

# How to teach using authentic materials

**CEFR level:** Any level

**Skills Focus:** All skills

**Resources:**

- Any authentic material that meets your learners' needs

**Definition of Authentic materials:**

According to Rogers, authentic materials are defined as "appropriate" and "quality" in terms of goals, objectives, learners' needs and interests and "natural" in terms of real life and meaningful communication

A stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.

**Examples of authentic materials:**

Authentic listening - viewing materials	Authentic visual materials	Authentic printed materials
TV commercials Quiz shows Cartoons News clips Comedy shows Audio books Short stories (audio) Novels (audio) Radio ads Songs Documentaries Sales pitches	Photographs Paintings Artwork Stick-figure drawings Wordless street signs Silhouettes Pictures from magazines Postcard pictures Wordless picture books Stamps X-rays Slides / presentations	Newspaper articles Film advertisements Astrology columns Sports reports Obituary columns Advice columns Lyrics to songs Restaurant menus Street signs Notices / notice boards Food labels Tourist information brochures Schedules TV guides Catalogues

**Why use authentic materials:**

- To give our learners exposure to real life use of the language they are learning
- To substitute or enhance material in the textbook which may not fully reflect real life use of the language
- To meet the needs of individual students
- To help develop learners' communicative competence

**Some factors to consider when using authentic materials:**

- Choose appropriate materials – just because authentic gives a feel of genuine, real and natural, doesn't mean that it's good!
- Use scaffolding techniques such as pre-teaching key language, teaching how to guess from context and building glossaries.