

# Teaching English with authentic online resources

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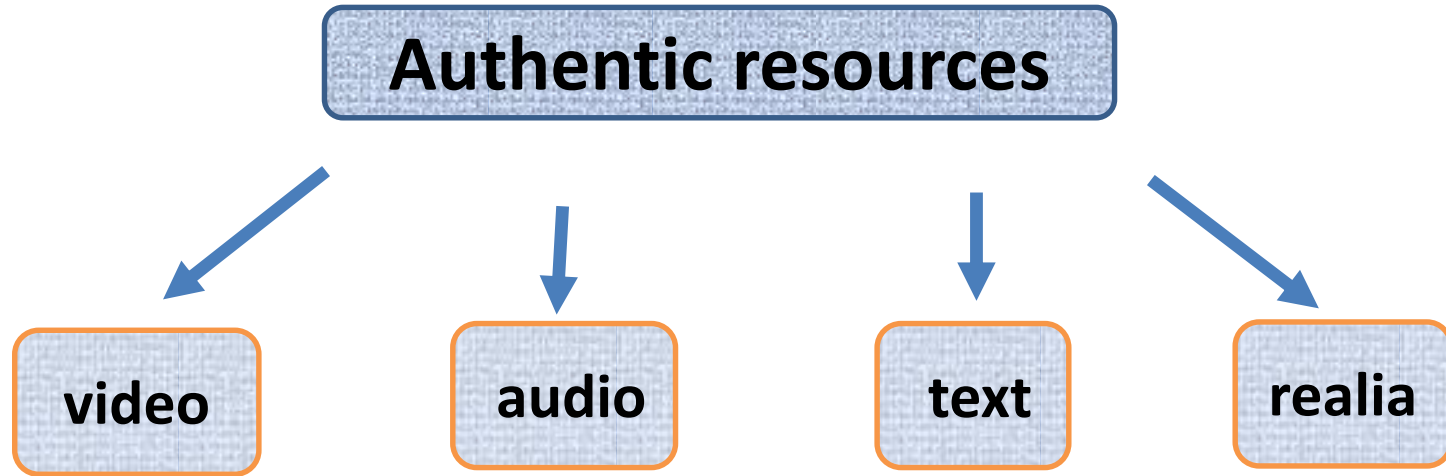
## Authentic materials?

The **first thing** that comes to your mind → **newspaper and magazine articles.**

- films, trailers, video clips
- songs
- literature (poems, short stories, novels)
- restaurant info (menus, websites)
- tourist information (TripAdvisor)
- cartoons
- web pages (e.g. gossip sites, news portals, commerce websites)
- radio & TV broadcasts (documentaries, commercials, interviews)
- leaflets, flyers, posters



**anything** written in the target lg and used **unedited** in the classroom



Created **by** a native speaker **for** native speakers

<http://www.languageinbloom.com/using-authentic-resources-in-the-language-classroom/> (access date: 31.10.2017)

## **Authentic materials → How to choose?**

- topic
- skills
- students' needs and interests

# Benefits of using authentic resources

- 👉 interesting and fun to students,
- 👉 tell you a lot about how lg is used in reality,
- 👉 true examples of how to use what ss learn at school,
- 👉 readily available thanks to the Internet.

## Authentic materials → stimulating for both teachers and students

Teachers fear that students will panic  
when faced with largely unfamiliar language



Should we edit  
the resources  
to the students' level  
to prevent this panic?



- Unedited resources **reflect** real situations your ss may face in an **English-speaking environment**,
- It saves you time and energy,
- It encourages and motivates your ss when they can ***challenge*** a real text.

*You can include an authentic resource activity only as a **warmup***

The point of using authentic resources  
is **not** for ss **to understand every word**





Communicate as clearly as possible  
that **the objective is not**  
to be able **to fully understand 100%** of the content.

The objective should be **easy**

## Like what?

- **Identify** the product used in a radio/TV commercial
- Identify images/people you can see in a video
- **Draw** a picture of what's happening in a short text
- **Count** sth → how many times can you hear the word ,...’?
- Highlight uses of a verb (e.g. tenses)

Ask only one/two simple questions

## Highlight uses of a verb → chorus/song

*How many times → 'to be'*

But **you'll never be** alone

**I'll be** with you from dusk till dawn

**I'll be** with you from dusk till dawn

Baby, **I'm** right here

I'll hold you when things go wrong

**I'll be** with you from dusk till dawn

**I'll be** with you from dusk till dawn

Baby, **I'm** right here

You can  
**display the lyrics**  
as a clue

## TV commercial

**Question 1: Why is the man shouting? (*a clue for Q2*)**

.....pause.....

**Question 2: What is advertised here?**

- a) an ointment
- b) a painkiller
- c) a first aid kit



Funny St John First Aid Kit video - Australian.wmv

[https://www.youtube.com/watch?v=IR8\\_RoShtX0](https://www.youtube.com/watch?v=IR8_RoShtX0) (access date: 30.10.2017)



funny tv commercials

What is the man doing? More than one answer is correct

→ pause at 0.29 min

- 1) He's peeing
- 2) He's writing
- 3) He's dancing
- 4) He's proposing



<https://www.youtube.com/watch?v=wOJNMNczZKU> (access date: 30.10.2017)

# Identify the product used in a radio commercial

(download audio version)

Question: What is advertised here?



ampoo Radio

[https://www.youtube.com/watch?v=NR0xb-Da\\_s](https://www.youtube.com/watch?v=NR0xb-Da_s) (access date: 30.10.2017)

What tablets are advertised here?

1) for treating hallucination

(when you see objects/peope/animals that are not really there)

2) for treating insomnia (difficulties with sleep)



# Easy search



shampoo radio commercials|



tablets TV commercials|



cars radio commercials

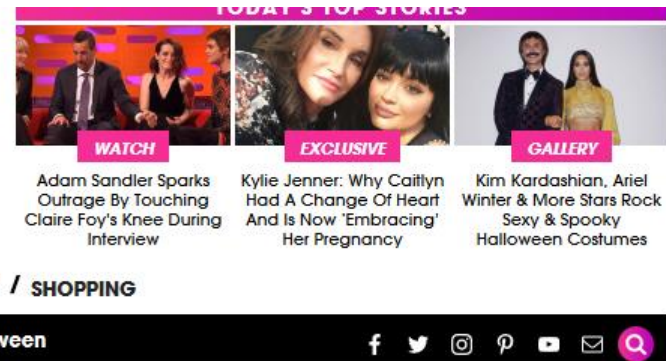


radio adverts in english



Draw a picture  
of what's happening in a short text

Use Celebrity Gossip Sites



<http://hollywoodlife.com/> (access date: 30.10.2017)

# Leaflets

Tourist information leaflets:

A low level class ☞ to find out key info:

*What is the telephone number for..?*

*When is...?*

*Where is ...?*

## **At lower levels →**

leaflets, timetables, menus, audio/video advertising, short news.

## The task should be simple

It is important to pre-teach key vocabulary so as to prevent panic.

## **At more intermediate levels →**

expand to longer texts, or even whole TV programmes.

Pre-teaching also is important, although your ss should be able to deal with unknown vocabulary to some extent.

## Dealing with unknown vocab

- ignoring/skipping unknown vocab,  
if ss can complete the task without it
- guessing/inferencing
- asking sb or looking up in dictionaries

Remind ss they don't have to understand every single word to comprehend the overall meaning.

## Current events for reading comprehension

**Newspapers** available online:

- ***The New York Times*** for American English,
- ***The Independent*** or ***The Guardian*** for British English

☞ Beginners can summarise a very short article

☞ Intermediate and advanced ss can respond to the article

Many newspapers offer news stories for the radio.

**For beginners and intermediate ss use a very short audio clip.**

**For general comprehension questions** ➡ the first answers should be found near the middle of the recording, so that ss have some time to get used to listening to it.

**Further comprehension questions** ➡ write them in the order in which the answers appear in the text.

Beginners can also watch **short films** ➡ films **made for children** and **cartoons**.

### Subtitles:

- Start with Polish subtitles
- ➡ students can get used to the actors' voices and the words in the film.
- Then switch the subtitles to English for the rest of the film
- ➡ they help ss understand

### Disney films and Peppa Pig:

- translated and dubbed into most languages,
- familiar to most students.

## Avatar



## Chocolate Fudge Cake



## DRAGONS – a fantasy made real



## Katie Melua – If you were a sailboat



## The presidential plane catastrophe



## Henry VIII

### Part 1 students



### Part 2 students



### Part 3 students



### Part 4 students





# Thanks for watching

Complete the survey, please 😊

# Based on:

1. Using authentic materials by Sam Shepherd,  
<https://www.teachingenglish.org.uk/article/using-authentic-materials>  
(access date: 31.10.2017)
2. Using Authentic Resources in the Language Classroom by Tammy Bjelland,  
<http://www.languageinbloom.com/using-authentic-resources-in-the-language-classroom/> (access date: 31.10.2017)
3. Dealing with unknown words in L2 reading: vocabulary, discovery and lexical inferencing strategies by Thomai Rousoulioti and Anna Mouti  
<http://www.scielo.org.co/pdf/calj/v18n1/v18n1a05.pdf>  
(access date: 25.10.2017)
4. 35 Authentic Language Teaching Materials That'll Bring the World to Your Class by Emily Monaco <https://www.fluentu.com/blog/educator/authentic-materials-in-language-teaching/> (access date: 5.11.2017)