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Introduction

The present thesis deals with teaching cultural aspects during English lessons by using authentic materials. It consists of Introduction, Chapter One, Chapter Two, Chapter Three, Conclusions, Polish Summary, and References.

Chapter one focuses on culture. Thus, the definition of culture is given. Moreover, the culture in terms of foreign language teaching and learning is described. Furthermore, different types and approaches to teaching culture during English lessons are enumerated and widely described. In addition, the best approaches to teaching culture for students at the age of 7-9 are presented.

Chapter two is devoted to authentic materials. Therefore, the definition of authentic materials is provided. Moreover, different types of authentic materials are described. Furthermore, the best authentic materials for the learners at the age of 7-9 are proposed.

Chapter three deals with different tasks designed for the primary learners at the age of 7-9 are presented and described. Thus, the comparison of Polish, American, and British culture is presented. Moreover, activities based on intercultural approach are given. Additionally, the lessons of using culture during English lessons are described.

Finally, there are conclusions and Polish summary. Moreover, there is a full list of references used during the writing of the thesis.

1. Chapter One. Culture

1.1. General definition of culture

The word ‘culture’ comes from Latin *cultura* and at first meant cultivation. In its current meaning the term ‘culture’ appeared in Europe in the 18th – 19th century. Probably, what may come to one’s mind while thinking about the definition of the term is that culture is characteristic to particular group of people, which means that this group of people share the same language, history, religion, inhabited territory, cuisine, traditions and social habits.

What also can come up to our minds is the definition of so-called capital-C Culture and here we consider arts, theatre, music and literature; or as we can read in Oxford Dictionary “the arts and other manifestations of human intellectual achievement”.

However, there are many ways to define culture, for example from the anthropological point of view this term is defined as “the way people live” (Chastain 1988:302), Trinovitch (1980:550) states that culture is “ an all-inclusive system which incorporates the biological and technical behaviour of human beings with their verbal and non-verbal systems of expressive behaviour starting from birth, and this “all-inclusive system” is acquired as the native culture. The process, which can be referred to as “socialization”, prepare the individual for the linguistically and non-linguistically accepted patterns of the society in which he lives.” We can all agree on the fact that culture is a vital part of our language, our present and our past.

According to The National Centre for Cultural Competence culture is an”integrated pattern of human behaviour that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations” (Goode, Sockalingam, Brown, & Jones, 2000). This definition says that language is not only a part of how we define culture, but it also reflects culture.

Dakowska (2005:106) says that “culture is a way of life of a given society permeates all areas of communication and provides contexts for the interpretation of meanings”.

Summing all these definitions up we realize that all these definitions have something in common and that is the fact that culture is a way of life (Brown, 1994:163). It is the background of our existence. It is the factor which makes a group of people to have something in common. It is kind of a model that shows the way of behaviour in community. It takes control on the way we behave in a group and makes us realize what the others expect of us, and what may happen if we live against their expectations. Hence, thanks to culture we know how far we can go as individuals and what are our responsibilities to the group.

1.2. The definition of culture in terms of foreign language teaching and learning

When focusing on culture in terms of teaching and learning foreign language, this point of view on culture is the most essential for this paper, many scholars agreed that language without cultural relevance is nearly useless. According to Brown (1994: 170) “language is the most visible and available expression of the culture”. What is more, Tang (1999) assumes that culture is language and language is culture. In his opinion when one wants to speak a language well, he or she needs to think in that language. Language and culture are inseparably joined. That is why many scholars started to call culture the “fifth skill”, next to reading, speaking, listening and writing, which these four are four main skills thought while teaching foreign language.

Duranti (1997: 28-29) specifies what exactly means “being a part of culture”. In his opinion, to be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true (given certain premises). To the propositional knowledge, one might add the procedural knowledge to carry out tasks such as cooking, weaving, farming, fishing, giving a formal speech, answering the phone, asking for a favor, writing a letter for a job application”.

Additionally, Buttjes (1990), Ochs and Schieffelin (1984), Poyatos (1985), and Peters and Boggs (1986) state that “language and culture are from the start inseparably

connected” (Lessard-Clouston, 1997). Thus, the language should be learned in particular social situations¹:

1. every society orchestrates the ways in which children participate in
2. particular situations, and this, in turn, affects the form, the function and
3. the content of children’s utterances;
4. caregivers’ primary concern is not with grammatical input, but with the
5. transmission of sociocultural knowledge;
6. the native learner, in addition to language, acquires also the
7. paralinguistic patterns and the kinesics of his or her culture.

Furthermore, Duranti (1997: 24) defined culture as “something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication”.

However, on the other hand there are meaningful voices which points out that culture can be seen as “mere information conveyed by the language, not as a feature of language itself” (Kramsch 1993). Kramsch also says that we cannot consider culture as the fifth skill, because it is something additional, but still of great importance. Furthermore, Kramsch (1993:1) highlights from the very beginning that culture is in the background “ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them”.

Anyhow, one should not forget that good knowledge of a foreign language is not enough; for example one can speak Chinese very well, but knows very little about the country where this language is spoken. Especially during business meetings or travels

¹ Lessard-Clouston, M. (1997). “Towards an Understanding of Culture in L2/FL Education”. In: Ronko, K.G. *Studies in English*, 25, 131-150 Japan: Kwansei Gakuin University Press.

abroad we can realise how big problems and unpleasant blunders such lack of knowledge about culture can cause. Zofia Chlopek in her article says “communication that lacks appropriate cultural content often results in humorous incidents, or worse, is the source of serious miscommunication and misunderstanding”. Probably one could not agree more.

The content of culture should, according to Goodenough (1981: 62) include:

- The ways in which people have organized their experience of the real world so as to give it structure as a phenomenal world of forms, their percepts and concepts.
- The ways in which people have organized their experience of their phenomenal world so as to give it structure as a system of cause and effect relationships, that is, the propositions and beliefs by which they explain events and accomplish their purposes.
- The ways in which people have organized their experiences so as to structure their world in hierarchies of preferences, namely, their value or sentiment systems.
- The ways in which people have organized their experience of their past efforts to accomplish recurring purposes into operational procedures for accomplishing these purposes in the future, that is, a set of “grammatical” principles of action and a series of recipes for accomplishing particular ends.

According to Tomalin & Stempleski (1993: 7-8), the teaching of culture has the seven goals:

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.
2. To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.

3. To help students to become more aware of conventional behaviour in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
6. To help students to develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

1.3. The meaning of culture in language teaching

Studying foreign language consists of several components like grammatical competence, communicative competence, language proficiency, but what is more, also some changes in attitude towards our own or another culture. For many scholars gaining knowledge about culture is certainly an integral part of foreign language learning. Admittedly, there are a lot of teachers whose goal is to make teaching culture a very significant part of foreign language teaching curriculum.

Krasner (1999) states that linguistic proficiency is not enough for a student to be proficient in that language. What, foreign language learners, should be aware of are; appropriate ways to address people, express appreciation, asking, and agree or disagree with people. They should bear in mind that behaviours or intonation patterns that are used in their own society, do not necessarily have to be appropriate in foreign communities. One need to be aware of fact that to communicate well, the usage of language must be connected with culturally suitable actions.

The main misunderstanding which often occurs when it comes to teaching culture in foreign language classroom, as Kramersch (1993:1) says, is conviction that language is only a code and once learned – mainly by mastering grammatical rules and

some aspect of context when they are used – “one language is essentially (albeit not easily) translatable into another”.

This belief occurred to be influential in promoting different approaches to teaching foreign language – sociolinguistic, pragmatic and communicative – this surely have enhance the learning of language a social aspect, however, the language still occurs to be perceived without trying to identify and gain insights into the very fabric of society and culture that charge language in many diverse ways. Such a perception on language can only cause problems and lead to cross-cultural misunderstandings.

Moreover, Lessard-Clouston (1997) points out that culture in learning teaching means that “students will indeed need to develop knowledge of and about the L2 or FL culture, but this receptive aspect of cultural competence is not sufficient. Learners will also need to master some skills in culturally appropriate communication and behaviour for the target culture (...). Cultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture, as well as their own culture”.

Furthermore, Lessard-Clouston (1997) finds four descriptors for meanings of culture by Adaskou, Britten and Fahsi (1990: 3-4). They are the most helpful for a foreign language teachers and they include:

1. the aesthetic aspect, which includes the arts (cinema, literature, music and media),
2. the sociological aspect, which refers to the organization and nature of family, interpersonal relations, customs, material conditions, etc.,
3. the semantic sense, which encompasses the whole conceptualization system which conditions perceptions and thought processes,
4. the pragmatic or sociolinguistic sense, which refers to the background knowledge, social and paralinguistic skills and language code which are necessary for successful communication.

In addition, Lessard-Clouston (1997) presents us the meaning of culture by Robinson (1988:11) providing a description that culture is a dynamic “system of symbols and meanings” where “past experience influences meaning, which in turn affects future experience, which in turn affects subsequent meaning, and so on”.

1.4. Different types and approaches to teaching culture

According to Risager (1998: 243), there are four different approaches to teaching culture:

1. The foreign-culture approach, which has been losing ground since the 1980s – it is shaped upon the concept of a single culture. Moreover, it focuses on the target culture. However, it does not take students' native culture into consideration or it does not compare the two cultures. The main aim is to develop the target language's communicative competence and cultural understanding. This approach was criticized mainly because it does not focus on the relationship between the two cultures.
2. The intercultural approach, which has replaced the foreign-culture approach, and is the dominant one today – it is shaped upon the concept of comparison between the target culture and students' own culture. However, the main focus is on the target culture. The main aim of this approach is to develop students' understanding of intercultural and communicative competences and to enable the students to act as mediators between the two cultures. According to Rigaser (1998: 246), this approach is not appropriate since it is “blind to the actual multicultural character of almost all existing countries or states”. She suggests that the teachers should use the multicultural approach.
3. The multicultural approach, which has made its appearance since the 1980s, but still is in marginal position – it is shaped upon the idea that in every country a number of sub-cultures exist with one culture. This approach focuses on the ethnic and linguistic diversity of the target country. Moreover, it focuses on students' own culture. Furthermore, the comparison between the target culture and students' own culture is very important. According to Risager (1998: 246), “a balanced and anti-racist view of cultures should be involved”. In addition, this approach focuses on the principle that cultures are not monolithic.
4. The transcultural approach, which is just beginning to appear as a result of internationalization – it is shaped upon mass communication, World Wide Web, globalization, and the phenomena that modern world cultures are intricately

interwoven. The foreign language is perceived as an international language. Thus, the foreign language should not be linked to any specific culture. However, Byram (1997: 55) claims that “although it is possible to introduce topics which are of universal significance in all cultures, such an approach leaves learners without topics which are characteristic of a particular country, that is the ones which ‘characterize its uniqueness for the language learner’”.

Moreover, Stern (1992: 223-232) presents eight approaches to teaching culture.

They are:

1. Creating an authentic classroom environment (techniques include, for example, displays and exhibitions of realia),
2. Providing cultural information (for example, cultural aside, culture capsule and culture cluster),
3. Cultural problem solving (for example, culture assimilator),
4. Behavioral and affective aspects (for example drama and mini-drama),
5. Cognitive approaches (for example student research),
6. The role of literature and humanities (for example, literary reading and watching films),
7. Real-life exposure to the target culture (for example, visits to the class by native speakers, pen-pals and visits to other countries),
8. Making use of cultural community resources (for example, when a foreign language learning takes place in the target-language community, the everyday environment can be used as a resource).

Furthermore, Galloway (1985) presents “Facts Approaches” to teaching culture.

They result from poor preparation of teachers for teaching culture. They are:

1. “The Frankenstein Approach”: A taco from here, a flamenco dancer from here, a Gacho from here, a bullfight from there.
2. “The 4-F Approach”: folk dances, festivals, fairs and food.

3. “The Tour Guide Approach”: monuments, rivers, cities, etc.
4. “The ‘By-The-Way’ Approach”: sporadic lectures or bits of behavior selected indiscriminately to emphasize sharp differences.

Thus, Lessard-Clouston (1997) claims that planning for culture teaching is very important: “Just as we are intentional in terms of what grammatical structures we teach and how, we must also be systematic about our culture teaching” (Lessard-Clouston, 1997: 24).

The planning can be possible thanks to Moran’s chart that is called “A framework for learning/teaching culture” (Moran, 1992).

Table 1. presents Moran’s framework for learning / teaching culture.

Aspect A: Knowing about (getting information)	Aspect B: Knowing how (developing behaviours)
<p>Nature of content: getting information</p> <ul style="list-style-type: none"> - what is the capital of the US? - sports in American life. <p>Learning objectives: demonstrate a mastery of the information.</p> <p>Techniques/activities: cultural readings; films/videotapes; recordings; realia (cultural artifacts); personal anecdotes.</p> <p>Teacher role: informant</p>	<p>Nature of content: skills</p> <ul style="list-style-type: none"> - buying tickets to a sports event, - cheering for your team at a football game, <p>Learning objectives: demonstrate an ability (a fluency, an expertise, confidence)</p> <p>Techniques/activities: dialogs, role plays, simulations, field experiences.</p> <p>Teacher role: coach or model.</p>
Aspect C: Knowing why (discovering explanations)	Aspect D: Knowing oneself (personalizing knowledge)
<p>Nature of content: values and assumptions</p> <ul style="list-style-type: none"> - why are sports so important to Americans? - are you making an observation or an interpretation? 	<p>Nature of content: self-awareness</p> <ul style="list-style-type: none"> - what importance do sports have in YOUR life? <p>Learning objectives: by behavior/statements demonstrate understanding of ones' feelings, values,</p>

<p>- how does this compare with your culture?</p> <p>Learning objectives: critical thinking</p> <ul style="list-style-type: none"> - demonstrate an ability: to infer; to generalize; to suspend judgment, - curiosity; tolerance; sensitivity; empathy. <p>Techniques/activities:</p> <ul style="list-style-type: none"> - learners interpret and make explanations based on above activities, - comparisons with their own culture, - ethnography, - reflective writing. <p>Teacher role: co-researcher or guide</p>	<p>opinions, attitudes, and act upon them.</p> <p>Techniques/activities:</p> <ul style="list-style-type: none"> - learners examine and make statements about themselves, - reflective writing, - feedback on above activities. <p>Teacher role: counselor or guide.</p>
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Table 1. Moran's framework for learning / teaching culture.

Teaching culture cannot be memorization of cultural facts. According to Paige (2001:5) learning about culture should include:

1. learning about the self as a cultural being,
2. learning about culture and its impact on human communication, behavior, and identity,
3. culture-general learning, i.e., learning about universal, cross-cultural phenomena such as cultural adjustment,
4. culture-specific learning, i.e., learning about a particular culture, including its language,
5. learning how to learn, i.e., becoming an effective language and culture learner.

According to Lessard Clouston (1997: 25), "Culture learning assessment has been neglected in L2/FL education, and this is something that must be addressed if we are to enable students to truly understand and profit from this aspect of their L2/FL classes".

Taking everything into account, the teachers that would like to have an educational progress of their students in a language should propagate knowledge about culture and enable them to become a part of it. It gives satisfactory results in well communication.

1.5. The best approaches to teaching culture to 7-9 years old primary learners

For students that are 7-9 years old, the best way of teaching are the intercultural and multicultural approach. Such approaches help them to conceive why they are ought to learn culture and language in the same time and put they selves in these culture. Extremely helpful in activities from the scope of intercultural education are the following modality: playing social roles, debates and discussion, working texts out and conducting an interviews. Of course there are no counter-indications to use the last approach to teaching language, but it could be stressful for children who are not self-confident in contacts with strangers. In age of 7 also the level of language skills are not that advance to talk fluently and carrying on a conversation. It is important to give students a sense of security and acceptance during the conversation with teacher or friends from class.

The main goals of intercultural approach are (Corbett, 2003: 3):

1. appreciate the similarities and differences between their own and cultures of communities / countries where the target language is spoken,
2. identify with the experience and perspective of people in the countries and communities where the target language is spoken,
3. use this knowledge to develop a more objective view of their own customs and ways of thinking.

Byram (1997) proposes an intercultural communicative competence model that consists of five different components. They are:

1. knowledge,
2. attitudes,

3. skills of interpreting and relating,
4. skills of discovery and interaction,
5. political education including critical cultural awareness.

Knowledge consists of students' learning about social groups, products, practices, and processes of interaction.

Attitudes consists of curiosity and openness to the others. Moreover, it is readiness to revise cultural values and beliefs to interact with others.

Skills of interpreting and relating are the ability to identify and explain cultural perspectives and mediate between and function in new cultural contexts.

Skills of discovery and interaction are the ability to acquire new cultural knowledge and practices. Furthermore, it is the ability to operate knowledge attitudes and skills in the real-life communication.

Critical cultural awareness is connected with the ability to evaluate critically the perspectives and practices in students' own culture and the target culture.

According to Zofia Chlopek (2008), there are some tips that the teachers should take into consideration while preparing activities for 7-9 years old learners. They are:

1. conduct parts of the activities in the students' native language,
2. use introductory activities which pre-teach relevant vocabulary or structures and introduce key concepts,
3. simplify texts or design activities in such a way that students can cope with a more difficult text, and
4. adapt activities in agreement with the students' stage of cognitive development.

It is essential that intercultural training begin as early as possible; we must not postpone it until our learners are at an advanced language level and/or older.

According to Chlopek, there are three stages of implementing intercultural approach into language teaching.

The first stage is connected with students' own culture. The purpose of this stage is to help students to look at their own culture at the conscious level and perceive it from an objective point of view. Thus, students' native culture should be seen as a new perspective. Chlopek proposes five activities during this stage (2008):

“Activity 1. The teacher writes the word *CULTURE* in the middle of the board and encourages students to brainstorm the different associations they have with the term. All ideas are written down, followed by an in-class discussion of the different cultural dimensions. The teacher should add aspects that learners have not thought about. Next, students work in groups and categorize the different aspects of culture in the form of a mind map, ideally on big sheets of paper. Each group then presents their own mind map to the whole class. For homework, students are asked to observe their own environment carefully and to take note of various aspects of their native culture.

Activity 2. Following Activity 1, students work in groups and compare their observations and then try to step back and look at the collected data critically and reflectively from an objective point of view, as if through the eyes of a representative of another culture (the teacher should make sure that groups deal with many different cultural manifestations). This is followed by a whole-class discussion during which all teams report on what they have found out. For example, students might come up with statements such as: “In Poland, you have to take off your shoes when entering somebody’s house. We think this is silly, because it means you have to walk around the house in your socks.”

Activity 3. Again working in groups, students invent alternatives to existing manifestations of their own culture. They may come up with ideas such as: (1) instead of shaking hands with people, you might jump three times, and (2) nodding the head could mean “no” instead of “yes.” Then, each group prepares a sketch showing the new manifestations and the others must guess what they stand for. Creative students will have no problems with this exercise - and some of their ideas may actually be true of other cultures!

Activity 4. Students are asked to discuss in groups the following question: “Which aspects of my own culture may seem weird to a foreigner?” Then, they read or listen to descriptions of their native culture given by representatives of other cultures, which can be printed out from the Internet or recorded from a TV program. Considering aspects of their own culture as seen through someone else’s eyes provides a totally new perspective. What has always been obvious and often subconscious may be perceived differently for the first time—and sometimes noticed for the first time!

For example, on the International Business Center Website (2008), one can read that German businesspeople shake hands each morning even after years of working together, as if they were meeting for the first time. In Germany (and in Poland, too), men usually shake hands when they meet and when they take leave of each other and this is not a formal gesture, but a customary greeting, exchanged even by closest friends. Reading this information, German (or Polish) students may realize that in different cultures a handshake may have different levels of formality. Thus, such information serves a double purpose: informing about some people’s habits and informing about other people’s misunderstanding of those habits. As a follow-up to this activity, learners can design a webpage for tourists traveling to their native country. If feasible, this may be done using computers, and each group’s webpage can be then placed on the school website. However, designs on paper can be much fun as well.

Activity 5. If feasible, representatives of another culture who have lived in the students’ own country for some time are invited into the classroom. Students (who should have some questions prepared) ask the guests about what they find strange, amusing, annoying, or shocking about the students’ culture. Writing a report or an interview may be a follow-up activity. (Because such a conversation will necessarily involve making comparisons between the guests’ and the students’ cultures, this kind of activity can also be used at Stages Two and Three.)”

The second stage is connected with widening students’ perspectives by getting them to know the cultures of English-speaking countries. Moreover, during this stage, the comparison between students’ own culture and the target culture is possible. The

teacher should start with an English-speaking country culture and then move to students' native culture. During this stage original textbooks can be helpful. Chlopek proposes five activities during this stage (2008):

“Activity 1. The teacher prepares copies of excerpts from literature. Students read the excerpts in groups and decide what would be different if a given novel, short story, or poem was written by an author from their native culture. For example, while reading *Harry Potter and the Philosopher’s Stone* (Rowling 1997), Polish students might point out the cultural contrasts about mantelpieces (19), cupboards under stairs (20), having bacon and eggs for break-fast (21), and a letter being put through a slot in the door to fall on the doormat (30). When all the ideas have been discussed, students rewrite the literary excerpts so that they are in agreement with their native culture. Next, they compare the different versions.

Activity 2. In this activity the teacher hands out transcripts of real-life conversations copied from newspapers or magazines, printed out from the Internet, or recorded from TV and transcribed. To engage the students, the texts should be interesting and possibly involve some controversial topic. First, students decide who the interlocutors are, which genre the conversation belongs to, and what its level of formality is. Next, the teacher explains how to analyze the text, both the content (e.g., the forms of address, the topics, indications of beliefs and values, and ways of expressing speech acts such as greeting, leave-taking, complimenting, interrupting, inviting, and refusing) and the structure (the point in the conversation where the key idea is, the length of openings and closings, the number of interruptions, and the use of discourse markers). Students work in groups and note down the different cultural aspects and decide how much they resemble or differ from their own culture. Each group reports on what they have found out; for example, Polish learners may discover that Poles and Americans have different attitudes towards work and careers. Finally, students rewrite the conversations in accordance with the rules of their native culture and then read the conversations aloud or act them out.

Activity 3. The teacher hands out copies of pictures showing people using various facial expressions and body language. Such pictures can be found in magazines, on the Internet, and in books such as those by Pease (1984) and Pease and Pease (2004). Students work in groups and try to decide what the person in the picture is feeling and thinking. Then the teacher provides them with a multiple-choice quiz, where for each picture only one description is correct. The students' choices are checked. Next, each group prepares a sketch making use of some gestures or body language, and presents it to the whole class. The feelings and attitudes of the characters in each sketch are discussed. (This activity, with a different set of pictures, can also be applied at Stage Three.)

Activity 4. In this activity students have a British Christmas party. Ideally, it should follow a lesson introducing Christmas customs observed in English-speaking countries. The teacher and students dress up and bring props for the party (e.g., Christmas ornaments, mistletoe, Christmas pudding, stockings, small gifts for others, a recording of the Queen's Christmas speech, and CDs with carols). Now, the party may begin: People unwrap their presents, sing carols, and listen to the Queen. Wherever possible, a short history of the various traditions is mentioned and their meanings are discussed. Differences between the British and the learners' own Christmas traditions should be pointed out. Finally, students play related guessing games, board games, and memory games. (In countries where Christmas is not celebrated, the teacher may decide to find a different occasion for a party.)

Activity 5. The purpose of this activity is consolidation of previously gained knowledge about U.S. culture. Groups or pairs of students design and make a board game by first thinking of and writing down some culture-related questions, such as "You are in a restaurant in New York. The meal was huge and there are some leftovers that you'd like to take home. What will you do?" (Asking for a "doggy bag" is not customary in all countries. In Poland, most people would be embarrassed to take their leftovers home.) The teacher brings copies of a map of the United States and the students bring some pens, glitter glue, or stickers, and they set to work designing a "path" across the states. The questions become "obstacles" and must be correctly answered in order for the

player to continue on the path. As a follow-up, students play each others' games (dice and counters will be needed). Much fun is guaranteed!"

The third stage is connected with expanding students' cultural knowledge by learning about all cultures of the world. Therefore, this stage is the longest and the most difficult. There are some EFL textbooks that contain the information and exercises connected with all cultures around the world and the teachers should search for such books. They are written at different levels. However, they do not prepare the students for initial information about cultures. Thus, textbooks can be only supportive for the teachers. Chlopek proposes five activities during this stage (2008):

“Activity 1. The teacher prints out a few pieces of information about one culture from the Inter-net (e.g., information about prejudices, conversational topics, body language, and table manners). An abundance of websites offer information about the world's cultures for people doing business internationally and for tourists traveling abroad. But teachers may also decide to write the texts themselves. —First, students brainstorm what they know about a given culture. Then, they divide into teams and each team member receives a different text. Next, learners regroup so that all students with the same text form a new group; they read their texts together, helping each other understand the content. Then they discuss what is new for them (thus becoming “experts” in one cultural aspect). Next the teacher tells the students to return to their original teams and share what they have learned with the rest of their team so that at the end of the activity each team member possesses all the information (the teacher must prevent them from simply reading each others' texts). To check the students' knowledge, the teacher randomly asks group representatives to answer questions. The teams that answer the most questions correctly can be given some simple, culture-related prizes, such as Chinese chopsticks, Indian fragrance sticks, or Polish paper cutouts.

Activity 2. The teacher hands out copies of the English version of a newspaper (see the Appendix for websites of newspapers in English). In pairs or groups, students look at a

story, ad, or other text and compare and contrast its structure and content with a similar text in their native newspapers. Similarities and differences are pointed out during a whole-class discussion. As a follow-up, pairs or small groups write a similar text according to the norms of the culture in question. Students can then exchange their texts and read them; if several texts are produced this way, students can compile them into a newspaper.

Activity 3. Students watch a fragment of a film that vividly shows some aspect of a foreign culture, possibly leading to some kind of misunderstanding or conflict. Alternatively, the teacher may prepare written descriptions of possible cross-cultural encounters, or use transcripts of conversations between people from different cultures. Such transcripts can be found in some research papers (see Günthner and Luckmann 1995; Günthner 1998; and House 1993). Students work in groups and try to decide what the characters in the film or conversation should have known and done in order to avoid the conflict; all ideas are discussed in a class forum. A follow-up activity can be the performance of mini-plays prepared by groups of students, showing their own solutions to the problem.

Activity 4. The teacher uses English transcripts of real-life conversations or his or her knowledge to prepare handouts with conversations between representatives of a given culture. As in Stage Two, Activity 2, students analyze cross-cultural elements of conversations (see also Edwards and Csizér 2004). The teacher ought to make sure that students have recognized and understood the sociocultural and sociolinguistic differences and similarities between their own and the other culture. Next, making use of previously gained knowledge, students role-play “speaking between cultures.” The roles - for example, a Japanese Mazda trader and a Polish car dealer - are distributed to pairs of learners, who must be careful to follow the conversational conventions of a particular culture. The teacher must remember that even if learners have been previously provided with a few model conversations, putting theory into practice may be difficult and they will probably require much attention and help. Students can later act out their conversations for the whole class.

Activity 5. The teacher and students bring real-life objects connected with a particular culture into the classroom, such as figurines, food-stuffs, clothes, jewelry, masks, musical instruments, and tapes or CDs with traditional music. The class discusses the uses and symbolic importance of these cultural artifacts. Short personal stories connected with them can be told as well (e.g., a student can tell about the occasion when she purchased a piece of jewelry at a Turkish bazaar). The whole activity is more enjoyable if some of the objects can be actually tried out (foodstuffs smelled and tasted, and musical instruments played).—Generally, activities applied at Stages Two and Three should provide students with a lot of input to work on. Students have to be actively involved in discovering intercultural information. They must also be given a chance to practice their intercultural knowledge. It is not enough for our students to assimilate new information—they need to digest it, feel it, and experience it!”

Chlopek proposes additional ideas as well. The first idea is students exchange. Thus, the teachers can organize students exchanges with the schools from another countries. Before going abroad, the learners should be prepared for another culture.

The second idea proposed by Chlopek is e-mail exchange. She quoted Ho (2000) that claims that “email exchanges between two classes from different countries are becoming a popular alternative to traditional in-person exchanges”.

Finally, she proposes project work. Therefore, the students can work in groups and they can discover different facts about different cultures and they can prepare presentations.

However, the most important issue is to motivate the students and encourage appropriate attitudes towards intercultural approach.

2. Chapter two. Authentic materials

2.1. Definition of authentic materials

The word authentic comes from late Latin *authenticus* and Greek *authentikos* what mean ‘principal, genuine’. Authentic materials are defined differently by the scientists.

Generally, they are “print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos”². They are not created to be used in the classroom. However, they are great learning tools for learners because of the fact that they are simply authentic.

According to Peacock (1997), authentic materials are produced “to fulfill some social purpose in the language community”.

Harmer defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”.

Jordan (1997) writes that authentic texts are “texts that are not written for language teaching purposes”.

Widdoson (1990) states that very important thing connected with authentic materials is “exposure to real language and its use in its own community”.

According to Sanderson (1999) authentic materials are” materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that’s written for a native-English-speaking audience”.

According to Nunan (1999), authentic materials are spoken or written language data that are produced in the course of real-life communication. However, they are not

² *Authentic Materials*. Professional Development Fact Sheet. No. 1. CALPRO. Available at: <http://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf>

necessary written for purposes of language teaching. Moreover, he proposes to bring into the classroom his learners' own samples of authentic language data from real-world contexts outside of the classroom. His learners practice listening and reading with the use of different materials, for instance, TV or radio broadcasts, conversations on the tapes or CDs, meetings, talks, and announcements. Moreover, his students read magazine stories, hotel brochures, airport notices, bank instructions, advertisements, and a lot of written messages present in the real world situations.

Moreover, Nunan and Miller (1995) defined authentic materials as "items not created or edited expressly for language learners" In other words that is a source of materials that comes from the reality of discussed country and which are connected with problems and current events. Another definition says that authentic text is the real message produced by a real speaker or writer for a real audience.

The idea of using authentic materials in classrooms has been created over the past two decades. Person who is believed to be one of the first supporter of using and authentic materials is Henry Sweet. He considered that using authentic materials improves "repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential" (Cited in Gilmore, 2004). This method has been using also by Guariento and Morley (2001) who think that it is the only way to create a real world in classroom. Authentic materials are generally consider to be better than text-book based material because they show a real specific of foreign language and facilitate to understand the culture. Although this definitions are completely understandable very interesting thing is the formulate of the term authentic documents.

According to K. Jarosz "the material is not authentic in itself: it is authentic for someone in specific situation or in the appropriate context, and authenticity is the process occur between the reader and the text"

2.2. Types of Authentic materials

During lessons teachers can use diverse materials for full productivity of working hours. Every types of authentic materials are accessible in the Internet and many other sources.

The first division of the authentic materials is:

1. *Real Business language*: the type of language which is used by business people. That is not a kind of language easy for learners but it could be a good motivator. It show them a level that they should get to use foreign language in business.
2. *Always up-to date and topical material*: this materials help not only practice language but update learners and makes them more informed also they level of language increase. It also the part of business to be good informed in many branch.
3. *Materials from particular source type*: these materials help to work in consistent area for example by reading *The Economist* students could become experts in reading all business publications.
4. *Materials from specific area*: reading and founding these kind of materials prepare students for searching material about they own company in future.

Interesting kind of materials are:

- Article from newspapers – it shows students a real live with problems and situation characteristic for discussing culture
- Literary master piece, poetry, theater - – it reveal outline of the history and culture
- Videos and films – it show a real live and the specific of language
- Records- it learns how accent properly
- Photos and paintings – it presents cultural heritage
- Forms and documents – it learns using language in official situations
- Letters and e-mails-it show how to use informal language
- Writing reports and official documents

Other division of the authentic materials says that there are two types of authentic materials:

1. Print materials,
2. Auditory materials.

The examples of print materials are ³:

- utility bills,
- packing slips,
- order forms,
- ATM screens,
- ATM receipts,
- web sites,
- street signs,
- coupons,
- traffic tickets,
- greeting cards,
- calendars,
- report cards,
- TV guides,
- food labels,
- magazines,
- newspapers.

The examples of auditory materials are ⁴:

- phone messages,
- radio broadcasts,
- podcasts,
- e-books,
- movies,

³ Gebhard, J.G. (1996). *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press

⁴ *Authentic Materials*. Professional Development Fact Sheet. No. 1. CALPRO. Available at: <http://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf>

- videos and DVDs,
- television programs.

More examples of authentic materials are proposed by Gebhard (1996). His examples that may serve as a source authentic materials for creating lessons are ⁵:

1. Authentic Listening Viewing Materials, for instance, TV commercials, quiz shows, cartoons, new clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio advertisements, songs, documentaries, and sales pitches.
2. Authentic Visual Materials, fir examples, slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. Authentic Printed Materials, for instance, newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogues, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
4. Realia (Real world objects), for example, coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets. They are often used to illustrate points visually or for role-play situations.

In preparing and choosing materials for learners it is necessary to remember that they should be adapted to the level of education. The selection of topic should be based on the learners needs and real situations and problems on the world. Khaniya (2006) mentions three aspects in materials selection:

⁵ Ibid.

1. The first is the linguistic background which “influences classroom management, the selection of tasks, the sequencing and execution of tasks, and the focus of micro-skill instruction”.
2. The second is the conceptual background which “determines the need for specificity or generality of information in the selected materials”
3. The third aspect is cultural aspect which affects trainee-instructor interaction, the formality or informality of classroom interaction, and expectations of traditional instructor and trainee/student roles.”

2.3. The advantages of using authentic materials

There are a lot of advantages of authentic materials. According to Heitler (2005: 5), the advantages of using authentic materials are ⁶:

1. Authentic materials bring learners into direct contact with a *reality level* of Business English.
2. Authentic materials drawn from periodicals are always up-to-date and constantly being updated.
3. Authentic materials from a particular source, such as *The Economist*, tend to work in consistent areas of language, so, after a while, students who practice reading *The Economist* will become experts in reading English language business publications.
4. Authentic materials provide us with a source of up-to-date materials that can be directly relevant to business English learners’ needs.

According to Brinton (1991), authentic materials can reinforce for learners the direct relationship between the foreign language classroom and the world outside the classroom. Moreover, Gebhard (1996), states that authentic materials are the best way to contextualize a foreign language learning. In the situation when each lesson is centered on comprehending on an advert or a TV weather broadcast, learners are more likely to

⁶ Heitler, D. *Teaching with authentic materials*. Pearson Education

focus on the content and the meaning rather than the foreign language itself. It is the best way to give the students a good source of a foreign language input. Thus, they are not only exposed to the foreign language presented by the text and the teacher.

Moreover, Melvin and Stout (1987) state that the motivation of students to learn a foreign language and their interests in the subject matters are increased when authentic materials are used. Furthermore, they claim that such students gain more confidence when they work with authentic materials.

Furthermore, Tomilson (2001) thought that “since the contrived materials focus on the target form or structure they can be more helpful to learners although he further claims that if meaningful exposure to language is aimed authentic materials better prepare learners. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers”.

There are some scientist who claim that authentic materials should be used more frequently. For instance, Brosnan et al. (1984) justifies the importance of using authentic materials in the classroom ⁷:

1. Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), then teachers risk making the task more difficult. The teachers may, in fact, be removing clues to meaning.
2. Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.
3. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.
4. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

In addition, Nunan (1999:27) claims that “learners should be fed as rich a diet of authentic data as possible, because, ultimately, if they only encounter contrived

⁷ Brosnan, D., Brown, K., and Hood, S. (1984). Reading in Context. Adelaide: National Curriculum Resource Center.

dialogues and listening texts, their learning task would be made more difficult (...). He adds that it is important that learners listen to and read authentic material of as many different kinds as possible. This will help motivate the students by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the world beyond it.”

2.4. Disadvantages of using authentic materials

A lot of scientists claim that because of authentic materials the learners are exposed to real language. This fact makes them excited and they like to use authentic materials during learning in the classroom. However, some problems of using authentic materials are enumerated by Tamo (2009: 76):

1. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
2. The vocabulary might not be relevant to the student’s immediate needs.
3. Too many structures are mixed so lower levels have a hard time decoding the texts.
4. Special preparation is necessary which can be time consuming.
5. Too many different accents can be heard which can cause some confusion.
6. The material can become outdated easily, e.g. news.
7. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

Moreover, Richards (2001: 253) states 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.

Furthermore, Martinez (2002) claims that authentic materials “may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts”⁸.

In addition, Matsuta thinks 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”⁹.

2.5. Task-based language teaching

Using authentic materials is closely related to task-based learning. During this process the learning is seen as a set of communicative tasks that are linked to certain goals.

According to Nunan (1991: 279) there are five characteristics of a task-based learning. They are¹⁰:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts (teaching materials) into the learning situation.
3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.

⁸ Martinez, A. (2002). *Authentic materials: An overview*. Karen’s Linguistic Issues. Available at: <http://www3.telus.net/linguisticsissues/authenticmaterials.html>

⁹ Matsuta, K. *Applications for using authentic materials in the second language classroom*. Available at:
http://www.asia-u.ac.jp/english/cele/articles/MatsutaAuthentic_Mat.htm

¹⁰ Nunan, D. (1991). *Communicative tasks and the language curriculum*. TESOL Quarterly, 25 (2), 279-295

5. An attempt to link classroom language learning with language activation outside the classroom.

According to Nunan (1989: 11) tasks can be analyzed according to:

- the goals,
- the input data,
- the activities derived from the input.

Figure 1 present the relation between the goals, the input data and the activities with the tasks.

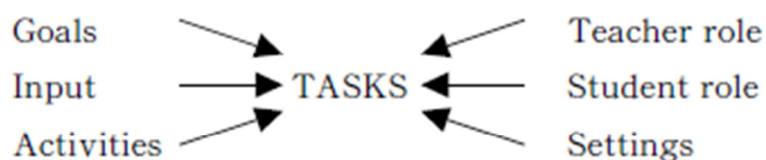


Figure 1. A framework for analyzing communicative tasks

According to Breen (1987: 33) a task is “any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task”.

The instruction is very important in task-based learning. According to Brown (1994: 229), “in task-based instruction, the priority is not the bits and pieces of language, but rather the functional purposes for which the language must be used. Such a curriculum should focus on pragmatic language competence. Task-based language teaching requires the teacher to organize classroom activities around those practical tasks that language users will engage in when they are out there in the real world”.

The activities that very often used as far as task-based learning is concerned are:

1. Activities using cultural objects
2. Listening Activities
3. Listening-Viewing Activities

4. Interactive Simulations.

The activities using cultural objects involve using different products of a culture, for instance, postcards, photographs, symbols, and images in song lyrics. During such activities the students can share and discuss everything that they discovered. Moreover, they can interpret the information in the context of the second language culture. Furthermore, they can compare the information with their own culture.

Listening activities are very common in a second language classroom. One type of them is “Eavesdropping” that was developed by Porter and Robert in 1987. According to this type of activity, the learners are told that they are guests at a party and that they can eavesdrop on conversations. Moreover, they listen to small parts of real-world party conversations and they complete their worksheet in which they note down what topic the people are talking about. Furthermore, they can write in their worksheet if they like such topic.

Listening and viewing activities are very popular in a second language classroom as well. The most famous exercises are created by Stempleski and Tomalin in 1990. Their idea is to watch a silent video clip to allow the students to consider what can happen in the future and guess what the speakers say.

Interactive simulations can be simulations in which students can familiarize themselves with interaction with authentic materials. After that, the students can play different roles in accordance with the scenario and communicate with their peers in a realistic manner to accomplish different tasks.

2.6. Authentic materials that are the best for primary learners at the age of 7-9

Materials should be adjusted for the age of learners, otherwise they could be discouraged of the fact that they don't understand the text. For young learners adequate should be some easy poetry or lyrics with gaps since as the English Language Curriculum Guide indicates "Mastery of an authentic text gives learners a strong feeling of achievement and motivates them for further development."

Moreover, teachers could use some posters or advertisements because the language here is very often easy for the learners. When the level of communication skills of learners increase we could try to work with some short article.

However, the best authentic material for primary learners in the age of 7-9 is using audio visuals as "video is a good means of bringing 'a slice of living language' into the classroom" (Allan, 1986: 48). Then, the students can see and listen to communication between people in the real world. The students can know that the information that they are learning in the classroom is used in the real word. Moreover, they gain confidence in using a foreign language when dealing with real world situations.

Furthermore, Allan (1986: 49) claims that there is also another reason for using authentic audio-visual materials into the primary school curriculum. It is the fact that the learners usually associate television with entertainment.

The teachers should be aware of the fact that four language skills that are:

- listening,
- speaking,
- reading,
- writing

Such skills should be integrated into the curriculum as well. Thus, the authentic audio-visual materials should not be used in the classroom as an alone project.

The videos should be chosen to match specific units determined by the school. Therefore, the teachers should design exercises that are connected with three stages:

- pre-viewing,
- while-viewing,
- post-viewing.

“The advantage of designing audio-visual materials around a textbook theme is that students will be able to explore another perspective of the same topic and see how the topic is treated differently indifferent media” ¹¹. It should be hoped that this approach will lead to deeper understanding of different topics.

Students opinions about using videos during the lessons can be find in the Internet ¹²:

- I felt very happy watching the programmes.
- I watch more English ETV.
- I watch more English television programmes at home.
- The programmes are fun.
- I like the programmes very much.
- I would like to watch more English programmes at school.
- I like watching the programmes at school with teachers and pupils.
- My listening skills and vocabulary are improved.
- I learn more English.
- The subtitles really help me understand the English.
- The programme improved my writing skills. I didn't write that much in the past.
- The programme improved my listening skills.
- The programme improved my speaking skills.

Furthermore, teachers opinions about using videos during the lessons can be find in the Internet as well. They are ¹³:

- Students are interested in the cartoon characters.
- Students are so excited when watching films.

¹¹ http://www.edb.gov.hk/FileManager/EN/Content_3853/engartifacivejune05.pdf

¹² Ibid.

¹³ Ibid.

- Students tried to read the subtitles.
- They seemed to be concentrated and involved. This may be related to their past experience.
- They loved the programmes.
- The video is funny and students like it.
- Students are eager to finish the worksheets.
- Students have quite good writing pieces.
- Students enjoy writing a greeting card.
- Students are attracted by the customs of different countries.
- Students learnt special American word “lick” and they discussed this manner in class. They find that it’s not clean or suitable to do that.

3. Chapter three. Designed tasks

3.1. The process of task designing

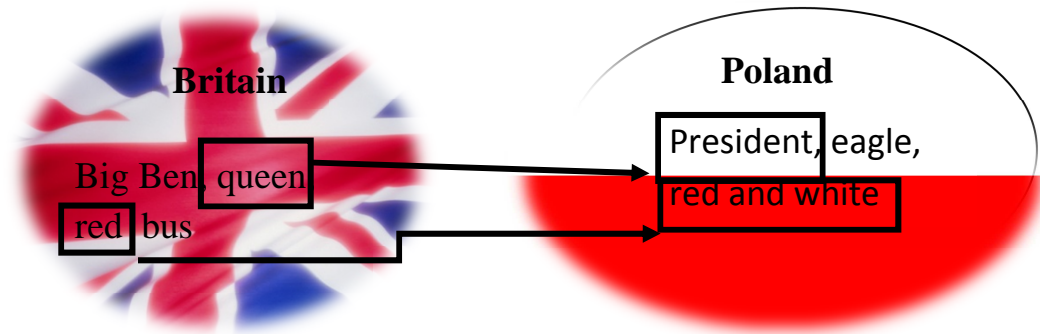
Now I will show examples of authentic materials and some exercise for them. I will also write how to carry out a lesson by means of authentic materials. By preparing and choosing materials for learners, Palmero (2003) introduces different challenges that an instructor may face. According to him these include the authenticity, simulation of real situations, flexibility on the part of topics used, and relevance to the discipline they aim to destine.

Before the lesson you should read or saw the materials and prepare some questions and the list with the meanings of words that may be incomprehensible for pupils, you can also do a list of these words that they students should know and take advantage of it by preparing test. Before giving students the text you could conduct a discussion to introduce the subject and talk about key words. During the discussion you get them to discuss among themselves whether the statements you give are true or false.

3.2. Comparison of the British or American culture with students' own one

Tempest of the brains.

Firstly you could gave students a question about associations that they have when they here world Britain and Poland. What are the specific dishes or other things in discussing cultures? Everyone should be able to come to the blackboard and write or draw his own idea. For example:



Then, students should find the similarities and differences between this two cultures and by way of example, connect them with the line. By these short exercise students will see the comparison between two different cultures.

True or False.

Ask your students some questions about England and let them try to say if it's true or not. After the movie they will know if they are right:

The examples of questions are:

- What is the capital of the Great Britain?
- What is the name of the queen of the Great Britain?
- What are the major cities in the Great Britain?
- Where is the Great Britain situated?
- What is the religion of the Great Britain?

Watching some short movie or looking on photos.

By these part of the task students will see real differences, they could observe that in England people drive on the left side of the road.



On the movie they could also show specific behavior of the inhabitants of the countries. You could order your students to describe what they saw on the film or photography.

Asking questions.

After watching the movie or photos it's time for questions:

- What interesting did our students observe?
- Which things are different/ the same?
- How we should behave in these country?
- What kind of person is Queen, how we should talk about her?
- What are the difference between Queen and president?

By these questions we help young people to get they own conclusions which enable to remember the information longer than by making notes.

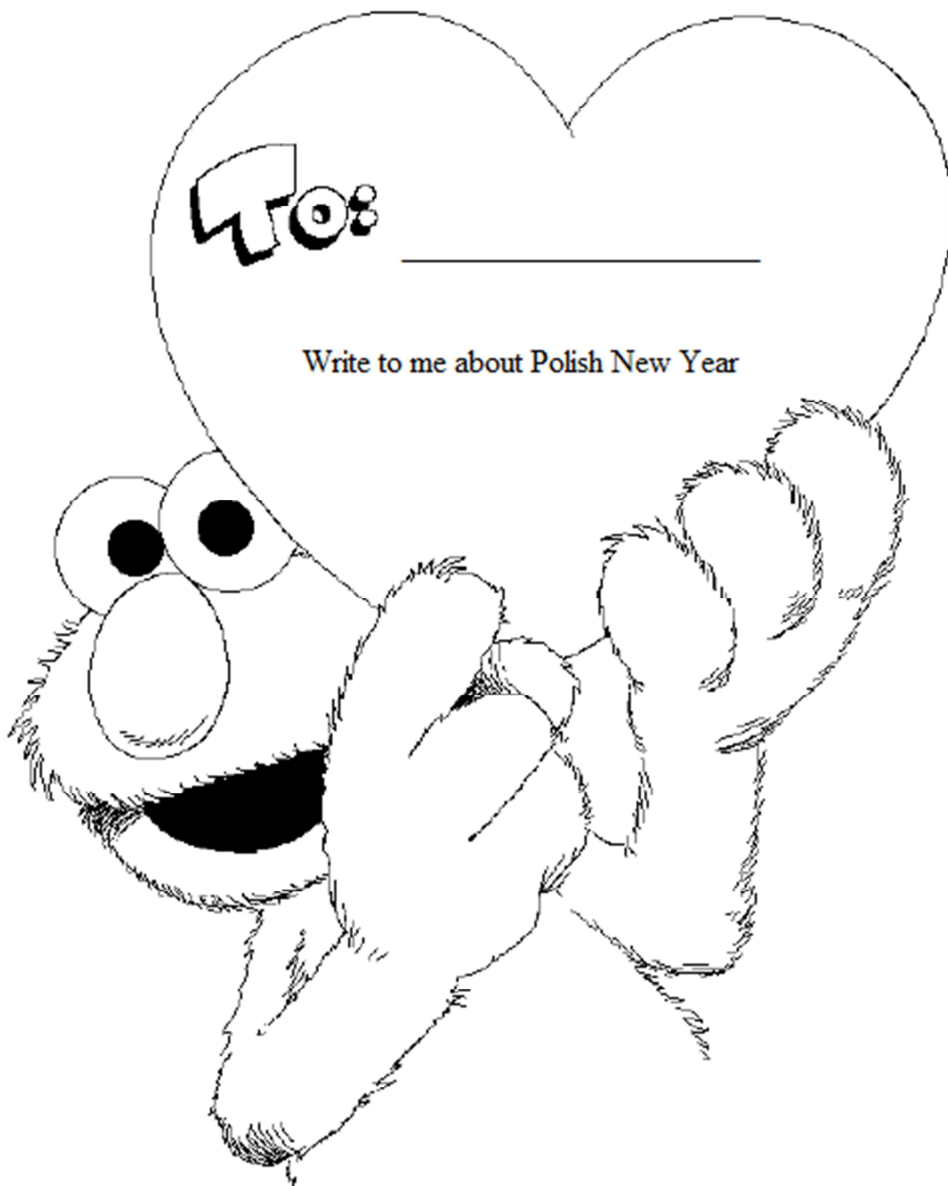
Practicing vocabulary.

Divide your class on small groups and give them some words from the subject in polish. They task consist in show this world without talking to the whole class. Another group are able to guess the word and write it on the paper in Polish and translate it with dictionary to English.

- First Group
 - left/right -hand side traffic
 - Big Ben

- Second Group
 - Queen
 - President
- Third Group
 - Polish an English Flag

Writing an e-mail to ELMO about Polish New Year.



Completing the table concerning Polish and British Food.

Polish food	British food

Completing table about famous people in Poland and in the Great Britain on the basis of the movie.

Name	
Surname	
Age	
Date of birth	
Place of birth	
Nationality	
Marital status	
General appearance	
Job	
Hobbies	

Completing the sentences about holidays in the world.

- The history of April Fool's Day began in ... around ...
- In many countries, April Fool's Day is celebrated on
- The tradition of April Fool's Day came to Britain in the ... century.
- In England, jokes during April Fool's Day are played only in the

Comparing holidays in the USA and in Poland.

Easter in Poland	Easter in the USA

Describing the way of wearing clothes in Poland and Ireland on the basis of the pictures.



Ireland



Poland

Comparing famous sports in the USA, in the Great Britain, and in Poland on the basis of the pictures.



basketball



cricket



football

3.3. Tasks using intercultural approach

On this lesson students will be able to have a contact with a real form of foreign language.

Asking questions.

Let's check what your student know about intercultural contacts and what are they ability of upholding the conversation.

- How people in different country say 'Hello' to each other?
- About what we could talk with person for another country?
- How we should behave when we don't understand our interlocutor?

Playing roles.

- **Buying something.**

To prepare your students for situations in the real life you should put them into the similar one. You could make some sketch of the situations from the shop, telephone conversation, asking of the way and many others. For example:

- Hello, I would like to buy a book for my mum..
- Okay, how can I help you?
- I need an interesting one about visiting new places
- I have one bestseller which is about South Africa. Would you like to see it?
- Yes, willingly
- It's look like this, there are many photos inside .
- That's it I take it
- Pack it for a present?
- Yes, please
- Here you go
- Thank you
- Bye
- Bye, Bye

After this, the students can write their own dialogues that are based on the model presented above.

- Meeting the doctor

Good morning, doctor!

DOCTOR: Good morning, Ritu! What happened?

I am feeling fever. My whole body is aching.

DOCTOR: Let me check your fever..... (after checking)..... it's 102. Show me your throat.

I also have cough.

DOCTOR: Your throat is also sore. Did you feel shivering during the night?

Frequently; I couldn't sleep well.

DOCTOR: What did you eat at night?

Simple home-made food. But I have not taken any breakfast. I am not feeling hungry. And there is a feeling of vomiting.

DOCTOR: Don't worry, I am giving you medicine. Also get your blood tested today. Show me the report tomorrow.

From where shall I get my blood tested?

DOCTOR: You may go to Lifeline Labs. It is near your colony.

How many doses have you given me?

DOCTOR: Three doses. As soon as you reach your home eat something light and take the first dose. It contains three tablets and one capsule. Repeat the same after five hours. The third one can be taken before going to bed at night.

Any precautions doctor?

DOCTOR: Don't go to office today. Take complete rest. Avoid cold drinks or oily meals.

How much shall I pay you doctor?

DOCTOR: Only Rs.150/-.

Thank you doctor!

(Source: <http://improveenglishonline.com/english-speaking/health/conversation-between-doctor-and-patient>)

Explaining ourselves.

You tell your learners to explain themselves as clearly as they can. You can take some notes from their statements but you shouldn't interfere, they should try to talk as good as they can. If you don't understand watch they are trying to say you could as them about it

Watching movies.

To see how people in another country establish interpersonal contacts students should watch some films with dialogues. You could find conversation on many films and cut this part of it which will be interesting for your learners

3.4. Tasks using multicultural approach

Reports on other cultures.

Watch a movie connected with different cultures with the students. Then, put the countries on a piece of paper and place it in a hat. Ask you students to choose a piece of paper out of the hat. Then, each learner have to do a report on a culture chosen from the hat. The movie can help the students to complete the task. The students can write some information about food, clothing, customs and traditions and general history. The students present their reports in front of the class.

Using music and dance.

Music play very important role in the culture. Every culture has its own style of music and dance. Thus, the students can watch a movie presenting dances from different cultures and listen to CD playing songs. After that, the students give presentations by

singing the song that they like the most or performing a traditional dance in front of the classroom. Learners should state the most important aspects of the song or dance in this particular culture and state the reason why they have chosen such song or dance.

Making dishes and creating a book of recipes.

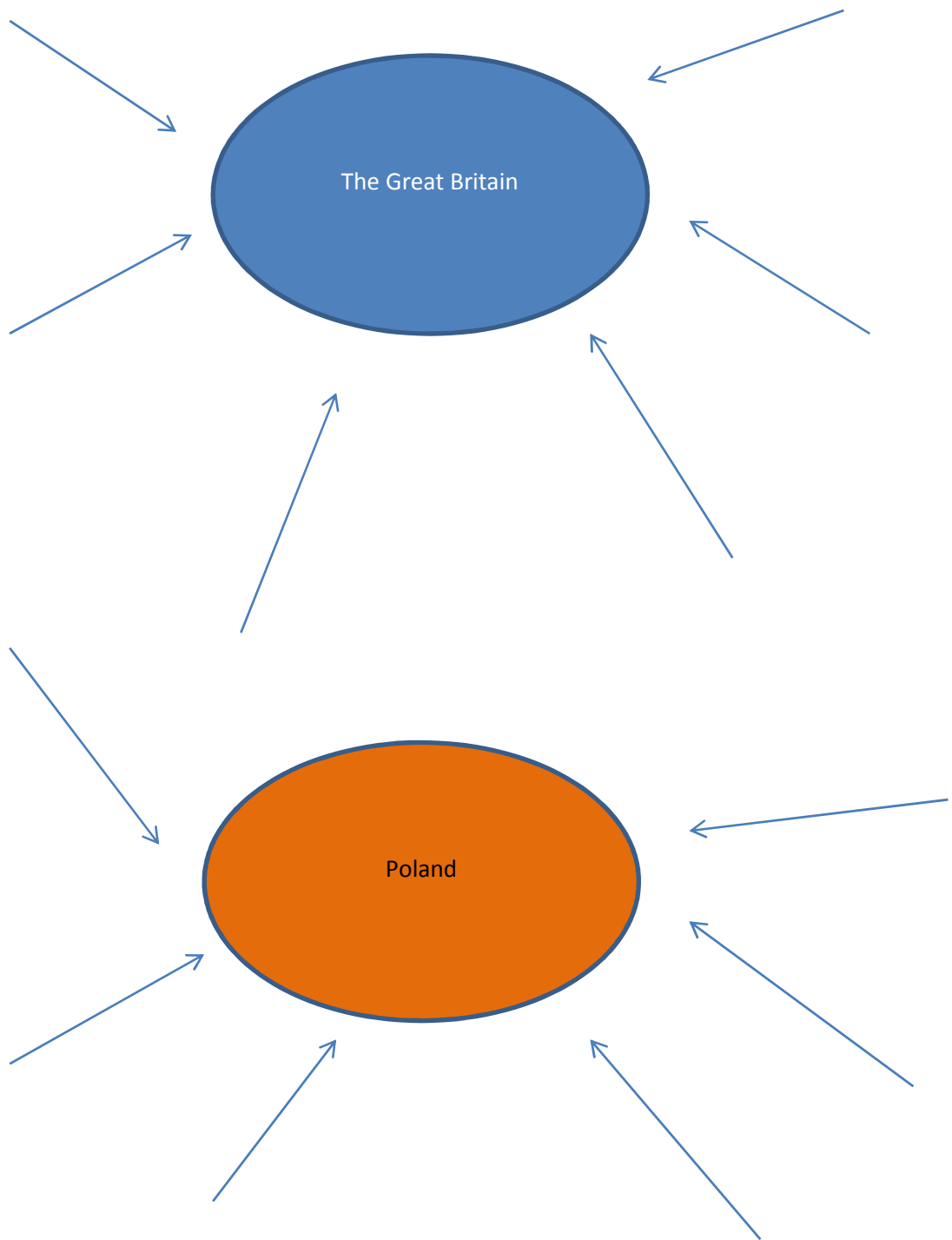
Food is also very important in every culture. Thus, the students can read real recipes of a particular culture and watch the movie displaying every step of preparation of a particular dish. Then, the teacher can make copies of recipes for every student and the learners can create a book of recipes for different cultures. After that, they can prepare the dish that they like the most and they can taste the dishes.

Making posters about dressing.

Every country has its own style of clothing. Thus, the students can watch a movie or photos presenting different styles of dressing in different countries. Then, they can make posters presenting different clothes in different countries with pictures prepared on their own or using pictures from different magazines or from the Internet. After that, they can write a short description of a particular style of clothing in a particular country.

3.5. Lessons with authentic materials

- 1) On the first part of the lesson we should introduce students in to the topic by asking questions and by induce there for getting they own conclusions. They will faster and better kips in mind information that they get individually.
 - What do you think about when you hear Great Britain? Let's write it down in the blackboard. Think also what you see when you think about Poland. What is similar? What not?



2) Then we tell students what kind of authentic material they will see and for what details they should be concentrate.

- Let's compare this photos. What are the differences behind them?
- Let's watch a movie. How people behave on it?



Oscypek, eaten in Poland



Shepherd's or Cottage Pie, eaten in the Great Britain

- 3) After watching photos and film we ask students about difficult words and see what they generally understand. We give them the expressions that could be useful. Then, they should write down these words and make sentences with them. Moreover, they can match the pictures with the vocabulary.

Vocabulary connected with British dishes: haggis, bangers and mash, spotted dick, cream tea, fry up, Shepherd's Pie, laverbread, black pudding, Marmite, Yorkshire pudding.



Haggis



Bangers and Mash



Spotted Dick



Cream Tea



Fry Up



Laverbread



Black Pudding



Marmite



Yorkshire Pudding

(Source: <http://www.visitbritainsuperblog.com/2011/03/top-10-traditional-eats-with-funny-names-of-great-britain/>)

4) Exercise:

- Lexical area:
 - student's try to find so many words connected with the topic as they can. Like these they learn from each other.
 - Matching words with definitions
- Logistic area:

- Discussing what they saw and how it form a whole with the topic
- Practice area:
 - Playing roles with using the behaviors that students saw on the movie
 - Pun with words connected with topic

5. Conclusions

- Talking with students about the lesson
 - What they have learned
 - How they could use new skills on the real life
 - In witch situations they can use them

Conclusion

The present thesis described the phenomena of learning and teaching culture during English lessons with the use of authentic materials for the groups of primary learners at the age of 7-9.

It consisted of three chapters: the first two chapters are theoretical, and the third chapter is practical.

Before presenting activities, a full description of culture and its role in a foreign language learning and teaching is presented. Thus, different definitions of culture are given. In addition, different approaches to teaching culture are presented.

Then, authentic materials are described as the best tools for teaching culture. Firstly, the definition of authentic materials is presented. Next, appropriate authentic materials for the learners at the age of 7-9 are described. The choice of such approaches is motivated by some reasons.

After that, different tasks for the primary students are presented, consisting of the comparison between students' own culture and the target culture. Moreover, the exercises using intercultural approach are presented and described. Furthermore, lessons are described as well.

The present thesis confirms that using authentic materials in teaching English to 7-9 years old primary students is very important. The best approach to teach such students is intercultural approach and the use of audio-videos.

Polish summary

Niniejsza praca traktuje o nauczaniu aspektów związanych z kulturą języka angielskiego wśród dzieci szkoły podstawowej w wieku 7-9 lat przy użyciu autentycznych materiałów.

Pierwszy rozdział poświęcony jest zagadnieniom związanym z kulturą. Rozdział ten podaje definicje słowa kultura oraz opisuje relację pomiędzy nauczaniem języka angielskiego a kulturą. Kolejnym aspektem jest dobór właściwych technik w nauczaniu kultury.

Rozdział drugi podaje definicje autentycznych materiałów. W rozdziale można znaleźć podział tych materiałów. Wskazane zostały także materiały, które są najlepsze w nauczaniu aspektów kultury wśród uczniów w wieku 7-9 lat.

Rozdział trzeci poświęcony jest ćwiczeniom związanym z nauczaniem kultury opisem przebiegu lekcji.

W pracy podane są także materiały, które zostały wykorzystane w pisaniu pracy przez autora.

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