



Authenticity in the FCE classroom

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Compare and contrast



Compare and contrast





Why is FCE not fun now?

- Difficult language
- Abundance of material
 - Immature content
 - No communication
 - Artificial language
 - Too goal oriented

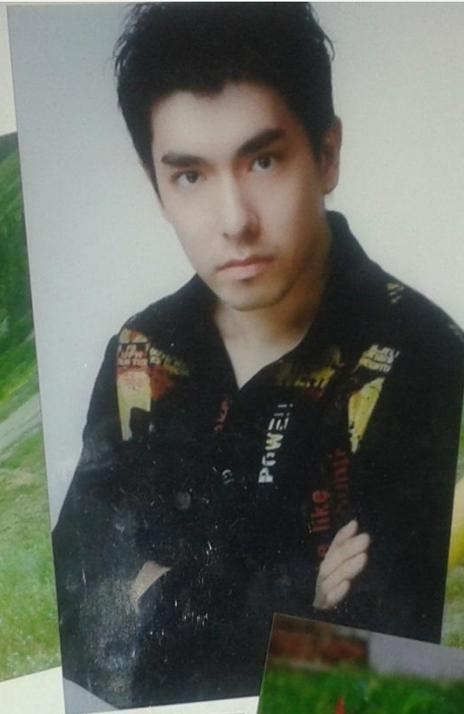
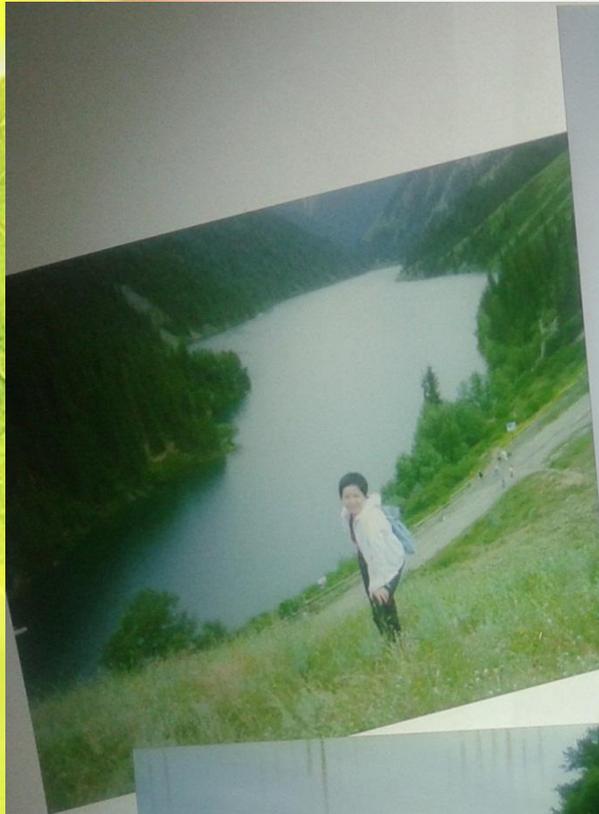


*Throw Away the
Course Book*



or Design
Authentic tasks!

Choose your teacher





David Nunan

Text authenticity - “any material which has not been specifically produced for the purpose of language teaching.”

Task authenticity - when somebody **ACTUALLY** carries out a communicative task.



Authentic materials in FCE books

Listening

News items,
announcements,
radio talks,
interviews

Reading/Writing

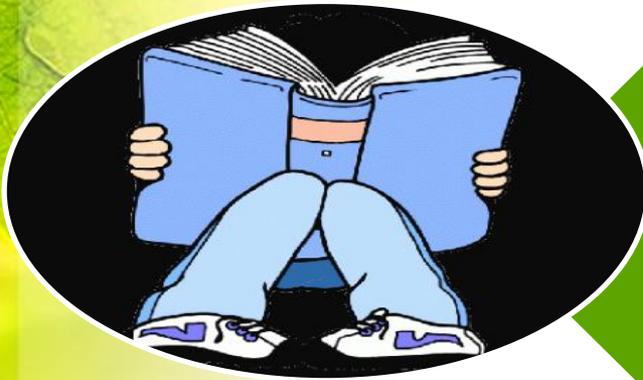
articles,
advertisements,
brochures,
application forms,
instruction manuals,
catalogues,
magazines,
newspapers

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- *An FCE class needn't (and shouldn't) consist of a diet of endless exam practice.*

- *Fiona Joseph*



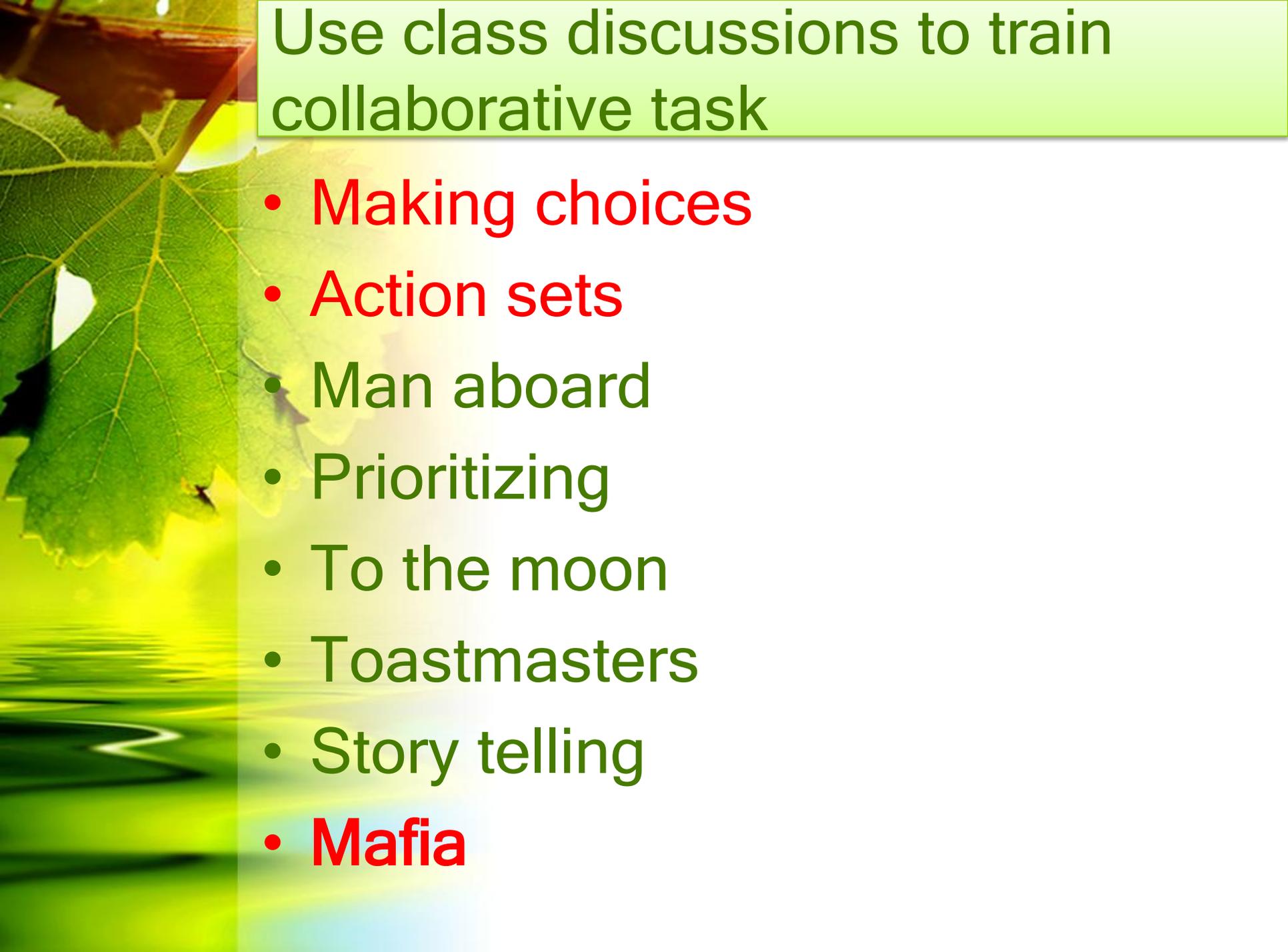
Authentic
class
discussions



Reading
authentic
literature



Authentic
writing



Use class discussions to train collaborative task

- **Making choices**
- **Action sets**
- Man aboard
- Prioritizing
- To the moon
- Toastmasters
- Story telling
- **Mafia**

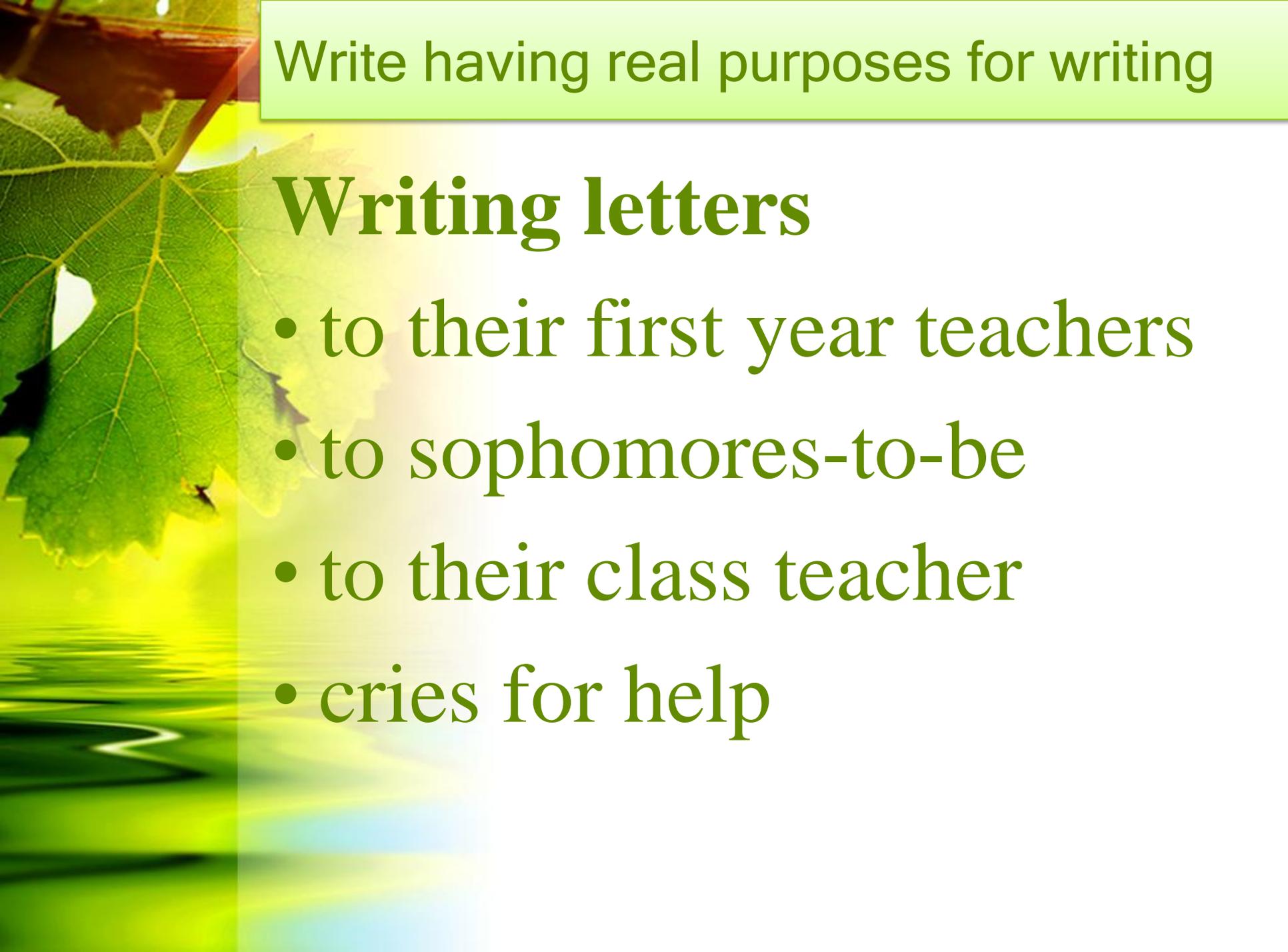
A green leaf with a hole and a reflection in water. The leaf is on the left side of the slide, and its reflection is visible in the water below. The background is a light green gradient.

Read novels to train background reading tasks

- Chapter zero
- Sealing the time capsule
- Ongoing diaries
- Letter in a bottle
- Project works
- Last page plus one
- Unsealing the time capsule



We write letters
that will never
get sent to
people who
don't really
exist!

The background of the slide features a vibrant green leaf on the left side, with its veins clearly visible. Below the leaf, there are ripples on a body of water, creating a sense of movement and freshness. The overall color palette is dominated by various shades of green, from bright lime to deep forest green.

Write having real purposes for writing

Writing letters

- to their first year teachers
- to sophomores-to-be
- to their class teacher
- cries for help

- Reading: My style

- Read the text about Dinara answering the questions above. Pay attention to the expressions with *dress and wear*.



- Listen to Dina, a third year student, answering the questions above. What does she say about each question? What does Dina say about each of these pictures?



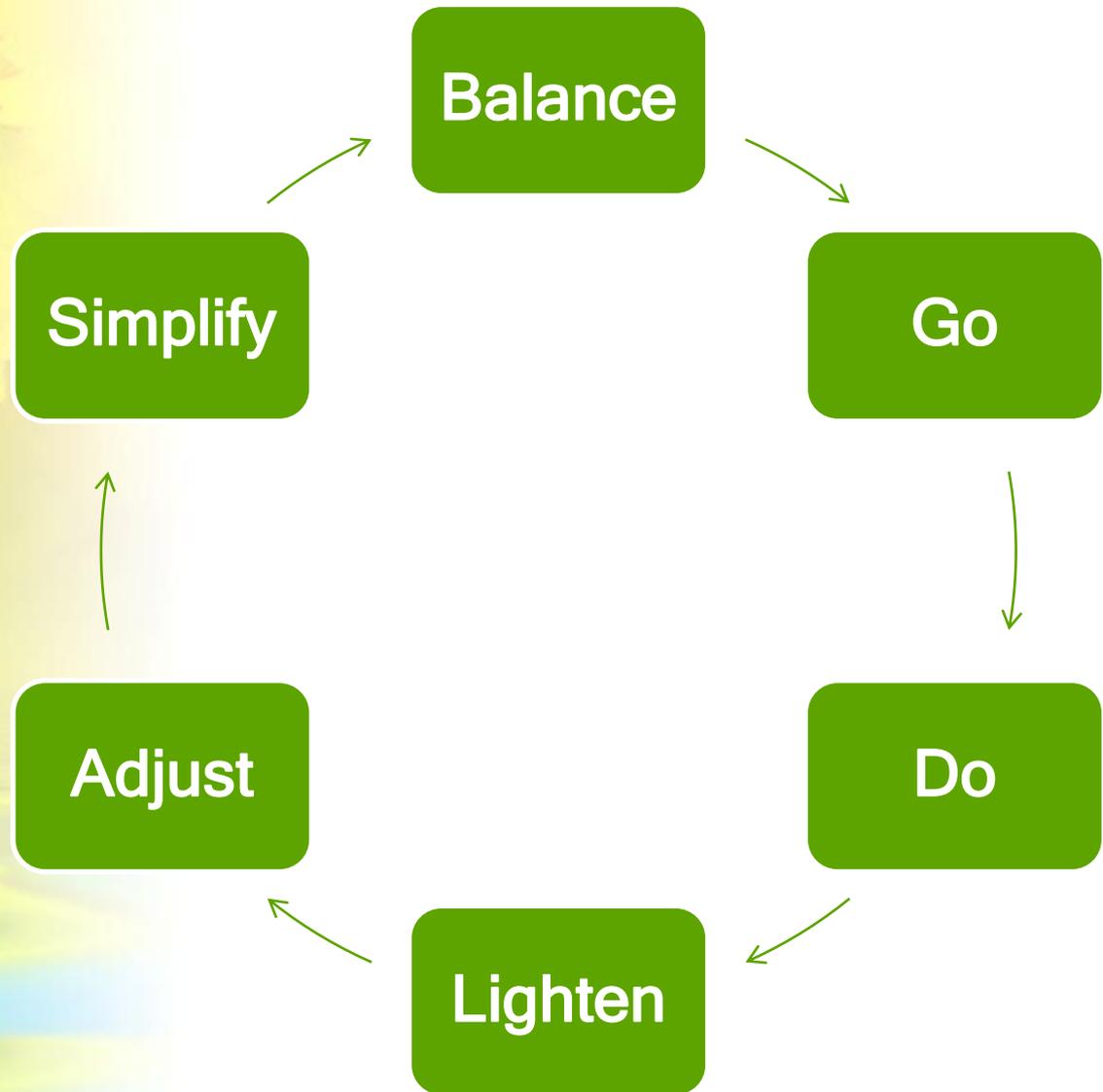


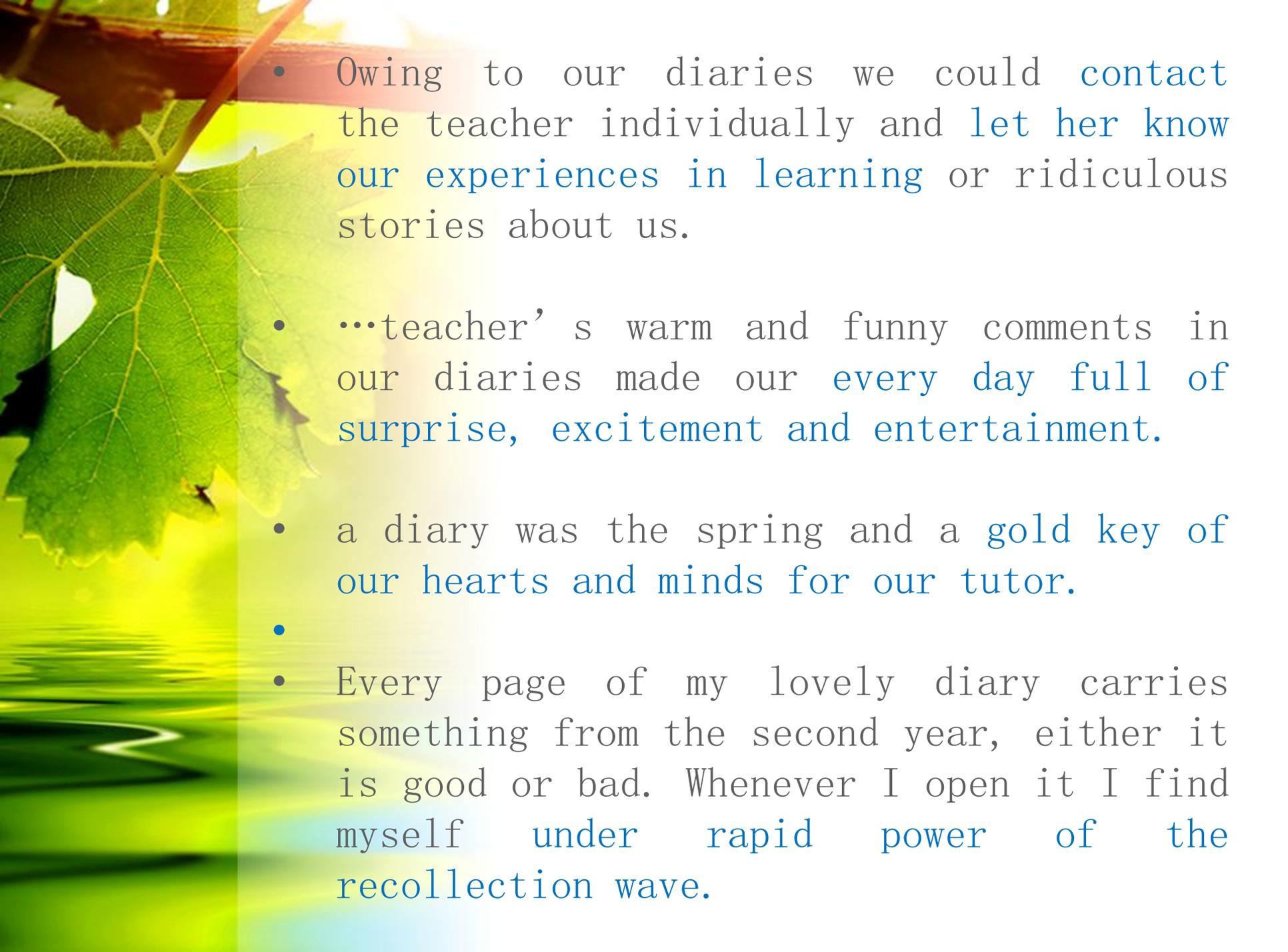
Use authentic assessment

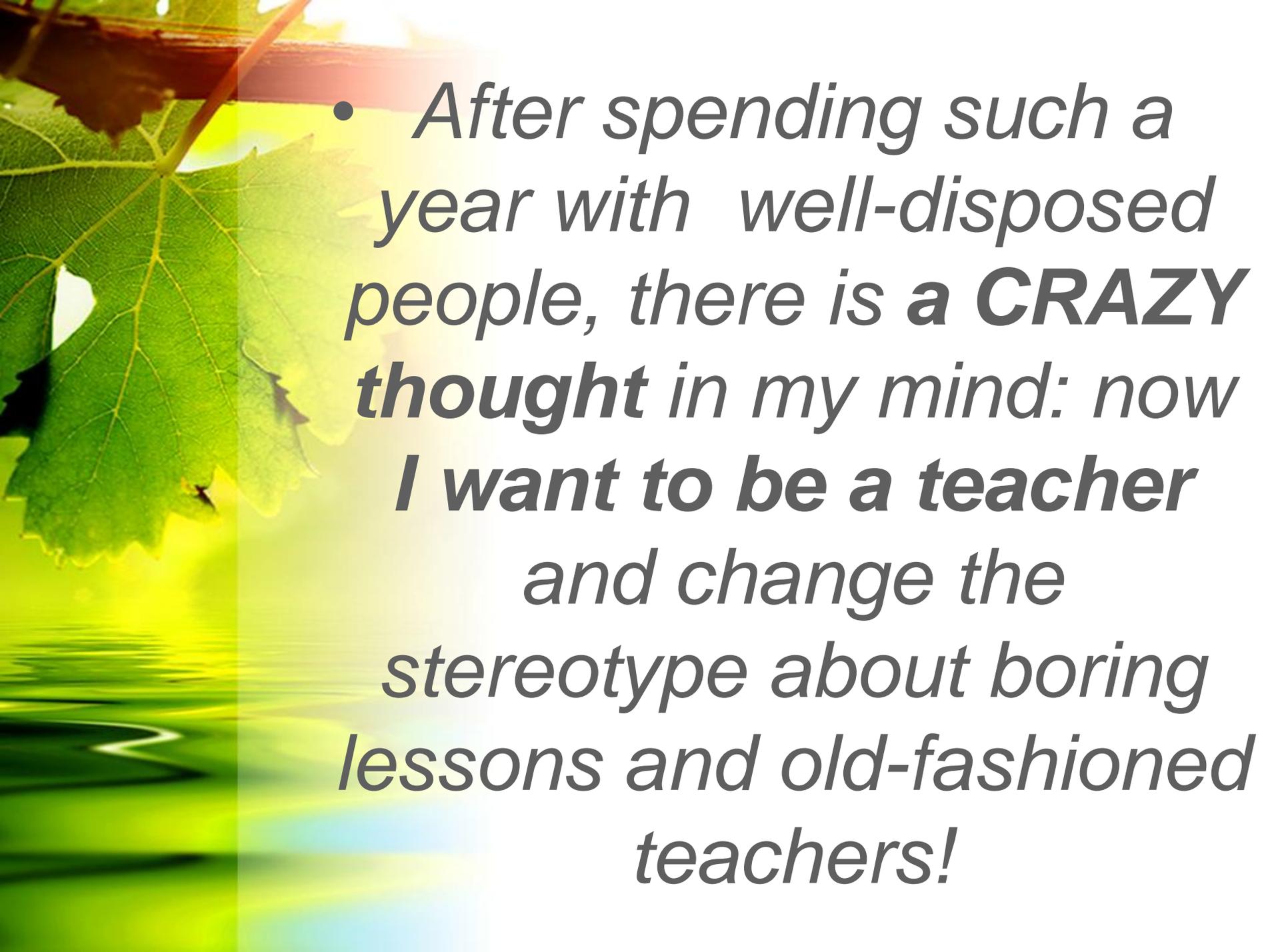
- **Portfolio Assessment**
- **End-of term report**
- **End-of-year report**

- **Assessing the Program**
- **Final evaluation sheet**

Remember!



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- Owing to our diaries we could contact the teacher individually and let her know our experiences in learning or ridiculous stories about us.
 - …teacher’s warm and funny comments in our diaries made our every day full of surprise, excitement and entertainment.
 - a diary was the spring and a gold key of our hearts and minds for our tutor.
 -
 - Every page of my lovely diary carries something from the second year, either it is good or bad. Whenever I open it I find myself under rapid power of the recollection wave.

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- *After spending such a year with well-disposed people, there is a **CRAZY** thought in my mind: now I want to be a teacher and change the stereotype about boring lessons and old-fashioned teachers!*