

Keeping it Real: Using Authentic Materials for
Engaging Students and Community Building in
the Classroom

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What's at the end of a rainbow?



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About me...

- M.A. Applied Linguistics/ESL Georgia State University - 2010
- Academic-ESL background
- Joined MC Spring 1 2021

Purpose of this Presentation

Understand

What makes classroom material or activities *authentic*?

Implement

Two types of authentic materials that are easy and fun to use in your classes

Discuss

What are potential drawbacks and challenges and how can they be mitigated?

What does *Authentic Material* mean to you?

send in chat – words or phrases that come to mind

Poll

Characteristics of Authentic Materials

- Content was designed for a specific (non-ESL learning) purpose
- All realia, websites, commercials, menus, etc. are authentic

Characteristics of Authentic Materials

- Material is only authentic if it generates authentic interaction or encourages Ss to speak in a way that is not controlled ✓
- Students need to be interested and involved with the materials ✓

Two types of easy-to-use authentic materials

- Riddles
- TV commercials

Riddles

- Good as icebreakers
- Make vocabulary easy to remember
- Can relate to a grammar point
- Can relate to the Unit topic

Relate to the Unit Topic

<https://www.riddlesandanswers.com/>

Cars

What goes with a car, comes with a car, is of no use to a car but a car can't run without it?

Relate to Unit's grammar lesson

- What gets wetter as it dries? (comparatives)
a towel
- Why is 6 afraid of 7? (irregular past tense)
because 7 8 9
- If you're running a race and you pass the person in second place, what place are you in? (ordinal numbers)
second

Television Commercials

<https://www.ispot.tv/>



How to make them **relevant and fun**

Relate to the Unit topic

- Watch without sound – in a team, write the words. Listen to see which team is closest to the real thing
- Watch a series, then discuss

Three Lunchables commercials

- **Future 3 Unit 8 Saying Healthy**
 - Lesson 4 about **nutritional labels**
 - Lesson 7 about **school lunches** and the **National School Lunch Act**

Three Lunchables commercials

<https://www.ispot.tv/ad/n95Q/lunchables-with-100-juice-mixed-up-school-hallway>

<https://www.ispot.tv/ad/Om2R/lunchables-astronaut>

<https://www.ispot.tv/ad/OxDx/lunchables-pretzel-horse>

Three Lunchables commercials

- What product is being advertised?
- Would you buy this product for your child? Why or why not?
- Do you think Lunchables are a healthy lunch option? Why or why not?
- Which was your favorite of the three commercials? Why?
- Why might children like these commercials?
- Why do food companies sometimes advertise to children?
- Should advertising to children be illegal?
- Do companies advertise to children in your country?

Three Lunchables commercials

- Use unit vocabulary
- Reinforce unit's ideas about nutrition
- Digital literacy – (Students searched online for information and nutritional labels for Lunchables)
- Promote critical thinking
- Promote self-expression

Feedback from Students at the end of session

- What was your favorite part of the class?

1 Riddles

2 *“Express”, “discuss”, “when we communicate”, “talk about topic” “conversate to class”*

Challenges and Drawbacks?

- Have you ever used authentic materials in your class?
- What challenges could using authentic materials pose for the students? For the teacher?

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