UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Diplomová práce

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Using authentic materials in ELT classroom

Olomouc 2022   **vedoucí práce: Mgr. Josef Nevařil, Ph.D.**

Místopřísežně prohlašuji, že jsem diplomovou práci na téma „Using authentic materials in ELT classroom" vypracovala samostatně pod odborným dohledem vedoucího diplomové práce a uvedla jsem všechny použité podklady a literaturu.

V Olomouci dne 16.6.2022   Podpis …………………………

Abstract

This diploma thesis deals with authentic materials and their possible use in ELT classroom. The difference in use of authentic materials and classic coursebooks is emphasized as well. The theoretical part of diploma thesis provides information about authentic materials in general, their types, selection, main advantages and disadvantages. Moreover the theory contains information about various learning styles. The last but not the least it is also focused on one of the most commonly used authentic materials in ELT classroom – songs and music. The practical part provides teachers´and students´overall views and opinions on this matter. As a conclusion it is proved that authentic materials are considered popular and effective teaching source both for students and teachers themselves.

Key words

Authentic materials, coursebooks, ELT classroom, learning styles, audiovisual materials, songs, music

CONTENT

1 INTRODUCTION

In the course of time teaching of foreign languages in the Czech Republic has become one of the curriculum at primary schools. In today´s world, which has become a global village within a few decades, communication in a foreign language is an absolute necessity for young people. Knowledge of foreign languages allows access to important information in both personal and professional life. Older generations who did not have the same opportunity and started learning a foreign language of their choice at later age face a number of related problems nowadays. It is extremely difficult to start learning anything at later age when a person takes care of a family and has a full-time job. It requires systematic work and great investment of time. Therefore, it is necessary to start teaching young children as soon as possible in the most quality and effective way. Unlike other subjects, foreign languages are assumed to be highly needed and used in practical life.

The question of how to teach foreign languages effectively and in high quality is considered by a number of experts – starting from educationalists, psychologists, students of andragogy and ending with language agencies that strive to attract people to quality and variously modernized teaching. The aim of every good teacher should be to prepare not only enjoyable but also effective lessons for students. It is necessary to adapt lessons in adequate way in order to create appropriate conditions for reading, listening, speaking and writing. For this purpose inexhaustible amount of coursebooks and educational materials have been created which focus on specific needs of foreign language students. These materials are called non-authentic, because they were created purposefully for foreign language students and not spontaneously for the needs of native speakers. I deal with the issue of **authentic and non-authentic materials** in **chapter 2**.

In today´s world we are surrounded by authentic materials almost everywhere. The use of authentic materials in English Language Teaching (hereinafter "ELT") classroom has become a common topic of discussion for many authors and researchers because their content can be used in language teaching without any dispute. The use of authentic materials can make the learning process more motivating, engaging and imaginative for students of different levels and age groups. However, it is generally assumed that authentic materials such as films, songs, articles or blogs in their original unedited version are difficult and inadequate for students and for this reason they are preferably used for students of higher level. In general, coursebooks are dominant among materials used for teaching due to their quantity on the market, wide selection

as well as attractive design. In bookstores separate sections are often reserved for coursebooks and scripted materials. Moreover, the amount of new coursebooks or updated versions is constantly increasing due to high demand. However, I find arguments for claiming, that if authentic (unmodified) material is chosen appropriately, it could become not only an excellent teaching material (even for lower secondary school pupils), but in some cases it can be even better than classic coursebooks. I try to prove this hypothesis in practical part of my diploma thesis.

Besides the selection of teaching materials and subsequent use of them in English lessons, my work is also based on the assumption that understanding **differences in the ways individual students learn** is also one of the main aspects we should bear in mind. This is another argument why to use authentic materials at primary and lower secondary schools. More information on this topic is given in **chapter 3**.

For the purposes of the research I had to decide which authentic material to use. I decided to choose among audiovisual types of authentic materials (as explained in chapter 3). A fairy tale in its original version, a song as well as an interesting video would be all suitable for lower secondary school students. As the lesson in Czech schools lasts 45 minutes there would not be enough space for every of these materials. That is why I have chosen a song, that takes a few minutes and it is possible to work with it thoroughly even in limited period of time. Moreover, songs as well as music is another important factor, that affects learning in positive way. **Using songs and music in ELT classroom** is discussed in more detail in **chapter 4**.

Chapter 5 deals with the **methodology of the research** and the approach to it. I based my practical part on English language lessons while teaching a group of approx. 30 lower secondary students (14 – 16 years old). This age group can still be considered children but they are old enough to provide sufficient feedback on their experience on learning English language. Moreover, the practical part is also supplemented by research among group of approx. 15 English language teachers. The aim was to obtain their opinions on use of authentic materials in ELT classroom.

English has become an international language and is the key to successful communication in many world countries. That is why teaching English is the most common and there is the largest number of English materials among other materials. Even the people from non-English speaking countries use English to communicate with each other. Nevertheless, conclusions of this diploma project can be applied to most of other languages as the principle and the styles of foreign language teaching are very similar.

2 AUTHENTIC MATERIALS

The first chapters of the work deal with the topic of authentic materials in general, i.e. its overall definition, main advantages and disadvantages, types of authentic materials and the last but not the least main differences between authentic and scripted materials (intended specifically for language teaching).

2.1 Definitions of authentic material

Authentic material is any material which is not intentionally written or created for use in the language classroom, it is original and true. Authentic materials are created by native speakers in their own country designed specifically for native-speaker consumption. They are not adapted in any special way for educational purposes (*Dömischová, 2019, p. 1*). It is also indicated that no specific grammar or vocabulary is used, because it is assumed that the user understands the conveyed information to a native level (*Text Inspector, ©2021*). According to David Forman (*1986 as cited in Underwood, 1989, p. 98*) *"any text is "authentic" if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use."*

There are many definitions of authentic materials by various authors but these definitions are similar in one particular way. They highlight the meaning of *"exposure to real language and its use in its own community"* (*Widdowson, 1990 as cited in Tamo, 2009, p. 74*).

Rixon (*1989, p. 13*) also pointed out that many teachers like to give their learners something realistic to learn from, which has led to great interest in using authentic materials. To sum up teachers want their learners to cope with language in real life.

2.2 Types of authentic materials

As described in previous chapter anything which is written or spoken in English and is not designed for language students is considered authentic material. The great thing about it is that we can find it anywhere. Nevertheless, finding and choosing the right authentic materials - in appropriate level for the learners - can be sometimes time-consuming or even challenging

process. We should always look for high-quality resources and then be able to transform them in a suitable task or activity.

What can serve as authentic materials? It is not limited to newspapers, magazines, songs, music, films, radio or TV programmes, which are probably the most commonly used. Here is the list of some examples of authentic materials, compiled from Text Inspector (©*2021*), Teacher´s Corner (*2018*) and Tamo (*2009, p. 75*), which can be used in ELT classroom:

- ➢ TV shows, documentaries, trailers and movie clips, commercials, online videos
- ➢ Radio broadcasts, songs, music, podcasts
- ➢ Photographs, signs, postcards, artwork
- ➢ Magazines, emails, newspapers, advertisements, emails, brochures, catalogues, websites, blogs, social media posts
- ➢ Literature (short stories, poems, novels, plays), comics, picture books, illustrated books, graphic novels, audio books
- ➢ Recipes, menus, food labels, price tags, product descriptions
- ➢ Bus and train schedules, weather forecasts, maps etc.

Based on the number of various authentic materials mentioned above we can conclude that language teachers have endless amount of opportunities and available resources which can be used in ELT classroom. It entirely depends on them to what extent they are willing to use them and also able to transform them to applicable form.

2.3 Use of authentic materials in ELT classroom

Use of authentic materials in ELT classroom brings many benefits, but in general it should be used in accordance with students´ knowledge and needs. According to Daniela Tamo (*2009, p.74*) *"most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an ELT classroom."* Tamo (*2009, p. 74*) also emphasizes that this is what many foreign language teachers have discussed in recent years. The incorporation of authentic materials into ELT classroom thus depends on teaching situation and each teacher´s preferences. They can be used as a supplement to the curriculum or even serve as basis for a whole lesson.

The selection of authentic materials for teaching English together with advantages and disadvantages of their use are described in more detail in the following chapters.

2.3.1 Selection of authentic materials

Finding and choosing the high-quality teaching authentic source can be time-consuming process, moreover we should always think of its suitability for learning English. Before selecting and using authentic material we should consider a few key questions. According to Teacher´s Corner (*2018*) and Text Inspector (©*2021*) these are:

➢ The language level of learners – What support do they need in order to understand the content of the materials? The materials should be a little bit of challenge but not too demanding.

➢ The lesson content we wish to focus on – What topic, concept, vocabulary, grammar, language structure or skill we want to cover? How will the material help the learners practice or learn?

➢ Age of the learners – This will affect what types of materials they can relate to. Authentic materials can be used even with early learners, nevertheless the associated tasks should be easy enough to be carried out successfully.

➢ The learners´ interests – What do they enjoy reading or listening? What are their traditions, culture, habits?

➢ The length of material – A simple rule should be applied. The lower the learners´ language level is the shorter the material should be. It is important to find the balance. If the material is too long and challenging for the learners, it will harm both their motivation and their confidence. On the other hand if it is too short and easy, they can lose their interest and get bored.

Taking the factors mentioned above into consideration will help teachers choose authentic materials which will support learners´ interaction with English in an appropriate and meaningful way, practice of targeted language skills, and maintain requested motivation and interest.

2.3.2 Advantages of using authentic materials in ELT classroom

There are many advantages in using authentic materials as well as a few disadvantages that teachers and learners of English should be aware of and always consider before introducing and using it in a classroom.

First of all, it brings many benefits and its use is significant for quite a few reasons. Among the most essential advantages, as mentioned by Tamo (*2009, p.75*); Lansford (*2014*) and Text Inspector (©*2021*), are:

➢ They are available world-wide on a daily basis.

➢ They provide exposure to real language and help learners for the real-world English usage.

➢ They have a positive effect on learners´ motivation (they motivate learners to communicate, because they make communication "real").

➢ They support creative approach to teaching (they bring creativity, inspiration and "life" to the classroom).

➢ They help learners to develop a relationship with the language and arouse interest (e.g. authentic materials can encourage reading for pleasure, especially if they contain interesting topics for learners)

2.3.3 Disadvantages of using authentic materials in ELT classroom

Teachers in general are willing to use authentic materials in their lessons, because they have the feeling that learners are exposed to the "real" language. However, while using them, it is unavoidable that they face some difficulties and challenges.

Among the crucial disadvantages are:

➢ Some time-dependent material can quickly become outdated and might not be useful at a later time (e.g. social media posts, news stories etc.).

➢ It is necessary to prepare the material that means it has to be turned into material learners can learn from. This is often time-consuming.

➢ Authentic materials can contain unfamiliar language, vocabulary or grammar structures which are created for fluent native speakers. They are often too long and dense. Lower levels can have difficulties with decoding the text and the vocabulary may not be

relevant to their immediate needs. Teachers need to think of thoughtful ways for learners to work with such materials.

➢ Some materials require basic knowledge of the cultural background. Different accents can also cause some confusion among learners.

(*Lansford, 2014; Tamo, 2009, p. 76*)

Considering both advantages and disadvantages of using authentic materials in ELT classroom, it would be a pity to avoid using them altogether. The benefit of teaching profession is that teachers have wide range of choices. In any case, if a teacher decides to use authentic materials, he/she should always think of many important factors (e.g. age and ability level of the learners) and be able to provide learners with pedagogical support at any time.

2.4 Differences between authentic and scripted materials

In this chapter the main aim is to compare authentic and scripted materials, their use in ELT classroom and introduce briefly the main differences between them.

According to Dömischová (*2019, p. 3-4*) foreign language students basically work with two types of materials (which can be both written and spoken). The first group consists of authentic materials which are nor simplified neither adapted for language learning purposes. The second group of materials (so-called scripted or didactic materials) is specifically used for language teaching. Unlike the first group, they are modified, texts are simplified and adjusted to individual language level and skills of students or even to their needs and interests. The scripted materials can serve to practice various grammatical structures, vocabulary or particular language skill. (*Dömischová, 2019, p. 3-4*)

In other words *"exposure to language may come through texts that are specially prepared and simplified for students (restricted) or are unadapted, authentic texts from non-specialist sources (authentic)."* (Scrivener, 2011, p. 126).

Referring to the differences between authentic and scripted materials it is appropriate to mention the distinction between language acquisition and language learning. This distinction has been hypothesised by Stephen Krashen who is an American linguist, educational researcher and activist (*Wikipedia ©2021*). Scrivener (*2011, p.127*) pointed out this difference referring to authentic and restricted exposure to language. **Language acquisition** means picking up the

language subconsciously when we communicate and try to understand various messages whereas **language learning** is conscious (for example in a classroom).

Underwood (*1989, p. 98*) noted that *"the lessons learned in the classroom do not seem to have been adequate preparation for the ´real thing´"*. Furthermore she conveyed that it is important and generally accepted that learners should practice language they will encounter in real life in order to be able to understand as well as respond to native speakers (*Underwood, 1989, p. 98*).

Nowadays, teachers are free to choose materials they want to work with in their classes. However, one of the disadvantages of using scripted materials is that they are not replaced by new editions on a regular basis and the contained teaching material can become easily obsolete or not valid at the time. For this reason, many teachers choose from so-called supplementary materials, which can include authentic materials. (*Dömischová, 2019, p. 3*).

To sum it up in both groups there are a few pros and cons. It is reasonable to balance both groups and always think about what is the most appropriate choice for a particular group of students.

3 AUTHENTIC MATERIALS AND LEARNING (TEACHING) STYLES

The way that individuals prefer when receiving and subsequently processing information is reffered to as learning style. It is developed on the basis of personal qualities of an individual and it influences how and according to which characteristics both the pupil and the teacher approach the learning (teaching) process. (*Sitná, 2009, p. 36*)

The question of learning styles is considered by a number of educationalists and psychologists. The research in this discipline is extensive, but there is no general agreement on the conclusion. There is also critique for each of the theories. The learning style can help a learner find out what situation is the best for absorbing and remembering information. Different typologies apply to different types of learning fields – it can be sports, various technical or practical skills, theoretical sciences such as history or philosophy etc. (*Kubíčková, 2015, p. 16*)

In connection with use of authentic materials in ELT classroom it would be suitable to mention the Neuro-Linguistic Programming model (NLP) . Harmer (*2007, p. 16*) reports that various learners respond to different incentives (e.g. music, pictures, movements etc.) some of which instigate them into learning more, some of them less. The NLP model divides these stimuli into visual, auditory and kinaesthetic and for each student one or another type of stimuli is more powerful and effective for his/her learning. (*Harmer, 2007, p. 16*)

So-called VARK typology is closely related to NLP model, which is discussed in more detail in the following chapters.

3.1 VARK typology

Students basically need four language skills to master a foreign language: reading, writing, listening and speaking. The so-called VARK typology is best applied to these skills. The VARK typology divides students according to learning styles, that are classified according to sensory preferences. This typology was invented by a teacher from New Zealand Neil Flemming. VARK is an abbreviation of first letters of English terms. According to Flemming´s model there are four sensory modalities:

➢ Visual learning
➢ Auditory learning
➢ Reading/writing learning

➢ Kinesthetic learning. (*Wikipedia ©2022*)

Though each learner has a predominant style of learning, most of them are a combination of above mentioned four styles. In addition, each of learning styles has a supplementary way of teaching. (*Bay Atlantic University ©2021*)

Brief characteristics of each of these styles is given in the following chapters.

3.1.1 Visual learning

The sight is the principle sense for learners of this type. Such learner needs to "see" information in order to understand it. Using separate colours for different themes, patterns, shapes, various stickers which are used to highlight and convey information is important for a learner who belongs to visual typology. Diagrams, graphs, maps, pictures or charts are imporant for their learning and processing information. Anything these people can perceive with their sight is easier to remember. Monotonous text is not suitable for them. They prefer their teacher using board and writing down notes, drawings, using presentation or demonstration of subject matter. It does not necessary mean that watching videos and films help them to learn unless they include demonstrations of given topic. (*Wikipedia ©2022; Bay Atlantic University ©2021*)

3.1.2 Auditory (aural) learning

Hearing is the principle sense for learners of this type. For these type of learners (who belong to auditory, i.e. hearing typology) it is important to listen to the subject matter in order to understand it properly. They are good listeners when other people speak. There are various types of listening: lectures, discussion, music, dialogue etc. One of the advantages of a lecture is that a student learns during it at school. Auditory learnes learn best when they talk about the subject matter (with classmate, friend, in the form of lectures or group discussions), i.e. saying things loud helps them to understand the context. They often use conversation to sort their thoughts. It is recommended for auditory type of learners to emphasize school attendance or regular couses. They often do not write notes, that is why they need to supplement the

information from the lesson, e.g. by reading various literature. They can also easily learn by using recordings of the curriculum or mnemonic aids. However, this type of learning is not suitable for every subject. In the case of learning technical or mathematical subjects where it is necessary to understand logic and principle, this way of learning may not necessarily be beneficial. (*Kubíčková, 2015, p.26; Wikipedia @2022; Bay Atlantic University @2021*)

3.1.3 Reading/writing learning

Working with text is ideal for learners of this typology, whether it is in the written form (writing the text down) or simply reading the text. In other words text-based input and output is prefered by these learners. It includes various reports, manuals, handouts, essays or assignments. They are also able to learn through self-study without any help of a teacher. To understand the subject matter this type of students needs to read or write down the information, text is more powerful than any kind of auditory or visual aids. To make them engaged and understood certain lessons, it would be the best to have them describe various topics and curriculum by written statements, take written quizzes on topics etc. They tend to have very well-developed abstract thinking and imagination and are able to memorize entire pages from coursebooks. (*Bay Atlantic University ©2021; The VARK Modalities ©2022*)

3.1.4 Kinesthetic learning

The basic sense in learning of these people is practical experience, these students need to carry out physical activity rather then listen to a lecture. These individuals prefer learning by doing things. Touches and movements are important for a learner of kinesthetic type in order to understand the subject matter. Explaining, reading or writing is not sufficient for these learners. They are comfortable with learning by trial and error method as well as experimentation. It is suitable to teach them with help of personal experience, simulations, demonstrations and exercises that keep them entertained and busy, as these learners have often difficulties to keep attention. (*Kubíčková, 2015, p. 27; Wikipedia ©2022; Bay Atlantic University ©2021*)

3.2 Communicative Language Teaching (CLT)

It is appropriate to mention one important aspect, which should be taken into account when working with authentic materials. While teaching conversation through using authentic materials, we should search for a method that would lead us to the right and successful teaching process. CLT could be the right process to teach conversation effectively. It is well known, that students learn better through doing things and practical training rather than studying theory how the language works. All activities should approach the real situations as much as possible. There should be created a safe space for experimenting and teachers should be tolerant to errors.

Communicative Language Teaching is a modern method that is focused more on language context than on grammar. One of the principles of CLT is that "*if students get enough exposure to language, and opportunities for language use – and if they are motivated – then language learning will take care of itself.*" (*Harmer, 2007, p. 50*).

According to Harmer (*2007, p. 50*) the focus has been on communicating real messages rather than grammatically controlled language. The effect of CLT is beneficial since in fact the learners do not learn a language to know about it, but to communicate with it.

Talking about conversation teaching, the main goal is to develop fluency in the language. "*Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintain comprehensible and ongoing communication despite limitations in his or her communicative competence.*" (*Richards, Rodgers 2006, p. 105*)

This is also supported by Ray (*2020*) who claims, that in order to develop competence in communication, language has to be authentic. According to him authentic materials help learners learn the language by its using and authentic texts used in CLT helps to improve communicative competence.

The use of authentic materials in the classroom enables students to have exposure and access to the real language, used in a real context. By this way students are more motivated to study and search on their own, when they experience real-life situations in in-class activities.

Each of the learners has a unique combination of factors, that influence his/her ability to learn and noone belongs to only one typology one hundred percent. Our senses complement each other and it is not possible to use the same senses for learning different subjects (maths,

English, physical education etc.). If one of the senses dominates, it does not mean that the reamining senses are useless and stunted.

There are basically four language skills that students need to be able to communicate in a foreign language. These are reading, writing, listening and speaking. These disciplines cover the spectrum of senses used in learning and so the learning typologies described in previous chapters. Some learners naturally prefer writing, others prefer conversation or reading. If the teacher practices writing or reading it will be more difficult for kinesthetic type of learner than for visual type. If it is a conversation which is practiced it will be preferable for kinesthetic type than for reading/writing type, who prefers self-study. Nevertheless, there is strictly separated space dedicated to all of these language skills in common modern language coursebooks. In the chapters we can find sections for reading, writing, listening and speaking. This layout of coursebooks is very common and logical.

While using audiovisual authentic materials in the language classroom (appropriately chosen) it is possible to involve all senses and thus all types of learners at once, unlike classic coursebooks. Songs and music are examples of such authentic (audiovisual) materials which are discussed in more detail in the following chapters. Even if such teaching material is authentic, i.e. not orginally modified for educational purposes, it could be advantageous for language learning.
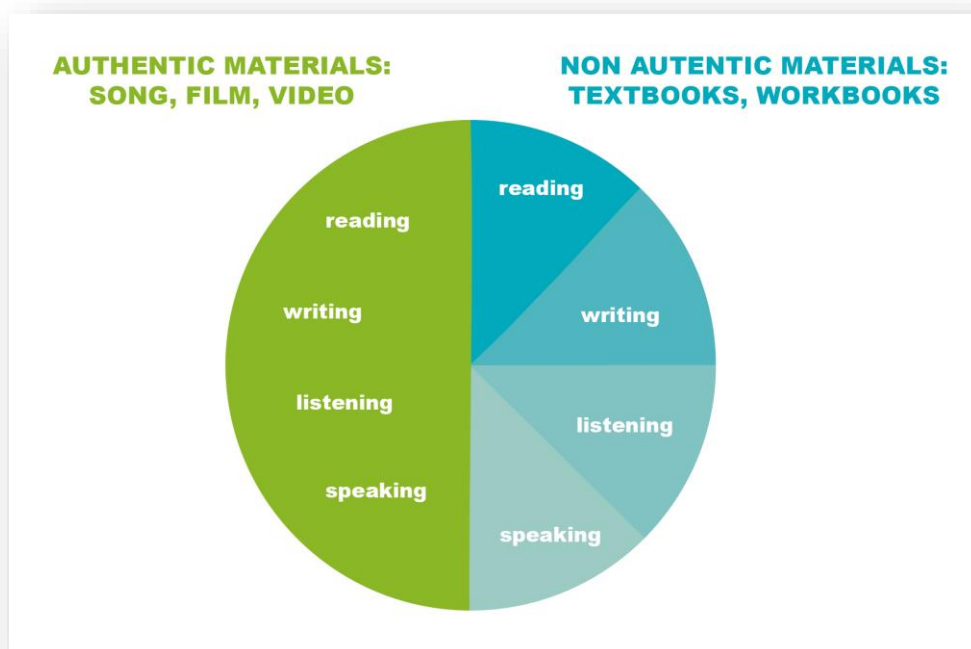
Schema no. 1– Comparison of learning with authentic and non-authentic materials
Source: Own graphics – visualisation of argument in the text

4   USING SONGS AND MUSIC IN ELT CLASSROOM

Undoubtedly, songs and music are considered one of the most attractive and flexible authentic materials in ELT classroom. Learning English through songs and music is motivational for many different types of learners, it captures their attention and thus makes their learning effective.

It is a great way to learn and memorize words and phrases and to develop familiarity with the sounds and structure of the language. Moreover, musical materials are available everywhere and there is hardly any student without musical taste. Most of the students love listening to music and doing activities related to music in their free time, too. All these aspects contribute to the fact that songs and music can be usefully integrated into the main flow of English lesson.

According to Karen M. Ludke *(2009, pg. 10)"educators, researchers, and theorists have claimed that music and songs in the modern language classroom may provide positive emotional and learning enhancements for students at different ages and stages of learning"*, moreover *"teachers have also reported that songs can quickly set a positive classroom tone, improve foreign or second language intake in the learning process, and attract learners´ attention to the linguistic material contained in the song."*

Murphey *(1992, p.7)* states that one of the most notable characteristics of music and songs is that it seems to be easier to sing language than to speak it. Furthermore, he adds that music and songs can be found anywhere (shopping malls, sports events, restaurants and cafés, in cars etc.). (*Murphey, 1992, p.7*)

However, there are also opposing views on teaching English through songs. For example Sobotka (*2021, p. 102*) supposes songs do not help with improving English to such an extent. According to his opinion a learner gets often carried away by the melody of the song without focusing on its actual content. Moreover, poetic expressions can appear together with wrong grammatic structures. He uses the expression "*she don´t care*" in *Ticket to ride* by *The Beatles* as an example. Even though according to Encyclopedia Britannica *(@2022)* "*"don´t" is occasionally used in American English speech and in historical writing as a contraction of "does not" (as in "He don´t know where he is going")"*, at the present time "don´t" cannot be used in the third person singular. It should be avoided in modern speech, because it is considered improper. (*Encyclopedia Britannica @2022*)

Either way, the following chapters focus on the use of songs and music in English language classroom. This topic is discussed in terms of choosing suitable song for particular group of students and the most crucial factors are mentioned which influence our choice. The last but not the least, there will be some suggestions for using this type of authentic materials for practicing particular language skills and systems.

4.1 Music and its influence on language learning

Research shows that musical hearing is a relatively crucial factor when learning a foreign language. People who have a musical hearing or devote themselves to music, progress much faster in their studies and reach higher levels more easily. Music is closely connected with our lives, it is easily accessible and we often absorb it unconsciously.

The relationship between musical abilities and language skills is very close. Many studies have revealed the connection between music and language as a very effective method, which is not surprising. Both are based on aural abilities. The basis of any foreign language learning is understanding its sound – phonetics, i.e. adoption of various rhythm, tempo, accents and intonation. Students with greater musical sensibility achieve the greatest success in learning foreign languages. They are able to imitate the accent and perceive the intonation of speech better. Music is a part of language as a means of communication, and both systems work on the same principle. Therefore, it is logical that the use of songs in learning a language is very advantageous. The connection between speech and music can also be proved by the fact that every child first communicates by using gurgling and other "musical" expressions. (*Kuttlerová, 2008, p. 55*)

The incorporation of songs and music in foreign language teaching is appropriate at any age, which is undoubtedly a great advantage that will refresh the lesson and ensure diversity of activitie, which improves student concentration. It is also a source of motivation for further learning, which is key to building a positive attitude towards language. For many learners, it also connects the curriculum with their interests. If the song is well chosen, it is likely that learners will return to it outside school. (*Murphey, 1992, p. 4-8*)

In songs simple and conversational language is used, there´s a lot of repetition. They are usually affective, which can make them more motivating than other texts. Moreover, they are relaxing, provide variety and fun. To sum up, the use of music and song offers two major advantages in relation to language learning:

➢ Music is highly memorable – Murphey (*1992, p. 6*) describes the phenomenon "the song stuck in my head" as a very effective method for a long-term memory training

➢ It is highly motivating, mostly for children, teenagers, and young adult learners.

That is why this enjoyable and adaptable source of authentic materials should not be ignored and it is reasonable to make good use of it. *(Murphey, 1992, p. 4 - 8).*

4.2 Choosing songs for learning English

Practically any song can be used in English language teaching. However, our choice should correspond with our intentions and aim of chosen task and a teacher should try to make as good use of as possible.

Hancock (*1998, p. 7*) notes that it is possible to use any song if adequate activity is assigned to it. According to him a teacher should make the most of what the song offers. Furthermore, he reports that a few basic questions should be asked before suitable song is chosen. The examples of questions are following:

➢ Would the class like the song?

➢ Are the lyrics clearly audible?

➢ Is the level of difficulty appropriate?

➢ Is the pronunciation natural enough to present a model?

➢ Does the song provide a good illustration of structure that is aimed to be presented?

(*Hancock, 1998, p. 7*)

What aspects shall teachers consider before using the correct song in the lesson? The process of selecting a suitable song is quite difficult and teachers need to think about a few aspects to ensure we choose the right one. It is important to maintain students´ interest in the lessons and therefore teachers should be very creative and try to make up useful and motivating exercises to help develop the students´ English.

Simpson (*2015 ©British Council*) concludes that before choosing a song or music the following main aspects should be considereds:

➢ Age of the students

➢ Language level of the students

➢ Topic

➢ Language skill or language system which is to be learned or practised in the lesson

Furthermore, according to Clare Lavery (©*British Council*) the best song to choose should be suited to classroom acoustics and learners´ ears (there should not be any background noises). The song should be simple and linear (repetitious with a simple story build or tale). The next condition is use of plain English (without too much slang or cultural references). Moreover, it should be suited to actions (especially for younger learners) and the last but not the least it should not be too long. (*Lavery ©British Council*)

Šmídová, Tejkalová and Vojtková (*2012, p. 25*) emphasize in their publication the importance of appropriately chosen language level for a specific group of students. Different songs contain different levels of grammar and vocabulary. In addition, the songs often contain ambiguities, which again require a specific language level for learners to understand. There are also songs that, with regard to learners´ age, do not fit into the school environment. When working with younger students, it is advisable to choose rhythmic songs which are also possible to move to.

The factors mentioned above are the most important ones, which we should always consider and bear in mind before incorporating a song to English language teaching. The two factors age and language level are shortly discussed in the following chapters. Separate chapters are given to the use of songs in teaching particular language skills and systems.

4.3 Teaching English through songs according to different age and language level

In order to make a successful song-based lesson it is necessary to realize what is the learner´s age and level of English. There will be great differences between 5-year olds, 15-year olds or adults.

For small children it is preferable to choose songs with repeating rhytms and lots of rhyming words. It is much easier for them to learn new vocabulary this way or sing along. The "sing and learn" videos or singing along to nusery rhymes are very suitable choice for them. But in fact young children usually like any kind of music or song as far as they are allowed to dance and move with it. There are plenty of songs and videos which can help them practice e.g. animals, colours, numbers, parts of the body etc. (*Murphey, 1992, p.17; Cambridge English ©2022*)

As for teenagers it is more complicated. Various learners usually prefer and listen to different kind of music and songs. However, it is always reasonable to use contemporary pop and rock

songs. In any case, material used successfully one year may happen to become irrelevant and boring for them the next year (they often reject dated music). One of the possibilities could be students´ own selection of songs or music (and its modification to learning exercises) which is useful both for students and a teacher. For students learning through the songs of their own selection is a great opportunity to combine actual learning the language together with their interests. Whereas for teachers this means reducing preparation time and providing them with a large amount of available materials. (*Murphey, 1992, p. 17*)

In general the appropriate songs for learning English regardless the age or level should be:

➢ Not too long

➢ Not too fast

➢ In everyday plain English (without too many difficult or new words, slang or cultural references which need explaining)

➢ Clear (all words are easily understandable). *(Cambridge English ©2022)*

4.4 Teaching language skills through songs in ELT classroom

Songs are a great source of real-life language and their use in the class is without any doubt one of the most efficient ways of teaching English. It can develop and integrate four language skills: listening, reading, speaking and writing, in a harmonic and natural way in ELT classroom. Although it is usually difficult to teach these skills separately, since teachers often exercise more than one of language skills at once and combine them, following chapters focus on using songs in teaching receptive (listening and reading) and productive (speaking and writing) language skills.

4.4.1 Teaching receptive skills – listening and reading through songs

Teaching receptive skills, i.e. listening and reading, go hand in hand and thus this chapter deals with the possibilities of using songs for teaching these particular skills. Songs are valuable source of authentic language and there are many ways to use them in ELT classroom. It is very easy to find song lyrics nowadays as well as there are many possibilities to modify them according to our and our students´ needs. Once transformed into useful material in ELT classroom, it can be used at any time.

Selected ideas for using songs in teaching listening and reading skill:

Gap filling – this is the classic way of using songs in ELT classroom and one of the most commonly used activity, which combines listening and reading comprehension. The students´ task is to listen carefully and fill in the missing words or phrases. It can be varied in a few different ways, i.e. the missing words could be stated for the students to select from (this works well with lower-level classes), or all the words are of the same word class (i.e. prepositions, verbs). Another option is to take out rhyming words or number the blank spaces and provide clues for each number. The more blanks there are, the more challenging the exercise will be. Before the very listening it is also possible to ask students to predict what the missing words are. (*Scrivener, 2011, p. 355; Budden, 2008*)

Jumbled lyrics – this activity is suitable for all levels, even for low level students. It is preferable to choose a song that tells a story. There are two possibilities to prepare this task, either cutting the lyrics up into separate lines, or rewriting the song with the sentences or words in different order. Learners´task is to use contextual clues to put the text in original order. They may even try to work it out before actual listening and then compare their guess with the song, or they can work while listening to the song. (*Scrivener, 2011, p.355; Skoulika, 2022*)

Ordering the verses – it is very simple task, appropriate for the beginners. The lyrics of the song are cut up by verse and jumbled. As the learners listen to the song they put the verses in correct order. (*Budden, 2008*)

Spotting the mistakes (differences) – the aim of this activity is to find mistakes in the lyrics and correct them. The words can be changed for example into similar words (synonyma – *bus vs train*), the opposites (this can work with adjectives) or they can be focused on grammar mistakes (e.g.*we was – we were*) Adequate quantity of changed words is not more than 10 (again it depends on the level of students, the lower level they are the less words are changed). (*Budden, 2008*)

Matching pictures – for this task we need a worksheet with various pictures which correspond to the lyrics (there can be some extra pictures for more advanced students). Students listen and put the pictures in the order in which they hear them in the song. (*Scrivener, 2011, p. 355*)

Dictation – in this exercise learners write out the chorus (with intermediate learners) or the whole lyrics (especially for advanced learners). First the teacher dictates the lyrics, then it is compared with the recording. (*Scrivener, 2011, p.355*)

Action movements – this activity is great for young learners. As they listen to a song they can invent a mimed action or dance for each line or verse. These actions can help them to understand and remember new words together with dancing, which increases memory and concentration. The example song could be "*Head, shoulder, knees and toes*" (*Scrivener, 2011, p. 355; Jo Budden, 2008*)

TPR – reaction to words – it is appropriate even for the youngest children. They move around a classroom and listen to a song, which is played once without a pause. Afterwards 2 – 4 words are agreed on to which the children should react if they hear them (the choice of words depends on the language level). The song is played once again, children move and as soon as they hear any of the agreed words they e.g. do a squat, make a circle, walk backwards etc. This activity forces them to pay attention and listen carefully and they have fun at the same time. (*Hanšpachová, Řandová, 2005, p. 82*)

Multiple choice – this activity can be adjusted to any type of materials including song lyrics. The aim is to practice listening comprehension and find out, if the learners understand the main context of the song. The task is to circle the correct answer to the given questions.

As mentioned in previous chapters, one of the most important factors before choosing the "correct" song is the language level of our class as well as age of the students. Teachers should always bear this on mind when selecting the most appropriate song. They should also consider whether the students will work individually, in pairs or in small groups. There is an endless amount of possibilities.

4.4.2 Teaching productive skills through songs – speaking and writing

As already noted, songs can be used for practising any of the conventional categories of language study (language skills, grammar, vocabulary etc.). We can focus on one of these areas or many of them altogether. This chapter deals with some possibilities of practicing productive skills – i.e. speaking and writing, which allow students to show their creativity and imagination.

At the beginning it is important to state, that speaking and writing could be very demanding for young learners. Second language (similarly to the mother tongue) is picked up by children through listening first, after understanding enough they only start "producing" the language. That is why it is better to avoid tasks which are too difficult for them or aim these activities to older language learners.

Selected ideas for using songs in teaching speaking and writing skills:

Singing along –this activity can be quite challenging. It is important to learn the tune and to get the rhythm to be able to sing along with the original. With young children it is helpful to take some steps before they sing along (e.g. read the song lyrics out loud first, teach any unknown vocabulary or read the lyrics while listening to the song etc.). (*Cambridge English ©2022*)

Discussion – certain songs can make learners discuss (this is more suitable for higher levels or older students). It is recommended to listen to the whole song once or twice, or to a shorter section. Then we can ask learners what happened in the song, about their reactions, predictions, interpretations, feelings etc. This activity can be also used as a nice lead into a topic or a way to pre-teach certain vocabulary. It is also possible to prepare a list of specific questions about the song *(Scrivener, 2011, p. 355; Jo Budden, 2008)*.

Option: Learners can prepare questions for discussion of their own (e.g. 3 – 5 questions) and interview their classmates. Then they switch and change roles. To include writing practice learners can also take notes about the song and then present it to the class *(Karen M. Ludke, 2009, p.23).*

Composing – in this activity learners listen only to the tune of a song and try to write the lyrics. Learners use their imagination, although it is quite challenging on stress and rhythm. (*Scrivener, 2011, p. 355*)

Write the next verse – a song can be extended with a next verse. This is a creative activity for higher level classes. It is important to focus on the patterns and rhyme of the song as well as maintain the same mood and style as the original. Students can work either individually or in groups. If they succeed, the new verses can be sung along with the melody. *(Budden, 2008; Simpson, 2015, ©British Council)*

Option: Learners are asked to write a short story in which they describe what happened to characters or the singer, or what may happen next. After they are finished with their writing, they exchange stories with their classmate and make suggestions or corrections about each other´s ideas *(Karen M. Ludke, 2009, p.27).*

Plan a music video – the best way to fulfil this task is to work in groups. Learners try to "create" a video for the song they only listen to and decide e.g. about the location, the characters, main

plot etc. After finishing this activity each group presents their idea to the others and together they vote on the best one (*Simpson, 2015, ©British Council*).

Creative drawing and writing – learners listen to a song which is paused after 10 – 20 seconds. They are asked to draw whatever comes to their mind. Then another 10 – 20 seconds is played, paused and learners draw again. This should be kept doing until the song finishes. According to the drawings learners are asked to write a short story to follow their pictures. This activity can be held even with younger learners. In this case we skip the writing (*Cambridge English ©2022)).*

4.5 Teaching language systems through songs in ELT classroom

As already mentioned above we can focus on any of the category on language study when using songs and music (reading, grammar, vocabulary, listening etc.). Though, e.g. according to Murphey (*1992, p. 12*) music and song is not really one of the conventional categories of language study.

The following chapters deal with some possibilities to use songs and music in teaching language systems, i. e. grammar, vocabulary and pronunciation.

4.5.1 Teaching vocabulary through songs

Using songs in ELT classroom is a useful way to teach vocabulary of various topics. It helps to memorize words and phrases. It works mostly with younger learners, as they listen to vocabulary and phrases in a meaningful and natural context. They absorb grammar and vocabulary unconsciously while listening and hearing whole sentences, and thus it is a simple way for them to remember new words and phrases. (*Nagy, 2018*)

Activities used for teaching vocabulary through songs can be somewhat similar to those mentioned in previous chapters. Some of these activities can be adjusted to our and our students´ needs. To have our list complete, some of them are mentioned once again with some adjustments.

Selected ideas for using songs in teaching vocabulary:

Gap filling (*see chapter 4.4.1*) – to use and adjust this activity for practising vocabulary we prepare song lyrics with skipped words of the same topic, word class (prepositions, nouns etc.) or simply vocabulary we want to teach our learners.

Spotting the mistakes (differences) (*see chapter 4.4.1*) – learners find mistakes in the lyrics and correct them. To practice vocabulary we can use synonyms (bus vs train), the opposites (adjectives) or words of the same group (e.g. animals, colours etc.). *(Scrivener, 2011, p. 355; Budden, 2008).*

Guessing meaning of new words – before doing this activity it is necessary to find a song with vocabulary we intend to teach. Learners get a list with the vocabulary to be covered (or the new words can be written on the board). The song is played and afterwards learners are encouraged to guess the meaning of new vocabulary from the context. The option (for lower level classes) could be providing them also with the meanings of new words so that they can match them together *(Karen M. Ludke, 2009, p.17).*

Action songs – actions can go with the song along with the melody and rhythm (especially with younger learners). Action movements may be demonstrated with any kind of song, but the most appropriate are the obvious ones such as "*Head, Shoulders, Knees and Toes*". Younger children are able to memorise new vocabulary easier if the words of the song are associated with movements. (*Nagy, 2018*)

4.5.2 Teaching pronunciation through songs

Pronunciation is one of the most important aspects in learning English. It is important how we pronounce the word. If a speaker has bad pronunciation, the speech will not be understandable to the listeners. Therefore, it is very important for students to start learning English pronunciation as early as possible. Songs are one of the very natural way how to learn pronunciation in English lessons. This type of authentic material provides many benefits.

When a foreign language is learned, there are plenty of different and unusual sounds that a learner is not used to making. Singing out loud helps not only to form the right shapes of one´s mouth and make correct sounds but also learn how stronger and weaker sounds are pronounced in different way in English. (*Cambridge English ©2022*)

Adelia Yusmita and Nike Angraini (*2017*) made a research which was focused on effects of English songs and pronunciation. Its conclusion was that using English songs improved the students´pronunciation. Moreover, the use of songs could make the pronunciation activity more enjoyable and interesting.

Larry Lynch (*2022*) furthermore states that learners can experience a wide range of accents as well as different kinds of English this way (e.g. British or American English). Various accents are also provided in songs from different regions, of different types and formats. The examples are soul, R&B, pop, reaggae, jazz etc.

Karen M. Ludke (*2009, p. 24*) claims that for the purposes of pronunciation practice, songs should not be too fast with difficult melody or rhytm. Otherwise this can cause frustration.

4.5.3 Teaching grammar through songs

Students can learn not only a lot of new words but also grammar rules through music. Teachers can select various songs to teach some grammar functions to students. If chosen and adapted properly, songs could be very effective in all phases of teaching grammar.

Selected ideas for using songs in teaching grammar:

As there are quite a lot of examples of "song" activities in previous chapters which can be adjusted in order to practice what is intended in the lessons (particular skill, vocabulary etc.), at least a few examples of using songs to practice grammar are stated in the list below for illustration.

Gap filling – (*see chapter 4.4.1*) as mentioned in previous chapters this classic activity can be varied according to learners´needs. To practice grammar students could be asked to e.g. fill in correct verb form (verb tense, negatives etc.). (*Scrivener, 2011, p. 355*)

Changing the text – students are asked to change all the verbs from one tense to another (e.g. from present to past etc.).

Spotting the mistakes (differences) – (*see chapter 4.4.1*) learners try to find mistakes (wrong grammatical structures or verb form) and correct them (*Scrivener, 2011, p. 355*)

4.6 Using "just" music in ELT classroom

Not only songs and song lyrics can be useful in the language classroom, but also music on its own (especially classical music). There are some basic information and tips stated in this chapter for using music in ELT classroom.

Cranmer and Leroy (*1992, p. 1)* stated that *"music is such a fundamental manifestation of culture and of human need to communicate that it is inextricably associated with language."*

As many authors and researchers noted music has many positive effects on people´s minds. It has the potential to change the classroom climate, seems to give energy and stimulate imagination (*Murphey, 1992, p.37*). Murphey *(1992, p.37)* also pointed out the power and popularity of so-called mood music, which can be used for example in the dentist´s surgery to relax us, in the shopping centres or even heart surgeons listen to relaxing music during difficult operations.

Cranmer and Leroy *(1992, p. 2 – 3)* furthermore reported that no two people hear the same piece of music in the same way because of their different moods and even physical states. Thus, the listener´s perception of different music on different occasions can be a topic for discussion. They also pointed out that learners mostly like to listen to pop and rock music, which seemingly tend not to work well for the purpose of stimulating images (unlike classical music). (*Cranmer, Leroy, 1992, p. 2 – 3*)

It is necessary to mention the so-called "*suggestopedia*". This method of studying foreign languages was introduced in 1970s by Bulgarian Georgij Lozanov. The basic idea of this method was, that anyone could learn a foreign language without great effort through music, deep breathing and other relaxation techniques. (*Kuttlerová, 2008, p. 56*)

Selected ideas for using music in ELT classroom:

There are some ideas to use music on its own in the classroom. According to Jo Budden (*2008*) the ways to use music could be as following:

Set the scene – music can be played to set the atmosphere in the class and to make the learners settle down. It can be used both at the beginning and at the end of the lesson.

Change the tempo – this is another possibility which could be very useful. It may help to calm down noisy learners (relaxing music) as well as wake up sleepy ones (favourite tunes).

Time limits – playing music can be used instead of telling students how much time they have to finish a task. As soon as the music stops they should be finished with their activity.

Expressing feelings – as different type of music induces different feelings and reactions, this activity can be used to practice for example various adjectives. Students simply write down or present how they feel about the song.

Musical drawings – similarly to the previous activity, students are given a piece of paper and try to draw whatever comes to their head.

Option: Students draw while the music is playing, after 20 – 30 seconds the music is stopped and the picture is passed to another person. The pictures can be described and discussed later or a story could be written about it. (*Jo Budden, 2008*)

5   RESEARCH METHODS

This chapter deals with the methods selected for the research, expected process of the research as well as expected conclusions which are based on the hypothesis outlined at the beginning of the diploma project. Based on information stated in chapters 2–4 authentic (unadapted) materials should be an effective and useful teaching material for lower secondary school students despite their difficulty. If they are chosen appropriately, they could become even better teaching material than coursebooks. I consider songs and music clips suitable authentic materials for my research and for this reason I will use a song in sample English lessons.

When deciding between quantitative and qualitative method I have considered type of information I work with and try to find out in my research. In my diploma project I plan to learn something about students´ as well as teachers´preferences, feelings and their experiences from English language lessons. For this purpose small sample of spontaneous, authentic answers with personal view of students and teachers is much more valuable than large amount of perfunctory information. Therefore, I have chosen qualitative method supported by a profound questionnaire survey. There are two versions of questionnaires: one for students and one for teachers. The approach I have chosen in both questionnaires is described in the following chapters.

5.1   Research area – cooperation with students

The research among students is divided into **four** parts:
The first part is carried out in the form of a classic coursebook supplementary exercise and **the second part** deals with work with song. Materials prepared in advance are used for both parts. The emphasis is put on the comparability of both teaching materials, therefore both supplementary exercises contain the same number of verbs.

After both lessons are taught a questionnaire is handed out to students in **the third part** of the research. As lower secondary students are the target group, the questionnaire could not be too comprehensive so that the students do not to lose their attention. The very first question is so-called "Wh- question", i.e. the students answer spontaneously in their own words without chosing from predefined answers (e.g. multiple choice). This ensures maximum authenticity of the responses. The question *"What did you like most in the two sample lessons?"* is not suggestive in any way. For this reason I consider information obtained in this way very

valuable. In the second question I try to find out the motives and reasons for answers in the first question. In answering this question, I would like to trace their feelings and motivation, because it is crucial for learners of this age (pre-adolescent or adolescent) to attract them. If teachers know why each part is or is not entertaining for them, they can further work with this useful information to optimize and adjust their next lessons. Students may not even like the chosen song. It also depends on how often songs are used in their lessons, whether it is rather rare experience or whether they would prefer other authentic material for a change. All this information can be used to prepare more attractive lessons.

In the next part of the questionnaire, I narrow the possibilities of the answers to get more specific results: *"How did you like the first lesson?"* and *"How did you like the second lesson?"*. Students can express their opinions on a scale from 1 to 5. This way I get a lot more information than if I asked *"Did you like the first lesson or the second lesson more?"*.

Other questions are aimed at finding out whether students like listening to music and what type of authentic material would attract them as the possible content of the next lessons.

The fourth part is aimed at obtaining more objective information about effectivity of teaching materials used in the first and the second lesson. Since the questionnaire is rather subjective, in the fourth part of the research we verify what students remembered from first two parts of the research. The fact that students like the teaching material and is attractive to them does not necessarily mean that it is effective, though I suppose so. Therefore, I decided to verify this assumption. The test contains the same grammar exercises taught in the first lesson and the same exercises from the lyrics of the song used in the second lesson. As I tried to pay attention to their comparability, the same number of verbs and their forms is kept in both exercises. Thus we can find out which of the two exercises is more effective for students to remember.

5.2 Research area – questionnaire for teachers

The questionnaire for teachers contains the combination of questions, which are aimed to find out general experience of teachers with use of authentic materials in their English lessons and are designed to get the most authentic answers.

By the first question in the questionnaire I find out whether or not teachers have experience with the use of authentic materials in their lessons. The respondents´ answer should be either yes or no. The answer creates a filter which divides teachers into two groups. If anyone answers "no" to this question, there is no point in answering other questions concerning e.g. experience

with use of authentic materials, frequency of their use etc. Nevertheless, these teachers are still required to answer question number 7, i.e. "*Whether or not they consider authentic materials useful and why*?" We can learn more about the reasons why they never use authentic materials in their lessons. The others are invited to complete the remaining part of the questionnaire without any limits.

The following part of the questionnaire is aimed to find out what specific experience teachers have with the use of authentic materials. There is also considerable part of the questionnaire dedicated to comparison of authentic materials with classic coursebooks. These questions are carried out in the form of open "Wh- questions" supplemented by the appeal "*Please, fill in*." Broad limitless question is more valuable in this case, as one can learn something new from the teachers without any presupposition.

I expect the answers may differ a lot, as there are many teachers (especially older generations), who prefer using only coursebooks in their lessons. It is possible, that some of the teachers could have minimum experience with using authentic materials whereas others use them quite often. Due to this assumption, I ask respondents to fill in information about the length of their practice in foreign language teaching and, optionally, they may add information about their age. The questionnaire is anonymous and information about age could jeopardize the anonymity of the respondents within such a small group of respondents (someone could have inhibitions to complete the questionnaire). Experience with the use of authentic materials may also vary. Some of them may have the best experience, and some may have given up on further attempts after the first negative experience. For example, if a teacher first used a song or an article in the class that was not properly selected, this experience could discourage him/her for a long time. The teacher could have spent an unreasonable amount of time preparing the material, or he/she could not have explained some of the expressions in the text that were e.g. too poetic or colloquial.

5.3 Summary of theory and research methods

The research areas have been determined on the basis of objectives that are to be examined: the effect of use of authentic materials on students learning English language and experience with use of authentic materials among teachers. In the research I work with a target group of students at lower secondary school. It is easier to obtain quality and processable feedback from lower secondary school students. The aim of the research is to confirm or disprove the

assumption that authentic materials are not only suitable teaching material for lower secondary school children (even though they are unmodified and generally more difficult), but in some cases they can be even better than classic coursebooks. Authentic materials are usually used in more advanced classes, which is a pity. Authentic materials in a suitable form can have positive and irreplaceable effect on children who learn a foreign language. I consider audiovisual materials (i.e. films, videos, songs etc.) to be a suitable material for this target group, which is supported by a number of arguments. They are attractive to children, because audiovisual media are natural part of their lives even in their free time outside school. Most young people watch movies, videos, fairy tales or listen to music. They can get insight and understanding of a foreign language in a natural and effortless way. I further claim that audiovisual type of material used in a class involves students of all learning styles at once: visual, aural, read/write and kinesthetic (unlike coursebooks where reading, writing, listening and speaking are practiced separately). Learning styles are dealt with in chapter 3. I have decided to use a song in the research, because the lesson lasts 45 minutes and other types of audiovisual authentic materials such as a fairy tale would take too much time. I deal with various aspects of working with songs and music in ELT classroom in chapter 4.

6 RESEARCH PROCESS

As described in previous chapters, the research was conducted in cooperation with both students and teachers. The research with students was carried out without greater problems in accordance with the proposed plan. The research took place at lower secondary school on a sample of 31 students during April 2022. As already mentioned the research in cooperation with students was divided into four parts:

1 Grammar exercise
2 Working with song
3 Satisfaction questionnaire
4 Verification test

These parts were divided into three sample lessons. In the first two lessons students worked with grammar exercise and the song. After one week they were given a test to verify what they remembered from previous lessons. Both tests contained the same number of verbs in the same form so that they were the same difficulty and thus comparable. Afterwards the satisfaction questionnaire was handed out to the students. By dint of the test and the questionnaire it was possible to obtain both subjective (in what way students perceived both lessons) and objective data (what they actually remembered).

The research was carried out in the following structure:

Lesson n. 1

– grammar exercise (present simple tense, present continuous tense, negative)

Lesson n. 2

– work with song (present simple tense, present continuous tense, negative)

– test to grammar exercise from the first lesson (after 1 week)

Lesson n. 3

– test to the song from the second lesson (after 1 week)

– satisfaction questionnaire

The results of the tests from second and third lesson are shown in chapter 7. The results of the questionnaire are stated in chapter 8.

The research was supplemented by the questionnaire for teachers, which also took place during April 2022. I managed to receive answers from 14 teachers. The results of this questionnaire are described in chapter 9.

7 RESULTS OF THE RESEARCH: VERIFICATION TESTS

Verification tests were distributed to the students in order to obtain objective data in contrast with the satisfaction questionnaire, which was aimed to find out students´ subjective feelings. However, this itself does not necessarily mean that used material is effective. Therefore, it was desirable to supplement the research with objective verification of teaching effectivity using authentic materials compared to non-authentic materials.

In each of the tests it was possible to reach maximum 10 points. That is 310 points alltogether within the sample of 31 students. In case any answer was partly correct (e.g. a student determined present continuous tense, but did not put it in the correct form), 0,5 point was reached. Students achieved a total of 152.5 points in grammar test, which corresponds to about 50 % of the total number of reachable points. They achieved a total of 242 points in the song test, which corresponds to 78 %, i.e. more than three quarters of the highest number of reachable points. Both tests contained the same number of verbs, even in the same form. This ensured their maximum comparability
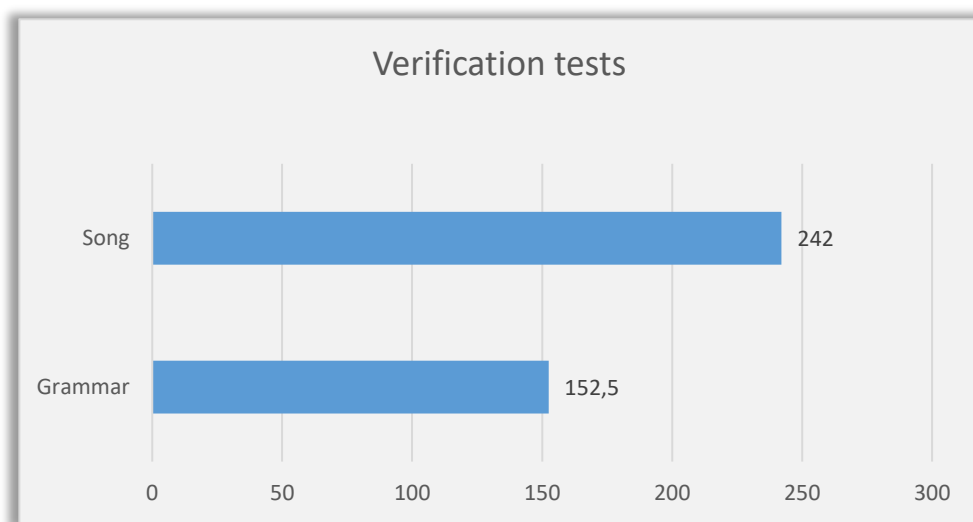

Diagram no. 1 – Results of verification tests from grammar and song exercises

The results show that the students were able to remember much more using song exercise than classic grammar exercise, even after one week interval. If students were given the test the same lesson, the results would be probably better. Nevertheless, since students had the subject still in their mind, the test would probably lose its effectiveness. The weekly interval from the subject of the lesson can help us verify what students are able to remember in the long-term perspective as well as to what extent the different types of teaching material help them to

memorize what they learn. Thus, the results confirm that in the case of the song, almost 80 % of the verbs were remembered by the students (even in the correct form) than in the classical grammar exercises.

If the difficulty of both tests is compared, we can search for arguments why one or another test could be assumed to turn out better or worse. For example, it can be discussed that listening was involved when working with the song lyrics and thus the ability to memorize individual phrases was supported this way. However, listening was also involved when working with grammar exercise, as it was checked subsequently. All the verbs were read aloud, corrected and listened to by the teacher and the students. On the contrary, it can be claimed that the song is more difficult than the grammar exercise as it contains more vocabulary and phrases and requires greater concentration. The grammar test contained only 10 separate sentences, moreover it was clearly recognizable which tense and verb form should be used. Students were given a long coherent song lyrics including slang and unmodified expressions, in which ten verb forms were missing to complete. In addition, students had to estimate the correct tense from the context of the song, whereas in the grammar test there was only one possible answer for each of the sentences, e.g. *"I drink coffee very often"* or *"Please be quiet, children are sleeping"*. There is no reason to believe that test from the song lyrics was easier. On the contrary, it could easily be said that it required more concentration, involvement and effort than the grammar test. And yet the results of the verification test for the song turned out to be better by the quarter than the results of the verification test for the grammar exercise.

This part of the research clearly **confirms the hypothesis** set out in the introduction of the diploma project. The authentic material (the song) was easier for the students to remember in comparison with classic coursebook exercise. Although it was considered more difficult and demanding, it was also more interesting and easier to remember for lower secondary school students. When using a suitable form of authentic material that is close to the students (e.g. audiovisual material), authentic material is much more effective for language teaching, even if the material is unmodified, left in its original form presented by a native speaker.

8 RESULTS OF THE RESEARCH: SATISFACTION QUESTIONNAIRE

Satisfaction questionnaires were distributed to the students in order to obtain subjective feedback, i.e. how they perceive the use of authentic materials in English lessons. The questionnaire contained 10 questions. The first three questions were related to the specific authentic material used in the sample lesson for the purposes of this research (in this particular case it was the song "*Lemon Tree*" by Fools Garden), and the rest of the questionnaire contained questions about authentic materials in general. Three of the questions were open to spontaneous answers, whereas the remaining ones were "YES/NO" questions or there was a possibility to choose from up to five options. The aim was to compare verification tests with subjective perception of the curriculum by questionnaires and find out whether and what is the connection between them. The subjective feeling of learning plays an important role in the process of absorbing information, because people in general naturally absorb interesting and engaging information more easily than tedious and boring ones. The questionnaire supplied us with a lot of interesting answers, which I present on the following pages.

1. What did you like the most about the two sample lessons?

The questionnaire begins with open and spontaneous question, in which students have a chance to provide their own answers. It is possible to obtain valuable authentic anwers this way. The answers are graphically displayed in so-called "word cloud" (see schema no. 2), which works according to the frequency of repetitive expressions with the size of font (i.e. the more often a particular answer is repeated the larger the font size is). The most common answer was conclusively "*the song*" (17 times in total), followed by the title of the song "*Lemon Tree*". Other answers depicted in the schema occurred only once. We can deduce that students were not united in their answers, but they liked the lessons as a whole. This is a pleasing finding, which is confirmed by other answers such as "*everything:-)*" or "*content of the lessons*".

The first question was answered by all students and all answers were positive. This could be partly assumed because of the wording of the question "*What did you like the most?*". Nevertheless, it was not possible to expect 100% positive answers if the students did not really like the lessons. They could possibly answer "*nothing*" or leave it blank because the questionnaire was anonymous. Another conclusion that ensued from the answers to the first question is the fact that the students liked not only the song itself, but also working with it and

filling in the missing verbs. The vast majority liked working with the song more, but a few students stated they liked everything and one student even wrote "*grammar*" as the most enjoyable part.

Schema no. 2 – Satisfaction questionnaire – question no. 1: *What did you like the most about the two sample lessons?*

2. Why?

The first question "*What ...?*" was logically followed by the second open question "*Why?*", which was aimed to find out the reasons or motives for answers to the first question. The students were asked again to respond spontaneously without any provided choices. Important conclusions and valuable insights into students' feelings can be drawn from their authentic answers. This time each answer occurred only once.

In the first question, majority of students answered that they liked the song the most, so the answers to the second follow-up question logically relate to the song. The students described the song as "*catchy*", "*soothing*", "*great*" etc. Some of them commented on the lesson itself, which they described as "*enjoyable*", "*relaxing*" or "*interesting*". Some students also enjoyed grammar exercise and working with text. Out of the total number of 31 questionnaires, negative feedback appeared in only one answer, where the student described the song as "*terribly obtrusive*".

Positive conclusion and **confirmation of the hypothesis** that authentic materials are suitable and effective teaching materials is evident from the answers mentioned above. Using

entertaining authentic material is a completely natural way for students to receive perceptions and information. Students do not consider this form of learning to be "true" learning, which is best described in one of the answers, i.e. "*Because we did not learn*". Spontaneous and relaxed learning, such as using original English lyrics to practice grammar, could be more entertaining for students even without noticing how much they have learned, even though, unlike coursebooks, such texts are often more difficult and completely unmodified.

Schema no. 3 – Satisfaction questionnaire – question no. 2: *Why?*

The following two questions (3, 4) compare how the students liked the individual sample lessons on a specific point scale. They were asked to "grade" the lessons from 1 (the best) to 5 (the worst).

3. How did you like the first lesson? (grammar)

The grammar part was awarded the best grade (1) by a total of seven students. Twelve students rated it by 2, eight students by 3 and four would evaluate it by a satisfactory 4. No student rated it by grade 5.
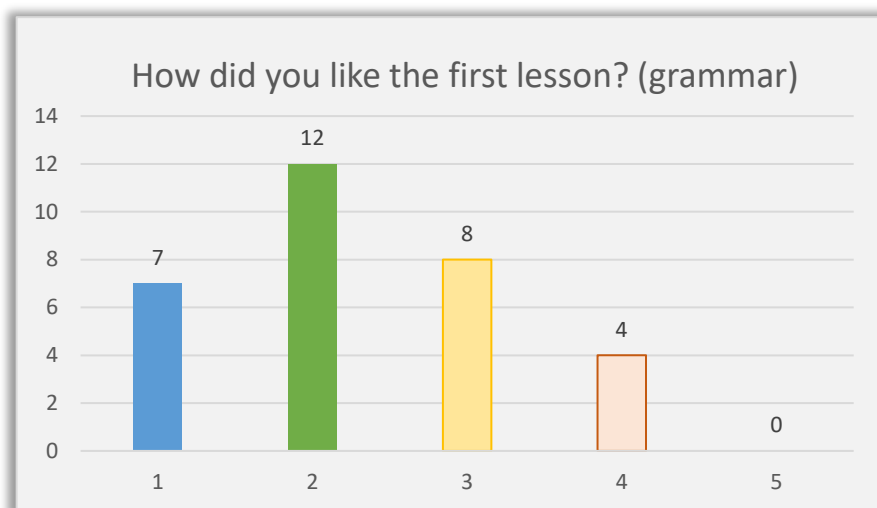
Diagram no. 2 – Satisfaction questionnaire – question no. 3:
How did you like the first lesson? (grammar) – grade it 1 to 5 as in school

4. <u>How did you like the second lesson? (song)</u>

The sample lesson with the song turned out better in students´ assessment in comparison with grammar lesson. 25 out of a total of 31 students marked it with the best rating (1). Five students would rate the lesson by grade 2 and one of them by grade 3. This part of the questionnaire was decided in favor of the authentic materials and thus confirmed the hypothesis set out in the introduction of this thesis.
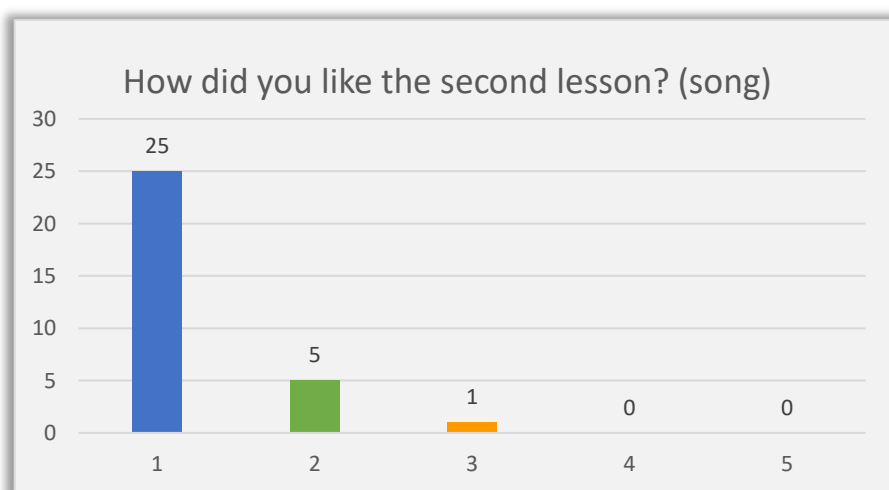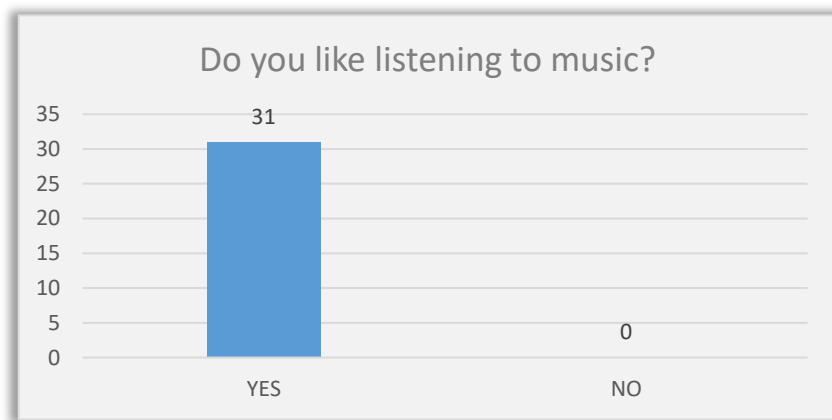

Diagram no. 3 – Satisfaction questionnaire – question no. 4:
How did you like the second lesson? (song) – grade it 1 to 5 as in school

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The next part of the questionnaire comprised general questions about students' preferences in order to find out how authentic materials could be used in further teaching. Each generation of students is different and adults do not always have the opportunity to track what children at lower secondary school watch or listen to in their free time. Therefore, students were asked if they like listening to music, to which all answers were positive. This question was supplemented by similar one, i.e. whether they listen to music actively in their free time (as their hobby). Many people may like listening to music passively, e.g. in public transport or a car while commuting to school or work, in a café, restaurant etc.

5. <u>Do you like listening to music?</u>

Diagram no. 4 – Satisfaction questionnaire – question no. 5:
Do you like listening to music?

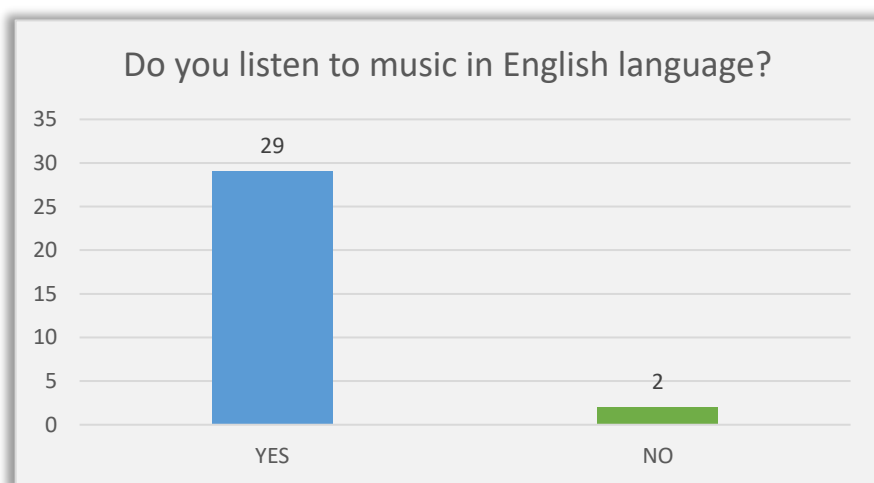**<u>6. Do you like listening to music in your free time?</u>**
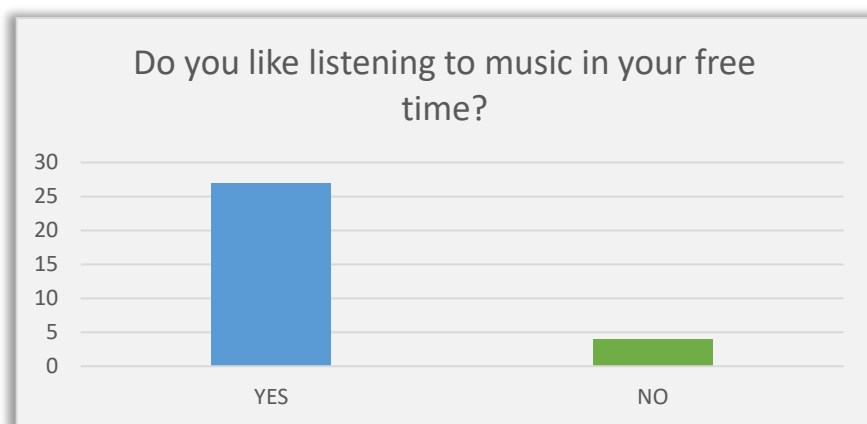
Diagram no. 5 – Satisfaction questionnaire – question no. 6:
Do you like listening to music in your free time?

The vast majority of students confirmed that they listen to music in their free time. This result verifies the theory that listening to music is a natural part of students' lives. They associate it with relax and free time. Therefore, it has the potential to become a beneficial and thus motivating part of English language teaching, which teachers can profit from.

7. Do you listen to music in English language?

Question no. 7 was intended to find out whether students listen to music in English or not. If they listened to English music, it would be another positive finding as well as useful potential to work with in ELT classroom, e.g. subsequent use of favourite bespoke lyrics presented by their favourite band or singer. If a teacher knows what songs and music styles are popular and interesting for students, it is also possible e.g. to talk about content of the text, discuss and think about hidden message of the song etc. In addition, the singer or the band itself could be a suitable topic for conversation or further work (e.g. biography of the singer, history of the band, fictional interviews, project work etc.). As the following diagram proves, this assumption has been fulfilled and the vast majority (29 out of 31 students) listen to English music.

Diagram no. 6 – Satisfaction questionnaire – question no. 7:
Do you listen to music in English language?

8. What kind of music do you like listening to?

Question no. 8 "*What kind of music do you like listening to*?" was divided into three subcategories: a) favourite singers, b) favourite bands, c) others. The names of English-speaking/singing musicians and singers appeared in all three categories. Not all the answers were legible, some of them contained spelling mistakes. Moreover, I did not know all the singers and bands, but hopefully I managed to state the maximum number of them in the schemas below.

The most common answer for the first subcategory was "*Marek Ztracený*". Czech and foreign singers appeared in a ratio of about 50:50. From the information obtained we can say that these performers and singers create songs with lyrics usable for teaching, such as Ed Sheeran, Shakira, Shawn Mendez, Queen etc. There is plenty of attractive melodies and lyrics about life to choose from. If techno, punk, house and suchlike predominated in the answers, the situation would be more complicated. As for the bands Imagine Dragons prevailed, whose beautiful lyrics and music is also ideal for teaching.

a) Solo singers. Please, fill in: _____

Schema no. 4 – Satisfaction questionnaire – question no. 8:
What kind of music do you like listening to?

b) Bands. Please, fill in: _____

Schema no. 5 – Satisfaction questionnaire – question no. 8:
What kind of music do you like listening to?

According to the frequency of occurrence (highlighted by the font size), it can be clearly seen that English bands predominated in subcatecory b). There is an exception which is the very popular band Porno Graffitti. This band comes from Japan and the lyrics are also mostly in Japanese. However, since this is a harder rock band and some songs are on the verge of metal, it is not really suitable for teaching purposes, even if the lyrics were in English. On the other hand, another popular band Glass Animals is perfect for teaching purposes. Their songs have simple lyrics, they are rhytmic and refrains could be described by the words of one of the students in the second question as "*terribly obtrusive*". It is therefore possible to remember them easily and for a long time. Among other favourite bands were The Neighborhood and also Czech band Kabát. The others appeared only once in the answers.

The answer "*remixes*" prevailed in subcategory c). One of the students explicitly answered that he/she listens mostly to "English" music, thus the trend we could follow in the two previous groups of answers a) and b) was confirmed.

c) Others. Please, fill in: _____

Schema no. 6 – Satisfaction questionnaire – question no. 8:
What kind of music do you like listening to?

9. Do you like when your teacher uses songs in English lessons?

In question no. 9, students were asked if they liked when the teacher uses songs in English lessons. All answers were positive. This question was further extended in the follow-up question where they were asked about other types of audiovisual materials.
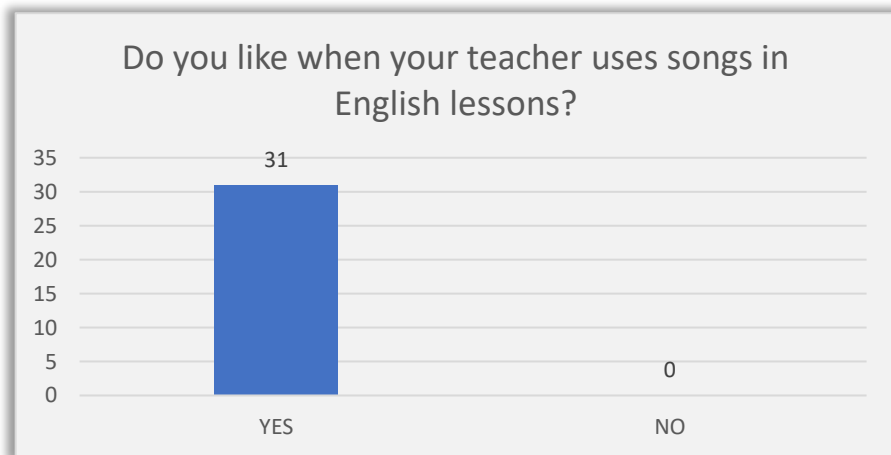

Diagram no. 7 – Satisfaction questionnaire – question no. 9:
Do you like when your teacher uses songs in English lessons?

10. Which of the following materials would you prefer in learning English? (Please, grade it 1 – 5 as in school)

a) songs
b) films
c) articles from magazines or internet about famous people
d) articles from magazines or internet about science and technology
e) articles from magazines or internet about current events and topics

Question no. 10 was a follow-up to question no. 9. Students were asked about their opinions on other audiovisual material such as films and articles on various topics. They "graded" these authentic materials from 1 to 5 (1 - best, 5 - worst). My expectation was that films would come first, which was not confirmed. With a close lead, songs were rated the best, which is a pleasing finding, because movies are more difficult to work with in English lessons. The average film is twice as long as the lesson, so it is necessary to either divide it into several parts or assign it to students as homework. However, using films in English lessons should be also considered, because with a result of 1.4 it is still a very popular audiovisual material, the potential of which would be a pity not to use. There is an option to work with notorious films that almost everyone knows, or only with excerpts from films. It is also possible to give students roles, they can rehearse dialogues, or use scenes from films as a basis for conversation. There is a plenty of possibilities how to use films, despite their considerable length.

Articles about current topics and events came in the third place and in the last place there were articles about famous people and science and technology. I would expect articles about singers, actors or celebrities to be more interesting for this age group than articles about science and technology, but this has not been confirmed. Even so, the average score of 1.9 is very good for both topics, so it can be concluded that in fact students would welcome all of the materials in English lessons. All types of authentic materials were rated 1-2, which is positive finding.

Thus, audiovisual authentic materials were placed on the first two places. These types of materials involve all students in the classroom in the learning process, regardless of their learning style as described in chapter 3. Audiovisual authentic materials could be expected to be the most suitable for learning, because some students absorb information through sight, others through hearing etc. That is why they are also popular with students. "Ordinary" authentic materials such as articles on various topics are still highly popular, but they are placed behind the audiovisuals. It is therefore a highly effective form of learning, which is very

motivating for students. The material interests them, it is a natural part of their lives even in their free time.
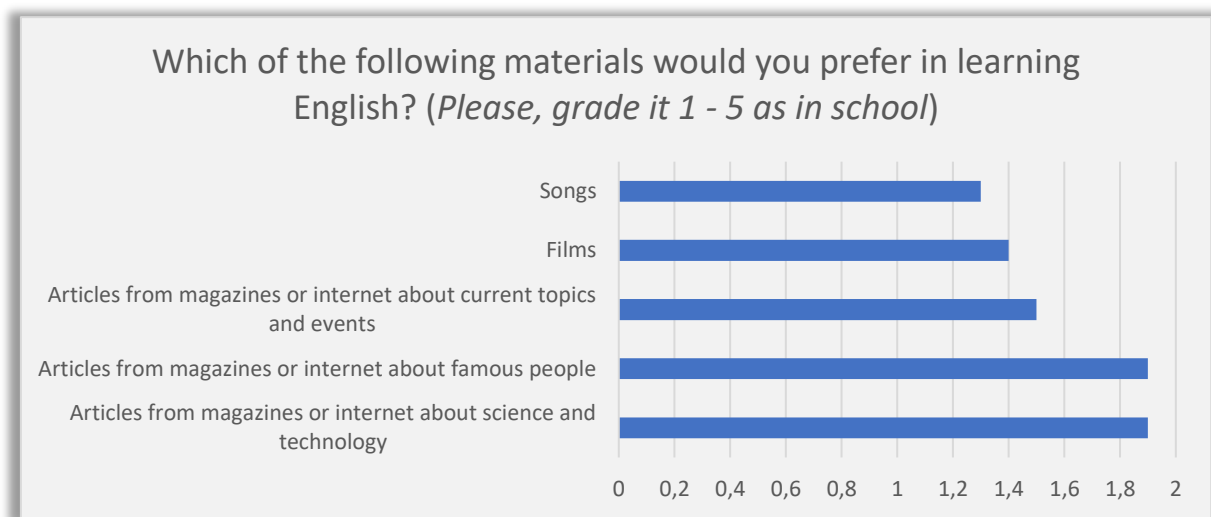
Diagram no. 8 – Satisfaction questionnaire – question no.10:
Which of the following materials would you prefer in learning English?

From the overall results of the questionnaire, it is possible to confirm the hypothesis described in the introduction of this work on the suitability of authentic materials for teaching English at lower secondary school. What is more, it seems that the difficulty of the material does not discourage students, which is not a matter of course. On the contrary, their approach was very active, in some cases even enthusiastic and it seemed they perceived the lesson with use of the song not as real lesson and learning. Therefore, I would definitely continue to use authentic materials in English lessons and try to adapt the teaching to findings obtained from the questionnaire. It is useful to know students´ preferences and feel motivated for future practice as a teacher.

9 RESULTS OF THE RESEARCH: QUESTIONNAIRE FOR TEACHERS

The questionnaire for teachers was completed by total of 14 teachers. It contained 16 various questions to find out their experience with using authentic materials in their lessons. Some questions were open (e.g. concerning the advantages and disadvantages of using authentic materials), while others had several options to choose from. When compiling the questionnaire, I drew from several assumptions and expectations and I monitored these indicators. For example, I expected teachers of higher age to stick to textbooks to greater extent. I assumed that older teachers would not experiment as much and would be more traditional. I also estimated that about half of the teachers use authentic materials. However, not all of these assumptions have been fulfilled. I present the partial results of my research among English language teachers on the following pages.

1. Please, state the lenght (number of years) of your practice as an English language teacher

2. Your age (optional)

By the first question the aim was to find out the age and lenght of practice in order to observe the possible connection between these indicators and individual answers of the respondents.
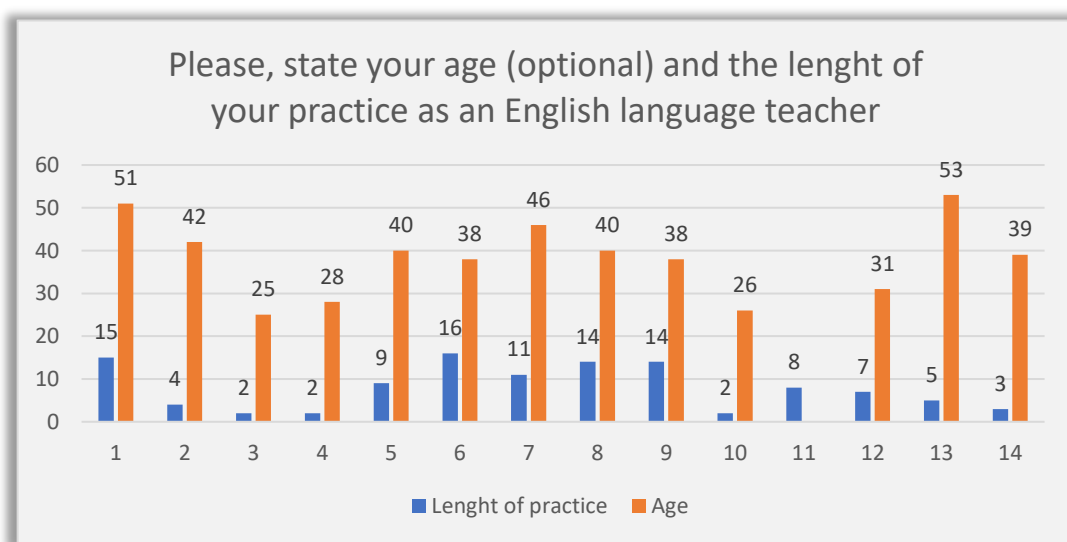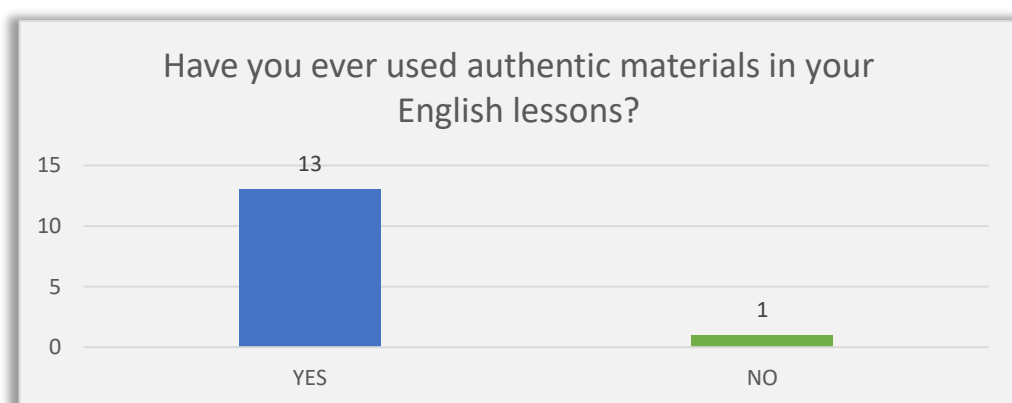

Diagram no. 9 – Questionnaire for teachers – question no. 1,2:
Please, state your age (optional) and the lenght of your practice as an English language teacher

Although information about respondents´ age was optional (to keep the anonymity of the questionnaire) all but one stated their age, which provided valuable information for the research. It turned out to be completely varied sample of teachers that took part in this research. Almost all age categories and lenght of practice were represented. I captured both information (age and lenght of practice) from individual teachers side by side for better comparison (see diagram no. 9). Both 25 year-old teacher with only two years of practice up to a 51 year-old teacher with 15 years of experience are represented in the research. This representation ensures the balance of the research and thus increases its validity.

3. Have you ever used authentic materials in your English lessons?

The third question, whether they have ever used authentic material in their teaching, 13 out of 14 teachers answered yes. "*No*" was answered by teacher no. 6. In diagram no. 9 it is a 38year old teacher with 16 years of experience. The teacher "no.6" probably considers modern coursebooks sufficient for teaching English. Since the answer "no" meant a large part of the questionnarie would no longer concern the respondents, the teacher could not give further explanation for reasons why he/she has never used authentic materials. He/She was asked to answer only one more question and give his/her opinion on usefulness of authentic materials, where the answer was: "*Awareness of the form of unmodified language.*". Unfortunatelly, it was not entirely clear whether this was meant in positive or negative meaning of the word. However, there are several other teachers of comparable age and lenght of practice in the sample, from which we can read a lot of valuable information.

Diagram no. 10 – Questionnaire for teachers – question no. 3:
Have you ever used authentic materials in your English lessons?

4. If yes, which of the following authentic materials do you use in your lessons?

If yes, which of the following authentic materials have you used? *Please, grade it 1 to 5 as in school*

Songs

Films

Articles from magazines or internet about current topics and events

Articles from magazines or internet about famous people

Articles from magazines or internet about science and technology

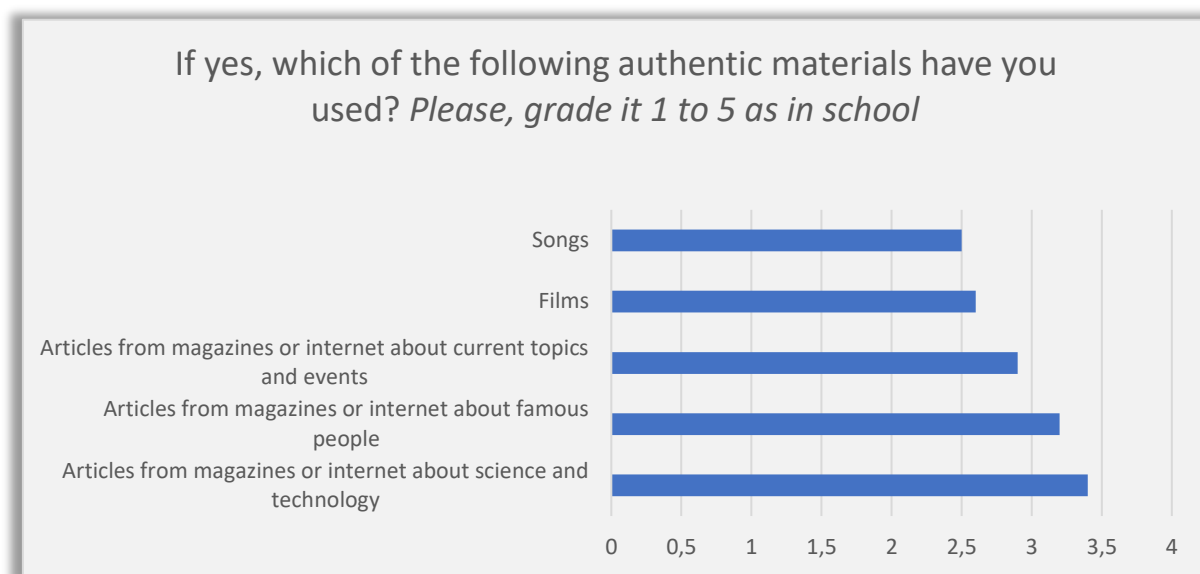0   0,5   1   1,5   2   2,5   3   3,5   4

Diagram no. 11 – Questionnaire for teachers – question no. 4:
If yes, which of the following authentic materials do you use in your lessons? Please grade it 1 to 5 as in school.

For the purposes of the diagram, teachers were first asked to choose from five options in question no. 4. Afterwards they had the opportunity to give their own spontaneous answers in question no. 5. This ensured maximum comparability and at the same time minimal loss of potentially valuable information. Respondents were asked to grade each option from 1-5 as in school not according to how beneficial each material they considered, but how often they use it in their lessons (and so how popular they are for them). The songs that are obviously the most popular with both students and teachers came first. Surprisingly, the films were rated by all 13 teachers in the second place and none of them gave them a grade of 5 (which would mean that they have never used them). As a result, all teachers use films at least sometimes. This finding is surprising and it would be worth finding out more details in further research. Further answers will help us get more information.

The frequency of occurrence of individual marks was also very interesting, so I finally decided to make another schema on this issue, as diagram no.11 shows only the average mark. However, it does not show of which numbers this average was obtained and the fact that, for example, the film and the song did not get grade of 5 at all (which means that all teachers use this type of authentic material at least sometimes). This information can be read in more detail in schema no. 7 (see below). What is interesting, the films received a grade of 2 six times in

total, which is the result on which there is the greatest agreement. Articles about famous people received twice 1 and three times 5, which means that there is the least agreement on the popularity of such articles among teachers. Some teachers use them a lot, some do not use them at all. As for articles about current events and topics, there is a relatively balanced consensus. Articles about science and technology received a predominant rating on the scale of 3-5.

	1	*2*	*3*	*4*	*5*
Songs	4x	2x	4x	3x	
Films	1x	6x	3x	3x	
Articles from magazines or internet about famous people	2x	2x	3x	2x	3x
Articles from magazines or internet about science and technology	2x		2x	4x	2x
Articles from magazines or internet about current events and topics	3x		5x	3x	1x

Schema no. 7 – Questionnaire for teachers – question no. 4:
Which of the following authentic materials do you use in your lessons?

5. If you use other authentic materials than given above, please, fill them in:

In the supplementary question (no.5), the respondents were asked to write down other authentic materials which they use in their lessons (other than those listed in question no.4).

List of answers:

  - ➢ *Menus, city brochures*
  - ➢ *Tv series*
  - ➢ *Various Youtube videos, posts of official institutions and news servers on Twitter*
  - ➢ *Videos of English youtubers, short stories (unabridged) and poems, short films*
  - ➢ *Ted Talk*
  - ➢ *YouTube videos*
  - ➢ *Vogue*
  - ➢ *Excerpts from books*

It is apparent that teachers really use authentic materials in their lessons and their range is varied. In addition, they use modern materials such as popular youtubers, news from Twitter,

TED Talks etc. This is another confirmation of the answers to question 3, which proved that teachers actually use authentic materials to a large extent.

6. How often do you use authentic materials in English lessons? Please, fill in:

List of original answers:

Less than 50 %	More than 50 %
if needed *approx. twice a month* *once a month* *twice a month* *exceptionally* *once a month* *rarely* *once in two weeks*	*minimum in 50% of lessons* *in fact every lesson as a supplement to the curriculum* *almost every lesson* *at least once in each lesson* *we find a minute almost in each lesson.* *once a week*

Schema no. 8 – Questionnaire for teachers – question no. 6:
How often do you use authentic materials in English lessons?

Question no. 6 provides us with information about frequency of use of authentic materials. Apart from the only teacher who answered in the first introductory question of the questionnaire that she/he never uses authentic materials, only two more teachers use them "*exceptionally*" or "*rarely*". Almost half of the teachers use authentic materials in 50 % or more of their lessons, a few of them practically in every lesson. This is a very good result regarding to the fact that authentic materials are generally considered to be more difficult and time-consuming for preparation.

7. Do you consider authentic materials useful?

Question no.7 (concerning usefulness of authentic materials) was answered by all 14 teachers, but there was an interesting occurence. The teacher who gave negative answer to the third question (i.e. he/she has never used authentic materials) answered "*yes*" to question no. 7, that means he/she considers them useful, but does not use them in his/her lessons. He/She did not give further explanation. On the contrary, the teacher who replied that he/she used authentic materials in English class stated that he/she did not consider them useful. After closer study of this particular teacher, it is possible to find arguments for his/her answer in question no. 13 below. He/She explains that he/she seldom uses authentic materials and if so, he/she uses

"*excerpts from books*" because other materials are "*too demanding*" for his/her students. He/She does use audiovisual materials such as videos as well as magazines, but only those intended for teaching (e.g. "*Gate*").
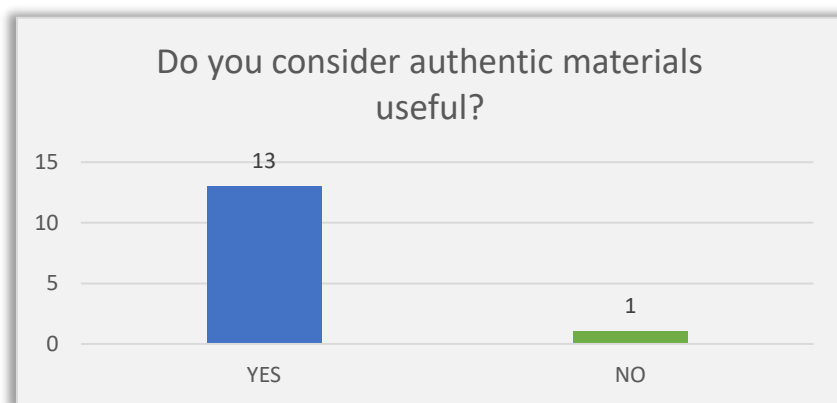

Diagram no. 12 – Questionnaire for teachers – question no.7:
Do you consider authentic materials useful?

8. Give reasons why do you or don´t you consider authentic materials useful?

The answers to question no. 8 provided supplementary information for question no. 7. The vast majority of answers were positive (see schema no.9), only one was negative (as described above).

In the schema no. 9 I have highlighted key terms that describe teachers' attitudes towards using authentic materials in their lessons. The word "*real*" or "*authentic*" appeared most often, which some further explain by saying that such materials are more "*motivating*" for students. This is definitely an important argument. People often learn a foreign language with a vision of travelling in future and with an assumption that they will need real language in real life. Such material automatically becomes more attractive for students. If we take a menu as an example, there will be a difference between simplified adapted version in coursebook as part of a regular lesson and real menu from e.g. KFC or Pizza Hut in London. At that moment students will be more interested in the task and will not mind that the material is more difficult. Among other arguments the teachers stated e.g. "*variegation*" or "*supplementation*" of teaching.

+	**−**
➤ *Variegation* and *supplementation* of the lessons ➤ *More relevant* to the discussed topics, ***more interesting*** for students ➤ ***Diversification*** of the lessons, it is ***attractive*** for students and therefore they are also ***more motivated*** ➤ *They help students to adopt **real** language* ➤ *The student tries **real English**, in addition, he/she connects it with current events* ➤ *Awareness of the form of **unmodified** language* ➤ *They **exhilarate** learning, they are also available **outside of school**, they broaden students´ horizons and cultural outlook* ➤ *Contact with **real** language without any modification, **motivating** for students* ➤ *They are the best examples of **natural** use of language* ➤ ***Variegation*** of lessons ➤ ***Supplementation*** of curriculum from the coursebook, which is not sometimes enjoyable for students ➤ *Because they are **authentic**:-D* ➤ ***Real** English, closest to **reality*** ➤ *Useful **vocabulary*** ➤ ***Authentic** language, **interesting topics***	➤ *Authentic materials are too **demanding** for students at lower secondary school, where I teach. I use magazines **designed for teaching** – Gate, videos used for teaching*

Schema no. 9 – Questionnaire for teachers – question no. 8:
Give reasons why do you or don´t you consider authentic materials useful?

9. Do you consider authentic materials more difficult for students than classic coursebooks?

Teachers disagreed on the answers to the question no. 9 - whether they considered authentic materials more difficult for students than classic coursebooks. Half gave positive answer, the other half negative answer and one of gave no answer. Despite the number of teachers who consider them more demanding is relatively high, almost everyone uses them. They use authentic materials even though they think they are difficult for students. Specific advantages and disadvantages of authentic materials stated by the teachers are discussed in questions no. 14 and 15 below.
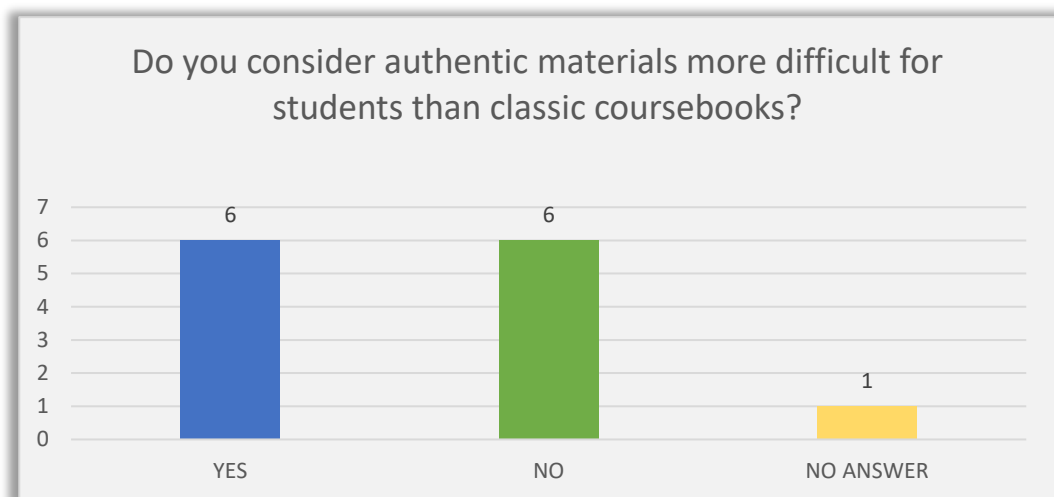
Do you consider authentic materials more difficult for students than classic coursebooks?

- YES: 6
- NO: 6
- NO ANSWER: 1

Diagram no. 13 – Questionnaire for teachers – question no. 9:
Do you consider authentic materials more difficult for students than classic coursebooks?

10. Do you consider authentic materials more difficult for teachers to prepare than classic coursebooks?

The same disagreement as in question no. 9 prevailed in the next question no 10. Half of the teachers consider authentic materials more difficult to prepare than classic coursebooks, half do not. One teacher did not answer. It is positive to see that although half of the teachers have to invest extra time and work to prepare interesting and useful lessons for their students they still do it. 50 % is a relatively high rate and it confirms one of the disadvantages of authentic materials, which was described in the theoretical part of the work.

Do you consider authentic materials more difficult for teachers to prepare than classic coursebooks?
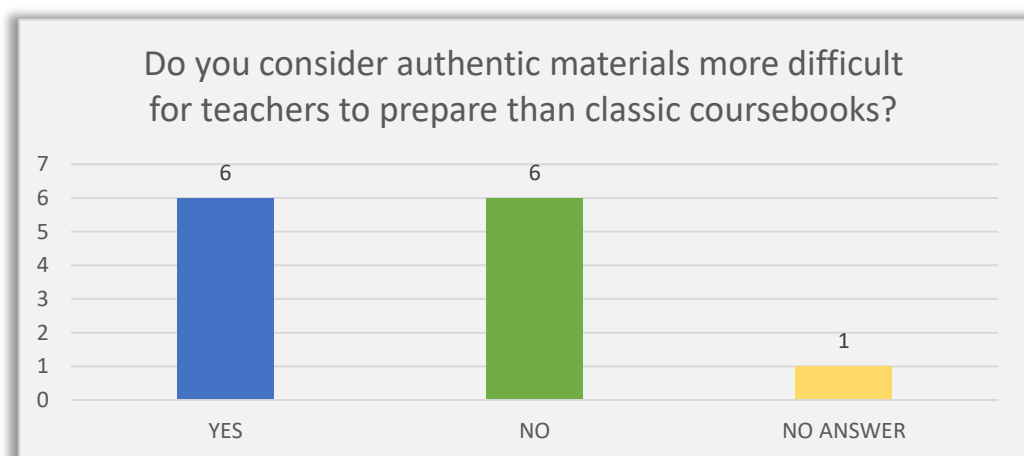
- YES: 6
- NO: 6
- NO ANSWER: 1

Diagram no. 14 – Questionnaire for teachers – question no. 10:
Do you consider authentic materials more difficult for teachers to prepare than classic coursebooks?

11. Based on your experience, would you say that your students enjoy authentic materials?

On the contrary, there was a complete agreement on question no. 11. Based on their experience, teachers observed motivation and enthusiasm of their students if authentic materials were used in their lessons. The only negative answer was from the respondent mentioned above, who only uses excerpts from the book, because other materials are too demanding for his/her students. It is a rather strange argument, because a song cannot be much more challenging than an excerpt from the book. However, the respondent did not specify his/her answer, so it is not clear how demanding the book was. It could be a simple book such as a fairy tale in a picture book and the like.

Diagram no. 15 – Questionnaire for teachers – question no. 11:
Based on your experience, would you say that your students enjoy authentic materials?

12. Based on your experience, would you say that students enjoy authentic materials more than classic coursebooks and workbooks?

The same answers resulted from a supplementary question. This question was aimed to find out how much coursebooks are valued by students compared to authentic materials. As mentioned above, the quality of coursebooks is improving, they contain interesting articles, attractive topics, many of them also include songs and interesting listening. Moreover, they are adapted for teaching purposes. Therefore, it cannot be automatically assumed that students will find them more boring than, for example, newspaper articles or Twitter posts. However, according to the teachers' perception, the enthusiasm, motivation and interest of students in

60

learning with authentic materials is clearly higher than with coursebooks. Almost 100 % of teachers gave positive answer.
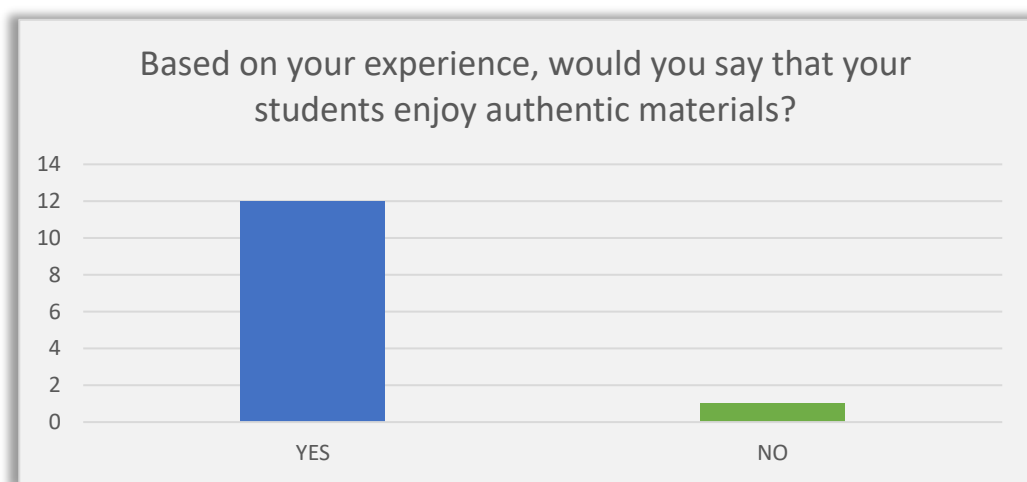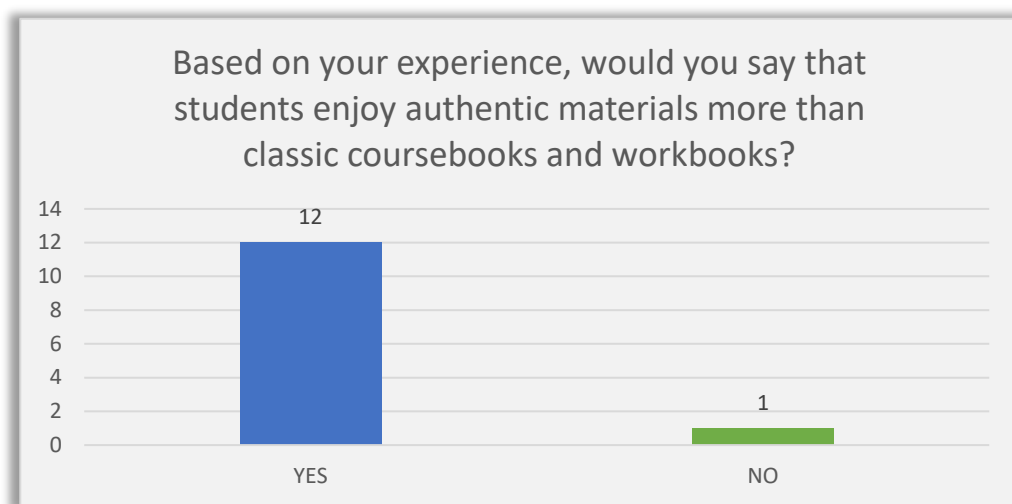

Diagram no. 16 – Questionnaire for teachers – question no. 12:
Based on your experience, would you say that students enjoy authentic materials more than classic coursebooks and workbooks?

13. Based on your experience, would you say that authentic materials help students remember the curriculum better than classic coursebooks and workbooks?

As for question no. 13 teachers hesitated slightly, but there was still majority of positive answers. A closer look at the three respondents who answered "*no*" to this question can show the reasons for their negative answer. One of them stated (see question no. 14 below) that an explanation of grammar rules can be found in the coursebook, whereas authentic materials are used only for practice. Such an argument is eligible. Another respondent pointed out that students are less focused on authentic materials because they do not consider them to be learning in the true sense of the word. They are gripped by its content and it is easier for them to forget what should be learned. In this case it is probably worth considering to adapt the teaching style so that the students focus more on the curriculum. The third respondent who gave negative answer was again the one who uses only excerpts from the book in his/her lessons.
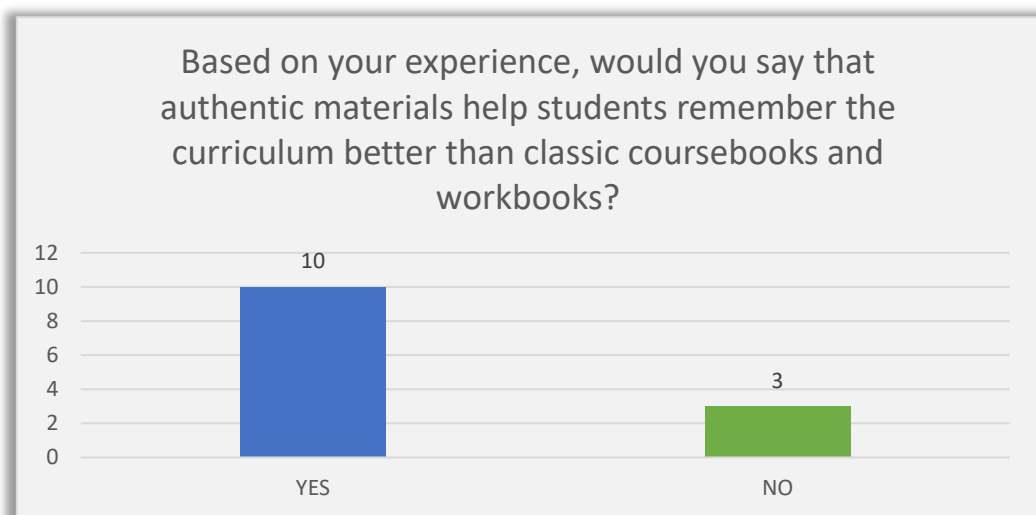
Diagram no. 17 – Questionnaire for teachers – question no. 13:
Based on your experience, would you say that authentic materials help students remember the curriculum better than classic coursebooks and workbooks?

14. Explain why. Please, fill in:

The follow-up question no. 14 asked teachers why they think their students remember or do not remember the curriculum better when using authentic materials. The reasons for their answers are listed below. I have highlighted those words that best describe individual answers and give teachers´ attitudes.

 List of answers:

Why do teachers think students learn better with use of authentic materials than with classic coursebooks:
- ➢ *Students are **bored** with **coursebooks, workbooks,** which are part of the teaching, that is why they don´t like it. They welcome anything **different.***
- ➢ *Because they are **interesting***
- ➢ *They are better connected to **reality** – students experience English in **real context** and see its **usefulness***
- ➢ *Because authentic materials are **authentic, relevant***
- ➢ *Their use is not so common, thus they are more **memorable**, **more fun** and from **real** environment of English-speaking countries*
- ➢ *They are **authentic**, **relevant**, thus naturally **attractive***
- ➢ *There is really a lot of authentic materials and it is **possible to choose** from various types*
- ➢ *They deal with **real** situations and use **every day** English*
- ➢ ***Actuality, surprising facts** and ties, this is something **special**, rare, on the other hand it **frustrates** the students, because there is plenty of **new information**, a teacher has to simplify it*
- ➢ *What students **enjoy** is easier for them to **remember***

> *I think both coursebooks and authentic materials can do the same. With authentic material students often do not pay such attention to the subject matter and focus on the material as a whole.*
> *Coursebooks and workbooks are better to explain the subject matter, authentic materials could be used to practice what has been learned*

15. What do you think are the advantages of authentic materials compared to classic coursebooks? Please, fill in:

Questions no. 15 and 16 ask about the advantages and disadvantages of authentic materials compared to classic coursebooks. Among the advantages, similar arguments are repeated as in the previous questions (reality, authenticity). Authentic materials are relevant and deal with current topics in society, unlike textbooks that could often become outdated. It is thus possible to engage students with a current affair or topic that is being written about. The teachers also feel that teaching based specially on coursebooks is tedious for students, and some diversification is needed to keep them interested and focused.

List of answers:

> *Difference from common coursebooks, topicality, variety*
> *Classic coursebooks are not much fun for students, AM are more interesting for them*
> *They are often more modern and relevant. Students could attract students more*
> *They can be up to date – e.g. what is happening in society nowadays*
> *They react to current topics*
> *Authentic language, unexpected cultural events, they are more vivid and students can easily find them on internet, if they are interesting. Shortly – authentic materials do not have anything in common with school, they are more acceptable for students*
> *Revival of lessons, authenticity itself*
> *Variety. Supplementation of curriculum from coursebooks.*
> *Again: they are simply authentic, real*
> *Authenticity, more enjoyble for students*

16. What do you think are the disadvantages of authentic materials compared to classic coursebooks? Please, fill in:

Among the main disadvantages compared to the coursebooks, teachers mentioned e.g. "*time consuming*" and also "*difficulty*" for students, who may be frustrated that the comprehension of the text is beyond their skills and level of knowledge. It is also worth noting the argument,

which appeared only once, i.e. that in the case of authentic materials, it is often necessary to make copies, which can get easily lost or thrown away by students. There is no systematic storage of these materials, which is a pity. The complete list of teachers' answers and arguments is listed below.

List of answers:

- ***Making copies** for students and **not preserving materials** by students*
- ***More time consuming** to prepare*
- *It is often **more demanding** to prepare – to find material which corresponds to discussed toppic and to prepare tasks or worksheets for it*
- ***Difficulty***
- *Sometimes **colloquial language***
- *In order for authentic material to fulfill an educational role in teaching, it is necessary to select it well, study it in advance and prepare the way of practice, which is **time consuming***
- *It is **not possible to use them methodically** in the lessons, the **difficulty of preparation** of feedback of authentic material*
- *Sometimes it is necessary to adapt them according to the level of students, which is **laborious** and **time consuming***
- *Not all authentic materials may be verified or of good quality. They need to be **selected**.*
- *Some students **don´t enjoy** it*
- *It is very **difficult** and **frustrating** for students, the teacher has to **simplify** it a lot and it is a lot of **extra work***
- *Difficult for lower secondary school students, suitable for talented students in extra conversation lessons or for grammar school students etc.*
- ***Difficult to prepare** for teachers, colloquial language*

Question no. 16 was the last one of the questionnaire for teachers. As in the case of the questionnaire for students, the data were collected during April 2022. The hypothesis was again confirmed that the authentic materials are suitable teaching material for lower secondary school students and in some cases they are considered even better than classic coursebooks. The overall conclusions from both questionnaires and verification tests for students are summarized in the final chapter no. 10.

10 CONCLUSION

The diploma thesis dealt with the use of authentic materials in teaching English at lower secondary school. At the beginning of the work, I determined the research question of whether and to what extent it is appropriate to use authentic materials for teaching English at lower secondary school and whether their use is effective. The general assumption, which was supported by the theoretical part of the work, was that authentic materials in the original unmodified version (film, song, article or blog) are too difficult and inadequate for students, and therefore are used rather for more advanced level. Among the materials used for teaching English, coursebooks currently occupy the most dominant space. They are becoming more modern, have attractive design and the last but not the least there is an inexhaustible amount of coursebooks on the market.

However, my hypothesis was that authentic materials are a suitable teaching material for younger students and it would be a pity not to use this potential despite its undisputed disadvantages. The main disadvantages include unadapted text, which increases its difficulty for students and the time required for preparation, which is therefore an additional burden for teachers.

I based my hypothesis on the claim that there are more and more arguments for the benefits of using authentic materials. Their quality content and attractive form are qualities that outweigh all the disadvantages, even for younger students at lower secondary school. This statement is especially true for a subgroup of authentic materials, which are audiovisual materials such as films, Youtube videos, music videos etc. due to the involvement of large number of students with different learning styles.

I subsequently verified this hypothesis by research in the practical part of the work. I opted for qualitative research, i.e. open, in-depth questions on a smaller sample of students and teachers, because in this case they have a more expressive value in contrast to perfunctory "yes/no" questions on a large sample of respondents, which mostly serve to collect more comprehensive statistical data.

When choosing authentic materials, I decided to use a song among the audiovisual materials as the most suitable for my research. The research was focused on students as well as teachers. In the case of students, the research consisted of sample lessons in which students worked with two comparable materials, one of which was authentic and one a classic grammar (coursebook) exercise. Feedback on these sample lessons was subsequently obtained, both *subjective* in the form of a satisfaction questionnaire and *objective* in the form of a verification test. As for

teachers, it was a questionnaire that obtained detailed information on whether or not and how often they work with authentic materials in their lessons and what experience they have with them in their teaching practice.

All obtained data were subsequently evaluated in chapters no. 7, 8, and 9. Chapter 7 summarized the conclusions from both verification tests. In both cases, the students had to complete verbs in the correct form. The verbs were in the same number and form, so that the tests were comparable. The tests were performed at weekly intervals to keep recent memory track, but to ensure a time lag. Both verification tests showed that the students memorized a quarter more information from the song than from the grammar exercise, which is a definite confirmation of the hypothesis that authentic materials are effective and suitable for teaching purposes.

Chapter 8 was more comprehensive. The satisfaction questionnaire contained a number of open questions that provided relatively detailed information on how students perceive authentic materials. It was proved that students enjoy working with authentic materials, in some cases it was possible to say that they hardly perceive working with them as "real" learning. This is particularly positive result, as authentic materials are generally considered more demanding and difficult than cousebooks (as confirmed in chapter 9, which dealt with teachers´experience).

Chapter 9 provided valuable information about teachers´ perception of authentic materials. It was again carried out in the form of questionnaire. To sum up the teachers´ answers and overall attitudes were mostly positive, both in terms of motivation and engagement of students and the effectiveness of their use when teaching a foreign language. One example of negative answer is that authentic materials are time-consuming.

It would be ideal to test students in all language skills using authentic materials as the theoretical part of the work dealt with all language skills and systems. However, this is not feasible in the scope of realized research, because, for example, in case of testing speaking skills it would be necessary to test each student individually and thus it would be difficult to find objective criteria for such testing. Moreover, such a comprehensive research would require more space. Nevertheless, even from the results obtained in this way, it is relatively easy to estimate the trend that the potentially obtained information would most likely head to.

The research has shown that authentic materials are a great tool for teaching a foreign language, in some areas beyond expectations. Authentic materials are interesting and motivating for learners. If they learn in enjoyable way with materials that they devote themselves to even in their free time, they get new information naturally almost with no effort.

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LIST OF ABBREVIATIONS

approx. ……………....approximately

CLT …………………Communicative Language Teaching

ELT…………………..English language teaching

e.g. ………………….. example given; for example

etc. …………………. and so on

i.e. …………………... that is; in other words

NLP ………………… Neuro-Linguistic Programming model

no. ………………….. number

p. …………………… page

TPR ………………… Total Physical Response

VARK ………………visual/auditory/reading/writing/kynesthetic (learning typology)

LIST OF SCHEMAS AND DIAGRAMS

Schema no. 1 – Comparison of learning with authentic and non-authentic materials

Schema no. 2 – Satisfaction questionnaire – question no. 1: *What did you like the most about the two sample lessons?*

Schema no. 3 - Satisfaction questionnaire – question no. 2: *Why?*

Schema no. 4 - Satisfaction questionnaire – question no. 8: *What kind of music do you like listening to?*

Schema no. 5 - Satisfaction questionnaire – question no. 8: *What kind of music do you like listening to?*

Schema no. 6 - Satisfaction questionnaire – question no. 8: *What kind of music do you like listening to?*

Schema no. 7 – Questionnaire for teachers – question no. 4: *Which of the following authentic materials do you use in your lessons?*

Schema no. 8 – Questionnaire for teachers – question no. 6: *How often do you use authentic materials in English lessons?*

Schema no. 9 – Questionnaire for teachers – question no. 8: *Give reasons why do you or don´t you consider authentic materials useful?*

Diagram no. 1 – Results of verification tests from grammar and song exercises

Diagram no. 2 – Satisfaction questionnaire – question no. 3: *How did you like the first lesson? (grammar) – grade it 1 to 5 as in school*

Diagram no. 3 – Satisfaction questionnaire – question no. 4: *How did you like the second lesson? (song) – grade it 1 to 5 as in school*

Diagram no. 4 – Satisfaction questionnaire – question no. 5: *Do you like listening to music?*

Diagram no. 5 – Satisfaction questionnaire – question no. 6: *Do you like listening to music in your free time?*

Diagram no. 6 – Satisfaction questionnaire – question no. 7: *Do you listen to music in English language?*

Diagram no. 7 – Satisfaction questionnaire – question no. 9: *Do you like when your teacher uses songs in English lessons?*

Diagram no. 8 – Satisfaction questionnaire – question no.10: *Which of the following materials would you prefer in learning English?*

Diagram no. 9 – Questionnaire for teachers – question no. 1,2: *Please, state your age (optional) and the lenght of your practice as an English language teacher*

Diagram no. 10 – Questionnaire for teachers – question no. 3: *Have you ever used authentic materials in your English lessons?*

Diagram no. 11 – Questionnaire for teachers – question no. 4: *If yes, which of the following authentic materials do you use in your lessons? Please grade it 1 to 5 as in school.*

Diagram no. 12 – Questionnaire for teachers – question no.7: *Do you consider authentic materials useful?*

Diagram no. 13 – Questionnaire for teachers – question no. 9: *Do you consider authentic materials more difficult for students than classic coursebooks?*

Diagram no. 14 – Questionnaire for teachers – question no. 10: *Do you consider authentic materials more difficult for teachers to prepare than classic coursebooks?*

Diagram no. 15 – Questionnaire for teachers – question no. 11: *Based on your experience, would you say that your students enjoy authentic materials?*

Diagram no. 16 – Questionnaire for teachers – question no. 12: *Based on your experience, would you say that students enjoy authentic materials more than classic coursebooks and workbooks?*

Diagram no. 17 – Questionnaire for teachers – question no. 13: *Based on your experience, would you say that authentic materials help students remember the curriculum better than classic coursebooks and workbooks?*

APPENDICES

The list of appendices

Appendix no. 1 – Satisfaction questionnaire for students (Czech version)

Appendix no. 2 – Satisfaction questionnaire for students (English version)

Appendix no. 3 – Questionnaire for teachers (Czech version)

Appendix no. 4 – Questionnaire for teachers (English version)

Appendix no. 5 – Song – full version

Appendix no. 6 – Song worksheet

Appendix no. 7 – Grammar exercise

Appendix no. 8 – Schema with original answers – Satisfaction questionnaire for students – Question no. 1: *What did you like the most about the two sample lessons?*

Appendix no. 9 – Schema with original answers – Satisfaction questionnaire for students – Question no. 2: *Why?*

Appendix no. 10 – List of original answers – Questionnaire for teachers – Question no. 5: *If you use other authentic materials then given above, please, fill them in.*

Appendix no.11 – List of original answers – Questionnaire for teachers – Question no. 6: *How often do you use authentic materials in English lessons?*

Appendix no. 12 – List of original answers – Questionnaire for teachers – Question no. 8: *Give reasons why do you or don´t you consider authentic materials useful?*

Appendix no. 13 – List of original answers – Questionnaire for teachers – Question no. 13, 14: *Based on your experience, would you say that authentic materials help students remember the curriculum better than classic coursebooks and workbooks? Explain why.*

Appendix no. 14 – List of original answers – Questionnaire for teachers – Question no. 15: *What do you think are the advantages of authentic materials compared to classic coursebooks?*
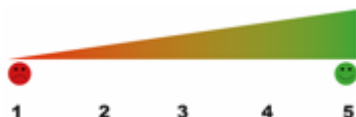
Appendix no. 15 – List of original answers – Questionnaire for teachers – Question no. 16: *What do you think are the disadvantages of authentic materials compared to classic coursebooks?*

DOTAZNÍK SPOKOJENOSTI

1. **CO SE TI NA DVOU VZOROVÝCH HODINÁCH LÍBILO NEJVÍCE?**

   _____
   _____
   _____
   _____

2. **PROČ?**

   _____
   _____
   _____

3. **JAK SE TI LÍBILA 1. HODINA?** (gramatika)

4. **JAK SE TI LÍBILA 2. HODINA?** (píseň)
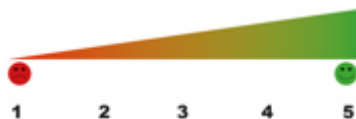
5. **POSLOUCHÁŠ RÁD HUDBU?**   ANO/NE

6. **POSLOUCHÁŠ HUDBU VE SVÉM VOLNÉM ČASE?**   ANO/NE

7. **POSLOUCHÁŠ HUDBU V ANGLICKÉM JAZYCE?** ANO/NE

8. **JAKOU HUDBU RÁD POSLOUCHÁŠ?**
   a) **Sólové zpěváky/zpěvačky.** Prosím vypiš: _____
   b) **Kapely.** Prosím vypiš: _____
   c) **Jiné.** Prosím vypiš: _____

9. **LÍBÍ SE TI, KDYŽ UČITEL/KA POUŽÍVÁ PÍSNĚ PŘI VÝUCE AJ?** ANO/NE

10. **KTERÝM Z TĚCHTO MATERIÁLŮ BYS DAL PŘEDNOST PŘI VÝUCE ANGLIČTINY?**   Prosím oznámkuj od nejlepšího do nejhoršího jako ve škole:
    a) **Písničky**
    b) **Filmy**
    c) **Články z časopisu nebo internetu o slavných lidech**
    d) **Články z časopisu nebo internetu o vědě a technice**
    e) **Články z časopisu nebo internetu o aktuálních událostech a tématech**

SATISFACTION QUESTIONNAIRE

1. WHAT DID YOU LIKE THE MOST ABOUT THE TWO SAMPLE LESSONS?
_____
_____
_____
_____

2. WHY?
_____
_____
_____

3. **HOW DID YOU LIKE THE FIRST LESSON?** (grammar)
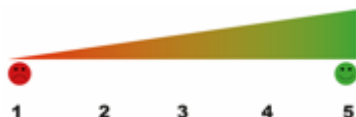
4. **HOW DID YOU LIKE THE SECOND LESSON?** (song)
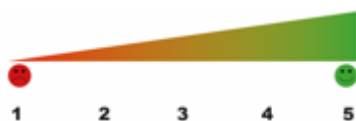
5. **DO YOU LIKE LISTENING TO MUSIC?**   YES/NO

6. **DO YOU LIKE LISTENING TO MUSIC IN YOUR FREE TIME?**   YES/NO

7. **DO YOU LISTEN TO MUSIC IN ENGLISH LANGUAGE?**   YES/NO

8. WHAT KIND OF MUSIC DO YOU LIKE LISTENING TO?
a) Solo singers. Please, fill in: _____
b) **Bands.** Please, fill in: _____
c) Others. Please, fill in: _____

9. DO YOU LIKE WHEN YOUR TEACHER USES SONGS IN ENGLISH LESSONS?   YES/NO

10. **WHICH OF THE FOLLOWING MATERIALS WOULD YOU PREFER IN LEARNING ENGLISH**?   Please grade it 1 to 5, as in school:
a) **Songs**
b) **Films**
c) **Articles from magazines or internet about famous people**
d) **Articles from magazines or internet about science and technology**
e) **Articles from magazines or internet about current events and topics**

DOTAZNÍK PRO UČITELE ANGLICKÉHO JAZYKA

1. **Uveďte počet let praxe jako učitel/ka cizího jazyka:** _____

2. **Váš věk** (pokud nechcete, nemusíte vyplňovat): _____

3. **Použil/a jste někdy nějaký autentický materiál při výuce angličtiny?**
    Poznámka: Ti, kteří odpoví **ANO**, pokračují dále v dotazníku. Ty, kteří odpověděli
    NE, prosím ještě o zodpovězení otázky **č. 7 a 8**.   ANO/NE

4. **Které?** (Prosím oznámkujte od nejlepšího po nejhorší 1-5 jako ve škole podle četnosti
    využití ve vašich hodinách)
    a) **Písničky** _____
    b) **Filmy** _____
    c) **Články z časopisu nebo internetu o slavných lidech** _____
   d) **Články z časopisu nebo internetu o vědě a technice** _____
    e) **Články z časopisu nebo internetu o aktuálních událostech a tématech** _____

5. **Pokud používáte i jiné autentické materiály** (než uvedené v otázce č. 4), **prosím,
    vypište je:**
    _____

6. **Jak často používáte autentické materiály při výuce?** Prosím
    vypište: _____

7. **Považujete autentické materiály za užitečné?**   ANO/NE

8. **Uveďte důvody, proč považujete/nepovažujete autentické materiály za užitečné:**
    _____

9. **Považujete autentické materiály za <u>náročnější pro studenty</u>, než klasické
    učebnice a cvičebnice?**   ANO/NE

10. **Považujete autentické materiály za <u>náročnější na přípravu pro učitele</u> než
    klasické učebnice a cvičebnice?**   ANO/NE

11. **Řekl/a byste, na základě Vaší zkušenosti, že autentické materiály Vaše studenty
    baví?**   ANO/NE

12. **Řekl/a byste, na základě Vaší zkušenosti, že autentické materiály Vaše studenty
    baví <u>více</u> než klasické učebnice a cvičebnice?**   ANO/NE

13. **Řekl/a byste, na základě Vaší zkušenosti, že autentické materiály pomáhají
    Vašim studentům si učivo lépe zapamatovat než klasické učebnice a cvičebnice?**
    ANO/NE

14. Uveďte proč (doplnění otázky č. 13). **Prosím vypište:** _____
_____
_____

15. V čem spatřujete <u>výhody</u> autentických materiálů oproti klasické učebnici? Prosím vypište:

_____
_____
_____

16. V čem spatřujete <u>nevýhody</u> autentických materiálů oproti klasické učebnici? Prosím vypište:

_____
_____
_____

QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS

1. **Please, state the lenght of your practice as an English language teacher:** _____

2. **Your age** (optional): _____

3. **Have you ever used authentic materials in your English lessons?** *Note*: Those, who answer **YES** continue with the questionnaire. Those, who answer **NO**, please answer the questions **no. 7 and 8.** YES/NO

4. **If yes, which of the following authentic materials do you use in your lessons?** (Please, grade it 1 to 5 as in school according to frequency of use in your lessons):
   a) **Songs** _____
   b) **Films** _____
   c) **Articles from magazines or internet about famous people**_____
   d) **Articles from magazines or internet about science and technology** _____
   e) **Articles from magazines or internet about current events and topics** _____

5. **If you use other authentic materials than given above** (in question no. 4), **please, fill them in:**
   _____

6. **How often do you use authentic materials in English lessons?** Please, fill
   in**:** _____

7. **Do you consider authentic materials useful?** YES/NO

8. **Give reasons why do you or don´t you consider authentic materials useful?**
   _____
   _____

9. **Do you consider authentic materials more difficult for students than classic coursebooks?** YES/NO

10. **Do you consider authentic materials more difficult for teachers to prepare than classic coursebooks?** YES/NO

11. **Based on your experience, would you say that your students enjoy authentic materials**? YES/NO

12. **Based on your experience, would you say that students enjoy authentic materials more than classic coursebooks and workbooks?** YES/NO

13. **Based on your experience, would you say that authentic materials help students remember the curriculum better than classic coursebooks and workbooks?**
    YES/NO

14. Explain why. Please, fill in:

_____
_____

15. What do you think are the advantages of authentic materials compared to classic coursebooks? Please, fill in:

_____
_____
_____

16. What do you think are the disadvantages of authentic materials compared to classic coursebooks? Please, fill in:

_____
_____
_____

LEMON TREE
Fools Garden

I´m sitting here in a boring room
It´s just another rainy Sunday afternoon
I´m wasting my time I got nothing to do
I´m hanging around I´m waiting for you
But nothing ever happens
And I wonder

I´m driving around in my car
I´m drivint too fast I´m driving too far
I´d like to change my point of view
I feel so lonely I´m waiting for you
But nothing ever happens
And I wonder

I wonder how I wonder why
Yesterday you told me ´bout the
Blue, blue sky
And all that I can see
Is just a yellow lemon tree
I´m turning my head up and down
I´m turning, turning, turning, turning
Turning around
And all that I can see
Is just another lemon tree

Sing dah
Dah-dah-dah-dam, dee-dab-dah
Dah-dah-dah-dam, dee-dab-dah
Dab-deedly dah

I´m sitting here, I miss the power
I´d like to go out, taking a shower

But there´s a heavy cloud inside my head
I feel so tired, put myself into bed
Well, nothing ever happens
And I wonder

Isolation is not good for me
Isolation, I don´t want to
Sit on a lemon tree
I´m steppin´around in a desert of joy
Maybe anyhow I´ll get another toy
And everything will happen
And you wonder

I wonder how I wonder why
Yesterday you told me ´bout the
Blue, blue sky
And all that I can see
Is just another lemon tree
I´m turning my head up and down
I´m turning, turning, turning, turning
Turning around
And all that I can see
Is just a yellow lemon tree
And I wonder, wonder
I wonder how I wonder why
Yesterday you told me ´bout the
Blue, blue sky
And all that I can see
And all that I can see
And all that I can see
Is just a yellow lemon tree

LEMON TREE
Fools Garden

I´m sitting here in a boring room
It´s just another rainy Sunday afternoon
*I _____ my time (**waste**)*
I got nothing to do
*I_____ around (**hang**)*
I´m waiting for you
But nothing ever happens
And I wonder

I´m driving around in my car
I´m driving too fast I´m driving too far
I´d like to change my point of view
*I _____ so lonely (**feel**)*
*I _____ for you (**wait**)*
*But nothing ever _____ (**happen**)*
And I wonder

I wonder how I wonder why
Yesterday you told me ´bout the
Blue, blue sky
And all that I can see
Is just a yellow lemon tree
I´m turning my head up and down
I´m turning, turning, turning, turning
Turning around
And all that I can see
Is just another lemon tree

Sing dah
Dah-dah-dah-dam, dee-dab-dah
Dah-dah-dah-dam, dee-dab-dah
Dab-deedly dah

*I´m sitting here, I _____ the power (**miss**)*
I´d like to go out, taking a shower
But there´s a heavy cloud inside my head
*I _____ so tired, put myself into bed (**feel**)*
*Well, nothing ever _____ (**happen**)*
And I wonder

Isolation is not good for me
*Isolation, I _____ to (**not/want**)*
Sit on a lemon tree
*I _____ around in a desert of joy (**step**)*

Maybe anyhow I´ll get another toy
And everything will happen
And you wonder

I wonder how I wonder why
Yesterday you told me ´bout the
Blue, blue sky
And all that I can see
Is just another lemon tree
I´m turning my head up and down
I´m turning, turning, turning, turning
Turning around
And all that I can see
Is just a yellow lemon tree
And I wonder, wonder
I wonder how I wonder why
Yesterday you told me ´bout the
Blue, blue sky
And all that I can see
And all that I can see
And all that I can see
Is just a yellow lemon tree

_____/10

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Appendix no. 7 – Grammar exercise

COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERBS IN BRACKETS:

1. _____ *(I/drink) coffee very often.*
2. _____ *(Julia/sleep) during the day sometimes.*
3. _____ *(Tom/eat) chocolate and it is all over his shirt.*
4. _____ *(Children/sleep), please, be quiet.*
5. _____ *(The phone/not ring), it must be the doorbell.*
6. _____ *(Julia/study) in Prague.*
7. _____ *(Jane/clean) kitchen every day.*
8. _____ *(I/study) right now, I will call you later.*
9. _____ *(I/cook) the dinner, will you help me?*
10. _____ *(I/try) to clean this stain, but it is still there.*

_____/10

Appendix no. 8

Satisfaction questionnaire – question no. 1: *What did you like the most about the two sample lessons?*
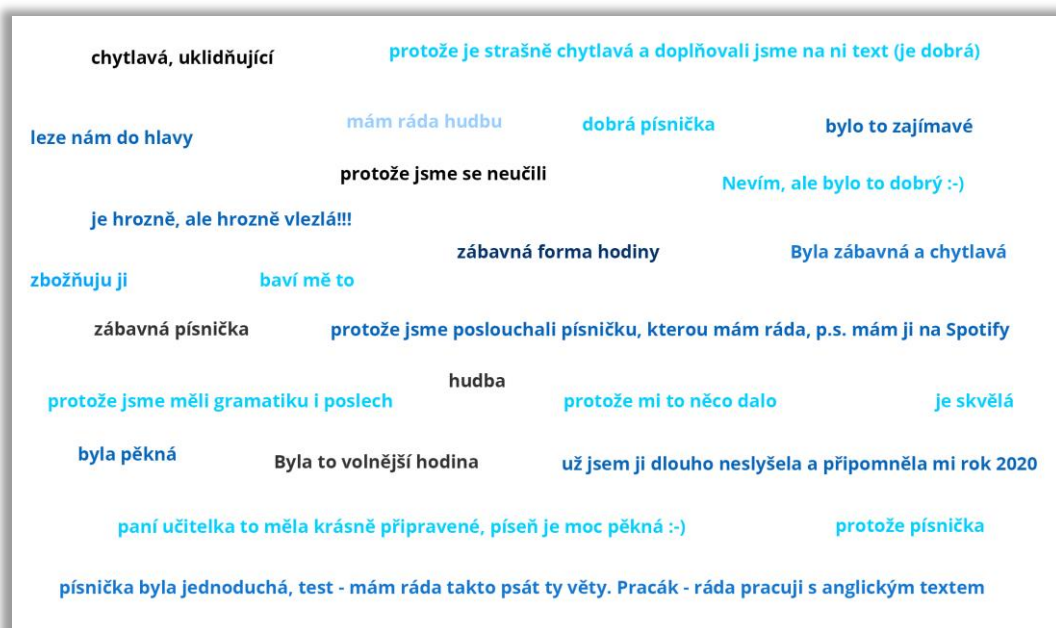
<u>*Original answers:*</u>

Appendix no. 9

Satisfaction questionnaire – question no. 2 (supplementation of question no. 1): *Why?*

<u>*Original answers:*</u>

Appendix no. 10

Questionnaire for teachers - question no. 5 - *If you use other authentic materials then given above, please, fill them in:*

<u>*List of original answers:*</u>

- ➢ *Jídelní lístek, prospekty měst*
- ➢ *Tv seriál*
- ➢ *Různá Youtube videa, příspěvky oficiálních institucí a zpravodajských serverů na Twitteru*
- ➢ *videa anglických youtuberů, krátké příběhy (unabridged) a básničky, krátké filmy*
- ➢ *Ted Talk*
- ➢ *YouTube videa*
- ➢ *Vogue*
- ➢ *úryvek z knihy*

Appendix no. 11

Questionnaire for teachers - question no. 6 - *How often do you use authentic materials in English lessons? Please, fill in:*

<u>*List of original answers:*</u>

Less than 50 %	More than 50 %
dle potřeby	*Minimálne v 50 % výuky*
Cca 2x do měsíce	*Prakticky každou hodinu jako doplnění učiva.*
Jednou do měsíce	*Téměř každou hodinu*
2x měsíčně	*Alespoň jednou za lekci*
výjimečně	*Skoro v každé hodině se najde chvilka.*
1x měsíčně	*1x týdně*
málokdy	
1x za 2 týdny	

Appendix no. 12

Questionnaire for teachers - question no. 8 - *Give reasons why do you or don´t you consider authentic materials useful?*

List of original answers:

+	−
Zpestření a **rozšíření** výuky **Relevantnější** k probíraným tématům, pro žáky **zajímavější** **Zpestření** výuky, **zaujme** to žáky a jsou tím pádem i více **motivováni** - Pomáhají žákům k osvojení **reálného** jazyka - Žák okusí **opravdovou angličtinu**, a navíc si ji spojí s aktuálními událostmi - Uvědomění si podoby **neupraveného** jazyka **Osvěžují** výuku, jsou dostupné i mimo školu, rozšiřují žákům obzory a kulturní **rozhled** - Styk s **reálným** jazykem bez úprav, **motivující** pro studenty - Jsou nejlepším příkladem **přirozeného** použití jazyka **Zpestření** učiva **Doplnění** učiva z učebnice, které někdy nemusí být tak záživné pro studenty - Protože jsou **autentické** :-D **reálná** angličtina, nejblíže **realitě** - užitečná **slovní zásoba** **autentický** jazyk, **zajímavá témata**	Autentické materiály jsou příliš **náročné** pro žáky na zákl. škole, kde vyučuji. Používám časopisy **určené k výuce** Gate, videa určená k výuce

Appendix no. 13

Questionnaire for teachers - question no. 13, 14 - *Based on your experience, would you say that authentic materials help students remember the curriculum better than classic coursebooks and workbooks? Explain why:*

<u>*List of original answers:*</u>

<u>*Why do teachers think students learn better with use of authentic materials than with classic coursebooks:*</u>

- ➢ *Učebnice, cvičebnice žáky **nudí**. Jsou součástí výuky, a to nemají rádi. Vítají cokoliv, co je **odlišného***
- ➢ *Pro jejich **zajímavost***
- ➢ *Jsou lépe propojitelné s **realitou** – žáci zažijí AJ ve **skutečném kontextu** a vidí její **užitečnost***
- ➢ *Protože autentické materiály jsou **autentické**, **aktuální***
- ➢ *Jejich využití není tak časté, je tedy zapamatovatelnější, bývá **zábavnější** a z **reálného** prostředí anglicky mluvících zemí*
- ➢ *Jsou **autentické**, **aktuální**, tím pádem přirozené **atraktivní***
- ➢ *Autentických materiálů je opravdu mnoho a **dá se vybírat** z několika druhů*
- ➢ *Pracuji s **opravdovými** situacemi a používají **every day** English*
- ➢ ***reálnost**, překvapující věci a vazby, je to něco **speciálního**, vzácného, ale na druhou stranu to studenty **frustruje**, protože je tam spousta **nových** věcí, učitel to musí zjednodušovat*
- ➢ *to, co se studenty **baví**, je pro ně lépe zapamatovatelné*

<u>*Why do teachers think students learn worse with use of authentic materials than with classic coursebooks:*</u>

- ➢ *Myslím, že jak učebnice, tak autentický materiál mohou splnit totéž. U autentického materiálu často žáci **nedávají takový pozor** na probíranou látku a více se soustředí na materiál jako celek*
- ➢ *K **vysvětlení** jsou lepší učebnice a cvičebnice, autentické materiály **potvrzují** naučené v praxi*

Appendix no. 14

Questionnaire for teachers - question no. 15 - *What do you think are the advantages of authentic materials compared to classic coursebooks? Please, fill in:*

List of original answers:

- **Odlišnost** od běžných učebnic, **aktuálnost, pestrost**
- Klasické učebnice studenty moc **nebaví**, AM jsou pro ně **zajímavější**
- Jsou často **modernější** a **aktuálnější**. Žáky mohou více **zaujmout**
- Mohou být **aktuální** - např. o tom, **co zrovna hýbe společností**
- Reagují na **aktuální témata**
- Autentický jazyk, nečekané **kulturní reálie**, jsou **živější** a žáci je mohou jednoduše najít na internetu, když je zaujmou. Krátce – autentické materiály **nezavání školou**, jsou pro žáky **akceptovatelnější**
- **Oživení** hodin, samotná **autentičnost**
- **Různorodost**. Doplnění učiva z učebnice
- Opět: prostě jsou autentické – **reálnost**
- **autentičnost, zábavnější** pro studenty

Appendix no. 15

Questionnaire for teachers - question no. 16 - *What do you think are the disadvantages of authentic materials compared to classic coursebooks? Please, fill in:*

List of original answers:

- **Kopírování** pro žáky a **neuchování materiálů** žáky
- **Časově náročnější** na přípravu
- Je to často **náročnější na přípravu** – najít materiál tak, aby odpovídal probíranému tématu a připravit k němu úkoly nebo pracovní listy
- **Složitost**
- Někdy **hovorový jazyk**
- Aby autentický materiál splnil ve výuce nějakou edukativní úlohu, je potřeba jej dobře vybrat, předem prostudovat a připravit si způsob práce, což je **časově náročné**
- **Nelze na nich metodicky stavět** výuku, **náročnost přípravy** zpětné vazby na materiál
- Někdy je třeba je adaptovat dle úrovně studentu, což je **pracné a časově náročné**
- Všechny autentické materiály nemusí být vždy ověřené nebo kvalitní. Je potřeba je **selektovat**
- Některé studenty to **nebaví**
- je to velmi **těžké až frustrující** pro žáky, učitel musí hodně **zjednodušovat** a je to **spousta práce navíc**
- Náročné pro základní školu, vhodné pro nadané žáky v konverzačních hodinách navíc nebo na gymnáziích apod.
- náročnost na přípravu pro učitele, hovorový jazyk

ANOTATION

Jméno a příjmení:	Ludmila Schillerová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2022

Název závěrečné práce:	Využití autentických materiálů ve výuce anglického jazyka
Název závěrečné práce v angličtině:	Using authentic materials in ELT classroom
Anotace záverečené práce:	Tato diplomová práce se zabývá autentickými materiály a jejich možným využitím ve výuce anglického jazyka. Zdůrazněn je také rozdíl v použití autentických materiálů a klasických učebnic. Teoretická část diplomové práce poskytuje informace o autentických materiálech obecně, jejich typech, výběru, hlavních výhodách a nevýhodách. Navíc obsahuje informace o různých stylech učení. V neposlední řadě je teoretická část zaměřena také na jeden z nejčastěji používaných autentických materiálů při výuce anglického jazyka – písně a hudbu. Praktická část poskytuje informace ohledně vnímání autentických materiálů a názory učitelů a studentů na tuto problematiku. Nakonec je prokázáno, že autentické materiály jsou považovány za oblíbený a efektivní zdroj výuky nejen pro studenty, ale i pro samotné učitele.
Klíčová slova:	Autentické materiály, učebnice, výuka anglického jazyka, audiovizuální materiály, písně, hudba
Anotace v angličtině:	This diploma thesis deals with authentic materials and their possible use in ELT classroom. The difference in use authentic materials and classic coursebooks is emphasized as well. The theoretical part of diploma thesis provides information about authentic materials in general, their types, selection, main advantages and disadvantages. Moreover the theory contains information about various learning styles. The last but not the least it is also focused

	on one of the most commonly used authentic materials in ELT classroom – songs and music. The practical part provides teachers´and students´overall views and opinions on this matter. As a conclusion it is proved that authentic materials are considered popular and effective teaching source both for students and teachers themselves.
Klíčová slova v angličtině:	Authentic materials, coursebooks, ELT classroom, learning styles, audiovisual materials, songs, music
Přílohy vázané k práci:	15 příloh
Rozsah práce:	66 stran
Jazyk práce:	Anglický jazyk