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DIPLOMA THESIS

The use of authentic materials in English language lessons in Czech lower
secondary school

Využití autentických materiálů v hodinách anglického jazyka na druhém stupni
české základní školy

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I hereby declare that this diploma thesis entitled “The use of authentic materials in English language lessons in Czech lower secondary school” is my individual work overseen by my supervisor. All resources employed in the production of the thesis are listed on the works cited page. Furthermore, I declare that this thesis was not used in order to obtain any other academic degree.

Prague, 30th June 2023

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ABSTRACT

The diploma thesis deals with authentic materials and the use of authentic materials in English language teaching. It is divided into two main parts. The theoretical part focuses on the definitions of authentic materials and authenticity in the context of language classroom. Different views on the subject matter are compared and summarized. The link between the real-world impact and the use of authentic materials and its influence on the motivation of the pupils is briefly discussed as well. Followingly, the thesis contains a classification of the authentic materials and advantages and potential shortcomings of their use. Each material type includes a number of activities usable in English lessons.

The research for the practical part was conducted at an elementary school. The practical part thus consists of two main sections, specifically designing, piloting and observing lessons where different kinds of authentic materials were employed as well as a questionnaire filled by pupils. The questionnaire inquires the learners firstly about the lessons they attended. Furthermore, it also focuses on attitudes of the pupils towards the use of authentic materials in English lessons in general, their use in pupils' free time and their preferred authentic English material kinds. The survey results are summarized and interpreted with a reference to the observations made by the author of the thesis and another teacher. Finally, conclusions and pedagogical implications are drawn.

KEY WORDS

authenticity; authentic materials; English language teaching; motivation; implicit and explicit learning; second language acquisition and learning

ABSTRAKT

Tato diplomová práce se zabývá autentickými materiály a využitím autentických materiálů v hodinách anglického jazyka. Skládá se ze dvou hlavních částí. Teoretická část práce se zaměřuje na definice autentických materiálů a koncept autenticity v kontextu hodin cizího jazyka. Porovnány a shrnuty jsou též různá pojetí tohoto konceptu. Práce taktéž zmiňuje vliv využití autentických materiálů v hodinách na motivaci žáků vzhledem k jejich propojení s každodenní realitou. Následně práce obsahuje rozdělení základních druhů autentických materiálů a výhody a potenciální problémy při využití v hodinách cizího jazyka. Každá skupina materiálů též obsahuje několik typů aktivit, které se dají u daného druhu materiálu v hodinách anglického jazyka využít.

Praktická část práce je též členěna na dvě hlavní sekce, konkrétně vytvoření, pilotování a observace jazykových hodin na druhém stupni základní školy. Byly zde využity různé druhy autentických materiálů a dotazníková šetření vyplněná žáky. Dotazník nejprve zjišťuje pohled žáků na hodiny, kterých se účastnili. Následně se soustředí na názory žáku jak na využívání autentických materiálů v hodinách anglického jazyka obecně, tak na to, zda je žáci využívají i ve svém volném čase a jaké jsou jejich preferované druhy autentických materiálů v anglickém jazyce. Výsledky šetření jsou shrnuty a okomentovány ve spojitosti s observacemi autora práce a dalšího učitele. Práce je zakončena vyvozením závěru a možných pedagogických dopadů.

KLÍČOVÁ SLOVA

autenticita, autentické materiály, výuka anglického jazyka, motivace, implicitní a explicitní učení; učení a akvizice cizího jazyka

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Introduction

This thesis is based on an idea that originated within my own late secondary-school years and my early years of teaching. Methods of English language teaching (ELT) have been evolving over the last and current century. The now long-standing tradition of employing structured and systematically levelled English course book materials are now viewed as a standard and proven approach in ELT. In my personal learning and teaching experience, authentic materials are used rather seldom as opposed to course books. That was the origin of my idea of exploring more about their possibilities and drawbacks in language teaching.

The current Czech Framework Educational Programme for Basic Education places an emphasis on key competencies as the core of education. The most prominent ones for language learning might be considered communication competencies and learning competencies. However, others such as problem-solving competencies, social and personal competencies or working competencies are undoubtedly closely interwoven with foreign language learning too. Education is supposed to equip pupils with competencies that are well-utilised in their lives. As authentic materials have a strong connection to the real world, they could support acquiring mentioned competencies. Taking into consideration the constantly increasing accessibility of English language resources for the wider public, to incorporate these materials into ELT in the context of basic education is becoming less complicated.

The term language learning is used in this thesis frequently and even though the ideas and approaches mentioned are mostly universal to foreign language learning in general, this work focuses primarily on ELT.

The thesis firstly (Chapter 1) deals with the theoretical background, i.e. definitions of authentic materials and authenticity of the language classroom environment. Different views on the matter are compared and summarized. The concept of language learning and acquisition is briefly discussed with the connection to the authentic materials. Followingly, age and group limitations for employing authentic materials are discussed.

Types of authentic materials and their descriptions are presented in the following Chapter 2. The descriptions also present advantages and possible shortcomings of their usage. In Chapter 3, each material type includes activities usable with given material groups. Said activities are categorized in context of explicit and implicit learning as well.

The practical part of this thesis (Chapter 4). initially specifies methodology of the research The research consists of two parts. Firstly, piloting and observing English lessons

based lesson plans specifically designed for this research are presented. The aim is to focus observations on several aspects, specifically learners' interest and overall activity in the lessons, language of communication and perceived level of the flow state and frustration.

Secondly, the results of a pupil questionnaire research are presented and described. The survey focuses on pupils' opinion on the piloted lessons and on usage of authentic materials in English language lessons in general. The observations from the lessons are then compared with survey results and pedagogical implications are drawn. Finally, Chapter 5 summarizes the main concepts from the theoretical part and conclusions are drawn from the practical part of the thesis.

THEORETICAL PART

1 Terminology definition and introduction

1.1 The concept of authenticity

The concept of authenticity has been a matter of discussion in the context of language learning and teaching for a considerable amount of time, however, there is an inconsistency in terms of defining what authenticity stands for and in distinguishing its different kinds. Firstly, some of the definitions of authenticity and its types are listed and compared.

Several of the authors mentioned in the following paragraphs focus predominantly on the authenticity of the language materials; however, authenticity in the context of the classroom is discussed as well. This fact could be interpreted in the way that the text authenticity is the crucial aspect in the context of learning. For a complete picture, I provide a short summary of the discussion of authenticity in the literature. Some of the authors below define authenticity in a broader context.

Widdowson draws a distinction between authenticity and genuineness. He comes with an idea that if a teacher presents his pupils with a set of extracts for reading, these are, by definition, genuine examples of language, however, as they are used in a context of language classroom, they, on contrary, cannot fulfil the criteria for authenticity (Widdowson, as cited in Taylor 4).

In other words, he claims that genuineness is an inherent quality of a text and that it is not influenced by the context in which it is being presented or used as opposed to authenticity, which lies in the relationship between the text and the learner.

“What makes the text real is that it has been produced as appropriate to a particular set of contextual conditions. But because these conditions cannot be replicated, the reality disappears (Context, Community, and Authentic Language 711-712).”

Widdowson therefore argues that it is in fact impossible to use authentic language in the classroom. He notes that it is due to the fact that the context of the classroom does not provide needed conditions for the language to be authenticated. His reasoning for the claim lies at the authenticity of language solely depending on its localisation within a specific discourse community. Learners are not members of those communities and therefore the language cannot be, by definition, authentic for them. His claim is also followed by the thought that although collection of so-called “real English” brings an interesting set of data to

be studied and linguistically analysed, yet it does not bring forward the interaction of the text and its contextual conditions and to recreate these conditions is practically impossible to achieve (Context, Community, and Authentic Language 711-712).

Kramersch, similarly as Widdowson, also makes a distinction between text authenticity and authenticity of its usage in classroom context. She comes with an example of a restaurant menu text. Kramersch considers the text a “genuine piece of cultural realia”, yet when employed in class as a means to present specific grammatical structures or lexical units, the text is not used in a way that was intended to, nor it would be by a native speaker in the restaurant (178). Kramersch then discusses whether the most authentic activity in a language classroom is not rather communication about learning how to communicate, with learners applying both communication and metacommunication.

Therefore, Kramersch distinguishes the language-learning context and language-using context when considering authenticity, as does Widdowson. Both authors also agree that authenticity of a text is its inherent quality; however, they use the term genuineness instead.

For the purpose of this thesis, their concept of distinction between genuineness and authenticity will not be further elaborated on and will not be taken into consideration because it exceeds the focus of this work. Instead, by **authenticity is meant text authenticity**, a notion further developed below.

According to **Harmer**, “Authentic texts (either written or spoken) are those which are designed for native speakers: they are real texts designed not for language learners, but for the speakers of the language in question” (146). Harmer also mentions that if the learners are supposed to be able to hold an English face to face conversation outside of the classroom context, they should be introduced and regularly exposed to language other than in their course book. More specifically, he talks about language that contains ellipsis, language that is not well-formed, as that is probably the kind of language they are likely to be exposed to in real life conversations (344).

As for **Morrow**, “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (13). As is apparent from the definition, Morrow adds the importance of conveying an idea in the text, however the text origin is described in a similar manner as in Harmer’s definition.

Nunan states that “a rule of thumb definition for authentic here is any material which has not been specifically produced for the purposes of language teaching” (54). This

definition omits the characteristic of the text producer completely and centres around the intention with which the text was created.

Authors mentioned in the paragraphs above focused mostly on the authenticity as a characteristic of the text as opposed to **Breen** who examines the concept of authenticity in a more refined way. From his perspective there are four distinct kinds of authenticity which teachers should bear in mind.

1. Authenticity of the texts which we may use as input data for our learners.
2. Authenticity of the learner's own interpretation of such texts.
3. Authenticity of the tasks conducive to language learning.
4. Authenticity of the actual social situation of the language classroom (61).

The first point discusses a type of authenticity that was already elaborated on in the previous paragraphs of this chapter as well as the definition the author of this thesis will operate with. Breen mentions that the first type of authenticity has been the main focus of teachers' concern as well as their intention to expose pupils to the authentic target language. However, the other listed constituents of authenticity should not be neglected (61).

The second point in other words, raises a question – Who are the texts authentic for? The author of this thesis sees all interpretations of texts as authentic because all social situations are seen by different participants subjectively and it is therefore impossible to determine whether some interpretations are authentic and others are not. Consequently, this type of authenticity will not be further analysed.

As for the third point, this aspect of authenticity by Breen is connected to lesson tasks and their authentic purpose. It deals with the possibilities of how learners could use the language input in the lessons. The above-mentioned aspect as well as the difference between learning and acquisition types of tasks will be examined in Chapter 3.

The last point elaborates on the classroom social situation and its uniqueness. Breen discusses whether a practice of a real-life situation such as a heated discussion between a real-estate agent and his client is more or less authentic in the classroom than a situation involving learning and meta-learning (66). The latter situation involves pupils reading and assessing the

teacher's comments on homework of a pupil from the previous year, proposing changes as well as debating what the most helpful kind of feedback for them personally would be. "Learning is the main psychological and social function of a classroom. (...) The authenticity of a classroom is that it is a rather special social event and environment wherein people share a primary communicative purpose: learning" (67-68). Breen here highlights the unique aspects that the classroom context provides and emphasizes exploiting the language classroom potential, i.e. "communication about how best to learn to communicate" (68).

From the author's point of view, it is clear that the context of a classroom and "real-life" context are inherently different; therefore the activities used in the classroom do not necessarily need to copy the situations outside of the classroom. These situations are still useful because the uniqueness of the lesson environment should not be neglected. There is a significant probability learners can attend a class or course in the second language, therefore they should be able to communicate in this type of situation as well as in others.

The setting of language-learning class is further elaborated on by Hughes. According to him, it is often seen as artificial in its nature, even though it is an authentic context in its own sense. It is an authentic setting especially for the pupils engaging in a specific type of social interaction, which, however, might be too one-sided, i.e., in most cases, initiated or mediated by the teacher (Hughes 7-8). He, therefore, adds the view that what seems as artificial for a non-participating individual might, on contrary, be perceived as perfectly authentic for the participants.

As mentioned above, the author of this thesis believes that **the environment of a language classroom is authentic in its nature**, especially for the participants, as Hughes and Breen agree on as well. It carries specific and original features that are not generally found concurrently in other social contexts. The authenticity of the classroom environment lies in its main objective and that is learning how to communicate and learning how to learn. For that reason, the tasks employed in classroom contexts have their own unique characteristics too and it is not problematic that they do not resemble real-life situations, such as conversation between a customer and a realtor mentioned above. Again, authenticity here depends on the point of view of the observer – what seems inauthentic for a non-participant might feel fully authentic for the people involved in the process. In a classroom context, a combination of both approaches seems to be optimal for learning.

The social context of the classroom with focus on meta-learning will be further elaborated together with the types of the tasks conducive to language learning (see the third

point of Breen's classification) in Chapter 3 because the author of this thesis considers the social context and the activities types used in the lessons to be interwoven.

To sum up, it is clear that there are recurring themes in the definitions of the mentioned authors above, one of them being the notion that authentic materials are not created with the purpose of language learning, that they are created by native speakers of the given language and are as well intended for them. Harmer's emphasis on the importance of frequent exposure of learners to authentic language is supported by the reality of language learners' needing to be able to both comprehend and actively use the given language.

Due to the nature and the extent of this thesis, the author will further work with the definition that **authentic materials are texts that are not created with the initial purpose of language teaching and learning and are not simplified in any way**. For clarity, the term **text** here is understood as **a semantic unit of a language and comprises both written as well as spoken form**. Both written and spoken text forms will be classified and commented on in the following chapters.

1.2 Authentic materials in the history of language teaching

Authentic materials in the context of foreign-language teaching were employed, neglected and revisited throughout the 19th and 20th century. Their position and a frequency of use depended mostly on the prevailing teaching approaches and methods.

One of the first methods where the authentic texts were used was the Grammar-Translation Method. This method employed challenging classical texts which were used as a tool for reading and translating. These texts were, however, mostly exploited as exercises for grammar practice and analysis, rather than context and content focus. At that time, the focus was mostly on the ability to understand and translate the text to the native language, but communication skills were omitted (Brown, *Teaching by Principles* 18-19).

The Direct Method followed the Grammar-Translation Method at the turn of the century. This method was supposed to simulate the natural way the children acquire their mother tongue. One of the main differences between this method and the Grammar-Translation Method were the lack of translation into the mother tongue and focus on communication skills. There was not much emphasis on the usage of authentic materials,

although native-speaking teachers were often employed and therefore the learners were able to access authentic speech (Brown, *Teaching by Principles* 21).

For some period of time, the Grammar-Translation Method became widely used again the focus on reading skills prevailed. That, however, changed with the start of World War II. The Audio-Lingual Method emerged as there was the need for speaking and listening skills of the soldiers in the military. This method was based on oral drill practice and pronunciation focus. The employment of authentic texts was overall ignored (Brown, *Teaching by Principles* 22-23). The Audio-Lingual method uses graded materials for the learners, so that beginners are presented with simple patterns (Freeman and Anderson 71).

Later on, especially in the 1960s, Cognitive Code Approach was the leading approach. The emphasis was placed on deductive approach rather than inductive, language learning was not just about habit formation (Freeman and Anderson 80). The learners were led to discover the language rules as opposed to being explicitly introduced to them. Awareness of the rules and the ability to apply them to the foreign language was promoted (Brown, *Teaching by Principles* 24). However, this approach also did not employ many examples of authentic materials in the language learning (Demirezen 312).

In the 1970s, the efforts to understand and analyse second-language acquisition grew and gradually new and innovative methods emerged, e.g. Community Language Learning, the Silent way, Suggestopedia, Total Physical Response and the Natural Approach. None of these methods emphasised the importance of the authentic materials (Brown, *Teaching by Principles* 25-31). The Natural Approach, developed by Stephen Krashen and Tracy Terrell, promoted the idea of comprehensible input, meaning the language input should be slightly above the level of the learners ($i+1$). In consequence, the employment of authentic texts was also not frequent, especially with less advanced learners (Krashen and Terrell, *The Natural Approach* 32).

Communicative language teaching (CLT) followed as a main second-language approach in the early 1980s. Throughout the rest of the century, other approaches which emphasised the importance of communicative competence, meaningfulness and authenticity of the tasks emerged as well. CLT's goal is to make the learners capable of performing communicative tasks in social contexts (Brown, *Teaching by Principles* 42-43). CLT focuses on learners' ability to be able to communicate outside the classroom, perform specific language functions and not neglect the social aspect of the language (Freeman and Anderson 152). With this goal in mind, task-based authentic materials are often employed in the lessons

(Brown, Teaching by Principles 35). Authentic materials can be a helpful tool for acquiring sociolinguistic competence, which is embodied by the concepts such as different levels of politeness and formality, performing language functions, adhering to interpersonal relationships (CEFR: Learning, Teaching, Assessment 136).

As described, **the attitude towards the employment of authentic materials** has been changing throughout history **and is usually a reflection of the current mainstream approach to second language teaching**. Lately, there has been emphasis on communicative competence, often accompanied by sociolinguistic competence. Authentic materials can be used as a helpful tool for reaching this goal as they can be used to present the learners with different levels of formality and politeness, lexical appropriateness for specific contexts and highlight cultural aspects.

1.3 Second language acquisition and learning

Stephen Krashen makes a distinction between subconscious language acquisition and explicit language learning. Second language acquisition is considered to be a process similar to children acquiring their own mother tongue. The main factor of acquisition is a meaningful interaction with a clear communicational goal. Speaker is more concerned with conveying the message, rather than the language form. This form of acquisition is not based on an explicit error-correction and rule implementation. Speaker's latter ability of self-correction, if a mistake occurs, arises mostly from the evolved "feel for the grammaticality" ("Second Language Acquisition" 1–2).

Conversely, explicit language learning is a conscious process. It is mostly based on clear rule presentations and error-corrections with additional explanations as to why certain parts of the utterance are incorrect. The system of learning is most frequently built from the simplest to more complex language structures, giving the learner time to build their language competence gradually. This is in opposition to the language acquisition, where language is used spontaneously, disregarding systematic progression of the grammatical and lexical difficulty ("Second Language Acquisition" 2).

The presently used framework is called the Monitor theory, meaning that there are "two independent systems for developing ability in second languages, subconscious language acquisition and conscious language learning, and that these systems are interrelated in a

definite way: subconscious acquisition appears to be far more important” (Krashen “Second Language Acquisition” 1).

Taking this theory into account, the learning process in a standard English lesson could implement subconscious language acquisition far more and possibly improve resulting language learning efficiency. The word “monitor” signals that the learned system acts as a mere monitor or person’s utterances, yet the actual production of the statement originates mostly from language subconsciously adopted.

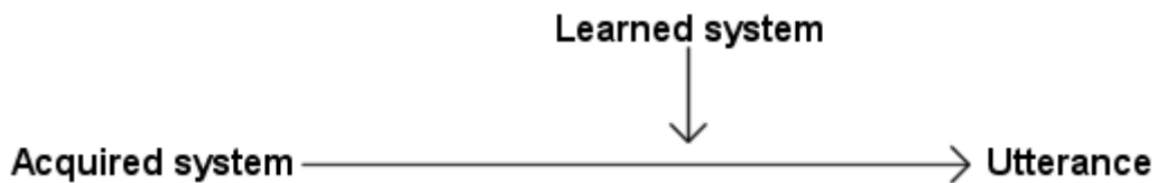


Figure 1 (Krashen “Second Language Acquisition” 2)

As shown in Figure 1, the initiation of the utterance comes from the acquired system. The learned system performs the role of monitor resulting in the final form of the utterance cf. Watson-Gegeo and Nielsen and others who do not differentiate between the two processes and see this dichotomy as completely wrong (as cited in Dorsch 2).

Despite the lack of clear consensus in the field and due to the nature of this thesis, a distinction between the terms language acquisition and language learning will be recognized as each relates to different types of tasks employed when working with authentic materials in English language lessons. Different levels of language learning and language acquisition are both beneficial and crucial for an optimal second-language learning process (Brown, Principles of Language Learning 296).

1.4 Real-world impact on motivation and the state of flow

Authentic materials are tightly connected to real-world situations as well as the need to develop learners’ skills for the real-world tasks and roles. Therefore, learners’ motivation should be increased by authentic materials, especially when pupils realise their future applicability in life. Abridged, simplified or in any other way altered materials from standard

language textbooks do not bring this increase in motivation to such an extent due to the lack of connection with the real world. In other words, one might argue that if the final goal of language learning is to be able to produce as well as comprehend the language in real-world situations, materials inherently representing the goal should enhance learners' motivation and therefore help with enthusiasm and positive attitude towards the learning process.

For instance, if learners' wish is to be able to read original short stories or books by their favourite author, it might be advisable to employ these materials in the learning process. If their desire is to be able to hold a written conversation with another person in the given language, instances of real-life communication in preferred form, e.g. text messages or emails, might complement other learning activities.

The same principle might be implemented for various types of authentic materials, taking into account learners' interests as well as probable real-life utilisation. As a result, these materials might create a metaphoric bridge connecting the context of the classroom and the context of real-life, as already mentioned above.

The usage of authentic materials can also trigger the so-called **“flow” state**, a phenomenon connected to motivation. This mental state is characterised as **“the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it”** (Csikszentmihalyi 4). The flow state brings about what Csikszentmihalyi calls “the optimal experience”. When a person is in a state of flow, they want to continue in whatever they are doing in that exact moment. Naturally, this state of mind is easily induced when the person is immersed in an activity they find enjoyable, such as any hobby. However, as most of people's lives are not spent engrossed in their hobbies, it is desirable to try and find a way of implementing the flow state in working as well as learning (Csikszentmihalyi 6–7). If carefully chosen, authentic materials should possess the ability to create a possibility for the flow state to occur, as they might increase the learners' motivation and interest.

From the graphic illustration below it is clear that the flow state does not depend solely on the type of activity, but it also depends on the current level of skills combined with the current degree of challenge. If the skill level is too low for the current challenge, the situation is likely to leave the participant feeling anxious. This is in opposition to the situation of too low challenge with a higher skill level which often results in the state of boredom as the task is perceived as too easy (Csikszentmihalyi 74).

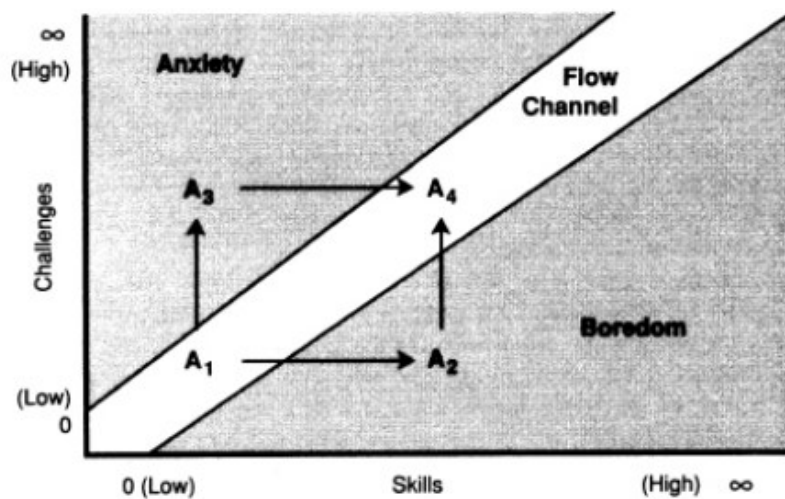


Figure 2 (Csikszentmihalyi 74)

The flow state is a phenomenon that could be presumably utilised in foreign language learning and teaching. If learners are able to achieve this desired state for certain periods of time, it could be beneficial in terms of their learning efficiency. For the flow state to occur, optimal levels of difficulty as well as already-acquired skills are essential, as demonstrated in the graph (Figure 2). Arguably, when an appropriate level of task is selected, e.g. reading an authentic material, while ideally factoring in learners' personal interests, the flow state might be achieved, resulting in an improved learning experience and its final outcome.

Reading is an example of an activity, which is frequently linked to the flow state (Csikszentmihalyi 117). People tend to immerse themselves in the storyline, unaware of the time passing and not being attentive to divergent thoughts that normally occur. Therefore, when teachers provide their learners' with a suitable, engaging reading material as well as a time frame devoted specifically to reading, their motivation is potentially stronger and therefore even the consequential flow state is possible to achieve.

Krashen claims that "There is overwhelming evidence for recreational reading as a means of increasing second-language competence. In fact, it is now perhaps the most thoroughly investigated and best-supported strategy we have in the field of second-language pedagogy. (...) Why isn't it used more frequently in second-language programs?" ("Explorations in Language Acquisition and Use" 26). Based on Krashen's claim, reading is insufficiently exploited in second-language learning despite its apparent benefits. This implies that combining the benefits of reading activities with attractive authentic reading material in

second-language lessons seems to be a way of achieving flow state and therefore acquiring valuable learning experience.

According to Csikszentmihalyi, the flow state depends on four basic conditions (Csikszentmihalyi as cited in Egbert 555):

- challenge and skills balance (Figure 2),
- participants' attention to the task,
- the task being inherently authentic and interesting,
- participants' sense of control.

Egbert also points out that the flow state leads to improved performance which is caused by participants' motivation, exploration, feeling of satisfaction as well as more time spent on the task (554). All of these components are expected to be positively affected when an authentic material is used in a foreign-language lesson. Learners' motivation is increased alongside the need to explore, presuming the material is intrinsically engaging, their feeling of satisfaction during and after completing the task is noticeably heightened, compared to finishing a task from their standard course book and they even spent substantially more time on the specific task, which could all together lead to improvement in their language competence.

To summarise, **the implementation of authentic materials in class is desirable and increases the possibility of getting into the flow state which has been proven to enhance the learning process.** However, it should be noted that the flow state can occur even when learners work with inauthentic material, providing they find the material or the task intriguing and conversely, the implemented authentic materials need to meet certain criteria for the learners to find them interesting, motivating and therefore creating an opportunity for the flow state to occur.

1.5 Textbook English and authentic examples

One could argue that most language lessons taught both in schools and in language courses revolve around curricular textbooks. Of course, not all teachers base their lessons majorly on textbooks. However, elementary schools in the Czech Republic in most cases do use and require the usage of course textbooks and because this thesis focuses predominantly on school language lessons, their usage will be seen as a standard procedure.

The course textbooks come with other additional materials, mostly workbooks for learners as well as teachers' instructional materials. These mentioned sources are helping teachers design lesson plans within the given school or course curriculum, specify lesson goals as well as assess learners' current abilities and progression.

However, not all course materials language teachers work with are suitable, adequate or perfected. Course textbooks often lack attractive aspects for the learners and their repetitive structure, despite being helpful for systematic work, could result in learners' prediction of what awaits them in the following months of work with the same textbook. This situation results in a progressive loss of interest and attention.

Hence, if a teacher could skilfully pair prescribed course materials with authentic materials on occasion, not only learners' vigilance due to change of work rhythm, but also a spark of interest might reappear. In the following part, I discuss the specific linguistic differences between authentic materials and many standard language textbooks.

Typical English textbooks incorporate language in written form, audio as well as audio-visual forms. As opposed to the definitions of authentic materials discussed in the Section 1.1 of this thesis, where the focus is almost solely on the written form of the language, the fundamental discrepancies are present in all of these forms and are of similar nature. Therefore, they are discussed together in this part of the work.

1.5.1 Gilmore's study

In a paper published by Alex Gilmore, specific differences of textbook-conversations and their recorded and transcribed real-situation counterparts are analysed. The nature, as well as genre, of the interactions was taken into consideration. Gilmore investigates the artificiality of the extracts and what gives them this impression, while admitting artificiality itself is not inherently bad in language learning. He chooses "service encounters" as the type of

interaction to be analysed. Then, Gilmore proceeds to compare and contrast these extracts. He takes the exact same questions from the course book dialogues and builds the authentic interactions on them. These interactions were recorded and transcribed.

The study shows that the real interactions were on average much longer, as they contain digression from the main topic with additional and not always essential information. In course textbooks the “interaction is generally smooth and problem free, the speakers cooperate with each other politely, the conversation is neat, tidy and predictable” (Carter, as cited in Gilmore 366). With course books listening materials, pupils tend to use top-down processing to comprehend the text better, because they are able to predict what follows next in the conversation and that helps navigate their understanding (Gilmore 367). The question is, if the course materials authors do not underestimate the ability of pupils to comprehend an interaction which is not always smooth, neat and adhering to the main topic. This presupposition might deprive pupils of the opportunity to put more mental effort into understanding and give them an insight into what they might expect once they experience the authentic conversation in real life themselves. Language-learning is aiming for out-of-classroom usage and if that is the main objective, presenting pupils with less clear and predictable speech is an indispensable part of the learning process (Gilmore 367).

Author of this thesis agrees that **implementing real representations of text in both written and oral form should be considered an essential part in the language lessons**. From personal experience, even if pupils are beforehand well-familiarised with a typical structure of a conversation between a customer and a shop-assistant (in this particular case the setting of a chocolate shop with the activity of ordering a hot beverage), when they find themselves to be a real participant of this situation, they, more often than not, lack the ability to improvise and use bottom-up processing, if needed. Once unpredictable information or a question emerges, they seem to be caught by surprise and lose the ability to follow up with their turn, since they are not used to the digressions.

Gilmore claims the same principle might be applied when analysing false starts and repetition. If learners feel that only neat and perfect speech is the goal, they might feel disheartened and unmotivated when producing speech. The reason behind it could be their belief that they are not capable of reaching such a high level of language competence. However, the immaculately clean representation of speech is unrealistic. Real day-to-day conversations are abundant with false starts as well as redundancies and for that reason

learners need to practise their skill to extract the key information and content words, which they need in order to understand (Gilmore 368).

Language devices with the purpose of gaining a little extra time - hesitation devices - are, based on the study, used significantly less in language textbook conversations than in an authentic discourse. Gilmore argues that there is little to none pedagogical reasoning behind this decision. On the contrary, hesitation devices might help the learners to navigate themselves in the flow of speech by separating the individual utterances into “chunks”. Moreover, when used in an active way (in a discourse) by a struggling language learner, it helps them by adding a little extra time to think and continue in their conversation while still holding the floor. (Gilmore 369).

If the hesitation devices are not employed frequently, the learners might come to the conclusion that they are not as broadly used as they are in average day-to-day conversations. Another pedagogical outcome that implementing hesitation devices might bring is that when learners practise their speaking skills, they are less likely to use variants of hesitation devices and filler words typical for their mother tongue (as they are often inclined to do) and try to adopt some of those that feel more natural to the language that they are learning.

1.5.2 Textbook evolution - a case study

The study conducted by Gilmore showed that over time there has been positive progress in employing more of the mentioned linguistic features typical for an authentic discourse in modern course books materials (Gilmore 370). However, even though the gap keeps narrowing, there is still a space for improvement.

The following comparison is inspired by Gilmore’s paper. The reason is to illustrate some of the key differences from the list below as well as to point out the positive changes the textbooks have undergone over the course of almost twenty years as his study was published in the year 2004. Two extracts from textbooks and two authentic examples were selected and transcribed. One of the textbooks (Maturita Solutions, 2008) is an example of an older version of a textbook and it is one of the textbooks that I used as a pupil. The other one (English File, 2019) is an example of a book that is currently one of the course books in my secondary-school teaching career.

The textbook drawbacks illustrated in the Tables 1 and 2 below are:

1. almost complete lack of ellipsis in most of textbook materials
2. almost complete absence of filler words or phrases
3. seldom use of colloquial language and tendency to incline towards more formal forms on the formality scale
4. limited repetition in the speech
5. almost no occurrence of false starts and hesitation devices
6. lack of irregular turn-taking in conversations or overlapping of the participants of the conversation

The first three points (1–3) are illustrated in the first pair of examples separately in Table 1 as they represent the linguistic features that are frequently missing from the course book materials and might negatively impact the learner's ability to comprehend casual discourse. Colloquial expressions could confuse the learners if they are not familiar with them.

The remaining points (4–6) are exemplified in the second pair of examples in Table 2, because they are considered to be additional linguistic features which, though frequently used in daily discourse, may complicate learners' understanding because they are used to a fluent speech. More comments on each table follow.

<p>Extract n.1: English File Student's book 4th Edition – Elementary level (an initial interview at a talent show)</p>	<p>Extract n.2: (YouTube: video 17-Year-Old Mia Morris Delivers an Original Audition as a One Woman Band, timing 0:08–0:37)</p>
<p>JUDGE. Amy...Jones? What's your song? AMY. One day. JUDGE. We can't hear you. JUDGE. Is the microphone on? AMY. Sorry. AMY: Can you hear me now? JUDGE. Yes, that's fine. AMY. My song's One Day. JUDGE. Can you start, please? AMY. Oh no! I can't remember the first line. JUDGE. Take your time. AMY. I'm okay now!</p> <p>(English File 38)</p>	<p>JUDGE N.1. What's your name? MIA. My name's Mia Morris. JUDGE N.1. Hi, Mia Morris. And how old are you, Mia? MIA. I'm seventeen. Junior in high school. JUDGE N.1. Where ya - where you from? MIA. Nashville, Tennessee. JUDGE N.1. Obviously, you go- you go to school. MIA. I do, unfortunately, yes. JUDGE N.1. Unfortunately? You're not enjoying school? MIA. School schmool. It is what it is. JUDGE N.2. I agree. MIA. Could live without it, you know. JUDGE N.2. That's funny. JUDGE N.1. And what are you gonna be doing for us tonight? MIA. So, I'm a songwriter. I'm gonna be playing one of my songs.</p>

Table 1

Extract n.1 was transcribed from the English File Student's book and it is an initial interview at a talent show. Authentic example n.1 is an excerpt from an initial interview of a contestant from a talent show America's Got Talent. This example was chosen because it represents the same genre as the textbook excerpt and the approximate ages of the show participants are most likely similar.

There are multiple instances of ellipsis (Ad.1) in the authentic dialogue (*Junior in high school; where you from; Could live without it*), filler phrases (Ad.2) are present (*Obviously; It is what it is; you know*) as well as examples of colloquial language (Ad.3) are (*School*

schmool; gonna). Another difference worth mentioning is that despite the identical situation, in the textbook example, the dialogue comes across as robotic and unnatural mainly due to the lack of signs of the participant personality which keeps emerging in the dialogue in authentic extract. This phenomenon can be observed in the following pair of extracts too.

<p>Extract n.3: Maturita Solutions Student's book - Intermediate level (a transcript of a dialogue between two friends)</p>	<p>Extract n.4: (YouTube: video A Promise Kept, timing 2:45–3:15)</p>
<p>SARAH. What's this photo?</p> <p>CONNOR. It's from our New Years Party.</p> <p>SARAH. You look as though you're having a great time. Who's the girl in the front, the one on the shiny grey dress?</p> <p>CONNOR. She's a friend of my sister's.</p> <p>SARAH. Is your sister in this photo?</p> <p>CONNOR. Yes, she is. She's the girl on the left, the one with long, brown hair.</p> <p>Sarah? Oh, yes. She looks a bit like you.</p> <p>Who's the guy standing at the back in the grey shirt?</p> <p>CONNOR. That's my cousin, Jeff.</p> <p>SARAH. He looks nice!</p> <p>(Maturita Solutions 10)</p>	<p>MARY. Um ... this is actually a ... eh ... and I, I actually heard that Duke, you're featured here on the, on the-what would be the far-left side of the photo, um, eh, kind of up in the left hand corner back there, is that, is that true, is that you?</p> <p>DUKE. Um, I think it's ... [incomprehensible part here]</p> <p>MARY. Oh, okay. I may have, I may have been misinformed. Well, I thought that was Duke way back there but, in any event, he apparently frequently appeared at these performances and maybe even helped with the-at the DJ stand.</p> <p>DUKE. Ah ...[incomprehensible part here]</p> <p>MARY. Oh, okay. He doesn't want to take credit. Okay.</p>

Table 2

A dialogue of two friends over a photograph in Extract 3 was selected from the English File textbook. The authentic counterpart is a video from a symposium, taking place in the National Museum of the American Indian Rasmuson Theater in 2019, where Mary

Kathryn Nagle describes a photograph. The video was found through website youglish.com, where the key phrase “in the photo, there is” was searched. This video was selected because it contains a short interaction of two people over a photo; however, due to the quality of the sound, the answers of one of the participants are mostly inaudible (he is supposedly an audience member). Even though the discourse of a symposium should incline towards the formal end on the formality scale, the extract illustrates that even in this kind of environment typical features of an imperfect discourse take place.

There are multiple instances of repetition (Ad.4) in the excerpt (*I; may have; is that*), numerous examples of hesitation devices (Ad.5) are present (*um, oh, eh*) with a false start in the first sentence (*...this is actually a ... eh ... and I, I actually heard that*) as well as an example of overlapping (short pause with an eye contact, the speaker seems not sure if she is not overlapping the other speaker and then continues).

One might argue that despite the **positive progress towards inclusion of more authentic discourse features into newly published course book materials**, there is **still relative scarcity** of them as compared to an authentic discourse. Admittedly, well-founded pedagogical reasons could be found behind some of the decisions not to include them in, e.g. (in)appropriateness for the language competency of the learners and therefore making the texts more difficult to understand. Despite that, a question arises whether these reasons adequately justify the delay of exposure to an authentic discourse or not.

To summarise, the author of this thesis believes that **learners’ exposure to authentic materials is one of crucial features when teaching a foreign language**. When carefully selected, they might become a part of language lesson plans across various language levels, see Section 1.6. The feeling of satisfaction after comprehending an authentic example of the target language is crucial for motivating the learners to actively continue with their learning while supporting their positive attitude towards learning. **Authentic materials are believed to be a beneficial addition to other standardised language materials, as they complement each other**. Of course, there are limitations regarding utilisation of authentic materials in language lessons, which are further discussed in Chapters 2 and 3, nevertheless these materials portray the reality of the target language, which learners could aspire to achieve.

1.6 Age and group limitations

Authentic materials are potentially usable for various age groups of the second-language learners and for each of these groups they might bring different advantages as well as shortcomings of their usage. Authentic materials, when carefully selected, might be employed even with beginner-level pupils in elementary school. As such young pupils are still in a phase of learning to read and write, acquisition through activities such as listening, reciting nursery rhymes and singing songs are suitable for them at this early stage of education. Such young learners have an immense capacity to acquire the language around them. Rhythmic songs and rhymes offer a great opportunity for them to absorb the language in a natural way. As these authentic songs and nursery rhymes are designed to be sung or recited by children, they tend to be simple and repetitive. This enhances the chance of language retention. They are also employed in an authentic way, i.e. sung or recited by children.

With regard to my personal teaching experience of working with pupils ranging from 12 to 15 years old, this is the selected age category for this thesis.

In my experience, personal interests of lower-secondary school pupils, aged 12–13 vary greatly when compared to interests of higher-secondary-school pupils, ages 14–15, but even within these age groups, their hobbies and interests differ. Furthermore, taking into consideration learners' individualities, the teachers are left with fairly heterogeneous groups. As motivation and interest are two of the factors regarded as relevant to the optimal process of working with authentic materials in the classroom, teachers should try and reflect that when planning a lesson.

The age of the learners, or more precisely their level of language competence, is an immensely important variant to factor in when discussing utilising authentic materials in second-language lessons. Traditionally, learners in the Czech school system are divided into groups within their class and their school year – meaning based on their age. Yet their age group does not necessarily correlate with their level of language competence. The learners in the same second-language groups in schools might differ greatly with regard to their already-achieved language level. And even if their language competency and age group correspond, their mental maturity might not, as each pupil is an individual with a different pace of developmental process. The chosen authentic materials should, therefore, also correspond to the average pupils' mental maturity level.

Working with such a heterogeneous class is arguably more challenging for the teacher when it comes to planning as well as managing the lesson. If the contrast of learners' language abilities is radical, re-grouping pupils to create a more levelled environment is one of the solutions. This practice is traditionally implemented at language courses in specialised language schools. The division is often based on an initial assessment test. More balanced groups of pupils bring advantages as well as some disadvantages. Classes with participants whose language competence is similar are more likely to work at a similar pace and they are likely to come across difficulties in the same areas of the target language. Therefore, pupils might feel more comfortable because the similarities might induce the sense of belonging. In addition, teachers should be able to address the pupils' needs well, optimise the pace and choose appropriate materials as well as the methods for similar-levelled groups.

On the other hand, one of the common objections is that the pupils who are sorted into the "weaker" groups might feel discouraged because of the lower level of the group they were put in and hence it might have a negative impact on their motivation to learn the language further. Nevertheless, when employing any extra authentic materials in a lesson, it is convenient for the pace of the lesson that the class participants are on a roughly similar level.

It is also worth mentioning that in certain schools, pupils belonging to different school years might be purposely brought together to make a mixed-level group, especially in alternative educational establishments. Among the advantages of mixed-level groups is the cooperation of older and younger pupils, sharing knowledge while helping others and possibility to create learner-centred lessons.

However, mixed-level groups face challenges as well. Weaker pupils might feel discouraged and not even try when grouped together with more advanced pupils, whereas advanced learners might feel not challenged enough. Finding an appropriate and enticing learning material might become almost impossible because of the age difference. This method is, however, not considered to be a standard procedure applied in the majority of Czech schools and therefore the groups based on similar age and level are the chosen type of grouping for this work.

Taking into account my ongoing personal teaching experience, this **thesis focuses mostly on learners aged fourteen to fifteen years old** (corresponding to eighth and ninth grade of Czech elementary education), with approximately similar second-language competence and with a common number of pupils between eight to fifteen in one class.

According to the current effective version of *The Framework Educational Programme for Basic Education*, A2 is the minimum expected level for learners when finishing their elementary education (17). As the learners' language competencies differ, the average level of second language competency expected for this age group corresponds to A2 – B1 based on *The Common European Framework of Reference for Languages*.

2 Types of materials

The choice of materials plays an immensely important role in both teaching and learning, alongside appropriate methods and strategies. Language learning materials are means used by the teacher and learners to facilitate learning and may be used in different contexts, not just in the context of the classroom. Traditionally, second-language classes in the school environment use standard course books which correspond to the school curriculum. Authentic materials, as defined in Chapter 1, can be (and in some classes often are) included as a part of didactic materials used in language learning. They are considered to be a useful and enriching addition to other language learning materials such as textbooks, workbooks and others.

These materials have been easily accessible, especially in the last two decades, on the internet. Good accessibility makes it easy for any language-learner or teacher to pick and choose a suitable specimen from a broad selection. Authentic materials contain examples of written as well as spoken language. This thesis distinguishes three main categories of authentic materials:

- a. written materials (Section 2.1)
- b. audio materials (Section 2.2)
- c. audio-visual materials (Section 2.3).

This thesis emphasises the distinction between **scripted** and **unscripted** spoken-language samples since they incorporate different language features. Selected types of authentic materials from the above categories follow, complemented by their description and an account of the benefits as well as drawbacks of their implementation in second-language lessons.

The following table introduces the types of authentic materials which are further discussed in detail in this thesis (in bold) as well as other selected types of authentic materials to give the reader a more complete picture of the available variety. This list may serve as an inspiration for the teachers who wish to employ some kind of authentic materials in their lessons.

Written materials	Audio materials	Audio-visual materials
<ol style="list-style-type: none"> 1. Books 2. Newspaper and magazine articles 3. Blogs 4. Social media posts 5. Recipes and menus 6. Comics 7. Emails and letters 8. Advertisements 9. Tickets 10. Manuals and instructions 11. Leaflets 12. Brochures 13. Signs 14. Short personal messages 15. Package and food labels 	<ol style="list-style-type: none"> 1. Podcasts 2. Radio programmes and shows and 3. Songs 4. Voicemails 5. Recorded unscripted dialogues 6. Audiobooks 7. Public announcements and directions 8. Sport commentaries 9. Recorded phone calls 10. Author readings 	<ol style="list-style-type: none"> 1. Films and documentaries 2. Series and TV shows 3. YouTube vlogs and videos / talk shows 4. Cartoons 5. Lectures 6. Seminars 7. Vacation travel guide 8. Presentations 9. Theatre plays (recorded) 10. Debates and discussions

Table 3

2.1 Written materials

Written materials vary greatly in terms of their length. Selected types, chosen for this thesis arranged by their usual length are books, newspaper articles, articles from online magazines and blog posts, restaurant menus or recipes and posts on social media.

The teachers may use full-length written materials or merely certain parts of them. Both options carry some disadvantages, especially when considering working with books. Therefore, the decision to use or not to use an excerpt depends mostly on the type of material used, on the estimated time the teacher wants to dedicate to the material and preparation as well as the type of the activities employed (these are further elaborated in Chapter 3).

The material length variety is tightly connected to the difference between intensive and extensive reading. Intensive reading usually focuses on specific linguistic or semantic aspects in detail. For that reason, this activity usually requires a shorter piece of written text. Contrarily, extensive reading is mostly utilised with longer written texts, frequently employed when reading in contexts outside of the classroom (i.e. reading as a pastime), although not exclusively. Extensive reading might be employed in English language lessons as well, if carefully organised. Extensive reading focuses predominantly on overall comprehension of the text, as opposed to more detailed approach in intensive reading. The pupils, therefore, might not feel the need to look up every word they are not familiar with and focus on the understanding on the whole (Brown, Teaching by Principles 312-313).

When selecting written authentic texts, these are criteria which the teacher should take into account:

- **suitability** of the material content, i.e. attractiveness, goal appropriateness and adequately challenging,
- **exploitability** of the material, i.e. the text is usable for various language skill-practice,
- **readability**, i.e. the text should adhere to the learners' language abilities, ideally avoiding boring or overwhelming them (Nuttall as cited in Brown, Teaching by Principles 314),
- **purpose** which the text is supposed to serve, i.e. the learners should be informed about the aim of the reading session. This enables the learners to pay attention to desired text aspects or information from the text and decreases the likelihood of irrelevant distractions (Brown, Teaching by Principles 306).

Having stated the main aspects of selection, the following subsections describe the properties of specific written text types. In this thesis I analyse the following materials in detail:

- a) books (Section 2.1.1),
- b) newspaper and magazine articles (Section 2.1.2),
- c) blogs (Section 2.1.3),
- d) social media posts (Section 2.1.4),
- e) recipes and menus (Section 2.1.5).

2.1.1 Books

The ability to read books in their original versions is often considered one of the goals that second-language learners aspire to achieve. Books in simplified and shortened versions are implemented quite frequently in foreign-language classes, even with learners on lower levels of language competence. The altered versions might serve as a sort of preview for the original book.

Books might be a successful tool especially for the learners who enjoy reading in general. The teacher has a chance to use genres that are considered popular among the selected age group of pupils, such as young adult, fantasy, adventure, romance or horrors. With a more individualised approach, even autobiographies could be implemented as long as the subject of the autobiography is a person that learners are truly intrigued by.

Books that serve as a base for a film or series are also popular among learners, especially for pupils, who struggle with understanding. Being familiar with the story facilitates comprehension. These genres also contain colloquial language, which means the learners' vocabulary will be broadened by new expressions that are scarcely found in course books.

With the presently selected age group of learners (age 14–15, see Section 1.6), there is a good chance they are capable of comprehending the book in full version, without any alterations. If the goal set by the teachers is for their learners to understand the main gist of the story as well as the feeling of pride for being able to do so, original versions could be utilised for that purpose. Books have real-world impact (defined in Section 1.3), they connect the reader to the language as well as the culture.

In the desired state, they may no longer feel that they read a text designed with the purpose of learning the language. They **read the story for the sake of reading**. In other words, books are likely to trigger the flow state, when the reader gets engrossed in the story and improves learning as well. They generally possess an educational and (in some cases) an artistic value as well, while at the same time broadening the readers' horizons. Naturally, this is true mostly when the whole book is used.

The teacher could utilise either full versions of books or just some chapters. Shorter sections of books are not as time-consuming as full-length books, however there is a possibility that using only a section of a book will jeopardise the chance of the flow state during reading. It also interferes with the literary experience of the book.

When the teacher wishes to implement full versions of books in second language classes, it either means long home preparation for the learners or a large number of classes devoted to collective reading sessions and reflections. Such lengthy tasks also create the danger of boredom and demotivation of the learners who either struggle with comprehension or do not enjoy the story. Teaching on a day-to-day basis is overall demanding and to create an interesting as well as functional lesson with clear lesson aims based on a book adds to the workload significantly. However, it is usually energising for the learners to do something different, which then returns the energy and enthusiasm back to the teacher.

To conclude, like with the rest of materials, it should be the individual teacher's decision to consider the mentioned benefits and drawbacks and to choose the best option for their class.

2.1.2 Newspaper and magazine articles

Newspaper articles are presented as another option for second language classes. Even though it is possible to obtain the original printed newspapers, they are not as easily accessible as their online counterparts and therefore printed versions are not discussed further. Teachers, as well as learners, can easily access diverse online newspapers, which are useful when presenting or discussing topical world events. The benefits of the articles are following:

- a. learners get acquainted with different genres printed in the newspaper,
- b. they become aware of the specifics of how newspaper headlines are written,
- c. they get a chance to discover the latest pieces of news.

As newspaper articles feature various topics, from the news, over sports, to culture etc., it should be less complicated to choose a relevant topic in comparison to books. Moreover, it is **not necessary to use the whole article**; the important point is to **fulfil the aim of the task**. As mentioned above, a range of tasks is presented in Chapter 3.

Though newspaper articles might appear to be boring to some learners, their length allows the teacher to dedicate just one lesson to the article and individualise the other lessons accordingly to accommodate the rest of the learners. Online articles carry some of the same benefits that books do, however due to their shorter extent it would seem more convenient to begin with them for teachers with less experience with authentic materials usage.

2.1.3 Blogs

Blog posts might sit well with learners who would automatically resist even the idea of being obligated to read anything from the newspapers or a book. From my teaching experience, this is unfortunately a larger portion of teenage learners. However, they could feel more compliant when starting with blogs, which usually cover subjectively more relevant topic ranges (fashion, relationships etc.) in a less formal or more colloquial language. If these topics are of great interest to the learners, the opposition should be lower.

Blog posts bring another positive educational aspect – creative writing activization. The learners who are inclined to reading and writing in general, could see it as a chance to try and write their own blog posts in the foreign language themselves. As a consequence, their language performance, especially in terms of creating a coherent text, has a strong potential to improve.

2.1.4 Social media posts

Social media have lately been the centre of online social interactions, especially for the younger generations, including the age of 14 to 15, with which this thesis is concerned. Nowadays, most adolescents interact with their friends through social media. Yet they do not communicate only with their acquaintances, they can also interact with strangers that they wish to follow. The users either send direct messages, or they share fragments of their daily life through photographs complemented by captions.

Another highly popular type of social media posts, which combine pictures and text features, are memes. Because they are usually short and humorous, they carry a strong potential for the learners to acquire new vocabulary items with little to none friction as opposed to intentional vocabulary learning.

Overall, the main advantage of employing social media posts as a material in second-language lessons is their attractiveness, their relative shortness as well as the casualness caused by learners' day-to-day interaction with social media.

2.1.5 Recipes and menus

Last type of written authentic materials is restaurant menus or recipes. These materials are already quite specific in terms of their focus. Restaurant menus could be considered as universally welcomed by the learners for their significant connection to everyday-life activities. Learners are likely to face the challenge of ordering a meal in a country where the

target language is spoken. Therefore, they may feel a need to learn to understand various meal names, ingredients or allergens present in the menus.

Differences of various cuisines and the cultural aspect of restaurant meals are other features which can be utilised when employing these materials. Recipes are a type of materials, which might not interest some of the learners, however when the teacher combines a written recipe with a video-tutorial, it might be an effective way of comprehending cooking instructions as well as getting acquainted with varied units of measurements, which often differ from the ones learners are used to.

2.1.6 Summary - written materials

Overall, written authentic materials embody beneficial and infinite sources of learning materials for second-language learners. There is an extensive range of these materials in terms of length and focus and therefore it has a great potential to fit well with the individual interests of the learners, which is one of the key aspects of successful work with them.

On the other hand, the usage of authentic written materials has its drawbacks. Longer preparation time is anticipated, a careful choice of material for the specific class in terms of topic as well as medium is crucial, thorough examination of material appropriateness in terms of employed language expressions and covered matters should take place as well as expecting possible learners' demotivation or comprehension issues.

2.2 Audio materials

The second category of authentic materials is audio materials that are examples of spoken texts. These can be divided into two main categories: **scripted** and **unscripted** materials. As well as the written materials, audio materials differ greatly in terms of length. Types selected for a more detailed description are podcasts, radio programmes and songs.

Audio materials are a vital part of all reasonable-quality English course books. They are often represented by short dialogues of people discussing various subjects corresponding to the given unit topic in the textbook. These audio excerpts are in most cases simplified and they often correspond to the unit not only thematically, but also in terms of grammatical features that the audio repeatedly demonstrates to the learners.

The benefits of these inauthentic resources are following:

- a. they steer the learners in the desired direction,
- b. they reinforce retention of practised lexical as well as grammatical units,
- c. they are appropriate for their language level.

However, the textbook audio recordings might have a tendency to appear stiff and unnatural. During my teaching experience I observed that learners are inclined to make fun of the recorded dialogues, mostly because of how unrealistic and awkward they sound to them. These characteristics are, nonetheless, individual and depend on the specific course book audio recordings.

Authentic audio recordings could positively affect the impression which the learners have from the listening activities. Furthermore, if required by the teacher or the school environment, the topic can be easily matched with the textbook units as well. From my teaching experience, this thematic correspondence is not necessary because its choice depends mostly on the aim of the individual lesson.

In this thesis I analyse the following materials in detail:

- a) podcasts (Section 2.2.1),
- b) radio programmes and shows (Section 2.2.2),
- c) songs (Section 2.2.3).

2.2.1 Podcasts

The first category of authentic audio materials listed here are podcasts. Even though podcasts are mostly found in a form of audio recordings, some of them are complemented by a video. These versions might work well as a visual aid for some learners, if needed, as they can contain context clues for better comprehension. However, as podcasts are mostly audio-based files and function well without supporting visual additions, they are listed in the category of audio materials in this thesis.

Podcasts are thus defined here as **digital audio recordings** that are often published in series. Their content is overall drafted and designed and therefore they belong to the category of **scripted** authentic materials. They might take the following forms as well as others, which are not listed and discussed:

- a. a monologue led by the host,
- b. a dialogue of the permanent host and a guest in the form of an interview,
- c. a conversation of two or more permanent hosts.

Podcasts usually carry educational, entertaining, cultural and informative value. The broad selection of subject areas, which the teachers can choose from, is just one of the benefits. Currently, there is **unlimited online access** to podcasts, which makes it conveniently easy for both the teachers and the learners. Podcast creators come from different parts of the world and this gives the listeners access to **diverse accents and dialogues** as well as offers an opportunity to get familiarised with **diverse cultural contexts**. Speech intonation, tones and word/sentence stress and other phonological aspects are also to be pointed out when working with podcasts in language classes.

Learners of ages 14 to 15 often have idols they admire, e.g. singers, actors or athletes. Listening to them speaking on a podcast provides a chance to gain an insight into their personal matters. This turns out to be more attractive than just a typical encounter through listening to their songs, watching scripted films or sport events. Unless the learners have heard the specific podcast episode before, new information could capture their attention more than songs which the learners are often familiar with before.

2.2.2 Radio programmes and shows

Radio programmes and shows contain **both scripted and unscripted** speech examples. Although radio programmes in general might not be overly popular among adolescent learners, they are still good resources for language classes. They contain shorter comment sections by the radio host in between songs, which are useful especially when the teacher wishes to use only a short audio example. There is usually a lack of topic focus which provides opportunities for humour and comic elements.

There are interactions between two hosts as well as interactions between a host and a caller from the radio audience. The radio host and caller interactions bring an element of surprise while employing typical features of authentic speech lacking in course books, namely

irregular turn taking and overlapping of the participants of the conversation, frequent false starts, hesitation devices and casual use of colloquial language expressions (see Section 1.5.2). **Repetition and filler words** are also anticipated in these interactions. Some of these linguistic features impede learners' comprehension and therefore are useful tools for practising.

Like the rest of audio materials, online radio programmes are also free and easily accessible for both teachers and learners. Talk shows, interviews or news are some of the radio features that could be employed in lessons. Traditional morning or late-night shows are types of live radio segments that contain unscripted authentic language and even though they might have some pre-recorded sections, they are not edited in post-production as opposed to previously discussed podcasts.

2.2.3 Songs

The third type of audio materials listed here are songs which belong also to the category of scripted materials. Songs are one of few authentic audio materials that are sometimes included as an extra material in language textbooks, though still quite rarely. Furthermore, as opposed to other authentic materials, **people are likely to come across English songs even if they do not learn the language.**

Songs are fairly specific in terms of the language used (common colloquial and even vulgar expressions), frequent metaphorical meanings and characteristic structural form. Especially due to rather difficult comprehension of **figurative language**, they should be employed with a clear aim in lessons. The lyrics' vocalisation in songs is adjusted due to rhyming and song melody, which might hinder their comprehension as well. However, when the lesson goal is to familiarise the learners with examples of figurative and poetic speech, songs are a great and smoother way as opposed to using written poetry in lessons.

One of typical features of songs is repetition, either of words or the whole chorus. This aspect of songs gives the learners more chances to retain newly learned vocabulary and fixate its pronunciation. Despite learners' unique music tastes, it is possible to find a song that will appeal to the majority of them, particularly if it is a current musical hit. Songs are also convenient because of their length and the versatility of follow-up tasks. They could be used as a warm-up activity or even take up the whole lesson.

2.2.4 Summary - audio materials

As described, there are numerous advantages of employing authentic audio materials in language classes and they are considered to be a suitable addition to audio materials already present in the course textbooks. They introduce the learners to the authentic language in a spoken form and hence create opportunities to improve learners' comprehension skills through them. As comprehension to an authentic spoken text is a key skill when learning a foreign language, it should not be omitted. On the other hand, problems might occur.

The learners have less time to process the information delivered through spoken medium as opposed to reading a written text. If they struggle with comprehension, they might feel discouraged and stop paying attention to the spoken text, especially if longer audio recordings, such as podcasts, are used. One of the possible solutions is to reduce the speed of the playback. However that might interfere with the naturally sounding spoken utterances as well as with the gist of using authentic material in the first place.

2.3 Audio-visual materials

Audio-visual materials consist of **spoken text** which is **accompanied by a visual aid**, **both** of which are **essential** as the audio part often refers to the visual part as opposed to e.g. podcast, where the possible visual aid serves as an additional feature. The length of these materials varies greatly according to the medium type. Like audio materials, audiovisual materials can be **scripted and unscripted**.

In this thesis I analyse the following materials in detail:

- a) films (Section 2.3.1),
- b) documentaries (Section 2.3.2),
- c) series and TV shows (Section 2.3.3),
- d) YouTube vlogs and videos/talk shows (Section 2.3.4).

As it is implied by their name, audio-visual materials impact the learners through a combination of the visual and sound stimuli, which might be beneficial especially for learners

whose sensory preference when learning is both visual and auditory. They are undoubtedly a popular form of media in general, especially for the selected age group of learners.

From my personal teaching experience, videos are one of few types of material formats that the majority of language learners enjoy and that they have a prevailing positive attitude towards. Their attractiveness is also a reason why some teachers regularly employ video materials in their lessons. Some language course books contain audio-visual materials in their units, e.g. *English File 4th edition: Elementary and Pre-intermediate Level*. However, these materials are usually not examples of authentic materials. They give the impression of stiffness and awkwardness, similarly as some audio recordings.

Moreover, when focusing on learners' needs and goals, they often strive to be able to understand films and series in original versions, ideally without need to follow the subtitles. As this is a goal which has potential implications to learners' current and future life, their motivation might be increased.

2.3.1 Films

Films are audio-visual materials of greater length, usually ranging from 60 to 120 minutes, similarly to documentaries. Some of the advantages of films are their universal popularity, cultural significance as well as a broad range of genres to choose from. Language learners often spend portions of their free time watching films. When carefully selected, films could also reflect topical problems and serve as a prompt for follow-up activities, e.g. discussion or writing an opinion essay.

2.3.2 Documentaries

Even though documentaries are similar to films to a certain extent, there are still significant differences worth mentioning. Documentaries, as opposed to films, often employ numerous examples of repetition, especially regarding technical terms, which might help with comprehension and vocabulary retention. From the phonological point of view, the intonation in documentaries might seem less natural and speech production may appear slower, when compared to films. Documentaries are also likely to contain larger ratios of monologues to dialogues contrary to films. These three factors might facilitate comprehension too.

Both films and documentaries might be employed in their original versions with or without subtitles. The subtitles may be in the first or second language depending on the average language competency of the learners. It might be advisable to employ just certain parts of films, as they would otherwise cover at least two standard 45-minute lessons.

Nevertheless, full versions may be used as well, e.g. when the purpose is to create a project day in the given school.

2.3.3 Series and TV shows

As series and TV shows streaming online are often later accessible through television programmes and vice versa, these materials are grouped together in this thesis. One of key differences from films and documentaries is their length which is generally shorter. It is also arguably one of their biggest advantages.

An episode of a comedy series is generally around 20 minutes. That offers enough time to watch an episode in full length and if desired by the teacher to include pre-viewing and post-viewing activities with final reflection. Moreover, selected scenes from individual episodes can easily serve this purpose too, giving the activities a larger portion of time.

Popular series are an attractive type of authentic materials for the learners. It is an opportunity to join their free time activities with learning the target language.

However, the teacher should also pay close attention to appropriateness of the speech produced and the topics discussed in the episodes. Some are likely to contain numerous instances of either age or school inappropriate utterances, scenes or topics.

2.3.4 YouTube videos and vlogs

YouTube videos such as vlogs, talk shows and others were selected due to the fact that it is a world-wide video-sharing platform and it is undoubtedly the most popular and accessible platform to view videos on.

Videos vary greatly in their length, ranging from a couple of minutes to videos lasting over an hour or more. With such a great diversity in terms of extent, language teachers are offered plenty of material to choose from. Of course, videos are not diverse only in terms of their length, they also cover a broad selection of topics and video genres accommodating presumably all the learners.

Youtubers, online creators who share their videos on platforms such as YouTube, are very popular with the discussed age group of learners. These authors are often considered to be celebrities of the online world and if their content is also of interest to our learners (which often goes hand in hand), the combination might increase their motivation and the desire to work with these video-materials. Their vlogs might cover e.g. their daily lives, the business field they belong to or events they attended.

As for talk shows, there is a great diversity of guests too. Benefit of some talk shows is that there is more than just one guest at a time, e.g. in The Graham Norton Show, where the guests do not talk only to the host of the show, but they also interact with each other. These situations can highlight another intriguing feature. Since the guests often come from various English-speaking countries, their dialects or accents differ. Therefore, the learners are also exposed to diverse accents/dialects at the same time and as a result, there is an opportunity to make the learners aware of the typical differences between them.

Talk shows belong to unscripted types of audio-visual authentic materials. Even though the host's main questions for the guests are prepared beforehand, their answers and mutual reactions are not parts of a pre-planned script. YouTube also offers the feature of automatic subtitles for most of the videos. Despite the fact that there is a certain error rate in the text transcriptions, it is a helpful tool to some extent.

2.3.5 Summary - audio-visual materials

Overall, audio-visual authentic materials offer yet another source of useful and intriguing materials for second-language learners. The combination of audio and visual content creates context clues for the learners and the attractive nature of these materials supports their positive attitude towards them. There is a wide selection in terms of topics and length ranges to accommodate the majority of the learners. However, similar issues which are likely to occur when employing audio materials are likely to emerge as well. As there is relatively little time to process the spoken text, it might be problematic for the learners to understand. Reducing playback speed is an option, although arguably less ideal as opposed to purely audio recordings since the teacher slows down not only audio, but also the visual part of the material.

2.4 Conclusion

To summarise, there are numerous kinds of authentic materials usable for second-language teaching, including categories of written, audio and audiovisual materials. Authentic materials have the advantage of real-world impact; therefore they should positively affect learners' motivation. If the lesson tasks and materials are inspired by activities the learners wish to be able to do by themselves in the future, e.g. listen to a podcast, their goals might not seem that unattainable, once they attempt it.

The teachers nowadays have access to **vast resources**; therefore their **main concern is then to select the right ones**.

As already mentioned, there are numerous aspects the teachers should consider when choosing the material:

- **appropriateness** of the topic and language in terms of learners' age,
- **language competency** as well as appropriateness for school environment,
- **suitability** of the material type in terms of medium and length,
- **attractiveness** of the material topic,
- **possible problems** that may occur and their solution.

To accommodate the majority of the learners when working with the same authentic material is not an easy task and it could even be impossible in some classes. Learners are unique in terms of their interests, so when the teacher chooses a material that is likely to be of interest to the majority of class, the rest of the learners should not feel neglected and their interests might be considered as an inspiration to other authentic-material tasks in future lessons.

There are also practical aspects to consider when employing materials other than those prescribed by the school. If, for instance, the teacher wishes to use a book as a learning material, the school would have to purchase enough copies for the learners to work with or they need to be able to access the online version. Some learners might not have unlimited access to a computer or a different electronic device to access the ebook. Contrarily, with other materials, such as songs, videos or articles, this problem is more easily avoided. Overall, each of the materials carries advantages and drawbacks that need to be carefully considered.

3 Types of activities

The present chapter deals with different kinds of language activities that the teachers can implement when using authentic materials in their class. The tasks are divided based on their type as categorised in Chapter 2, i.e. written, audio and audio-visual authentic materials. Naturally, some of the tasks are exploitable with more than just one of these categories. Therefore I open this chapter with a generalising and comparative account of these universal tasks in Sections 3.1 and 3.2.

Sections 3.3-3.5 provide a more detailed and refined account of lesson activities that are typical for individual authentic material categories and which are used in the lesson plans in Chapter 4. These sections also contain a number of other activities that are exploitable with specific authentic materials. These activities are listed in tables that are included in the Appendices. However as there are arguably infinite possibilities of utilising authentic materials, the objective is not to cover all of them, but to merely introduce a number of options for the teachers which I consider interesting. These types of tasks are also applicable with other than authentic materials.

3.1 Explicitness and implicitness

The terms explicit and implicit learning are used in this chapter when dealing with different language lesson activities. These terms also generally correspond with the dichotomy of intentional and incidental learning (Brown, *Principles of Language Learning* 292). “Explicit learning is input processing to find out whether the input information contains regularities and, if so, to work out the concepts and rules with which these regularities can be captured” (Hulstijn as cited in Brown, *Principles of Language Learning* 291). Explicitness is therefore connected to intentionality as well as conscious goal. Whereas “implicit learning occurs without intention to learn and without awareness of what has been learned” (Williams as cited in Brown, *Principles of Language Learning* 292). **Implicitness** therefore denotes **learning without clear conscious goal or intention.**

Explicitness in terms of language learning is often linked to grammar activities and overall **activities that focus on the language form.** There is often the need to understand the language rules. Explicit learning activities could be exemplified by language rules explanations, formation of various grammatical structures, distinction and formation of verbal tenses or learning isolated lexical items (Roca 166). Explicit language tasks are frequently

present in language course-books as they are means to discover, explain and practise given grammatical and lexical structures.

Implicitness in terms of language learning appears to represent the other side of the spectrum. The objective of implicit activities is often **communication-focused** as opposed to explicit which are form-focused, therefore the implicit ones are more **meaning/message oriented**. These activities may support the acquisition (or incidental/implicit learning) of language structures and vocabulary items in a more natural way as their focus lies on communicating the goal rather than focusing on the form (Roca 167). Nowadays, course books also offer a significant number of communication-focused tasks, where the attention is mostly on the message communication.

Both **explicit/intentional** learning and **implicit/incidental** learning are, however, **not** perceived as **fully separate entities**. The author of this thesis believes that given their complex nature, it is not possible to fully separate the two as even implicit activities focused on the message-communication are designed and applied in lessons with an intention in mind. As a result, the activities described in this chapter are divided into the two categories based on their prevailing features of either explicitness or implicitness in language learning.

3.2 Classification of lesson activities

The following part of the thesis introduces various types of activities that are exploitable when working with authentic materials; however, the activities are applicable to non-authentic materials as well. As stated above, the activities are classified based on the material type (written, audio and audio-visual) and based on prevailing implicitness or explicitness. As mentioned in Section 3.1, the author of this thesis believes that a large number of lesson activities contain features of both.

Firstly, a few activities which are applicable with all three authentic material types are compared and analysed. Each activity includes information about which language skill, if any, is predominantly practised, i.e. speaking, writing, reading or listening. From the classification below it is clear that most of the explicit activities mentioned are focused on the form as opposed to the implicit activities, which focus mostly on the meaning. The following table organises the activities into explicit-implicit counterparts. They are further described below the table.

	Explicit learning		Implicit learning
1	Comprehension questions (speaking)	2	Opinion questions (speaking)
3	Eliciting grammar rules/structures/lexical items (reading/speaking)	4	Eliciting specific information through discussion (reading/listening)
5	Gap-fill exercise or translation exercise (reading/listening/writing)	6	Creative writing (writing)
7	True or false statements (reading)	8	Mind-mapping (reading/listening/writing)
9	Matching vocabulary and its definitions and tense transformation (reading/listening)	10	Group work: re-telling and sharing information (speaking)

Table 4

Comprehension questions (Ad.1) are applicable with all material types. These questions deal with factual characteristics of the information conveyed and therefore require the learner to understand not only lexical items, but also grammatical structures and verbal tenses as a joint unit. The focus is hereby explicit rather than implicit. These questions might be presented in a way that requires the learners to focus on explicit grammatical structures in the text in order to find an answer. Counterpart format which implements implicit learning could be opinion questions (Ad.2). There is less emphasis on the factual side of the text since the answers to these questions are rather subjective and unique for each learner.

Authentic texts are also a tool for eliciting various grammatical rules and structures (Ad.3) while showing typical ways of use. The teacher can use the context in which the text is normally employed to present the learners with authentic situations in which the given structure is used, e.g. imperative form in any kind of instructions such as recipe or an instruction manual. Learners can try and deduce the grammatical rules as well as their typical usage from the individual grammatical structures. Authentic texts are also a good source of various lexical items, idioms or common collocations that learners could scan the text for and elaborate. As these activities are focused mostly on the form, they are listed as explicit types of learning. On the other hand, the learners can elicit not only grammar, but also information

from the text (Ad.4). These activities might be applied to pair or group work where the learners each have only a part of the text available and therefore have to share the information. That way, their focus should be mostly on the meaning rather than on the form.

Authentic texts can be also used for controlled gap-fill exercises (Ad.5). These exercises might be in the form of filling missing parts of text, e.g. completing song lyrics based on the audio recording or completing a film dialogue transcript. They might also take the lexical items from the authentic material and put them into different co-texts, so the learners need to decide where the lexical items belong. The described activities promote mostly explicit learning. If the teacher needs to ensure comprehension, translation to first language is an option as well. On the other hand, if the learners are asked to engage in creative writing (Ad.6) based on the authentic material, i.e. write a review or an opinion essay, they already put more mental effort into creating a meaningful text. The learners are expected to utilise some of the lexis from the material in their writing, yet their focus lies mostly on getting the message across.

Another controlled explicit form of exercise are true and false statements (Ad.7) These activities require the learners to pay attention even to the smallest changes in the grammatical structures, tenses, lexis etc. as they all determine if a statement in question is true or false. The learners therefore focus not only on meaning, but mostly on the language forms present. These, as well as comprehension questions (Ad.1), check learners' understanding of the text. Contrarily, if the teacher wishes to review the learners' understanding in a less controlled way, mind mapping (Ad.8) is an option. Learners are then requested to use a visual aid in the form of a mind map to verify their understanding. This is an authentic tool which is used also outside of the classroom environment.

Lastly, in the matching exercises (Ad.9) the learners need to pay attention to the verbal tense and transform or match them accordingly (this might be helpful when they are introduced e.g. to reported speech). If the teachers wish to focus mostly on the meaning while allowing less control over the exercise, they might have the learners share and re-tell what they found out from the text in groups (Ad.10) as the learners with sufficient language skills are naturally likely to change the tenses accordingly. However, the emphasis will still lie on the meaning rather than the form.

3.3 Activities for written authentic materials

In the following table, activities that are exploitable for all of the written authentic materials are listed. However, that does not mean they are not applicable with more than just one type of the written authentic materials.

	Explicit learning		Implicit learning
1	Defining the text type and/or the genre	5	Individual and silent reading
2	Ordering mixed-up sections of a text	6	Reading aloud
3	Analysing lexical items in terms of word-formation	7	Scanning for specific information
4	Analysing word-order patterns	8	Distinguishing explicit and implied meaning

Table 5

As stated above, the explicit learning-focused activities are predominantly focused on the theoretical side of the language, for instance analysing the text type or genre (Ad.1) in order to be able to apply a suitable register for them. They might focus on the ability to order a jumbled-up text (Ad.2) as this requires the learners not only to understand the meaning, but search for linking expressions and logical sentence and paragraph sequence. Lexical items of the text might be also analysed in terms of word-formation (Ad.3), in case the teacher needs to introduce the learners to its different types. The text might also serve as a tool for analysis of word-order patterns (Ad.4) and eliciting typical structures and position of various sentence elements.

Contrarily, the implicit learning activities stress the comprehension and the meaning of the text. They might be present in a form of silent individual reading (Ad.5), where the presence of flow is the most likely to occur. Here the learners are also required to guess the meaning of some words as they need to make sense of the text, which is considered a useful skill not only in the classroom settings. If the teacher wishes to put more emphasis on the pronunciation, aloud reading (Ad.6) might be employed. The focus here lies on both form and meaning. The teacher should also encourage the learners to pay attention to the meaning while reading aloud, as the learners might have the tendency to focus on either one or the other.

Another useful reading micro skill is scanning the text for specific information (Ad.7). Here the learners practise text-orientation and comprehension as well. Lastly, the teacher might emphasise the importance of explicit and implied meaning (Ad.8) of the text, helping the learners become aware of the fact that **what is said by the text** and **what is understood by the text-recipients** might be **two fairly different realities**. The learners could also discuss whether their understanding of the text differs from the understanding of their classmates or not.

Other lesson activities that are specific in terms of their applicability are listed in Appendix 1 of this thesis. These activities are categorised based on the material type (e.g. books, recipes etc.) for which they are most suitable.

3.4 Activities for audio authentic materials

Activities that are applicable for all of the mentioned audio authentic materials are listed in the table below.

	Explicit learning		Implicit learning
1	Intonation, stress and linking focused exercises	3	Discussing extralinguistic features (mood, context, personality)
2	The pronunciation of individual phonemes and words	4	Identifying accents or dialects

Table 6

Activities listed in the explicit learning section of the table are intonation and stress focused exercises (Ad.1) and exercises focused on pronunciation of individual phonemes in different language contexts. The learning process is led through conscious analysis and precise imitation.

Contrarily, the implicit activities focus predominantly on the extralinguistic features including the speaker's mood, context of the utterance and even the personality of the speaker which may influence the impression and meaning carried across during the interaction (Ad.3).

By identifying various accents and dialects the learners indirectly take in the differences between them, therefore improve their ability to comprehend more accent varieties (Ad.4). Moreover, they can be introduced to various cultural contexts.

Other activities that are specific in terms of use are listed in Appendix 2. These activities are applicable only with certain types of materials (e.g. podcast, songs etc.) and are therefore listed separately.

3.5 Activities for written audio-visual materials

In the following table, activities that are exploitable for all of the audio-visual authentic materials are listed. They are applicable with different audio-visual material types and therefore are listed first.

	Explicit learning		Implicit learning
1	Description of the visual part of the video using given grammatical structures	3	Description of the non-verbal communication with connection to verbal communication
2	Extending vocabulary using the visual aids in the video	4	Observation exercises (details focused activities)

Table 7

Audio-visual authentic materials may be described by the learners through elicitation of specific grammatical structures, e.g. past continuous tense or reported speech, to describe what was happening in the video or what was communicated directly by the speakers (Ad.1). The lexis repeatedly employed in the video material might be defined or explained by the learners. The video material, as opposed to audio material, offers another layer of visual context clues to help the learners to expand their vocabulary (Ad.2).

The video materials may also be used for implicit focused exercises such as the description and discussion of non-verbal communication of the speakers in the video. If the pupils' competence allows, it is possible to further discuss how the non-verbal communication influences the communicated message (Ad.3). Asking the learners to observe specific details in the video may support their level of attention when watching the material and serve as a source of new lexical items to utilise in explicit types of exercises (Ad.4).

Other lesson activities that are specific in terms of their applicability are listed in Appendix 3 of this thesis. These activities are categorised based on the material type (e.g. films and documentaries, series etc.) for which they are most suitable.

3.6 Summary of a theoretical part

The theoretical part of the thesis dealt first with the concept of authenticity, namely the definition of authentic language materials. Presently used definition is following:

Authentic materials are texts that are not created with the initial purpose of language teaching and learning and are not simplified in any way.

Other definitions of this concept of several linguists were cited, compared and summarised as well. The first chapter followed by describing the difference between language learning and language acquisition, where a link between language acquisition and authentic language use was defined in the following way:

A distinction between the terms language acquisition and language learning will be recognized as each relates to different types of tasks employed when working with authentic materials in English language lessons.

Another concept connected with the topic of authentic materials is the flow state defined by Csikszentmihalyi (4) as follows:

“The state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it.”

As the motivation and interest of the pupils are some of the key factors in the learning process, the importance of real-world impact on the motivation of the learners should not be neglected. The author also points out that well-chosen appropriate authentic material may serve as a connection to the real-world interactions and might have an impact on the probability of the pupils' flow state.

Final points discussed in Chapter 1 were the differences between authentic language and textbook language examples. Among the most important are:

Finally, the author discussed the age and group limitations when implementing authentic materials in English language lessons, while selecting the age group of 14 - 15 years old as the research group for the practical part of the thesis.

Chapter 2 dealt with three major categories of authentic materials, i.e. written materials, audio materials and audio-visual materials. These three categories were firstly described in general and then subsequently divided based on the specific material types e.g. books, films, podcasts etc. Their characterization and possibilities of use were introduced as well.

Final chapter of the theoretical part introduced various types of lesson activities that are utilisable in English language lessons when employing authentic materials. These activities were divided into two main categories, i.e. activities adhering mostly to the concept of either **explicit or implicit learning**. These activities were further divided based on the category of the authentic material, i.e. **audio, written or audio-visual**. Other activities applicable with a specific material type are presented in the Appendix section of the thesis.

PRACTICAL PART

4 Research

4.1 Aims and hypotheses

The aim of the research is:

- to observe the perceived level of the flow state when the difficulty of the lesson is altered as well as their inclination to communicate in English language while cooperating on the tasks (Lesson plan 1+2),
- to observe the level of interest and motivation of the learners who experience a lesson with authentic material employed (Lesson plan 3),
- to observe the difference in the learners' participation and interest level when working with either mostly implicit or explicit lesson activities (Lesson plan 4+5).

These factors are observed in lessons which are designed by the author of this thesis. The research also takes into consideration the opinion of the learners who attended these lessons as they are asked to reflect on the lessons as well as to share their opinion on using authentic materials in the language lessons in general.

As discussed in the theoretical part of the thesis, the learners' motivation, interest and participation in the lesson are key factors in their learning process. Therefore, it is crucial to attempt to create a highly (or at least moderately) motivating, interesting environment with a high rate of active participation. Through employing authentic language materials, the language lessons are:

- enriched by unique language and content material,
- more interactive because of learners' inherent need to discover,
- more likely to be aligned with learners' personal preferences in terms of the content.

Therefore, the hypotheses for the research were accordingly established as follows:

- The level of learners' interest and motivation in the lessons where authentic materials are used is more prominent as opposed to lessons where prescribed course materials are used.
- The flow state is likely to occur when authentic materials combined with adequately difficult tasks are employed. When task difficulty is raised inadequately to the learners' competence, the flow state is not expected to be achieved.
- The pupils are expected to communicate in English rather than in Czech when cooperating on the assigned tasks with authentic materials.
- The pupils are more inclined to feel interested and actively participate in tasks which are implicit as opposed to explicit tasks.

4.2 Methodology

The practical part of the research took place in May and June 2023 at the elementary school in Prague 9-Satalice. The participants were attending the eighth and ninth grades of lower-secondary education, namely classes 8.B, 9.A and 9.B. The learners of all three classes are divided into two groups of similar numbers of learners for their English language lessons.

Class	8.B	9.A	9.B
Number of pupils	18	22	24
Group A	10	11	12
Group B	8	11	12
Age category	13-14	14-15	14-15
Average English level	A2-B1	A2-B1	A2-B1

Table 8

All of the groups firstly participated in the lessons designed specifically for the research and later they were asked to fill in the questionnaire. These classes were chosen for the research because they meet the criteria for the age group. Moreover, on average, their command of English should be on a similar level, although individual deviations are expected too. Due to their similar age category, it is also expected that they are overall more compatible in terms of their interests and opinions as opposed to groups with wider age ranges.

The next Section 4.3 presents reflections of lesson plans piloted and observed by the author. In all the lessons, the author monitored the overall attitude and active participation of the learners towards the lessons and also specific factors tailored to individual lesson plans, namely:

- the perceived level of the flow state in (Lesson plan 1+2),
- the level of interest and motivation (Lesson plan 3),
- difference in the learners' participation and interest levels when employing explicit and implicit activities (Lesson plan 4+5).

4.3 Lesson plans

The research is divided into two main parts. The first part consists of designing five lesson plans, piloting and observing lessons which include specific authentic materials. They are all designed and piloted in English language classes (see Section 4.2) by the author of this thesis. The same lesson plans are also observed by the author in other groups taught by a different teacher. This dual process should ensure that both the view of the teacher piloting the lesson plan as well as the observer's point of view is included in the thesis.

The lesson plans employ various authentic materials as well as distinct ways of implementing them in the lessons. The first two lesson plans both include the same video material which is taught in two different ways in order to observe the level of the learner's flow state, respectively their frustration level when the task difficulty is raised.

The third lesson plan employs written authentic material where the focus lies on reading and writing. Learners' active participation and motivation level is observed and compared with the normal, i.e. the lessons where the non-authentic materials are used.

The last two lesson plans employ audio material where the same material is utilised to design two alternative lesson plans. This offers a chance to observe and compare the learners' level of interest, motivation and participation contrasting predominantly explicit and implicit tasks with the same authentic material.

The individual lesson plans are all further presented with introductory information and a timed sequence of the activities which are put in table to ensure easy comprehension. Individual subsections contain observation commentaries and reflections.

4.3.1 Lesson plan 1: A famous riddle (no hint)

LESSON PLAN

The first lesson plan employs an authentic video material accessed through an online magazine article Mental Floss. The author then decided to use solely the video material. The lesson materials are included in the Appendix 4.

The first part of the video material introduces pupils to a famous riddle which they are subsequently asked to solve using a prepared chart and a number of clues.

The initial and the main part of the lesson focus on pupils' ability to use logical thinking while working with English language material, therefore it employs implicit learning rather than explicit. After solving the riddle and watching the end of the video, they are asked to work with a handful of lexical items from the video and come up with definitions of these words and phrases. This activity explicitly focuses on expanding pupils' vocabulary.

Age group:	13-15
Main aims:	Learners are able to organise given information in L2 and deduce the solution.
Subsidiary aims:	Learners can predict the meaning of new lexical items from the context.
Assumptions:	Learners are capable of comprehending the given clues with ease.
Anticipated problems:	Learners might struggle with solving the riddle on their own.
Possible solutions:	Teacher might provide a hint which simplifies the procedure (order of the clues which leads to a solution).

Timing	Procedure	Stage aims	Aids and materials	Interaction pattern
4 min	Lead in: T greets Ss and introduces the topic- A famous riddle. T informs about the lesson aims. Ss watch the beginning of the video (0:00 - 1:37).	To set the context and ensure comprehension of the task.	Video	T-Ss
3 min	T hands out copies of an empty chart and the clues. Ss are divided into groups.	To familiarise with materials and task procedure.	Copies of empty chart and clues for the Ss.	T-Ss
19 min	Group work: Ss in groups of three / four try to solve the riddle by completing the chart based on the clues. After 10 minutes, T offers help, if needed.	Ss can classify and order presented information. Ss can logically combine clues to deduce other information.		Ss-Ss
7 min	T plays a video presenting a step-by-step solution. Ss watch and fill in missing information into their charts, if they did not reach the solution.	Ss can listen for specific information.	Video	T-Ss
5 min	Ss reflect on the solution and the difficulty of the riddle.	Ss are able to assess the activity and reflect on it.		T-Ss S-SS
5 min	T writes down a number of main phrases from the video. Ts points out the Present simple forms of verbs.	Ss can deduce the meaning / definition of the lexical items and make notes.	A board and a marker	T-Ss
2 min	T summarises the lesson, offers feedback and asks for learners' feedback.	Ss can voice their opinion on the lesson.		T-Ss S-Ss

Table 9

Possible follow-up for the next lesson:

- Ss could search the internet for other riddles and create a project so that their schoolmates might test their logical thinking as well.

PILOTED CLASS REFLECTION

Class and group:	8.B (group A)
Number of learners present:	10
Learners with learning disabilities:	0
Date:	2nd May 2023
Timetable fit:	8:55 - 9:40 Tuesday

The initial part of the lesson ran smoothly, the learners successfully defined the topic of the lesson, i.e. a riddle, watched the initial part of the video material and understood the gist of the task. They were divided into two groups of three pupils and one group of four - these groups were formed randomly. The clues and the empty charts were distributed among the groups, each of the learners got their own copies to ensure a comfortable work setting.

Subsequently, the learners started to solve the riddle. Especially in the beginning, all the learners were actively trying to start by filling in clear unambiguous clues into the chart. All of the groups managed to succeed in this step. However, a problem appeared when they had to logically combine more clues together in order to continue. All of the learners seemed gradually more frustrated with the task. Their focus visibly decreased and shortly after, they asked for a hint from the teacher. Time wise, the groups asked for help after roughly 4 minutes after starting solving the riddle.

Even though all the groups were participating actively in the beginning, once they reached the point of struggle and frustration, they almost immediately reached out for help. Not one of the groups tried to persevere. The observed frustration level increased, the more time passed. Only when they were given additional hints, were they able to slowly immerse themselves back into the activity and steadily reach the solution, however with altering phases of frustration and workflow.

All groups managed to solve the riddle. The estimated time for the solving process in the lesson plan was 19 minutes. The fastest group managed to finish the task in 15 minutes and the slowest in 18 minutes, therefore they managed to fit into the designated time limit.

Despite being instructed to use English while communicating, overall, they were speaking mostly Czech.

The learners then watched the final part of the video material which includes steps leading to the solution. This offered them a chance to compare their approach with the video.

When asked to reflect on the difficulty of the task, the pupils all agreed that filling-in the first two pieces of information was easy; however, they were not able to comfortably continue from that point further. All of the groups also stated that they felt frustrated once they reached the more challenging part. The pupils shared that they progressively started to lose interest in the activity and might have given up on the task unless they were given a hint.

Since the reflection of the main activity took longer than the estimated 5 minutes from the lesson plan, the vocabulary activity that followed was executed only in oral form in a whole-class interaction.

At the end of the lesson, the learners shared that they feel a sense of accomplishment after solving the riddle.

OBSERVED CLASS REFLECTION

Class and group:	9.A (group B)
Number of learners present:	7
Learners with learning disabilities:	1 (dyslexia and dysgraphia)
Date:	5th May 2023
Timetable fit:	8:00 - 8:45 Friday

Author's observation:

The lead-in part of the lesson was executed in the prescribed way, adhering to the lesson plan. The learners were struggling a bit to define the word hint without using a synonym, but succeeded in the end. The teacher then proceeded to familiarise the learners with the first part of the video and the main lesson concept. The learners were divided into two groups of three and four. The teacher distributed the materials and instructed the learners to start the task.

Similarly as in the piloted lesson, the learners started all fairly actively by reading the clues and filling in the clearly hinted information. However, the differences in level started to show immediately – group 1 took significantly longer to complete this step. These pupils

asked for help after only 3 minutes of group work. They were instructed how to proceed and which clues to use in the beginning.

Group 2 managed to fill in the initial clues, however, after about 6 minutes of work, they started to struggle as well, resulting in the teacher's help. At this point, group 1 was frustrated with the task and they started to lose interest in completing it. The teacher offered other hints, which seemed to relieve the frustration significantly and their activity continued. Meanwhile, group 2 continued working, refusing help, yet struggling visibly.

Group 2 finished the task in a total time of 25 minutes and group 1 in 29 minutes, which was significantly longer than the groups in the piloted class. The final part of the video including the original solution was presented. Learners were then reflecting the difficulty, however they were very concise. They overall agreed that the task would be too difficult without hints or help from the teacher.

The groups managed to complete the vocabulary activity separately and then they shared their definitions with the rest of the class. The only lexical points they struggled to define were *trial and error* and *false starts and dead ends*.

The pupils were also asked to communicate in English. Surprisingly, group 2 indeed tried to adhere to the instruction and they used English language actively throughout the lesson, with only a few Czech words expressing their current feelings or interjections. Group 1, however, communicated mostly in Czech language.

Their overall feedback on the lesson was positive, despite pointing out the perceived difficulty.

Teacher's commentary:

The teacher was inquired first about the progress of the lesson with the focus on the flow state and frustration of the learners and also about the language of communication.

The teacher noticed that the pupils struggled almost from the beginning of the lesson. They managed to fill in the initial information, however could not continue without assistance. She also pointed out that some of the learners struggled with applying logical thinking.

As for the language of communication, the teacher also noticed that although one of the groups tried to actively communicate in English, the other one did not (Chalupová, 5 May 2023). For transcript of these interview questions see Appendix 4.

CONCLUSION

This authentic material was employed in both Lesson plan 1 and Lesson plan 2 in two different ways to observe the difference in the pupil's approach. Due to this fact, the joint conclusion for both LP1 and LP2 is presented in the following section.

4.3.2 Lesson plan 2: A famous riddle (with initial hints)

LESSON PLAN

In order to avoid redundancy, the formal lesson plan is not included again. This lesson plan is identical to the first one (see Section 4.3.1) apart from the fact that the chart the learners are initially presented is already partially completed, one piece of information corresponding to each of the houses creates the base for learners' further deduction process. This step was added in order to judge whether or not the perceived level of the flow state, respectively visible level of frustration, changes during the tasks compared to the previous one.

The key lexical items as well as the possible follow-up activity for the next lesson are identical to the former lesson plan and therefore not included again.

PILOTED CLASS REFLECTION

Class and group:	9.A (group A)
Number of learners present:	9
Learners with learning disabilities:	1 (autism - teacher's assistant present)
Date:	3rd May 2023
Timetable fit:	12:45 - 13:30 Wednesday

The first and second lesson plan (hereafter referred to as LP 1 and 2) differ in hints offered at the very beginning of the solving process. This alteration was made in order to observe the different levels of frustration and flow state during the process.

The lead-in part of the lesson was executed in the same way as in the LP 1 with defining the word "riddle". Then, the first part of the video was presented to the learners. In this group, the learners were divided into three equally-numbered groups.

As the instructions were specified, the materials were distributed. The chart was partially filled in, i.e. five hints were already written in the chart. Subsequently, the learners started the task. As expected, the learners filled other unambiguous clues in and since they were offered more information, they were capable of continuing without any help from the teacher. None of the groups asked for any assistance throughout the lesson. They all actively participated, even though there were usually one or two pupils, who were leading the group work. Overall, the perceived learners' frustration level seemed minimal. Contrarily, active participation and continuous work flow was noticeable.

All three groups managed to solve the riddle in the designated time frame, the fastest group managed to solve the riddle in 13 minutes, the last in 18 minutes. The fast finishers were asked to work on the vocabulary task in the meantime. When all groups managed to solve the riddle and present the vocabulary definitions, the class shared their opinion on the task difficulty.

Overall the pupils agreed that it was adequately difficult, challenging, but not impossible to solve. They confirmed that they enjoyed the solving process and they were in active workflow. Then, with a little remaining time, the learners looked up simple English riddles online and let their classmates in the groups to guess. This activity was added as a bonus, since the groups managed to complete all the designated tasks faster than expected.

As for the language of communication, all of them tried to adhere to using English as much as possible, only a couple of statements were in Czech.

OBSERVED CLASS REFLECTION

Class and group:	8.B (group B)
Number of learners present:	6
Learners with learning disabilities:	1 (nonspecific learning disability)
Date:	3rd May 2023
Timetable fit:	8:00 - 8:45 Wednesday

Author's observation:

The initial part of the lesson, i.e. defining the word riddle went well. The learners were able to offer a definition without any trouble. The learners were then introduced to the first part of the video material and the teacher made sure the learners understood their assigned

task. Due to the fact that only six learners attended this lesson, they were divided into two groups. Since the learners naturally chose seating positions creating visually two equal groups, these groups were maintained for the following tasks.

After distributing materials, the teacher pointed out that some of the hints had already been included in their solving charts. From that point onward, the groups initiated solving the riddle. Both of the groups actively read through the clues and progressed. The learner with nonspecific learning disability struggled to keep up with the pace with other members of his group. Even though the learner usually works with altered materials to help balance out his learning disability, no alterations were made in this case as the main task is in the form of a group work. Moreover, his two classmates were actively trying to include him in the process, which is worth mentioning. Despite his visibly slower pace, on a certain level he was participating.

Both groups were progressing at a steady pace and none of the groups asked for other hints from the teacher. Group 1 managed to solve the riddle in 11 minutes, which was significantly faster than the estimated time. As a result, they were asked to start the vocabulary definition task earlier. When finished, the group was asked to look up other riddles and practise their logical thinking.

The other group finished the riddle in 23 minutes, in a considerably longer time frame. In spite of their slower pace, the learners maintained active flow throughout the task and the perceived frustration level was low. The learners also expressed their genuine feeling of satisfaction with task completion.

When both groups solved the riddle, the final part of the video was presented and the vocabulary definitions were discussed as a whole class activity.

As for language of communication, the learners used both Czech and English language, however Czech was generally prevailing.

Finally, when the learners were asked to reflect on the lesson, they agreed that it was an enjoyable activity and the majority of the class deemed the difficulty as adequate.

Teacher's commentary:

The teacher was inquired first about the progress of the lesson with focus on the flow state and frustration of the learners and also about the language of communication.

The teacher stated that overall the learners seemed to be able to work individually, without needing her assistance. None of the groups asked for her help during the process. She deemed that this second version of the lesson plan including initial hints was more reflecting their current abilities and therefore allowed for the flow state to occur.

Regarding language of communication, the teacher did not notice an increased tendency to communicate in English. According to her, the pupils had a tendency to communicate mostly in Czech as they usually tend to do (Chalupová, 3 May 2023). For transcript of these interview questions see Appendix 4.

CONCLUSION

In the two presented lesson plans, i.e. LP 1 and LP 2, the same authentic video material was employed in two different ways. This comparison focused on the change in learners' perceived flow state and frustration level when the difficulty of the given task was raised or lowered. Subsequently, the learners' inclination to communicate in English was observed as well.

After reflecting on the two pairs of lessons, the following **hypothesis was confirmed**:

The flow state is likely to occur when authentic materials combined with adequately difficult tasks are employed.

The flow state seemed to occur for the majority of the learners for certain periods of time. In these time windows, the learners showed signs of full concentration and active work pace. Correspondingly, the learners' frustration level was significantly raised when the task difficulty was inadequately high. That resulted in absence of the flow state for the learners.

These aspects were observed both by the author and the teacher and also verbally confirmed by the pupils when sharing their feedback on the lessons. The learners' feedback also confirmed that the difficulty of the task influenced how they felt about progressing in the task. Generally, the learners asked the teacher for help shortly after they reached a more challenging part of the task and did not know how to progress further. If they were not offered a hint, the majority of the learners were likely to give up on the task completely.

The piloted and observed lessons were inconclusive regarding language of communication. *The learners were expected to communicate more in English than in Czech.* This **hypothesis was**, however, **not confirmed**. Even though some learners appeared to

communicate in English more than usual, most of them did not seem to be visibly affected by the material type.

4.3.3 Lesson plan 3: April Fool's Day

LESSON PLAN

The third lesson plan is based on written authentic material accessed through an online magazine Reader's Digest. After the lead-in, the pupils are first asked to read a part of the article and then they are paired-up and asked to write their own original paragraphs describing another creative April Fool's Day prank. These paragraphs are supposed to serve as a continuation of the article they got familiarised with at the beginning of the lesson. Finally, the groups present their ideas to the class and then come up with a fitting summary for the whole article.

This lesson utilises a piece of cultural realia and pairs it with a writing task. The written authentic material is used rather implicitly, as a ground for the follow-up writing task and also as a means of presenting the stylistic structure of an article. The lesson material are included in the Appendix 5.

Age group:	13-15
Main aims:	Learners are able to create a plan for April Fool's Day prank.
Subsidiary aims:	Learners are able to present and explain the plan to their classmates.
Assumptions:	Learners have personal experience with practical jokes.
Anticipated problems:	Learners might have trouble coming up with an original idea in the restricted time period.
Possible solutions:	Learners might be able to use the internet as a source of inspiration.

Timing	Procedure	Stage aims	Aids and materials	Interaction pattern
2 min	Lead in: T greets Ss and elicits their personal experience with April Fool's Day practical jokes. T familiarises the Ss with lesson aims.	To activate Ss' background knowledge	-	T-Ss
6 min	Ss are instructed to individually read the chosen paragraphs of the magazine article.	To set the context for the follow-up writing activity	Copies of the article	T-Ss
15 min	Pair work: Ss in pairs create and write another prank idea to complement the article. They can use the internet for inspiration, if needed.	Ss are able to cooperatively plan and describe a prank in the form of an article paragraph.	Blank sheets of paper	S-S
15 min	The groups then present their ideas to the rest of the class.	Ss can present their work to other classmates.	-	S-Ss
2 min	Ss vote for the most original idea.	Ss are able to assess the best work.	-	T-Ss Ss-Ss
3 min	Ss together come up with a brief summarising paragraph to conclude the article. T writes it down.	Ss are able to create a summarising paragraph to the article.	A board and a marker	T-Ss Ss-Ss
2 min	T summarises the lesson, shares feedback and asks Ss for their feedback. T and offers a voluntary project on a history of April Fool's Day.	Ss can share their personal feedback on the lesson.	•	T-Ss S-Ss

Table 10

Possible follow-up for the next lesson:

- Ss could compile other ideas for practical jokes on April Fool's day and write their own opening paragraph and create an article by themselves.
- Ss could gather their schoolmates' experiences with April Fool's Day and create a project from their responses.

PILOTED CLASS REFLECTION

Class and group:	8.B (group B)
Number of learners present:	6
Learners with learning disabilities:	1 (nonspecific learning disability)
Date:	2nd May 2023
Timetable fit:	8:00 – 8:45 Tuesday

Initially, the learners are introduced to the topic of April Fool's Day pranks and they activate their background knowledge by sharing their personal experience with this day so far. This also serves as a pre-reading activity. Subsequently, the learners are given a material – a part of an online magazine article about this theme. The material includes an introduction and a number of examples of possible pranks. The learners are asked to read the material and asked if they need any help to understand the text. Since the learners read for the gist, they asked for clarification of only several lexical items.

When the learners were finished, they were asked to work in pairs on the following task (all of them cooperated with the classmate sitting next to them to avoid unnecessary delay). As a post-reading activity, they were asked to come up with one paragraph to continue the article they have just read – a paragraph describing instructions to their original prank. Even though they were allowed to use the internet as inspiration and source of vocabulary, all three pairs decided to come up with the prank themselves and only look up unknown words, when needed. The learners seemed overall actively immersed in the activity, debating various ways how to make fun of their family and friends.

After about fifteen minutes, all groups were ready to present their pranks to the rest of the class. At first they appeared reluctant to do so, but in the end they presented their ideas. Subsequently, the most original prank was voted.

As the learners were working with an unfinished article, they were all asked as a group to come up with a catchy summarising paragraph to the whole article.

The feedback of the learners was positive, though they noted that next time, it would be more fitting to have this lesson before the actual April Fool's Day. This was undoubtedly a valid point of constructive criticism in the concluding feedback.

As for the language of communication, the learners alternated between English and Czech, despite being instructed to use English. Their communication leaned towards English more in the second part of the lesson, when they had to produce text themselves.

The learners appeared to be actively participating throughout the whole lesson and were showing interest in the lesson.

OBSERVED CLASS REFLECTION

Class and group:	8.B (group A)
Number of learners present:	10
Learners with learning disabilities:	0
Date:	3rd May 2023
Timetable fit:	8:55 – 9:40 Wednesday

Author's observation:

Adhering to the plan, the teacher started the lesson with a discussion about learners' experience with April Fool's Day pranks. The majority of pupils have not had experience with pranking somebody, yet some of them and the teacher shared their prank experience, which intrigued the learners.

As planned, the learners then started to read the article. The teacher gave sufficient time for all the pupils to finish the task. They did not need any clarification and understood the article. After the reading, the learners paired-up and were instructed about the post-reading task. Same as the other group, they could also use the internet as a source of inspiration and vocabulary and similarly as the other group, they only used it in order to look up necessary lexical items.

As they began to brainstorm ideas, firstly the learners communicated mostly in Czech among each other, despite being instructed to communicate in English. However, as they progressed in their task and initiated writing the paragraph, their communication shifted more

towards English. This might result from the fact that once the learners actually had to produce a stretch of text in English, their thinking leaned more towards English rather than Czech.

The pairs were able to share their prank ideas with the rest of the class. The pupils appeared interested in what other pairs devised. All of them then voted for the most original prank. Since some of the pairs finished writing earlier, they were instructed to come up with a fitting final paragraph to the article. As opposed to the piloted lesson, the final paragraph was made up as a group task due to sufficient time.

When the pupils were asked for feedback, they claimed to enjoy the lesson; however, they preferred the lesson dealing with solving a riddle. Overall the learners appeared to participate actively, with slight increase in their interest level when compared to regular lessons.

Teacher's commentary:

The teacher was inquired about the progress of the lesson with the focus on the level of participation and the signs of interest or motivation to work on the given tasks.

The teacher claimed that the pupils appeared more active and interested in the lesson than in an average lesson. Even though they were not experienced in pranking friends, they still managed to come up with original prank ideas and participated actively. The difficulty level of the authentic material and the task was deemed as appropriate for the class (Chalupová, 3 May 2023). For full transcribed answers see Appendix 5.

CONCLUSION

This lesson plan was devised to focus on the perceived interest and active participation when authentic material is employed, specifically written authentic material. The language of communication was another observed aspect.

The learners were on average fairly active, they understood the magazine article well and only inquired about the meaning of a few lexical items. Even though they were allowed to use the internet for inspiration, they only used it to search for vocabulary, which was surprising, considering it would make the task much easier for them.

Both the piloted and the observed group appeared quite amused when reading the pranks in the magazine article based on their facial expressions. The learners' activity also increased once they started to brainstorm ideas about their prank ideas.

The learners seemed to be slightly more active than in regular lessons and they stated they enjoyed the lesson in the oral feedback, though pointing out late timing considering the lesson took place after April Fool's Day. Overall, the material type seemed to have a positive effect on the learners' activity and participation in the lesson. The learners also seemed intrigued once they were informed they were about to read an article from an online magazine. The **hypothesis** that their *interest and motivation is likely to increase when working with an authentic material* **was**, therefore, **confirmed**.

Regarding the language of communication, the learners appeared to communicate more in English, when they started writing their own paragraphs. This probably resulted from the fact that creating a stretch of text indirectly compelled them to use the desired language more than when they only brainstormed the ideas. However, it was probably not caused by the fact that they were working with authentic material. The **hypothesis** that *the learners are more inclined to communicate English when working with authentic material* **could** therefore **not be confirmed**.

4.3.4 Lesson plan 4: Forming new habits (implicit activities)

LESSON PLAN:

The fourth lesson plan is based on an authentic audio material, specifically a podcast episode from the series TED Talks Daily accessed through a website Happy Scribe. This site offers audio files as well as transcripts for the podcasts. However, as the transcripts are created through an automatic transcription software, minor corrections were made in the transcript to ensure correspondence with the audio file. The transcript is included in Appendix 6.

This lesson plan is constructed in accordance with the idea of implicit learning (see Section 3.1), meaning the lesson is mostly focused on conveying a message, discussion and summarising presented thoughts and ideas as well as sharing a personal outlook on the topic. Even though the initial brainstorming activity is rather explicit, it was employed as a lead-in to set the context and activate learners' background knowledge.

The lesson continues by sharing specific examples of good and bad habits. Learners are then asked to discuss a way of forming a new habit in pairs. Afterwards, the learners listen to the audio. Transcripts are available to each learner to ensure better comprehension.

In the post-listening activity the learners answer prepared opinion questions and describe the strategy from the podcast. As a follow-up, they are asked to apply it to a habit they wish to acquire. The learners then follow with a writing activity in pairs, where the main ideas from the podcast are summarised and supplemented by their individual examples from the previous task. Finally, the learners are asked to reflect on the lesson.

Age group:	13-15
Main aims:	Learners can describe and exemplify a strategy of forming new habits based on information acquired from the podcast. Learners are able to reflect on presented ideas.
Subsidiary aims:	Learners can listen for the gist.
Assumptions:	Learners have experience with either acquiring or breaking specific habits.
Anticipated problems:	Learners might feel apprehensive about sharing their personal bad habits.
Possible solutions:	Learners are encouraged to share any bad habit that they envision.

Podcast link, transcript, suggested lexical items possible to use in the brainstorming activity and opinion questions are included in Appendix 6.

Timing	Procedure	Stage aims	Aids and materials	Interaction pattern
7 min	Brainstorming: T first greets Ss. T elicits lexical items regarding the topic of habits and creates a mind map on the board. T also includes selected collocations. T states the lesson aims.	To set the context for the lesson topic. Ss can come up with words connected to the topic of habits.	Board and a marker	T-Ss
3 min	T elicits specific examples of good/bad habits. Habits are discussed in class together.	To activate Ss' background knowledge.	Board and a marker	T-Ss Ss-Ss
3 min	Pair work: Ss discuss how to create a new habit.	Ss are able to come up with their own strategy in acquiring new habits.	-	S-S
14 min	T distributes transcripts including a set of opinion questions. T plays the podcast.	Ss are able to understand the gist of the audio.	Audio file, computer, speakers	T-Ss
5 min	T asks Ss to verbally share their answers and describe the strategy from the audio.	Ss can present their opinions to the class.	-	T-Ss Ss-Ss
4 min	Ss are asked to apply the strategy to habits they wish to acquire. After 1 minute of thinking, Ss orally share their ideas.	Ss are able to individually demonstrate application of the presented strategy.	-	T-Ss S-Ss
6 min	T asks Ss in pairs to write down a brief summary of the podcast key content and include their personal ideas for habit formation in a brief article.	Ss are able to summarise the podcast content and formulate their thoughts in written form.	Blank sheets of paper	T-Ss S-S
3 min	T summarises the lesson, offers feedback and asks Ss for their feedback.	To let Ss reflect on the lesson and receive feedback as well.	-	T-Ss S-Ss

Table 11

PILOTED CLASS REFLECTION

Class and group:	9.B (group A)
Number of learners present:	12
Learners with learning disabilities:	0
Date:	26th May 2023
Timetable fit:	10:00 – 10:45 Friday

The initial brainstorming went smoothly, the learners came up with a number of lexical items connected to the topic, but they struggled to come up with any idioms. The teacher then familiarised the learners with three idioms related to the topic.

Secondly, the teacher elicited specific examples of good and bad habits – the learners came up with many examples of bad habits, but failed to come up with a sufficient number of the good ones. Due to this fact, the teacher suggested a couple of examples herself and the learners completed the list.

As a pre-listening task, paired-up learners were asked to briefly discuss the best way of acquiring a new habit. This created an opportunity for the learners to compare their strategy with the strategy discussed in the podcast.

Subsequently, the learners were distributed a set of opinion questions and a transcript. After the podcast was played, the learners were asked to orally summarise the strategy from the podcast and also debate their answers to the opinion questions – these answers were presented only in oral form. Most of the learners were fairly keen to share their opinion and even display their disagreements with some of the ideas from the podcast. As this topic is easily relatable for most people, it was easy for the learners to connect the podcast ideas to their personal life.

As a final activity, the learners were asked to write a summary and at least two specific examples where the podcast strategy is employed. This activity was completed in pairs and the learners submitted their work at the end of the lesson.

Overall, the learners were more active in the first part of the lesson, while completing oral tasks such as brainstorming or discussion; however, they seemed more reluctant to complete the final written task.

OBSERVED CLASS REFLECTION

Class and group:	9.A (group B)
Number of learners present:	9
Learners with learning disabilities:	0
Date:	2nd June 2023
Timetable fit:	08:00 –08:45 Friday

Author's observation:

This lesson was initiated with the brainstorming of the lesson theme. The learners appeared to be tired and were not very keen on coming up with terms. The teacher then helped them out and finally, a basic brainstorming mind map was drawn onto the board. Then the learners got paired up and discussed the examples of good and bad habits. The teacher elicited the specific habits from the learners and wrote them on the interactive board. Again, the learners seemed mostly passive, so the teacher had to namely address them in order to get their answers.

As a pre-reading activity, the learners discussed the habits they would like to acquire and what their process would be. Generally, they agreed on starting slow and gradually increasing the intensity.

The teacher then proceeded to instruct the learners, distribute the materials, i.e. transcripts and a set of opinion questions, and the audio was played. Majority of the learners followed the transcript; however, some of them only focused on the audio. The learners managed to pay attention throughout the listening despite their low energy level.

When the audio finished, the learners were asked to comment on the mentioned strategy and then discussed the opinion questions. Most learners were rather passive, however the teacher encouraged them to answer anyway and they gradually did.

Finally, the learners summarised the podcast in a couple of sentences, which did not appear to be problematic. The learners also presented their summaries to the class at the end.

Overall, the feedback the learners shared was mostly positive or neutral, they claimed to have enjoyed the lesson. However, some of them reported it was too difficult.

Teacher's commentary:

The teacher was inquired about their overall impression of the lesson and about the perceived level of interest and participation in the lesson.

She stated that the lesson appeared to be too difficult for some learners, both the authentic material and the tasks. The pupils were rather passive and tired, which could also be caused by other factors (final phase of school year for ninth grade pupils). The learners participated, although rather reluctantly, needing extra encouragement. Despite this fact, the pupils' final feedback was mostly positive or neutral (Chalupová, 2 June 2023). For full transcribed answers see Appendix 6.

CONCLUSION

This authentic material was employed in both Lesson plan 4 and Lesson plan 5. The aim was to observe the difference in the pupil's activity and participation when attending a lesson with mostly implicit or explicit activities based on the same material. Due to this fact, the joint conclusion for both LP4 and LP5 is presented in Section 4.3.5.

4.3.5 Lesson plan 5: Forming new habits (explicit activities)

LESSON PLAN

The fifth lesson plan employs the same audio material as the previous one; however, it is implemented in a different way, i.e. to correspond mostly to the idea of explicit learning.

The lesson is initiated by a lead-in in the form of lesson theme definition and eliciting examples of good and bad habits in order to set the context and activate learners' knowledge. Subsequently, learners get familiarised with a set of seven comprehension questions and then listen for these specific information. They are also offered additional three minutes to look up missing answers in the transcript. After that, they share and check their answers firstly in pairs and later with the teacher to ensure correctness.

Post-listening activity focuses on lexical items that obstruct learners' comprehension of the individual statements or sections of the material. The vocabulary units are not chosen by the teacher beforehand. This way, the learners choose lexical items to improve their individual comprehension. It is also anticipated that the learners will struggle with different vocabulary items, therefore they can later on work together as a group to come up with their

meaning. Finally, an individual task follows, where the learners use the words in sentences which are, if possible, personalised to ensure easier retention of the new words.

Age group:	13-15
Main aims:	Learners can identify lexical items obstructing their comprehension. Learners are able to use the new words in personalised statements.
Subsidiary aims:	Learners can listen for specific information.
Assumptions:	Learners understand the gist of the podcast episode.
Anticipated problems:	Learners might struggle with defining unknown vocabulary.
Possible solutions:	Learners are encouraged to cooperate on this task in group.

Suggested lexical items possible to use in the brainstorming activity and comprehension questions and are included in Appendix 7.

Timing	Procedure	Stage aims	Aids and materials	Interaction pattern
2 min	Lead-in: T greets Ss. T writes the word “habit” on the board and Ss come up with definitions and two sentences. T familiarises Ss with lesson aims.	Ss are able to understand the word’s meaning by creating a clear definition.	Board and a marker	T-Ss
4 min	Pair work: Ss discuss specific examples of good/bad habits. T then elicits ideas and writes them on the board.	Ss can recall specific good and bad habits and describe them.	Board and a marker	T-Ss S-S
14 min	T distributes transcripts and comprehension questions. Ss read the questions and then listen to the audio.	Ss are able to understand the questions. Ss are able to listen for specific information.	Audio file, computer, speakers	T-Ss
3 min	Ss get additional 3 minutes to look up answers they missed.	Ss can look up missing answers in the transcript.	-	T-Ss
5 min	Pair work: Ss compare their answers in pairs. Ss then share their answers orally and T verifies them.	Ss can present their opinions to the class.	-	S-S T-Ss
5-10 min	T asks the Ss to choose 5-10 lexical items from the material which obstruct their comprehension. Ss together come up with their meanings and use the words in other sentences.	Ss are able to detect the meaning of the lexis from the context together.	Board and a marker	T-Ss T-S
5 min	Ss are asked to come up with their original sentences where the lexical items are used fittingly.	Ss can apply the newly learned lexis in statements.	Notebooks , pens	T-Ss S-Ss
2 min	T summarises the lesson. Ss are asked to share feedback and/or present follow-up questions. T offers feedback as well.	Ss can reflect on the lesson.	-	T-Ss S-Ss

Table 12

PILOTED CLASS REFLECTION

Class and group:	8.B (group A)
Number of learners present:	10
Learners with learning disabilities:	0
Date:	30 th May 2023
Timetable fit:	08:55 –09:40 Friday

This lesson employed the same audio material as the previous one; however, the activities corresponded mostly to explicit learning. The lesson was initiated with a task, where the learners together came up with a definition of the word *habit*. As a part of the lead-in, the paired-up learners discussed specific examples of good and bad habits and shared them by writing them on the board.

Pre-listening activity familiarised the learners with the set of comprehension questions. As expected, the learners needed teacher's help with the meaning of the words *acquire*; *rely* and *willing*. After clarification, the learners proceeded to listen to the podcast. Unfortunately, a technical error occurred and the audio on the interactive board was not functioning. The whole computer and audio system had to be restarted, which took about 5 minutes from the total lesson time. Meanwhile, the learners were asked to skim the podcast transcript and try to find some answers.

After resolving the technical issue, the pupils were asked to listen and follow the transcript if they needed to. While observing the learners, they appeared to pay attention to the podcast and the majority of the learners followed the transcript. The learners managed to answer on average a half of the questions while listening. They were also offered extra three minutes to complete their answers after the audio ended.

As a post-listening activity, the learners shared their answers orally with the class and filled in the remaining answers.

Subsequently, the learners were asked to detect words obstructing their comprehension. Since the time of the lesson was shortened due to the technical issue, they were asked to find 5 words in total. The words that the learners chose were *meticulously*, *willingness*, *require*, *establish* and *tempting*. Together, the class worked on defining the words and coming up with sentences where the lexical items are used. Due to lack of time, the learners did not get a chance to come up with their personalised sentences.

Their feedback on the lesson in general was mostly positive despite the fact that they did not appear overly active or intrigued to listen to an English podcast. Overall, their activity seemed to be similar to their activity in a regular lesson.

OBSERVED CLASS REFLECTION

Class and group:	8.B (group B)
Number of learners present:	8
Learners with learning disabilities:	1 (nonspecific learning disability)
Date:	1 st June 2023
Timetable fit:	10:00 –10:45 Friday

Author's observation:

Adhering to the plan, the lesson started with defining the word habit. The learners knew the word's meaning, but they struggled to define it in English. The teacher helped them and the learners managed to finish the definition. After completing, the learners paired up and discussed specific examples of good and bad habits during the designated time frame. The teacher then continued by eliciting the examples and writing them in a table on an interactive board. This was, surprisingly, a slightly challenging task for the learners.

Subsequently, the learners were instructed about the listening task and materials were distributed. The teacher ensured the comprehension of the questions by asking the class for any lack of clarity. There were no questions, so the class proceeded to listen to the audio. All the learners followed the transcript while listening. After the audio ended, the learners needed time to complete their answers in the offered time.

Unfortunately, the groups struggled to find the answers so the teacher opted for group work in order for the learners to finish the majority of the answers together. Both the language level and the prescribed task seemed too demanding. Despite this fact, the learners still continued working to complete the task.

Subsequently, the teacher began to elicit answers to the questions. The learners struggled mostly with questions number 2, 4 and 5.

As the vocabulary obstructing comprehension the learners choose words *acquire*, *advice*, *establish*, *struggle*, *audacious* and *ambitious*. The class together with the teacher came up with definitions, translations and example sentences. The learners then proceeded to use

some of the words in their own personalised sentences. One pupil managed to use two of the lexical items in one sentence together and appeared satisfied that he used the words appropriately. The pupil with nonspecific learning difficulty managed to translate a simple sentence too.

Overall, the atmosphere in the class seemed calm, however not overly active. Most of the learners offered fairly positive feedback at the end of the class except for one pupil, who deemed the lesson too difficult and therefore not enjoyable.

Teacher's commentary:

The teacher was inquired about their overall impression of the lesson and about the perceived level of interest and participation in the lesson. She pointed out that this lesson seemed too challenging for some of the learners which reflected in the activity level of the learners. As answering the comprehension questions individually was difficult, the teacher decided to alter the task to group work, which helped the learners to find the answers. Despite the perceived difficulty for this class, the learners reflected on it mostly positively. Their level of activity seemed similar to any usual lesson and did not show visibly increased activity (Chalupová, 1 June 2023). For full transcribed answers see Appendix 7.

CONCLUSION

Both LP 4 and LP 5 employed the same audio authentic material. These lesson plans were designed to either correspond mostly to implicit learning, i.e. LP 4, or explicit learning, i.e. LP 5. The pre-defined **hypothesis** that *the learners are more active when participating in a lesson with mostly implicit activities* **could not be confirmed** as the piloted and observed lessons were inconclusive.

Even though the material was adequately difficult for the majority of the learners based on their feedback and the observation, some learners had apparent problems to understand and therefore were not keen on participating in the lesson in general.

Regarding LP4, the piloted group appeared to be more active in this lesson than in average lessons, especially in the oral tasks, e.g. brainstorming, discussing and sharing personal opinions on the subject matter. Their activity, however, seemed to come back to the usual level, when they were completing the final written task. On average, the learners participated well and seemed on average interested to listen to the podcast as well as discuss the given questions.

However, the observed group appeared to be rather passive from the start of the lesson. The teacher had to exert more energy to elicit needed vocabulary and also opinions from the class than in the piloted group. When asked for a final feedback, the group shared positive evaluation on the lesson, though some learners pointed out significant difficulty. This group appeared to have an overall lower energy level that day and the lesson could also be affected by this factor.

LP 5 employed mostly explicit types of tasks in the lesson. After completing both piloting and observing, it was apparent that the lesson plan was designed too extensively and for future use, reduction of the tasks or the material would be necessary.

The piloted group participated actively on the whole; however, the activity level did not appear to be out of the ordinary for them. Due to the extensive plan and also technical difficulty, the lesson plan was not completed fully and time-saving alterations were made, specifically the number of the lexical items the learners worked with was restricted.

The observed group's participation level was comparable with the piloted group. They, however, seemed to struggle with understanding more than the piloted group, despite not asking for clarification regarding the set of comprehension questions. The lack of their comprehension became apparent when the learners were not able to answer the comprehension questions. The teacher was compelled to switch to a group activity to complete this task. Surprisingly, the learners did not stop trying despite visible difficulty.

They appeared more active and confident in the vocabulary task, where they were describing and using chosen lexical items in context.

Despite the visible struggle, the learners shared overall positive or neutral feedback, except one pupil who admitted the difficulty made it impossible for her to enjoy the lesson. From both the authors and the teacher's point of view, the difficulty level was inadequate for this group of pupils.

As the participation and interest level differed among the groups, the hypothesis could not be confirmed. Even though the piloted group with implicit tasks showed a higher level of activity, the observed group did not. Conversely, some learners appeared to be more active in explicit lexical tasks as opposed to the oral implicit tasks. The changes in learners' interest and participation level could be also affected by their current energy level, mood and other contributing factors.

4.4 Pupil's questionnaire

4.4.1 Questionnaire information

The second part of the research is in a form of a questionnaire (see Appendix 8) where the learners' opinions and experiences are examined. The learners are asked to reflect on the piloted lesson and to share their opinions and experiences with authentic materials being used in the language classes they have attended during their educational process so far. To ensure pupils' comprehension of the questions, the author opted to produce the questionnaire in Czech. However, for the purpose of this thesis, the questions and summarised results are presented in the following sections in English.

The questionnaire consists of an introduction and two parts. The introduction familiarises the pupils with the term authentic materials. As understanding of the term is crucial for the questionnaire, oral explanation was offered to the pupils as well. The author also answered all of the further questions to assure pupils' comprehension of the term. Then, the pupils proceeded to answer the questions.

The first part of the questionnaire, i.e. questions 1-5, focuses on the actual lessons and the second part, i.e. questions 6-11, inquires the pupils about their attitude and experience towards usage of authentic materials in English lessons in general. The questions are mostly closed-ended, except for one open-end question.

The questionnaires were distributed to the learners in the three classes that attended the piloted and observed lessons. Those who did not attend these lessons were asked to fill in only the second part of the questionnaire.

4.4.2 Questionnaire results with reference to lesson observations

The questionnaire inquiries about several subsections, namely:

- Evaluation of the piloted lessons with authentic materials
- Authentic materials usage and its frequency in school lessons
- Types of free time authentic language materials and their perceived difficulty
- Types of materials the pupils would like to work with in English lessons

The complete analysis of the questionnaire answers is attached in Appendix 9. The results are summarised and commented on in the following section of the thesis.

Evaluation of the piloted lessons with authentic materials

The five initial questions (1, 2a + 2b, 3, 4, 5) dealt with learners' opinion on the piloted lessons. The first question focused on the general evaluation of the lesson and whether the learners found the lesson interesting. 54 % of the pupils stated that they found the lesson more interesting than the usual lessons, 35 % found the lesson similarly interesting as any other lesson and 11 % found the lesson uninteresting or boring (see **Diagram 1**).

Majority of the pupils voted that they find the lessons utilising authentic materials more interesting than the lessons where they work with course materials. This fact was also confirmed by both the author and the teacher in the piloted and observed lessons and also by pupils' oral feedback at the end of each lesson. The author noticed increased interest in the lesson for the majority of the pupils, though not for all of them. However, a contributing factor could also be that some of the piloted classes are not normally taught by the author and the change of the teacher might have an effect on the interest in the lesson as well.

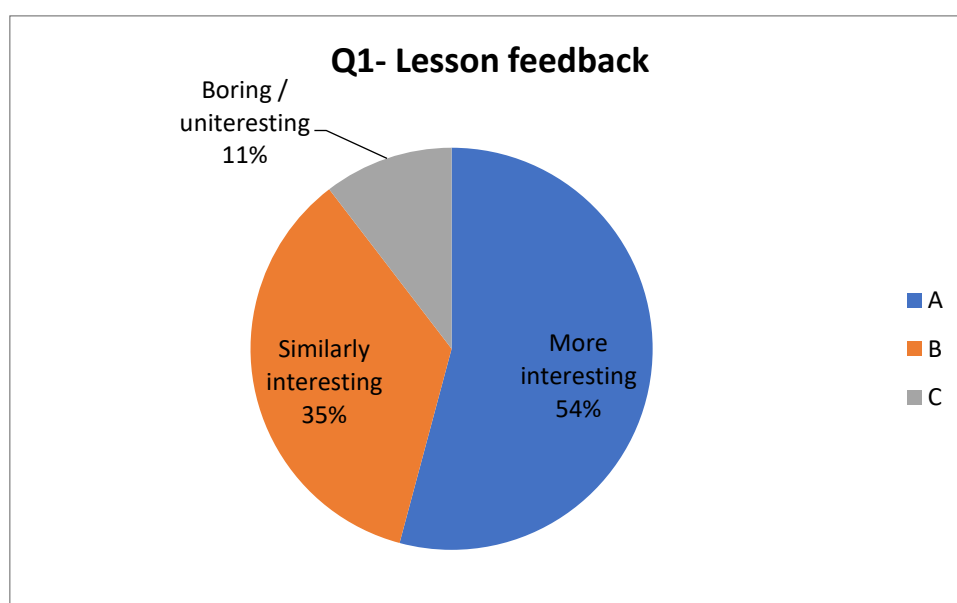


Diagram 1

The second question dealt with the pupils' activity in these lessons. 64 % of them claimed that their activity was the same as in usual English lessons, 17 % deemed their activity to be higher than usual and 19 % evaluated their activity as lower than usual (see **Diagram 2a**). Out of the 17 % who evaluated their activity as higher than usual, 100 % of them stated that the reason for this was the material employed in the lesson (see **Diagram 2b**).

These results also mirror the observations made by the author in the lessons. Even though the pupils seemed more active in certain parts of the lessons, their overall activity did not seem to differ from the regular lesson activity. It should be noted that pupils’ activity in the lesson is influenced by many factors, e.g. their energy level, the time of the day, current mental state and mood, phase of the school year etc. Therefore, it cannot be considered as a clearly defined factor.

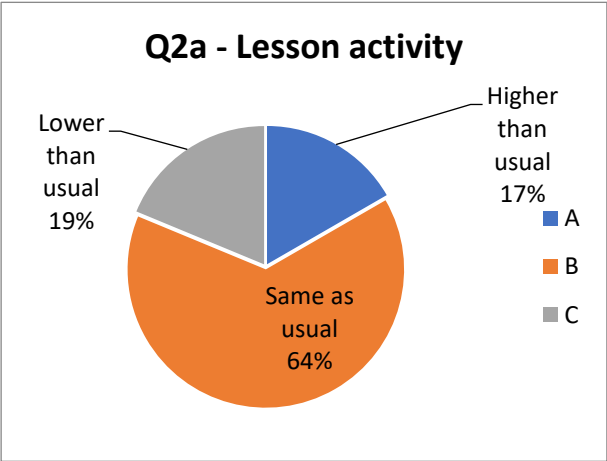


Diagram 2a

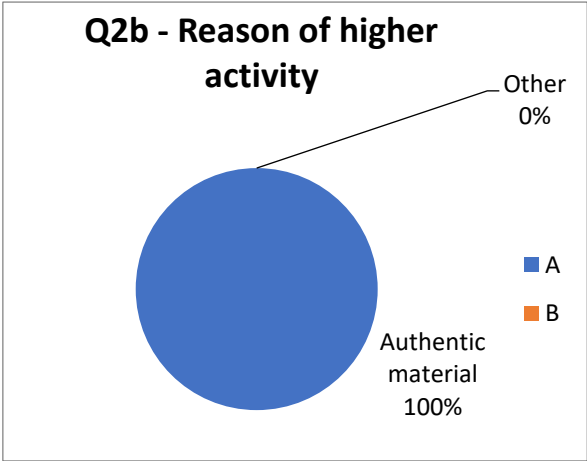


Diagram 2b

Regarding the comprehension of the authentic materials, 50 % of the pupils had no problems understanding the material, 40 % understood fairly well and 10 % stated that they almost did not understand (see **Diagram 3**). This reality was also observed in the lessons as most of the learners did not have trouble comprehending the materials based on their reactions, however some of the learners struggled visibly and the material was too challenging for them.

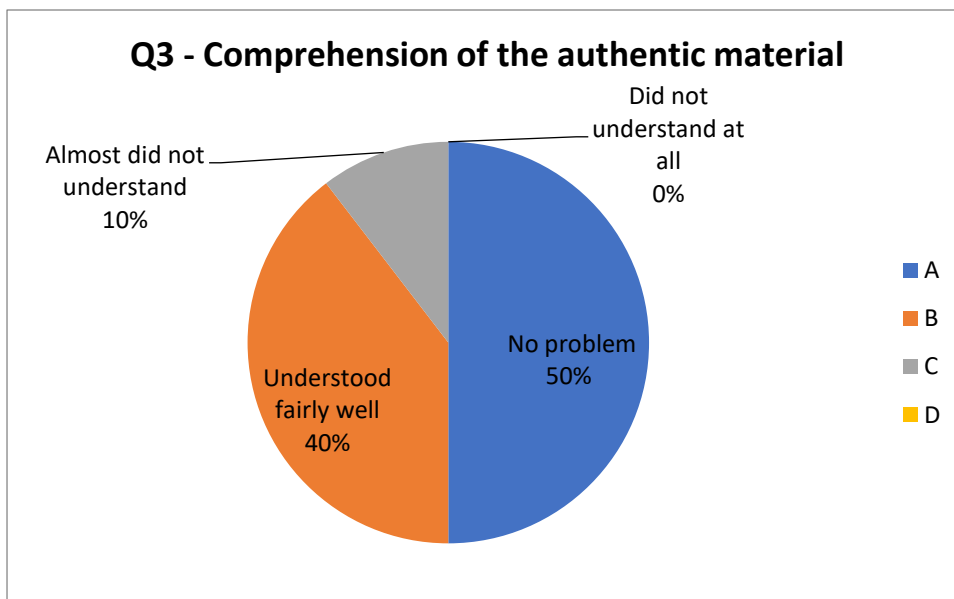


Diagram 3

When inquired about the motivation to speak English while working with authentic materials as opposed to regular course materials, 39 % stated that they felt more motivated to do so, however 37 % did not. Additionally, 24 % stated that they do not know (see **Diagram 4**). These inconclusive results also reflect the observations from the lessons. Certain learners undoubtedly seemed motivated to speak English while cooperating on the tasks, however others communicated mostly in their first language.

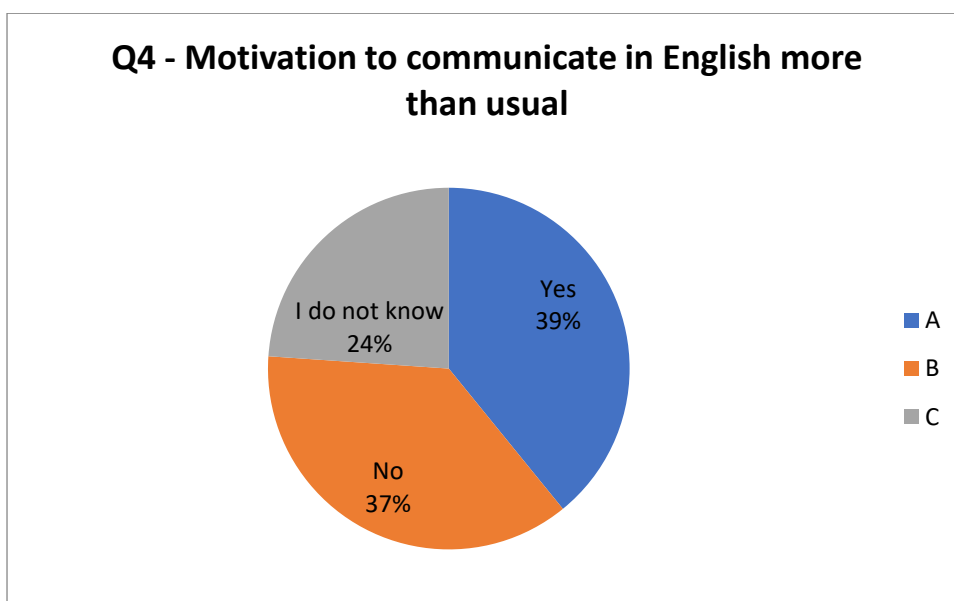


Diagram 4

Considering pupils' concentration and immersion into the activity (i.e. the signs of the flow state) when working with authentic materials, 52 % felt similarly focused and immersed in the activity as usual, 27 % felt more focused and 21 % felt less focused than usual (see **Diagram 5**). These results might be also reflecting that for some pupils, the authentic materials were too challenging and therefore the full concentration and immersion into the activity could not occur.

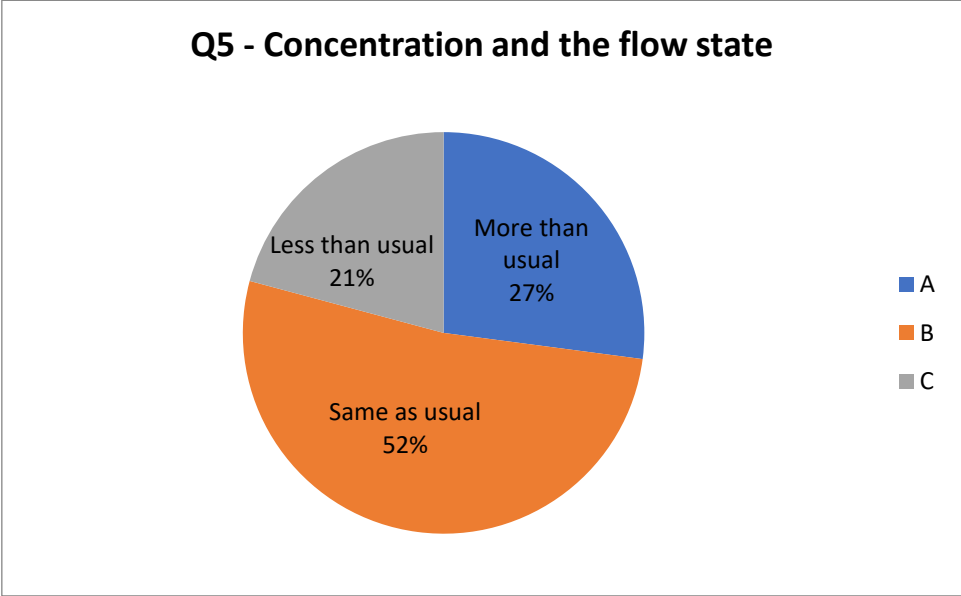


Diagram 5

Authentic materials usage and its frequency in school lessons

The pupils were asked if (and how often) their English teachers employ authentic materials in the lessons. This question has been applied to their whole elementary education. 44 % of them stated that their English teachers sometimes use authentic materials, 38 % stated that their English teachers employ them, but only occasionally and 13 % stated that their teachers often use authentic materials in the lessons. Final 5 % claimed that their teachers never use them (see **Diagram 6**).

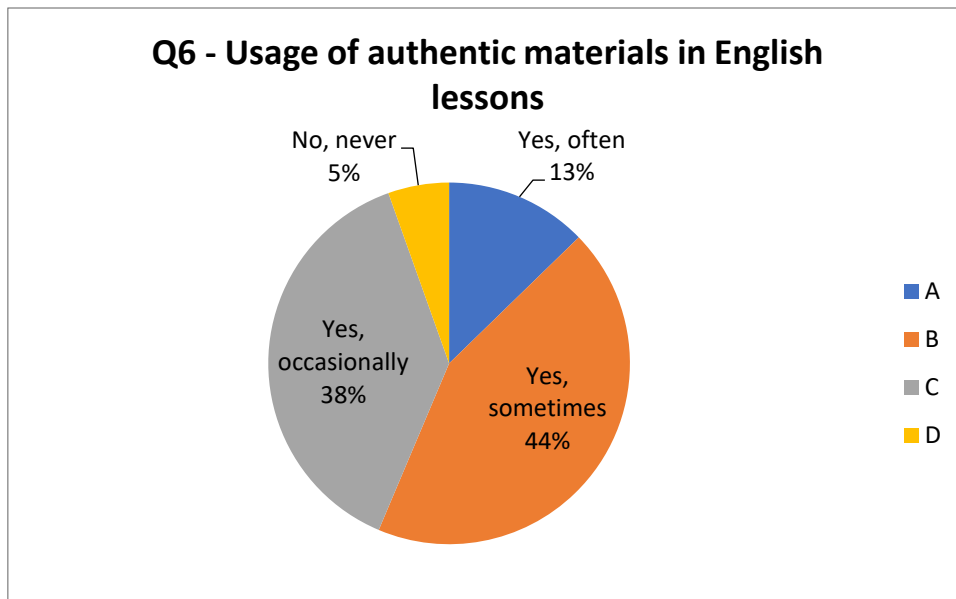


Diagram 6

Followingly, the pupils were asked about the level of difficulty of the authentic materials employed in their school lessons. In this case, 49 % of the pupils said that these materials are not difficult at all, 35 % claimed that the difficulty seems the same as any other course material and 16 % stated that the materials seem slightly more difficult than the regular lesson materials. None of the learners deemed the material very difficult (see **Diagram 7**). This result might also reflect the reality that when a teacher chooses authentic material to work with, they select it carefully and take into consideration learners' language competence. Therefore, the materials are perceived as similarly difficult as course materials.

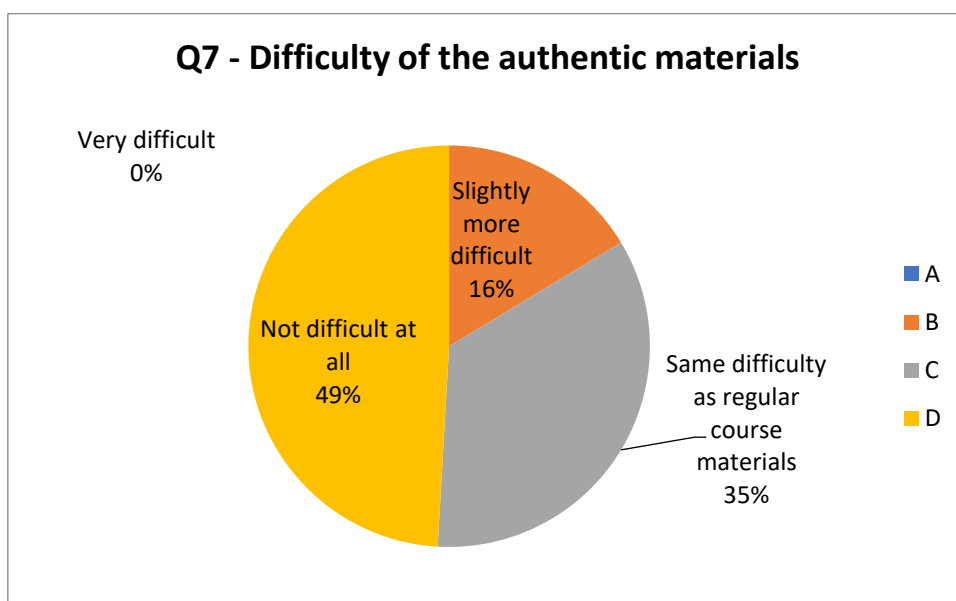


Diagram 7

Question 8 inquired the learners whether they would like to work with authentic materials in English lessons more often. Majority of the learners, i.e. 53 %, stated that they would love to, 29 % claimed that they would like to, 14 % would like to work with authentic material but they consider them similar to the regular course materials and 4 % do not want to work with them (see **Diagram 8**). Thus, majority of the learners felt positive about employing these materials in lessons more often. This signals that their motivation to work with them could be higher than with regular course materials. However, it should be also stated that the novelty factor plays a role in this case. If a certain material type is used only sometimes, there is a lower chance of it becoming routine and possibly less motivating to work with.

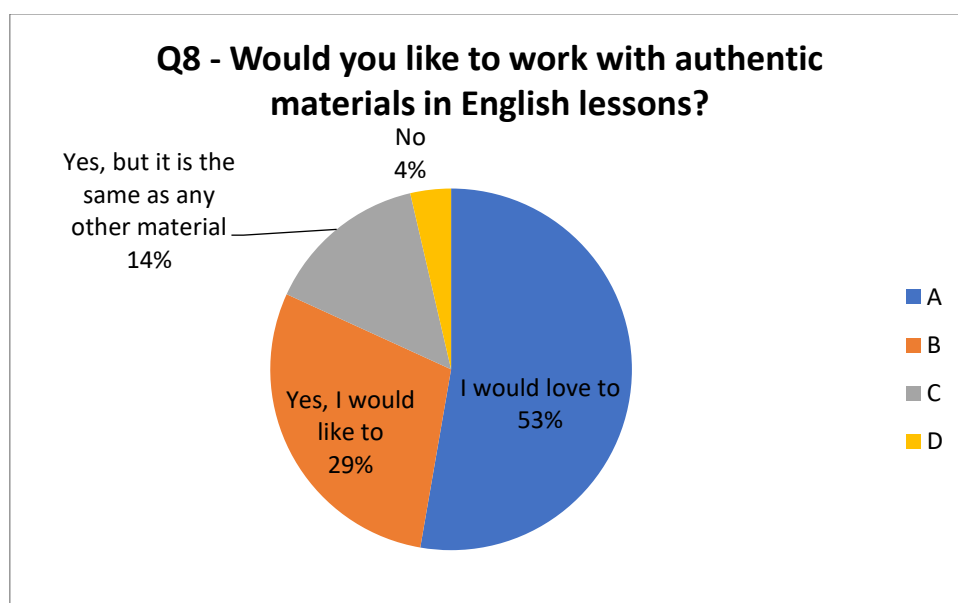


Diagram 8

Types of free time authentic language materials and their perceived difficulty

Question 9 focused on the difficulty of the authentic materials that the learners use in their free time, e.g. films in original version, English books in full version, YouTube videos etc). 50 % of the pupils deemed the materials to be slightly more difficult, but they were still able to understand the majority of the language, 43 % stated that these materials do not seem difficult at all and 7 % perceives these materials as difficult, yet they are still able to understand at least some parts. No pupils stated that they do not understand at all (see **Diagram 9**). This result seems to correspond with what the author noticed in the piloted and observed lessons. For the majority of the learners, the materials did not appear to be difficult

to understand, based on their reactions and answers. However, there were some, who struggled visibly and verbally admitted greater difficulty and problems with comprehension.

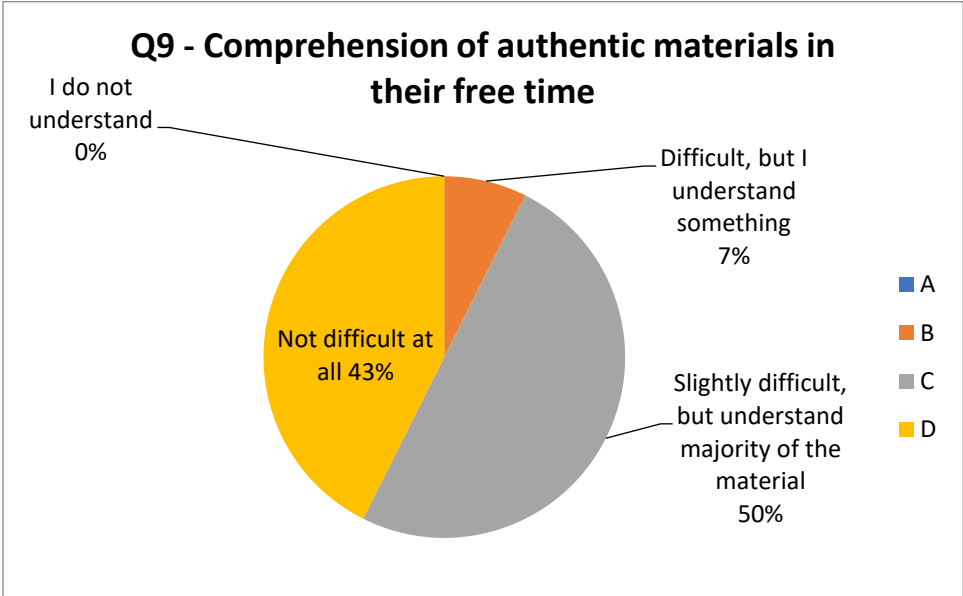


Diagram 9

Following question inquired the pupils about the kinds of authentic materials they utilise in their free time. The learners were allowed to choose more than one option. There were 6 options that the learners chose the most, namely Series, films and documentaries 22 %, Songs 20 %, YouTube videos 17 %, Social media posts 15 %, Books 9 % and Podcasts 5 %. The remaining options had 2 % and less and therefore are not considered relevant to the research (see **Diagram 10**). These results show that materials generally considered as popular among the young generation are also the chosen English material groups that the learners employ in their free time.

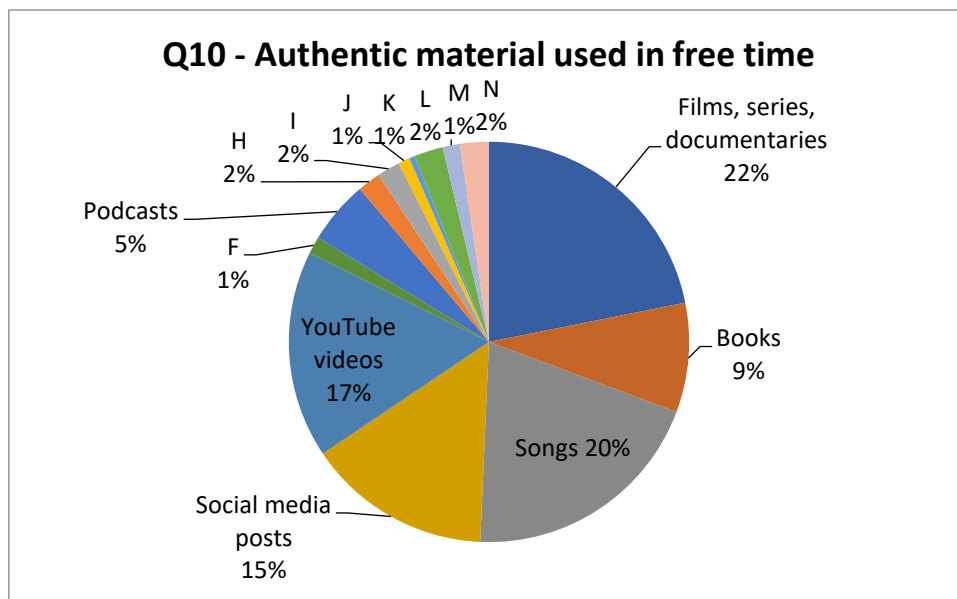


Diagram 10

Types of materials the pupils would like to work with in English lessons

Final question focused on the kinds of materials the pupils would like to work with in their English lessons. Similarly, as in Question 10, the respondents were also allowed to choose more than one option. Out of the 14 options, 6 options were again voted for the most, namely Series, films and documentaries 23 %, Songs 18 %, YouTube videos 17 %, Podcasts 11 %, Social media posts 10 % and Books 8 %. 4% of the respondents chose Television news and 3% voted for Blogs. The remaining options had 2 % and less and therefore are not considered relevant to the research (see **Diagram 11**).

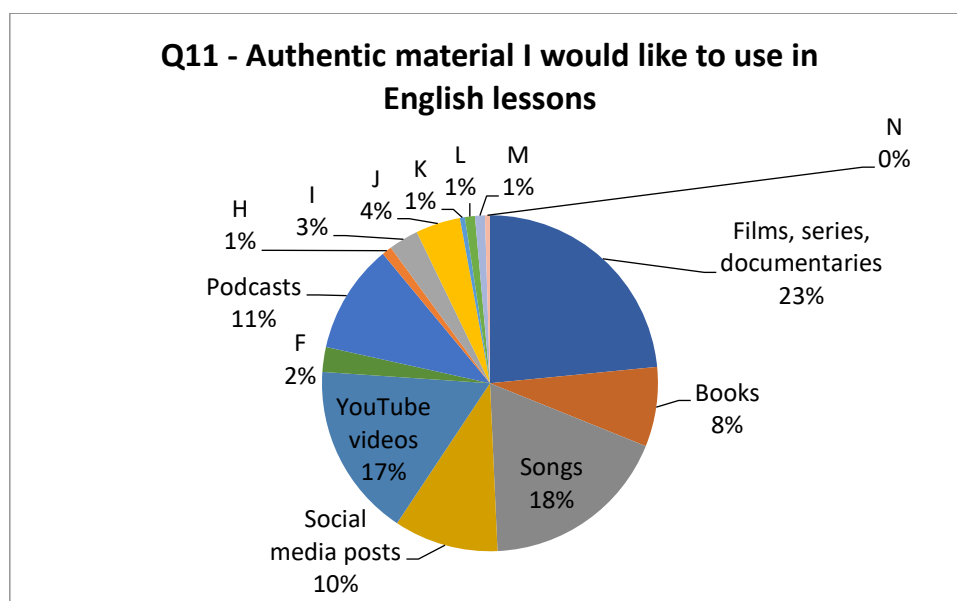


Diagram 11

Question 11 also included an open-end question asking for the reason they chose the selected material types. Overall, the pupils mostly agreed that these materials seem the most interesting to them, they enjoy using them and they hold their attention longer. Many answers also shared the view that they use these materials in their free time often, they are used to engaging with them and therefore they feel more comfortable using them in English lessons.

From the comparison of the results of Question 10 and 11 (see **Diagram 12**), it is clear that the respondents would like to work with the similar material types that they employ in their free time already. This connection indicates that the real-world impact plays an important role, as the learners’ choice of material is reflected in their preferences for English lesson materials.

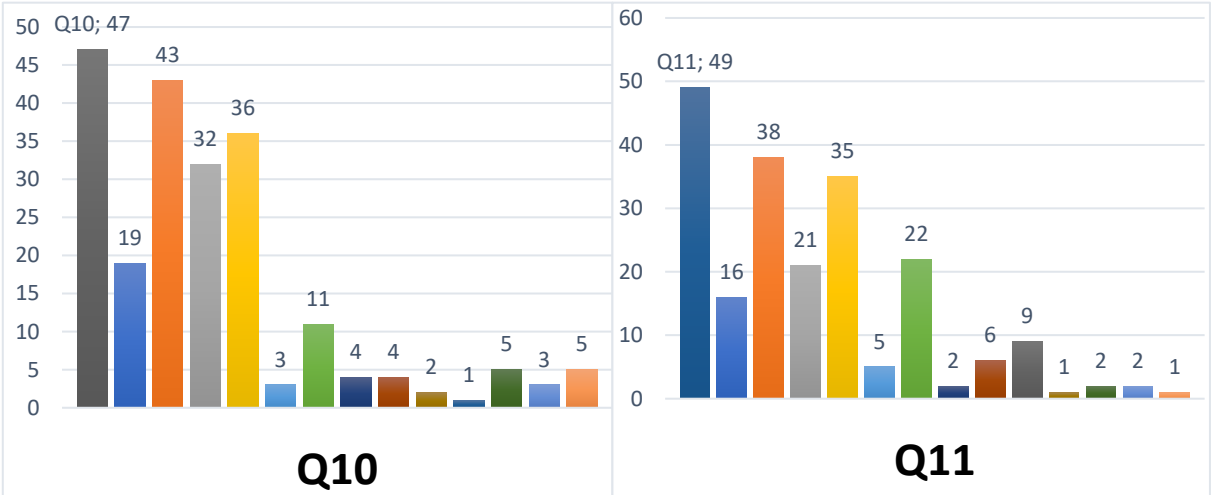


Diagram 12

4.5 Pedagogical implications

Pupil’s interest and motivation to work on tasks in lessons directly influence the desired learning effect. Teacher is one of the factors influencing and navigating pupils’ learning, however the crucial role in the learning process plays pupils’ stance towards learning and their participation. One of the teachers’ goals should therefore be to motivate the learners to be actively involved in the process. Hence one of the actions the teacher can take is to implement materials deemed as interesting by the learners.

The conclusion which can be drawn from the comparison of observations made in lessons and pupils' questionnaire results is the following. The learners would like to work with the similar authentic materials they normally use in their free time. Teachers could therefore try and implement these types of materials in their lessons more frequently. However, designing an English lesson based on authentic material is time consuming and demanding in terms of planning. If a teacher wants to find a school and age appropriate, level adequate and interesting authentic material adhering to specific lesson aims, it is undoubtedly a challenging task. Nevertheless, it should be worth the effort. Carefully chosen lesson materials adhering to the criteria above also have a positive effect on the possibility of the flow state to occur, which is yet another factor positively influencing pupils' learning. Moreover, if the lesson is well-designed, it is possible to utilise it in more than one class or school year.

As to the decision between mostly implicit or explicit types of activities, the results are inconclusive. Different learners preferred different types of materials and therefore it would be ideal to implement both types to accommodate most of them.

5 Conclusion

This thesis deals with the use of authentic materials in reference to ELT. The work firstly presented the theoretical background of the subject matter. Different views on the matter of authentic materials were discussed and summarised. The thesis further worked with the definition that **authentic materials are texts that are not created with the initial purpose of language teaching and learning and are not simplified in any way.** Authenticity in terms of language classroom and authenticity of the tasks was discussed as well. **The language classroom environment was considered as authentic in its nature** since this environment is inherently authentic to its participants, i.e. the pupils and the teacher. The tasks employed in language lessons also possess unique characteristics which make them authentic for the participants.

Authentic materials were described in terms of the history of ELT. Their use was found to be influenced by current mainstream approach to second language teaching. Followingly, authentic materials were discussed with regard to the possibility of **the flow state**. The flow state was defined as a state in which the person is completely immersed in the current activity, which is often found enjoyable. **The implementation of authentic materials in class was seen as desirable and increasing the possibility of getting into the flow state which enhances the learning process.**

Furthermore, the theoretical part explored the specific **differences in authentic language and course book materials language**. The course book materials were described as often lacking specific linguistic features, e.g. colloquial language, hesitation devices, filler words, ellipsis and other. **Authentic materials** were recognized as a **useful additional source of the real-world English examples**.

The thesis also distinguished between the terms **explicit and implicit learning**. The objective of implicit activities was described as **communication-focused and meaning/message oriented** as opposed to **explicit activities** which are mostly **form-focused**. This distinction was applied further in categorizing lesson activities.

Then, the thesis dealt with the **types of authentic materials** and possibilities of their use in ELT. The authentic materials were classified as **written, audio and audio-visual materials**. The descriptions included advantages and shortcomings of their use. Activities exploitable with the chosen material types followed. These **activities** were categorised based on their characteristics adhering to either **explicit or implicit learning** described above.

The practical part of the thesis consisted of two sections, specifically designing, piloting and observing **lessons** where authentic materials were implemented and a **survey** inquiring the pupils about the lessons they attended and also about their opinion on using authentic materials in English lessons in general. Different aspects were observed in the lessons, specifically interest and motivation, active participation, the language of communication among the pupils, the connection between material difficulty and the flow state and finally the influence of explicit or implicit activities on the participation in the lesson tasks. The observations were compared with the questionnaire results and pedagogical implications were drawn.

The research results **confirmed** the first two hypotheses. First, the learners are more motivated and interested to work with authentic materials in lessons than with regular course materials. This fact was observed by the author, the teacher and also confirmed by the pupils in the questionnaire. Second, the adequate difficulty of the lesson is linked to the higher probability of the flow state. Most of the pupils who attended the lesson with an adequately designed lesson plan were showing signs of the flow state, however those who attended the more challenging version of the same lesson showed visible signs of frustration with the process. This result indicates that even if the groups worked with the same authentic material, the difficulty of the task influenced their performance, attitude and thus their learning.

The remaining two hypotheses **could not be confirmed** due to inconclusive results. The research did not confirm that learners are more inclined to actively participate on implicit tasks rather than on explicit ones. This aspect appeared to be influenced by personal preference of the pupils and therefore the results were ambiguous. As to the last hypothesis that learners are more inclined to communicate in English when working with authentic materials, both English and Czech were used to communicate among the pupils alternatively and this observation was also supported by the survey answers of the pupils. They did not feel more motivated to communicate in English due to the material type employed.

Even though there is currently a growing number of high-quality course materials for English lessons, the use of authentic materials brings positive aspects to the lessons. There is an immensely large pool of authentic materials to choose from these days and it is up to teachers to take advantage of this reality. Teachers are supposed to prepare their pupils for their future studies and life, they are asked to educate the individuals into self-reliant young individuals capable of navigating themselves in the real world. Authentic materials are one of

means to support these goals. With thorough preparation and planning, these materials possess the ability to become an enriching part of the language lessons and despite their demands with regard to planning the lessons, they are considered a meaningful component of English language lessons.

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Appendices

Appendix 1 – List of activities for written materials

Books	<ol style="list-style-type: none">1. Creating a timeline of the plot of the book (writing)2. Role-playing a scene or an act from a book or a play (speaking)3. Story mapping that covers plot, characters and setting (writing)4. Retelling a part of the plot in a form of pair/group work (speaking)5. Predicting the ending (speaking/writing)6. Coming up with an alternate ending (writing/speaking)7. Creating a fan-fiction story based on the book characters (writing)
Newspaper and magazine articles	<ol style="list-style-type: none">8. Creating a table/diagram from the text information (writing)9. Comparing two articles which cover the same topic from different point of views (reading/speaking)10. Determining the journalism style (reading)
Blogs	<ol style="list-style-type: none">11. Writing a blog post about learners' interest (writing)12. Comparing two contrasting blog posts regarding same theme (reading/speaking)13. Blog website content brainstorming - deciding on a subject matter and table of contents of the articles (speaking/writing)
Social media posts	<ol style="list-style-type: none">14. Writing comments for presented social-media post (writing)15. Make a post for a famous deceased person (writing)16. Original re-make of a pre-existing meme (writing)
Recipes and menus	<ol style="list-style-type: none">17. Creating a menu for your restaurant (writing)18. Using instructions actively (cooking based on a recipe)19. Comparing two different recipes for the same meal (speaking)

Appendix 2 – List of activities for audio materials

Podcast	<ol style="list-style-type: none">1. Re-creating an interview/conversation (speaking)2. Role play - recording a podcast monologue or dialogue on a certain topic (speaking)
Radio programmes and shows	<ol style="list-style-type: none">3. Role-playing the radio show dialogue (speaking)4. Description of a radio-show host based on their voice and speech (writing)
Song	<ol style="list-style-type: none">5. Analysing the rhyming scheme in songs (reading/listening)6. Eliciting the figurative language expressions (reading)7. Sing along8. Re-writing the lyrics of the song - coming up with different lyrics (writing)

Appendix 3 – List of activities for audio-visual materials

<p>Films and documentaries</p>	<ol style="list-style-type: none"> 1. Predicting the story end (speaking/writing) 2. Making a story map involving characters, plot, setting 3. Mind mapping the terms from documentary with definitions (writing) 4. Character development description (writing/speaking)
<p>Series and TV shows</p>	<ol style="list-style-type: none"> 5. Creating an untold history of a character from the show (writing/speaking) 6. Predicting the ending/create an alternative one 7. Compiling the jokes and puns from the show 8. Story making- what would happen if two characters from the show, that never meet there, were introduced
<p>YouTube vlogs and videos / talk shows</p>	<ol style="list-style-type: none"> 9. Describing the setting, the music, the mood of the video (speaking) 10. Re-creating a talk show moment (speaking) 11. Recording an original talk-show moment (speaking) 12. Creating a list of question for a celebrity they would like to interview (writing)

Appendix 4 – Lesson plan 1 and Lesson plan 2 materials (A riddle)

Video link: https://www.youtube.com/watch?v=1rDVz_Fb6HQ&ab_channel=TED-Ed

LP 1

	House 1	House 2	House 3	House 4	House 5
Wall colour					
Nationality					
Cigar					
Beverage					
Animal					

LP 2

	House 1	House 2	House 3	House 4	House 5
Wall colour					White
Nationality	Norwegian				
Cigar				Prince	
Beverage			Milk		
Animal		Horse			

Options

Wall colour: Blue, Green, Yellow, Red, White

Nationality: German, Norwegian, Swede, Brit, Dane

Cigar: Blue Master, Prince, Pall Mall, Blends, Dunhill

Beverage: Coffee, Tea, Milk, Water, Root beer

Animal: Horse, Dog, Cat, Bird, Fish

Clues:

1. The Brit lives in the house with red walls.
2. The Swede has a dog.
3. The Dane drinks tea.
4. The house with green walls is just to the left of the house with white walls.
5. The owner of the house with green walls drinks coffee.
6. The man who smokes Pall Mall cigars owns bird.
7. The owner of the house with yellow walls smokes Dunhill cigars.
8. The man living in the centre house drinks milk.
9. The Norwegian lives in the first house.
10. The man who smokes Blends lives next to the cat owner.
11. The horse's owner lives next to the man who smokes Dunhill.
12. The man who smokes Blue Masters drinks root beer.
13. The German smokes Prince.
14. The Norwegian lives next to the house with blue walls.
15. The man who smokes Blends has a next-door neighbour who drinks water.

Key lexical items:

- a riddle - something confusing, a difficult problem to solve
- to tackle (a problem) - to deal with a problem
- a brainteaser - similar to riddle, a problem which people solve for fun
- a brand - a product made by specific company
- a path - a track from one place to another
- a culprit - someone who committed a crime
- false starts and dead ends - start, which fails and end which does not lead to conclusion
- trial and error - to try different methods to solve the problem

Teacher's interview questions for LP 1

How would you reflect on the lesson progress and the level of observed flow state and frustration?

I anticipated that the task would be difficult for the learners, as they needed to logically deduce information in order to reach the solution. They appeared to have problems right after filling the first information and asked for my help. Even after my first assistance, one group clearly had troubles continuing and seemed very frustrated, therefore I offered more hints and that finally helped them to continue with the task.

What was the prevailing language of communication among the pupils in the lesson?

The learners used both Czech and English language. One group used the English language much more than the other, which communicated mostly in Czech. Overall, they did not seem to communicate more in English than in other activities.

Chalupová, Anya. Personal Interview. 5 May 2023.

Teacher's interview questions for LP 2

How would you reflect on the lesson progress and the level of observed flow state and frustration?

As expected, the group had less trouble solving the riddle than the class where LP 1 was introduced. When the learners started to solve the riddle, they did not ask me for any assistance and worked at their own pace. Despite the fact that one of the groups took significantly longer to finish, they did not give up and seemed to work actively throughout the whole process and they appeared to be in the flow state at certain times during the lesson. Slowly, but steadily.

What was the prevailing language of communication among the pupils in the lesson?

The learners seemed to communicate as they usually do in any other of my lessons. The Czech language was prevailing, but English was used as well.

Chalupová, Anya. Personal Interview. 3 May 2023



10 Easy April Fool’s Pranks You Can Play on Your Family

By *Nuha Khan*, Updated: Mar. 31, 2023

Although the **origins of April Fool’s Day** are murky, we do know that in France as far back as the 15th century, people would mark the occasion by **taping a paper fish** onto each other’s backs. By the 18th century, those paper fish had escalated to “kick me” signs and fake tails. With social media now at our fingertips, practical jokes have evolved further still. Pulling the very best from TikTok, Instagram and Pinterest, here are 10 easy April Fool’s pranks for family members to play on each other. Get ready to laugh out loud with this list of hilarious practical jokes!

Time for a haircut

Ready for chaos? That’s what you’ll get with this easy April Fool’s prank, which starts by downloading a free app called (you guessed it), “**Razor Prank**.” Once installed, the app activates your phone’s vibration buzz on contact, essentially mimicking the sound and feel of a pro barber’s clippers. All that’s left for you to do is approach a family member from behind and trick them into thinking they’re getting a *very* close shave.

Keep an eye on your food!

For this prank, you’ll need to bring out your arts and crafts side. Glue a pair of googly eyes onto every item in your fridge—eggs, condiments, produce, you name it. This is sure to give someone an unexpected jump scare, or at the very least, make them think twice before succumbing to a snack attack. (Psst—this easy prank can also be applied to a **book cover!**)



Oreo with a hint of mint

Here’s a classic example of the old “ingredient swap” prank. Take a handful of sandwich-style cookies (Oreos work nicely), delicately prise them apart and replace that delicious white filling with a generous squirt of toothpaste. The best part? Arranging the modified cookies neatly on a plate and waiting to see which one of your family members falls to temptation first.



Khan, Nuha. “10 Easy April Fools Pranks You Can Play on Your Family.” *Reader’s Digest*, Canada, 31 Mar. 2023, <https://www.readersdigest.ca/culture/easy-april-fools-pranks-for-family/>.

Teacher's interview question for LP 3

Do you think the learners seemed motivated to work on the tasks and actively participated in the process?

I would say that the learners appeared to be more active and interested in the lesson when compared to the average lesson. Although they did not have much personal experience with pulling a prank on their friends, they were intrigued about the one I shared with them. And despite that, they were coming up with original ideas for their pranks. One of them was especially popular and they voted it as the winning one. I would also say that the text and the tasks were adequately difficult for the pupils and they participated actively.

Chalupová, Anya. Personal Interview. 3 May 2023

Appendix 6 – Lesson plan 4 materials (Forming habits: implicit activities)

Podcast link: <https://www.happyscribe.com/public/ted-talks-daily/the-1-minute-secret-to-forming-a-new-habit-christine-carter>

Transcript:

You're listening to Ted Talks Daily Amelie's Hugh, today's talk is going to be relatable for any of you who started out really ambitious about how productive you'd be in 2020 and then let reality set in. I've been there and so has sociologist Christine Carter in her talk from Ted X Merin in 2020. She gives us the key to why behavioral change is so tough even when we have strong convictions. By the end, you'll have a new approach to forming habits for the New Year. It's a lot more doable.

I don't know about you, but when our family got the at home order in March of twenty twenty, I came out of the gates pretty darn hot. Embrace not being so busy, I wrote. Take this time at home to get into a new happiness habit. That seems hilarious to me now, my pre coronavirus routines fell apart hard and fast.

Some days I would realize at dinner time that not only had I not showered or gotten dressed that day, but I hadn't even brushed my teeth, even though I've coached people for a very long time in effective, science-based method of habit formation, I struggled.

Truth be told, for the first few months of the pandemic, I more or less refused to follow my own best advice. This is because I love to set ambitious goals, getting into a good little habit. It's just so much less exciting to me than embracing a big, juicy, audacious goal.

Take exercise, for example, when the coronavirus hit, I optimistically embraced the idea that I could get back into running outside. I picked a half marathon to train for and spent a week or so meticulously devising a very detailed training plan.

But then I actually only stuck to my ambitious training schedule for a few weeks. All that planning and preparation led only to a spectacular failure to exercise. I skipped my training runs despite feeling like the importance of exercise and the good health that it brings has never been more bracingly clear.

The truth is that our ability to follow through on our best intentions to get into a new habit like exercise or to change our behavior in any way really doesn't actually depend on the reasons we might do it or on the depth of our convictions that we should do so.

It doesn't depend on our understanding of the benefits of our particular behavior or even on the strength of our willpower. It depends on our willingness to be bad at our desired behavior. And I hate being bad at stuff. I am a go big or go home kind of gal. I like being good at things and I quit exercising because I wasn't willing to be bad at it. Here's why we need to be willing to be bad. Being good requires that our effort and our motivation be in proportion to each other, the harder something is for us to do, the more motivation we need to do that thing.

And you might have noticed, but motivation isn't something that we can always muster on command, whether we like it or not, motivation comes and motivation goes. When motivation wanes, plenty of research shows that we human beings tend to follow the law of the least effort, meaning we just do the easiest thing. New behaviors tend to require a lot of effort because change is really hard. To establish an exercise routine I needed to let myself be kind of half-assed about it. I needed to stop trying to be an actual athlete.

I started exercising again by running for only one minute at a time, every morning after I brush my teeth, I change out of my pajamas and walk out the door. My only goal to run for one full minute. These days usually actually do run for 15 or 20 minutes, but on the days that I'm totally lacking in motivation or I just feel like I have no time, I still do that one minute.

And this minimal effort always turns out to be way better than if I did nothing. Maybe you really, maybe you've also failed in one of your attempts to change yourself for the better.

Perhaps you want to use less plastic or meditate more or be a better antiracist.

Maybe you want to write a book or eat more leafy greens. I have great news for you. You can do and be those things starting right now. The only requirement is that you stop trying to be so good. You'll need to abandon your grand plans, at least temporarily. You'll need to consider doing something so minuscule that it would be better than not doing anything at all. So right now, ask yourself, how can you strip that thing that you have been meaning to do into something so easy, you could do it every day with barely a thought?

It might be eating one piece of lettuce on your sandwich at lunch or going for a one-minute walk outside. Don't worry, you'll get to do more. This better than nothing behavior is not your ultimate goal.

But for now, what could you do that is ridiculously easy that you can do even when nothing is going as planned? Even though, you ultimately might want to do more and be more, remember that we humans are often too tired and too stressed and too distracted to do the things that we really do intend to do and to be the people that we most intend to be. On those days our wildly unambitious behaviors really are better than nothing, a one-minute meditation is relaxing and restful.

A single leaf of romaine lettuce happens to have a half a gram of fiber and loads of nutrients. A one-minute walk gets us outside and moving around, which our bodies really need. So, try doing one better than nothing behavior. See how it goes.

The goal, remember, is repetition, not high achievement. So let yourself be mediocre at whatever you're trying to do, but be mediocre every day. Take only one step, but take that step every day. If your better than nothing habit doesn't actually seem better than doing nothing, consider that you're getting started at something and that initiating a behavior is often the hardest part.

By getting started, we're establishing the neural pathway in our brain for a new habit, which makes it much more likely that we'll succeed with something more ambitious down the line. Why is this? Well, it's because once we hardwire have it into our brains, we can do it without thinking and therefore without needing much willpower or effort. A better than nothing habit turns out to be incredibly easy to repeat again and again until it's on autopilot. This is because

we can do it even if we aren't motivated, even if we're tired, even if we have no time whatsoever. And once we start acting on autopilot, that's the golden moment that our habit can begin to expand organically. After only a few days of running for just one minute, I started feeling a real desire to keep on running. Not because I felt like I should be exercising more or because I felt like I needed to impress my neighbors or something, but because it felt more natural to keep running than it felt to stop.

Now, I of all people know that it can be incredibly tempting, especially for the overachievers among us, you know who you are, to encourage ourselves to do more than our designated better than nothing habit.

So, I must warn you. The moment in which you are no longer willing to do something unambitious is the moment in which you are risking everything. It's the moment you end up checking your phone instead of whatever it is that you intended to do.

It's the moment in which you stay on the couch, binge watching Tik Tok videos or Netflix. The moment you think you should do more is the moment you introduce difficulty and force and negotiation with yourself. It's the moment you eliminate the possibility that it will be easy and even enjoyable.

So that's also the moment, that will require a lot more motivation, and if the motivation isn't there, failure will be.

Fortunately, the whole idea behind the better than nothing happened is that it doesn't depend on motivation, which we may or may not muster.

It's not reliant on having a lot of energy, you do not have to be good at this, you need only to be willing to do something that is wildly unambitious to do something that is just a smidge better than nothing.

But again, don't do more if you feel any form of resistance. I'm happy to report that after months of struggle, I am now a runner, I became one simply by allowing myself to be bad at it. You definitely could not call me an athlete.

There are no half marathons in my future, but I am consistent, to paraphrase the Dalai Lama. The goal is not to be better than other people, but rather to be better than our previous selves. And that I definitely am. When we abandoned our grand plans and great ambitions in favor of taking that first step, we shift. And paradoxically, it's only in that tiny shift that our grand plans and great ambitions are truly born.

Suggested lexical items possible to use in the brainstorming activity:

1. Custom
2. Routine
3. Ritual
4. NY resolutions
5. Repeated behaviour

6. Vices and annoying habits
7. To break a habit /to give up a habit
8. To get into a habit (to acquire a habit)
9. Idioms: Same old, same old; old habits die hard, a creature of habit; you cannot teach an old dog new tricks

Opinion questions:

1. What do you think about the structure of the strategy? Is it going to lead to a positive outcome?
2. Do you disagree with any point from the podcast? Is there anything you would do differently when getting into a new habit?
3. How difficult is it to break a habit? Have you ever tried and succeeded in giving up a habit?
4. Is it possible to achieve bigger audacious goals even if you start the new habit by taking ridiculously easy steps?
5. Do you agree with the statement:” Don’t do more if you feel any form of resistance.”?

Teacher’s interview questions for LP 4

Could you describe your overall impression of the lesson?

I would say that the lesson was progressing fairly well, however the pupils were mostly passive throughout the lesson. They seemed tired and not motivated to do much. Contributing factor could also be that it is already the end of the school year, Friday lesson and the ninth-grade pupils are tired after the entrance exams to secondary schools.

Would you say the learners were interested in the lesson and participated actively?

They were mostly passive. Even though their oral feedback at the end was positive, it did not show in their lesson activity. The pupils participated but needed extra encouragement. What could also play a role was the fact that the podcast and the opinion questions were too difficult for some of them and that is why they were not actively participating.

Chalupová, Anya. Personal Interview. 2 June 2023

Appendix 7 – Lesson plan 5 materials (Forming habits: explicit activities)

For transcript and podcast link see **Appendix 6**.

Suggested lexical items possible to use in the brainstorming activity:

1. Custom
2. Routine
3. Ritual
4. NY resolutions
5. Repeated behaviour
6. Vices and annoying habits
7. To break a habit /to give up a habit
8. To get into a habit (to acquire a habit)
9. Idioms: Same old, same old; old habits die hard, a creature of habit; you cannot teach an old dog new tricks

Comprehension questions:

1. What was one of the new habits the speaker tried to acquire during the pandemic?
2. Why is being willing to be bad at something important in the long run?
3. Why can't people rely only on their motivation to do things they need to do?
4. What examples of good habits people might want to acquire does the speaker mention?
5. How does the speaker call the process when you do at least the smallest easiest tasks instead of doing nothing?
6. Why is repetition important when creating a new habit?
7. What saying by the Dalai Lama does the speaker paraphrase?

Teacher's interview questions for LP 5

Could you describe your overall impression of the lesson?

The lesson went well, however the material and the comprehension questions were too difficult for some learners and that is why I opted for group work instead of individual work

in certain tasks. The tasks were manageable in the given time frame, but maybe the podcast could be slightly shorter to have more time to work with the content and the language.

Would you say the learners were interested in the lesson and participated actively?

The learners seemed to work at their usual pace and did not show any increased level of participation. They carefully listened to the audio and also followed the transcript. Their activity increased slightly towards the end of the lesson, where they were asked to use chosen lexical items in their own sentences. However, as I already said, the material was too difficult for some of them and that kept them from being more active than they were. Despite that, their feedback was mostly positive.

Chalupová, Anya. Personal Interview. 1 June 2023

Žákovský dotazník – využití autentických materiálů ve výuce anglického jazyka

Autentickými materiály rozumíme veškeré materiály, které nebyly primárně vytvořeny pro výuku cizího jazyka a neslouží k výukovým účelům. Autentické materiály bývají vytvořeny rodilými mluvčími a jsou hlavně určeny rodilým mluvčím dané země, např. knihy, filmy, televizní pořady, časopisy, noviny, letáky, příručky, brožury a další materiály v cílovém (anglickém) jazyce.

Část 1: Zhodnocení proběhlé vyučovací hodiny s využitím autentického materiálu:

1. Proběhlá vyučovací hodina mi přišla:

- a. zajímavější než běžné hodiny anglického jazyka.
- b. podobně zajímavá jako běžné jiné hodiny anglického jazyka.
- c. nudná / nezajímavá.

2. a: Pokud zhodnotím svoji aktivitu v hodině:

- a. moje aktivita byla vyšší než běžně.
- b. moje aktivita byla stejná jako běžně.
- c. moje aktivita byla nižší než běžně.

2. b: Pokud byla tvoje aktivita vyšší, bylo to kvůli materiálu, se kterým jste pracovali?

- a. Ano.
- b. Ne, bylo to z jiného důvodu. Napiš z jakého:

3. Autentickému materiálu použitým ve vyučovací hodině jsem:

- a. neměl/a problém rozumět.
- b. jsem vcelku rozuměl/a.
- c. jsem skoro nerozuměl/a.
- d. jsem vůbec nerozuměl/a.

4. Cítil/a jsi se více motivovaný/á komunikovat se spolužáky v anglickém jazyce při práci s autentickým materiálem než při práci s učebnicovými materiály?

- a. Ano
- b. Ne
- c. Nevím

5. Cítil/a jsem, že při práci jsem byl/a:

- a. více soustředěný/á a ponořený/á do zadané práce než běžně.
- b. stejně soustředěný/á a ponořený/á do zadané práce jako běžně.
- c. méně soustředěný/á a ponořený/á do zadané práce než běžně.

Část 2: Názor na využívání autentických materiálů ve výuce anglického jazyka obecně.

6. Využívají učitelé ve vašich hodinách anglického jazyka autentické materiály?

- Ano, využívají je často.
- Ano, využívají je občas.
- Ano, ale pouze výjimečně.
- Ne, nikdy.

7. Přijdou ti anglické autentické materiály těžké/složitě na porozumění?

- Ano, velmi těžké.
- Ano, ale jen o trochu těžší než běžné materiály z výuky.
- Přijdou mi stejně složité jako jakékoliv jiné materiály, se kterými v hodině pracujeme.
- Ne, nepřijdou mi vůbec složité.

8. Pracoval/a bys rád/a s autentickými materiály v hodinách více než doposud?

- Ano, pracoval/a bych s nimi velmi rád/a.
- Ano, docela rád/a bych s nimi pracoval/a.
- Ano, ale bude to pro mě podobné jako práce s jakýmkoliv jiným materiálem.
- Ne, nechci s nimi v hodinách pracovat častěji.

9. Myslíte si, že je pro Vás těžké porozumět autentickým materiálům, které využíváte ve svém volném čase? (např. filmy v originálním anglickém znění, anglická kniha, anglická YouTube videa apod. bez českých titulků/překladů)

- Je to velmi těžké, ničemu nerozumím.
- Je to těžké, ale něčemu rozumím.
- Je to trochu těžší, ale rozumím většině.
- Není to vůbec těžké, rozumím bez problémů.

10. Jaký z těchto materiálů v anglickém jazyce nejčastěji využíváte ve svém volném čase? (dobrovolně, např. čtu knihy v anglickém jazyce, sleduji filmy v anglickém jazyce apod.) Zaškrtněte maximálně 4.

- Seriály, filmy a dokumenty
- Knihy
- Písničky
- Příspěvky ze sociálních sítí (Facebook, Instagram, Twitter...)
- YouTube videa (vlogy, talk show apod.)
- Časopisy
- Podcasty
- Novinové a časopisy
- Blogy
- Televizní zprávy
- Rádio
- Recepty
- Ostatní (vstupenky, letáky, informační brožury...)

n. Jiné, upřesněte:

11. a: S jakým typem autentického materiálu bys v hodinách anglického jazyka nejraději pracoval/a? Zaškrtni maximálně 4.

- a. Seriály, filmy a dokumenty
- b. Knihy
- c. Písničky
- d. Příspěvky ze sociálních sítí (Facebook, Instagram, Twitter...)
- e. YouTube videa (vlogy, talk show apod.)
- f. Časopisy
- g. Podcasty
- h. Novinové a časopisy
- i. Blogy
- j. Televizní zprávy
- k. Rádio
- l. Recepty
- m. Ostatní (vstupenky, letáky, informační brožury...)
- n. Jiné, upřesněte:

11. b: Napiš, proč sis vybral/a tyto druhy materiálů:

Question 11

Question	Q11													
Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N
P1	1		1	1	1									
P2	1		1		1									
P3	1		1			1								
P4	1		1		1									
P5	1		1		1									
P6	1		1								1	1		
P7	1	1	1		1		1	1		1				
P8			1		1									
P9	1		1		1									
P10	1	1	1					1						
P11	1		1	1	1									
P12					1									
P13	1		1	1	1									
P14	1			1	1		1							
P15	1		1	1			1							
P16	1		1	1			1							
P17	1	1	1		1									
P18	1				1		1				1			
P19	1		1		1					1				
P20	1	1	1								1			
P21														
P22			1	1	1					1				1
P23	1	1		1			1							
P24	1	1	1				1							
P25	1		1			1								
P26	1	1	1	1			1							
P27	1		1				1				1			
P28		1								1				
P29	1													
P30	1		1											
P31	1	1			1		1							
P32	1		1	1	1									
P33	1				1		1			1				
P34	1			1	1		1				1			
P35	1		1		1		1							
P36	1		1	1	1									
P37	1	1	1			1								
P38	1	1			1		1							
P39	1	1			1		1							
P40	1		1	1	1		1			1			1	
P41	1		1	1	1		1				1			
P42			1	1	1								1	
P43	1		1		1		1							
P44	1			1			1				1			
P45	1		1	1	1									
P46	1		1	1	1									1
P47	1		1		1									1
P48	1	1	1		1									
P49	1		1	1	1									
P50	1					1	1			1				
P51	1	1	1											
P52	1	1			1						1			
P53	1	1		1			1							
P54	1			1	1	1								
P55	1		1		1		1							
Total	49	16	38	21	35	5	22	2	6	9	1	2	2	1