

Západočeská univerzita v Plzni

**Fakulta pedagogická
Katedra anglického jazyka**

Diplomová práce

**POUŽITÍ AUTENTICKÝCH MATERIÁLŮ PŘI
VÝUCE ANGLICKÉ KONVERZACE**

Bc. Edita Skoblová

Plzeň 2013

University of West Bohemia

**Faculty of Education
Department of English**

Thesis

**USING AUTHENTIC MATERIALS IN TEACHING
ENGLISH CONVERSATION**

Bc. Edita Skoblová

Plzeň 2013

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce*
(k vyzvednutí u sekretářky KAN)

Prohlašuji, že jsem práci vypracoval samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 26.6. 2013

.....

Edita Skoblová

ACKNOWLEDGMENTS

I would like to thank my supervisor, Mgr. Danuše Hurtová for her help, guidance and patience.

ABSTRACT

Bc. Skoblová Edita, University of West Bohemia. June, 2013. Using authentic materials in teaching English conversation. Supervisor: Mgr. Danuše Hurtová.

This thesis deals with the matter of using authentic materials in teaching English conversation at basic schools in The Czech Republic. It provides essential information about what authentic materials are, how they can be used at English conversation classes and the benefit what authentic materials bring to the pupils. It also explains the possible difficulties connected with the usage of authentic materials in teaching. It takes a closer look at the teaching through the Communicative approach with the help of authentic materials. The research part consists of the frequency and popularity of using authentic materials found out by questionnaires at basic schools followed by an interview with one of the teachers that has experience with authentic materials in teaching English conversation and her opinions and remarks on that issue. The results show that about half of the questioned teachers use authentic materials in teaching English conversation, all of them find authentic materials useful but they consider the preparation of activities connected with authentic materials demanding.

TABLE OF CONTENTS

I. INTRODUCTION.....	1
II. THEORETICAL BACKGROUND.....	3
Authentic materials.....	4
What is an authentic material	4
Definition of authentic materials	4
The benefit of authentic materials	4
Communicative Language Teaching	5
Using authentic materials	8
Disadvantages of using authentic materials	10
Conversation.....	10
Rules	10
Conversational skills	11
Conversational classes.....	12
Conversational maxims	12
Native speakers.....	13
What makes a good conversation	13
View of language.....	14
Understanding.....	15
Teaching strategies.....	16
Students‘view.....	16
The teacher’s role.....	17
The classroom as a common situation.....	18
Classroom management.....	19
Foreign language teaching.....	19
Listening in the classroom.....	20
Competences.....	21
No textbook option.....	21
Motivation.....	23
III. RESEARCH METHODOLOGY	24
Part I.: Questionnaires	24
Part II.: Interview.....	25
IV. RESULTS AND COMMENTARIES.....	27

Results – Part I. – Questionnaire for students	27
Commentary on the questionnaire for pupils.....	33
Results – Part I. Questionnaire for teachers.....	34
Commentary on the questionnaire for teachers.....	38
Commentary on the interview	39
V. IMPLICATIONS	41
Pedagogical Implications.....	41
Limitation of the Research	42
Suggestions for Further Research.....	42
VI. CONCLUSION	43
REFERENCES	44
APPENDICES	45
SHRNUTÍ.....	52

LIST OF GRAPHS

Graph 1: Authentic materials versus textbooks	27
Graph 2: The popularity of English and American films	28
Graph 3: Understanding films in original version	28
Graph 4: English and American songs	29
Graph 5: English magazines	29
Graph 6: Travel brochures	30
Graph 7: English radio	30
Graph 8: English recordings	31
Graph 9: English and American websites	31
Graph 10: Stories and poems	32
Graph 11: English newspapers	32
Graph 12: The most popular authentic material	33
Graph 13: Authentic materials Yes/No	34
Graph 14: The difficulty of the usage of authentic materials	35
Graph 15: The benefit of authentic materials	35
Graph 16: Pupils opinion on authentic materials	36
Graph 17: Favourite authentic material	36
Graph 18: The most difficult authentic material	37
Graph 19: The easiest authentic material	38

I. INTRODUCTION

New methods of teaching foreign languages have been developing and teachers search for effective ways to teach English and other foreign languages. Because of the fact that a foreign language is mainly about speaking, this competence has the priority of all competences. Therefore the method of The Communicative approach has the tendency to appear more often in curriculums of Czech schools. The Communicative approach uses authentic materials as its bases to bridge the gap between the school language and real world conversation.

The objective of the thesis is to present information about using authentic materials in teaching English conversation at elementary schools in the Czech Republic. I have chosen this topic because I have been teaching foreign languages, English language included, and from my experience I consider teaching materials as a key prerequisite for teaching a good lesson. I would like to show to my colleagues who teach English classes that authentic materials are very useful and that pupils enjoy working with them. I use authentic materials in my classes, I like it. I was interested if more teachers share that opinion. Moreover I wanted to research the possible ways of using authentic materials and that is why I dedicated my thesis to this issue.

The second chapter is *Theoretical Background*. It deals with general information of authentic materials. There are discussed several topics such as the use of authentic materials, their benefit and difficulties connected to the matter. The Communicative approach is presented as a convenient way how to teach conversation. The following topics cover conversation rules, strategies, and competences in a foreign language, teacher's role, class management and motivation of pupils.

The third chapter is *Research Methodology* and consists of two parts. The first part, questionnaires, searches for the data of using authentic materials at basic schools and its popularity with the pupils and teachers. The second part of this chapter is a questionnaire that was done with a cooperation of one Czech teacher of English. It focuses on her experience and opinions on using authentic materials in English conversation lessons.

The next chapter is *Results and commentaries*. In this chapter the analysis of results of the research can be found. There are presented nineteen questions processed into graphs with descriptions. The findings of the interview are followed by a commentary.

The next chapter is *Implications*. There we can find advice for teachers based on the outcomes of the research. It explains why it is advisable to use authentic materials in

teaching English and suggestions for further research are added. The last chapter, Conclusion summarizes the main ideas of this project.

II. THEORETICAL BACKGROUND

The objective of the theoretical part is to provide essential information about the topic of using authentic materials in teaching English conversation. There are two parts of the theoretical background. The first part deals with authentic materials. First of all the term “authentic material” is defined. Then the benefit of using authentic materials is introduced. The method of The Communicative approach follows. In the next section using authentic materials is discussed followed by different ways of using authentic materials. The first part of the theoretical background closes by disadvantages of using of authentic materials. The second part of the theoretical background deals with the topic of conversation. First, the rules and skills of conversation are defined, then teaching conversation classes are discussed and conversation maxims are explained. The following part investigates native speakers’ conversation. Then topics as teaching strategies, teacher’s role are analyzed. Afterwards classroom as a common situation, classroom management and foreign language teaching are concerned. Then pupils’ competences as speaking and listening are outlined. No textbook option issue takes into the consideration teaching without a textbook. The conversation part closes by motivating pupils by using authentic materials in classes.

Do Czech teachers of English work with authentic materials in teaching English conversation and in teaching English in general? If yes, do they find using authentic materials easy and useful for their pupils? Do Czech pupils at elementary schools like activities based on using authentic materials? What authentic materials are popular with Czech teachers and pupils? These questions will be dealt in the thesis. Provided that teachers use a variety of materials, included authentic materials, it could help them in the conversation classes and their teaching could be more effective. Authentic materials are seen as overcoming the gap between school artificial environment and real world situations. I would like to compare the theory with the reality of Czech elementary schools where I would like to focus on English conversation classes of young learners whose level should be A1 and A2 according to the Common European Framework of references. Before the research will be carried, the theoretical information will be gathered and various issues of theory concerning authentic materials will be discussed.

Authentic materials

What is an authentic material?

Nunan and Miller (1995) define authentic materials as those which were not created or edited expressly for language learners. This means that most everyday objects in the language qualify as authentic materials. The following list provides a wide sampling of authentic materials that can be used in the classroom: Music, literature, newspapers, television programs, radio broadcasts, film, and internet websites.

Nunan and Miller (1995) divide authentic materials into print and auditory. Some examples of print authentic materials include: Calendars, traffic tickets, TV guides, greeting cards, ATM receipts, street signs. Among the examples of auditory authentic materials we can count: E-books, phone messages, television programs, radio broadcast. Among authentic materials we can also classify print, video and audio materials that students find in daily lives, for example menus, voice mail messages.

Definitions of authentic materials

The definitions of authentic materials are slightly different in literature. What is common in these definitions is 'exposure to real language and its use in its own community'. Rogers (1988) defines it as 'appropriate' and 'quality' in terms of objectives, learner needs and interest and 'natural' in terms of real life and communication. Another possible definition we can learn from Harmer (1991), who defines authentic texts as 'materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language'. Jordan (1997) refers to authentic texts as texts that are not written for language teaching purposes. As we can see there are various definitions but we can get agreed that the most important thing that they contribute to is the benefit for students and teachers as well.

The benefit of authentic materials

We can say that authentic materials help students to overcome the gap between the school and the outside world. When teachers know the students' motivation, they can target the tasks to meet students' needs and interests. A key to these problems is to use goal-directed materials. It is true that many teachers have the habit to collect materials for their teaching

wherever they go. They are not only teachers who should collect authentic materials but they should invite pupils to cooperate and search as well because students should participate in the process of learning. By bringing their own examples of authentic materials pupils will be motivated and proud of their trophies. Pupils may be enthusiastic when teachers ask them to collect postcards, tickets, menus, magazines etc. during their trips, holidays and also in their home town because English language forms a natural part of pupils lives in their own country.

As discussed by the authors Guariento & Morley (2001) authentic materials are significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language. They have a positive effect on learner motivation, they provide authentic cultural information, they provide exposure to real language, and they relate more closely to learners' needs, they support a more creative approach to teaching.

We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language. These are what make us willing to use authentic materials in our classrooms. We should also consider the appropriate method that enables us to involve authentic materials in the classroom. The Communicative approach seems convenient.

Communicative Language Teaching (CLT) / Communicative approach

When we deal with the topic using authentic materials in teaching conversation we should search for a method that would lead us the right teaching process. CLT (Communicative Language Teaching) could be the convenient way to teach conversation effectively through the use of authentic materials. It is well-known that children learn a language best when using it to do things rather than through studying how language works and practicing rules. Pupils learn a language through communicating in it and most of all classroom activities should be meaningful and involve real communication. The activities should approach as much as possible to the real world. Learners should be provided by opportunities to experiment and try out their knowledge and teachers should be tolerant to pupil's errors because errors are a sign that learners build up their knowledge and they make progress.

Communicative Language Teaching is a modern method that focuses more on language context than on grammar by using mainly authentic materials. This way, students are more motivated when they experience real-life situations in in-class activities. When we talk about CLT, we should have a look at the concept of communicative competence. It was

first mentioned by Chomsky (1965), who distinguished competence as knowledge of the language and performance as language used in specific situations. Hymes (1976) renames Chomsky's performance as communicative competence and defines it as the type of competence that includes both grammatical rules and rules of language use, thus emphasizing the social, interactive and negotiating process that language involves. Ellis defines communicative competence as: "the knowledge that users of a language have internalised to enable them to understand and produce messages in the language" (Ellis, 2000, p. 58).

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

As Riviera (2005) has claimed we can try to develop fluency by using activities in the classroom, supported by authentic materials, in which the students would have to use communicating strategies, correct misunderstanding and avoid communication breakdowns. We should create such activities that would reflect the natural use of language that would focus on achieving communication, require meaningful use of language and that would connect the language to the context.

As we consider CLT as a necessity we ought to make a study of the history of teaching English and English conversation and its natural development. "By the end of the sixties it was clear that the situational approach had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them". (Savignon, 1983, p.37).

Howatt (1984) uses the following to distinguish between a strong and a weak version of Communicative Language Teaching: "There is, in a sense, a strong version of the communicative approach and a weak version. The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language

system itself. If the former could be described as 'learning to use English', the latter entails "using English to learn it' (Howatt 1984, p.39).

Howatt (1984) adds that part from being an interesting example that presents that of Communicative Language Teaching pile of cards in their favour; such a set of contrasts illustrates some of the main differences between communicative approaches and earlier traditions in language teaching. Communicative Language Teaching is best considered an approach rather than a method. Although, a sensible amount of academic constancy can be discerned at the levels of language and learning assumption, at levels of plan and process there is must greater room for individual understanding and difference than most methods allow. Now that the initial wave of interest has passed, however, some of the claims of CLT are being looked at more seriously. The acceptance of a communicative approach raises significant issues for teacher training, materials growth and testing and assessment. Questions that have been raised include whether an open technique can be practical at all levels in a language program, whether it requires accessible sentence structure based tests. These questions will doubtless require attention if the communicative progress in teaching continues to gain energy in the future.

In her book Savignon (1983) explains that this was in part a reply to the sorts of things that the prominent linguist Noam Chomsky had levelled at structural linguistic theory in his classic book. Chomsky had verified that characteristics of the current standard were unable of accounting for the basic characteristics of the language, the functionality of individual sentences. Another force for the opposing method to foreign language teaching came from the changing instructive realities of Europe. In 1971 a group of experts began a study in the possibility of courses on a unit/credit system, a system which leaning tasks are broken down, each of which are corresponds to a part of a student needs and is thoroughly linked to all other bits.

The use of authentic materials in the classroom enables students to have exposure and access to the real language, used in a real context. Authentic materials are designed for native speakers and contain "real" language, in contrast to non-authentic materials, which are designed for pedagogical reasons and contain artificial language; they are designed for language learning purposes in the context of school.

Using Authentic Materials

As we are already aware of what authentic materials are and we know that they are an important prerequisite in the teaching method of communicative approach, we should investigate the practical usage of authentic materials.

Using songs and music

According to Scrivener (2005) songs and recordings are often used in the class as a “filler” activity to change the mood of a lesson. They are a sort of reward for pupils after the hard work. Pupils can listen to the song and discuss what happens in the song. Teachers get the students to listen the song without the lyrics first, they ask what the students understood, words, phrases, they ask what they think the song is about and then they get the students to read the lyrics. After second listening they can read the lyrics and discuss what happened, reactions, interpretation and so on. The most popular activity is gapped text when pupils are given the lyrics with certain words missing. Before listening to the song they can predict the missing words and discuss in groups what words could they be and why. After the discussion they listen to the song and fill the gaps.

Scrivener (2005) has mentioned another activity called “*Song jumbles*” when lyrics are cut up into separate lines. In groups pupils try to work out the original order and then they compare it with other groups and listen to the song and check their ideas. “*Sing along*” can be real fun during the class but as well very practical and demanding activity. It can be quite challenging because pupils practice stress, rhythm and intonation which are important part of teaching speaking. Preferably teachers suggest chorus singing and if they want to dedicate more time to it they can organize a karaoke and record the pupils.

As Scrivener (2005) has said music on its own can be also introduced to the pupils. We can play any music to them just to set the mood in the class. It gives a good starting point for conversation at the beginning of a lesson. Music can also serve as a background when pupils are preparing for other activities. Music helps them relax. An activity when students listen to the music and try to imagine a story that they tell afterwards to the others can be a real fun. In general songs and music are very motivating for pupils to learn English.

Using DVD and video

Watching films in the class is an activity that students adore. According to Harmer (2007) it can be a classic “lazy” teacher’s lesson and it works well. “But other than for the occasional special lesson, it is important that we find ways to exploit video material in more useful ways to help students to learn. With the growing accessibility of the Internet and the

possibility of using interactive whiteboards to display video content, we now have a large number of new possibilities for using video films and clips in class. There are many ways how to make the work relevant and engaging.” Harmer (2007, p. 376)

Harmer (2007) outlines a simple guideline when working with a video/film: keep it short, exploit the material, blank the screen when students do not need to look at it, if possible a teacher should find his place before the lesson, do not use only video to extract language for study because video can be great starting point for communicative activities, for introducing discussion topics.

Using brochures

Griggs (2012) explains that brochures expand into almost all aspects of our lives. We look at them in doctors’ waiting offices, pick them up at travel agencies or airports when we travel, request them from educational institutions when enrolling in courses, receive them (unsolicited) in the mail, etc. Although we tend to often view brochures as a nuisance, they remain an important source of information. In fact, comparing the information in brochures is one of the main ways we arrive at decisions about which services are the best given our needs. equipped with carefully selected brochures, the teacher of LCTLs can easily transform the authentic activity of comparing brochure copy into a useful, pedagogical task.

Griggs (2012) says that being caught in a foreign city with no accommodations can be a frustrating experience. For this reason, travelers frequently plan in advance where to stay and book their accommodations in advance, either by telephone or (increasingly today) via the Internet. Hotel brochures (available through travel agents or at airport hotel desks) provide travelers with important information on which to base their decisions. In this activity, students scan assembled hotel brochures and arrive at a group decision where to stay in a foreign city.

As we can see from the examples of using authentic materials, it is important to use materials in authentic way, not traditionally as we are used to at schools. The purpose of authentic materials determines how teachers use them. Keeping authenticity at the forefront, teachers can help students: Create and update personal calendars and address books, write postcards they will mail after class, make shopping lists they will use that evening, and respond to e-mail from their children’s teachers.

In their book Guariento & Morley (2001) claim that at post-intermediate level, the use of authentic materials is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel frustrated since they lack many items and structures used in the language. In

this book Matsuata states that” the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students.” (Kilickaya, 2004, p. 43)

Does all this mean we are not able to use authentic materials in lower-level classes apart from post-intermediate and advanced levels? According to the findings of the survey carried out by Chavez (1998), ‘learners enjoy authentic materials since they enable them to interact with the real language and its use. Also they do not consider authentic situations or materials as difficult.’ (Kilickaya, 2004, p. 58)

However, learners state that they need support especially in listening and when reading texts such as the provision of a full range of cues. But by using these we can say that we will be able to help the student understand authentic materials, through the conversation.

Disadvantages of using Authentic Materials

In his book Richards (2001) points out that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez (2002) states those authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. There comes the time of when authentic materials should be introduced and used in a classroom; in other words, we can use authentic materials regardless of our students’ level when we want them to be successful in real life conversation. One of the most convenient subjects that seem proper for the usage of authentic materials is teaching English conversation lessons.

Conversation

Rules

Dorneyei, Thurrell (1992) show that people think that everyday conversation is unstructured however conversation follow follows certain rules, for example there are rules that determine who speaks and when and for how long. There are also set habits for starting and closing conversation and changing the conversation subject. There are conventions how to interrupt a partner in conversation or how to hold a conversation. That is the culture that

influences the rules. We can say that conversation is highly organized activity which requires skills of their participants. Pupils can be good at grammar and vocabulary but they can still fail in a real conversation. “Every conversation has a time and place and a social context within a particular culture.” (Doroneyi, Thurrell, 1992, p. 5). Conversation is determined by external contextual factors but the participants of the particular conversation may not realize it. Doroneyi, Thurrell (1992) describe that the social rules or social norms cover two most important issues, first there is the formal and informal style and second the degree of politeness present in the speech. It is necessary to teach our pupils these rules so that they are able to recognize which style the conversation requires and the degree of the politeness that is necessary which belong among one of the conversational skills.

Conversational skills

Doroneyi, Thurrell (1992) explain that according to the studies, conversational skills come automatically with the exposure of the target language. That is why learners must be exposed to authentic materials to succeed in a real conversation. “It was assumed that conversational skills could be acquired through doing communicative activities such as situational role-plays, problem-solving tasks and information-gap exercises. While these certainly do help students to become better conversationalists, it has been suggested recently that traditional communicative activities could be combined to better effect with more direct approach to the teaching of conversational skills. This direct approach would involve fostering the students’ awareness of conversation and increasing their sensitivity to the underlying process. In other words, if learners are conscious of the strategies they could use and the pitfalls they should avoid, and if they have a wide repertoire of set expressions and conversational formulae on hand, they are likely to make much faster progress towards becoming relaxed and polished conversationalists.” (Doroneyi, Thurrell, 1992, p. 5).

What could teachers do to guide their students to acquire the conversational skills and the norms above mentioned? Practicing speaking, role plays and dialogue activities seem appropriate answer.

If pupils should acquire communicative competences in a foreign language, teachers are devised to use material that would motivate their students. Textbook dialogues are often artificial and they are only an imitation of a real life conversation. Pupils should be exposed to more authentic materials because they would be more in touch with different speakers,

different styles and different conversational topics. Students find materials from real life more interesting and challenging.

Conversation classes

Nolasco, Arthur (1992) claim that teachers often think that teaching conversation in the class means just practicing the grammar and vocabulary that pupils learned during the course. So the conversation class may be composed of mechanical drills and task-based problems. It can, of course, help students to develop their conversation skills. “But if we want to teach conversation well, we need to know something about what native speakers do when they have conversation” (Nolasco, Arthur, 1992, p.5). The information can help us to use convenient materials and techniques for our teaching.

I would like to try to explain: “What is conversation?” We sometimes use the term to describe spoken encounter or interaction. Conversation also refers to a time when two or more people talk or listen without a fixed schedule. “In conversation everyone can have something to say and anyone can speak at any time.” (Nolasco, Arthur, 1992, p.5).

Conversation maxims

Nolasco, Arthur (1992) say that in everyday life we refer to conversation as “chat”. The goal of conversation is to exchange some information. Conversation has many functions but primary its function is social. We should investigate what native speakers do when they talk. Conversation is natural part of our lives so that we do not realize what happens within it. However conversation has certain rules as following as Nolasco, Arthur (1992) in his textbook state.”Usually only one person speaks at a time, the speakers change, the length of any contribution varies, there are techniques for allowing the other party or parties to speak, neither the content nor the amount of what we say is specified in advance. (Nolasco, Arthur, 1992, p.7)

In a conversation we cooperate. Grice (1975) has described four principles on which the co-operative behaviour is based: These are: *The maxim of quality* (make your contribution one that is true, do not say what you believe is false and do not say anything for which you lack adequate evidence). *The maxim of quantity* (make your contribution just as informative as required and no more. *The maxim of relation* (make your contribution relevant and timely. *The maxim of manner* (avoid obscurity and ambiguity). (Nolasco, Arthur, 1992, p.7)

If these maxims are broken and it happens quite often, native speakers have difficulties to understand. In conversation the relationship between the speaker and the listener has an important effect on how the speaker understands the speech. Let's investigate how native speakers use their language.

Native speakers

Nolasco, Arthur (1992) admits that native speakers find easy and natural to know who is going to speak, when and how long. However many students have difficulties to get into a conversation, when to finish speaking and shift the conversation to the others. Teachers should train the students to feel when the speaker is going to finish. And it can be done by the intuition of falling intonation. Topics are the significant issue to deal when we teach conversation because different cultures have different things in their everyday lives. Native speakers know what they should and they should not talk about and that is why teachers of the foreign language and their students should be aware of the taboos of the particular culture. According to the research teachers should be aware of the male and female differences in topics in conversation. Women are more interested in talking about personal details. They are also better in developing a topic by asking questions and making remarks while men are not willing to share personal information. They prefer topics like sport, games, politics, and cars, etc. Stress and intonation play an important role in understanding English. Wrong stress and intonation can lead to misunderstanding. Like stress turn taking cause difficulties in speaking English. Many students have difficulties in getting into a conversation, knowing when to give up their turns to others and in bringing the conversation to a close. Another issue that we should pay attention to is the body language in speech. English native speakers do not use much gesture however they use their hands while speaking. The body language has an effect on the listener and that is why students of a foreign language should know some basic gestures when they study English. Teachers need to have some knowledge how native or English speakers perform in conversation when they want to teach conversation. They should be also aware of the functions of conversation as following: give and receive information, collaborate in doing something, share personal experience and opinions with a view to building social relationship. That is why the activities in the classroom should include all the patterns above mentioned.

What makes a good conversation

I would like to quote some opinions of people what they consider to be a good conversation as they were asked by Pangaro (2010) to answer the here above mentioned question.

“Having English as a second language, I came to know that there is a huge difference between communication – as an interchange of information – and conversation. For me a good conversation is when I learned about someone experiences, knowledge and mental models.” Kristin Gräfe, MFA, a designer student

“Just as important as the content of the conversation, the larger social context that frames the conversation helps to make it an unforgettable one. Memories of time and place often stay with us, as do the people we shared the conversation with. There have been too many occasions when I started a new conversation with the words, “Remember that time...” – a true testament to the importance of context” Derek Chan, SVA, a designer student

“You bring up a good point; a great conversation lives beyond the moment when it is created. Recalling the experience can be just as informative, even if it’s removed from the original context.” Kathie Koch, a graduate student

“I love the parts in between the conversation. Is someone listening, or taking a break from listening? Are they just waiting to speak, and waiting for others to speak? Also, the little visual cues and body language of when someone wants to speak, or is looking for a response from someone. The parts where no one is saying anything can become just as important as when they are talking.” John Zapolski, a graduate student

As we have considered the function of conversation supported by authentic materials we are going to focus on the English language itself, its particularities and its pitfalls.

View of Language

Pietro (1987) has done the structural observation of verbal communication and shows that it has not been in any way outdated by the functional view. However, it is not adequate on its own to explain for how language is used as a mean of communication. Dissimilar sentence structures may be describing it in different terms. From a functional viewpoint, however, it is vague. In some conditions it may function as question, for example the speaker

may actually wish to know why his friend never closes a certain door. In others, it may it may function as a command; this would almost certainly be the case if say a teacher addressed it to a pupil who had left the classroom door open. Just a solitary linguistic form can express a number of functions, so unrestrained also can single unrestrained function be expressed by a number of linguistics form. When we speak, we are continually estimating the listener's information and assumptions, in order to select speech that will be interpreted in agreement with our intended sense. The well-organized conversationalist in a foreign language is not always the person who is best at to manipulate its structure. It is often the teacher who is most skilled at handing out, and selecting items which and will exchange a few words in his message the struggling situation involving the teacher and the hearer, taking a description of what information is already shared between them, and obtaining substance which will exchange a few words in his message successfully. Foreign speaking learners need opportunities to build up, by these skills, by being showed these situations where the significance is on using their available resources for communicating meanings as efficiently and sensibly as likely. Since these resources are incomplete this may often involve sacrificing grammatical accurateness in favour of direct outgoing success.

In the same way as for understanding, then, the leaner needs to acquire not only a range of linguistic items, but also a list of strategies for using them in real situations.

Understanding

Pietro (1987) states that to a large extent it is a question of the teacher meeting the requirements of linguistic conventions in order to be strong. The teacher may choose what would be generally more suitable, for his speech in so far as his range permits. In general, the use of relaxed speech not only reflects, but also accelerates the growth of an individual association. A student may consequently be caught up in forming such dealings if he is unable to adapt his speech to the gradually more familiarity and casualness of a friendship. In effect, by using what he as a student learned in his grammar books, complete sentences and careful pronunciation he may be sending out formal and non formal words unintentionally. Sensitively too, the student may be unable to understand the native speakers try to move towards a more relaxed basis for the link, for example by the cautious use of say, first names and informal turns of phrase. Therefore, as cautious learners move forward in capability, an important direction of development is towards greater acceptance and mastery of the communal implication of other language forms. In the earliest stages, however, the

importance is likely for the student to be on achieving creative mastery of forms from a middle level of procedure, which will be satisfactory both with friends and with strangers.

Similar considerations apply to other languages forms that speak of interpersonal attitudes. Students are sometimes misled by noticeable structural or dictionary equivalents in their own language. That is why equivalent teaching strategies are advisable to use.

Teaching strategies

Pietro (1987) had a thought that it may be helpful to consider briefly what the teacher might hope in using authentic materials through a communicative action in the classroom, since this will decide his own approach towards it and what place the student gives it in his overall line of attack, regular called the whole job. In non native language teaching, our means for providing non natives speakers with complete task practice in the classroom is through a variety of kinds of communicative action, structured in prepared to suit the students level of ability. The can see how their classroom teaching is related to this purpose and the student's eventual purpose is to take part in talking to others. The incentive to learn is more likely to be sustained if they can show how they can see how their classroom learning is connected to this purpose and helps them to attain it with growing achievement. Language teaching takes place inside a student's mind, as teachers know to their common frustration; many aspects of it are beyond their educational control. It is likely, in fact, that many aspects of teaching can take place only through natural processes, which operate when a student is involved in using the English language is used for speaking. If this is so, unrestrained action both inside and outside the classroom is of importance.

As we, teachers, want students to have a responsible and independent approach to learning, we should guide them through their studying and take into an account their view on the matter.

Students' View

Pietro (1987) shows that in many ways of the expansive behaviour which we will be discussing, the teacher creates a state of affairs and sets an action in motion, but it is the students themselves needless several groups or pairs performing at the same time, without the teacher's nonstop management. For many groups of students this responsibility will be unfamiliar at first. To a student a change to undirected action can then create difficulties and

tensions which could weaken their confidence, both in themselves and in the teaching being carried out. The teacher needs to bear in mind this issue in mind and be prepared to stop students slowly from reliance on his own rule. At first, a teacher must make certain that students understand what they are required to do in an activity. The student can show it himself with members of the class. Also, as we can see, some actions can be performed not only in pairs but also as a class under the teacher's direction. The teacher may begin by selecting activities which make reasonably light demands on the student's speech and original abilities.

As teachers and students are equal partners in the process of learning, there must be clearly set what the teacher's role is.

The Teacher's Role

Pietro (1987) explains that in the more original types of activity, needless intervention on the teacher's part may stop learners from becoming actually involved in the action and so delay the growth of their communicative skills. However, this does not mean that once an action is in progress, the teacher become an inactive observer. The teacher's purpose becomes less current than before, but no less important. For example, if students find themselves unable to cope with the complexity of a condition, the teacher can offer advice or provide needed speech items. If pupils cannot agree on any point, the teacher can decide the difference. In other words, the teacher is to be had as a source of leadership and help. The teacher's presence in this capability may be a significant emotional support for many students, especially for those who are slow to extend independence. While students are taking part, the teacher can check their strengths and weaknesses. Even though the teacher may not get involved at the time, the teacher can use the weaknesses as a mark of learning needs which the teacher must provide later on. While the learners are taking part, the teacher can monitor their strengths and weaknesses. Even though the teacher may not get involved at the time, the teacher can use the weak spot as signs of knowledge needs which the teacher may provide for later on. Most likely through more restricted, pre communicative and communicative behaviour, such as those discussed. There may be occasions when the teacher decides to work out a more direct way over the English used. On the whole, clearly the teacher may need to discourage the students from using their mother tongue in moments of difficulty. The teacher may also decide that a particular error is so important that the teacher must correct it at once, to prevent it from fixed in the student's speech. In making the above

points, I have assumed that the teacher may have no direct role in the activity, there will also be activities which the teacher will take course as a participant. Provided the teacher can keep this role without becoming a major part, it enables the teacher to give guidance and incentive form inside the action.

Provided what was explained before we can seek to make learning English under the conditions as real world as possible.

The Classroom as a common situation

Savignon (1983) describes that the classroom is often called a false setting for learning and using the English language as a foreign language. If we take as our measure for what is real the situations outside the classroom for which students are being equipped, this is certainly the case. However, we should not forget that the classroom is also a real and positive case in its own right, where students and teachers enter into uniformly real community association with each other. It is true that English language teaching aims to equip students for a differing context and that they will later have no cause to say anything unless it's in English. In other words, the usefulness of English does not depend only on what specific pieces of English the student encounters. Still more, it depends on whether the student masters the more general main beliefs which lie beneath them. English structures and communicative functions are not bound to exact situations once they have been mastered so that they can be used imaginatively, they can be transferred to contexts other than the one where they were at first acquired. That is why, in our mother tongue, we can obtain the basic information skills in the close family background, and move them later in being to a much wider range of social situations. In the same way, the structures and skills the English that is used during the classroom contact can later be transferred to other kinds of situations. This is particularly for young people as school learners, who do not yet have a clear insight of the situations in which they will eventually need the language, such as the following: using English language for classroom management, using English language as a teaching tool, conversation or discussion sessions, using dialogues and role plays on school experiences.

We have already investigated the individual elements, let's say pre-requisites that forms a conversational lesson as authentic materials, strategies, teacher's and student's roles but all above mentioned need an organisation – class management that we rank among the most important stages of a lesson.

Classroom management

Savignon (1983) explains that classroom management involves exploiting the lesson which has the language learning. The lesson has to be begun and ended individual activities have to be organized, practical problems arise. This provides a wealthy source of communicative wants in the English classroom. Many teachers may use the student's mother tongue in this aspect of their work. This may often be necessary, in the interests of organizing the lessons clearly and efficiently. On the other hand, it is also means sacrificing priceless opportunities for the well motivated English language that is used. In addition, it can, if not careful diminish the language for talking between the students and the teacher, students will see it as a purely as a part of the language for the class and not in their usual day, while the students mother tongue is used for matters of immediate importance. Many learners are likely to remain unconvinced by our attempts to make them believe that the foreign language is the key to the success.

Foreign Language in Teaching

Savignon (1983) says that for the young students, it is generally true that the English lessons are more concerned with teaching them to speak. It is consequently rather ironic that their syllabus contains the least amount of real talking and so on, which in all probability will give them some motivational problems. One approach to this dilemma is to introduce into English lessons the element that they lack in their normal lessons i.e. a non talking exercise in the lessons to give them the ability to be creative, through English. The actual balance between learning through a language and just learning English is considerably variable. At one extreme, there are bilingual schools in which all or most of the lessons are carried out in a non native language. In an immersion class for example, the students begin their education by learning all the subjects through the language that they are to learn, and according to reports they actually reach quite a high level in the second language without receiving any formal training in it, and do not suffer from any other aspects. The same principal has led some of the schools to establish a bilingual section in one form or another In these the students carry out some of their own classroom details and the other in their second language with no apparent loss of standards in them, in fact again reports would suggest that they gain a higher level in their second language that would be the normal one. At the other end of the scale, an individual teacher may just to decide to devote just one lesson per week through English and

just let the students to use their own language. The teaching has a dual role to play, but for the majority of teachers only the last possibility is feasible, it should not be forgotten that the first two also have their place in language teaching for it can be seen they are most useful.

Apart from speaking the other most important competence is listening that is why it should be developed hand in hand.

Listening in the Classroom

In most cases it is the students that will spend more of the time in speaking than in reading to the language they are learning. It is not only that they should understand what it is that is being said to them during any face to face contact. There is also a large variety of situations where the students will be silent and listening that are being given out to them, from radio, television, announcements and a lot of other sources. In a foreign country, the ability to make some sort of sense of the language the student is, at the railway station, as well as providing a more rewarding experience. In their own country too, many students will have more opportunities to hear the language that they a learning. When the student speaks it is up to the student which language he is going to speak. To some extent the student can compensate for discrepancies in the students range, the communicative strategies such as simplifying the message. When listening, however, the student cannot control the language he is listening to, and must be prepared to extract the meanings from it as best as he can. It is therefore not enough for the student to be able to understand that the student can speak; the student should be able to understand it if a native speaker is talking. In addition, the student should be able to cope with most things that are thrown at him such as, the student will need to understand speech where material factors come into play such as background noise, sound reproduction. The student should also be accustomed to speech when it unclear, or unplanned, hesitations and so on which will distinguish everyday speech. The student will also need to understand, such things as tempo of speech regional accents and clarity of speaking, and other non-native speakers of English.

Teachers now have access to an ever growing selection of much that is recorded and various broadcast medium. They can as a result plan a methodical expansion of their student's range and skills, by exposing the students to speech with varying linguistic and situational characteristics.

Another issue that is connected with language teaching is evaluating. In the terms of conversation teaching it is even more demanding than in evaluating other pupils's competences.

Competences

Savignon (1983) states that the four components of communicative competence are identified as grammatical competence, sociolinguistic competence, discourse competence and strategic competence. The remainder of this will elaborate the nature of each of the components with examples from teaching in classroom practice. Though definitions vary, the goal in each case is an sufficient account of the sentence intensity proper features of language.

The remarks made by Chomsky (1966) are now legendary: "I should like to make it clear from the outset that I am participating in this conference not as an expert on any aspect of the teaching of languages, but rather as someone whose primary concern is with the structures of language and, more generally, the nature of cognitive processes. Furthermore, I am frankly rather sceptical about the significance for the teaching of languages of such insights and understanding as have been obtained in linguistics and psychology. Surely the teacher of language would do well to keep informed of progress and discussion in these fields and the efforts of linguistics and psychologists to approach the problems of language teachers from a principled point of view are extremely worthwhile from an intellectual as well as a social point of view. Still it is difficult to believe either linguistics or psychology has achieved of theoretical understanding that might enable it to support a technology of language teaching". (Savignon, 1983, p.43).

When we deal with language teaching there is always arising a question from the teachers 'part as well as students 'part, what textbook to use if any.

No textbook option

Savignon (1983) admits that when using English there is a constant problem that is there has to be something to talk about. Students need an inducement for determined input, and the teacher must provide for an assortment and interest without dominating class actions. In developing a halfway or superior course designed to allow carry out in impulsive self expression teachers of English have looked first and foremost to literary texts, cultural readers, English newspapers and magazines etc. to provide the basis for a short student presentations which will be followed by group discussion. Although many of these materials

certainly are provocative and offer speaking practice although the teacher spends most of the time prodding and prompting the students to try and get them to talk. It is after repeated experiences of this that the teacher notes that leading a conversation class is a good deal more taxing in the preparation than preparing for a class with reading books. The most important disadvantage shared by all books etc. is that they offer examples of written English that are unsuited as models for oral practice.

Savignon (1983) adds that radio on the other hand offers an exclusive opportunity for developing the listening skills necessary for today's classes, with an up to the minute program for listening, although the newspapers still gave an updated version of the day's news. The most important and all inclusive contribution of the radio to developing the speech skills of students is that it brings things right up to date so that the English students expect in the classroom. No more books to be drilled and then inserted in a genuine exchange, once the student is put in contact with the real thing, the teacher can step back from centre stage, the duplication in English of something the students already new in English, permitted rapid expansion of vocabulary, particularly in the early weeks of listening when students needed most. The boost that this gave the students in class morale was of no slight consequence that students made. Students were exposed to many different styles of speech and regional accents through the interviews, eye witness accounts and public speeches that are in the radio broadcasts.

Savignon (1983) continues her explanation with the thought that the most significant and all wide-ranging input of the communicative skills that the students brought is that it brought lively up to date language and culture to the classroom. Once the student is put in contact with the real thing the teacher can therefore step back for the center of the stage and is no longer the master of ceremonies but coach, to the students independently and as group, and work towards understanding and responding to the new presence. At the beginning of the year there would be no more than two or three students who could report, in detail and with any sum of correctness, on a single short news item. Initially, the amount of comprehension for some of the students was in fact close to zero. As the term progressed, more and more students are able to correctly add to a single news story, this progress was not only encouraging to the students themselves who could measure it. The range and depth of the understanding varied, but by the end each student was comprehensible adequately to make the knowledge self sustaining beyond the end of the course.

Most difficult perhaps is the selection of materials from among the choices although some text books may not be all they say and today the teachers have at their disposal a good

many authentic materials. But most of all is to motivate students to challenge them to progress.

Motivation

We all know how the lack of interest, lack of time, lack of funds for authentic materials and qualified teachers are among the more obvious why a well researched program may go astray. It has often been the teachers who have been encouraged language outside the program. What's more, highly motivated students have just as often stuck with a task committing a piece of writing to memory, and waited for the opportunity to use it.

In the nineteenth century, proponents of the Natural Method language learning through language use by using authentic materials, teachers would be best served not using translation, which should be looked at through a teacher. According to the artificial method you would hand the student a part of sentence structure pack it into the student in bits, the student is filled with paradigms which will have no connection with each other or anything else.

The course of language teaching using authentic materials today has never run really smooth; we would do well to remember what has preceded us. The use of authentic materials is in our view a practical and very good way of utilizing both the students and the teachers.

The second part Theoretical background covers the essential information concerning the usage of authentic materials. The chapter deals with the definition of authentic materials, the practical usage of some examples of authentic materials; it explores the method of The Communicative approach and discusses the area of conversation. It outlines conversational rules, strategies, class management and learners' competences. Teaching with authentic materials shows as the appropriate way how to motivate pupils.

The theoretical background contributed with its information to the next step of the project where research will be presented with its methods, results and commentaries.

III. RESEARCH METHODOLOGY

The research chapter consists of two parts of the research. The goal of the first part of the research is to assemble data and elaborate an overview concerning the usage of authentic materials at English conversation lessons at elementary schools. Two questionnaires were chosen as the first method of this research. The aim of the second part of the research is to collect information about the use of authentic materials in practice based up on experience of one of the teachers at elementary schools. An interview was placed as the second method of this research.

Part I. Questionnaires

A questionnaire for pupils

Place of research. The first part of the first research, represented by the questionnaire for pupils (upper primary/lower secondary, aged from 11 years to 15 years old) was placed at three basic schools, 2. ZŠ, 19.ZŠ and 26. ZŠ in Plzen. The research was carried in March 2013.

Subjects. The first part of the research focuses on elementary school pupils whose levels should be A1, A2 according to the Common European Framework of references for languages. In my research I would like to find out if pupils at basic school work with authentic materials during their classes, if they enjoy working with them, if they think they can understand the authentic materials and if they prefer their textbooks to the authentic materials.

Procedure of collecting data. I prepared a questionnaire with 12 questions. The questionnaire for pupils can be found in appendices. (See Appendix 1, p. 45) The questionnaire was in Czech language so that all pupils could understand the questions well. I asked 90 pupils to answer my questions. They were 6, 7, 8, and 9 grades from 3 basics schools, 2.ZŠ, 19.ZŠ and 26.ZŠ in Plzeň, from the age of 12 to the age of 15. I chose 19.ZŠ and 26.ZŠ because I used to teach English there and I know some teachers that work at those schools. I chose 2.ZŠ because I know the English teacher Mgr. Lucie Hájková, who promised to help me with my research. I was invited to observe English conversation lessons and at that

occasion I distributed the questionnaires to 90 pupils. The questionnaire was anonymous from the reason that the pupils write true answers. The questionnaire contained 11 Yes/No questions and the twelfth question was a multiple choice question. The pupils threw the questionnaires in the box after the lessons. I got back 83 questionnaires with answers. Finally 83 pupils participated in my research.

A questionnaire for teachers

Place of research. The second part of the first research, represented by the questionnaire for teachers, was also placed at three basic schools in Plzen, 2.ZŠ, 19.ZŠ and 26.ZŠ. The research was carried in April 2013.

Subjects. The second part of the first research focuses on English teachers of basic schools who were asked to answer questions concerning the usage of authentic materials in their classes of English conversation.

Procedure of collecting data. I prepared a questionnaire with 7 questions. The questionnaire for teachers can be found in appendices. (See Appendix 2, p. 47) 20 English teachers at three basic schools were asked to answer the questions. The questionnaire was in anonymous with 4 Yes/ No questions, and 3 questions were multiple choice questions. The questionnaire was in English language. I visited the following elementary schools, 19.ZŠ, 26.ZŠ and 2.ZŠ, and I distributed the questionnaires to the teachers who left the questionnaire in the box in a teachers' room. I got back 15 questionnaires with answers. From that follows that 15 teachers participated in my research.

Part II. Interview

Place of research. As another part of my research an interview about using authentic materials in teaching English conversation was carried with one of the teachers that I met at the elementary school, 2. ZŠ in Plzen.

Subjects. The interviewed teacher, Mgr. Lucie Hájková, is an experienced competent teacher with 10 years practice and a great enthusiasm for teaching. I chose Mgr. Hájková because she is a friend of mine, she has long practice in teaching English, I cooperated with her before and I am aware that she uses modern methods and is ready to try new things in her teaching.

Procedure of collecting data. The main objective was to find out if the questioned teacher uses authentic materials in her English conversation lessons. My other questions were concerning issues like if she can see some benefit in using them, if she enjoys working with authentic materials and her students as well and if it is difficult for her to teach conversation lessons with the basis of authentic materials. The questions of the interview can be found in appendices. (See Appendix 3, p. 48)

I met her at the school, 2.ZŠ. in her teachers' room in April. She was willing to answer my questions in an interview. The interview took an hour. My questions and her answers were recorded on a voice recorder. The transcription of the interview can be found in appendices. (See Appendix 4, p. 49)

This chapter was dedicated to the methods, questionnaires and an interview, that were placed at three elementary schools in order to find out necessary information concerning the usage of authentic materials at English conversation lessons. The gathered information of the questionnaires was subsequently processed in graphs, which can be found in the following chapter as well as the commentary of the interview.

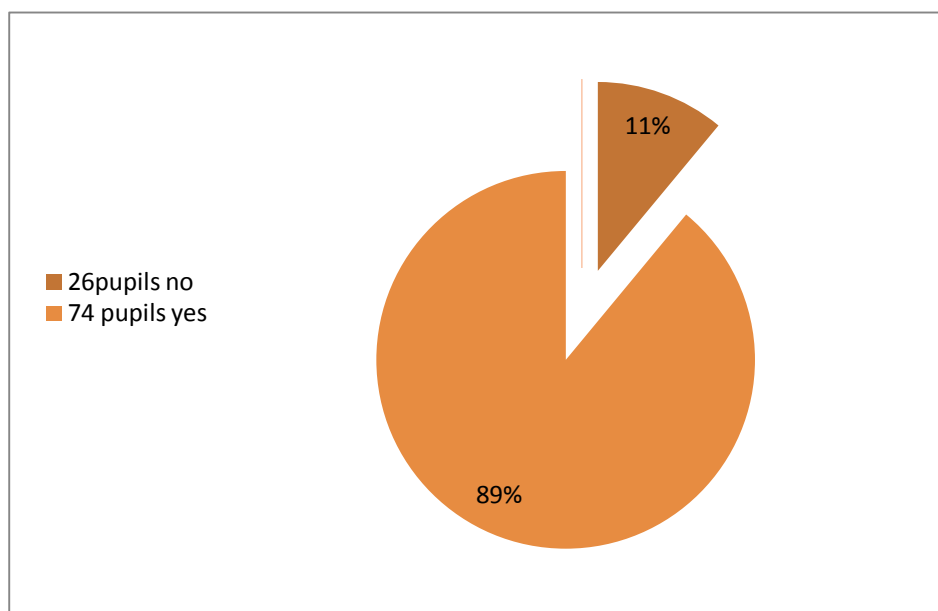
IV. RESULTS AND COMMENTARIES

In this chapter there are presented results of two parts of the research. The first part shows the results of opinions of elementary school pupils on the usage of authentic materials in English conversation lessons as well as the opinions of English teachers working at elementary schools. The results will be presented in graphs. Every graph represents the corresponding question followed by the description of the graph. The commentaries can be found at the end of the first part. The second part analyses the interview with one of the questioned teachers who shared her experience and knowledge of the usage of authentic materials.

Results - Questionnaire for students

In this following part 12 graphs can be found with their commentaries on the questions that were given to 83 pupils studying at three different elementary schools in Plzeň.

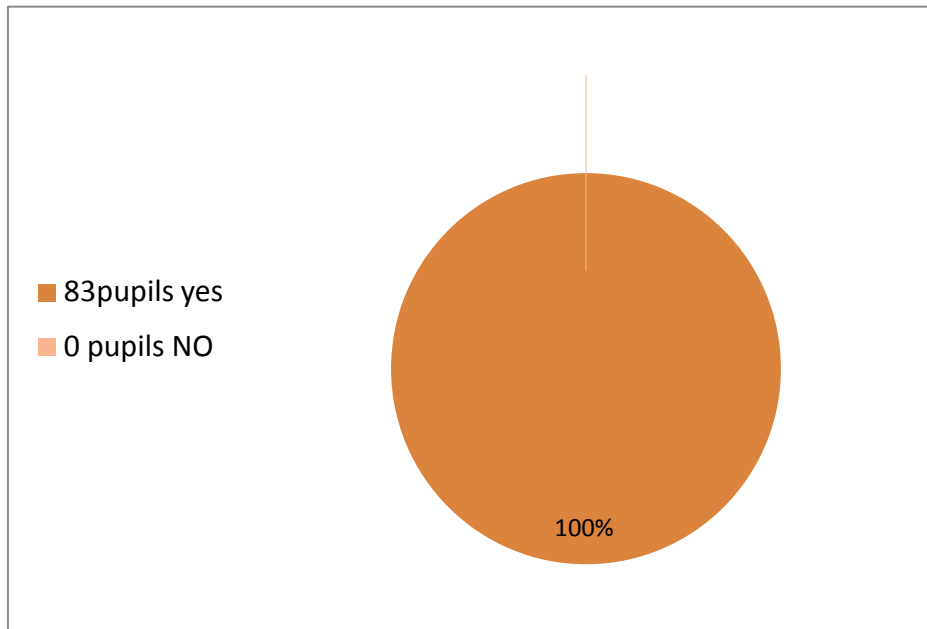
Question 1. Do you prefer to use authentic materials like English DVD, CD, and Internet than to work with your textbook or workbook?



Graph 1: Authentic materials versus textbooks

To the first question “Do you prefer to use authentic materials like English DVD, CD, and Internet than to work with your textbook or workbook?” 74 pupils said yes and 26 pupils said no.

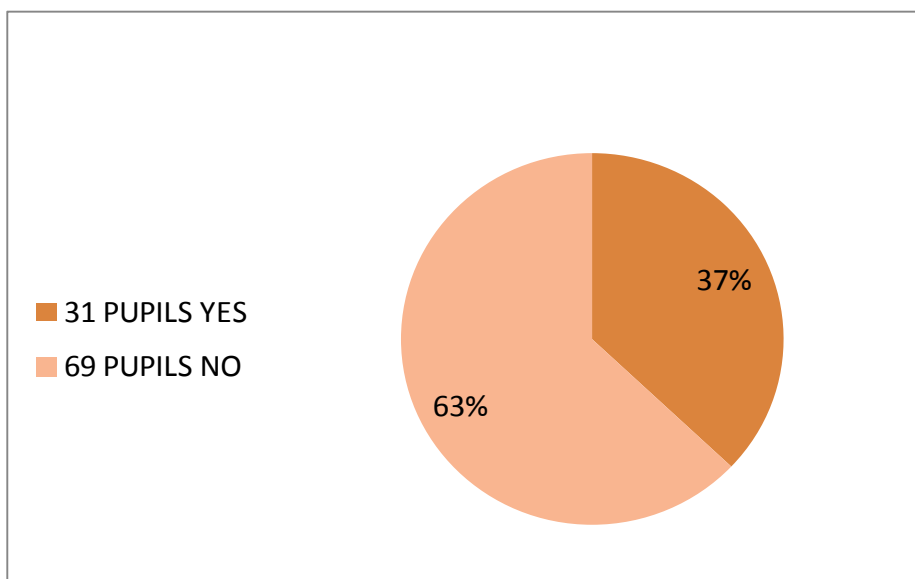
Question 2. Do you like watching English and American films during your classes?



Graph 2: The popularity of English and American films

The second question “Do you like watching English and American films during your classes?” all 83 students that were questioned said yes.

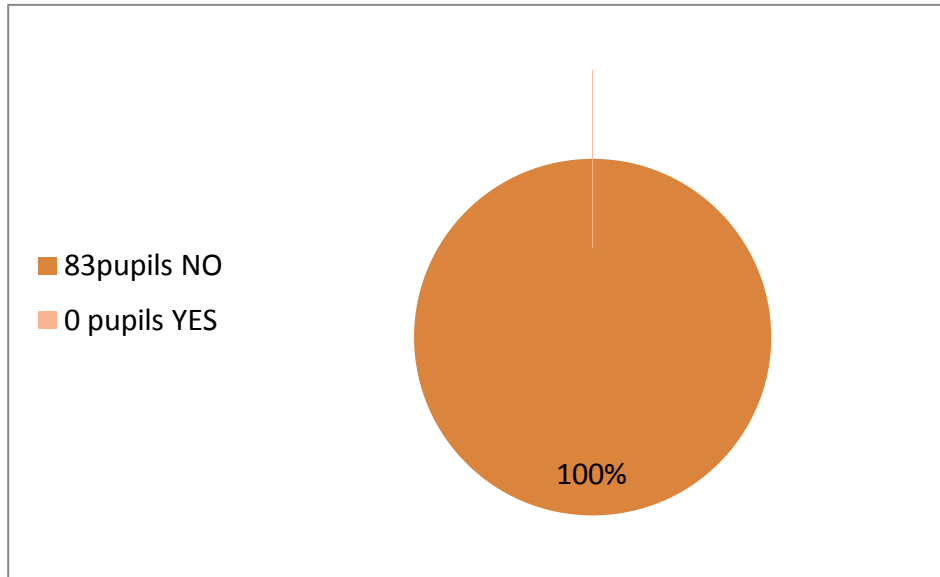
Question 3. Do you understand the films in original version?



Graph 3: Understanding films in original

To the third question 31 students said yes and 69 students said no which means that most of them do not understand well American and English films in original.

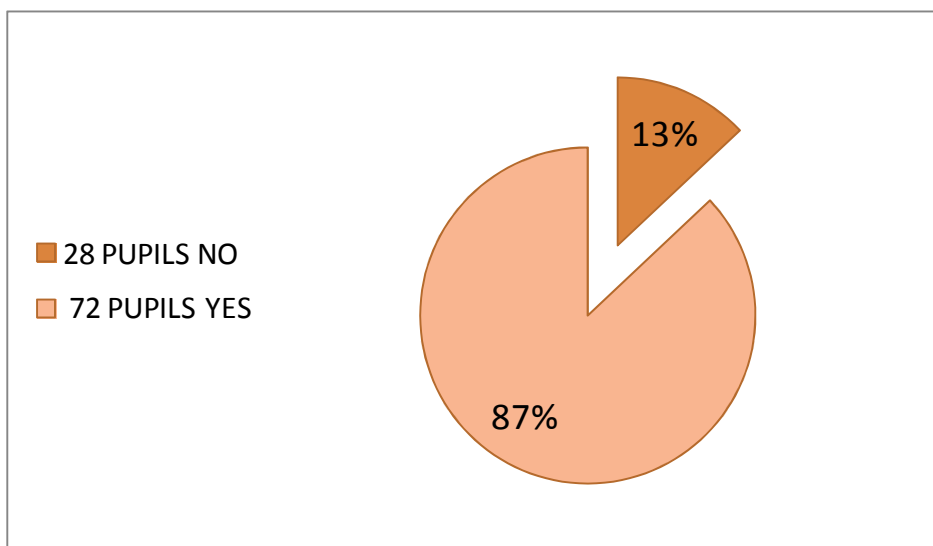
Question 4. Do you like listening to English and American songs and doing activities with the lyrics?



Graph 4: English and American songs

To the question “Do you like listening to English and American songs and doing activities with the lyrics?” again all 83 pupils said yes.

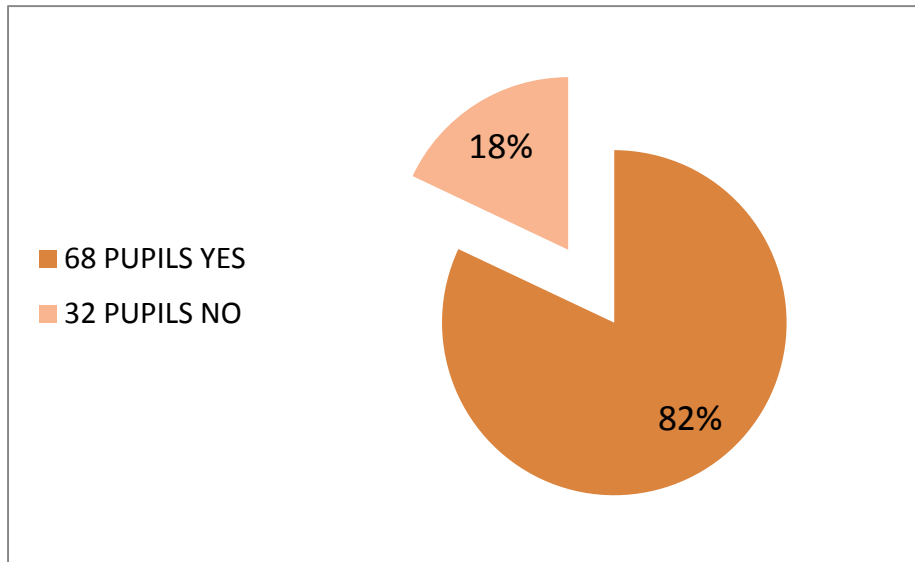
Question 5. Do you like reading English magazines during the English classes?



Graph 5: English magazines

72 pupils like working with English magazines during English conversation classes because they said yes to the fifth question. Only 28 said no.

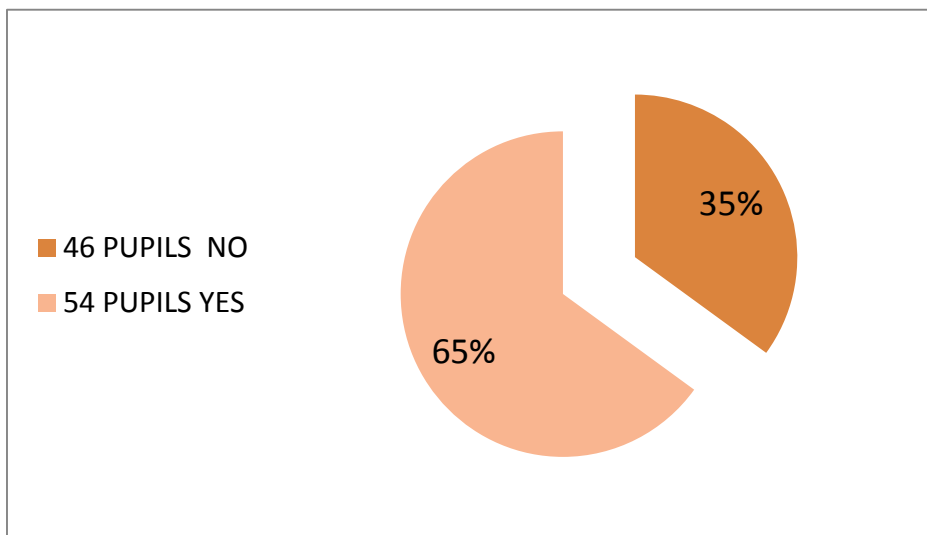
Question 6. Do you like working with travel brochures during English classes?



Graph 6: Travel brochures

To the question “Do you like working with travel brochures during English classes?” 68 students said yes and 32 said no.

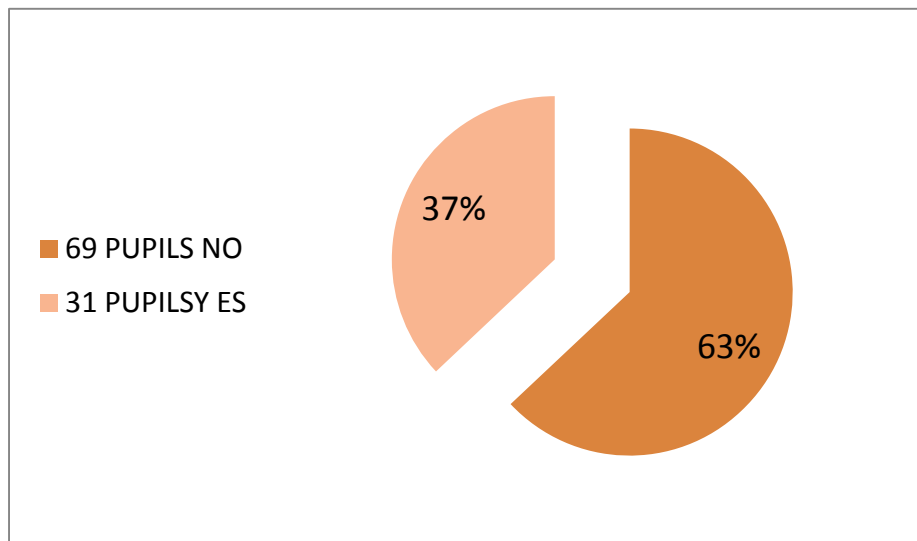
Question 7. Do you like listening to English radio during the classes?



Graph 7: English radio

54 pupils enjoy listening to English radio during their conversation classes while 46 pupils do not like that activity.

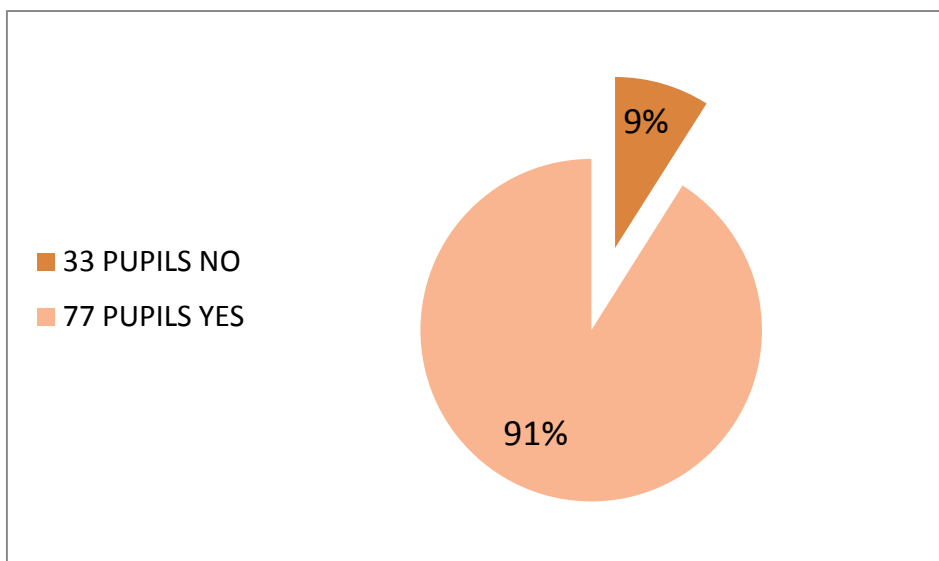
Question 8. Do you understand to English records?



Graph 8: English recordings

To the eight question “Do you understand to English records?” only 31 questioned children said yes and 69 pupils said no.

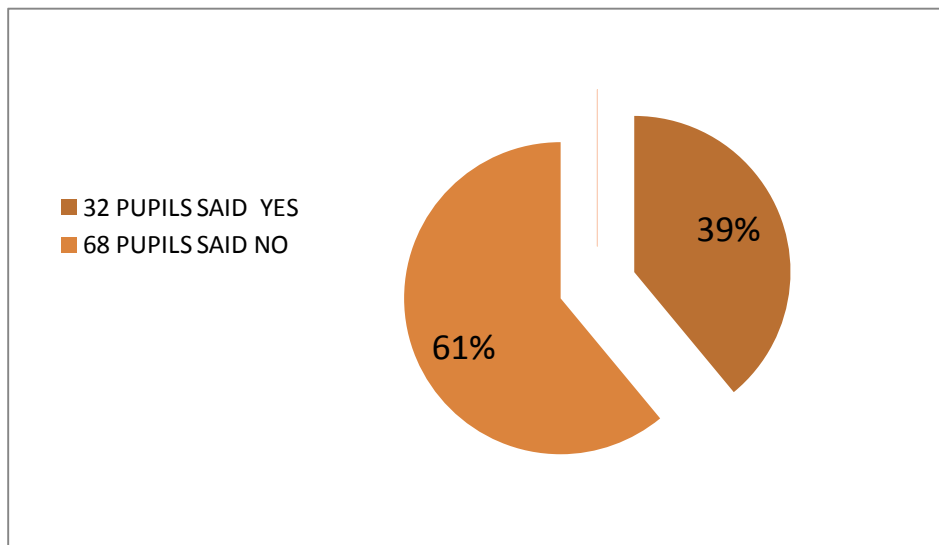
Question 9. Do you enjoy working with English and American websites during you classes?



Graph 9: English and American websites

To the question number nine ”Do you enjoy working with English and American websites during you classes? 77 pupils answered yes and 23 said no.

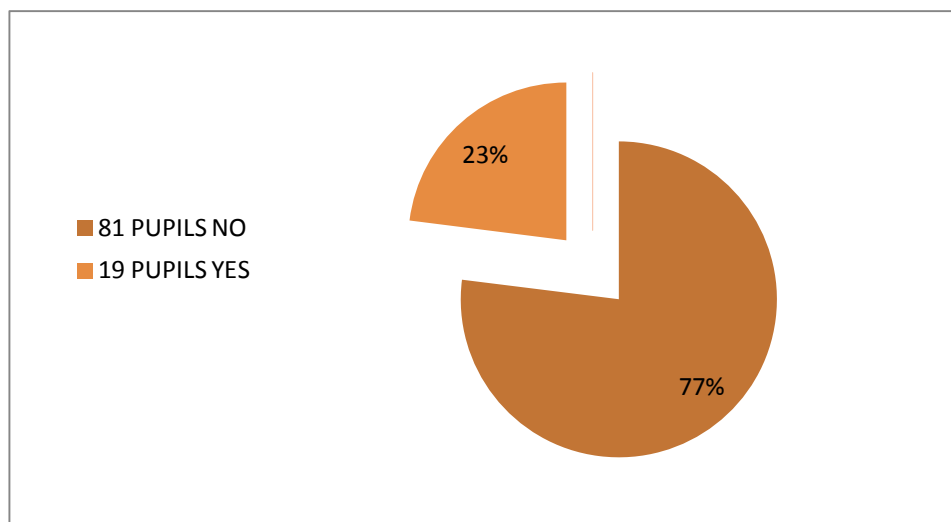
Question 10. Do you like reading English stories and poems?



Graph 10: Stories and poems

Only 32 pupils like reading English stories and poem because 68 children said no to the question.

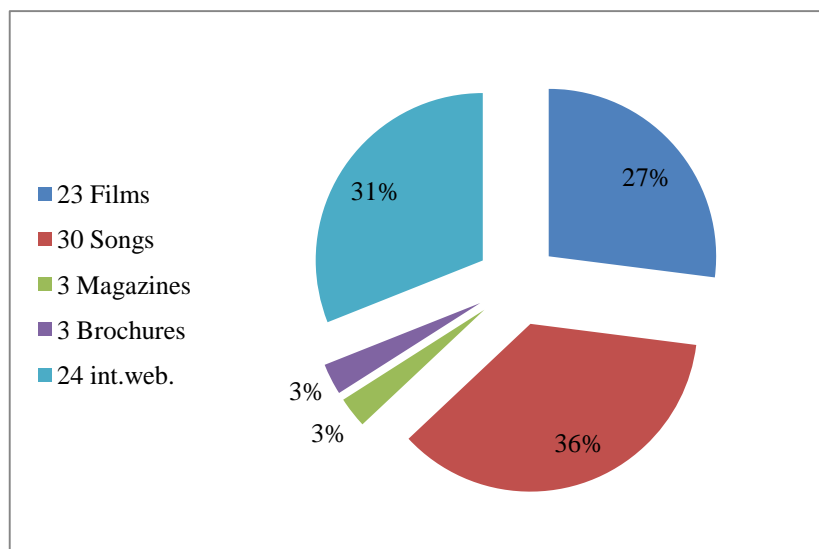
Question 11. Do you read newspaper articles during English classes?



Graph 11: English newspapers

To the question “Do you work with newspapers articles during English classes 19 pupils said yes. And 81 said no.

Question 12. What authentic material do you like best from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books?



Graph 12: The most popular authentic material

To the last question: "What authentic material do you like best from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books?" The most students, 30, said that they prefer songs, 23 like watching films, 24 prefer working with internet website. Only 3 pupils like working with brochures and 3 pupils enjoy using magazines at their conversation classes.

Commentary – Questionnaire for pupils

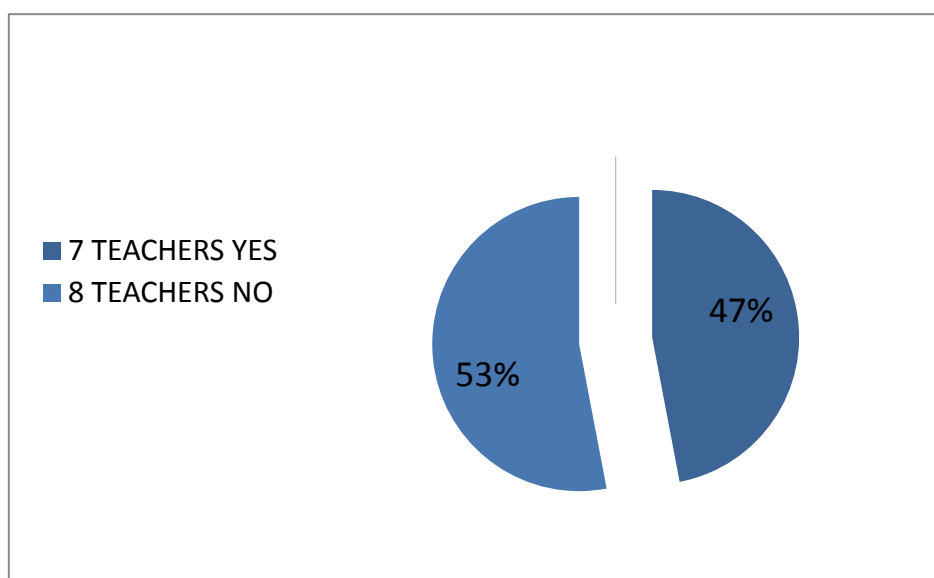
The results answered the following questions of the research: Do pupils at elementary schools like working with authentic materials? If yes, do they find using authentic materials easy? What authentic materials are popular with Czech pupils? The results also partly confirmed my expectation. I supposed that most pupils prefer working with authentic materials in their conversation lessons. As the results show all of them answered that they like watching English and American films in their lessons but most of them do not understand them well in original version. This fact is not surprising either. The possible explanation could be that especially American films are popular with Czech children but they often watch them in Czech version at home. To my presupposition pupils enjoy listening to English and American songs and working with their lyrics. The results confirmed my expectation in that case as well because English music is very popular with children and young people in

general. Based on my experience as an English teacher I expected that pupils' favourite activities are activities with magazines, travel brochures and English websites. Authentic materials as newspapers, radio recordings and books are not as popular as films and songs that the students have chosen as their most favourite authentic materials. This result confirms that nowadays children read little and that they prefer receiving information in less demanding way as through modern technologies than in newspapers or books. In conclusion, as it follows the results, it is evident that authentic materials are popular with pupils of elementary schools.

Results - Questionnaire for teachers

In this following part 7 graphs can be found with their descriptions on the questions that were given to 15 English teachers teaching at three different elementary schools in Plzeň.

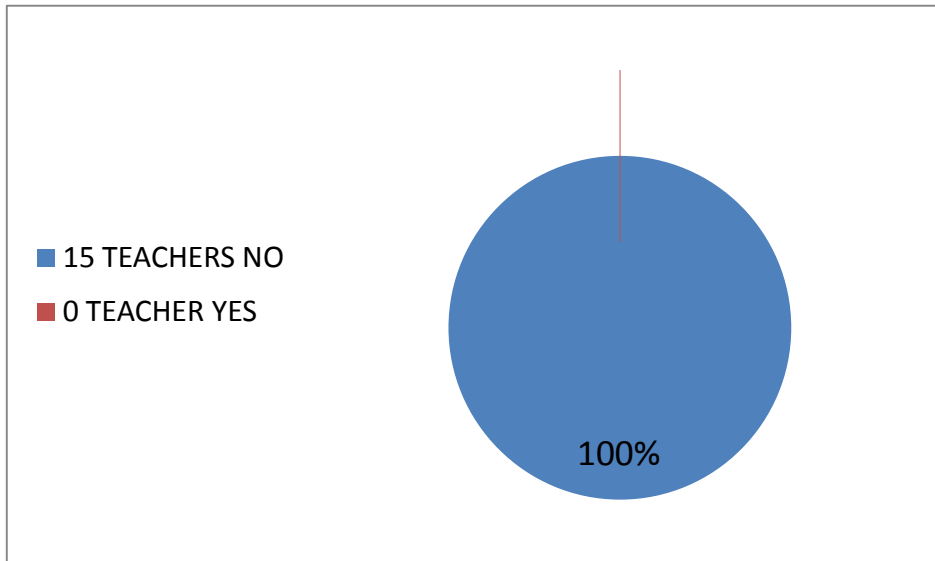
Question 1. Do you like working with authentic materials at your conversation lessons?



Graph 13: Authentic materials Yes/ No

To the question “Do you like working with authentic materials at your conversation lessons?” 7 teachers out of 15 teachers said yes and 8 said no.

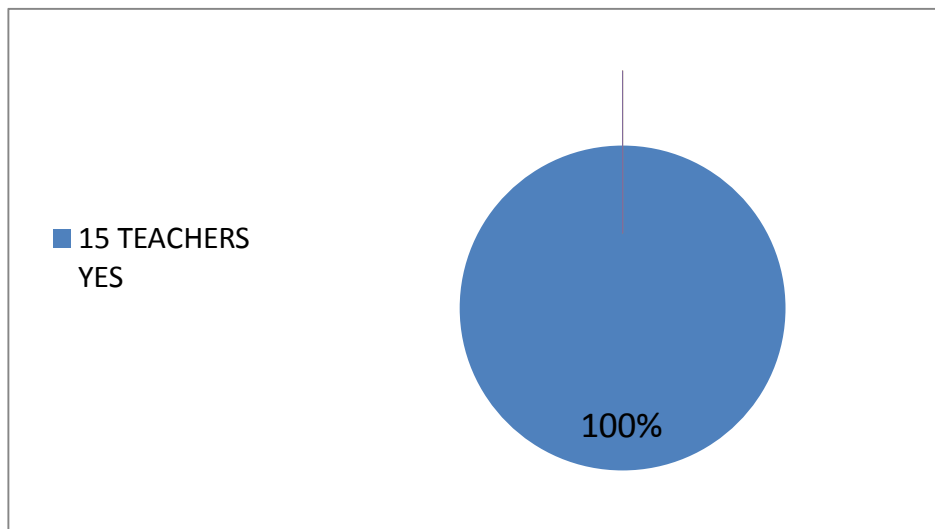
Question 2. Do you find using authentic materials easy at teaching?



Graph 14: The difficulty of the usage of authentic materials

Question 3. Do you find the authentic materials useful for your pupils?

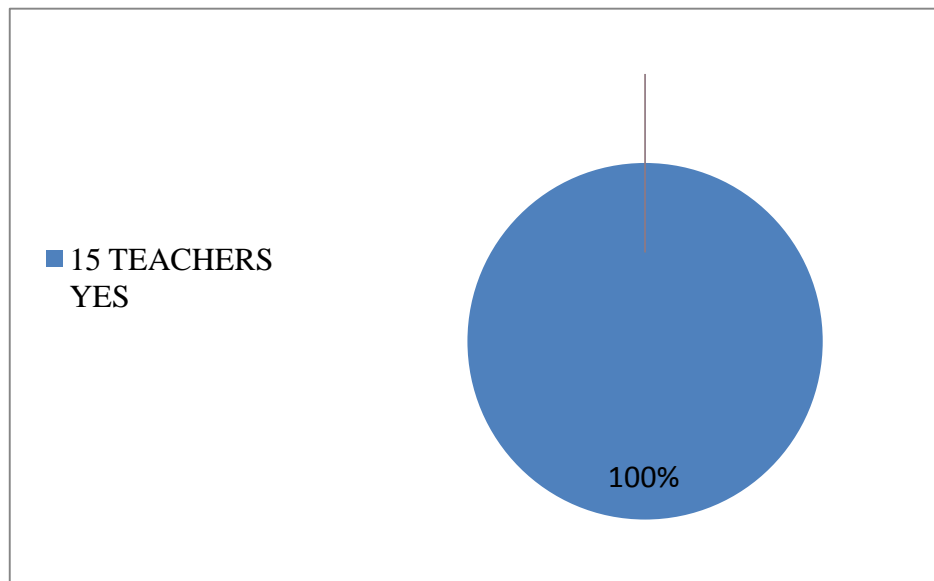
To the second question: “Do you find using authentic materials easy at teaching?” all teachers said no.



Graph 15: The benefit of authentic materials

To third question all teachers said yes because they all find using authentic materials useful for their pupils.

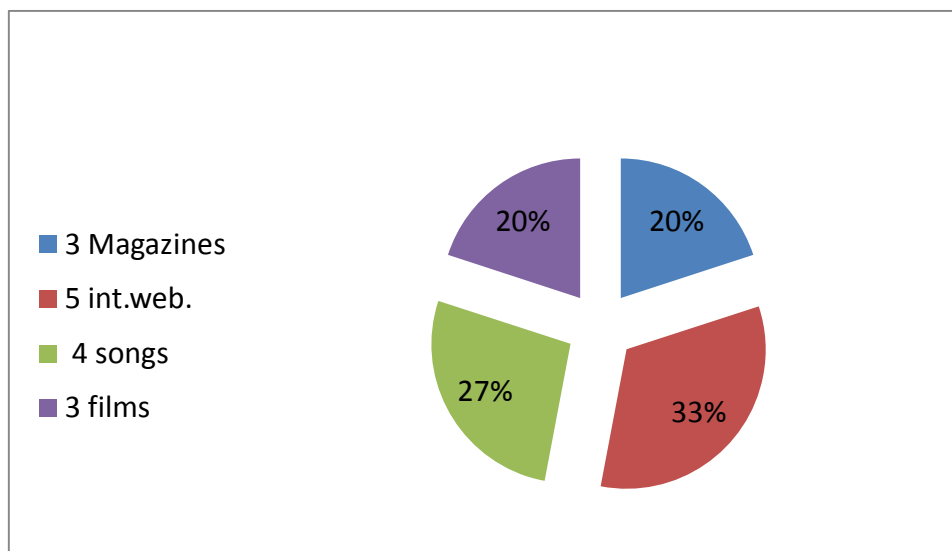
Question 4. Do you think your students enjoy working with authentic materials?



Graph 16: Pupils 'opinion on authentic materials

To the fourth question: “Do you think your students enjoy working with authentic materials?” all teachers answered yes.

Question 5. What kind of authentic material do you like best to use from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books?

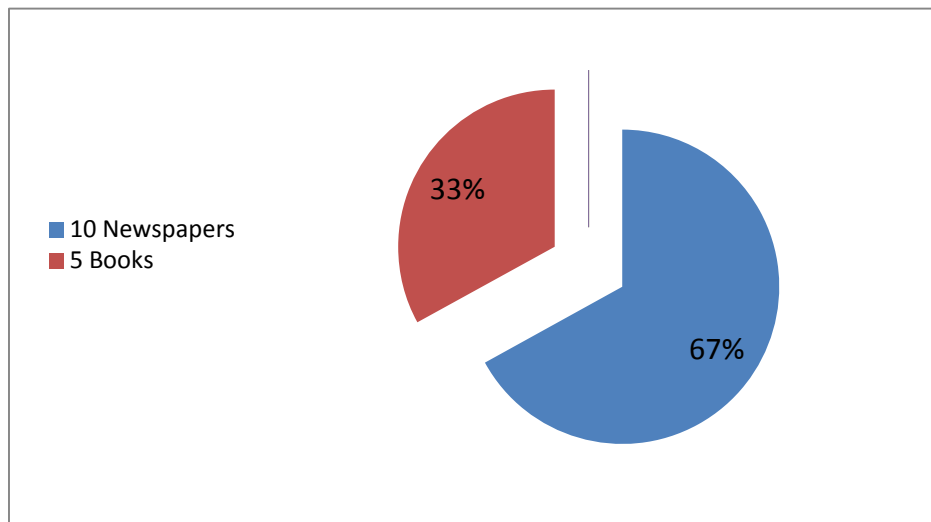


Graph 17: Favourite authentic material

To the fifth question: What kind of authentic material do you like best to use from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings,

newspapers, books? 3 teachers said magazines, 5 internet websites, 4 songs and 3 films. No teacher mentioned brochures, radio recordings, newspapers or books

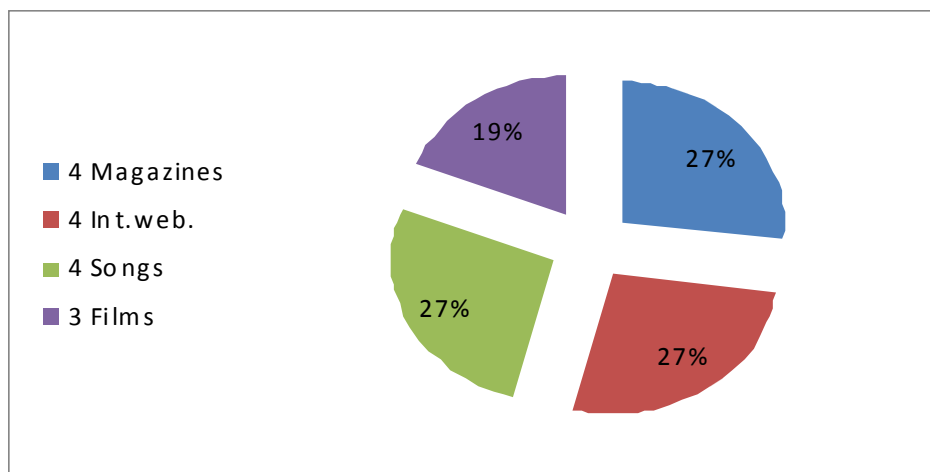
Question 6. What authentic material do you find most difficult for your pupils from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books?



Graph 18: The most difficult authentic material

To the sixth question:” What authentic material do you find most difficult for your pupils from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books? 10 teachers think that using newspapers is the most difficult and 5 of them think books are the most difficult to use. No teacher mentioned the rest authentic materials.

Question 7. What authentic materials from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books do you find the easiest for your pupils to follow?



Graph 19: The easiest authentic material

The question number 7. What authentic materials from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books do you find the easiest for your pupils to follow? 4 teachers think that the most difficult are magazines, 4 teachers internet websites, 4 teachers songs and 3 teachers films.

Commentary – Questionnaire for teachers

The results of the research answered the following questions: Do Czech teachers of English work with authentic materials in teaching English conversation? If yes, do they find using authentic materials easy and useful for their pupils? What is the most popular authentic material for teachers? The results of the questionnaire for teachers show that about half of the teachers of English language like working with authentic materials in their conversation classes. This fact did not match my expectations, I supposed less teachers work with authentic materials. Based on my experience many Czech teachers prefer textbooks and they are not enthusiastic about introducing new methods in their teaching. Nevertheless that result is promising. The answers to the question about difficulties connected with using authentic materials in teaching are not surprising. Me, as a teacher who uses authentic materials I can confirm that working with authentic materials is not easy and it is time consuming as for the planning the lesson. The questioned teachers do not find it easy working with authentic materials but they all have the same opinion that it is useful for the pupils. I expected them to say so because I also experienced a positive feedback on lessons where authentic materials were used. The answers to the question about most popular authentic material also confirmed my expectations. Films, songs, magazines and internet websites showed as the most popular.

The fact that the same authentic materials are the most favourite at the pupils is worth mentioning.

Interview

As another part of my research I decided to do an interview with one of the teachers that I met at one of the secondary schools in Plzen. The questions of the interview can be found in appendices. (See Appendix 3, p. 48)

The main objective was to find out if she uses authentic materials in her English conversation lessons. My other questions were concerning issues like if she can see some benefit in using them, if she enjoys working with authentic materials and her students as well and if it is difficult for her to teach conversation lessons with the basis of authentic materials.

Commentary to the interview

The transcription of the interview can be found in appendices. (See Appendix 4, p. 49)

In summary, based on the answers from the interview, conclusions can be made that teachers consider the choice of the teaching materials as well as authentic materials as one of the key prerequisite for a successful lesson. The questioned teacher admits that the preparation for a lesson with authentic materials is demanding and time consuming but she is persuaded that using authentic materials in teaching English through Communicative approach is necessary for the progress of the students.

The following part is dedicated to the description of the interview where the teacher's answers have been analysed.

The interview has brought interesting information about using authentic materials in teaching English conversation at one the basic schools in Plzen. The teacher considers the choice of the teaching materials as one of the key prerequisite for a good lesson. She thinks that authentic materials can be very helpful in conversation classes but she points out that it needs good preparation of activities based on authentic materials. She admits that it is time consuming and that is why not many of her colleagues work with authentic materials. She also stresses that authentic materials can be used with all levels of students even with beginners. She enjoys teaching with authentic materials because her pupils learn more by imitating real life situations when they use authentic materials like magazines, brochures or radio recordings, for example.

In conclusion, she can see teaching through Communicative approach based on the usage of authentic materials as the right method of teaching a foreign language because it motivates students and their learning is more efficient.

This chapter was dedicated to the results of the research which was carried through the method of questionnaires for pupils and teachers. The results of the questionnaires were represented by graphs followed by descriptions. The results of the interview with a Czech teacher are shown in the commentary. The following chapter deals with the pedagogical implications, limitations of the research and suggestions for further research.

V. IMPLICATIONS

As we can see from the results - Part I, conversation lessons with the use of authentic materials are very popular with pupils of primary school however not to such degree with the teachers of primary schools. As indicated in the results - Part II., using authentic materials in teaching English classes seems demanding for the preparation, therefore not so many teachers work with authentic materials according to the opinion of one of the questioned teachers. I describe implications and limitations of these two parts of the research with possible suggestions for further research.

Pedagogical Implications

As the research shows authentic materials are used by some of the teachers at basic schools while teaching English conversation classes. As the first questionnaire has shown authentic materials are very popular with pupils. They enjoy learning English with songs, films, magazines and websites. On the other hand many of them replied that do not understand English recordings in original well. Therefore pupils should be exposed to listening as much as possible because listening is one of the main competences according to the Communicative approach. This method is based on authentic materials which develop communicative competence as a priority.

This research can be very instrumental for teachers or students who would like to implement authentic materials in their lessons. The first part of the research provides information about the popularity of using the authentic materials and it results that about half of them like working with them, the others can see teaching with authentic materials as a necessity but they find it difficult to create activities based on authentic materials.

The second part of the research presents the results of the interview where the questioned teacher claims that the preparation is time consuming. She think that using authentic materials is useful because authentic materials are taken from real world and the teachers suppose that pupils can learn more imitating real life situations that learning artificially from textbooks. The interview teacher wishes there were textbooks based on authentic materials which would make easier teaching English conversation.

Limitation of the Research

None of the two parts of the research can be generalized as the research was carried out only at three basic schools in Plzen, therefore its results are limited. As for the first part not all authentic materials were included in the questionnaires that is why we cannot make general conclusions. Only 83 students were questioned at 3 basic schools and 15 teachers participate in the research. We can consider the numbers only as sample results and we cannot generalize. In the second part of the research only one teacher took part in the interview, therefore, the interview represents only an example of teaching methods at Czech elementary schools.

Suggestions for Further Research

As stated above there are several fields that were not thoroughly explored and some aspects that misrepresent the received data. The further research could focus on such drawbacks. It should explore deeply if Czech teachers of English language work with authentic materials. It could also compare the progress of pupils in English language with the help of authentic materials and with the use of a textbook. As possible further research an experiment method could be used to show the practical usage of authentic materials during English classes. As authentic materials can be used not only at English conversation but during all classes of English language, further research could be developed to show if authentic materials are used in general in Czech schools.

VI. CONCLUSION

This work deals with the topic of using authentic materials in teaching English conversation. Implementing authentic materials in teaching has a close connection with the popular method of Communicative approach which seems as an appropriate method for teaching English conversation.

Communicative approach or CLT (Communicative Language Teaching) has authentic materials as its support and stresses teaching English in real world situations. According to the survey there are various authentic materials that teachers use in their classes. As examples we can name DVDs, songs with lyrics, brochures, magazines, newspapers, books, magazines, radio recordings and other items from everyday life that teachers or their pupils can find not only abroad but also in their own environment.

However teaching English conversation and teaching with authentic materials in general does not look spread in Czech elementary schools. Czech teachers do not appear to have the knowledge and experience of using authentic materials in their classes.

Regarding the benefit of the usage of authentic materials, teachers are invited to work with authentic materials because they can assist to their pupils' progress in speaking English better. Authentic materials appear as convenient teaching materials with the focus on the speaking competence which is together with listening competence placed ahead of other learner's competences according to the Common European Framework of references for languages.

However teaching English conversation and teaching with authentic materials in general does not look spread in Czech elementary schools. Czech teachers do not appear to have the knowledge and experience of using authentic materials in their classes. Nevertheless using authentic materials is beneficial in the way that it creates atmosphere of being out of the school walls and children get more interested, engaged and exposed to real world language. The exposure of no textbook material contributes to the motivation of students.

REFERENCES

- Ciolăneanu, R., Ivan, M., (2007). Approaching Marketing Concepts from a CLT perspective. Retrieved from <http://www.beta-iatefl.org/1415/blog-publications/approaching-marketing-concepts-clt-perspective/> n.d.
- Di Pietro Robert J., (1987) *Strategic Interaction: Learning Languages through Scenarios*: Cambridge University Press.
- Dorney, Z., Thurrell, S. (1992) *Conversation and Dialogues in Action*: Prentice Hall International.
- Grigg, T., (2012) Using Brochures in the LCTL Classroom
Retrieved from <http://www.lmp.ucla.edu/lp/lessonplans/UsingBrochures.pdf>
- Harmer, J. (2007) *The Practice of English Language Teaching*: Pearson Longman.
- Littlewood, W., (1992) *Communicative Language Teaching: An Introduction*: Cambridge University Press.
- Nolasco, R., Arthur, L., (1992) *Conversation*: Oxford University Press.
- Richards, J.C. (2006). Communicative Language Teaching Today, Retrieved from http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf
- Richards, J.C., Rodgers, T., C., (1991) *Approaches and Methods in Language Teaching: A description and analysis* Cambridge University Press.
- Savignon, J., S., (1983) *Communicative Competence: Theory and Classroom Practice* Addison-Wesley.
- Scrivener, J., (2005) *Learning Teaching* Macmillan Education.
- Tamo, D. (2009): The Use of Authentic Materials in Classrooms, Retrieved from http://www.lcpj.pro/skedaret/1277547685-74_pdfsam_LCPJ,%20Per%20shtyp.pdf, n.d.

APPENDICES

Appendix 1. Questionnaire for students (English version)

1. Do you prefer to use authentic materials like English DVD, CD, and Internet than to work with your textbook or workbook?
2. Do you like watching English and American films during your classes?
3. Do you understand the films in original version?
4. Do you like listening to English and American songs and doing activities with the lyrics?
5. Do you like reading English magazines during the English classes?
6. Do you like working with travel brochures during English classes?
7. Do you like listening to English radio during the classes?
8. Do you understand to English records?
9. Do you enjoy working with English and American websites during you classes?
10. Do you like reading English stories and poems?
11. Do you read newspaper articles during English classes?
12. What authentic material do you like best from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books?

Dotazník pro žáky (česká verze)

1. Používáš raději autentické materiály jako DVD, CD a Internet, než svoji učebnici a pracovní sešit?
2. Díváš se rád na anglické a americké filmy při hodinách anglického jazyka?
3. Rozumíš filmův v původním znění?
4. Posloucháš rád anglické a americké písničky a pracuješ rád s texty písniček?
5. Čteš rád anglické časopisy během hodin anglického jazyka?
6. Pracuješ rád s cestovními brožurami během hodin anglického jazyka?
7. Posloucháš rád anglické rádio při hodinách anglického jazyka?
8. Rozumíš anglickým nahrávkám?
9. Baví tě pracovat s anglickými a americkými webovými stránkami při hodinách anglického jazyka?
10. Čteš rád anglické povídky a básničky při hodinách anglického jazyka?

11. Čteš novinové články při hodinách anglického jazyka?

12. Jaký autentický materiál máš nejraději z následující nabídky: časopisy, internetové stránky, písničky, filmy, cestovní brožury, nahrávky z rádia, noviny, knihy?

Appendix 2. Questionnaire for teachers

1. Do you like working with authentic materials at your conversation lessons?
2. Do you find using authentic materials easy at teaching?
3. Do you find the authentic materials useful for your pupils?
4. Do you think your students enjoy working with authentic materials?
5. What kind of authentic material do you like best to use from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books?
6. What authentic material do you find most difficult for your pupils from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books?
7. What authentic materials from the followings: magazines, internet websites, songs, films, travel brochures, radio recordings, newspapers, books do you find the easiest for your pupils to follow?

Appendix 3. Questions for the structured interview

Question 1. Could you tell me something about your professional career, how long have you been teaching and what is in your opinion important for being a good teacher?

Question 2. As you have mentioned “good teaching materials”, what do you mean by that?

Question 3. What are authentic materials for you?

Question 4. Do you think that authentic materials can be used with students of all levels?

Question 5. Do you like working with authentic materials?

Question 6. What do you find most difficult while using authentic materials in your lessons?

Question 7. What authentic materials are your favorites?

Question 8. What authentic materials do your pupils prefer?

Question 9. What authentic materials are the most difficult to follow?

Question 10. Do your colleagues work with authentic materials?

Question 11. What would you advise to the teachers who want to work with authentic materials in conversation lessons?

Question 12. Do you think that using authentic materials have a connection with the motivation of students?

Question 13. Would you agree that teaching with the help of authentic materials is a necessity when we are involved in Communicative approach of language teaching?

Appendices 4. Tapescript of the interview

Question 1. Could you tell me something about your professional career, how long have you been teaching and what is in your opinion important for being a good teacher?

I have been teaching for 15 years at basic schools in Plzen, teaching is my life and I cannot imagine doing a different job. Sometimes it is very difficult with children when they do not want to do what they are told and they just want to chat in Czech among themselves but I suppose every job has its downsides and rewards. I try to do my best, to be a good teacher, to motivate my pupils like using good teaching materials.

Question 2. As you have mentioned “good teaching materials”, what do you mean by that?

By good teaching materials I mean anything that grabs their attention and makes them to learn. Sometimes textbooks are not very motivating, I would say they can be off-putting. Or even there is no textbook, like in the case of teaching English conversation. Pupils need to enjoy learning English; they need to know what benefit they will have from learning English. The younger ones do not realize that English is a necessity in the nowadays world and that they will need it in their future. It is too far for them that is why I prepare activities that imitate real life situations and I am using authentic materials as well.

Question 3. What are authentic materials for you?

Anything from real life, anything that has some connection to everyday life. Most common authentic materials are for example songs or DVDs, teachers used to use it without knowing that it is called authentic materials. I use brochures, menus, postcards, magazines, stories, TV guides, internet and many others.

Question 4. Do you think that authentic materials can be used with students of all levels?

Yes. Definitely. The lower level a student is the most difficult is to prepare a lesson with authentic materials. I cannot just to the classroom with magazines that I picked up on holidays and expect my pupils to work. I need to prepare some activities at home, it is time consuming but it is worthy. For example I can use English riddles for small kids, they love it

Question 5. Do you like working with authentic materials?

Yes, I do because it is not only my pupils but also me who enjoy the lesson. Once I prepare the activities at home, I do not have to do so in the class. My students get engaged and let them do their work. And first of all working with brochures, songs, role plays based on recordings is challenging for them because it is something different, it is not school but real life.

Question 6. What do you find most difficult while using authentic materials in your lessons?

I think the preparation. As I said before I cannot just come to the classroom and hand out newspapers without thinking what they could manage and what activities can be done with it.

Question 7. What authentic materials are your favorites?

I like all kinds of authentic materials. I am happy when I get positive feedback from my kids, when they like the lesson.

Question 8. What authentic materials do your pupils prefer?

My kids enjoy songs with gab lyrics and films, of course. Sometimes they bring their own songs and other authentic materials. We have agreed to make a little collection of materials that we use in our English conversation lessons.

Question 9. What authentic materials are the most difficult to follow?

Do you mean which authentic materials are the most difficult for my students? I would say listening like radio recordings or songs are difficult to understand. And I consider listening and speaking as the most important abilities.

Question 10. Do your colleagues work with authentic materials?

Some do but not a lot, they are a bit worried, they do not know what to do and it is really time consuming, the preparation.

Question 11. What would you advise to the teachers who want to work with authentic materials in conversation lessons?

I would tell them not to worry. And try it. If they prepare the activities ahead they will see that it is easy and their students will pay more attention during classes.

Question 12. Do you think that using authentic materials have a connection with the motivation of students?

No doubt. Pupils appreciate authentic materials because it is something new, something that tells them why to learn new vocabulary, why to learn word order, everything leads to speaking and using the language outside the school walls.

Question 13. Would you agree that teaching with the help of authentic materials is a necessity when we are involved in Communicative approach of language teaching?

Yes, I agree. The Communicative approach is based on teaching through authentic materials. If we want to teach our pupils to speak, they need to be exposed to real situations and hear, read and see how English is used worldwide. I hope there will be soon textbooks that would be authentic materials based. It would be easier for us teachers to teach and for fun for our students to learn.

Thank you for your time and cooperation.

SHRNUTÍ

Tato diplomová práce se zabývá použitím autentických materiálů při výuce anglické konverzace na základních školách na druhém stupni v České republice. V práci jsou popsány autentické materiály, jejich využití a přínos pro výuku anglického jazyka při hodinách konverzace. Jsou zde zmíněny možné nevýhody spojené s výukou autentických materiálů.. Tato práce se také věnuje komunikativní metodě, která se opírá o využití autentických materiálů. Praktická část se skládá ze dvou výzkumů prostřednictvím dotazníků a interview. První výzkum poskytuje informace týkající se frekvence a oblíbenosti používání autentických materiálů u žáků a učitelů. Výsledky tohoto výzkumu jsou doplněny o grafy a jejich popis. Druhý výzkum byl proveden prostřednictvím interview. Zabývá se názory, zkušenostmi a postřehy českého učitele na téma využití autentických materiálů při výuce anglické konverzace. Výsledky ukazují, že polovina dotazovaných učitelů používá autentické materiály při své výuce, dále bylo zjištěno, že všichni dotazovaní učitelé pokládají autentické materiály užitečné pro zlepšení úrovně žáků v anglickém jazyce, ale pokládají zejména přípravu hodin s využitím autentických materiálů za náročnou.