

## Book review

### Designing Authenticity into Language Learning Materials



**Author:** Freda Mishan  
**Intellect Books, Bristol, UK**  
**ISBN 1-84150-080-1**  
**Paperback 224 pages**  
**230x174mm**  
**Published November 2004**  
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This book aims to be 'a comprehensive approach to exploiting authentic texts in the language classroom' (p. ix). By 'text' Mishan does not simply mean a piece of written or spoken discourse; but a 'cultural product'. She explores how seven audio, visual, graphic and printed cultural products can be used in language classrooms as a basis for authentic input and for authentic tasks, providing not only a rationale for their use based on second language acquisition (SLA) research findings and on sound pedagogical theory, but practical, classroom tasks for a range of levels, which language teachers can use as a resource as written or adapt to their own teaching/learning situations.

The book is divided into two parts. The first three chapters of Part One establish the rationale behind what Mishan calls 'the authenticity-centred approach to language learning materials design' (p. 67). Chapter 4 then takes the theory and applies it to the construction of a 'task authenticity framework' whose purpose is to guide and rationalise the design of authentic materials for language learning, where 'materials' is understood as the combination of the text used plus the activities which are based on it. The practical applications of the task authenticity framework (and of the authenticity-centred approach established in Chapters 1-4) are developed in Part Two of the book. In a series of seven chapters Mishan explores how Literature, The broadcast media, Newspapers, Advertising, Music and song, Film and Information and communications technologies (ICT) can best be exploited for language learning materials and provides sets of classroom tasks most suited to each type of text.

#### **Part One. The theoretical grounding.**

The first chapter presents the historical background to the concept of authenticity in language learning and teaching. Mishan shows us that the use of authentic materials for communicative purposes has been around for centuries and she classifies the many precedents into three broad groups which she terms 'communicative' approaches, 'materials-focused' approaches and 'humanistic' approaches.

Given the ongoing efforts to establish common standards of second language learning in multilingual environments and the search for defining and assessing levels of language proficiency in terms of communicative competence (see, for example, the Common European Framework of Reference for Languages developed by the Council of Europe (2001), or the Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL, 1986), Mishan's discussion of the notion of communicativeness and its relation to authenticity, is a useful summary of current thinking and trends. She notes how 'our perceptions of authenticity are beginning to shift to accommodate the nascent linguistic varieties' (p. 19) emerging from the use of Internet technologies, and suggests a set of criteria (on p. 18) by which to assess the authenticity of texts for language learning materials.

The second and third chapters develop the arguments in favour of using authentic texts for language learning. Chapter Two does this by examining some of the recent SLA

# Designing Authenticity Into Language Learning Materials

**Minjie Lin**

## **Designing Authenticity Into Language Learning Materials:**

*Designing Authenticity Into Language Learning Materials* Freda Mishan, 2005 This book puts forward an authenticity centred approach to the design of materials for language learning. The premise of the approach is that language learning should be based on authentic materials drawn from a variety of genres found in the target language culture and that the learning tasks involving these materials should be correspondingly authentic by entailing interactions that are consistent with the original communicative purpose of the authentic text. It provides both a theoretical grounding to the authenticity centred approach and demonstrates its practical application in a teaching task reference section. In outline the book Refines a definition of authenticity in the context of language pedagogy. Traces the historical background to authenticity in language learning back over one millennium. Grounds the use of authentic materials in language learning in L2 acquisition research. Gives a critical analysis of the authenticity of contemporary language study course books. Discusses the use of seven authentic genres for language learning broadcasting, newspapers, advertisements, music and song, film, literature and ICT information and communications technology. Offers a set of practical principles for the design of authentic learning tasks. Includes a reference section providing step by step instruction for the design and classroom procedure of learning tasks for materials taken from each of the seven genres.

**English Language Learning Materials** Brian Tomlinson, 2008-03-17

This research collection presents a critical review of the materials used for learning English around the world. The first section includes a discussion of materials for specific learners and purposes such as young learners, self study, academic writing and general proficiency. The second section presents a detailed study of the materials used in Europe, Asia, North America, South America, Africa and Australia and critically evaluates their effectiveness in the teaching of English to speakers of other languages. Taking both the teacher's and the learner's needs into consideration the book makes a positive contribution to the future of research in materials development and has practical applications. This comprehensive critical analysis of materials in use around the world will be useful for academics researching materials development and applied linguistics and for students on post graduate applied linguistics and ELT courses.

**Teaching Literature and Language Through Multimodal Texts** Domínguez Romero, Elena, Bobkina, Jelena, Stefanova, Svetlana, 2018-08-17

In the past few decades there has been a growing interest in the benefits of linking the learning of a foreign language to the study of its literature. However the incorporation of literary texts into language curriculum is not easy to tackle. As a result it is vital to explore the latest developments in text based teaching in which language, culture and literature are taught as a continuum. Teaching Literature and Language Through Multimodal Texts provides innovative insights into multiple language teaching modalities for the teaching of language through literature in the context of primary, secondary and higher education. It covers a wide range of good practice and innovative ideas and offers insights on the impact of such practice on learners with the intention to inspire other teachers to reconsider their own teaching practices. It is a vital reference source for educators.

professionals school administrators researchers and practitioners interested in teaching literature and language through multimodal texts **Reconceptualising Authenticity for English as a Global Language** Richard S. Pinner,2016-06-07 This book examines the concept of authentic English in today's world where cultures are in constant interaction and the English language works as a binding agent for many cross cultural exchanges It offers a comprehensive review of decades of debate around authenticity in language teaching and learning and attempts to synthesise the complexities by presenting them as a continuum This continuum builds on the work of eminent scholars and combines them within a flexible framework that celebrates the process of interaction whilst acknowledging the complexity and individual subjectivity of authenticity Authenticity is approached as a complex dynamic construct that can only be understood by examining it from social individual and contextual dimensions in relation to actual people Authenticity is a problem not just for language acquisition but one which affects us as individuals belonging to society

**English Language Teaching Materials** Nigel Harwood,2010-03-22 This volume presents a union of theoretical and practical pedagogical perspectives on materials design and development **The Concise Encyclopedia of Applied Linguistics** Carol A. Chapelle,2019-11-20 Offers a wide ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines and seeks solutions to real life language related issues Such issues often occur in situations of language contact and technological innovation where language problems can range from explaining misunderstandings in face to face oral conversation to designing automated speech recognition systems for business The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline introducing readers to the concepts, research and methods used by applied linguists working in the field This succinct reader friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them This abridged reference work has been compiled from the most accessed entries from The Encyclopedia of Applied Linguistics [www.applinguistics.com](http://www.applinguistics.com) the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide Alphabetically organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting and many others Accessible for readers who are new to applied linguistics The Concise Encyclopedia of Applied Linguistics includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use and contexts of language use Demonstrates the connections among theory, research and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field

**Authenticity across Languages and Cultures** Leo Will,Wolfgang

Stadler,Irma Elof,2022-11-10 This volume centres around concepts of personal and cultural authenticity as they play out in various contexts of foreign language teaching and learning worldwide The chapters cover a wide range of contexts and disciplines including both theoretical and empirical work together they comprise both a rigorous analysis of authenticity in language teaching and a step away from notions of native speakerism and cultural essentialism with which it is often associated Written by a group of scholars working across several continents the chapters offer diverse perspectives regarding the role language plays in processes of personal growth learning development self actualisation and power dynamics The book addresses the theoretical and philosophical nature of authenticity while remaining grounded in the teaching and learning of languages with authenticity viewed as a practical concern that guides our actions and beliefs The book will be of interest to scholars researchers and students of authenticity as well as foreign language teachers interested in the theoretical underpinnings of their practice

**Practice in TESOL** Fiona Farr,2015-10-08 Do you want to improve your teaching practice Do you need to know more about getting the most out of student feedback This textbook covers all topics in

preparing TESOL teachers for the practical component of their programme

*Teaching English* Michael Meyer,Laurenz Volkmann,Nancy Grimm,2022-07-25 This foundational coursebook offers an accessible and up to date introduction to all relevant areas of Teaching English Definitions and practical examples guide the understanding and reflection of basic and advanced concepts of foreign language learning The fully revised second edition responds to new developments in language education 1 Recent policies from the Kultusministerkonferenz and updates of the Common European Framework of Reference for Languages with its Companion Volume 2020 pay more attention to language awareness mediation and media literacy 2 New empirical research explores the aims methods and impact of professional teacher education Task Based Language Teaching and Content and Language Integrated Learning 3 The dramatic need for online teaching has met with refined concepts of multimodal media competence and cutting edge tools for the digital classroom This essential introduction and the PowerPoint presentations online facilitate multimodal teaching and learning

*Journal of Qualitative Education*,2013-05

**New Learning Environments for Language Learning** Jean E. Conacher,Helen Kelly-Holmes,2007 Chiefly papers presented at the 10th International Colloquium on Foreign Language Teaching hosted by the Centre for Applied Language Studies at the University of Limerick on 11 12 June 2005

Language,2007

**Authenticity in Language Learning Materials Design** Freda Mishan,2000

**Approaches to Materials Design in European Textbooks: ... ,**

**Language Issues**,2003

Applied Language Learning,2011

*Linguistics and Language Behavior Abstracts*

,2006-07

*Resources in Education*,1997

Authenticity in Materials Development for Language Learning Alan Maley,Brian Tomlinson,2017-11-06 This volume makes a unique contribution to the literature on materials development for language learning It focuses on issues related to authenticity in materials development and includes research based position statements applications of theory to practice and developments of theory from observed practice Each paper concentrates on

a different aspect of authenticity and many of them introduce the reader to previously unexplored facets of authenticity. The chapters are sequenced so that the book moves from general discussion about the value of authenticity to reports of evaluations of authenticity to reports of the exploitation of authenticity in specific learning contexts. Many questions are raised which reveal that much data is reported and analysed and many pedagogic suggestions are made. The contributions here have been written so that they are of potential value to teachers, to materials developers, to post graduate students and to researchers. They are written to be academically rigorous but at the same time to be accessible to newcomers to the field and to experienced experts alike. **Emerging Technologies in Teaching Languages and Cultures** Yoshiko Saito-Abbott, Richard Donovan, Thomas F. Abbott, 2003. Proceedings of the annual DigitalStream conferences held at California State University Monterey Bay in March 15-17 2001 and March 21-23 2002.

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