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FAKULTA PŘÍRODOVĚDNĚ-HUMANITNÍ A PEDAGOGICKÁ

Katedra:	Anglického jazyka
Studijní program:	N7503 Učitelství pro základní školy
Studijní obor	Učitelství anglického jazyka pro 2. stupeň ZŠ
	Základy společenských věd pro 2. stupeň ZŠ a SŠ

Teaching English through Authentic Materials in Lower Secondary schools

Výuka angličtiny pomocí autentických materialů na druhém stupni ZŠ

Přidělené číslo DP:

Autor:

Bc. Klára Zoubková

Vedoucí práce: PaedDr. Zuzana Šaffková, CSc., M.A.

stran	slov	obrázků	tabulek	pramenů	příloh
77	16276	1	1	26	12

V Liberci dne: 22.4.2013

TECHNICKÁ UNIVERZITA V LIBERCI
Fakulta přírodovědně-humanitní a pedagogická
Akademický rok: 2011/2012

ZADÁNÍ DIPLOMOVÉ PRÁCE
(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení:	**Bc. Klára Zoubková**
Osobní číslo:	**P11000913**
Studijní program:	**N7504 Učitelství pro střední školy**
Studijní obory:	**Učitelství anglického jazyka pro 2. stupeň základní školy**
	Učitelství všeobecně vzdělávacích předmětů pro základní školy a střední školy - základy společenských věd
Název tématu:	**Výuka angličtiny pomocí autentických materiálů na 2. stupni ZŠ**
Zadávající katedra:	**Katedra anglického jazyka**

Zásady pro vypracování:

Cílem této DP je
1) vymezit východiska pro používání autentických materiálů v hodinách AJ
2) navrhnout a ověřit v praxi aktivity s využitím autentických textů s tématy každodenního života.

Metody:
1) studium odborné literatury
2) empirický výzkum ve třídě.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: tištěná/elektronická

Seznam odborné literatury:

Council for cultural co-operation education commitee, překlad Mgr. Jaroslava Ivanová a kol. Modern Languages Division. Společný evropský referenční rámec pro jazyky: Jak se učíme jazykům, jak je vyučujeme a jak v jazycích hodnotíme. Olomouc: Univerzita Palackého v Olomouci, 2002.

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Vale, D.; Feunteun, A. 1998. Teaching Children English: A training course for teachers of English to children. Cambridge: Cambridge University Press.

Vedoucí diplomové práce: PaedDr. Zuzana Šaffková, CSc., M.A.
                                Katedra anglického jazyka

Datum zadání diplomové práce: **27. dubna 2012**
Termín odevzdání diplomové práce: **26. dubna 2013**

L.S.

doc. RNDr. Miroslav Brzezina, CSc.   PhDr. Marcela Malá, M.A., Ph.D.
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Název práce: Teaching English through Authentic Materials in Lower

Secondary schools

Jméno autora: Bc. Klára Zoubková

Osobní číslo: P11000913

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Acknowledgments

I would like to thank PaedDr. Zuzana Šaffková, CSc., M.A for her kind guidance of my thesis. I appreciate her valuable help with recommending literature, insightful comments, helpful advice on what could be improved, her professional attitude and a very kind approach. I would like to thank to my husband and my children for their patience and support.

Poděkování

Ráda bych poděkovala PaedDr. Zuzaně Šaffkové, CSc., M.A za vedení mojí práce. Velmi si vážím hodnotné pomoci, doporučení literatury a ostatních zdrojů, podnětné komentáře, rady. Děkuji za její profesionální a zároveň lidský přístup. Ráda bych také poděkovala mojí rodině za trpělivost a podporu.

Teaching English through Authentic Materials in Lower Secondary schools

Anotace

Tato diplomová práce se zabývá způsoby využívání autentických materiálů při výuce anglického jazyka na druhém stupni základní školy. Hlavním cílem práce je vyzdvihnout využití těchto materiálů v hodinách anglického jazyka pro prezentaci kulturních aspektů anglicky mluvících zemí. Používáním autentických materiálů můžeme žákům pomoci přemostit mezeru mezi školním vyučováním a skutečným životem. Praktická část práce uvádí soubor příprav na hodiny, v nichž jsou využity různé typy autentických materiálů a zhodnocen jejich přínos pro rozšíření kulturního povědomí žáků a zároveň zdokonalení jejích jazykových dovedností. Přípravy na hodiny vycházejí z autorčiny osobní zkušenosti s využíváním těchto materiálů v jejích hodinách na druhém stupni ZŠ. Výsledky praktického ověření navržených aktivit ukázaly, že zařazení autentických materiálů obohacuje běžné hodiny AJ a přispívá k posílení kulturního povědomí žáků a vytváří smysluplný materiál pro rozvoj jazyka.

Klíčová slova: autentický materiál, autentický úkol, hodina AJ, kultura, rozvoj dovedností

Anotation

Die Absicht dieser Diplom Arbeit ist es festzustellen, wie man authentische Texte im Englischunterricht nutzen kann. Zuerst werden einzelne Strategien des Lesens analysiert, die das Verstehen der Inhalte verbessern sollen. Desweitere beschreibt diese Arbeit die Problematik, wie eine geeignete Motivation für Studenten gefunden werden kann, das sprachliche Niveau und die Reife zu verbessern. Außerdem beschreibt diese Arbeit methodologische Prinzipien für das Benutzen authentischer Texte. Im praktischen Teil dieser Arbeit werden konkrete Aufgaben für ausgesuchte Texte vorgeschlagen. Diese Aufgaben sind analysiert und ausgewertet mit Hinblick auf eine allgemeine Entfaltung der Fähigkeiten und des Sprachsystems der Schüler.

Schlüsselwörter: autentisches Material, autentische Aufgabe, Englischunterricht, Kultur, Entfaltung der Fähigkeiten

Abstract

This diploma thesis studies various ways of using authentic materials can be used as a useful source for teaching English in lower secondary schools. The main aim of this thesis is to describe the importance of using authentic materials in EFL classes to improve the learners´ intercultural awareness. Using authentic materials can be a way to help pupils using a foreign language in every stage of the learning process and use it as a real life tool. The practical part of the thesis focuses on the practical use of authentic materials in teaching and is based on the author's personal experience with using these materials within her lessons. The practical application of the activities which were developed has shown that using authentic materials can enrich traditional EFL classes and help to increase the cultural awareness of learners, as well as produce meaningful material for the development of their language skills.

Key words: authentic material, authentic task, EFL lesson, culture, skill development

Theory

Many teachers and authorities of foreign language teaching have been involved in the discussion of the use of authentic materials in English as Foreign Language classroom (EFL) for the last decades. They usually claim that the English presented in the classroom should be as authentic as possible. Generally, they all do consider the learners´ exposure to real life language a crucial step in mastering the English language. Authentic material is a teaching aid that involves the language which naturally occurs in everyday life, during communication among people, either written or spoken discourse. Thus, authentic materials are effective means for the English language teaching and learning process and this diploma thesis should demonstrate that they can also be of benefit when it comes to teaching pupils about a foreign culture of English speaking countries.

1 Authentic materials

1.1 Definition of authentic materials

The notion of authenticity of materials used in EFL classes is widely discussed. For example Harmer (1983, p. 146) says that "authentic materials (either written or spoken) are those which are designed for native speakers." They were not designed for language students, but for the real life purposes of native speakers. This corresponds with Nunan and Miller´s definition (1995, p. 86), who describe authentic materials as those which "were not created or edited expressly for language learners". Tomlinson gives a similar definition, suggesting that "any text which is not written or spoken for language-teaching purposes" (2011, p. 54) is considered to be authentic. All the definitions indicate that most everyday objects in the target language can be

qualified as authentic materials. Therefore authentic material (AM) is any material produced for native speakers; without L2 teaching purposes.

Some authorities go further and suggest that not only authentic material itself is what makes it authentic, but teachers should also be aware that authentic materials may not seem "authentic" to learners when the task or presentation of authentic materials is too school-like. Tomlinson (2011, p. 77) claims that "the activities used with such texts should also be authentic since using the tasks such as filling the gaps or answering comprehension testing would make the texts not authentic either". But if a classroom activity or event resembles a real-life task, is intended for the real-life usage, or produces a real-life outcome, then authenticity is also achieved.

Authenticity can be either seen as an act of interpretation and "an authentic stimulus in the form of attested instances of the language does not guarantee an authentic response in the form of appropriate language activity" (Widdowson, 1983, p. 30), or it can be considered as "anything that English native speaker would hear or read or use" (Gower, Philips, Walters; 2005, p. 82). Thus, two important aspects of the use of different materials used in EFL classes should be considered: authenticity of the material as such and authenticity of the task. The purpose of the task and the situation, in which the task is done, therefore, should be based on as much a realistic setting as possible in order to expose the learners to meaningful input.

1.2 AM in EFL classes – advantages and disadvantages

Many authors have asserted that authentic materials have positive effects on the teaching and learning process in EFL classes. They usually mention that authentic materials motivate learners, because AM are intrinsically more interesting or stimulating than artificial student's books. Proponents of this view are for example

Allwright (1979, p. 179), Harmer (2001, p. 43–45) or Cunningsworth (1984, p. 59). Tomlinson goes further and points out that a common student´s book might contribute significantly to the failure of many learners of the English language (2008, p. 3). Supporters of the use of authentic materials in the EFL classes also point out that learners are handicapped when they use textbooks developed from simplified data and inauthentic texts. Kennedy & Bolitho (1984, p. 78) for example add that simplified texts teach students unnatural language structures.

Therefore using additional authentic materials in EFL classes might be one of the possible solutions to making work with a textbook an interesting and meaningful task. Nunan (1999, p. 212) highlights the fact that the use of authentic sources leads to greater students´ interest in a variety of the material that learners deal with in the classroom. AM brings contact to life, and ultimately makes learning and using language more meaningful, and thus easier for students to deal with.

Gower, Phillips and Walters (2005, p. 82–83) summarize five important benefits of the use of AM in English language classroom. The first one is that AM are real and therefore more interesting and motivating for students, because they offer learners a sense of the real world.

Moreover, AM have an intrinsic educational value because they inform students about what is happening in the world. Secondly, AM provide students with the real language that is used outside the classroom. Videos, songs, books, and other AM contain a wide variety of text types and language styles that are not usually found in common teaching materials. A third benefit of many AM is their real cultural content. Authentic material can offer the learners the first contact with the target language and also with its culture. Another advantage is that AM can bridge

the gap to real life, because they can be used with genuine tasks to simulate real life situations and use.

The last benefit of AM is that they help students to be more independent learners because by effectively applying AM their reading, listening and writing skills can be developed and their mental schemata can be activated.

Apart from all these benefits, AM contribute to the development of language proficiency of the learners, especially their reading and listening skills.

On the other hand, some drawbacks of the use AM are often mentioned. Richards (2001, p. 253) points out that alongside with the advantages of AM an authentic text "often contains difficult language, unneeded vocabulary items and complex language structures". This might cause difficulties for lower-level students. Martinez (2002, p. 57) adds that "authentic materials may be too culturally biased and too many structures are mixed, causing lower level students difficulties in decoding the texts." Some teachers also criticize the use of authentic texts in elementary or lower secondary classrooms, because they believe that pupils and young learners find it difficult to understand the linguistic coding from authentic materials, such as abbreviations, metaphors or idioms. For this reason, they feel that authentic texts are lexically and syntactically too difficult and also that young learners cannot understand the cultural setting that might be beyond their intellectual level (e.g. McLaughlin, Rossman, & McLeod, 1983, p. 135–136).

Some disadvantages are also pointed out by Gower, Phillips and Walters (2005, p. 83), who mention that it takes plenty of teacher´s time to find appropriate AM which fit into the syllabus and is adequate to the students´ level.

To summarize, AM are not only useful in developing language skills but also for motivating students to learn, because they reflect real life issues and circumstances. AM are also beneficial in teaching about a target culture.

2 Culture

2.1 Culture in EFL classes

To understand a language does not only mean knowing the vocabulary, understanding the grammar rules correctly and pronouncing words appropriately. It also requires an understanding of the culture of the target language. Culture is revealed through the language because culture and language are fundamentally connected and intertwined. Generally speaking, a language is a system of codes of a particular culture and it contains elements of traditions, values, customs, mythology, history, geographical location, religion and civilization. Therefore, an EFL class cannot be taught without involving the cultural elements of the English speaking countries. Teaching culture is a crucial step in mastering a certain level of the language.

2.2 Many views of culture

What do we mean by culture then? Definitions of culture vary and they also present different points of view. Davis (1984, p. 10), for example, describes culture as an "important survival strategy that is passed down from one generation to another through the process of enculturalization and socialization, a type of road map that serves as sense making device that guides and shapes behavior". Similarly, Kramsch (1998, p. 10) defines culture as a world view, as "a common system of standards for perceiving, believing, evaluating, and acting". This concept of customs and traditions that people practice as part of their everyday life can be seen as "small c" culture.

Culture can also be viewed as civilization, which is revealed through architecture, historical monuments, literature, songs, great arts and human achievements. This can be placed under the term Culture or "big C" culture, as Halverson suggests (1985, p. 35).

For the sake of clarity and simplicity 'culture' will be used in this diploma thesis as an umbrella term referring to both characterizations of culture.

2.3 Culture awareness

The other advantage of teaching culture using the target language is that teachers can use cultural studies to handle stereotypes and prejudice towards foreign people or nations and support students´ effective and appropriate interaction in a variety of cultural contexts. This way of building students´ intercultural competence means that learners become aware of cultural differences between their native culture and the foreign culture, they may be more respectful to people from other countries and they can also behave properly in different cultural environments. Then, pupils can also consider their own values and attitudes in a broader context. Moreover, teaching culture is a compulsory part of the Framework Education Program[1] that defines the reasons, aims, and especially specific assets of teaching culture within Cross Curricular Themes. These themes represent basic current topics of contemporary world and include topics such as: Education in global aspects of thinking, Multiculturalism, Education of a democratic citizen, Media´s education, Social development of a person and also Environmental issues.

Cross curricular topics are connected within framing outlines of particular subjects and support a holistic development of pupils through activities, tasks and themes from different subjects. Cross curricular topics can be integrated into educational process by means of projects, task-based learning or seminars.

The School Education Program specifies two areas of benefits in teaching culture at lower secondary schools:

a) Cognitive area: knowledge, skills and abilities

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1   National Curriculum in England and other countries

b)   Affective area: Attitudes and values

The Framework Educational Programme for Basic Education in the Czech Republic shows that Multicultural education pervades in all parts of the education process.[2]

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2   http://www.msmt.cz/areas-of-work/basic-education

It is particularly effective in teaching languages and communication. The Characterising intercultural education also shows that this is a very complex area of education. In the teaching process, however, it is usually narrowed to the visible parts of culture (monuments, books, films, etc.) and other parts of culture, such as values, attitudes, and perceptions, are usually omitted. This simplified point of view was mentioned by Levine and Adelman, who compare culture to an iceberg, where only the top of it is visible (appearance, language, food etc.) However, the larger part of the iceberg is under the water surface (Levine and Adelman, 1993).

The elements in the invisible part of the iceberg could contain an endless list of notions from non-verbal communication, child-raising, prestige, health, behaviour to elderly people, attitudes to death and so on. These hidden parts of iceberg are even

more important than the visible ones, because they influence interpersonal reactions.

As Gardner claims (1999, p. 180–181) "I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do... Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill."

Broadly speaking, nowadays pupils living in the connected world have to grow up with a respectful attitude towards other cultures. Therefore, knowing the culture of the target language society is a very important part of the pupils´ education and an effective source of teaching the English language.

2.4   Types of AM for teaching culture in EL classroom

For teaching the EL there are many sources of authentic materials. Generally, they can be divided into three categories: audio-visual materials, printed materials and visuals.

2.4.1   Audio-visual materials

Both of these materials are popular in EFL classes, however, "videos are often intrinsically more interesting, as many people are more familiar with watching television and video than listening to audio material other than music and songs" as Gower, Phillips and Walters point out (1995, p. 75). This is understandable, because a video is more attractive than plain listening to audio-material. A video sequence supports its message by physical background, gestures and facial expressions. On the other hand some students might be more focused on watching without concentrating to the target language and vocabulary. Therefore using audio-video materials should be controlled and checked if pupils focus on language.

2.4.2 Printed material

Printed materials are similar to visual materials (or realia), but these materials contain a text. Therefore, not only do they stimulate pupils because these materials are printed, but also they provide authentic vocabulary and grammar of the target language. These materials are usually printed in colour with pictures accompanying them; therefore, they provide learners also non-text elements that can help them to grasp the information in a meaningful context. Among others, examples of this type of material are leaflets, brochures, magazines, cartoons, newspapers and food containers.

Printed materials also have a positive effect on pupil's motivation, because they often contain topics of interest and with their help pupils are informed about different issues in the world. It also helps increasing students´ self-confidence when dealing with the authentic text.

Authentic materials contain a variety of text types and include different language styles that are not in common textbooks. Another advantage is that the same material can be used several times for different purposes.

Students can also spot the cultural differences in life-style, communication, language of advertising, magazines, newspaper. If the language is difficult or the vocabulary is new, pupils can read the text repeatedly and learn new structures in full context. Students should notice that they do not need to understand every single word. To understand the message is enough to understand the key words and then they get the gist.

To sum up, working with authentic materials teaches them how to deal with the language.

2.4.3 Visuals

Visuals can take many forms but the most common are real objects, so called realia. "In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. Wikipedia 2012, last modified December 12. [3]

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3   http://en.wikipedia.org/wiki/Realia_(education)

Sources of the authentic visual and tactile materials are inexhaustible. Teachers can collect such materials whenever they travel. For example souvenirs, menus, advertisements, maps, badges and toys can all say something about the target culture. Using visuals has many advantages. Mainly they attract the students' attention and focus it on a topic. Realia can also be used to elicit known vocabulary and to activate mental schemata to set a scene for a topic. They can also be used to increase the need for new vocabulary to satisfy the discussion among students. Last, but not least, realia can increase students talking time when used properly.

To sum up, authentic materials can be printed materials, audio and video materials, board games, playground games and cards, materials for computer use. No matter what kind of authentic material is used, it can bring a change into a classroom. The possibility for students to interact with real objects creates excitement and thus motivates them.

Even if the supply of materials that can be used in EL classes is really broad, finding appropriate resources of AM takes time, because the material should correspond with the aim of the lesson, the level of the pupils and the task itself. The choice of material and tasks depend on the pupils´ input on what type of material should be used in a lesson, which the teachers want to encourage. This will be thoroughly analysed in next Chapter.

2.5 Four Skills of Language Learning

2.5.1 Reading

Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. In order for a learner to master this skill that is crucial for working with AM he or she should use effectively these reading strategies:

a) Skimming

Skimming means reading quickly in order to find the main points or the overall meaning of the text. The goal of skimming is to absorb the gist or main message of the text. Pupils should not think about every single word, rather they should focus on the key words. As Willis suggests "reading for meaning should become priority, and they need to get used to the idea of sometimes reading for partial or approximate comprehension, rather than aiming at perfect understanding each time" (1996, p. 72).
b) Scanning

Scanning means also reading quickly but this time the pupils look at the text in more detail. The aim of this way of reading is to find specific information or language points. In other words, pupils move from the general to the specific. Scanning is usually preceded by skimming.

c) Critical reading

This type of reading is important when using authentic materials to teach certain cultural aspects, because it demands more than just understanding a gist. It involves the necessity to consider the information provided by the text and compare it with previous or general knowledge.

d) Extensive and Intensive reading

Extensive reading is connected with reading large texts and the main aim is to gain an overall understanding. Reading books or magazines where readers are interested in the overall impression are typical examples.

On the other hand, intensive reading is used when texts are studied in order to find a particular piece of information or a linguistic feature. Pupils can be asked to find unknown words, synonyms or the past tense of a particular verb. AM can be an excellent source for both of these functions. Pupils can read an article in a magazine for pleasure (extensive reading) and they can analyse if later in terms of grammar, lexis or a style (intensive reading).

2.5.2 Speaking

If a teacher wants to teach students to speak in English, he or she has to consider different situations that the pupils will have to be able to speak in. It is very important to prepare pupils for using English language in different situations, for which the use of authentic materials can serve as a great tool to emulate real-life situations.

In these authentic-like situations, the pupils can experience the language as it is used by native speakers. Inclusion of authentic materials in the instructional process fulfil this need.

2.5.3 Listening

Authentic material does not mean only texts or printed sources. Authentic materials can also include songs, music, TV or radio programmes. Working with these types of AM requires good listening skills. Listening to authentic material requires from pupils to use three different skills.

a) Hearing

Hearing is listening in order to catch the message from the speaker. In other words, it is listening for an overall meaning.

b) Understanding

Understanding means putting the information that you have heard into a context. The receiver of the information usually activates his or her mental schemata and place the information into context.

c) Evaluating

Evaluation is the process of judging the information accordingly. In this stage, the receiver usually evaluates whether the new piece of information is relevant or not.

If a teacher wants to use authentic audio material, his or her pupils must first master all these skills. Only after they are able to hear, understand and evaluate, they can really learn from this kind of authentic materials.

2.5.4   Writing

Working with authentic materials in EFL classes very often includes writing, which is an important part of communication. Good writing skills allow learners to convey a message with clarity and ease. People can be asked to fill a boarding card, a questionnaire of satisfaction in a hotel or to write a curriculum vitae or a report from a meeting. Pupils should be trained to use the English language to express their thoughts and to react in a written form to such written questions. Authentic materials can be a great help for learners to master writing in English.

Methodology

3 Authentic materials in English classes

Authentic materials are not created according to EFL students´ needs, therefore they are not graded for particular levels and they are also more complex in vocabulary and grammar structures. Therefore, teachers should choose and prepare AM that would meet the current level and needs of the language development of the pupils. Authentic materials also have to match the mental capacity of pupils. Teachers also have to consider the motivation and preferences of the pupils.

3.1 Important factors in selecting authentic materials

Teachers should select a text whose content complies with the focus and aims of the syllabus or enlarges the area of given topics. "The teacher should select the material carefully, with the needs and interest of the students in mind, and also decide what the students are to do with the material" (Gower, 1995, p. 83). There are several important points to consider when choosing authentic materials.

3.1.1 Language

A language is a social construct and the mental ability to express our thoughts. Basically, a language includes grammar, vocabulary, pronunciation and practical usage of all these in particular situations. Authentic materials can be used for all these features of the language. For example grammar can be learned inductively from the written authentic material or pupils can be asked to find synonyms to increase their vocabulary. Students of English at lower secondary school prefer learning indirectly rather than directly, therefore authentic materials can be a source of examples from which the learners indirectly infer the rules and patterns. The language of the authentic materials should provide wide opportunities for exercising particular feature of a language.

3.1.2 Content

Topics should match the particular level of the pupils. However, topics for beginners might not be restricted to "the food" or "my family" because such a world "is being diminished for crude linguistic reasons...and the result is a kind of "dumbing-down" which sometimes makes English language appear almost childish" as Harmer claims (2001, p. 45). Pupils at this age can use their limited language creatively and they speak more spontaneously in comparison to adult learners. The content of a material should be linguistically adequate and it should also contain important information, which fits the mental framework of pupils. However, pupils have a great ability to understand without knowing every single word. Nowadays children also have wide knowledge of the world and as Halliwell claims "young children do not come to class empty-handed. They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language." (2006, p. 3). Teachers can benefit from this ability and use authentic materials with all their advantages to help pupils to grasp the meaning.

3.1.3 Compatibility with course objectives

Course-books provide pupils with well-established and logical sequence of topics. However, teachers can enrich the general framework and add more supplementary materials into their lessons. Therefore, AM can be used to enlarge traditional course-books and offer the learners topics and issues from real life. It is very important that the content and language of authentic materials are adequate to the target of the lesson and it should also be logical and nature-like. Teachers can

integrate it into the lesson according to the topic or it can also match the linguistic feature with the syllabus. Using AM can increase the amount of exposure with the authentic target language. It also helps to bridge the gap between school and real-life, which is an important part in learning.

3.1.4 Pupils

Pupils at lower-secondary school are young learners at the age of 12–15 years. The age is an important factor in making decisions about what and how to teach them. Pupils at this age have needs, competences and skills that differ from those of small children or adults. They search for their individual identity and "this search provides the key challenge for this age group...peer approval may be considerably more important for the student than the attention of the teacher" as Harmer emphasizes (2005, p. 39). Some beliefs go even further and indicate that adolescents are unmotivated and uncooperative (Puchta and Schratz, 1993, p. 1). Such stereotypes can be overcome by means of using authentic materials which can engage pupils´ attention by meaningful usage. As Ur suggests "teenage students are in fact overall the best language learners" (1996, p. 286). It is the task of the teachers to capture their attention and focus their effort to accessible goals, because "teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them" (Harmer, 2005, p. 39).

Therefore, when teaching a group of young teenagers, some basic rules should be considered. Firstly, words are not enough. Pupils should be stimulated by

using more of their senses and their learning process should also include movement. So called "stirring up" and "settle down" activities are highly recommended. Secondly, playing with the language is a very important part of learning. Therefore, rhymes, songs, stories etc. can be used to motivate them. Thirdly, these pupils have an amazing ability to absorb language through play and other activities which they find enjoyable and they do not need to understand every single word. They can grasp the meaning from the overall context. They also understand some abstract words from everyday life. All these aspects are fulfilled when using authentic materials, because pupils can play with language by means of linguistic tasks or considering the topic in deep context.

Part of the teachers´ job is "to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves" (Harmer, 2005, p. 39). Finally, working with authentic materials will be meaningful if it does make sense to pupils and will be like real-life.

3.2   Tasks

We have to consider what the word "task" mean. As Breen defines, it is "any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. "Task" is therefore assumed to refer to a range of work-plans which have the overall purpose of facilitating language learning such as group problem-solving or simulations and decision making" (in Nunan, 1991, p. 6). Pedagogic and authentic tasks should be distinguished.

3.2.1 Pedagogic task

In pedagogic tasks, learners do things which they are not very likely to do outside of the classroom. For example: completing one word into sentences, filling in the blanks into a story or putting the paragraphs into right order. It all can be seen as a pedagogical task. These pedagogical tasks are also applied when using AM for English teaching.

3.2.2 Authentic Task

A task which involves learners in using a language AM the way that simulates the use of the language outside the classroom, in other words, in the 'real world'. Authentic tasks can initiate speaking, writing, reading or listening but also other higher-order skills. Examples of authentic tasks could be things like filling in a real questionnaire, writing a letter to a penfriend, making phone calls (booking tickets or ordering pizza etc.), or finding the necessary information on, say, the Internet, and using it further. This list is really inexhaustible. Generally, we can say that the task should be as much authentic as possible. Teachers should also emphasize how important and interesting dealing with AM is for the real life.

3.2.3 Types of authentic tasks

Authentic tasks can be open or closed. Closed tasks have specific goals such as filling the questionnaire with true information. Such tasks need precise instructions, are less creative and the result can be predicted. On the other hand, open tasks provide pupils with more freedom and therefore these tasks are even more real-world like. For example, giving opinion about the topic of AM.

Tasks can be oriented towards language use or towards meaning. Tasks can also lead pupils into areas which go beyond the target language, for example culture. For the purpose of this diploma thesis these types of tasks were chosen and some examples of useful tasks suitable for working with AM are presented below.

3.2.4 Tasks oriented to meaning

Predicting content from the headline and pictures

Students are given a text with pictures. They try to guess a possible topic of the text. Then they can predict some words which might appear in the text. They can also ask some questions to which the text might answer.

Matching

In this task type students are given a text with missing paragraph headings. The goal is to skim the text and match headings from a list with proper paragraph headings. There can be more paragraph headings than paragraphs for the students to set aside as not matching. This makes the matching process more difficult because they cannot guess it by eliciting. Optionally students can match pictures or signs to the text.

Sequencing

This task is sometimes called jigsaw or restoration task. Teachers cut coherent text into paragraphs and mix them. Students scan through the text of jumbled paragraphs to get main idea of each paragraph. It is important that they can identify context clues. Then they sort the paragraphs back into a logical (or chronological) order.

Finding specific information

Students scan the text. They quickly identify where the required information is, they can find a word or its synonyms. They learn how to find specific information in the text. This task can be set by asking the question "In which line can you find the answer to my question?".

Map labelling

Students are given a text and a map and they have to mark the positions of people, buildings or monuments on a map of a city. They continue reading and replace the people accordingly.

Memory task

In this task the students read a text and then in a short time they are to write down as many pieces of information or words as they can remember.

Giving opinion

Students read the text and then discuss (in pairs) their attitude. The students listen to the opinions of the other group members.

Role play / making dialogues

The students are required to read a text and create a dialogue based upon it. An example would be pretending to make a phone call and ordering a pizza or applying for summer course.

Production of a text

Students read a text (a leaflet or advertisement), take in the information and assume the functional language and style from the text. As a result they make their own leaflet using appropriate functional language.

3.2.5 Tasks oriented to language

The task is preceded by reading the text and a task (or tasks) aimed at understanding meaning. Students should understand the text when they are to do linguistic tasks. When students are familiar with the topic and paragraph´s structure, they are given clear instructions to practise different tasks. The tasks are aimed at pointing out particular linguistic features to the students. The students fulfil the tasks and by this they are made aware of the grammar.

World of a Word

The goal of this task is to place words in their families and find other hyponymy and name the superordinate class. Optionally, students can be asked to make a list of words from the text and then write down for example their synonyms and antonyms.

Paraphrasing

Students read the text intensively. The task is to find words which can be substituted for a paraphrase of their meaning. Optionally, students can be asked to rewrite sentences in their own words. It is a great way to teach students to express their own thoughts when they cannot remember a word. Some distinctions can be made between styles, because the same idea can be expressed in many ways.

References in the text

Students are given a text and should find pronouns in sentences. They have to find a word which a particular pronoun refers to. This task can be adjusted to a variety of grammatical problems such as finding regular and irregular verbs etc.

3.3   Preparing the lesson

Planning the lesson means combining different elements into a logically sequenced plan. When planning a lesson with AM the following areas must be considered:

1. Aims / objectives – linguistic and non-linguistic aims

2. Type of authentic materials, which is crucial for the type of the lesson

3. Methodology – which tasks will be used and which method will be applied.

4. Assessment of the lesson

3.4   Stages of the lesson

An effective usage of AM in EL classes can be achieved by the application of CRA approach that was outlined by Scrivener in 1990. According to this framework, the lesson is divided into 3 clear stages.

3.4.1 Clarification and Focus stage

In this stage a teacher draws the students´ attention to the topic of an authentic material. A teacher pre-teaches new vocabulary if necessary and explains or describes the language structure or suggest the cultural content.

3.4.2 Restrictive Exercise stage

During this stage, a teacher sets the task for students to practice grammar structure. The students fix new structures and build up their confidence when using them. Students demonstrate their ability to use language within restrictive exercises by language item that was practiced in this stage.

3.4.3 Authentic Exercise stage

Students use knowledge from stage 1 and 2 to fulfil the task that is based on an authentic situation or the real-life communication. Pupils are to use vocabulary used in AM. It means that the task is meaningful and simulates everyday speech. For example pupils retell the story from AM using their own words. These real life-like activities are flexible and provide students with enough space to express themselves.

3.5 AM as motivating tool

Motivation is arguably the most important factor affecting human activity and therefore it is a crucial part of achieving success in mastering the English language. As Harmer claims "Motivation is some kind of internal drive that encourages somebody to pursue a course of action" (2001, p. 14). Therefore, teachers should understand and support the motivation of their students by choosing their topics well and the tasks involving authentic materials that are used. To sum up, teachers have a

great opportunity to influence the pupils' extrinsic motivation and turn it into intrinsic one by setting interesting tasks and preparing engaging lessons.

Hypotheses:

Using authentic materials can help pupils develop their language skills, improve their culture awareness and challenge their motivation towards learning English.

Practical Part

The main purpose of this diploma thesis is to test and show that authentic materials can be used in English classes to teach culture. The intention is to analyse the background knowledge of the target groups and to suggest lesson plans that will help pupils become familiar and understand selected cultural aspects of English speaking countries.

Therefore, in order to verify the effectiveness of AM in EFL classes, four lesson plans for lessons with the use of authentic materials were designed and taught at lower secondary school. The specification of each class is provided. Each lesson plan focuses on a particular cultural aspect in order to extend the pupils´ knowledge of English speaking countries.

4.1 Criteria for choosing materials

In order to design a suitable material for each lesson that would comply with the aims of this diploma thesis, a set of criteria were observed:

☐ the activities should be relevant to the level of the target group of students,

☐ the theme of the AM should correspond with the background knowledge of the target group of students and the course-books used,

☐ the language of the material should be adequate to their level and mental maturity,

☐ the language material should provide good examples of language which is meaningful to pupils,

☐ the AM should offer enough prompts regarding culture.

4.2   Criteria for choosing a task

As was stated above, a task which involves authentic material should be as natural as possible. Pupils should use the information from the text for some clear reasons and thus they should be like real-life. In other words, teachers can utilize the grammatical and lexical richness of the authentic materials in order to provide pupils with a variety of meaningful, communicative tasks.

4.3   Procedure

This part of Diploma thesis deals with concrete lesson plans designed for the 6th, 7th, 8th and 9th grade of the basic school. The lesson plans are based on a variety of methods such as frontal teaching, pair work, group work, discussion, etc. This practical part presents the results obtained from the pupils´ outcomes as well as from observation and analysis of the lessons.

4.4   Characteristic of the school

The project took place at the lower-secondary school in Jablonec nad Nisou. This school has elementary and lower-secondary grades and one class in each grade is aimed at sport, particularly athletics and hockey. The school has currently 395 pupils, but this number does not match the full capacity of the school, which is 720 pupils.

More information about the school can be found on the web page: http://www.zspasirskajbc.cz/oskole.php

I spent 2–3 lessons in each class to observe the group dynamics and the level of the groups before I prepared the lesson plan for each group. The lesson plan was therefore prepared in with the pupils´ level of English in mind and the content was based on the themes of the pupil´s book PROJECT. Because each of the lesson plans was designed for a different class.

LESSON PLAN 1

time	45 min
materials	name cards map of the UK The pictures of Whitby Abbey, graveyard, port etc. A short video about Dracula
aims	To introduce the Story of Dracula (Bram Stoker) and the place of its origin (UK – Yorkshire) To practice the present perfect tense
objectives	After the lesson students will be able to find Yorkshire in the map of the UK and they will be familiar with the basics of the story of Dracula. The pupils will be able to use the present perfect tense and understand the context of using this tense.
context	9.B, 17 pupils, Student´s book: Project 3
techniques used	Discussion, listening and watching the video sequence, pair-work, individual-work
anticipated problems	A large number of pupils, discipline problems, a lack of motivation to cooperate with an unknown teacher

Clarification and Focus stage

Stage 1: Lead – in

a) Introducing the topic of the lesson: The story of Dracula by asking what kinds of films the students know (a cartoon, a comedy, a musical, a science fiction etc. with examples).

Do you know any of the horror film?

Do you know the story of Dracula? /the picture of Dracula/

The teacher provides students with the interesting information about Dracula and the simplified plot of the story. /supported by pictures/

Jonathan Harker, a young English lawyer, travels to Castle Dracula in the country of Transylvania to make a business with a man – Count Dracula. As Jonathan Harker is on his way through the countryside, the people warn him about his destination, and give him garlic against vampires. Jonathan finds that the Count Dracula is a well-educated and hospitable gentleman. But a few days later, Jonathan realizes that he is a prisoner in the castle. He was nearly attacked by three beautiful female vampires and decided to escape from the castle by climbing down the walls.

Aim: To motivate students and to draw their attention to the story

Stage 2: Introduction of the film and the author

Bram Stoker / 1874–1912/

The teacher shows a map of the UK, pictures of Whitby Abbey, a Churchyard and a Graveyard. These authentic materials can be seen in Appendix 1. The teacher highlights Yorkshire as the place where Bram Stoker wrote this famous book. The teacher also shows the picture of Bram Stoker and tells the story about the extraordinary origin of the book Dracula and how Bram Stoker came across the idea.

During this stage, the teacher also pre-teaches the following words: *a graveyard,*

a churchyard, a coffin, a pale face, a superstition

Stage 3: watching video-sequence

http://www.youtube.com/watch?v=Uu254689752

The task for the pupils is to find the new words in the video extract.

a graveyard, a churchyard, a coffin, a pale face in the shot.

Restrictive Exercise stage

Stage 4: the present perfect tense

The teacher plays the video again but this time makes pauses after each sentence. The task for the pupils is to focus on the sentences which are then rewritten on the board. Pupils work in pairs and try to remember as many sentences as possible. (examples)

A secret has been waiting for you...for many years.

A vampire has just woken up !

He has never liked garlic...

The teacher reminds the pupils of the usage of the present perfect. The teacher draws a time line on the board and elicits the meaning / sequence from pupils with the help of concept questions.

Examples of concept questions:

Do we know the secret now?

Does the vampire sleep now?

Did he like garlic many years ago?

Authentic Exercise stage

Stage 5: Tell to your partner

Pupils are asked to prepare a short summary of the plot of the short movie or about the story of Bram Stoker and Yorkshire to inform their friends. They should not be given more precise instructions what to use because this task should be as authentic as possible. However, new vocabulary is likely to appear in their speech, because the words are crucial for the story. Pupils should write about five sentences.

Stage 6: Summary and evaluation

The teacher revises the information about Yorkshire, Whitby Abbey, Bram Stoker, Dracula and supports the summary with pictures. The teacher again summarizes what has been said about using the present perfect tense.

The teacher distributes a quiz with a map and the pupils are to draw the place of origin of the story (Yorkshire) and they are to answer simple questions. The quiz can be seen in Appendix 2.

Reflection:

The story of Dracula was a good choice, because the story was not completely unknown to the pupils but they increased their knowledge of England and particularly Yorkshire. They also discovered the writer Bram Stoker and they were encouraged to read the whole story of Dracula in English at home. It was suggested to the pupils that they read guided readers books, for example Heineman, to build up their confidence.

This introduction was motivating for several reasons. The most important one was that it differed from a common English lesson. The other reason was that the topic was based on the previous lesson and basically they could build on their knowledge. The pupils were eager to contribute to the discussion and they cooperated with me perfectly.

The Clarification and Focus stage was the bridge to their previous lesson, the topic of which was "a movie", so pupils got a chance to show their knowledge and they also focused their attention towards "a horror movie". I draw a mental map on the board based on their suggestions, so finally there was a useful review of the types of movie.

Pupils also discussed particular films and into which category they belong. Not only did this phase activate their mental schemata but also it helped to establish a positive relationship between them and me, because I knew the films they liked and I could react to their comments. This stage of the lesson was also useful in introducing the cultural background of the movie and to mention the author. Pupils were shown the pictures from Whitby Abbey where the movie was filmed and also pictures of the port, the city and the graveyards of this city. These pictures helped them to remember these new words and to put the place in the context of Yorkshire in England.

Moreover, words such as an Abbey or a Shire also appeared in full context within this part of the lesson, so it was very useful. As the explanation of the background of the story was simple and short, the pupils paid attention to the new vocabulary.

The Restrictive Exercise stage was aimed at revising the present-perfect tense, which was introduced to the pupils in the previous lesson. They worked in pairs and then they wrote the sentences on the board. The Pupils were very active and they tried to remember as many sentences as possible. However, some mistakes appeared and it was a great opportunity to apply the rule and correct the sentences. For example, one pair wrote this sentence on the board: *A Vampire has just waking up!* The pair was then asked to look carefully at their sentence and compare it with the other sentences. They corrected their sentence and in the meanwhile they reinforced the rule for using the present-perfect simple and continuous and all the pupils were shown the significant difference between these two actions.

In the Authentic Exercise stage they made a short speech about the new information about Bram Stoker or Dracula. Pupils worked in pairs and one from each pair prepared a brief summary of the plot and the other a short speech about Bram Stoker and Yorkshire. New words appeared in both speeches spontaneously and the task was "tell your partner about the story of Dracula or the origin of Dracula" so it simulated the real life situation when friends are talking about a movie or the author of the movie that they have just seen. This phase also helped to fix vocabulary and the present-perfect structures. It was also a beneficial summary of the cultural knowledge they obtained from this story. Pupils succeeded in choosing key pieces of information and summarizing the plot.

At the end of the lesson, the students filled in a short quiz, which helped them to reinforce the new information. The pupils also got an opportunity to show their knowledge of other English writers (Rowling and Shakespeare). This task was amusing for the pupils and it also proved that they remembered the important information which was discussed during the lesson. The examples of the quiz can be seen in Appendix 2.

Summary

To sum up, the language aim – to practise the present-perfect tenses was fulfilled. The pupils got the opportunities to fix the rule and practice it within their own speeches. The language aim was also to master new vocabulary in a meaningful context, and this goal was also achieved. The cultural aim, to introduce the Story of Dracula (Bram Stoker) and the place of the origin (UK – Yorkshire), was fulfilled

and the pupils´ knowledge about these issues was shown in the quiz.

In the following lesson, the pupils were given a questionnaire that aimed at their interest and motivation towards the lesson. As can be seen from the results of this questionnaire, the pupils liked working with authentic materials and they highly appreciated the way they learned new vocabulary and structures. One of the pupils wrote "I learned a great deal of new words and I really do remember them". The examples of the questionnaires can be seen in Appendix 3.

Generally, the pupils liked dealing with everything that was new and meaningful. Therefore authentic materials proved to be a useful tool for teaching and learning process.

LESSON PLAN 2

time	45 min
materials	name cards authentic materials (the map of UK, the picture of Whitby Abbey, the offer of the Bay hotel, Opening times of the Whitby Abbey, Tesco offers) pictures of a cow, a lamb, a pig
aims	To introduce cultural differences in the time expressions and their abbreviations. To introduce a part of England, which has a castle and a restaurant the pupils "visit" during the lesson. Pupils will notice a difference in the eating habits (Yorkshire pudding/dumplings)
objectives	After the lesson pupils will be able to mark Yorkshire in the map of UK. They will understand the time expressions, which usually appear on signs, advertisements or offers (noon, am / pm, Jan, Feb etc., Mon, Tue etc, Any2for£5 etc.)
context	6. A+B, 19 pupils, Student´s book: Project 2
used techniques	Discussion, pair-work, individual-work
anticipated problems	A large number of pupils, 18 boys and 1 girl, this group consisted of lower level pupils. Discipline problems, a lack of motivation.

Introduction

The teacher asks the pupils:

Have you ever been to England? What do you already know about England?

Brainstorming on a board /London, Olympic games, Queen Elisabeth II etc./

Clarification and Focus stage

Stage 1: Lead – in

Today we all visit a part of England called Yorkshire.

We will visit Whitby Abbey. What does the word Abbey mean?

The teacher shows a map of UK and shows the location of Yorkshire. The T also provides pupils with further information about Yorkshire /the city of York, Leeds, Brontë sisters, Dracula etc./ Due to the large number of boys the teacher can ask about Football clubs etc.

The teacher shows a picture of Whitby Abbey and its surroundings. The T explains the meaning of a word Abbey. The set of pictures was made in order to touch inner feelings of the pupils /Yorkshire as a mystic but beautiful place/.

The aim is to motivate the students, to draw their attention to the topic

 Restrictive Exercise stage

Stage 2: Visiting Whitby Abbey

Activity 1: The T asks about the signs around us. The Pupils brainstorm and suggest

open / close / exit

The aim is to activate the mental schemata of signs.

Activity 2:

Pupils are given set of authentic pictures with signs. The material can be seen in Appendix 4. The first task is to look at the opening times of Whitby Abbey. The Pupils try to imagine that they are in England and they want to visit Whitby Abbey.

Is it possible to visit it today? Which month is it today?

January – Jan

The Teacher goes through all months of a year and writes them on a board. The Pupils are then asked to highlight the abbreviations of the month. They are called by their names and take a chalk and highlight it. **Jan**uary, **Feb**ruary, **Mar**ch etc.

The teacher asks who was born in January, and then those pupils stand up. Then he or she asks: *Who of you was born in February?*

Then those pupils stand up. The teacher goes through all of the months of the year asking the same questions. This activity helps pupils to fix months with their abbreviations and it also support their memory (Total physical response)[4]

What day is it today? Monday – Mon

The teacher explains the abbreviations for the days of the week (Mon, Tue, Wed, Thu etc), then writes them on a board.

What is your favourite day of the week?

Probably the majority of students will vote for Friday.

The teacher explain them acronym TGIF which usually occurs on Facebook (Thanks God it's Friday)

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4   *A method developed by Dr. James J. Asher to aid learning second languages. It relies on the assumption that when learning a second or additional language, that language is internalized through a process of codebreaking similar to first language development. Students respond to commands that require physical movement. TPR is primarily intended for ESL/EAL teaching.*

Is it possible to visit Whitby Abbey now? What time is it?

What does 10am – 6pm mean?

The teacher provides students with the explanation. The teacher draws a timeline on the board and emphasizes the differences.

Authentic material, picture number 2:

After visiting Whitby Abbey, we are hungry.

We want to eat at the Bay Hotel, is it possible?

What is the difference between a hotel, a restaurant and a fast food outlet?

The T asks the pupils and they answer and activate their mental schemata containing different types of meal providing companies.

What does 12 noon mean?

The T asks one pupil to mark it on the timeline, which is already on the board. The same pupil writes the word *after**noon*** to emphasize the meaning of the word.

Do you understand the offer – *Choice of Roast Beef, Lamb or Pork?*

The Teacher shows pictures of particular animals which provide these kinds of meat.

What do you think Yorkshire pudding is like? Is it sweet?

The Teacher explains that it is a typical English side dish, similar to Czech dumplings but backed (not boiled). The T shows a picture of a Yorkshire pudding to the pupils.

Authentic material, picture number 3:

The last offer is from a Tesco store.

What does a BBQ mean? Any idea?

The T goes quickly through the offer and explains

any 2 for 5£   £ 1 each   Buy1Get1free

Authentic Exercise stage

Students are to create their own opening times for "their restaurant". They should imagine that they are club owners or owners of a restaurant.

Reflection:

The Introduction part of the lesson was aimed at activating their knowledge about England. It also helped to motivate them "to visit" a part of England called Yorkshire. There was the only girl in this group of pupils so they knew a lot about the football clubs in England. I expected this situation so I learned the names of some of the football clubs and players, which helped me to build relationship between me and the pupils. The only girl in this group was quite idle, so I tried to activate her by asking about her attitude towards England. Generally, pupils were eager to "travel" to England and they liked observing the pictures of a mysterious seaside town – Whitby Abbey.

The clarification and Focus stage was aimed at cultural awareness. During this stage the pupils should notice some information about England, Yorkshire and famous people who lived or worked there. They knew the story of Dracula but the name of the author was completely unknown to them. They also took into account the name of Charlotte and Emily Brontë as authors of books that some of them knew /Jane Eyre, Wuthering Heights/.

The Restrictive Exercise stage was aimed at abbreviations of well-known time expressions. Firstly, I activated their mental schemata by asking them about "signs around us", so they imagine the speech of signs. The question of wordless signs also came up, which was quite interesting. It indicated the pupils´ interest and engagement in the topic.

During activity 2, they were happy that they knew some of the months. It was quite surprising that pupils at the age of 13–14 did not know all the months in English, so it was very useful to go through all of them chronologically and put them in context of the year. The Pupils were active and they wanted me to help them highlight the abbreviations of the months using different colours on the board. This also helped those pupils who have a better ability to remember words by a visual stimulus.

They highly appreciated the TPR game, when they consolidated their knowledge of the months since they could see their classmates that were born in the same month. This game was also used as a stirring up activity, which helped me to deal with their energy by getting them to change their positions.

The next activity was to teach them the days of the week and their abbreviations. To make this similar activity different I raised the question about the meaning of TGIF – which is quite popular on Facebook and therefore very attractive to pupils. Since the students experienced success in the previous activity, they were eager to guess the abbreviations of the days.

In the last activity connected with authentic materials the pupils were to read the offer of the Bay Hotel. The word "noon" was unknown to pupils, however, they knew it connection with the prefix after. I used the timeline, which was already on

the board, and marked "noon" on it.

We also mentioned the meal on offer and the differences between expressions used to describe animals and their meat, such as "A PIG/ PORK" and "A COW / BEEF". I expected a lack of knowledge about these differences, therefore I prepared pictures of the animals mentioned in the offer. This helped them to understand the word and connect it with their previous mental schemata.

As a part of English Cuisine culture I mentioned the Yorkshire pudding, which is the offer at the Bay Hotel. The pupils were excited about this meal and very surprised that something called "pudding" is not sweet. The term "Yorkshire pudding" also helped them to remember information about this part of England, because they were able to associate the meal with the specific place that we had talked about. They also mentioned the Yorkshire Terrier as a connective item that they could match with this part of England.

The Authentic Exercise stage was set as homework because due to the large number of pupils, the activity took longer. The Pupils prepared their own signs for their "own" restaurant or hotel. I worried how they would deal with this homework but they really used their imagination and prepared beautiful signs, where they proved that they understood the abbreviations of time expressions.

The example of their homework can be seen in Appendix 5. I was also surprised that they placed their hotels and restaurants in "Yorkshire", which showed that they had incorporated this place into their mental schemes.

Summary

The aim of the lesson was to introduce a part of England, Yorkshire. This shire was connected with the monument of Whitby Abbey, Dracula, the Yorkshire pudding and the Yorkshire terriers in order to solidify their knowledge about this place. The Pupils "visited" Whitby Abbey during the lesson and when entering the gate, they had to understanding of the differences of the time expressions and their abbreviations. They were willing to understand the signs, because it became popular among the young generation to abbreviate and short cut ones speech. In order to motivate them I explained the abbreviation TGIF to them and they were really looking forward to using it on their Facebook pages. Teachers should follow the current language because it helps them to motivate their pupils.

During this lesson the pupils also noticed the difference in some eating habits. I showed them a picture of a Yorkshire pudding and described for them the way in which it is made. They were really surprised and it also motivated them to find more information about differences in eating between the Czech Republic and England. After the lesson the pupils were able to mark Yorkshire on the map of UK. They understood the time expressions, which usually occur on signs, advertisements or offers (noon, afternoon, am / pm, Jan, Feb etc., Mon, Tue etc, Any2for£5 etc.)

During the next lesson the pupils were given a questionnaire about their lesson preferences and it proved that they liked working with authentic materials. One of the pupils wrote "I would like to work with authentic materials again, because

it helps me to support my imagination towards learning new words when I imagine that it is a real life". The majority of pupils wrote that they liked the lesson very much or that they like the lesson. From 19 pupils only 1 wrote that he or she does not know, whether the lesson was beneficial and 1 did not like the activities. Some of the questionnaires can be seen in Appendix 6.

LESSON PLAN 3

time	45 min
materials	name cards authentic materials: a map of London, Double-Decker bus toy, pictures of Palace of Westminster, Big Ben, London Eye and Tower bridge, authentic materials about London a short video about Robbie Madison and Tower Bridge http://www.youtube.com/watch?v=EKlbrx79TDE
aims	To introduce some sights of London (Palace of Westminster, Big Ben, London Eye and Tower bridge) as well as the means of transport typical for London (Double-Decker bus, London underground, boats on the river Thames) Language: Reading for understanding, vocabulary
objectives	After the lesson pupils will be able to name some sights of London (stated above) and they will be able to describe Tower bridge. Students will also know the differences between the means of transport.
context	7.B, 17 pupils, Student´s book: Project 2
used techniques	Discussion, listening, pair-work, individual-work
anticipated problems	A large number of pupils A Horseshoe seating is recommended

Introduction

Introducing the topic of the lesson: London. The teacher brings the toy of Mandeville (a mascot of Olympic games XX) and asks the pupils whether they know what it is. They make a guess and then they get an opportunity to touch it. The T tells them that it is mascot of the Olympic games XX, which took place the last summer in London.

What do you know about London?

Brainstorming on a board.

(for example: the capital city, the seat of the Queen, Olympic games)

Clarification and Focus stage

The teacher provides the students with interesting information about London, shows them a map of London and stimulates a discussion about the transport in this large city. Then the T shows a double-decker toy for students to see and touch it and also some pictures of the London underground. The T provides students with further information (more than 400km, since 1863 etc.). The Teacher also mentions the transport by boats on the River Thames, because all the sights discussed in this lesson are on the river bank.

The teacher shows pictures of Palace of Westminster, Big Ben, London Eye and provides the students with further interesting information (the seat of Parliament, great stink of the river, a bell, Millennium wheel etc.)

Aim: To motivate the students, to draw their attention to London by means of pictures and the authentic materials.

 Restrictive Exercise stage

The pupils are given a copy of the authentic material – leaflets about Tower Bridge. They are about "to enter" into the Tower bridge. They go through the information provided by the leaflet.

What do you have to do before you enter Tower Bridge? /You have to buy a ticket/ How much does it cost?

Task 1: Students are to find useful information about the entrance fee. Words such as admission or VAT need to be explained.

Task 2: The T asks a pupil to read step number 1, then he or she translates the instruction. Another pupil reads then step number 2 and translates it. Teacher checks that all students understand. Pictures help to support the meaning of the unknown words. The T does not pre-teach vocabulary, words are explained in the context

Words which might cause problems: *the lift, landmarks, level, the Victorian Engine Rooms, the steam engine, exit via the gift shop ...)*

Authentic Exercise stage

Activity 1:

Watching video-sequence of Robbie Madison back flip over the Tower Bridge

http://www.youtube.com/watch?v=EKlbrx79TDE

This video is shown to solidify the knowledge about Tower Bridge. There is no specific task while watching the video, this part of the lesson is used to relax and to influence the feelings of the pupils.

Authentic Exercise stage

Activity 2:

go to http://www.towerbridge.org.uk/ and find answers

a) What is the current exhibition in Tower Bridge? (The bridges of the World,
    Cities of the modern games)

b) What was the original colour of the bridge? (chocolate brown until 1977)

c) Any other information you find interesting.

Summary

The teacher revises information about London, general information, transport, sights
and all important information which has appeared during the lesson. All information
is supported by authentic pictures and/or authentic objects.

The T speaks, but the S are also encouraged to answer the questions given by the T.

What is the name of this monument?

How long is the underground system in London?

How can you go up the Tower Bridge?

What can you see from the top level of the Tower Bridge?

Reflection:

The Introduction part of the lesson was aimed at activating their knowledge about London. It also made them eager for further information. They liked the toys I brought (Mandeville, a double-Decker bus) and the pictures of London made by myself. I took these pictures in order to attract the attention of teenage pupils and I think it really worked. I also brought in books about London to increase their motivation.

The Clarification and Focus stage was aimed at cultural awareness. During this stage the pupils were shown different pictures of London. These authentic pictures can be seen in Appendix 7. The teacher showed a double-decker toy, so that the pupils could see and touch it, and also some pictures of the life in London. This contributed to encouraging the pupils´ curiosity and therefore their interest in learning. I provided pupils with further interesting information, i.e. London´s underground is more than 400km long and more than 150 years old. I also mentioned transport by boats on the river Thames and showed them pictures of the boats crossing the Thames. It was an important step that the pupils take into account the river, because all the sights discussed in this lesson are on the river bank. The combination of the talk, pictures and real objects helped me to keep their attention.

The Restrictive Exercise stage was aimed at dealing with the authentic leaflet. This authentic material can be seen in Appendix 8. The Pupils were asked to follow the steps and read the instructions on the leaflet. The leaflet was a virtual visit of the

Tower Bridge and the pupils were very active and they liked this activity. This can be seen in the questionnaire, which is in Appendix 9.

I decided not to pre-teach words but I explained them in context when pupils reached them in the leaflet. All instructions were supported by the pictures on the leaflet, therefore the new vocabulary was learned in context. It was beneficial and I consider this the biggest advantage of authentic materials. The pupils could realize that it is not necessary to translate all words to understand a text and moreover, practised finding the meaning of some words form context. The only words that needed to be explained and translated were VAT and *admission*. Pupils took into account that Value Added Tax is translated as DPH in Czech. The word *admission* was completely unknown to them, but they knew the equivalent of the word – *an entrance* or *an entry.*

The Authentic Exercise stage was a real motivation booster. The Pupils really liked watching the video-sequence and after that they asked me to play it once more again. I chose that excerpt because it really helped them to remember the new information about the Tower Bridge. When information is supported with a visual stimulus pupils do not forget the name or the information provided. This video also helped me to motivate pupils in the activity 2, which was to search through the websites http://www.towerbridge.org.uk/ and find further information and answer the questions. The Pupils were eager to learn more about the Tower Bridge as an up and down bridge.

Summary

The aim of this lesson was to introduce some sights of London, mainly the Palace of Westminster, Big Ben, London Eye and Tower Bridge. The Pupils also took

into account the transport typical for London – Double-Decker bus, London underground and boats on the river Thames. All this information was accompanied by authentic pictures and materials. Finally, pupils were shown an authentic video-sequence about Robbie Madison and his motorbike backflip over the open bridge. It really helped to motivate pupils because they like connecting school-like information with their real life and activities they consider amazing.

The linguistic aim was to improve their Reading skills, particularly reading for understanding and mastering the new vocabulary. All these tasks were successfully accomplished.

The next lesson the pupils were given a questionnaire about their preferences. One of the pupils mentioned that they were "really surprised that there were lifts in the bridge, it was amazing!". All of the pupils from this class wrote that they liked the lesson very much and they really enjoyed working with authentic materials and watching the authentic video. The questionnaire can be seen in Appendix 9.

LESSON PLAN 4

time	45 min
materials	Namecards
	text of the song, pictures of Gene Pitney and Rock and Roll Hall of Fame building
	video sequence of the song
aims	To introduce the museum of the music industry Rock and Roll Hall of Fame, Ohio, USA
	To practice the past tense of verbs by listening to the song
	24 Hours from Tulsa, students will learn the rule for past endings and practice it within particular verbs.
objectives	After the lesson students will know about the state of Ohio, USA and they will take into account Rock and Roll Hall of Fame as a part of music culture.
	Pupils will know past tense of particular verb (stopped, pulled, walked, asked, showed etc.) they will notice the difference between regular and irregular verbs and also the final sound of /d/, /t/, /id/
context	9.B, 15 pupils, Student´s book: Project 3
used techniques	Discussion, listening, pair-work, individual-work
anticipated problems	A large number of pupils

Introduction

The teacher introduces the topic of the lesson by asking

Do you like songs?

Who is your favourite singer?

What are songs about? /Life, love, fear, desire …/

The aim is to draw attention to the topic which is Songs. It also motivated pupils towards the activity because they like speaking about music.

Clarification and Focus stage

The Students are given the first piece of the song by Gene Pitney – 24 Hours From Tulsa, they are to read the first paragraph and make a guess. The Pupils work in pairs and try to find answer. These questions are under the text of the song.

What had happened to the singer?

Is it a man or a woman?

The Pupils are to give possible reasons and suggest the ending of the story. They work in pairs and the teacher asks some of the pupils to give their suggestions.

The Teacher finally provides them with further information about the singer of the song Gene Pitney (1940–2006) who was inducted into the Rock and Roll Hall of Fame. The Teacher also shows them pictures of Gene Pitney and also the Rock and Roll Hall of Fame in Ohio, this building attracts attention because it is very specific.

Do you know any Rock and Roll singers? (for example Elvis Presley)

Where is the origin of the Rock and Roll music? (in the USA, rocking and rolling is the movement of the ship on the ocean)

Restrictive Exercise stage

From the first part of the song it is obvious that it is a love song, therefore the teacher asks:

Which verbs do you expect in a love song? (for example: see, feel, start, kiss, tell)

The teacher makes a list on the board. The teacher draws attention to these verbs (listed on the board from the previous activity): see, stop, pull, walk, ask, show, take, say, start, turn, lose, kiss, tell

The Students are to write the past form of these verbs and to divide them into categories regular and irregular (saw, took, lost, told). The regular verbs have a different pronunciation of their endings. The teacher briefly summarizes the pronunciation of the final sounds.

/d/ after voiced consonant and vowel: pulled, showed, said,

/id/ If the verb in its infinitive ends in the consonant sounds /d/ or /t/: start

/t/ after voiceless consonant: Stopped, walked, asked, kissed, asked

Authentic Exercise stage

During this stage the pupils are to watch the video and listen to the song. Their task is to fill in the missing words into the text of the song while watching the video-sequence.

The students listen to the song and their task is to fill in the missing verbs in their past form. /some of the verbs occurred in the previous activity/

http://www.youtube.com/watch?v=eTTx5V13uw8

The song is played twice and then the pupils read the song and correct their answers. The teacher checks their answers and corrects their pronunciation if necessary. The teacher can also explain other words if necessary.

Authentic Exercise stage

The Pupils are asked about the situation of the song.

How do you imagine the situation?

A rich man in an American car driving through the United States?

This is the reality http://www.youtube.com/watch?v=1eBtdlyPhSo

The man is sitting in an old bus travelling through the USA. It makes the situation funny and therefore it helps the pupils to remember the new information about the singer Gene Pitney. This also helped to fix information about the state Ohio in USA. This activity also make them aware of the different pronunciation of endings of the past forms of verbs.

Reflection:

The introduction part of the lesson was aimed at focusing the pupils' attention on different styles of songs and their singers. The pupils considered the difference in styles and also topics of songs. Some songs are about life or desire, but the vast majority of the songs are about love. The pupils at the age of 14–15 could be quite shy or they could make a show out of this topic, but this group cooperated perfectly and it was a real pleasure to deal with them. Even if they do not listen to Rock and Roll music, they take it as a part of history and they did not have any sarcastic comments about it. Some of them also knew Elvis Presley and they were able to name some of his famous songs, which was surprising for me. Using authentic songs

is also beneficial, because it changes the pace of the lesson and it gives some time to relax.

The Clarification and Focus stage was aimed to build up some cultural awareness of the USA, Ohio where there the museum of the music industry is/ The Rock and Roll Hall of Fame is. The Pupils were given the first excerpt of the song and their task was to make a guess about the place of the song and the singer. They worked in pairs and after that I chose some of them to tell us their suggestions about the plot. They were very active and they considered it engaging to speak about the plot. It could be because of the comprehensibility of the text and its repetition.

After this very first part I showed them a picture of Gene Pitney and told them some basic information about him. His name was completely unknown to them, which was not surprising but I considered it to be an advantage, because they could not focus on their likes or dislikes during the discussion. I showed them the pictures of the Rock and Roll Hall of Fame in Ohio, and they passed these pictures amongst themselves. The building, which as can be seen in Appendix 10, attracted the pupil´s attention towards the topic. Other singers and bands were also mentioned including Elvis Presley, Ray Charles, The Beatles, The Rolling Stones and Bob Marley.

The Restrictive Exercise stage was aimed at dealing with the pronunciation of past endings of verbs. The Pupils knew the majority of verbs and some of their past forms. I went through all the verbs and their past forms and wrote them on the board. I provided the pupils with the pronunciation rules and their task was to divide the verbs into categories according to their endings. Obviously, the pupils did not like dealing with grammar so much, but I suggested to them that they fill out the chart as if they were doing a crossword puzzle and that they could work in pairs.

/d/	/id/	/t/
pulled	start	stopped
showed		walked

Authentic Exercise stage

During this stage the pupils were asked to listen to the song and fill in the missing verbs. I chose this song because the pronunciation of the words is slow and audible and the pupils can clearly distinguish the final sounds. I played this song twice to ensure that anyone could fulfil the task. After the listening part we corrected the words together. As a part of this authentic exercise stage I asked them about the circumstances of the song. They had many ideas and it was not necessary to encourage them to cooperate, because they were really enthusiastic. It was interesting to listen to their ideas of the American boy, not returning to his girlfriend. To make them remember the information and to ease the topic I played for them the video where Gene Pitney was sitting and singing in the very old bus. This worked perfectly to fix the words of the song because it was so funny and pupils were laughing at that unexpected situation.

Summary

At the end of the lesson I summarized the information about the singer Gene Pitney and his style – Rock and Roll. I showed also the picture of Rock and Rock Hall of Fame and described it as a music industry museum placed in Ohio.

The aim of this lesson was to introduce the museum of music industry Rock and Roll Hall of Fame, Ohio, USA and some of the singers that are presented there.

The aim was also to practice past tense of verbs by listening to the song *24 Hours from Tulsa* the students will notice the difference in pronunciation of the past endings and practice it within particular verbs. The Pupils were also reminded of the regular and irregular past endings. The atmosphere at the end of the lesson was very positive and pupils liked the lesson. One of the pupils wrote "I really enjoyed listening to the song, however it was not the style I liked and I was happy that I understood the language". Pupils generally liked this lesson and only 1 of 15 wrote that he or she marked the lesson with the mark 2 and commented that he or she would rather listen to different style. The majority (14 pupils) gave this lesson the mark 1 and gave me positive feedback. The sample of the questionnaire can be seen in Appendix 12.

Conclusion

The English language has become a highly important tool in today´s globalized world and a successful English teaching process is today in the centre of interest. Teachers, educators and experts in EFL methodology focus all their efforts at developing effective ways for pupils to master the language. One of them is based on using authentic materials. Harmer, Ur, Scrivener, Richards and Rodgers, Widdowson and others support the idea of using authentic materials in EFL classroom and draw attention to the conditions under which they can be used effectively. Therefore, this diploma thesis was focused on using authentic materials to teach the language and culture of English speaking countries in EFL classes at lower secondary school and finding out how effective and feasible this approach is.

The diploma thesis is divided into the theoretical part, the methodology chapter and the practical part. In the theoretical part the crucial terms such as authentic materials, authentic tasks and culture were defined and concrete examples provided. The readers can find there the description of some of the advantages and disadvantages of using authentic materials in EFL classes. Different types of authentic materials were also specified in this part.

The methodology chapter deals with EFL classes. The criteria for selecting authentic materials and setting adequate tasks are analysed in this part. Moreover, steps in preparing a lesson and stages of the lesson are suggested, which is in compliance with the CRA framework outlined by Scrivener (1999). Finally, the readers can find some aspects of motivation of pupils towards using AM in lessons.

In the practical part, the lesson plans of 4 classes, in which cultural aspects were revealed through authentic materials, are presented. The first lesson plan aimed to present a famous place in Great Britain by means of the story of Dracula. The pupils became familiar with geography of UK and they also fixed their knowledge about the present-perfect tense. This lesson connected the linguistic tasks with the tasks aimed to increasing the culture and geographical knowledge about England by using the authentic video sequence and the pictures of Yorkshire. The use of authentic materials in this lesson proved that pupils liked dealing with them and they were really motivated by them.

In the second lesson, the pupils could become familiar with Whitby Abbey in England and through "a virtual visit" of this place. As the pupils had to find certain fact connected with their "visit", they also practised various time expressions and their abbreviations that are commonly used in real situations. After the lesson the pupils were able to mark Yorkshire on a map of UK and they were also able to name some artefacts connected to Yorkshire such as Yorkshire Pudding, Yorkshire Terrier, Dracula. The culture aim was also fulfilled because they took into account the names of the writers Bram Stoker and sisters Brontë. The pupils very active during the whole lesson and in the questionnaire they claimed that they really enjoyed working with authentic materials.

The third lesson plan was designed to increase the pupils´ knowledge about London and therefore some monuments were introduced. The pupils were given a leaflet from Tower Bridge to work with and they watched the authentic video-sequence about Robbie Madison and his motorbike backflip over the open Tower Bridge. Both of these authentic materials were very appealing to pupils and helped me to reach the linguistic aim of the lesson which was to improve their

reading skills and increase their vocabulary. After the lesson the pupils were able to name several London sights, which proved that the aim of the lesson – to introduce some facts about London – was fulfilled.

The fourth lesson plan was aimed at listening to the authentic song 24 Hours from Tulsa. The pupils became familiar with the museum of music industry Rock and Roll hall of Fame which is in Ohio, USA. They noticed the names of some singers which are presented there. As far as the presentation of the cultural aspects is concerned, it can be concluded that the pupils became familiar with selected places in the USA and the role of Rock and Roll hall of Fame in the music world. The linguistic aim was to practice the pronunciation of regular past endings and it was also fulfilled by the task connected with the listening.

In the practical part, all lesson plans are described and the outcomes of all of the activities are analysed thoroughly. The results obtained from this analysis can be divided into two main areas: findings from reflections and findings from questionnaires.

l   Findings from reflections

Authentic materials and the language:

The Authentic materials contain an authentic language which is up to date and meaningful within the message of the material. In the lessons it could be seen that the pupils immediately started to be active as they needed the language for working on the tasks. However, the language they practised served as a tool to solve the task, rather than the aim of the activity. For example, for finding information about

restaurants the pupils had to understand a few time abbreviations. In general, the pupils like dealing with the real life tasks and materials and therefore they also absorb the language of the authentic materials easily in comparison with artificial texts. The other benefit of authentic materials was that the pupils could capture new vocabulary in chunks within the context of the whole message, no matter whether it was a song, a sight or a video clip. Therefore this can help them to master the language in complexity. The written authentic materials used in the lesson were also supported by pictures, which helped children associate the language item as well as cultural aspect with visual images. The pictures helped to active mental schemata in pupils´ brain and they could connect it with their previous knowledge of the world. An extra benefit of the video clip was the fact that the information delivered to learners was supported by gestures, mimes and sounds used in the extract.

It has been proved that AM can became an excellent source of language items. The pupils practised tenses, pronunciation, vocabulary etc. in the context of the story and the song and by mean of meaningful, realistic-like tasks. Thus, the pupils could see that learning grammar or vocabulary is meaningful and it helps them to increase their knowledge about the world.

Authentic materials and culture:

The cultural content is the key to effective teaching and learning a language provided that problems arising from introducing culture into EFL classroom are dealt effectively and that the teaching strategies and tasks are chosen appropriately. In the four lessons the pupils actively participated and it proved that the choice of the topics of the authentic materials as well as the tasks was successful and thus the pupils were motivated towards learning. All the topics were appealing to students because they were chosen from different sources (printed, audio, video) and also the themes were

of different category. The pupils were captivated by the story of Dracula, they could "visit" the famous place in London, offer meal in a restaurant and listen to a song. All this contributed to the fact that the pupils could also remember a lot from the cultural aspects that had been presented in the lessons. The results from the lesson plans showed that if the choice of materials is relevant to the target group of pupils, their willingness to learning arises significantly.

Authentic materials and motivation:

Other aspects which proved to be positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encouraging pupils to further study. When, for example, the pupils were finally able to decode the abbreviation TGIF, they were motivated to do the same with other unknown short forms. Moreover, this is an abbreviation that they may use outside the classroom, which contributed to the fact that the learners were willing to continue with learning. In addition, when the teacher observes the current language trends, he or she can be closer to the young generation of learners.

There is a large variety types of texts which are also very versatile. Authentic materials can be used in different ways to promote different skills. The pupils liked the changing of the activities and tasks to practice various skills. Therefore, the receptive and productive activities were used to train the vocabulary and culture knowledge gained.

Authentic materials are even more appealing when the tasks used within are meaningful. The pupils liked to pretend "visiting" the Whitby Abbey or Tower

Bridge because this activity may once become a reality for them when they visit a foreign country. Therefore they took this activity as a preparation for their holiday and they enjoyed it very much.

Authentic materials were also an ideal source for subsequent activities that contributed to creating the meaning of a lesson. For example, I prepared several follow up activities after the lessons and pupils liked to see the authentic materials in broaden contexts.

Finally, the authentic materials and the tasks helped to build the relationship between me as the unknown teacher and them, because they took it as a bridge between school and their lives. Positive, working atmosphere is a basis for learner´s motivation.

2   Findings from questionnaires

All the questionnaires proved that pupils considered authentic materials to be appealing and that the tasks were chosen appropriately. The questionnaires also proved that the pupils remembered a lot of information and mainly the facts, which were considered amusing or surprising. Therefore it is important to choose authentic materials that meet pupils´ interests. From the total of 58 pupils, 55 wrote that they liked the lessons very much and marked them as 1 on the scale from 1 to 5. The rest of pupils marked them 2 and 3 on the scale of preferences.

This diploma thesis was for me a chance to investigate how to use alternative sources for teaching. Even if the period of my teaching practice did not allow me to verify how much the pupils could remember after some time, it was a very rich

experience that will be developed in my further teaching. The time needed to prepare a lesson should not become a discouragement for those who would like to use AM in English language classes but a challenge to be a successful teacher, which will be rewarded by more motivated pupils.

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