

Comprehension Inputs: Issues Around Authenticity

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CONSTRUCT

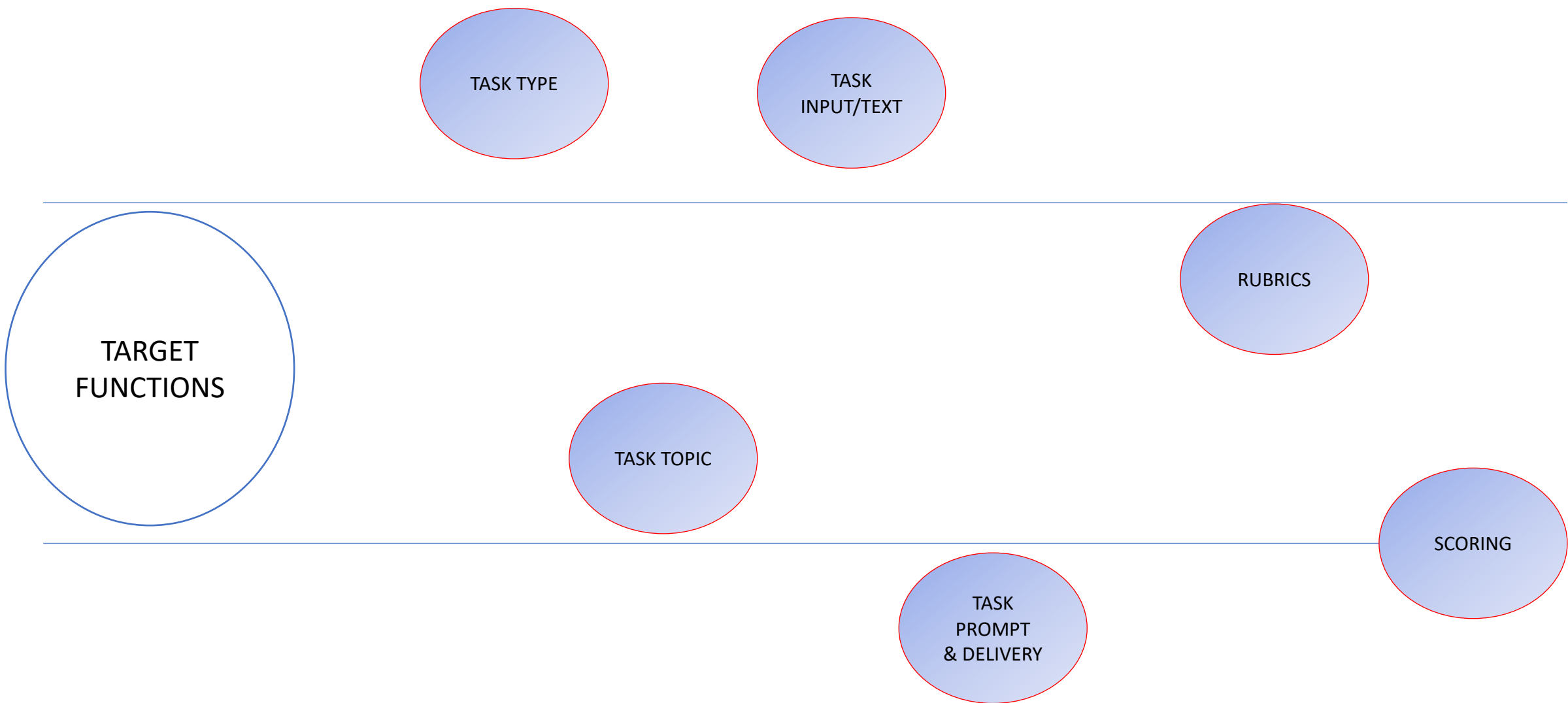
The diagram consists of three shapes arranged horizontally. On the left is a circle with an orange border containing three lines of text. In the center is a large circle with a blue border containing two lines of text. On the right is a smaller oval with a green border containing two lines of text.

**INTERMEDIATE
TARGET FUNCTIONS**

**ADVANCED
TARGET FUNCTIONS**

TARGET
LANGUAGE
USE DOMAIN

ASSESSMENT
TASK

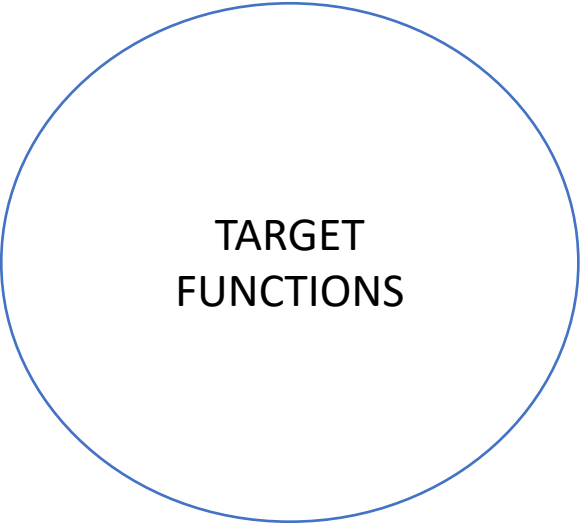


Everything from **designing** to **developing an assessment task**, and then from **grading the task** to **reporting the its results** **MUST work in harmony** to elicit the evidence that the learner can function (e.g. at the advanced level) in the **TARGET LANGUAGE USE DOMAIN**.

Choosing Listening Texts/Inputs:

Considerations & Principles

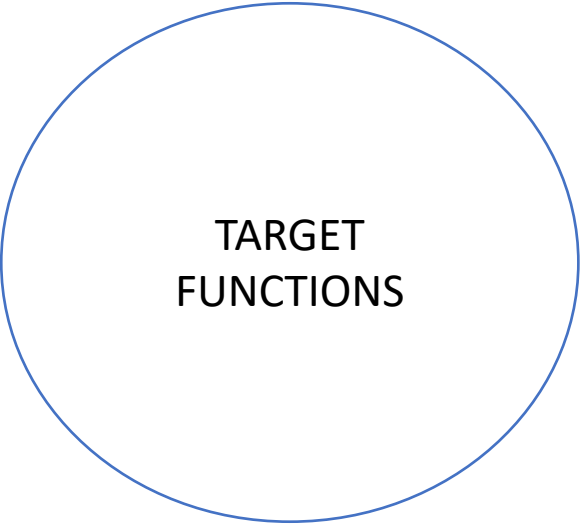
Text Modality



TARGET
FUNCTIONS

Align it with the target functions

Text Difficulty



TARGET
FUNCTIONS

Align it with the target functions

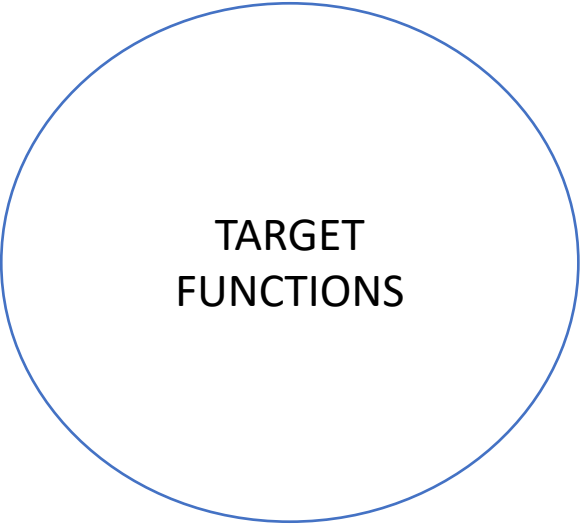
Text Content & Organization



TARGET
FUNCTIONS

Align it with the target functions

Text Topic



TARGET
FUNCTIONS

Align it with the target functions

Avoiding Biased Materials



TARGET
FUNCTIONS

Align it with the target functions

Choosing Authentic Materials



TARGET
FUNCTIONS

Align it with the target functions

What are authentic materials?

Materials created by native speakers for native speakers for a real-world purpose other than language learning.

What are some problems with this definition?

“An ***authentic*** text is 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.” (Morrow, 1977, p. 13)

What do you think of this definition?

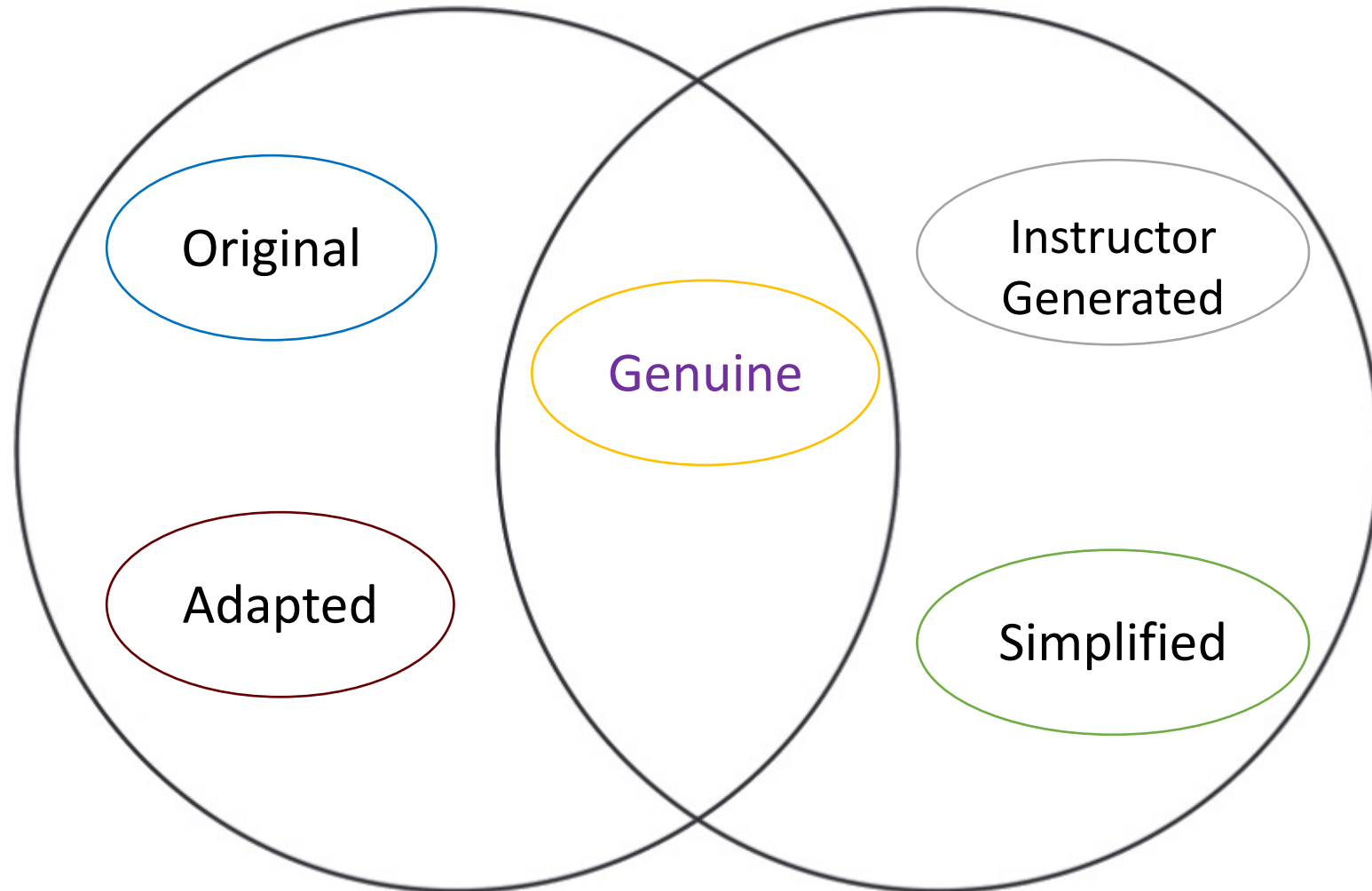
Non-authentic = or ≠ Bad

How to think about authenticity?

Fours Dimensions of evaluating the authenticity of materials:

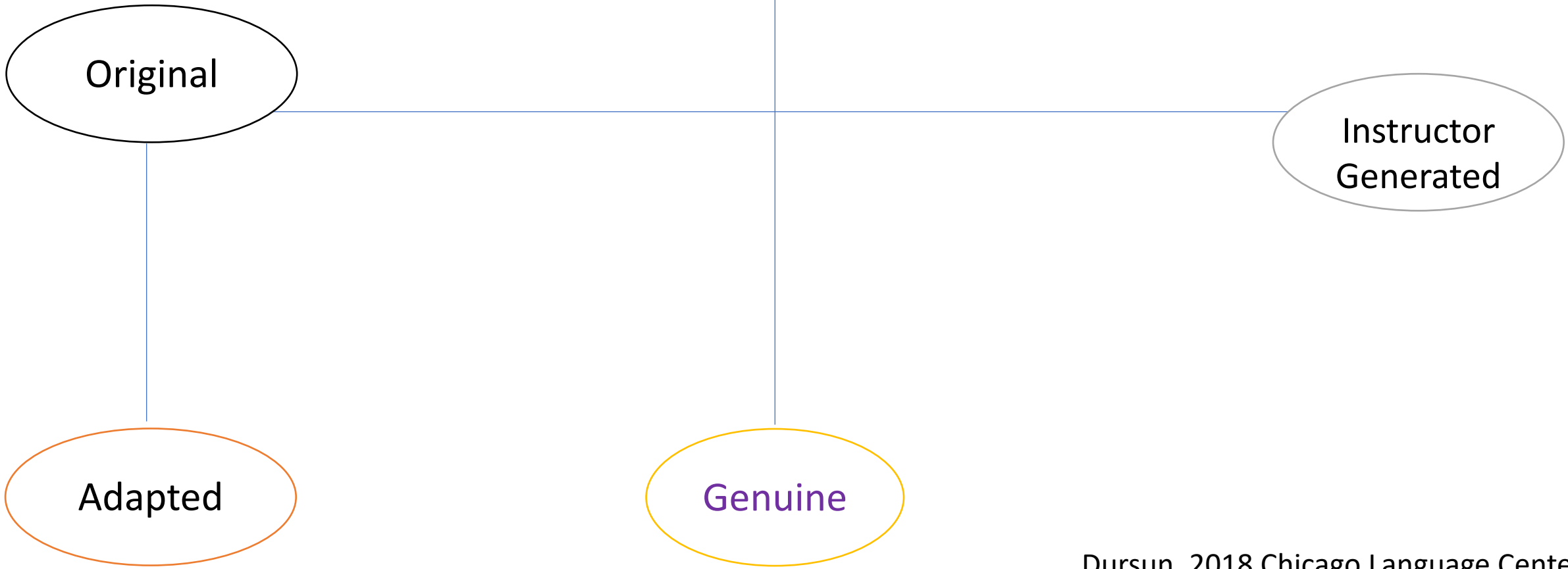
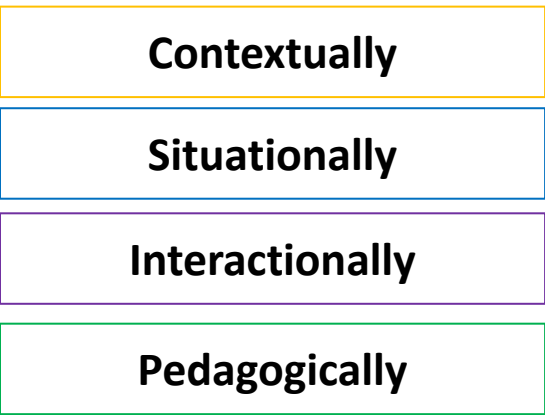
- **Situationally:** Do the materials reflect **the situation** as it would appear in real life/target language use domain?
 - topic, genre, rhetorical mode, media type and target audience
- **Contextually:** Do the materials replicate/simulate **the context** where it would appear in real life?
- **Interactionally:** Do the materials establish a natural **interaction** between the learner and text as it would occur in the real life?
 - Can learners engage in with the text (listening or reading) in the same way they would have in real-life?
- **Pedagogically:** Do the materials reflect the **pedagogical considerations** appropriate for learners' proficiency level?
 - length, vocabulary (variety, frequency, familiarity, and density), structure as well as type of speech, register, speed of speech, accent of speakers (for listening texts)

Different categories of instructional materials



Genuine: Actually having the apparent qualities or character

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Input Checklist: Keep your FACTs Straight

Intermediate Passages

- Is the Function of the reader to **understand the author's main ideas/factual information**?
- Is the Accuracy expectation such that the reader can only understand the passage because **its highly contextualized, predictable** and there's time for re-reading the passage?
- Is the **Content/context daily life** (e.g. food, lodging, transportation, advertisements, social media posts, etc.)?
- Is the **Text-type strings of sentences** that could **be loosely re-ordered** without changing the meaning?

Passage Checklist: Keep your FACTs Straight

Advanced Passages

- Is the Function of the reader to **understand details and relationships**?
- Is the Accuracy expectation such that a reader can easily understand **narrations and descriptions including details** over a variety of topics without needing to reread the passage?
- Is the **Content/context the community or concrete world at large** using general vocabulary?
- Is the **Text-type paragraphs that are dependent on details/relationships (i.e. cohesive)** to fulfill the Function?

Thank You!

Questions?