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ASPECTS OF STUDENTS' MOTIVATION AND ATTITUDES TOWARDS TEACHING

MATERIALS IN A BILINGUAL HIGH SCHOOL SOCIOLOGY PROGRAM

Graduation Thesis

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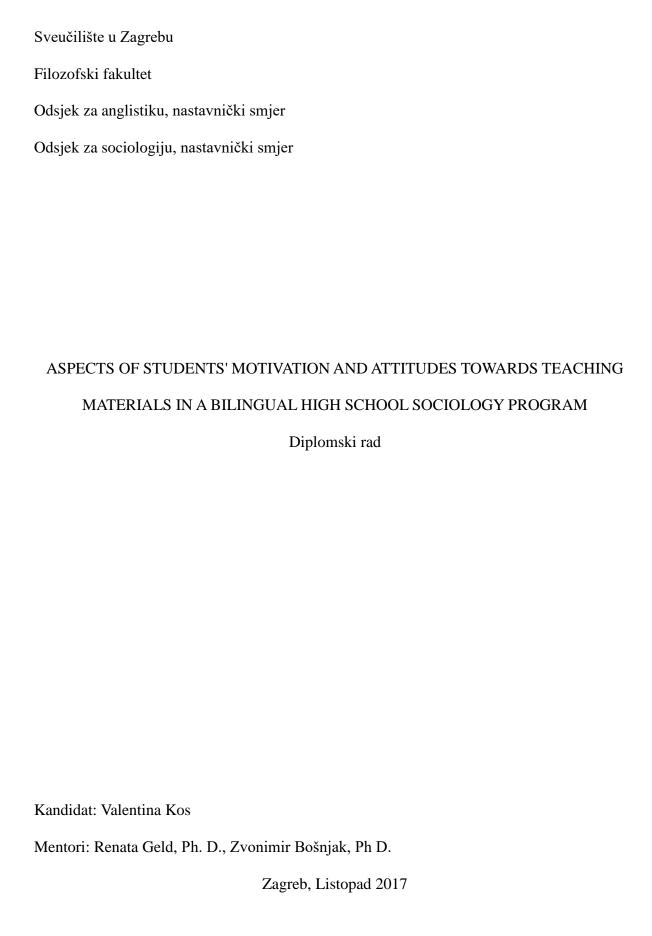Supervisors: Renata Geld, Ph. D., Zvonimir Bošnjak, Ph D.

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Diplomski rad

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Contents

Abstract

This thesis deals with the topic of teaching materials used in a bilingual high school curriculum and students' attitudes towards the materials. The main assumption is that positive attitudes towards teaching material may result in the increase in students' motivation. In order to find out more about students' attitudes and to test the assumption, we conducted a research in "X. gimnazija Ivan Supek" high school in Zagreb, Croatia. The aim was to learn about students' attitudes towards teaching materials they used in a CLIL sociology course and to see what attitudes students have towards authentic texts. The research was designed to answer the following questions: *What type of materials do students prefer working with and why? What is students' opinion about working with an authentic text and are their opinions positive or negative? Are students interested in working with authentic texts in future lessons?* Qualitative data were collected via a questionnaire and analyzed using descriptive analysis. There were two questionnaires, one for each stage of the research. The group of participants for the first questionnaire was N=16 and for the second N=10. All participants were members of the same class. The overall conclusion is that students have positive attitudes towards teaching materials used in the course, including the authentic text used in the research.

Keywords: attitudes, authenticity, authentic materials, CLIL, ESP, motivation, sociology

Sažetak

U ovom radu istražuje se tema autentičnih tekstova korištenih u dvojezičnoj srednjoškolskoj nastavi i stavovi učenika o tim materijalima. Glavna pretpostavka je da pozitivni stavovi o autentičnim tekstovima mogu imati pozitivan utjecaj na motivaciju učenika. U sklopu rada provedeno je istraživanje u X. gimnaziji Ivan Supek u Zagrebu. Cilj istraživanja bio je prikupiti informacije o stavovima učenika o nastavnim materijalima koji se koriste u dvojezičnoj nastavi sociologije i o stavovima učenika o autentičnim tekstovima. Istraživanje je osmišljeno da bi se dobili odgovori na sljedeća pitanja: *Kakvu vrstu materijala učenici radije koriste i zašto? Što učenici misle o radu s autentičnim tekstom i je li njhihovo mišljenje pozitivno ili negativno? Bi li učenici voljeli nastaviti raditi s autentičnim tekstovima?* Podaci su prikupljeni metodom upitnika i obrađeni deskriptivnom analizom. Istraživanje se odvijalo u dva koraka, stoga su podaci prikupljani pomoću dva različita upitnika. Prvi upitnik ispunilo je 16 ispitanika, a drugi njih 10. Svi ispitanici iz istog su razreda. Glavni zaključak istraživanja je da učenici imaju pozitivne stavove o nastavnom materijalu korištenom u dvojezičnoj nastavi sociologije, kao i o autentičnom tekstu korištenom u sklopu istraživanja.

Ključne riječi: stavovi, autentičnost, autentični tekstovi, dvojezična nastava, motivacija, sociologija

1. Introduction

Bilingual high school curricula, delivered partly in Croatian and partly in English as a foreign language, have been introduced in four high schools in Zagreb. However, sociology is part of the bilingual curriculum in only two of these schools. Bilingual high school curricula in Croatia are based on the theoretical approach of content and language integrated learning (CLIL), which gained scholarly attention in the 1990s (Coyle et al., 2010). The key characteristic of this approach is teaching content in a foreign language, which results in acquiring both the content and language. Language learning and content learning occur simultaneously and, in an ideal situation, both parts have an equal share in the course. Although it may seem that, in integrated learning, neither language nor content receive sufficient attention, proponents of CLIL believe it offers various benefits for both content and language learning and teaching. For example, language is learned through meaningful context and constantly used in the classroom. Learning a language in a meaningful context is believed to promote language acquisition, since it provides a chance for the use of grammar rules and learned vocabulary. Secondly, students often do not have a lot of opportunities to use the language in a context other than English lessons, therefore bilingual curricula provide an additional chance for the practice of all four language skills. Moreover, teachers have more resources available at their disposal for content teaching if they are not limited to only one language. This is especially true for English, since, nowadays, it is an international language of science and technology.

Another positive trend, which CLIL as an approach to language teaching is believed to bring, is a renewed interest for the use of authentic materials in the classroom. Very often, bilingual curricula are done without an appropriate textbook, since textbooks are written to fit in as many different classroom contexts as possible, in order to increase their selling potential. Therefore, teachers sometimes collect and organize a set of materials for the course, to make up for inadequate textbooks and add to the quality of content and language input. In CLIL courses where English is the second language, teachers have an opportunity to use authentic materials from the vast quantity of texts written by academics from the content-field. Authentic materials, or texts which are not modified for classroom use, as literature suggests, are considered to have a positive impact on both language and content learning when used in the classroom. One argument is that students encounter "real" texts which are not artificially

produced for a specific purpose, but are artifacts from a native-speaker community, or a scientific community connected to the language, or the subject being taught. In a language learning context, authentic materials present an example of "natural" language, which is not modified for classroom use, specially written for the purpose of language teaching, or in any way simplified. The idea is that in the context of content learning, namely sociology, teachers can present them as examples of "sociology in use", or to exemplify and give background to abstract definitions found in textbooks.

The use of authentic materials in language teaching has been extensively discussed among researchers. The positive outcome mentioned most frequently is the increase in students' motivation for the subject. One of the reasons of the increase in motivation is thought to be the novelty of the material and its difference from textbook content. Whereas textbook content is written primarily for classroom use, authentic texts are not and, therefore, are not artificial, simplified, or in any way modified for classroom needs. Authentic texts might be perceived as unfamiliar and different than textbook material regarding style and language used. Furthermore, working with authentic material creates a context in which learners use the language they are learning and it provides an example of real-life language use. When working with authentic texts, students analyze the author's original thoughts, which are not changed by translation or simplification. This can lead to students' own interpretation of a text and not the one imposed by the author of a textbook, or changed during translation.

On the other side, the interest for authentic texts is less developed among high school teachers of content subjects. One of the reasons for that could be the lack of relevant authentic materials in students' mother tongue. The idea of this thesis is that English bilingual curricula can help overcome the problem, by incorporating the use of authentic material in English. Since English is the *lingua franca* of science, there is a great number of various types of authentic materials, which are available to both teachers and students. Therefore, teaching in bilingual curricula provides a wider set of material to choose from, both in the mother tongue and English. This opens a new space for the use of authentic materials relevant to subject content and creates a need for research in the field. The research we conducted might be a small addition to this field of study. In the research, we wished to find out students' opinion of authentic materials and the way they perceive the material. The idea was to design a lesson plan for a class in which students would use an authentic text and work with it, so that we can find out their opinion and attitudes towards working with that type of

materials.

More specifically, we wished to investigate students' opinions and reflections in a bilingual high school sociology class. Moreover, the focus is on attitudes connected to students' motivation for working with different materials in the classroom.

In this thesis, authentic texts are presented as potential motivators for students and as an effective medium for learning. They serve as complementary material to the textbook, but have an important role in increasing the quality of teaching and learning. Such materials should be chosen based on their relevance to the course objectives and used to expand the topics covered by the course book. Whereas textbooks give students a simple and structured overview of key topics and theories, authentic materials are believed to provide a deeper insight into a certain topic and involve students in learning through discovering.

2. Goals and aims of the study

This thesis aims to present the research conducted in order to find out more about students' attitudes toward teaching material and their motivation for the use of authentic material in the classroom and main ideas which were the inspiration for the research. The research was limited to the specific situation of a bilingual high school sociology curriculum, because it agrees with the author's graduate program and personal interest. Also, not many students are enrolled in partially bilingual high school curricula in Zagreb.

In the high school where the research was conducted, the bilingual curriculum consists of several content and language integrated courses, one of them integrating sociology and English. The course is based mainly on the material prepared by the teacher, which mostly relies on the Croatian sociology textbook. Our aim was to obtain information about students' awareness of authentic materials and their use in the classroom, as well as to find out more about their attitudes towards using authentic materials.

The first part of this thesis deals with theoretical concepts crucial for the research and the topic in question. Key terms, such as motivation, attitudes and authentic materials will be defined and discussed in the context of CLIL. Furthermore, relevant research related to the topic will be presented to demonstrate important findings and conclusions which served as the starting point for our study.

The second part is dedicated to the research conducted for the purpose of this thesis. It will include discussion about the idea and research questions which emerged from the relevant literature. Also, the research itself, which was conducted to find out the answers to the research questions, and gain more insight into students' attitudes, will be presented in detail. We will describe the sample used and the procedure and qualitative methods of data collection, selected as the most appropriate for data collected. The research was conducted in two stages: the first stage was a necessary precondition for planning the second stage. Thus, the first stage served to collect data important for developing the second part of the research.

Following the research description, the results will be presented and thoroughly discussed, in connection to the theoretical concepts and research questions from which the idea for the research was born. Since the research was conducted in two stages, this part will follow the pattern and the results from the first stage will be discussed separately from the second. Finally, the results will be discussed in relation to each other.

In the conclusion, the results will be analyzed in connection to the research questions. This section will be focus on interpreting the results in connection to the use of authentic materials in the classroom. On the other hand, the author will deal with the limitations of the research and suggest new questions that appeared during the result analysis and which call for further research. Lastly, the results will be placed in the Croatian context and discussed in relation to current events in Croatian education policy.

3. Theoretical Background

3.1 Motivation and attitudes

Motivation is a key notion in most of the theoretical work connected to learning. For that reason, it presents an unavoidable segment in researching and discussing different approaches to teaching and learning. The following section deals with several different theories of motivation, which served as a starting point for designing this study. The study draws upon Gardner's (1985) socio-educational theory, Z. Dörnyei's (1998) motivational components and the dual approach to motivation which distinguishes between intrinsic and extrinsic motivation.

All of the theories combined offer a definition, with the main idea that motivation is a process comprised of different segments and that it plays a crucial role in learning. According to Gardner and his socio-educational model, motivation is *a multi-faceted construct in that it involves effort (motivational intensity), cognitions (desire) and affect (attitudes)* (1985, p. 168). For example, if we had a task to do, our motivation for it would consist of how much effort we are willing to put in it, how much we want to do it and how we feel about doing it. Elements of motivation can vary depending on an infinite number of factors, such as, our mood, the context we are in, influential events that happened to us recently, and so on. This means that we are dealing with an inconsistent variable which can be manipulated by outside and inside factors. On the one hand, we can use some strategies to increase students' motivation, and on the other, we can teach them to find a purpose of the task, so they can develop interest and internal motivation for completing the task. It is important to understand the complexity of motivation in order to approach it more effectively. It is the underpin for all types of learning, especially school learning, which is mentioned by all authors who are mentioned in this section. Dörnyei goes so far as to claim that *all the other factors involved in L2 acquisition presuppose motivation to some extent* (1998, p. 1). Meaning that, any issue connected to foreign language acquisition inevitably leads to the discussion about motivation and its influence on learning. However, we believe that the claim can be extended to all kinds of learning, not only L2 acquisition. Such an idea is found in Palekčić (1985) who, focusing on school learning in general, states that motivation is not independent and removed from learning, but is an inherent characteristic of school learning (p. 275).

Based on results of numerous research done by Gardner and his associates, (Lambert,

Smythe, etc.) the author concludes there is a clear relationship between achievement in the second language and language aptitude and attitudinal, or motivational characteristics. However, he goes on and explains that the nature of the relationship is not clear (Gardner in Reynolds, 2014). In this thesis, we are not interested in the process underlying the connection between achievement and motivation, therefore, the claim that there is a connection is enough to justify our research. We cannot say that one facilitates the other, for example, that positive attitudes result in better achievement. However, since a relationship between the two exists, we can argue that positive attitudes are an important factor in learning and that we should choose materials which students find interesting, when deciding on the course material.

A central concept in Gardner's socio-educational approach, is integrative orientation, or the idea that students want to learn a language so they can communicate with the speakers of that language. This is a social and emotional purpose of learning (1985, p. 11). In contrast, Gardner mentions instrumental orientation, or the motivation to learn because it might be useful to get a better job, which is a pragmatic purpose of learning (1985, p. 11). It follows that there are several directions from which we can observe learner's motivation. In this case, we will focus on integrative orientation, but not only as an aspiration towards the second language speaking community, but also, the academic community connected to the content subject, which is a part of the course. The idea that integrative motivation should not only be seen as a desire to become a part of the native speaking community exists in Mishan (2005) as well. She sees integrative motivation as relevant to any type of community, for example,

> *in LSP situations, where learners need the specialized language for professional advancement, authentic texts might be more motivating because learners recognize them as pertaining to the professional community to which they aspire* (2005, p. 42).

Mishan's claim can be interpreted in our context as well, as the need to use authentic materials in a CLIL classroom to bring the scientific community closer to students.

Mishan believes that authentic texts appeal to integrative orientation most directly since they are, *real material from the target culture which learners perceive as being a stepping stone towards their own integration with, and understanding of that culture* (2005, p. 41). In other words, we should incorporate authentic materials in our classroom if we wish to support the development of integrative motivation in our students.

As opposed to Gardner, Palekčić (1985) based his theory and research on a dualistic view of motivation, namely the distinction between intrinsic and extrinsic motivation. He writes

about motivation in connection to school learning and focuses on intrinsic motivation in this context. Drawing on the works of various authors who wrote about intrinsic motivation, Palekčić (1985) describes it as motivation which can be found when individuals do an activity for themselves, or for their own enjoyment and describes such activities as rewarding in themselves (p. 97). The author believes, that if intrinsic motivation does not exist among students, there is almost no way to motivate them with external rewards (Palekčić, 1985, p. 258) In that case, we need to develop intrinsic motivation, by making students find a personal interest in learning and challenging them with such materials and content so their curiosity is provoked. Thus, they want to solve the problem given to them, because they are interested in the material and curious about the solution. The notion of intrinsic motivation supports the main idea of this thesis, since, in theory, intrinsic motivation appears when individuals do something interesting, or tasks with which they can explore on their own. In such activities, the reward comes from the individual, who feels satisfied because he/she accomplished something. Palekčić (1985) uses an interesting comparison to demonstrate the difference between intrinsic and extrinsic motivation in connection to classroom activities. He explains that classroom activities aimed towards students' personal development and competence gain are more likely to strengthen intrinsic motivation. In contrast, activities focused on progress check work in favor of extrinsic motivation. In the first case, the key processes are stimulation and encouragement of learning, whereas, in the second case, the focus is on satisfying certain expectations. In other words, external motivation comes from an "imposed" activity and results in a sense of relief, as opposed to internal motivation which results in a sense of pleasure (Palekčić, 1985, p. 260-261). From this comparison, it is even clearer that authentic materials fall into the category of factors which might have a positive impact on internal motivation. Textbook materials are simplified and lead students to a specific answer. There is little space for creative thinking and problem-solving. On the other hand, authentic materials are not designed for classroom use and there is more creative space for students and teachers in dealing with such texts.

Palekčić believes that problem-solving, challenging tasks and a creative way of discovering new things are necessary prerequisites for developing intrinsic motivation (1985, p. 201). He suggests that in order to increase intrinsic motivation, students have to be given more independence in task solving (1985, p. 255-256). This leads to a more active approach to learning, because students have a say in what they do and take responsibility and initiative in

their work. Palekčić (1985) focuses on internal motivation in relation to school learning and he conducted research to explore the connection between the two. The results of his research show that there is a connection between creative curiosity and school learning outcomes (1985, p. 209). The notion of curiosity is taken from Maw & Maw (1964) and one aspect of the definition, important for this thesis, is that curiosity appears when individuals react positively to new, foreign, unusual, or mysterious elements in their surroundings by trying to find out more about them, testing, or manipulating them (Palekčić, 1985, p. 220). This leads to a conclusion that positive school learning outcomes can be achieved by engaging students in such activities that arouse curiosity. This thesis intends to suggest that working with authentic materials can lead to better school learning outcomes because they are different from textbook materials, challenging and, therefore, raise students' curiosity.

On the other hand, Dörnyei, besides basic elements of motivation, makes a distinction between three motivational components on the learning situation level: course, teacher and group-specific (1998, p. 125). In other words, the course, teacher and group are different types of motivators and have a specific impact on the learner's motivation level. This is important, because if we separate motivational aspects, it is easier to think of varied, but functional methods of increasing learners' motivation. In the context of this study, the focus is on the course-specific component, since it includes teaching materials and learning tasks (Dörnyei, 1998). Dörnyei recognizes the role of relevant teaching materials in students' motivation. He claims that teachers have to use various strategies to maintain it during all phases of a task (1998). For example, Dörnyei (2003) proposes that initial motivation is achieved through choice of relevant teaching materials. Students who can relate to the content or the format of the material will be more motivated to work with it. To maintain students' motivation, the author suggests using tasks which create and support learner autonomy and stimulate learning, making it more enjoyable. Learners who feel like they have some control during task solving will be more motivated, unlike those who are restricted by task instructions (Dörnyei, 2003).

Regarding teaching materials, Palekčić (1985) claims they have to be challenging for students. Furthermore, they should not only contain facts, data and pre-made conclusions, but the materials should stimulate learning, thinking, individual effort and research and creating individual conclusions and attitudes (p. 319). The author's thoughts coincide with the ideas presented in this thesis, regarding positive impact of the use of authentic material. Palekčić

(1985) continues by claiming that such materials enable different approach to problem-solving and therefore engage intrinsic motivation in students. The reason behind this is that students have to work, think and learn on a higher level than while working with tailor-made textbook materials (p. 319). Even though difficult and complex texts may seem demotivating, with their appropriate presentation and teacher's guidance, working with complex texts has a bigger impact on engaging thought processes, which leads to more active students and the development of intrinsic motivation (Palekčić, 1985, p. 322).

A similar point can be found in Mishan (2005) who argues that working with authentic texts promotes learner's autonomy. She continues and quotes McGarry (1995), who claims that using authentic texts in the classroom results in positive attitudes toward learning and that one of the reasons for positive attitudes is learner's autonomy in working with the text (Mishan, 2005, p. 9).

Of course, when talking about intrinsic motivation and the ways to engage it, we should not forget that mentioned aspects are only one segment and there are numerous other factors related to motivation levels. However, we focused only on the ones which support our main idea.

As mentioned before, attitudes are building blocks of motivation. Other components (desire and motivational intensity) are also important, but the focus of this thesis is on attitudes. Therefore, to deal with motivation, it is important to take attitudes into consideration as well. They can show us, in part, how motivated students would be do a task. Also, by choosing appropriate material to which they react positively, we have better chance to deliver a successful lesson and make sure that students learn more, than they would with materials which do not appeal to them. Drawing on Harding *et al.*'s (1954) definition, Gardner (1985) operationalizes attitude as *an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent* (p. 9). More specifically, he defines educational attitudes as *attitudes toward the teacher, the course, learning the language,* and, obviously, teaching materials (p. 41). According to Gardner, together with social attitudes, educational attitudes play a role in the second language learning process (1985, p. 42). Taken together, we may conclude that a student's attitude toward teaching materials is his/her reaction to the material, drawn from his/her belief or opinion about the material. Furthermore, it is important to ask students for their opinion about teaching materials and observe their reaction during the use of materials, since attitudes have an

important role in the learning process. According to the research presented in Gardner (1985), *attitudes toward learning languages are more related to achievement than are attitudes toward many other school subjects* (p. 42) and attitudes play an important role in the learning process since they positively correlate with classroom participation, which then results in better language acquisition (p. 61). This tells us that positive attitudes towards a language learning situation are connected to more successful learning, which is why we need to investigate specific attitudes connected to teaching materials. Group related attitudes are Gardner's focus, but they go hand in hand with context related ones, where personal attitudes toward teaching material belong, and they are as important, if not more important, than the group related attitudes. In his words, *motivation to learn a second language is influenced by group related and context related attitudes (integrativeness and attitudes toward the learning situation, respectively)* (1985, p. 168).

Mishan recognizes motivation as a crucial factor for successful language learning and believes that motivation is one of the key justification for the use of authentic texts (2005, p. 40-41). She quotes Peacock (1997), who defines motivation as *interest and enthusiasm for the materials used in class,* among other things, and concludes that *authentic learning texts appear to be the ideal motivators* (in Mishan, 2005, p. 41). Teaching materials are important because they can motivate or demotivate students. According to Peacock (1997), authentic texts used in classroom raise students' interest and motivation. This is one of the thoughts behind this thesis and a question which we tried to answer by doing the research.

The premise from this section is as follows: students have positive attitudes towards authentic material, because they find them interesting. The idea is that this leads to the increase in motivation, which is vital for learning.

3.2 Content and language integrated learning

Content-based second language instruction appeared as a follow-up to the idea that students learn a language most effectively when they are interested in the content and when the content is relevant to them (Brinton et al.,1989, p. vii). One of the definitions of CLIL can be found in Marsh & Frigols Martin, who define CLIL as *a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels* ("Introduction: CLIL" n.d.). The definition is broad, but it contains one of the key

characteristics of CLIL, namely that language and content are learned and taught together, in a package which contains equal amount of language and content. In other words, language and content have an equal role in CLIL and learning one supports the learning of the other. Or, how it is put in Eyurdice (2006), *the non-language subject is not taught in a foreign language but with and through a foreign language* (p. 7). However, it is often the case that language is only used as a working tool and not explicitly taught, or in Marsh & Frigols Martin's words,

> *CLIL is a form of language learning, but it is rarely a form of language teaching. Language teaching definitely plays a key role, but it has to be done in conjunction with authentic content teaching and learning. Content drives most CLIL implementation* ("Introduction: CLIL" n.d., p. 4).

This is often the case in practice, and we believe a reason for it might lie in the lack of time and an overloaded syllabus. This does not mean that language learning does not occur. It may seem that students learn "incidentally", but there is a firm methodological background since language is used to understand the meaning of a text and discuss its content (Brinton et al., 1989, p. 5).

In their book about content-based second language instruction, Brinton et al. (1989) give a detailed description of different models which exist in the content-based instruction. Even though all models are specific, there are several shared characteristics. According to the authors, one of them is the use of authentic tasks and materials,

> *A second shared feature concerns the twofold aim of the models in using authentic tasks and materials. (…) The materials used (e.g., newspaper/magazine articles, video- and audio-tapes, or content texts) are authentic in the sense that they were not originally produced for language-teaching purposes* (Brinton et al., 1989, p. 17).

Pinner (2013) and Mehisto et al. (2008) also refer to authenticity as an element of CLIL. Not only are authentic materials seen as inherent in CLIL courses, but such courses can be understood as authentic situations of language use. During the course, the teacher and students use the language in an authentic situation, similar to the one in which native speakers use in school. This is interesting, because it points to two things, the first one being that content-based instruction cannot escape the notion of authenticity and the second that, authentic materials should be used without question, or that there is no reason not to use such materials, when there is a rather good opportunity for it.

It follows that CLIL and the use of authentic materials call for higher levels of learning and thinking as students have to think in the foreign language and use it creatively to understand the text and express their opinion. Students have to employ many different strategies to deal with both language and content of the text. While learning the subject matter, students actively use and learn a foreign language. They are exposed to the language in a meaningful context, but it is not always taught explicitly. Even though the focus is on the content subject, students undoubtedly benefit linguistically, since they are exposed to language structures and vocabulary they would not encounter in regular language lessons. Wolff's argument goes in a similar direction,

> *Most CLIL specialists locate themselves more towards the content-oriented end of the scale, although most of them do not believe that learners can tackle the difficult task of learning the foreign language purely inductively. They opt for an integration of language and subject teaching in order to use the full potential of the integrative approach* (2009, p. 550).

The point is that teachers in integrated courses mostly do not teach the language explicitly, since their learners already have a certain language proficiency level. Learners take part in a course where their mother tongue is not used, but all the work for the course is done in a foreign language. This leads to another feature of CLIL courses, or, that students who wish to enroll must have a certain level of foreign language proficiency, in order to successfully participate in such courses.

On the other hand, Brinton et al. propose a different aspect, which does not presuppose learner's high language proficiency,

> *Practical experience with language teaching, systematic thought about language teaching and learning, and empirical research on classroom language learning all suggest that content learning through the medium of the target language can serve well as a major component of instructional programs for all age groups* (1989, p. 9).

Meaning, CLIL can be done with students regardless of their knowledge level or age, under the condition that it is appropriately designed and conducted. A follow-up explanation by the authors is,

> *rich second language input in relevant contexts is the key, where the attention of the learner is focused mostly on the meaning rather than on the language. This experiential component appears to be a vital element in the development of functional*

second language skills, with contextualized analytical activities which focus explicitly on language forms, functions and patterns playing a complementary role in the development of accuracy and precision in language use (Brinton et al., 1989, p. 9-10).

Learners pick up meaning without focusing on the details they do not understand, because the content is presented through a meaningful context. Authors believe that students learn better through experience than by an analytic approach and, therefore, argue for function over form and advocate a content-based approach to learning a language, regardless of the learner's age and proficiency.

In their book, Brinton et al. (1989) mention several studies which show that *content-based instruction enhances both language and concept development and promotes positive attitudes* (p. 215). Since attitudes are directly connected to motivation, it follows that content-based programs are a motivating context for learning. Promoters of CLIL claim that *contextualizing language lessons is not enough* but that lessons should include *authentic texts which are relevant to the learners' second language needs* (Brinton et al.,1989, p. 1). In other words, meaningful content lies in authentic texts, which were not produced for the purpose of school learning. The argument is then that authentic texts lead to better acquisition of language and content since they provide a meaningful content and context.

CLIL is the perfect setting for the use of authentic materials, since it is authentic in itself. The context in which the language is learned is more authentic than in a typical language learning setting, because learning occurs in a meaningful context and it is used in a real-life situation. Marsh & Frigols Martin mention something similar in their claim, that a traditional model of an English language classroom cannot include such a high level of relevance and authenticity which is achieved in a CLIL program ("Introduction: CLIL" n.d., p. 2). Put more simply, CLIL lessons tend to be authentic, in as much as they invite students to use the language in an authentic situation. Wolff (2009) gives additional explanation of the connection between CLIL and authenticity and brings authentic materials into the story,

> *...using the foreign language as a working language for the content subject is more authentic than using it to talk about the traditional topics of a foreign language classroom, i.e. Peter and Betty, their pets, their father's job, their free-time activities going to a cinema or to the disco etc. According to CLIL specialists, it is not only the interaction which becomes authentic in the CLIL classroom, however; subject-specific materials (maps, graphs, pictures etc.) which are used in the classroom are more*

authentic than foreign language textbooks which usually deal with their topics in a rather naive and superficial way. So, according to adherents of CLIL this approach is superior to conventional language teaching because of its higher degree of authenticity and its higher frequency of exposure (p. 9).

Materials mentioned in the quote are examples of authentic materials, which means they should be an obligatory part of a CLIL course. Even though Wolff (2009) mentions only foreign language textbooks, the claim can be extended to content textbooks as well, since they also present information in a plain, undemanding way and deal with topics only briefly. The point is that CLIL is a perfect setting for authenticity, as was already mentioned, and that a higher level of authenticity in learning/teaching is necessarily a positive thing, if not, as Wolff (2009) suggests, a better option.

Finally, when Marsh and Frigols Martin discuss pros of teaching CLIL, they mention motivation among other benefits,

> *The reasons for CLIL implementation include: diversifying methods and forms of classroom practice; building intercultural knowledge and understanding; enabling students to access international certification; increasing learner motivation and building self-confidence towards learning English; giving added value to the learning of content; preparing for future studies and working life; and, enhancing school and region profiles* (p. 5).

In the context of this study, Marsh and Frigols Martin's idea is broadened by the assumption that authentic materials are motivating, which is even more so in an authentic context, such as the one in a CLIL course. To conclude, the combination of CLIL and authentic materials is believed to increase students' motivation, and by doing so, provides a beneficial learning context.

3.3 Authentic material

In this section, the focus will be on authentic materials and how they are connected to motivation and CLIL, which were discussed in previous passages. Even though there was mention of authenticity in connection to CLIL, here, the focus is on material and task authenticity.

In literature which deals with authentic materials, several interpretations are made by most authors. Common beliefs are: authentic materials are different than textbook texts, because

they are made to serve a purpose outside the classroom (Peacock, 1997; Morrow, 1977), they are necessary in communicative language teaching approach (Torregrosa Benavent & Reyes Penamaria, 2011; Al Azri & Al-Rashdi, 2014), they bridge the gap between the classroom and the 'real world' (Perez Canado & Almagro Esteban, 2005; Guariento & Morley, 2001; Melvin & Stout, 1987; Mishan, 2005), working with authentic materials increases learner's motivation (Mishan, 2005; Peacock, 1997; Al Azri & Al-Rashdi, 2014; Thabit, 2006), learners profit from the richness of input found in authentic texts (Mishan, 2005; Marsh & Frigols Martin, "Introduction: CLIL" n.d.; Sweet, 1899) and that authentic materials should be used in an authentic context (Mishan, 2005; Al Azri & Al-Rashdi, 2014; Widdowson, 1990; Breen 1985).

When writing about authentic texts, Mishan (2005) relies on the following definition of authentic texts, *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 (Morrow 1977, in Mishan 2005, p. 11). The definition is based on the distinction between *real* and *imaginary* language. Imaginary texts are, therefore, those made to illustrate and bring to focus specific points important in language teaching (Mishan 2005, p. 11-12). Mishan also finds such ideas in Sweet (1899), who was a 19th century author and wrote about an inductive way of learning grammar through, so called, 'natural texts' (in Mishan 2005, p. 4). He writes that artificial texts contain too much repetition of grammatical constructions and vocabulary which leads to a lack of other structures (Sweet 1899, p. 178, in Mishan 2005, p. 5), which means that even so early as the 19th century, authors recognized insufficiency of artificial texts for learning. On the other hand, a real text, in the context of sociology, would be an article or an excerpt from a book, an interview, or any other material made by a sociologist for a purpose other than teaching. It follows that regular course materials mostly consist of imaginary texts, which make teaching and learning easier, because they are deliberately made to illustrate a specific problem. Such texts are not only present in language courses, but are found in lesson materials for all school subjects. For example, sociology textbooks are basically sets of narratives about a specific topic, meant to explain a certain phenomenon, which provide broad definitions, retell conclusions made by the most important authors who dealt with the topic and, sometimes, contain examples of the phenomenon from the real world. The narratives are presented through the point of view of the author of the textbook and, as Melvin & Stout (1987) argue, students only come into contact with the target community

through the teacher's or textbook's perspective, whereas real texts prepare students for real-life communication needs (p. 44). The only source of information in the classroom is somebody's view of a specific topic, which is necessarily subjective. It can be based on the point of view of the author, or influenced by trends specific for the period in which it was written. We believe this can hinder learners' ability to make their own conclusions and opinions about the text. When working with authentic texts, students have to be engaged to successfully reach the meaning of the text and solve text-related tasks. Blagojević sums up ideas mentioned above, but in the context of philosophy,

> *an academic discipline such as philosophy simply imposes the use of original texts. Otherwise, any adaptation or simplification of philosophy texts may turn out to be teacher's personal interpretation of the texts, so that one is never absolutely certain whether an abridged text presents the author's original attitudes and ideas, or just an individual interpretation. Another drawback of philosophy texts that are adapted for language teaching purposes is that they may lose some of their meanings which are important for establishing a certain point of view (Flowerdew & Peacock), thus leading us astray* (2013, p. 121).

Since philosophy and sociology are closely related disciplines, we believe that the same is true for sociological texts. Therefore, in both contexts, it is better, if possible, to use texts which were not simplified or created for teaching purposes only.

Imaginary texts are appropriate to illustrate a certain point, but they lack diversity of language and thought found in real texts. Students benefit from rich and comprehensible input found in real texts and develop their grammatical competence (Mishan, 2005, p. 29). Moreover, imaginary texts give out information which has to be discovered in real texts. In other words, the content of imaginary texts found in classroom materials is straightforward, clear and it is not susceptible to deeper content analysis, whereas real texts are the opposite, which implies that different types of thinking might be engaged while working with different materials. In that case, real texts ask for a critical and deeper approach, because meaning has to be grasped and interpreted. Also, according to Mishan, studies have found that simplification of input can, in fact, inhibit language acquisition and she claims that a solution lies in *authentic texts which provide rich, varied and stimulating linguistic input* (2005, p. 23-24), which is in line with the argument mentioned above. When they discuss the value of authentic material, Marsh & Frigols Martin also stress the richness of input ("Introduction: CLIL" n.d., p. 3).

Authentic texts provide rich input which is necessary for a rich output. Students learn the lingo and widen the specter in which they can express their ideas, which is, in our opinion, especially important in social sciences, such as sociology. This does not mean that only being exposed to input, results in language and content acquisition. However, we believe that CLIL provides an environment which supports learning and that authentic materials have a crucial role, since they offer more language and content than regular textbook texts. This point is supported by Brinton et al. as well. They say that *content redundancy from several sources is vital in helping linguistically limited students to effectively learn the subject matter* (Brinton et al. 1989, p. 49). Students also benefit from the richness of the content, since, as has been shown by research, it supports motivation and engagement, affective factors crucial for learning (Mishan, 2005, p. 56). Textbooks are insufficient for high-quality learning and it would be a shame if we as teachers did not enrich the course with products from the reality of native speakers, namely, authentic texts. However, when choosing authentic materials, it is important that they are relevant and complementary to the textbook, so they fit into the course objectives and goals (Brinton et al., 1989, p. 92). We cannot use any materials, but we should carefully choose them in order to add quality to our lessons and, in parallel, not waste time and distract students from the course program.

Peacock's definition of authentic materials echoes Morrows ideas, because he describes them as the materials that have been produced to fulfill some social purposes in the language community (1997). Again, the distinction is between texts used in a language community and in the classroom. Moreover, Peacock (1997) insists on the social role of such texts, which, when recognized, might provide a deeper insight into the language community, from a sociolinguistic point of view. Also, students learn about the target community from authentic texts, whether it is the community of native speakers, or academics from a specific field, as is the case with sociology. Furthermore, by exposing them to authentic texts, we are improving students' awareness of different writing styles and examples of language use, such as, scientific articles, books, videos, or research. Also, from the point of view of sociology, students are given an example of structure and content of a scientific text. This is a way in which they improve the knowledge of the scientific discourse as well.

Earlier, it was mentioned that motivation and the use of authentic material in the classroom are related. While working with real texts, students are more engaged than while working with imaginary texts, because the meaning has to be reached. Among other benefits of

engagement, Mishan states that *being involved or engaged in a text and/or activity distracts the learner from the basic objective (language acquisition), thereby reducing anxiety, lowering the affective filter and allowing acquisition to take place* (2005, p. 28). Authentic texts engage students since they ask for a more thorough way of dealing with them. Such texts invite learners to analyze them in greater detail, so they could extract information which is important for the task. There are no ready-made answers, which results in better engagement. Engagement goes hand in hand with learner's attitude towards the text and attitudes are, as was previously mentioned, factors of motivation (Mishan, 2005, p. 28). In addition, authentic texts will be even more engaging if their content is interesting and relevant to students. Al Azri, Al-Rashdi (2014) state a similar argument, based on a group of research (one of them being Peacock, 1997), *in contrast to the design of the textbooks, authentic materials are intrinsically more active, interesting and stimulating* (p. 249) and, therefore, more appealing and engaging for students. Thabit (2006) also believes that poor attitudes toward learning English can be associated to boring textbooks which are of no relevance or interest to learners. She goes on to say that such textbooks are not sufficient, and they do not help them acquire the language they will need in the future, either in academic, or professional settings (Thabit, 2006, p. 1) In her article, Thabit claims that lack of motivation occurs because of inadequate materials used in class, which is a reflection on the opinion of her students, whom she surveyed in order to find out more about their motivation for learning. Students who had difficulty learning the language attributed this to the materials in their textbooks, *they believe that such materials are unlikely to be effective, and they are unlikely to create an interesting learning environment or stimulate a positive language towards learning the language* (Thabit, 2006, p. 3). Chomsky also argues that interesting materials are the most important factor regarding students' motivation and even goes on to say that, *about 99% of teaching is making the students feel interested in the material* (1988, p. 181). In her research, Thabit wanted to find out if authentic materials would evoke students' curiosity and change their negative attitudes toward learning English. As a solution to problems mentioned by her students, she suggests using authentic materials and writes,

> *Unlike prescribed textbooks, over which teachers and students have no control, authentic materials provide more freedom. Teachers can freely select and exploit them in a way that fits their beliefs in teaching, meets their students' needs, and arouses their interests. Even more, the opportunity is there to involve students in selecting*

materials and designing tasks. Hence, they are more effective in motivating students
toward learning the language (Thabit, 2006, p. 14).

Likewise, learner's autonomy is also a factor that, as was previously mentioned, has a positive influence on learner's intrinsic motivation. Authentic texts and tasks demand from learners a certain level of autonomy, since they have to work harder to extract information, even though tasks guide them and help them reach the conveyed message. Mishan shares this opinion,

authentic texts imply autonomy partly because their use demands greater personal
investment on the part of the learner, who has to rally his/her knowledge of the target
language and culture, thus making the vital connection between the classroom and the
'real world' (2005, p. 37).

The quote also brings to surface another significant point, namely, that authentic texts connect the classroom and the 'real world' by engaging learners' background knowledge. This is another way in which real texts bring outside world in the classroom, apart from the texts themselves, which are a part of that world. The connection is important not only for language learning, but for learning sociology as well, because it is vital that learners can connect what they learn to particular examples from society. Scientific texts are written for 'native' members of the academic community, and textbook texts are simplified versions made to teach beginners the basics of the field. The case is the same as in language learning.

The connection to the 'real world', or the language/scientific community is motivating in itself. Authentic materials motivate students to learn a second language because they have an opportunity to practice real language used by native speakers (Kilickaya, 2004, in Al Azri & Al-Rashdi, 2014). Even though this is connected to language learning, motivation does not function within such strict limits and we must not disregard the idea that it increases students' interest for other subjects as well. If the key argument for increased motivation is that students like practicing the real language, the same argument can be applied to other subjects, because students learn by being exposed to language of the academic discourse (Blagojević 2013, p. 123).

For easier understanding, Mishan (2005) subsumes mentioned factors into a group of pedagogical arguments for the use of authentic texts. She divides the pedagogical arguments in three categories, culture, currency and challenge, and defines them as follows,

Culture, in that authentic texts incorporate and represent the culture/s of speakers of
the target language; currency, in that authentic texts offer topics and language in

current use, as well as those relevant to the learners; challenge, in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels (p. 44).

Although here, she focuses on language learning, the "3 c's" are applicable to content learning as well. Culture stands for the academic community and texts which represent it, currency refers to current works on a specific topic and texts relevant to the topics covered by the curriculum and challenge being a quality which textbook content does not have. Course books cannot easily contain materials which would meet all three components, because they are generic and need to fit into as much learning contexts as possible, so they can be sold better. Therefore, teachers should find authentic texts and create authentic tasks and situations to supplement course books and enrich their lessons.

Identifying cultural components in a text should be a competence which teachers of all subjects want to teach their students. This is especially the case in sociology and language courses, where culture is one of key aspects of the course. As Mishan puts it,

> *the cultural element present in authentic texts is, of course, not necessarily explicit Students need to be trained to extract appropriate information from the material. Such a skill is known as cultural awareness and involves sensitivity to the impact of culturally-induced behavior on language use and communication* (2005, p. 46).

However, this is not true only for language use. Culturally-induced behavior is present in all kinds of texts and, as such, it is important for students to be able to recognize it, if not critically asses it. *Drawing comparisons and contrasts between cultures can serve as a useful exercise in itself or as a starting point for deeper explorations into them* (Mishan, 2005, p. 46). And, as far as language learning is concerned, *It can also broaden understanding and ultimately improve the learner's ability to communicate with native speakers of his/her target language culture* (Mishan, 2005, p. 46). Furthermore, students learn to understand their own culture as well, and such a connection with culture coincides with Gardner's notion of integrative motivation. We believe that this is exactly what bilingual curricula should be about. *Authentic texts help the learner build a sort of 'cultural framework' for the language* (Mishan, 2005, p. 47), or, in the case of sociology, academic community framework. Such texts give students an opportunity to apply sociological knowledge on real cultural artifacts and serve as an example of theoretical knowledge gained during the course. Furthermore, such texts can be a starting point in comparing Croatian culture to the target-language community culture, which is always welcomed and promoted in sociology courses and, we

believe, should be touched upon in other courses as well.

Gardiner's integrative motivation heavily relies on learner's aspiration to meet, learn and understand the target culture. Authentic texts serve as a path in the process. From the point of view of sociology, cultural aspects of texts, theories and paradigms are crucial for their understanding, therefore, we must teach students to bear in mind the cultural context of texts, and what better way to do that, than with authentic texts. On the other hand, when discussing motivation, we presented Palekčić's ideas connected to challenging tasks. People in general need a challenge in their activities, otherwise a lack of motivation results in boredom and unwillingness to do an activity. Challenging tasks are motivating for students and they feel a sense of pride when they successfully perform a challenging activity. Finally, the factor of currency in authentic texts makes them interesting and relatable to learners. Currency implies relevance for the learner's world and something that is close to him/her. This also serves as a motivator, since people are more likely to perform an activity which is related to them in some way. Melvin & Stout (1987) argue that besides prescribed materials for the course, using authentic texts would motivate students, since they would realize they can use what they have learned in real-life situations (p. 45), which is proof that, this way, lessons become more relatable to learners. Peacock (1997) gives similar reasons for the use of authentic texts, as he writes that authentic texts prepare learners for real life, they meet their needs, have a positive impact on motivation, encourage teachers to improve their methods and present authentic information about a certain culture. That supports the idea that authentic materials serve as a means of including learners into a language speaking community. Or as Al Azri & Al-Rashdi put it, *authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world* (2014, p. 251). According to Guariento & Morley (2001), working with authentic texts means using knowledge obtained during the course and participating in the world outside of classroom (p. 347). Authentic texts are an opportunity for students to use what they have learned, both linguistically and content-wise. In this case, students use sociological and language knowledge to solve specific tasks, similar to those in real-life situations. Authentic texts used in language learning bring the real-world use of a language into the classroom and make learners a part of that world. The same is done with sociological texts. By using authentic texts, students become a part of the academic community and learn how to read information from such texts. They learn strategies for dealing with "products" from the real

world, just like it is the case in language learning. Guariento & Morley also argue that the connection to the real world is motivating because the texts, *give the learner the feeling that he or she is learning the 'real' language; that they are in touch with the living entity, the target language as it is used by the community which speaks it* (2001, p. 347). This opens a space for practical work in CLIL and other classroom settings. This is especially the case nowadays, when materials are numerous and more accessible, because, with the availability of technology, it is very easy to bring the outside world into the classroom and bridge the small distance between the two (Perez Canado & Almagro Esteban, 2005, p. 2).

3.4 Authentic tasks

Authors who were mentioned in the thesis and wrote about authenticity all agree that bringing authentic materials such as articles, book excerpts, videos or TV shows into the classroom is not enough to successfully incorporate them in a lesson and make the most of such materials. As Van Lier puts it, *authenticity is not brought into the classroom with the materials or the lesson plan, rather, it is a goal that teacher and students have to work towards, consciously and constantly* (1996, p. 128, in Mishan 2005, p. 15). Teachers and students have to approach an authentic text differently than they would approach an imaginary text. They need to be aware of this and create an authentic situation when working with such texts. To incorporate authenticity in the classroom, it is not enough only to work with authentic texts. It is important to present authentic texts in an authentic context, otherwise learners might have more difficulty understanding them (Mishan, 2005, p. 13). Working in an authentic context helps students cope with the text, because of different levels of authenticity in such a context. As Widdowson (1990) explains, authentic texts are made for native speakers, and should be used in classrooms in a way similar to the one they were made for (in Al Azri, Al-Rashdi 2014, p. 250) Tasks should be authentic as well, so that students could experience real life situation in the classroom and become a part of the language speaking community and so that authentic texts could serve *as a bridge between classroom and the real world* (Kelly et al., 2002). In order to create authentic context, Breen (1985) suggests taking into consideration four different types of authenticity,

> 1. text authenticity, which *refers to the authentic qualities of a text*, or *any source of information used to help learners to develop authentic understanding*

2. learner authenticity, or *the ability of learners to interpret the meaning present in the text like the native speakers do in the real world.*

3. task authenticity, or *the chosen tasks provided for the learners to be engaged in an authentic communion and authentic aims for learning*

4. authenticity of the classroom, which implies that it enables *the learners to experience "public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems"* (p. 67, in Al Azri, Al-Rashdi 2014, p. 250).

Students and teachers have to work on all four components to obtain all benefits of authenticity in school learning. Authentic materials have to be adapted for classroom use and properly introduced. Students have to acquire strategies for working with authentic texts and tasks designed for the material have to be such that they help students deal with the text. We don't have to adapt the text, only create appropriate tasks. (Brinton et al. 1989, p. 93-95)

3.5 The question of learner proficiency

So far, we have only dealt with positive effects that may occur with proper use of authentic materials in the classroom. However, authors mention possible challenges regarding the use of real texts which are not simplified, but are left as they were originally written, most notably the issue of learner's language proficiency. In this section, we will briefly present the discussion on this topic.

In their article, Al Azri & Al-Rashdi (2014) concentrate on arguments against the use of authentic materials mentioned by Kilickaya (2004), Miller (2005) and Guariento and Morley (2001). Their arguments can all be summed into two main ones, namely that it is very challenging and time-consuming for teachers to find the appropriate materials for their group and create functional tasks and that, at lower levels, the use of authentic materials could prove de-motivating, because students lack the proficiency to deal with the text intended for native speakers (Al Azri & Al-Rashdi 2014, p. 252). It follows that, if we want to use authentic materials, we should simplify and modify texts for lower proficiency students. However, the process of simplification is risky and it is hard to keep the essence of the text and its authenticity, and still make it understandable for all students (Guariento & Morley, 2001, p. 348). Melvin & Stout (1987) and Mishan (2005) agree that text difficulty is not an

issue, as long as tasks which are designed to accompany it are appropriate. Put differently, only tasks can be difficult, not texts, and we can use any text if we create suitable tasks. This is the logic behind using authentic texts in the classroom and we should not worry that learners will be discouraged by more demanding texts if we give them understandable tasks which serve as guidelines and lead them through the text (Mishan, 2005, p. 76-77). Moreover, *many syntactic and lexical problems can be overcome by the intelligent selection and ordering of exercises; nothing can overcome the obstacle of understanding topics or boring activities* (Melvin & Stout, 1987, p. 50). Topics should be interesting, relevant and serve as a supplement to obligatory textbooks. Authentic materials are not used only to teach content or language, they serve as motivators and examples of real life, which connect classroom activities with the outside world and bring novelty into the classroom routine. Materials are chosen by their relevance to the topic and how well they fit into the curriculum. Also, the length of the text is adjusted, so it can be done in a specified time limit. It is better to choose smaller chunks of text than to simplify them (Melvin & Stout, 1987, p. 51), specifically because they do not have to understand the whole text. This way, students learn strategies that help them extract important information and differentiate between relevant and irrelevant content (Guariento & Morley, 2001, p. 348)

In contrast, Mishan turns the issue of text difficulty into a favorable characteristic, by claiming that *challenge is a positive impetus in learning and students should not be denied interesting learning material on the basis of their proficiency level* (2005, p. 76). She continues by focusing on motivation, *the fact of successfully rising to a challenge is in itself motivating, building confidence and installing a sense of achievement* (2005, p. 75), or, more clearly,

> *materials such as authentic texts which offer a challenge to language learners, also give them opportunity to rise to it, and to take calculated risks, thereby boosting these affective factors essential to learning, confidence, self-esteem and motivation* (2005, p. 76).

This argument is in line with Palekčić (1985) who suggests that tasks and materials should be challenging in order to be motivating.

All things considered, learner proficiency is something we have to bear in mind, but it does not have to discourage us from using authentic texts. Even if the material is somewhat more difficult, the authors mentioned in this section believe that students will enjoy working with it

if the style and the topic are interesting and evoke interest. Also, teacher's role is crucial here and it is up to the teacher to present the material in a positive and enthusiastic way and maintain that motivation using appropriate tasks.

4. Study

4.1 Research questions, sample and methodology

The overview of literature indicates that teachers should use authentic materials in their lessons, because of the numerous benefits for students. Moreover, some criteria have to be taken into consideration when choosing materials, such as topic and content relevance, appropriate size of the material, interesting content and challenging language, which is not too difficult. Also, teachers have to prepare suitable tasks, so that students make the most of working with the material and have clear guidelines, which prevent them from being de-motivated by a more difficult text. Interested in the possible positive outcomes from learning with authentic materials, we wished to find out whether the assumptions prove to be true in a real classroom setting. Since there is no research done in a CLIL context which combines English and sociology that we know of, we decided to test out how students feel about working with an authentic text and if they would like to work with them more often.

The study we conducted aims to investigate attitudes of high school students who attend the CLIL sociology course, organized as a part of the bilingual curriculum offered by "X. gimnazija Ivan Supek" a high school in Zagreb, Croatia. Students enrolled in the classes with bilingual curriculum have high language proficiency. They had to pass an entrance language exam before enrolling the bilingual class. For that reason, we were quite free to select more difficult materials. We wished to find out what type of materials students worked with during their sociology lessons and which ones they liked best. Also, we decided to prepare and carry out a class using an authentic text to find out students' attitudes towards that type of material. Our aim was to obtain answers to the following questions: What type of materials do students prefer working with and why? What is students' opinion about working with an authentic text and are their opinions positive or negative? Are students interested in working with authentic texts in future lessons?

The research was conducted in May, 2016 and it consisted of two stages. In the first stage, data were collected via a questionnaire and used as a basis for the second stage. In the second stage, a class with a lesson based on an authentic text was carried out and another questionnaire was distributed to collect data about the lesson and the lesson material. Questionnaires gathered qualitative data and were anonymous. They consisted of multiple-choice questions, open-ended questions and differential scales. During result analysis,

questionnaires were arbitrarily coded with a number for easier data tracking.

In the first stage of the research, there were 16 participants, all of them students from Class 3G, the bilingual high school curriculum. Normally, the class has more students, but on the day research was conducted, only 16 of them were present. In the second stage, only 10 students from the same class participated and filled in the second questionnaire.

The first questionnaire aimed to find out which materials students used in their sociology course, and which of the materials they find useful, like working with and do not like. The questions were open-ended, so students could provide a reason for their answer to each question.

After the first questionnaire, we chose the topic of our lesson so it fits into the syllabus, found an authentic text which deals with the topic and designed tasks to accompany the text. The text which we chose was an article published in a scientific journal *Physics Today*, which is a publication of the American Institute of Physics. We designed a lesson plan in such a way that the teacher has a supporting role and students work with the text on their own, following the instructions. Before focusing on the text, the teacher introduced key terminology by explaining the phrases to students who had to guess them. When all key terms were guessed, the class used them as clues to discover the topic of the lesson. The teacher arranged students into groups of three to four students and gave each group lesson material, which consisted of the article and the group's tasks. All students had to read the whole article, but focus on their paragraph and their task. In the final part of the lesson, students had to report on their work to the rest of the class, while the teacher wrote key ideas on the board and rounded-up conclusions made by all groups. The tasks were designed to create an authentic situation, since students had to work in groups, discuss the text among themselves and interpret the meaning of the text, in order to answer the questions connected to the text, summarize it, or decide on the key words from the paragraph. The lesson lasted for 45 minutes and the objectives were: to learn new vocabulary, to practice eliciting key information from a text, to practice finding key words in a text, to discuss the topic with classmates and the teacher, to work with classmates in a group, to learn about the development of western societies throughout history, to learn about key characteristics of each stage of development.

During one of the following lessons that day, students were given the second questionnaire, but were asked to fill it in only if they completed the first questionnaire and participated in the class. Questions focused on students' opinion about the material, its usefulness for

learning, its difficulty, good and bad sides of working with the material, whether they liked working with an authentic text and if they would like to use more of such materials in their lessons. The second questionnaire aimed at obtaining answers from students, which would help answer our research questions as well as give students an opportunity to provide their suggestions relating to the class in which they participated.

4.2 Findings and data analysis

Data were gathered via questionnaires that included multiple-choice questions, scales and open-ended questions. The first questionnaire (view appendix 1) consisted of seven questions, five of which aimed to discover what materials students used in class, whether they perceive them useful for learning and if they have positive opinions about the materials. With the remaining two questions we wished to find out which lessons students remembered as difficult and boring, and if they connect that to lesson materials. All questions referred only to their CLIL sociology course. Sixteen students participated in the first questionnaire and all of them answered every question. In the first question, students had to choose materials that they used in their sociology lessons. They were given the following choice: textbook, worksheets, articles, excerpts from books, videos. Students could also write down other materials they thought of, as the last option. They were able to circle as many options as they wanted. Out of 16 students, all mentioned "readings" as lesson material. When we asked the teacher to give more detail about the readings, she explained that it was a set of notes made by her, in which she focused on the Croatian textbook for sociology (*Fanuko, Sociologija*), translated the most important parts and added some additional notes. This was the main material used in the course. Ten students mentioned the Croatian textbook, seven students mentioned articles and/or excerpts from books and six students mentioned videos and/or music. We grouped articles and excerpts together as a possible example of authentic texts and videos and music as another type of authentic material. However, students' answers were not very consistent in choosing potential authentic materials, so we asked the teacher to give us additional information on the materials used. She explained that the main lesson material are readings, which students mentioned, and that she sometimes expands on the readings, by using the Croatian textbook. She also said that, for some topics, she used an English sociology textbook, which we believe they thought of when choosing the answer "articles / excerpts". In that case, those answers cannot be understood as evidence of authentic material use.

Unfortunately, since the scope of the research was not wide, it was not convenient for us to look into the issue in more detail, by conducting interviews or creating more detailed questionnaires. However, it would be good to take this into consideration for further research on this topic.

When asked to mention materials they find most useful for learning sociology (question 2), 14 students mentioned readings, one student wrote, *articles from foreign journals in English* and another one wrote, *I think the most useful materials for learning sociology would be worksheets, articles from journals and excerpts from books or articles*. The two exceptions might be indications that those students recognize authentic texts as materials useful for learning content, because both of them chose only readings as the answer to the first question. At the same time, when students had to write which materials they found most useful for learning English (question 3), nine mentioned readings and seven students mentioned other materials, like articles from foreign journals (three), or music/videos (four). We believe that in the case of learning English, more students mentioned other materials as useful, because of the more varied language found in such materials. Moreover, since language is not explicitly taught in CLIL courses, there is no need for systematically organized information found in textbooks.

Interestingly, according to answers to the fourth question, 10 out of 16 students claimed they liked working with readings best and the rest mentioned other materials, like articles, videos or music. Proponents of readings mentioned reasons for their choice such as, *more practical and simple to read out of*, *interesting*, *short and clear*, *neat and well structured*, *understandable*, *contain only the important information*, *it's easier to understand and connect things*, *it's kind of a shortcut and everything is nicely explained*. Alternatively, students who chose other materials explained that they liked them because *they are more interesting*, *I like them better*, *simple and we find them in everyday life*, *in there are only useful things and everything is nicely explained*, *they allow us to see something we are learning in reality*. The first group appreciates the neat structure of the readings as well as the fact that it is clear and easy to distinguish between important and unnecessary content. The content found there is written so they can easily understand it, which means they do not have to put in a lot of effort and write separate notes. The other group of students, who chose materials other than the readings, mentioned interest as one of the reasons, possibly meaning they are more motivated to learn with such materials. Also, we were surprised to learn that students perceive such

materials as examples of reality outside the classroom and that they like working with the materials better for that reason. In other words, some students like to work with authentic texts and experience the text in its original form.

One of the questions asked students to write anything they did not like concerning materials they used. 13 students had no objections to the materials in general and said they were great, and the other three complained about the textbook, saying *it's all on Croatian and it's harder to understand, the paragraphs are not useful and have so many things, not visually adjusted, full of unnecessary data that can't be considered helpful.*

Results of the first questionnaire are grouped in the following table:

Table 1 Questions and frequency of answers - questionnaire 1 N(16),

No.	Question	Possible answers	F (frequency)
1.	Circle the materials you have used in Sociology classes and the language they were in.	readings (English)	F (16)
		textbook (Croatian)	F (10)
		articles, excerpts from books or articles (English)	F (7)
		videos, films or music (English)	F (6)
2.	Which material(s) from question 1 do you find most useful for learning sociology?	readings	F (14)
		articles from foreign journals and excerpts	F (2)
3.	Which material(s) from question 1 do you find most useful for learning English?	readings	F (9)
		other materials	F (7)
4.	Which material(s) from question 1 do you like working with and why?	readings	F (10)
		other materials	F (6)
5.	Is there anything you really did not like considering the teaching materials used in class?	no objections	F (13)
		objections to the textbook	F (3)

The results of the first questionnaire provided some insight into teaching materials that students have worked with and which they like. In the last two questions, students have not listed materials as a cause for their dissatisfaction with the lesson they complained about, so we have not included the answers here. Since we found out that students generally liked the materials they used, we wished to see how they would react to a lesson based on an authentic text. We consulted the teacher and agreed to do a topic which was coming up in the course syllabus. The topic was, "Three stages of western society throughout history - a shift from pre-industrial and industrial to post-industrial society" and we decided to deal with it using Daniel Bell's article *"Welcome to the post-industrial society",* published in the scientific journal, Physics Today, February 1976. Because of the discussed importance of authentic tasks and context, we decided to encourage discussion by organizing students in groups of three to four and giving them tasks which would support their individual and group effort to deal with the text, such as finding key words in the paragraph, summarizing the paragraph and discussing the paragraph with the rest of the class. After we designed a lesson plan (Appendix 2), we formed the second questionnaire (Appendix 3), in order to find out students' opinion about the lesson.

The second questionnaire consisted of 12 questions, four of which were scales and the rest were open-ended questions. In the first two questions, students had to evaluate the article on a scale from 1 to 5 based on its usefulness for learning sociology and English, where 1 meant it was not useful and 5 that it was very useful. In the case of sociology, the average point given by all 10 students was 3,4. This might be interpreted in two ways: they find it neither useful, nor not useful. On the other hand, in the case of English, the average point was four. This is somewhat better than in the previous case, and this might be due to the richness of input that authentic materials offer. Since students are used to reading only teacher-made readings in this course, the article could be perceived as a fresh source of varied vocabulary and an example of a different text genre. Concerning the difficulty of the text (question 3), on a scale from 1 (described as "too easy") to 5 (described as "too difficult"), the average result is 3,3, which is the closest to grade 3 (described in the questionnaire as "just right"). Even though the text was authentic (and they are not used to working with such texts), published in a scientific journal and written by an American sociologist, students did not find it difficult to understand. This can be attributed to their level of proficiency and the relatively simple style in which the text was written.

Seven students wrote that working with the article was different from working with materials they usually use (question 4) and explained their answers as follows, *It was interesting. It is nice to have a change and to work with different topics.; It was in a form of an article which was hard to deal with because we are used to our books (scripts) in English, which are less complicated.; It was different because this time we focused on only one theme.; It was different because it included more student interaction, but it was less interesting than when the teacher uses textbook material.; It is a bit different because the textbook has both fact and explanations and terms and keywords (we have to learn them), but this has just facts and explanations we don't have to learn.; Because usually the teacher teaches (talks) and we don't do anything by ourselves, although I prefer this type of team work.; It is because we try to conclude the matter we are studying by ourselves, therefore we memorize it more easily. Teacher does explaining if something is misunderstood or if we need to know something in more depth.* For the same question, two students wrote the methods are *pretty much the same*, and one student was not sure. Students generally recognized the difference between working with a scientific article and the teacher's readings, both regarding the content and the learning style. Students noticed that the demonstrated type of work asks more of their involvement, but also, some of them, evaluated this as something positive (I *prefer this type of team work; we memorize it more easily*).

In the next question, we asked them about the good sides of working with this type of material and all students had at least one positive comment, *It is more interesting and it motivates us more.; It feels more interesting and it teaches us more English.; Everything was fine.; Learning new words.; We found out many things about the topic and it was interesting.; I think it is good because it makes the students think about the lessons.; It's not as heavy as a textbook, and it gets to the point.; We find out about other sociologist's opinion, and it's from real life.; We remember some facts better by reading through it and answering the questions.; Students are more involved in class, we work together, exchange opinions.* More specifically, even though not all students liked working with the material, they were able to identify at least one positive argument for the use of such lesson materials.

In contrast, as bad sides, students mentioned a lack of materials which contain all they needed to know (as opposed to the ones they usually get from the teacher), the complexity and length of the text, or in their words *unknown words which are in inversion or metaphor*, the lack of time for dealing with the text and the slow pace of working with the material, too many

papers, and a concern that, *maybe such articles can influence our opinions and be to assertive,* which may indicate a lack of strategies to critically read the text. However, three out of 10 students did not mention any negative sides of dealing with an authentic text.

When asked if they generally liked working with the material, a big majority of students (eight out of 10) wrote they did because *it was interesting, it had pictures, we see how things are in real life, it's new and fun when we get to cooperate, it's refreshing and keeps me occupied.* Students' positive attitudes indicate they find the material enjoyable to work with, which is one of the essential components of motivation.

Eight students claimed they never worked with that type of material, which supports our conclusion from questionnaire 1, where students chose articles and excerpts from books, but not referring to authentic texts. One student said he/she did not know and one student said he/she had worked with that type of material.

Six out of 10 students would like to work with this type of material again because *it's more interesting* (three students)*, it is fun, we discuss about one topic a lot and found out many things about the topic, because we get to see how things are in real life, the atmosphere is more relaxed.* Three students would not like to work with that type of material again because *it's complicated, makes learning and sociology more difficult, I didn't like that kind of work* (perhaps referring to the group work). One Student said he/she *doesn't care*. We believe this result is reassuring, because more than half students would like to use an authentic text again in the classroom. It would be interesting to see if more students would feel that way if they had several different encounters with an authentic text, so we leave this as a suggestion for further research.

In one of the questions, students could rate the overall success of the lesson and the average grade was 3,6. The result is just a bit above the average, which means we did not win them over completely, but the lesson was not a total failure either. A possible solution might be to plan more lessons with diverse examples of authentic materials and teaching styles, in order to explore in more detail factors that influence students' attitudes.

Questions 11 and 12 also referred to the lesson and students had to write their opinion about the strongest and the weakest elements of the lesson. As strong elements students mentioned group work (2), the article as an artifact from the real life, reading on an informational level, the discussion. Bad elements that they noticed were, the lack of time (3), doing the tasks (2), the students' presentations (2), group work (1). Three out of 10 students did not bring up any

bad elements concerning the lesson, whereas all of them noted at least one strong element.

All of the results are systematically grouped in the following table:

Table 2 Questions and frequency of answers - questionnaire 2 N(10)

No.	Question	Possible answers	F (frequency)
1	On a scale from 1 (not useful) to 5 (very useful) how useful was this article for learning sociology?	2	F (3)
		3	F (2)
		4	F (3)
		5	F (2)
2	On a scale from 1 (not useful) to 5 (very useful) how useful was this article for learning English?	2	F (2)
		4	F (4)
		5	F (4)
3	On a scale from 1 (too easy) to 5 (too difficult) * how useful was this article for learning English? *3 (just right)	2	F (1)
		3	F (5)
		4	F (4)
4	Was working with this type of material different from working with the teacher-made readings or a textbook and how?	yes	F (7)
		no	F (2)
		not sure	F (1)
5	In your opinion, what are the good sides of working with this type of material and why?	it is more interesting and we learn more	F (3)
		students are more involved	F (3)
		learning new words	F (1)
		everything	F (1)

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		less difficult than the textbook	F (1)
		it is from real life	F (1)
6	In your opinion, what are the bad sides of working with this type of material and why?	it takes too much time	F (4)
		we have too many papers	F (2)
		no bad sides	F (2)
		not sure	F (1)
		such articles can influence our opinion	F (1)
7	Generally, did you like working with this kind of material and why?	yes	F (8)
		no	F (2)
8	Have you ever worked with this type of materials on your sociology classes? If yes, do you remember the title/topic?	no	F (8)
		yes (does not remember the topic)	F (1)
		not sure	F (1)
9	Would you like to work with this type of material again and why?	yes (interesting, educational, relaxed)	F (6)
		no (complicated)	F (3)
		not sure	F (1)
10	On a scale from 1 (not successful) to 5 (very successful), how would you rate the overall successfulness of the lesson?	2	F (1)
		3	F (3)
		4	F (5)
		5	F (1)

11	In your opinion, what was the strongest element for the lesson and why?	not sure	F (4)
		working with the material	F (3)
		group work	F (2)
		it had no strong elements	F (1)
12	In your opinion, what was the weakest element of the lesson and why?	lack of time	F (3)
		task solving	F (2)
		students' presentations	F (2)
		not sure	F (2)
		group work	F (1)

In our opinion, overall data, albeit scarce, suggests that students who took part in the research would not mind working with authentic texts. On the one hand, some students recognize benefits of working with such texts and welcome changes in the lesson brought by new type of material. Students mentioned benefits of such type of learning for both content and language learning, they did not have problems with the difficulty of the text, most of them liked working with the text and would like to use it again in lessons.

On the other hand, students find it easier to study from teacher-made readings, because all they need to know is explicitly and simply written, which asks for less effort being made by students. Also, students noticed that this method is very time-consuming and cannot be used frequently.

4.3 Limitations of the study

Due to the small scope of the study, there are several limitations which need to be noted. Firstly, the findings refer to a small number of research participants, and cannot be used to draw conclusions about other teaching contexts. The results of this study report only on characteristics of the study participants and can be used to draw conclusions only about this

specific group of students. In order to successfully implement authentic materials in resembling contexts, teachers should do a similar study to gain insight about their students' attitudes and preferences.

Secondly, limitations regarding methodology are related to the questionnaires. There is a possibility that some students did not fully understand certain questions and, therefore, could not provide information needed. Even though the participants were instructed to ask if they come across any ambiguities, they had no questions about questionnaires. This could be avoided by conducting a pilot study to test the questionnaires, or by conducting interviews and obtaining specific information form participants.

Lastly, the presence of the researcher in the classroom and her teaching style possibly had some effect on the results. Students might have had a halo effect, or, their reactions on the teaching material might have been in connection to the novelty of the teaching style, and not on the material itself. However, some of students' attitudes were obtained with the first questionnaire and those were not influenced by the halo effect. Also, we chose group work for the class used in research, to bring focus on the material and not on the teacher and her teaching style.

The limitations suggest the need for further research in the field to gain more information on the topic and thus contribute to the knowledge base.

5. Conclusion

From the perspective of a future teacher, this topic is meaningful and important for a number of reasons. We wished to try out a method of teaching which is not common in the Croatian high school educational system, because literature suggests that learning from authentic texts can be profitable for students, as it increases their interest for the lesson and leads to higher motivation levels, which, in turn, can lead to more successful learning. CLIL as a teaching approach seemed as a good context in which the method could be tested, since authenticity is taken to be a key component of the approach. The students and the teacher who took part in the research were greatly cooperative and made it possible for us to make a change in their routine and experiment with authentic texts in a CLIL setting, in order to find answers to the research questions made before the research. As findings indicate, students prefer working with teacher-made readings, because it is easier for them to learn if the most important facts are clearly listed. This is not surprising, because in today's world everything is being made "user-friendly", or as simple to use as possible, so that consumers are not deterred by complexity which asks from them any kind of deeper involvement. We are looking for instant solutions and simple information. Nevertheless, students claimed they would like to work with more complex, authentic texts. We connect that to the motivational factor of challenge and the idea that challenging tasks are more satisfying.

Students had both positive and negative comments regarding authentic texts, but they were more eager to mention good sides. Furthermore, students' positive comments are in line with what literature suggests, namely that such materials are more interesting, students are more involved and they get to learn from original, real-life texts. We were very satisfied to obtain positive feedback from the students and it was good to see that they recognized the reasons for the use of such texts, which were the starting point of this discussion.

In contrast, negative sides of working with authentic texts mentioned by students help us to improve the quality of our lessons and give us guidelines to follow when preparing a lesson based on an authentic text. Regarding the issue with time, we believe it could be solved by continuously working with authentic materials. In this case, students would get used to this type of work and, as a result, they would be able to deal with the text in a shorter period of time. Another solution is that they get a piece of text or any type of material as an obligatory reading for homework. They would be guided by tasks and do most of the work at home, so

the lesson would be devoted only to the discussion and possible additional explanations.

The fact that students are interested in working with authentic materials in the future tells us that we should try to incorporate them in our lessons. In our experience, finding the material and creating tasks does not take up that much time. Just like with other materials, the first two or three times have to serve as a pilot-test and teachers should ask for students' feedback. Another way to make it even easier for teachers is through exchanging materials with their colleagues, which is more than possible in today's globalized world.

Students' positive attitude towards the material used in the study encouraged us to keep thinking of ways to incorporate authentic materials in the classroom and different ways it can be introduced, presented, discussed and used for their benefit. Positive attitudes are an essential component of motivation and only motivated students can make the most of school learning. Therefore, it is important that teachers keep motivation in mind when planning lessons and courses, or choosing lesson materials and designing tasks.

Moreover, in today's society, people, especially teenagers, are overwhelmed with information from various sources, such as social networks and websites. The information they encounter is, in most cases, taken from original texts and modified to satisfy preferences of the target audience. The original source of information on the Internet is often unknown and its reliability is questionable. The information is accepted the way it is presented, and is not approached critically, because people are used to this kind of texts and take them for granted. They are insufficiently exposed to authentic texts and do not have strategies to recognize the quality of a text and critically assess information they come across. In such a world of deep inauthenticity, it is important that students have an opportunity to encounter and use original, authentic texts. The idea is that the best place for that is school, where students can be taught how to read, use and critically assess information they receive. The skill which they would develop could be easily transferred and used in real-life situations. Students are more easily motivated to acquire such practical skills, because of their relevance to life outside the classroom. As opposed to textbooks, authentic material is something new and challenging that has a direct link to reality.

Besides, the topic of this thesis is important for another reason. Taking into consideration the imminent changes in Croatian education system, there has to be more research in various fields of elementary and high school education. As far as bilingual education is concerned, there is very few, if any, quality research done in Croatia. Teachers and school principals were

given vague and broad suggestions for the organization of such curricula, but it was mainly their task to develop the curriculum, organize teaching material and carry it out. If changes in the educational system are to be positive and done properly, it is necessary to gather as much quantitative and qualitative data from schools, as they are the end user of the curriculum.

As Marsh and Frigols Martin write:

> *Increased demand for systemic structural change in certain educational systems to adapt to the social and technological changes in the wider environment (in Europe and elsewhere). This change involves moving educational practice away from 'transmission models' which have stubbornly remained commonplace, towards constructivist participatory modes of learning* ("Introduction: CLIL" n.d., p. 6).

CLIL programs and their essential component, authentic text, are excellent examples of such participatory modes of learning and it would be a shame if they would be ignored by the policy makers.

Even though this study is very limited in its scope and its results cannot be generalized in any way, we believe it serves as a good starting point for further research on the topic and as a good argument for the use of authentic materials in a CLIL context. Only by experimenting with different teaching methods and materials can we find an ideal way of working with students in each context and this study shows that we can learn a lot from students' feedback. We believe teachers should not be discouraged by the seeming complexity of authentic text, but should approach them as a challenge for both them and their students. If the principles for working with authentic materials are followed, the overall result will be positive and rewarding for everyone included.

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7. Appendices

7.1. Appendix 1

QUESTIONNAIRE 1

(*Students' attitudes towards teaching material used in a bilingual high school sociology program*)

1. Circle the materials you have used in Sociology classes and the language they were in:

a) Textbook (Author, title: _____.) English /Croatian

b) Worksheets/handouts – English / Croatian

d) Articles from foreign journals in English (scientific or other) – English / Croatian

f) Excerpts from books or articles – English / Croatian

h) Videos or films – English / Croatian

j) anything else? _____ English / Croatian

_____ English / Croatian

2. Which material(s) from question 1 do you find most useful for learning sociology?

3. Which material(s) from question 1 do you find most useful for learning English?

4. Which material(s) from question 1 do you most like working with and why?

5. Is there anything you really did not like considering the teaching materials used in class? Please give a short explanation and, if possible, provide examples (the type of material, title, or a short description).

6. When you think of all sociology classes you have had so far, which particular lessons/topics did you find least interesting and why? *

7. When you think of all sociology classes you have had so far, which particular lessons/topics did you find most difficult to understand and why? *

* When answering questions 6 and 7, please include: the topic (title), teaching materials used, the way the lesson was presented by the teacher (e.g. the amount of information provided), the way the lesson was structured (e.g. the amount of time spent on some parts of the lesson), the language used (too complex/simple), the content of the lesson (too simple/difficult to understand).

7.2. Appendix 2

LESSON PLAN

TOPIC: Three stages of western society throughout history - a shift from pre-industrial and industrial to post-industrial society

AIMS:
1. LINGUISTIC:
    - teaching new vocabulary
    - eliciting key information from a text
    - finding key words in a text

1. COMMUNICATIVE:
    - discussing the topic with classmates and the teacher
    - working in a group with classmates

2. EDUCATIONAL:
    - learning about the development of western societies throughout history
    - learning about key characteristics of each stage

MATERIALS: Daniel Bell's article *"Welcome to the post-industrial society"*, textbook, Oxford Advanced Learner's Dictionary

AIDS: whiteboard, handouts, worksheets

TEXTBOOK: Sociologija, Fanuko N.

INTRODUCTION

1. ACTIVITY (5 min)

   OBJECTIVE: revision, introducing the topic

   Class organization: Teacher – Class

   Teacher uses paper slips with key vocabulary and terminology to introduce the topic to the class. Teacher describes the words from the paper slips to students and asks them to guess what they are. The student who guesses the word, writes it on the whiteboard. When all the words are on the whiteboard, the class tries to guess the topic and briefly discusses it with the teacher, while she writes the title on the whiteboard.

NEW MATERIAL DEVELOPMENT

2. ACTIVITY (5 min)

   OBJECTIVE: Arranging work groups

   Class organization: Teacher – Class

   Teacher arranges students into 3 groups. Teacher distributes copies of the article to students and tells each group their task. Teacher also distributes worksheets with exercises connected to the text. Each member of a group is assigned a specific role, or, if the group is bigger, students are given the roles in pairs.

3. ACTIVITY (15 min)

   OBJECTIVE: reading for specific information

   Class organization: Students individually, Student - Student

   Teacher distributes the article and worksheets to students. Students do the task which is assigned to them and teacher makes sure all students know what they have to do. During the group work, teacher checks the groups' progress and helps where needed.

4. ACTIVITY (5 min)

   OBJECTIVE: presenting the findings

   Class organization: Students - Class

   Groups' representatives inform the class about their findings and write key information on the whiteboard. The rest of the students copies the information in the notebook.

PRACTICE and CLOSURE

5. ACTIVITY (10 min)

   OBJECTIVE: making connections to today's society and Croatian context

   Class organization: Teacher – Class

The class talks about the today's society and its characteristics in relation to the notions discussed in the previous activities. Students comment on the situation in Croatia and the applicability of the stages to some other, less developed parts of the world.

WHITEBOARD

STAGES OF SOCIETY DEVELOPMENT

Economic sectors - primary (example), secondary (example), tertiary (example)

Stage of development

Economic exchange - example, example

Resource - example

Labor - type1, type2, type3

Industry - example, example

The West

GROUP 1 – Information society

Task a) Read the text and answer the questions.

1. What other name for post-industrial society does the author mention and why?
2. What are transforming and strategic resources of different stages of society?
3. What is the difference between the transforming and the strategic resource?

Task b) Read the paragraph and decide on 1-2 key words. (Key words should express the essence of the paragraph.)

Task c) Read the text and try to summarize the paragraph in one sentence. Discuss the text with other group members and prepare a 1-minute presentation on your findings, which you will give to your classmates.

GROUP 2 – Talented tinkerers versus scientists

Task a) Read the text and answer the questions.

1. What is the difference between twentieth-century industries and nineteenth-century industries?
2. What happened with the pre-industrial and industrial stage when the post-industrial one developed?
3. Did the development of agriculture and industry stop in the last stage of society?

Task b) Read the paragraph and decide on 1-2 key words. (Key words should express the essence of the paragraph.)

Task c) Read the text and try to summarize the paragraph in one sentence. Discuss the text with other group members and prepare a 1-minute presentation on your findings, which you will give to your classmates.

GROUP 3 – Design of the society

Task a) Read the text and answer the questions.

1. Describe the design of each stage of society.
2. In your opinion, what are the possible consequences of the increasing multiplication of interactions between persons?

Task b) Read the paragraph and decide on 1-2 key words. (Key words should express the essence of the paragraph.)

Task c) Read the text and try to summarize the paragraph in one sentence. Discuss the text with other group members and prepare a 1-minute presentation on your findings, which you will give to your classmates.

GROUP 4 – The limits of the scale

Task a) Read the text and answer the questions.

1. How did the measuring scale change in the post-industrial stage of society?
2. What two limits of the new scale does the author mention?
3. Think of some good and some bad sides of the increase in interaction. (Answering the author's questions might help you.)

Task b) Read the paragraph and decide on 1-2 key words. (Key words should express the essence of the paragraph.)

Task c) Read the text and try to summarize the paragraph in one sentence. Discuss the text with other group members and prepare a 1-minute presentation on your findings, which you will give to your classmates.

GROUP 5 – Problems for institutions

Task a) Read the text and answer the questions.

1. What two problems of institutions does the author mention?
2. In your opinion, how can the increase of scale in communication and transportation "threaten" the system of control?
3. Think of other examples of institutions which can be affected by the second problem and briefly explain your choice.

Task b) Read the paragraph and decide on 1-2 key words. (Key words should express the essence of the paragraph.)

Task c) Read the text and try to summarize the paragraph in one sentence. Discuss the text with other group members and prepare a 1-minute presentation on your findings, which you will give to your classmates.

GROUP 6 – Political problems

Task a) Read the text and answer the questions.

1. What two political problems does the author mention?
2. In your opinion, are the governments aware of the importance of science? Briefly elaborate on your answer.
3. Can you think of some problems which may arise because of the poor information handling politics?

Task b) Read the paragraph and decide on 1-2 key words. (Key words should express the essence of the paragraph.)

Task c) Read the text and try to summarize the paragraph in one sentence. Discuss the text with other group members and prepare a 1-minute presentation on your findings, which you will give to your classmates.

VOCABULARY LIST

Codify - to organize or arrange systematically, especially in writing

Come to the fore - make oneself visible; take action || *Fig*. to become prominent; to become important

Directive force - commanding/ruling force

Transmit - send

Transmute - convert

Brute force (also, brute strength) - savage violence, exceptional physical power (e.g. *We hope that reason will triumph over brute force.*)

Tinker (n.) - 1) one who enjoys experimenting with and repairing machine parts || 2) a clumsy repairer or worker; a meddler.

Establishment - 1) creation, formation || 2) organization, institution || 3) building, factory

Open-hearth process - a steelmaking technique

Elocutionist - a person skilled at public speaking

Palimpsest - an object or area that has extensive evidence of layers showing activity or use

Furnish - 1) decorate, equip || 2) offer, give

Vicissitudes - variations, shifts, changes of fortune, life's ups and downs

Depletion - consumption, reduction, exhaustion

Fabricate - 1) make up, forge, falsify || 2) manufacture, make, build, assemble

Ingenuity - inventiveness, originality, creativity, cleverness

Artisan - a person skilled in making a product by hand.

7.3. Appendix 3

QUESTIONNAIRE 2 – Evaluation of the material

(Students' attitudes towards teaching material used in a bilingual high school sociology program)

Instructions: Please do the questionnaire <u>only if</u> you have done the first one and if you were present during the Friday's lesson. The questions refer to the lesson held on Friday and the material you used. The questionnaire is anonymous, so please give your honest opinion about the material.

1. On a scale from 1 – 5, how useful was the material for learning sociology?

1	2	3	4	5
Not useful				Very useful

2. On a scale from 1 – 5, how useful was the material for learning English?

1	2	3	4	5
Not useful				Very useful

3. On a scale from 1-5, how difficult was the text to work with?

1	2	3	4	5
too easy		just right		too difficult

4. Was working with this type of material different from working with the teacher-made readings or a textbook and how?

5. In your opinion, what are the good sides of working with this type of material and why?

6. In your opinion, what are the bad sides of working with this type of material and why?

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7. Generally, did you like working with this kind of material and why?

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8. Have you ever worked with this type of material in your sociology classes?

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9. Would you like to work with this type of material again and why?

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10. On a scale from 1-5, how would you rate the overall successfulness of the lesson?

1	2	3	4	5
Not successful				Very successful

11. In your opinion, what was the strongest element of the lesson and why?

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12. In your opinion, what was the weakest element of the lesson and why?

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