ABSTRACT

Authentic documents have been an integral part of foreign language teaching since the 1970s. The aim of this master’s thesis is to present the theoretical background of the didactic use of authentic documents in the teaching of French. This is comprised of the classification of documents, criteria for their selection, as well as their benefits toward developing communicative and general competencies. This paper includes an analysis of selected French textbooks and suggestions of authentic documents to be used in the teaching of French as well as documents on the Internet.