

## **ABSTRACT**

The diploma thesis deals with authentic materials and the use of authentic materials in English language teaching. It is divided into two main parts. The theoretical part focuses on the definitions of authentic materials and authenticity in the context of language classroom. Different views on the subject matter are compared and summarized. The link between the real-world impact and the use of authentic materials and its influence on the motivation of the pupils is briefly discussed as well. Followingly, the thesis contains a classification of the authentic materials and advantages and potential shortcomings of their use. Each material type includes a number of activities usable in English lessons.

The research for the practical part was conducted at an elementary school. The practical part thus consists of two main sections, specifically designing, piloting and observing lessons where different kinds of authentic materials were employed as well as a questionnaire filled by pupils. The questionnaire inquires the learners firstly about the lessons they attended. Furthermore, it also focuses on attitudes of the pupils towards the use of authentic materials in English lessons in general, their use in pupils' free time and their preferred authentic English material kinds. The survey results are summarized and interpreted with a reference to the observations made by the author of the thesis and another teacher. Finally, conclusions and pedagogical implications are drawn.

## **KEYWORDS**

authenticity; authentic materials; English language teaching; motivation; implicit and explicit learning; second language acquisition and learning