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The use of authentic materials to promote language diversity awareness in secondary education

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Ensenyaments d'Idiomes (especialitat Llengua Anglesa)

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Abstract

Since the beginning of this century the use of authentic materials when teaching English as a foreign language (EFL) has increased. These materials not only improve students' performance in the target language but they also increase their motivation and allow them to be surrounded by different varieties of the language in a more natural way. This research analyzes how oral authentic material of two English dialects (Chinese and Indian English) affects 16-year-old students attitude towards linguistic and cultural diversity positively. Data was retrieved using the same questionnaire at the beginning and at the end of the lesson plan and it was transformed into quantitative data. The results showed that after the lesson plan using these materials of two Asian English dialects was developed, students started to change their linguistic attitude. The results show a more inclusive attitude where different varieties of English are seen as having the same value. However, the results were unable to correlate the same effect in other languages.

Key words: Authentic materials, language varieties, language diversity awareness, English as a foreign language.

Resum

Des de l'inici del segle, l'ús de materials autèntics ha incrementat a l'hora d'ensenyar anglès com a llengua estrangera. Aquests materials no només milloren el rendiment dels estudiants quant a la llengua de destí, sinó que també incrementen la motivació i els dona la oportunitat d'estar envoltats de diferents varietats de la llengua d'una manera més natural. En aquesta recerca s'analitza com els materials autèntics orals en dues varietats de l'anglès (anglès de la Xina i de l'Índia) promouen una actitud positiva en relació amb la diversitat cultural i lingüística entre estudiants de 16 anys mentre estan exposats a diferents varietats de l'anglès. Les dades es van agafar mitjançant un mateix qüestionari a l'inici i al final de la lliçó i es van transformar a dades quantitatives. Els resultats mostren una actitud més inclusiva en què totes les varietats de l'anglès tenen el mateix valor. De totes maneres, no és possible correlar els mateixos efectes en altres llengües.

Paraules clau: materials autèntics, varietats lingüístiques, consciència de la diversitat lingüística, anglès com a llengua estrangera.

1 Introduction

In recent years, the use of authentic materials to teach English as a Foreign Language (EFL) has been increasingly interesting for researchers. This type of materials has been proven to be beneficial for EFL students. Not only they help improve the reading and listening skills but also they ameliorate students' motivation towards learning English. In this project, oral authentic materials have been used to create an innovative lesson plan.

Two main objectives were formulated for this research: to promote a positive attitude among 4th of ESO (in Catalan, Educació Secundària Obligatòria) students towards linguistic and cultural diversity in general and more particular in the English language class and to teach 4th of ESO students different oral English varieties through exposure to authentic materials.

This project was developed at an innovative school in a small city in Osona, Barcelona, Spain. This school does not follow a *traditional* teaching approach. They do not have books or e-books so teachers have to create their own materials from scratch. This was very positive for this research project, since complete freedom was given when choosing the materials and the topics.

The school where the project was developed is a new school that was opened in 2007 and it is both a school and a high school, meaning they have students aged between 3 and 16, but they do not have Baccalaureate. The school year this project was carried out (2019-2020) was the first one they had all the levels full, being the first year the school had 4th of ESO students.

The English subject in 4th of ESO was developed in a way that each didactic unit would work on different Englishes around the world. The class teacher had divided the units according to the continents and in every new unit they would talk about countries in a new continent where English was spoken. During the time the research was done, they were supposed to start studying English in Asia, so the lesson plan using oral authentic materials was planned and applied according to this.

One of the main motivations to develop this project was the interest for different accents and dialects not only in English, but also in every language. The use of oral authentic materials in different dialects of English was considered to give students the opportunity to

focus into understanding different varieties in English while realizing how culturally diverse the world we live in is.

When planning a didactic unit, a topic that is up to date and interesting is the best way to engage students. At the same time, though, for the purposes of this research and in order to fit the lesson plan within the course organization, it had to be related to English in Asia. The Me Too movement was the topic chosen, since it was an international movement and the lesson plan was being developed just when Harvey Weinstein was being judged. In fact, the sentence came out the day the unit was finished.

In short, the main purpose of this research was to use authentic materials to see to what extent the use of oral authentic materials improves the linguistic and cultural diversity awareness in 4th of ESO students.

2 Theoretical framework

2.1 Authentic materials

The use of authentic materials in the classroom when teaching English as a Foreign Language (EFL) is not new. However, in recent years, it has become increasingly popular together with the development of communicative teaching methods. Some teachers and researchers have been complaining about the way teaching materials do not resemble the English that is spoken by native speakers around the world. Some authors have been seeing an increase on the use of these materials (Gilmore, 2007; Kirana, 2016). Communicative language teachers believe it is primordial to develop students' skills for the real world while using materials that are not created for the purposes of teaching but used by native speakers on a daily basis (Toro, Camacho-Minuche, Pinza and Paredes, 2018). Scholars argue that the use of authentic materials may help students to narrow the gap between classroom knowledge and their capacity to participate in real-world events (Kirana, 2016; Al Asmari and Gulzar, 2016).

Latterly, many foreign language teachers and researchers have discussed the use of authentic materials in the EFL classroom (Khaniya, 2006; Gilmore, 2007; Al Azri and Al-Rashdi, 2014; Ahmed, 2017). It is believed that the language presented in classrooms should be authentic and not produced for instructional purposes. Using this type of unmodified materials can help students acquire an effective communicative competence in the target

language. In the following sections more information on the types of authentic materials is given.

2.1.1 Clarification of terms and definitions

Realia, authentic materials, real materials, real objects, etc. are some of the terms used to talk about the types of materials described above. Teachers use different synonyms to refer to a similar concept: authentic materials, real materials, realia, etc. However, some authors believe there are some differences in meaning. On the one hand, realia refers to real objects that are used in the classroom as a didactic tool to teach a foreign language (Cancelas and Ouviaña, 1998). Some examples of realia would be fruits, clothes, money, etc. They are used in class mainly to clarify some concepts or to create contextualized situations. The term realia may also refer to aural and audio-visual materials such as songs, videos, etc. In short, the concept is broad and can include all types of real materials.

On the other hand, the term authentic materials, or undoctored (as opposed to doctored) (Ahmed, 2017), has a wide variety of definitions according to the literature. One of the key definitions is that authentic materials entail “exposure to real language and its use in its own community” (Khaniya, 2006, p. 18). Typically, authentic materials are considered language samples that naturally occur in contexts where native speakers use the language. In other words, they have not been produced specifically for the purpose of teaching a language (Al Azri and Al-Rashdi, 2014) since “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Gilmore, 2007, p. 98). The focus of these materials is on the producers of the texts, the native speakers, since they mirror the real-world language.

Authentic materials are obtained from real communication activities performed by native speakers. Thus, it is possible to determine if a text is authentic or not by looking at the source of the discourse and the context in which it was produced (Gilmore, 2007). Samples of authentic materials are produced to communicate between native speakers in a real context non-teaching related, so they are not organized linguistically or grammatically (Cancelas and Ouviaña, 1998). As Gilmore (2007) argues, though, to be able to understand the different definitions, we first need to decide what we consider a native speaker.

In short, realia is a broader concept than authentic materials and refers to any kind of real object or oral texts used in class. Authentic materials in return are only pieces of language,

both oral and written, that were created in a non-teaching context but are used in a classroom setting as well. In this project, we will use both terms to avoid language repetitions but we will mainly be referring to aural authentic materials.

2.1.1.1 Native speakers of English and World Englishes

There has been a debate as to what English as a world language or English as a lingua franca (ELF) is. The debate starts with the definition of the term *native speaker*. Although nowadays there are more people speaking English as a second language than as a first language, we still have to teach the interactions that happen in a context where English is spoken as a first language. This decision, though, may vary depending on the target students and their language needs.

As said above, there are more people learning English as a second language than native speakers of it. Kachru (2005) created three circles that are a basic idea as to how we divide English in the world. The smaller circle includes those countries where English is spoken as a first language (L1) such as the UK, the USA or Australia. The second circle is related to those countries where English is spoken as a second language (ESL), countries that used to be English colonies are included. The biggest circle is the rest of the world where English is

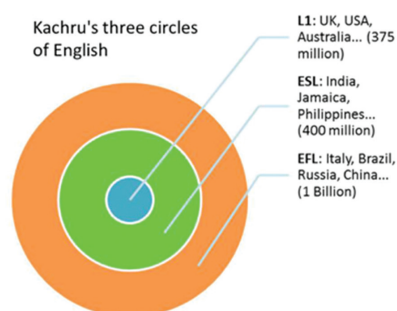


Figure 1 Kachruvian Concentric Circles (Kachru, 2005)

spoken as a foreign language (EFL) and it is not an official language.

Ishaque (2018) uses this picture to show the difficulty of describing what a native speaker is. However, in a world as globalized as ours, it is essential to teach a great variety of Englishes, what it is commonly known as World Englishes. Sometimes teachers can even use their

own students as examples since “students need to understand the importance of the varieties of Englishes, and how they enrich the language with their sociolinguistic background” (Ishaque, 2018, p. 97). Taking advantage of these students, we can increase their motivation as well as the language variety awareness.

2.1.2 Sources and types of authentic materials

The sources of authentic materials can be divided into those that are written and those that are oral (Gilmore, 2007; Ahmed, 2017), with newspapers, magazine TV, video, radio, literature and the Internet being the most common sources (Akbari and Razavi, 2016, p.

109). However, the Internet is commonly believed to be the best one since it has unlimited and updated materials, as opposed to printed materials that date quickly, making them not updated (Kirana, 2016).

Some authors have divided authentic materials into other categories. Al Azri and Al-Rashdi (2014) divided them into three: “authentic listening materials, such as radio news, cartoons, songs, etc.; authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.; and authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickers, etc.”. Monchón (2005, p. 8) presents the same division and adds another set, which is what we have considered realia in section 2.1.

2.1.2.1 Aural authentic materials

The two main types of aural authentic materials are videos and songs (Khaniya, 2006). The former is very effective in “teaching foreign languages since it represents the environments [and] gives examples of particular language use which present authentic language interaction” (Kirana, 2016, p. 362). Videos also include non-verbal components, which are very useful for learners to fully understand the message of the speaker (Alijani, Maghsoudi, and Madani, 2014, p. 156).

One of the main sources of videos for a class with internet access is Youtube, “an online video repository in which nearly any digital video file can be stored and exhibited free of charge” (Watkins and Witkins, 2011, p. 113). Teachers can use this tool to prepare different listening activities with real and up-to-date materials as well as different accents. In fact, “the two primary benefits to using Youtube in the classroom are the exposure to authentic English as well as the promotion of a learning style that is more autonomous and student-centered” (Watkins and Witkins, 2011, p. 114). Moreover, some researches prove aural authentic materials to have a positive impact on the improvement of the listening skill (Ghaderpanahi, 2012).

As Gilmore (2007) mentions, culture also needs to be taught and he describes three types of materials, “those that teach the students’ own culture (C1); those that teach the target culture (C2); and those that teach a wide variety of other cultures that are neither source nor target cultures (C3, C4, C5, ...)” (p. 105). Because when teaching EFL we want “a good blending of materials collecting from various sources such as: local, target language culture, multicultural and universal” (Ahmed, 2017, p. 198), Youtube is a good source to get English

materials from a wide variety of cultures. The decision for what culture to teach needs to be thought wisely, bearing in mind the needs of our students.

2.1.3 Benefits and limitations of using authentic materials

The use of authentic materials has been increasingly recognized as useful, specifically for non-native speakers of the language. Although most teachers agree on the benefits of using these materials, when, why and how to start is still on debate. In the following paragraphs we will briefly summarize the main positions researchers have taken.

In recent years many studies have been carried out to be able to determine the impact of using authentic materials in EFL classes, since they are appropriate, interesting and motivating. The results have revealed a positive impact on learners that were exposed to this type of materials (Al Asmari and Gulzar, 2016). Studies have been conducted in different contexts but they all display the positive effects. Some researchers have shown that it helps develop the reading skill (Carney and Franciuli quoted in Al Asmari and Gulzar, 2016, p. 129). Others confirm an improvement on the listening comprehension (Alijani et al., 2014). There are some researchers that have seen a positive impact on the integration of the four skills (Monchón, 2005).

One of the positive aspects to use authentic materials in class is that “[if] students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom. Also, learners need opportunities to practice using the language to cope with everyday situations they might encounter outside the classroom.” (Akbari and Razavi, 2016, p. 106).

Another good aspect of authentic materials is that it provides a means for reducing social and cultural barriers of language learning (Kirana, 2016). Furthermore, authentic materials help improving the motivation in the class, since they break the monotony, they “can help teachers to bring the real world into the EFL classrooms and significantly bring the EFL classrooms into a lively environment” (Kirana, 2016, p. 362).

Khaniya (2006, p. 18) gives a set of advantages of using authentic materials in class. According to the author they:

- Have a positive effect on learner motivation.
- Provide authentic cultural information.

- Provide exposure to real language.
- Relate more closely to learners' needs.
- Support a more creative approach to

Clavel-Arroitia and Fuster-Marquez (2014) agree with the idea of the positive effect on learner's motivation: "the introduction of authentic materials may arouse learners' interest and be more motivating than ordinary non-authentic texts encountered in textbooks" (p. 125).

Other researchers have described how useful authentic materials are. Some scholars proved that the use of authentic materials in class increases the learners' spontaneity by exposing them to a bigger number of new vocabulary and expressions than without using authentic materials (Larimer, Schleicher and DaCosta, 1999). Other academics believe that authentic materials give students the confidence to deal with real life situations, since this is what they are experiencing when using these materials. On top of that, learners are able to produce better language and acquire it faster (Al Azri and Al-Rashdi, 2014; Peter, Skopinskaja and Liiv, 2016). Peter et al. (2016) also sustain that when presented with real life situations, students find it easier to understand the target culture and their intercultural awareness increases.

Although introducing different cultures seems to be a positive aspect of authentic materials, some scholars believe that it may be too culturally biased. Azri and Al-Rashdi (2014) sustain that "authentic texts from one culture may give a false impression to students from another, unless they are presented in an authentic context which makes it clear precisely what they exemplify" (p. 252). In this same direction, Khaniya (2006) argues that we have to present a wide variety of cultures when teaching EFL but showing students that every culture is good without making the mistake of showing one culture as the best. The same author points out that the most important part when choosing authentic materials, apart from trying to include as many cultures as possible, is to find materials that are meaningful to students. In other words, the content must be suitable to them, it has to interest them and it has to be understandable.

Notwithstanding the numerous pros that the use of authentic materials shows, some researchers identify some cons. The main one being that because the materials are not prepared specifically for a lesson, some of the vocabulary, grammar and expressions that appear are not controlled, thus making it more difficult for the students to acquire it. Kirana (2016) sustains that some of the authentic materials have complex structures, difficult or

unnecessary vocabulary that are difficult for students to understand, making the learning process harder.

Nowadays it is easy to access all sorts of authentic materials, yet language teachers are urged to develop a research skill to be able to find the materials they need. These teachers need to choose their materials wisely for the reasons stated above. This process might be time-consuming, and instructors need to adapt the way they are teaching. This adaptation together with the lack of time causes that sometimes it is hard to implement these materials in some contexts.

Khaniya (2006) adds another disadvantage of using authentic materials: “the English we use in a foreign language context looks different from how the native speakers use it in their own contexts” (p. 18). Since the materials are not created for a teaching purpose, using them in this context may lead to an increase of the difficulty to understand them. For some of the reasons stated above, using this type of materials in lower level students may not be a good idea. In the following paragraphs we will go through some of the research on when the best moment to introduce authentic materials in the classroom is.

Some scholars do not recommend the use of authentic materials with lower learners of the language. One of the reasons is that they lack some of the vocabulary and structures that appear, thus frustrating, confusing and demotivating them. Most researchers agree that the best level to introduce authentic materials is with intermediate students, since they already master a wide variety of vocabulary and structures needed to follow them (Khaniya, 2006, p. 19). Some other authors, however, believe that the key to success when using authentic materials is to choose them bearing in mind the learners’ level (Gilmore, 2007; Larimer et al., 1999) as well as used for the same purpose they would be used in the real world (Al Azri and Al-Rashdi, 2014). For Long (2019) authentic materials can only be used by “very advanced students” so the author goes a step further and proposes to adapt some of the materials for lower learners. The author comes up with four categories: authentic (what the author calls genuine), simplified, elaborated and modified elaborated. For the purposes of this research only authentic (or genuine) materials were used.

In conclusion, the use of authentic materials in EFL teaching has been debated in recent years. Despite having some limitations or disadvantages, “there are very strong reasons for EFL teachers to use authentic materials in the classroom” (Kirana, 2016, p. 357). Because the number of authentic materials is unlimited, it is easy to plan a lesson catering a specific

audience and fulfilling a set of objectives. Nonetheless, teachers need pedagogical support to use this type of materials both in terms of training and class environment. It is clear, though, that the benefits and advantages of using authentic materials outnumber the challenges and disadvantages (Akbari and Razavi, 2016).

3 Methodology

3.1 Research methods

Data for this research was collected using a questionnaire (see Appendix 2) on dialectal variance both in Catalan and English. This questionnaire had 13 questions about Catalan varieties, 12 questions about English varieties and a last general question about personal comments students may have had after answering. The questionnaire not only had close-ended questions (i.e. deciding what English dialect students liked the most) but also some open-ended ones. We turned the former into percentages to be able to quantitatively analyze the results. The latter gave us some data on the perception of the variation in languages by our participants and we used it to give more insight on the close-ended questions. In other words, students were able to explain what feelings they had on linguistic diversity using the open-ended questions (i.e. if they thought the best Catalan was the one they spoke and why).

This questionnaire was given to all the participants at the beginning of the research; after all the students answered, a lesson on dialectal differences in English was developed. Once the lesson was over (see Appendix 1 for more information on the development of the lesson plan), students answered the same questionnaire again in order to see changes in their perceptions on linguistic variation.

3.2 Participants

According to the literature it is better for students to have at least an intermediate level when using authentic materials (Gilmore, 2007; Khaniya, 2006; Al Azri and Al-Rashdi, 2014). Taking into account Generalitat de Catalunya (2018)¹, 4th of ESO students in Catalonia should finish compulsory education with a B2 level of the Common European Framework of Reference (CEFR). For this reason the research was carried out with 4th of ESO students.

¹ El model lingüístic del sistema educatiu de Catalunya: l'aprenentatge i l'ús de les llengües en un context educatiu multilingüe i multicultural.

The participants of this research were 4th of ESO students at a state school in a town near Barcelona, Catalonia. The school's methodology is very innovative and they do not follow any publishing house, since they do not have books or e-books. Instead, they work by projects and each teacher is in charge of preparing all the materials. These characteristics were positive when developing this research project, since complete freedom was given when creating a lesson plan.

The school where the research was carried out has two classes per grade, meaning there are around 60 students at each level. The last year of obligatory education (4th of ESO), though, is divided into three groups: one of which is created in order to prepare students to go to work in different companies and who have special English lessons. The other two groups have around 20 students each. The teacher for both of these groups was the same and she was behind the schedule with one of the two groups. For this reason, this research could only be carried out with one of the two classes of 4th of ESO.

Each of the lessons at this school is an hour and a half long (90 minutes) and one session and a half were given to the development of this research. The questionnaires were given during the first 15 minutes of the first class and the last 15 minutes of the second class, leaving an hour and 45 minutes to carry out the lesson plan.

In total 21 students were present on the first day (11 female, 9 male and 1 that did not want to answer –Unknown). Out of these students two got discarded because their answers were not pertinent to the study (i.e. they said they were from Australia) and two more because they were absent during the second day. During the second day, a total of 21 students attended the lesson (11 female, 9 male and 1 unknown). Because two of the students were not present during the first lesson we did not take into account their results. This second time, we could not use the same two questionnaires that had to be removed from the study in the first place. Finally, since two new students were sick the second day we ended up having 17 valid students for both days: 9 females, 7 males and 1 unknown.

Both 4th of ESO groups had been working on World Englishes. Each of their units was based on a different continent and its countries where English is spoken not only as a first language, but also as a second language (i.e. South Africa, Nepal, India, etc.). During the period the research was carried out, 4th of ESO students were supposed to start working on different Englishes around Asia. For this reason, two dialects from this area were chosen

when developing the lesson plan in order to complete my research while not changing the organization of the English course.

Two dialects within Asia were chosen for the development of the lesson plan in this research project: Indian and Chinese. The choice was made bearing in mind *Youtube* would be the used platform to find the authentic oral texts. Both countries are very active online and have a big population, making it easier to find appropriate materials for the matter of my research. As Khaniya (2006) and Ahmed (2017) point out, the topic you choose when using authentic materials should be meaningful for students. Bearing this in mind, the Me Too movement was elected as the main theme. Apart from being meaningful for students, at the moment the lesson plan was being developed, Harvey Weinstein was being judged for sexual harassment.

3.3 Questionnaire

Because 4th of ESO students were very busy during the research, data was retrieved using only two questionnaires, one at the beginning of the investigation and the other one after the lesson plan had been developed. Both questionnaires included the same set of questions in order to be able to see if the perception on linguistic variation and dialects had changed on students after the lesson plan was done.

According to Dörnyei and Csizér (2012) when creating a questionnaire it is very important to start with a title and a little explanation of the research carried out. In the case of this research, since students were not supposed to be completely aware of what was being analyzed, a brief explanation of the research was given in order not to compromise the results.

Notwithstanding that the research was carried out in a single town and students were in 4th of ESO, age, sex and the place they were born were also asked. The sex of the participants might not have an impact on the results, but it is always good to have this information in case it does show some differences. The place of birth is important as long as you have the information of the age they moved to Catalonia. For this reason, this question was divided between Catalonia, Spain and outside of Spain. Both the second and third options asked the age when the participant moved to Catalonia. It is important to have this information, since the data being collected is on attitudes towards different Catalan and English varieties, and so the participants should at least know enough Catalan to be able to answer. Finally,

regarding the personal questions, participants were asked the place they were living at the moment of the research which was divided into Torelló, Vall del Ges (Sant Vicenç and Sant Pere), Bisaura (Sant Quirze de Besora, Montesquiu, Sora, Santa Maria de Besora and Vidrà) and the rest of Osona.

Since students in the school where the research was being performed had a better understanding of Catalan than English, all the questions were written in the former language. Even though the language of the questionnaire was Catalan, it had two parts: the first one asked questions about linguistic variance in Catalan and the second one inquired about the same topic in the English language.

In order to make students aware of the linguistic differences in Catalan two main dialects were chosen²: the Catalan spoken where the school is located (Osona) and the one spoken in the Balearic Islands. The second variety was chosen because the differences are big when compared to Osona's Catalan and it is easy for 4th of ESO students to be aware of some of the contrasts. Some questions also included other Catalan varieties such as the ones spoken in Valencia, Lleida and Barcelona.

As for the two main English varieties, American English and British English were chosen. These two dialects are the most known dialects of English in the world so they were decided because it was easier for students to recognize them when asked questions on linguistic variation.

The questions throughout the questionnaire were mainly close-ended but there were a few open-ended ones to allow participants to clarify why they answered as they did. The first question of the questionnaire related to Catalan varieties asked if students thought there were differences between the way Catalan was spoken in Osona and in the Balearic Islands. The second question wanted to see if participants liked the Catalan variety spoken in Osona or in the Balearic Islands better. The next question was an open-ended one to clarify the answers of number 2. The fourth question asked what Catalan variety students liked the most, followed by a question to know if students were able to know when a speaker was from the Balearic Islands. The sixth question asked what linguistic aspect was key to find out if a speaker was from the Balearic Islands. The next question inquired if students thought the

² Although there are some differences in meaning between dialect and variety of a language, for the purposes of this work we will be using both interchangeably. Moreover, all the dialects chosen for this research were geographical dialects and not social.

Catalan spoken in Osona was better than the Catalan spoken in the Balearic Islands and it was followed by an open-ended question for students to give more information. Following this set of questions there was one for students to choose the best adjective to describe the Balearic Catalan. The question number 10 was related to the best Catalan variety when finding a job and it was followed by another open-ended question to clarify students' answers. Finally, there was another set of two questions, the first asking if it was possible that everyone spoke the same Catalan variety which one should it be and the second one clarifying the answer.

The questions of the English varieties followed a similar approach to the Catalan ones. The first one asked if students thought there were differences in the way people from the UK and the US spoke. The next question wanted to know whether participants liked one or the other variety better and it included an open-ended question to give more information. The fourth question inquired if students were able to distinguish speakers from the US by their accent. After that, they were asked whether the English spoken in the UK was better than the one spoken in the US and, again, why. Question number 7 was related to how easy the varieties were to understand and students had to answer whether the US English was easier to understand than the UK English and why. Next, they were asked what English variety they would choose to speak and why. Finally, they had to choose the accent they would like everyone to have when speaking English.

As Dörnyei and Csizér (2012) say, "borrowed questions from established questionnaires" are a good way of creating questionnaires, since they have already been piloted and they worked. Even then, though, you have to pilot your questionnaire again to make sure it is going to fulfill your purpose. The questionnaire of this research was based on Luijpen (2012) since the author studied the linguistic attitudes towards different Spanish varieties in Spain. The questionnaire was piloted with 5 students of the other 4th of ESO class where the research was not being developed.

3.4 Data collection

The data collection was carried out both at the beginning of the lesson plan and at the end. As explained above, lessons at the school where this research was carried out are 90 minutes long instead of an hour so the project was developed during one and a half lessons,

a total of 2 hours and 15 minutes. The first 15 minutes of the first day were used to pass on the first questionnaire and the last 15 minutes of the last session to hand the second one.

All data was anonymous but questionnaires were numbered in order to know if some of the students were missing or if some of the participants' questionnaires were not usable for some reasons, as stated above. For this reason, it was easy to discard the questionnaires from students that were not present on the second day as well as those students whose answers could not be used. Moreover, the two students that were absent during the first lesson were allowed to answer the questionnaire on the second day but their answers were systematically eliminated. The reason for this omission was that the point of the research is to see the impact the lesson plan on linguistic variation has on students' linguistic variation awareness and it can only be tested if students are present during both days the lesson plan lasts.

3.5 Data analysis

In the questionnaire there were two types of questions: close-ended and open-ended. The first ones were analyzed in means of percentages, whereas the second ones were transcribed and divided into different categories according to the type of answer. Because the number of participants was only 17, we expressed the results in means of percentages and not statistical significant differences. Since it is a small sample, the results should be read with caution and may not be extrapolated to other areas.

4 Results

In general terms, the contrast between the first and the second questionnaire is bigger when talking about differences among English dialects than Catalan dialects. As seen in the following charts (Image 1 and Image 2), one of the examples is when students are asked their preferences over some Catalan or English varieties. In the first case, their answers do not defer much from the first to the second questionnaire, whereas the answer on English dialects changes.

What Catalan dialect do you prefer?

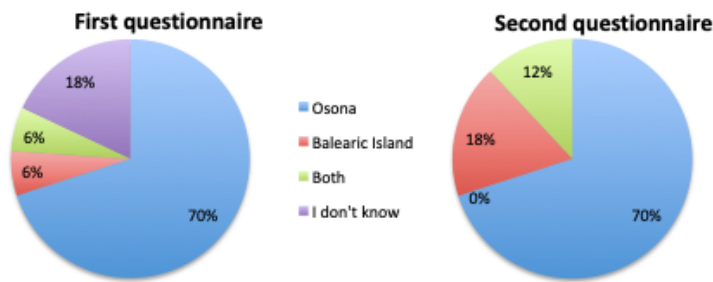


Image 1 Students preferred Catalan dialects.

What English dialect do you prefer?

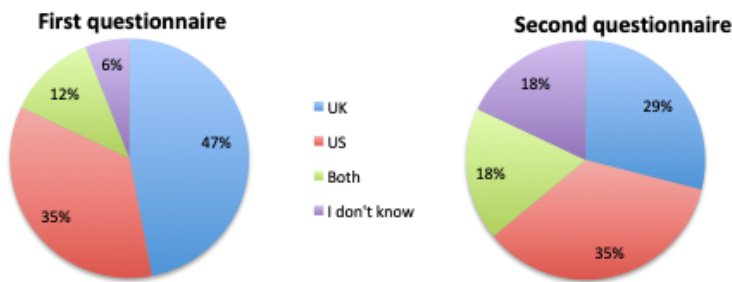


Image 2 Students preferred English dialects.

As seen in Image 1, students' preference for their own Catalan dialect (Osona) does not change over the two questionnaires (70%). However, there is a clear increase on the preference for the Balearic dialects in the second questionnaire (from 6% to 18%). At the same time, there is not a single student that does not have a preference at all, since nobody used the *I don't know* option.

What adjective describes best the Balearic dialect?

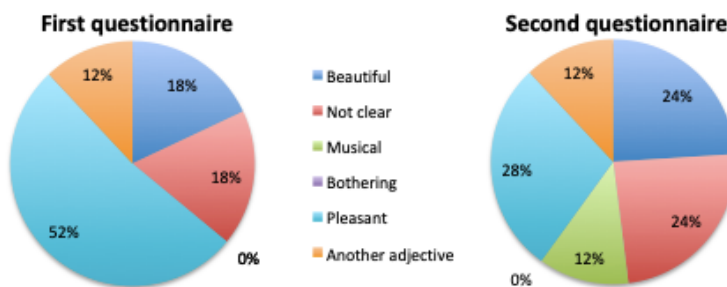


Image 3 Students description associated with the Balearic dialect.

In another question (Image 3), students were asked to choose among different adjectives regarding how they think Balearic Catalan sounds. In general terms, all the adjectives used are positive (*beautiful* 18% and 24% in the 1st and 2nd questionnaire, *pleasant* 52% and 28%,

etc.) except the *not clear* one, which increases by 6% during the second questionnaire. In both cases, 12% of the students chose another adjective: *normal* (6%) and *unique* (6%) during the first questionnaire; and *unique* (12%) during the second questionnaire.

Students believe that the best Catalan dialect to speak when finding a job is the one they speak (Osona). This belief increases from a 12% to a 35% between the two questionnaires. Moreover, there is a decrease on the number of students that believe the dialect spoken in Barcelona is helpful when finding a job: 24% to 6%. The number of people that believe that all the varieties are equally good also decreases: from 58% to 41%. Finally, the number of people who are not sure increases: from 6% to 18%.

Regarding the results on the second part of the questionnaire, the one inquiring about different English dialects, as seen in Image 4 most students knew the differences between American English and British English. During the first questionnaire, though, they mainly argued that both ways of speaking were a little different (59%) and in the second questionnaire they mostly agreed the differences were bigger (58%).

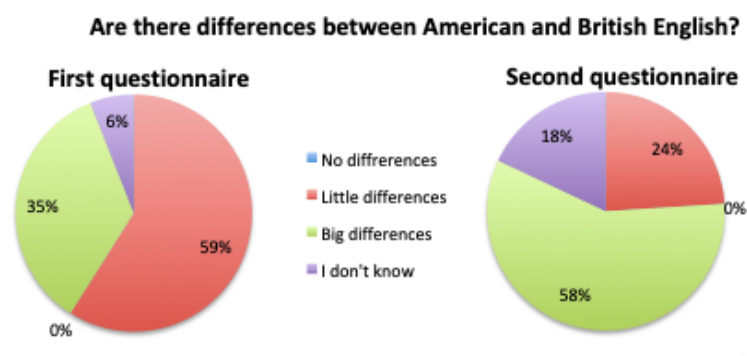


Image 4 Perceived differences between American and British English.

Regarding the dialect preference, as seen in Image 2, there is an increase of students that like both dialects, British and American English (from 12% to 18%), as opposed to preferring one or the other. As for the American English, the number does not change (35%) and for the British English it decreases (from 47% to 29%) to the detriment of not knowing which dialect they prefer, which increases (from 6% to 18%).

From Image 5, it has been deduced that the number of students that believe British English is better than American English decreases (from 12% to 6%). However, there is an important increase on the number of people who are not sure or who do not know whereas there is one dialect that is better than another one (0% to 35%).

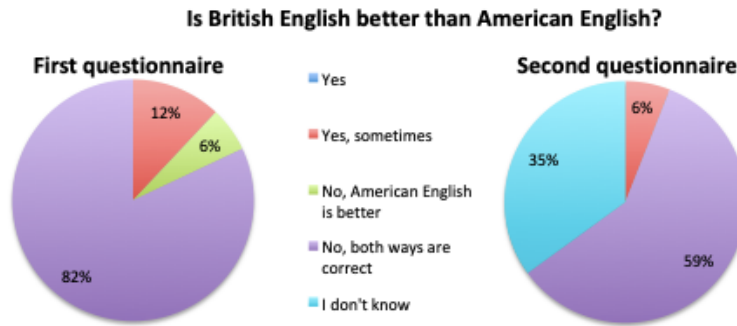


Image 5 Students perception regarding the correctness of British English.

Regarding the question of which accent is easier to understand, the answers for both accents (American and British) decrease. Again, there is an important increase of the answer *I don't know*. The percentages for this answer can be checked on Image 6. A similar situation happens to the answer of the accent preference (Image 7): the accent students would like to have when speaking English.

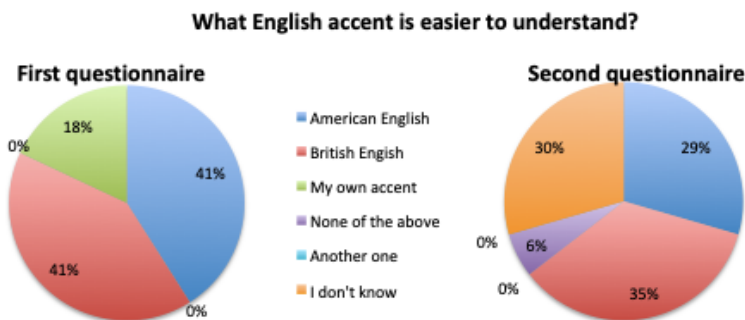


Image 6 Ease in understanding different English accents.

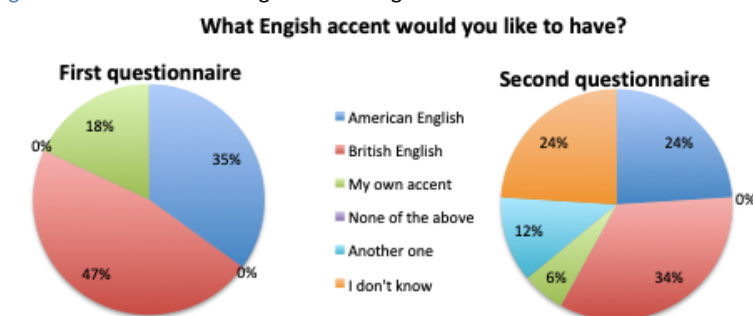


Image 7 English accent preference when speaking English.

Finally, when students are asked what accent they would choose if they could speak in a specific one (Image 8), again students decided for the *I don't know* (from 18% to 40%) answer on the second questionnaire at the cost of British English from (46% to 24%). In both cases there is an 18% of participants that chose *Another one: mine* (6%), *both accents* (6%)

and *whichever* (6%) where the answers for the first questionnaire; and *mine* (12%) and *both accents* (6%), the answer for the second one.

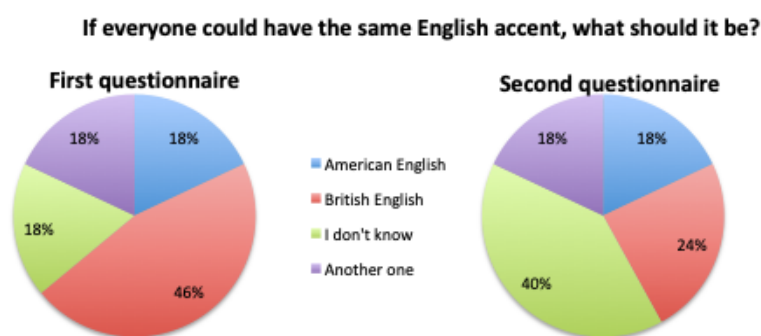


Image 8 Preferred English dialect for everyone to have.

5 Discussion of the results

The two main objectives for this project were to promote a positive attitude among 4th of ESO students towards linguistic and cultural diversity in general and more particular in the English language class and to teach 4th of ESO students different oral English varieties through exposure to authentic materials. In other words, the main purpose of my research was to use realia to see to what extent the use of oral authentic materials could improve the linguistic and cultural diversity awareness in 4th of ESO students.

As commented above, students prefer their own variety of Catalan by 70% both before and after the lesson plan, whereas their preference on English accents, change. One explanation for this difference could be that, on the one hand, the Catalan spoken in Osona is their dialect. On the other hand, English is a foreign language to them, thus not having a strong preference for any specific variety. Another way to read the results would be to think that the lesson plan only had an impact on the preferences students had for English and not for Catalan. Bearing in mind the lesson plan was developed in English, it would make sense students language awareness only increased when talking about English varieties. More research should be carried out in different languages to be completely sure.

Another interesting point that can be discovered through the results is that although students' preferences for the Catalan language were mainly for the one they speak, there was a clear increase on the preferences for Balearic Catalan and a decrease of a 100% for the option where students did not know. In other words, students changed the preference

of not knowing what variety to like the most to liking Balearic Catalan. This can be caused by students being interested in other Catalan varieties and researching them between the two lessons. Related to this same item, students were asked to describe the sound of Balearic Catalan. In the second questionnaire there is an increase of students describing it as *not clear*, this might be due to them researching the sounds of this dialect and finding out some characteristics about the Balearic variety they did not know before.

In the same direction, when students were asked the best Catalan variety to find a job, the number of them who thought the one they speak is the best, increased. This believe is only present when asked the best variety of Catalan and does not happen to English, since it is not their first language. Moreover, if students are planning on finding a job near the area they live, it makes sense they think it is better to have the same accent people around the area do.

In relation to English varieties, the differences between the first and second questionnaires are bigger than among Catalan varieties. In numerous cases and as seen in section 4, students chose the option where they did not know what to answer (*I don't know*) in the second questionnaire. They do not know if one dialect is better than the other one, they also are not sure on which of the two accents are easier to understand or preferable. Finally, they do not know what accent to choose if they could speak a specific one.

These answers might have an explanation on the fact that after the lesson plan on different English dialects, students start to wonder if there is or is not a dialect that is better than another one. However and as we will explain in the following paragraphs, the sample is very small and the results may not be totally reliable or extrapolated to other contexts.

What appeared clear from the lesson plan is that as Khaniya (2006) and Kirana (2016) affirm, authentic materials might be too difficult for some students. In fact, one of the questionnaires that could not be used was from one student that could barely understand a word in English. For this reason, although the questionnaire was in Catalan, the student was not able to get any of the information out of the lesson plan, thus making this student's questionnaire unable for a research use. In the future, a level test could also be carried out before developing the lesson plan, to make sure students have at least a B1 level on the Common European Framework of Reference (CEFR).

The objective of teaching 4th of ESO students different oral English varieties through exposure to authentic materials was fulfilled, since the lesson plan was developed using Youtube videos in English with a Chinese accent and with an Indian accent. As for the other objective, although when analyzing the results it might seem that students are starting to have some concerns related to language variation attitudes, this concerns only seem to appear in English and not Catalan, meaning that the language in which the lesson plan is developed has an impact on the results of only that specific language. Moreover, the final sample (17 students) is too small to be able to see if the objective of promoting a positive attitude towards linguistic and cultural diversity was fulfilled.

For the reasons stated above, this same research should be conducted with a bigger group than the one used in this project. Moreover, it would be advisable to develop a longer lesson plan. In the case of this research, the lack of time did not let us develop a longer unit, but linguistic diversity is a wide subject and 1 hour and 45 minutes devoted to it might not have had an impact on students perceptions on the topic.

Another idea to improve the research would be to include more than two accents. Although the two varieties chosen were pertinent within the school year of our students, it would be good for the purposes of the research that students could see more accents if this research was to be carried out again. Notwithstanding, and as Khaniya (2006) and Ahmed (2017) argue, the topic when using authentic materials needs to be meaningful. In the moment we carried out our research, the Me Too movement was relevant and students were interested in the matter. For future research, it would be advisable to find another theme that can attract young students as much as the one chosen did. Apart from being interesting, though, it needs to be easy enough to find authentic materials online that are not too difficult for the level of 4th of ESO students.

Finally, in order to record more relevant data, it would be appropriate to not only retrieve data using a questionnaire but also interview some of the students before and after the lesson (or lessons). In this way, not only quantitative but also qualitative data can be analyzed. Moreover, linguistic attitude is a topic where it is better to let participants explain themselves rather than giving them closed options.

6 Conclusion

After planning and developing a lesson plan using oral authentic materials with 4th of ESO students, it is safe to say that one of the objectives was totally completed. The use of two English dialects from Asia while using Youtube videos helped teaching students in 4th of ESO different oral English varieties through exposure to authentic materials.

The use of these materials was proven to be good to fulfill the objectives of the research; however, the English level of the students needs to be taken into account and should be at least a B1 on the CEFR. Apart from the level, in order to keep students engaged during the whole lesson plan, both the tasks and the materials developed need to be meaningful for students.

Regarding the second objective, it is hard to agree to what extent it was fulfilled. Analyzing the results of this research, it seems there is a small shift in students' perception on English dialects between the first and the second questionnaire. This might mean 4th of ESO students are starting to change their attitude towards different English varieties. It is clear, though, that this linguistic awareness was only present in English, the language the lesson plan was developed and not in Catalan. Moreover, the number of participants of this research and the short amount of time that was devoted on the lesson plan on different English dialects may have had an impact on the results. For the reasons stated above, the results may only be valid in the context where the research was carried out and may not be extrapolated to any other situation.

In conclusion, both of the objectives proposed for this research were fulfilled to a certain extent: students were exposed to authentic materials in different English varieties and they showed a shift on their perception on English varieties. However, for future researches on the same topics some changes should be made. First, a bigger sample of students should be used and the level of all of them should be at least a B1 on the CEFR for them to understand the activities proposed. Second, a longer lesson plan including more examples of different dialects should be developed. This lesson plan should use a topic that is meaningful for students and that can keep them interested at all times. Finally, data should not only be retrieved through a questionnaire but also interviewing some of the participants. Interviews should be used to get qualitative data on students' linguistic perceptions.

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8 Appendix

8.1 Lesson plan

Day 1 (90 minutes)

| Activity | Time | Material |
|---|------|---|
| Pass the questionnaire among students | 20' | Questionnaires |
| <p>Introduce the #metoo movement. Students answer the questions individually, in pairs and then in groups</p> <ul style="list-style-type: none">• What have you heard or learned about sexual harassment?• What do you know about the #MeToo movement?• How do you feel about the movement? You can represent your feelings with a word or an image.• Why might this be a difficult topic to discuss in class? | 10' | Document with the questions so they can answer on the computer. |
| <p>Watch the video of the girls #metoo movement and answer the questions (once with subtitles and once without):</p> <ul style="list-style-type: none">- Where are they from?- Do you have any experiences similar to the ones they told? | 10' | Projector, speakers and Youtube video |
| <p>Watch the two following (China and India) videos and answer to the questions. Watch each video twice, once with subtitles and once without.</p> <p>After watching the video for the first time, tell students about words they might not know.</p> <p>Correct the exercise</p> | 40' | Projector, speakers, questions and Chromebooks. |
| <p>Did you learn something new about the #metoo movement?</p> <p>Students think about it alone, they then share the answer with a classmate and then with the whole class.</p> | 10' | - |

Day 2 (45 min)

| Activity | Time | Material |
|---|---------|-------------------------|
| Remind students about what we did the previous day. - Could they understand the accent of all the videos? - Where were they from? | 10' | - |
| Speaking exercise. Students answer these questions with pairs and then share the results with the whole class. 1. Would you like to change your English accent? 2. How well can you identify the speaker's nationality by their accent? 3. Would you like to speak in a British or American accent? 4. Why do some people try to reduce or change their accent? | 15' | Questions and projector |
| Pass the same questionnaire among students again | 20' | Questionnaires |
| If there is time students can play Guess My Accent game | If time | Chromebooks |

8.2 Questionnaire

QÜESTIONARI 1

Les actituds lingüístiques en relació amb les varietats del català

A continuació trobaràs una enquesta sobre les varietats del català. Gràcies a aquesta enquesta podré desenvolupar el meu Treball de Fi del Màster en Formació del Professorat de l'especialitat de Llengua Anglesa. Tardaràs uns 7 minuts en respondre. Gràcies per a la teva col·laboració!

Si us plau, marca amb una creu la resposta més adequada (només es pot marcar una opció per a cada pregunta). En el cas de les preguntes 3, 8, 11 i 13, contesta escrivint una resposta.

Sexe:

- Dona
- Home
- Prefereixo no respondre

Poble o ciutat on vius actualment:

- Torelló
- Vall del Ges (Sant Pere o Sant Vicenç)
- Bisaura (Sant Quirze de Besora, Montesquiu, Sora, Santa Maria de Besora o Vidrà)
- Resta d'Osona

Lloc de naixement:

- Catalunya
- Espanya (Si no vas néixer a Catalunya, indica a quina edat vas venir a viure-hi _____).
- Fora d'Espanya, a quin país? _____ (Si no vas néixer a Catalunya, indica a quina edat vas venir a viure-hi _____).

1. Creus que hi ha diferències entre la manera com parles el català i la manera com parlen el català a les Illes Balears?

- No, no hi ha diferències.
- Sí, les dues maneres de parlar es diferencien una mica.
- Sí, les dues maneres de parlar es diferencien molt.
- No ho sé.

2. En general, t'agrada més la forma de parlar dels parlants de les Illes Balears o la dels parlants d'Osona?

- La dels parlants d'Osona.
- La dels parlants de les Illes Balears.
- Igual.
- No ho sé.

3. Sabries indicar el perquè de la teva resposta a 2?

4. Si us plau, indica quina varietat del català t'agrada més com sona.

- La de Lleida.
- La de València.
- La de les Illes Balears.
- La d'Osona.
- La de Barcelona.
- No ho sé.
- Una altra, indica quina: _____

5. Saps distingir un parlant de les Illes Balears pel seu accent?

- Sí, sempre.
- Sí, gairebé sempre.
- Sí, a vegades.
- No, gairebé mai.
- No, mai.

6. En el cas dels parlants de les Illes Balears, quin aspecte lingüístic defineix millor la seva manera de parlar?

- La pronunciació i entonació.
- El vocabulari i les expressions.
- La gramàtica.
- No ho sé.

7. Creus que la manera com parlen català les persones d'Osona és millor que la manera com parlen el català les persones de les Illes Balears?

- Sí.
- Sí, en alguns casos.
- No, la manera de parlar català de les persones d'Osona és millor que la dels de les Illes Balears.
- No, les dues maneres són igual de correctes.
- No ho sé.

8. Sabries indicar el perquè de la teva resposta a 7?

9. Segons la teva opinió, quin dels següents adjectius defineix millor la varietat del català de les Illes Balears? (tria'n un).

- Bonica.
- Poc clara.
- Musical.
- Molesta.
- Agradable.
- Un altre adjectiu: _____

10. En general, quina manera de parlar creus que et pot ajudar més a trobar feina en un futur?

- La manera de parlar dels parlants de Lleida.
- La manera de parlar dels parlants de les Illes Balears.
- La manera de parlar dels parlants de València.
- La manera de parlar dels parlants d'Osona.
- La manera de parlar dels parlants de Barcelona.
- Totes.
- Cap.
- No ho sé.

11. Saps indicar el per què de la teva resposta a 10?

12. Si fos possible que tothom que parlés català tingués el mateix dialecte, quin dialecte creus que seria el millor?

- El de Lleida.
- El de les Illes Balears.
- El de València.
- El d'Osona.
- El de Barcelona.
- No ho sé.
- Un altre, indica quin: _____

13. Saps indicar el per què de la teva resposta a 12?

Moltíssimes gràcies. Ara respon les preguntes del qüestionari 2 que tens a continuació.

QÜESTIONARI 2

Les actituds lingüístiques en relació amb els dialectes de l'anglès

A continuació trobaràs una enquesta sobre diferents dialectes de l'anglès. Per a contestar aquesta enquesta tardaràs uns 7 minuts. Gràcies per a la teva col·laboració!

Si us plau, marca amb una creu la resposta més adequada (només es pot marcar una opció per a cada pregunta). En el cas de les preguntes 3, 6, 8, 10, 12 i 13, contesta escrivint una resposta.

1. Creus que hi ha diferències entre la manera com parlen en anglès al Regne Unit i als Estats Units?

- No, no hi ha diferències.
- Sí, les dues maneres de parlar es diferencien una mica.
- Sí, les dues maneres de parlar es diferencien molt.
- No ho sé.

2. En general, t'agrada més la forma de parlar dels parlants dels Estats Units o dels parlants del Regne Unit?

- La dels parlants del Regne Unit.
- La dels parlants d'Estats Units.
- Igual.
- No ho sé.

3. Sabries indicar el perquè de la teva resposta a 2?

4. Saps distingir un parlant d'Estats Units pel seu accent?

- Sí, sempre.
- Sí, gairebé sempre.
- Sí, a vegades.
- No, gairebé mai.
- No, mai.

5. Creus que la manera com parlen anglès les persones del Regne Unit és millor que la manera com parlen l'anglès les persones d'Estats Units?

- Sí.
- Sí, en alguns casos.
- No, la manera de parlar anglès de les persones d'Estats Units és millor que la dels del Regne Unit.
- No, les dues maneres són igual de correctes.
- No ho sé.

6. Sabries indicar el perquè de la teva resposta a 5?

7. Quin accent creus que és més fàcil d'entendre?

- L'accent dels parlants d'Estats Units.
- L'accent dels parlants del Regne Unit.
- L'accent que tinc quan parlo anglès.
- Cap.
- Un altre, indica quin: _____
- No ho sé.

8. Sabries indicar el perquè de la teva resposta a 7?

9. Si poguessis triar quin accent anglès tenir, quin triaries?

- L'accent dels parlants d'Estats Units.
- L'accent dels parlants del Regne Unit.
- L'accent que tinc quan parlo anglès ja m'agrada.
- Cap.
- Un altre, indica quin: _____
- No ho sé.

10. Saps indicar el per què de la teva resposta a 9?

11. Si fos possible que tothom que parlés anglès tingués el mateix accent, quin accent creus que seria el millor?

- El d'Estats Units.
- El del Regne Unit.
- No ho sé.
- Un altre, indica quin: _____

12. Saps indicar el per què de la teva resposta a 11?

13. Comentaris. Si us plau, apunta si vols qualsevol comentari que tinguis tant de la part catalana com de la part anglesa.

Moltíssimes gràcies per la teva col·laboració!