

KEEPING IT REAL

Authenticity in the Classroom

WHAT DOES AUTHENTICITY MEAN TO YOU?

a text is genuine if it is a 'genuine instance of discourse, designed to meet a communicative purpose, directed at people playing their roles in a normal social context' as opposed to 'a contrivance for teaching language'

WHY IS IT IMPORTANT IN THE CLASSROOM?

**1. WHAT
LANGUAGE?
(GRAMMAR/LEXIS)**

**2. WHAT TEXTS?
(READING/LISTENING)**

**3. PRODUCTIVE TASKS?
(SPEAKING / WRITING)**

**WHAT QUESTIONS
SHOULD WE BE ASKING
OURSELVES TO KEEP
LANGUAGE LESSONS
REAL?**

**DOES THE COURSEBOOK
INCLUDE GENUINE
MODELS?**

**HOW PURPOSEFUL
ARE THE PRACTICE
ACTIVITIES?**

**WHY ARE THEY USING
THE LANGUAGE?
(APART FROM BEING
TOLD TO!)**

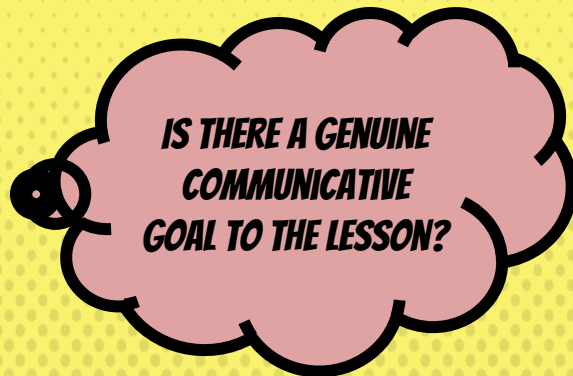
**IS THERE A GENUINE
COMMUNICATIVE
GOAL TO THE LESSON?**



To review 3rd and mixed conditional forms using the Test-Teach-Test approach, through a gap full exercise.

To compare and contrast between past supposition and past consequence, past supposition and present consequence, present supposition and past consequence.

To use these structures first in a controlled way, then more freely



Be better at talking about:

- a lucky encounter
- the best choice they've ever made
- the player who's had the most impact on their favourite team this season





WHAT TEXTS?



***WILL MY LEARNERS
LIKE IT?***



***IS IT USEFUL FOR
MY LEARNERS?***



***HOW DO I CHOOSE
FROM ALL THE
AUTHENTIC TEXTS
OUT THERE?***

Course content is determined by
learners' present and/or future
communicative needs

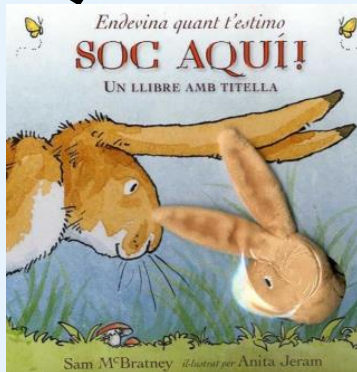
Mike Long (2015)



NEEDS ANALYSIS



FUTURE IDEAL LEARNER SELF



L2 motivational self system

Zoltan Dörnyei (2005, 2009)

*An ideal second
language self
intervention*

Jessica Mackay (2019)

"I IMAGINE MYSELF READING AND SPEAKING WITH SOME PEOPLE IN THE INTERNET ABOUT MY INTERESTS, LIKE TRAVEL OR COOKING MAYBE" MARTA



"I'M READING THE TYPICAL NEW STORIES AND THEN I CAN UNDERSTAND THEM AND TALK WITH MY CLASSMATES IN ENGLISH ABOUT THAT" MONTSE

I IMAGINE MYSELF REALLY FLUENT. I SPEAK VERY WELL WITH EVERYONE, HAHA."
CLAUDIA

"I FIND THIS ACTIVITY VERY DIFFICULT TO THINK OF READING SOMETHING. I'M NOT A FAN TO READ....NEITHER IN ENGLISH. I WOULD LIKE TO WATCH SOME TV SHOWS. I CAN'T DO THAT NOW, ONLY WITH SUBTITLES" PABLO



"I'D LIKE THAT I'M TALKING TO SOME ENGLISH FRIENDS ABOUT THE NEWS" ENRIC

AGENCY

Students read 4 texts quickly and choose which one to read in more detail

Students choose from a bank of teacher selected texts which one to read

Students select a text they're interested in and use it as the basis of a productive task in class



Rate the story headlines 1-5 for how interesting they are to you.

1= not interesting 5= very interesting

A: What next for Venezuela? The four most likely outcomes

B: The myths about detoxing

C: Political earthquake: Thai princess runs for president

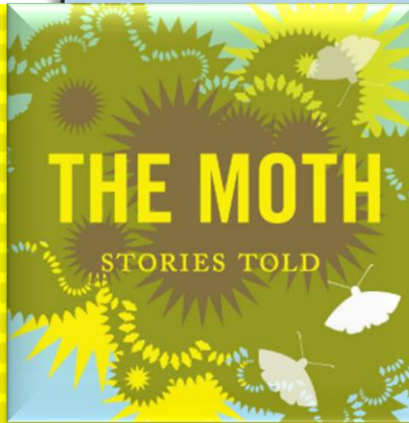
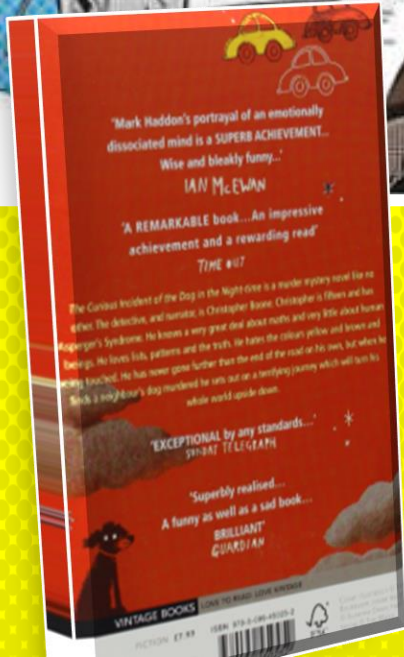
D: Sumatran tiger killed by potential mate on first meeting in London zoo


E: The icy village where no one has an appendix

F: Iranian women, before and after the revolution

Now talk to your partner and explain why.

What other kinds of stories are you interested in?





**OK, I'VE GOT MY
TEXTS...
NOW WHAT?**



**WELL, YOU'LL NEED A
GIST TASK**



**AND SOME
DETAIL
QUESTIONS!**

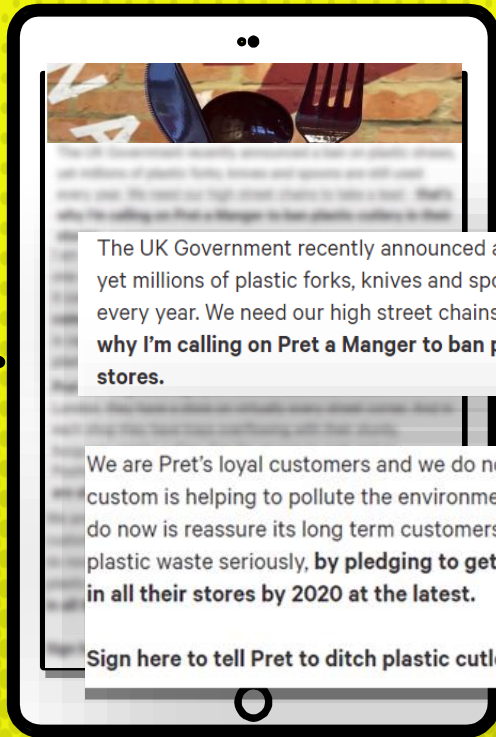


UM...DO YOU?...

_____?

_____?

_____?



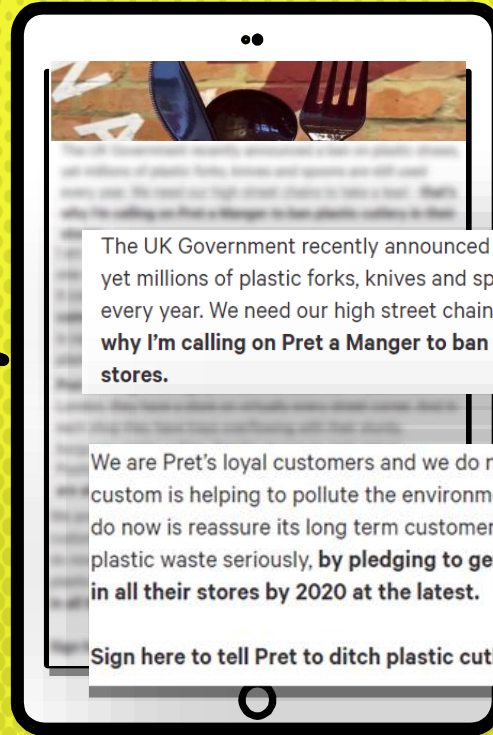
[change.org](https://www.change.org)

What questions?

What is the writer unhappy about?

Do you empathise with her?

Would you sign the petition?



[change.org](https://www.change.org)

What questions?

IRISH ISLAND ADVERTISES FOR TWO FRIENDS TO LIVE THERE FOR FREE AND RUN A COFFEE SHOP

Six-month dream job comes with accommodation and food

<https://www.independent.co.uk/travel/news-and-advice/great-blasket-island-ireland-live-free-coffee-shop-accommodation-food-a9288636.html>

- would you? / you?
- what would it ^{you?} take?
- who would you go with?
- what would you take
 - miss
 - find - most challenging / interesting / difficult.
- what kind of person?
- How would you entertain yourself?
- what else do you need to know?
- How would you feel before going

grammar - reporting

speculation
 conditionals
 + hypotheticals
 wishes
 regrets

functions
 advice
 persuasion
 recommending
 complaining

writing :
 email - more info
 - application

C.V.
 article / blog post
 tripadvisor review

Speaking
 - convince your friends
 - interviews
 - choose + justify what to take
 - video diary

***CROWDSOURCED
AUDIO FOLLOW-UP***



Task 1-Listen to Meghan.

What is she talking about?

AN EASY TASK
TO ORIENT
STUDENTS TO
THE TEXT

Task 2- Listen again.

What are her goals?

A TASK THAT
ALLOWS YOU TO
DIAGNOSE THE
PROBLEMS
STUDENTS HAVE
UNDERSTANDING
THE TEXT

Task 3- Listen again.

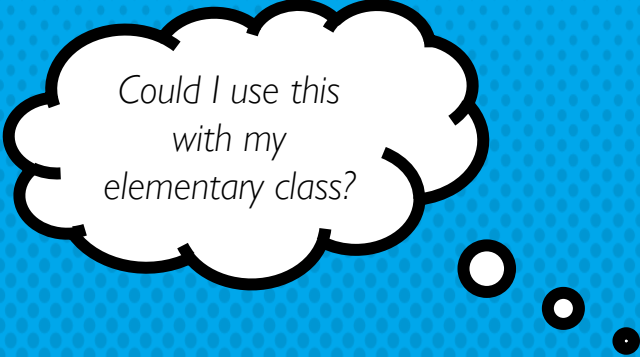
Complete some of the
sentences Meghan says.

*e.g. I _____ the
meals*

A TASK THAT
WORKS ON THE
PERCEPTUAL
DIFFICULTIES OF
THE TEXT

Real people you
know

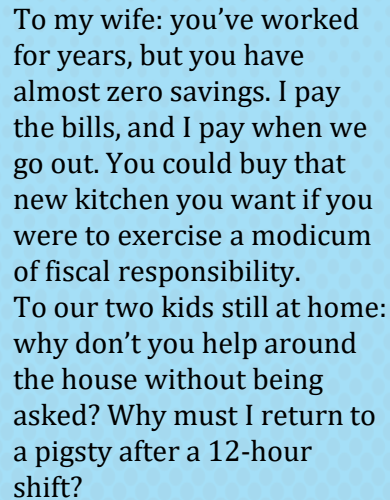




*Could I use this
with my
elementary class?*

A LETTER TO...

<https://www.theguardian.com/lifeandstyle/2019/feb/02/a-letter-to-my-lazy-wife-and-children>



To my wife: you've worked for years, but you have almost zero savings. I pay the bills, and I pay when we go out. You could buy that new kitchen you want if you were to exercise a modicum of fiscal responsibility.

To our two kids still at home: why don't you help around the house without being asked? Why must I return to a pigsty after a 12-hour shift?

Grade the task

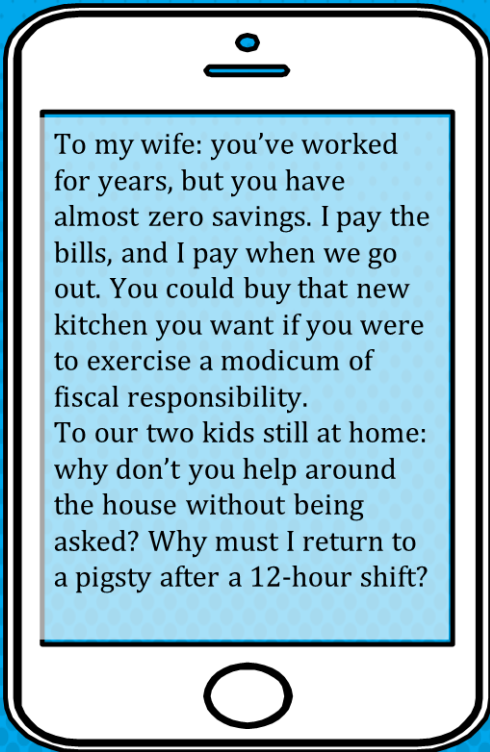


Simplify the text

Elaborate the text

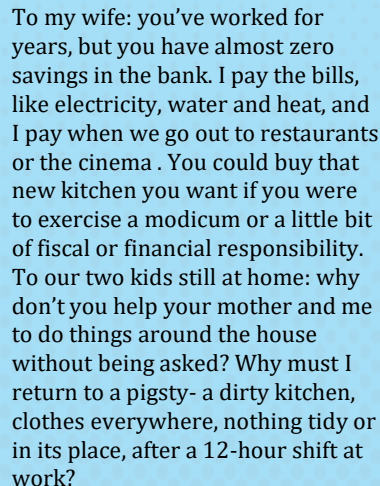
To my wife: you've worked for years, but you have almost zero savings in the bank. I pay the bills, like electricity, water and heat, and I pay when we go out to restaurants or the cinema . You could buy that new kitchen you want if you were to exercise a modicum or a little bit of fiscal or financial responsibility.

To our two kids still at home: why don't you help around the house without being asked? Why must I return to a pigsty- a dirty kitchen, clothes everywhere, nothing tidy or in its place, after a 12-hour shift at work?

A white smartphone icon with a black outline, a blue camera lens at the top, and a black home button at the bottom. The screen displays the original text.

To my wife: you've worked for years, but you have almost zero savings. I pay the bills, and I pay when we go out. You could buy that new kitchen you want if you were to exercise a modicum of fiscal responsibility. To our two kids still at home: why don't you help around the house without being asked? Why must I return to a pigsty after a 12-hour shift?

Original text

A white smartphone icon with a black outline, a blue camera lens at the top, and a black home button at the bottom. The screen displays the elaborated text.

To my wife: you've worked for years, but you have almost zero savings in the bank. I pay the bills, like electricity, water and heat, and I pay when we go out to restaurants or the cinema. You could buy that new kitchen you want if you were to exercise a modicum or a little bit of fiscal or financial responsibility. To our two kids still at home: why don't you help your mother and me to do things around the house without being asked? Why must I return to a pigsty- a dirty kitchen, clothes everywhere, nothing tidy or in its place, after a 12-hour shift at work?

Elaborated text

- ✓ Linguistically richer
- ✓ Better input for language acquisition
- ✓ Easier to understand
- ✓ Includes paraphrases of highly graded language

**WHAT
PRODUCTIVE
TASKS?**

**REAL
COMMUNICATIVE
GOAL**

WOULD YOU DO IT?

**COULD YOU CREATE AN
AUTHENTIC MODEL FOR
LEARNERS TO COMPARE
THEIR OWN WITH?**



SNAP CHAT

learners share and discuss photos related to a particular topic eg *birthdays, family, festivals, the weekend, food*



Choosing
Proving
Reaching a consensus
Recoding
Replicating
Comparing
Matching
Ranking
Guessing
Discriminating
Transcoding
Negotiating
Creating
Allocating

You could also do
any of these
communicative
things

What do they mean?
What do they involve?

Choosing	Decide which festival from the recording is better
Proving	Mingle and try to prove your statement (each student gets a different sentence) "Most of the class has been to a festival this year"
Reaching a consensus	Adapt statements to reflect group beliefs e.g. Gracia is the best festival in Barcelona.
Recoding	Design and carry out a class survey based on ideas in the text e.g. How many people have eaten paella this week? Write a facebook post/whatsapp message from one of the festivals
Replicating	Students role play
Comparing	Think of a festival. Find 3 similarities and differences with others in group.
Matching	Choose one of 3 upcoming festivals to attend. Mingle and try to find people who would like to go to the same one.
Ranking	Using ideas in the text put the things that are important for a festival in order.
Guessing	Describe and guess the famous festival.
Discriminating	Describe a famous festival. Other learners spot lie about festival.
Transcoding	Describe and draw a photo from a festival
Negotiating	Organize who does what when organizing a festival
Creating	Come up with a design for a street in the Gracia festival
Allocating	Come up with who will do what to prepare the street.

AN AUTHENTIC TASK TO FINISH?



**WHO WILL YOU TELL ABOUT THE TEXT YOU
READ TODAY IN CLASS?**

WHY?

WHAT WILL YOU TELL THEM?

SUMMARY

- ✗ Make sure lessons have **communicative** goals
- ✗ Generate your own authentic texts through recording. See [TD Lab Staffroom](#) group on FB for more.
- ✗ Think about the **purpose** of the text to generate **authentic speaking and writing follow-up tasks**
- ✗ Get **feedback** to evaluate the effectiveness of text and task choice

SELECT BIBLIOGRAPHY

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