Bridging Language Through Folktales and Authentic Outings: A Guidebook for ESL/EFL Teachers

Natalie Sauvain
nmsauvain@usfca.edu

Follow this and additional works at: https://repository.usfca.edu/capstone

Recommended Citation
https://repository.usfca.edu/capstone/1308
University of San Francisco

Bridging Language Through Folktales and Authentic Outings:
A Guidebook for ESL/EFL Teachers

A Field Project Presented to the Faculty of the School of Education
University of San Francisco

In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS
in
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

By
Natalie Sauvain
May 2022
Bridging Language Through Folktales and Authentic Outings

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Natalie Sauvain

May 2022

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

[Signature]
Luz Navarrette García, EdD
Thesis / Field Project Chairperson

May 4, 2022
ACKNOWLEDGEMENTS

A heartfelt thanks to everyone who supported me along this ambitious endeavor to finish my master’s degree amidst a pandemic, a nine hour time difference to attend classes held in San Francisco, a part-time job and full-time mom duties for three small children. My motivation alone would not have allowed me to finish my master’s and specifically this project. There were so many people along the way that made everything possible and allowed my stars to align. First and foremost, I want to thank my husband, Cyrille, who showed constant support and interest in my studies. He helped me line up everything so that I could invest the time and energy needed to complete this project. Additionally, thanks to him, I could count on him to be “on call” for when and if our children woke up during the night when I had to attend class. He also took on full-time household responsibilities for countless Sundays so that I could do my homework or study. Next, I would like to thank my Mom, Dad and Step-Mom for their love, encouragement, and help throughout this process. I’m so grateful to have a family who always encourages me to shoot for the stars and nothing less. Lastly, I want to extend a sincere thank you to all my professors at USF, especially Dr. Jessie Blundell and Dr. Luz Navarrete García who helped me start and finalize my project. Lastly, Dr. Sedique Popal who spent a lot of time listening to my ideas and worries. His dedication to the field is not only contagious but inspiring and because of him, I feel confident and ready to take on this next step in my life!
ABSTRACT

There is a real need for authentic and culturally-relevant materials to be integrated into ESL and EFL classrooms. Swiss classrooms, as well as the language acquisition curricula used in them, need to be redesigned with the native languages and culture of the learners’ in mind. All too often, teachers are dependent on textbooks, which can raise anxiety and decrease motivation among ELLs since the learners lack an authentic relationship with the teacher, language and materials. The aim of this field project is to address the lack of authentic materials in Swiss ESL classrooms. The creation of this field project uses Krashen’s Affective Filter Hypothesis as a rationale, which states that variables that affect a person’s ability to acquire a second language are motivation, self-confidence, and anxiety. This theory will be practically applied to create authentic and culturally relatable materials for Swiss ESL classrooms thus reducing unnecessary anxiety among students. The project is a guidebook for educators to use with A2 level English learners alongside a normal curriculum to help students increase their motivation and reduce anxiety. The content is based on the traditional Swiss folklore, William Tell, and bridged with the American folklore, Paul Bunyan. The guidebook is organized in one unit taught over four separate lessons. Students may benefit from these materials because they may reduce the students’ affective filter by providing engaging content and materials that are familiar, authentic, and relevant to their experience.
CHAPTER I
INTRODUCTION

I recall one of my French teachers in the United States who always had creative ideas to motivate the class to read. She regularly brought in simplified American current events readings that the majority of the class already knew about. The idea was genius! After all, we were reading about something that pertained to our culture and the present moment. Since it was something that we already had background knowledge of, most of us had reduced anxiety and increased motivation while reading. This experience as a learner, coupled with my experience as a teacher of multilingual students, led to an interest in the use of authentic materials to increase motivation and reduce anxiety. In my experience as an educator in Switzerland, teachers seem universally concerned by language learners who are disengaged from and unmotivated by the current language arts curriculum. While textbooks have shifted towards a more learner-centered approach in the last 20 years, many of them still lack the authentic materials that can be used to promote engagement and motivation among language learners.

Statement of the Problem

There are three related areas of scholarship related to the use of authentic materials to increase motivation and reduce anxiety in the classroom. First, research demonstrates that there is a clear role and purpose for authentic materials in English as a second language (ESL) or English as a foreign language (EFL) classrooms (Hutchinson & Waters, 1987; Mishan, 2005). Second, a body of scholarship shows the relationship between using authentic materials and motivation (Tomlinson, 2012). Third, research shows that the native language and culture of students can be integrated into the English language learning classrooms in order to help English
language learners (ELLs) feel included and validated (Cook & Taylor, 2012). When applied to
the Swiss educational context, these bodies of scholarship suggest that there is a real need for
authentic language and cultural materials to be integrated into classrooms where English is
taught.

French, German, Italian, and Romansch are the official languages of Switzerland
encompassing the 26 cantons. German is spoken by the majority of the population with 62%
calling themselves germaphones, 23% are francophones, 8% are italophones, and .5%
romanophones (Swiss Federal Statistics Office, 2020). Each city in Switzerland has one official
language, except for two cities, Bienne and Fribourg, which are bilingual in German and French.
68% of the country regularly uses more than one language and 45% of the population regularly
become a de facto Swiss language since it is a country that often uses English as the lingua
franca for business or even between the four language groups. In addition, 22% of Switzerland’s
population speak other languages besides a native language or English (Kayir, 2018). This
creates a real struggle for teachers in Switzerland, who require a broad range of socio-cultural
understandings, as well as a variety of authentic materials in order to motivate and assist students
as they learn the lingua franca of English. Furthermore, the Swiss language divide can
complicate relationships between inhabitants who culturally have the same ideas and upbringing
but are linguistically incapable of communicating with one another.

One approach that Swiss teachers may find useful when teaching English in Switzerland
is the authenticity centered approach, which merges authentic texts and socio-cultural awareness
with language acquisition theory (Mishan, 2005). According to Mishan, the use of authentic
texts in the classroom increases language acquisition. Mishan draws on Krashen’s (1981) Input
Hypothesis in order to make her claim that familiar and authentic content can be used to decrease anxiety and increase learning among ELLs. This work also builds on the seminal work of Hutchinson and Waters (1987) who investigated how to stimulate, engage, and apply pre-existing knowledge in the classroom. According to Hutchinson and Waters, the use of authentic texts improves the student/teacher relationship and increases the willingness and ability of students to acquire language.

While improving the student/teacher relationship may address the anxiety commonly experienced by ELLs, teachers must also address motivation. According to a survey conducted by the European Commission in 2012, 98% of the European Union (EU) think that English is the most useful language to learn for their future. This statistic emphasizes the importance that is currently placed on English language learning within Europe. Mosso, Mishan (2005) notes that motivation occurs both intrinsically and extrinsically, but teachers often lack the resources or training necessary to build motivation among their students. According to Tomlinson (2012), meaningful exposure to a new language, through authentic materials, may address the issue of motivation. For this reason, it is important for Swiss teachers to have access to and know how to integrate authentic materials in their classrooms.

Many researchers agree that culture and language should not be separated (Kumagai, 1994; Yakup et al., 2013). In the Swiss context, integrating authentic cultural materials into the classroom requires that teachers have access to and know-how to incorporate materials that include a broad range of cultures and language. In a place like Switzerland, where it is the norm to speak multiple languages, culture and language need to be integrated into the classroom. However, commercially produced monolingual textbooks are most often found in Switzerland’s English curriculum. Such books provide the learner with a singular, and more traditional and
formulaic, learning experience (Tomlinson, 2012). When students’ native language and culture are integrated into the English language curriculum, such as through the use of cultural storytelling, students feel more included and validated in the classroom; as a result, they feel more motivated and demonstrate stronger engagement (Chamba et al., 2019; Cook and Taylor, 2012). This research demonstrates the need for similar ideas to be implemented in ESL/EFL classrooms across Switzerland.

Swiss classrooms, as well as the language acquisition curricula used in them, need to be redesigned with the native languages and culture of the learners’ in mind. All too often, teachers are dependent on textbooks for guiding the teaching and learning that happens in their classrooms. The use of these textbooks can raise anxiety and decrease motivation among ELLs since the learners lack an authentic relationship with the teacher, language, and materials. The aim of this field project is to address the lack of authentic materials in Swiss ESL classrooms. Authentic texts are shown to improve motivation, and to decrease anxiety, in the classroom (Chamba et al., 2019; Cook and Taylor, 2012). Swiss classrooms may benefit from the inclusion of authentic materials and texts that address the wide range of linguistic and cultural traditions students in Switzerland bring to the classroom.

**Purpose of the Project**

The purpose of this field project is to address the lack of authentic materials in Swiss ESL classrooms. I have created a guidebook with a unit for beginning level English learners that can be used alongside a normal curriculum and could help students to increase their motivation and reduce anxiety. The content will be based on traditional Swiss culture, as that is the culture and language authentic to the researcher. It is meant to be used as a supplement to fill the gap that
textbooks do not cover. It is also intended to reinforce culture and language concepts in an
authentic and interactive way. The guidebook is meant to be used by teachers of many types of
institutions, ranging from public schools, language schools, international schools or at home
private lessons. The guidebook will have a well-rounded teaching approach and will include
sections for grammar, vocabulary, pronunciation, reading, speaking, and writing.

It is vital for educators to understand the needs of their students and to constantly find
ways to reinforce them. While many teachers can relate to the difficulty of finding authentic
materials to use in the classroom, it is my hope that slowly a database of culturally relevant
resources shared amongst fellow Swiss teachers can provide us all with material to contribute to
the overall positive learning experience of our students. This project serves not only as a new
resource for Swiss teachers, but also as a call to other Swiss educators to do similar projects and
to share it with one another. Furthermore, it is my hope that this project will be useful to teachers
outside of Switzerland who wish to integrate authentic materials into their classrooms and want
to integrate the same idea by using other cultures as the unit medium. Educators across the world
can fill this gap together by contributing to a bank of authentic materials, developed by teachers,
and with a wide range of cultural and linguistic ideas, for the benefit and use by teachers across
the world.

Description of the Project

For this field project, I created a guidebook intended for ESL educators to use in their
classroom as an authentic resource. The guidebook has one unit that incorporates topic-rich
information that relates to both local Swiss culture and draws a parallel to the English language
culture. A parallel is drawn between the well-known Swiss folktale, William Tell, and the
well-known American folktale, Paul Bunyan, with the goal of fostering interest, participation, and motivation among ELLs who are familiar with traditional Swiss culture and languages. Students may benefit from these materials because they may reduce the students’ affective filter by providing content and materials that are familiar, authentic, and relevant to their experience.

The target audience is ESL/EFL students in Switzerland at the beginner A2 level and specifically between 25-35 years of age. In my professional opinion, this type of material may be most beneficial at this level because it is an age of renewed interest in a subject that was already covered in secondary and high school. Oftentimes, students go back to learn English because they have new goals in their life or they see that they should have learned it earlier but did not invest the time or have the motivation. Through my years working as an English teacher, I have seen that the motivation changes from extrinsic to an integrative motivation, which research shows is often the most favorable type of motivation. Overall, students’ exposure to the English language through Swiss culture may allow them to bridge English to their culture and also motivate them to socialize or participate in the language group both within their country and outside of their country. It may allow them to connect what they already know to what they are currently learning, which is shown to reduce the affective filter.

**Theoretical Rationale**

The theoretical rationale for this project is based on Krashen Affective Filter Hypothesis. Dulay & Burt (1977) are some of the foundational authors who first defined the Affective Filter Theory and who enabled Krashen to continue and develop further ideas related to this. The theory comprises three variables that determine the success of a person’s second language acquisition. Krashen (1982) states that variables that affect a person’s ability to acquire a second
language are motivation, self-confidence, and anxiety. Krashen emphasizes that people with non-optimal attitudes will seek less input and also have a high affective filter, even if they understand the message. Additionally, Krashen (1982) builds on this foundation with the idea that motivation, personality, and other affective variables amount towards the success of students. Krashen states:

Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter—even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. (p. 31)

His findings state that if motivation and self-confidence increase then anxiety will decrease hence resulting in an ideal student who can absorb and acquire language. It is important for this theory to be understood and used by English teachers to reduce the affective filter as much as possible so that language acquisition can occur. Krashen’s theory provides an excellent framework for ESL teachers to understand the importance of authentic cultural materials that are relatable in the classroom as they can effectively provide comprehensible input in a low anxiety situation and can result in a best case teaching scenario.

In summary, the creation of this field project uses Krashen’s Affective Filter Hypothesis as a rationale for educators to create relatable and authentic resources in order to motivate their students. It also provides a rationale for educators to provide students with familiar and comprehensible input to foster a motivated and confident classroom. Related to this body of research, this theory can be practically applied to create authentic and culturally relatable materials for the ESL classroom thus reducing unnecessary anxiety and tensions among students.
Significance of the Project

Teachers in Switzerland rely heavily on textbooks in order to teach English. In addition, schools often hold onto textbooks for an excessive amount of time, hence the problem of teachers’ use of outdated or unauthentic materials. This field project may be of interest to Swiss teachers who are seeking new ideas for their classroom. The unit may be of interest to educators who teach A2 level of ESL/EFL, used as an additional resource to help motivate the classrooms and to create a culture-rich environment where anxiety is reduced and motivation is increased. Additionally, the unit may allow the teacher to be a facilitator of English and also help the students explore the known in order to discover the unknown.

Teachers need access to training and materials that can help them to reduce anxiety among their ELLs. This field project unit may help to fill the gap for teachers and provide authentic material for young adults learning English in Switzerland. It is intended for all types of schools, ranging from public institutions to language schools who may wish to adopt this type of curriculum in their syllabus as a standard practice. It should be noted that the curriculum could also be modified to fit all ages and levels of ESL/EFL instruction and does not need to only represent the A2 level. This field project may also be of interest to other teachers across Switzerland, who are interested in developing a range of authentic materials that can be used with the country’s culturally and linguistically diverse student population. It may also be of interest to other researchers in the field because it shows the significance of recognizing a student’s personal culture and how it can be bridged to learning English. Finally, this unit could be further elaborated and studied to see if there is increased motivation and reduced anxiety when bridging these two concepts together.
Definition of Terms

- **Authentic texts**: Texts being used by native speakers in culturally authentic contexts of use (Kramsch et al., 2000: 78. as cited by Mishan. 2005, p. 12.).

- **CTA**: Communicative Teaching Approach also known as Communicative Language Teaching (CLT). Communicative language teaching sets as its goal the teaching of communicative competence. It encompasses various types of knowledge such as the use of language for different purposes and functions. Knowing how to adapt language for various situations. Knowing various texts whether formal or informal. Knowing how to communicate even when a person lacks vocabulary but by finding other language strategies (Richards, 2006).

- **ELL**: Abbreviation for English language learner (Cook and Taylor, 2012).

- **EFL**: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English (Cambridge University Press, n.d).

- **ESL**: Abbreviation for English as a Second Language: the teaching of English to speakers of other languages who live in a country where English is an official or important language (Cambridge University Press, n.d).

- **Level A2**: Level A2 corresponds to basic users of the language, i.e. those able to communicate in everyday situations with commonly-used expressions and elementary vocabulary (British Council, 2021).
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

The claim of worth for this literature review is that in order to motivate students and reduce anxiety in classrooms where English is taught as a second or foreign language, there is a need for audience-specific authentic materials. This literature review will first explore the role authentic materials play in the classroom. Next, the relationship between authentic materials and motivation among second language learners will be discussed. Lastly, this literature review will explore the use of cultural literature with second language learners. Taken together, these three bodies of literature demonstrate that authentic materials and culture are important in classrooms where English is taught as a second or foreign language, and help to justify the claim that there is a need for audience-specific authentic materials in these classrooms.

Role of Authentic Materials in the Classroom

The role of authentic texts in the classroom come in many forms and ideas. Related to this, Hutchinson and Waters’ (1987) foundational work explores the learner-centered approach and the use of a needs analysis in the classroom to customize authentic materials. In another seminal work from the field of language acquisition, Mishan (2005) provides a review of literature that explains how authenticity has become a paradigm in foreign language pedagogy. The author provides a guide for language teachers to create a curriculum based on the concept of authentic learning, and provides theoretical considerations for teachers to reduce their dependence on textbooks. In a more recent work, Maley (2014) calls for a reduction of the use of
textbooks and encourages the use of the *Aesthetic Approach*. These three pieces of literature support the claim that authentic materials have a purposeful role in English as a Foreign Language (EFL) classrooms.

In their seminal work on authentic materials, Hutchinson and Waters (1987) define the role and objectives of teacher-created materials in the classroom. According to the authors, authentic materials allow the learner to be stimulated and should come from texts that the students find interesting and engaging; these texts should allow the learner to apply existing knowledge to a new or novel problem or task. “Good materials should provide a clear and coherent unit structure which will guide the teacher and learner through various activities in such a way as to maximize the chances of learning” (Hutchinson and Waters, 1987, p.107). However, many teachers lack access to quality authentic materials and publishers do not willingly produce materials for niche ideas and topics. To address this, Hutchinson and Waters (1987) suggest that teachers can create their own materials by first conducting a needs analysis.

In order to conduct a needs analysis, Hutchinson and Waters (1987) suggest that teachers begin by asking specific and broad questions. The authors also suggest that it’s important for a teacher to look at two types of needs when conducting an analysis. First, there is the “target need” and then the “learning need.” The target need is important to understand because this specifically looks at what the students needs, lacks and wants to be able to do with the language in a target situation. Huchison and Waters (1987) propose a framework to gather the target needs through a series of questions such as, “Why is the language needed? How will the language be used? What will the content areas be? Who will the learners use the target language with? Where will the language be used?” (p. 59). With the answers to these questions, the teacher can begin to design the course. Additionally, analyzing the learning need is just as important because this
looks at how a student learns. Huchison and Waters argue that teachers are ignorant if they
develop their coursework only off the target objectives and think that the language process is a journey with only a starting and ending point. As educators, it is known that this language journey has many stops in between as well as detours that reshape the course. “The needs, potential, and constraints of the route (i.e. learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs” (p. 61). Huchison and Waters propose another framework in order to analyze the learning needs. “Why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where and when will the course take place?” (63). Overall, through this analysis we can learn what people do with language and also how they learn. This information gleaned can be used to design authentic materials geared specifically for the students’ learning processes.

Related to this, Mishan (2005) argues that teachers should reduce their dependence on textbooks and also need to focus on comprehensible input to facilitate the learning process. Seminal work from Krashen (1981) lays the foundation for the i+1 theory that says a learner should be given material that is one level above what he already knows. The best way to make material comprehensible is to simplify it through morphology, syntax, semantics, and phonologically. Mishan (2005) looks critically at authentic texts as a means to provide the 3 c’s, *culture, currency and challenge*” (p. 44).

*Culture,* in that authentic texts incorporate and represent the culture/s of speakers of the target language; *currency,* in that authentic texts offer topics and language in current use, as well as those relevant to the learns; *challenge,* in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels. (p. 44)
It is worthy to note that these three concepts offer Mishan’s (2005) foundation as to why traditional textbooks should not be the only resource in a language learning environment. Furthermore, it must be noted that culture and language are indivisible in every sense and so language teaching must be adapted to include and embody the 3 c’s of the classroom.

In addition, Mishan (2005) notes that authentic texts must not always come from their original cultural context, but rather can be reinvented in textbooks. The author points to authentic examples that are commonly found in textbooks like city maps, train tickets, or newspaper articles. However, even if these textbook examples are high quality reproductions, Mishan (2005) argues that teachers should facilitate the growth of cultural awareness among their students through a variety of authentic cultural materials. By developing authentic materials, and locating authentic materials from a wide range of cultural sources, teachers can increase student engagement, help students grow their own cultural awareness, and reduce their own dependence on textbooks.

Building on the work of Hutchinson and Waters (1987) and Mishan (2005), Maley (2014) has written extensively on the topic of creativity in the classroom. According to Maley (2014), “The creative spark is what ignites the fire of learning. Without it, we are left with dull, demotivating, routine teaching – the kind of instructional treadmill we see all too often in classrooms around the world” (p. 1). The idea of the creative spark is related to Hutchinson and Waters’ claim that authentic materials stimulate student interest and prompt engagement. The instructional treadmill is related to Mishan, who encourages teachers to reduce their dependence on textbooks, which dictate the standardized routines in many classrooms. According to Maley (2014), the creative spark is directly related to the making and use of authentic materials in the classroom, which can happen through the use of the aesthetic approach.
The aesthetic approach includes three parts: (a) the matter; (b) the method; (c) the manner. The matter refers to the learning context, which might include artistic materials such as moving images, student-designed materials or music. The matter is important because these new contexts are the features and foundation that make a classroom unique. The method refers to how a content area is taught. For example, Maley (2014) suggests that language teaching can happen through a multi-dimensional style of teaching that engages all of the senses, through the use of comedy, through the process of problem-solving, and by other creative and artistic means. Lastly, the manner, which Maley says is “the need to create a learning atmosphere encouraging ‘flow’ states an attitude of openness to experiment and risk, offering choice, and developing a learning community bound together by mutual trust and support” (p. 3). The manner is important because it not only opens the minds of the students but also facilitates trust building between students and the teacher. Understanding the role, use, and production of authentic materials is important because research continues to demonstrate that authentic materials have a positive impact on academic achievement.

In summary, both seminal and current scholarship demonstrates that authentic materials play an important role in the classroom. Hutchinson and Waters (1987) suggest that the making and inclusion of authentic materials can increase a teacher’s awareness of her students and increase student engagement. Related to this, Mishan (2005) calls for teachers to reduce their dependence on textbooks and the need to focus on comprehensible input to facilitate the learning process. In addition, a teacher can use the 3 c’s to facilitate the learning process and that learning one language does not need to encompass one culture. In order to make authentic materials, and reduce their dependence on textbooks, teachers can follow the needs assessment of Hutchinson and Waters, or make use of Maley’s (2014) Aesthetic Approach. Taken together, the scholarship
in this section helps to justify the claim that authentic materials have a purposeful role in EFL classrooms.

**Benefits of Authentic Materials in the Classroom**

**Motivation**

Related to the role of authentic materials in the classroom is a body of literature that demonstrates how authentic materials motivate students. Motivation plays an essential role in the classroom and authentic materials are key to increasing students motivation (Marek & Wu, 2011). Research shows that students feel more motivated to learn when classrooms include authentic materials that prompt authentic experiences and speaking opportunities (Tomlinson, 2012). Despite their differences, this may hold true for both students who are intrinsically motivated and students who are externally motivated to learn a foreign language (Mishan, 2005). This subsection explores this literature in the paragraphs that follow.

One example of how authentic materials increase motivation is offered by Marek and Wu (2011), who explored how to motivate EFL students through a student-centered approach. This was conducted in several ESL/EFL classes in Taiwan, over the internet, during the course of several semesters. The authentic materials provided in the class included video conferencing, YouTube videos, and blog entries (Marek & Wu, 2011). The authors found that many factors contribute toward the motivation of EFL students, including: authentic materials, authentic experiences, a learner-centered approach. For example, the authors claim that, well-designed video conferencing for interaction with native speakers, rich in authentic cultural information, does increase confidence and improve motivation, which in turn have the effect of strengthening ability, over the long term. When matched with more
conventional classroom activities that directly relate to ability, the instructional design in this project hits all three of the “bases” by improving ability, confidence, and motivation. (p. 126)

This demonstrates that the use of authentic cultural materials, coupled with opportunities for authentic speaking practice and direct instruction, improved the motivation of English as a foreign language (EFL) students.

Tomlinson (2012) echoes these findings in a meta-analysis related to authentic materials and language learning. The author analyzed longitudinal language acquisition studies and suggests that materials should be developed with the student in mind. Teachers should be encouraged to flexibly adapt materials and focus on a learner-centered approach when teaching. According to Tomlinson (2012), researchers “argue that authentic materials can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the learning of a language” (p. 161). In order for this to happen, Tomlinson argues that teachers should learn how to critically evaluate materials before they are used. Teachers must create a systematic procedure for reviewing and modifying materials in the curriculum, in order to shift away from the use of textbooks and toward a more learner-centered approach that includes authentic materials and experiences.

Mishan (2005) concurs and states that motivation is one of the main reasons to use authentic texts. The author investigates the difference between intrinsic and extrinsic motivation and states that learners who strive to achieve usually have intrinsic motivation. According to Mishan, these types of learners are typically more interested in authentic texts because they perceive authentic materials as useful. Authentic materials are often considered stepping stones
that can lead students toward a better understanding of the culture of the target language. Although they are motivated by extrinsic rewards, Mishan suggests that *instrumental learners* may also benefit from exposure to authentic materials that pertain to a particular environment or professional goals. In addition to increasing motivation, authentic materials can also have a positive impact on academic achievement. The next subsection discusses several studies that investigate the connection between authentic materials and academic performance.

**Academic Achievement**

In addition to motivation, the use of authentic materials has a positive impact on academic achievement as well. In classrooms with young English language learners (ELL), authentic materials, such as familiar read alouds, can be used to help students learn and retain English language vocabulary (Cho & Choi, 2008; Krashen, 2014). In classrooms with adult EFLs, replacing textbooks with authentic text has a positive impact on notable punctuation, spelling, reading comprehension, and cultural knowledge (Chamba, 2019). The following subsection reviews these studies in further detail.

According to Cho and Choi, (2008) read alouds and silent reading opportunities can increase the motivation and reading pleasure. A 6th grade class in Korea was split into two groups - an experimental group and a control group of 26 students each. All students had previously had three years of English language instruction. The experimental group received 15 minutes of English read aloud each day and an additional 40 minutes per week of self-selected reading and the control group did not. After 21 weeks, the experimental group showed significant academic improvement in reading, writing, and listening. They also showed improved confidence, reduced anxiety, and increased interest. Results were measured through tests, questionnaires, attitudinal changes, and utilization of classroom book collection.
A case study conducted by Krashen et al. (2014) investigated the relationship between the read aloud of popular English children’s books and vocabulary retention. The books chosen were popular titles, such as *Brown Bear, Brown Bear, What do You See?* (Carle, 1997). It was hypothesized that this type of instruction would have a positive effect on a learner’s ability to recall vocabulary. An eight year old ELL participated in eight read alouds over an eight week period. The teacher simply read to the child, and did not explicitly teach vocabulary. Through a series of pre-tests and post-test, the study concluded that the student learned 52 new words from the stories. Conversely, she learned less than one word per hour during the same period in her EFL class. As a result, the authors hypothesize that reading authentic texts aloud has a positive impact on vocabulary development among ELL students.

A recent mixed methods (qualitative and quantitative) study with older students also demonstrates the positive impact of authentic materials on academic achievement, Chamba et al. (2019) found that the use of authentic texts had a positive impact on language acquisition among English as a Foreign Language (EFL) learners. This case study focused only on writing skills and was conducted with 52 random college students, 10 from level four and 16 from level five all with B1 level and the same number of students from the same levels for a control group. These students were equally divided into a control and an experimental group. The students attended English class everyday for two hours. The experimental group received a one hour authentic lesson per day while the control group only studied out of a textbook.

The students were evaluated using a rubric with two different sections. The first section was communicative competence, which looked at clarity and organization. The second section looked at linguistic competence such as vocabulary, grammatical structures, punctuation, spelling, reading comprehension, listening comprehension, oral communication and cultural
knowledge. The same pre-test and post-test were given to each group at the beginning of the end of the course and a final survey of students’ opinions was also conducted. The experimental group showed statistically significant improvement in their clarity and organization. In terms of linguistic competence, the test results show that the “number of errors in punctuation, word choice, and verb tense decreased” (Chamba et al., 2019, p. 123) but not in a statistically significant difference. The qualitative survey results showed that 53.3% of the class thought that the use of authentic materials “made a significant difference to their vocabulary and grammar skills” (p. 120). Additionally, students noticed a “notable difference in punctuation, spelling, reading comprehension, and cultural knowledge, with percentages ranging from 46.66% to 66.66%” (p. 120). This case study provides data that suggests that the use of authentic materials can have a positive impact on learning. In particular, it suggests that the use of authentic materials in the classroom can have a positive impact on language learners.

The scholarship reviewed in this section demonstrates that authentic materials are a key contributor to motivation and academic achievement. The use of authentic materials and experiences can be used to increase student motivation in EFL classrooms (Marek & Wu, 2011; Mishan, 2005; Tomlinson, 2012). Authentic materials can also be used across a range of ages to improve academic outcomes related to language acquisition (Chamba et al., 2019; Krashen; 2014). Teachers can expect the inclusion of authentic materials to have a positive impact on teaching and learning in their classrooms. This scholarship helps to justify the claim for this literature review that, in order to motivate students and reduce anxiety in EFL classrooms, there is a need for audience-specific authentic materials. The final section of this literature review will review the scholarship that supports the use of a particular type of authentic material - audience-specific text.
Intercultural Competence and Audience-Specific Texts

Like other types of authentic materials, audience-specific text that explores language and culture has benefits in the classroom. According to Cook and Taylor (2012), the use of text that represents students’ native cultures can improve both motivation and confidence in language learners. Related to this, Stephens (2018) describes the positive impact of intercultural language storytelling on the intercultural competence of students. Language and culture are intertwined and can be used together to improve the motivation, confidence, and intercultural communicative competence of students. However, locating, developing, and implementing materials that are audience specific can be challenging (Gómez-Rodriquez, 2018). Despite these challenges, Gómez-Rodriquez (2018) makes the claim that intercultural language experiences and the audience-specific texts that facilitate them are important because they foster understanding and tolerance in multilingual/multicultural classrooms.

According to Cook and Taylor (2012), cultural stories can be used to motivate ELLs. The study included four students who were born outside the United States and spoke languages other than English. Across one school year, the students participated in 11 lessons that lasted for 40 minutes each. The teachers in this study used stories from each of the students’ home countries alongside parallel stories from the classroom English curriculum. One girl whose pseudonym is Raeda had the lowest level of English in the group and therefore became the focus of the study once data was collected at the end of the school year. Raeda was born in India and had very limited English skills when the study began, often responding with a nod or shake of her head rather than an oral response. By the end of the school year, Raeda had developed confidence in her oral English language skills and regularly participated in school. The teacher in the study
believed that through the validation of her Bengalese culture, Raeda was motivated to integrate and learn English.

The other data from this study, collected through pre and post-interest surveys, five writing samples, three interviews, and two recorded group discussions, demonstrated that the use of cultural storytelling had a positive impact on oral and written language proficiency (Cook & Taylor, 2012). As a result, the authors infer that students feel validated when their home cultures are used as a framework in the classroom and when the teaching materials include relatable and familiar content. According to Cook and Taylor (2012), “Using stories can motivate and positively impact students’ interests in and valuing of reading” (pp. 78-79). The authors suggest that many literacy skills can be taught by embracing the students’ cultures.

Related to this, Stephens (2018) documents the impact of a different kind of cultural storytelling. In this example, the author compiled personal anecdotes to create intercultural language texts that were read to students in English. The stories recounted language and cultural misunderstandings that commonly occurred between the Japanese and English speakers in both countries. Stephens (2018) developed and implemented these authentic texts in order to help students understand that there is more to learning a language than memorizing grammar. The stories emphasized the idea of language as a cultural exchange that is learned through over time, and can entail many misunderstandings. By using her students' knowledge of Japanese culture, and sharing authentic intercultural stories of her own experiences navigating two languages and cultures, Stephens was able to provide a unique and authentic alternative to learning English through a textbook - as well as foster intercultural competence among her students.

This type of intercultural competence is the focus of a recent scholarship by Gómez-Rodriguez (2018). The author states,
English learners should not only learn linguistic rules and communicative functions as encouraged by the rules of communicative language teaching, but also recognize, understand, and appreciate cultural patterns, viewpoints, and beliefs of learners’ own culture, target English-speaking cultures, and other language communities. (p. 154)

Despite the strong interest among teachers of ELLs to promote intercultural communicative competence, Gómez-Rodríguez (2018) cites various reasons as to why it has failed in the classroom. First, the author claims that some teachers find intercultural materials abstract and hesitate to teach cultures with which they lack familiarity. Second, Gómez-Rodriguez explains how many learners lack authentic moments to learn about other cultures in the classroom. Finally, the author explains that there is a lack of intercultural materials available for use in the classroom. The latter is imperative and validates the need for more authentic material to be created and promoted so that a range of languages and cultures can be studied in EFL classrooms, thereby promoting intercultural competence.

The literature in this section demonstrates that audience-specific texts that explore language and culture have benefits in the classroom. They can be used to improve motivation and confidence in language learners who experience their own language and culture represented in text (Cook & Taylor, 2012). They can also be used to improve intercultural competence (Stephens, 2018). Unfortunately, despite these positive outcomes, teachers often find it difficult to find, create, and use such materials. Students feel confident and understood when their culture is validated and this validation results in better language learning outcomes. For this reason, ELLs would benefit from the provision of authentic, audience-specific texts in their classrooms.
Summary

This literature review claims that in order to motivate students and reduce anxiety in EFL classrooms there is a need for authentic, audience-specific materials. The first theme of this literature review explored the role authentic materials can play in the classroom. By incorporating topic-rich materials that are unique and relatable, research demonstrates that EFL classrooms become more stimulating and sociocultural awareness among students increases. The relationship between authentic materials and motivation among second language learners was also reviewed in this chapter and it was made clear that the use of authentic materials improves ability, confidence, and motivation, among ELLs (Marek & Wu, 2011). Finally, this literature review explored the use of cultural literature and the importance of building intercultural competence in EFL classrooms. Taken together, these three bodies of literature demonstrate that authentic materials and culture are important in ELF classrooms, and they justify the claim that there is a need for audience-specific authentic texts. With my field project, I will fill part of this need by creating authentic, audience-specific material for use in my own multilingual and multicultural class in Switzerland.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This field project is a one-unit guidebook designed to address the lack of authentic materials in ESL classrooms and is intended for educators to use as an authentic resource. It incorporates topic-rich information based on the Swiss folktale William Tell and then draws a parallel to the English folktale Paul Bunyan. The goal is to foster interest, participation, and motivation among ELLs who are familiar with traditional Swiss culture and languages and to bridge what they know about Swiss culture and language over to American culture and language. Students may benefit from these materials because they may reduce the students’ affective filter by providing content and materials that are familiar, authentic and relevant to their experience.

The guidebook has three parts that are intended to be taught over four lessons. In the first lesson, the educator teaches the two folklores and reinforces reading, grammar, vocabulary, speaking skills and pronunciation. In this lesson, the learners will learn to correctly use the Past Simple verb tense for both regular and irregular verbs, learn to anticipate a story, correctly use adverbs of frequency, speak about two famous folktales, talk about glacier lakes in Europe and North America and learn and correctly pronounce new vocabulary.

Once this section is taught, the focus turns to a lesson on listening and pronunciation. The lesson is taught through two songs sung to the well-known melodies “I Shot the Sheriff” by Bob Marley and “On the Road Again” by Willie Nelson. The lyrics have been recreated to reinforce grammar, vocabulary and readings in the previous section. In this lesson, the students learn and correctly pronounce /æ/, /əʊ/, /ɛn/ sounds and sing two new songs about the folktales
in order to connect them to modern American culture. The digital guidebook includes links to original recordings of both songs.

Lastly, in the third section, the lesson provides two authentic outings to be taught on two separate days. In the first outing, the students spend a full day at the William Tell site and tour his history and footsteps. In the second outing, the students go axe throwing to connect and apply concepts from the story of Paul Bunyan. These lessons are essential because they create a visual for the learners and also allows them to connect and apply what they’ve learned in the classroom with information outside of the classroom. During these outings, the students write about their experiences in the Past Simple and connect their ideas to previously learned concepts. They also learn to use previously learned vocabulary outside of the classroom.

**Development of the Project**

This project was developed and inspired by my love of Swiss and American culture. Through my years of teaching English to Swiss natives, I have seen how impactful it can be to bring meaningful and relatable information to the classroom in order to reinforce English. In general, Swiss students really love American culture and are often motivated by reading well-known stories, listening to music and doing activities outside of the classroom. Through these personal experiences as a teacher, I became inspired to dig deeper and find research that could back-up my teaching style and create a resource for other teachers to use in their classrooms. Thus “Bridging Language Through Folktales and Authentic Outings: A Guidebook for ESL/EFL Teachers” was born.

In my project, I focus on a beginner A2 level learner and start the lesson by first acknowledging Swiss culture through the story of William Tell. I felt it was important to begin
the lesson with Swiss culture because it shows respect and knowledge of the students’ culture in hopes of a reciprocal respect as the educator teaches English and American culture. The story is my own adaptation and allows students to connect grammar, reading, vocabulary and pronunciation. A screenshot of the reading is presented in Figure 1.

Figure 1
Note. This is a screenshot of the story in the unit *Bridging Culture through Folktales and Authentic Outings*, page 4.
The lesson then continues with a bridge from Swiss culture over to American culture. The students look at grammar and how adverbs of frequency are used in the William Tell reading. The grammar point is taught in detail and reinforced through fill in the blank practice.

Next, I visualized a bridge between the two cultures and decided to have a part called *Bridging Continents* where the learner connects Lake Lucerne from the William Tell reading over to the Great Lakes, which they read afterwards. Lastly, the student talks about other folktales that they learned as child thus creating dialogue and a proper segway to the second folktale, Paul Bunyan.

A screenshot of this page is presented in Figure 2.
Figure 2

**GRAMMAR**

1. The Simple Past expresses a completed action in the past. **There was a bad storm and Gessler told William to sail the boat.**

2. Adverbs of frequency can be used with the past simple to talk about repeated or regular actions that are finished in the past. **Every day, the villages always had to bow to Barron Gessler’s hat.**

3. Adverbs of frequency are placed before the verb unless the verb is “to be” – it is then placed after the verb.

**GRAMMAR PRACTICE**

Fill in the blank with the correct adverb of frequency.

1. The villagers ______ had to bow to Barron Gessler’s hat. (100%)
2. All of the villagers were afraid of Gessler and ______ disobeyed him. (0%)
3. I ______ like to shoot my bow and arrow. (75%)
4. He is ______ with his friends on the weekend. (50%)
5. Do you ______ like to sail? (25%)

**Note.** This is a screenshot from the unit *Bridging Culture through Folktales and Authentic Outings*, page 5.

The lesson wraps up with my adaptation of Paul Bunyan and reinforces grammar, pre-reading skills, vocabulary and speaking. A screenshot of this page is presented in Figure 3.
Note. This is a screenshot from the unit *Bridging Culture through Folktales and Authentic Outings*, page 6.

In the second section, songs are used to connect American music and English education. My personal love for music inspired me to re-create lyrics with previously learned vocabulary and grammar and to reinforce pronunciation through a music lesson. This lesson is intended to be
engaging and I really wanted to do it to not only reach students who learn well through music, but also students who just enjoy listening to music as this lesson changes the feeling in the classroom and incorporates a light lesson with a potentially heavy impact. Continuing with the tradition of looking at Swiss culture first, the students look at a song that I created about the William Tell story, sung to the tune of “I Shot the Sheriff” by Bob Marley. I chose this melody because it’s well-known and the lyrics seemed to flow into the music with ease. The students first learn pronunciation and then move on to learn the song “I Shot the Apple.” A screenshot of this page is presented in Figure 4.
Note. This is a screenshot from the unit *Bridging Culture through Folktales and Authentic Outings*, page 7.

In order to continue the visualization of the bridge from one culture to another, the lesson continues with a song that I created about Paul Bunyan. It is sung to the tune of “On the Road
Again” by Willie Nelson. Again, I chose this melody because it’s well-known and my re-created lyrics easily went into the song. The students first learn pronunciation and then move on to learn the song “On the Road Bunyan.” A screenshot of this page is presented in Figure 5.

**Figure 5**

**Paul Bunyan Song**

*Note. This is a screenshot from the unit *Bridging Culture through Folktales and Authentic Outings*, page 8.*
The last section of my project highlights my call for the need of authentic materials. I created two authentic outings for the educator to use to reinforce everything previously learned in the classroom with real information and images outside of the classroom. On the first outing, I knew that I wanted to send classes on a tour of William Tell’s footsteps, as read in the story. During this outing, the students spend a full day at the site of William Tell and tour his history. Since Switzerland is so easy to navigate by public transportation, I created the outing around using trains, buses and boats. During this outing, the students write about their experiences in the Past Simple and connect their ideas to previously learned concepts. They also learn to use previously learned vocabulary outside of the classroom. A screenshot of this page is presented in Figure 5 and Figure 6.
Figure 5

Authentic Class Outings to Compliment Classroom Learning

Outing to William Tell Sites

How to get there:
Plan a full day trip to visit the Tell Museum in Burglen, Switzerland between May-October. Take the train to Altstorf train station and then the bus #402 to Burglen bus stop. Trains and buses run often. Plan your transportation with www.sbb.ch

What to pack:
Students should bring a backpack with a picnic, water, pen and a notebook for taking notes. Instruct the students to wear walking shoes as they will be on their feet all day. Upon arrival at the museum, the whole tour is about 3 hours. It is ideal that students arrive at the museum in the morning at 10am to finish in Sisikon at 1pm. It’s suggested that students have lunch once they arrive in Sisikon but this can be adapted to the students’ needs and desires.

Cost:
Museum: 9CHF per person
Train: Cost will vary depending on the student’s age or train pass status. SBB offers discounted train tickets for students 25 and younger here

Note. This is a screenshot from the unit Bridging Culture through Folktales and Authentic Outings, page 9.
In the second outing, and the final part of the unit, the students go axe throwing to connect and apply concepts from the story of Paul Bunyan. This outing was also obvious for me as I developed the project because it is a modern activity and reinforces Paul Bunyan’s image as a lumberjack carrying his axe. During this outing, the students write about their experiences in the Past Simple and connect their ideas to previously learned concepts. They also learn to use previously learned vocabulary outside of the classroom. A screenshot of this page is presented in Figure 7 and Figure 8.
Note. This is a screenshot from the unit *Bridging Culture through Folktales and Authentic Outings*, page 11.
Figure 8

**Outing to Go Axe Throwing**

Upon arrival have students recall story of Paul Bunyan. Have students retell the story in English with a partner.

Learn techniques to throw axes and have fun! Encourage students to learned use vocabulary:
- Axe
- Cut down
- Swing
- Giant
- Forest
- swing/swung

Debrief. Ask students to write 10 sentences about their outing. What did they like the best? Did they learn something new? Remind them to use the past simple and to incorporate new vocabulary.

*Note.* This is a screenshot from the unit *Bridging Culture through Folktales and Authentic Outings*, page 12.

**The Project**

The project in its entirety can be found in the appendix.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There are three areas of scholarship related to the use of authentic materials to increase motivation and reduce anxiety in the classroom that are analyzed in this project. The first research demonstrated that there is a clear role and purpose for authentic materials in English as a second language (ESL) or English as a foreign language (EFL) classrooms. Second, a body of scholarship shows the relationship between using authentic materials and motivation. Third, research shows that the native language and culture of students can be integrated into the English language learning classrooms in order to help English language learners (ELLs) feel included and validated. This project shows that these bodies of scholarship can be applied to the Swiss educational context to fill a gap and need for cultural and authentic materials to be integrated into ESL classrooms.

The purpose of this project was to address the lack of authentic materials in Swiss ESL classrooms. Through this project, I created a guidebook for educators to use with A2 level English learners alongside a normal curriculum to help students increase their motivation and reduce anxiety. The content was based on the traditional Swiss folklore, William Tell, and bridged with the American folklore, Paul Bunyan. It first provided meaningful and relatable information taught in the classroom by an educator, reinforced with two authentic outings. It fills a necessary gap that is not covered through textbooks. The outings support Swiss and American culture and language in an authentic and interactive way. The guidebook can be used by teachers of many types of institutions, ranging from public schools, language schools, international
schools or at home private lessons. It provides a well-rounded teaching approach and includes sections for grammar, vocabulary, pronunciation, reading, speaking and writing.

This project is significant because teachers in Switzerland rely heavily on textbooks in order to teach English. Schools often hold onto textbooks for excessive amounts of time, hence the problem of teachers’ use of outdated or unauthentic materials. This field project provides a fresh and alternative teaching solution to educators who are seeking new ideas for their classroom. Intended for A2 level of ESL instruction, it should be used as an additional resource to help motivate the classrooms and to create a culture-rich environment where anxiety is reduced and motivation is increased. Additionally, the guidebook may allow the teacher to be a facilitator of English and also help the students explore the known in order to discover the unknown.

**Recommendations**

Teachers need access to training and materials that can help them to reduce anxiety among their ELLs. This field project accomplishes to fill a gap for teachers of ESL and the unit could be modified to fit all ages and levels of ESL/EFL instruction and does not need to only represent the A2 level. This field project was created with the hope that it may also be of interest to other teachers across Switzerland who are interested in developing a range of authentic materials that can be used with the country’s culturally and linguistically diverse student population. It may also be of interest to other researchers in the field because it shows the significance of recognizing a student’s personal culture and how it can be bridged to learn English. Finally, this unit could be further elaborated and studied to see if there is increased motivation and reduced anxiety when bridging these two concepts together.
While many teachers can relate to the difficulty of finding authentic materials to use in the classroom, it is my hope that slowly a database of culturally relevant resources shared amongst fellow Swiss ESL teachers can provide us all with material to contribute to the overall positive learning experience of our students. This project serves not only as a new resource for teachers in Switzerland, but also as a call to other Swiss educators to do similar projects and to share it with one another. Furthermore, it is my hope that this project will be useful to teachers outside of Switzerland who wish to integrate authentic materials into their classrooms and want to integrate the same idea by using other cultures as the unit medium. Educators across the world can fill this gap together by contributing to a bank of authentic materials, developed by teachers, and with a wide range of cultural and linguistic ideas, for the benefit and use by teachers across the world.
REFERENCES


https://www.britishcouncil.es/en/english/levels/a1


https://link.gale.com/apps/doc/A181774297/AONE?u=anon~ef7d4393&sid=googleScholar&xid=3ef891ec


https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/sprachen-religionen/sprachen.html

https://www.bfs.admin.ch/bfs/fr/home/actualites/quoi-de-neuf.assetdetail.15384141.html

APPENDIX

Bridging Language Through Folktales and Authentic Outings
Bridging Language Through Folktales and Authentic Outings

By: Natalie Sauvain
Teacher’s Guide

*Bridging Language Through Folktales and Authentic Outings* develops beginning-level fluency in American English through Swiss and American folktales. This guidebook bridges both language and culture by analyzing well-known folktales, allowing the student to engage and learn through grammar practice, reading, conversation, song, and class outings. The guidebook’s foundation is based on the renowned research of Dr. Stephen Krashen and the Affective Filter Hypothesis where students are motivated and given self-confidence by analyzing familiar concepts in order to decrease their anxiety. This method has proven results and helps students to absorb and acquire new language and new concepts through the use of these building blocks.

It is intended that the guidebook be broken into 4 different lessons and are summarized as follows:

**On pages 4-6, learners will be able to:**
- Correctly use the Past Simple verb tense for both regular and irregular verbs.
- Learn to anticipate a story.
- Correctly use adverbs of frequency.
- Speak about a well-known Swiss and American folktales in English.
- Talk about glacier lakes in Europe and North America.
- Learn and correctly pronounce new vocabulary.

**On pages 7-8, learners will be able to:**
- Learn and correctly pronounce /au/, /əʊ/, /ɛn/ sounds.
- Sing 2 new songs about the folktales and connect them to modern American culture.

**On pages 9-12, learners participate in 2 authentic class outing. Learners will be able to:**
- Connect and apply previously learned skills through 2 different class outing
- Write about their outing experience in the past simple and connect their ideas to previously learned concepts.
- Accurately use new vocabulary outside of the classroom.
## Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging Culture Through Folktales pp. 4-6</td>
<td>Tense review: Past Simple Regular/irregular pp. 4-5</td>
<td>Words with two meanings. Bow p. 4</td>
</tr>
<tr>
<td>Songs About the Folktales pp. 7-8</td>
<td>Adverbs of frequency p. 5</td>
<td>Keywords for William Tell and Paul Bunyan: bow and arrow, giant, lumberjack etc. pp. 4-6</td>
</tr>
</tbody>
</table>

**Authentic Outings** pp. 9-12

### Speaking
- Talk about folktales
  - Tell a partner about a folktale your parents told you as a child. p. 5
- Talk about glacial lakes. p. 5

### Pronunciation
- Pronunciation of /au/, /æʊ/, /ɛn/ sounds. pp. 7-8

### Listening
- **Listen to the songs**
  - "I Shot the Apple" p. 7
  - "On the Road Bunyan" p. 8

### Reading
- **William Tell**
  - A Swiss hero shoots an apple off of his son’s head to save his village from Barron Gessler. p. 4
- **Paul Bunyan**
  - A giant American lumberjack and his blue ox create the geography of the United States. p. 6

### Authentic Class Outings to Compliment Classroom Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Tell Museum and sites. Learn the full history - boat/walking tour.</td>
<td>9-10</td>
</tr>
<tr>
<td>Learn to throw axes. Outing to Axe Throwing Riviera.</td>
<td>11-12</td>
</tr>
<tr>
<td><strong>Writing:</strong> Past Simple tense to describe what you learned during your outing.</td>
<td>10 &amp; 12</td>
</tr>
</tbody>
</table>
**GRAMMAR 1**

1. What is the Simple Past of these verbs? Which are regular? Which are irregular?

<table>
<thead>
<tr>
<th>Verb</th>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td><em>live</em></td>
<td><em>lived</em></td>
</tr>
<tr>
<td>have</td>
<td><em>have</em></td>
<td><em>had</em></td>
</tr>
<tr>
<td>go</td>
<td><em>go</em></td>
<td><em>went</em></td>
</tr>
<tr>
<td>watch</td>
<td><em>watch</em></td>
<td><em>watched</em></td>
</tr>
</tbody>
</table>

2. Practice saying them:
- shoot, shot
- Have, had

**PRE-READING**

1. Look at the picture of William Tell. What did he shoot?

2. Find the meanings of the bolded words with your classmates and practice pronouncing them.

3. Read and complete the text with the verbs from the box in **GRAMMAR 1** in the Simple Past.

---

**READING**

**William Tell**

William Tell’s **hometown** was near Lake Lucerne where he 1.______ (live) with his son. Every day, the villagers always 2.______ (have) to **bow** to Baron Gessler’s hat, which was on a pole in the center of the **town**. All of the villagers were afraid of Gessler and never disobeyed him. One morning, William 3.______ (go) into town and walked past the hat without bowing. Baron Gessler 4.______ (arrive) and said, “Criminal! What are you doing? Bow to my hat or be **imprisoned for life**!” William replied, “Never!” Baron Gessler looked at an apple in his hand and said to William, “Fine, then shoot this apple with your **homemade bow and arrow** off of your son’s head and you can **live**.” Gessler told his guards to put the son against a tree and told William to take 150 steps backwards and to shoot. William agreed and took two arrows. William 5.______ (shoot) the first arrow through the apple. Gessler was angry and asked William why he had a second arrow. “To shoot you!” said William. Gessler took William to prison by boat across Lake Lucerne. There 6.______ (is) a bad storm and Gessler 7.______ (tell) William to sail the boat. William 8.______ (sail) the boat into rocks and capsized it. He jumped to **freedom** but not Gessler or his guards. Gessler tried to shoot William in the throat, but was too slow. William 9.______ (aim) his second arrow, shot Gessler, and ran to safety. The villagers all celebrated.
GRAMMAR

1. The Simple Past expresses a completed action in the past. There was a bad storm and Gessler told William to sail the boat.

2. Adverbs of frequency can be used with the past simple to talk about repeated or regular actions that are finished in the past. Every day, the villages always had to bow to Barron Gessler’s hat.

3. Adverbs of frequency are placed before the verb unless the verb is “to be” - it is then placed after the verb.

Bridging continents

➤ Did you know that the Great Lakes are the largest freshwater system in the world?

➤ Did you know that all of the Great Lakes and Lake Lucerne were all formed by glaciers?

➤ Can you name other lakes in Switzerland that were formed by glaciers?

SPEAKING

Going down memory lane…

Which folktale did your parents tell you when you were little? Use the past simple and adverbs of frequency.

Discuss with a partner.

GRAMMAR PRACTICE

Fill in the blank with the correct adverb of frequency.

1. The villagers __always__ had to bow to Barron Gessler’s hat. (100%)
2. All of the villagers were afraid of Gessler and _______ disobeyed him. (0%)
3. I _______ like to shoot my bow and arrow. (75%)
4. He is _______ with his friends on the weekend. (50%)
5. Do you _______ like to sail? (25%)
Paul Bunyan was a very large baby born in Bangor, Maine. At breakfast, his parents always fed him a dozen eggs, 24 pancakes, and 10 cups of milk. Sometimes he grew 2 centimeters a day! When he finally became a grown man, he was taller than the biggest house in his village. One morning, Paul’s mom and dad told him, “Son, you are giant and you need more room to live. Let’s all move to the northern woods.” Paul agreed and picked up his family’s house with his two hands and carried it north. It was very cold this far north and it snowed a lot. One day, Paul saw a very large, blue baby ox. The ox was very cold. “Come with me to warm up.” Paul insisted. “I’ll name you Babe”. Babe grew very large just like Paul and was the perfect companion. On Paul’s birthday, his parents gave him a giant axe. “Take the axe, son, and become a lumberjack.” Paul loved his axe so much and cut down the most enormous trees in one swing. Other lumberjacks watched in amazement as he often cut down a whole forest by himself every day and created large plains. Paul was so big and strong that he even dug the 5 Great Lakes for Babe to have water to drink. Together the two hiked through much of the northwest and made the geography of the United States into what it is today.
William Tell Song

Listen to the song “I Shot the Apple”.

PRONUNCIATION “ow”

Bow and arrow (n.) /bəʊ/ and /æɹəʊ/
To bow (v.) /bəʊ/
Town (n.) taʊn/

“I Shot the Apple”

Refrain
I shot the apple
And I did it with my homemade bow
I shot the apple
And I showed you how with one arrow

Verse 1
All around in my hometown
Baron Gessler tried to track me down
He said that he wanted to imprison me
For not bowing and for my disagree
Give me life for my disagree, and I say

(Refrain)

Verse 2
Baron Gessler always hated me
For not bowing to his hat
Every time I go to town
He says, “Bow or it’s a criminal act”
He says, “Bow or it’s a criminal act”

And so, and so

(Refrain)

Verse 3
Freedom came my way one day
When I jumped out of the boat
All of a sudden I saw Baron Gessler
Aiming for my throat
So I shot, I shot him down, I say

And If I am guilty I will pay!

(Refrain)

Sung to the tune of “I Shot the Sheriff”
By: Bob Marley

Bridging cultures extension

Listen to the song “I Shot the Apple”.

By: Bob Marley

Sung to the tune of “I Shot the Sheriff”

By: Bob Marley
Bridging cultures extension

Listen to the song “On the Road Bunyan”.

PRONUNCIATION “an/ain/en/iem”

again (adv.) /əˈɡɛn/
Bunyan (n.) /bʌnjɛn/
Been (v.) /bɛn/
Friends (n.) /fɹɛndz/

“On the Road Bunyan”

Refrain
On the road Bunyan
He just can’t wait to get on the road again
The life he loves is chopping forests with his friends
He can’t wait to get on the road again

Verse 1
On the road Bunyan
Goin’ places that he’s never been
Moved his parent’s house with his two giant hands
And he can’t wait to get on the road Bunyan

Verse 2
On the road Bunyan
Cutting forest into plains or digging lakes
Babe is his best friend
Insisting that the ox come with him on his way

Refrain
On the road Bunyan
He just can’t wait to get on the road again
The life he loves is chopping forests with his friends
He can’t wait to get on the road again

Sung to the tune of “On the Road Again”
By: Willie Nelson
Outing to William Tell Sites

How to get there:
Plan a full day trip to visit the Tell Museum in Burglen, Switzerland between May-October.
Take the train to Altdorf train station and then the bus #402 to Burglen bus stop. Trains and buses run often. Plan your transportation with [www.sbb.ch](http://www.sbb.ch)

What to pack:
Students should bring a backpack with a picnic, water, pen and a notebook for taking notes.
Instruct the students to wear walking shoes as they will be on their feet all day. Upon arrival at the museum, the whole tour is about 3 hours. It is ideal that students arrive at the museum in the morning at 10am to finish in Sisikon at 1pm. It's suggested that students have lunch once they arrive in Sisikon but this can be adapted to the students’ needs and desires.

Cost:
Museum: 8CHF per person
Train: Cost will vary depending on the student’s age or train pass status. SBB offers discounted train tickets for students 25 and younger [here](http://www.sbb.ch).
Authentic Class Outings to Compliment Classroom Learning

Outing to William Tell Sites

Upon arrival have students look at William Tell artifacts for 30 minutes. Focus on bow and arrow and have students retell the story in English with a partner as they tour the museum.

Walk 1 minute to Tell’s Chapel to see where his house used to stand. Visit chapel. Use following vocabulary:
Hometown
Son
Lived
Walked

Walk 20 minutes to Tell Monument in Altdorf to see where apple shot off son’s head. Give each student an apple to balance on their head.

Bus to Fluelen and 37 minute Boat to Tellspatte Sisikon to see where William jumped off the boat. While on boat, tell the students to write 10 sentences about their day so far in the past simple and to express what they thought was interesting at the museum.
Outing to Go Axe Throwing

How to get there:
Plan a half day trip to go axe throwing in Switzerland. I recommend this one in Canton Vaud. Take a train to Vevey and bus #212 to Corsier-sur-Vevey, Omballes bus stop. Trains and buses run twice an hour. Plan your transportation with www.sbb.ch.

What to pack:
Students should wear tennis shoes and protective clothing. Students should also be advised to pack a pen and notebook.

Cost/Duration:
Axe Throwing: 25CHF per person for 2 hours of axe throwing. Technique is taught in the lesson.
Train: Cost will vary depending on the student’s age or train pass status. SBB offers discounted train tickets for students 25 and younger here.
Authentic Class Outings to Compliment Classroom Learning

Outing to Go Axe Throwing

Upon arrival have students recall story of Paul Bunyan. Have students retell the story in English with a partner.

Learn techniques to throw axes and have fun! Encourage students to learn the use vocabulary:
- Axe
- Cut down
- Swing
- Giant
- Forest
- swing/swung

Debrief. Ask students to write 10 sentences about their outing. What did they like the best? Did they learn something new? Remind them to use the past simple and to incorporate new vocabulary.