



# Authentic texts in the classroom


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# What can be called authentic material?

- „...objects or activities used by a teacher to relate classroom teaching to real life: esp. things (as costumes, tools, objects of worship) related to the daily living of people studied in geography or language classes.“ (*Webster's Third New International Dictionary of the English Language.*)



# What can be called authentic material?

- „... the most common use of the expression „authentic material“ is to refer to examples of language that were not originally produced for language teaching purposes, but which are now being used in that way. So, if you decided to cut an article out of a newspaper and use it in class, this would be an example of authentic material.“ (Edge 1993: 46ff.)



# Authentic materials

- are not produced for the usage in the classroom
- serve a certain purpose outside the classroom
- are not artificial or counterfeit
- are actually existing, occurring, or present in fact



# Authentic materials

for listening/ listening-viewing comprehension	for reading comprehension	for other teaching purposes
<ul style="list-style-type: none"><li>■ answering machine</li><li>■ speeches</li><li>■ loudspeaker announcements</li><li>■ poems</li><li>■ radio plays</li><li>■ interviews</li><li>■ songs</li><li>■ news reports</li><li>■ sport events</li><li>■ talkshows</li><li>■ videoclips</li><li>■ advertisements</li><li>■ weather forecasts</li></ul>	<ul style="list-style-type: none"><li>■ inscriptions</li><li>■ instruction manuals</li><li>■ tickets</li><li>■ forms, questionnaires</li><li>■ horoscope</li><li>■ magazines</li><li>■ package insert</li><li>■ recipes</li><li>■ calendar of events</li><li>■ jokes</li><li>■ newspapers</li></ul>	<ul style="list-style-type: none"><li>■ picture postcards</li><li>■ pictures</li><li>■ admission tickets</li><li>■ bus/ train tickets</li><li>■ timetables</li><li>■ catalogues</li><li>■ crossword puzzle</li><li>■ maps</li><li>■ banknotes and coins</li><li>■ souvenirs</li><li>■ menus</li><li>■ city map/ tube map</li><li>■ weather chart</li><li>■ brainteasers</li></ul>



# Authenticity in the Language Classroom

- Language learning should be rich in genuine materials, right from the first day of learning
- Genuine material calls for authentic tasks and activities
- There are numerous links between authenticity and motivation



# Genuine Language: Authentic tasks and activities

- an example:
  - Mobile phone conversation



## Mobile Phone Conversation

Imagine you are on a London bus and listen to the following mobile phone conversation:

- Hello, Anna.
- All right. (Pause)
- Ok. (Pause)
- All right. (Pause)
- All right. (Pause)
- Um.





- 'Bout 15 minutes.
- Sutton.
- That's near Wallington.
- Good.
- Excellent.
- Great.
- Yeah, she's the manager. Very competent person.
- OK.
- Bye.



# Tasks:

- Act the dialogue with your partner. One person takes the recorded side and the other person completes the dialogue by inventing the missing parts.
- Invent a similar dialogue and think of a situation the dialogue might have taken place in.



- Act a completely different mobile phone conversation on a train (emergency situation).
- Act a mobile phone conversation with your mum or dad. There is a technical problem on the line and the conversation is very problematic.



- Invent a conversation with your best friend. You are making plans for the weekend.

adapted from:

Amor, Stuart. Authenticity in the Language Classroom. *Der Fremdsprachliche Unterricht Englisch* 9/1999, p.8)



# Authenticity and motivation

- Learners want „the real thing“, they want reliable information about the English-speaking world. Learners want to do tasks/ activities that have a direct relation to the 'real' world.
- Language: They want to and need to know what is normal, up-to-date. They know through experience or instinctively that schoolbook texts are frequently not genuine.

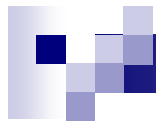


- Culture Studies: learners want a realistic picture of the country.
- Other important aspects for students:
  - topicality: is a problem in schoolbooks because of pupils' age and their interests
  - applicability: the learned English cannot be used for ordinary conversations; plea for genuine dialogues
  - representation of a country in coursebooks: learners look at it critically because they have their own experience (songs, emails, media)



# Advantages of using authentic material in the English classroom

- bring the extracurricular world into the classroom
- prepare the learners for the extracurricular reality
- promote lifelong learning
- show pupils the sense in learning
- are usually present in interactive speaking situations
- show students the application possibilities of the foreign language



# Ideas for working with authentic materials

## Authentic listening comprehensions or videos

- BBC World Service
- CBC (Canada)
- CBS Newsworld Online (Canada)
- ABC Online (Australia)
- PBS Online, USA





# Working with authentic reading texts

- Sources: (online) newspapers and English Language Learning Resources



# Working with authentic texts

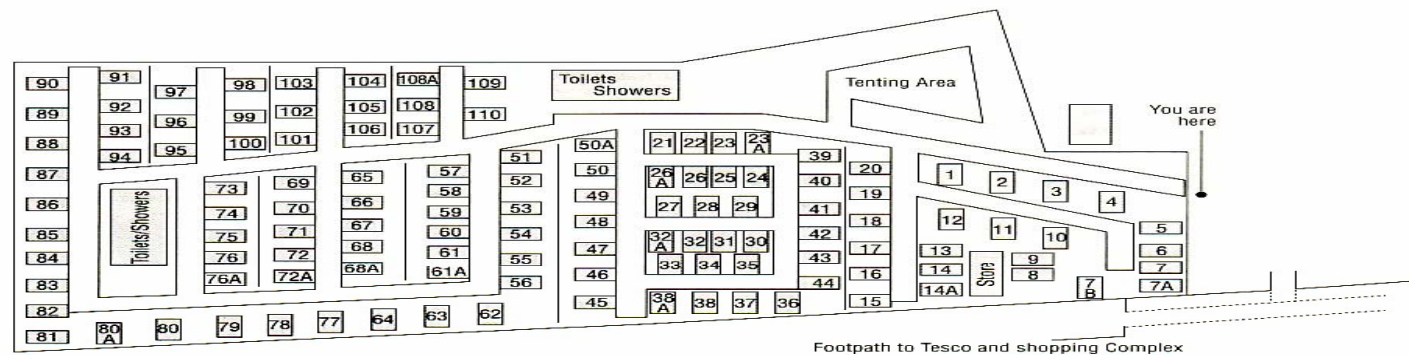
- differs from traditional exercises checking the understanding of the text
  - ☐ Global understanding is more important
  - ☐ Reading between the lines
  - ☐ Reading beyond the lines
  - ☐ Using information given in texts to deal with an object (manuals)
  - ☐ Reading for fun
  - ☐ Reading for detailed information (Caravan Park)

# Caravan Park

source: Kieweg, Werner. Die Verwendung von authentischen Materialien. *Der fremdsprachliche Unterricht Englisch* 5/1999, 23)

## Rawcliffe Manor Caravan Park

Manor Lane, Shipton Road, York, YO3 6TZ. Telephone No. 624422.



### SITE RULES

#### Pitch 25

#### Toilet and Shower Block Security No CZ0987

1. All pitches must be vacated by 11.45 am. the day of departure unless prior arrangements have been made.
2. If you wish to extend your stay you must re-book by 10.30 am. on the day of departure, after that time the pitch will be booked out to new arrivals.
3. If the pitch has not been re-booked or arrangements have not been made for a late departure, the management reserve the right to move the caravan to accommodate a new arrival.
4. Clothes lines are not permitted. They are dangerous. Please use laundrette facilities provided.
5. Dogs are permitted on the site but should be kept on a lead at all times and exercised off the site. Please do not allow them to foul the park.
6. Ball games and the flying of kites are not permitted on the park as they can cause damage to caravans which can be costly to repair.
7. Raised barbecues are allowed but please protect the grass and do not put hot ashes in the dustbins.
8. Rawcliffe Caravan Co. Ltd. are absolved from all liabilities for accidents to caravans, Motor Homes, Tents, cars and guests, and from all responsibility for loss, theft or damage to personal property.
9. Any person not observing the park rules or who cause a nuisance will be asked to leave the park immediately.

TO ENSURE THAT YOUR STAY IS AS ENJOYABLE AS POSSIBLE PLEASE OBSERVE THESE RULES.  
THEY APPLY TO EVERYONE.

Please turn over for useful information



# Caravan Park II

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## Site and other information

### RECEPTION

During the Low season and during quiet periods Reception will be open from 8 am. until 2.30 pm. and 7 pm. until 11 pm. The rest of the time reception will be open from 8 am. until 11 pm.

### RESTAURANT AND BAR MEALS

During the Low season and quiet periods the restaurant will be open from 5.30 pm. until 8 pm. Tuesday to Thursday and 5.30 pm. until 10.30 pm. Friday and Saturdays. The rest of the time the restaurant will open from 5.30 pm. until 9.30 pm. Sunday to Thursday included and from 5.30 pm. until 10.30 pm. Friday and Saturdays.

Take away facilities are available during the hours the restaurant is open.

Bar meals are also available during lunchtime 12 midday to 2.00 pm. except Sunday.

Sunday Lunches will be served from 12 midday to 2.30 pm.

### LICENSED BAR

During the Low season and quiet periods the bar will be open from 11 am. until 2.30 pm. Monday to Thursday. 11 am. until 12.30 am. Friday and Saturdays. On Sunday it will be 12 midday to 3 pm. and 7.00 pm. to 10.30 pm.

### GAMES ROOM

The games room will be open from 10.30 am. It is requested that small children be accompanied by adults, and after 7 pm. all children to be accompanied by an adult.

### AWNING GROUNDSHEETS

In order to save the grass surface for future customers it is requested that the groundsheet be rolled back daily to allow light and air to the grass. This does not apply to grass friendly groundsheets unless they are for a long period.

### TAXI

The Taxi fare to York from the site is about £ 3.50. It can vary slightly depending on the number of passengers, time and day and whether there is any parcels or other luggage.

### BUSES

There is a bus service from the site into York daily all year round, and a return service during the school holidays. Details of times and fares are on the notice board or at reception.

### PARK AND RIDE

A Park and Ride scheme operates from the car park of the Warner Cinema. This operates every Saturday and during school holidays. They run every 10 minutes and the price at the moment is 70 p return with children going free. This may alter.

### SITE SHOP

Due to the fact that Tesco store is so close, the site shop has closed. Bread rolls, milk, papers and gas can be obtained at reception. During the quiet periods these items will have to be ordered.

### TESCO

Tesco Superstore is only five minutes walk from the site and will be opened as follows: – Sunday 10 am. – 4 pm. Monday – Thursday 8.30 am. – 8 pm. Friday 8.30 am. – 9 pm. and Saturday 8 am. – 8 pm.

### CINEMA


The Warner Cinema is only 7 minutes walk. It has 10 screens and is open every day. There is a family day on Mondays when the prices are halved. This is popular therefore it is advisable to walk on this day as the car parks are usually very full. A current program will be held at Reception.

### BOWLING ALLEY AND ZAP ZONE

The Bowling Alley and Zap Zone are ten minutes walk from the site and is open from 10 am. until midnight including Sunday.

# At the post office

source: Amor, Stuart. Authenticity in the Language Classroom. *Der Fremdsprachliche Unterricht Englisch* 9/1999, p.8)



## At the post office

1	S	yes please	11	S	two of each
	[C steps forward]		12	C	what have you got?
2	C	can I have these two like that	13	S	uh there's two different designs on the -
	[hands over two letters]			[5 secs - S shows C the covers]	
3	S	yes	14	C	I'll take two of each
4	S	one's forty-five	15	S	uhum
	[3 secs - S weighs one letter]			[6 secs - S gets the stamps for the letters and the covers]	
5	S	one's twenty-five	16	S	right ... that's dollar seventy thank you
6	C	and have you got ... the ... first day covers		[10 secs - S puts the covers into a bag; C gets out the money]	
7	S	of ...	17	S	here we are
8	C	(Anzac)		[2 secs - S hands over the stamps and the covers; C hands the money to S]	
	[2 secs]		18	C	thank you
9	S	how many would you like	19	S	thank you
10	C	four please		[5 seconds - S gets the change]	
			20	S	dollar seventy that's two four and one's five
			21	C	thank you very much
			22	S	thank you
				[2 secs - C reaches for the letters]	
			23	S	they'll be right I'll fix those up in a moment
			24	C	okay
				[C leaves]	

(Ventola 1987: 239-40 quoted in Eggin & Slade 1997: 19-20)

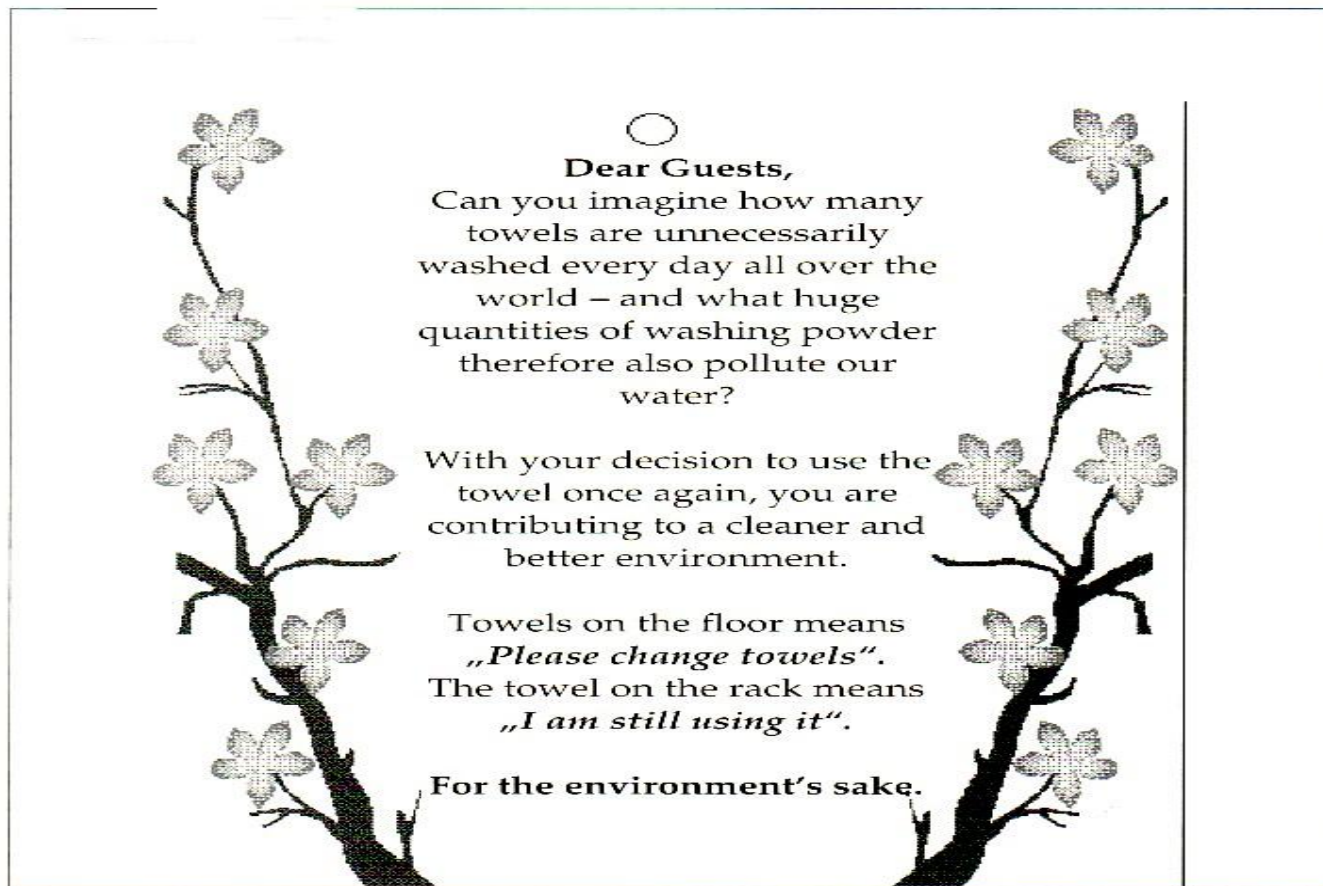
- Are any of the words used in the dialogue new to you? (Perhaps someone else in the group can explain them.)
- What strikes you about the dialogue? What is different from other dialogues that you have heard or read?
- Where/in which country do you think the dialogue takes place? Give reasons for your answer.
- Can you find examples of what is not 'good English' and what is 'incorrect'?
- Compare it with a similar dialogue from your

- English book (post office, shopping or service situation).
- Now act a genuine dialogue in a post office (letters, stamps, first day covers)
- You are in Malta and want to send a parcel and some postcards. Act the scene.
- Act a post office scene and try to include some of these non-verbal features: gestures, facial expression (smiles, frowns and yawns), paralinguistic features (speech rate, pitch, inflections, volume), length of pauses and silence(s), etc.



# Hotel Room Sign

(source: Kieweg, Werner. Die Verwendung von authentischen Materialien. *Der Fremdsprachliche Unterricht Englisch* 5/1999, 23)





# US Department of Justice, Immigration and Naturalization Service

The following questions are examples of what may be asked of you on your examination for citizenship. You may practice for the exam by attempting to answer them. Your actual test may have questions that are not on this document.

- What are the colors of our flag?
- How many stars are there on our flag?
- What color are the stars on our flag?
- What do the stars on the flag mean?
- How many stripes are on the flag? [...]

(<http://www.pbs.org/ampu/ins.html>)



# Bibliography

- Amor, Stuart. Authenticity in the Language Classroom. *Der Fremdsprachliche Unterricht Englisch* 5/1999, 4-10.
- Kieweg, Werner. Die Verwendung von authentischen Materialien. *Der Fremdsprachliche Unterricht Englisch* 5/1999, 20-26.





- Reisener, Helmut. Motivation und Authentizität. *Der Fremdsprachliche Unterricht Englisch* 5/1999, 11-17.