The use of authentic texts in second language teaching of adults at beginning and intermediary levels: the case of Modern Greek

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Abstract
This thesis explores the pedagogical incorporation of authentic texts in the teaching of Modern Greek as a second language, specifically to adults of lower level study, with regard to established practice in Modern Greek as L2 textbooks. It aims to, critically, approach all theoretical and didactic aspects of authenticity and to review the effectiveness of integrating authentic texts into language courses, by analysing the conditions which ensure their authentic usage. For these purposes, it makes a synthetic overview of the literature on the concept of authenticity in language teaching and it examines the use of authentic texts in the light of modern theories on second language acquisition and the responding teaching methodologies. In addition, it investigates the implementation of authenticity in eight Modern Greek as L2 textbooks. Finally, it proposes a threefold teaching model, whereby an authentic text is moved from the margins of language teaching to the forefront and is integrated in the main teaching body, as a referential and interactive framework, on a communicative, linguistic and cultural level.

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The Use of Authentic Texts in Second Language Teaching of Adults at Beginning and Intermediary Levels:  
The Case of Modern Greek

Supervisor: Prof. D. Goutsos
“Language is the worship of reality and truth.”

Dimitris Glynos
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Annex
1. Introduction

During the last decades, particularly with the spread and dominance of the *Communicative Approach* in foreign language teaching, from its initial stages up to the current stage of the *Task-Based Approach*, a trend has developed supporting the use of authentic texts at all levels of language learning.\(^1\) Henry Sweet (1899), who is considered one of the first supporters of the use of authentic texts in second-language teaching, distinguished the advantages of such texts over texts created specifically for learning purposes. According to Sweet, authentic texts assign a particular position and significance to each language feature, as opposed to manufactured texts which include repetitions of specific language structures and elements of vocabulary, as well as certain collocations, thus excluding other word combinations which are equally or even more substantial.\(^2\)

The issue of authenticity resurfaces once again in the discourse of Chomsky in 1965 and shortly after in the work of Hymes (1972), who observed that communicative ability does not only include knowledge of the linguistic system, but also the need for communication within a specific context.\(^3\) Within this particular scope, Lin points out that from 1980 onwards, the need for the use of authentic texts placed in culturally authentic contexts, rather than texts composed by pedagogical standards, entails a fundamental demand in communicative approaches.\(^4\) This is reaffirmed by Guariento and Morley who underline that the use of authentic texts is related to the rising communicative orientation in second-language teaching, within the framework of which efforts are being made to create those conditions and possibilities that represent the real world in the classroom.

The demand for the authentication of teaching material is related to various theoretical schools and methodological models. First of all, the communicative approach prioritizes the expansion of communicative competence (the knowledge of communicative rules) and as such, it demands

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that the teaching material features authenticity so that students may become familiar with real linguistic contents and native language examples.\textsuperscript{5} This approach brings the student closer to the subject matter, since the target language is not only perceived in terms of linguistic competence (the knowledge of the language system) or as textual knowledge, it cannot be entirely “objectified” as something completely unfamiliar for the student.\textsuperscript{6}

Since 1988, textbooks began to include authentic resources supported by authentic activities. Several teachers began to devote time to the search and collection of various “realia”, such as tickets, programmes, brochures, itineraries, etc. aimed at meeting student needs in terms of basic reading skills and comprehension of public announcements and signposts (for example, menus, travel schedules, advertisements, etc.). The aim was for students to be in a position to elicit specific information through texts, such as brochures, guides and other simple, authentic texts, which coincide with their experiences and interests.\textsuperscript{7}

This trend of incorporating authentic texts in foreign language courses gained ground in the Monitor Model or Input Hypothesis\textsuperscript{8} by the linguist Stephen Krashen and was widely spread in the USA. According to this hypothesis, authentic texts are more comprehensible and therefore have greater communicative value than simplified ones.\textsuperscript{9} Similar claims were further supported by the theoretical views of the educational researcher Ken Goodman, according to whom, students should be in contact with enriched discourse, such as authentic texts, so as to be able to use the language functionally and deal with the language in its entirety.\textsuperscript{10} The theory of Cognitive Academic Language Proficiency was also developed along similar lines. According to this theory, authentic language is superior to simplified language and there is a need for teaching language within meaningful authentic contexts.\textsuperscript{11}

\textsuperscript{5} See Larsen-Freeman, D., 2002, Techniques and principles in language teaching, Oxford University Press, Oxford.
\textsuperscript{8} According this theoretical model, adults have two independent systems for learning a second language, the subconscious acquisition and the language learning. The first one is considered more important and demands the interaction between student and the target language in authentic linguistic contexts. Krashen, S., 1981, Second language acquisition and second language learning, Pergamon Press, Oxford and Krashen, S., 1985, The input hypothesis: Issues and implications, Longman, London.
Given that “even the best grammars are incomplete, partial and misleading”,\textsuperscript{12} authentic texts are indispensable so as to ensure variety of linguistic stimuli and influences, combined with exposure to language produced by native speakers. At the same time, a more active and conscious participation of students in the teaching process takes place, as students are called upon to discover grammatical phenomena and language usage, acting independently and not relying on prepared pedagogic norms that either undergeneralise or overgeneralise a general rule.\textsuperscript{13}

However, the majority of texts collected for teaching purposes, at least at the beginner or intermediate language learning levels, have been created on pedagogic criteria, that is, with the intention to describe a specific language element and to control the amount of new words students will encounter. There are several special researchers on teaching foreign languages who insist on emphasising the practical value of such texts, mainly at the lower learning levels.\textsuperscript{14} Their insistence stems from the belief that authentic texts are not complex only in lexicon and syntax, but also condensed in concepts and cultural elements, which does not allow for their successful comprehension.\textsuperscript{15} In any case, the matter is the adaptation of the authentic material to the language level and needs of the students, without compromising the authenticity of its objective. For example, advertisements should be appropriate for both advanced students and beginners. What is required, is the modification of the language input, depending on the intended language level, while maintaining the authenticity of the purpose and genre of each text in each case. Therefore, the issue is not only to incorporate authentic texts into language teaching, but mainly, to include the strategies that will be implemented in teaching conditions so that the texts may be used in adherence to their authenticity.\textsuperscript{16}

The Greek bibliography for Modern Greek as a second or foreign language, can be placed before the cutting point of English/International bibliography, which means that it has delayed by three


to four decades. Although the production of language learning material during recent years is impressive, the faulty publication of evaluations, reviews and comparative and comprehensive reports, as well as the lack of infrastructure and references (grammar, dictionaries, publications), casts the produced material incomparable and limits its usefulness to other groups of instructors beyond the authors. Another feature of the bibliography and activity in question, is the fragmentation of the already inadequate research experience, resulting in its limited and specialized use in very specific educational conditions or a particular student body, such as that of the Roma or students of intercultural schools.  

However, these observations are not entirely discouraging, since significant efforts have been made in recent years towards a scientific approach and analysis of the learning processes of teaching Modern Greek as a foreign language by both the Greek Language Centre and the Greek Applied Linguistics Association. The need to formulate revised teaching proposals enriched with flexible and adaptable authentic material and aligned with the communicative needs of students is increasingly being addressed.

The following section will address the primary research question of the thesis, as well as the relevant sub-questions. At the end, there will be a presentation of the overall structure of the thesis, with a summary of the content of each chapter per se.

1.1. Research question and thesis structure

The basic question posed by this thesis is the following: can the pedagogical incorporation of an authentic text into the teaching of foreign language, and especially in the teaching of Modern Greek as a second language for adults of lower language levels, create favorable conditions for language acquisition? How can student interaction with texts written by native speakers for native speakers, not only in terms of language ability level but also communicative efficiency and cultural familiarisation be developed?

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Furthermore, residing in the country where the target language is spoken naturally offers a multitude of and stimuli and opportunities for contact with authentic forms of the language, as well as the production of speech through real conditions of communication. Immersion\(^{19}\) in the foreign linguistic and cultural environment broadens the scope for student autonomy and self-motivation and triggers a learning process, which can be termed a “conquest” rather than a “systematic learning” of the language code.\(^{20}\) In view of the above, the following question arises that requires research. What is the situation in most of the cases of students who are taught in Greek in their country, other than those where the target language is spoken? Is the authentic text efficient in functioning as a substitute for the authentic language environment, which is lacking so as to supplement opportunities for communicative interaction offered by the authentic linguistic and cultural framework?

For these questions to be resolved, it is necessary to define the basic concepts and clarify certain theoretical and research parameters. Specifically:

- what does the term authentic texts mean?
- are there any authenticity criteria?
- what other factors are there and how do they influence the authenticity of a text?
- is the authentic text appropriate for the adult student body especially those belonging
  - to lower levels of language learning?

Other sub-questions emanating from the main question are related to the conditions that must be adhered to, for an authentic text to fulfill its pedagogical purpose. First of all, what are the criteria according to which teachers will select those texts from a vast range of authentic texts so as to better serve teaching purposes? Secondly, what type of lesson planning should take

\(^{19}\) Johnson, R., Swain, M., 1997, *Immersion Education: International Perspectives*, Cambridge University Press, Cambridge. The term “language immersion” was also the basis for the teaching model “language choc” which was carried out within the scope of the NEFI-LINGUA program aimed at teaching French, Greek, Irish and Dutch for beginners. Student “immersion” in the foreign language was implemented with the creation of an authentic or non-authentic environment. See Τσαμαδού-Ιακοβεργερ, Ε., 2000, «Η διδασκαλία των ελληνικών σε τμήματα αρχαίων: Το ερευνητικό πρόγραμμα NEFI», Η διδασκαλία της ελληνικής ως ξένης/δεύτερης γλώσσας: Αρχές-Προβλήματα-Προοπτικές, Κέντρο Ελληνικής Γλώσσας, Θεσσαλονίκη, σελ. 367-374.

\(^{20}\) Stephan Krashen distinguishes between two types of language acquisition. The first corresponds to subconscious acquisition, which is achieved through interaction with native speakers of the target language and the second, corresponds to systematic and conscious acquisition which is realised through learning the rules of the language system. Krashen, S., 1981, *Second Language Acquisition and Second Language Learning*, Pergamon, Oxford.
place and which suitable activities accompanying the text should be created, for it to become a starting point and reference point for the entire language lesson? Generally, what is the optimal teaching method for the use of an authentic text in the classroom, in order to ensure its authenticity? Particularly in the case of Modern Greek as a second language, how can authentic texts be developed, considering their place in textbooks intended for language teaching?

The next chapter of the thesis outlines the definition of authentic texts, the authenticity criteria of a text and analyses the factors which affect a text and its authenticity. The pedagogical relationships, as well as the degree and type of interaction that exists between the authentic text and an adult student body of lower language levels are analysed. The pedagogical arguments favoring the use of the authentic texts in language teaching are presented, as well as potential limitations. The type of authentic texts that a teacher has at his/her disposal and the sources thereof are recorded. Finally, the criteria for the selection of a text according to specific teaching objectives are determined.

In the third chapter, the role of authentic texts in second language acquisition are examined according to the findings of the research. In other words, the extent to which contemporary theories on language acquisition are able to support the choice for the authentification of the teaching material on a solid, theoretical basis with objectivity and reliability is examined.

The fourth chapter focuses on issues of teaching methodology. Specifically, the teaching methodologies that have prevailed over time in the area of foreign language teaching are described and the implementation of the authentic material used is researched.

The fifth chapter investigates the extent to which the need for interaction with authentic texts in most common textbooks of Modern Greek as a foreign language is served. The sixth chapter describes the entire process of transferring, incorporating and implementing an authentic text in the language classroom and analyses all the parameters that are relevant to this teaching practice. At the same time, the conditions and principles that must be adhered to, so as to ensure the authentic implementation of the text are examined and the methods for planning and organising the lesson based on an authentic text are analysed. Furthermore, the relationship between the authentic material and the student body is studied. In particular, the aim is to provide an answer to the question whether the authentic text is appropriate for the age and requirements of adult learners and whether it may entail a productive teaching project for lower level
language learners and how. At the end, a specific teaching example is provided which utilises the authentic text. The seventh chapter sums up conclusions of the thesis and examines whether the initial hypothesis of the contribution of authentic texts in the teaching of Greek as a second language is affirmed.

2. The Concept of Authenticity in Language Teaching

2.1. Authenticity as a textual and contextual feature

The initial clarification of the basic terms of the subject and the investigation of the scope of semantic notions create a common ground of recognisability of the subject under examination, which is necessary, among other aspects, for ensuring the scientific nature of this thesis. The concept of authenticity constitutes the foundation of this thesis. An initial overview of the Greek and the more prolific foreign literature and journals on this topic, revealed the complex semantic content of the subject, as well as a number of conceptual differentiations. The search for the term “authentic” in accredited dictionaries proved an enlightening venture with respect to the number of meanings ascribed to the term: Authentic is the one who “derives from a trusted source, whose validity is indisputable”, one “of indisputable origin, genuine” It is also “one who responds to reality, is not false, is real”, “the initial, original, the one who is not an imitation or a copy, who has not been subjected to intervention or processing”.

Within the field of Applied Linguistics and more specifically the area of foreign language teaching, authenticity is described as “a term that conveys approaching the world outside the class-

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24 It is interesting for the didactic and pedagogical value of the authentic text to see the etymology of the adjective "αληθής" as a synonym for "authentic". The adjective αληθής (derivative: αλήθεια-truth) originates from the privative affix α- and –λήθος or even the same word λήθη-oblivion: α-λήθής therefore was the one “who cannot pass into oblivion, who cannot be forgotten or hidden”. See Μπαμπινιώτης, Γ. [Babiniotis, G.], 2003, «Ετυμολογία: Η Αλήθεια των Λέξεων», newspaper To Vima, 02/02/2003.
room to the fullest extent, when selecting language resources and planning methods and activities to be implemented in class.”

The term “authentic” takes on another dimension and acquires a more specific and specialized content. It generally relates to the text and “is valid for all messages produced by native speakers for the achievement of real communication objectives”

and not teaching objectives. Therefore, this term describes “all texts, written or oral, which have not been produced to be used strictly in classroom or for the study of language, but in order to meet the needs for communication, information, or real linguistic expression [...] An excerpt from a recorded conversation, a press article, a page from a work by Balzac, a poem... all are authentic texts”. Similarly, Daniel Coste in 1970 refers to authentic texts as written and oral products of native speakers for native speakers.

Geddes and White propose a similar definition, according to which, authentic texts are considered non-adjusted texts that have been produced for native speakers so as to achieve communicative and not teaching objectives. Geddes and White observed that several of the texts included in textbooks according to language level, such as stories, myths, or simple descriptions of people and situations, cannot be considered authentic in the strict sense of the word, as it is usually the case that they have been re-written by teachers due to their structural difficulty.

Galisson places emphasis on a different feature of authentic texts in his definition. According to him, authentic texts are “texts that have been obtained from the world outside of school, thus from their natural environment, and have been introduced to the pedagogical practice through a framework of fabricated communication conditions.” In light of this definition, as of the moment authentic texts become a means (or objective) for language teaching and are “revived” under teaching conditions, they maintain on the one hand, the authenticity of their language content, and on the other, may possibly lose their authentic communicative features, as a result of their transference to a secondary communicative teaching environment.

Two additional features of authenticity are “highlighted” by Rogers, who defines authenticity as

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“suitability”, in terms of teaching objectives, student interests and needs and “naturalness”, in terms of live and real communication.32

Furthermore, another definition validates as authentic any text which has been created either to serve a particular social function in the language community where it was “born”33, or to communicate a meaning of some sort. In other words, a text that has been composed by native speakers for native speakers with the intention to persuade, inform, entertain, etc. What is important is not the actual identity of the recipient, but that an authentic communication objective is kept in mind. This distinction is more easily understood through the finding that the texts included in the textbooks available, do not reflect communication objectives, as their main purpose is the teaching of the language per se, rather than the communication of a real piece of information. Hence, these texts lack the features of an authentic message, such as repetition, redundancy and other speaking indicators which ascribe a particular writing style or cultural context.34

In their majority, the definitions attempted by theoretical linguists and researchers agree on this exact point, that is, authentic texts do not conform to linguistic or pedagogical criteria, they are not, hence, products of inspiration and authoring by the teachers in relation to the needs of the language class, but are addressed from the onset to native speakers for their own enjoyment or information, but not for teaching purposes.35 Therefore, they are “rough” (“bruts”)36 texts that have been produced by native speakers for native speakers in real communication circumstances and not in view of learning another language.37 So they are of “such a nature that reflects the language and the cultural experience of the target language speaker within his/her geographical and linguistic boundaries. They are integrated examples of the target language and they possibly include genuine examples of slang and other cultural references”.38 Often, “they have literary or

Authentic texts are also defined in contrast to pedagogic texts, which have been initially constructed for and aimed at the language class, in other words, are “fabricated” texts (“fabriqués”). In other words, these texts have been created by teachers and based on linguistic terms and with obvious teaching aims, so as to ensure the students' progress in lexicon and grammar. Consequently, these texts do not have the traits of a “spontaneous, live communication, nor the most specific structural, phonological and sociolinguistic elements that are differentiated according to the dominant communication conditions”. The case of constructed dialogues, which appear in language textbooks is such an example. These dialogues are written “with meticulously selected vocabulary, eloquent whole sentences expressing intimacy or formality, but without any natural pauses, repetitions or overlapping as is the case in everyday reality”. These dialogues are communicatively and linguistically sterilized since they are divested of their social character, their communicative value and their ability to serve communication objectives.

The respective literature in English also presents the term “semi-authentic”, which seems to form an intermediate category, in the sense that they pave the way towards entirely authentic texts, rather than fabricated ones. These texts have been created on the basis of teaching criteria but in such a way that they are similar to authentic ones in both form and linguistic content (e.g.

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42 “Pedagogic” or “didactic” (didactique) is “every text that is produced to be used in class in a strictly pedagogic perspective, that is with linguistic criteria selected and delineated depending specific objectives”. See Galisson, R., Coste, D., 1976, Dictionnaire de didactique des langues, Hachette, Paris, p. 213. They are addressed, therefore, “to a specific audience, with a specific level of progress and focused on a specific linguistic or sociolinguistic issue”. See «Les documents authentiques & High Five”, 2008, http://iktoglaering.files.wordpress.com/2008/01/les-documents-authentiques.ppt#258,3,3 types de documents.
marketing leaflets, signs, newspapers, etc.). It is also possible to present the same subject as a text which borrows from real life communication resources so that they bear the basic linguistic structures that respond to every kind of communication”. The language is almost authentic (oral discourse, use of various stylistic notions of language, etc.) and they alternate in content between various verbal situations giving voice to persons of all ages and all social classes, so as to reflect reality. So, despite the fact that they are not purely authentic texts, they offer a language and a view of real life that seems more real and are included in a perspective, which is close to authenticity.

Beyond the authenticity of the text, which is used as a language stimulus, M. Breen distinguishes three more types of authenticity in language teaching:

1. **authenticity of the intrinsic interpretation of the text by the students,**
2. **authenticity of the activities that contribute to language learning and**
3. **authenticity of the real social conditions in the language classroom.**

Therefore, authenticity does not only depend on the text, but also on other factors which determine its protection and preservation. According to Breen, any kind of language data that is used as a means of assistance for the student, so as to develop an authentic interpretation and explore the communicative contracts in the target language is considered authentic. What determines authenticity or lack of authenticity in a text is the nature, type and subject of a text and not its authentic quality. For example, a poem that is intended for teaching, is by nature authentic and provides students with the basis for genuine communication, since the language of the poem gives rise to an interpretation process by the students.

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46 The authenticity of these texts is possible to be judged on specific criteria such as rhythm of the utterance, amount of discourse, level of formality, structural repetition, etc. See in detail Παύλου, Π. [Pavlou, P.], 2001 «Η αυθεντικότητα των διαλόγων στα βιβλία Ελληνικής ως ξένης γλώσσας», Proceedings of 4th International Conference of Greek Linguistics, Nicosia, 17-19 September 1999, University Studio Press, Thessaloniki, p. 639-645. See also Porter, D., Roberts, J., 1987, “Authentic listening activities”, Methodology in TESOL, Newbury House, New York, p. 177-187.


49 See Breen, M., 1985, ibid.
Therefore, the manner in which the text is comprehended by the students, influences the authenticity of this interaction, which, according to Breen is more important than the authenticity of the text itself. If these texts are considered means of learning, in any manner that students interpret these texts, then their inherent authenticity is relevant. According to Widdowson, authenticity is ensured only when there is accordance between the intention of the author and the interpretation of the text by the student. With this in mind, an authentic text is not necessarily authentic for the student, neither is a non-authentic text non-authentic for the student. A text may be considered unabridged, but be for it to be interpreted as authentic, there is a need for social interaction. The genuine nature of a text cannot solely guarantee its authenticity, since there are two parameters which ensure authenticity. The first parameter includes the features of the text and the second, the recipient or reader of the text and his/her response to the text. This authenticity in the interaction between the text and the student is coined by Lee as “the positive emotions and responses of students towards the teaching material and its inherent educational intentions.” This means that the reason for students to adopt a positive attitude towards teaching materials is not only dependent on the authenticity of their content, but also on the possibilities provided for the delivery of authentic communication.

Equally important to the comprehension of the text, is also the type of function that it is expected to serve. The more authentic activities for language learning are those that require the student to take communicative and meta-communicative action. It is noted that genuine communication during learning and meta-communication related to learning and the language system, create the conditions for a favourable and successful course towards language acquisition. Yet another linking factor in the chain of authenticity is the authenticity of the classroom and in particular, the nature of the social condition that prevails there. It is a fact that learning is the main psychological and social process in the classroom, which actually operates as a social environment, wherein students communicate with new knowledge. The most authentic and socially appropriate role of the classroom is to create the conditions in which students can express their problems and achievements openly, during the learning process.

53 See Lee, W., 1995, ibid.
Finally, Canale and Swain introduce the “authenticity of competence”, which they distinguish into grammatical competency, namely, knowledge of grammar rules, sociolinguistic knowledge, in other words, knowledge of adequate style and strategic competency, which means knowledge of balancing strategies used in communication. In order for the student to be authentically competent, he/she must put on a performance in class, similar to that of native speakers in real linguistic and communicative conditions. Therefore, “authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context”, it does not lie within the text, but is attributed to it. It is the relationship between the text and the student who has the potential to authenticate it as a part of communication. It is created by the receiver’s response and it is being perceived at the stage of interpretation. For example, authentic is considered that which is interaction between a particular type of written text, on the one hand, and the interpretation that a particular reader assigns, on the other hand. Subsequently, the particular nature of a text, the point of view and attitude of the student interpreting the text, are issues that are inextricably tied.

2.2. Authenticity criteria of texts

The criteria against which a text’s authenticity is checked are not to be found only in some of its external or internal traits, but also in the interaction between student-receiver and the text itself, in the process of reception and interpretation, and the language teaching in general. First of all, “spontaneity in both oral and written speech, does not constitute a criterion of authenticity.” The main difference between the authentic and constructed text lies in the

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56 The linguist Henry Widdowson distinguishes between “authenticity” and “genuineness”. He considers that “genuineness is a characteristic of the passage itself and is an absolute quality. Authenticity is a characteristic of the relationship between the passage and the reader and it has to do with the appropriate response”. See Widdowson, H.G., 1978, Teaching Language as Communication, Oxford University Press, Oxford, p. 80.
conditions of their production and the pursued objectives. If objectives are considered pedagogical or didactic, they then become the defining factors for the transformation of authentic into constructed.  

Indicatively, some of the features of an authentic text are: first, an authentic text is presented as a whole, without any pedagogic intention since it has been created to fulfil a social objective inside the language community it addresses. It is accompanied by all the initial terms of production and reception, that is, the frame, the profile and the roles of the creator and the receivers’, their linguistic and communicative skills, as well as the special and temporal conditions in which the transaction takes place.

Authenticity as a main component in language teaching, depends to a large extent on the “conditions of initial reception”. The text that is out of context and isolated from the situational frame in which it functioned initially, loses some degree of its authenticity. Indeed, when introducing an authentic text in the classroom, the communication situation into which this was originally created changes, as basic parameters such as time, the receiver of the message, the exact moment when the text was composed, the communicative conditions, etc. are being altered. “The text which is introduced in the classroom is incorporated into an environment for which it was not intended, and in which it appears inadequate both in terms of meaning and interpretation, since it is subjected to conditions of usage which are not the ones that ensured the initial effectiveness of the communication”. The pedagogic context into which the text is being transferred is in some ways “artificial” and within this environment “the concept of authenticity and that of naturalness are fabricated”.

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60 See Besse, H., “De la pratique des textes non littéraires au Niveau 2”, Le français dans le monde, vol. 121.
65 See Zarate, G., 1986, Enseigner une culture étrangère, Hachette, Paris, p. 76-77. Robert Galisson and Daniel Coste agree on this, purporting that “the majority of authentic texts is taken from a situation in which they normally function. Their use inside the classroom is based necessarily on a fictional or even artificial situation” See Galisson, R., Coste, D., 1976, Dictionnaire de didactique des langues, Hachette, Paris, p. 59.
Ensuring the authentic reception of a text by the students, basically depends on two issues: The first issue is that students must understand the text and approach the foreign language and culture in an interpretative way. The second issue us that it is inevitable for them to invest, for this reason, in experiences and biases they have constructed through their native language and culture. Besides, the interaction with an authentic text introduces students to a subconscious process of assimilating the function of language, having as a starting point what they already understand.

Authenticity is also determined by the activities that are planned around the text. This means that what is more important than the text itself is what we actually do with it. That is, whether we maintain its authentic nature or not depends on the way we use it in education.

In this case, authenticity is not to be found at the text level, but on the work assigned to students as of the moment they come into contact with the text. Authenticity is suspended when there is a lack of authentic activities in accordance with the text. The best use of an authentic text independently of its communication framework and exclusively for the purposes of teaching isolated linguistic phenomena, equals an artificial use of the text that neutralizes its authenticity.

Anderson and Velasquez propose similar theories, according to which, it is preferable that the teacher focuses his/her attention not on the authentic materials as such, but on authentic teaching methods that actualise the text’s authenticity. This means that the text must be used in pedagogical practices as it was used in the sociocultural environment it was created in. For instance, the analysis of grammar and syntax phenomena presented in a text is considered a less authentic work in comparison to reading the text for one’s own pleasure and enjoyment. Furthermore, “putting up an announcement in class for the sole purpose of identifying certain imperatives, is evidently not the same as using the imperative on one’s way out of the factory or workplace.” This is why the work assigned to students should activate the various components

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66 At this point, there is reference to textual adjustment aimed at meeting the specifications of various levels of language acquisition. See Mishan, F., 2005, Designing Authenticity into Language Learning Materials, Intellect, Bristol.
of real communication skills.

The best possible utilisation of an authentic text for the purposes of lexicon or grammar alters its initial function since it transforms it into a learning tool. In this case, it is preferable to use constructed texts placed in authentic communication situations moderately\textsuperscript{70} than to use the authentic text as a crutch and a pretext for completely artificial exercises. As regards the school environment itself, as a factor that influences authenticity, Chavez supports that the world of the classroom may be real if real social interaction takes place.\textsuperscript{71} However, even the conditions of the classroom are not as authentic as natural conditions of linguistic realisation; authentic texts may take on the beneficial role of exposing students to real language expression.\textsuperscript{72}

Generally, the transfer of the entirety of a text to the classroom is an endeavour, which is achieved practically through its written or oral reproduction (photocopied, audio-recorded or video-recorded). However, the transfer of the initial authentic nature of the text is an even more difficult endeavour and will ultimately determine the degree of the pedagogical authenticity of the text. Within this scope, the authenticity of a text is not only ensured on the basis of maintaining its whole, but also preserving or restoring its initial conditions of reception. The classroom almost always imposes a type of conversion: the native speaker receives the text within the linguistic and extralinguistic culture in which he/she was born. The speakers of other languages, receive the text with an aim to acquire this culture. This means that the text, from being a means at the disposal of the reader, becomes a target that needs to be reached.

Therefore, so as to ensure the valuable authenticity of the text, there is an initial need for students to acquire, at least in part, the linguistic and extralinguistic culture, which operates as a basis and approach the text itself thereafter. It is necessary to be in a position, as native speakers, to recognise in the text what they already know. Each language lesson constitutes and

\textsuperscript{70}Emphasis is placed on the need to create in class real conditions of language use, respective to the ones to be found outside the school so as students are given a specific communication target and are offered a specific communication within which to produce language. See Charalambopoulos, A. [Charalambopoulos, A.], 2000, «Ενεργοποίηση και διεύρυνση της διαισθητικής γνώσης των μαθητών για τη γλώσσα μέσω της γλωσσικής διδασκαλίας», Studies on Greek Language, Proceedings of the 20th annual meeting, Linguistics Department, Philosophy Faculty, Aristotle University of Thessaloniki, Thessaloniki, p. 579-587.


event whereby each of its four components – content, teacher, learning and classroom – provide their own criteria separately depending on what is authentic or not. The aim is to achieve and maintain the balance of these components throughout the language instruction.

2.3. The simplification of authenticity

One of the main advantages of authentic texts is that they “exhibit the characteristics of real speech, provided that they deliver a message, are coherent and clearly organised”. Furthermore, their use in class familiarises students with real communication conditions. However, objectively, many of these texts are impossible to use with beginners and intermediate students because they do not reverberate their linguistic and learning needs and there is a risk of operating as demotivating factors. Therefore, in order for several authors to create material, which is suitable for second or foreign language students and re-enact the real language and its various uses at the same time, they often resort to simplification.

Simplified texts are originally addressed to native speakers; however, they have been modified in such a way so as to be used for teaching purposes: either to present a specific linguistic phenomenon, or to delineate the inflow of new vocabulary, or to control the knowledge introduced in general. These texts have undergone lexicological, grammatical and syntactical changes, as well as adjustments to sentences and semantics, so as to be adaptable to the student level. At the same time, they have undergone a process of simplification as to their content, which is manifested by omitting or changing facts, features, or certain descriptive details.

Many linguists and language teachers stress the teaching and pedagogical value of simplified texts, as well as their positive contribution to the process of learning a foreign language, especially in the initial or lower levels of studies. They claim that the linguistic nature of

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75 See Simensen, A.M., 1987, «Adapted readers: How are they adapted?», Reading in a Foreign Language, vol. 4, p. 41-57. We come also across the term “documents didactisés”, which are authentic texts that have been submitted to interventions for teaching purposes. See “Les documents authentiques & High Five”, http://iktoglaering.files.wordpress.com/2008/01/les-documents-authentiques.ppt#260,5,Folie 5.
76 On achieving content control, see in detail Γρίβα, Ε. [Griva, E.], Καμαρούδης, Σ. [Kamaroudis, S.], 2001, «Απλοποιημένα κείμενα στα νέα ελληνικά για ξένους», Learning and Teaching Greek as mother tongue and as a second language, Conference Proceedings, Atrapos publications, Athens, p. 70-82.
simplified texts excludes redundant and useless idiosyncratic styles, without harming the vital communicative elements of the authentic text, while at the same time reflecting the knowledge the reader already has on language and, as a result, enables understanding and expansion of this knowledge.\textsuperscript{78}

As Widdowson supports, “the use of 'simplified' texts is often introduced as a means of preserving linguistic authenticity, remaining however, within the scope of the students' abilities.”\textsuperscript{79} According to Widdowson, the use of 'simplified' texts is often introduced as a means of preserving linguistic authenticity and is suggested in those cases where certain linguistic elements need to be isolated and clarified.”\textsuperscript{80} Moreover, simplified texts are reinforced with features of redundancy and explanations, which are both necessary in language learning.\textsuperscript{81}

There are, however, those who criticize simplified texts by saying that the processing that goes into authentic texts so as to be simplified, inevitably deprives students from the chance to enjoy forms of language, while harming textual cohesion and coherence\textsuperscript{82} to such an extent that the message of a simplified text is much more complicated and difficult to grasp compared to the authentic one.\textsuperscript{83} Generally, simplified texts are criticised because they include poised and unnatural speech, as well as altering the style of the original text. Their content is defined a priori and possibly may not be able to cover all individual weaknesses and strengths in students or their real communicative needs in the target-language.\textsuperscript{84}

\textsuperscript{83} See Long, M., Ross, S., 1993, «Modifications that preserve language and content», Simplification: Theory and application, SEAMEO Regional Language Centre, Singapore, p. 29-52, and Davies, A, Widdowson, H, 1974, ibid. Besides, “some critics have hypothesized that the use of simplified texts to assist L2 learners may actually be counterproductive because these texts may not allow the learners to graduate to more advanced texts that have sentences of natural length, more complex structural patterns, and more deeply embedded linguistic cues different from those of simplified texts”. See Crossley, S., Louwerse, M., McCarthy, P, McNamara, D., 2007, “A Linguistic Analysis of Simplified and Authentic Texts”, The Modern Language Journal, vol. 91, p. 17.
Many assume that the use of simplified texts, as a supplement in teaching a second language, may prove counterproductive in the end, since these texts do not allow students to move on to more advanced texts which include sentences of natural length, more complex syntactical structures and more deeply incorporated linguistic elements, other than those of simplified texts. At the same time, there is a lot of controversy among researchers regarding the degree and type of simplification that the authentic text is subjected to. What is of major concern is the kind of pedagogical adaptation of the language input students will benefit from in the end: is it simplified input which is less complex so as to be understood, or baseline input without linguistic adjustments or interactionally modified input, which is modified through the interaction with a native speaker? The perspective that seems to prevail is that the simplified input, especially that which arises from natural interaction under real conditions, may facilitate understanding. In particular, the theory of Interaction Hypothesis by Long is 1996 reinforces this view and is also confirmed by relevant studies, which investigate this hypothesis. The conclusion derived is that interaction between speakers, which leads to naturally adjusted linguistic input, contributes not only to understanding, but also poses the conditions for linguistic development and positively contributes to linguistic acquisition.

However, beyond any criticism, the question is whether and to which extent a simplified text preserves its original authenticity or the modifications added have detrimental effects on it. In practice, a text remains authentic when it is introduced in the classroom, without any modification to its original form. Otherwise, it loses some of its authentic traits, since the

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situational content is eliminated and the communicative function of its message is invalidated.\textsuperscript{90} As Johns pointed out, “simplification is liable to destroy those very features of the original text (for example the relative “weight” of the elements of the message) which are responsible for certain grammatical choices”\textsuperscript{91} that the student cannot recognise.

This viewpoint further reinforces the need to introduce authentic texts into the language lesson. It is a primary condition, so as to avoid the loss of linguistic elements, which are important for the understanding of the text. Thus, according to Rutherford, what is suggested is the simplification not of the text, but of the activities referring to the text. Nevertheless, the proponents of the absolutely pure, unmodified texts consider the texts that appear readapted or simplified as “pseudo-authentic”, in a derogatory sense, and assign no value to its attributes, thus degrading it to a mere illustration.\textsuperscript{92}

There are, however, more moderate views accepting the fact that authentic texts —especially those intended for lower learning levels— may undergo the principles of simplification without inevitable losses in authenticity.\textsuperscript{93} Besides, “it is much more useful to modify an authentic text, rather than transfer it intact leading to a linear reading, or even worse, using it as a simple pretext to introduce a chapter of grammar or vocabulary […] For this reason, we should not hesitate to modify a text, while respecting of course the elements of the situation in which it is being introduced. What is important is that the student perceives the text as authentic and the teaching approach toward the text makes it seem communicatively plausible”.\textsuperscript{94}

Especially in the particular case of literary texts, where the type of discourse, syntax and the author’s style may encumber the work of beginners or intermediate learners, simplification is deemed necessary.\textsuperscript{95} It is common for both teachers and students of lower levels, to voice the


\textsuperscript{93} See Ιακώβου, Μ. [Iakonou, M.], Μπέλα, Σ. [Bella, S.], 2003, «Η κατανόηση γραπτού λόγου στο προχωρημένο επίπεδο: γενικές αρχές και ενδεικτικές εφαρμογές στη Νέα Ελληνική ως έξων γλώσσα», Γλωσσολογία, vol. 15 p. 55-72.


\textsuperscript{95} Using simplified literary texts of accessible content is often advocated by both teachers and beginner learners. This method has been modelled partly on the numerous simplified texts in English. More specifically, while learning
need for the use of literary texts with comprehensible content. This methodology is based on a plethora of simplified English texts. In particular, while learning the English language, foreign students may read and process the same literary text on different levels of simplification and, in this way, are gradually prepared for their first contact with the literary tradition of the language they are learning. It is the case that literary texts, even if they are divested of some of their authentic characteristics, do not cease to be a valuable teaching material that "contributes to the cultivation of a successful critical reading and the development of a positive attitude towards literature."96

2.4. The nature and variety of authentic texts

2.4.1. The concept of text and text genre

Investigating the concept of text authenticity has been accompanied by wider controversy on the definition of text generally, as well as a series of questions on the types of available authentic material that can be used for educational purposes. More specifically, what does the term “text” means? What is its nature? What are the types of authentic texts and how many are there? How can one categorize these texts? Also, where can a teacher identify and collect such texts and which of them are more often used in language teaching?

To begin with, “text” is every (usually) larger or even smaller piece of continuous oral or written discourse which is characterized by conceptual and linguistic sequence and whose entire composition is governed by the specific communication intentions of the person who produced

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In linguistics, the term “text” denotes “a wide range of combinations of signs”, “a group of phrases forming coherent meaning and constituting a socially delineated message”. Therefore, it is equivalent to the signifier of the language unit, on which social communication situations and notions developed therein by participants are recorded. So, a text constitutes the materialization of discourse, hence the meanings of a text coincide with the meaning of the discourse from which the text has resulted.

Adopting this specific concept of “text” and the belief that “each authentic text (as a text stemming from a real communication situation) is able to serve educational work, through the appropriate adaptation of the oral discourse traits”, one is able to understand the great number and variety (in form and content) of authentic texts, as well as the need to categorize them. Each category of text, each genre, constitutes, according to an early definition by Bakhtin, a special type of spectrum of knowledge and action, which is characterised by a specific subject matter, style and structure. In contemporary text linguistics, genres are “systematic interrelations of expressive and organisational elements with elements of content, on the basis of the role that they are summoned to serve in their social and cultural environment”. So as to avoid the breaking down of genres into narrow and fragmentary genres irrelevant between them and without clear boundaries, their classification is made on the basis of the general dimensions of discourse. A first distinction is that between written and oral texts, which resonate clear and original textual and contextual features. In a largely concise manner, immediacy,
participation and rhythm define oral discourse, while inference, development and reduction define written discourse.\textsuperscript{104} However, the development of technology and the subsequent dominance of electronic means have introduced the following dominance of electronic means, introducing new dimensions to the language medium, for example, audiovisual and visual aspects. As a result, the boundaries between oral and written discourse become blurred and several of their defining features become enmeshed. Therefore, the rigid distinction between oral and written texts is not always entirely clear or reasonable.

The safer option is to categorise texts according to the criteria of the manner and not the means of discourse. The more systematic classification of texts of such a genre, which is based on linguistic criteria, has been carried out by Longacre, who outlines four major discourse types, namely narrative, expository, procedural and behavioural.\textsuperscript{105}

The difference between narrative and other types is that narratives are based on the succession of events in a clear chronological framework, elapsed time and without reference to instructions, for example, anecdotes, chronologically contrasted to other types which can be distinguished by the projection of facts within a desired time and the articulation of instructions, for example, instruction guides, manuals (procedural), essays, reports (expository), as well as announcements, sermons and speeches (behavioural). In sum, narrative texts are those that express linguistically specific past experiences which are chronologically ordered and non-narrative as those providing linguistic information and knowledge without being based on narration. The first focus on human characters, in their actions and experiences, while the second belong to a broader spectrum of describing or developing ideas, beliefs, arguments and information. Therefore, on the basis of these fundamental differences, the distinction can be summed up as narrative and non-narrative discourse.

\subsection*{2.4.2. Types of authentic texts}

This particular discourse adopts classification on the basis of the realisation of discourse and not on the basis of its functional relevancy, including the categories which arise due to contemporary electronic means.


- **Written authentic texts**: these are articles from the periodical and daily press, printed advertisements, information leaflets, horoscopes, a wedding invitation, a page from a literary work, a poem, a cooking recipe, a cinema programme, classified advertisements, the user manual of a machine, a copy of the yellow pages, correspondence, a dialogue from a theatrical play, a city map, lyrics, traffic signs, a tourist guide, administration forms, applications, fairytales, riddles, proverbs and sayings, jokes, comic strips, film reviews. In general, “the reserve of written texts is almost inexhaustible and can inspire innumerable activities for comprehension, expression, vocabulary enrichment and grammar use perfection”.

- **Oral authentic texts**: such as songs, news bulletins, radio commercials or radio shows, client or passenger notices in shops or airports, recorded dialogues, recited poems, professionally recorded narrations. Spontaneous oral speech in radio conversations and interviews is different, though, from written speech, which is read in

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106 Texts are often categorized based on the author’s intention (to entertain, to persuade or to prompt) and on their structure. According to the author’s intention, one can distinguish i. poem, novel, fairy tale, ii. treatise, article, report, information texts, and iii. user’s guide for machines, cooking recipes, etc. Based on their structure, texts can be distinguished as i. narrative, ii. informative, and iii. instructive. See Βάμβουκας, Μ. [Vamvoukas, M.], 2001, «Κείμενα: κατηγορίες και τύποι», Παιδεία Ομογενών, Προλεγόμενα αναλυτικού προγράμματος για την ελληνόγλωσση εκπαίδευση στη διασπορά, Centre of Intercultural and Migration Studies (E.DIA.M.ME.), Rethymnon, p. 115–122.

107 “Through theatre activities we can create real communication situations through the experimental approach that our mind, body and emotion set into motion at the same time, and includes our relation with the others. In this way, the preconditions for the student’s positive response to language learning are created, satisfying real communication needs” See Μερκούρη, Ν. [Merkouri, N.], 2008, 15 ασκήσεις για μαθητευόμενους. Θεατρικές τεχνικές για τη διδασκαλία των γαλλικών ως ξένων γλώσσας: Εκπαιδευτικό υλικό από το εργαστήριο του Steven Clark, Hellenic Theatre/Drama & Education Network, Athens, introduction.

108 Proverbs, due to their educational nature, are considered as texts that combine written and oral tradition and are linked to many aspects of everyday life (celebrations, marriage, death, music). On their educational use see Spinthourakis, J.A., 2001, "Το ένα χέρι πλένει το άλλο και τα δύο το πρόσωπο": Teaching Greek culture and language using proverbs and folk sayings", Διαπολιτισμική εκπαίδευση-Ελληνικά ως δεύτερη ή ξένη γλώσσα, International Association for Greek as a second or foreign language, Patras, p. 67–77.


110 Students enjoy music and are inspired so as to guess the central meaning of the text. In this way, they are rendered active receivers. Comprehension exercises are also possible to equal creative activities also. For instance, we ask students to invent new lyrics for the last stanza or to put the lines in their correct order”. See Defays, J.-M., Deltour, S., 2003, Le français langue étrangère et seconde. Enseignement et apprentissage, Pierre Mardaga, Liège, p. 264. More specifically, on making the best possible use of songs in language teaching, see Γεωργαντζή, Ε. [Georgantzi, E.], 2000, «Η συμβολή του τραγούδιού στη διδασκαλία της ελληνικής γλώσσας σε παιδιά, στη σειρά Αστερίας», Teaching Greek as a foreign/second language: Principles Problems-Perspectives, Proceedings of a two day Conference by the Greek Language Centre, Division for the support and promotion of the Greek Language, Greek Language Centre, Thessaloniki, p. 91–100.

111 The degree of difficulty in listening to radio broadcasting is acknowledged as there is a continuous stream of discourse without any images. It is important for the student to develop strategies that facilitate the understanding of the message. See Cuq, J. P., Gruca, I., 2006, ibid., p. 435.
reciting, political speeches, songs or elsewhere, since they constitute different types of oral expression. Oral texts are often used as additional material to any teaching textbook with the aim for the foreign language learner to practice listening comprehension.

- **Visual and television authentic texts:** visual are the texts without any written elements, such as pictures, photographs, a painting, postcards, banknotes, comic strips, illustrated stories, a drawing, a graphic, stamps, posters. Television texts are all television broadcasts, cinema films, video clips, etc. Visual texts are of great usefulness and pedagogical value, mainly at the lower levels of language learning, since they are used as a trigger for producing oral or written speech and as practice areas for learners’ creativity, imagination and autonomy.

- **Electronic authentic texts:** which include “every digital data which is used in its digital


114 There are “pictures of reality (objects, persons) and pictures of situations (emotional, spaciomental, etc). [...] If we help students read them we will realize that they transfer as much information as a text does”. See Ivan, E.-C., «Exploitation des documents authentiques», http://www.didactic.ro/files/2/refdid.doc

115 It is much preferable to use photographs where the message is not transferred directly or clearly, such as an advertisement. Ambiguous, missing ones pose a question/dilemma with the learner, leave enough margin for his/her imagination to be activated “to spread the sails of ambiguity or to fill the gaps and in this way to co-construct the whole”. See Yaiche, F., 2003, «La photo dans la classe», *Le français dans le monde*, vol. 329, p. 51.

116 Using authentic material from television is advisable for a wide range of students as a motive for practicing specific skills, such as oral discourse comprehension and producing as an opportunity for contact with authentic, spoken language and metalinguistic phenomena, such as gestures, face expressions.

It is also useful as an information resource on the Greek way of life, customs, music, literature, etc. See Kyrìtòs, Α. [Kyritsi, A.], 2003, «Η χρήση υλικών των ελληνικών ως ξένης γλώσσας», Proceedings of the 1st International Conference on Teaching Modern Greek as a foreign language, Athens 25-26 September 2000, Athens University Press, Athens, p. 381–386.

117 For instance, learners understand what is happening in an illustrated story and attempt to imagine the character traits of each person illustrated. They can also compose a dialogue starting from a “mute” comic strip. See Hammoud, R., El Chehk, K., Mhalla, K., 2007, “Les documents ‘authentiques’”, http://www.tishreen.shern.net/new%20site/univimage/VOL292007/art/1/14.doc, p. 220-221. Moreover, Pilot applications carried out in Prefectural Committee for Popular Training (NELE) Central Macedonia-Kilkis in repatriate Greeks classes, inspired by the principles of Aesthetic Education, made use of painting as a methodological tool in teaching language in the wider effort to emphasise the conceptual constructs of pictures and representations. See Tatiòu, K. [Tatidou, K.], Σκαράκης, Ι. [Skarakis, I.], 2002, «Το θέατρο και οι εικαστικές τέχνες μεθοδολογικό εργαλείο στη διδασκαλία της γλώσσας», Η διδασκαλία της γλώσσας και των μαθηματικών. Εκπαίδευση γλωσσικών μειονοτήτων, Paratiritis publications, Thessaloniki, p. 552–555. What is noteworthy also is the «SPEAKING» method by the sociolinguist Dell Hymes, that constitutes a teaching method aiming at enriching vocabulary through the decoding of a picture. On the teaching application of this method see Marigatìt-Σαρακηνοú, Α. [Margariti-Sarakinou, A.], 2000, «Εμπλουτισμός λεξιλογίου μέσα από την αποκωδικοποίηση μιας εικόνας», Teaching Greek as a foreign/second language: Principles-Problems-Perspectives, Proceedings of a two day Conference by the Greek Language Centre, Division for the support and promotion of the Greek Language, Greek Language Centre, Thessaloniki, p. 219–226.
and not printed form”.¹¹⁸ For instance, electronic mail messages, chat forums, websites, hypertexts,¹¹⁹ databases, all Pdf files etc. Similarly to “paper” which is a way to store a message of various forms (text, picture, postcard), electronic material allows acquiring a piece of information with different form types (text, picture, sound).¹²⁰ In this way, we can achieve a “multimedia teaching approach that places language teaching in a current and living reality and attributes language a certain degree of validity”.¹²¹

In addition, Jean-Marc Defays also considers objects that serve as props in role-playing and as reference points for newly acquired vocabulary as authentic texts.¹²²

### 2.4.3. The sources of authentic texts: Text Corpora

One of the most contemporary sources of authentic texts are electronic Text Corpora. These texts provide a great volume of authentic linguistic material, a fact that empowers its position in the survey and teaching of languages, as is evident from the rapid development and establishment of a particular scientific approach to language coined corpus linguistics. More analytically, according to the definition by Sinclair, electronic bodies of texts (EBT) constitute structured collections of authentic texts in a given language, which are selected and classified according to certain linguistic criteria, so as to be able to be used as a representative example of that language or certain vernaculars.¹²³ There are various types of EBT depending on their volume, their contemporary or inter-temporal nature, the types of discourse they represent or the criteria on which they are structured into subcorpora.¹²⁴ A body of texts is formed so as to serve certain purposes, which determine the type of texts that will be included in it (which linguistic variations

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¹¹⁹ “The co-existence, in the same body of text, of authentic material (written, oral and audiovisual) and its use as hypertext affects teaching orientation, and namely, offers the student the ability to interact with the information they receive and the opportunity to build their own appropriate course of learning”. See Cuq, J.P., Gruca, I., 2006, ibid., p. 438.
or which parts of speech will be represented), its organisation into subsets, as well as the software that will be selected for it to be transferred.

The development of the linguistics of text corpora made it clear that authentic linguistic material stored within, in combination with the supported technological access methods, make electronic bodies of texts usable, not only in the study and description, but in language teaching as well. Electronic bodies of texts in language teaching belong to a category called “linguistics applied” and express the trend of activity in applied disciplines, such as educational linguistics, to be inspired by research on the description of languages. The main contribution of text corpora in the teaching of a second language is that they can satisfy the need to adjust the content of teaching in the authentic language use. They constitute learning tools and environments, which allow the student to engage dynamically in such a process. They bring the student in touch with examples of authentic language use and not constructed examples of optimal use of the language. This means that the educator that develops the potentials of text corpora, chooses to focus on the authentic language use and not teach the “exemplary” use of the language or serve the typical description of the language system.

Therefore, a class of students who are working on text corpora, may acquire knowledge of certain aspects of linguistic diversity and have the opportunity to systematically study the relationship between lexicogrammatical elements of discourse, genre and register of the text, the operational diversity of discourse, and the social and communicative conditions within which discourse is realised. Hence, the purpose of teaching is not only the student's acquisition of communicative skills, but also developing the skill to choose conventions of the particular genre of the text so as to attain the social purpose that each student poses in each activity sector. Meanwhile, one of the most powerful arguments against the use of electronic bodies of text in second language teaching, is with regard to the prospect of the convergence of these bodies with the principles of communicative teaching. In other words, there were deep concerns regarding the potential and the manner with which dealing with corpora is able to be transformed into an authentic condition of communication. The main inhibition was that the data on text corpora,

create the conditions for the dissolution of the authentic nature of the initial text. Even the search into a body of texts provides access to complete texts, which are fragmented and dissociated from their authentic framework of usage.

On the other side of the spectrum, there are arguments, made by Aston and Fuentes, for example, who defend approaches based on the use of electronic bodies of text as a teaching option. Their main argument is that the interaction with text corpora may be transformed into an authentic communicative event, when there is activity that aims at solving real problems faced by the student (for example, clarifying the meaning and function of words). Thus, if the teacher adopts such a teaching approach related to corpora, there is an interminable source of authentic material at his/her disposal which he can research and apply per each teaching situation.

With regards the existing electronic bodies of texts for the teaching of modern Greek, they are quite restricted in volume (at least as compared to English and French sources), and mainly include samples of written texts and represent specific genres, the main volume of which are journalistic texts. More specifically:

- The Cultural Thesaurus of the Greek Language (ETHEG: http://hnc.ilsp.gr/) of the Institute for Speech Processing. The ETHEG comprises the largest volume of text corpora in the Greek language, representing various genres of writing and is accessible with certain language technology tools, but access to this database is only partial for non-subscribers.

- The Corpus of Greek Texts (CGT: http://www.greekcorpora.org/corp1.aspx), is a research programme product by the National and Kapodistrian University of Athens in collaboration with the University of Cyprus. The CGT is smaller in volume, but was designed in a more methodical manner, so as to represent various genres. A main drawback of the CGT is that it provides only general information on the sources of the text and does not allow the transfer to the full text.

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The Corpus of Modern Greek (CMG: http://www.greek-language.gr) of the Centre for the Greek Language, under the “Portal for the Greek language and language education” is a revamped version of an electronic link for the support of teachers of the Greek language. The integrated environment of these texts “offers users a large database of non-constructed language material, categorised into “discourse, genres and text types.” With the contribution of relevant electronic dictionaries, Modern Greek can be studied as a “language system (morphology, syntax, vocabulary, etc.) and as a usage system through authentic samples of discourse and within the real context of production.”  

The text corpora of the Greek Language Centre is smaller in volume and represents only written journalistic styles and educational discourse (language pertinent to school books). It is however the only one that offers the opportunity of transferring a full text and, furthermore, the principles according to which it is classified into subsets are declared with transparency.

The establishment of electronic bodies of texts and their continuous improvement and enrichment create a valuable and estimable basis of authentic language material and create those conditions for the choice to use authentic texts in the teaching of a second language. From that point on, the teachers of Greek as a mother or second language who are interested in developing educational applications making use of the available electronic bodies of texts may support various activities of different types and purposes. This does not mean that the search is restricted to the Internet. On the contrary, libraries, mass communication, archives, art events, foundations, mass transportation, public services, banks, tourist offices, archaeological sites, shops, waiting rooms, post boxes, are all included in the resources list where teachers can look in order to trace the material needed to serve their educational work.

In conclusion, the range of authentic texts is so wide that it offers the possibility of rich, interesting and original material to be used in teaching. It can form an inexhaustible bank of differentiated teaching tools, serving different educational objectives and covering the needs of all learning levels.  

2.5. Authentic texts and adult students

The entire thesis focuses on second language teaching for adult students exclusively. Accordingly, the majority of textbooks for teaching Modern Greek as a foreign language is addressed to adults, either studying in Greece or abroad, foreigners residing outside of Greece, foreigners in general, or repatriated Greeks. It is a unique audience, with specific age and student characteristics, which calls for a change in the planning of the foreign languages teaching system, so that priority may be given to the principles of Adult Education. Consequently, language does not remain within formal education walls but enters the field of adult groups, rendering compelling the need for change in designing foreign language teaching system by giving priority to the application of adult education principles. Indeed, the field of adult education could contribute to language teaching in terms of four specific points. First, in improving the teaching process through understanding the characteristics and needs of adult learners; second, in differentiating between “pedagogy” and “andragogy” in foreign language teaching for adults; third, in defining roles and formulating the relation between educator and student during the learning process, and forth, in providing for continuous education for educators.

In this current chapter, we will be examining the relation between the adults as members of a language learning process on one hand, and on the other, authentic input as a basic teaching tool. Whether and to what extent authentic texts may successfully and effectively respond to the age characteristics, needs and expectations of adult students, is the basic question to be answered. Also, the opposite shall be investigated. That is, whether and how adult students possess the cognitive, emotional and (psycho)linguistic basis upon which language teaching based on authentic texts can be solidly and freely established.

A basic principle that describes the way a learning process is activated with adults, is the

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133 “Andragogy” was introduced in 1960s by Malcolm Knowles and was characterised as the art and science of helping adults to learn. It is an interactive process, based on the self-realization of students as well as to the facilitating role of the teacher. It presupposes the creation of a collaborative learning environment and the valid and correct identification of students’ needs and interests. See Knowles, M., 1984, Andragogy in Action: Applying Modern Principles of Adult Learning, Jossey-Bass, San Francisco.

following: Adult interest in learning is mostly activated when new knowledge is presented within a real, non-artificial environment and when this knowledge is connected to the fulfillment of actual needs. Based upon this principal, the students’ exposure to an authentic teaching environment (through authentic texts), could “build-up” that bridge with reality, which is a factor of crucial importance in enforcing adult student motivation.

In general, adults are “autonomous and mature (intellectually and psychologically) individuals, who can make decisions, materialise these decisions and produce judgements on themselves and others”. They have already formed personalities and have built a system of values according to their experiences, their personal lives, their educational background, and the socio-cultural environment in which they have grown up. It is for these reasons that they enter the learning process aware of their needs and goals, as well as with clear expectations and demands.

They are totally conscious about the targets they wish to accomplish and even more, accomplish them within the shortest period of time possible. They are more active and independent in terms of relying their own strengths, developing initiatives and acting accordingly, in order to succeed in their aims.

Adult students have numerous and various learning experiences and as a result have already realised their personal learning style. They are more conscientious and, as a result, it is not enough for them to learn something but they need to know the reason behind it. “For them, making progress is a challenge and they learn with the intention to learn, free from many obligations a child is subjected to, exercising control over knowledge […] They realise that learning a foreign language is as if a new world is invading their own.” At times, they allow this other

138 An indication of this independence is the case of an intermediate student of the Hellenic Culture Centre, who was able to translate the author Papadiamantis with a dictionary and attended lectures on the author alone during his stay in Athens.
world to carry them away, while at other times, they resist stubbornly. Furthermore, adult students have their own motivation (personal, professional, social), which draws them to learning a foreign language. It is, therefore, a personal and not a forced choice. Consequently, they themselves have a reason to try and, more so, with a positive disposition and attitude to the teaching process in general.

All these characteristics and various sides of the adults’ learning behaviors, beyond the fact that they are utterly compatible with the functions of authentic texts, make the evaluation of these texts easier, as well as more acceptable and imperative. The adult students tendency of autonomy to new knowledge acquisition, as well as their internalised student experiences, their psychological background and the existence of personal learning motivations, are factors that increase the possibility of successful student interaction with authentic input (even if this is linguistically more demanding), whilst, easing any unpleasant results and decreasing “side effects”.

Besides, adults already have a solid vocabulary and conceptual bank in their native language and are thus in a position to respond with greater ease and more effectively to the demands of an authentic text. As they have already been students in the past, they know how to identify and isolate those elements in a text that will help them comprehend it. That is why the strategy of reducing the vocabulary to a lower level is not suggested, until the student is considered to sufficiently control the grammar system. Such a practice does not correspond to either the adults’ needs or interests. On the contrary, the language functions that students may accomplish are, by implication, limited, bringing them to a halt until they become able to control the grammar system sufficiently. However, grammar could be very helpful in serving vocabulary. That is, if a grammar structure has been taught and assimilated, it is possible to incorporate authentic texts or dialogues with a vocabulary corresponding to the students’ needs and interests. Besides, as adults, they already have experiences and mentally stored knowledge, both lingual and non-lingual. Thus, vocabulary may, from an initial stage, correspond to this level.

Additionally, the student carries his whole cultural past with himself. Authentic texts, bearing a strong cultural dimension, could become fields of cultural information exchange, as well as fields

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140 As a professor, the author of this thesis has experienced the deeply emotional reactions of students who read Kavafi for the first time from the original text, as well as their refusal to understand and accept certain aspects of Greek culture which are foreign to their own, for example, the dowry.

of interaction and interplay between the home culture and the target culture. Thus, an (inter)cultural approach of the language input is achieved, without which the learning of a foreign language cannot be considered as complete.\textsuperscript{142} This is a reason for a teacher to enlarge the means of teaching, in order to avoid the monotony of the teaching practices and not deprive the adult student of various stimuli, which add motivation for the proper learning and use of the language.

Another unique aspect of adult learning is that most of them have a broad scope of interests and knowledge (general and specific) on the Greek language, literature, history, music and philosophy. This fact inevitably creates certain expectations. Thus, the texts to be selected for teaching ought to meet these expectations and not diminish them. Both the content of the text and its teaching potential should not be geared towards childish simplicity and naivety, but should be kept in line with the quality and the degree of difficulty appropriate for the age and interests of the adult students’ population.\textsuperscript{143} In addition, due to their social experiences, they sense more easily than minors the elaborate style and artificial simplicity of constructed texts (mainly dialogues) and often reach the point of adopting a neutral or casual attitude towards these.

Authentic texts display vividness and naturalness of speech, providing interesting information, including sides of the foreign civilization and lend themselves to integrating new linguistic elements and notions with the previously acquired lingual and cognitive structures of the students. Their development ascribes meaning to the educational process and corresponds with greater preciseness and responsibility to their individual needs.\textsuperscript{144}

\section*{2.6. Authentic texts and beginners}


The beginner student of a second language has very little familiarity with the content, type, and organization of the target language texts. Language skills are also limited, which gradually improved with his language progress.\textsuperscript{145} That is why the major perception, especially in the case of Modern Greek as a foreign language\textsuperscript{146}, is that “the use of authentic texts with beginners is often disappointing and anti-productive for the beginners”.\textsuperscript{147}

As a result of this perception, the teaching material addressed to beginners is usually constructed or at least, reviewed, by educators. The most common argument provided to support this standard teaching procedure has a pedagogical basis. The learning process is supposed to progress from the simple to complicated, while the language of natural speakers, in its authentic form, has so much richness and “colors” which are not recommended for the beginner level.

However, this theory has gradually been phased out over recent decades, a fact which is clearly evident in modern teaching textbooks of Modern Greek as a foreign language.\textsuperscript{148} More and more, the concern regarding the right of the beginners or false beginners\textsuperscript{149} to direct contact and interaction with authentic forms of the target language and its culture is supported. Actually, “at the end of the 70’s, the theoretical tendencies influenced the methodology principles which are valid for second level and the communicative approach incorporates authentic texts into the beginner levels of foreign language learning, thus transgressing certain rules of the audiovisual


\textsuperscript{146} There is the view that “in the case of Greek as a foreign language, the hypothesis of the “language threshold” holds true. See Alderson, J.C., 1984, “Reading in a foreign language: a reading problem or a language problem?” Reading in a Foreign Language, Longman, London), according to which the transfer of skills in written and oral speech from G1 to G2 requires some (in the case of Greek, advanced enough) knowledge of G2. This probably depends on some inherent characteristics of the language itself (complicated morphology, great vocabulary richness, historical orthography, particular graphic conventions etc.). See Ιακώβου, Μ., Μπέλλα, Σ., 2003, “The comprehension of written speech at an advanced level: general principals and indicative applications to Modern Greek as a foreign language”, Γλωσσολογία, vol. 15, p. 61.


\textsuperscript{149} The term “false beginners” is used for those students that already have a limited knowledge regarding the comprehension and the production of oral speech but not of written one. This knowledge is fragmented, incomplete or insufficient and does not help the students acquire communicative ability. See Helgesen, M., 1987, “False Beginners: Activating Language for Accuracy and Fluency”, The Language Teacher, vol. 11, page. 23-29 and Richards, J., Platt, J., Weber, H., 1985, Longman Dictionary of Applied Linguistics, Longman, London, p. 103.
method”.

Thus, a basis is provided for the creation of analytical programs aimed at development, from the very beginner levels of learning, of communicative and linguistic skills equipping the student in the acquisition of the foreign language.

Furthermore, the same language functions and the same communicative situations could be used with grammatical structures, which could range from very simple to very complicated. At a beginner level, it is not necessary to present the entire spectrum under which a function may appear in practice of the language. Emphasis should be placed on global semantic categories with which people realize and categorize reality outside the language. These semantic categories are global, but they have a different pronunciation in different languages. In fact, someone who is learning a foreign language, should learn how these categories are implemented in the language. Therefore, for beginners, we may start with the similarities among languages as a basis, instead of their differences. Hence, the learning process takes the form of a morphological specialization of specific categories in each student’s mother tongue.

Most of the authentic language input that is promoted in beginner classes is texts and illustrations (cartoons, photos, ads, a magazine page etc.), which enrich units with their relevance to the main topics and themes of a particular unit. Additionally, there are views supporting the very early incorporation of authentic texts, which include extralinguistic references that are recognisable by and familiar to the students. For example, press news (in its authentic form, accompanied by photos) or an article regarding the culture of the country they come from.

The knowledge acquired in advance allows locating, based on the text’s reading, the expressions characterizing the language and collective exercises allow students to derive the meaning of unknown words from the context. Thus, students arrive at a fast global articulation of the text, within which they find themselves in a familiar environment through any unknown/foreign dialectics. Together with words of the same root, with indications from the context, level 2 students, with or without the aid of a dictionary, will decode a significant portion of language meanings.

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These are consequently referential or suggestive meanings with a certain difficulty, and mostly trigger intelligent guesses on behalf of the students based on prior knowledge of relevant meanings (as we will clearly discover with the following examples).\(^\text{153}\)

Generally, this proposal is based upon the principal that the more comprehensible texts are those which deal with familiar thematic subjects, presented in a logically and simple form. Ads are an ideal source of such material, as they carry visual stimuli and are designed to promote the sales of a specific product to a group of native speakers. The language approach within such a frame activates the process of memory. Words and structures are kept at a higher level while the student, as a reader, is exposed to a familiar subject referring to his personal interests, rather than a mechanical reading exclusively serving the target assignment. Furthermore, when a text is interesting, the student can understand and enjoy it even when its demands are of higher standards than those already acquired.\(^\text{154}\) In other words, a higher sense of motivation is helpful in understanding a demanding text, whereas the lack of motivation undermines its comprehension and learning altogether.\(^\text{155}\)

Another source of comprehensive authentic input are interviews and local opinion statements. The value of such texts lies upon the fact that, despite being in their written form “bare” of the characteristics of a live conversation, they reproduce/reflect nevertheless oral speech within a natural frame. The information pamphlets of various content and travel booklets are quite suitable as an authentic input for beginners. Such writing employs standard sales techniques and formatting. The “fine print” is kept to a minimum and correlated with visually interesting charts, graphs and cartoons illustrating answers to different questions. After students are both comfortable and relatively articulate in expressing the messages of shorter readings such as ads, pamphlets, and interviews, they have been prepared to read longer texts on the basis of special interests or to engage in “pleasure reading” as an outside activity.\(^\text{156}\)

\(^{153}\) Besse, H., „De la pratique des textes non littéraires au Niveau 2“, Le françaïs dans le monde, vol. 121


\(^{155}\) Μαλμέν, Β., Τσίπου, Δ., “Texts for young people in simple Greek; a suggestion for graded readers”.

A more radical view supports the insertion and use of literature texts at lower levels of teaching. Although the assignment seems irrational, due to the incompatibility between the combined demands of a literature text and the students’ limited language ability, it has been found that beginners of a foreign language may equally be helped by reading authentic texts and that those texts have a beneficial influence on their communicative development. According to the findings of this specific research concerning the use of literature texts in beginner classes of German as a foreign language, students were able to read an romantic German novel after their fourth week of exposure to the target language.

Literature texts, especially theatrical plays, are an endless source of dialogue, which are not always more difficult than those someone finds in teaching textbooks. Furthermore, it is preferable and probably more fascinating for someone to be able to read and play a real dialogue by a writer, experiencing a small part of the cultural heritage of native speakers, than a dialogue in a teaching textbook by an anonymous academic. The reproduction is short, the linguistic meanings are simple, sometimes elementary, dialogues consistently refer to expressions, innuendo, implicit assumptions and prerequisites. Certain elements which under real and experienced circumstances of dialogue, remain in a non-linguistic form (prosodies, gestures, approximations), are expressed with language here. The author becomes a stage director and provides stage directions to the reader; these are usually omitted from dialogue found in textbooks.

Finally, an even more important point than the assessment of the text is the assessment of exercises related to the text. Activities which the teacher will plan on the authentic text, their

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presentation,\textsuperscript{163} as well as other teaching practices are the factors that will facilitate or hinder the reception of the text. However, as of the moment that the authentic text is targeted at beginners, the teacher must accept the idea that having realistic expectations in terms of the exercises is a difficult feat. The teacher must be ready to compromise expectations from students and assist them in perceiving the central theme of the text and not necessarily all the grammatical, syntactical and vocabulary elements.\textsuperscript{164} Besides, the beginners’ experience with authentic texts has a more pedagogical than linguistic value. This means that a careful approach to an authentic text, under the teacher’s supervision and guidance, encourages beginners and boosts their self-confidence.\textsuperscript{165}

The conclusion derived from this chapter then, is that, despite their complicated nature, authentic texts do not need to become an exclusive privilege of advanced students, but, when carefully selected and methodically prepared, they could become a useful and effective means of teaching for beginners as well. Besides, between the “falseness” of a constructed text and the complexity of a non-constructed text, there exist plenty of intermediate solutions of authentic texts, which could be introduced for teaching purposes, even to the lowest language levels.

2.7. The pros and cons of the authentic texts

The issue of the use of authentic texts in the language classroom, in relation to its benefits or potential detrimental effects, has been examined by researchers over the last two decades creating a wide field of different and, at times, even diverging ideas\textsuperscript{166} Proponents of the use of

\textsuperscript{163} For example, the learning series on French as a Foreign Language “Archipel” (See Courtillon, J., Raillard S., 1982 & 1983, Archipel 1 & Archipel 2, Didier–Hatier International, Paris and Courtillon, J., Argaud, M., 1987, Archipel 3, Didier, Paris), one of the first methodologies which welcomes written and visually authentic texts into beginner material, presents the function of lexical practice through constructed dialogues placed next to real dialogues, maintaining a deeper context in all language exchanges. See Cuq, J.-P., Gruca, I., 2006, ibid., p. 431.


\textsuperscript{165} See Neikova, M., “Using authentic reading materials in FLT”, http://www.beta- iatefl.hit.bg/pdfs/papers05/M_Neikova_Using%20Authentic%20Reading%20Materials%20in%20FLT.doc. Another example from personal teaching experience is the following: the distribution of selected (according to teaching criteria) press pages from the daily press for reading practice.

authentic texts within the classroom hold the common belief that the appropriate implementation of such texts into foreign language teaching aligns with contemporary pedagogical trends and meets current pedagogical objectives. The reorientation of language teaching towards communicative approaches required students to look for suitable, communicatively appropriate ways of expressions, equivalent to those used by native speakers in everyday speech. This reorientation put new demands on textbooks, whose content now had to become real and thus culturally enriched, bringing the student closer to the way the foreign language is lived and expressed by its native speakers. The response to these demands was the decision to incorporate authentic texts in teaching materials and this, in turn, initiated a deep debate on the validity of such a decision and furthermore on the pros and cons of authentic texts.

This chapter will attempt to address the above issue as to; why the insertion and use of authentic texts at any level of language teaching is essential, in particular for beginner and intermediate level students. To this end, an analytic survey of the main qualities of the use of authentic texts, as highlighted by various researchers, as well as the teachers themselves will be conducted, providing a thorough and objective answer. In addition, and as a counterbalance to ensure the soundness of any drawn conclusions, the weaknesses of incorporating authentic texts to the instruction of foreign language acquisition will also be examined.

The main argument in favour of the use of authentic texts is that such texts, by definition, contain the inherent quality of being the natural channels through which the linguistic reality and the real world of native speakers is transferred to the language classroom.¹⁶⁷ This transfer of the native language allows students to conceive the foreign language as a living reality¹⁶⁸ and to observe the various ways in which it is typically expressed.¹⁶⁹

According to the British linguist, Henry Sweet, “the big advantage of native, idiomatic texts over the constructed “methods” or “series” is that they justify any linguistic characteristic”. On the other hand, constructed textbooks rely on the incessant repetition of grammatical structures,  


words and collocations, frequently excluding other elements which are of equal or even higher importance.” 170 Furthermore, they are characterized by subjectivity as “they explain the grammatical phenomenon not as they really are but as the author decided they should be”. 171 In particular, constructed dialogues, included in textbooks, are “linguistically sterile and do not reflect every day language reality”. 172 They are more of a school-construct and they lack all communicative dimensions. 173

Contrary to pedagogical texts which inevitably distort elements in the target language, authentic texts offer the student direct access to actual conventional uses of the language, as well as the opportunity to apply prior knowledge of conventions of communication which underlie the student’s mother tongue. Although pedagogical texts tend to include and reinforce a lot of grammar, they do not reflect real-life language situations; a fact which could discourage motivation for learning. 174 In addition, considering that “even the best grammars are imperfect, partial and misleading”, 175 the need for exposure to native linguistic production and a variety of a linguistic input, becomes more imperative and urgent. Authentic texts may very well serve this necessity, since they provide linguistic input for students, similar to the one that natural speakers are exposed to, including all those linguistic characteristics that are essential in order to understand and interpret this input. 176

The outcome of the quality of authentic texts is preparing and linguistically equipping students to become ready and capable for “fresh production”, 177 which is required in the social space under conditions, which are often unpredictable. At some moment, the students will have to leave

the safe environment of the classroom and they will have to deal with real communicative situations. Hence, an instruction-method is considered to be successful one when adequate to prepare the students for that moment.

The pre-constructed texts, especially dialogues, are not able to serve this cause since they have been constructed to fulfill a specific educational mission and, in most cases, do not heed social-linguistic type of references, whilst ignoring the factual dimension of the situation and violating the natural flow of the speech. These dialogue texts, destined to serve linguistic targets only lack a social dimension, and at some point, lose their communicative value. The phrases attributed to speakers conform to the system, but they characterise neither their identity nor their intention, relation or even their attitude towards the co-speaker or the reference. They are attributed to persons isolated from any context and thus of minor importance. Hence, the student remains ignorant of the terms under which a verbal choice is accepted, as well as the outcome of this verbal choice. Furthermore, their language is so “artificial and unvaried”, so much focused on the lingual elements that ought to be taught that it is unlikely to prepare students for linguistic and communicative situations that they will have to face with in real life.

From the moment on that the target is to prepare the students for an independent linguistic production, the teacher is obliged to bring them in touch with realistic standards of conversation. Authentic texts are capable of responding to this request since they present students with a “full range of interactive and interpersonal speech” that is “they emphasize lingual variety and choice more than constant and formal rules”. As a result, they can familiarize students with the current forms and uses of the language, thus avoiding surprise and/or disorientation when coming across them later. On the contrary, they make these forms and uses recognisable and ready to be reproduced.

An equally strong argument for the insertion of authentic texts in language teaching is the positive impact it has on student motivation. They keep the students’ interest at high levels and

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182 See Berardo, S, 2006, ibid, p. 60.
reinforce their motivation firstly because they are intrinsically more attractive and interesting and secondly, because they are directly connected to the linguistic and cultural reality, keeping the students updated about whatever happens in the world of native speakers. As stated by Guariento and Morley, motivation, as an affective factor, plays a catalytic role in instructive language acquisition. Authentic texts offer students a feeling that they manage a living, dynamic wholeness, a fact that feeds their interest and their motivation and hence, it is important to be incorporated in the main educative body.

The interest and fascination that authentic texts convey to students is based upon the fact that they bring them more grammatical choices and they picture the linguistic-stylistic differences between sophisticated written and authentic spoken speech, which could reinforce the students’ desire to communicate in the target language. Additionally, authentic texts are the “mirrors” of the value system of the linguistic community in which they belong and constitute rich sources of cultural and informative data. Student interaction with such sensitive data succeeds in a deeper comprehension of the subject and hence increases interest about the text itself. Another characteristic that makes authentic texts more interesting is their updated content. This characteristic is considered an exclusive quality of authentic texts, especially when their elements are obtained from the media, because the suggested topics are within the current form and use of the language. Finally, the strengthening of students’ motivation through authentic texts becomes important with their “sense of achievement”. The fact that they actually have achieved to manage and overcome a text linguistically and conceptually. A text created by native speakers of the language and addressed to them. This sense of successful approach of a demanding linguistic material, provides a great push towards raising the interest and motivation of students and encourages them to go on.

Additionally, a positive aspect of authentic texts is the students’ adopting a more independent, active and conscious role during the learning process, as well as the change of the relation between the student and the target language as cognitive material. In traditional methodology, the distinction of the student from knowledge, which was about to be acquired, was still valid. The target language used to be a cognitive material, which was utterly unfamiliar to the student. However, with the prevalence of the communicative approaches and hence the authentic texts, the student comes closer to knowledge, from the moment on he is discharged of the restrictions of the traditional methods and places himself at the centre of the teaching process, as an active and directly involved part of it.

Being exposed to an authentic text requires a course of extreme action and discovery on behalf of the students. Knowledge is not handed over, but is the outcome of a series of syllogism, hypotheses, actions, combinations, repetitions and personal efforts, and as such, is established more powerfully. The more we are intellectually challenged so as to perceive the meaning of a word and the deeper we process it, the more this word is imprinted on our memory. Students develop the ability to consciously control the linguistic structures of the target language.

They learn to use the language with sensitivity and consciousness, reinforcing “linguistic awareness” and reducing reliance on educational linguistic rules. Furthermore, they acquire awareness of non-familiar grammatical uses, expressions and structures, thus coming closer to the knowledge of a foreign language, since “what is ultimately controlled by the student and not

the teacher or textbook or teaching programme.”

Authentic texts require “both the teacher’s and the student’s attention to the language which is the object of teaching.” This active involvement of the students in the linguistic lesson means, among other things, that they are capable of making generalisations regarding grammar and vocabulary and also observe that the already acquired linguistic knowledge could be applied or adjusted to new linguistic situations.

At the same time, interaction with a variety of authentic texts, enforces the students’ ability to activate inductive procedures and through them, they discover and learn by themselves the linguistic structures, their use and the relationship among language elements, and not through educational examples and rules which are capable of overgeneralising or underestimating a general rule. Hence, students gradually acquire the language observing it critically, that is going from the linguistic data/examples to the generalization rules and not the other way around as the traditional method of grammar instruction.

As regards the students’ autonomous reinforcement on their way to new language acquisition, authentic texts, since they are ‘interactive’ and not “instrumentalised”, can be faced as a field of specific reading skills by the students, such as skimming and scanning. Thus, the sooner the students are exposed to authentic language the better they realize that “comprehension is not a procedure of searching for the notion of each word but a process of developing strategies, essential for both oral and written communication”. Moreover, “the students, just because they are students, will possibly filter whatever is not conventionally accessible and modify any specific text in order to serve the development of their new knowledge”. This diversified role of the student is not only more active but also more conscious. It seems like the authentic texts supplies

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198 See Oguz, A., Bahar, H., 2008, ibid..
199 Generalisation constitutes a particularly important and beneficial learning strategy, during which the subject, through the observation of specific examples is in a position to formulate a rule, an axiom or export a conclusion. See.: Brown, H., 1994, *Principles of Language Learning and Teaching*. Prentice Hall Regents p. 91.
201 Authentic texts are used as frameworks of interaction, while constructed texts as tools for explanation of new linguistic phenomena. See: Hwang, C., 2005, ibid..
the students with the necessary linguistic input to develop “linguistic awareness”. That is, to cultivate conscious usage by the student, for both the written and the oral linguistic expression and limit dependence on educational lingual rules, which could be also considered insufficient since they are simplifications of specific linguistic applications.204

Furthermore, as supported by the linguist Charles Taylor, words that are connected between them in a natural way in a text are more easily imprinted on memory than those that are presented out of context.”205 In any case, when a word is revealed within its natural setting, in the context of the sentence or beyond the sentence (within a speech clause or phrase) the student is immediately aware of the pragmatic conditions under which the particular word may appear, as well as the social conditions in which it is used. This means that the student assimilates the new word more effectively.”206 Indeed, authentic texts ensure the presentation of a word within its full function and thus contribute to the creation of a more comprehensive understanding of the use of the word in its natural environment, as they reveal not only the grammatically correct usage, but appropriate usage as well,207 adjusted to the particular communication situation.”208

There are many elements one can learn with respect to a word, beyond its definition. For this reason, “with the use of authentic texts, it is possible to perceive structure and proper usage, but also the typical function of words and phrases.”209 Thus, an equal and harmonious development of both linguistic competence and communicative competence takes place.

The presentation of the positive characteristics of authentic texts and their beneficial influence on linguistic learning will end with an argument, somehow practical, the one of easy and fast access and research. Actually, the sources from which the teacher may select and use authentic material which is suitable for the subject, are numerous and varied and the access to them is rather direct and easy. This ease of access in materialising an educational subject based on authentic texts, encourages the teacher and does not keep him far away from such an initiative and

204 See Paltridge, B., 2001, Genre and the language learning classroom, University of Michigan, Michigan.
206 See Χειλάκου, Ε., 2006, ibid., p. 73.
209 See Willis, J., 1993, ibid, p. 92.
Nevertheless, despite all the virtues which authentic texts bring to language teaching, they are not completely free of problems and/or malfunctions which make the teaching task difficult. The nature of authentic texts with their inherent characteristics, as well as the entire assessment process of their educational value, create some specific difficulties, which will be presented onwards.

First of all, from the moment on that this thesis deals with the use of the authentic texts at lower levels of studies, the first difficulty comes from the type of language used in these texts. Precisely because they have been written by native speakers and are addressed to them, their language is genuine, without any educational modifications and hence, more difficult and less familiar to students. The character of the language is rather individualistic than representative. This means that in a text, it will be very possible to come across vocabulary and grammar/syntax elements and structures that exceed the students’ linguistic competency. It is also a lingual content more rich of idioms, grammar exceptions and particular expressions, rather than a text strictly representing the most significant lingual structures, the most common lingual motifs and the most recognisable grammar rules.

This nature of authentic texts, with their unique linguistic characteristics, may create severe obstacles on the lingual and, by extension, comprehensive access of a text. For this reason, some researchers assign greater value to pre-constructed or educational texts, which are linguistically adjusted to fit in with the students’ level and linguistic skills. Moreover, such texts are able to enforce the grammatical and vocabulary knowledge of students, thus preparing them for a higher level of reading and processing of authentic texts. Tomilson (2001) pleads in favour of educationally modified teaching material, since they focus upon specific structures and shapes of the target language and they use words and structures, which are more familiar and, under this concept, can contribute concretely to language acquisition. Especially in case where a grammatical/syntactical subject is about to be presented for the first time and/or it requires further comprehension and assimilation.²¹¹


Another disadvantage of authentic texts is linked to the one described above. Specifically, the difficulty of the verbal and the content comprehension of an authentic text is able to impose a wrong impression on students regarding their abilities and the difficulties and demands of the learning process. A demanding language environment may very well create a challenge for students but the danger of discouragement and disorientation is lurking. However, challenges are not as attractive and interesting for all students and they may produce totally opposite results than the ones expected, thus reversing or even eradicated any “pure” and elaborated teaching intention.

The unsuccessful interaction with the authentic text, due to the great distance between the language level of the text and the level of students may overrule their efforts, a fact that imposes a risk on the smooth and steady progression towards the language acquisition. A frustrated and panicked student can very easily discredit the content and the teaching process in its wholeness and as easily give up efforts.

Therefore, in order for the language teaching to develop smoothly and without any negative effects on the self-esteem and progress of students, the choice of the proper text out of a great range of authentic material becomes essential. The next difficulty is based upon this choice that the teacher has to make regarding the actualization of a teaching process based on authentic texts. No matter how easy access to authentic texts sources may be, the final decision and choice of the proper text to be used for teaching is time-consuming. It is not such a simple thing for the teacher to locate texts that correspond to students’ needs, with the educational targets that he himself has established, as well as select texts which deal with the subject (or parts of the subject) of the chapter and whose language is at the level of the student or at an accessible level for the student body addressed.

But, even if those texts are found, the teacher's task is not as yet complete. From this moment on, another process starts which is that of developing and pedagogically preparing these texts, and can be very demanding and time-consuming. Thus, the time and energy required for the formalistic, linguistic and semantic adjustment of the text in order to be incorporated in the language class, may possibly discourage the teacher from taking on such an initiative and this raises arguments against the use of the authentic texts in language teaching.
A morphological characteristic of authentic texts is very close to this argument. It is about the large length that they usually appear with. This characteristic creates problems regarding the complete transfer of such a text in the teaching classroom, in terms of time administration of teaching time and as a matter of approaching the content. The solution of evaluating “fragments” is not always possible and productive whilst, sometimes, it may bring more difficulties to its comprehension.

Another property of authentic texts, which could be perceived as a problem, meaning that it may have a negative effect on the teaching procedure, is the possibility of different ideological and cultural references therein. Given that the classes of adult students are often multicultural, these sorts of references may touch sensitive strings, embarrass, insult or even shock some students. Especially in the case of adult students that this thesis is dealing with, the risk of such an impact is greater since accumulation of experiences, internal acceptance and solid beliefs could be very difficultly transformed or, even worse, doubted.

Finally, the current content of a great number of authentic texts (mainly articles of the daily or weekly press), except for their beneficial qualities as stated earlier, carry the disadvantage that very shortly, all information they contain, becomes outdated and less interesting for students. A text about current events expressing a specific question about a subject, could be a very interesting subject while it is still “hot”. Later, after becoming “outdated”, it is not considered as fascinating and “vivid” and becomes indifferent in regards to both content and vocabulary.
2.8. Conclusions: Authentic texts’ choice criteria

Following the presentation of the positive and the negative aspects of authentic texts, their influence on the course of the language learning and the evaluation thereof, we may draw the following conclusions.

Table 2.1. Advantages and disadvantages of the use of authentic texts

<table>
<thead>
<tr>
<th>Advantages of the use of authentic texts</th>
<th>Disadvantages of the use of authentic texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Connection to the linguistic reality of native speakers.</td>
<td>1. Texts do not perfectly comply with teaching targets and the grammar/syntax and vocabulary requirements of the lesson.</td>
</tr>
<tr>
<td>2. Preparation for linguistic production within authentic conditions of communication.</td>
<td>2. Difficulty in accessing the lingual aspects and meaning of the text.</td>
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<tr>
<td>4. Discovering new knowledge through self-motivation and student interaction with the text. (student-focused teaching).</td>
<td>4. The transfer of an active role by students may hinder those students who are used to traditional teacher-centered ways of teaching</td>
</tr>
<tr>
<td>5. Promotion of the target culture.</td>
<td>5. Risk that content may be considered outdated.</td>
</tr>
<tr>
<td>6. Up-to-date content.</td>
<td>6. Demanding and time-consuming choice of suitable authentic texts and pedagogical preparation thereof.</td>
</tr>
<tr>
<td>7. Direct access to a variety of authentic material.</td>
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</tbody>
</table>

Up to a certain point, the use of authentic texts in systematic language teaching brings specific benefits, which come from both inherent properties and structural characteristics of authentic texts and the way they are incorporated and developed in the teaching processes each time.

To sum up, native speakers’ attachment with linguistic reality, students’ preparation to manage actual communicative situations outside the school environment, self-motivation and knowledge discovered by students themselves together with the motivation of learning reinforcement, cast the use of authentic texts in language teaching very important. In combination
with their current character, “live” speech and their cultural dimension, authentic texts bring a positive influence to the whole procedure of language teaching, transforming it into a dynamic course of language acquisition. Hence, student experience and interaction with various sorts of authentic speech, at any level, promotes encouragement, language progress and development of linguistic awareness, a fact which in itself makes these texts beneficial and necessary.

However, it has been noted that some of the positive sides of authentic texts have a relatively negative side at both an emotional and practical level. Emotional factors include student motivation and their cultural background and practical factors include choice of appropriate texts, their pedagogical preparation and comprehension by the students. That is, the variety of the language and content of authentic texts, the native manner of speech, their current and cultural dimension are, on the one hand, a very attractive basis for teaching material while, on the other, the very same characteristics could bring about the opposite results. For example, the demanding language of authentic texts and their cultural significance, could possibly have a positive influence on students’ interest and probably reinforce their motivation, but, they may as well make comprehension more difficult or conflict with the familiar cultural background and hence weaken their interest and motivation for learning. An updated text could be useful during the period it has been written but later, it may seem incompatible and it could eradicate the whole pedagogical preparation that was attempted by the teacher.

Students’ exposure to authentic material and its interaction, could very well become a challenge for them to intensify their effort, but could also work in opposite ways, creating panic and disappointment in them and leading them towards giving up. The undertaking of an active role by students during the text comprehension process may, on the one hand, help them to develop useful skills in reading, while on the other hand, may discourage students who are used to a traditional, “teacher-centred” methodologies.

Authentic texts could function as standards for language reproduction within actual communicative circumstances, yet it is possible that they create high expectations from students and are incompatible with their true potential. As a result, they may get the wrong impression that they will never achieve or reach standard level and any effort they make is in vain. Ascertaining the double impact that the use of authentic texts may produce in the language classroom, charges the teacher with the responsibility of taking the necessary measures to “illuminate” the positive
sides of a teaching process based on authentic texts and to minimize the difficulties which may occur and may undermine the smooth flow of the lesson, becoming an obstacle in student progress.

The solutions that are suggested are constant student exposure to different kinds of authentic texts and their familiarization with the application of reading strategies, in order to make verbal and meaningful comprehension possible. The more a student is exposed to authentic parts of speech the more he learns to focus his attention on isolated language elements which “unlock” the meaning of the text, instead of considering the explanation of each linguistic element, a required necessity to reach the text’s conceptual core. They learn to locate words and structures, which appear frequently, recognise repeated expression and grammar motifs, as well as inductively discover generalizations and definitions of grammar rules.

Overall, the selection of appropriate texts is indeed of strategic importance, since it becomes a main support in the teaching process and a source of inspiration for activities integrating and producing the relevant discourse. Enhancing the positive functions of authentic texts and facing the disadvantages depends, to a large extent, on the manner in which they are transferred and used in the classroom, as well as the application of proper criteria for the selection of texts which are to be analysed. At this point, it is considered necessary to distinguish the criteria and group them into three categories to be examined separately.

The first category includes criteria referring to the students’ group itself. At first, during the process of choosing the proper authentic text, it is necessary to point out elements concerning student identity. Specifically, age, sex, profession, previous education and social experience, motivation and attitude towards the language, the people who speak the language, the country of origin, its history and its present situation. Additionally, the student’s interest, social-cultural

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background, particular abilities, talents, tendencies, as well as some more personal characteristics such as the difficulty or ease of communication with people or even the mood to communicate should be considered.

Moreover, the choice of the text to be made considering the students’ level of the language adequacy is important, as well as their targets, expectations and current needs. This presupposes the listing of all language elements, structural, functional, linguistic and sociolinguistic that the student needs to be aware of in order to function within the sociolinguistic and cultural environment of native speakers. In other words, there is need for integration of the text into certain levels of language acquisition, depending on the communication needs that need to be acquired.

Equally important are the reasons for learning the target language (work, studies, vacation), the manner in which it is primarily used by the student (oral, written, on the phone) as well as the people the student is about to deal with (his superiors, colleagues, customers, friends). This means that the choice of the text arises from both the specific teaching targets that the teacher intends to follow and the reasons that have led the foreign students to opt for learning the target language. Thus, a text is considered suitable when it not only serves the teacher’s intention, but also entails useful value for students.

The second criterion of the selection of authentic texts concerns the text itself, not only regarding its linguistic level, but also its sociocultural and communicative value. Analytically, as far as whatever concerns the language content of the text, we need to answer some questions such as: “the degree of text difficulty and whether it is above or below students’ language abilities?”, “how many known or easily predictable notions does the text contain?”, as well as “the amount of metaphors, symbols or idioms which are probably included and whether they may hinder access to teaching?” In order to have a positive influence on students, an authentic text should be comprehensible. But at the same time, it ought to be challenging in order to maintain the students’ interest alive. When all is easy and known, the students may feel that they have nothing more to learn and they may lose their motivation, but when the degree of difficulty is disproportional to their knowledge and abilities, it becomes impossible for them to interact with the text and they

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213 This prerequisite is often difficult to be maintained “two criteria have been spotted which are impossible to be adhered to: first, to find an easy text (they don’t exist) and second, to find a text containing grammar or vocabulary elements required for the current lesson”. See Ko, M., 2000, “L’étude des textes authentiques en grec et en latin au collège. Exposé sur la pédagogie des langues anciennes”, http://sites.univ-provence.fr/wagap/pedagogie.htm
give up. Consequently, it is preferable to choose texts, which are equal or little above their linguistic level.\textsuperscript{214}

The structure and the quality of the authentic text are being judged within the same frame. That is, is the text structured and organized in a familiar and recognisable way (chronological order, cause-result, problem-solution)? Is the author’s opinion clearly stated? It is also useful that the text is examined for possible spelling or printing mistakes, omissions or grammar-syntax inaccuracies, which may change its content and show a cheap and superficial image to the students.

In terms of an authentic text being considered suitable based upon its cultural content, it is important to take into consideration the following: A lot of authentic texts contain cultural information which expose students to an unfamiliar and sometimes annoying cultural events and thus provoke their embarrassment or even displeasure. Some elements of the target culture could come in conflict with the value system of foreign students and slow down the learning process. Even if the new cultural knowledge is not offensive, but totally strange to the experiences and the familiar cultural basis of each student, then, its explanation will require sacrificing valuable teaching time, something which could distance teaching from its basic target. Hence, the teacher should distinguish which aspects of the target culture (customs-habits, values, morals, social behaviors) are reflected in the text and verify their cultural suitability. It is even more important to verify whether students acquire the necessary knowledge and cultural basis to acquire cultural and sociolinguistic awareness.

Finally, a text is judged suitable to be taught through another group of questions regarding its communicative dimension. That is, how obvious are the other parameters of the communicative situation, specifically the speakers, the transmitter and the receiver of the message, the time and the place where the conversation takes place, the reason and its risks and the manner in which it is happening, too. All these elements that combine the communicative quality of a text,

\textsuperscript{214} The use of “popular” texts contributes to this, meaning that their content is more or less known, for example, history and mythology topics, biographies of famous people and works of European literature and arts. “It has been proven that texts with topics known to the students facilitate comprehension and are useful for the introduction, exercise and revision of syntax structures of the language together with the development of learning strategies and at the same time, enrich the knowledge regarding the target culture”. See Μορελεόν, Ν., \textit{Γλώσσα και πολιτισμός: μια παιδαγωγική πρόταση για τη διδασκαλία της νεοελληνικής γλώσσας στο Μεξικό}, \textit{Γλωσσολογία}, vol. 15, p. 89.
mostly interactive, need to be clear in order for the text to be considered as suitable for teaching purposes.

In the third category of criteria, the questions that arise examine the pedagogical possibility of the evaluation of an authentic text, as well as all the parameters attached to it. For example, “for the specific text, is there additional material which can be useful as a basis for the conditions of its conceptual content, before its reading or acoustic reception” or “are there any non-verbal, audiovisual elements which can be didactically evaluated to ease comprehension”? Some examples may be a date, a famous writer (or interlocutor), photographs and illustrations. Furthermore, the degree to which authentic texts it is possible to assess the texts' linguistic, communicative and social-cultural content is important, so as to help student progress and the development of the four linguistic skills. This examination could be conducted through specific questions, such as: does the text include a sufficient amount of linguistic or communicative structures which have to be acquired?”, “does it allow an intercultural approach of its content?” and “does it allow the activation of previously acquired knowledge, structures and skills, as well as awareness of knowledge, structures and skills which should be taught?”. Additionally, for the choice of a pedagogically suitable authentic text, the time and the place where the educational program takes place should be considered as well.

In general, however, the selection criteria of an authentic text which guide the teacher should be primarily sought among the students.215 Therefore, the final selection needs to be made with targeted questions such as: “Is it possible for the text to activate previously acquired knowledge related to students’ interests?”, “Can it satisfy their curiosity about notions, structures and way of use and functioning of the language?”. Under this logic, student participation in the process of choosing the texts at different moments of the learning procedure is imposed or at least justified and counts as equal to the teacher’s choice.216

Finally, it is necessary to clarify that the choice of an authentic text under certain criteria, under no circumstances implies an evaluation of authentic texts. That is, it is not meant to be distinguished as good or bad, superior or inferior. They are simply recognized as suitable and non-suitable for teaching use. Moreover, the concept about “text patterns” which often dominates

the consciousness of the people who are responsible for the linguistic policy in several countries, is a fabrication and a misrepresentation of its purpose”.\textsuperscript{217}

\textsuperscript{217} See Χατζήσαββίδης, Σ. [Chatzissavidis, S.], 1999, «Γλώσσα και Λογοτεχνία: Ο λογοτεχνικός και μη λογοτεχνικός λόγος στη διδακτική πράξη», Λογοτεχνία και Εκπαίδευση, Τυπωθήτω, Αθήνα, p. 103-117.
3. Second Language Acquisition and Authentic Texts

3.1. The research objective

Scientific activities concerning the ways that a second language is acquired have systematically and essentially started at the end of the 60’s and the beginning of 70’s. Till then, the research was mostly concentrated on linguistic instruction and based on the principal that “if the linguistic instructive methodology could become more effective, then learning would have become deterministically more effective”. Hence, the studies that have been prepared were directed towards the target of lingual teaching, which is the proportional and successful verbal development of the student towards native speaker level, while ignoring the route that the student followed to achieve this target.

Modern research on second language acquisition marks exactly this particular turn of interest of linguistic teaching targets towards the process of verbal acquisition itself, meaning, the cognitive processes that take place inside the heads of the students of a language class. This shift of the research interest, has led to recent development of the scientific section of Second Language Acquisition, which has the ambition to establish a theory of language acquisition by examining the way that a human being learns a language which is not his mother tongue and whose learning comes after the learning of his mother tongue.

The main interest lies in the internal mental processes that are realized in each evolutionary field of acquisition and, in order to reveal them, studies the interlanguage of the students, which is the various sub-systems and the “odd” rules that the students unconsciously invent for themselves. The observation and the assiduous study of these “odd” rules and structures could become the starting point of a research process and lead to certain conclusions about how someone could successfully acquire a second language. Moreover, it is more correct to face the

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219 The term “interlanguage” was firstly used by Selinker to describe the systematical lingual behavior of the students of the second language which is independent to both the language-target and the maternal language of the students and is redrawn and evolved proportionally to the acquisition level which the students are at in terms of their internal mental representations, as well as external variables like the social or verbal environment. See Selinker,L., 1972, “Interlanguage”, International Review of Applied Linguistics, vol. 10, p. 209-231.

220 See Μπέλλα, Σ., Mpella, S., 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Athens, p. 25.

This graded and individual progress of each L2 student is neither random nor without meaning. It transfers connotations about how each and every one acquires a second language and is connected to same specific internal or external variables, which are included in the research subject of the SLA as well. So, along with the mental processes developed in the brains of a student which guide language acquisition, scientific research is seeking answers on the nature of knowledge finally acquired by the student, as well as those factors which affect the acquisition process and are responsible for the students’ varied performances.\footnote{See Saville-Troike, M., 2006, \textit{Introducing Second Language Acquisition}, Cambridge University Press, Cambridge, p. 2} Such factors are the quantity and the sort of the linguistic stimulants under which the student is found exposed, the learning environment (natural or instructed), the wider social, cultural and situational contexts that surround the learning, as well as the \textit{individual learner’s differences} that are found among students such as \textit{age, motivation, attitude, aptitude, learner strategies} and \textit{personality}.\footnote{See Ellis, R., 1985, \textit{Understanding Second Language Acquisition}, Oxford University Press, Oxford, p. 99-126, Μπέλλα, Σ. [Mpella, S.], 2010, ibid., p. 27-29, and Larsen-Freeman, D. & Long, M., 1991, ibid., p. 153-219, 164-189.} Therefore, the research field of SLA is multi-faceted and elaborate. It studies all the linguistic, psycholinguistic, social-linguistic and mental dimensions of acquisition and evaluates the theoretic and research data of relative scientific sections, in order to investigate not only the internal processes but also the remaining social and psychological parameters resulting in useful findings, to understand the entire spectrum of functions and abilities of the human mental mechanism, as well as the internal and external barriers that arise when it attempts to acquire a second language.

Nevertheless, investigation about the second language acquisition is mainly made, for it to become an aid in the educational task. The knowledge of the mental processes that are guiding the
SLA as well as the other factors that contribute towards this course, equips the teacher with a strong tool through which he is in a position to evaluate his teaching choices. It is at the teacher’s disposition what date is necessary for him to realize and interpret the success or the failure of his teaching methods, in order to review or replace them, rescheduling respectively his teaching targets. Besides, the teaching means that are meant to support and boost linguistic teaching in a class environment, will possibly succeed in their purpose if they are designed under the theory on the mechanisms involved and mobilized during the process of second language acquisition. As it is very well stated by Sharwood-Smith, it would have been more appropriate to name the solution to the language teaching problems, as “application of the second language research”.225

Without a structured, if possible, knowledge of the mental processes within the students’ minds and without a solid theoretical and epistemic background, the teacher remains cut-out and the only thing he could possibly do will be to rely on his instinct or his subjective perceptions in order to see his teaching task become fruitful. In this chapter, we shall examine theoretical key-positions and findings of the research of SLA combined to a specific teaching tactic, the one of the authentic texts evaluation. This co-examination is considered necessary and intends to verify the scientific documentation and the theoretical strength of this methodological project. To note finally, whether and how much the use of authentic texts in the language class receives positive feedback from the findings of modern research within the scientific field of second language acquisition. Especially from the moment on that the research about second language acquisition gains a more educational dimension/focus all the time226, no argument about the use of authentic texts could be valid without being justified by the results of this field of research.

3.2. Cross-linguistic influence and authentic texts

The most obvious difference between acquisition of maternal language and a second one is the following: in the first case, the subject acquiring the maternal language has the experience of only one language (except for bilingual children) while in the second case, the subject has, by definition, the experience of at least two languages. This acquired linguistic experience is normal

to affect and to interfere with the process of second language acquisition, whether this is instructed or not.\textsuperscript{227}

This transfer of linguistic properties and habits from the maternal language of the G2 student, is mostly observable in the “foreign accent” which a non-native speaker of a second language may have and somehow betrays his first language.\textsuperscript{228} But, beyond the accent, the student automatically transfers from L1 some structures similar to both linguistic systems. In this case, we have positive transfer. But, he also transfers linguistic elements that do not exist in L2, which appear in his speech as linguistic errors or negative transfer, according to Lado’s terminology.\textsuperscript{229}

The role of cross-linguistic influence, occupies an important position in Constrative Analysis theory, within which linguistic acquisition is explained as a conditioning of suitable linguistic responses to specific stimuli, which are positively boosted until they are systematically transformed into habits. Therefore, the thing, which is demanded is the replacement or the modification of the already existing habits concerning L1, as well as a formation of totally new habits exclusively concerning L2. This process will become easier when structures that have to be acquired are common between the maternal and target language and will be hampered when the two linguistic systems are differentiated.

On the other hand, later researchers, strongly influenced by Chomsky’s Genetic Theory and his ideas about an intrinsic mechanism of language acquisition (Language Acquisition Device),\textsuperscript{230} they have tried to abstract the interlanguage influence from the behavioral view field of linguistic learning and place it into a more cognitive frame, where it will play a more active and creative role as an internal cognitive action and as a learning or communicative strategy.

Specifically, Corder considers that the mistakes made by the student of L2 are not random but systematic and, they happen in order to control specific guesswork regarding the target lan-

\textsuperscript{228} For examples, see Μπέλλα, Σ. Μπέλλα, Σ., 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Athens, p. 32-36.
\textsuperscript{229} See Lado, R., 1957, Linguistics across cultures, University of Michigan Press, Ann Arbor.
\textsuperscript{230} The Language Acquisition Device has been genetically inherited by the child and assists the child in processing primary linguistic data to which it is exposed and relating this date to internally restored grammar rules. See Chomsky,N., 1965, Aspects of the Theory of Syntax, MA: MIT Press, Cambridge.
language. That is, they become indicators of an individual dialect (*idiosyncratic dialect*) in a transition and go-between grammar system, meaning that it shows characteristics of both the second and the maternal languages. According to Corder, the student activates the linguistic acquisition mechanism that he possesses in order to find out the convergence and the deviation points of the two linguistic systems and hence, the guesswork he builds does not refer to the new language input only, but to the acquired knowledge of his mother language as well.\(^{231}\)

Selinker too, recognizes an important role for the interference, considering it as one of the most basic actions operating towards the configuration of the interlanguage, not only with the notion of the L2 students’ jargon, but also with the notion of the *interlanguage continuum*, which is a part of the evolutionary direction that a student goes through in order to achieve second language acquisition.\(^{232}\)

The modern consideration of the cross-linguistic influence is also interesting, regarding the communicative strategy applied by the student in order to face the difficulties that come with the use of the target language. Characteristic examples are the *avoidance* of using types or structures of the target language which do not regard the L1 and the *borrowing* of linguistic elements from the L1 (sometimes modified to look similar to those of the target-language) to cover a verbal blank of the second language.\(^{233}\)

Generally, the cross-linguistic influence has occupied the research on SLA, which moved from giving prime importance to interference (behaviorism) to rejecting it as an important factor of linguistic acquisition (notion-principal theories)\(^{234}\) and, more recently, to its newly recognition as an important knowledge action and teaching strategy whose activation or non-activation depends on linguistic, psycholinguistic and social-psycholinguistic conditions.\(^{235}\)


\(^{233}\) See Ellis, R. 1985, ibid., p. 37-38.

\(^{234}\) A distinct example is given by Dulay and Burt in the theoretical hypothesis of *Creative Construction* which considers the existence of an internal analytic program that identifies acquisition direction which is natural and complete and into which interference does not play any important role. See Dulay, H., Burt, M., 1974, “Natural sequences in child second language acquisition”, *Language Learning*, vol. 24, p. 37-53.

In teaching terms, the contrastive analysis is represented with the audiolingual method, which won over the late 1950s until the beginning of the 1970s and it was based on the basic principles of behaviorism and structuralism. According to these principles, useful teaching material is the one which describes the structure of the target-language and crosschecks with a description of the students’ mother language, in order to adduce the convergence and the deviation points of the two systems and anticipate the interference errors. The imitation, the memorization and the practical exercise offer a more solid base of the grammar/syntax structures while the notions of the words can be assimilated only through references to the culture of native speakers.

At a teaching level, the interlanguage influence can play a positive role within the process of authentic texts from the students of a second language. The way that the general notion of an authentic text could be often realized by the students even with a minimum or null knowledge of the target language, simply based upon a cognate recognition, is significant. Especially when the teacher tries to draw the student’s attention upon these linguistic elements of authentic texts which converge or diverge in their maternal language, for them to realize those similarities or differences, helps them to better manage the difficulties of the target-language which may be otherwise intractable. With this notion, the interlanguage influence becomes a means of strategy, avoidance, cover of verbal blanks and sharpens linguistic sensibility, naturally participating in the process of second language acquisition.

3.3. Stages of linguistic development and authentic texts

The order under which students acquire the second language has been the subject of thorough research in the SL2 field, with important connotations about language teaching, specifically the evaluation of authentic texts. The prevailing view among researchers in this field is that students’ evolution is going through a series of predictable stages of linguistic development, which has a complete character and is changeable neither by maternal language nor by specific conditions.

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of learning. This perception, which is under a major acceptance, mainly concerns the assimilation of new morphological and syntax elements and less the order of acquisition of the grammatical morphemes. The acceptance however, of a natural and predetermined direction in acquisition, leads to the conclusion that, in order for a structure to become an object of learning, the lingual elements concerning previous stages of development should have been already acquired before.

This position about the existence of specific and predefined stages of linguistic development recommends an effort of intelligent interpretation of SL2, and as such, we run into it within theories of an obvious cognitive-psychological orientation. To be specific, the Multidimensional Model, which is mainly based upon the studies of Pienemann and others, recommends, essentially, a correlation of the internal cognitive actions with the stages of linguistic development of L2 students. It supports the existence of an internal analytic program with steady and specified development stages, within which the linguistic process takes place. This process and linguistic materialization are “restricted” by the stratagems that the student disposes of and the development advances with the gradual removal of restrictions in order to ease the process of more complex structures.

According to the Teachability Hypothesis stated by Pienemann, the students may benefit under instructional guidance only when they are “ready” in psycho-linguistic terms. Without this readiness, teaching cannot be useful because it is not capable of violating the sequence of linguistic development, neither can it make students overcome a stage of this sequence. That is why, the

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analytic program established for teaching needs to cooperate with the natural order of acquisition and with the restrictions of the process under which it takes place.

The *Natural Order Hypothesis* of acquisition developed by Krashen in his *Monitor Theory* is on the same wavelength. The same perception is supported here as well, that L2 rules are acquired in a specific order, which is natural and complete and are determined neither by the same linguistic system nor by the order in which the linguistic elements are presented in analytic teaching programs.

The acceptance of the aforementioned theoretical positions has interesting connotations on the teaching of the second language, the instructional methodology, and consequently, the evaluation of the authentic text, which concerns this thesis. The most important sequence on teaching comes from notes that the acquisition perpetuates only when the student is by nature ready to assimilate new linguistic elements, and the consolidation of a new linguistic structure pre-supposes the assimilation of linguistic elements that are covered by the previous development stages. The subject that arises is whether and how this analytic program existing within students, automatically destroys the external analytic program that the teacher establishes thus making teaching ineffective. Especially, if the route to linguistic acquisition is not changed by the characteristics of the language teaching, why should the instructor try to enrich the schooling experience by the incorporation, for example, of authentic texts into the classroom?

The answer to this question is multifaceted. First, the assumption about the natural order of acquisition is not absolute. It is based upon the studies regarding the morphemes acquisition, whose methodology, in some parts, has been characterized insecure and unreliable. Second, the research findings exclusively concern the order of the morphemes acquisition and we have no other information about other linguistic levels, like the semantic, phonetic or factual. Furthermore, within the same inquiry, the distinction between the *route* and the acquisition rhythm (*rate*) should be of a major importance. As stated by Pienemann, although the deviation of the development order is not possible, since it is subjected to complete, cognitive restrictions, there

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243 As stated by McLaughlin, “if we are about to accept the assumption of the natural order of acquisition, it would be better to adopt a more flexible version of it, which accepts that some linguistic elements are acquired before some others, without this being always true”. See McLaughlin, 1987, p. 56.
are indications that instruction could significantly affect the rhythm of grammatical development; that is, to accelerate the acquisition of specific linguistic elements. In the end, the view that the development stages are not affected by the variables of each learning situation is rather simplified, since it is not taking under consideration the effect of the conscious focus on rules and examples by students. This stratagem enforces the students’ interlanguage system, while this consciously acquired knowledge helps them, on some occasions, to produce a superior speech than the general level of linguistic development at which they really are. So, what it is really required by teachers is to keep in mind students' developmental course and to re-establish their teaching methodology in order to concord with the natural processes of acquisition, starting with the incorporation into the analytic teaching programs of the sequence of linguistic development stages.

Particularly, as to whatever concerns authentic texts, Pienemann’s research comes with a really strong argument about the use of authentic texts in language teaching. Since there is little indication that the order with which the syntax structures are acquired matches with the order with which they are taught, and given that the progress of interlanguage stages of students are not completely understood, then, authentic texts, such as verbally and syntactically rich texts, could surely offer the student a wide range of language acquisition possibilities. This argument is reinforced by the fact that “even beginners are able to deal with authentic texts”. However, no such research has been carried out on the teaching of Modern Greek as a second language and it would thus be hasty to generalise based on the research results of the Pienemann Hypothesis.

Moreover, as the Multidimensional Model advocates, despite the complete and predetermined character of the linguistic course, every student keeps up with the possibility of finding “his own way” for the acquisition of L2. Authentic texts, abundant and diverse, may offer a wider scope of alternative linguistic frameworks and possibly serve this inquiry more effectively.

244 Pienemann, M., 1989, ibid..
Finally, the most relevant perception to acquisition order is the student’s interlanguage, which is certified by “observable output”. Despite the reservations that authentic texts might surprise the students with, the language they contain, their choice, as a guidance for the student’s developmental route, connected to the transfer of the emphasis from grammar teaching to the communicative action itself of the L2, may be transformed into a valuable tool for the teacher in order to boost language acquisition. By evaluating various authentic texts, the teacher may enrich and boost the student’s interlanguage system in such a manner that he would withstand more complex communicative activities and then, like Corder claims, “grammar will manage by itself”.

3.4. Motivation, attitude and authentic texts

As stated by Selinker, a second language acquisition theory, which does not count learner’s differences among students, cannot be acceptable. This term is used to characterize those factors, cognitive or emotional, which affect the SL2 process, like age, motivation or attitude, aptitude, learning style, strategies and others. According to the SL2 research, despite the clear emphasis given to mental processes, responsible for language acquisition, it focuses its interest on other emotional or social-psychological factors that actively facilitate the learning course of second language acquisition. For several researchers, the motivation that guides someone to learning a L2, as well as the attitude towards the target language, its speakers and their system of values, compose major decisive variables in the route and success of acquisition. Corder’s claim is indicative: “since there is motivation it is inevitable that a human being will learn a second language if he is exposed to the language data”.

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250 See Selinker, L., 1972, ibid., p. 213.
251 See Mpella, S., 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Athens, p. 27.
Although this distinction between these two factors has not always been clear in SL2 research, it is generally considered that the attitude is connected with motivation since it “constitutes and affects” students and “supports overall student’s orientation”. As stated by Gardner and Lambert, the motivation is more observed within the frame of the student’s general targets, while the attitude is determined by the student’s persistence to accomplish those targets. Furthermore, Schumann describes attitude as a social factor and motivation as an emotional influence factor in language acquisition.

With respect to motivation, two categories are distinguished in bibliography, intrinsic and extrinsic motivation. Intrinsic motivation is connected to the acquisition process itself, which is the internal need or wish of the individual to learn a L2 and the successful response to this wish. Extrinsic motivation is connected to the external needs that may dictate the learning of L2 which are divided into integrative motivation and instrumental motivation. The first comes out of the individual’s intention to smoothly become a member of the target-language community and take part in the interaction of its members and their culture, while the second is connected to the fulfillment of the functional targets, such as professional success and restoration, acquisition of relative certificates, studies etc. Integrative motivation is the one considered, far ahead, the most imperative and is usually combined with second language acquisition. However, it is difficult to identify the sort of motivation that promise higher achievements in L2, since it depends on how each student ranks the evaluative reasons that lead him to learn it.

255 See Μπέλα, Σ., [Mpella, S.], 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Athens, p. 29.
260 This kind of motivation is an expansion on Mowrer’s position on motives in acquiring the maternal language. Mowrer supported that the child is connected to the language which is connected with the satisfaction the child gains from the parents’ presence. As the child searches to identify with his parents, in the same way, L2 students are motivated to identify with the language community learning its language. See Mowrer, O., 1960, Learning theory and behavior, Oxford, England: Wiley.
262 See Ellis, R., 1994, ibid., p. 510.
On the other hand, McNamara considers that the most substantial function of motivation is found in the action of communication itself, instead of any other general direction stated by the distinction between instrumental and integrative motivation. One’s necessity to express oneself transferring a notion and the pleasure acquired when this communication is successful are the elements that finally mobilize the process of the L2 acquisition. This situation indeed encourages the language teacher, meaning that the teacher cannot easily affect motivation depending on the exclusive particular targets of each student, as well as those created by a feeling of academic or communicative success.263

With respect to attitude, Savignon considers that it is “the single most important factor in SL2”.264 It is divided into the attitude towards the natural speakers and their linguistic and cultural community, the attitude towards the learning of the specific language and the attitude towards languages and linguistic learning in general.265 In any formal situation of language learning, the persons involved, like the teacher, the student, fellow students and native speakers create attitudes towards one another. These attitudes could be important, when defining the attitudes among persons whom, in their turn, control the activation degree of the student towards second language acquisition.266 Besides, a positive socio-cultural attitude is characterized by willingness of interaction with the input, which promotes language learning.267 The student’s attitude is not always steady and standard. It may change, during the learning process, and these changes could often be encouraged on purpose.268 Many times, even the “simple satisfaction that a student gets when fulfilling his learning targets is able to influence his attitude towards the nation-linguistic community to which it is addressed, and possibly change it.”269 However, modern research

268 Cziko, Lambert and Gutter (1979), in a research about the attitudes stability, compared English speaking students in a French initiation program in Canada with students off the initiation program. The first matched more with the French speaking Canadians than the second. Hence, they concluded that the experience with an initiation program has led to a change of attitude of the students, “diminishing the differential influences of ethnicity”. See Snow, M., Shapira, R., 1985, “The role of social-psychological factors in second language learning”, Beyond basics: Issues and research in TESOL, Newbury House, Rowley, MA, p. 8.
tends to confirm the widespread feeling that a favorable attitude and a powerful motivation set out the conditions of successful language learning.\textsuperscript{270}

Hence, as conditions to the L2 system of acquisition, they have been found in the core of theories that have tried, under social and psychological conditions, to comprehend and interpret the language learning process. The theory of \textit{Acculturation Model} stated by John Schumann is more widespread though.\textsuperscript{271} According to this theory, the student’s success with a second language\textsuperscript{272} is proportional to the attitude he adopts towards native speakers and the community in which they belong, as well as his intention to be incorporated and culturally customized into this society. In other words, the degree of \textit{social and psychological distance}\textsuperscript{273} that exists between the student and the community of the target language is significant for the efficiency level of the specific language that the student is about to acquire. When this distance is increased, then L2 students, are either not exposed to necessary linguistic input or they cannot assimilate it.

On the same wavelength we find \textit{Accommodation Theory},\textsuperscript{274} within which linguistic uses express specific social and psychological attitudes that reflect the interplay between different ethnic-linguistic- groups. During this interplay, the members of the student’s social group modify their linguistic production, either to make it similar to the one of their natural (\textit{convergence}) or to overemphasise the linguistic and social differences existing between them (\textit{divergence}), always estimating each communicative form.\textsuperscript{275} In the first case, language acquisition advances natu-


\textsuperscript{272} In this particular theory, a student is considered a member of a wider social group that interacts with another social group, the members of which speak a different language.

\textsuperscript{273} Factors which are connected to social distance are the type of incorporation into the social group of the target-language (out-group), the tendency to isolate from it, the social dominance of one of the two social groups, the degree of their cultural convergence and the estimated time of their stay. Psychological distance is connected to factors such as motives and the linguistic or cultural shock that may be experienced by members when becoming integrated to a social group. (in-group). See Μπέλλα, Σ., 2010, ibid., p. 186- 187.


rally while in the second one, it is either slowed down or remains motionless. The student’s di-
rection depends, to a large degree, on his motivation but basically, it depends on the attitude
held towards a non-familiar linguistic community.

Motivation occupies an important position in the theoretical hypothesis of Stephen Krashen
about the *affective filter*. According to this hypothesis, the various emotional conditions, such as
motivation and positive predisposition identify the learning speed, the linguistic prototypes and
different angles on which the student will focus his attention and, hence, play a major role in
second language acquisition. On the contrary, the lack of motivation mobilizes the filter, thus
creating a mental block, which does not allow the comprehensive linguistic input to reach the
mechanism of the linguistic acquisition and be used for learning.\(^{276}\) Despite the fact that the the-
ories already stated mainly concern cases on non-instructive acquisition, their positions, but gen-
erally, the research regarding attitude and motivation, as emotional variables significant in the
success of linguistic acquisition, are offering useful information about the teaching task and spe-
cifically about the evaluation of the authentic texts in second language teaching.

At first, motivation composes a primary and powerful argument for the evaluation of authentic
texts in linguistic teaching. It is one of the key justifications for the use of authentic texts for
language learning.\(^{277}\) Motivation has often been identified with terms that are used in this pre-
cise inter-action of the student with authentic texts. According to Peacock, “motivation is de-
ned... interest in and enthusiasm for the materials used in class; persistence with the learn-
ing task, as indicated by levels of attention or action for an extended duration; and levels of con-
centration and enjoyment”.\(^{278}\) Therefore, if these determinations are valid as reference points
and motivation components, then the authentic texts will emerge as the ideals for learning.

The starting point of teaching should include the aims, needs and interests of students. The input
should attract, provoke and combine all the previously stated aspects.\(^{279}\) There are serious indi-
cations coming from psychological and psycho-linguistic research that the quality of a given psy-

\(^{276}\) See Krashen, S., 1982, Principles and Practices of Second Language Acquisition, Pergamon, Oxford, p. 31
51, p. 143-46.
chological interaction is connected at the level where the inter-doer recognizes personal significance and gains with the material he manages. Hence, “the more the texts express the personal interests and anxieties of the student, the deeper and faster the process will be”. It is true that “if most students had to learn a given foreign language in order to accomplish some goals for them, then most would learn it.”

The authentic texts that are chosen by the teacher under the criteria of the student’s needs and interests, would be more interesting for them compared to the non-authentic. Especially, with regards to the instrumental motivation of the students, some sorts of authentic texts—oral or written—(like, for example, small announcements, a professional interview, applications, informative brochures etc.), could become sources of rich and useful informative material, placed at their disposal to be evaluated, in order to serve operational needs dictated by this motivation. For example, to reestablish communicative problems within their working relations, social contacts and interpersonal relationships.

Along with this, teachers could do many things to develop some sort of internal interest through the realization of a variety of accompanying activities to develop linguistic acquisition. The teacher should take note that the emotional filter of the student will react to the texts that are intended for interactive communication in the classroom. Krashen recognizes material that tends to diminish the emotional filter as “comprehensive input on a topic of real interest”. This is exactly the type of input authentic texts constitute. Literature in particular assesses the positive sides of the emotion, together with the ability of the language to involve emotions.

Meanwhile, student’s familiarization with such texts equips them with knowledge and dexterity to linguistically respond within similar, real situations of communication. However, “for many

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283 See Mishan, F., 2005, ibid., p. 27.
students, a greater pressure from a general and indefinite wish to communicate at a given mo-
ment in the future, is put by a certain desire to communicate within a current situation, where
what is communicated is of vital importance for the persons involved.”287 In fact, authentic texts
“are written for a communicative purpose and so they are more interesting than texts particu-
larly made to illustrate the use of an element of the target language”. This means that they “make
the learning experience enjoyable” and such an experience, by itself, “may decisively influence
the shaping of motivation and attitude”.288 Authentic texts themselves may become motives for
learning and means to eliminate negative emotional conditions and cultural obstacles, which
slow down the route of second language learning.289 However, the motivation created by the
teaching process itself is the one with a greater beneficial influence to the student and the teach-
ing lesson in general.290

Furthermore, authentic texts, with the cultural weight, vividness and immediacy they carry,
boost contact with and interest in the target-culture. The students receive them as a great step
in the comprehension and interaction with this culture.291 In fact, they often create new motives
for learning in students because they reveal options and different angles about the mentality,
traditions and everyday life of native speakers, with whom they match or find original and at-
tractive and wish to explore. This process, may shorten the social and psychological distance,
defragment possible prejudices and change a neutral or even hostile attitude towards the target
language, overcoming the barriers that prevent language acquisition.

It is a given that authentic texts, which come from the culture of the target language, require a
high level of cognitive and emotional involvement on behalf of the student.292 This demand
somehow tests the student’s attitude towards the target-culture. That is, participating in this
culture through authentic texts may stimulate the interest/emotion for the target-culture, creat-

291 See Bacon, S., Finnemann, M., 1990, ibid., p. 460.
292 See Mishan, F., 2005, ibid., p. 29.
ing a positive sociocultural attitude and positively predisposing the student to linguistic acquisition.\textsuperscript{293} On the one hand, of course, it might increase stress due to feelings of language insufficiency.\textsuperscript{294} On the other hand though, it may reinforce the self-confidence of the student who has the feeling of being used as a “native speaker”. Anyhow, from the moment one field of the use of authentic texts has been defined, the students are soon adjusted to higher levels of emotional involvement and reject the texts that have been made for teaching purposes.

A certain relation of superiority does not necessarily exist between the authentic texts and a specific sort of motivation. The students that learn a language away from the target language that is spoken, naturally, do not live so intensive the need for active participation with the target-culture, as much as those who learn it within its natural territory, neither do they have the same chances or causes to imitate the natural speaker. Thus, the learning situation becomes in itself the factor, which shapes the students’ attitude towards authentic language texts. Hence, the successful use of authentic texts is not connected to any sort of motivation. Authentic texts may fit in with the student and be instrumental in motivation in situations like for example, where the target language is important as a lingua franca (English in Philippines) or educational purposes (English in Israel). Similarly, in situations where students need a specialized language, as a means for professional raise, authentic texts may mobilize them more because they recognize them as closer to the professional community, which they expect and address. In fact, the two effects function simultaneously and in each case, the argument on the use of authentic texts that represent the target-culture remains powerful.\textsuperscript{295}

At this point, a short reference is useful about empathy, another particularly emotional factor, which varies among students and is also responsible for the differences between the acquisition rate and the learning result.\textsuperscript{296} Empathy means matching with native speakers and/or the target-culture. No matter how much empathy a student has, it is impossible that it functions in a vacuum. Only authentic texts with sociopolitical content are expected to involve him sufficiently, in order to accelerate the process of linguistic acquisition.\textsuperscript{297} However, involvement in a learning

\textsuperscript{293} See Larsen-Freeman, D., Long, M., 1991, ibid., p. 177.
\textsuperscript{294} See Bacon, S., Finneman, M., 1990, ibid., p. 461.
\textsuperscript{295} See Mishan, F., 2005, ibid., p. 27.
\textsuperscript{297} See Mishan, F., 2005, ibid., p. 28.
activity with reference to some texts presupposes a degree of empathy, either about the subject under discussion or the native speaker or to whatever else this activity is about, a fact that builds a strong argument for the use of authentic texts.
3.5. Language input: interaction and noticing

For second language acquisition to occur, it has been proven that some kind of access to the language is required. All researchers, regardless of the theoretical school they belong into, concur on the view that, for students to develop linguistic ability, “there should be some linguistic data of the second language at his disposal as input, together with a group of mental processes which are responsible for processing this data. However, dispute arises when what is necessary, what is sufficient and which sort of linguistic input is suitable for the linguistic acquisition has to be determined”. Additionally, views diverge when regarding the type and degree of influence that linguistic input has on language acquisition. On the one hand, behaviourists draw much attention to the linguistic environment and hence, promote linguistic input as a fundamental circumstance for language acquisition. On the other hand, genetic theories attribute to linguistic input only a supportive role, since linguistic development, whether it regards first or second language, mostly depends on internal mental processes, which are genetically predetermined.

In this chapter we shall examine theories that are found in between and which consider linguistic acquisition a product of interaction between the student’s mental abilities and the linguistic environment, which consists of linguistic input and the interplay among speakers. As stated by Ellis, “student’s acquisition mechanisms determine and are determined by the nature of the input. Similarly, the quality of the input influences and is influenced by the nature of these internal mechanisms”.

3.5.1 The nature of language input

Determining the nature of the linguistic input to which the second language student is exposed, is necessary in understanding and interpreting related theories. It is also useful in answering questions regarding the linguistic learning that takes place in a classroom environment. Specifically, in what quality and what quantity it should be applied, whether it should be simplified or

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300 See Ellis, R., 1985, ibid., p. 129.
not, and how it can be consistently developed in language teaching? In particular, how is the authentic text, as a form of linguistic input in the second language learning classroom, considered sufficient and suitable in order to serve particular teaching targets, and boost language acquisition on a whole.

With respect to L1, research on language input entirely discredits the claim that the language to which a child is exposed during the period of maternal language acquisition is corrupted and flawed. On the contrary, it shows important similarities with the language used by adults when communicating with other adults.\textsuperscript{301} The only linguistic “compromise” accepted is that adults, in order to promote communication with the child, do not insist on adjusting the form of the message, but on conveying the content of the message. So, we often notice some \textit{formal adjustments}\textsuperscript{302} in their speech, which are neither normal nor conscious and aim to match linguistic output with the interests, experiences and linguistic and cognitive ability of children. This is the so-called adults’ \textit{caretaker speech}\textsuperscript{303} the main characteristic of which is the indirect \textit{scaffolding input}, that is, the corrected repetition of a verbal form incorrectly expressed by the child.\textsuperscript{304}

However, although the child’s interaction with such linguistic input is necessary and efficient, it is not considered so fundamental as to replace the internal function of the language acquisition process.\textsuperscript{305} In par with the revised adult speech towards children acquiring their maternal language, the linguistic input itself, to which children of a second language are exposed, is sometimes presented as \textit{modified input} or \textit{simplified input} in order to become comprehensive and be assimilated by the students. Moreover, it has been observed that natural speakers spontaneously modify linguistic output when addressing foreigners (\textit{foreign talk}),\textsuperscript{306} in order to customize it to their particular needs and skills. These modifications consist of the use of anti-grammatical types

\begin{itemize}
\item \textsuperscript{302} For examples of structural modifications and, generally, for a detailed description of the characteristics of adults’ language towards children, see Clark, H., Clark, E., 1977, \textit{Psychology and Language}, Harcourt Brace Jovanovich, New York.
\item \textsuperscript{303} For a detailed description of the characteristics of adults’ language towards the child see Clark, H., Clark, E., 1977, ibid..
\end{itemize}
or a more regular variety of L2, and they depend on both the linguistic level and age of the students. Similar features also exist in the speaking of second language students towards students at the same linguistic level as them, inside or outside the classroom (interlanguage talk). According to some research, this kind of communication may become equally helpful as their contact with native speakers of the target language.

In the specific case of instructed acquisition, students of a second language class are exposed to a relatively modified linguistic input. First, the teacher’s language (teacher talk) is similar to the one used by any native speaker in his conversations with foreigners and includes, at a high level, indirect correction and feedback of students’ linguistic realization. Additionally, in a linguistic classroom we often run into the pedagogically simplified input, which is divided into graded input and dependent exemplification input. The first one refers to the preparation of the oral or written texts where the input has been intensively modified according to the level of difficulty, whilst the second one describes the proper process of texts in such a way as to direct and focus students’ attention on specific sides of the target language.

Consequently, not only in instructed acquisition, but also in natural acquisition, the linguistic input is modified and adjusted occasionally. To be precise, within natural conditions of acquisition it becomes spontaneously simplified through interaction, whilst within classroom conditions, the modifications are deliberately predetermined in order to serve specific teaching targets. These two alternative processes have been studied by researchers comparatively. That is, whether the students benefit from input that has been modified to be comprehensive under pedagogical terms, or more by the one that is interactively modified through conversation with native speakers.

307 See Ellis, R., 1994, ibid., p. 257.
310 See Ellis, R., 1985, ibid., p. 145-146.
Most researchers who have studied the subject agree on the major role that the previously modified input plays on linguistic acquisition, in order to correspond to students’ current linguistic level each time. However, several research findings have led to the conclusion that the modification through interaction is able to boost the comprehension process to a higher degree than the conventional ways of simplification.\(^{312}\) The tactics of withdrawing difficult or unknown structures and vocabulary elements for pedagogic reasons does not seem to be absolutely necessary. Despite the fact that it advances the comprehension level, it actually destroys the input by detracting from it one of its major qualities, that of being a source of new knowledge. Additionally the pedagogical simplifications, since they are pre-constructed, do not actually correspond to the students’ particular needs, weaknesses and strengths or their actual communicative expectations regarding the target language.\(^{313}\) They mostly aim towards the method of focusing on student involvement in the active process of discovering meaning.

On the contrary, the modifications that are naturally effected, out of an interactive structure of a conversation or the reading of a written conversation, constitute a necessary (not sufficient) precondition for acquisition. During this interaction, there is a function emerging, which Long names *negotiation of meaning\(^{314}\)* and describes the mutual efforts of speakers to explain words and concepts, in order to restore and continue their conversation. The negotiation of meaning facilitates the comprehension of input without taking away unknown vocabulary elements, which will probably become a new linguistic stimulant to receive and assimilate.\(^{315}\)

In a similar manner, several views have been developed regarding the process through which a text is meant to be taught. It is considered that the sorts of modifications that mostly serve comprehension and activate the acquisition process are *elaborative changes*.\(^{316}\) These consist of enriching the text with elements similar to the communicative updates, which can be interpreted in pedagogical terms such as negotiation of meaning. Such changes are repetition, paraphrase

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(approximate translation), context and extralinguistic conclusions, as well as determining a wider thematic frame. Despite the fact that these changes might affect the language and length of the text, it has been proven that such texts, even more linguistically complicated, do not cause confusion in the reader. On the contrary, they provide students with the linguistic challenges and innovations required to boost language acquisition, without affecting the comprehension of the content. That is why it is preferred to the simplified texts, since they offer a richer and more natural input.

The studies of Tanaka and Yamazaki confirm the theoretical claims of Long that the naturally modified input is important for the acquisition, at least as far as the vocabulary is concerned. The point is that we are not yet aware of what kind of interactive changes provide the best naturally simplified input for teaching targets. The supply of interactively changed input is a particularly time-consuming process, which may serve as a discouraging factor for the teacher. Finally, Krashen, one of the major proponents of the importance and strong influence of language input in language acquisition, supports the use of both types of input. He recognizes an equal value between the natural and pedagogically simplified input, provided they are comprehensive and appear in a great quantity.

### 3.5.2. Theories for language input

The Input Hypothesis known as the Monitor Theory as well, has been developed by Stephen Krashen and has advanced as “a general theory of second language acquisition having an important impact upon language teaching”. In the core of this theory, we find the view that “people acquire the language in only one way, through the comprehension of messages or through

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the reception of a comprehensible input” and that the lack of access to it is capable of importantly slowing down language acquisition. The notion of *comprehensible language input* is “one of the strongest theoretical concepts resulting in research on L2 acquisition” and corresponds to linguistic knowledge which is in par with the current grammatical knowledge of the students. According to Krashen, the comprehension of language input recommends a powerful process, which is realized by the contribution of simplification and the observation of the contexts and extralinguistic indicators. In this way, the students move from their current linguistic level, named $I$, to the next stage of a natural order acquisition, named $i+1$.

With respect to the acquisition of the grammatical system of a language, Krashen considers that, from the moment the language input is comprehensible and sufficient, all the necessary information regarding grammar is automatically displayed. The same accounts for the skill of producing oral speech, which cannot become an object of teaching instruction, but appears as a result of grammatical skills, which also appears as a result of the reception of variable and comprehensible language input.

Concerning language teaching, Krashen claims that the educational methods emphasise oral comprehension, affecting more effectively L2 acquisition than other methods. Generally, however, the success of the teaching method depends on the degree to which they evaluate comprehensible language input. Despite Krashen’s express reasoning that whatever is consciously learned is not acquired, a logic that weakens the role of teaching instruction, researchers Brown and Palmer have experimentally applied the Hypothesis of Language Input starting with a dual notion. First, “we learn listening, because of the input accumulation” and second, “we place our attention on the meaning and not the language per se”. However, the point in Krashen’s theory that has received the harshest criticism was the vagueness and inaccuracy that characterize the notion of comprehensible language input. We do not find a clear definition of the term anywhere.

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324 See Krashen, S., 1985, ibid., p. 2.
326 See Krashen, S., 1985, ibid.
and this term is found directly at the core of this hypothesis, a fact that creates reservations about the credibility of the theoretical conclusions and their teaching implications.

The second theory, the Interaction Hypothesis, has been stated by Michael Long. Long agrees with the view that students’ exposition to sufficient and comprehensible linguistic input is of fundamental importance to the process of the language acquisition. However, he differs from Krashen in the way this reception and change of input is attained. Although he accepts the position that modified language input, as it appears after simplification and in context, boosts language acquisition, he remains doubtful regarding the degree of progress which students may make when all the difficult grammatical/syntax types are taken out of the language to which they are exposed.

It is finally supported that language acquisition is obtained through the negotiation of meaning, which presupposes the interaction of students with other speakers. During this interaction, through various talking tactics (repetition, clarification questions, comprehension control etc.), the speakers are trying to maintain or re-establish the mutual comprehension of their discourse. These changes of conversation are particularly helpful in linguistic acquisition, because they activate input combined with the internal qualities of the students (especially selective attention) and output, and in such a manner, become creative and productive. Consequently, through this process, students receive spoken modified language input, which eases not only comprehension, but also focuses their attention on new or partially acquired grammatical/syntactical structures and vocabulary elements, thus boosting L2 acquisition. In later versions of the Interaction Hypothesis, “environmental contributions to acquisition are mediated by selective attention and the learner’s development of L2 processing capacity(...). Negative feedback obtained during interaction may be conducive to L2 development.”

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330 See Long, M., 1980, Input, Interaction and Second Language Acquisition, PhD, UCLA.
It has been supported however, that is not only enough for the students to understand, but also to be in a position to locate the incompatibilities and discrepancies between language input and interlanguage. The location of these morphological types of language is facilitated by the negotiation of meaning, since the students, trying to achieve mutual understanding, do not exclusively focus on the conceptual content, but also on the grammar of the target-language. In this way, they realize some possible deviations between their own linguistic system and the one of the target-language and this awareness is capable of beneficially influencing the interlanguage, either by enriching it with new linguistic information, or rejecting structures and elements that have wrongly been established in each student’s jargon. This position is a convergence point of a lot of researchers who consider that this interaction among speakers could direct their attention to their interlanguage problems, resulting in upgrading their interlanguage grammars to higher levels.335

Following this reasoning, White336 highlights that, in order to develop some L2 structures, the existence of incomprehensible language input is required and communicative difficulty is required i.e.. Thus, the non-understanding of the input is the one responsible for its acquisition and not its understanding.337 Under the same reasoning, linguistic output could, within interaction, help the SLA,338 since “it mobilizes the students verify a gap between the thing they want to say and the thing they are able to say, and makes them recognize those elements they do not know or partially know “.339

A step further is made by Ellis and He,340 pointing out that discussions separating linguistic input from linguistic output are ineffective and unfortunate since these are both inextricably linked notions. According to them, interaction should be considered unified based upon which form of

335 See Mackey A., Abuhl R., 2005, ibid..
language teaching it is structured. Besides, modified linguistic output is not self-existent and independent, but the result of a response to linguistic input and interaction opportunities. There are, of course, other views pointing out the necessity of focusing attention, not upon linguistic input or output, but on the wholeness of the communicative techniques gathered by the student in order to deal with the communicative problems that he has to face.

Within the same scope of interpretation of lingual interaction with more “competent” speakers contributing to the formation and restructuring of students’ interlanguage, the Nativisation Model by Andersen was formulated. Andersen points out that the features of the linguistic input which the student notices and processes further are the first ones he or she will integrate in language production. Therefore, Andersen assigns great importance to internal language processes and especially to the role of perception during L2 acquisition, which is comprised of two processes, nativisation and denativisation. The first process involves the initial process of acquisition, during which the student aims towards the internal knowledge already acquired and utilises it so as to structure a language system which is, in part, independent of linguistic input. On the contrary, during denativisation, students turn to the external norm, in other words, the target-language, from which they generate increasingly more data, which is then incorporated into their interlanguage system, thus contributing to its restructuring and readjustment.

In general, Long’s positions, and the ones that follow from his supporters’, have had broad acceptance and have been praised for their major influence and contribution to instructive practice. In particular, the negotiation of meaning has become an object of recent research in the field of SLA. Empirical data and findings of this research provide confirmation on the beneficial

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341 See Ellis & He, 1999, ibid., p. 299. The linguistic output reflects the linguistic input. Thus, in a general sense, this concerns role play. In order to produce, for example, the linguistic output, students temporarily adopt the role of the producer of linguistic input.


344 See Andersen, R., 1990, ibid., p. 51.

345 See Andersen, 1983, ibid., p. 11

346 See Μπέλλα, Σ., 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Athens, p. 135-137.

effect of this function in boosting linguistic acquisition. Nonetheless, it is obvious that these cannot lead to a safe and definitive conclusion that interaction by itself may lead to acquisition.\textsuperscript{348}

Revisiting the concepts of noticing and attention which appear in relation to linguistic input, it is necessary to make brief reference to the scope of research on the presence and importance of these two functions in language acquisition. The main concept to be discussed here is how consciousness contributes to this process, as defined within the area of Cognitive Psychology. The most representative theory regarding language input is Schmidt’s \textit{Noticing Hypothesis}.\textsuperscript{349} In contrast to Krashen, an avid supporter of unconscious learning, Schmidt claims that learning without the conscious observation of specific linguistic elements in the linguistic input is a rare phenomenon.\textsuperscript{350} Noticing constitutes “the necessary and sufficient condition for converting input into \textit{intake}”.\textsuperscript{351} This means that for language appreciation, which is suitable for further linguistic processing, the only transferable elements are those that students notice in language input, whose presence draws student’s attention, either intentionally or accidentally.\textsuperscript{352} However, students are “not free to notice what they want whenever they want.”\textsuperscript{353}

The possibility of noticing a linguistic element in the linguistic input increases depending on the
a) frequency it appears in the linguistic input, b) the focus of attention during the learning process, c) the perception of its importance (the extent to which it is distinguishable and noteworthy within its context), d) the degree of students’ preparedness and the ability to process linguistic forms in the linguistic input, e) the demands arising from the activities that students must carry out. Through these observations, Schmidt arrives at the conclusion that “those that notice more elements, learn more and it is possible that they who notice more and those that are the most

\begin{itemize}
  \item See Mpella, Σ. Mpella, S., 2010, ibid., p. 176.
  \item This is the process of \textit{explicit learning}, in contrast to \textit{implicit learning}, in other words, learning that is carried out through subconscious cognitive processes, mainly during physical contact and interaction with the linguistic environment of the target language. However, implicit and explicit learning are not mutually exclusive; on the contrary, they co-exist and interact. See Schmidt, R., 2001, ibid., p. 4.
  \item See Schmidt, R., 1990, ibid., p. 139.
  \item See Schmidt, R., 1990, ibid., p. 144.
\end{itemize}
attentive. Furthermore, noticing is not only suitable for grammar acquisition, but also for vocabulary and pragmatic mechanisms.

3.5.3. Language input and authentic texts

After studying the nature of linguistic input and, according to the research and theoretical data presented above, it will then be examined, whether and how the authentic texts could become proper and efficient input, in order to be justified as a teaching choice and priority. The major argument for the use of authentic texts, as an integral part of a formal environment of second language learning, is their ability to promote the quality of interaction with the target-language. Because they “interfere” in the classroom, carrying all the elements of a vivid linguistic reality, “with all the tough and rough sides of life”, beyond the school’s walls, they have more chances of provoking the reaction and interaction of students, rather than some “sterile” texts that we find in textbooks so often. Especially, when they have been chosen with the criterion to activate students’ all-round knowledge, further raise their interests and address their particular concerns, they could then become the basis upon which effective social interactions with the target language will be developed.

However, authentic texts, even when not evaluated in a social manner, as in the case of personal study or as a basis for individual language practice, could pave the way for a penetrating psychological approach to language input, and contribute more to learning than simplified texts or those texts composed under pedagogical terms. For this reason, it is not right to overestimate the role and value of social interaction in language learning. There are students of a second language who make exceptional progress, although they have few or rare opportunities to take part in social interaction in the required language.

Lack of access to social interaction is balanced, in this case, with psychological interaction. It is characterized as a psychological approach and overcoming input in a way to “unlock”, recall and

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357 See Little, D., Devitt, S., Singleton, D., 1988, ibid., p. 6-7.
transform knowledge that the student has already internalized and assimilated. This sort of interaction is important, since for any route of learning, sooner or later, a moment will come when the student encounters speech that demands a communicative ability and skills - a formal lecture, a song, a film, a theatrical play, an article in a newspaper, a book, a radio or television program etc. and which he will have to manage and evaluate as a source without the support of the social interaction.

In this case, the authentic text may take the place of the native or most capable speaker and in this way, a two-way communication may begin between the student and the authentic text. On the one hand, the student asks the texts questions and expresses hypotheses relative to its form and content and, on the other hand, the text, with its words, its structures, its connotations answers to the student and affirms or does not affirm the student's speculations. With teaching instruction (or even without it), the student investigates the text and points his attention towards specific vocabulary and grammatical/syntactical elements of the text which, combined with the student's recall of internal knowledge, gradually create the path that leads to comprehension of the content and the upgrading of the student’s interlanguage system. This psychological interaction with the text functions better and more effectively when the material approached has some “personal value” for the student. This position is indicative of the co-dependence that exists between the teaching matter and the knowledge that the student has already acquired or interests him or needs for the time being. The greater the personal value of the teaching matter is to the student, the greater the possibility for it to be recalled later by the student.

The conclusion of this claim is that, as with social linguistic interaction, with psychological linguistic interaction as well, the quality and the quantity of the input are of fundamental importance for learning. In fact, within a frame of social interaction, native speakers, teachers and fellow-students adapt their speech to the needs and interests of the students’ co-speakers, thus making the interaction more substantial and amusing among them, while increasing the opportunities for language learning as a result of this interaction.

358 Students are not only passive receptors of input. They control the degree of comprehension by students, either negotiating with their co-speakers in the case of oral input, or pacing the rhythm of reading, or repeating reading as much as possible in the case of written input. See Larsen-Freeman, D., Long, M., 1991, *An Introduction to Second Language Acquisition Research*, Longman, New York, p. 142-3.

359 See Little, D., Devitt, S., Singleton, D., 1988, ibid., p. 5-6.
The same stands for psychological interaction with authentic texts as a linguistic input. Authentic texts, when they are of a specific quality and selected with the criterion of the needs and interests of students and when used in adequate quantities, are able to lead to effective language learning, reproducing the “linguistic immersion” into which the student of the maternal language is placed from the moment of birth. Especially in the case of students who are outside the natural territory of the target language and hence receive a significantly lower field of exposure to the target language, authentic texts may partially reproduce the conditions of the “native” acquisition and function as a substitute for the linguistic ability of native speakers.

The teacher, using the target language as a means of guidance and management of the class and evaluating many diverse authentic texts, can emulate the environment of the target language. This is particularly evident in the case where authentic texts for oral comprehension, could help students, who are away from the community of the target-language, experience this language “sound” and define the informative universe that will become the basis for their future communication ability. This view concurs with other researchers’ views, such as Little, who noted a “bombardment” of students with authentic texts in order to reconstruct the absolute conditions of immersion in which maternal language acquisition happens.

In other words, authentic texts offer a “richer linguistic diet”, encouraging students to focus their attention on and enhance the concepts within the surface structures of L2. A rich and varied supply of authentic texts is substantial when it can shape the authentic acquisition environment. In the case of foreign languages, authentic texts could partially function as substitutes for the native speakers’ community in which native language acquisition takes place. The more authentic texts we incorporate in serving the language lesson, the more we increase the possibilities of obtaining the much desired linguistic acquisition. And yet again most of the research findings of SLA support the hints imposed by common sense.

However, beyond the ability of authentic texts to mobilize natural processes of linguistic acquisition, their use is promoted for cognitive purposes.\textsuperscript{365} Authentic texts shape the necessary frame for the proper inferences to be drawn between form and content, since they are sources of rich and attractive input, compatible with the acquisition of vocabulary elements and syntactical structures. Thus, they assist the endeavour towards conscious and analytic learning, helping students develop a conscious control of the target language. The development of this consciousness and the focus on form facilitate access to the authentic text, make comprehension easier and accelerate and support the natural processes of learning. Moreover, in connection to adequate communicative practice, they lead to a higher level of linguistic efficiency.

Furthermore, authentic texts offer “the necessary conditions for linguistic progress: a linguistically authentic comprehensible input, presented in such a way as to allow students to practice decoding messages, instead of isolated words alone”,\textsuperscript{366} “a rich, but comprehensive input of real oral and written language in use”.\textsuperscript{367} Besides, the notion of “comprehensible input” as shaped by Krashen (as i+1) declares that linguistic input should be at a slightly higher level than the student’s current level of knowledge, but comprehensive enough for him to “grasp the meaning”.\textsuperscript{368} This inherent vagueness of the term, allows us to consider authentic texts, as an acceptable and suitable linguistic input.

As a final analysis, the input should be considered as a “conspiracy of factors”.\textsuperscript{369} Hence, the input has a greater value and benefit when it is a part of authentic speech, which a priori includes a large variety of non-interfering linguistic elements and functions and from where the student may generate language acquisition.\textsuperscript{370}

\textsuperscript{369} See Ellis, R., 1994, ibid., p. 287-88.
3.6. Conclusions

In this chapter we have tried to conduct an overview of the major theoretical principles and experimental data that contribute to the field of Second Language Acquisition. The analysis and interpretation of the research findings has been made under the rule of the breadth of their acceptance and their implications for teaching practices, especially about the use of authentic texts as a linguistic input within a frame of instructed learning.

At first, it has been noted that the SLA area, even if theoretical, maintains however particularly obvious practices or “applicable” theoretical principles. Since “researchers study the process which is meant to boost language teaching”, \(^{371}\) it derives that the conclusions of this study have several important elements to offer teaching methodology. To validate Van Patten’s claim that “the modern research regarding the linguistic teaching, instead of being considered a sub-discipline of Applied Linguistics, it could be considered a sub-discipline of Second Language Acquisition or a field deriving from it.”\(^ {372}\) It has also been confirmed, that there is an inextricable link connecting teaching material to the route and outcome of linguistic learning. The quality and quantity of teaching material are characteristics that determine the degree of students’ progress, as well as the success or not of the teaching in general.

Specifically with respect to incorporating and using authentic texts as linguistic input in second language teaching, a lot of the SLA findings examined above, confirm the effectiveness of this choice and support the evaluation of authentic texts as a means of language learning. One of the major suggestions that appear in support of the incorporation of authentic texts in language teaching, concern their abundance and variety. Authentic texts become the ideal source from which the teacher may dig out rich and variable comprehensible input, which constitutes a major need for language learning. It has also been noted that authentic texts, with their linguistic and semantic richness and variety of topics, have increased possibilities to respond to the linguistic efficiency level, as well as the needs and interests of students. It is to say, their ability to activate

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\(^{372}\) See Van Patten, B., 1999, p. 52.
and affect emotional factors that determine learning, such as motivation, attitude, empathy and the students’ emotional involvement altogether.

Beyond the emotional level, authentic texts are able to create a strong field of investigation and location of grammatical/syntactical and vocabulary elements, thus becoming a starting point for the reconstruction and upgrading of the students’ interlanguage system. Through focusing attention on specific elements, structures and processes of authentic input, a process of fundamental importance for language acquisition, it is possible to suspend the difficulties that might come from the language, the syntax or the style of an authentic text so as to achieve comprehension. Appropriate input is considered to be that which is a bit more advanced than the student’s current level. In fact, there is also the concept that it is its incomprehension which finally boosts linguistic acquisition and not the opposite. Hence, authentic texts become acceptable if they bear the required difficulty, complexity and innovation so as to result in learning. Because, as it has been stated before, elaborative changes made to a text are those that help its understanding and not the abstraction of all the unknown and difficult elements and structures.

Especially in those cases where linguistic teaching takes place outside the linguistic community of native speakers and, as a consequence the interaction is not possible, authentic texts are those which can replace or complete this shortage by reproducing within the classroom the natural conditions of linguistic acquisition. The most important is that the authentic texts can play the role of the native speaker and replace social interaction with a psychological interaction between the students and the material. Even when the stages of language development have an absolute and predetermined character, every student has the opportunity to look for and follow his own route of interaction with the text, aiming to understand and incorporate new knowledge. Once more, authentic texts, with the width and variety that characterize them could, in their best form, respond to this quest.
4. Teaching Methodology and Authentic Texts

4.1. Introduction

In a previous chapter of this thesis, we studied if and to which extent the conclusions of research on second language acquisition confirm the use of original texts in teaching L2 to adults and render it an appropriate teaching practice, even to beginners or intermediate language proficiency learners.

In this chapter we will investigate all the factors that are linked to the transfer and the use of an original text in the environment of systematic language guidance (teaching) aiming to constitute the starting point as well as the point of reference of the class, as the main source of linguistic knowledge (grammar, syntax and lexicon), as the core for planning teaching activities, as field of language practice and as a lever for development and proficiency in the second language. First, the study will focus on identifying connotations (direct and indirect) that modern L2 acquisition theories have for language classes, especially in the identification and interpretation of those theoretical or research data that find respective elements between L2 teaching methods and which either welcome the use of original texts, favour it, or even, impose it. Then, we will define the preconditions and the principles that it is wise to adhere to so as to ensure a seamless integration of an original text in the language class, as well as a way this should be used to serve the pedagogic and linguistic function and bring to the fore its merits without shadowing its originality. Next we will propose an indicative teaching course, as well as teaching activities that would secure and highlight the original identity and quality of selected texts. Finally, we will investigate the network of relations and interactions between the authentic texts, on the one hand, as a lever for development and proficiency in the second language and the thesis specific student audience on the other hand, that is adult students at beginners’ or intermediate level of studies.

At this point and prompted by the words of Krashen that “teaching remains an artform, as well as a science”, it is clarified that both theoretical and research data in the service of teachers by L2 acquisition, are not aiming at predetermining or entrenching their teaching

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work, but rather to expand their knowledge on the way L2 acquisition is actually achieved so that they have more sufficient knowledge on what it is probable to achieve in a language class. The resulted knowledge is used to reinforce teaching and, without being considered some kind of panacea, it is, nevertheless a sine qua non condition for all teaching application. It is for this reason that falls under the heading of Applied Linguistics.

In their articles on the relation between SLA and language teaching, both Lightbown (2000) and Ellis (1997) have noted that SLA, as a research area, is rather new and for this reason language teachers should apply the results of qualitative and quantitative studies with great care, taking always into consideration the students’ ‘force’ in each case. Besides, a teacher does not work in a laboratory, so that he/she is not restricted to theoretical approaches only, which means that no theory or combination of theories is able to produce direct and effective solutions to teaching problems. Theory is important because it offers to teachers “a subjective logic to methodology in general” and, hence helps them adopt with greater ease and efficiency to various teaching circumstances and constitute an area of evaluation of new pedagogical views, as well as to construct a solid psycho-linguistic basis for L2 teaching. At the same time they place on a more realistic level all demands and expectations teachers have from themselves and their students and this leads to a redefinition of objectives on more rational criteria.

However, certain elements of hermetic approaches to acquisition can be integrated in the theory of teaching and direct it towards developing specific techniques. In most cases, nevertheless, “teaching applications require knowledge as well as attempts at combining elements that occur from more than one theory of language acquisition”. What follows is a description of the dominant methods until today in the field of Applied Linguistics, with the aim to identify and interpret correspondences between SLA and the act of teaching. Through this process, we attempt to investigate the position original texts have or can take in teaching methodology

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378 See Μπέλλα, Σ. [Bella, S.], 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Αθήνα.
380 See Μπέλλα, Σ. [Bella, S.], 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Αθήνα.
under the light of modern SLA theories.

There are numerous relations identified between language acquisition theories and second language teaching. At this point we will present the most widely known ones, that is the ones mentioned the more often in the literature on L2 acquisition and teaching and belong to the basic research of the field. These theories have been chosen on the basis of the interconnections between these teaching approaches and one or more SLA on the one hand, and the degree of integration of original texts or the prospect of integrating them within these specific approaches.

Since integrating and using original texts in a foreign language class is not an autonomous nor independent methodological model, the question arising is whether this proposal is already included in the numerous teaching tools of one or more L2 teaching methods, and most importantly, which function it carries out within this methodological framework. Since integrating and using original texts in a foreign language class is not an autonomous nor independent methodological model, the question arising is whether this proposal is already included in the numerous teaching tools of one or more L2 teaching methods, and most importantly, which function it carries out within this methodological framework. Since integrating and using original texts in a foreign language class is not an autonomous nor independent methodological model, the question arising is whether this proposal is already included in the numerous teaching tools of one or more L2 teaching methods, and most importantly, which function it carries out within this methodological framework.

In her book on L2 acquisition, Bella recognizes the study by Lightbown and Spada (1999) as one of the very few examining the relation between research in SLA and teaching. This thesis adopts the same methodological categorisation as in the study. First, Lightbown and Spada distinguish five basic types of teaching proposals linked to the relative research in the area of acquisition: those based on Behaviourism, those based on innatism of students, and most importantly, which function it carries out within this methodological framework.


382 See Bella, S., [Bella, S.], 2010, Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία, Ελληνικά Γράμματα, Αθήνα.
according to the Processability hypothesis of Pienemann, those based on the interaction and the negotiation of meaning, as main sources of language input, those based on the “comprehensible language input” by Krashen, and finally, those that acknowledge the merit of teaching guidance and, although in essence communicative, allow to focus on form, on structural and grammatical elements of the target language.

Articulated around these five dominant trends in foreign language teaching, what follows is a presentation of the most dominant methodological approaches to L2, in view of the theories for SLA and aiming at tracing what type of texts are sought for in each method, their position and function within it.

4.2. Grammar-Translation Method

Although this method belongs to the pre-theoretical period of language teaching, it was deemed necessary to be referred to because it uses original texts in the class. However, these texts, the majority of which written, are not used in their entirety, but only as a background for the presentation of grammatical and syntax phenomena, as the basic unit for teaching is still the sentence. Grammatical structures are given the lead as well as comprehension and speech production skills, developed through reading and translating of classic literature texts. These texts are not dealt with on the basis of meaning, but constitute exclusively a basis for students to practice grammar rules. A central point is that “there is a linguistic norm of a qualitative nature, which is primarily used by authors of literature, is a preferred as a mode of the spoken word and a mimetic rolemodel for students so that they may obtain a substantial level of ability linguistically. Moreover, culture is tied to the bulk of works of art and literature that are produced in the country within which the foreign language is spoken”. Therefore,

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383 Pienemann’s position that language acquisition equals the acquisition of skills which are necessary for language processing and that each student acquires more easily language elements for which he/she is psychologically ready to process at any given time is dominant in all communication oriented teaching methods. See Pienemann, 1998, p. 39 & 71.
the conclusion drawn that the authentic text (and specifically the literary text), within a traditional method, is a point of reference for teaching but only at sentence level and only for learning grammar and syntax and lexicon through the use of a meta-language and rendering every meaning to the students’ mother tongue. As to later methods of L2 acquisition, no theoretical frame supports or excuses teaching practice employed in the traditional methodologies.

4.3. Direct Method

In the beginning of 20th century, foreign language education receives a clearer commercial and political dimension and begins to be linked continuously more to the expansion of professional prospects and with the demand for international communication. Our aim is no longer learning the language system in depth with the help of literary texts or texts of other cultural value but quickly acquiring comprehension and, most of all, speaking skills to the extent that successful communication is achieved. Learning a foreign language does not constitute an intellectual merit and social prestige but the acquisition of “technical” skills and achievement of high standards. These conditions coincided with the questioning of Traditional Grammar and the “principle of equivalence” of languages, according to which all phenomena in a foreign language are being taught “in relation to the corresponding elements of the mother tongue, towards which all supplied post-linguistic information is adapted”.

In its place, Structuralism is gradually making an entrance, purporting that this absolute parallel between the two languages does not help in lifting automatisms nor does it create the preconditions for linguistic deconstructionism. All the more so, if we take into consideration that each language is a manifestation of specific socio-cultural conditions, then it becomes clear that linguistic parallelisms and structural correspondences create inconsistencies in another level, too. It is in this atmosphere that the audio-lingual or direct method was shaped and developed, based on the principles of Structuralism and Behaviourism. This new method disconnects learning L2 from learning L1 and gives clear priority to oral speech comprehension and production.

387 See Brown, D., 1994, ibid., p. 16.
388 See Μπέλλα, Σ. [Bella, S.], 2010, ibid.
As for teaching, this method is being summarized by Rivers (1964) in four basic hypotheses. First, language learning constitutes a mechanical process of forming and fixing habits, which is supported by mimicry and memorization. Second, language skills are acquired in a more efficient and stable manner when L2 elements are presented first orally and then in written form. Third, generalisations stemming from repeated practice of language structures in various contexts constitute a better base for the development of a language than analyzing and grammatical explanations. Finally, the meaning of words is only acquired through references to the culture where this language is used as a mother language. What is being taught is the stimulus and the reactions of students are their response and the support is the approval by the teacher or the fellow students. Hence, according to the theoretical principles of the Direct Method, original texts do not constitute a primary and fixed teaching choice. However, hypothesis three and four mentioned above, do favour and reinforce the demand to use original texts in teaching, since these texts are par excellence the carriers of the target-culture and are so varying that the need to practice language in different language environments is met.

The Audiovisual Method belongs to the Direct Method and combines elements, in a creative way, from Structuralism and Behaviourism, from the Direct Method and from various teaching methods that are in concert with audiovisual means. Audiovisual methods, seeking to overcome the disadvantages of the Direct Method, that is the lack of reference to socio-cultural information, use also visual stimuli to substitute situational and extra-linguistic environment. Language is being learnt with the help of texts, dialogues, which in their majority describe realistic situations (a trip, at home, real everyday situations) while issues of comprehension are dealt with listening to sentences through a global view representing the audio/visual situation.

During instruction social factors in action when using a language system, are taken into account and the focus of interest is placed on real life language, the kind of language used by natural speakers in their everyday life. As this kind of language exceeds the capacity of students, the inspirers of the audiovisual teaching model are fabricating texts (mostly dialogues), which express authentic communication situations, but the language employed is purpose made.

In order to ensure that students make progress in lexicon and grammar, these texts undergo such linguistic check that richness and vitality is completely taken out of them, reality is tampered and the risk to popularize culture increases. Language is disconnected from its cultural source and is being simplified to such a degree that all new concepts are included in the class and all possible difficulties have been analysed in class. In this light, emphasis is mostly placed in correcting the form. As a result, students learn relatively fast to communicate orally with native speakers of the language in question in conventional conditions but they are not able to comprehend the locals when they speak among them, nor the mass media (the press, television and radio broadcast).

This is the first teaching methodology that is based on a theory of language acquisition but it was left behind due to the failure of students to reproduce L2 correctly with ease; it had also attracted an attack by Chomsky and the behaviourism theories. As for the use of original texts, this is not included in an explicit and systematic way in the teaching tools of this method, despite the fact that the prioritized audiovisual rendering and presentation of the language is in total concert with the audiovisual variety to be found in original texts (e.g. recorded everyday dialogues, film or theatre dialogues, comic strips or animated cartoons).

4.4. Communicative Approach

Chomsky's genetic-transformational grammar in the USA and the audiovisual and situational method in France and Great Britain, both co-dominant during 1960s and 1970s on the two sides of the Atlantic, came across great impasses which along with the new socioeconomic demands (a common labour market, foundation of the European Council, etc.) lead to redefining how

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language instruction is seen and created a new approach to language and language instruction, known as the “communicative method”. The communicative approach brings a radical change in the field of foreign language teaching, as there is a shift in teaching from the structural elements of language to its communicative aspect. Emphasis is now placed on developing student’s communicative competence which is linked to the efficient use of language, and to his/her ability to comprehend and control and various and functionally differentiated forms as expressed in a specific social framework. However, the priority students give to the development of their communicative competence does not mean that linguistic competence is underrated, as it has to do with the knowledge of the language system (grammar, syntax, etc.). On the contrary, “one of the characteristic elements of the communicative linguistic instruction is that it systematically gives attention to the functional and to the structural aspects of language”. In the attempt to unite the two poles of language, that is structure and use, linguistic competence is conceived and dealt with as a “skill” and not as “knowledge”.

395 The communicative approach is not a specific methodology but rather a more general conceptual and philosophical basis on which various teaching techniques taken from older teaching methods can be based and combined. This is the reason why the term ‘communicative method’ is not valid in scientific terms.

396 On the communicative approach see Littlewood, W., 1981, Communicative Language Teaching: An Introduction, Cambridge University Press, Cambridge, p. 83. The communicative approach is not a specific methodology but rather a more general conceptual and philosophical basis on which various teaching techniques taken from older teaching methods can be based and combined.


398 The Australian linguist Michael Halliday underlined the social-semiological dimension of language by noting that language and society are two inseparable and interdependent concepts: it is not possible to have a social person without language nor language without a social person. Halliday, M.A.K., 2007, Language and Society, Continuum International Publishing Group, London., and Halliday, M.A.K., 1978, Language as social semiotic: The social interpretation of language and meaning, University Park Press, Baltimore.


Developing and cultivating grammatical competence is not pushed aside but it should be achieved through communication\(^{401}\). To this effect, our attention is focusing on grammatical structures only when it is deemed necessary in order to clarify a notion. According to Richards & Rodgers, its basic principles are summarized in certain important formalities. First, students learn a language when they use it as a communication tool and hence the original and meaningful communication should acquire the status of the primary objective of all activity that is planned or materialised inside the language class. Second, communication presupposes the addition of different language skills, and to some extent language proficiency, fluency and discretion. Lastly, learning constitutes a dynamic process of creative construction and includes forming hypothesis, making trials and errors.\(^{402}\)

As to the teaching material, it is necessary to offer rich and comprehensible language input, which is assured through conversational interaction of students with teachers and among them.\(^{403}\) Teaching is articulated around the text (written or oral), with its cohesion, its structure and its semantic content. Words and sentences do not operate outside of a contextual frame, but “their form and meaning are defined by the relations these have with the rest of the text in which they belong”.\(^{404}\) The text is put in the service of three important functions. First, the use of texts for the promotion of language use, which means giving the students opportunities to practice not only language structures but also the way these structures are used.\(^{405}\) Such activities attempt to transfer inside the language class important aspects of the real language use and are based on the belief that “doing things” with language can be more beneficial and fruitful/effective than practicing language structures inside a real situational or communication environment. Besides, a text has a number of destinations to fulfil than merely transmitting information.

A second important function of text is that of a language model. A text, that is, is called upon

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\(^{401}\) On the importance of the communicative approach in the language class, see Τοκατλίδου, [Tokatlidou], 1986, Χαραλαμπόπουλος, [Charalambopoulos] 1988, Μπαμπινιώτης, [Babiniotis], 1992, Χαραλαμπάκης, [Charalambakis], 1994.

\(^{402}\) See Richards, J., Rodgers, T., 2001, ibid., p. 172.


\(^{404}\) See Χαραλαμπόπουλος, Α., [Charalambopoulos, A.], 2000, «Επικοινωνιακή προσέγγιση στη διδασκαλία της ελληνικής», [http://abnet.agri.no/htmls/M/M003.htm](http://abnet.agri.no/htmls/M/M003.htm)

to offer samples of the target language in action and in interaction with other linguistic and communicative contexts. Through the processes of analysis and mimicry, students are encouraged to see the text as a model for their own linguistic performance. Such texts are usually used in the getting to know the students or in other cases where students are called to imitate a language structure in a specific communication situation such as “Apologizing”, “Asking for information”, “Complaint”, etc.

Finally, a third function that a text is called upon to carry out is processing a specific topic. In this case, studying is focused on the content of the text itself. Selecting texts on topics that students are interested in, their active engagement in a task within a specific thematic area is encouraged while at the same time the foreign language is used “naturally” as a means to carry out this task. In addition, the purpose of language teaching in a guided environment of language instruction is to make students able, through various activities, to face various kinds of authentic texts and to be able, gradually, to express their own views and ideas in the target language.  

In the communicative approach, forming the content of teaching and selecting teaching material is based solely on the student language needs. More often than not, the material comes from the social space and is original, to the extent that this is possible. So, with the communicative approach, the original text acquires a more powerful place in the teaching of languages and so does the cultural aspect of language instruction. Group or pair communication activities are the more appropriate ones. In classes where cooperation and interaction is encouraged, students find it beneficial because they help each other by providing opportunities for interaction and feedback on their mistakes, through their clarifying questions and the negotiation of meaning.

As for SLA, the Communicative Approach is based on theories for language learning which

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emphasise the inherent character of language and the role of interaction as well as the communication between teachers and students and students among them.\(^{410}\) It is based on the tenets of Chomsky (language learning is an inherent trait of human brain) and the views of Corder and the Creative Construction theorists. It is based on the theory of inter-language and integrates elements of psycholinguistic and cognitive theories, such as automation, information processing and selective memory. The classic version of the Communicative Approach results from “a reviewed and monitored understanding of the workings of a language can then compose deep insight into how skills are the primary object of teaching and practice in the context of a language class.”\(^{411}\)

As to original texts, they play a central role in communicative language instruction, which is justified by the conclusions on SLA research as well as by the basic communication principles. Making the best possible use of various original texts, as a fixed and established teaching practice in the framework of the communicative approach, is essential and determining for the creation of an environment rich in original IL (Input Language) promoting in a natural way, language acquisition. It is more probable that the artificial process of language instruction brings fruit when it manages to activate, through original texts, natural processes of language acquisition.\(^{412}\) The Communicative Approach is the most widely known and there are many versions of it,\(^{413}\) each one presented in the following paragraphs.

4.4.1. Natural Approach

This approach places its emphasis more on the comprehension of written and oral speech and less on language production, which results in a natural and simple way through the activities where students are engaged. What is sought for is to expose students to as much as possible comprehensible language input and, in this framework anything that aids comprehension is useful and important. However, visual aids are also useful so as to expose students in a set of vocabulary and not for the study of grammar and syntax of the second language. Besides, focus is placed on the content and not on linguistic formality. For this reason, language input should


\(^{412}\) See Little, D., Devitt, S. & Singleton, D., Learning Foreign Languages from Authentic Texts: theory and practice.

\(^{413}\) Here we follow the distinction by Bella on her research on SLA. More specifically:
be interesting and contributing to the creation of a pleasant ambiance in the classroom that would encourage students to communicate among them, as well as with the text. The curriculum is articulated around situations and topics, to which students are called upon to face in a communicative manner. Through situations and topics linguistic functions arise which are presented thus in a natural way and are not determined by specific forms or structures. In the natural approach too, authentic texts are considered basic teaching tools since they offer to students the possibility to learn the foreign language just as in the natural contexts of linguistic acquisition.

4.4.2. Processing Instruction

This approach was suggested by Bill Van Patten and his collaborators. It is “a teaching method that aims at influencing the ways in which students retain Language Input statistics. It is also compatible with L2’s fundamental values and the values of communication methodology in general”. A central tenet in this approach is the view that “students that are without a communicative, or comprehensive linguistic input, whether appropriated or not, are not in a position to form intellectual recreations in relation to the grammar of a target language”. However, in order to integrate this input to the student inter-language and to render it integrated IL (Input Language), it is necessary for the students to systematically process through mental mechanisms and conscious focus of attention onto linguistic forms, so that only one of its parts is internalized to the developing linguistic system and is causing restructuring in the inter-language.

However, it is only attention on its own that can lead to comprehension but it has to be accompanied by detection which is considered to be the process of selecting the specific information, stimulus or linguistic element through which data enter into short term memory. The processing of a text starts from the words of content, that is, those without a function, in the student attempt to collect semantic information. This means that first they

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417 See VanPatten, B., 1996, ibid., p. 5.
process the grammar morphology with the greater semantic burden. Then comes the processing of grammatical forms that are carriers of communicative meanings, a precondition for which is the automatic processing of linguistic information, which is important for communication. The easier it is to trace and identify such structures, the easier it is for the student to trace and identify less important communicatively grammatical forms and structures. So didactics seek to encourage students to create more successful connection of form and meaning compared to the ones that they would be able to create if they were to operate in an extra-didactic environment. To this effect, it is suggested to organize activities with structured input, through which students are called upon to process input language forms in controlled environments and to create, as a result, more successful connections of form and meaning compared to the ones that they would create in less controlled situations.

These activities can be distinguished into referentially oriented and to emotionally oriented activities. In referentially oriented activities, language input is not addressed to students but to third persons or situations (e.g. an activity to select between a correct and a wrong answer) while in the emotionally oriented ones there has been a design that allows students to express their personal views, attitudes, emotions and experiences. Nevertheless, in both types of activities, language input is used in such a way that meaning remains always in the focus of interest and the teaching process moves from the level of the sentence to the level of larger excerpts of communicative discourse.

Consequently, for the processing teaching learning is not a subconscious process. Students are not just being exposed to language input, but, through instruction, they learn how to process it, so as to familiarize them with it and how to use it after they have understood it. This means that didactics takes into consideration psycholinguistic mechanisms that are engages in the comprehension of LI and does not underestimate them; on the contrary, it attempts to have an influence on them. Under this light, this approach lies in between the theories on the role of LI and the cognitive theories on language acquisition.

Authentic texts, integrated into the processing framework of teaching, find appropriate soil to be cultivated for pedagogic purposes. The nature of an original linguistic input is totally in

419 See VanPatten, B., 1996, ibid., p. 20.
concert with the principles of the processing approach, provided it is culturally and communicatively charged, it contains rich semantic and lexicological content and offers an array of grammar and syntax forms and communicatively useful information. What is particularly encouraging for the regular use of authentic texts, even at early stages of language studies, is the fact that this processing type of instruction, through the processes of attention and tracing, can cope with the difficulties and the demands that a text of original discourse *de facto* poses. Instructed text processing helps students comprehend and assimilate it, on the one hand, while on the other initiates them to the process so that they develop individually respective learning strategies, that is, to learn how to learn. Finally, authentic texts, simplified or amended for pedagogical purposes, are suitable for the design and the materialization of activities with structured input, and in particular emotionally oriented ones, because their cultural and communicative burden favours the expression of personal experiences, thoughts and emotions.

4.4.3. Focus on Form

This is a very interesting version of the communicative approach, purporting that not everything needs to be taught. Exposing students to a load of linguistic input and the possibility of communicative language practice, in combination with a strong learning motive, are adequate so as to lead to the natural acquisition of language elements and structures. Nevertheless, linguistic progress is speeded up through instruction that is deliberately focusing on the student attention to language forms.\(^{422}\) In essence, priority is given par excellence to meaning and communication but when the need to focus arises, the attention of students’ shifts to specific language elements.\(^{423}\) Moreover, students benefit from the explicit teaching of grammatical elements, both on language proficiency as to accuracy. At the same time, the development course of students is speeded up and phenomena of linguistic fossilisation are subdued.\(^{424}\)

However, it is necessary to abide to certain preconditions in order not to hold back psycholin-
guistic processes put into work for learning due to focusing on form. More specifically, attention should focus first on meaning and the time span of focus should be short. Also, focusing on grammar forms should not be predetermined and intentional but occasional. That is, focus should occur because of the communication needs that have to be satisfied. In general, focus on form should occur at a time that is appropriate and cognitively suitable. A pedagogic intervention is meaningful when it takes place in the area of learning preparation throughout the student’s process and corresponds to his/her learning needs and expectations. It should be noted that focusing on form does not hold back the progress on meaning and use processing but it can be carried out in parallel.

Hence, meaning, function and grammar constitute a dynamic continuum that is the object of processing on a unified basis and focusing on form does not deconstruct it but it is thereto integrated harmoniously. As in the processing instruction, so in teaching using focus on form, original texts can constitute areas for language practice and communication, starting from the investigation of information (at the level of lexicon or pragmatics) and the language functions moving to focus on form when the communication needs call for it. The ultimate aim is still the balanced and simultaneous processing of meaning, function and grammar and the ability of students to achieve connection among the three of them.

4.4.4. Task-Based Approach

A possible area where the interests of teachers and researchers converge and overlap with each other could be the task-based approach to teaching. It is the most recent version of the communicative approach, which is well grounded on the second language acquisition theory. In its core lies the view that language learning is not effectuated only by exposing students to comprehensible language input but through activities that engage students in communication processes, similar to the ones of everyday life outside the language class, that activate meaning negotiation processes.

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At times, task has been given varying definitions from a simple one defining it as “a mandatory part of the process”\textsuperscript{428} to more elaborated ones, such as “a guided scholastic exercise during which students engage with language in a communicative way, achieving input, so as to enhance their language learning capacity”.\textsuperscript{429} According to Ellis, a task-based activity is considered a “work project” requiring students to process language from a pragmatic point of view in order to reveal the appropriate propositional content. This project includes functions related to the objectives, the output, the connection to real-world activities.\textsuperscript{430} Their aim is to produce discourse as that product in the real world, by calling upon a number of skills, oral or written, assumptive or productive and through the activation of various cognitive processes.\textsuperscript{431}

As a consequence, emphasis is no longer placed on the final product but on the process during which students interact verbally in their attempt to respond to specific communication objectives.\textsuperscript{432} More specifically, students learn the language through their active participation in activities that, either answer to the real world and appear useful in student everyday life, or serve a specific pedagogical purpose in the language class (for instance, using the telephone and respective gap in communication exercises).\textsuperscript{433}

Moreover, these activities are presented in graded difficulty (depending on the student experience, the activity complexity, the required language means, etc.) and are distinguished by Ellis into \textit{focused} and \textit{non-focused} ones.\textsuperscript{434} Focused are the activities designed in such a way so as to stream student attention to specific language elements, conversational ones, pragmatic as well as strictly structure or grammar ones.\textsuperscript{435} They have a double objective: on the one hand to trigger the reception or production procession of a specific language form, a grammar structure and on the other, to trigger the communicative language use of these forms or structures.\textsuperscript{436} Non-focused activities “it is plausible for them to predispose students towards choosing from

\begin{footnotesize}
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\item \textsuperscript{429} See Bygate, M., 1999, „Quality of language and purpose of task: Patterns of learners’ language on two oral communication tasks,“ \textit{Language Teaching Research}, vol. 3(3), p. 186.
\item \textsuperscript{431} See Ellis, R., 2003, \textit{Task-based language learning and teaching}, Oxford University Press, Oxford, σελ. 16.
\item \textsuperscript{433} See Richards, J., Rodgers, T., 2001, ibid., p. 231
\item \textsuperscript{434} See Ellis, R., 2003, ibid., p. 16.
\item \textsuperscript{436} See Ellis, R., 2003, ibid., p. 16.
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a spectrum linguistic forms, but they are not specifically designed for eliciting a particular linguistic trope”. Their aim is to create in the language classroom the necessary conditions (and opportunities) for natural communication that are able on their own, without conscious processing, to lead to a non explicit knowledge and, further, to language acquisition.

Consequently, this teaching approach receives its theoretical armour from the theories on language input and language output, from the sociolinguistic models of varying ability and from the theoretical models for meaning negotiation. In addition, the psycholinguistic basis is consisted of the cognitive theories that consider learning as a nonconscious, automatic process stemming from the ability of the human brain to identify regularities in Language Input and to internalize recurrent language schemas.

The authentic language input is continuously at stake in language instruction that is articulated around task-based activities, because it has the ability and the properties to play the role of a facilitator or catalyst for learning in this given teaching framework. This means that original texts, as pieces or original discourse, with all their variety (linguistic, communicative, pragmatic and thematic), with their real life “aroma” and the culture that bring along into the language class, are appropriate for fulfilling the purpose of task-based activities (especially those expecting to cover real life, everyday communication needs of students) and to serve in the best possible way the process required for their design and materialization. Consequently, they are able (and most probable) to become the models for original communication and become the starting point for verbal interaction, for meaning negotiation and language realization, guided but in such as way to orientate the whole process and enrich it so as to require traits similar to the ones used in the natural environment of the target language.

At this point we consider appropriate to describe these “projects” and the way in which these have been applied in the curriculum of an educational centre teaching New Greek as as second language. This intervention is dictated by the fact that “projects” are included in a way in the framework of task-based activities and express the main theoretical premises of this teaching approach. In essence, they constitute expanded task-based activities that develop at the same time all four language skills. They involve students into activities that promote the original interaction with natural speakers or bibliographical or audiovisual sources of original discourse, even under the conditions of learning outside the natural environment of the target language.

437 See Ellis, 2003, R., p.ibid., 16.
4.4.4.1. Project Method

In general, “projects” mean a synthetic work, for one student or group of students, that through communication processes involves actively the student audience into situations that demand information seeking and collecting, concept negotiation, decision taking or problem solving.\(^{438}\) It is a work method originating in 16\(^{th}\) century Europe. It was applied in technical education in Rome, later in Paris and reappeared again in the beginning of 20\(^{th}\) century in America from where it returns again in Europe, especially in Germany, Britain and Russia. It is attributed to the American pedagogist John Dewey, who laid the foundations for active learning and interdisciplinary approach of knowledge.\(^{439}\) The assignment of “projects” to the students was based on the observation of a feeling of satisfaction “self confidence and personal fulfilment” as a result of effectuating communication in the target-language.\(^{440}\) The primary objective was to develop the student spontaneous interest for action in real communication conditions and for investigation of the unfamiliar cultural environment. Above all, the intention was to transform this interest into an intentional and systematized learning action, which means that it would be integrated into an organized framework of activities, that would serve at the same time learning and teaching objectives without strictly or totally pedagogic value.\(^{441}\)

Under this scope, the Project Method describes a “calculated action that takes place and gains ground wholeheartedly, within a social context”\(^{442}\) which is the source of original stimuli and functions as a “third tutor”\(^{443}\) to the students. Besides, the project technique is not applied in


a confused or random way but undergoes a specific sequence of cohesive stages, which are based on task-based learning and promote learning by doing. Indeed, in the framework of projects students take initiatives and become responsible for the outcome of learning. They produce ideas, experiment, and reach conclusions, express and support their positions. Knowledge is approached with an inquisitive way through the use of various, first hand sources of learning such as the personal contact with natural speakers of the language, the internet, the library and the film collection of the school, etc. Everything is at the students’ disposal and service. Everyone is at a constant process of interaction with their fellow students, the locals, with all those sources offering substantial and interesting information and, above all, in the target language in its original form. It is important that students develop a critical stance to new information, which they process and “reformulate using their own personal touch” and of their personal style. This interaction with a natural, animate and inanimate environment, in which the target language is spoken, does not consist of a didactic or pedagogical panacea. However it is so crucial to the process that it is, at the very least, able to balance out the problems and limitations that occur when implementing the ‘Project’ Method.

As an experimental-communicative and interdisciplinary teaching approach, the project method introduces cultural and intercultural elements while it provides motives and stimuli to

444 Very briefly, the project method comprises 5 phases: a) Preparation: an occasion (an article, a photograph, a text, a news item, an event, a song, a random event, etc) serves as a trigger of reflection and awareness raising fo the students leading to selecting and investigating a topic, b) Activity planning: when it is defined what everyone will do. The teacher suggests possible sources for research and provides means and materials if necessary, c) Materialisation: students make use of means and sources as they think appropriate. Information is collected (library research, interviews, questionnaires), integrated and processed, d) Presentation: students undertake the task to present their project in various ways (oral, written presentation, making use of audiovisual means, dramatic presentation, exhibitions, etc), e) Assessment: students make their self assessment and the evaluation of their experience on the basis of criteria which had been agreed upon (e.g. extent of team work, lively presentation, new language knowledge, etc.). For the development stages of the project method see Frey, K., 1998, Η μέθοδος Project. Μια μορφή συλλογικής εργασίας στο σχολείο ως δευτερεύον μέθοδος, Απόι Κυριακίδη, Θεσσαλονίκη, and the websites: www.clab.edu.gr/sem-nar/ELA1/atk%20meuodos%20project.htm and http://www.alfavita.gr/artra/artro200711013b.php

445 This means that “knowledge is not objective but rather subjective. It exists regardless of the person acquiring it. Knowledge derives from the person when he/she has the opportunity to have experiences that will help him/her acquire them”. Δενδρινού, Β., [Dendrinou, V.], 2001, «Η διδασκαλία της ξένης γλώσσας», Εγκυκλοπαιδικός Οδηγός για τη γλώσσα, Κέντρο Ελληνικής Γλώσσας, Θεσσαλονίκη, p. 249.


447 On the difficulties to apply the Project method, see Frey, K., 2007, Die Projektmethode: Der Weg zum bildenden Tun, Weinheim, Beltz, pp. 175-190.

448 See Χρυσαφίδης, Κ.,[Chryssafidis, K.], 2000, Βιωματική-Επικοινωνιακή διδασκαλία. Η εισαγωγή της μεθόδου Project στο σχολείο, Gutenberg, Athens.

students in order to discover their skills, to apply existing knowledge and skills to various fields, to create and initiate. Besides, in a group of individual project, knowledge and skills are integrated, many of which are taught inside the classroom (e.g. communicative vocabulary), students are offered the opportunity to use all that they have been taught. So they manage in an autonomous way\textsuperscript{450} the learning process and at the same time they understand the “functional use of language”,\textsuperscript{451} as well as its intercultural dimension. Gradually, they develop “meta-linguistic” skills,\textsuperscript{452} realizing the use of a foreign language in their everyday activity.

The way in which beginners (as the most disadvantaged in terms of exposure to original forms of discourse inside the language classroom) use and creatively combine the small amount of knowledge they have or even invent smart and intelligent ways to overcome language barriers, is rather moving. Often they employ techniques from the theatrical game\textsuperscript{453} while they also focus more on knowledge and skills that they have already acquired.\textsuperscript{454}

Especially the last phase of the process, which includes the presentation of projects, is a great challenge for beginners. In front of their teachers’ eyes, their fellow students and others invited, they are called upon to surpass the shyness they might feel as non adequate users of the target language and to prove that they are capable of giving a creative breath to what they know and produce something original and creative that has an emotional impact to the audience.\textsuperscript{455} This final presentation gives the students a sense of accomplishment and moral satisfaction although what is more important is not reaching the goal but the journey to achieving it. The quality, that is, of actions, the collective activity and engagement in an original learning


\textsuperscript{451} See Χαραλαμπόπουλος, Α., [Charalambopoulos, A.], Χατζησαββίδης, Σ., [Chatzisavidis, S.], 1997, Η διδασκαλία της λειτουργικής χρήσης της γλώσσας. Θεωρία και πρακτική εφαρμογή. Μια εναλλακτική πρόσταση για τη διδασκαλία της νέας ελληνικής στην υποχρεωτική εκπαίδευση, Κώδικας, Θεσσαλονίκη.


\textsuperscript{453} See Μουδάτσακις, Τ., [Moudatsakis, T.], 1994, Η θεωρία του δράματος στη σχολική πράξη, το θεατρικό παιχνίδι, δραματοποίηση: Οι μέθοδοι προσέγγισης των αφηγηματικών κειμένων, Καρδαμίτσα editions, Αθήνα.

\textsuperscript{454} «Gaining new knowledge and skills is sometimes an arduous process[…] The student must make connections between various elements of content, and inject meaning into this information. The application of real examples in pursuing this goal aids students in fully comprehending the meaning within the message that is being conveyed and therefore make connections to already existing knowledge as well as circumstances they have previously experienced. ». Nebunescu, T., 2006, «Pourquoi utiliser des documents authentiques», http://eclec-tic.blogspot.com/2006/05/pourquoi-utiliser-des-documents.html

\textsuperscript{455} More often than not, beginners prefer the dramatisation of dialogues or narrative texts (namely fairytales) or short interviews with the locals to gather information on simple, everyday and not to complex topics. It is usually the case that they use audiovisual means to support their presentation.
environment have particular pedagogic value regardless of the success of the final product.\textsuperscript{456}

Equally important concepts for such a project are the student oriented character and the cooperativeness.\textsuperscript{457} Students are in the centre of this process, they cooperate among them, mostly in a harmonious and creative way in an original learning environment. The teacher holds a discretely leading role and motivates students. He becomes their helper and cooperator and restricts himself in the role of someone who consults them, coordinates and communicates.\textsuperscript{458} However, despite its group cooperative character, the project method does take into consideration the differences of the individuals so as not to equalize individual student needs. On the contrary, it is a way of work that allows for individual progress and for individualization of teaching and learning; it identifies the varying interest of each student, brings them to the fore, highlights their importance in learning and makes the best possible use of them as motivation.

4.5. Integrated Approach

Another teaching approach to language, which pursues with its theoretical tenets the introduction and use of original language input, is the so called integrated approach. Within this methodological framework, language learning is considered a multidimensional process in which all language skills are developed simultaneously. This parallel development is considered natural and logical since all language systems (grammar and syntax, lexicon, semantic, phonological) are interlined and in a dynamic interaction. Language learning is the result of executing activities of receiving language input and producing language output, which are used in comprehensible language contexts where language knowledge and use are consolidated in the natural language performance in order to achieve real communication objectives. These activities have to do with a specific topic or subject while they are articulated around original or real facts and on various texts and personal or universal topics that are more likely to be of interest to the students. Because of the variety of the teaching material students come into contact with many examples of language use, examples of correct language structures at all levels. The or-

\textsuperscript{456} See Frey, K., 1998, ibid..
\textsuperscript{457} The level of study of every student does not constitute a precondition for common collaboration. Sometimes students of all levels are working together to prepare and carry out a project.
\textsuperscript{458} See Frey, K., 1998, ibid.
ganisation and the design of activities is linear, from the more structuralist and functional exercises to the continuously more communicative ones, that encourage “action” with the target language.

As to the authentic texts, these indeed belong to a class based on the integrated approach. Students get gradually familiar with identifying and interpreting graphological, semantic, syntactic, pragmatic indices of the text, so as to predict and understand the meaning. In this process of decoding the text messages, students receive help from their existing knowledge and prior experience. The integrated approach is appropriate for cases where language teaching takes place far from the place where the target language is the language of habitual use and because of this, contact with the language is limited inside the classroom as there are only a few opportunities to experience a real communication situation. Authentic texts are called upon to cover this shortage as much as possible, functioning as substitutes of the real but lacking communication situations.

4.6. Conclusions

Following this overview of the methods that have at times dominated language teaching, it is useful to recapitulate the basic conclusions on the type and extent of influence language acquisition theories have in language teaching as well as the position and function of authentic texts in this methodological framework. To begin with, there is the Traditional Method which comes in time before all formulated language acquisition theories, and hence it has influenced or generated all subsequent ones. Even later theories, however, do not provide evidence or confirms established teaching practices used by everyone following this methodological orientation. What is peculiar in this method is that, although an early method itself, it used in the teaching of language original language input and more precisely, texts by acclaimed writers.

It is a choice that favours literary texts as models of language performance, excluding all other types of original discourse from the teaching process. Moreover, accessing literary texts put

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in the service of class is exclusively achieved through the interpretation of all elements into the students’ language of habitual use at the level of sentence and not of content. What is continuously sought for is the presentation and teaching of specific grammar and syntax phenomena of the target language. However, when an original text receives such a dry and unilateral teaching treatment, and is cut off its communication and semantic environment, its authenticity is being affected. It hangs pending inside the language class as an occasion or excuse for a grammar or syntax lesson, carrying out a function which is alien to its properties and qualities.

In the Audiovisual and Oral Methods which follow, is evident the impact of the language acquisition theories based on Behaviourism and Structuralism. Texts (namely dialogues) constructed on pedagogical terms constitute the dominant teaching material while from time to time original texts are also used. Although the principles and the requirements of these methods encourage in theory the selection of various original texts to be used in the language class, this is not a fixed but an alternative teaching practice. Even when selected, these texts perform a supplementary function in the teaching process and do not constitute an organic and integral part of the lesson.

The essential turn to the almost exclusive use of authentic language input in second language teaching is brought over when the Communicative approach dominates the field, from its early form to its more recent versions as described above. Teaching techniques and strategies applied in communicative language teaching are better harmonised with the properties and the functions of authentic texts; they also come into contact and form a relation of fruitful interaction feeding each other. They show to students the way and provide them with the tools in order to confront the particularities and difficulties of original texts by encouraging their initiatives and the discovery of knowledge on their own. Besides, the goals of teaching with the communicative model, are in concert with original texts and served more efficiently by them.

As to the role of second language acquisition theory in shaping communicative approaches, the psycholinguistic and cognitive influences are evident as it is being developed on this basis. The inherent characteristics of language learning and interaction, elements that are to be found dominating the theoretical standpoints of Chomsky and Corder (the Creative Construction hypothesis, the Interlanguage Theory) as also theories stressing language input and output have
been the axis around which communicative teaching methods have been articulated and have contributed into imposing original texts as the most appropriate teaching material which is the most possible to lead to language acquisition.
5. Authentic Texts in the Textbooks of Modern Greek as a Second Language

5.1. The Research Sample

In this unit, the question arises as to whether and to what degree requesting the evaluation of authentic texts in the systematic teaching of a second language, as an alternative and productive educational technique, especially among adults, is materialized in the current methodology of teaching Modern Greek as a second language in classes of adult students.

For this reason, a representative sample of modern textbooks will be examined. These books are mostly used to teach Greek as a second language for beginners or intermediate level adult students in order to estimate the degree to which the adaptation of authenticated texts are incorporated in the language class.

At this point, it should be clarified that the term authenticated texts has been given all the qualities and the characteristics described and analyzed in the first unit of this thesis, which, in their wholeness, surpass the limits of the language content of a text at all levels (meaning, word-analysis, grammar, syntax) and expand to include terms of its (re)production, the conditions that are received by the students and the ultimate management and evaluation thereof in the language class. Recapitulating, whatever has already been said, the authentic identity of a text, is not exclusively justified by the fact that is has been edited by native speakers lecturers for the native speakers, but is secured within the acceptance of a series of commitments which concern the way that an authenticated text is cut out of its natural, communicating environment, the way any student receives it and, mainly, the activities that have been designed for its proper and effective usefulness.

In order to investigate these parameters, 8 textbooks have been selected of Modern Greek as a second and specifically, the following:

1. Communicate in Greek 1
2. Communicate in Greek 2
3. Greek Now 1+1
4. Ellinika A
5. Ellinika B

6. Ellinika sto Pi kai Fi (Learn Greek Fast)

7. Greek for You

8. Pame! A1

These specific textbooks have been chosen due their long and frequent use in teaching Modern Greek as a second language for beginners and intermediate students by numerous official and non-official institutions within Greece and abroad. The aim of this choice was the intention to collect a representative sample sufficient to lead to extraction of credible elements and researching results.

5.2. The Research Criteria

The basic criteria concerning the study of these textbooks are the following:

1. The existence or non-existence of authentic texts:

Through this criterion, which stands as a plausible condition for the examination of the following criteria, we examine the intention and care to include authentic material into the teaching textbook which, by itself, is defined as an “official” and steady means of language teaching. Thus, the main reason of including authentic texts in the teaching lesson is achieved (with the parameters defined and validated in the whole prospect of the current thesis, which is the instruction of Modern Greek to beginners/intermediate adult students) when the instructor and user of such a textbook is free of charge deciding whether to include or not original texts into his lesson, as well as additional personal research and time-consuming preparation to do this himself. Thus, the provision to enrich the modern teaching textbooks of Greek as a foreign language with authentic texts reveals a radical revamping of teaching materials and the practical application of the concept. On the other hand, the absence of such manuals addressed to lower levels of instruction, implies a non-belief in this teaching alternative and probably a perplexity concerning how this option could be activated and be fruitful. It should be stated that as an authentic text could entail photographs, drawing or cartoons, even without text.
2. *The range and distribution of authentic texts:*

With this criterion we examine the number of authentic texts we find in teaching textbooks. Their frequent and/or inadequate presence leads to conclusions regarding the supply and the application of this practice in the teaching of a second language. The frequency is also connected to the periodicity of such texts. The question is whether the accession of authentic texts is made on irregular and contradictory terms or it is applied with some structural consistency. Do authentic tests appear scattered into the whole textbook or into a specific and repeated form like one into each teaching unit for example?

3. *The type of the authentic texts:*

Beyond the number of the authentic texts included in a teaching textbook, their variety rate is to be examined as well. That is, applying this criterion, we attempt to shed some light on the different sorts of authentic texts that are promoted and presented at a higher frequency into teaching Modern Greek to beginners and intermediate adult students, as well as their sources. The correlation between written and oral speech will also be examined.

4. *The position and the role of authentic texts:*

The examination of the position that authentic texts in every teaching textbook consist of, as well as the study and analysis of the role they are about to play during teaching and the aims that they are demanded to serve. An authentic text, which appears in the center of the teaching unit, becomes a benchmark, source of linguistic information, an auto energetic field of practicing, understanding and producing speech, oral or written. It not only serves the targets, which are strongly connected with the particular subjects of the unit in which they appear and deal with grammar, syntax and vocabulary but also a definite thematic content. On the other hand, an authentic text placed at the end of the unit for example, cut out of the main body of the lesson, does not constitute a living part of the teaching but it works rather as an add-on to those previously taught or becomes a stimulant for further research on behalf of the student.
5. *The form of the authentic texts:*

With this criterion, we will examine the genre and the degree of the pedagogical alteration that those authentic texts have been submitted to, which is included in textbooks addressed to beginners and intermediate students of L2. Are those simplified texts the primal introduction in the lower level of language instruction or the development of the original authentic texts without any educational intervention being excluded?

6. *Making use of authentic texts:*

With this criterion, we will try to examine the manner in which authentic texts are incorporated in the teaching lesson and their educational evaluation. That is, the degree to which conditions provide for a natural and normal accession of the authentic language text incorporated and guarantee not only authentic reception by the student but also a relative and “honest” development on behalf of the teacher not to jeopardize their authenticity. Mainly, how the authentic text reserved for teaching is not only evaluated upon the basis of its linguistic contents, but also the relative care taken to maintain and reveal its social and communicative characteristics.\(^{461}\)

The control of these parameters is implemented by a series of factors, such as, relative questions and activities that are possibly included in an authentic text, exercises referring to it, as well as in any other illustrated or audiovisual material which may be attached to it, targeting the ease of access and the assimilation of specific linguistic elements and structure on behalf of the students. The investigation of these quotients “reveals” somehow the preparation made before the text is presented to the students and offers useful information on the degree and platform of the previously made preparation and the way it is about to be taught.

\(^{461}\) It has been observed that textbooks, in their astonishing majority, pay more attention to the external form of the text, which is considered authentic because it is photocopied, as well as its linguistic components, overlooking or ignoring its communicative value. At least, this becomes clear with the form and the contents of the exercises targeting the comprehension. As a result, those texts reject their social and communicative value and it is impossible for them to serve any communicative target. With the pretext of the authentic part, they excuse the claim that a communicative approach is adopted, whereas teaching actually remains firmly attached to the traditional standards. See Τοκατλίδου, Β. "Προφορική/Γραπτή Επικοινωνία και Οργάνωση του Λόγου. Η Αποψή της Διδακτικής της Γλώσσας “Studies on the Greek Language of the 21st meeting, p. 747-758.
7. The existence of relative teaching guidelines:

In addition to the one that has just been stated, this last criterion controls the supply of written instructions or alternative suggestions offered to the teacher concerning the educational development of authentic texts included in the textbook they intend to teach.

Therefore, the research process aims to investigate whether these criteria are applied to the aforementioned textbooks, with the ambition to serve the general research purpose, which is the detection of accordance with modern methods of teaching Modern Greek as a second/foreign language with the prevailing perception of the development of authentic texts in the L2 class, as a keystone of progress, even for beginners/intermediate adult students. Beyond the control of the specific criteria, we will try to give a short description of the contents and the structure of each teaching textbook, in order to understand the general learning form into which these criteria are implemented or not.

5.3. The Research

5.3.1. Communicate in Greek 1 & 2 (Arvanitakis, K., Arvanitaki, F., 2003, Deltos, Athens)

The book series Communicate in Greek is a modern teaching method of Modern Greek for speakers of other languages. The first two volumes of the series being examined here cover a wide range of lessons from beginner level to intermediate. Even if the writers of the series do not declare it in the introduction, it is intended for an adult student body, as well as the subject contents and the majority of exercises that reflect the abilities and interests of adults. It has also been “especially designed so as to teach effective and proper oral and written communication in Modern Greek to speakers of other languages.”

Each of the first two volumes of the series is comprised of 24 unit, grammar revision tables verb tables, answers to exercises and a glossary in six languages. The first volume includes an introductory unit wherein the alphabet is presented, as well as the phonetic system and the monotone system of accentuation. Units 6, 12, 18 and 24 are intended for revision of the material of the

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463 See Αρβανιτάκης, Κ., Αρβανιτάκη, Φ., 2002, Επικοινωνήστε Ελληνικά 1, Δέλτος, Αθήνα, p. 12.
previous 5 units accordingly. The first two books cover the most important grammatical phenomena, which are presented through everyday dialogues and texts which focus on issues on Greece or Greek culture, or are on a general topic. Practising the production of oral speech is carried out through the creation of realistic communication conditions. Also, a variety of grammar and vocabulary exercises are included, as well as exercises for listening comprehension.

5.3.1.1 Criteria Cross-check

In the first volume of the series, the lack of authentic texts, whether text-based, oral-based or image-based is evident. Only two cases that are exceptions were observed.

Unity 10 focuses on telling the time and asking what time it is, the days of the week, the frequency of an activity, everyday activities and presents the relevant vocabulary (days of the week, hours of the day, words signifying frequency, vocabulary on film and theatre shows).

Within this framework, there are two exercises with authentic advertisements of a restaurant, a club, a museum, a theatre performance and a bookstore. These announcements have been drawn from an entertainment brochure which is issued in Athens and are kept in their authentic condition. The content has not been subject to any simplification for teaching purposes. Exercise, through targeted questions, prompts students to search for and point out specific information in the text, as well as communicate between them, exchanging this information. In this way, real life communication conditions are attempted in the classroom, where these announcements are included, which in fact protects their authenticity and creates conducive conditions for authentic comprehension and development.

The next example of authentic speech that is included in this volume is found in Unit 17 and adopts exactly the same logic as that presented earlier. It includes authentic classified ads for apartment rental in a specific area of Athens, taken from a well-known real estate newspaper, and are presented without any alteration to their content or authentic form. Furthermore, they are directly related to the topic, the linguistic functions and the vocabulary that this particular unit focuses on (description, places to stay, names of floors in buildings, names of the rooms of a house or flat, abbreviations) thus coinciding with the topic at hand. These are authentic classified ads on apartment rental in an area of Athens, borrowed from an authentic newspaper and thus, in line with the topic at hand. In the same manner, as in the previous example, exercises require
students through a series of questions to generate specific information so as to gradually comprehend meaning. Thereafter, they may exchange this information, taking part in a dialogue assimilating real circumstances of communication.

The second volume of the series, the first example of authentic text that the student encounters is in Unit 2, where, among other topics, language is taught which is linked to phone calls and filling in a form. In this theme-based and linguistic framework, a piece of an authentic application form from the Greek Telecommunications Company is provided and concerns getting a new line and transferring a line in its initial form for the understanding and production of written speech, as well as a cue for oral speech production. In particular, students are prompted to search in dictionaries or ask their teacher about unknown words, and following this, fill in the gaps with the proper information regarding a new phone line that they want to apply for. Thereon, they participate in a role-play exercise, making use of the vocabulary elements of the application in a relevant communication condition.

A small amount of authentic text is seen in Unit 5, which includes learning the names of money bills, as well as relevant language functions, such as asking for change, asking and answering questions related to a business situation. Specifically, three bills are photocopied and students must observe their authentic form, except for some of broader linguistic or communicative value.

Unit 18, which is a revision unit, does not entail a sample of authentic discourse. However, there is one exercise that allows students to research and derive information from authentic sources (internet, encyclopedias, native speakers) related to two Greek theatres, the Herodion and Epidaurus, so as to prepare their presentation to be carried out in the following lesson. This exercise is a small project and students have to find and process authentic discourse, while at the same time, practising four linguistic skills.

The next sample of authentic speech is found in Unit 20 which focuses on other common words or phrases found in announcements. For example, road safety signs, as well as how to ask if something is permitted or forbidden. The exercises require the students to observe the signs and guess their meaning, as well as define the space where each sign is found.

The next unity includes, for the first time, an authentic literary text and a listening comprehension exercise. In particular, students are asked to listen to an abstract from a story by Neni Kolethra, “Adventure in Mani”, and indicate the answer correct/incorrect for the 12 phrases in the listening
comprehension exercise. In this way, students practice the comprehension of authentic oral speech and come into contact with a unique style of authentic text, the literary text. The exercise is accompanied by authentic visual material, in particular, an image of Maria Theopoulou from the book itself. The teacher has the opportunity to develop a task based on the image or use it to illustrate the context of the story.

The final example of authentic speech is a text from the newspaper Eleftherotypia which appears in Unit 22 without educational adjustments, but not entirely in its authentic form, but typed. It is linked to controlled questions which lead students towards understanding the content, or approaching it in its written form or as listening comprehension. The interest in this particular example lies in the fact that it is a rare case, where authentic material does not come second, nor is it supplementary to the unit. Contrastingy, it entails the main body of the lesson, the main text as a point of reference for vocabulary, grammatical and syntactical elements. It also provides language input with a particular semantic and cultural significance as a motivation for further discussion, role play, content expansion and generally the production of authentic texts of written and oral discourse.

With consideration to the existence of teaching practices for the teacher, in the introduction of each volume, writers provide clear directions regarding the manner in which the particular textbook is to be taught, as well as the role of teacher in the classroom. There are no special guidelines concerning the assessment of authentic texts, but they are classified in the same teacher guidelines framework, as the rest of the constructed materials in the textbook. In any case, the editors of this series point out that this book constitutes a simply supplement for the teacher and is not a “cure-all”, which means that it is at the disposal of the teacher whether to adjust the teaching material to this needs, interests, and generally individual characteristics of the student body to whom it is directed each time.  

5.3.1.2. Observations

The first volume of this series has very few instances of authentic texts, both written or oral, with three exceptions incorporating and using authentic images. These are classified ads and advertisements that appear sporadically from Unit 10 onwards in their authentic form, without having been subjected to educational adjustments. In all three cases authentic material is found at the

end of each unit, following the presentation of the teaching material, reinforcing the knowledge of the knowledge gained. Finally, authentic material, in each of these cases, constitutes the content base for communication exercises which are relevant to the subject of the unit thus activating the communication conditions where this material is integrated in reality.

The second volume of this series presents the authentic material earlier on in the textbook, which leads to the conclusion that its assessment is considered by the editors as a choice for students with at least basic foreign language competency. In this issue, the presence and use of authentic texts is restricted and is found in various parts of the textbook. Except for the listening comprehension, all other authentic texts in this case are written texts, including literary texts as well. These texts, as a whole, have been subjected to educational adjustments and are found to be integrated in linguistic or communicative aims based on their real communicative framework. In addition, all texts function in a supplementary manner or reinforce linguistic instruction, which is conformed by the position they have in any teaching unit, in particular the last pages, after the material has been presented. The exception to this rule is a text from the Press, which is at the centre of the learning process, as a basis of teaching and a point of reference on a linguistic, communicative and cultural level.

It is noted that in the textbooks, exercise in oral language is carried out through realistic circumstances, conveying the fact that writers have taken particular care to achieve a communicative purpose for student of Modern Greek. This attention is mainly seen in the attempt to incorporate vocabulary and grammatical-lexical phenomena in communication circumstances which are featured by a satisfactory degree of naturalness or realism. From the introduction it is clearly stated that “the main aim of this series is to help the student understand, speak, read and write all that is necessary so as to communicate with Greeks of today in the best way possible.” The conclusions from examining these criteria for the first two volumes of the series are summed up separately in the tables that follow:

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### Table 5.1 Communicate in Greek 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or non-existence of authentic texts</td>
<td>Only image –based material</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>Two cases of authentic image-based material.</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>Advertisements, classifieds.</td>
</tr>
<tr>
<td>4. Position and role of authentic texts</td>
<td>Without a particular position. Supplementary and reinforcing role.</td>
</tr>
<tr>
<td>6. Form of authentic texts</td>
<td>Without pedagogical modifications.</td>
</tr>
<tr>
<td>7. Teaching guidelines</td>
<td>No</td>
</tr>
</tbody>
</table>

### Table 5.2 Communicate in Greek 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or non-existence of authentic texts</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>Two authentic texts and three cases of authentic image-based material. Throughout the textbook</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>A literary text, an article, bank notes, captions, applications.</td>
</tr>
<tr>
<td>4. Position and role of authentic texts</td>
<td>In one case, the authentic text has a central place in the unit. Generally, the role is supplementary and supportive.</td>
</tr>
<tr>
<td>5. Making use of authentic texts</td>
<td>Integrated within written or oral exercises and linguistic or communication exercises.</td>
</tr>
<tr>
<td>6. Form of authentic texts</td>
<td>Without pedagogical adjustments.</td>
</tr>
<tr>
<td>7. Teaching guidelines</td>
<td>No</td>
</tr>
</tbody>
</table>
5.3.2. Greek Now 1 + 1 (Dimitra, D., Papachimona, M., 2002, Nostos, Athens)

This is one of the most popular and commonly used textbooks of teaching Modern Greek as a foreign language for adult beginners within the Greek state. As stated in its title, it is divided in two parts, Greek Now 1, Greek Now + 1. The first part clearly and progressively explains the basic structure of the language, while the second is more focused on vocabulary and grammar form and use of tenses, conjugation of nouns and adjectives, pronouns etc.). The contents are structured into 16 units which include: dialogues (the majority of the first part) and texts that have been created about everyday subjects, grammar with exercises appearing on the side, with student’s needs kept in mind, prompts for the production of written language (summaries, letters etc.), conversation (“and now we talk”) or improvisation (“we play theatre”). Students’ progress is controlled by two revision exams, which are found in the end of each part, while a supplementary booklet includes rules and charts of grammar and a Greek-English/English-Greek glossary.

5.3.2.1. Criteria cross-check

In the first 6 units of the textbook, the only authentic material presented is photographs. The photos shown in the entire textbook are all page-sized and are found at the beginning of the unit, intending to introduce students to the relevant subject. Although they offer the cause to motivate further discussion and comprehension, the exercises do not involve reproducing speech so they are mainly decorative and/or cultural. The latter is considered a supply of information concerning Greek culture, like traditional Greek landscapes and monuments, typical events of entertainment, (in a tavern, in a men’s café), every day activities (shopping in a kiosk, 466 Although in the short introductory notes addressed to the teacher it is not clearly stated which kind of student’s group this series is addressed to, from several elements in the material we may draw the conclusion that the target group of this textbook should be groups of adult and/or adolescent students. Not only the appearance and the illustration, but also the roles of persons, the vocabulary and questions hardly remind one of a book for children since they mainly deal with activities and interests of adults. See, Jocoy-Ψάλτου, Α. Τογγολογ-Ψαλτο, Α.Π., 2001, Διδασκαλία της Νέας Ελληνικής ως Δεύτερης/Ξένης Γλώσσας. Κριτική Επισκόπηση Εγχειριδίων, Κέντρο Ελληνικής Γλώσσας, Θεσσαλονίκη, p. 89.

467 “The teaching material was created for teaching in Greece or in environments promoting the communication in Greek (such as the centers of large Greek cities). This is conveyed first by some questions to the student (such as: do you work in Greece? How much does a souvlaki cost? Is the restaurant close to your house affordable?), but mostly by observing that no particular care has been taken for the pages of this book to substitute the richness in oral and written speech for the student living abroad that he could have had if he was living in a Greek environment. See Jocey-Ψάλτου, A. Τογγολογ-Ψαλτο, Α.Π., 2001, ibid., p. 90.
in the open marketplace) etc. The photos do not come with explanatory captions or suggestions that would rather help their pedagogic evaluation. In several of them, the writings on places are reproduced, like the announcements monitor in an airport, newspapers headlines outside a kiosk, a sign of a monument, a menu outside of a tavern, etc. These cases do not seem to be a wider part of exercises for the comprehension of written speech, hence such educational development is left up to the teacher.

Except for photographic material, we also find the following authentic texts: in the 6th and 15th unit, two verses of two well-known Greek songs are included in the prepared texts because of their thematic resemblance. As parts of the text, they could be evaluated at a linguistic or cultural level. They do not belong to a form of verbal exercise, they do not come with other teaching suggestions or questions, thus their evaluation exclusively depends on the decision that only their teacher may take.

In Unit 8, we find a children’s song with a repeated leitmotif of words and syntax. This song does not belong to a wider thematic or communicative form, but it is used to make students practice with a specific shape of words. It is again dependent upon the teacher’s will whether and how it could be evaluated. In any case, each of the above mentioned songs could be used as a comprehensive exercise of authentic oral speech.

Finally, in Unit 11 of the textbook, an authentic text is included taken extracted from the newspaper “H Proodos” (the progress) as stated. This article is not inserted in the form of a vocabulary or communicative exercise, nor in terms of a wider thematic form. It appears at a specific point so as to facilitate grammatical aims, namely, the recognition of the future tense by the students. No attention whatsoever is paid to the educational purposes in the form or content of the text, hence we gather it has been transferred without change.

Whatever concerns suggestions to teachers about the use of this textbook, authors declare a priori against this practice. They consider that each class has its own needs and expectations and all the charm of teaching lies in the freedom that the teacher is given, to adjust the educational material accordingly.468

468 See Δημητρά. Δ., Παπαχειμώνα, Μ., [Dimitra., D., Papachimona, M.], 2002, Ελληνικά Τώρα 1+1, Νόστος, Athens, p. 6.
5.3.2.2. Observations

In this specific textbook, we rarely encounter occasions where students come in touch with an authentic text of either written or oral speech, as this is deducted by the cross-checking of the criteria. A few appear here and there in the entire textbook without any pre-defined organisational or structural placement in the teaching process. Their role is clearly supplementary. They do not ascribe to any didactic changes. They neither belong to any linguistic or communicative activity nor do they come with questions about the vocabulary or text comprehension. Photographic material is included in the major authentic text, without having been given any further processing (joined questions, vocabulary) to ease its pedagogic development. Placing each text into the communicative form into which it has been created, does not seem to appear out of any exercise presented (for example: “search on the Web the whole song and find out who has composed the music and written the lyrics” or “sing along the entire song with your fellow students in class” etc.) but only depends on the teacher’s range of educational choices. Concerning the listening material, the absence of authentic sounds from the Greek-speaking world, is obvious. Especially for the student living outside the Greek state and hence in an environment without the production of Greek sounds, the option to familiarize with different sorts of oral speech is not offered. Oral speech may pertain to the media, automatic services, announcements or instructions in places of common use etc. These conclusions are summed up in the table below:

*Table 5.3. Greek Now 1+1*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or not of authentic texts</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>Three texts (2 oral and 1 written), some photographic material. Throughout the entire textbook</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>Songs, article and newspaper</td>
</tr>
<tr>
<td>4. Position and role of authentic texts</td>
<td>Supplementary or decorative role</td>
</tr>
<tr>
<td>5. Making use of authentic texts</td>
<td>Outside of linguistic or communicative exercises.</td>
</tr>
<tr>
<td>6. Form of authentic texts</td>
<td>Without pedagogical modifications</td>
</tr>
<tr>
<td>7. Teaching guidelines</td>
<td>No</td>
</tr>
</tbody>
</table>


*Ellinika A & B* is a method of learning Greek as a foreign language and it is addressed to those studying Greek as a foreign language and/or those preparing to take the exams of Greek Language acquisition level administered by several institutions (Greek Language Center, General Secretariat of Life-time Learning, University Teaching Centers etc.). These volumes aim to help the students obtain the skills required for the Language levels A1, A2, and B1 and prepare themselves for the exams. For this reason, a lot of ideas “have been drawn out of books of preparation for the KPG exams, or existing textbooks on teaching Greek to foreigners, on educational material and the methodology of the Muslim-children Education Program and out of scientific publications about teaching”.

The first volume (*Ellinika A*) consists of 20 units, four of which are revisions and aim to control students’ progress and their level of acceptance of the knowledge already taught. The first units are addressed to students without any previous knowledge or skills regarding the target language, and without any personal contact or communicative relationship with original Greek speakers. The introduction deals with the phonetic part of the language and trains the students on the basic rules or writing and reading. Each unit examines a specific theme. (Acquaintances, introductions, family status, professions, nationalities, languages, everyday shopping, entertainment, holidays, work, at the doctor’s, Public services etc.) and corresponds to relatively communicative functions, predetermined functional elements and grammar phenomena. For example, in the unit about “at the restaurant, plans about the future” correspond the following communicative functions: to order and to ask the bill in a cafeteria, food and beverage vocabulary, cheers and the following functional elements: I will tell you something, what are you having? What are we going to drink? It will arrive next month. Finally, the grammar suggested is the future tense of regular and irregular verbs of the A, B1, B2 group, as well as adverbs of time.

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470 See: Παθιάκη, Ε., Σιμόπουλος, Γ., Τουρλής, Γ., [Pathiaki, E., Simopoulos, G., Tourlis, G.], *Ελληνικά Β. Μέθοδος εκμάθησης της ελληνικής ως ξένης γλώσσας*, Πατάκη, Athens, p. 3.
Such a structure of the teaching material indicates the authors’ will to incorporate vocabulary and grammar/syntax-teaching elements into specific communicative forms and conditions and thus, to function as such for the students to use them effectively in order to respond to their communicative needs. The textbook is completed with a supplementary booklet containing the answers of the exercises and all the texts of listening comprehension.

5.3.3.1. Criteria cross-check

Students become directly familiar with authentic material since the introduction with phonetics and spelling matters. It is about a Greek tavern sign whose name is written in Greek and in English and a routes chart, both in their authentic form. In the first case, the sign simply accompanies a writing exercise while in the second case, the routes chart is organically attached to another exercise about practicing small letters. According to the text, the students are asked to rewrite in small letters routes that are already marked with capitals. In any case, none of the two examples of authentic speech accomplishes some communicative function. Their position in this introductory unit is supplementary to linguistic targets. In the last page of the first unit, photographic material and restaurant signs are presented. There is no text to announce this material, it does not belong to any verbal or communicative exercise and hence, its role is decorative.

In the second unit, the authentic material presented includes photos of urban buses which come with a text asking the students to read the shown numbers (10-100). Therefore, this material is evaluated within a set of a language exercises in accordance with the linguistic targets of the unit. An identical exercise is shown in Unit 4 with the difference that there are three-digit numbers. In addition to this exercise, we also meet with five small announcements of labor demand, which are pedagogically evaluated in a comprehension and writing exercise. This exercise guides the students’ attention towards specific vocabulary and teaches them to search and discover information within the text, which could be useful for the understanding and reestablishment of communication.

In Unit 5, which is a revision unit, three photos are included showing people of different cultures and nationalities. Students are asked to answer simple questions about their identity, (what is his/her name, what is his/her profession, where does he/she come from, where does he live etc.) recalling and applying the previously taught rules.
In Unit 6 titled “Where Are You Going?”, we find a variety of photographic material of means of transport, train/underground stations, destination charts etc. in its majority, the above photographic material accompanies and illustrates the remaining text material, except for one case where a destination chart of the metropolitan underground, in its authentic form, is used for a communication exercise. Students are asked to observe the chart carefully and provide answers about the way of getting to specific destinations. In addition to this, in the same unit, the Greek version of the “www. Mail” is shown and the students are asked to compose a short e-mail following the given instructions.

The next authentic linguistic import is found in Unit 10. It is a simple text (from the “METRO” magazine and the www.oasa.gr) about the transportation of Athenian citizens around the city and is accompanied by authentic photographic material relating to the subject. The same text is made to be useful as a reading comprehension exercise, providing useful information to students about means of transport in Athens.

In Unit 11 on looking for a house, we mainly find some house for rent announcements, which are functionally attached to the introductory dialogue in the unit. Later, the students are given some authentic images which they are asked to use in a listening comprehension exercise. Actually, the students are asked to match each image to the relative advertisement spot they have just listened to. It should be noted that the advertisement spots heard are not authentic but made for educational purposes only.

We find a similar type of exercise in the next unit under the subject “Travels”. Within this subject form, students are given photographs of Greek island locations with their names, as a part of a listening comprehension exercise. In this CD that comes with the textbook, the students listen to Angelique narrating her trip to Paros and are asked to note under each location the time when she visited Paros in order to understand time. Here again, this exercise helps students extract only the necessary information from the text, even when a total understanding of the text is not possible.

In Unit 13 with the title “The Story of My Life” we come across the first sample of an authentic literature text. Students read about the life of the poet Konstantinos Kavafis out of a manuscript
of his own with variations. Next and under the same thematic core, one of the most popular poems of George Seferis is presented, “The Denial”, urging the students to read it. Both these examples of authentic speech are the field of practice for written speech comprehension. They are found in accordance with the thematic target of the lesson (recognizing the verbal forms of the future tense precisely) and serving general cultural targets at the same time. Concerning the poem by Seferis, it is exclusively upon the teacher’s choice to bring into class the musical and very popular version of the poem. In the same unit, the students run into another sample of authentic written speech coming out of the TV series “Little Odysseys” by Mark Gastin for ERT (2003). The text has been transferred into written form out of the original spoken form and has been submitted to modifications to ease its comprehension. It has been altered in such a way to become an exercise of written speech. The suggestions summing up the text have been made in a random form and the students are asked to bring it back to its logical and historical form. In this unit as well, the students get in touch with authentic language in its spoken version. They are made to listen to a simplified version of an Albanian emigrant-girl’s story (from the book: “An Albanian Female Emigrant Talks About Her Life” Open Frontiers editions (Anihta Synora) Athens, 2000) and pick up the right answer among multiplied choices that accompany this narration. It is actually the only case in the whole textbook where the students are given and asked to understand authentic oral speech.

The student runs into the following authentic import in Unit 14 in the form of a restaurant menu, which is firstly giver for reading and observing, and then becomes the matter of a role-play game among the students (take/give an order). In this case, the authentic test is placed within the communicative environment where it belongs and is used as a starting/reference point to produce oral speech. A little further in the same unit, we find photos of two well-known Greek sites, which simply accompany a small educational text referring to these sites.

In Unit 15, which is a revision unit, we find an article from a weekly magazine about the famous Greek island of Mykonos. The text is presented in its authentic version, with the photos that come with it, although its structure and content have been modified. In the exercises that come with it, students are asked to read the article and confirm whether the answers given in the corresponding chart are right or wrong. Students also encounter authentic Greek listening material in the next unit concerning entertainment. It’s about a “rembetiko” song, which entails a prepared text related to the subject on this genre of music. It has also to be noted that this song is not
included in the CD, which accompanies the textbook, but again, it remains at the teacher’s discretion whether to play it in the classroom. At the end of the same unit, we find some authentic photos from various places, which simply appear together with a multiple choice exercise, and have purely an illustrative function.

In the next unit that deals with the subject “Labor” we find a text, which has been taken from authentic sources and examines the subject of employment and unemployment in Greece. The students are asked to read the text and complete the missing parts of the chart following it. The next exercise asks the students to choose among a number of authentic job placements, saying which ones interest them and which not, as well as justify their answers.

In Unit 19, focusing on public services, the only authentic linguistic material imported has been found at the beginning of the unit, possibly as a cause, concerning some authentic photos of relative documents.

The last unit of the textbook is a revision and includes three examples of authentic material. The first one is about advertising places for hotels, which have been taken from the Web and not in their original version. They are inserted in a written language exercise which asks the students to read them and mark the characteristics of the hotels advertised in the given chart. The second one deals with a small announcement of labor demand, which the students read and are asked to note to which profession it corresponds, trying to apply the previous taught vocabulary. The last example deals with illustrated logos of the most known Greek public services, which simply accompany a communicative exercise urging the students to take part in a role play game in a relative case of communication, i.e. in a public service.

5.3.3.2. Observations

As has been found after criteria cross-checking, the specific teaching textbook includes a sufficient amount of authentic texts, from the introductory unit and they continue throughout the entire teaching matter until the end of the book. The most authentic material are photos and illustrations, such as small announcements, for rent sign, logos, menus, shops signs or signs giving directions, but there is no lack of more complicated and demanding types of authentic texts, such as a few articles taken from the Press and the Web, a narration of a real story, an autobiography,
a song and a poem. Photos and illustrations are found in their authentic form, whilst other texts, except for the poem, have been pedagogically modified or reduced. The evaluation process of authentic texts is made within a guided frame of linguistic or communicative exercises, a fact that reserves for them a role more filling and enforcing through the entire teaching task. The conclusions extracted with the criteria control in the first volume of the series are summarized below.

Table 5.4 Ellinika A

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence of authentic texts</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>Mainly photographs and images. Sufficient number of authentic texts. Sporadically in the textbook.</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>Song, press articles and web articles, poem, autobiography, narration of a personal story, classifieds, labels, tables, itineraries, for rent signs, menus and service logos.</td>
</tr>
<tr>
<td>4. Position and role of authentic texts:</td>
<td>Supplementary role, supplementary, supportive.</td>
</tr>
<tr>
<td>5. Making use of authentic texts</td>
<td>Integrated in exercises</td>
</tr>
<tr>
<td>6. Form of authentic texts</td>
<td>Except for the poem, all other texts have been subject to educational modification/editing.</td>
</tr>
<tr>
<td>7. Teaching guidelines</td>
<td>No</td>
</tr>
</tbody>
</table>

5.3.4. Ellinika B

5.3.4.1. Criteria cross-check

In the first unit with the title “Leave your Message”, we find a simplified authentic text of written speech on the existence and the use of mobile phones in Greece, according to elements taken from the press. The texts are related to the subject of the unit and are given to students as an exercise of written speech comprehension.

The next authentic text appears in the 2nd unit (“Home, Sweet Home”) under the form of small announcements for apartment to rent, which simply comes with a listening comprehension exercise. At the end of this unit, we find another authentic text related to the subject of the unit, which has been taken from the Web. The text is given to the students with blanks and they are asked to fill the blanks choosing the right word from a chart where all the missing parts have been added.
In the third unit, we find two authentic texts, one of written and one of oral speech. Both texts have been borrowed from the press and are in accordance with the subject of the unit. In the same unit we also find some authentic photographs, which simply accompany two exercises of phonetic and grammar content.

In the fourth unit (“it is too expensive”), to complete a grammar chart with conjugation and examples of adjectives in -ύς -ιά –ύ, we find in an illustrated form, a real tongue twister, and a few verbal elements of this group of adjectives. In the same unit, a modified authentic text borrowed from the Press is presented, which corresponds to the subject of the unit and is suggested as an exercise of written speech comprehension. More precisely, the students are asked to read the text and then decide between right and wrong (“Right or Wrong”?) for the 15 phrases given at the end of the text.

The next unit is a revision unit and includes three texts of authentic speech, two in a written and one in an oral forms. The first has been transferred and modified from a magazine, the second has been composed with elements taken from the Web and the third is a radio program again from the web, which has been modified, too. In all three cases the texts have been chosen to be in accordance with the subject of the unit and are evaluated as exercises of written and oral speech comprehension with an effort to recapitulate, expand and enrich the previously taught vocabulary and the deeper meaning of its content.

In Unit 6, (“We ate, We drank”) beyond the photographic material relative to the theme, two written authentic texts are presented. In the first case the students are asked to read the advertising placements of some restaurants or other places of entertainment borrowed from a magazine and play a role into a specific form of communication. More precisely, what the students are asked for is to create a hypothetical telephone conversation with someone who asks for a reservation and provide them with the relative information, point out the restaurants’ assets and complete the reservation. In the second case, the students are asked to fill in the expressions missing from a text-dedication to the subject Health and Safety, which comes simplified and borrowed from a magazine and is presented with a chart with all the right answers which the students have to select.
In Aztöo tAztöo toAztöo Unit 7, we find literature texts incorporated which are presented with changes. It is about parts of two literature books which are in accordance with the subject of the unit (“I remember we have been playing all day”), which deals with the memories of older ages and, they offer fields of recognition and observation about grammar forms to describe those memories, namely the past tense. These texts, except their necessary thematic accordance, help students to observe during narration, the application of the grammar rules about forming-using the past tense and make a clear difference of those of the future tense. Both texts come with exercises to control the comprehension level on behalf of the students. Unit 7 is completed with an authentic text of oral speech in an adapted version, where the famous music composer Mikis Theodorakis speaks about his childhood and the students fill in a listening comprehension exercise while listening to it. This text, regarding its content and the grammar theme, is in accordance with the subject and the grammar level of the unit. Hence, it promotes and serves its educational targets.

At the end of Unit 8 where, among others, the vocabulary of the weather phenomena is examined, we find a modified authentic text borrowed from an information brochure about the heat-wave phenomenon, as an exercise of written language comprehension (information gap). This text helps to expand the thematic horizons of the unit into which it is found. The authentic photographic material that completes the unit is moving around the same thematic axis, creating an authentic weather bulletin. Neither the photos nor the text seem to belong to a specific verbal or communicative exercise so the way of its educational exploitation is again left at the teacher’s discretion each time.

Unit 9 (“Changing Habits”) starts with the incorporation of an authentic Electricity Public Service bill-note, which becomes the cause and the basis of the prepared dialogue presented in the same page. The next authentic text of this unit is borrowed from a newspaper and its content refers to the ecological habits of people. The students receive it orally in a modified version, within an exercise of oral comprehension, which is made in such a way, to direct attention to distinguishing the most useful information from the text so as to understand it.

Unit 10 serves for revision and boosting of the five previously presented units, offering specific and enriched vocabulary and further thematic information. Upon this basis, two more texts borrowed from the Web are dragged in and presented modified in the textbook. Both texts have
been placed under educational modification in order to become proper and sufficient linguistic import for the comprehension of authentic written speech.

In Unit 11 with the title “Shall we go on holidays?” except for the plethora of photographic material, there is a modified text about a Greek island, borrowed from the touristic guide *The Rough Guide to Greece*, asking the students to read it and answer some comprehension questions that come with it. Furthermore, the contents of the text become a source of actual information about how to get there, where to stay or what to see on the island, which may become useful under real circumstances at a later moment. A few pages later on, the student runs into the brochure of a travel agency where useful information about specific travelling destinations are given in a short way. Using this brochure, the students are asked to participate in a role play game, in which the travel agency clerk gives information to a client who is calling to gather information about the proposed travel plans.

In Unit 12 (“A Road Accident”), three cases of illustrative material are incorporated (a driver’s license document, two professional visit-cards of medicine doctors and a road sign alerting accidents) which, except for their accordance to the subject of the unit, do not seem to accomplish any educational target. But later on, we find two rather explanatory authentic texts, a first about driving security and a second about the driving code in Greece. Both texts are borrowed from the Web, serving the thematic approach of the unit and have been pedagogically modified. The first is used as an exercise of written speech comprehension and it becomes the field of expansion and deeper understanding of the unit’s problematic about the relevant vocabulary, while it becomes an easy cause and reference point for a dialogue to emerge among the students on the taught theme and the creation of oral speech in general. The second has been subject to educational modification to serve as a field of exercises among the students about grammatical phenomena (the repeated subjunctive for example), which has been the main educational subject of this unit. Beyond this grammatical target thought, the students, when reading the text, become aware of the Greek driving mentality and street behavior in a witty, humorous and sarcastic way. They somehow complete the cultural profile of the natural/original speakers and their language, which they wish to acquire.

Unit 13 (“Wait a minute, please”) includes the logos of basic public services and organizations as a cause of creating conversations with specific content like for example, between a clerk of the
Water Supply Organization and a client complaining about the disconnection of the water supply in his house. For the same reason, which is the participation of students in interactive role-play whereby negotiation is encouraged, in the next step we find the evaluation of instructions given on the screen of an ATM machine. Next, a rather long authentic text borrowed from the Sunday Press on Greek public services is included and it has been transferred to the textbook with changes. This article is approached by students with a comprehension exercise (the right-wrong form) and completes the thematic and vocabulary core of this unit. At the end of this unit, we find an authentic official “declaration of income tax” document with neither an explanatory attachment nor any specific verbal or communicative use.

In Unit 14, which deals with the Greek holidays, we come across relatively rich authentic photographic material, Greek proverbs in an illustrated form and, finally, an authentic text about the 8th of March with elements borrowed from various web sites. The understanding of this text in supported by the procedure of choosing the title, which summarizes the meaning of each paragraph. The students have to choose this title among those accompanying the text.

Unit 15 is again a revision unit. Here we find two modified articles from a newspaper. Their content enriches the themes of the previous units and has been pedagogically modified in order to ease their comprehension. More precisely, the first article is presented with blank spaces, which the students are asked to complete with the correct phrase missing from the text. All missing phrases are found in a chart shown at the end of the text. For the second article, the students are asked to read it and answer a following group of questions of “right or wrong” style. At the end of this unit, some authentic photographs are evaluated as a cause or reference point to produce oral speech under given communicative conditions.

Unit 16 about the Mass Media includes cover pages of older illustrated copies, the page of the television program from a relative magazine, as well as a newspaper article with a theme about the thirty foreign language newspapers in Athens. Like in the previous unit, here again, the text has some missing parts and the students have to find the correct one proposed in a chart at the end of the text.

In Unit 17 (“Learn your Lessons, boy” –a Greek idiomatic expression-), which examines the Greek system of education, we firstly encounter a text containing parts borrowed from a magazine
about school (schooligans). The text is composed of the personal confessions of three students concerning their school life and it is very interesting because it is written in first person and a very familiar manner that attracts the reader. A funny illustrated story from the classroom follows and at the end, an authentic text with elements collected from various web pages about the heated subject of free education in Greece. Here, once more, we find the same procedure of filling in the missing phrases that have been taken out of the text.

Unit 18 is dedicated to labor. At first we find a leaflet about the 28th of April, the world day for work health and safety. The safety rules are shown with signs that the reader is asked to decode and orally explain their meaning. For the control of the matter, the answers are written on the leaflet. With this exercise, the student takes the place of the natural/original speaker of the target language and activates the same comprehension procedure as him, with the same conditions of authentic reception of a text, as well as the preservation of its primary communicative environment. Continuing this unit, the students are asked to read an authentic text of written speech about the basic labor rights and gradually complete a relevant chart that follows. This text is a composition of different elements from the Guide published by the Greek Workers Federation. At the end we find a humorous note in a cartoon with the same unit subject.

In Unit 19 and second last unit of this textbook, the Greek culture and ways of entertainment are honored. Beyond the relative authentic photographic material presented in the beginning of every unit to introduce the student to its subject, we find four more imports of authentic texts. The first comes from the daily free press with the title: “We like the Theatre”, which describes the theatre whereabouts in Athens and has been modified. The students read the article and the have a first general impression about the theatrical happenings in the Greek capital, drawing their own conclusions. The second comes thereafter in a humorous tone. It is about a funny illustrated story showing personalities of the Greek and international politics stage, and it is only found there for the recognition and observation of a specific grammar form. The next authentic text is of oral speech and the students face it as a listening comprehension exercise. What the students are asked for is to listen to a radio program about cinematography and try to understand the meaning and answer, at the same time or after the end, the chart of right or wrong statements that follow. The text is a composition of elements collected from the daily free press and it has not been pedagogically simplified. To finish, the students become familiar with some presentations of
books by Greek and foreign authors, which have been made with elements, collected from various websites and are used to “fill in the blanks” exercises.

Unit 20, which is the last unit of this textbook, is a revision unit and tries to enrich whatever has been previously taught in the last five units. It begins with an adapted short story borrowed from a web page of written free opinion expressions (blog). This text is evaluated as a field of assimilation and practice of the verbal forms that have been taught in the previous units, and the students are asked to note the missing verb, which is shown in a parenthesis in its correct verb form. Nevertheless, this one-sided and static use of an authentic text, reduces its authenticity.

The next two authentic texts of this unit are oral. More precisely, in the first case, the students listen to a radio program about the feelings of students in a classroom and decide about whether the 15 statements that follow are right or wrong. These relate to the description of the radio program. The text is not received in its wholeness since it has been pedagogically changed before.

In the second case, the students listen to a report about women’s unemployment in modern times which has been subject to some changes, and choose the correct answer in a multiple choice exercise. Then, we find an original unaltered article taken from the Press, which deals with the relation between advertising and the television viewer. The students read the text and assign the sentences into the following chart.

At the end, the textbook displays another authentic text, which is an article taken from the supplementary leaflet of a newspaper edition and describes how emigrants in Athens entertain themselves. The students are asked to read the text and complete the chart that follows.

In all cases, the texts have been chosen to be in accordance with the educational theme of the last five units aiming to expand it by approaching it from different angles.

5.3.4.2. Observations
The criteria control allows drawing some conclusions related to them.

First of all, the intention and care of the authors of this textbook to include authentic texts in it, is obvious. It is a conscious choice, which is certified not only by the rich and variable presence of authentic photographic and illustrative material but also, mostly, by the important amount of authentic texts of written and oral speech that the student finds in this textbook. These texts are equally distributed in the textbook (at least two per unit), while their number, as well as their size and level of difficulty are gradually increased, according to the advancement of the linguistic conquest. An indicator of this tendency is Unit 7, where three authentic texts (of literature speech and style) exist, which proves that the authentic texts have started to claim a larger space in language instruction.

As far as the role of the authentic import in this textbook is concerned, it has been noted that a standing position has been reserved for it in every unit, with the intention to serve a specific function and accomplish a definite role. The first page of each unit is full of authentic photographic material, which is always in accordance with the subject of the unit. Hence, except for a plausible decorative role, it is also introductory and preparatory and begins to point to the thematic axis of the unit. But, the student finds authentic photographic and illustrative material in more parts of the same unit, either as a cause of role-play or as a basis for a wider range of research or in order to fulfill a function towards the illustration of grammar and vocabulary forms.

The authentic oral and written texts maintain a standard position within the last pages of each unit, thus fulfilling a complementary and supportive role. The pre-constructed texts maintain a central position in the text, mostly in the form of dialogue, in which vocabulary themes and grammar are included. Hence, the authentic texts complete and enrich the teaching content, either as sources of a wider range vocabulary and cultural information or as an epistemology basis to expand or approach the subject examined in the unit from a different angle, or finally, as observation fields of grammatical forms that have been taught in the unit (for example, in Unit 7, the student can observe the use of the Past tense within the context of a literary text).

Regarding the types of authentic texts we find in the textbook, it has been noted that the ones most promoted are articles from the daily or weekly press or the Web, texts of literature, radio/television programs, cartoons, signs, advertising brochures and illustrated stories. About the
structure of those texts it has been noted that, except for a few, the authentic texts (except for illustrative material) are presented in the textbook after a change, a kind of simplifying modification that is, to be brought to the students’ knowledge level. A lot of these texts are a composition of various elements coming from different authentic sources. In fact, they are semi-authentic texts since they come from authentic elements and are borrowed from authentic sources, but the composition of all those elements into a text has been made by the authors of this textbook, with educational purposes in mind.

Whatever concerns the teaching evaluation of the authentic import in this textbook, it has been noted that, almost always, it occurs within a form of verbal or communicative exercise. This means that authentic texts used for language teaching, become an undivided matter of a linguistic or communicative activity in most of these cases. More precisely, they become the core of comprehension (and sometimes creation) of written or oral speech for example, or the basis and the reference point to begin a verbal interaction among students with a predetermined communicative target (for example, role-play). The conclusions of the criteria control of this textbook are summarized in the chart below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or non existence of authentic texts</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>A significant number of authentic oral and written texts. A variety of authentic photographic material. Equal distribution per unit. At least two per unit with a progressive increase in number.</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>Articles from the Press or Internet, literary texts, radio / TV shows, reports, sayings, advertising brochures, classified ads, illustrated stories, labels, logos, TV programs, magazine covers.</td>
</tr>
<tr>
<td>4. Position and role of authentic texts:</td>
<td>Photographs: in the first page of each unit. Introductory role or illustrative role. Texts: Supplementary role and supportive. Rarely the main focus. (In revision units)</td>
</tr>
<tr>
<td>5. Making use of authentic texts</td>
<td>They are developed in linguistic and communicative exercises and within the authentic communicative framework.</td>
</tr>
<tr>
<td>6. Form of authentic texts:</td>
<td>With educational adjustments for the most part. There are some exceptions.</td>
</tr>
<tr>
<td>7. Teaching guidelines:</td>
<td>No</td>
</tr>
</tbody>
</table>

5.3.5. Ellinika sto Pi & Fi (Triantafyllidou, L., Kokkinidou, M., Takouda, H., Sexhidou, E., Stavrianaki, K., 2014, Gutenberg, Athens)
It is a textbook of teaching Modern Greek as a second/foreign language, addressed to adult students of A1 (elementary) and A2 (basic) level of knowledge in classes of an intensive and fast track teaching program. The textbook body consists of 10 units plus an introductory unit (phonetics-writing). It is divided into two (2) parts and accompanied by a supplement with exercises, a grammar chart, vocabulary (Greek-English-Russian) and a CD with texts, dialogues and oral comprehension exercises. These 11 units follow the communicative needs of students during their first period of life in Greece. Specifically, each unit includes: short texts or dialogues containing the basic vocabulary and phenomena of morphology and syntax, introduction to these phenomena and their use, as well as charts with inflected examples, various exercises of typology and comprehension activities for further practice of oral/written speech and comprehensive exercises of oral speech. A control of each text will follow based upon the criteria detailed in the introduction of this unit in order to draw conclusions and findings.

5.3.5.1. Criteria cross-check

The introduction acquaints the students with a small amount of authentic texts. It is an authentic photo of a ship the name of which is written in Greek letters and two small cartoons with very minimal text. In the first case, students can try to read the written name, according to the rules of reading given in the previous pages. In the second case, the drawing of the cartoon thematically directs, in a humorous way, the content of the unit, which is reading and writing. While in the first two cases the authentic material is presented without any verbal or educational order, the third cartoon is in the form of an exercise and students are asked to evaluate it. It is an authentic import that has been under a pedagogic process to serve a specific educational target. Whereas in the first two cases the authentic material simply accompanies some exercises, in the last case, the exercise is the authentic text itself.

The three first units are thematically focused on communicative events about presentation-greetings, personal acquaintances, organizing outings with friends and looking for residence. The vocabulary which is provided is the one used to cover the communicative needs that are required

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471 Distinguishing these levels has been carried out according to the Common European Framework for Languages (CEFR 2001), the Analytical School Program of Modern Greek (2010) and the New Examination Programme of the Greek Language Centre (2011).
for such a communication, as well as a particular vocabulary with names of countries, professions, nationalities, means of transport, numbers 1-100, family relations, house places and objects. Grammar themes are the supplementary verb “to be”, verbs of the A and B1 group, the articles (definite and indefinite) with the nouns in the personal and accusative case in singular and plural and the verbs AB (to go, to eat, to say, to hear). The authentic texts used in these units are the following: two small maps of Athens and Thessaloniki, where students are asked to locate specific, popular sites written below each map such as Syntagma, the Acropolis, the White Tower, Aristotelous square and apply the correct article, charts of streets that the students are asked to read, a poster and photos that come with verbal or communicative exercises and a newspaper announcement for renting a house which appears as an additional authentic text in the vocabulary about the house places.

The fourth unit aims to provide practice with dialogues that take place in a restaurant, a cafeteria or on the phone, when someone chooses to order food delivered at home. The basic vocabulary here is all around this axis and includes names, categories of meals and drinks, natural numbers and some typical/characteristic expressions/phrases that are often used in such matters. As far as grammar is concerned, adjectives and verbs of the B2 group (ending in omega) are presented. Here we discover some examples of authentic speech, like an advertisement brochure of a pizzeria, signs of food and beverage shops and photographic materials accompanied with dialogues and exercises. In the end, we find the menu of a specific restaurant for home delivered meals.

The fifth unit is a revision and includes as an authentic text a poster for the “European day without a car” where students are asked to observe it and answer the questions following, concerning comprehension of the text. They are one-word questions (where, who, when, what time, why) aiming to help beginners distinguish the most important information out of the text they are given. Thus, students gradually become familiar with the individual process of finding important information from an authentic environment, and getting used to understanding it even if the grammar/syntax and vocabulary elements are not known.

The sixth unit is titled “Every Day” and, thematically, it is about vocabulary and grammar terms, referring to repeated actions of people occurring periodically or regularly. The teaching vocabulary consists of the days of the week, the time, the parts of a day, months, seasons, and holidays.
Grammar is mainly focused on verbs in -omai and -amai in Present tense and adverbs of frequency (always, never, often etc.). The only authentic text included in this unit is “The Birthday Song”, which is not incorporated into a larger text, dialogue or any other multi-phrased form, but it is simply found on its own, as an additional matter on a page where the months and holidays (first of April, first of May, Christmas, name-days etc.) are found.

Units 7 and 8 deal with communication taking place in a market place, as a wider space of financial transactions in purchasing specific products (the green grocer, bakery, fish market, supermarket etc.) as well as all the communicative elements that may occur when preparing a holiday, during holidays (at a tourist agency, an underground station, hotel, airport etc.). The vocabulary provided in these units includes consuming products like fruit, vegetables, clothes and others together with colors, means of transport, names of the Greek islands, the characteristics of the face, and other common phrases we find in such transactions of products or services. In terms of grammar, the future tense, the past tense and the subjective case are presented.

These verbal and grammatical presentations come with authentic photographic material (shop signs, pictures of open markets etc.), which either completes them or organically falls into them. For example, in the page where these shop signs are presented, students are asked to read them, recognize the relative products in the middle of the page and relate them to the shop where they could buy them. Other authentic texts are two graffiti mottos on a wall and on a banner written in future tense. They both simply come with language exercises how to form and use the future tense. The following authentic texts are prepared with better educational provisions: maps of places that come with texts referring to these places and the students are asked to locate, a map of the Metropolitan underground where they are asked to observe and find a destination dictated by their teacher or a fellow student. In the end, an advertising poster is presented about a psychology seminar helping people overcome their fears. Students are asked to study the content of the poster, write down specific phrases demanding the application of the subjunctive case, in order to help someone do what he wants and overcome his fears.

The ninth unit attempts to guide the students to the city of Athens and Thessaloniki. For this reason, a vocabulary about monuments and sightseeing is provided, with words and expressions of orientation (“go forward”, “turn right”, “take this street” etc.) and the prepositions of place (on, under, across, in front etc.). In grammar, the rules of forming the Vocative and the Imperative
cases are presented. The authentic text included in this unit is varied and harmonically incorporated into the basic body of the lesson. It includes a map of the city of Athens that comes with a basic text and the students are asked to locate the sightseeing related. Furthermore, a part of the map is evaluated with vocabulary exercises for filing in prepositions of place. There is a double purpose in this exercise. First, it helps students assimilate the new vocabulary and second, it offers information about the geographical whereabouts of important monuments of Athens.

In the following pages, again with the help of a map, the students are asked to complete two dialogues about searching for a specific destination. On another map of Thessaloniki, the students are asked to note a trajectory that they have already read in a previous text, which comes with authentic photographic material and two advertising posters about this city.

To practice the Imperative case, the bridge of a song by Onirama is suggested. Students are asked to reformulate the verbs into parentheses and put them in the correct form of the imperative case. Then, students must listen to the song to see if their answer is right or wrong. In addition to these, some advertising or social messages are given which include the forms of the imperative, where the students are asked to read and realize their message out of the pictures or context. These messages are used as standards for them to create their own advertisements or social messages working in teams. In the end, for the presentation of the vocative case, students are given the lyrics of songs, which are based on a beloved city or country and are asked to fill in the missing parts with the vocative case. The last page is dominated by a graffiti motto on a wall in the imperative case with content relative to the theme of the unit.

Unit 10, which is the last one, is a revision and contains authentic material with photographs and maps and, on the last page, we find a cartoon and two verses of the “Ithaca” poem by K. Kavafis whose content the students should be able to read and compare.

5.3.5.2. Observations

Using the criteria described above, the conclusions that could be derived from this textbook are the following:

First, concerning the first two criteria on the existence or not of authentic texts and their frequency, it is noted that even from the first unit, the students get in touch with authentic material and this choice is constantly followed in all units. It becomes clear that incorporating authentic
means is a conscious and repeated choice of the writer’s team, appearing in a specific frequency in all the units without exception. It is also noted that although there is no unit without authentic material, its quantity and variety are altered with as the units progress. This remark has to do with the third criterion concerning the sort of the imported authentic matter that appears in higher frequency in the teaching textbook. In this case, the sort promoted is image material such as photos, posters, signs, maps, cartoons with captions, comics, advertising brochures etc. this material, in its majority, comes from network domains and, it must be noted that no oral text is included except for a song which the students are asked to listen to in order to check answers as right or wrong.

Concerning the next criterion about the position and the role that authentic texts play into the teaching process, it is noted that none of these texts are at the core or the reference point of the lesson but, most of them provide a filling-in function or show an effort to enrich the unit with material obtained from the authentic linguistic reality. There are some which simply appear at the end or at a point of the text and do not seem to receive some active role during the process and there are others, mostly in the last units, which appear more dynamically and organically incorporated into the main body of the lesson.

We note at this point, the development of authentic material depending on its form and evaluation and presented in the textbook.

Concerning ways in which the texts are used, first we note that there are no clues about the way the authentic text is evaluated. It appears many times to be there on its own, out of a specific form of teaching targets, and it is up to the authority of the teacher how it will be instructively used. In other cases, the authentic text is inserted and evaluated within the forms of a specific vocabulary, grammar or communication exercises. Furthermore, there seems to be concern that the difficulty level of the texts, as well as the classwork that the students are asked to carry out, should not outdo the students’ verbal ability in order not to discourage them whenever they are confronted with it.

Although this is not applied to the entire textbook, there seems to be a clear effort to ensure the conditions of authentic use of authentic material in most cases. This effort becomes obvious from the choice of the material concerning the theme of each unit with a cultural object, but mostly with the reproduction of the communicative conditions on which creative natural reception by
the students is based. These last ones are considered vitally important because they assure the authentic reception and reproduction of the text, without jeopardizing its authentic identity. The exercise, where the students are asked with simple questions to choose, by looking at a poster, only the required information for the comprehension of the text, is very indicative. This resembles the natural process which is activated when natural speakers get in touch with such material.

As far as the four skills are concerned, the use of authentic texts in this textbook obviously promotes the comprehension and reproduction of written speech while the comprehension and reproduction of oral speech is hardly practiced. A certain priority is given nevertheless to cultivating the verbal ability without ignoring the development of the communicative and multicultural ability. Especially, photographic material is closely linked to the theme of the unit in which it is included and hence, may be used as a cause for further dialogue, self-questioning or cultural awakening.

Concerning the form of authentic material, it is noted that it is used in its original form without simplifying its content, but in most cases, it is not presented as a whole but as a part or a section. For example, only two verses from the Kavafis’ poem are given. In addition, the authentic texts included in this textbook, do not seem to be given any important pedagogical processing (at least most of them) meaning that they come neither with a verbal explanation nor with questions or activities to ease their comprehension.

In the end, concerning the criterion on the supply or not of educational instructions about the evaluation of the contents of an authentic text, it is noted that such instructions are absent, probably because they have been considered useless and unnecessary for the amount of authentic speech included is small and their role is neither central nor a determinant for the lesson. A summary of these conclusions are shown in the following chart:
Table 5.6. Ellinika sto Pi & Fi

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or non existence of authentic texts</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>Mainly photos and images. Very few cases of authentic texts. Distribution per unit.</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>Songs, verses from a poem, mottos, cartoons, advertising brochures, posters, labels, menus, captions, maps and classifieds.</td>
</tr>
<tr>
<td>4. Position and role of authentic texts</td>
<td>Supplementary role.</td>
</tr>
<tr>
<td>5. Making use of authentic texts</td>
<td>Integrated in linguistic or communicative exercises.</td>
</tr>
<tr>
<td>6. Form of authentic texts</td>
<td>Without educational modifications.</td>
</tr>
<tr>
<td>7. Existence of special teaching guidelines</td>
<td>No</td>
</tr>
</tbody>
</table>


This concerns a textbook of teaching Greek as a foreign language which corresponds to the needs of A1 level students, as defined by the CEFR: European Framework of Reference for Languages and later by the Greek Language Center of the Greek Ministry of Education for the Certificate of Knowledge exams of the corresponding level.

This specific textbook is the second volume of a three volume educative series (A0, A1, and A2) which is entirely addressed to total beginners with no knowledge of the language or to “those with serious problems of reading, writing, spelling etc. and follow the Greek language learning levels A1, B1, B2, G1, G2”. The core of this kind of students may be composed of students in Universities abroad, the Erasmus programs of Greek Universities, students older than 12 years old, emigrants living in Greece, repatriated Greeks of second, third etc. generation overseas.

From the introduction of this textbook already, the authors make clear the bilingual content of the book, which does not oblige the teacher to perform strictly bilingual teaching. Its target is to become an adequate help and referring point, especially in a multi-cultural environment. Furthermore, the bilingualism of the textbook, creates the conditions of a wider autonomy for students to receive and process linguistic material, which by itself makes learning easier and saves time for both teachers and learners. To be more precise, regarding the textbook of A1 level under examination here, bilingualism “is mainly applied to the vocabulary “translation” of the basic language, of orders and rules, helping thus the student to function directly in the Greek language implementing its structure and expressions”.473

The student book consists of: I/ the Starting Pages which include the key-symbols of the book, the prologue, the introduction, the book’s manual and the contents, II/ the Introductory unit, which includes the Greek alphabet, charts of pronunciation, punctuation, hand writing and a chart of Greek-rooted words, III/ the three Basic units which consist of 8 to 9 units each, IV/ the supplement, which includes a grammar summary, a chart of countries and nationalities and a vocabulary in alphabetical order. In details, each unit contains the following fields:

1. The Introduction page where the main communicative targets of the unit are presented.
2. The Steps, which are developed in 2-3 double-pages each.
3. The Texts to be read
4. The Cultural elements
5. The Revision
6. The Image-conversation

The Steps are the main body of each unit where the new knowledge is structured and developed. In the beginning, we find the presentation of the new matter given with texts, either dialogues or narration, accompanied with exercises of written comprehension with illustrations and examples as well, in which the grammatical or communicative phenomena of the Step are presented in order to make the text directly understood.

Further development and comprehension of the matter follows. Meaning, that the communicative themes and the grammar phenomena of the Step, are processed and explained with rich illustrations, humorous cartoons and communicative exercises. In addition to the basic texts, in most cases, there are supplementary texts for the assimilation of the new lingual phenomena. In the beginning of each step, the Pro-Gnosis (precognition) part, are also given, translated into the referring language, two small charts in which we find the communicative targets of the Step with examples, as well as all the morphology phenomena developed in the Step. All that is pre-announced at the stage are written in details in a chart at the end of the unit. In the last page of each Step there is revisionary vocabulary of the recently appeared words, translated into the reference language and, in most cases, a supplementary illustrated –mostly-thematic vocabulary is also provided.

In some Steps we find the titles: “we say it differently” where synonyms of words or expressions are given. The story of a word, where its etymology and its derivatives are presented, proverbs are translated into the reference language intending to decorate and enrich the language matter. In addition to the Steps, each unit is completed with a field of Reading Texts with a special subject, which are enriched with parts of literature or the Press, with a cultural content of habits, customs and the Greek everyday life, a revision plan in the form of repetition charts, aiming at a post-knowledge and a conversation field among the students who, using one or more images, are asked to express themselves and improvise to fulfill a specific communicative target.

Except for the Student’s book, each volume of the series is complete with the Exercises Notebook, the Teacher’s book with general instructions about its use and the methodology followed, as well as e-learning, which includes interactive exercises on the web, allowing for individual study.

5.3.6.1. Criteria cross-check

In the Introductory Unit where students practice reading and writing, the presence of authentic material is limited to only one exercise of vocabulary, copying and reading. It is about 26 small authentic photos of persons and objects and each of them comes with the word describing its meaning. The students are asked to copy and read those words, while the illustrated version of the word meaning/the word-image combination contributes to their smooth understanding.
The first unit consists of 8 Steps (sub-units). Upon the presentation of the new matters, we observe in all these 8 preliminary units the same/repeated tactics in whatever concerns the incorporation of authentic material. More specifically, every starting text comes with an authentic photo which is in accordance to the subject of the text or is used as a “background” of the text, like the time-space image and the communicative form into which the text could be placed and linguistically evaluated. To realize this relation between off-lingual communicative form and produced speech, the authors of the textbook make the persons (or the human figures) shown on the photos discuss according to the content of the text they accompany. For example, in the first Step where “Greetings” are taught, the pre-constructed dialogues under the titles “in the harbor” and “at the hotel” are accompanied respectively with a photo of the Port Of Aegina and the reception hall of a hotel where the presented persons verbally do the greetings. In the same way, in the second Step which is teaching the nationalities vocabulary and a communicative condition: to ask information about someone or something, the introductory dialogue with the title: “a day at the secretariat”, has as a “background” the photo of the secretariat of the “Home of Aegina” school, where the secretary is addressing the two students in captions, repeating expressions from the dialogue.

In general, the same strategy seems to be applied to both the presentation and the development/explanation level of the new subject. That is, authentic photos are the exclusive choice of authentic material. They do not simply decorate or enrich educational matter, but are creatively incorporated into it. They are often used to represent objects, names, situations, notions, phrases, abstract meanings and verbal actions. For example, in the first unit, in an exercise titled: “my family”, in order to present the relative vocabulary to the students (“my wife”, “my husband”, my child”), two photos showing persons in a family relationship with arrows explaining the nature of each face are evaluated. In the fourth unit, the students receive the special vocabulary concerning a personal computer (screen, keyboard, mouse, charger etc.) out of the authentic photo of a PC and its hardware with the responding word written on them. In the seventh unit, where the “magic verb to do” is taught, the students become able to observe the various uses of the verb out of a series of authentic photos in which some specific actions of persons are shown and the taught verbal form is needed to express them. Below each photo, we find written a description of each shown action (I ride a bicycle, I take a bath, I ride a horse, I make a salad, we study Greek, it’s cold etc.)
In any case, the illustration of grammar/syntax forms, notions, verbal actions etc. make their reception easier by the students, while the connection between image and meaning achieved is itself capable of creating strong associations which are responsible for the presentation of new lingual elements which are easier to recall. However, beyond the illustration of new grammar/syntax, verbal or semantic elements, authentic photos are mainly inserted in exercises in order to serve some specific educational targets of the lingual field (phonetics, vocabulary, grammar/syntax), or to fulfill some communicative targets, something like a cause of creating, mostly, oral speech within specific cases of communication. Some significant examples from the first unit will be mentioned.

In the second unit, authentic photos of famous personalities are incorporated into a verbal exercise, which intends to present to the students in a more documented way the vocabulary of nationalities (he is Greek, she is French, he is Spanish etc.). In the fourth unit, photos of persons together with the flag of the country they come from are used to help explaining grammar targets, namely the changes that the article is going through after the preposition “from”, when someone wants to tell where he comes from. (I come from Canada/Greece/Mexico). With these photos as a cause and a reference point, the students note these changes and, at the same time, they are asked to verbally reproduce the taught verbal form/verbal action: - Where do you come from? I come from /masc/fem/neut.......in order to become familiar with its use.

Similarly, in unit 5, photos of school objects (eraser, pencil, ruler etc.) are inserted into a grammar exercise which intends to show why the use of accusative case id necessary after the verb “to have”, asking from the students to use the presented objects and develop a series of questions and answers using this rule. ( Do you have a ruler? Do you have a sharpener?). Finally, in the sixth unit, where verbal elements, structures and expressions/communicative actions are taught under the subject: Labor, we find a similar process again. Authentic photographic material is evaluated within a form of verbal and directed communicative exercise aiming to illustrate the new vocabulary and the directed production of oral speech by the students, within a predetermined form of (verbal) exercise/reproduction of those dialogues/verbal actions. More precisely, the exercise includes authentic photographs of persons training their professions, which come with two captions where the shown profession and the working space are written/verbally given (I am a worker, I work in a factory, I am an actor, I work in a theatre etc.). Based on those authentic photos and the verbal elements that come with, the
students are asked to reproduce a dialogue by pairs, in order to dig out information about the kind of the profession and its related working environment. (What is your profession (job), what do you do for a living? where do you work?). However, except for these photographs, which obviously dominate the first unit, some other sorts of authentic texts have been noticed, too. Actually, in the fifth Step, two professional visit-cards are used, showing personal information (name, profession, post mail and e-mail addresses), asking the students to read and observe them carefully in order to answer to the question: “What is your address?” in the related exercise.

A little further, in the eighth unit, a few small posters of cultural and ecologic interest are inserted, among other information, into the web profile of Danae Louris, a professor in the “Home of Aegina”.

Later, in the part of the unit under the title “Texts to read”, the students receive another dose of authenticity. In two small texts we find little and simplified information relating two very popular Greek personalities, Melina Merkouri and Manos Hadjidakis and their authentic photos. The websites where this information had been taken from are also stated for the students to do further research and find out much more about the life and the works of these persons.

Concerning the culture field, we find a dedication to the island of Aegina in an authentic and most representative way. An authentic map of the island, accompanied with plenty of authentic photographic material about places, monuments, buildings, activities (cultural, artistic, professional), personalities of the island bearing small explanatory captions, which educate the student simply and naturally, about these images/representations. All these offer a smooth/comprehensible, easy-to-read and informative guide of the island, with a range and content relative to the lingual adequacy and expectations of an adult student group of beginners, with an obvious effort to maintain the necessary authenticity.

In the part where the unit is completed (Image-Conversation), 8 photos of worldwide known personalities, Greek and foreign, are presented (Mikis Theodorakis, Kiki Dimoula, Barack Obama, Santiago Kalatrava etc.) with their names. As an example in the ginning, we find a photo of Bill Gates accompanied with some information about his family, work, studies, hobbies, day of birth, nationality and residence address. The students are asked to do the same with the other persons.
That is, to search and find out information about the person shown in the photos (or any other person of their interest) and take notes according to the example. The next step is pair work and short conversations using these notes. At a further level, students are asked to collaborate in teams and write one paragraph about a person of their interest and present their work in class later. This activity uses photos to prompt students to experience a diverse range of authentic material, in which they have to locate, extract and write down only those bits of information that are useful for completing the exercise. It is a process of authentic reception of linguistic import, as well as a process that brings the beginners-students in touch with authentic speech (into its own authentic environment/communicative form), recaps the taught matter of the unit, activates verbal interaction and focuses on the type and negotiation of the notion.

In the second unit, as in the previous one, the majority of authentic texts involves authentic photographs. They are either incorporated in grammar, verbal or communicative exercises or become an accompanying aspect of the text, functioning as a prompt. Beyond these authentic photos, the Steps of the second unit are not particularly enriched with other sorts of authentic texts. Two cases have been noted. First, in the 12th Step, three newspaper headlines and three signs of shops simply accompany a small text under the title “The Kiosks in Greece”. The “Texts to Read” includes shop signs once more, which are in accordance to the subject of the text and they present a gradually advancing level of difficulty. Using the accompanying vocabulary (in bilingual form) for support, the students are asked to study and understand their content. However, with the Culture pages dedicated to Religious Holidays (Christmas, Easter, Epiphany), the students have the chance to come closer to more and richer authentic material. Firstly with various authentic photos of the holidays which come with small, simplified texts and helpful information about the notion and customs of these holidays. A simple Christmas recipe and the Christmas Carols are also included and the students could listen, read and sing along with them.

In the third and final unit of the textbook, the main idea of the previous two units concerning the presence and the use of authentic photographic material remains unchanged. The photo of two ancient Greek statues is an indication. This photo is evaluated as an image presentation of the parts of the human body. Nevertheless, this unit seems to have a stronger arsenal of authentic texts of various sorts. Firstly, in different parts of the unit, we find proverbs in accordance to the subject of the Step in which they belong (for example, into the Step dealing with the weather we find the proverb “Winter comes in August and summer comes in March”. Especially in “Texts to
Read”, we find 36 Greek proverbs (translated into the reference language) along with an explanatory text about their notion and use. Except for the proverbs, we have also found the following cases of authentic texts. In the 20th Step under the title: “A Promenade in Athens”, a map of the Metropolitan subway is evaluated within an orientation exercise. A few pages further, we find an extract from a press article, with the title: “What can I do about the Environment”, where the students observe the form and the use of the subjunctive.

In the 25th unit, a small job announcement is incorporated and accompanies a hypothetical conversation between the person interested and the potential employer. In the same unit, we find more job announcements, which could probably be evaluated as points of reference for the creation of similar conversations among students.

The next two cases of authentic texts emerge are along the same lines. In the first case, the students are given some authentic announcement of properties to sell or rent, as a basis for creating a similar dialogue among them, playing the role of the broker and/or the potential renter/buyer. In the second case, the announcement is about pet sales and come with the series of some authentic photographs of animals and their names, thus completing and enriching the thematic vocabulary of the text preceded under the title: “A Sunday Morning in the Attica Zoo Park”.

In “Texts to Read” we come across a particular case of an authentic verbal import, a text composed by the students themselves. It’s about an invitation to the theatrical show that the students have prepared and will be performed at the end of the lessons as it customarily happens in the end of the year. Using the invitation text, two dialogues are performed later (premade) which refer/dig out elements from the invitation text as well as from the theatrical event itself. Under the same mood, we find later invitations to weddings and baptisms that come with small texts with relative content. Later, like in the first unit about Aegina, we find in the third unit as well, a holiday guide for “Milia” (apple tree) a settlement of 12 traditional stone-houses in central Crete. Here again, the major placement is occupied by authentic photographs showing places, restaurants, accommodation, traditional products etc. accompanied by small texts providing the students with useful information about visiting and touring this region.
In the 3rd Unit, the “Texts to Read” an inadequate (null) presence of authentic texts in the beginning levels of studies is completed. More precisely, 5 literature/poetry works of important Greek writers are included. Three unchanged poems by Elytis and Seferis (“the sea-shell”, “epigram”, and “a little more” respectively), a part of the poem “peace” by G.Ritsos and the short story “a some case” by A.Samarakis taken from his book “seeking hope”, rearranged. This literary material comes with the most important vocabulary (in bilingual form) and with photos of those artists and their life activities. Besides the reading and the interpretation of these works, students can also listen or even sing along to the songs made out of these poems as lyrics. A specificity and innovation of this educational method/series is the following. Besides the “student’s book”, in the Exercises Notebook, too, we find authentic texts and of specific sort, songs i.e. poems dressed with music.

At the end of each Step, one song is included for students, even from this beginner level, so as to become familiar with the authentic speech via music. The presentation of the song takes the place of an oral speech exercise (melodic speech actually). The lyrics of the song are given with blanks and the students are asked to listen to the song and fill the missing words, choosing the correct word out of many in a chart that follows. There is an accompanying chart with the acquired vocabulary and some unknown words that students are prompted to look up in a dictionary and find their meaning. After completing the exercise and understanding the song, the students may all sing the song if they wish.
5.3.6.2. Observations

From the criteria cross-check, it has been found that in this textbook, there is a satisfactory amount of authentic texts included consistently in each unit. As to what concerns the type of authentic texts included in this textbook, there’s an important advancement of authentic photos and illustrations, (such as signs, posters, small announcements, professional business-cards) and short texts (such as invitations and newspaper headlines). There is also a variety of other authentic speech texts, which are different, depending on their linguistic content and their factual form. These texts often follow an advancing direction related to their degree of difficulty that characterizes them and which reaches its peak with the inclusion of literature texts. Specifically, we come across articles from the Press and the Web, proverbs, songs, a cooking recipe, the Christmas Carols and an extract from a novel. Except for the novel and the cooking recipe that have been modified under teaching terms, all the other texts are presented in their original form without any pedagogical modifications. Finally, each text is evaluated for teaching purposes, either as accompanying material, which enriches or broadens the thematic horizon scope of the unit, or within the frame of a linguistic or communicative practice.

The comments and conclusions arising from the examination of this textbook are shown in the following table:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or non existence of authentic texts</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>A great number of authentic photos and images are included. The number of other authentic texts is satisfactory. Display in each unit.</td>
</tr>
<tr>
<td>4. Type of authentic texts</td>
<td>Sayings, songs, press articles, internet articles, Christmas carols, recipe, poems, short story, invitations, newspaper headlines, posters, business cards, labels and classifieds.</td>
</tr>
<tr>
<td>5. Position and role of authentic texts.</td>
<td>There is a special place for authentic texts in the layout of each unit. Accompanying, supplemental and supportive role.</td>
</tr>
<tr>
<td>6. Making use of authentic texts</td>
<td>There are language and communication exercises within the authentic communicative scope.</td>
</tr>
<tr>
<td>7. Form of authentic texts</td>
<td>The short story and recipe with educational modifications.</td>
</tr>
<tr>
<td>8. Teaching guidelines</td>
<td>No</td>
</tr>
</tbody>
</table>
5.3.7. Pame (Let’s Go)! A1 (Bachtsevanides, V., 2010, Hueber Verlag, Ismaning, Germany)

This is a textbook of systematic teaching of Modern Greek addressed to beginners, who wish to learn some of the important communicative situations in everyday life fast, such as in a restaurant, in a cafeteria, shopping, travelling etc. In order to reach this target a particular priority is given to the interactive oral and verbal educational process. Various activities from a different approach activate students, offering sufficient stimulation to produce oral and written speech for communication and negotiation. In the initial units, writing is systematically taught and, later, various sorts of texts and a plethora of exercises compose the necessary educational material to practice the reading and writing of diphthongs, sentences and small texts.

This teaching textbook has been composed according to the Common European Reference Form on Languages, hence the educational units are structured around communicative conditions. The grammatical needs demanded to fulfil these communicative activities are gradually presented and systematically/actively practiced. The “student’s book” covers in 8 units the communicative educative targets of A1 level. At the beginning of each unit, the specific targets that are expected to be accomplished within the following pages are presented with a great range of activities. In the one-before-last page of each unit (2-8), a variety of text is found to encourage the students to approaching and reading authentic material. On the last page a revision about the most important grammatical and communicative elements is made. Finally, the students have the possibility to evaluate their communicative progress and their verbal skills by themselves, a list of progress control being there to help them. In addition, there are two repetition communicative games and further material about Holidays (Christmas, First of the Year and Easter) in the Supplement that completes the textbook, we find a supervision of the grammar and of the vocabulary that have been previously taught.

The “student’s book” comes with the “exercises notebook” and a CD which includes all the listening comprehension texts, as well as a “teacher’s book” with suggestions concerning the teaching lesson. In the textbook’s website www.hueber.de/pame, teachers and students may look for additional educational material.
5.3.7.1. Criteria cross-check

First of all, what is found out of the criteria control in this textbook, is the exclusive use of authentic photographic and illustrative material already from the first unit. The incorporation of a song is an exception to this rule. The authentic material in its wholeness is presented in an authentic form and is equally distributed in each unit. Apart from an array of authentic photos, other types of authentic material which are presented, are professional business-cards, restaurant price lists and ads. Both the photographic and the illustration material, is included and evaluated within the frame of linguistic or communicative exercises, performing thus a function which supports the teaching task and contributes to the consolidation and assimilation of the new language elements and communicative skills. In general, in this textbook, authenticity is exclusively represented with authentic photographic material and imagery from the first page, although is is addressed to complete beginners. However, though the first exercise of listening comprehension combined with authentic photos, as described above, is a positive step towards authenticity and the creation of expectations for later, it has not been developed later and remained at a level of matching words with images. Finally, besides the authors’ relative announcements, the pages encourage authenticity; in fact, they do not serve it, especially because of the limited variety of authentic texts and their one-dimensional evaluation.

The above conclusions are shown in the following table:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or not of authentic texts</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>Exclusive use of photos and images. A case of an authentic text. Distribution per unit.</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>Song, business cards, price lists, advertisement brochures</td>
</tr>
<tr>
<td>4. Position and role of authentic texts</td>
<td>Auxiliary and supplementary role</td>
</tr>
<tr>
<td>5. Making use of authentic texts</td>
<td>Integrated in linguistic and communication exercises for comprehension or production of oral or written speech.</td>
</tr>
<tr>
<td>6. Form of authentic texts</td>
<td>Without educational modifications</td>
</tr>
<tr>
<td>7. Teaching guidelines</td>
<td>No</td>
</tr>
</tbody>
</table>
5.4. Conclusions

The careful study of partial observations, as they are presented after the examination of each textbook, leads to summarizing and general findings,\textsuperscript{474} which are subsequently presented and described. Given that the textbooks under examination are found in chronological order that begins in 2003 to this day, the first general conclusion drawn is a tendency for the gradual renewal and harmonization of textbooks to the modern methodological orders of language teaching, as well as the tendency to adopt methodological elements which are connected with communicative teaching approaches, emphasizing the evaluation of the authentic language input. Practically, this means that the more modern/recent a textbook is, the greater volume of authentic material is included, following the tendency of other foreign teaching textbooks, which have adopted a significant amount and variety of authentic material into their pages a long time ago. The same thing is observed with the distribution of the authentic texts per teaching textbook. That is, in the textbooks dating during the last decade, the presence of authentic texts is limited and sporadic. On the other hand, the more recent a textbook is the more regularly and evenly the authentic material is distributed throughout its pages. Then, beyond the obvious and expected proportion between the level of study and the amount of authentic texts, what was found is the authors’ intention to expose total beginners to a variable authentic language input. This intention is more obvious in the more recent textbooks, where from the very beginning, already with the preface unit, the students get in touch with a small dose of authentic language or cultural reality. The target of this procedure is the effort to connect the student with the Language and cultural world of native speakers,\textsuperscript{475} and their gradual familiarization with such means and forms of teaching material.

Whatever concerns the different kinds of authentic input found in these textbooks, the general conclusion is in favor of authentic photographic and illustrative material. This solution of using photos or pictures accompanied with a minimal number of words (signs, commercials, cartoons etc.) are appropriate to the lowest level of studies and are applied to all the textbooks examined. Other forms of authentic input that often appear are short texts of a simple form, structure and

\textsuperscript{474} Since the chosen textbooks form a representative sample of the most common -older and more recent- textbooks used in the teaching of Modern Greek as a foreign language, the conclusions extracted are significant for the total amount of textbooks and the tendency in Greece to use the subject of authentic texts.

\textsuperscript{475} This is commonly the case when learning Greek takes place outside Greece so authentic material input serves to substitute the Greek linguistic and cultural reality, which is missing.
language (small announcements, professional visit-cards, restaurant menus etc.) and when teaching matter advances, more texts are added, larger and more demanding (newspaper and/or web articles, songs etc.). It should also be noted, there are a few cases of the insertion of a literature text (poem, a part of a novel) addressed to a beginner’s level class.

Another major finding concerns the form of the majority of authentic texts included in speech textbooks. Specifically, almost all authentic texts included are of written speech, with minor exceptions where the reception and the comprehension of the text is audio listening, such as, for example, the case of a radio program. Additionally, many of the authentic texts included in these textbooks, especially the ones taken from the written or the electronic press, have not been transferred unchanged and intact but they have been subject to educational modification and adjusted accordingly.

Concerning the function of authentic texts in the content of textbooks, it is common and consistent throughout almost all cases. Specifically, their role is not a major one in the lesson, but is supplementary and supportive. Additionally, they embellish the teaching material with information about everyday life, humor, mentality and the culture of native speakers in general. This means that the teaching methodology is not built upon a basis concerning the authentic texts. The presentation of the new teaching material, in a thematic, grammatical and communicative level, basically arrives through texts, which have been previously prepared for this reason. Following the completion of this process, authentic texts appear, which, in accordance with the subject core of the unit they belong to, are called to help in the assimilation, expansion and consolidation of the taught matter. This fact is also confirmed by the position they hold in textbooks which is usually in the final pages of each unit. The only exception was a text, included in one of the older teaching textbooks, which was used as a basis and a reference point for the entire lesson. Furthermore, photos and illustrations are not found exclusively at the end of the unit but are placed in different positions, sometimes accompanying teaching texts.

Another conclusion drawn after the previous analytic survey of the teaching textbooks, is the fact that the use of the authentic texts is made through exercises that primarily support reading comprehension, to a lesser degree, writing production and, almost not at all the other two skills concerning the comprehension and production of written speech. These texts, in their absolute ma-
majority, are incorporated as language teaching material, into vocabulary exercises, grammar, content comprehension or reproduction of a communication (e.g. role play games). Either they are used as a reference point to handling an exercise, language or communicative type, or they become part of the research of familiar language elements and other (social, ideological, cultural) information, with the help of comprehensive questions or other similar exercises, which gradually lead the students to the text’s understanding.

Finally, what was found is the absence of particular instructions for the teacher concerning the alternative exploitation processes of an authentic text. In fact though, this absence was not found problematic, since the authentic texts, as it has been previously stated, are not presented to students without any educational preparation, nor outside a specific exercise form which is in accordance with the teaching targets of the subject. Hence, the solution as to how to evaluate them according to the teaching method is up to the teacher. However, as it has been stated by the authors of some textbooks, the absence of teaching instructions is an utterly conscious choice and not an omission.

Generally, the examination of specific textbooks of the Modern Greek language as a second language did not proclaim a strong presence and promotion of plenty and variable authentic language input, oral or written, within their contents. In other words, the authentic texts were not promoted as a dominant means of the language teaching. However, what it has very clearly shown is the tendency of renewal of teaching textbooks in order to concord with modern methodological patterns, in which the authentic material language input of any kind seems to be the major tendency. Within the last years, new teaching textbooks of Modern Greek language teaching to foreigners have been published and are still being published, in which there seems to be an effort of adopting patterns of other foreign language textbooks (especially of English as a foreign language), in which the major characteristic is the incorporation of authentic texts of a variable content and form (including literature texts too) especially to the “misjudged” up until now, beginner and intermediate levels of language efficiency.

476 However, in some of the textbooks, there are some general instructions and suggestions concerning the teacher’s role in the classroom regarding the various ways of processing the teaching material.
477 The textbooks Click in Greek of the Centre for Greek Language for A and B levels of study and Learning Greek, even better are two examples that have not been included in this study, for practical reasons.
These results are portrayed in the following table:
### Table 5.9. Brief check of criteria in textbooks

<table>
<thead>
<tr>
<th>Criteria / Textbooks</th>
<th>Communicate in Greek 1</th>
<th>Communicate in Greek 2</th>
<th>Greek Now 1+1</th>
<th>Ellinika A</th>
<th>Ellinika B</th>
<th>Ellinika sto Pi &amp; Fi</th>
<th>Greek for you A1</th>
<th>Pame! A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existence or non-existence of authentic texts</td>
<td>Only images</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Ναι</td>
<td>Ναι</td>
</tr>
<tr>
<td>2. Range and distribution of authentic texts</td>
<td>Two cases of authentic images</td>
<td>Two authentic texts and three cases of image-based material. Throughout the textbook.</td>
<td>Three texts (2 oral and 1 written), some authentic photographs. Throughout the textbook.</td>
<td>Mostly photographs and images. Sufficient number of other authentic texts. Throughout the textbook.</td>
<td>A significant number of authentic texts of oral and written speech. A variety of photographs. Equal distribution per unit. At least two per unit and there is a gradual increase.</td>
<td>Mainly photos and images. Distribution per unit. Very few cases of authentic texts.</td>
<td>A great number of authentic photos and images are included. The number of other authentic texts is satisfactory. Display in each unit.</td>
<td>Exclusive presence of photos and images. Display per unit. One case of authentic text.</td>
</tr>
<tr>
<td>3. Type of authentic texts</td>
<td>Advertisements, for rent classified ads</td>
<td>Literary text, article, money bills, labels, application</td>
<td>Songs, newspaper article</td>
<td>Song, newspaper article or internet article, poem, autobiography, personal narrative, classifieds, labels, itineraries, rental signs, menus, logos.</td>
<td>Articles, literary texts, radio / TV shows, sayings, advertisements, classifieds, illustrated stories, labels, mottos, TV programme, magazine cover pages.</td>
<td>Songs, poems, mottos, comic strips, advertising brochures, posters, labels, menus, maps, classifieds.</td>
<td>Παροιμίες, τραγούδια, άρθρα, κάλαντα, συνταγή, ποιήματα, διήγημα, προσκλήσεις, τίτλοι εφημερίδων, χάρτες, αφίσες, επαγγελματικές κάρτες, επιγραφές, μικρές αγγελίες</td>
<td>Τραγούδι, επαγγελματικές κάρτες, τιμοκατάλογοι, διαφημιστικό φυλλάδιο</td>
</tr>
</tbody>
</table>
### 4. Position and role of authentic texts

<table>
<thead>
<tr>
<th>Without a particular position. Supplemen-</th>
<th>In one case, the authentic text has a central place in the unit. The role is supplementary and supportive.</th>
<th>Supplementary and illustrative.</th>
<th>Accompanying role, supplementary role and supportive.</th>
<th>Photographs: in the first page of each unit. Introductory and illustrative role. Texts: Supplementary and supportive role. Rarely central (in revision units)</th>
<th>Accompanying and supportive role.</th>
<th>Special position for the authentic texts within each unit. Accompanying, supplementary and supportive role.</th>
</tr>
</thead>
</table>

### 5. Making use of authentic texts

<table>
<thead>
<tr>
<th>Integrated in linguistic and communicative exercises. Existence of authentic communicative framework.</th>
<th>Integrated in exercises of written and oral texts and linguistic and communicative exercises.</th>
<th>No integration in linguistic or communicative exercises.</th>
<th>Integrated in linguistic and communicative exercises</th>
<th>Within linguistic and communicative exercises.</th>
<th>Integrated linguistic and communicative exercises</th>
<th>Integrated linguistic and communicative exercises and within the authentic communicative frame.</th>
</tr>
</thead>
</table>

### 6. Form of authentic texts

<table>
<thead>
<tr>
<th>Without teaching modifications</th>
<th>Without teaching modifications</th>
<th>Without teaching modifications</th>
<th>Except for the poem, all the other texts have been subject to teaching modifications/editing.</th>
<th>With teaching modifications for the most part. Some exceptions are evident.</th>
<th>Without teaching modifications</th>
<th>The novel and the recipe with pedagogical modifications.</th>
</tr>
</thead>
</table>

### 7. Teaching guidelines

<table>
<thead>
<tr>
<th>No</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>No</th>
</tr>
</thead>
</table>
6. For an Authentic Use of Authentic Texts

6.1. Introduction

The key point in the discourse of scientific debate, between and amongst linguists but also amongst teachers, concerns the ability to maintain, or not, the authentic identity of an authentic text, when it becomes the object of language teaching. Therefore the educational difficulty that occurs is how and to what extent the introduction, the specific placement and didactic utilization of an authentic text within a language class, removed from its primordial environment, is capable of diluting the authentic character of the teaching material and finally lead to its de-authentification. This danger is enhanced by the fact that students do not have the linguistic capability or knowledge which the author of an authentic text presumes as a given for native speakers. This situation alters the circuit of communication within which it was compiled and maintains itself as a teaching system which is anything but communicative.

Throughout the current chapter the principles and predispositions, which need to be met, will be detected, so as to ensure an authentic and effective utilization of an authentic text. Parallel to this, an exemplary teaching course will be suggested as well as teaching tasks which will preserve and promote the original authentic nature of given texts.

6.2. Teaching preconditions

As mentioned already, the pedagogical issue arising lies in the fact that an authentic text, when transferred into a language class, ceases to exist within the space that guaranteed its vérité profonde, in other words, its originality. Consequently, a strict teaching principle to make the best possible use of an original text is to integrate it into the communication situation in which it was created to exist and hence it expresses. Other wise “it is preferable that a taught text may be implemented into circumstances of authentic communication, as opposed to utilizing authentic text as pretext or an excuse for trivial and pointless exercises”\(^\text{478}\). This results into the implementation of strategies, which respect the communication situation of the original text and the task to restore the originality of its reception\(^\text{479}\).

\(^{478}\) See Coste, D., « Textes et documents authentiques au Niveau 2 », p. 89. (89-94)
It is futile to use an original text only for its language merit disregarding the communication frame under which it falls. “Even when it is imperative to take full linguistic advantage, we should not forget that the priority, above all else, is improving the text’s extraction as well as coming closer to the authentic one”.480 «The use of a weather forecast serves an understanding of prediction; and there is no harm in utilizing this as a paradigm for explaining colloquialisms and/or to heighten student’s sensitivity when it comes to future tenses. However, to use this only as a tool for teaching the morphology of future tenses, or worse, for the repetitive use of past tenses does not require a strict method and therefore does not allow for desired outcomes to be obtained». 481 That is, selecting an original text simply as a pretext in order to perform a replacement exercise of vocabulary or grammatical forms does not make sense. Under such a perspective and to this effect, it is better to select specifically constructed texts.482

Besides, an authentic text, which enters into a language classroom, should keep on serving the objective that it served when outside the classroom. For instance, when confronted with a medical leaflet, the first and foremost thing students should do, is seeking useful information in its content and not isolated words that the teacher dictates.483 As noted by Daniel Coste, the French professor and researcher, on the teaching properties original texts bear, «authentic», whether that is in a literary sense or not, should not be perceived either as a goal, nor as content, nor as a tool for teaching foreign languages. It has no other meaning other than that which is presented within a methodological plan and offers both function and placement».484 This means that all original input needs to be integrated into the framework of a clear and cohesive methodological schedule and to be approached through its inherent properties.485 The strategies for its best possible use should take into account the variety of student audiences, as well as the variety of means and to align with the level of language skills, the student needs, the teaching objectives as well as with the type of the available original text. This means that one should approach in teaching terms a written text in a different way than a video or audio

What is more important than the authenticity of the authentic text is the authenticity of its reception and there are certain teaching principles that should be implemented to guarantee it. Under this light, the teaching process should begin from the way students respond to the text in question and this response should be the one of the student as a human being, as a sentient human being (not as a part of a pedagogical meeting).

In the real world, when someone is reading, listening or watching something, he/she responds to it either with indifference, or with enthusiasm, or with disgust. This response can be intellectual, emotional or aesthetical. It may involve cognitive or emotional factors. We always read or listen to something with a certain response and it is this response, which constitutes the essence of communication; creating this response is the reason why this text was communicated in the first place. In essence, responding to a text is the result of an immediate involvement with it, be it cognitive or emotional. It is this involvement that the teacher should seek to bring to the surface and investigate, should he/she wants to ensure that students have an authentic response to any kind of authentic input. For instance, posing questions focusing on a piece of information (e.g. what is the new information included in the text on that I did not know before hand?) or to emotion (e.g. what do I feel about it?), or the expression of a viewpoint (e.g. do I agree or disagree with that?), or to persons and their attitude (e.g. do I identify with one of these characters? Would I have a similar behaviour?).

An additional step towards ensuring an authentic response to a text, is giving the right to each student or students to select a text. Outside a language class everyone is free to choose what to read or listen to. In the same vein, it would be possible for the teacher to give to the students the freedom to select from a series of texts one that they like, instead of attempting to impose

one single text to all of them. In this way, an original response to a piece of text material is created through the framework for a personal involvement\textsuperscript{487} with it. In addition, preserving the original identity of an authentic text depends also on the way in which this text is being received and understood by the students.

In broad terms, there are two meanings into the signification of each linguistic sign, which is effectuated within a given discourse: a pragmatic and a linguistic one. The pragmatic one is impregnated into experience, or more specifically, into the successive experiences of this reality. The linguistic meaning depends on our knowledge of the linguistic system. The first is essential in understanding a text, while the second is necessary for reproducing it. One may ignore the linguistic meaning of a word while at the same time knowing its pragmatic one («I don’t understand very well this word but I know what it’s meant to mean »), or vice versa.

It is also possible to be able to “capture” the connotations of a word without knowing its basic meanings. However, to achieve the original reception and understanding of a text, a certain balance between these three bearers of meaning is necessary. This is possible through the teacher’s instruction. That is, the teacher can help students understand in a natural and original way a word, a linguistic trope, or a text, guiding their attention to all three semantic dimensions and activating, through the appropriate questions and/or exercises, processes that are addressing the basic meanings (pragmatic and linguistic ones) on the one hand, and the connotations on the other which are full of meaning and hence very enlightening. In this way, is much more probable for authentic input to be originally received by students without making it undergo a total pedagogical treatment\textsuperscript{488} that affects to a deadly extent its authenticity.

In addition, one of the reasons an authentic text is selected to be included in a language class is the large ‘margins’ of autonomy of learning that allows to students. Consequently, teacher who

\textsuperscript{487} Beyond the individualized assignment of texts, the possibility for students to choose may also expand to focus for involvement. The aim is to present to the students a range of possible perspectives in relation to the text, on which they will develop their own personal reaction. (For instance: why did you choose this text? Would you react in the same way as some of the characters? Would you choose someone for your friend? Who? Why?)

\textsuperscript{488} A totally original reception of an original text in the language class is almost impossible, from the moment when the conditions under which the reception takes place are not the same as these of reality. Also, it is often difficult to avoid a partial “pedagogical character of reception” (e.g. multiple listening of an oral text, reproduction/ representation of the production conditions, guidelines for comprehension, cuts in the text, etc.). See Bérard, E., 1991, \textit{L’ Approche Communicative: Théorie et pratiques}, Clé International, Paris, p. 56.
wished to help his/her students benefit the most from the properties of authentic texts, needs to offer them continuously more opportunities for autonomy and independent action, to encourage initiative for reflection, creation, participation in conversation in various communication situations. In this way the use of authentic text is justified and their quality is ensured.\textsuperscript{489}

The general observation deriving from this unit is that a precondition for transferring and processing authentic texts in a language class is obeying specific principles and applying certain preconditions through which the authenticity is ensured. Under these terms, as mentioned above, authentic texts may take an active part in the teaching process; they may become the methodological choice that will give them a specific place, function (awareness, self-evaluation, structure, entertainment) in the language class, as well as specific, general or special teaching objectives (understanding, written or oral expression, vocabulary, grammar, culture, etc.).\textsuperscript{490}

In detail, the way to approach in terms of teaching an authentic text and all factors involved in this process, are presented in the following unit.

\textbf{6.3. Authentic texts teaching approaches}

In general terms, an authentic text can be accessed at communicative, linguistic and intercultural level.\textsuperscript{491} In the communication use, the text is integrated into a communication situation in which it originates and all its communicative parameters are highlighted. First, the communication scheme is being defined and more specifically, the functions of the transmitter, the receiver, the communication channel and the referent. Then, the number of variables is investigated that are possible to direct or amend the oral message and, with the help of these variables, the type of the selected text is being identified.\textsuperscript{492}

In the linguistic approach, texts serve linguistic objectives such as, for instance, the repetition of grammatical structures included in the text, classification of vocabulary to compose semantic

\textsuperscript{492} See Coste, D., 1970, „Textes et documents authentiques au Niveau 2,“ \textit{Le Francais dans le Monde}, vol. 73, p. 92.
fields, replacing of specific parts of the texts (from present to simple past, from first person singular to third person singular, etc.) or the re-arrangement of its general structure. Finally, in the cultural approach, cultural connotations of the original text are being traced and brought to the fore, shedding light to aspects of the natural speakers of the target language and their culture. For instance, information on every day life, on the way they live, they travel, they have fun, etc.

Each of these approaches does not override the other, nor does it operate individually or in an abusive way. On the contrary, it is advisable and they can co-exist in teaching, through a frame of interaction. This is very important to note because, usually, it is only the communicative and cultural/topical character of an original text that is considered important and usable, to the detriment of the grammar, syntax and vocabulary elements included in the text and as a result these serve and additional and not a central part in the teaching activity. What follows is an extensive presentation of the linguistic and intercultural approach of an authentic text. The linguistic approach was selected because it is often considered contradictory to the other traits and functions of an authentic text, while the intercultural one because it is considered not only necessary but also inevitable.

5.2.1 Linguistic approach

This unit gives a presentation of the ways in which authentic texts are able to serve alternatively and (more) efficiently the teaching of grammar and vocabulary of the second language. As to vocabulary, it is true that in foreign language education, it is dealt with in subjective ways and it does not enjoy a more systematic and scientific character that would do justice to its role and importance in the function of language. Such a perspective for renewal could include also authentic texts that are of great variety, information capacity, are timely and vivid and can, hence, contribute in vocabulary enrichment which is the most important means to achieve accuracy and proficiency in communication. Indeed, vocabulary enrichment results from reading

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494 The timely character of words is important, since «humanity develops, meaning that the thought of man develops also, and consequently his language with the continuously developing system of concepts. It is not possible for foreign language education to be left with the vocabulary of last century. Vocabulary is a dynamic, continuously changing system of language». See Poromanska, S., 2003, «Η διδασκαλία της Ελληνικής ως ξένης γλώσσας: κοινωνιοπολιτισμική προσέγγιση», Γλωσσολογία, vol. 15, p. 121-127.

various types of texts, which means contact with authentic language and the various forms it may take depending on the communication environment in which it is expressed.\footnote{496} In addition, words presented in real communication situations, or at least in an original text environment, are absorbed faster and more intensely imprinted. On the contrary, isolated words or even words in isolated phrases are only short term contained. It is therefore wiser to teach vocabulary in their constitutional dimension that is within their context and not distanced from their semantic frame.\footnote{497} Students exposed to original linguistic input have at their disposal a semantically rich context and not isolated vocabulary items or non-original content that may inhibit the motives and the cognitive process of the student. This means that a vocabulary approach that reinforces understanding ‘studies relationships that exist between elements of vocabulary, above and beyond the structuring of sentences, beyond conversational limitations and within the broad organizational spectrum of language as a whole’.\footnote{498} Authentic texts are more likely to fulfil these requisites since they render students able to become themselves a part of the learning process by forming on their own their views on vocabulary and lexicological relations. Authentic texts offer more opportunities to students to explore and discover lexicological items and relations, as well as to recognize words’ characteristics, which are not usually taught or are intentionally left out in a traditional grammar presentation.

Also, according to Richards on learning words and meanings, “a large part of the way in which a given definition is molded, cannot be recorded into a dictionary”.\footnote{499} By looking up a lexical meaning in a dictionary one may learn a word faster but in reality, one needs to learn a lot more on a word besides its simple and absolute meaning. It is advisable, hence, to make use of authentic


texts since they favor the promotion and highlighting not only structure but also the typical behavior of words and phrases. More specifically, regarding the difficulty of vocabulary in taught learning of L2, there are two suggested approaches: one is based on the Lexical Syllabus and the other on Lexical Subschemas.

In the first approach, the word constitutes the unit for planning the material to be taught and this “guarantees focusing attention on the most contemporary words of a language, the most important definitions and on the most commonly occurring motifs”. This argument backs the necessity to introduce authentic texts in the language classroom, as a dynamic process of self-searching and self-discovery, since the teacher, on his/her own, cannot present and describe all aspects, all functions, all behaviours and in general, all information that students need to know on a word. Ordering words in the syllabus according to their frequency of appearance, allows students to deal with them efficiently and to develop generalisations for their own use. This dealing with words, when in an authentic linguistic frame, contributes in students discovering language. Indeed, students «discover new words and begin to classify them...Simultaneously, students discover the classes, to which these words might belong, they then begin to assimilate words from their own vocabulary and vernacular into these classes».

In the core of the second approach, based on lexical sub-schemas, lies the thought that, although some lexical schemas are rare they are still valuable to the student’s linguistic progress. Honeyfield adds to this that «even the most diligent of students who have completed their cycle of studies after learning up to 3000 given words, will discover that, even in a relatively simple text, there will be 10 to 20 per cent of the words that will be unknown. These words are by definition rarer. They may be significant in terms of grasping the meaning of a passage, but this may only occur once throughout a chapter or book».

Consequently, cultivating L2 students’ linguistic efficiency is the result of important offer of opportunities to read and analyse a wide range of authentic texts. This is going to function in a

501 See Willis, J., 1993, ibid, p. 90.
502 See Willis, J., 1993, ibid, p. 84.
more crucial and drastic way towards the expansion of the linguistic realisation of students rather than entrenching the course in limited grammar points.\textsuperscript{505} Being exposed to a variety of authentic input makes the students able to activate their own inductive processes and discover relations that are useful and important to them.

According to Barlow, vocabulary enrichment is the result of reading and processing a variety of types of texts, which means coming into contact with authentic language and various forms it may take depending on the communication environment this is expressed.\textsuperscript{506} Through this process, students acquire gradually the ability to advance their inductive processes, to make generalisations and to discover relations on their own.\textsuperscript{507} Authentic texts are ideal for vocabulary learning as they have a full and interesting context, that can work as a motive to students, and then, lead to language acquisition.

A vocabulary approach that promotes understanding is the examination of relations among lexical items, above the sentence level but in a wider framework of discourse organization.\textsuperscript{508} An authentic text can respond in a better way to this demand as it offers to students the possibility to become a part of the learning process by forming their own assertions on vocabulary and lexical relations. As noted by Richards, “the largest portion of which a definition is formed cannot be depicted in a dictionary”.\textsuperscript{509} There are many other things that one may learn from a word besides its absolute meaning. It is for this reason that using authentic texts increases the possibilities for students to understand and absorb not only the meaning and the structure of a word or phrase, but also their typical application.\textsuperscript{510} Moreover, the necessity to introduce original texts for vocabulary expansion purposes is further backed by Willis argument for the creation of a syllabus that would take word as its planning unit and would “guarantee the main focus of student’s attention on more contemporary words within the language system, as well as on their definitions and typical patterns that occur”.\textsuperscript{511}

\textsuperscript{505} See Barlow, M., 1996, ibid, σελ. 12.
\textsuperscript{507} See Barlow., M., 1996, ibid, p. 12.
\textsuperscript{509} See Carter, R., 1987, ibid, p. 188.
\textsuperscript{511} See Willis, J., 1993, ibid, p. 90.
Under this light, authentic texts prepare the students’ proactivity and knowledge, as it is difficult for a teacher to present to students all they need to know in one word. Emphasising that words, which appear more frequently, offer students the opportunity to manage words so that they make generalisations on their own. Also, learning vocabulary through authentic texts helps students “discover the language...they discover words and begin to categorize them.”512 This opportunity for generalisations through personal search that is encouraged by the processing of authentic texts, decreases the need for mundane presentation and is more likely to «awaken the student’s autonomous curiosity on the subject, as opposed to a method of presentation which is honed towards the student’s overreliance on teachers».513

As to the acquisition of grammar, it seems that students do not simply assimilate grammar rules but make assumptions on the language to which they are exposed. In reality, “there is no existing proof which suggests that grammatical tropes can be learned in the same way that someone might learn about a series of events in an academic discipline”.514 It is exactly for this reason that the role of authentic texts is defining. As far as students are meant to come into contact and learn the grammar of another language through the process of self-discovery, they will need plenty of authentic input in variety, on which they will take initiative and make assumptions, while the danger to omit important aspects of the language taught will be limited.

There are two authentic texts approaches that may lead to self-discovery of grammar knowledge: the Consciousness-Raising and the Schema-Based one. The first approach, which is considered consistent with the way in which one would perceive it to be in L2”, focuses on grammar through a dynamic process of consciousness raising and reinforcement, so that students acquire awareness of grammar items and to internalize them. In place of traditionally presenting a grammatical phenomenon and practical exercises on this, this approach is a means to “enhance grammatical prowess in another language” and not only a teacher’s attempt to “distil” this skill directly to the student.515 Taking into consideration the fact that no one ever managed to learn a foreign language with simply a word list and a group for morphological, syntactical, phonological and other rules, no matter how accurate or easily understood this material was, it is easily understood that activities aiming at the development of awareness and its raising in

512 See Willis, J., 1993, ibid, p. 84.
513 See Willis, J., ibid, p. 92.
regard to grammar, offer to students the necessary exposure to the other language so that they can make generalizations on it. As long as every student makes different prioritization to the linguistic information incorporated in every text environment, his/her exposure to a large number and variety of authentic texts, offers them the possibility to focus on specific language details and internalize generalizations on their own. In this way, students have their own pace of linguistic development, and this reduces automatically the number of students that go unnoticed or are left behind. At this point we can see the deeper logic underlying this approach, which is stemming directly from L2 research and more specifically from Pienemann’s hypothesis according to which students learn when and what they are ready to acquire.

At the same time, the process of raising awareness allows students to balance the differences in new linguistic data, cultivating and expanding their already acquired knowledge on rules of grammar and use of language. Generalizations stemming from prior knowledge contribute decisively in language learning, since students do not only absorb rules and language patterns presented in a certain textbook but also realize them gradually by being exposed to the taught language. In this case, learning through patterns, structures and repetition is left aside and the focus of activities for the gradual awareness raising is placed on the attempt to push the student towards “understanding a specific grammatical element, in the way that it functions as well as in what it is composed of”.

Barlow’s schematized approach (1996) aimed at surpassing specific methodological problems of the traditional method such as insisting on form, omitting language uses or limited language patterns. This approach is based on “grammatical units, which compose couples of form and

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516 According to Ellis, a consciousness-raising activity is a “an educational activity whereby students are provisioned with L2 language input of some form and are required to successfully execute a function by utilizing it, the aim here is for students to reach a comprehensive understanding of one or more linguistic fields concerning the target-language”. See Ellis, R., 1997, SLA Research and Language Teaching, Oxford University Press, Oxford, p. 160.

517 See Rutherford, W., 1987, ibid, p. 151.


519 This hypothesis has been ratified by long research on the natural and instructed language learning, which lead to the conclusion that a successive presentation (one, that is, at a time) of individual grammar items, does not have any similarity (only as a coincidence) to the order or the way in which students acquire these items. (See Long, M. & Robinson, P., 1998, “Focus on form: Theory, research and practice”; in Doughty, C. & Williams, J. (eds.), Focus on form in classroom language acquisition, Cambridge University Press, Cambridge, p. 16).


meaning that are incorporated into the context of language...<These units> are a result of inductive processes or the accretion of categorized instances”.522 According to Barlow, these schemata may be more or less abstract, but “have their foundations based in real and functional conditions”,523 activating thus generalisations that are based on language use rather than patterns. Under this light, using authentic texts offers a more active and energetic role to students who cease to passively draw language patters and becomes a real cognizant, able to “access multiple cognitive distinctions, some of which are directly connected with formal distinctions that occur in grammar”.524 As for grammar, it is true that it has received various differing treatments in foreign language teaching.525 There have been methods based on learning grammar rules and others purporting that there is no thing such grammar and its preferable for students to exercise by using mechanically the language structures.526

Many researchers in L2527 and applied linguistics528 purport that it is not necessary to teach grammar and it should be put aside so that opportunities for natural language performance application are created, as is the case in environments other than teaching. Besides, “a language form is better perceived when the student’s attention is focused on meaning.”529 There

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523 See Barlow, M., 1996, ibid, p. 17.
525 Until the end of 19th c., language teaching was inextricably linked to the notion of grammar and namely to the description and memorization of grammar forms and rules. This attitude started to change with a change of interest towards live languages and an emphasis on the regulatory vs the descriptive function of grammar. Especially from 1970s onwards, the innovative theory by Noam Chomsky, according to which second or foreign language acquisition follows a similar way as mother language acquisition, the link between language teaching and grammar became loose. Teaching grammar was thought possible to be rejected as the foreign language acquisition device is inherent to all humans and is activated by his/her interaction with language stimuli in his/her environment. (See Chomsky, N., 1965, Aspects of the Theory of Syntax, MIT Press, Cambridge Mass.). However, it has been noted that language knowledge of children that have not been taught grammar, has significant deficiencies because this method has omitted important differences in the conditions and the mother language acquisition in relation to second/foreign language. (For the course and contribution of grammar in foreign language learning, See Φιλλιπάκη, Ε., [Fillipaki, E.] 2001. «Η συμβολή της γραμματικής στη διδασκαλία της ελληνικής ως δεύτερης ή ως ξένης γλώσσας», Παιδεία Ομογενών, Πολεμικός Ακαδημαϊκός Προγράμματος για την ελληνόγλωσση εκπαίδευση στη διασπορά, Ε.ΔΙΑ.Μ.ΜΕ., Rethymno, p. 131-142.
are, however, researchers that argue for systematic guidance. According to his, teaching grammar does not bring language-acquisition it simply facilitates it as it equips the student with a conscious knowledge and understanding of grammatical structures that can be used later, when the student is ready to acquire these structures/items.

However, the attempt to move from simpler to more complex concepts incorporates inevitably the understanding of grammar relations. Internalizing and absorbing specific elementary grammar and syntax rules of the target language constitutes a necessary precondition for achieving effective communication. “The more a student knows about a language, it is logical that more opportunities occur for the language system to become flexible, adapt and accommodate his or her needs. That which students must be taught is not strategy per se but language itself”. For this reason, grammar is considered important in the communicative, as to any other language teaching approach and is incorporated in the objectives of contemporary syllabi.

Such a teaching choice is not necessarily equal to a dull language class where rules, endings, exceptions to rules and boring automation exercises on the newly taught material. Quite the contrary: it may mean the beginning of an investigation towards the consolidation of new knowledge. Especially through the use of authentic teaching material, knowledge on every new grammar trait is awakened more consciously and in a way that promotes self-discovery. The student is activated so as to understand the function and content of one specific grammar item and he/she does not isolate it from the text. Rather it is rendered “a learner that is capable of

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reaching multiple cognitive distinctions, some of which are compatible with formal categorizations that already exist in grammar”.\(^{536}\) Having the text as a point of reference\(^ {537}\) and other additional audiovisual material (e.g. additional examples where the taught grammar item is being used), using existing knowledge and the language instinct,\(^ {538}\) and under the teacher’s discreet instruction, the student reaches gradually and with inductive steps the function mechanism of the grammatical phenomenon. It was considered, hence, necessary for students to use consciously the basic grammar and syntax meta-language so as to have a clear idea of the language system and avoid misconceptions between grammatical phenomena. It was also purported that learning grammar data along with the concepts describing it could support even the beginner student in analysing and producing speech.\(^ {539}\)

6.3.2. Intercultural approach

In addition to identifying and analyzing initial communication situations of a text, it is also important to trace and use in teaching the cultural information transmitted therein.\(^ {540}\) Besides, language and culture constitute an indivisible whole\(^ {541}\) and for this reason «teaching a language inescapably involves the inadvertent inclusion of teaching culture».\(^ {542}\) In addition, “culture is


\(^{537}\) As, in practice, it is difficult for the teacher to discover an original text that includes all grammar forms of the phenomenon he/she wishes to teach, it is enough if it includes some indicative elements that the student may observe and identify. An example from teaching practice is the following: when presenting in the classroom certain printed advertisements taken from a magazine, we do not expect students to identify all rules applied in the formation of imperative or comparative adjectives. But it is very probable to identify the function of these grammar forms (the fact that it is an imperative or that there is a comparison, respectively), to comprehend their communication importance and to observe possibly some exterior traits such as the ending “-e” in the imperative or the “pio” in forming the comparative adjectives.


society’s foundation”. Cultural data promote meeting and coming into contact with the other, and favor the creation of a cultural ability, which falls under the service of communicative teaching. To this effect, it is very useful to categorize authentic material in thematic groups (such as, art, advertising, education, environment, language, etc.) and the creation of a “cultural archive” or, in other words “thematic archive” allowing students to discover the cultural content that the teacher wishes his/her students to acquire. Every archive can be articulated around a common topic and be further enriched with support authentic material. This material represents and replaces the authentic cultural reality, especially in those cases where students do not reside in the country of the target culture.

More specifically, organising cultural topics should be done in a global and gradual approach that could take the following form. First, raising student awareness to manifestations of everyday life, for instance at work, at the restaurant, in accommodation, in recreation. Then, raising awareness concerning consumer habits, as, for instance, certain items that are considered important for the house, food, clothing, vacation, etc.; raising awareness concerning values in the family, education, society, the politico-economic circumstances, raising awareness concerning aesthetics in poems, songs, cinema, architecture, painting. Finally, analysing attitudes concerning communication through advertisements, television broadcasting, the press as well as attitudes towards the big, existential issues, that is, love, death, solitude, freedom, etc.

The problem with such a thematic organisation of cultural content to be used in teaching is linguistic and lies in the ability to use linguistically these selected texts. This means that this approach is not an exclusive and strict language progress, although there are margins for an eclectic language processing through the student instruction and attention focusing on pre-selected language items. It is important to provide for practicing all four basic language skills, as well as the unhindered course of students from one skill to the other, for instance, student written response to a written text or oral response to a listening language stimulus. The cultural elements incorporated in an authentic text are not imprinted in an explicit and clear way so as

545 On the creation of a cultural archive eith the aim to reproduce real communication conditions and the assignment of initiatives to students, See Liziard, S., 2000, Démarches pour une approche civilisationelle en FLE, SL 4612, Deuxieme partie, cours de maîtrise FLE, Département des Sciences du Langage et de la Communication, entre de télé-enseignement, Universite de Rouen, p. 4 and Cardinal, N., Combe, N., Firmin, F., 1971, Langue et civilisation-Douze dossiers pour la classe avec exploitation de documents sonores, BELC, Paris.
to be easily and immediately comprehended. As Tomalin and Stempleski note: “the benefit in simply demonstrating cultural text, or a work of art in the context of a school classroom, is miniscule”.\textsuperscript{547} To be able to “read” and decode this cultural information, which is to be found, generally, in original texts, and to be able to critically interpret cultural context in each case, he/she should have what is called \textit{cultural awareness}.

This skill presupposes the students’ activated cultural sensor and sensitivity to the cultural impact at language performance and communication.\textsuperscript{548} This cultural awareness is particularly useful especially because it paves the way for cultural empathy, which is an important step towards successful language learning, as it is by using this skill that the student identifies him/herself with the target culture and familiarizes him/herself with it. This is not an easy process and its fulfilment is not certain. The greater difficulty stems from each student’s own cultural background, which mediates and very often, stands in the way. These own cultural experiences will form the view of the new cultural act, through correlations, comparisons, and evaluations of the two areas of experiences.\textsuperscript{549}

Despite all these, accepting that our own culture acts as the starting point and a point of reference at the same time for the foreign culture, may prove beneficial to instructed language learning. Tracing the points that the two cultures converge to or deviate from each other is a useful and beneficial process on its own; it can also be the starting point for a deeper exploration of the two cultures. Along with that, it can also expand understanding and improve, finally, the ability of students to communicate with the natural speakers of the target language.

Authentic texts are, in a way, the “treasure” of these cultural explorations as they “contain” culture. Consequently, student exposure and interaction to literature, the Press, cinema, magazines, television and radio broadcasts, as some of the manifestations of this foreign culture, offers students the opportunity to observe other behaviours and interactions, other mores and customs, other mentality and way of thinking and in this way, to realize existing attitudes and values. As “keys that open doors into the ‘target’ cultural community”, original texts contribute so the student constructs gradually a kind of «cultural backbone» for the language he/she wishes

\textsuperscript{548} See Tomalin, B. & Stempleski, S., 1993, ibid, p. 5.
to acquire.\textsuperscript{550}

The conclusion that can be drawn from all mentioned above is that not only is the cultural approach useful, it is also inevitable; this is so because original texts contain culture and in their variety, they can transmit cultural messages of all types, from varying cultural areas of graded complexity. What the teacher sought for is, first, to organize and classify thematically the cultural content he/she wishes to present in the classroom. Then, he/she should take good care so as to raise the awareness of his/her student audience before the aspects of the target culture he/she wishes to promote and to lift any obstacles that result from the impact of the own culture. Through the cultural approach of an authentic text, students gradually acquires cultural awareness which leads in it turn to cultural empathy, creating thus the preconditions and favouring conditions for language development.

\subsection*{6.4. Teaching plan}

To begin with, an authentic text is not allowed in the classroom just because it is original. That is, a text does not partake in the teaching process just because it is authentic. Its use depends on a set of technical knowledge and skills that the teacher applies in the first place. The teacher has to evaluate the degree to which a text is appropriate before a wide range of materials, to assess the degree to which a language or cultural practice is accepted or socially abiding, to restore cultural misunderstandings that may arise by the frequent repetition of the same texts.\textsuperscript{551}

According to Magali Lemeunier-Quéré, professor and researcher in Language and Culture Didactics at Rennes II, it is necessary first to pedagogically assess a text.\textsuperscript{552} More specifically, the teacher should think whether:

- \textit{It is legal, according to royalties law, to incorporate an authentic text in the course;}
- \textit{The students’ profile (special needs, interests, etc.) allows for such a text to be used;}
- \textit{The authentic text responds to the course objectives;}

\textsuperscript{552} See also Leumenier-Quéré, M., 2003, "Créer du matériel didactique: un enjeu et un contrat",http://www.edufile.net/Creer-du-materiel-didactique-un
- *The authentic text can be used as it is or corrections are needed;*
- *The level of language of the text is higher than that of the target student audience;*
- *The text content may insult the student cultural or social sentiment;*
- *The information conveyed in the text is valid, trustworthy and verified as such.*
Then, it is useful to carry out a set of preparatory actions, which would orientate the text’s use. The first step is to define clearly the traits of student audience to which it is addressed, that is age, sex, interests, origin (in case of a multicultural class or not) and, above all, the level of target language knowledge.

In addition, to identify the author and the date of the text so as to place it in a specific framework of time and place. Also, he/she should set the nature of the text as every text type has particular, inherent differentiating elements, which the teacher should identify and take into consideration. For instance, in case of an audio text, the teacher should focus on insertions to the natural flow and in general, to the particularities of oral speech. In case of an illustrated text, emphasis should be placed on faces and objects, forms and colors of the pictures. Then, the teacher should move to a first linguistic analysis of the content, which would shed light onto the thematic axes, structures and lexicological or grammatical points that may cause difficulties to students. At the same time, he/she should make a rough communication analysis of the text identifying the agents (transmitter, receiver, message, place of action, linguistic acts, and communication situation) as well as the wider socio-political framework.

Then, the teacher should solve any practical issues in reference to the text; he/she should read it several times so as to correct any mistakes and to control the length of the written or oral speech so as to restrict it, if needed. Also, the teacher should record a written text, in case he/she aims at an oral reception or to transcribe a recorded one; to intervene, if needed, on the text by deleting or simplifying some points or enriching it with relevant photographs or other supportive material. As a next step, the teacher should set the teaching objectives around the acquisition of communication skills (oral and written) for the students and aiming at ownership of new vocabulary and grammar as interaction tools. Respectively to the predefined objectives, finally, the teacher should design the exercises and activities that will surround the text and to schedule the sequence of these activities.

6.5. Teaching course

553 On the pre-pedagogical analysis of a text and the preparatory steps of its use in teaching, See Barrière, I., 2003, «Exploitation pédagogique de documents», http://www.edufle.net/Exploitation-pedagogique-de
In brief, the teaching course may take the following form:\textsuperscript{554}

- **Raising awareness:** Students are initiated in the general objective of a teaching unit, and, in particular, on the text itself (its topic, the author, its historic and social framework, etc.). A photograph, a text, a question, a word may become stimuli for interest, curiosity and memory of students, as well as for expectation activation and strategies to access the text’s meaning. This phase is necessary because it creates the suitable atmosphere in the classroom so as to receive the authentic text. Thus, students are introduced to the thematic core, the general context of the text.

- **Preparation:** Students are getting “warm” mainly in terms of vocabulary and basic concepts included in the text, but also possibly at the level of grammar and syntax. Activities at this stage usually take the form of interpretation of lexicological items. Students are pushed to activate their existing knowledge and are given the equipment to face the difficult parts of the text, while at the same time they inform the teacher on the student’s needs.

- **Reading or listening reception of a text:** The first reading may be effectuated by the teacher and then by a student.

- **Total Comprehension:** Following the first reading or listening reception, there is the total comprehension of meaning. Using knowledge already acquired as well as prior learning experiences, students make guesses on the form, the content and the communication parameters of the text. The teacher, with his/her questions (e.g. who is talking to whom, where, when, in which way, to which effect, on which general topic,

what is the general tone, etc.), guides this investigation and confirms or not the initial presumptions. At this stage, it is possible to make reference to or use the title of the text.

- **Detailed comprehension**: This is the stage when there is an attempt to check comprehension of lexemes on the basis of context. Full attention is required to listening or silently readings of the text and a series of strictly guided activities and specific questions on content comprehension. Emphasis is given on the details and on the comprehension of all words and sentences of the text, as well as to the information transmitted. Textual and non-textual indices contribute greatly in understanding unknown words.\(^{555}\) Emphasis is placed on grammar and syntax structures found in the text. More specifically, on identifying of grammar forms and on interpreting the meaning of words or phrases, pointing to the meaning and language autonomy of selected lexemes, by incorporating them to indicative sentences, in other words, in the appropriate communicative framework. Also, it is possible to indicate synonyms, antonyms, derivatives or fixed idioms, as well as to refer to the origin of specific lexicological items.

- **Rule of identification and formulation**: As the teacher discreetly guides them, students identify in the text the new grammar and syntax phenomenon and are lead in drawing conclusions and formulating rules.

**Systematization-Consolidation**: Students carry out exercises of grammar and lexicon in order to practice the new language items and use them in differing contextual and communication environment. Students apply structural elements they have been taught in activities defined by the teacher with the aim to systematize new knowledge, these activities can be interactive so as to be more beneficial and pleasant, as they develop the group’s dynamics and serve other than language objectives at the same time.\(^{556}\)

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\(^{556}\) See Lemeunier, V., 2001, «Acquérir des automatismes linguistiques pour développer une réelle compétence de communication», *L’enseignement des langues aux adultes aujourd’hui. Une pratique pédagogique*
- **Written and oral speech production**: New knowledge attempts to be incorporated in written and oral speech, and new language items and cultural information are transferred or applied or expanded to other type of activities. This unit includes also discussion with students on the topic, summarizing the text, authoring a text on a topic similar to the one of the text under processing. This is a case of free and spontaneous use of lexicon and structure of the unit, through communication activities, role-playing and improvisation, acting and other creative exercises.\(^{557}\)

- **Additional material for further study on the topic.**

- **Teaching and learning interaction**: Either the teacher or the students themselves carry out the assessment, either as a self-assessment or peer review.\(^{558}\)

This teaching course serves us here in giving an outline presentation of the stages and orientations to which language teaching takes without a fixed or obligatory character. It is the case when an authentic text constitutes the base for a language course and not simply additional material, while the order of teaching stages and the activities included therein depend and differentiate according to the student language skills.\(^{559}\)

### 6.6. Teaching tasks and authentic texts

Using authentic texts is not an easy task for the teachers who have to carry out special duties. “For them to utilize the standards of teaching around authentic text, they must be willing to

\(^{557}\) This stage is particularly important because the activities suggested have a function de „jeudénte“. They allow students to use freely and in their own way structures and vocabulary which they have been taught in the previous stages of teaching process. The spontaneous expression within the framework of role playing or a creative exercise/creativity exercise, allows the student to show that he/she can activate the unit’s vocabulary and structures in a different and original way, without preparation through similar exercises. These exercises ludiques may present the most “original” situation fore language use in the language classroom and help students in making an important step in language acquisition. See Weiss, F., Conseil de l’Europe.


devote a significant amount of time to detecting appropriate sources for content purposes as well as to designing accompanying exercises and tasks.”

The contemporary notion of task, as a pedagogical model, was developed within the Communicative Approach of language teaching. This model of Task Based Approach constitutes, in a way, the final, logical extension of the Communication Approach, the representation of “that which happens when...language teaching that is based on definitions is systematically appropriated as an alternative suggestion to guidance that is geared towards form”.

The Australian linguist David Nunan defines task as “one part of a scholastic exercise throughout which students involve themselves in the perception, the handling and the production of their target-language and interact energetically amongst themselves establishing their focus chiefly on meaning rather than form”. Another definition for a task – based activity is described as “an activity, which demands of its students to reach an outcome starting from known information and through employing a selection process which is controlled and monitored by the teacher”. Also, it has been defined as “a targeted communication activity with a specific outcome, whereby the focus is on the exchange of definitions and not on the production of linguistic forms”.

The difference in these definitions stems from the objective for which a task is being carried out, and this is the reason why the expectation for a definite and complete definition remains unfulfilled. However, generally, these tasks develop the communication skills of students and contribute in this way in their language development both in terms of language accuracy as also in terms of language proficiency. Their aim is to attribute pedagogical

564 See Willis, J., 1996, A Framework for Task-Based Learning, Addison Wesley Longman Ltd., Harlow, p. 36.
value to the reception of the text, to reconstitute the circumstances under which it was created and in this way to support the attempt students make to access and comprehend its content. Tasks can be independent or group ones, while their number and variety depends on the teacher’s imagination and resourcefulness.

When designing tasks, the teacher should distinguish between *accuracy* and *communicative* tasks, and provide for the teaching scheduling of the first type of tasks, as most linguists agree it is necessary. Accuracy tasks constitute language activities aiming at developing students’ language skill, corresponding to knowledge of the language system, including grammar and syntax, lexicon and in general the structural elements of language. They are a necessary preparatory step in order to move to the communicative tasks, which focus on the communicative functions of language, that is, the use of language system in order to fulfil communicative objectives. Indeed, tasks that give to student’s basic knowledge of grammar and syntax with a basic or expanded lexicon, constitute an inseparable link in the learning chain since they provide students with appropriate tools so as to acquire fluency, flexibility and proficiency in using the language system and become thus communicatively active and efficient. “The greater one’s knowledge is concerning resources offered by a language system, then the more flexible and precise the understanding and communication of meanings conveyed by native speakers and authors will be”.

William Littlewood adheres to this view and observes that, “we communicate by utilizing the creative dynamic of linguistic forms”. With this thought he distinguishes between *pre-communicative* and *communicative tasks*. Pre-communicative can be distinguished into

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573 See Littlewood, W., 1981, ibid, p. 85-86. Another classification of activities distinguishes between *role-taking*, where students are assigned roles by the teacher (e.g. memorizing and effectuating dialogues, oral description of objects, narration, dialogue games with the use of information cards, etc.), and *role-making*, where students are free to organise and effectuate on their own an activity (e.g. stories based on comic strips, collage of information and pictures, etc.). See Papaefthymiou-Lytra, S., 1993, *Language, Language Awareness and Foreign Language Learning*, The University of Athens Press, Athens, p. 117.
structural and quasi-communicative: structural tasks include different types of drills or questions & answers and focus on grammar and the strong combinations of language elements; quasi-communicative tasks include structural and communicative manifestations of language and typical transactions.574 Strictly communicative activities can be distinguished into functional, where the student gets involved into a situation where he/she has to carry out a task by communicating as much as he/she can and to social interaction activities where the student takes into consideration the social context wherein communication is effectuated.575

The theoretical background for tasks is valid also in the case authentic texts are put into the service of language teaching. Especially the language of authentic texts offers a very appropriate and fertile ground where a «pedagogy of understanding and production» could be developed. 576 Such texts are ideal for written or oral speech comprehension tasks, as well as for observation and analysis tasks that would allow students to correlate statements, speech acts and communication situation elements. Starting from the original text, the teacher can design different types of language production tasks, not only learning vocabulary for a grammar replacement task.577 Namely, tasks that highlight all aspects of language learning: grammar, syntax, communication or social and cultural aspect.578 Finally, regardless of the priority students attribute to producing oral speech,579 the activities that complete teaching should be balanced and designed on the basis of equal practice of all four

575 See Littlewood, W., 1981, ibid, p. 43.
578 In the introduction of the his textbook entitled “Νέα Ελληνικά για Αρχάριους”, the author Fotis A. Kavoukopoulos, [Φώτης Α. Καβουκόπουλος] makes mention among others that «studying textbooks of Greek for foreigners that were published during the last decades shoes us that each one of them emphasises one or more aspects of language learning that are of interest to the book’s target group, be it grammar and syntax, communication or social and cultural». Certainly, it is highly probable a student audience to be interested for all three aspects. Specifically, foreign students to whom this textbook is addressed (adults, secondary or higher education graduates) «should learn to say “fork” and “knife” but they should also receive practical support so as to become communicatively and culturally active». See Καβουκόπουλος, Φ., [Καβουκόπουλος, Φ.] Κουτσομιτοπούλου, Ε., [Κουτσομιτοπούλου, Ε.] Αργυρούδη, Μ., [Αργυρούδη, Μ.] Δαγκλή, Β., [Δαγκλή, Β.] 1998, Νέα Ελληνικά για Αρχάριους, Nefeli publications, University of Crete, Philology Unit, Athens-Crete.
579 When asked “what’s your expectation from a Greek language course?”, more often than not foreign language speakers respond “talk more and correctly”. This disposition for oral speech production reflects the anticipation and the need of students to acquire communication ability. However, unfortunately, it is noted that «the most difficult part of learning is oral speech skills acquisition. (...) It is not easy for the teacher to
language skills and avoid promoting one to the disadvantage of the other three.\footnote{580}

The design of tasks is particularly critical and demanding especially when original texts are used and it is advisable to take into account certain theoretical assumptions. First, original texts function as autonomous texts and as model texts for the speech production activities. For instance, a restaurant’s menu can be used first as an authentic text and then as a model for the production of written speech, that is, authoring a menu by the students. An authentic text becomes the model for another text, a product of a similar communication act. Hence, a recorded dialogue when a customer gives an order to the waiter in a restaurant (an authentic text) can be used by the teacher as a model onto which students can create similar dialogues (speech production). In this case, the menu is used only as real for such a dialogue since input and output are produced in different communication circumstances.

On the other hand, what is particularly important is the design of task-based activities for the classroom and not original texts per se. These activities need to be designed around the interests, the level of language skills and the needs of adult students. An authentic text should be analysed through a lens focusing on its conversational characteristics. That is, the participants of the communication act should be identified, as well as its objective, its form and content. These analysing activities, that facilitate the identification and the reception of the aforementioned elements, can be varying from very simple finding correspondence or multiple choice selection exercises to fill-in the gaps ones.

Then, activities promoting language use at lexicon, grammar, syntax and phonology level, are also useful and necessary. At first, the teacher may select the language elements that he/she wishes to practice with his/her students through the assignment of specific activities. For instance, the activity described above with the restaurant menu input and the authoring of a new menu as language output, can be enriched either with vocabulary appropriate for this communication situation (types and names of dishes) or with typical expressions usually included in such a thematic language environment (“an original/tasty combination”, “with a


savoury pinch” etc.). Appropriate grammar elements can be added, such as quantitative adverbs, countable and uncountable nouns, as well as the use of imperative. These production activities aiming at exercising students’ language accuracy can be fill-in-the-gaps exercises, long-answer questions and others.

At the same time, every activity producing language output reflects the language input stimuli (the authentic text) and, in this sense, equals with a role-playing. Indeed, the student, in his/her attempt to compose the output text, takes up a role, in a way, of an author of an authentic text. In the previous example of a speech production activity, the teacher assigns to students the task to author a restaurant menu. Apart from the clear guidelines that the teacher should give to his/her students, in order to harmonize this activity to their level of skills and interests, he/she should provide them with adequate opportunities for creative expression, incorporating also other elements reinforcing the original text. For instance, a written menu is often decorated with images of certain dishes, or some attractive works of art. Finally, using the students’ language output as new original language input has also its merit; it can also be used as a basis for new or repetition exercises. Moreover, the texts that are produced by students can be used as examples or even to be incorporated in an action of critique, reward and exchange with other classes.581

6.6.1. Task Authenticity

The issue of activity authenticity was developed early enough, in the wake of the wider discussion on authenticity for many years,582 and had been briefly mentioned in early literature on the use of authentic texts.583 In practice, this issue is more complex that the vague and simplified reference of Ellis to “real operating conditions” and for this it is deemed necessary to analyse the terms that define and confirm the authenticity of an activity.

First, as Widdowson stresses, authenticity is not assigned to the text itself but, rather, to the relation between the text on the one hand and the student and his/her response to the text,

on the other. In other words, authenticity lies in the interaction of the student in the specific activity. For example, reading the user’s manual of an appliance, which seems to be a non-authentic activity, can actually be particularly authentic for a student. This means that authenticity of an activity depends to a large extent to the process of authenticating an activity, that is, from the response of a student to it. In this context, the authenticity of an activity is in the hands of the student who is called upon to carry it out rather than of the teacher who devises and designs it.

In greater detail, in order to be characterized as authentic, an activity needs to follow the set basic guidelines:

Initially, a defining factor for an activity authenticity is the coherence and the harmonization of the text’s communication function. This means that the teacher who designs activities on the basis of an original text should allow and seek the greater possible co-existence of each selected activity with the specific communicative objective of the text, as for instance, to inform, to convince (in the case of advertisements) or to provoke, to attract, to direct, to emotionally involve the student (in the case of literary texts).

A second important precondition is the suitability which has a double perspective. The first addresses the means, the type of discourse and the communication function of the original text and draws the task through these. The second addresses the student him/herself and includes his/her expected response, as well as the extent of his/her emotional involvement with the original text. Partial comprehension constitutes a cognitive situation, which is absolutely original and suitable for many types of original speech, so it can be applied to tasks stemming from these. On the contrary, unsuitable tasks are, for instance, the intervention of comprehension questions during the narration of an anecdote or a funny incident, and it is wise to avoid them and replace them with others that make students aware of the text’s content and its emotional dynamics. For instance, an anecdote can be read aloud throughout and the spontaneous response of students can be used to check whether they...

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have comprehended the content (if they laugh or not) while humour can be analysed afterwards as much as students wish. Poems, for instance, can be cited without any preparatory introductions which are usually included in textbooks, offering students the satisfaction of having his/her own interpretation that can be later discussed and assessed. Similarly, songs can be recreational with their music and with their lyrics too, that is, with the unique combination of language and music, foregoing the language element until the initial emotive impact of the melody has been absorbed.

A third parameter is the degree of proximity of learning tasks to real life ones. This proximity is being perceived as a continuum, with tasks reproducing common activities of natural speakers on the one end, and on the other, tasks that include analysis of linguistic, visual or audio aspects of a text. In between the two ends, there are tasks that externalize experiences that are internal ones for the natural speakers. An example of such a task is watching or listening to a news bulletin and the simultaneous registering of the basic topics, the main persons involved, etc. This task externalizes the process that occurs internally and subconsciously in every natural speaker who listens to the news. Other examples include registering and analysing non-verbal behaviour of speakers in television panels, in series on television or in cinema films, since these non-verbal elements contain an amazing number of verbal or notional information.  

A fourth element that contributes in authenticating a learning task is using student’s prior knowledge, his/her language and cultural points of reference. Language aligns more or less to the students’ level of language proficiency while cultural references vary, depending whether students learn the second language in the environment where this language is spoken or not. Prior knowledge that students may have, vary, starting from the most obvious and everyday topics (everyday chores, leisure time, etc.) up to a deeper level of social structures, values, national or intersex relations and other cultural indices.

At the initial stage of every task, the teacher attempts to bring forward students’ prior knowledge on the text’s topic. This attempt may be effectuated either explicitly, through activities guided by the teacher and addressed to the class (e.g. individual or group note

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taking), or inexplicitly, through activities that require revoking and applying this prior knowledge. There is a dual benefit from this process: At linguistic level, students are awakened and, consequently, they are equipped with some of the language elements existing in the text. At emotional level, such preparatory activities let the students know how much they already know and this is encouraging and motivating for the next stages of the activity.

Finally, a task’s authenticity depends also on the degree to which it promotes *purposeful communication*. The term ‘purposeful’ and ‘meaningful’ communication lies in the core of the methodology to implement language and hence, cultural teaching. Many of the typical tasks\(^{588}\) are re-examined in a critical manner, on the basis of authenticity. According to Willis, many tasks do not promote ‘real’ communication, nor the use of language for an authentic purpose (e.g. grammar exercises, drills, etc.).

On the other side are the *communicative activities*,\(^ {589}\) where the emphasis is placed first on meaning and communication, with the result to reproduce communication procedures, similar to those of the real world. In the framework of such an interaction, students have the opportunity to naturally interact, in ‘real time’, as well as the possibility to achieve a specific communication objective, which favours the development of language ease and natural acquisition, more than the instructed exercises “encourage students in doing the right thing from the beginning”.\(^ {590}\) Along the same lines, Long and Crookes also purport that pedagogic activities should relate to «real world» target tasks.\(^ {591}\) For instance, buying a ticket, renting an apartment, making a telephone reservation at a restaurant, taking notes of the many points of a lecture, etc. Pedagogical activities are not exactly target tasks but constitute complex approximations of them.\(^ {592}\) Under this light, an activity needs to have an obvious relation to real life needs to be considered authentic.

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\(^ {590}\) See Willis, J., 1996, ibid, p. 18.


\(^ {592}\) See Long, M., Crookes, G., 1992, ibid, p. 44.
In addition, even communicative activities are degraded at times to simple pedagogic exercises such as drawing a picture from someone else’s description. In this example, although the communication has an obvious target, suitability and relation to real life are missing. The only benefit resulting from such an activity is the inherent expression of creativity which can be channelled to a real and structured language output such as, for instance, authoring a report on the results of a gallop poll inside and outside the school classroom, or the compilation of an advertisement for a product on the results of a market research.

6.7. An example of teaching an authentic text

6.7.1. Introduction

A study on any topic related to teaching practice should not be exhausted in theoretical descriptions and analyses as this would be incomplete and one sided. That is the reason why in this chapter a specific teaching suggestion is presented for the best possible use of an authentic text in courses of foreign language speaking adult learners of Modern Greek. What is sought for is achieving equilibrium between the theoretical and the practical part of the topic under investigation. Especially, from the moment that the topic is directly related to language teaching, (theoretical) discourse should become (teaching) act, that means to be linked to the classroom, as a safe field for testing and assessing every teaching innovation.

The following teaching example has two basic characteristics: first, it is presented exactly as it was applied in real conditions of teaching and not in the form of guidelines. The intention of the author is not to list recipe like a series of indicative activities of pedagogic use for an authentic text but to describe the specific course that a language lesson will take when it is based and articulated around an authentic text.

Second, this example is the outcome of author’s teaching experience and not only the product of our scientific and theoretical investigation over teaching topics. It has been tested under real teaching conditions, on specific students who reacted and influenced it, bringing about (either consciously or not) amendments and improvements until this was finally rendered a flexible and easily adaptable teaching tool. It is “fruit” of experiments and teaching quests, and has been through various stages until it reached the form, which is hereby presented.
6.7.2. The lesson

The authentic text: the song «Αν υπάρχεις καποιου εσύ» [An yparheis kapou esy – If you exist somewhere] (lyrics: Aris Davarakis, music: Notis Mavroudakis) by Elli Paspala. The topic of the song is related to falling in love, love itself and to intersexual relations.

Text selection criteria: generally, we selected a song because as authentic text type, songs have positive contribution in the process of learning a foreign language. Voice, musical instruments, musical arrangement, rhythm, melody, text (in the form of lyrics), all compose a group of inherent characteristics that facilitate both comprehension and assimilation and also memorizing of new linguistic elements. Apart from the enjoyment and pleasure they offer, songs can serve linguistic and emotional objectives, as well as objectives related to aesthetic education and phonological practice. In addition, as cultural products, songs are appropriate for the development of students’ socio-cultural skills.

Various criteria lead to the selection of the specific song. First, it is consistent with the students' language level: it has clear semantic/cognitive content, easy grammatical and syntactic structures, and appropriate number of words. It is relatively short, with slow rhythm and clear pronunciation so that students can easily follow when it is sung having the lyrics in front of them, and later they can join in singing. The topic of the song is thematically harmonised with the wider teaching unit in which it is incorporated and responds to the needs and interests of adult learners. Moreover, it is a representative song of the art Greek contemporary repertory.

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593 See Annex
while the sound of the bouzouki, the musical instrument, relates to Greek music. Finally, it is a contemporary item, which means that students have easy access to it: They can easily find it and buy it or even attend a concert where they will have the opportunity to listen to it live. Student audience: the lesson is addressed to adult classes of intermediate level of Modern Greek, according to the Common European Framework of Reference for Languages. Lesson’s objectives: we can distinguish the general and special objectives, which can be categorized in cognitive and emotional. In the specific case, the objectives are defined as follows:

General:

- **cognitive**: students should activate the four language skills around an authentic text, they should be able to identify the thematic focus of a text (oral or written), to make hypothesis on the basic cognitive and communicative parameters, to attempt the correct intonation and pronunciation, to be able to structure sentences with independent words and a short text from such sentences, to be able to use the new vocabulary in oral and written speech in various language and communication contexts, they should identify characters and their action in the song.

- **emotional**: students should enjoy aesthetically the text, they should develop an emotional relationship with the text and be moved by it, they should feel moral satisfaction from the process of approaching an authentic text, to feel the joy of taking part in a team, to become familiar with the products of the target culture so as to feel that they are part of it.

Special:

- **cognitive**: students should guess the meaning of the unknown words in the text making the best use of the known language elements in context, to realise the way in which specific words, phrases and structural elements create meaning, the style and tone of the text and attribute to it its communication framework, they should be able to comprehend figurative

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use, realise the logical sequence and the coherence of verse, to understand the formation and use of adjectives (-os/-i/-o and –os/-a/-o), so that they are able to describe a character and the behaviour of basic characters in a text, they should be able to sing the song too following the text and, with the help of metre and music, to ameliorate their articulation and pronunciation, they should practice in careful listening of the text, so as to understand the limits of each word.

- Emotional: students should be sensitised about this music genre and develop a positive attitude towards it, to activate positive emotions for the singer and to wish to learn more about her artistic work.

The stages of teaching:

- Triggering: There are alternative ways to sensitise students. The most frequently used one is the title of the song. The teacher writes it on the board students make associations, comments, express their opinions and make hypothesis around it and around its linguistic and communicative context. The teacher poses questions such as: "where does this phrase belong?", “who utters it”, “to whom” and “why?”, "what do you think comes after this phrase?" Depending on the students' answers, the teacher may make more specific questions. For instance, if students suggest that the phrase is the title of a song or an article, or a phrase from a personal letter, the teacher may ask for clarification on the type and style of each text, on the transmitter and the receiver, on the topic.

Another way to trigger the students’ interest is to talk about the singer.\textsuperscript{597} Starting from pictures of her, or from a part of an interview that she has given, students describe her appearance, suggest ideas about her character, about her personal and professional identity and gradually build her profile. The teacher, guiding in a discreet way this conversation, confirms or confutes their hypotheses, adding also interesting details on her life and career. Then, students listen or watch a video clip of one of her typical performances.\textsuperscript{598} Finally, the theme of the piece of music, which is to be taught, may serve as a trigger. For instance, students

\textsuperscript{597} Even if teaching does not begin with the singer’s profile, all relevant material and information will be used later, after the detailed comprehension of the text has been concluded.

\textsuperscript{598} See http://www.youtube.com/watch?v=Xf4vOCJ538

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watch a video clip of another thematically similar song by the same singer, or watch a video clip of the taught song in mute mode, or watch photographs where the theme is demonstrated or read various phrases that refer to it.

- **Preparation**: students are being prepared for the unknown words of the text, included in exercises that the teacher has designed. Students guess their meaning with the help of the context and their existing knowledge. In this way, they can identify them later more easily, which in fact facilitates comprehension. Moreover, words create expectations on the text’s content.

- **Audio reception of the text**: students listen to the song for the first time with no teaching pressure and without seeing the text. General questions are posed such as “did you like the song?”, “what images did it evoke to you?”, “what are the emotions provoked by the rhythm and tone of the song?”, "did you understand what is it all about?", "is there a word that impressed you?", "did you recognize a musical instrument?", etc. Following the initial response to the first listening of the song, students are given the text with certain gaps. There is a second or third, if needed, listening during which students are asked to fill these gaps. Alternatively, a quick reading of the text may proceed in class, or students may read it silently each one on their own. Rhyme is often helpful in guessing the missing words before students hear the text.

- **General comprehension**: students answer to questions that lead them in understanding in general terms the content and the communication situation of the text. For instance “who is talking?”, “to whom?”, “what is the relation between them?”, “is the message dramatic?”, “is the tone optimistic or pessimistic?”, etc.

- **Detailed comprehension**: questions are now specialised and focused so that students pay attention to the meaning, position or function of specific words, as well as to syntactic and grammar structures. More specifically, “if you would like to describe the message of the text

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599 See [http://www.youtube.com/watch?v=jLzdGXbPLFE](http://www.youtube.com/watch?v=jLzdGXbPLFE)
600 See Annex
601 If the video clip has not been used as a trigger, it can be used at this stage as supporting material for content analysis and understanding. For instance, students watch it in mute mode, divide it in scenes and attribute a song stanza to each scene.
in a word, which word would you choose from the text to that effect?”, “which words indicate the relation of the two persons? Have they ever met?”, “which words or phrases reveal the distance between the two speakers?”, “how is the secret characterised? Are these characteristics positive or negative?”, “who is behind the words ‘listen’ and ‘you’ included in the text?”, “which are the common elements and which are the differences between the second and the fifth stanza?”, “is ‘metamorphonomai’/[I am being transformed] used literally?”, “which words or phrases forebode the meeting of the two persons?”, “which verb could replace ‘tha piis’/[you will drink]”, etc.

Content investigative questions can be accompanied by others in order to “refresh” certain grammatical knowledge. For instance “what grammar form is ‘akou’?”, or “the forms ‘ego’ and ‘esy’ in the fourth stanza are presented in other form in the fifth stanza, which is it?”. The questions that follow aim at recomposing the whole, such as: “which is the secret, after all? Write the secret using the second person singular as if you were addressing it to its receiver”, “Why persons are away from each other?”, “if this song was a film scenario, would there be a happy end?”. At this point several alternative activities are proposed that can be realised in groups under specific conditions, with winner and award: a) each group is given random shreds of paper with the lyrics on them. Students are called to put them in order, either the initial or in any case logical one, b) each group is given the song text with the information that it includes ten deviations from the authentic. Students listen carefully and attentively the song so as to identify these.

- Identification of the grammar phenomenon: students trace and underline the pairs of adjectives and nouns. Whith questions such as “what would be the form of these adjectives if we changed the number or the case of the nouns these define, or if we replaced these nouns with synonyms of different gender?” morphology and formation of adjectives are being refreshed orally. At the same time, students are given additional material with language examples, where they can observe and draw conclusions on the position, function and rules in adjectives.

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602 See Annex
formation, and the basic exceptions. Conjugation table is also included with gaps and a list of adjectives describing person’s character traits or behaviour.

- **Systematization**: for purposes of consolidation of new lexicon and grammar items, and for the observation of language behaviour in varying contexts, students do ‘fill in the gaps’ exercises\(^{603}\) or other mechanistic exercises for applying and using newly acquired forms.\(^{604}\)

- **Production**: at this stage, students proceed to more free and more creative activities which combine the use of new lexicon and grammar forms with the thematic or communicative content of the text. The ambudance and variety of these activities is inexhaustible, thus we mention four alternative proposals for this specific teaching case.

In all these four alternatives, students work in groups and use phrases or expressions from the text as well as from the additional material at their disposal. All works are presented before the class: a) pictures of men and women are disseminated to each group. Students look carefully these pictures and choose the one that they consider more suitable for the woman and the man of the song. Then, they compose the identity and character of them, b) a group assumes the role of the woman in the song and writes up a letter addressed to the “you” of the song. At the same time, another group, takes up the role of the letter’s receiver, drafts an answer, either in the form of letter or in the form of verse on the same music motif, c) groups are asked to imagine the meeting of the two persons in the text. They should find the place and date of this meeting and write up the dialogue that would be exchanged, d) dramatization of the song or the theme, students are asked to act the song or topic.

At this point, although even earlier is possible, we should encourage students to sing along the song. To this effect, we can use the “sing along” application, which is available over the internet.\(^{605}\)

- **Meaning extension**: in a class composed by indermediate students of a high level, teacher

\(^{603}\) See Annex


\(^{605}\) See [http://www.youtube.com/watch?v=tKbl_UVisel](http://www.youtube.com/watch?v=tKbl_UVisel)
may give to students another song (preferably of the same singer) which presents a common or similar theme with the one taught, so that they can compare and put in parallel these two texts. Furthermore, the appropriate stimulus (for instance, several lines from a love letter or a heartbreaking love letter) may prove even more moving to students and offer to teachers the chance to initiate and guide a conversation around the topic of long distance relations, unfulfilled love, etc.

6.8. Conclusions

Authenticity does not lie only on “genuineness” of a text but to a large extent depends on the type of activities designed on the text. There are continuously more research conclusions documenting that while language input is necessary for the development of proficiency in the target language, it is not enough on its own and cannot lead to language acquisition. A percentage of instruction or focus on form combined with language production by the student, constitute important preconditions facilitating linguistic development.

Pedagogic activities mediate for the creation of language production opportunities, as well as of opportunities to focus on specific formal elements of the target language. Role playing, drafting a report, carrying out a project, a short oral presentation and other activities are examples that give students the suitable opportunity and the respective communication framework to try out and practice in linguistic/communicative situations that they are bound to experience outside the classroom.

There is no such thing as a single model or methodological framework fitting all learning situations. This is also noted by Widdowson when stressing that there is no language model with exclusivity to truth and reality. This is the reason why it is necessary to establish a flexibility and awareness to the characteristics of the student audience each time so as to ensure

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606 It is assumed that the second text should be simple and short; otherwise only an excerpt should be used.
607 More specifically, the author has used as stimuli a short abstract from the poem ‘Monogramma’ of Odysseus Elytis.
the greater possible authenticity of teaching material and accompanying activities.610

Finally, the teacher should be very careful so as “not to exacerbate activities that revolve around an authentic text as well as to know how to limit functional rules concerning their educational usage.[...] Educational suggestions which are applied must be derived from active educational analysis, which highlights each text’s idiosyncrasies.”611

Everything contributes so as to ensure “retention authentic communication which directly relates to the student’s truest concerns, whether or not these are relevant to the classroom, or whether or not they are related to the language class”.612

7. General Conclusions

The aim of this thesis was an in-depth exploration of a topic, which primarily concerns linguists (mainly the field of applied linguistics) as well as language teachers and has become a premise for widespread intellectual dialogue and fundamental research. It has also molded into a platform for the expression of fresh and often conflicting ideas and findings.

This research chiefly concerns the idea of introducing and taking full advantage of authentic linguistic input of every kind (written, spoken, audiovisual, iconographic etc) within the spectrum of teaching a second language specifically to adult students of a beginners and intermediate level. Apart from its justifiable didactic outcomes, which relate to the process of selection, preparation, transference and actualization of authentic text within the context of a language class, this subject contains within it a theoretical core sourced from contemporary theorems on how to master a second language, with an objective to compose its own scientific paradigm.

In this thesis, starting with the premise (whose foundations are the experience of learning a foreign language, even more so, than the experience of teaching Modern Greek as a foreign


language to a class of adults) that authentic texts, in many ways, accommodate the primary linguistic narrative, has been attempted to accumulate and reinterpret the various theoretical and methodological standpoints commonly vocalized, through this process. In other words, all parameters which, in one way or another, become tangled with the methodological prerogative of using authentic texts in language teaching, not only as an alternative solution but as a sound and effective teaching method, had been explored.

This process was initiated in order to provide answers to crucial questions, such as:

- To what extent is the systematic use of authentic texts in every format with adult students feasible and essential?
- To what extent and under which circumstances can the use of authentic texts help cultivate teaching environments which promote language learning in a productive way and lastly
- To what extent is it possible to replace the majority of replicas with subsequent originals, so as to compose the fundamental core of language teaching as frames of reference for students on a linguistic, cultural and communicative level?

In order for conclusive answers to be given to the aforementioned enquiries, there was extensive analysis conducted on the concept of authenticity as well as the various criteria and dangers that threaten its existence as a principle. Both the virtues and set backs of utilizing authentic texts for teaching purposes soon became apparent through this analysis. Standpoints and outcomes of the research which concerned mastering a foreign language were fruitful, in contrast with common methodologies within the field of language teaching, combined with the presence and role of original texts throughout this process and within theoretical and methodological frameworks. Furthermore, the validation of teaching manuals for Greek as a foreign language ensued, whose basic criteria was the presence of authentic texts, as well as other components which played a significant role in their utilization throughout the teaching process. Finally, a pattern began to emerge concerning the active involvement of authentic text, more specifically that of a song precisely as it had been conceived by the author, under teaching conditions.
Appropriate conclusions were compiled at the end of each subsequent chapter, which, in the present chapter, will be re-appropriated and broadened so that they might lead to safer and more generalized outcomes on the matter at hand.

A first and general verdict that can be obtained from this study is the shift in perspective concerning contemporary Theoretical and Applied Linguistics when it comes to language learning, taking into account all factors contained within the teaching discipline as well as the roles of the two hallmarks of the learning formula, these being teacher and student.

More specifically, in accordance with a more traditional perspective, the relationship between languages is that of absolute conceptual compatibility, so that the process of learning a foreign language is equal to the memorization of words and the rules of that language that apply symmetrically to those of the mother tongue. In this day and age however, it is an intellectual given that learning a foreign language does not necessarily mean applying new words to known objects or meanings, but progressively constructing a new and creative mechanism with which to aid performance as an orator, perception as listener and an understanding as reader of an infinite number of sentences. Furthermore, this suggests that a student can interpret the world within a specific educational prism and therefore may analyse their external reality according to a certain economy of logic, which is characteristic of a specific linguistic community.

A perspective, such as this, tends to distance language teaching from its traditional characteristics and definitions of being an “art form” and introduces the notion of a clearly scientific approach to language teaching, this allows for the bulk of challenges and difficulties that accompany “teaching a foreign language” to be properly confronted. Within this new and evolving framework, researchers interests begin to shift from the process of teaching and focus more dominantly on the ways with which a student is guided towards successfully mastering a second language. The dynamic of language teaching changes from a teacher-based to student-based formula. The primary objective becomes studying the process of learning a second language from the student’s perspective.

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614 Student-centered change is imprinted into some original, fabricated works on the subject of learning a second language, as in Corder (1967) και Selinker (1972).
This change in focus, in viewing the student as the active subject within the process of learning, becomes entirely ingrained throughout the scientific dialogue concerning the definition of authentic text as well as the definition of originality in language teaching on the whole. In more analytical terms, regardless of researchers’ concession on how “authenticity”, is defined by every facet of written and spoken language which has been created by native speakers for native speakers, there is an overriding notion that authenticity isn’t merely guaranteed by certain qualitative elements of a text, nor by the circumstances and terms of its creation.

Indeed, authenticity also relies on a series of components, which are external to the text itself and concern the circumstances under which text is absorbed by the student as well as how it is utilized by a teacher in the context of a classroom. This means therefore, that for a text to maintain its authentic identity, it must also present itself authentically to the student (learner authentic). In other words, the process of absorption and interpretation of text by the student must be analogous to that employed by native speakers when speaking the target language.

Widdowson suggests that when it comes to the authenticity of the relationship that exists between text and student, there is an argument on the student’s behalf to manoeuvre themselves into a position whereby they can “authenticate” texts as modes of communication. He makes a clear distinction between ‘authenticity’, which concerns the students’ interaction with the text, and its genuine qualities, which refer to specific examples of linguistic usage throughout the text. Therefore, substance is a characteristic of the text itself and is a purely qualitative factor. Authenticity, on the other hand, is an element that specifically relates to the text-reader relationship and involves the students’ appropriate interaction with the material. 615

After coming to the realization therefore, that authenticity is not in fact an element ingrained within the text itself but is a composition of myriad factors, it becomes clear that the use of simplified texts does not seem to break the rules of language teaching with authentic material. On the contrary, there is a call for tried and tested middle ground since on the one hand there exist tensions concerning teaching material that is considered ‘fabricated’ and stripped of any linguistic difficulty, while on the other hand it appeases trepidations for a seamless linguistic and conceptual approach.

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615 See Widdowson, 1990.
From the point that there is a distancing of alien linguistic elements (unknown grammatical traits and words), this does not aid the student’s progress in harnessing the qualities of those elements, the solution of amending certain elements of a target language so that they might become more palatable and understood, is generally preferred in that it does not obstruct students from being exposed to new linguistic phenomena. Some researchers contend that when a disposition for the appearance of linguistic input, which incorporates as many traits of the target language as possible, it appears that in the manipulation of this input by teachers the preferred method is making changes to grammar or vocabulary rather than simplifying the syntax. This is due to the fact that changes such as these will not alleviate the natural complexity of the original, but promote instead an equally successful interpretation, if not more so.\(^\text{616}\)

Therefore, the definitions of simplicity and authenticity are not diametrically opposed as concepts. According to Day and Bamford, many simplified texts possess elements of authenticity, such as characteristics of native speaking (spoken and written) as well as an articulate communicative goal on the author’s behalf.\(^\text{617}\) A consequence of this that should be criticized most harshly is not simplification in a general sense but rather a poor simplification and trivialization of authentic text.\(^\text{618}\)

This means that for the production of works that are suitably modified to the level of students studying a second and foreign language, as well as retaining elements of authenticity, there are certain principles that must be established. Day & Bramford assert the term ‘language learner literature’\(^\text{619}\), and stress the fact that this material must firstly be aware of the qualities and characteristics of the audience towards which it is geared, its interests, needs, its age groups as well as the cultural backdrop from which it is derived. At the same time there must be specific attention designated to the nature of the text’s content. In the production therefore of well-written text, which includes the author’s undiluted personal touch, it must also be an

\(^{616}\) See Parker and Chaudron, 1987, p. 114.


\(^{618}\) See Nation, 2001, p. 173. Furthermore, for the author’s goal of communication as the fundamental ingredient for authenticity in text, see. Janet Swaffar, 1985, p. 17.

informative, cohesive and coherent piece of writing. In a nutshell, the writing itself must prove to be effective through its wording.\textsuperscript{620}

Regarding arguments which concern the advantages and disadvantages of assimilating authentic texts into the teaching process, the realization of the fact that both the quality and positive impact of the first are strong and serve as catalysts in both the course and outcome of the learning process, the negative impact of the latter is equalized for the student’s benefit and for learning in general.

Moreover, as was shown in the corresponding chapter of this thesis, problems and dangers ‘harbored’ by the didactic utilization of authentic material in lower levels of linguistic adequacy; are both predictable and manageable. Their limitations are a question of appropriate modification, concerning the authentic material, coupled with the application of strict educational criteria throughout the selection process. For example, other texts may be chosen on the basis of whether the method of language teaching directly corresponds to students who correlate the learning of a second language with professional vocation (i.e Curriculum vitae), for those who are learning a language out of personal interest and gratification or to broaden their spiritual and cultural horizons (i.e, through reading literature) and for many others. Lastly, concerning immigrants and refugees who settle in a country whereby the target language is spoken as native tongue (i.e, job applications, classified advertisements). Therefore, both sides of authentic texts are largely responsible for the preference in utilizing them as a teaching method as well as for their active role in mastering a language. The first side being their student-based perspective while the other is their cultural dimension.

Regarding the first, authentic texts have the ability to create opportunities for energetic and substantial student input, concerning linguistic expression, initiative and creativity. Students do not simply assimilate rules but, on the contrary, they create scenarios relative to the language they are exposed to. Throughout their interaction with authentic text, students tend to sculpt a grammar for the target language based on the linguistic traits of the foreign language

with which they are engaging, while simultaneously detecting the “catholic structure elements” (universalia), which are common in every language in contrast to the knowledge obtained from their mother tongue.

Moreover, the use of authentic texts provides students with an opportunity to generalize\textsuperscript{621} in terms of using grammar and vocabulary so that they may observe the ways in which how already existing knowledge of a language system may be adopted and applied to a newer set of circumstances. Furthermore, “It is the students who discover a language... They discover words and begin to classify them accordingly [...] At the same time they discover categories to which these words belong and begin to re-organize the words that have already been placed into these categories.”\textsuperscript{622}

An equally beneficial and innovative asset to mastering a second language lies in taking full advantage of the cultural dimensions in authentic texts. It is common knowledge that the ties that exist between language and culture are unbreakable and, therefore, it is impossible to segregate teaching and learning a foreign language from studying the equivalent culture from which it is derived.\textsuperscript{623} Studying the culture behind a language promotes the fact that students may have multiple opportunities to be inspired, which in turn may activate their will to learn. This form of motivation is a powerful tool, which can be utilized in such a way so that certain goals in language learning may be achieved.

In any case, for the execution of successful communication in any foreign language, learning and applying grammatical and syntactical rules is not enough. There additionally needs to be a vast resource and deep understanding of cultural information.\textsuperscript{624} Excluding clearly linguistic certainties (i.e linguistic tasks), the exploration and bearing in an environment within which the target language is spoken is crucial so that students “might gain certain insight into the

\textsuperscript{621} «Generalizations are an important strategy which surpasses human learning. To generalize is to import or to export an axiom, a rule or a conclusion, usually through observing a series of specific examples». See Douglas Brown, H., 2000, \textit{Principles of Language Learning and Teaching}, Addison Wesley Longman, New York, p. 91.

\textsuperscript{622} See Willis, J. D., 1993, \textit{op. cit.}, p. 84.


people of that culture who speak the corresponding language as a mother tongue with all its various accomplishments”. 625

Where authentic texts are concerned, cultural information is intertwined with language teaching and can never be mutually exclusive. This allows for there to be an equal amount of study both of language and culture on the same educational platform 626 and also guarantees “the presence of various cultural phenomena, which allude to truth and integrity”. 627

The value of the dialectic that exists in the relationship between language and culture, through the utilization of various authentic texts, leads to a “intercultural approximation” of the linguistic phenomenon, whose chief concern is the learning of a foreign language as the product of culture, this differs but is not remarkably superior or inferior to the other. In this way the process of cultivating “cultural awareness”, as well as that of “intercultural awareness”, 628 become vital conditions from which to achieve intercultural communication, which in itself refers to the communication amongst people or groups with different cultural backgrounds. Unfortunately, the majority of methods used for teaching Modern Greek as a foreign language are not directly concerned with culture or they tend to apply a meaningless and pseudo-cultural awareness, whose main weight is on language specifically.

Furthermore, follow conclusions relative to the didactic use of authentic texts, such as those which occur through studying fundamental theories on mastering a language, combined with other didactic proposals that are deduced from and explained by them. Firstly, the pluralism, which characterizes the research and theoretical field in terms of mastering a second language, has managed to untangle language teaching from monolithic and aphoristic practices.

More specifically, the unilateral approach to grammar, which referred mainly to the initial stages of teaching the theory of a second language, on the one hand, and the tenacity for

628 «Intercultural ability» is defined as «an individual’s ability to behave rationally and with the relative flexibility when coming into contact with actions, traits and intentions of people from a different cultural background». See Haralampakis, H., 2003, ibid, p. 131.
communication with a rejection of any kind of express grammar or structural teaching method, which itself defined the early version of the communicative approach to language teaching, on the other hand, these methods have mostly been surpassed.\textsuperscript{629}

Within this new spirit of alliance concerning the multifarious opinions on learning second languages, teaching broadened its own horizons and began to re-evaluate its techniques in the light of a new theoretical prism. The utilization of authentic texts in teaching, as a lively issue of the first and classic source for the communicative approach, began to gain new dimensions and re-establish their role and functions, according to new research concerning language teaching.

A point upon which all theoretical hypotheses identify is that input is essential in or for the process of learning to be initiated. Disputed begin to surface when the type of language input which is deemed to be appropriate and effective for this purpose, must be defined and decided upon. According to recent scientific findings, it is impossible to prove with complete certainty that authentic texts, are ideal and core teaching material, which guarantees a successful trajectory towards mastering a second language. There are also no scientific findings that which prove the incompetence of fabricated texts in leading to successful language learning. Furthermore, through the theoretical hypotheses concerning language learning, a speculation has formed on the quality and quantity of language input, which needs to be obtained by a student in order for them to master a second language, this speculation also includes the tone of authentic input.

Krashen gives weight to understood input to which the student is exposed, whether this is derived from a teaching manual, or a teacher speaking, or from native speakers. Long, through the Interaction Hypothesis and the Negotiation of Meaning, attempted to describe how interaction enables understanding, as well as to illuminate the type of input which is capable of

\textsuperscript{629} Regardless of whether teaching approaches were designed with a specific theory of acquisition in mind or find an explanation in one or more theoretical hypotheses, it is clear that reasearching acquisition and teaching go hand in hand. See Bella, S., 2010, \textit{The Second Language. Acquisition and Teaching}, Greek Letters, Athens, p. 246.
causing adjustments and improvements in a student’s grammar. On the other hand, the Genetic Transformative approach to language acquisition\textsuperscript{630}, where it states that the input is too poor in quality and quantity, for it to be “responsible” for acquisition, it commends, however, the significance of input, which interacts with Catholic Grammar.

Furthermore, other theories cultivated the groundwork for the development of teaching approaches which, aside from being communication based, recognize the catalytic contribution of focus on type (i.e. focusing attention on structural and grammatical elements of the input) of language acquisition, especially in adults. It is therefore established that the adequacy, quality, importance and the ways of processing linguistic input, engaged researchers and opened doors for a more scientific and thorough dialogue concerning alternative ways of presenting a language subject, including the didactic use of authentic texts. Pienemann’s Case for Teaching is part of this perspective, according to which, students only assimilate linguistic elements which they are ready to absorb as well as only the point in time within which the posses the psycho-linguistic capability. Therefore, “the student’s control over the learning process, which becomes entangled with language learning and is a crucial component for what is finally retained”.\textsuperscript{631} This control is perceived as an argument in favor of natural language learning, where acquisition is equal to the course of gradual analysis and configuration an internal grammar, through a systematic portrayal in understood but not necessarily fabricated linguistic input.

Moreover, from the point where the course and improvement of learning a second language, is dependent on external factors, in such an intense way, which are exclusively controlled by students, such as readiness and willingness, it is preferable for didactic strategies to be adopted which utilize this autonomy, as opposed to others which insist on containing them within strict analytical programs, teaching goals and other educational limitations. This exact promotion of student autonomy throughout the learning process creates one more space for the introduction of authentic texts in the classroom. Firstly, regardless of whether teaching propositions exist which recognize the role of didactic guidance without the predisposition of


everything being taught, there are not, however, strong arguments that validate the assumption that students, in a classroom environment, necessarily need formal guidance in order to master a second language. It is generally recognized that a large portion of language learning which takes place in the classroom, is placed “naturally”, as a result of configuration form the students’ perspective of linguistic input, to which they are exposed.

This admission brings methods of language learning adapted by students to the forefront and are therefore more compatible with alternative ways of introducing linguistic data. These alternative ways of language learning vary, beginning from analytical learning (based on studies conducted by Dewey), through methods that are based on throughput activities, and conclude on autonomous learning, which itself is relative to authentic texts. “Sure enough, a link between language learning, language use and autonomy is the authentic text. This means that, if language learning is dependent on language use, it should be placed within the framework of communicative-language use, whereby and unbroken part of this framework will be an appropriately configured corpus of authentic texts”. Authentic texts activate autonomy, given that their use requires larger personal involvement on the student’s behalf, who is asked to rally knowledge of the target language and the corresponding culture, in doing so making a definitive connection between classroom and the “real world”. Authentic texts, parallel to this, configure a rich linguistic environment, within which autonomous language usage is more probable to succeed. Relevant studies which broaden the acquisition of vocabulary through authentic texts within a framework of autonomous learning, demonstrated that this approach was just as successful as that of teaching manuals, with the added advantage of submerging students in a second language and linguistic development on the whole.

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Apart from the element of autonomy in language learning, theories for acquisition, shed light on other aspects of this process and more specifically awareness and prerequisite detection. Findings relevant to language learning showed that acquisition is a result of an induction process, throughout which students detect and draw linguistic certainties from the input they are receiving. Consequently, from the point where the detection or the awareness of systemic elements in language is the first step which leads to learning, it follows that teaching methods need to enhance these processes by exposing students to richer and more authentic input.638

According to the assertions of researchers that apply these proposals for awareness development,639 surely enough, students finally acquire elements, which they are encouraged to study under the condition that the input they are receiving will be useful in the future. This method provides enough exposure and opportunities for students to discover elements of grammar concerning the target language and “draw conclusions that make sense relative to their own systems”.640 This means a “reconciliation” of new findings with their own interlanguage through the process, which detects a void between their perception of using an element and the examples of this usage through native speakers. This leads to a reconstruction of the interlanguage and its readjustment closer to native speaker standards as well as towards the final assimilation of new linguistic findings and the acquisition of those findings.

Another important benefit that comes from the application of this approach is the study of new grammatical structures with the help of language found within the texts. In other words, students do not receive grammatical forms as mnemonic phenomena, but within spoken or written language. This is precisely what the study of grammar in texts recommends “study of grammar when in use”.641 Hence, student’s exposure to a variety of authentic texts provides them with control over the process of learning and makes them capable of perceiving that

they can manage new and mastered knowledge in different situations. In addition, as is supported by the bibliography, the combination of activities focused on form with communicative and structural ones is the ideal explanation of grammar.\textsuperscript{642} Authentic texts, as vessels for live linguistic, communicative and cultural reality, are appropriate fields for the coupling of these activities. They are also appropriate for the successful coexistence of structural and liturgical approaches of language, through structural and laboratory based exercises and through the use of language under real communication conditions respectively.

Furthermore, one of the strongest arguments for utilizing authentic texts and not of artificial, structured linguistic input, is derived from the way with which that input is configured. Throughout the bibliography on language learning, there is a basic distinction recorded between “form the bottom-up processing”, through a decoding of the incoming message in and of itself\textsuperscript{643} and “form the top-down processing” via the recall and application of former knowledge. The first trajectory involves the student more, while the second involves the utilization of already internalized information (sociopolitical, realistic, contextual), so as to make the input perceptible.\textsuperscript{644} In reality, these two actions go along and feed off of each other, without being derived from strictly defined evolutionary stages.

It can be concluded, that appropriated types of text, which encourage a second configuration are authentic texts, due to the fact that they allude to a real culture or thematic content, for which it is expected that students will have already acquired appropriate knowledge. Nevertheless, authentic texts will have to be made free of the typical learning “apparatus”, from thematic questions or vocabulary and structural tracking, given that these relate to an all encompassing approach which forces students to adopt the opposite approach (from the bottom-up), a step by step decoding of meaning.


An equally important finding in researching the acquisition of a second language is the role of individual differences throughout that process. Amongst these important examples are “learner strategies” and “cognitive style” of students. This primarily concerns techniques or the mechanism used by the student to acquire knowledge and didactic guidance must be taken on board. Furthermore, strategies are, typically, subconscious processes, which are activated by the student spontaneously while he/she is focused on communication goals, and therefore can be conscious, meaning that they can be activated with intention by the student whose purpose is to alleviate the acquisition of a second language.

Richards and Lockhart highlight that the differences within student’s cognitive style reflect the different types of response in common teaching situations. Within this logic, authentic texts, in a classroom environment, can lead to problems, given that not all students accept the application of educational trajectories with enthusiasm, that are based on self-discovery or awareness.

Chalker comments specifically on the fact that many students “prefer conceivable, functioning rules, discrete guidance, simply structured data and minimal terminology, authentic texts, with their specific characteristics, may tarnish their expectations. They may also become a distraction for linguistically inadequate students and who prefer to focus on one activity at a time and devote their energy to that alone. Students such as these may feel that an authentic text isn’t equivalent to their current learning capacity, and isn’t compatible with the reasons for which they are learning the foreign language. Furthermore, they might feel that the lesson worked and was more effective through simple presentations, explanation or memorization.

Moreover, students that do not receive simple, conceivable educational rules, feel that are toiling unjustly within a whirlwind of complicated texts. Finally, students that do not want to taken on any academic risks or do not feel comfortable with the vagueness and prefer guidance, in this case they may become despondent when exposed to authentic texts without

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645 See Rubin, J., 1975, „What the ‘good language learner’ can teach us“, TESOL Quarterly, vol. 9, p. 43.
guidance, this may result in them disclaiming the lesson and the teaching methodology on the whole. More specifically, adults are more aware and clear in terms of desires, preferences, their needs and their goals in relation to the teaching practice, therefore with a more intense resistance to teaching.

The last ascertainment is the fact that the dominant tendency in teaching continues to be the communicative one, where the primary goal is the acquisition of communicative ability. This ability does not just include a structural knowledge of language, but also other sources of ability which allow student-speaker to yield and interpret messages, negotiating meaning in an interpersonal way under specific circumstances.

Within the realms of this approach, the question of a student’s improvement through realistic, authentic use of language in meaningful situations remains alive and compelling. The authenticity of language, whether written or spoken, to which the student is exposed is a consistent issue. If the goal of teaching is for students to understand spoken or written texts as they are utilized in a real linguistic community, then the chance for student to engage and work with these kinds of texts must be offered within the classroom.

Authenticity and teaching are not incompatible terms. Authentic texts contribute a more natural and multidimensional approach to the linguistic phenomenon. But teaching itself must abide by the terms in order to utilize and illuminate the authentic character of those texts and so as to not distort their value. The authentic may become the object of teaching and at the same time remain authentic. Widdowson notes, “now that we understand the true nature of language we have no excuse not to teach it”.

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Annex I: The students' works

Παρατίθενται εδώ ορισμένα παραδείγματα, όπου οι ξενόγλωσσοι μαθητές της ελληνικής γλώσσας γίνονται «λογότεχνες».

Α. Στο τμήμα Λογοτεχνίας του Κέντρου Ελληνικού Πολιτισμού, οι μαθητές, ύστερα από τη διδασκαλία του ποιήματος Ο Πληθυντικός αριθμός της Κικής Δημουλά, καλούνται να συνθέσουν ένα κείμενο (σε έμμετρο ή πεζό λόγο) το οποίο να περιλαμβάνει τις τέσσερις λέξεις-κλειδιά του ποιήματος: ο έρωτας, ο φόβος, η μνήμη και η νύχτα.

Οι περισσότεροι επιλέγουν να εκφραστούν σε ποιητικό λόγο, ενώ επιχειρούν να διατηρήσουν την ατμόσφαιρα του ποιήματος και το ύφος του δημιουργού.

Κική Δημουλά

Πληθυντικός αριθμός

Ο έρωτας, όνομα ουσιαστικόν, πολύ ουσιαστικόν, ενικού αριθμοῦ,
γένους ούτε θηλυκοῦ ούτε αρσενικοῦ, γένους ανυπεράσπιστου.

Πληθυντικός αριθμός, οι ανυπεράσπιστοι έρωτες.

Ο φόβος, όνομα ουσιαστικόν,

στην αρχή ενικού αριθμού και μετά πληθυντικός: Οι φόβοι

Οι φόβοι για όλα απο εδώ και πέρα

Η μνήμη, κύριο όνομα των θλίψεων ενικού αριθμού, μόνον ενικού αριθμού και άκλιτη. Η μνήμη, η μνήμη, η μνήμη.

Η νύχτα, όνομα ουσιαστικόν, γένους θηλυκοῦ, ενικός αριθμός.

Πληθυντικός αριθμός, οι νύχτες. Οι νύχτες απο εδώ και πέρα.
Η έρωχτα του μνήμου

Έρωτας, φόβος, μνήμη και νύχτα

Φυσάει ο αέρας στο βάθος του βραδιού: οι χωματόδρομοι μας συστήνουν τις ελιές του νησιού. [Η εμπνευση έρχεται επίσης και από το φυσικό τοπίο που τους περιβάλλει, στην προκειμένη περίπτωση το νησί της Λέσβου όπου τα ελαιόδεντρα βρίσκονται σε αφθονία.]

Έρωτας, φόβος και μνήμη

Τρεις ελίες σφυρίζουν με τον αέρα σιγά σιγά τραγούδια από δω και πέρα.

Έρωτας και φόβος. Δυο παιδιά παίζουν τα ζάρια και στ’ όλον τον κόσμο σβήνουν τα φανάρια.

Έρωτας. Έρωτας τι είσαι εσύ και τι είμαι εγώ; Ένα αστέρι φωτείνο στον ουρανό!

(Havier- Ισπανία)

Υπομονή και επιμονή

Φόβοι πολλοί, τεράστια λαχταρά. Η μνήμη μου σε αγκάλιασε μέσα σε τέσσερις τοίχους. Εώς να σε συναντήσω πάλι, αβάσταχτη η νύχτα και ακόμα δεν έρχεται ο έρωτας.

(Patrick-Ισπανία)

Β. Στο ίδιο τμήμα, οι μαθητές διαβάζουν και επεξεργάζονται με την καθοδήγηση του διδάσκοντα το δίγιγμα του Αντώνη Σαμαράκης: Το Ποτάμι, από το οποίο όμως έχει αφαιρεθεί το τέλος. Οι μαθητές καλούνται να φανταστούν και να δώσουν γραπτώς την δική τους εκδοχή. Πάλι παρατηρείται η προσπάθεια να διατηρηθεί το λογοτεχνικό ύφος του συγγραφέα.

Αντώνης Σαμαράκης, Το ποτάμι Από τη συλλογή διηγημάτων Ζητείται ελπίς (1954).

Η διαταγή ήταν ξεκάθαρη: Απαγορεύεται το μπάνιο στο ποτάμι, ακόμα και να πλησιάζει κανένας σε απόσταση λιγότερο από διακόσια μέτρα. Δε χώραγε λυπών καμιά παρανόηση. Όποιος την παρέβαινε τη διαταγή, θα πέρναγε στρατοδικείο. Τους τη διάβασε τις προάλλες ο ίδιος ο ταμιατάρχης. Διέταξε γενική συγκέντρωση, όλο το τάγμα, και τους διάβασε. Διαταγή της Μεραρχίας! Δεν ήταν παιξέ γέλασε. Είχαν κάπου τρεις βδομάδες που είχαν
- 257 αράξει δώθε από το ποτάμι. Κείθε από το ποτάμι ήταν ο εχθρός, οι Άλλοι όπως τους λέγανε
πολλοί.
Τρεις βδομάδες απραξία. Σίγουρα δε θα βάσταγε πολύ τούτη η κατάσταση, για την ώρα
όμως επικρατούσε ησυχία. Και στις δυο όχθες του ποταμού, σε μεγάλο βάθος, ήτανε
δάσος. Πυκνό δάσος. Μες στο δάσος είχανε στρατοπεδεύσει και οι μεν και οι δε. Οι
πληροφορίες τους ήτανε πως οι Άλλοι είχανε δυο τάγματα εκεί. Ωστόσο, δεν επιχειρούσαν
επίθεση, ποιος ξέρει τι λογαριάζανε να κάνουν. Στο μεταξύ, τα φυλάκια, και από τις δυο
μεριές, ήταν εδώ κι εκεί κρυμμένα στο δάσος, έτοιμα για παν ενδεχόμενο.Τρεις βδομάδες!
Πώς είχανε περάσει τρεις βδομάδες! Δε θυμόντουσαν σ' αυτόν τον πόλεμο, που είχε
αρχίσει εδώ και δυόμισι χρόνια περίπου, άλλο τέτοιο διάλειμμα σαν και τούτο.
Όταν φτάσανε στο ποτάμι, έκανε ακόμα κρύο. Εδώ και μερικές μέρες, ο καιρός είχε
στρώσει. Άνοιξη πια! Ο πρώτος που γλίστρησε κατά το ποτάμι ήτανε λοχίας. Γλίστρησε ένα
πρωινό και βούτηξε. Λίγο αργότερα, σύρθηκε ως τους δικούς του, με δυο σφαίρες στο
πλευρό. Δεν έζησε πολλές ώρες. Την άλλη μέρα, δυο φαντάροι τραβήξανε για κει. Δεν τους
ξαναείδε πια κανένας. Ακούσανε μονάχα πολυβολισμούς, και ύστερα σιωπή. Τότε βγήκε η
διαταγή της Μεραρχίας. Ήτανε ωστόσο μεγάλος πειρασμός το ποτάμι. Τ' ακούγανε που
κυλούσε τα νερά του και το λαχταρούσανε. Αυτά τα δυόμισι χρόνια, τους είχε φάει η
βρώμα. Είχανε ξεσυνηθίσει ένα σωρό χαρές. Και να, τώρα, που είχε βρεθεί στο δρόμο τους
αυτό το ποτάμι. Αλλά η διαταγή της Μεραρχίας... Στο διάολο η διαταγή της Μεραρχίας!
είπε μέσ' από τα δόντια του κείνη τη νύχτα. Γύριζε και ξαναγύριζε και ησυχία δεν είχε. Το
ποτάμι ακουγότανε πέρα και δεν τον άφηνε να ησυχάσει.Θα πήγαινε την άλλη μέρα, θα
πήγαινε οπωσδήποτε. Στο διάολο η διαταγή της Μεραρχίας! Οι άλλοι φαντάροι
κοιμόντουσαν. Τέλος τον πήρε κι αυτόν ο ύπνος. Είδε ένα όνειρο, έναν εφιάλτη. Στην αρχή,
το είδε όπως ήτανε: ποτάμι. Ήτανε μπροστά του αυτό το ποτάμι και τον περίμενε. Κι αυτός,
γυμνός στην όχθη, δεν έπεφτε μέσα. Σα να τον βάσταγε ένα αόρατο χέρι. Ξύπνησε
βαλαντωμένος δεν είχε ακόμα φέξει. Φτάνοντας στην όχθη, στάθηκε και το κοίταζε. Το
ποτάμι! Ώστε υπήρχε λοιπόν αυτό το ποτάμι; Ώρες ώρες, συλλογιζότανε μήπως δεν υπήρχε
στ' αλήθεια. Μήπως ήτανε μια φαντασία τους, μια ομαδική ψευδαίσθηση. Είχε βρει μια
ευκαιρία και τράβηξε κατά το ποτάμι. Το πρωινό ήτανε θαύμα! Αν ήτανε τυχερός και δεν
τον παίρνανε μυρουδιά... Να πρόφταινε μονάχα να βουτήξει στο ποτάμι, να μπει στα νερά
του, τα παρακάτω δεν τον νοιάζανε. Σ' ένα δέντρο, στην όχθη, άφησε τα ρούχα του, και
όρθιο πάνω στον κορμό, το τουφέκι του. Έριξε δυο τελευταίες ματιές, μια πίσω του, μην
ήτανε κανένας από τους δικούς του, και μια στην αντίπερα όχθη, μην ήτανε κανένας από
τους Άλλους. Και μπήκε στο νερό. Από τη στιγμή που το σώμα του, ολόγυμνο, μπήκε στο
νερό, τούτο το σώμα που δυόμισι χρόνια βασανιζότανε, που δυο τραύματα το είχανε ως
τώρα σημαδέψει, από τη στιγμή αυτή ένιωσε άλλος άνθρωπος. Σα να πέρασε ένα χέρι μ'
ένα σφουγγάρι μέσα του και να τα 'σβησε αυτά τα δυόμισι χρόνια. Κολυμπούσε πότε
μπρούμυτα, πότε ανάσκελα. Αφηνότανε να τον πηγαίνει το ρεύμα. Έκανε και μακροβούτια.
Ήταν ένα παιδί τώρα αυτός ο φαντάρος, που δεν ήταν παρά εικοσιτριώ χρονώ κι όμως τα
δυόμισι τελευταία χρόνια είχαν αφήσει βαθιά ίχνη μέσα του. Δεξιά κι αριστερά, και στις
δυο όχθες, φτερουγίζανε πουλιά, τον χαιρετούσανε περνώντας πότε πότε από πάνω του.
Μπροστά του, πήγαινε τώρα ένα κλαδί που το έσερνε το ρεύμα. Βάλθηκε να το φτάσει μ'
ένα μονάχα μακροβούτι. Και το κατάφερε. Βγήκε από το νερό ακριβώς δίπλα στο κλαδί.
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Ένιωσε μια χαρά! Αλλά την ιδια στιγμή είδε ένα κεφάλι μπροστά του, κάπου τριάντα μέτρα μακριά. Σταμάτησε και προσπάθησε να δει καλύτερα. Και κείνος που κολυμπούσε εκεί τον είχε δει, είχε σταματήσει κι αυτός. Κοιτάζονταν. Ξανάγινε αμέσως αυτός που ήταν και πρωτύτερα: ένας φαντάρος που είχε κιόλας δυομισι χρόνια πόλεμο, που είχε έναν πολεμικό σταυρό, που είχε αφήσει το τουφέκι του στο δέντρο. Δεν μπορούσε να καταλάβει αν αυτός αντίκρυ του ήταν από τους δικούς του ή από τους Άλλους. Πώς να το καταλάβει; Ένα κεφάλι έβλεπε μονάχα. Μπορούσε να ναί ένας από τους Άλλους. Για μερικά λεπτά, και οι δυο τους στέκονταν ακίνητοι στα νερά. Τη σωπή διέκοψε ένα φτάρνισμα. Ήταν αυτός που φταρνίστηκε, και κατά τη συνήθεια του βλαστήμησε δυνατά. Τότε εκείνος αντίκρυ του άρχισε να κολυμπάει γρήγορα προς την αντίπερα όχθη. Κι αυτός όμως δεν έχασε καιρό. Κολύμπησε προς την όχθη του μ’ άλλο του τη δύναμη. Βγήκε πρώτος. Έτρεξε στο δέντρο που είχε αφήσει το τουφέκι του, το άρπαξε. Ο Άλλος, ό,τι έβγαινε από το νερό. Έτρεχε τώρα κι εκείνος να πάρει το τουφέκι του. Σήκωσε το τουφέκι του αυτός, σημάδεψε. Του ήταν πάρα πολύ εύκολο να του φυτέψει μια σφαίρα στο κεφάλι. Ο Άλλος ήταν σπουδαίος στόχος έτσι καθώς έτρεχε ολόγυμνος, κάποι είκοσι μέτρα μονάχα μακριά. Όχι, δεν τράβηξε τη σκανδάλη. Ο Άλλος ήταν εκεί, γυμνός όπως είχε έρθει στον κόσμο. Κι αυτός είχε εδώ, γυμνός όπως είχε έρθει στον κόσμο. Δεν μπορούσε να τραβήξει. Ήταν και οι δυο γυμνοί. Δυο άνθρωποι γυμνοί. Γυμνοί από ρούχα. Γυμνοί από ονόματα. Γυμνοί από ευκίνησητά. Γυμνοί από τον χαλί αυτός τους. Δεν μπορούσε να τραβήξει. Το ποτάμι δεν τους χώριζε τώρα, αντίθετα τους ένωνε. Δεν μπορούσε να τραβήξει. Ο Άλλος είχε γίνει ένας άλλος άνθρωπος τώρα, χωρίς άλφα κεφαλαίο, τίποτα λιγότερο, τίποτα περισσότερο. Χαμήλωσε το τουφέκι του. Χαμήλωσε το κεφάλι του. Και δεν είδε τίποτα ως το τέλος, πρόφτασε να δει μονάχα κάτι πουλιά που φτερουγίσανε. Τρομαγμένοι ανάπηροι από τις σκηνές που έστειλε τον στρατιώτη, οι αυτός, γυμνός πρώτα, ώστε έστειλε με το πρόσωπο στο χώμα.

Δυο ώρες αργότερα ακόμα αυτός κολυμπούσε. Τελικά αποφάσισε να βγει από τα νερά και να γυρίσει με τους δικούς του. Ντύθηκε, κοίταξε πάλι στις δυο μεριές και μπήκε μέσα στο πυκνό δάσος. Κάτι όμως είχε αλλάξει εκεί: Τα δέντρα τα ιδια, ο ουρανός ο ίδιος... Το μονοπάτι είχε μεταμορφωθεί σε χωματόδρομο. Τελικά βγήκε από το δάσος και δεν βρήκε το δικό του στρατόπεδο, αλλά τεράστιους ορίζουνες, πουλιά στον ουρανό: κανέναν άνθρωπο. Δηλαδή, δεν υπήρχαν οι Άλλοι, οι εχθροί. Τότε κατάλαβε ότι ο Εχθρός ήταν εφεύρημα της Μεραρχίας. Γύρισε γρήγορα στην άλλη μεριά του ποταμού για να ειδοποιήσει τους φαντάρους για την αλήθεια. Ωςτόσο, λίγο αφότου πέρασε το ποτάμι πυροβολήθηκε από έναν άνθρωπο των δικών του που τον πέρασε για εχθρό. Η Μεραρχία ανακοίνωσε την επόμενη μέρα ότι μια εχθρική επέμβαση είχε αναχαιτιστεί με επιτυχία. Οι μεν και οι δε εξακολούθησαν να είναι καλοί εχθροί. (Havier-Ispandia)

7. Ξαφνικά ακούγεται ένας θόρυβος από την απέναντι όχθη. Από το δάσος αντίκρυ μπαίνει ένας απλός στρατιώτης που φοράει τη στολή του εχθρού. Πανικοβόλεται και βυθίζεται αμέσως. Τι πρέπει να κάνει; Σιγά σιγά προσπαθεί να γυρίσει στην όχθη του χωρίς να κάνει θόρυβο. Ταυτόχρονα παρατηρεί τον άλλον άνδρα και βλέπει ότι, όπως αυτός, απολαμβάνει το νερό. Πηγαίνει τελικά στα ρούχα και το όπλο που είχε κρύψει σ’ ένα θάμνο. Παίρνει το όπλο και στοχεύει σχεδόν αυτόματα τον στρατιώτη.
Αυτός επιτέλους τον προσέχει και κοιτάζονται κατάματα. Παγώνει ο κολυμβητής και ο στρατιώτης στην όχθη σκέφτεται αστραπιά ότι πρέπει να ακούσει τον Άλλον, αλλά διστάζει. Φαντάζεται την αίσθηση του νερού στο δέρμα και δεν καταφέρνει να σηκώσει το όπλο. (Albrecht-Γερμανία)

Γ. Στο τμήμα των Μέσων II, στην ενότητα όπου παρουσιάζονται τα παραθετικά των επιθέτων και των επιρρημάτων, οι μαθητές έχουν την ευκαιρία να διαβάσουν το ακόλουθο ποίημα του Ναζίμ Χικμέτ μεταφρασμένο στα Ελληνικά. Σπείρα από την ανάγνωση, τη νοηματική επεξεργασία και την επισήμανση των τύπων των παραθετικών που περιέχονται στο ποίημα, οι μαθητές καλούνται να γράψουν ένα δικό τους, αλλάζοντας τις έννοιες αλλά διατηρώντας τα μορφολογικά και δομικά χαρακτηριστικά του πρωτότυπου. Ιδού οι σημείωσεις:

Ναζίμ Χικμέτ Ta ποιήματα των 9-10μ.μ. Μητρ. Γιάννης Ρίτσος

«Η πιο όμορφη θάλασσα είναι αυτή που δεν έχουμε ακόμα ταξιδέψει. Τα πιο όμορφα παιδιά δεν έχουν μεγαλώσει ακόμα. Τις πιο όμορφες μέρες μας, δεν τις έχουμε ζήσει ακόμα. Κι αυτό που θέλω να σου πω, το πιο όμορφο απ’όλα... Δεν στο ‘χω πει ακόμα...»

Την πιο όμορφη μουσική δεν την έχω ακούσει ακόμα. Τον πιο γρήγορο χορό δεν τον έχω χορέψει ακόμα. Και αυτό που θέλω να ανεβώ, το μέγιστο, το όμορφότερο βουνό δεν θα το ανεβώ ποτέ. (Walter-Βέλγιο)

Ο στρογγυλότερος κάκτος δεν έχει υπάρξει ακόμα. Ο ψηλότερος φοίνικας δεν έχει φυτρώσει ακόμα. Κι αυτό που θέλω να σου πω είναι ότι ο πιο σοφός και φρόνιμος από όλους τους ανθρώπους δεν έχει ζήσει ακόμα. (Karin-Γερμανία)
Annex II: The teaching material

«Ζέσταμα» με τις λέξεις του κειμένου πριν την πρώτη πρόσληψη

1. Τι σημαίνουν οι λέξεις με τα μαύρα γράμματα;

Σήμερα έχω ένα ραντεβού στα τυφλά και έχω πολύ άγχος. Πώς να είναι Θεέ μου!

Έλα πιο κοντά. Αυτό που θα σου πω είναι μυστικό και δεν πρέπει να το ακούσει κανένας.

Πάντα κρατάω κρυμμένα τα μυστικά που μου λένε οι φίλοι μου. Δεν τα λέω σε άλλους.

Πού θα πάτε τα Χριστούγεννα, Μαρία; - Δεν ξέρουμε προς το παρόν. Θα αποφασίσουμε την άλλη εβδομάδα.

Βρέχει πολύ! Ψάχνω την ομπρέλα μου σ’ όλο το σπίτι αλλά δεν την βρίσκω πουθενά. Πού είναι κρυμμένη;

Τον χειμώνα η φύση μεταμορφώνεται. Όλα αλλάζουν. Γίνονται άσπρα.

2. Βρείτε τα αντίδετα

εδώ      μπροστά
η πόλη    εκεί
πίσω      νύχτα
βρίσκω    το νησί
γλυκός    ψάχνω
μέρα      πικρός
Ακουστική κατανόηση

Ποιες λέξεις λείπουν?

Άκου κι αυτό το 1) _________ που το κρατάω κρυμμένο.

Είναι γραφτό, μα είναι 2) _________ είναι και μαγεμένο.

Μεταμορφώνομαι λουτόν μπροστά στα μάτια ολονών.

Τραγουδάκια 3) ____________ και δεν μιλάω προς το παρόν

Κι αν υπάρχεις κάποι έσύ

σε μια πόλη, σε μια πόλη, στο 4) __________,

θα το πιεις το μυστικό μου κάποι α νύχτα σαν 5) ___________.

Εγώ είμαι εδώ κι έσύ είσαι εκεί κι είναι στη μέση ο 6) __________

μα θα σε βρω μια μαγική βραδιά που θα σαι 7) ____________

. Μεταμορφώνομαι λουτόν μπροστά στα μάτια ολονών.

Και σε ψάχνω και με 8) _______ στα τυφλά προς το παρόν.

Κι αν υπάρχεις κάποι έσύ σε μια πόλη, σε μια πόλη, στο 9) ____________,

θα το πιεις το μυστικό μου κάποι α νύχτα σαν 10) ___________. 

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Βρείτε τα 10 λάθη

Άκου κι αυτό το μυστικό που το φυλάω κρυμμένο
Είναι μικρό, μα είναι γλυκό είναι και μαγεμένο

Μεταμορφώνομαι λοιπόν μπροστά στα μάτια ολονών
Τραγουδάκια τραγουδάω και δεν ακούω προς το παρόν
Κι αν υπάρχεις τώρα εσύ σε μια πόλη, σε μια πόλη, στο νησί
θα το πιεις το μυστικό μου μια νύχτα σαν κρασί.

Εγώ είμαι εδώ κι εσύ σαι εκεί κι είναι στη μέση ο κόσμος
μα θα σε δώ μια μαγική βραδιά που θα σαι μόνος.

Μεταμορφώνομαι λοιπόν μπροστά απ’τα μάτια ολονών.
Και με ψάχνεις και σε ψάχνω στα τυφλά προς το παρόν.
Κι αν υπάρχεις κάπου εσύ σε μια πόλη, σε μια πόλη, στο νησί
θα το πιεις το μυστικό μου κάποια μέρα σαν κρασί.
προς το παρόν, νησί, κρατάω, θεμάμαι, μεταμορφώνομαι, υπάρχω, μυστικό, βρίσκω, κρυμμένο, ψάχνω, πόλη, ρίχνομαι, σαν.

1. Η Ελένη είναι πολύ καλή μου φίλη. Πότε δεν λέει τα .................. μου σε άλλους.

2. Θα μείνουμε στην Αθήνα ......................... . Αργότερα , όμως, θα πάμε στην Κέρκυρα.

3. Η Ελλάδα έχει πολλά και ωραία .................. .

4. Η ξοθή σε μια μεγάλη .................. , όπως η Αθήνα είναι μερικές φορές δύσκολη.

5. Την Ανοιξή η ατμόσφαιρα ......................... . Ο ήλιος λάμπει, τα λουλούδια ανθίζουν. Όλα .................. πράσινα.

6.-Μάρτιν, μήπως έρεις πού είναι το γαλάζιο πουλόβερ μου; Το ......................

σήμερα όλη την μέρα αλλά δεν το ......................... . – Αχ, Ραχέλ μου, δεν

............... τίποτα πια;

7.«Έχω ένα μυστικό ...................... στης καρδιάς τα βάθη», λέει ένα ελληνικό

τραγούδικι.

8.-Ελισσάβετ, .................. μυστικό; - Φυσικά, Αγκυρές. Γιατί; - Ακουσά κάτι για

tην δασκάλα μας αλλά δεν πρέπει να το μάθει κανένας.

9.-Παινάς Μάρτιν ; - Μμμμμμμ, πεινάω ............. λίκος.

10.Είμαι σίγουρη ότι κάπου σε αυτόν τον πλανήτη ................. ένας καλός και ωραίος άντρας που με περιμένει.