teacher chose the text cautiously while keeping all these criteria in mind.

The next set of criteria is provided by Speno who advises to use so called „a Goldilocks principle“ which is a concept of choosing just the right amount, that means not too much and not too little. She formulates a set of four key questions that a teacher should ask while choosing an appropriate authentic material. These questions provoke the teacher to judge the possible text according to the ratio of known and unknown vocabulary, the theme of the text, context of the text and whether the text meets students' interests and needs (2019)

Duff & Maley also advise the teacher to ask some basic questions to help him or her choose the most appropriate text for the lesson. As an example they state these questions:

- “Is the subject matter likely to interest this group?”
- “Is the language level about right? Not too easy, not too difficult?”
- “Is it about the right length for the time available?”
- “Does it require a lot of cultural or literary background knowledge?”
- “Is there anything culturally offensive in it?”
- “Does it lend itself to exploitation for language learning?” (2007, 7)

They also point out that it is always the teacher`s responsibility to judge the possible text if it is appropriate for his or her students and to decide when and how to use it as a part of the curricula (Ibid.).

Similar set of questions is presented by Nuttall who stresses the importance of detailed evaluation of a text the teacher intends to use in the classroom. According to her it should be considered whether the language is natural, whether the style is formal or informal and how many new lexical items are used within the text (2005, 179). The choice of a text thus depends on what the teacher intends for the students to gain out of the authentic text and what he or she decided to use the text for.

Wallace extends the idea by stating three criteria the teacher should consider while choosing any text for the classroom use. They depend on the purpose what the text is chosen for:

- “the text used as a vehicle for teaching language structure and vocabulary“
(often called language focused text which is used to teach sentence patterns or to introduce a new vocabulary)
- “texts which teach language through reading”
(the text that exposes the reader to the language, promotes reading and develops reading strategies)
- “texts which offer high-interest content”
(the text that meets students’ interests and needs)
(1992:71-76)

Such criteria draw attention to the possible exploitation of any text used in the classroom because it can be used not only for teaching vocabulary and

grammar, but also for gaining information or provoking critical thinking and discussions.

2.4 Types of texts and possible sources

First of all it is important to declare that text does not mean only something written down but it can be spoken as well. A text can be a film, an artefact, anything in a language and culture that conveys meaning. According to Garza these printed or spoken sources can be divided into:

- “**Created texts:** Texts authored by non-native speakers for non-native speakers to achieve pre-determined curricular goals.”
- “**Semi-created texts:** Texts created by native and/or non-native speaker, based on original language materials, but adapted to fit curricular needs.”
- “**Authentic texts:** Texts created by native speakers for native speakers for consumption in a native environment.”¹

This division may seem quite obvious as most of the modern textbooks nowadays still use mainly semi-created texts to introduce some isolated grammar and vocabulary to students in ELT. But as the approach to use more authentic texts is on the increase, more and more educators prefer using at least certain amount of genuine texts in their classrooms. The above mentioned categorization may also help to understand the fact that not every text we perceive is authentic as such. It is always important to consider the source and a reason that gave a rise to the genuine text the teacher intends to use.

While keeping all these facts in mind, it is possible to start searching for some authentic texts. Mainly thanks to the Internet but also to plenty of printed materials, the possible sources are nearly unlimited as the following table shows:

letters (formal and informal)	emails	leaflets and flyers
newspapers	magazines	brochures
films	theatre plays	meetings and talks
manuals	websites	blogs

¹ <https://coerll.utexas.edu/>

v-logs	notices	posters
menus	catalogues	memos
reports	schedules / timetables	advertisements
weather forecasts	novels	stories
comics or iconographic texts	signs and warnings	dialogues and conversations
slogans	song lyrics	nursery rhymes
poetry	proverbs	quotations
internet chats	announcements	forms to fill
travel guides	food packaging	jingles, billboards
recipes/cookbooks	receipts from shops	rules and laws
TV, theatre and cinema programmes	deals and agreements	guarantee conditions
And many more...		

Table 1: Types of texts

Some of these resources are mentioned for example by Ur (2012, 37) or Scrivener (2011, 265-266).

2.5 Students' motivation for reading the texts

There is no doubt that motivation plays an important role when it comes to learning a foreign language because it stimulates the energy in students to continue in studying. It is Ur who pushes the matter further and calls the motivation “a crucial factor”. She also mentions two types of motivation - integrative and instrumental motivation. According to her explanation, the first term “refers to the desire of the learner to learn the language in order to integrate into the community of speakers of that language” while in contrast the second term “refers to the need to learn the language for material or educational benefit: to get a better job, for example, or to progress to advanced study” (2012, 10). Ur also points out, that the recent studies show that learners actually learn English “for a variety of instrumental purposes rather than in order to join a particular English-speaking community” (Ibid.).

In her work Ur also defines extrinsic and intrinsic motivation as two different yet overlapped concepts. Extrinsic, as she explains, is “based on perceived benefits of success in learning and penalties of failure” while intrinsic motivation is

“associated with the activity of language learning itself: whether it is seen as interesting or boring, personally fulfilling or frustrating” (2012, 10-11). Ur also points out self and personal identity as a self-image concept. She states that it is represented by “how we see ourselves or wish to see ourselves in the future” and she explains that if “the student sees himself or herself as high-achieving, he or she will invest more effort in learning” (2012, 11).

Motivation, in any form, underlies achievement in learning. The same can be applied to reading authentic texts in the classroom. Ideally, the student should be motivated both by his or her own yearning to learn something new or by interest in the theme of the lesson as well as by the necessity to gain the knowledge and skills that are important for his or her future life or professional career. From this point of view, the sooner the students get acknowledged with genuine texts, the better.

The students’ motivation can be triggered by several stimuli and most of them are within a reach of the teacher. For example using interesting pre- and post-reading activities, provoking discussions and raising interest in the topic or creating student's own pieces of texts can work positively.

3. Second language reading

3.1 Literacy and a reading process

According to Hudson “the capacity to read is a truly wondrous human ability” although “most people who can read do not normally think of the ability as being any kind of extraordinary activity” (2007, 7). Literacy as the ability to read and write became a necessity in our culture and we cannot imagine our everyday lives without these important skills as we need them frequently. These two crucial skills are connected with other two - listening and speaking as all those four skills are in many cases inseparable and often used at the same time.

Hudson provides a definition of reading which he borrows from Carroll who understands reading „as the activity of reconstructing (overtly and covertly) a reasonable spoken message from a printed text, and making meaning responses to the reconstructed message that would parallel those that would be made to the spoken message” (Carroll in Hudson 2007, 34). This idea clearly states what kind of activity we have to undertake to understand the text properly and to be able to fulfil the task that usually accompanies the reading.

Hudson says that students approach to texts from two different approaches: bottom-up approach and top-down approach. According to Hudson bottom-up approach “corresponds with the cognitive and information-processing concerns” and it means that “a reader constructs meaning from letters, words, phrases, clauses and sentences by processing the text into phonemic units that represent LEXICAL meaning, and then builds meaning in a linear manner (2007, 33). The top-down approach, on the other hand, corresponds with the psycholinguistic and sociological perspectives and as Hudson says “a reader approaches a text with conceptualizations above the textual level already in operation and then works down to the text itself”... “consequently, the reader makes continually changing hypotheses about the incoming information” which means that “ a reader applies background knowledge, both formal and content, to the text in order to create meaning that is personally and contextually sensible” (2007, 33-34). According to this approach a reader needs some prior knowledge so that he could understand both the content and the context.

Both approaches work in interaction and they should not be separated. While reading the text we have to understand not only the meaning of individual words or phrases but also the context or cultural information involved in the text.

3.2 Reading skills

According to Oxford Advanced Learner’s Dictionary a skill is “*the ability to do something well*” or in other words “*a particular ability or type of ability*” (OALD, 2005, 1431). In connection with reading we can then understand it as ability to read well. Reading skills are classified from different points of view. For example Hudson mentions the following basic categorization:

- “**word attack skills or decoding skills** (skills necessary to convert orthographic symbols into language - recognition of phonemes, syllables and words)”
- “**comprehension skills** (ability to use context and knowledge to derive meaning from what is read - knowledge of syntax, mechanics, using context to gain meaning)”
- “**fluency skills** (skills that allow the reader to see larger sentences and phrases as wholes - sight word recognition and recognizing high-frequency letter cluster, rapid reading, possessing an extensive vocabulary)”

- “**critical reading skills** (skills used to analyse, synthesize and evaluate what is read)”
(2007, 79-82).

Hudson also quotes Barrett`s taxonomy of cognitive and affective dimensions of reading comprehension. This taxonomy is clearly influenced by the Bloom`s taxonomy and contains five skill levels:

1. “**Literal comprehension** (recognition of details, main ideas, sequence,...)”
2. “**Reorganization** (classifying, outlining, summarizing, synthesizing)”
3. “**Inferential comprehension** (inferring supporting details, main ideas,...)”
4. “**Evaluation** (judgment of reality or fantasy, fact or opinion, adequacy and validity,...)”
5. “**Appreciation** (emotional response to the content, identification with characters or incidents, imagery,...)”

Hudson makes sure that it is understood well that the same as Bloom also Barrett considers the lower-numbered levels more basic than those with higher numbers (Barrett in Hudson, 2007, 85-87).

Nuttall, on the other hand, points out that it is very controversial to identify separated skills as they are usually used together and they are therefore closely linked. She admits the existence of specific strategies the reader has to acquire and use while reading a text and she mentions these two categories:

- “**Word attack skills**” (dealing with unknown vocabulary, learning when to ignore difficult words, etc.)
- “**Text attack skills**” (according to Nuttall this category can be further divided in the following sub-categories:
 - A. “understanding syntax”
 - B. “recognizing and interpreting cohesive devices”
 - C. “interpreting discourse markers”
 - D. “recognizing functional value”
 - E. “recognizing text organization”
 - F. “recognizing the presupposition underlying the text”
 - G. “recognizing implications and making inferences”
 - H. “predictions”

(2005, 62-123)

Nuttall clearly explains what skills should be taught while dealing with texts so that students are able to get over any possible difficulties and provides plenty of examples. She goes onto the fact that “the reading skill is of no practical use unless it enables us to read texts we actually require for some real-life purpose” (2005, 31).

3.3 Reading strategies

It is important to define what a strategy is about, so that it could be distinguished from the skills mentioned in the previous chapter. Oxford Advanced Learner’s Dictionary says that strategy is “a plan that is intended to achieve a particular purpose” or “the process of planning something or putting a plan into operation in a skilful way” (2005, 1516). Hudson borrowed a similar definition from Richards, Platt and Weber as they define a strategy as “procedures used in learning, thinking, etc. which serve as a way of reaching a goal” (Richards et al. in Hudson, 2007, 105). In simple words, skills have more to do with the way we are able to deal with the written text and understand it while strategies are about different approaches we use towards different types of texts and at different stages of a reading process. Yet in most cases the reader would not be able to distinguish between them as skills and strategies supplement one another and are often inseparable. Hudson points out that it is problematic to distinguish “between reading skills and strategies solely by seeing skills as subconscious and strategies as conscious activities” mainly because “the same activity can represent skill application in some context and strategic moves at other times” (2007, 137-138).

Hudson gives out the summary of strategies produced by Paris et al. and divides reading strategies into three main categories:

- **Pre-reading strategies** that comprise ways of “establishing a good physical environment, accessing prior knowledge, asking questions based on the title, skimming for general idea, identifying text structure and genre or predicting what might be read”
- **While-reading strategies** aiming at “identifying the main idea, making inferences, recognizing patterns in the text structure, monitoring vocabulary knowledge, glossing or comparing what is read with what is known”.

- **Post-reading strategies** that are represented by “appreciating a text and writer, reflecting on the text understanding, reviewing of information, applying new information to the task at hand or criticizing the text”

(Paris in Hudson, 2007, 107-111).

Either of these categories becomes an inevitable part of the reading process and the teacher is supposed to include these strategies into his or her lesson plan. It is important to reckon with them while preparing any lesson on reading, choosing an authentic text or creating tasks to accompany the text.

3.4 Problem solving techniques

While reading a text, especially the one that is far above their own level, readers often come across unfamiliar vocabulary or grammar but it should not stop them from reading and fulfilling the accompanying tasks. Some teachers may prefer the sink-or-swim approach, some would count on pre-teaching any unknown vocabulary or grammar involved in the text while others would try to teach their students how to cope. This means that the reader should become familiar with problem solving techniques that can help them get over any difficulties. Hudson, for example, lists these techniques:

- “guessing word meaning from context and evaluating those guesses”
- “recognizing cognates and word families”
- “skimmig”
- “scanning”
- “reading for meaning”
- “predicting”
- “activating general knowledge”
- “making interferences”
- “following references”
- “separating main ideas from supporting ideas” (2007, 139)

Hudson indicates that a use of the strategies can affect comprehension because these particular strategies help a reader to deal with unknown language or content. He also states that the reader has to use them repetitively to become comfortable and

skilled in using them and that it is the reader who needs to develop a competence when and why to apply the particular strategy while reading the text (2007, 132-133).

4. Planning a text-based lesson

After being able to choose a suitable authentic text which is of an appropriate level and an adequate length, attractive enough for the students and compatible with the curriculum, we can start to plan a lesson step by step. In accordance with Nuttall's recommendations it can be said that "the first step is to find out what potential the text offers" and next we have to "decide what aspects of the text to focus on". The author also warns that we cannot cover all the possible aspects of the text therefore it is crucial to focus only on those that are closely related to our purposes (2015, 150). In other words it can be stated that the choice of the right authentic text enables the teacher to prepare suitable tasks that are based on the text itself and that are intended to develop the students' progress as well as make them benefit from such a text. Therefore, the teacher should consider a range of tasks that would exploit the text during individual stages of the reading lesson and that would not lead to any possible problems. The teacher can also focus on integrating skills while planning a lesson. Except for reading there may also be included listening, speaking and writing as these skills are often inseparable in real life.

In accordance with Hadfield & Hadfield any reading lesson should be divided into three main stages: before reading, during reading and after reading (2008, 95). A similar view is provided by Nuttall (2005, 154-167), Wallace (1992, 86) or by Scrivener who uses slightly different terminology when he calls these stages pre-text, text and post-text but with the same effect (2011, 267). In the following chapters, the paper will focus on these individual stages and possible tasks accompanying them.

4.1 Stage 1: Before reading

All the above mentioned authors agree on the importance of providing students with a reason for reading. In real life students would choose what to read according to their own taste while in the classroom it is usually the teacher's

choice. Therefore familiarizing students with the topic is a crucial factor especially if we plan a lesson based on reading.

Hadfield & Hadfield divide this stage into two basic steps. They call the first step “lead-in” and except for engaging learners’ interest they also recommend “to introduce the topic and context, activate learners’ background knowledge and encourage the learners to predict what might come next”. They call the second step “language focus” and during that they “recommend to introduce some key vocabulary or expressions that are necessary for understanding the main meaning” (2008, 95).

A similar view is presented by Scrivener who also mentions a possible use of some pictures or illustrations, key words and headlines for predicting or asking questions connected with the topic and making links between the topic and the students’ own lives (2011, 267).

Wallace adds the idea that nowadays pre-reading tasks should prepare students on any possible cultural or conceptual problems rather than exclusively on linguistic difficulties and that the activities may also activate the learners’ existing knowledge (1992, 86). Nuttall gives even more detailed explanation of steps mentioned above when she provides clear examples for each of them. (2005, 154-161).

To sum up, the most common ways to introduce the topic of the reading lesson are, according to the above mentioned authorities:

- To motivate learner in the topic
- To activate learner`s existing knowledge
- To introduce the key vocabulary

In conclusion this pre-reading part is particularly important and cannot be by any means underestimated. It activates students’ knowledge of the vocabulary connected with the topic and it evokes their background knowledge which helps them to better understand the context. All the activities the students do before they start reading can help them to get focused on reading and to be able to fulfil the while-reading tasks more successfully.

4.2 Stage 2: While reading

This second stage fills most of the lesson because it focuses on the text itself. Therefore all the activities and tasks are closely connected with the text. According to Hadfield & Hadfield the teacher “should aim to repeat the reading several times with a series of tasks”. That “may begin with skimming or scanning, go on to tasks practicing reading for main meaning and then go on to more detailed reading”. They also suggest practicing sub-skills, for example guessing meaning or identifying some signals in the text (2008, 95). Hadfield & Hadfield also offer a choice of different activities that can be used at different stages of a reading lesson according to which skills the teacher intends to practice. For that purpose they suggest:

- reading for gist: arranging story strips or pictures
- checking comprehension: putting flashcards in correct order
- skimming: asking what the story is about
- scanning: asking questions about specific facts
- reading for detail: answering questions in pairs or filling in a chart with information from the text
- guessing the words: miming the meaning, explaining or replacing with new words
- language focus: gap filling using tenses, focusing on specific language items in the text

Hadfield & Hadfield also suggest focusing on transfer which gives the learners the opportunity to interpret the topic of the text in their own way. According to them the reader may use the framework of the story they have just read and either retell the story in their own words or create a new story or a sequel (2008, 98-104).

Similarly, Scrivener offers another useful set of specific tasks accompanying the individual reading skills and among these he counts:

- tasks focusing on fast reading for gist (skimming), for example: checking the text against prediction made beforehand, guessing the title from a choice of options, putting events or illustrations in the correct order

- tasks focusing on fast reading to locate specific information (scanning), for example: searching the timetable or a poster to detect the date and time

- tasks focusing on meaning (general points), for example: answering questions about meaning, making use of information in the text to do something different (making a sketch, filling out a form, finding out which picture is being described, etc.), discussing issues, summarizing arguments or comparing viewpoints

- tasks focusing on meaning (finer points of detail, more intensive comprehensive understanding)

- tasks focusing on individual language items, for example vocabulary or grammar exercises, using of dictionaries, working out meaning of words from context.

Scrivener then adds some more ideas that can be used for reading tasks such as finding mistakes in the illustrations connected with the text, finding words in the text that mean the same as the words on the given list, giving a headline to each paragraph, writing a reply or the last missing paragraph of the text, acting out a dialogue or episode and many more (2011, 267).

Nuttall describes three different modes of class organization and activities connected with each of them.

- the individual mode where a student works on his or her own most of the time (mainly represented by answering the given questions, supported by suitable material or by tasks when each student can work on an individual text that suits him or her and his or her own pace)

- the teacher-centred class where all students work with one text and it is the teacher who decides the sequence of individual tasks (the text is analysed more precisely, questions can be adjusted to students' needs and attention may be drawn to clues that have been missed out)

- the group-work where the guidance comes from fellow students (in this case it is important that the possible tasks are explicit and every member of the group understands it well therefore rather than just asking the students to discuss the text, worksheets and answer sheets are highly recommended)

Nuttall also points out the significance of combining these modes within the reading lesson and she suggests to start with individual reading, move on to group work and finish the reading lesson with a teacher-centred phase while individual periods may be altered according to student's needs (2005, 161-166).

Wallace sums this stage up with her idea that “the aim of while-reading activities is to encourage learners to be flexible, active, and reflective readers” and that these tasks should “attempt to promote the kind of dialogue between reader and writer” (1992, 93).

4.3 Stage 3 - post reading

Scrivener divides this stage into two steps. He calls the first step a follow-on task which can be represented, for example, by role plays, debates or some writing tasks. The second step he calls closing and it means drawing the lesson to a conclusion by reviewing what has been taught and what has been learned (2011, 267). Hadfield & Hadfield recommend focusing on the vocabulary, useful expressions or grammar used in the text. They also suggest using the reading as a base for writing or speaking tasks (2008, 95). More specific set of possible activities suitable for this stage of the lesson is presented by Nuttall who stresses the fact that it is important to go back to the text as a whole and to evaluate it. Some of the activities she mentions are as follow:

- linking the context with the readers' experience or knowledge
- drawing comparisons or contrasts between facts and ideas in the text and other texts
- distinguishing facts from opinions
- discussing or evaluating characters, incidents, ideas and arguments
- speculating about what had happened before or would happen after the story (2005, 166-167)

In agreement with Hadfield & Hadfield (2008), Nutall also points out that at this stage it is the most convenient to work orally; therefore she recommends tasks such as drama, role-plays, simulations, debates, discussions and even reading aloud or listening to the text. She also recommends focusing on the writing outcome that can involve making use of the information

from the text, using some diagrams and figures, summarizing or translating the text (2005, 200-207).

Wallace adds that “the activity needs to be motivated by the genre, the context of learning and likely learner’s purpose”. Most common post-reading task is to answer some questions about the text and therefore Wallace warns that “multiple choice questions can frequently be answered without reference to the text at all” or in other words “the reader needs only to draw on existing schematic knowledge” (1992, 100-101).

With regard to the reading lesson structures mentioned above, Nuttall points out that each of the steps can be modified, repeated or even neglected according to the text itself or the teacher’s intentions, or these steps can be stretched into more than one reading lesson or possibly used as a homework assignment. Therefore, in her own words, “this is not a blueprint for a reading lesson”, only one of many likely versions, such as:

Step 1: set overall purpose for reading the text (motivating)

Step 2: introduce the text

Step 3: do skimming/scanning or other top-down exercise on the whole text

Step 4: tackle the text section by section

a) deal with essential language points for the section (if any)

b) assign signpost questions for the section

c) allow silent reading of the section by the whole class

d) check answers to signpost questions and assign other questions

Step 5: assign task (group or individual) requiring response to the text as a whole

Step 6: divide students into groups or individual attempt tasks

Step 7: carry out report-back session and final discussion/evaluation

(2005, 168).

In conclusion, it can be said that there is a wide range of text-related activities that can be used within the individual stages of a reading lesson and which can help students to overcome any possible difficulties in dealing with the text. Dividing the lesson into the suggested stages also helps to increase the students’ motivation and to keep them more interested in the text itself. The final part, on the other hand, provides an opportunity for speaking or writing, involving the student’s own interpretation and personalisation.

5. Research questions

According to the observations presented in the theoretical part, the following research questions have been stated:

1. Can authentic texts complement common English learning classes?
2. Does authentic-based material have effect on students' acquisition of selected language items, skills and knowledge related to the lesson subject matters?
3. Does reading of authentic texts motivate students to learn English?

6. Research aims, procedures and methods

6.1 Research objectives

The aim of the thesis is to implement variety of authentic texts into the author's lesson plans as reading such texts can be indisputably beneficial for the students and their future personal and professional lives. The advantages of using genuine texts have already been described in the second chapter of this paper. The following lesson plans have been worked out alongside the regular lessons with the theme in question to expand the subject matter.

The next intention of this paper is to prove whether using of authentic materials in the lesson can consolidate not only the knowledge of vocabulary and grammar but also gain and develop the skills necessary for real-life situations. Therefore the author focused on the choice of authentic texts that would meet the students' adequate language level and provide convenient topics considering both curriculum and students' interests and needs. All the language skills were carefully included into the lesson plans - reading, speaking, listening and reading with a specific focus on different reading skills such as skimming, scanning or detailed reading.

Thirdly, the paper attempts to investigate whether authentic materials increase the classroom motivation of the students. In this case the necessity to choose adequate and engaging texts and topics become the greatest challenge.

6.2 Research procedure

The thesis is based on the theory concerning using authentic texts in ELT, their advantages and disadvantages as well as on the reading process and necessary skills involved in that. As for the texts themselves, they were gathered by the author of the paper from different authentic sources such as the Daily Mail newspaper, magazines *Life* and *Now* or the National Geographic website, over a period of time, and they were neither changed nor shortened in any way. While choosing the appropriate texts, the criteria mentioned in chapter 2.3 were carefully followed.

The next step was the creation of lesson plans based on the methodological principles for lesson planning mentioned especially in Ur (2012), Scrivener (2011) and Harmer (2000). According to the above mentioned authorities, each of the individual lessons was divided into stages mentioned in chapter four and the appropriate activities were chosen in agreement with Grundy (1993), Duff & Maley (2007) and Paran & Robinson (2016) due to the fact that they offer a wide range of different ideas to choose from or get inspired by. The lesson plans were intended to be used with pubescents and therefore except for the description of the class where the lesson plans were launched, the specifications of teaching the above mentioned age group was included.

Because the main intention of this thesis was to create a set of auspicious lesson plans including authentic texts, the author administered a short questionnaire at the end of each of these lessons. The questionnaire was created to research the students' opinions and was meant to assess whether the lesson plans including genuine texts were successful and relevant.

6.3 Research method

Drawing on the qualitative research design, two main instruments to collect data were employed: reflections on the lessons and a questionnaire.

As the method of getting feedback on the students' involvement in learning and their motivation, the author used a questionnaire (appendix 11) that has been built up in accordance with Chráska (2006). The author endeavoured to follow Chráska's advice concerning simplicity, validity, reliability, length and anonymity of respondents' answers as well as his warnings about using ambiguous or suggestive questions (42-63). The questionnaire contains direct questions that are probably more

convenient for this age group as they are easier for them to answer. All of the questions are closed and the students are given a scale of answers, usually from the most positive to the most negative options to make the answering part as short as possible. In the presented questionnaire a simplified language was used and to make sure that the students will understand it well, the author tested it beforehand at the end of random lessons (2006, 52). The lesson plans and the following questionnaires were piloted within a small group therefore the author is aware of the fact that anonymity could not be observed even if the students have been told to be truly honest. On the other hand, thanks to the fact that students filled their data at the end of the lesson, the return of filled-in questionnaires was almost a hundred per cent.

The author is well aware of the facts that are pointed out by Brennen&Williams who say that “questionnaires are not always very popular with students” and that they “are limited in the breadth and depth of information they can provide” as they “may show that something is wrong but it will not necessarily show why” (2004, 23). However, the use of a questionnaire at the end of each pilot lesson seemed the most effective tool for gaining the immediate feedback. The questions in the questionnaire are merely investigating the students` attitude and their personal opinions concerning provided authentic texts. Therefore validity of the questionnaire became a main concern thus the questions aim to verify or disapprove the research questions described in chapter 5.

The purpose of the questions in the survey is to detect whether using authentic texts can help students to gain confidence in real-life situation and motivate them to improve their English. The questions investigate students` opinion on individual texts and are based on self-evaluation. They ask the learners whether the text meets their interests and needs and if it is comprehensible and relevant for the students (question 1 and 2). Questions 3 and 4 evaluate whether the students were able to understand the content of the text and whether they acquired some new knowledge or skills through reading and doing the tasks. The fifth question reveals if the text motivated learners to learn something further about the topic. The sixth question verifies whether the lesson reached its goal and the learners gained some confidence for using English in similar real-life situations. The last question of the survey detects whether students feel how important the ability to read and understand genuine texts is for their future private and professional lives.

Obviously, the answers to all these questions are influenced by momentary situation after the learners spend the lesson working with the target language. The survey shows whether the author reached the goal of her lessons and prepared adequate and beneficial teaching materials. On the other hand, the real impact of using authentic texts while teaching English language would need some further exploration over a longer period of time. It is also important to mention the fact that the data were collected from one class only and therefore the outcome of the survey is fairly limited.

7. Specification of the class and age group

7.1. Description of the class

The lesson plans created according to previously mentioned principles were used in accordance with the school educational program of secondary school in Frýdlant. The class where the plans were launched consists of twenty students, seventeen girls and three boys. In the class there are two boys who are fluent users of English and who are keen on improving their knowledge. For them reading authentic texts seemed absolutely natural as they often use the Internet and use English to communicate with their friends. Another large group, consisting mainly of girls with one more boy, was doing fairly well when reading genuine texts and fulfilling the tasks that accompanied them. On the other hand, most students belonging to this large group have difficulty when dealing with basic vocabulary and essential grammar. They also have problems to concentrate on the text when reading for details but they are well able to scan the text for specific information. The problems with concentration are specific for this class as most of its members are very lively and rather immature for their age. Since the beginning of the school year they have had plenty of problems concerning their behaviour, paying attention during lessons and accepting authorities. Within the class there is also a small group consisting of four students whose study results are quite poor and their prospects of finishing their studies are low. To motivate these four students is the biggest challenge for the teacher. They are able to fulfil the tasks with some help either from the classmates or the teacher. Therefore group work and pair work are highly recommended in this class, rather than individual work which suits only a few of these students.

7.2. Teaching teenagers

According to Řičan (2004) teenage age can be divided into two stages: pubescence which starts roughly at the age of eleven (slightly sooner with girls) and finishes around fifteen and adolescence which starts around fifteen and finishes around twenty. For pubescence there are typical signs such as rapid physical growth, turbulent changes in appearance, moods and cognitive development. This period brings searching for identity, experiments with love and sexuality, risk-taking or conflicts with elderly generations. Teenagers are sensitive to any criticism and they are afraid of getting embarrassed in front of their classmates. What is more, it is very important for them to build a good position within their peer groups. This is connected not only with common attitudes but also with fashion style or music and film tastes, nowadays supported mainly by social media. As for the adolescence, the development still continues, teenagers are well able to use the abstract thinking and their intelligence is at the top condition. On the other hand they spend most of their free time chatting or doing nothing (169-228). Řičan also stresses the fact that reading and gaining new information is very important at this stage of life as well as self-studying. Other important issues are morality, justice and equality (ibid.). The teacher has to perceive these dramatic changes when choosing the topic of the lesson or planning the discussion.

8. Specification of the exploited authentic texts

The author of the thesis chose the texts that were used within the three lesson plans and that fit into the school curriculum. Each of the employed themes (Travelling, Environment and Everyday activities) has been taught both in general English classes as well as in Conversation classes. These presented lesson plans were used as additional lessons when teaching about these particular topics.

The author judged the suitability of authentic texts according to the definition of a genuine text described in chapter 2.1 and considered their benefits and drawbacks described in chapter 2.2. Then some of the principles recommended to use when choosing the appropriate text and mentioned in chapter 2.3 were applied. The teacher followed principles of authenticity and variety of the texts using some real-life language from a magazine, a newspaper, a book and a website. Finally, the readability was considered by the teacher and thus all the texts used within

the lesson plans are not too complicated and with some help students are well able to understand them. The texts are of a reasonable length and they can be exploited by different tasks. At last but not least, the texts were carefully chosen with respect to students' interests and needs. The stress was put on the associated activities and tasks that originated from the text itself, following the advice given by Mishan in chapter 2.2.2.

The teacher included activities requiring skimming and scanning or searching for detailed information. The lesson plans include all the language skills (reading, listening, speaking and writing) and keep the structure suggested by Nuttall (2005) and Scrivener (2011) and described in chapter four. Therefore each lesson plan is divided into five stages. It starts with a warm-up which is there to gain students' interest in the lesson, followed by a lead-in part that introduces the topic and the key vocabulary. Then the lesson proceeds with a main part connected with the reading the text and doing complementary tasks, ensued by a follow-up activity that makes students utilize the knowledge and skills gained within the lesson. At the end of each lesson plan there is also a home assignment in order for the students to consolidate the subject matter.

In order to preserve the authenticity, the author used all the genuine texts in their original form without any syntactical or morphological changes. The only alteration undertaken was rearranging a few of the texts in a different format for the sake of an easier distribution among the students. Most of the utilized texts are accompanied by genuine pictures and original sources are always provided.

9. Lesson plans

9.1. Lesson plan 1

Level	pre-intermediate
Time	45 minutes
THEME	Traveling - accommodation at the hotel
Topic	GETTING HIGH (a magazine article)
Aims	To introduce vocabulary connected with different types of accommodation and practice it To teach students how to book a hotel room
Objectives	Learners can recognize different types of accommodation Learners are able to lead a dialogue to book a hotel room Learners are able to write an email to book a hotel room
Integrated skills	reading, speaking and listening, writing
Grammar structures/lexical items/phonology	present simple and future simple vocabulary and phrases connected with hotel facilities and booking a hotel room
Reading skills	scanning, skimming, detailed reading
Communicative purpose	informative, instructional
Activity types	asking questions about personal experience work with a worksheet role play – booking a hotel room writing an email
Curriculum specifications	learners practice language skills and system learners are exposed to a range of lexical items learners actively produce information in spoken and written form
Moral values and educational emphases	pair work, tolerance when working in groups, positive competitiveness
Previous knowledge	lexical knowledge, reading skills
Key vocabulary	single/double/twin room, fitness centre, panoramic view, VAT, sightseeing, a cable car, floor/storey, ferry, contemporary art, business/financial district, landmark, coastline, vertigo, neighbour, cuisine, lavish, limestone, presidential suite, lantern, masterpiece
Preparation	worksheet with the text and activities pictures with different types of accommodation whiteboard or smart board + personal computer

Table 2: Lesson plan 1

1. WARM-UP

8 minutes

a) To raise the students' interest in the topic, activate the previous knowledge and to introduce the topic the teacher starts the lesson by asking random students some of the following questions:

- *Do you like traveling?*
- *Where have you been so far?*
- *Where have you stayed while being on holiday (abroad)?*
- *What did you enjoy or dislike about the place? Why?*
- *How do you choose the place to stay?*

b) When the questions are answered, the teacher introduces the topic of the lesson: Travel & Accommodation.

Then the students are shown pictures of different kinds of accommodation: hotel, B&B, hostel, guesthouse, motel, inn and campsite. The teacher gives each student a copy of a worksheet (see appendix 1) and asks them to match the pictures with different kinds of accommodation. In case they do not know some types of accommodation, the teacher helps them by explaining the unknown words (e.g. B&B, guesthouse, inn, etc.) and corrects any the pronunciation mistakes. When all the types of accommodation have been identified, she asks these questions:

- *Which accommodation do you prefer and why?*
- *Which one do you like the least? Why?*

2. LEAD-IN

7 minutes

a) To motivate the students in reading the text (see appendix 4), the teacher first asks the students to look at the pictures accompanying the texts. Then she asks these questions:

- *Which hotel would you choose to stay in during your holiday? Why?*
(learners will probably choose the hotel according to the destination)
- *What do you like about a hotel you have chosen?*

b) Then the teacher introduces the key vocabulary (students will either know what the words mean and explain the meaning to the rest of the class or the teacher will explain the meaning). The teacher writes any unknown or difficult words

on the board. The students should write down any new and unknown words into their notebooks for future reference. Then the teacher practices the pronunciation of the words with the class. She also asks students to use the words in their own sentences.

single/double/twin room, fitness centre, panoramic view, VAT, sightseeing, a cable car, floor/storey, ferry, contemporary art, business/financial district, landmark, coastline, vertigo, neighbour, cuisine, lavish, limestone, presidential suite, lantern, masterpiece

3. MAIN ACTIVITY **15 minutes**

The teacher asks the learners to read the text (see appendix 4) individually and to find out which hotel (or hotels) fulfils the conditions in the statements on their worksheets (see appendix 2). The students are supposed to look for the information in the text and write letters A - I next to the statement. The teacher tells the students that they can use each letter several times and that sometimes there can be more than one answer.

When they have finished working individually, the teacher asks the learners to work in pairs and check their answers. If their answers are different, they should go back to the text and look for the right answer with their partners.

When the learners have finished, the teacher checks the right answers with the whole class.

(Correct answers: 1. B, C, E; 2. A; 3. C; 4. D; 5. A; 6. I; 7. D; 8. E; 9. F, G; 10. I)

4. FOLLOW-UP ACTIVITY **12 minutes**

a) At first, the students read and listen to the dialogue between a receptionist at the hotel and a guest who is booking a room (see appendix 3).

After that, the teacher and the students go together through the dialogue to make sure they understand the vocabulary and phrases.

Some potentially difficult vocabulary: appreciate, available, excluding, VAT, charge per night, confirmation number (the teacher explains what the words mean and practices the pronunciation with the students and may ask the learners to use these words in their own sentences).

b) In the second part the students work in pairs and they practice similar dialogues between the receptionist (working for one of the hotels described in the text) and the guest who wants to book a hotel room. The teacher asks the learners to use the information about themselves or invent it (date of their stay at the hotel, number of people coming, their own name and address, the students can

include an email and a telephone number) and they can ask about something that is not mentioned in the text and they would like to know about (for example whether they can bring their dog with them to the hotel).

5. CLOSING 3 minutes

When they have practiced the dialogues in pairs, the teacher can ask one or two pairs to role-play the dialogue in front of the class. If there is not enough time left or there are no volunteers, the teacher can ask the following questions:

- *Which hotel have you chosen and why?*
- *Is there anything not mentioned in the description that you would like to learn about the hotel?*
- *Who would you ask or where would you find such information?*

6. HOMEWORK

Students are asked to write a short email (following the sample in their student’s book) to make a reservation of a hotel room at one of the hotels described in the text. The teacher explains that they have to include the following information:

- the date of their arrival and departure
- number of people coming
- two questions about something they haven’t learnt from the text (for example: whether they can bring a dog with them or they can ask about possibility of vegan food)

9.1.1 Anticipated problems and possible solutions for lesson plan 1

PROBLEMS	SOLUTIONS
<ul style="list-style-type: none"> • Learners may find the text too long 	<ul style="list-style-type: none"> • The teacher may ask learners to read and answer the questions only about a few of the hotels
<ul style="list-style-type: none"> • Learners may find the text too difficult to understand 	<ul style="list-style-type: none"> • The teacher should pre-teach the most difficult vocabulary or phrases
<ul style="list-style-type: none"> • Learners may not like the activity and may not pay attention to it 	<ul style="list-style-type: none"> • The activity can be done as a competition between groups instead of doing it in pairs
<ul style="list-style-type: none"> • Learners may be reluctant to speak in English while doing a role play 	<ul style="list-style-type: none"> • The teacher can walk around the classroom and listen to the individual pairs

Table 3: Anticipated problems in lesson 1

9.2 Lesson plan 2

Level	pre-intermediate
Time	45 minutes
THEME	Environment - protecting the wild animals
Topic	ADOPTING A SNOW LEOPARD (a magazine advertisement, a newspaper article, website information)
Aims	To provide and practice vocabulary connected with endangered animals To teach different use of AS To practice filling in a form
Objectives	Learners can use basic vocabulary to talk about animals Learners understand different meanings of as Learners are able to fill in a form
Integrated skills	reading, speaking and listening, writing
Grammar structures/lexical items/phonology	past, present and future tenses fauna (mammals) different use of AS
Reading skills	scanning, skimming, detailed reading
Communicative purpose	informative, instructional
Activity types	brainstorming based on background knowledge discussion filling in a form writing an article
Curriculum specifications	learners practice language skills and system learners are exposed to a range of lexical items learners actively produce information in spoken or written form
Moral values and educational emphases	pair work, tolerance when working in groups, positive competitiveness
Previous knowledge	lexical knowledge, reading skills
Key vocabulary	WWF, leopard, prey, fur, a tremendous leaper, blue sheep, mountain ibex, marmot, hare, game bird, domestic animals, herder, poach, poachers, pelts, habitat, mammal, fossil, creature, slaughter, protect
Preparation	Worksheets with texts and activities whiteboard or smart board + personal computer

Table 4: Lesson plan 2

1. WARM-UP

5 minutes

The teacher starts the lesson by asking the following questions that may raise interest in the topic:

Have you got a pet?

Have you ever been to the zoo?

Do you like watching documentaries about animals and nature?

Do you know any endangered species of animals? (if needed, the teacher gives some explanation of the words endangered and species)

How can we protect these animals?

2. LEAD-IN

10 minutes

a) First of all, the teacher introduces the topic: Protecting the endangered species. Then the teacher motivates the students in reading the text by telling them to look at the pictures of a snow leopard (see appendix 5) and asking these questions:

Do you recognize this animal? What do you know about it? Where does it live? Are there many of them left in the nature?

Learners either recognise the animal or the teacher tells them what animal it is. Then they can discuss together what they already know about a snow leopard if anything.

b) Secondly, the teacher introduces the key vocabulary and explains the meaning of any unknown words or the students can do so if they know what the words mean. Together they practice the pronunciation and use the new words in short sentences.

WWF, leopard, prey, fur, a tremendous leaper, blue sheep, mountain ibex, marmot, hare, game bird, domestic animals, herder, poach, poachers, pelts, habitat, mammal, fossil, creature, slaughter, protect

Then students learn that they are going to read the text about a snow leopard. They can guess what the text is about according to given words.

3. MAIN ACTIVITY

7 minutes

a) The teacher gives each student a copy of the text (see appendix 7) and a worksheet (see appendix 6) where they can write the answers to the questions.

The teacher asks the students to read the text ignoring the gaps and to underline any information that is new for them. Together they discuss these bits of new information.

b) Then she asks the students to look again at the text and to think of one word that can fit into all the gaps. (Answer: AS)

c) When the learners come up with the right answer, the teacher asks them to do the second task – find examples of different use of the word *as* in the text and translate these phrases into Czech language. Together they check the translation and the teacher explains the rules to make sure that every student understands it.

AS + noun/noun phrase = the function of, in the role of

Example: I work as a teacher. He dressed up as a pirate for the party.

The text: ... fur-covered feet act as natural snowshoes; ... as blankets to cover....

AS + subject + verb (clause) = in the same way as

Example: As I said before, there is nobody in the office.

The text: As these numbers indicate...

SUCH AS = for example

The text:, such as marmots, hares, and game birds.

AS + adjective/adverb + AS = comparison (comparative clauses)

Example: My brother is as tall as me.

The text: jump as far as 50 feet,...*as well as*....

Some other use (not presented in the text):

as if, as though = to say how something/somebody appears – clauses of similarity

Example: She looks as if/as though she was ill.

[Explanation according to Greenbaum&Quirk (1991, 324, 329, 452-453)].

Students make notes either into their notebooks or on the worksheet for the future reference and try to produce their own examples.

c) The teacher asks the students to look briefly at the second short text which says that snow leopards have been living on this planet for a very long time. Yet they are disappearing now. The teacher asks these questions:

How long have the relatives of snow leopards been living on the Earth?

How do they know it?

Can we do anything to help the snow leopard to survive?

The students will probably come up with different solutions (put them into the zoo, protect them in their habitat, punish the poachers, etc.) The teacher may ask:

Which solution is the best one in your opinion and why?

4. FOLLOW-UP ACTIVITY

10 minutes

a) Each student is given a copy of a magazine advertisement placed by WWF (see appendix 8) and he or she is asked to look at the text which is trying to convince its readers to donate some money and to adopt a snow leopard.

In pairs, students ask each other the following questions:

Is it a good idea to protect endangered animal in such way? Why? Why not?

Would you choose to participate in this project and to adopt a snow leopard?

b) Then the teacher explains who is a purchaser a who a gift recipient and what the word debit means. The teacher asks students to fill in the form that is below the text with their own details. The students can invent any information, for example their account number etc. When they have finished, together they check if it is correct.

5. CLOSING

2 minutes

The teacher asks if anything like this can be done in the Czech Republic:

Can you help animals by donating money?

(For example: You can adopt an animal living in the zoo and pay monthly for its food and health care. It is offered by the zoos in Prague, Ostrava, Olomouc, Dvůr Králové, Liberec and many others. Or you can adopt animals virtually from shelters and pay for their expenses.)

Can you do anything else to help animals? If yes, what?

Have you ever been to a shelter or to a station for injured wild animals?

How can you help?

HOMEWORK

The teacher asks the students to search the Internet and find some information about any endangered animal (either living in the Czech Republic or in Europe). They have to collect some information about it (where it lives, what it eats and why it is endangered) and write a short missing paragraph under the headline on the worksheet.

9.2.1 Anticipated problems and possible solutions for lesson plan 2

PROBLEMS	SOLUTIONS
<ul style="list-style-type: none">• Learners may find the text too difficult to understand	<ul style="list-style-type: none">• The teacher should pre-teach the most difficult vocabulary or phrases
<ul style="list-style-type: none">• Learners may not like the activity and may not pay attention to it	<ul style="list-style-type: none">• The activity can be done as a competition between groups instead of doing it in pairs
<ul style="list-style-type: none">• Learners may have problems to write an article	<ul style="list-style-type: none">• The teacher may give them a sample that they can fill in with the information they have found on the Internet

Table 5: Anticipated problems in lesson 2

9.3 Lesson plan 3

Level	pre-intermediate
Time	45 minutes
THEME	Everyday activities
Topic	A SECRET DIARY OF ADRIAN MOLE AGED 13 ¾ (an excerpt from an e-book by Sue Townsend)
Aims	To introduce vocabulary for everyday activities To teach when to omit subject and auxiliary verb in informal style To practice writing a diary (or a blog)
Objectives	Learners can use vocabulary connected with everyday activities Learners know when they can omit subject and auxiliary verb Learners can write a diary entry
Integrated skills	reading, speaking and listening, writing
Grammar structures/lexical items/phonology	past, present and future tenses describing person's appearance and character
Reading skills	scanning, skimming, detailed reading
Communicative purpose	informative, instructional
Activity types	discussion describing a person writing a diary entry (or a blog)
Curriculum specifications	learners practice language skills and system learners are exposed to a range of lexical items learners actively produce information in spoken or written form
Moral values and educational emphases	pair work, tolerance when working in groups, positive competitiveness
Previous knowledge	lexical knowledge, reading skills
Key vocabulary	spot, drains, treacle, wobble, midget, wave, mongrel, hint, arm on the stereo
Preparation	Worksheets with texts and activities whiteboard or smart board + personal computer

Table 6: Lesson plan 3

1. WARM-UP 5 minutes

To raise the students' interest in the topic, the teacher begins the lesson with some of these questions:

Do you like reading in your free time?

What kind of books do you like?

Would you recommend any book to your classmates to read? Why?

Have you ever read a book in English?

If the students come up with the answer that they do not like reading books, the teacher may ask about compulsory reading or their favourite film based on the book.

2. LEAD-IN 10 minutes

a) First of all, the teacher asks the students to work in pairs and to ask each other if they have ever written or tried to write a diary or a blog. They can use these questions:

Have you ever written a diary or a blog?

How old were you when you started to write it?

What did you write about?

Do you still keep it?

If students have never written a diary, the questions may be changed into:

Would you think of writing a diary? Why? Why not?

What would you write about and why?

Have you ever read or followed someone's blog?

Why blogs have become so popular? Etc.

b) Next the teacher tells the students:

You are going to read somebody's diary. Here are some of the words that may cause problems (and writes them on the board):

Spot, drains, treacle, wobble, midget, laugh, arm on the stereo, cure

The teacher explains the unknown words or some students may already know them and explain the meaning to the rest of the class. Together they practice the pronunciation.

The teacher can practice the new words by saying a short definition of the word and the students tell which word it is (it can even be a competition).

Example: It is a very small person. (midget) etc.

3. MAIN ACTIVITY

25 minutes

a) The teacher distributes among the students a copy of the first day in the diary - Wednesday, January 14th (see appendix 10) without a title of the book and tells them to read it and collect some clues about what sort of a person the diarist is. They should use the worksheet the teacher gives them (see appendix 9).

b) When they have finished, the learners should work in pairs and try to come up with a description of the diarist - what sort of person he or she is, how old he or she is, what he or she likes and how he or she feels about things. They should find some evidence in the text. Then they will share their ideas with the rest of the class. They may come up with:

Diarist = a teenage boy obsessed with his spots, a school boy,

He is thinking high of himself (he thinks he is very intelligent yet he doesn't understand why Pandora wants to be called "Box"), not mentioning any friends, attracted by new classmate Pandora but he wouldn't admit it, he seems to enjoy reading. He is not aware of his parent's marital problems (or maybe he is), he told a lie about the stereo, he is not happy about his height, etc.

They may also say he is immature or silly.

Possible questions: *Do you like him? Would you become friends? Why? Why not?*

The teacher may also ask students to guess when the diary (a book) came out. They would probably think it more up to date (teenagers have the same problems nowadays).

c) Then the teacher introduces the book called *A Secret Diary of Adrian Mole, Aged 13 and 3/4* written by Sue Townsend and first published in 1982. The teacher explains to the students that the whole book is written in the form of a diary and it provides a glimpse into the life of a teenager, Adrian. In his diary he reveals his parents' marital problems, openly speaks about his passion for his classmate Pandora and mentions his friends and neighbours and even his dog's trouble. It is all done in honest yet hilarious way. This book is followed by other books in which the reader follows Adrian through his adolescence and adult life and actually grows up with him.

d) After that the students work in pairs again and they read about the next day in the diary – January, 15th (see appendix 10). When they have finished reading, this time they come up with a description of Pandora (see appendix 9).

They may come up with:

Pandora = new in the class, pretty (according to Adrian), with long dark brown hair (the colour of treacle) and probably brown eyes (the same as the dog's eyes), with quite a good figure, mature

If there is enough time, the teacher may ask about other characters:

Mr Lucas = a neighbour, husband of Mrs Lucas, often visiting Adrian's mother (probably having an affair?), willing to help Adrian's mother, probably a heavy smoker

Mrs Lucas = a neighbour, wife of Mr Lucas, hard-working, does all the housework on her own (cleaning the drains, planting the trees in the dark), she seems to be not very happy

The whole class together discusses what descriptions they come up with and whether anything is omitted or they see something differently, etc.

The teacher can draw the students' attention to a cultural context by asking:

Why did Adrian say that the librarian was impressed?

Why did Adrian mention Royal family?

e) The teacher asks the students to have a close look at the underlined sentences in the first diary entry - January, 14th (see appendix 10):

Joined the library.

Got *Care of the Skin*, *Origin of Species*, and a book by a woman my mother is always going about.
About time!

The teacher asks: *Do you know what all these sentences have in common?*

The teacher explains:

In informal style when writing emails, postcards, diaries or blogs it is common to omit sentence subjects I and we (to make the sentence shorter):

For example: Must go now. Can't believe it!

With present progressive time we can omit the auxiliaries am and are as well:

For example: (I am) having a great time here! Going to bed!

[According to Greenbaum&Quirk, we can use this kind of initial ellipsis while using generally spoken English because then other people can understand what has been left out (1991, 256-257).]

Then the teacher asks:

Can you omit such words in existing sentences in the diary? If yes, give me some examples.

Examples: (I) might fall in love with her. (I am) going to bed early... (I) can't live like this with everybody staring. (I) saw her playing netball and..... Etc.

4. FOLLOW-UP ACTIVITY 5 minutes

The teacher tells the students to write a short diary entry for one of those two days written by Pandora, from her point of view. They can include a description of Adrian as he is probably seen by Pandora. They can also try to omit a subject or auxiliaries from time to time.

Then one or two volunteers read their work for the rest of the class.

Possible questions: *Do you think they will start going out? If not, why?*

What do you think that will happen tomorrow/on Saturday?

HOMEWORK

Students are asked to write a diary entry for the next day – Friday, 16th January written by Adrian. It should have about thirty words and it should follow up the entries for the days they have read during the lesson, including the information about Pandora, the Lucas family, Adrian's parents or a dog.

9.3.1 Anticipated problems and possible solutions for lesson plan 3

PROBLEMS	SOLUTIONS
<ul style="list-style-type: none"> • Learners may find the text too difficult to understand 	<ul style="list-style-type: none"> • The teacher should pre-teach the most difficult vocabulary or phrases
<ul style="list-style-type: none"> • Learners may have problems to write a short diary entry 	<ul style="list-style-type: none"> • The teacher should encourage them to write it even if they make some mistakes • The teacher walks around the class and helps students with vocabulary or grammar
<ul style="list-style-type: none"> • Learners may not like to read their work in front of their peers 	<ul style="list-style-type: none"> • Only volunteers will read their entry • The teacher can ask some questions connected with the diary entry instead of asking any student to read the piece of writing

Table 7: Anticipated problems in lesson 3

10. Research

In this part of the paper the author describes her experience with the lesson plans that accompanied the ordinary lessons focused on the same topic and that were taught at one class of twenty students. The research was undertaken to prove whether authentic texts can enhance the learning process and help students' acquisition of target language as well as possibly influence their self-confidence in the future real-life situations. The author combines her observation and personal experience with the students' reactions and opinions within these lessons. Another source of information is the questionnaire that each student completed after the lesson and which reveals their personal opinions and attitudes towards the utilized authentic texts and topics. All data obtained allow the author to answer the research questions stated in the chapter 5 and to determine whether the employed materials and tasks accomplished the goals stated in chapter 6.1.

10.1 Reflections

In this chapter the author reveals the details about the lessons from her point of view and she presents the feedback obtained from the students' questionnaires.

10.1.1 Reflection to the lesson 1

Date: Tuesday, 9th April 2019

Topic: Travelling

This lesson was linked to the unit in the student's book that introduced the topic of travelling and tourism. The students had previously learnt about the means of transport, commuting and about tourist attractions. Therefore the aim of this additional lesson was to introduce the types of accommodation and to teach learners to book a hotel room.

The teacher started the lesson by asking some general questions about the students' experience with travelling. Most students stated that even if they had been on holidays abroad at least once, they did not like travelling because it usually took a lot of time to travel somewhere. They also mentioned they did not prefer family holidays. Therefore their attitude to travelling was not very positive at the beginning. Ur emphasises the fact that learners at this age are not easily motivated because they feel that "English is imposed on them" and that their intrinsic motivation usually depends on the interest value of the text (2012, 258).

Next the teacher asked the students to work with a worksheet which presented pictures of different kinds of accommodation. Students were able to recognize some of the types except for B&B, inn and guesthouse because most of them had not heard about these before. After the teacher explained the differences using her own experience with such types of accommodation they were able to match the pictures to the places to stay. They also wrote some notes and translation for unknown words next to the pictures for the future reference. This helped the students to spell these words correctly. Then they were able to answer the questions about their preferences in accommodation and most of them chose hotel because they had stayed at one before.

Next part of the lesson was dedicated to reading the text about hotels. First the teacher pointed out the problematic vocabulary used in the text. Students already knew some of the words (e.g. single/double/twin room, sightseeing, cable car, financial district, landmark, masterpiece, neighbour) but some words were new to them (e.g. VAT, contemporary art, coastline, vertigo, cuisine, suite). The teacher wrote these words on the board for students to see the spelling and together they explained the meaning and practiced pronunciation by repeating the most problematic words several times (e.g. contemporary, cuisine, suite). Working with the provided vocabulary formed the preparatory phase before reading the text.

Then the teacher handed out the text and worksheets with tasks to do (find which hotel or hotels fulfil the condition described in the statement). At first each student worked on his or her own and looked for the right answer. After a while some of them started to cooperate with the person sitting next to them and to check their answers therefore the teacher had to tell them to concentrate on their own work. Then when they had finished, they started checking their answers with their peers. Together they came up with solution and most pairs had no problem to come up with one correct answer for each statement but they could not come up with other possibilities when there was more than one option. Presumably, due to their impatience (typical for this age group) they stopped searching as soon as they found the first answer to fit. The teacher had to give them some clues where to look for the next correct answer and then, with some help, they could see it. When they finished with the activity, together they went back to the text to make sure everyone understood it. The teacher asked two students from the class which hotel they would choose for their holiday. One of them chose the hotel in New York and the teacher asked the student to tell her in his own words what he learnt about the hotel from the text. The second student chose the hotel

in Dubai and the situation repeated. As the follow-up activity dealing with a hotel accommodation the teacher asked the students to read and listen (the teacher played the dialogue to the students) to the dialogue between the hotel receptionist and the guest booking a hotel room (printed on the other side of the worksheet). Students found some words problematic (splendid, confirmation) but otherwise they were able to understand it well. The teacher also asked them to spell their names to practice this knowledge. This activity was implemented so that students got a clear example they could follow for the next task – to role play similar dialogue using information about them. They were supposed to include the information about one of the hotels from the text but also provide the guest with the information that was not mentioned and they had to invent it. This part of the lesson went very well and every pair got engaged and kept the conversation flowing for as long as possible. Presumably, it was due to the fact that the students could use their creativity and also to the fact that they could cooperate with their partners. Contrary to the fact mentioned before – that they said they did not enjoy travelling very much, they acted the role play out spontaneously. Therefore the teacher asked whether there were any volunteers to act the dialogue out in front of the others and one pair decided to do so. Even if they made a few mistakes, they did very well (due to the fact that they were able to practice the dialogue beforehand) and therefore their performance was praised and assessed (they asked for it).

In the last few minutes of the lesson the teacher asked the students which hotel they had chosen and why, what else they would like to know about it and where to look for relevant information about hotels or other types of accommodation (especially the last question was easy for this generation – they mentioned several applications such as Trivago or Expedia).

10.1.1 Evaluation and possible improvements

On the whole, the lesson went on quite well, except for the beginning because of the lack of interest in travelling. Even if the text seemed a good choice for this topic, the students didn't find the text very interesting. On the other hand, even the weaker students were capable of understanding the text and doing the task. They were supposed to scan the text to detect some information (as they would probably do in reality when they look for an interesting place to visit and stay). Also the lexis and grammar of the authentic text were not too advanced and the students were able to get

the meaning. On the contrary, the second part of the lesson – a role-play and even inventing the added information about the described hotels amused the students and they worked hard to the end. Positive was also the fact that one pair bravely role-played the dialogue in front of the others because learners at this age are sensitive to any criticism and are afraid to get embarrassed in front of their peers.

As for the timing of the lesson, the warm-up part was slightly shorter because the students weren't very willing to talk about their travel experience and work with the pictures did not take so long. On the other hand, the time spent on the lead-in part was a bit longer because to write the unknown vocabulary, explain it and practice a pronunciation took some time. The main activity took a little bit shorter and students could spend more time reading the dialogue and doing the role-play part which suit them well. All in all, all the parts of the lesson plan were completed and the students were given homework to bring for the next lesson (task assignment was printed on a sheet of paper to save time). Therefore, from the teacher's point of view it can be said that the goal of the lesson has been accomplished – students were provided with some new vocabulary connected with accommodation, they were able to role-play a dialogue to book a hotel room and as a home assignment they wrote an email to reserve a room. As for the reading, speaking and writing part, they practiced skills useful for real life.

To improve the lesson plan would mean to choose a different text dealing with the topic of travelling and accommodation that would rather suit students' interests. It could be a text on personal experience with travelling, either positive or negative, written by a teenager or it could be a text about places around the world (Europe or the Czech Republic would do as well) worth of a visit. Apparently, the text about luxurious hotels, no matter how well lay out and accompanied by beautiful pictures, did not get learners' attention for very long.

10.1.2 Feedback from students

(The class consists of 20 students, 18 were present at the lesson.)

According to the feedback given by the students at the end of the lesson in the form of a short questionnaire (see appendix 11), 39% of the students partly agreed and only 6% strongly agreed with the statement that the text used in this lesson met their interests. On the other hand 22% of the learners did not find the text amusing and the rest of the class (33%) neither agreed nor disagreed with the statement saying that

the text was interesting for them. A similar situation repeated with the second statement connected with their ability to understand the vocabulary and grammar of the text. In that case 18% of the participants said they understood the text without any difficulty, 32% agreed partly, 39% neither agreed nor disagreed while 11% of the learners thought it was too difficult. As far as the content of the text was concerned, 61% of the students were able to understand the meaning of the text very well while 22% said they could not understand it. The rest of the class chose a neutral answer. Only 30% of the participants stated that they would like to learn something more about this topic while 70% were either not interested at all or they remained neutral. On the other hand, 67% of the learners claimed that they would be able to use the knowledge and skills that they learnt within that lesson in the future real-life situations while only 16% said they would not and 17% chose neutral answer. In that case the students` probably meant the practical part of the lesson and their home assignment. With the statement that reading genuine texts is useful for their future life agreed only 40% and disagreed 25% while the rest of the class went for the neutral answer.

To conclude the results from the questionnaire compared with evaluation obtained from the reflection, it can be stated that the authentic text used within the first lesson plan was not appreciated by students of this particular class. As Ur emphasises, the text should be selected with learners` interests in mind but she adds that a boring text can be made more interesting if accompanied by stimulating activities (2012, 144-145). On the other hand, it can be seen as positive that nearly 70% of learners felt that they learnt something new that they will be able to use sometimes in the future. The most probably they meant the part of the lesson where they practiced a role play because during that time learners got the most engaged. Another useful skill they were able to practice was writing an email to reserve a hotel room.

10.2 Reflection to the lesson 2

Date: Thursday, 25th April 2019

Topic: Environment - Protecting endangered species

This whole lesson was dedicated to the topic of environment, specifically to protecting endangered species. The topic belongs to the cross-curriculum theme of environment and it was taught within an extra lesson beyond the class schedule kindly provided by the head teacher.

The teacher opened the lesson by asking the students a few questions about owning any pets, visiting a zoo or watching documentaries about nature and animals. Due to the popularity of this topic among the students they cooperated very well and even weaker students were able to answer these questions broadly. Then each student was given a worksheet with two pictures of a snow leopard and their task was to recognize this animal (some of them did and some mistaken it for a white tiger) and to say what they know about it (not much). Then the students were told they were going to read the information about a snow leopard published on the website of the National Geographic. But first of all, the teacher introduced some potentially difficult vocabulary; she wrote the words on the board and asked students whether they knew what these words meant and how to pronounce them. Many students were surprisingly familiar with the names of animals (sheep, hare, marmot and mountain ibex) but they did not know what WWF meant. The teacher had to explain that the abbreviation means World Wildlife Fund (along with using a whiteboard available in the classroom and introducing learners to the website <https://www.worldwildlife.org/> so that they could have a close look at it). The students did not know what to poach/a poacher mean and also the word pelt was new to them. The teacher explained the meaning by using the words in short sentences and she also helped the students to understand the meaning of the words by miming them. The teacher asked the students to repeat the pronunciation of these words after her, sometimes repeatedly. Other words the learners knew thanks to the computer games they play – a prey, to slaughter or a creature. This lead-in part went on smoothly and therefore the students could spend a bit more time on following main part of the lesson.

The teacher gave each student a copy of a text and a worksheet that accompanied it. First of all, the students read the text to find out any new or interesting information they did not know about a snow leopard. Quickly they came with answers like that they did not know it lived in the Himalayas, concretely in Tibet (they thought this animal is from Russia or maybe Canada) and they were surprised by the fact that it can easily kill much bigger animals. Some students got really agitated when they read about poachers and even herders killing snow leopards. One of the students also mentioned the case in which a British citizen used to sell coats made of snow leopard fur over the E-bay (they saw in on Facebook but it was published by the Guardian). Next task was to go back to the text and to think of one word that can fit into all the gaps. The learners soon came with a correct answer and they could fill the word AS into the gaps. The teacher

asked them to fill in the table on their worksheets and to translate the phrases into Czech language. They were able to translate most of them right, except for *as far as* and *as well as* because they translated these phrases word by word. Then the teacher asked if they can give any more examples and if they can see any rules in the usage of the word AS. Learners came up with: My father works as a farmer. I am as tall as my brother. That was due to the fact that they had used these before. The learners were able to come up with the comparison and the use of such as = for example. Then the teacher spent a few minutes explaining the rules and giving examples how the word as can be used and students made some notes on their worksheets and produced their own sentences to practice the usage.

The next step was that the learners read the short newspaper article on their worksheets under the headline `The Cat that`s 6m Years Old`. They were supposed to read it and find the answers to two basic questions. This short text was used to complete the information about a snow leopard (it has been living on the Earth for a long time yet it is slowly disappearing). This part of the lesson ended with a question asking what can be done to protect a snow leopard. Thanks to their background knowledge and experience there started a short discussion what can be done and the students came up with many different solutions. Most learners suggested protecting these animals in the European zoos because according to them it gives a snow leopard a bigger chance to survive. They even mentioned traditional Chinese medicine that is using bones and claws of these big cats. One girl revealed that her dream was to work somewhere in Africa and protect wild animals in their habitat.

The last part of the lesson was spent by working with a magazine advertisement for adopting a snow leopard. The learners were willing to pay some money to protect animals and some of them even mentioned donating money to dog shelters regularly. They also knew about a possibility to adopt animals from the zoo. They had no problem to fill in the form but they were surprised by the need to include their credit card and account details and they said they would never do that. The teacher had to explain that this is a common way how to pay for something in the UK when you want to pay in advance. Yet, learners said they would prefer using a bank transfer or SMS to donate money because they believed that these could not be taken advantages of. Then there was only time left for one last question whether they have ever visited a shelter or a station for injured wild animals and quite a few students answered positively. They even went there to help (went for a walk with dogs, fed dogs or cleaned kennels).

Some of them knew the rescue station ARCHA located in Liberec because they had visited the place previously with their classmates. They even shared some stories about cruelty of people against wild animals or pets. Many students from this class went horse riding or they owned a horse and maybe therefore their attitude towards animals was very positive.

The teacher could feel from the very beginning that this topic met the learners interests because they worked very well for the whole lesson, each student got engaged in the discussion with at least some knowledge or an idea. Although sometimes they could not find English words to express their point of view and started in Czech, when they were advised to use some simple vocabulary they would do so successfully. They were introduced the key vocabulary in the context and therefore they could understand what the words used in that situation mean and use them not only while reading but also speaking. Filling in a form is a skill that is very useful and students may need it any time in the future. Positive was also the fact that most of the learners were interested in the environment and protecting the nature. The only negative was that the teacher ran out of time and could not ask the students to do homework after this lesson. The task was to write a short paragraph about protecting an endangered species. Therefore the teacher postponed it for the next lesson.

10.2.1 Evaluation and possible improvements

The lesson dedicated to the topic of protecting endangered species could be considered as the most attractive and successful out of the three lesson plans. That was probably due to the fact that most learners owned at least one pet. Pupils got engaged in the discussions about protecting wild animals and they were even able to share some personal experience because of their voluntary work in dog shelters or their visits to Archa Liberec. This all helped a lot. Protecting endangered species has become a serious problem nowadays and it has been discussed daily in mass media. Therefore this generation is aware of this problem and many of them are willing to help. According to Ur, the students felt motivated, because the topic met their interests and they saw it as interesting and fulfilling (2012, 10-11).

The chosen text about a snow leopard seemed to be of an appropriate level because students were able to understand the text and to do the accompanying tasks very well. Also the magazine advertisement suited well to the purpose because the learners could try out filling in a form and this skill will be useful in their future life.

The length of all the three used texts seemed to be convenient and time management of this lesson worked well because all the activities were accomplished except for the home assignment. That was mainly due to the fact that the students spent more time when expressing their points of view on the issue of protecting the wild animals.

Regarding improvements there might be some changes done in connection with the verification of students' knowledge, for example a short quiz. The quiz could be included into the lesson plan (at the end of the lesson in the way of closing) or used as a test in the following lesson to check out what students remember about the topic. Another possibility is to base the lesson on the species that is endangered in the Czech Republic or even in our region. This could be beneficial for future approach of students towards their environment.

10.2.2 Feedback from students

(The class consists of 20 students, 16 were present at the lesson.)

On the base of the questionnaire undertaken at the end of the lesson it can be said that this text was accepted by the learners more positively than the text used within the previously described lesson. Over 81% of the learners admitted that the topic of the lesson met their interests while 19% found it neutral. 75% of the students stated they had no problems to understand the language of the text and the same amount of students felt similar about the content of the text. 67% of the participants claimed they had learnt some new vocabulary or grammar during the lesson while 33% evaluated this statement as neutral. Three quarters of the students stated they would like to learn some more about this topic while 6% of the students said they would not, whereas the rest of the class stayed neutral. 64% of the students claimed that they gained some knowledge and skills that they would be able to use in the future real-life situations while 12% had an opposite opinion. At the end of the lesson about 69% of the learners found reading authentic texts useful for their future life while 31% chose a neutral option for this statement.

The above mentioned numbers verify that the topic chosen for this lesson plan met students' interests and needs and therefore they approved it and cooperated very well with the teacher. It could be also said that they felt motivated to learn something new and to use English to express their points of view. The students were aware of the fact that protecting the nature and helping endangered species has become a contemporary topic that they should be concerned about. Based on the author's

observations it can be said that the activities included in the lesson were accepted with enthusiasm.

10.3 Reflection to the lesson 3

Date: Thursday, 16th May 2019

Topic: Everyday activities

This particular reading lesson was included to develop the theme of everyday activities from student`s book and to recycle the vocabulary connected with describing appearance and personality. The teacher started by asking questions about the students` reading preferences. Unfortunately, most students admitted they do not read in their free time. When the teacher asked about compulsory reading at school, the situation did not improve much. More positive reaction of the students was towards watching films. They shared their preferences in genres. Then the teacher asked about the students` attempt to write a diary. Only two girls admitted writing a diary at much younger age but they stopped soon after they started. After that, the students were told they will read someone`s diary and the teacher introduced some possibly difficult words. The students did not know most of these words therefore the teacher explained the meaning, used the words in short sentences and wrote the words on the board for the students to see the spelling. Together they practiced the pronunciation; sometimes they had to repeat a word several times to make sure the students got it right.

After that each student was given a copy of the text (the first day of the diary without a title of the book) and a worksheet where they were supposed to fill in their answers. The first task was to collect as much about the diarist as possible and then they were supposed to compare their answers with their partners. This went on well and one girl even recognised the book (it was her compulsory read from Czech language in the previous year). Then the teacher briefly introduced the book to the rest of the class, told them about some of the characters in the book and some brief information about the author. After that the teacher gave the students a copy of the next day from the diary and asked them to read it and find some more information, this time about Pandora. When they did so, the teacher asked them what they had found out. The teacher also asked some questions about the text and other characters to make sure that students read it properly (why Mr Lucas is always present at Adrian house, Mrs Lucas is planting trees in the dark or why the librarian was so impressed by Adrian choice of books). The students were able to answer the questions without any difficulty.

Next step was that the teacher ordered students to have a look at the underlined sentences and she asked what these sentences have in common. She expected the students to come up with some rules. A few of the students noticed the fact that subjects (and sometimes even auxiliary verbs) were missing but they could not say why and when was that possible. Therefore the teacher explained the rules that are connected with informal style and she told the students they should not use this excessively. She also asked them to look at the diary again and find some sentences that could be rewritten without a subject and/or a verb. This task was not difficult for students and soon they came with several examples. This was due to the fact that the students had come across this kind of ellipsis before and therefore they felt it could be a useful piece of knowledge for them, mainly because it is used in informal style.

The activity that followed was popular among the students. They were asked to write a diary entry from Pandora's point of view. They were also asked to omit a subject or an auxiliary verb if possible (but not too often). The teacher walked around and made sure that the students used the provided dictionary when needed. The students came up with a short paragraph that was not usually very positive towards Adrian. But only one student was brave enough to read his work aloud thanks to the fact that his English is fluent and he is not afraid to speak. The rest of the class appreciated his creation with applause. This was very important because it is Říčan who points out that for pubescents it is very important not to get embarrassed in front of their peers and therefore they rather stay inactive (2004, 184).

After that there was only enough time left to ask the students whether they would like to read the rest of the book (a few students said that they would like to read it but in Czech first and then in English, when they get to know the story) and to give students their homework – to write a diary entry for the next day and it should follow the previous two days they had read about. They could include information about Pandora, neighbours, parents etc.

10.3.1 Evaluation and possible improvements

Including a book excerpt into the lesson plan seems to be a good idea because sometimes it can be the only opportunity for learners to get acquainted with a foreign language literature. Students often do not feel confident enough to start reading in English on their own. Therefore it could be said that every occasion to read at school should be welcomed.

The authentic text used within this lesson was accepted by the students either because they had already read the book in Czech (and already knew the story) or because they appreciated the style and a sense of humour. The teacher asked students to infer meanings that were not stated explicitly and they were able to do so (e.g. mother and neighbour probably having an affair). The fact that the diary pretends to be written by a teenager who shares the same problems with our readers helped extensively. The teacher partly expected the students to ridicule the main characters, especially Adrian and Pandora, yet they did not do so. They were more cruel towards Mr Lucas or Adrian`s mother for being unfaithful. Perhaps, due to the strong sense of justice typical for this age group. Říčan claims that the criticism towards adults is typical for this age group (2012, 181-182).

As for the tasks, the students were able to carry them out in the given time as well as the writing part. The only problem was that most students felt embarrassed to read their writing in front of their peers. It was not because of the content but they were afraid they had made too many mistakes in their writing to boast. The author previously mentioned Říčan who states that pubescents are dependent on their peers` approval (2012, 169-190).

The language level seemed to be adequate because the students were able to understand the text without much difficulty. The same can be said about the length of the text which was less than one page of a book. Also vocabulary and grammar were comprehensible and of appropriate level. The teacher followed the advice and recommendations given by Nuttall (2005) while choosing the text for the classroom use.

Possible changes can include different types of activities connected with the text. There could be gap filling, matching or multiple choice exercises. Another possibility is to cut the text into paragraphs with students trying to arrange it back. Therefore such text can be exploited several times and used within several lessons.

10.3.2 Feedback from students

(The class consists of 20 students, 17 were present at the lesson.)

According to the reactions of the students and a feedback given by them at the end of the lesson, the numbers point out to the fact that while students found the text quite interesting as 56% of the students gave positive answer to the first statement. The teacher also observed that the learners enjoyed the activities that accompanied the text. This was probably due to the fact that the text was not too long and

the language was not difficult (also it pretended to be written by a teenager). Perhaps therefore the students' reaction to the statement whether they want to learn something more about that topic was answered positively by 61% of the learners and only 18% went for negative answer, the rest of the class remained neutral. 65% of the learners found the language and content of the text manageable while only 19% did not. 59% of the students thought they were able to learn some new vocabulary or grammar within the lesson while 23% chose a negative answer and 18% of learners stayed neutral. When being questioned whether they will be able to use the knowledge and skills they learnt within a lesson in the future, 57% of students answered positively, 17% of learners chose negative answer and the rest of the class (26%) stayed neutral. The last statement surveyed the usefulness of reading authentic texts for pupils' future life. In that case 55% of the learners answered positively and only 15% of students chose negative answers while 30% stayed neutral.

In conclusion it can be said that a large number of students felt positive about the text and appreciated the sense of humour used by the writer. It can also be said that the class seemed to enjoy the creative part of the lesson – writing a diary entry as all the students cooperated well during that phase. Two students from the class even came up with an idea to read the book as a voluntary act. The author admits that choosing an excerpt from a book is challenging because every pupil has a different taste and many pupils concede that they do not read at all. On the other hand, when the story captivates learners, it may motivate them to improve their learning.

11. Discussion

This part of the paper is going to summarize the findings of the research that focused on the use of authentic texts in lower secondary English language teaching and to answer the research questions stated in chapter 5.

The main aim of the thesis was to complement common classes by various genuine texts and accompany them by diverse activities. Although the survey was carried out on a small group of twenty students, it has at least partially proved that authentic texts can enhance the lesson and improve the learning process. The research indicates that the students who participated in the survey admitted that they acquired new knowledge and skills during the lessons which they thought they could profit from in the future real-life situations. This can be said for all three lesson plans although not every authentic text was received positively from the beginning. The learners undertaking the survey agreed on the fact that the activities were engaging and beneficial and they especially appreciated a role play in the lesson plan 1 and writing task in the lesson plan 3. As reflected in the research, a selecting of the appropriate text in order to complement the common classes becomes the major decision that the teacher has to undertake. It is important to take into an account the students` interests and needs, the adequacy of the text for readers and variability. The survey proves that when the text is considered to be challenging by the readers, the motivation of the learners increases rapidly. The next important step is to choose effective activities and tasks that are in accordance with the text and exploit it in the sake of student`s improvement. Nuttall claims that exploitability of the text is the second most important criterion after the interest (2005, 171).

The second goal of the presented lesson plans was to teach knowledge and skills that students would be able to use in the future real-life situations. Each lesson plan included tasks that were meant to consolidate some practical skills, such as acting out a dialogue to book a hotel room, filling in a form or writing a diary entry or a blog. To do the activities effectively, the students had to revise some language functions which they could hereupon use meaningfully. According to the teacher`s observations of the class activities and according to the feedback given by the students right after the lessons, it can be said that the learners appreciated these practical tasks the most and they felt they would be able to deploy such skills in the future real-life situations. At the same time it can be stated that the learners cooperated the most actively while

doing these practical tasks. On the other hand, although the students conveyed that they would be able to use what they have learnt during the lessons in the future real-life situations, they only expressed their thought, feelings and opinions which cannot be verified currently and the author is well aware of this fact. A long-term research would have to be conducted in order to assess this profoundly.

The third research question concerns a possible connection between reading authentic texts and students' motivation to learn English. The students expressed their opinion that it is important for them to improve their English in order to be able to use it in their future. The learners were aware of the fact that they would not only need to speak English in their future jobs but also read and write different types of texts. According to the participants' reactions it can be said that they understood well the fact that the use of authentic texts in teaching is beneficial to them. The learners also agreed on the importance of the topics used within the lesson plans. On the other hand, the teacher was able to observe that a motivation of the students increased when the topic of the text met not only the students' needs but mainly their interests. The author particularly perceived that during the second lesson when the pupils showed the greatest effort to remember new language in order to be able to participate in the lesson more efficiently. Despite the fact that not every presented topic met the students' interests it could be claimed that the students were given the opportunity to become acquainted with authentic materials and for that reason the lessons may be labelled as meaningful.

In conclusion it could be said that all three lesson plans proved that authentic texts can be involved in common lessons to enrich the teaching and to some extent increase students' motivation for improving their knowledge and skills in order to cope with the future real-life situations. Therefore it may be stated that the provided authentic materials led to the students' acquisition of knowledge and skills that they can use in the future real-life situations.

12. Conclusion

The primary aim of the thesis was to design three lesson plans including authentic texts and associated activities and incorporate them in teaching. The author prepared the set of lesson plans in accordance with a school curriculum and therefore the chosen topics were based on the syllabus. The research was carried out in one class that consisted of twenty students and therefore the results and following conclusion were limited by this fact. The author used as a method of the research a questionnaire which was filled out by the learners after each of the three lessons. Another source of information was observation of students` reactions by the teacher. The secondary aim was to prove whether the use of authentic texts can motivate students to improve their knowledge of English and whether the authentic-based materials have any effect on learners` acquisition of selected language items, skills and knowledge related to the lesson topic.

First of all, the theoretical part defined the subject of an authentic text and then it presented possible benefits and drawbacks of using them in the classroom. The following chapter listed some of the criteria for choosing an appropriate authentic text for a lesson, possible sources of authentic materials and some facts regarding students` motivation to read. Next section of the thesis summarised some principles of a reading process and offered a classification of reading skills, strategies and techniques. Finally, the individual stages of a reading lesson were described.

In view of the observations presented in the theoretical part the author had stated research questions to be verified in the practical part. First, there were described objectives, procedures and methods of the research, followed by a specification of the class and age group involved in the survey and a specification of the authentic texts used in the presented lesson plans. Each of the three lesson plans was divided into five stages according to the theory presented in the practical part. Each stage was described in details and the timing was provided. In the following chapters the author introduced her own reflections and observations of learners` reactions along with the students` feedback concerning the lesson plans in question.

In the conclusion the author presents the summary of the research completed with her explanation. The author is aware of the fact that the research was limited by a small number of participants and that that the results were based on the mere

thoughts, feelings and opinions of the respondents given after the lessons. Even though, the survey at least partly revealed the fact that the reading of the presented authentic texts could influence the students` motivation, particularly when the topic met their interests. Therefore the author plans to exploit appropriate authentic texts in her own teaching as often as possible.

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A List of Appendices

Appendix 1: Lesson plan 1 – Types of accommodation

Appendix 2: Lesson plan 1 – A worksheet

Appendix 3: Lesson plan 1 – Booking a hotel room (a dialogue)

Appendix 4: Lesson plan 1 – Getting high (a text)

Appendix 5: Lesson plan 2 – Pictures of a snow leopard

Appendix 6: Lesson plan 2 – A worksheet

Appendix 7: Lesson plan 2 – About a snow leopard (a text)

Appendix 8: Lesson plan 2 – Adopt him today or lose him forever (a text and a form)

Appendix 9: Lesson plan 3 – A worksheet

Appendix 10: Lesson plan 3 – The Secret Diary of Adrian Mole Aged 13 $\frac{3}{4}$ (a book excerpt)

Appendix 11: Questionnaire

APPENDIX 1

Match the pictures with different kinds of accommodation:

B&B

hotel

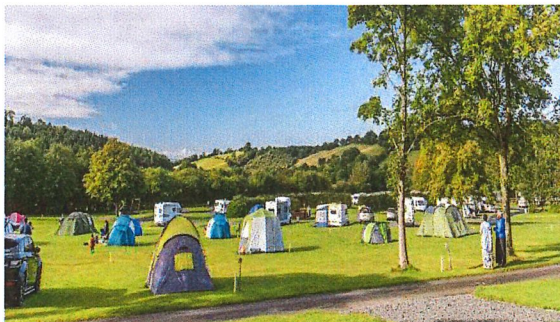
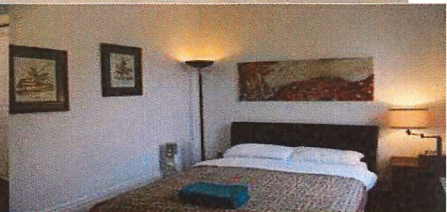
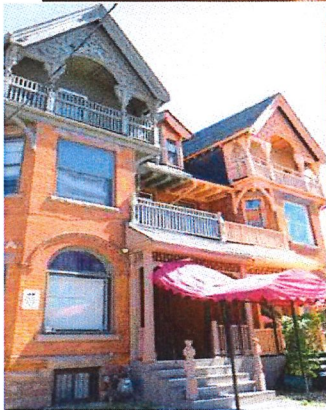
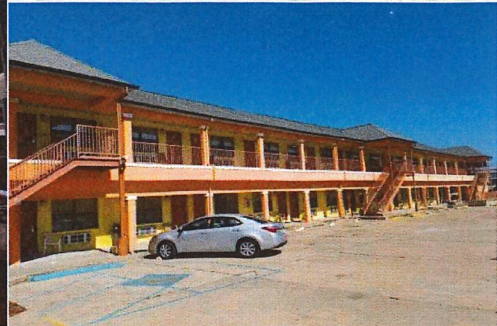
campsite

guesthouse

hostel

inn

motel



(Pictures: www.google.com)

Which type of accommodation do you prefer while on holiday? Why?

APPENDIX 2

Text: **GETTING HIGH**

Source: Magazine Your Life, May 7th, 2001

Read the text and find out which hotel or hotels fulfil the following conditions. Write letters A - I next to the statement and you can use each letter several times. Sometimes there can be more than one answer.

According to the text which hotel (or hotels):

1. is situated near the coast _____
2. mentions a possibility to keep fit _____
3. offers a chance to admire modern art _____
4. provides outdoor swimming pool _____
5. has the biggest number of floors _____
6. mentions shopping opportunities inside the hotel _____
7. is built on an artificial island _____
8. is the most expensive to stay overnight _____
9. offers a view of the park _____
10. offers a place to rent offices for companies _____

After reading about what the hotels can offer, which one would you choose for your family holidays and why?

APPENDIX 3

a) Read and listen to the dialogue:

Booking a hotel room

- Receptionist: Good afternoon, San Felice Hotel. May I help you?
- Mrs Ryefield: Yes. I'd like to book a room, please.
- Receptionist: Certainly. When for, madam?
- Mrs Ryefield: March the 23rd.
- Receptionist: How long will you be staying?
- Mrs Ryefield: Three nights.
- Receptionist: What kind of room would you like, madam?
- Mrs Ryefield: Er... double with bath. I'd appreciate it if you could give me a room with a view over the lake.
- Receptionist: Certainly, madam. I'll just check what we have available. . . Yes, we have a room on the 4th floor with a really splendid view.
- Mrs Ryefield: Fine. How much is the charge per night?
- Receptionist: Would you like breakfast?
- Mrs Ryefield: No, thanks.
- Receptionist: It's eighty four euro per night excluding VAT.
- Mrs Ryefield: That's fine.
- Receptionist: Who's the booking for, please, madam?
- Mrs Ryefield: Mr and Mrs Ryefield, that's R-Y-E-F-I-E-L-D.
- Receptionist: Okay, let me make sure I got that: Mr and Mrs Ryefield. Double with bath for March the 23rd, 24th and 25th. Is that correct?
- Mrs Ryefield: Yes it is. Thank you.
- Receptionist: Let me give you your confirmation number. It's: 7576385. I'll repeat that: 7576385. Thank you for choosing San Felice Hotel and have a nice day. Goodbye.
- Mrs Ryefield: Goodbye.

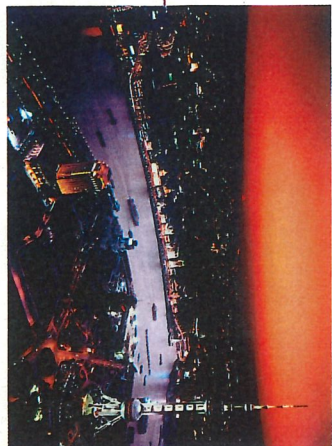
Source: https://www.audioenglish.org/englishlearning/english_dialogue_hotel_booking_a_room_2.htm

b) Work in pairs and practice the dialogue. Imagine you have decided to stay at one of the hotels described in the text. Use the information about yourselves:

- Date of your stay at the hotel
- Number of people coming
- Your name and address, e-mail and telephone number
- Others (you can ask about something not mentioned in the text)

Getting high

Why keep your feet on the ground when you could be on top of the world? Niccolò Mowbray looks at the best high-rise hotels. They'll take your breath away – and so might the prices...



A Shanghai

The Grand Hyatt Shanghai is the tallest hotel in the world at a 88 floors, promises to make even the most grounded light-headed. The 555 rooms occupy the top 35 floors of the Jin Mao Tower and are a scary 1,380ft above street level. While you're here, take advantage of exercising in the highest fitness centre in the world or make a splash in the world's highest swimming pool. You'll be in the lap of luxury – all rooms have state-of-the-art technology and bathtubs from which you can gaze out at the city far below.

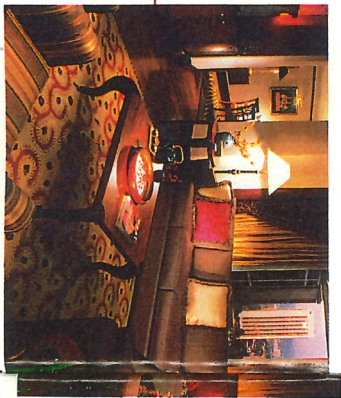
* Price per night: £138+AVAT per room. Hyatt Hotels: 0845 758 1866, website: www.hyatt.com



E Dubai

Dubai promises the cheapest shopping, the shiniest gold and the warmest welcome – in short, the best of everything. So it follows that it's home to the **Burj Al Arab Hotel** – 60 storeys of unashamed luxury. Built to resemble a spinaker's sail, it stands on a man-made island, the most impressive landmark on the Dubai coastline. Enjoy breathtaking views from the Al Muraitna SkyView restaurant, 650ft above the sea, and see the stars sparkle in the dark desert sky.

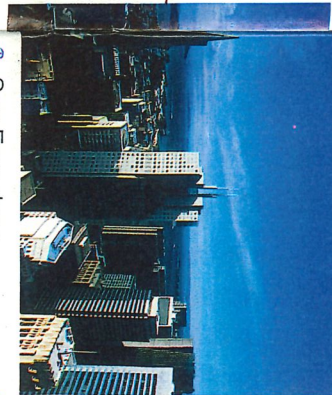
* Price per night: £401+AVAT per person. Carrier Holidays: 01625 547030.



F Kuala Lumpur

The Mandarin Oriental, Kuala Lumpur will give you vertigo just looking at it. Located next to the Petronas Twin Towers, the world's tallest buildings, the Mandarin Oriental offers the ultimate in service, an oasis of luxury unparalleled in Malaysia. Enjoy views of the 50-acre city park and the Kuala Lumpur skyline. By day, explore neighbouring SunaKCC shopping centre, or relax in the fabulous parkside Mandarin Oriental Vistula Club.

* Price per night: £104+AVAT per room. Mandarin Oriental: 00 800 2828 3838, website: www.mandarin-oriental.com

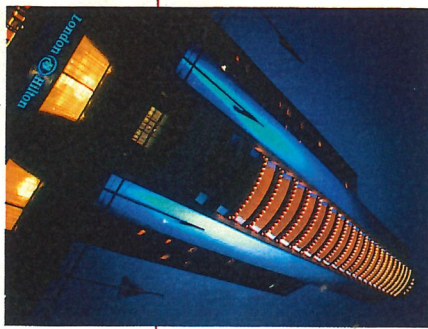


B San Francisco

From the **Mandarin Oriental, San Francisco**, on the top 11 floors of the city's third tallest building, California Tower, you'll enjoy magnificent views of all that San Francisco has to offer: the Golden Gate and Bay Bridges, Coit Tower, Alcatraz Island and the Transamerica Pyramid. Explore the sights, ride a cable car to Nob Hill or Fisherman's Wharf, hop on the ferry to Alcatraz or take a stroll into the heart of the city. Then return to your room for dramatic sunset views of the famous bay.

* Price per night: £348+AVAT for a double.

Mandarin Oriental: 00 800 2828 3838, website: www.mandarinoriental.com



G London

The London Hilton is the tallest hotel in the capital and one of the most prestigious. The 28-storey building is situated in the heart of London's Park Lane. The recent lavish re-design of the 53 suites – each one individually decorated – has created an oasis of calm. In the evening, enjoy the finest cuisine at the Wyndhams Restaurant on the 28th floor, with views of London's Hyde Park. And if you want some ground-level shopping action, Bond Street's short walk away.

* Price per night: £208 per room. Hilton Reservations: 0990 445866, website: www.londonhilton.com



C Barcelona

Hotel Arts isn't just the highest hotel in Barcelona. It's the tallest structure in Spain, comprising 44 storeys of exposed glass and white steel and housing a huge collection of contemporary art. Close to the Picasso Museum and 100 yards from the beach in the Olympic Village area, the hotel is also within easy reach of the central business district. Spend your days lazing on the hotel's outdoor terraces, among olive and portuguese trees, then retire to enjoy the unobstructed panoramic views over the city or the Mediterranean sea below.

* Price per night: £167+AVAT per room. Contact: Fitz-Carroll on 0800 294000



H New York

At 522 storeys, New York's **Four Seasons** is the tallest hotel in the city. The imposing French limestone exterior is recessed the higher it gets, forming a tower topped with a presidential suite. Each recess is marked with a 12ft-high flaring lantern, making the Four Seasons an unmistakable landmark on the New York skyline. The prestigious 545 57th Street address provides great opportunities for window shopping. Louis Vuitton, Prada, Gucci and Bvlgari are on the same block.

* Price per night: £345+AVAT per room. Call: 00 800 6488 6488, website: www.fourseasons.com



D Hong Kong

You'll have your head in the clouds when you stay at the **Island Shangri-La** on Hong Kong Island. The hotel towers 56 floors above the city's financial district, and you can watch Hong Kong go about its business from this spectacular vantage point. When you want your feet more firmly on the ground, stroll round Pacific Place, one of Hong Kong's biggest shopping centres. And make sure you take a dip in the outdoor pool, where you'll find yourself surrounded by skyscrapers.

* Price per night: £246+AVAT for a twin. For information and reservations, call Australard on 011 79 330450



I Riyadh

The **Al Faisallah Hotel** in Riyadh is described as a 'five-star masterpiece'. In the brochure, Al Faisallah is Saudi Arabia's first skyscraper and home to Harvey Nichols' flagship store, Harvey Nichols Riyadh. The 900ft metal and glass tower houses restaurants, lounges and offices, plus the store and the hotel. Elegance and style are the norm, butlers are at your beck and call 24 hours a day, leaving you time to whizz to the tower's top to watch the sun set over the city.

* Price per night: £130+AVAT for a double. Rosewood Hotels: 020 7353 7013

APPENDIX 5

**Do you recognize this animal?
Where can you meet it in its habitat?
What does it eat?
Are there many of them in the world?**



Pictures: www.china.org.cn, www.theanimalfiles.com

APPENDIX 6

New facts I have learnt about a snow leopard from the text:

**Task: Go back to the text. There is the same word missing in all the gaps.
What is it?**

Go through the text again and fill in the table with the missing word and then translate the phrases into Czech according to the meaning in the text.

	Different use of	Czech translation
1.	act	
2. far	
3.	use something	
4. well	
5.	such	
6.	

Notes:

THE DAILY NEWS

www.extrane newspapers.com

YOUR DAILY FAVOURITE NEWSPAPER

Since 1980

ABOUT THE SNOW LEOPARD



These rare, beautiful gray leopards live in the mountains of Central Asia.

(Picture: www.thoughtco.com)

Conservation

___ these numbers indicate, snow leopards sometimes have a taste for domestic animals, which has led to killings of the big cats by herders.

These cats appear to be in dramatic decline because of such killings, and due to poaching driven by illegal trades in pelts and in body parts used for traditional Chinese medicine. Vanishing habitat and the decline of the cats' large mammal prey are also contributing factors.

(www.nationalgeographic.com/animals/mammals/s/snow-leopard/, April 2, 2019)

The cat that's 6m years old

The oldest remains of a big cat ever discovered have been dug up in the Himalayas.

A skull, which could date back six million years, was found in Tibet by fossil experts from the US and Canada. The creature, named *Panthera blytheae*, is a relative of the elusive snow leopard.

The researchers used magnetostratigraphy – dating fossils based on the pattern of reversals in the Earth's magnetic field, which are recorded in rock – to estimate

the skull is between 4.1 and 5.9 million years old.

They unearthed it in 2010, but have only just revealed their find after spending three years determining that the skull is not from a newly-discovered species.

The oldest fossils of big cats previously found are tooth fragments dating back 3.6million years, which were uncovered in Tanzania in the 1970s.

(Daily Mail, November 13, 2013)

Alpine Adaptations

They are insulated by thick hair, and their wide, fur-covered feet act ___ natural snowshoes. Snow leopards have powerful legs and are tremendous leapers, able to jump ___ far ___ 50 feet. They use their long tails for balance and ___ blankets to cover sensitive body parts against the severe mountain chill.

Diet and Hunting

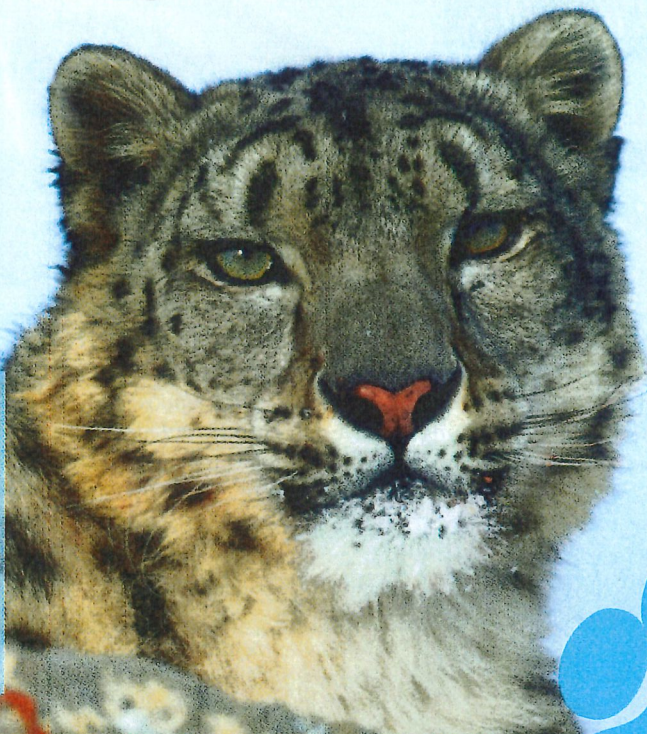
Snow leopards prey upon the blue sheep (bharal) of Tibet and the Himalaya, ___ well ___ the mountain ibex found over most of the rest of their range. Though these powerful predators can kill animals three times their weight, they also eat smaller fare, such ___ marmots, hares, and game birds.

One Indian snow leopard, protected and observed in a national park, is reported to have consumed five blue sheep, nine Tibetan woolly hares, twenty-five marmots, five domestic goats, one domestic sheep, and fifteen birds in a single year.

Help or they are gone forever!



Source: Magazine Now, November 30th, 2015



© KLEIN & HUBERT / WWF

ADOPT HIM TODAY. OR LOSE HIM FOREVER.

Will you help the snow leopard claw its way back from the brink?

Snow leopards have survived in the Himalayas for thousands of years. But right now, there are as few as 300 left in Nepal. The harsh reality is that they're being slaughtered by poachers for their bones and precious fur – and they urgently need your help if they are to live on.

By adopting a snow leopard today, you'll help protect this endangered big cat for future generations.

Your present. Their future.

For as little as £3 a month, you or your loved one will receive an adoption pack, an adorable cuddly toy and regular updates from people on the ground working tirelessly to help save the beautiful snow leopard.

What's more, you'll have the satisfaction of knowing you're helping us to train and equip courageous anti-poaching rangers. And you'll discover what it takes – and how it feels – to help save a species.



a gorgeous snow leopard toy



an adoption pack



regular updates from the field



from just
£3 a month

Adopt a snow leopard today by filling in the form below, visiting wwfsnowleopard.com or calling **0845 200 2392**



Yes, I would like to adopt a snow leopard today

Please indicate how much you would like to give each month
I would like to give £3 £5 £7 £10
My choice £ each month (min. £3)



Purchaser details

Title: _____ Initial: _____ Surname: _____
Address: _____
Postcode: _____
Tel no: _____ Date of birth: _____
Email: * _____
*Please supply if you would like to receive emails from WWF (you can unsubscribe at any time)

Gift recipient details (if applicable)

Tick this box if your adoption is a gift, then complete the details of the recipient below

Title: _____ Initial: _____ Surname: _____
Address: _____
Postcode: _____
Gift recipient's date of birth: _____
Would you like us to send the adoption pack directly to the recipient? Yes No

We'd like to keep you up to date with our projects and activities by post and telephone. If you'd prefer not to receive information in this way you can email us at supportercare@wwf.org.uk or call us on 01483 426333.

DIRECT DEBIT – WWF-UK

Instruction to your Bank or Building Society to pay Direct Debits.
Service User Number **9 9 1 4 7 3**

1. Name and full postal address of your Bank or Building Society Branch

To the manager of: _____ Bank or Building Society
Address: _____
Postcode: _____

2. Name(s) of account holder(s)

3. Branch sort code - -

4. Bank or Building Society account number

5. WWF-UK Reference Number (Office use only)

6. Instructions to your Bank or Building Society

Please pay WWF-UK Direct Debits from the account detailed on the instruction subject to the safeguards assured by the Direct Debit guarantee. I understand that this instruction may remain with WWF-UK and, if so, details will be passed electronically to my Bank/Building Society. Banks and Building Societies may not accept Direct Debit Instruction for some types of account.

Signature(s): _____ Date: _____

Your money will support our work to help save the snow leopard as well as other vital conservation projects.

Freepost RTSK-ZCLS-EEUZ, WWF-UK, York House, Wetherby Road, Long Marston, York, YO26 7NH

WWF-UK, charity registered in England number 1081247 and in Scotland number SC039593 and a company limited by guarantee, registered in England number 4016725. Panda symbol © 1986. WWF World Wide Fund for Nature (formerly World Wildlife Fund) ® WWF registered trademark. VAT number 733 761821.

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APPENDIX 9

Task 1: Read about the first day (Wednesday, January 14th) and collect the clues about the diarist. These questions may help you:

Who is it – a girl or a boy? How old is he/she?

What sort of person is he or she?

What does he or she like?

How does he or she feel about things?

DIARIST

Task 2: In pairs read the second day of the diary and collect clues to describe PANDORA

Task 3: Write a short diary entry for one of these days written by Pandora. Include her description of Adrian as she may see him. Use about 25 words.

APPENDIX 10

WEDNESDAY JANUARY 14TH

Joined the library. Got *Care of the Skin*, *Origin of Species*, and a book by a woman my mother is always going about. It is called *Pride and Prejudice*, by a woman called Jane Austen. I could tell the librarian was impressed. Perhaps she is an intellectual like me. She didn't look at my spot, so perhaps it is getting smaller. About time!

Mr Lucas was in the kitchen drinking coffee with my mother. The room was full of smoke. They were laughing, but when I went in, they stopped.

Mrs Lucas was next door cleaning the drains. She looked as if she was in a bad mood. I think Mr and Mrs Lucas have got unhappy marriage. Poor Mr Lucas!

None of the teachers at school have noticed that I am an intellectual. They will be sorry when I am famous. There is a new girl in our class. She sits next to me in Geography. She is all right. Her name is Pandora, but she likes being called "Box". Don't ask me why. I might fall in love with her. It's time I fell in love, after all I am 13 $\frac{3}{4}$ years old.



THURSDAY JANUARY 15TH

Pandora has got hair the colour of treacle, and it's long like girls' hair should be. She has quite a good figure. I saw her playing netball and her chest was wobbling. I felt a bit funny. I think this is it!

The dog has had its stitches out. It bit the vet but I expect he's used to it. (The vet I mean; I know the dog is.)

My father found out about the arm on the stereo. I told a lie. I said the dog jumped up and broke it. My father said he will wait until the dog is completely cured of its operation then kick it. I hope this is a joke.

Mr Lucas was in the kitchen again when I got home from school. My mother is better now, so why he keeps coming round is a mystery to me. Mrs Lucas was planting trees in the dark. I read a bit of *Pride and Prejudice*, but it was very old-fashioned. I think Jane Austen should write something a bit more modern.

The dog has got the same colour eyes as Pandora. I only noticed because my mother cut the dog's hair. It looks worse than ever. Mr Lucas and my mother were laughing at the dog's new haircut which is not very nice, because dogs can't answer back, just like the Royal Family.

I am going to bed early to think about Pandora and do my back-stretching exercises. I haven't grown for two weeks. If this carries on I will be a midget.

I will go to the doctor's on Saturday if the spot is still there. I can't live like this with everybody staring.

(The Secret Diary of Adrian Mole, aged 13 and $\frac{3}{4}$ by Sue Townsend)

QUESTIONNAIRE

(Please, fill in your answers at the end of the lesson)

To answer the questions 1 – 7, circle the appropriate number:

(1=strongly disagree, 2=partly disagree, 3=neither agree or disagree, 4=partly agree, 5=strongly agree)

1. **The topic of the lesson met my interests.**

1 2 3 4 5

2. **The language of the text was comprehensible for me.**

1 2 3 4 5

3. **The content of the text was comprehensible to me.**

1 2 3 4 5

4. **The text helped me to learn some new vocabulary and/or grammar.**

1 2 3 4 5

5. **I would like to learn something more about this topic in English.**

1 2 3 4 5

6. **I will be able to use what I have learnt in the lesson when I get to a similar real-life situation in the future** (e.g. booking a hotel room, filling in a form, etc.).

1 2 3 4 5

7. **Reading genuine texts** (e.g. websites, newspapers, brochures, etc.) **is useful for my own future life.**

1 2 3 4 5

Thank you for your time.