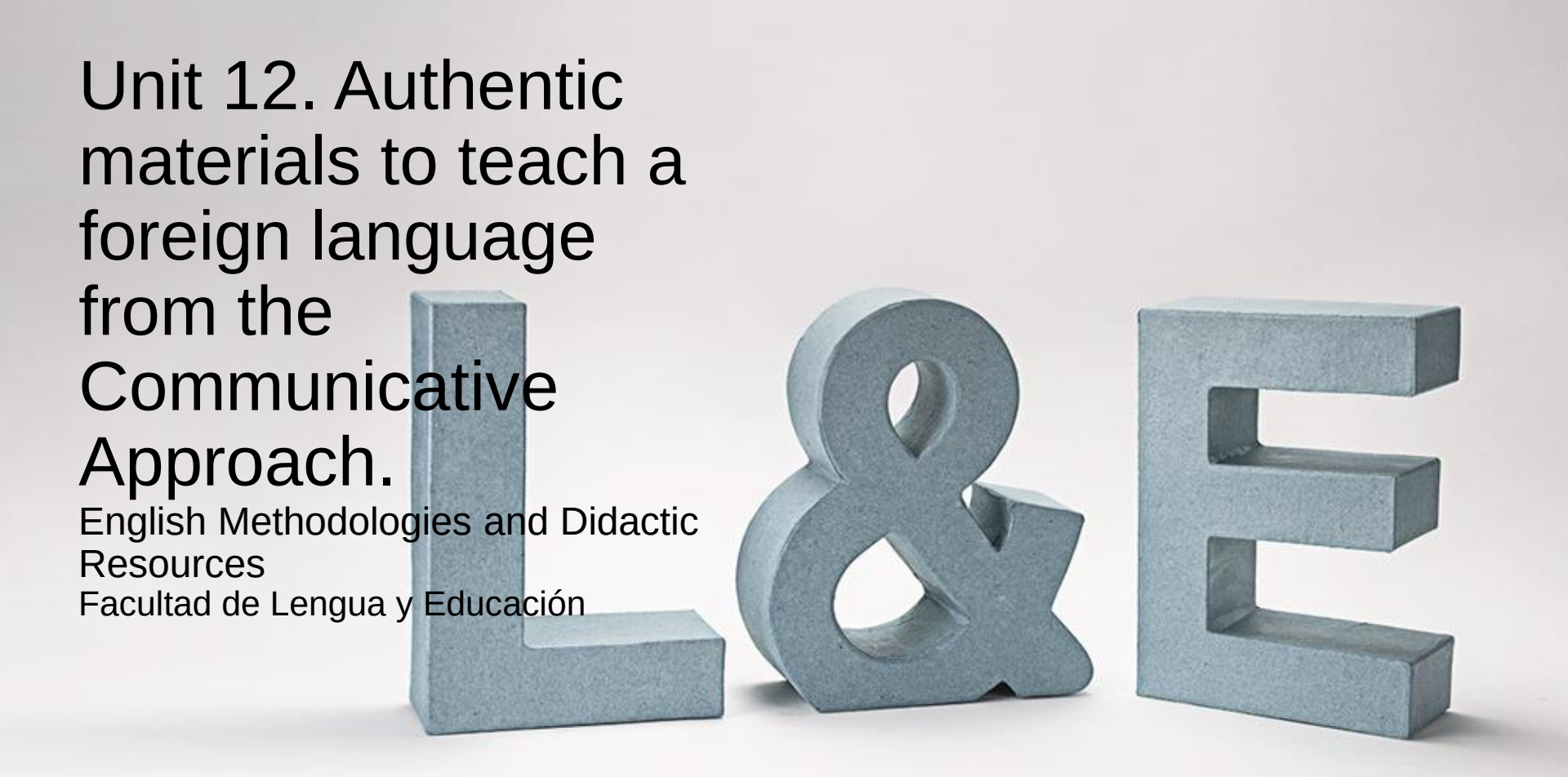
Unit 12. Authentic materials to teach a foreign language from the Communicative Approach.

English Methodologies and Didactic Resources

Facultad de Lengua y Educación



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1. Introduction. Grammar and Lexicon from the Communicative Approach.

- According to Pastor (2004), in teaching grammar from the Communicative Approach, Language is seen as a communication tool and speaking is an act of communication. For that reason, it is required to:
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  - Give importance to the semantics-pragmatics in the grammatical explanations.
  - Focus on the use of language.
  - Communication needs to be the main outcome.
  - Give more importance to the context where communications take place.
  - Take into account the pragmatics. It means to analyze the real use of language, to consider the possible variables, registers and attitudes of speakers. Think and reflect on the act of communication:
    - what is what we really want to say?
    - in which situation and context do we say it?
    - how do we do it?
    - who are the interlocutors?



1.1 Typology of Activities to teach Grammar and Lexicon from the Communicative Approach

- 1. Activities that practice **grammatical structures** and the aim is to create correct grammatical habits.
- 2. Exercises of **mechanical practice**. Only the declarative knowledge of grammar is worked because they are based on the repetition of sentences outside context.
- 3. Exercises of general **grammatical consciousness raising**. The aim is to raise learners' linguistic consciousness. The process is to highlight contents and make student reflect and investigate.
- 4. Significant **practical exercises** where students have a given context and they have to use language in a real situation.
- 5. Exercises that **work on strategies**.



2. Authentic Material to teach a foreign language from the Communicative Approach

- Materials must engage learners in communication. They must engage both participation and regard the tasks and functions planned.
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- Richards and Rogers classify materials into three categories:
-
- Text-based materials.
- Task-based materials. They are the activities centered on communication.
- Real materials.
-
-



2.1 Real language samples as support for learning

- Learning a second language and a foreign language has always included materials and resources that facilitate the process of learning it.
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- These materials and resources have been changing according to the methods and approaches of the moment.
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- The outcome of authentic material is to create activities that simulate real language uses (Pastos, S. 2004).



3. Literary texts as authentic material to teach a foreign language in Communicative Approach

- There are different typologies of literary texts:
- Novels
- Poetry
- Drama
- Younger readings
- Popular literature
- Story
- Works orally transmitted
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- For that reason, there is not a unique method to use literary texts in the foreign language classroom. Moreover, the combination of different techniques will promote a more motivational and rich learning.



3.1 Advantages of using literary texts in foreign language teaching

- - It helps to develop the creative capacity of learners.
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- - It helps learners to understand better social, cultural and historical events because these are contextualized in the literary texts.
- - It allows students to have fun while they are learning.
- - It helps the learning

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3.2 Procedure

- Using literary texts as authentic material to teach a foreign language from the Communicative Approach is a process divided in two stages:

- 1st. **Selection of the samples**.

- 2nd. **Creation and planning of the different typologies of activities** to do using the chosen literary texts.
- Teacher's role.
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- The role of the teacher is crucial because he/she is often the responsible to choose the literary samples and texts to work in the classroom.
- Teachers have to be a guide to help learners with an advanced language level to choose authentic literary texts to read outside the classroom.



Criterion to choose the literary samples and texts

- It is required to choose the literary samples and texts according to:
- **- Students' competential level**.
- **- Students' interests and preferences**. The content of the chosen literary text has to allow to establish a connection with the learner. This is one of the most important criterion.
- **- The moment to use it** inside the syllabus. The literary work has to be an integrated part of the unit. The author or the topic of the literary work has to be related with the topic of the unit or the activities to develop.
- - The **chosen discourse** has to be close to the standard version.
- - The literary text has to reflect an image, feeling or conflict of minimum one character in order to be useful in learning from the communicative approach.



4. Journalist Texts

- Journalist texts allows activating the linguistic, discursive and sociocultural sub competences:
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- **- Linguistic competence** because press is a specialized use of language
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- **- Discursive competence** because each text has a cohesion and coherence characteristics and because we can differentiate different subcategories such as: headline, abstract, article, columns …
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- **- Sociolinguistic competence** because contents show a political, social and cultural situation of the society and community each texts refers to.
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Advantages of using Journalist texts to teach a foreign language:

- According to Pastor, S (2004), there are different advantages of using this kind of authentic material to teach a foreign language:
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- It is perfect to **attract the learners' attention**, to motivate them and to bring them closer to the language and the culture of matter.
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- It is **good to practice comprehension skills**.
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- This typology of authentic material offers a big range of **motivational possibilities** for learners to work with different linguistic, cultural and textual objectives.



Classification of activities to do using Journalist texts (Iglesias y Prieto, 2010; en Pastor, S, 2004)

- - Motiovational activity: Personal questions.
- - To know the sections of a newspaper: Identify them in different examples.
- - Analyze and compare different types of newspaper and journalist texts.
- - Comprehension activities using samples or parts of journalist texts.
- - Intuition activities: making hypothesis about the article only reading the title.
- - Writing titles of different samples and articles
- - Creation of a newspaper in group. It is an example of Task Based Learning.



5. Advertising Texts

- Advertising texts are a very good authentic material to teacher a foreign language because they show the cultural and communicative complexity of a language and the society. For that reason, working with this typology of authentic material allow working on linguistic and sociolinguistc competence.

Advantages of using Advertising Texts:

- According to the studies of Ferres, 1996; and Romero, 1998; in Pastor, S (2004), advertising texts are one of the best materials to:
  - develop and rise learners' awareness about cultural differences.
  - learn specific extra linguistic strategies and critical abilities.
- -There are a great range of thematic variety.
- - They can appear in a great diversity of format.
- - They allow using audiovisual techniques of the video to the teaching lesson.

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6. The use of Songs as authentic material

- The relevance of music in the lives of people and, especially, of children, is of great magnitude. In foreign language learning, as it is indicated in the studies of Domoney and Harris (1993) and Little (1983), English songs are the main source of foreign language contact that learners have outside the classroom. In addition, learning languages through songs is highly recommended by a large number of authors for numerous cognitive, affective and linguistic reasons (Ruíz Calatrava, 2008; in Asensio, V. 2017):
- - Cognitive Reasons: Automaticity
- - Affective Reasons: Low affective filter.
- - Linguistic reasons

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Criterion to select songs to teach foreign languages from the Communicative Approach

- The criteria for selecting songs to work are marked by two factors:
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- - Learners' age.
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- - Learners' language competence.
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- - Learners' interests and motivations.
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- - Goals and purposes of the lesson.

Classification of the different typologies of Songs (Asensio, V. 2017)

- A) Counting songs: songs to tell.
- B) Action songs: Students accompany songs with body movements or gestures (Total Physical Response).
- C) Traditional songs: Traditional songs.
- D) Nursery rimes: crib simple songs.
- E) Jazz chants: songs formed by a rhyme.
- F) Songs for special occasions: songs of parties or festivities.
- E) Folk songs: songs of American and British folklore.
- F) Rounds: rhythmic canons.
- G) Routines songs: songs of daily routines.



7. The use of Games as authentic material

- Games motivate learners because they relax and dishinibit learners and promote creative participation.
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- **Important considerations to use Games as authentic materials**:
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- - Games have to be well planned as an integrated element on the syllabus of lessons. If they are used as extra activities to finish the class, games won't be profitably used.
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- - Teachers have to plan in advance which is the outcome and finality of using the game in the language lesson.
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- - Material will depend on the game to play and the teacher's imagination.
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- - Before playing the game, it is required that teachers introduce the needed language to reach communication. For example, the structures to initiate, maintain and end games. Only then, learners will be able to communicate and games will be used as a communication tool.



Classification of games according to their outcomes:

- A) Vocabulary games: games dedicated to search and find words.
- B) Grammar games: games dedicated to practice grammatical structures.
- C) Games of creativity and communication: They are dedicated to establish communication.
- D) Other games that we know in our mother tongue.
- E) Learners' ideas and games.



8. Examples of real experiences teaching grammar from the communicative approach

- Watch this video:
- https://www.youtube.com/watch?v=9gYyETbI66A
-
-

7. Summarize

- Watch this video

- https://www.youtube.com/watch?v=Nk6IsG8pbj4

8. Bibliography

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