USING AUTHENTIC MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM pdf

1: Authentic Materials for Teaching Languages: RESOURCES

The idea of using authentic material in language teaching is supported among references and many professionals in the field of language pedagogy.

Many teachers also introduce authentic English material into their lessons to expose learners to the language as it is spoken in the real world. Authentic material is any material written in English that was not created for intentional use in the English language classroom. Using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students. It can also be useful to elicit genuine responses from learners. The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practise English in their own time. Songs , TV programmes and films , radio and podcasts, leaflets, menus â€" anything written in English constitutes authentic material. Selecting authentic material The best content to select depends on the learners, their level of English and the course content the teacher wishes to focus on. The materials should reflect a situation that learners may face in an English-speaking environment â€" this will help them transition into a world where English is the norm. Some ways to use authentic material Here are two ideas for using authentic material in class: Many restaurants have their menus online, so you can easily download them no need to walk or drive around the neighbourhood! Try to use local restaurants, which will make it more meaningful for your students, and make sure you have plenty of copies of the menu. You can then either go through the menu and ask students to guess what the meals are, or they can write down what they would order. You could use different menus for each course, which would widen the types of dishes you can cover during the learning activity. You or another team member could pretend to be the waiter or waitress and your students can practise their spoken English by reading their order back to you. And students will always respond positively to a lesson that involves their favourite singer or bands. Ask your learners to write down their favourite artist and a song by them that they like and have listened to a few times. They can then try to remember the lyrics, or look at the video on YouTube â€" they only need to write down a few lines of the song. Then ask them to really listen to the lyrics for useful vocabulary, phrases and expressions for everyday language that includes colloquial speech. The language used in lyrics can be casual, tell a simple story or convey strong emotions, which should help learners to establish a connection with the language because it will give them new ways to describe their feelings in different situations. You could even ask them to come up with alternative words, as a way of further increasing and using their vocabulary. Some song lyrics are commonly misheard, so you could create a quiz in which learners have to choose the next words â€" words that grammatically fit into the lyrics. This can be a funny lesson â€" for you as well as your students! Let us know in the comments section belowâ€¦.

2: Using authentic materials in the classroom

Authentic Language Teaching Materials That'll Put the World in Your Hands Current Events Stories Authentic current event stories are some of the easiest materials to get your hands on for the foreign language classroom, thanks to modern technology.

This article was received on April 1, , and accepted on October 23, How to cite this article APA 6th ed. Consultation is possible at http: This article reports on a study carried out in a foreign language school at a Colombian public university. Its main purpose was to analyze the extent to which the use of authentic materials and tasks contributes to the enhancement of the communicative competence on an A2 level English course. A mixed study composed of a quasi-experimental and a descriptive-qualitative research design was implemented by means of a pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries. Authenticity, authentic materials, authentic tasks, communicative competence, pedagogical project. Introduction Materials play a fundamental role in the language classroom since they are the means used by the teacher to facilitate learning that occurs both inside and outside the classroom. Authentic materials, that is, materials which have not been designed for teaching purposes, are potential learning tools due to the authenticity of the language and their intimate relation with the communicative language teaching approach Hall, ; Tomlinson, Despite the existence of opposing perspectives among scholars with regard to the potential usefulness of authentic materials in the language classroom, what proved to be more appropriate for our research team was to explore this issue so as to assure the use of communicative English lessons at a Colombian foreign language school. This report starts by presenting a review of the literature so as to highlight key tenets such as communicative competence, authenticity, and authentic materials and tasks in the English language teaching and learning process. In a subsequent section, the methodology, the research methods, and the step-by-step process implemented are also presented. Then, a quantitative presentation and qualitative description of the results are made in order to proceed to the discussion and conclusion section. Finally, some final remarks are provided to encourage further studies that can lead to the improvement of the teaching quality in the ELT field in general. Theoretical Framework In this section, general concepts about communicative competence will be first introduced. Next, constructs surrounding the terms authenticity, authentic materials, and authentic tasks are examined in order to depict the role of authentic materials in the language classroom. It is described as the knowledge of language components and as the acquisition or performance of two types of abilities, that is, organizational competence and pragmatic competence. The organizational competence is concerned with the ability to control the structure of language grammatical competence along with the knowledge of the conventions for joining utterances to form a text, according to rules of cohesion and rhetorical organization textual competence. Pragmatic competence refers to the ability to control the functional features of language illocutionary competence and the sensitivity to the conventions of language use in context sociolinguistic competence. Figure 1 illustrates the components of the organizational and pragmatic competence as proposed by Bachman The strategic competence refers to the ability to compensate in performance for incomplete linguistic resources in a second language. Also, students should have opportunities for language use in formal and informal conversations within a context that is meaningful and realistic whilst both linguistic phonology, grammar, vocabulary, and discourse and pragmatic functions, variations, interactional skills, and cultural framework aspects are focused. We agree that the above competencies should be developed in the classroom in an integrated way. If a teacher decides to have students just practice, for instance, the structural or the lexical systems of the target language regardless of the other components of classroom communicative competence, the learners will seriously be limited in their interactional possibilities to understand and use the target language in a purposeful way. Authenticity and Authentic Materials According to Morrow , it has been difficult for scholars to agree on a definition of the terms authenticity, authentic materials, and authentic language use in language teaching terms. The complexity

of this inconsistency lies in the multiple areas in which the term authenticity falls, and the participants involved. According to Mishan , the concept of authenticity in language learning throughout history has fallen into three different groups: The communicative approach has highlighted authenticity as the need to communicate, which presupposes an emphasis on meaning rather than on form. Contrary to this, the materials focused approach allowed the implementation of other approaches such as the scholastic approach, which consisted in breaking down words into their constituent parts, and the inductive approach, whereby readers infer grammar rules out of authentic texts. Finally, the humanistic approach sees the learner as a whole where all the sensory repertoire of the brain is required Mishan, It is therefore evident how the term authenticity has been understood and applied in the search of achieving that ultimate goal which is communication. On the one hand, Hedge claims that authentic materials are appropriate means for students to cope with the authentic language of the real world. Moreover, Harmer claims that learners can greatly benefit from authentic materials as these types of input help students improve their language production, acquire the language in an easier manner, and increase their confidence when using the language in real life situations. This view is shared by Kienbaum et al. This definition is then refined by Bygate, Skehan, and Swain as cited in Mishan, , p. Furthermore, McGrath highlights the use of authentic tasks in the classroom as they help learners replicate or rehearse the communicative behaviors which will be required of them in the real world. Hence, in order to design authentic tasks which involve learners in situations that emulate natural authentic language use, it is vital to consider the six guidelines proposed by Mishan with regard to task authenticity: Reflect the original communicative purpose of the text on which they are based. Be appropriate to the text on which they are based. Involve purposeful communication between learners. Research Design The research methodology was developed from a mixed study perspective that integrated a quasi-experimental and a descriptive-qualitative research design. In this particular design, subjects are not assigned to the groups randomly because those groups are already formed before the treatment. This research study intended to analyze the extent to which the implementation of authentic materials and tasks contribute to the enhancement of the communicative competence in an A2 level English course in a school of foreign languages at a Colombian university. Accordingly, two A2 level English courses Henceforth: Course A and Course B were chosen. Course A was considered as the control group whereas Course B was treated as the experimental group. Different teachers oriented these courses, and due to the nature of this quasi-experimental research project, the treatment was only applied to Course B. A pre-test and a post-test were administered to both the control and the experimental groups so as to compare the degree of effectiveness of the treatment. This quasi-experimental research project was conducted by following four stages. In the first stage, the research group started with the selection of groups and the pre-test implementation. Course A was composed of nine students from 18 to 45 years of age whereas Course B had fourteen students whose ages varied from 16 to Students from both groups came from different socioeconomic backgrounds. After the selection of the groups, a pre-test was conducted in both courses. As it was vital to apply a treatment that was congruent with both the research and course aims, the pedagogical intervention was devised following a methodological framework which highlighted the systematic use and implementation of authentic materials and tasks. Upon completion of the treatment and imple-mentation of the research methods, the research team, professors three full-time and one part-time at Universidad Surcolombiana proceeded to conduct the post-test on both groups so as to measure the impact of the treatment applied. This process was called stage three. The analysis of the gathered data was performed in stage 4 after obtaining the results of the post-test implementation to course A and B. All data collected from the pre-test and the research methods in stages 1 and 2 respectively were also considered in the analysis in order to come up with the final conclusions. Pedagogical Intervention This particular framework was made of two complementary parts: The first one was shaped by a series of enabling pedagogical tasks dealing with issues such as advertisements, video viewing of city tours in Melbourne Australia , map reading activities, readings about Cristiano Ronaldo and Roger Federer and one about a city tour in Neiva without audio, just subtitles. The second part was concerned with the development of two pedagogical projects Tourism in Neiva

and Pen-pals which entailed actions in which learners actively participated in the creation of contents and interacted with their peers, visitors and native English speakers. Authentic materials were chosen from different cultural products from several English speaking countries, and in accordance with the contents and topics established in the course syllabus. Table 1 shows the implementation process, which consisted of the design of two authentic projects Tourism in Neiva and pen-pals. Then, a series of authentic tasks was outlined in order to fulfill the objectives of the project. Data Collection Instruments Lesson observation: Five classes were tape-recorded for further study. A group of three observersâ€"all of them professors who participated as researchersâ€"used skills checklists and rubrics so as to organize the information. The taped-recorded lessons were distributed evenly among the observers for analysis, followed by a group session to exchange viewpoints and draw conclusions from the data collected with this instrument. Two surveys were administered to Course B. Survey B, which was conducted at the end of the term, aimed to collect information about the authentic project, the conversation club, and the overall impact of authentic materials. Three interviews were carried out. Both teachers were asked about their teaching practices in Courses A and B. Results In this section, the results of the different data gathering instruments are shown in the following order: The KET commercial sample assesses language performance through three papers: The test is designed to last two hours approximately and during its implementation, candidates are expected to understand simple written information, produce simple written texts, and understand announcements and other spoken material when people speak reasonably slowly. Results of the pre-test can be observed in Table 2. By observing the average total scores it can be concluded that both the experimental and the control groups started with a similar skill level. Although their marks were expected to be higher due to the complexity of the test and the assessment scale, there was a visibly low performance in their listening and speaking skills. On the other hand, Table 3 shows the post-test results. Although students in both groups show progress in their communicative competence, Course B evidences a slightly higher level of progress in their overall performance. According to the test results, the abilities which improved the most were reading and writing, which rose five points. The lesson observation form consisted of three columns that permitted a better organization of the data by grouping categories authentic materials, authentic tasks, communicative competence, and teaching practices that brought together the viewpoints of the three observers. Among the results found, materials were perceived as appropriate and useful in all the classes by students and observers. They also provided students with opportunities to use their speaking skills, helped students use the target language in a communicative manner, and provided the teacher with the opportunity to develop communicative activities. There was also evidence of a contribution to the development of the sociolinguistic competence since in three of the five interventions students were prompted to use their listening skills to understand and become more sensitive to dialects, register, nature, cultural references, and figures of speech. Level A2 Examiners and speaking assessment in the Cambridge English: Results from the observation in the conversation club showed that students seemed to understand the native speaker but could not maintain a simple, basic conversation. Several students and proficient English-language speakers were invited to the display session. As in the conversation club, the Assessing Speaking Performance: Results of the observation showed that students were able to exchange information and react appropriately to questions, but sometimes needed some prompts or support to do so. They misunderstood some questions, especially due to unfamiliar pronunciation or intonation patterns. Moreover, students showed a high degree of simple grammatical forms that were easy to understand. Although most of the time they used appropriate vocabulary and intonation when answering questions, they sometimes tended to pronounce some words incorrectly. A total of forty-two letters were expected; however, only thirteen were submitted by seven participants. Despite the low number of letters collected, the following features were identified based on a rubric which assessed the grammatical, sociolinguistic, and textual competences. The students used basic grammar structures simple present, past, future and vocabulary adjectives to build phrases and sentences with connectors like and, but, and because. Most of them communicated their messages and provided information to their pen-pal properly, and only one of the students showed problems in introducing and developing ideas. In terms of text

organization, the texts were outlined easily by the reader. They all began with a greeting and tried to answer the questions posed by their pen-pals; they also attempted an appropriate introduction and ending and there was evidence of logical sequencing.

teaching, because a number of studies point out that the use of authentic materials is regarded a useful means to motivate learners, arouse their interest and expose them to the real language they will face in the real world.

To address these questions, the paper is organized in two parts. In the first part, the definition of authentic materials is given. Then advantages and disadvantages of the use of authentic materials are discussed. In the second part, the definition of culture is given and then, why and how cultural content should be used is discussed. Introduction The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means is materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm: Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom. Definition The definitions of authentic materials are slightly different in literature. Harmer , cited in Matsuta n. The main advantages of using authentic materials are Philips and Shettlesworth ; Clarke ; Peacock , cited in Richards, They have a positive effect on learner motivation. They provide authentic cultural information. They provide exposure to real language. They support a more creative approach to teaching. These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. Disadvantages of Using Authentic Materials Richards , p. Martinez mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. Do all these mean we are not able to use authentic materials in lower-level classes apart from post-intermediate and advanced levels? According to the findings of the survey carried out by Chavez , learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. Also they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of cues auditory and visual including written language. In order to achieve this, we have a wide range of choices. Martinez suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. Materials such as popular and traditional songs will help us to create a non-threatening environment. Cultural Content Westerhuis as cited in Cheung, , p. Culture in English language teaching materials has been subject to discussion for many years. The reason for the use of cultural content in classroom is for the supposition that it will foster learner motivation McKay, , p. Changes in linguistic and learning theory suggest that culture can be used as an important element in language classrooms, but many students say that they do not want to learn about the culture of the target language. This might be because of the fear of assimilation into what they perceived as something strange to them. I believe that cultural content is a key to effective teaching and learning a language provided that problems arising from introducing culture into EFL classroom are dealt with effectively and teaching strategies and learning materials are chosen appropriately. As all we know, knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. Successful language learning requires language users to know that culture underlying language in order to get the meaning across. Also, Shanahan , p. So, culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need

to speak and use the target language. How Can We Deal with Problems? Also, the activities chosen are based on teacher-talk and student-listen routines as suggested by Cheung These practices are unlikely to lead students to develop a genuine interest in learning English. Students lacking motivation to learn a language need variety and excitement. We should help them to notice that learning a language is not just learning its grammatical rules, vocabulary items and so on. The reason for the use of cultural content in classroom is that it will foster learner motivation McKay, , p. She, like many other experts, believes that there should be a variety of culture in the materials and not only an overload of western culture in ELT classrooms. Besides, learning about a culture does not mean accepting that culture. If the role of the culture in the materials is just to create learner interest towards contents and thus towards language, that is highly desirable. But overuse of cultural material in the language classrooms will constitute problems not for students but also for the teachers and decrease the motivation. McKay identifies three types of cultural materials: For her, the best one is international target language materials, which supposedly covers a variety of knowledge from different cultures all over the world using the target language McKay, pp. In other words, home and target culture should be integrated. Robinson as cited in Stuart and Nocon, , p. Neither person can escape his or her own cultural lens, but each can choose to overlap lenses e. While using cultural content in classrooms, teachers should keep in mind that English is an international language, and culture is an aid to motivate our students rather than something to be taught. There are a lot of activities we can use in our classrooms in order to create interest towards the target language by using cultural content. The key point is that we should create a relaxing environment where our students can discuss their own culture together with the target culture in meaningful and communicative tasks and activities. This will ensure that students are doing something with a purpose in their mind. Sources and Techniques for Cultural Content Today, with the help of technological developments, we have access to many sources easily and quickly. Almost all the printed materials are on the Internet in electronic forms and we can easily search anything anytime. As a result, we do not lack cultural content to use in our classrooms. Cullen and Sato suggest practical techniques and a wide range of sources for teaching culture in the EFL classroom using three different parameters, namely, information sources, activity-types and selling-points and also Kodotchigova discusses the role of role-play in teaching culture for classroom suggesting quick steps for classroom implementation. Conclusion Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level authentic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This requires the language patterns being put into practice in real life situations. Since learning about a culture is not accepting it and the role of the culture in the materials is just to create learner interest towards the target language, there should be a variety of culture in the materials, not a specific one. ELT Journal, 55 1 , Practical techniques for teaching culture in the EFL classroom. Retrieved July 11, from http: Text and task authenticity in the EFL classroom. ELT Journal 55 4 , ELT Journal, 56 2 , English for Academic Purposes: A Guide and Resource for Teachers. Role play in teaching culture: Six quick steps for classroom implementation. Retrieved November 20, from http: Applications for using authentic materials in the second language classroom. Teaching English as an international language: Implications for cultural materials in the classroom. Curriculum development in language teaching. Articulating the relationship between language, literature and culture: Toward a new agenda for foreign language teaching and research. The Modern Language Journal, 81 2 , Ethnography in the foreign language Classroom. The Modern Language Journal 80 4 , A lesson in culture. ELT Journal, 56 1 ,

4: Teaching Tips - Using Authentic Materials

Culture-Authentic Materials in the Foreign Language Classroom. Pino, Barbara Gonzalez The importance of using culturally authentic materials in foreign language instruction is discussed within the context of national calls for American students to understand other cultures.

Yet I think they must strike a non-native speaker or a student with horror. None of them remotely resembles the English found in the classroom; even when the English itself is comprehensible, it is quite unclear what the message is actually about. One reason is the density of cultural and situational references. Take the notice in the taxi-cab no. In fact, I had to ask the driver what it meant, and received the answer that Cornmarket Street is essentially a pedestrian street, and taxis and buses are only allowed along it provided they go slowly; only local knowledge of Oxford makes it meaningful. Or take the notice on the petrol pump no. Without this information, the instructions are meaningless. All of these demand very precise information about certain aspects of English life. What is more, they reflect life very much on October 8th A few days earlier, or a few days later, they would have been meaningless. The point, then, is that much authentic writing is essentially ephemeral; it is highly relevant to the moment when it is written, but perishes a moment after. Why should we use authentic materials? Let us first look at some of the reasons for using them. One of the powerful reasons for learning a new language is to get closer to its speakers, to understand them better and take part in their lives, in other words the integrative motivation. Authentic materials utilise this motivation very strongly by their ordinariness and flavour of everday life; they seem exotic and exciting, the very stuff of strange foreign life. The content of the materials may not matter very much; it may not even worry them whether they understand it or not, provided it keeps their interest in the foreign culture alive. Authentic materials are even more relevant for students who have the aim of going to the country itself. If they are to function in the foreign society they will have to get accustomed to all the trivial reading items that they will encounter every day. So if the students actually need to be able to communicate and interact socially in the target language environment, authentic materials seem an essential preparation for their task. Being able to cope with an English train time table, to tell if they have the right ticket, to know which notices are important and addressed to them and which are not, all these are vital to their communicative purpose. But what about students who are not integratively motivated and who are highly unlikely to visit the target culture? Why should we use authentic materials with them? Here it seems to me there is a more subtle reason of a rather different kind. All language syllabuses are defective representations of the target language; English has changed since the course was written or the grammatical description itself was inadequate. In other words, there may be gaps in the best of teaching programmes because there is still so much we do not know about English or about language learning. The only way we can make sure that we are giving the students all they need to know is by giving them authentic materials. These will automatically include any important structure or vocabulary we have ignored. If our authentic materials are representative and do not include the structures then, by definition, they are not important to native speakers. So it seems to me that spoken or written texts by native speakers are a vital way of plugging the gaps. How to select authentic materials The first criterion to me is that they are motivating or that the exercises that can be done with them are motivating. The same with petrol pump signs or the notices in railway trains. Newspaper headlines, and the articles beneath them, also may give more general interest; graffiti may give an insight into a more popular side of life. The second linked criterion is that they are not too ephemeral. If they are already of historical interest, there seems little point in using them. Either the teacher has to use things which are as up-to-date as possible or which have a timeless quality about them. It is still possible to discuss the Minimum Lending Rate MLR , while it is no longer possible to discuss the Rampton brutality except as a thing of the past. Thirdly, they have to be organised in some way. There is nothing worse than entirely disconnected bits of authentic language that are not linked to other aspects of the teaching. The authentic materials are not the point of the course, but a way of achieving that point. Fourthly,

they have to be selected in terms of their language and content. This may seem like a contradiction: But there are many things a native speaker says that I do not want in my classroom. Sometimes this is a question of language; letters to the local newspaper in England are often written by people who are unaccustomed to writing but are highly moved by some local issue; their language tends to be rather strange, often veering towards unnecessary pompousness, hypercorrectness, or even ungrammaticality. I do not feel that my students should see this kind of English unless they have to. Sometimes, however, it may be the actual content of what is said that is objectionable. Some people are sexist, racist, or have other types of prejudice, but I feel that as an educational experience the classroom has to exclude their opinions, authentic as they are. Of course a teacher can always introduce an example simply to disagree with it, but in general I think one does have to consider with authentic materials whether the actual content is acceptable educationally or linguistically, as one would do for any other type of material. How can one teach authentic materials? One important issue in teaching authentic materials is whether the activities one uses are natural or not. By natural, I mean those that the native speakers themselves use for dealing with the materials. As in this instance, one important type of natural activity is using the information in the text for some reason; many kinds of information processing exercise can be devised for the classroom that use some natural activity. For example, the railway ticket could be used in an exercise where the students were told that they had asked for a first class monthly return to Oxford: Shading across from natural to unnatural activities come various types of comprehension exercise. Students may be given headlines such as no. Obviously, they are unlikely to be totally right, but the teacher can accept anything that conveys the grammatical and lexical spirit of the headline, which often has a kind of structure that in itself poses problems for students. So the teacher can exploit the grammatical and lexical richness of the authentic materials by various comprehension and discussion techniques. A third type of exercise that I am keen on depends upon another advantage of authentic materials that has not yet been touched on: Often in language teaching we adopt a single model of English which has little or no variation according to the person who is being addressed, the topic that is being talked about, the circumstances in which the language is being used, and all the other factors in stylistic variation. Students eventually need to be able to adjust their language in these subtle ways that the native speaker uses. Thus I feel that one valuable kind of exercise, unnatural as it may be, is to get the students to become aware of style by directing their attention to it. Myself, I feel that this kind of exercise is optional: So it seems to me that one has to be very cautious with many types of authentic material in expecting the student to do more than understand the material, use it for information, and recognise what kind of language style is involved. Conclusion This article has tried to explore some of the implications of using authentic materials in the classroom. However, inevitably they have to be used in small doses, must be carefully selected and controlled, and need well-thought out teaching exercises to be fully exploited. Some of these ideas are available in books and articles such as:

USING AUTHENTIC MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM pdf

5: Using authentic material from the real world to teach English

Why Use Authentic Materials for Reading? Not all words or grammatical constructions can be introduced at once in a foreign language; authentic reading materials give your students exposure to new words and constructions that they might otherwise not see for some time.

Authentic Materials for Teaching Languages Authentic materials - also known as realia - can be described as anything created for native speakers of a language. The cookies in the photo on the left are a good example of realia - they were made in Germany for German consumption, and they are a great source of authentic reading material - before they get eaten, that is! There are an almost limitless supply of materials available online that come directly from the target cultures of the languages we teach. Below is a list of some of our favorite online authentic materials. Click here for a PowerPoint presentation about the incorporation of authentic cultural materials into the world language classroom. There is a handout also available here that details some of the benefits of using these materials with students. The site can be viewed in English, French and Spanish, but the songs lyrics are available in many languages Chinese, French, Italian, Spanish, German -- just to name a few! A collection of lyrics from popular songs in French - a very hip site; excellent for creating cloze listening activities for students of French Canciones para la clase: Some interviews and discussions are in English; more are in the language s of the countries involved. Topics include family, food, education, religious and cultural customs, work, art, sport, travel, and more WWITV: A portal to watch live and on demand TV broadcasts from around the world. Authentic listening and viewing in Spanish: You will find daily a new audio file about different topics. Audio files are accompanied by the corresponding texts also for free and exercises where you can check your understanding. Magazines and Newspapers Newseum: An amazing site that among other things collects images of the front page of newspapers from around the world. Click "sort papers by region" to find a specific country. Over countries are represented. You can search for books by country of origin, title, author and even theme! A collection of Games in German; of special interest is a game in which kids can explore different religious groups in Germany Caillou:

6: Kilickaya - Authentic Materials and Cultural Content in EFL Classrooms (TESL/TEFL)

Authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives.

7: How to Adapt Authentic Materials in English Language Teaching - www.enganchecubano.com

learners for the real use of language outside of classroom setting while non-authentic materials prepare students for learning grammar, spelling, and even pronunciation. The chief.

USING AUTHENTIC MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM pdf

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