

Centro de Estudios de Postgrado

Máster en Profesorado de Enseñanza Secundaria Obligatoria,
Bachillerato, Formación Profesional y Enseñanza de Idiomas



Universidad de Jaén

THE USE OF AUTHENTIC MATERIALS IN THE EFL CLASSROOMS. A DIDACTIC PROPOSAL

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Abstract

The cornerstone of this master's dissertation is to delve into the use of authentic materials and the reasons why it is possible to be implemented in schools for intermediate and upper intermediate learners of the EFL classroom. To do so, this research will be held thanks to the use of the communicative approach, its assets and pitfalls and how both communicative learning strategies and authentic materials could be working and implemented together. Finally, every aspect discussed in this project will be closed with a final flourishing pointing out its assets and possible pedagogical implementation; everything mentioned in a didactic unit for 1st Upper Secondary Education (Bachillerato) class.

Keywords

Authentic materials, communicative approach, oral skills, speaking, CLT, Bachillerato

Resumen

La piedra angular de este Trabajo de Fin de Máster es indagar en el uso de los materiales auténticos y las razones por las que es posible implementarlas en las escuelas para estudiantes de niveles intermedios e intermedios altos. Para ello, esta investigación se ha llevado a cabo siguiendo el uso del enfoque comunicativo, sus ventajas y desventajas y cómo las estrategias de aprendizaje y los materiales auténticos pueden implementarse y complementarse conjuntamente. Finalmente, se pondrá un punto y final resaltando las ventajas y desventajas y una posible implementación pedagógica; todo ello, en una unidad didáctica para el curso de 1º de Bachillerato.

Palabras clave

Materiales auténticos, método comunicativo, habilidades orales, *speaking*, *CLT*, Bachillerato

PART I: THEORETICAL FRAMEWORK

1. Introduction

In a globalized world in which technology is taking the main role and there are multiple ways of communicating, it is universally acknowledged that English is becoming the language of the world. It is undoubtedly that new generations are getting more technologically advanced with an early necessity to communicate or even comprehend a huge number of communicative situations in which they will be involved.

Thus, in the educational fields, teachers must cope with these new kids and teenagers who are more and more used to the use of “real English”; not only because of their future academic or professional needs but also, because this language is surrounding us. As toddlers, they are watching their cartoons in English as well as teenagers, who are the main target of videogames or streaming platforms of entertainment in which we can find mostly a catalogue entirely in this language.

In this day and age, the students of English as a second language are no longer keen on learning this language following a textbook or just technically learning grammatical structures. To increase their motivation in learning this language, teachers must teach the real language and English in his whole. There is, where authentic materials in the EFL classroom arise.

In the pedagogical framework and as far as my short teaching experience is concerned, the use of authentic materials in class has boosted student’s interest, considering now the English subject as a way to amplify their horizons just because of the practicality. From my point of view, punctually getting away from traditional classes following a textbook is undoubtedly more interesting not only for learners but also for teachers.

In a nutshell, this master’s dissertation is intended to present the possible roles that authentic materials present in the English as Foreign Language (since now in this dissertation, called as EFL) classes as well as the pitfalls and complexity of use. To do so, a first theoretical part is presented, contextualizing some definitions to understand and get the first approach to the terms: authenticity, authentic materials, and their presence in the language learning process.

Then, it will be held some recommendations to respond to the teacher’s main questions: how and where to choose the authentic materials and how to adapt them to language learners. Furthermore, some techniques to develop the four main skills in language acquisition (Listening, writing speaking, and listening) with authentic sources will be prescribed.

The research will flourish in a second and practical part with a proposal of a lesson plan for 1st grade of Upper Secondary Education (Bachillerato) learners that will contemplate the prescriptions developed through the whole research

2. Authenticity in the learning process. The background.

In the pedagogical history, the term “authentic” and “authenticity” has always been a topic of controversy. Many precedents and theories have been remarked in time until nowadays but even that, no one can define or maybe establish a proper historical line or categorization to this problem. This section is intended to provide a historical perspective of the concept of authenticity in language learning, its role, and its importance. To do so, it is the categorization of Mishan (2005) that is going to be developed. In her book, she glimpses the teaching precedents of the term “authenticity” in three different fields: Communicative approaches, materials-focused approaches, and Humanistic approaches. All these will be slightly mentioned and developed in this dissertation.

2.1 Authenticity in Communicative approaches

In terms of language teaching, the cornerstone in communicative approaches is based on having communication as the main objective but using communication itself as the main tool. In other words, Communicative Language Teaching (CLT) is considered a revolutionary way of teaching since the 70s until nowadays.

This approach is considered as the most natural and “authentic” one based as it premises that a means of communication can only be learned by using for this purpose. Historians have found evidence that second language teaching and its pedagogical ways were “authentic in spirit”, for example, in the colonist periods. In Roman and Egyptian empires, for instance, language was usually acquired in non-classroom situations and without specifically prepared language materials. Native speakers (usually Greek-speaking tutors or slaves) were the ones who taught these new languages in the Roman empire (Titone, 1968, p.6). Thus, Roman education was bilingual from infancy just by the usage of what we know nowadays as “authentic materials” with authentic situations and natural ways of teaching. Thus, it is said that language acquisition in the Roman empire was “communicative in purpose and authentic in execution” (Mishan, 2005).

The communicative philosophy took itself a major role in the seventies. Effective communication was the goal, and it was through the communication using the language that the language was acquired. The idea of using “authentic texts and materials” represented the pivot of the Communicative methodology: learner engagement in genuinely communicative activities.

By the 80s, “Communicative” authentic materials and texts supposed the revolution and protagonist of every coursebook and syllabus. Communicative “templates” were even sometimes used just for no reason in class. Nevertheless, from the 80s until nowadays, the use of authentic texts in coursebooks has been really present and helped the pedagogist to return to the CLT “meaningful” roots.

2.2 Authenticity in materials-focused approaches

Authenticity in materials has a long history. Some precedents are found in 9th century England. At that time, Latin was the European language and in education, teachers tried also to introduce the Old English Anglo-Saxon in the education system. Thus, it has been proved that students were learning by translations made from King Alfred himself, using his authentic texts with authentic methods: “long stretches of text were read in what has been called a holistic reading for meaning approach” (Pugh 1996, p. 163).

In the 16th century, a more liberal application of authentic texts in language learning is seen in the method devised by Roger Ascham. He developed the “double translation method”; in which students translated the target language text into the mother tongue and retranslated the text into the target language. Using authentic texts from Cicero and important Roman imperialists, he taught not only the Latin language but also the culture to the pupils. Besides, the “inductive approach” was the basis of teaching in 1899, by Henry Sweet. With the “inventional method”, he taught grammar by appropriate paradigmatic authentic texts.

The great advantage of natural, idiomatic texts over artificial ‘methods’ or ‘series’ is that they do justice to every feature of the language [...] The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential. (UEFAP, 2013)

During the twentieth century, the “New Method” (1950s) and “Audiolingual method” took a protagonist role, in which there were a “cult of materials”. Teachers focused more on the use of real materials but not in the real methodology.

But the peak of authenticity in materials was in 1970 as the debate between Chomsky and Hymes and the communicative competence. They debated the reintroduction of authentic texts which stands that the CLT were communicating rather than the linguistic form they illustrated. From the 70s until recent days, authentic texts and materials take importance in syllabus and texts books to boost communication and CLT in our actual classes.

2.3 Authenticity in Humanistic Approaches

Finally, authenticity is also found in what is called “humanistic approaches”. We are merely referring to those mechanistic teaching methods that practice the rote-learning. It is practiced since the 16th century with the learning process of Latin and Greek languages. Comenius, in *Orbis Sensualium Pictus* (1658) refers to “language use” instead of “language usage”. What he refers is that a language must be learned by an authentic method: learning the language by the natural usage and not repeating artificial grammatical rules (which can remind to the natural method). He advocated the “intuitive approach”, which used sensory experience. This approach defends language learning responding to visual stimuli, objects, and pictures and not to abstract grammatical rules. Thus, it is proved that since the beginning, linguistics prefers natural methods rather than artificial ones.

Neuro-Linguistic-Programming (NLP) arose in the mid-70s by Richard Bandler and John Grinder. The expansion of self-awareness is what is looked in this approach. They advocate for communication and fulfillment, which develop some areas of neurology, linguistics, and anthropology.

This approach is one of the most authentic in use and language acquisition because it aims to discover learner’s awareness to fulfill and discover their real potential at all. Thus, this approach could be seen as a contemporary way of teaching in which students “choose” what to learn according to their capacity and interests in a self-awareness way of teaching.

Continuing with the Communicative Language Teaching and moving to the “language teaching and learning”, the 90s culminate. The learner stands in the centre and domine the language learning process. Students take control and responsibility if his/her process. This is not an approach to learn but a condition that evolves the exposure to authentic texts. In this way, students are strictly motivated in their authentic interests in a real situation of the language that is learned just consulting authentic sources (Little, 1997, p.231).

This is lead until nowadays. Learner autonomy is seen as the evolution of the communicative environment boosted by the information and communication technology (ICT) that is seen nowadays in our schools. Learner’s autonomy can take an advantage of the communicative environment in which is developed and the technological stimuli and real texts and sources that students cope with.

To conclude this section, it has been more than proved that authenticity or “authentic” is not a cutting-edge term in the pedagogical field. It is found in a huge range of fields in the learning process and language acquisition. It has been proved since King Alfred for example and the use of authentic texts for teaching. Or even in

the 16th century with the authentic approaches of learning Latin. Not only in materials but in interaction with the communicative approaches in the mid-70s, they were conceived as an authentic way of interaction and language acquisition having authentic texts and situations as the central sources for autonomous learning practices.

Once that a general plan of authenticity and its background are given, within the next section we are going to focus simply on authentic materials, the cornerstone of this dissertation. As we have seen, authentic materials are not an up-to-date term and as we saw, it's been present since the very starting of authenticity itself. Several linguistics tried to administer a true definition of it. However, even in these days, it is an awfully disputable issue to outline and classify what authentic materials really are.

3. What does the term “authentic materials” mean?

For many teachers in EFL classes, the idea of using authentic materials as boosters and main teaching materials have been always appealing but, for most of them, they panic about the level of management that is needed to be implemented in a classroom and how or when to do so. In this day and age, there are several definitions of authenticity and authentic materials provided by institutions and linguistics.

Also, recognised institutions in the world of English language as Cambridge University Press stands positively for the use of authentic materials in EFL classes. They propose the definition for “authentic” as “reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility” (Landsford 2014).

In the same line, the California Adult Literacy Professional Development Project CALPRO (2007), defines these materials as print, video, and audio materials that students can encounter in their daily lives, which are not created for their use in the classroom, but they make such excellent learning tools just because its authenticity.

Furthermore, not only recognised institutions agree in their views, but well-known linguists and pedagogists also made their suggestions. According to Richards (2001), he defines authentic materials as the use of texts, photographs, videos, or other teaching resources that maybe, they were not produced with an educational purpose. Martínez (2002) states that are materials which are produced by native speakers with no teaching ending. Referring to Herod (2002) authentic activities and materials are designed just to imitate the real-world situations in a classroom.

To cut this long story short, the definitions above mentioned can lead us to a conclusion. Every institution and linguistic researcher agree that authentic materials

are the resources from the real English world, which was not made for pedagogical purposes, but teachers use them for teaching the real English out of adapted books in the EFL classroom. Thus and because of the new uses in the teaching field, new definitions have been suggested for this concept of authentic materials. It is not just a matter of who designs these materials or to whom they are addressed. In the pedagogical way, we are dealing with materials who can provide us content which language sounds authentic in part or in its entirety or whether students are approaching to real situations of the language. For these reasons, we cannot merely define this concept as resources with native speakers as main target.

As far as I am concerned and in my own teaching experience, authentic materials have been always used in class. In fact, I dare say that it is now becoming a trend. With the rise of streaming video platforms and the use of social networks and Information Communication technology (ICT classes), the new generations of teachers and learners have developed a real approach to written or visual materials in real version. Thus, it is the real necessity they have to understand and process all this information in their entourage.

But how are materials classified? What is considered as authentic? In the next section, all answers will be found to respond to the questions wondered.

4. Differences in material selection: non-authentic, simulated authentic materials, and authentic materials.

As it has been discussed during previous sections, the communicative approach has been widely replacing to ancient ones. It advocates for a real approach to the usage of the target language in real contexts. Thus, teachers should pay extreme attention concerning to texts and materials selection. The main sources for building their CLT seminars, have been the use of authentic texts and materials but, not all of them distinguish the different sources. For this reason, it is needed to categorise and meet the different characteristics of each categorisation.

4.1 Non-authentic materials

In language teaching, a non-authentic material is the one who is specifically written for language students. Despite the common origin with the authentic ones, these have been previously modified by the teacher. Some of them, focus on the contents that instructor wants to teach. Some clues are given in order to quickly recognise these kinds of works:

- Speakers use an artificial language. The usage of formal language and faultless grammatical sentences are present in all conversation. A real situation with native speakers will be completely different and even more if we are dealing with oral contexts.

- Unvaried language. According to the previous modifications, this language is usually focus on the structures and vocabulary that the instructor wants to teach
- The main purpose is to isolate specifical fragments of language so that students can concentrate on it.



Figure 1. Non-authentic text from a textbook working with describing adjectives and adverbs of degree¹.

Some of the advantages for using them is that they are considered more suitable for learners. Sometimes, authentic texts (whose characteristics will be developed later in this section) are too complex for them and difficult to be understood. Despite that, non-authentic materials tend to be unnatural because of the disparity from reality. Thus, some linguistics as Brosnan, et al. (1984) defend that learners should be exposed to different grammatical structures and vocabulary in order to cope with the variety of the real language (as cited in Oura, 2001).

4.2 Simulated authentic material

Regarding to Harmer's (2011) specifically prepared for English students and similar to the "non authentic" ones, these materials are focused on students needs adapting and simulating real conversations and contexts in written and spoken English.

¹ Retrieved from: Mcmillan English Hub B1 Iberia Edition (2019), by Daniel Brayshaw and Jon Hird. ISBN-10: 1380034531

They are adapted to the student's need, but the main difference is that they do not sacrifice the feel of the language. Therefore, it is suggested that material intended to encourage the acquisition of acquired skills should at least mimic authenticity. The need to control language at lower levels should not be used as an excuse for extreme hypocrisy.

An example of simulated materials could be a conversation for B1 learners proposed by British Council for improving Speaking skills²:

Transcript:

Station manager: Good afternoon. How can I help you?

Makayla: Hello ... Erm ... yes. I've just missed my train!

Station manager: Ah. Where are you going?

Makayla: To Manchester.

Station manager: Ah yes. That was the 16:20.

Makayla: What time's the next one?

Station manager: Let's see. The next train to Manchester leaves at 17:15 from platform 2.

Makayla: 17:15 ... so that's quarter past five ... platform 2. What time does it get to Manchester?

Station manager: At 18:30.

Makayla: Half past six ... erm ... Can I use the same ticket?

Station manager: Just a moment, please. Can I see your ticket?

Makayla: Yes, here you are.

Station manager: Ah, sorry, no ... You can't use this ticket on the 17:15 train.

Makayla: Really? Why not?

Station manager: This ticket is valid on trains before 5 and after 7 o'clock. During rush hour tickets are more expensive.

Makayla: Oh ... do I have to buy another ticket?

Station manager: Yes, well, I can change your old ticket for a new ticket. Your ticket cost £7.50 and the new ticket is £11.00. So you just pay the difference, which is £3.50.

Makayla: Ah, OK, erm ... What platform is it from?

Station manager: Platform 2. Just over there, on the other side.

Makayla: OK, thanks. Bye.

Station manager: All right. Bye bye!

² Full example retrieved from: <https://learnenglishteens.britishcouncil.org/skills/speaking/intermediate-b1-speaking/problems-train-station>

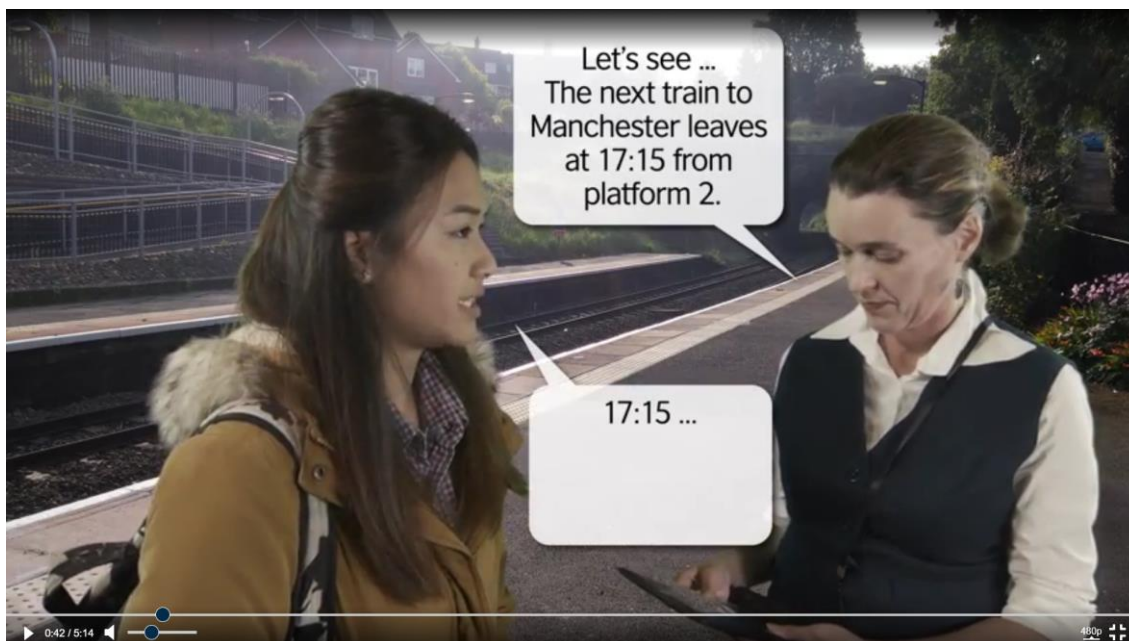


Figure 2. Screenshot from the simulated audio-visual material proposed by British Council Official webpage for B1 Learners.

4.3 Authentic materials

As previously discussed in the definitions of authentic materials, they are designed for native speakers: “real” texts not designed for language students, but for native speakers of the target language (Harmer, 1991, p. 185-88).

But is not merely based on who or to whom they are designed but on whether the language could give an authentic situation of it to the students. For this reason, a theatre program, a TV show or a newspaper’s article could be defined as authentic material and despite the lack of division in levels, some of them are more difficult to understand than others.

The teacher might encounter with a huge variety of source. With the main purpose of establishing an order among them, it is the classification of Mochón Ronda (2005) that is going to be followed in this section. He categorises four types of authentic materials (p.8):

1. Real materials in images:
 - a. Fixed images: Photos, graphics, signs, pictures, maps...
 - b. Filmic real materials: Films, advertising spots...
2. Real written materials: novels, poems, press articles, recipes, tickets...
3. Real audio materials: Songs, radio programs...
4. Daily routine objects

Thanks to these materials and sources with an extralinguistic objective that perfectly reflects the linguistic environment, the learner is exposed not only to the real linguistic vocabulary and structures but to the real linguistic community, identifying, meeting, and understanding the social context of the language. Thus, they are considered as a valued tool for teaching and an excellent way to bring the student closer to the language culture. The teacher is capable to introduce cultural elements in the foreign language teaching classes.

What makes distinctive a real material from others is:

- They are not created for pedagogical purposes, but they should be suitable in pedagogical contexts.
- They should reflect a real linguistic usage in different scenarios.
- They are usually related with actual topics and problematics in sociocultural contexts.
- They reflect the culture's reality
- They show in a synchronous state that a language is merely the mirror of a certain epoche, place or intentionality, etc.
- They should be utterly linked to learner's interests.
- According to Mochón Ronda (2005) these materials shouldn't be manipulated or transformed because of its possibly lack of authenticity and veracity.

An example of an authentic materials with a pedagogical input could be the guide of how to read a train ticket proposed by the National Rail (UK) in its official webpage³:

³ Retrieved from: https://www.nationalrail.co.uk/times_fares/ticket_types/144168.aspx

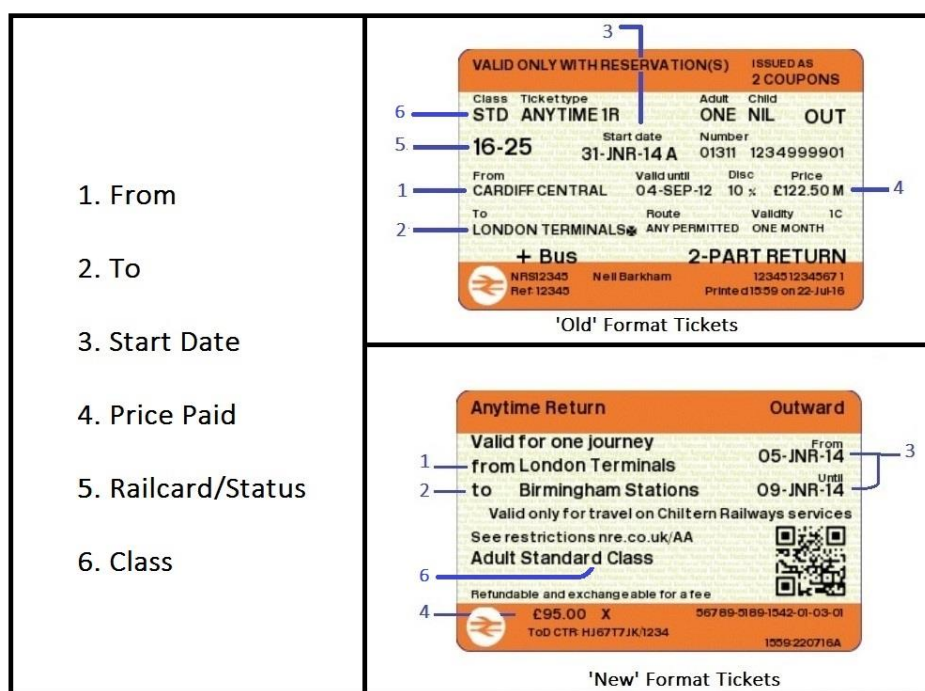


Figure 3. Example of authentic material: A train ticket and how to read it.

Therefore, if a teacher wants to develop a class with these sources, he/she should well know the differences among them. Thus, if authentic materials want to be used, the educator must well know the main characteristics and manipulation of them. For this reason, in the next section some pieces of advice will be given; not only how to choose them but to introduce these materials in an EFL classroom.

5. Authentic Materials in the EFL classroom

As it has been mentioned during this master's dissertation, authentic materials are usually used in CLT classrooms. According to Larsen-Freeman (2000) students usually experience an authentic closer approach to the language by listening and acquitting the target language not only in class but even, out of it (p.129). Thus, authentic materials let students and teachers cooperate and interact in context and for their own sake and interests.

Therefore, the use of these real sources could be appealing and suitable for a huge range of levels, from beginners to the most advanced ones. They offer the linguistic content that is requested to students and also, give a huge cultural content and realistic that students love, increasing their motivation and practical use out of class.

But despite the range of advantages, authentic materials also have some pitfalls and difficulties (see section number 7). What is more than obvious is that the sources should always fit to the curricular objectives and must be appropriate to achieve the

objectives and contents proposed in the pedagogical frame. Accordingly, to fit the class needs, some previous steps should be taken into consideration.

5.1. Selection Criteria

First and foremost, an intensive analysis plan should be contemplated considering the level of the learners, the skills to practice, its appealing and presentation, adequation to the curricular contents, the communicative situations offered, the level and age range of the students, their need and interests, etc. It is *de rigueur* that the materials should also fit to students' interests to boost their motivation and attractiveness but, at the same time, it is indispensable to fulfil and develop the competences proposed. To choose the different sources it is the prescriptions of Andrijević (2010, p.160) the ones proposed to be followed :

1. To respect the characteristics of the group and to be extremely aware of its level and skills. It is also coeval to require a didactic plan in order to achieve the learners' goals and curricular objectives.
1. To make a previous analysis of the group and its objectives, stablishing didactic goals and skills to practice.
2. Keep in mind all the pedagogical objectives; what do we want to teach, what do we want them to learn and how do they practice with materials (Mochón Ronda, 2005,p.71)
3. To analyse all linguistic aspects of the materials and its presentation way.
4. Let students to participate and cooperate in material's selection. Thus, it could be an excellent way to engage learners in its learning process as well as increasing their motivation and acquisition.
5. Make a good materials selection paying special attention to those intercultural ones. Hence, learners more sensitive to learn from other cultures and different points of view as well contrast different mentalities and opinions in order to understand and overcome not the cultural differences but also, the world around them.
6. Take the easiness of the material into account. It is important to well known the materials in order to utilise all its possibilities for didactic objectives and competences. It is not a matter of being interesting or not. The material should present some learning stimuli.

Bear all these points mentioned in mind, the teacher is ready to implement these sources in class.

5.2 Didactic implementation of the materials in EFL class

In this section of the master's dissertation, it has been discussed that authentic materials could be suitable to every language level and age only if the teacher is aware of its didactic selection criteria. Once that all previous stages are contemplated, this is the time to make them real in the class frame.

If the teacher wants to make use of authentic materials, as it has been more than said, the CLT approach and its communicative tasks are the best to engage every person in class. Thereupon, the task-based method could be a good example of engagement and appealing. They are oriented to interaction and implication from students because of its direct objectives. Real tasks are also having a main role in the class dynamic because of their motivation and practical nature. Learners can put in practice all the four skills (Reading, writing, listening and speaking) but with a ludic aspect and trying to link the activities in class with their personal aspects out of it.

As every class plan, a warm-up is more than recommendable. It has to be timed and communicative: solving questions, checking last day's contents, or maybe analysing the linguistics, sociocultural and grammatical difficulties that the teacher consider to be a handicap to the learners in order to use the documents and sources that are going to be exposed in the session of the day.

According to Berardo (2006), to cope with the complexity of authentic materials, they can be modified in order to approach them more to the student. They could be simplified in the linguistic aspect (by eliminating words or complex grammatical structures); in the cognitive one (learner's interests age or education) and psychologic one. Nevertheless, the teacher should be careful in terms of adapting because he/she could take the risk to eliminate the authenticity of the material by removing some natural discursive aspects. Thus, the activities should be focused on the communicative activities in class but, they should never be deeply adjusted in order not to lose the authenticity. In the next section, some guidelines will be introduced to readapt the authentic sources without risking their authenticity.

6. Techniques to adapt the Authentic Materials for class

Valdeón (1995) propose that "focus on authentic material and the various processes that it can undergo to be adapted to suit the needs of our students" (p.234).

One concept that we should bear in mind is that one of the purposes of authentic materials is to individualize the sources to respond to students' needs and focus to one or more aspects of the language. As follows and discussed in the last section, there are some reasons proposed by Valdeón (1995 p.234 -235) which clarify why it may be decided to adapt some materials before their use (but not changed in order not to lose authenticity):

- To clarify grammar points that does not correspond to the level of the class.
- To provide further examples to the original text that might be helpful to learner's comprehension despite the number of examples and structures that the source present
- To avoid some grammatical points if we might pay more attention to use the material as a starting point to debate or introduce new vocabulary.
- The vocabulary is too complex or there are too many unknown words.
- To change the register of the sources, maybe because of the students are not too familiarized with it.
- The text might offend the students.

Once that the main reasons are put on the table, the same author carries out with the ways these materials can be adapted to suit student's needs: adding, deleting, modifying, simplifying, and reordering

1. Adding: Whether we want our students to work with some grammatical structures, vocabulary or pairs that are not found in their language and the authentic material we want to use does not provide enough examples, we can cater the source with further examples of any of these linguistic exponents.
2. Deleting: It could be possible that some structures or vocabulary could be harsh for the learners so that, we might opt for deleting them. Nevertheless, it is recommendable that despite this fact, the text maintains its original character, tone, and spiritedness.
3. Modifying: Two are the main techniques to modify a text: rewriting and restructuring it. Furthermore, we can also adapt a material for our students reading it aloud or for us, dictating the material to our students whether we want them to practice certain features.
4. Simplifying: It is the technique of simplifying one of the most useful ones but, it can lead to distortion of the natural speech or written English if we are not extremely careful with grammar or other aspects of the speech. Simplification is mainly used to written materials rather than audio-visual ones and affects the sentence structure, lexical and grammatical structures. As mentioned before, all of these processes must be meticulously realized so, we do not turn authentic materials into artificial language.

Thenceforward, treating authentic materials is delicate, in the next section some tips are going to be treated in order to teach the four skills with authentic materials and other issues.

7. Teaching the 4 Skills in English.

As an introduction, we are going to retake the idea of teaching levels. Despite the wrong conception of the concept, it has been more than discussed that authentic materials are more suitable for upper levels than for starters. Organisation such as British Council propose some materials and previous teaching techniques for each stage: Lower levels, more intermediate levels and higher ones.

- Lower levels: leaflets, timetables, menus, Tv or video advertising and short films or podcasts are suitable for these learners. Nevertheless, it is so important to pre-teach key vocabulary in order not to have a simple and relatively undemanding activity.
- Intermediate levels: longer articles, five-minute TV radio reports, whole TV programmes... Again, it is important to pre-teach but students in this case should be able to deal with unknown vocabulary to some extent.
- Higher levels: anything is suitable. An advanced learner should be able to deal with new vocabulary and structures without panicking but, it is always useful for the teacher to have some definitions and structures prepared.

Taking everything into account, it is now the time to prescribe and give some examples and tips about how to work with the different skills in EFL classes with some examples:

7.1 Reading

In terms of teaching reading with authentic materials, it is important to incorporate reading materials that appeals to students' interests and encourage further reading and research or reading for pleasure. Bringing newspapers or magazines to class is more visually attractive than photocopies because is something different and more accessible for them in real life. By reading, they will not improve their fluency and language level but also, self confidence in the language. But as mentioned in this dissertation, in order not to lose control of the reading and keep using authentic texts, there are some ways to work with these real materials by keeping their authenticity. In this master's dissertation we propose to work with authentic written pieces by text related tasks in three basic types:

- *Pre-reading*: suitable to test or compensate the linguistic/socio-cultural contents of the text used and to activate the existing schemata.
- *While-reading*: to encourage the readers to be flexible, active participant and to promote a dialogue between the reader and the writer.

- *Post-reading*: Comprehension questions that follow a text; used to understand. Sometimes this is fixed with a good brainstorming or collaborative diagram.

Instead of simplifying the language, it is much better to propose these complementary tasks and activities in order to approach these materials to the learners. Reviewing new vocabulary before reading, skimming to get the main idea, or scanning for specific information before the reading are good proposals for it.

Nonetheless, it is important to be cognizant of the idea of also using an authentic reading execution. Students also need to feel the authenticity and purpose of the materials used; the reading purpose, the type of text and why people normally read. The finality of reading also plays an important role to define the appropriate approach for reading comprehension.

7.2 Writing

Conceiving to teaching writing, there are two main concepts to be taught that should be considered to previously know: teaching writing skills for academic purposes or operational purposes.

If the teacher decides to work with the first purpose mentioned, the former should fit to the appropriate language and requirements of a school, university certificate or workplace contexts. Thus, the kinds of writings and sources that the teacher should deal with, might be associated with the purpose of expository, argumentative and descriptive essays. Moreover, if the instructor opts for the second purpose, functional writing is more associated with letters, memoranda, directories, signs, manuals, forms, recipes and minutes.

What is clear for both writing categories is to make the learner clear to basic concepts: *purpose* and *audience* to choose the form and language that may best fit to each kind of composition. In this paper, some approaches will be proposed to introduce the last purpose with authentic materials (which is the most common in EFL classes).

A first approach to a kind of writing format could be done by using the textbooks and syllabus they usually use in class. By a communicative consciousness-activity, learners could discuss about the format, structure or lexico-grammatical features; the writer and the intended audience and the context in question. The aim of this pre-activity is to establish the basis of the main task to be developed.

Afterwards, the teacher divides the class into small groups (3-4 students per group) and assign to each one several copies of authentic texts (newspapers, magazines) with the same format and writing structures that are being discussed in the session. The teacher could then ask them to identify the features from the authentic

materials following the steps and framework before given in the pre-activity. Thus, a collaborative guide-report is completed according to an authentic text with its real use.

Thirdly, the instructor might engage students in discussion sessions in which each group can share their findings. As a brainstorming, they complete their own guides in order to be put in practice in their personal compositions. Some of the questions to guide the common sharing ideas could be:

- What features do the authentic texts have in common?
- Which features occur in some but not in all of them?
- Which similarities and differences do they have between the features of those in textbooks and the original ones?

Finally, the teacher could manage different writing ideas: Organizing a common corpus of all the features, writing their own compositions and compare them with the real ones, etc.

As Firth (1957) and Lewis (1997) have argued, language use is routine. For this reason, language used in functional writing is a compilation of a huge number of linguistic features that are modified and readapted in everyday situations.

7.3 Listening

The use of authentic materials in EFL classrooms for Listening teaching is for many reasons. On the one hand, learners (specially in intermediate and advanced levels) should experience a real English listening activity. Sometimes, adapted syllabus present a lack of this realism: exaggerated intonation, lack of proper English structures and also, speeches in formulated materials tends to be steady rather than varied as a native speech. Furthermore, pronunciation could suppose unrealistic in designed syllabus as well as vocabulary differences. Thus, authentic materials for developing listening skills should be boosted in our classes. In this paper, there are some activities which are proposed:

- **Public announcements.** They are usually recorded with different sounds or input texts that could benefit and challenge the students. Even they could use this language in context to record their own a listening announcement of a bus or a plane and design their own authentic materials for the rest of the class. As always, a previous contextualization by the instructor should be encouraged in order to prepare the learners to the activities proposed (communicative or not) according to the hearing
- **Weather Forecast.** Specially for lower levels, weather forecast could be a good tool in order to have an approach to authentic materials in class. It challenges the learners to understand listening context with (or without

for upper learners) visual clues. Furthermore, this topic would be even related with other vocabulary ones such as pieces of clothing and what to wear, for example.

- **Songs and audio-visual material.** Two cutting-edge proposals for young and adult learners and one of the most appealing activities. With all the streaming platforms we have in our daily lives, songs, films and series are one of the best to engage students. Using lyrics or even some film scripts, students are able to do activities such as filling the blanks or identifying special idiomatic vocabulary and grammar structure. Songs and short pieces of films could be played again, and more opportunities could be given to sing or to perform alone.
- **Radio commercials.** They are used for a variety of listening activities. They also are even more useful if they are done by local and nonprofessional radio personalities. By them, we will expose students to pronunciation, intonation and speed. Some activities like information matching or writing down particular information could be developed.
- **Conversations.** Audio-visual or non-visual materials could fit in these types of listening activities. People talking at the same time in a cafeteria, in a party or even a short video of a film they may like with more people around could be good examples. As a previous brainstorming, student should be asked by the topic of the different situations and then, proceed with some questions about the situations "What did they say?". By this way, students will be exposed to varieties in style, linguistic backgrounds and cultural contexts and challenge them to complete missing information in the conversations and situations.

7.4 Speaking. The use of podcasts for improving speaking skills.

It is widely known that there are a lot of problems that teachers must cope with when formers want to teach and develop student's speaking skills, not only in beginners but also in advanced ones. Usually, beginners find difficulties in vocabulary and grammar knowledge but on the contrary, the advanced ones present a lack in critical thinking.

Afriyasanti (2011) identifies three main factors why students are unwilling to practice their oral English. The first is a cultural factor. Learners have a misconception on their role in the EFL class. They assume their role as students to keep in silence and listen to the teacher's explanations. They tend to keep their learning problems instead of asking teacher's assistance. The second one is a linguistic factor. It refers to word

choice, spelling and verb tenses. The third refers with their ability to communicate with others using English language to communicate; not only in class but also out of it.

Thus, authentic materials can be extremely helpful in order to fix these inherent communicate problems. If students are approached to the sources and materials that appeals to their interests, it is easier for them to practice these skills and podcasts could be a good option.

A podcast is an audio/video file uploaded to a website and users can watch in streaming or download in order to be listened. Kavaliauskienė (2008) defends those podcasts gave to language teachers numerous materials for teaching not only with speaking exercises but also boosting their grammatical, vocabulary or listening acquisition among others.

As every authentic material, they should be explained and contextualized in class so that the instructor, should act as a mediator and facilitator to the students. The teacher can directly make questions in an oral way in order to make them talk and discuss about the ideas of the recording. Then, the class could be split in pairs and couples will start listening to the podcast and analysing it. The teacher could give a list of questions in order to be discussed by them and guide them in the self-communicative activity. After that, all couples will discuss the answers found in their questions by sharing the ideas. Thus, we will make learners to communicate and use English to exchange their own ideas.

But also, authentic materials could be implemented outside the classroom. The teacher could assign to make a presentation of the topic they may like by listening to a podcast by reading transcripts and analysing the vocabulary and expressions used in these recorded conversations, students will acquire a vocabulary knowledge that must be used in their presentations. We will be not only improving their speaking and fluency skills but also their own resources to cope with cultural and oral situations.

But everything that glitters is not gold. Despite the huge number of advantages that authentic materials have in order to achieve teachers and student's goals in the classroom, they have also some disadvantages. Thus, both sides will be treated in the next and last section before the theoretical conclusions of this dissertation paper.

8. Assets and pitfalls of using Authentic Materials.

Through this master's final project, it has been proved that authentic materials are beneficial and appealing to every kind of learners group and levels. It has been discussed that all of them are used to teach every of the four common skills as well as other side ones such as grammar and vocabulary (which are intrinsically taught and learnt in all the skills). But as almost everything in life, authentic materials have

also lights, and shades. Thus, the assets and pitfalls of this subject of study are going to be developed in this section.

On the one hand and according to the advantages, it could be firstly highlighted that students are constantly exposed to real discourses in videos, texts or other authentic platforms. They are extremely motivated because the teacher should propose sources that appeals to the group so that, they are able to discover the practicality of the language; not only as a learning tool in class, but to communicate and to be linked to what they love. Furthermore, thanks to authentic materials, learners may also be aware not only of the cultural entourage of the language they are learning but even also, of their own one.

Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities. (Sanderson, 1999).

It is also remarkable that as a main difference with texts books, authentic materials are not limited in units or in specific purposes. Depend on the task proposed, they are free to be used for many purposes such as improving different skills with the same authentic source. For instance, they could give a positive sense of self-achievement by treating authentic brochures of England and be able to make a real trip plan:

Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words). (Martínez 2002)

Finally, and related to their adaptability, reading for pleasure could be boosted among students because they are likely to present topics that are related to students' appeals and even more if they have the opportunity to propose the topics to be used in class.

On the other hand, it is undoubtedly that despite the willingness and excitement that students could present, there are some problems and difficulties that must be faced. Almost every researcher agrees with authentic materials that they could be too culturally biased and difficult to be understood if the student or the instructor is not familiar with the language community. "Authentic materials may be too culturally biased or too difficult to understand outside the language community thereby making them inaccessible to beginners or elementary learners" (Berardo, 2006 p. 64).

Thus, there are too many headlines, signs or adverts that may require a proper and huge knowledge of the cultural background. In terms of contents, instructors also cope with some troubles. The vocabulary in authentic materials might not be interesting or too difficult to the immediate necessities of the class. In the same complexity line, a great variety of accents could be present in the visual/audio sources which make them difficult to understand and put in practice. Furthermore, grammatical structures are mixed and lower levels may take a long time untangling the authentic pieces. Finally, and according to planning, teachers may take too much time preparation in order to make materials as accessible as possible and to fit to class learning needs.

Considering the assets and pitfalls of using authentic materials, there comes the questions of when and how authentic materials should be used in class. According to all cites and research it has been proven that are several ways to overcome the disadvantages that are present in these sources without losing their authenticity. All points considered in the part I of this mater's dissertation, a general conclusion could be drawn before the practical implementation in part II.

9. Conclusions

Having dealt with the theoretical framework and taking into account all the applications of authentic materials in class, some conclusions must be drawn.

First of all, it has been proved that authentic material has been always a hot topic in terms of language teaching and acquisition. Language is a miracle of society, and it improves and develop at the same time that society does. That is why, the globalisation, the importance of languages (and English in this case) as a key to communicate has put in demand some communicative needs that must be treated since the beginning in schools. Furthermore, the rise of streaming platforms and games and the early access that people have to them creates the necessity to understand and comprehend real problems for real needs. And authentic materials in the EFL classrooms are a good tool to solve it.

Secondly, although authentic materials could turn into one of the most appealing to be used in classes in order to appeals to everyone's interest and motivation, is also a double-edged weapon. Teachers should be extremely careful when planning. To use authentic tools, instructors must have a deep cultural knowledge as well as teaching techniques to adapt their materials and without losing authenticity. Educators should be really fond of the topic proposed to classes and they should also be aware of the mechanisms to put tasks in practice.

As far as the lesson plan is concerned , even though it is not carried in a High School (since is still a didactic proposal), some convincing and mind-blowing conclusions could be drawn.

First and foremost, I truly believe that this didactic unit is going to be crucial as well as outrageous for these teenagers. The topics of diversity, inclusion and anti-bullying plans are subjects which are usually treated in other fields out of English classes. Furthermore, treating this topic since an LGTB's perspective, will be a challenge for every students, taking into account that is a different way to check previous contents that has been taught during all the four previous years in High school. In these days, teenagers at these age ranges are becoming more familiar with LGTB referents and role models not only in social media but also in other fields such as audio-visual productions. For this reason, teachers must educate these future generations from a respectful and inclusive' s perspective.

Next, the 1st grade of Upper Secondary Education (1º de Bachillerato) is framed in a B1 level. At this level, students are able to understand complex texts from everyday life as well as treating with different texts for their own sake. For this reason, it is so attractive for educators to use authentic materials at these levels but at the same time, assuming all the risks.

In a nutshell, taking every single fully developed aspect into consideration and bearing in mind the Spanish curriculum for 1st of Bachillerato and the Andalusian legislation and convivence's programs, talking about bullying or inclusivity from different perspectives should be taken into account when planning, altogether with other relevant approaches/ such as cooperative learning, flipped classroom and task-based approach, to name but a few.

PART II: DIDACTIC UNIT: YOU BETTER WORK!

1. Introduction

Having dealt with the theoretical framework of the project, a straightforward lesson plan will be developed by using the techniques and ways to implement authentic materials in English sessions. To do so, every detail will be depicted from general aspects to the sessions themselves. Eventually, a grand finale will be given to this part showing the materials and resources of every single task or activity carried out in the upcoming sessions.

In a globalized world in which Internet and communication is accessible to everyone, people (specially teenagers) are continually bombarded with different ideas, information and other referents. We are dealing with teenagers of 1st Upper Secondary Education (Bachillerato), a complicated age range to cope with because of their lack of maturity and their willingness of their independence. Thus, these ages are decisive in terms of decisions and self-recognition that will be crucial for their close future.

We are living in a society in which extreme ideas are taking a main role and education in diversity and new regulations are becoming a hot potato. Concurrently, LGTBfobia and bullying cases are upraising in these last days. As far as I am concerned, it is the teacher's task to guide them in the field of inclusion, diversity and self-acceptance in their vulnerable age range.

According to the blog *Healthychildren.org* from the American Academy ⁴ of Pediatrics, the age range between 14-17 (medium adolescence), The majority of teenagers are being interested in romantic relationships as well as getting into know and accept their gender's identity and orientation. Sadly, that might be the reason why in consonance with the "*Observatorio Español contra la LGTBfobia*"⁵, 50 teenagers commit suicide in Spain every year and other 950 try to do it. The causes are mainly because of bullying at schools and also, it might have been the reason of the recent attempts to LGTB and murders to teenagers that have been caused in Spain in the last month.

The High school in which this Didactic Unit is proposed takes part in the regional Andalusian plan of "Centros Escuela: Espacio de Paz", which defends the inclusion, diversity, respect, equality and social democracy in schools among others. Furthermore, this institution takes actively part in the regional plan "Convivencia Positiva (Convivencia+)", retrieved in the regional order 11th April, 2011 in the BOJA,

⁴ Retrieved from: <https://www.healthychildren.org/Spanish/ages-stages/teen/Paginas/Stages-of-Adolescence.aspx>

⁵ Retrieved from: https://www.lasexta.com/noticias/sociedad/alarmantes-tasas-suicidio-lgbti-espana-casi-jovenes-quitan-vida-cada-ano-950-intentan_2016091057d420120cf2d961f2d443fd.html

nº85 from 3rd, of May, 2011. Thus, this didactic unit is intended to contribute to promote these positive values of anti-bullying, respect and minorities inclusion among students, especially these teenagers.

In this unit and according to the month of October as the month of the LGBTIQ+ history, students will be proposed to learn and understand this part of the diversity and inclusion from an LGBTIQ+ perspective, having an approach to the American LGBTIQ+ historical movements in the last century. Thanks to this general overview, students will be more sensitive to the beginnings of these social movements as well as checking perfectly some grammatical tenses that they have been studying during all their academic years: past simple vs past continuous and past tenses in general.

Not only will they be immersed in past tenses but also in an attempt to be free secure and share ideas, they will be guided to use and learn the structures to give opinions and compare pictures and situations. All contents mentioned will be used in everyday activities expressing their opinions and dealing with authentic materials from the historical events.

Last but not least, despite the communicativeness intention that this didactic unit will pursue, students will reflect their opinions in “opinion essays” as well as presenting group posters as a final task from important LGBT personalities of the moment. They will have a full approach not only to the American social history, but to the one in their entourage and to themselves. They will be capable to be democratic and to take action in a world which is sometimes challenging for them.

2. General aspects

LEVEL	1 st year of Upper Secondary Education (Bachillerato)
TOPIC	American LGBTIQ+ history and sociocultural movements at last XX century decades
SEQUENCING	1 st term
SESSIONS	6 Sessions (Mid-October/1 st week of November)
FINAL TASK	Talking about an important referent's life in the American LGBT sociocultural movements history. Create a poster in order to be hanged up in the school in a “Diversity point”.

3. Contextualization

The institution that has been selected for the development of this didactic unit has been IES Ategua in Castro del Río (Córdoba). It is a bilingual high school with multidisciplinary projects in collaboration with the French department. Besides, this secondary school embraces students from close villages such as Nueva Carteya and Espejo in their Bachillerato period, with the similar characteristics.

According to the social background, it is remarkable to mention that 7.881 inhabitants live there and the main economic source of the village is the olive oil production so that we are dealing with students who have a rural and a labour background and middle-class families.

Nevertheless, this lesson plan is proposed for students in their 1st year of Upper Secondary Education (Bachillerato) with some specific characteristics in the students:

Number of students in class	25
Number of boys	10
Number of girls	15
Students with special needs	Two fast finishers Three slow learners One Attention-Deficit/Hyperactivity Disorder (ADHD)

4. Integrated didactic unit.

DIDACTIC OBJECTIVES	- To recognize and use the vocabulary to express someone's opinion to controversial topics - To express oneself and interact telling stories by narrating past events using past tenses in a comprehensible and appropriate manner. - To be able to understand and meet slang language appropriate from an specific American cultures and social movements. - To understand general and specific oral/written information in different texts and communicative situations.
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	- To be able to express and defend ideas and opinions appropriately and comprehensively in a written way.
STAGE OBJECTIVES	According to the Article 25 established in the Royal Decree 1105/2014, students will work in some skills and competences that allow them to: a) Acquire the appropriate moral values within the rules prescribed by the Spanish Constitution, as well as within the Human Rights in order to foster a fair, equal and democratic society. b) Reach a personal and social maturity which allows student to act in a responsible and autonomous way, as well as to develop their critical thinking in order to solve personal family and social conflicts peacefully. c) Foster equal rights and opportunities between genders, critically analyse violence against women and reject any discrimination towards any person independently of their personal or social condition, focusing on disabled people. d) Strengthen reading and studying habits in order to make the most of their learning and personal development. e) Master their oral and written expression in Spanish and English language. f) Express themselves in one or more foreign language with fluency and accurately. g) Use the ICTs with solvency and in a responsible way. h) Know and critically value the different realities of the modern world, their historical background and the main causes for their development. Mutually participate in the development and improvement of the social environment. i) Have access to the main scientific and technological fields in order to master the basic knowledge in the chosen modality. j) Foster the entrepreneurship through creative attitudes, flexibility, initiatives, teamwork, self-confidence and critical thinking. k) Develop artistic and literary skills, as well as cultural

	enrichment. l) Improve personal and social development through sport and physical education. m) Be responsible committed to road safety.
FOREIGN LANGUAGE OBJECTIVES	According to the Regional Government of Andalusia Order of 14 July 2016 for the Post-Obligatory Secondary Education stage, students aged between 15 and 18 may develop the following objectives: - Listen to and understand English oral texts about diverse topics which belong to different genres and have different registers. - Produce English oral expressions which are grammatically correct and have textual consistency adapting them to the appropriate genre or register. - Read and understand English written texts with different topics, genres and registers. - Write English texts which are grammatically correct and have textual consistency adapting them to the appropriate genre or register. - Take an interest in the English lexicon and learn it in order to produce oral and written expressions of high quality, textual consistency and social adequacy. - Value the importance of the morpho-syntactic structures of language, learn and apply them consciously in order to self-assess and contribute with increasing autonomy to the formal correction of oral or written texts. - Be aware of the elements involved in the production of vocal sounds to imitate the native pronunciation of some standard variety of the English language. - Learn the main locations, cities, geographical features, currencies, units of measures and historical and cultural facts and figures of the countries where English is the official language. - Read and learn the most representative English literary works in order to enjoy them and to learn about their

	authors and their cultural and social contexts. - Learn the names, preferences and ideological trends of the main English mass media, in order to be up to date with international events analysing them critically. - Listen to music, sing, watch films, play games and enjoy the passive or active use of English participating in activities with native speakers such as cultural trips or events; or failing that, through television, cinema, theatre or the use of new technologies. - Use the English language in order to be able to participate in different speech acts, meet native speakers and new friends, promote the historical heritage of Spain and Andalusia, avoid and solve conflicts and have ideas and behaviours that foster peace, mutual understanding and joy. - Use the English language for personal enjoyment and to be trained by finding out, communicating or disseminating information applicable to the academic, professional or other field in various paper or digital formats about any field of knowledge. - Value the people linked to the learning process of the foreign language: native speakers, students of the language, authors and teachers.
EVALUATION CRITERIA	a) Whether or not the student writes, in paper or electronically, brief and simple texts, and with a clear structure about historical topics or personal interests. b) Whether or not the student carries out the demanding functions by the communicative purpose, making use of the most common exponents. c) Whether or not the student knows and uses a lexical oral repertoire to communicate information. d) Whether or not the student pronounces and intonates in a clear and comprehensible way. e) Whether or not the student knows and uses a written lexical repertoire to communicate information, opinions, etc...
	- The student is able to reproduce a brief text of a given topic

ASSESSABLE LEARNING STANDARDS	- The student organizes a text with a clear structure. - The student is able to interact with another person about a given topic - The student can express his/her opinion about a certain topic of their interests. - The student puts into practice what s/he has learnt. - The learner uses the vocabulary seen so far in any field related to American LGTB historical movements. - The student is able to use the correct pronunciation depending on the comparative. - The student knows how to produce the pronunciation of past tenses and past participle sounds. - The student is able to use some kind of rhythm, fluency and intonation. - The student is able to distinguish among the different ways of forming the comparative and superlative. - The student knows when he has to use the different comparatives and superlatives.
KEY COMPETENCES	1. Competence in linguistic communication (CCL) 2. Digital Competence (DC) 3. Learning to Learn (L2L) 4. Social and Civic Competence (SCC) 5. Sense of Initiative and Entrepreneurship(SIE) 6. Cultural Awareness and Expression (CAE)

5. Legal framework.

According to the Legal framework, this didactic unit is going to be based in the sources shown in the following chart:

LEGAL FRAMEWORK
• Instructions of 8 March 2017 from the Regional Government of Andalusia Directorate

- General for Participation and Equity in which attention to the diversity of students enrolled in Andalusian state Secondary Schools is regulated.
- Regional Government of Andalusia decree 110/2016 of 14 June in which the ordinance and curriculum for the Post-Compulsory Secondary Education stage are established.
- Regional Government of Andalusia Order of 14 July 2016 in which the basic curriculum for the Post Compulsory Secondary Education stages and the evaluation process is established.
- Spanish Ministry of Education and Vocational Training Royal decree 1105/2014, of 26 in which the basic curriculum for the Compulsory and Post- Compulsory Secondary Education stages are established.
- Spanish Ministry of Education and Vocational Training Organic Law 8/2013, of 9 December on the Improvement of Quality in Education.
- Common European Framework of Reference for Languages (CEFR), <https://www.coe.int/en/web/common-european-framework-reference-languages> and <https://rm.coe.int/1680459f97>
- Regional Government of Andalusia Order of 11th of April 2011 which regulates the participation of the educational institutions in the Andalusian Network “Escuela: Espacio de Paz” (School: Space for Peace) and the procedure to request recognition as “Centros Promotres de Convivencia Positiva” (Positive Coexistence Promoting Centers) Coexistence+.

6. Contents

Regarding the contents of the didactic unit, some exponents should be taken into account:

CONTENTS	
LINGUISTIC EXPONENTS	SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS
Reading the core of the didactic unit, different linguistic exponents will be crucial to achieve the communicative functions. Thus, the exponents are: • Comparatives and superlative degree in adjectives. • Pronunciation of the past simple and past participle endings of the	Regarding the cornerstone of the didactic unit, students will be highly in touch with contents that regard multiculturality, interculturality and diversity. Student will have an approach to 21st century problems having an important changing role in society. They can learn about the past in the present

verbs (-ed): /d/, /t/, /id/. • Past simple vs past continuous tenses. • Vocabulary: Language to express someone's opinions.	and they would be able to put in other's shoes. They may learn some aspects such as social movements and minorities that contemplates equality and important referents that were in shadows.
COMPREHENSION AND PRODUCTION STRATEGIES	COMMUNICATIVE FUNCTIONS
Thanks to the Communicative approach as the cornerstone in this lesson plan, students will be constantly speaking and understanding oral text. They will be given the opportunity to answer comprehension questions through reading and listening. Furthermore, learners will be able to express their own opinions in a clear cohesive way, using some structures and expressions learnt in this didactic unit.	Regarding the linguistic exponents previously stated, students will be able to give their own opinions about the world in which they are involved. They will discuss such as equality, diversity and inclusion as well as participate in topics which are on demand nowadays thanks to the use of vocabulary expressions to give opinions. In addition, thanks to the past simple and comparatives, they will compare the inclusion and society 50 years ago and now.

7. Cross-curricular and interdisciplinary aspects

As far as the cross-curricular elements are concerned, we have considered a couple of them. The former deals with ethical values. It was chosen since, in this didactic unit, American LGBTB sociocultural movements and its polemical issues will be developed through itself. Every single person should be aware about this hot potato and why it is important not to prejudge, bully or leave aside without knowing all backgrounds and history. Nowadays, a lot of xenophobia, homophobia or LGBTBPhobia events are appearing and teenagers are sensitive to perceive some dangerous role models which may affect their values such as respect, diversity or inclusion in schools.

The latter covers tolerance and peace issue. It is well known that everyone should take a tolerant position against other cultures and ways of living. However, it is also known that nowadays and according to some extremist and wrong ideas that are relevant these days, resulting in swear words and non-respecting or even rejecting the people next to just because of different sexual condition, sexual identity or race. That is why tolerance and peace is an essential cross-curricular issue, considering teachers must teach them how to behave in front of other cultures, people thoughts and languages.

Regarding the interdisciplinary aspects, there are some of them that have been considered.

The first one regards history. This lesson plan is fundamentally based in the history and backgrounds of the Ballroom subculture, developed between end of the 60s and 90s. Students are able to experience an approach to the EEUU's history in a social frame. Not only students will experience in first person authentic texts and materials related to this but also they would research about past referents and movements in the past to understand the social issues in the actuality.

The second one regards music. Intrinsically in the Ballroom subculture, Vogue has been considered as the soundtrack of the period. Students will better get into know this movement and its importance and they would be able to link its influences with other movements and musical expressions in our days.

The third one and in a smaller place, some aspects regarding natural science will be discussed. In last sessions, topics as HIV and AIDS will be treated and also, learners will cope with medical aspects. They will have a general knowledge about this disease and the consequences of the stigma that the queer and LGTB collective had been suffering with the past of years.

Last but not least, computer science will be also treated in our lesson plans. Since students will be working with some ICTs (Kahoot, Canva, Powepoint...), CS (Computer science) teacher may give as a hand in development of the contents in the lesson plan such as choosing the best tools to prepare activities and also guiding the learners with the most suitable ICTs to prepare posters or presentations.

8. Attention to diversity

This is a general overview to some extra activities for the different kind of students in class. Nevertheless, every activity performed in class and its adaptation will be fully detailed in the charts of the didactic unit if it is needed to do so.

1. Extension for fast finishers: Students will play a board game in which they will have to make comparative/superlative sentences so as to continue the game.
2. Reinforcement activities for slow learners: Students will watch a video in which they will have to answer some questions about the formation of comparative and superlative adjectives.
3. ADHD Students: Exercises based on comparative and superlative forms will be presented in memory cards. Students should not only study the structures by the memory cards made by the teacher but they will have to create their own ones. Furthermore, printed

exercises to identify irregular verbs will be presented in a word search.

9 Lesson plan: step-by-step account

This is the didactic unit that is proposed for this mater's dissertation. All materials used in class, personal works and links to all of them are shown in the next section "materials", fully detailed session by session.

SESSION 1: LEGENDARY CHILDREN Category is Ballroom culture in the 80s, Vogue and POSE				TEMPORALIZATION		55'
Activity	Time	Group	Description	Skills	Attention to diversity	Materials
Warm-up	5'	Whole Group (WG)	In an oral activity, the teacher will write in the whiteboard some previous questions such as: What is diversity? What is inclusion? What are rights? What are respect others? Then, he/she will present the project "Escuela Espacio de Paz" in which the High School is involved. Teacher will let the students the opportunity to express themselves and share their thoughts with the group as well as having a view to the legal framework and rules in which their high school is collaborating with.		-	Whiteboard

			Vocabulary pill: What is Legendary Children? Everyday a “Ball culture” word will be explained in order to have a better approach to this American social movement.			
Introduction: Bamboozle. What do you know about Balls and LGTB community?	10'	WG	In a brainstorming and group activity, students will test themselves by a bamboozle. They will get into know about basic terms and concepts regarding LGTB community in order to understand the topic of the whole didactic unit and guarantying their true inclusion and respect.	 	-	Digital board
Reading Comprehension. How Ballroom houses and Voguing were created? The backgrounds	20'	Individual Work (IW)	Divided in groups of 5 peoples, Students will read about history of balls and voguing taken from a real article from History blogspot. Some groups will have just the balls history and and the others will just have some voguing questions. They will need each other to explain their reading in order to complete their answers from both texts.	   	-	Worksheets

History of voguing: Narrative tenses (past simple video eddpuzzle)	5'	WG	Students will get into know about the history of voguing as an expression. While listening, they should answers some questions about voguing and about past tenses and narrative tenses		-	Computers, Digital Board
Listening into grammar: Past progressive vs past simple	5'	WG	Students will get into known with The TVseries POSE which will be the one recommended. Students will be asked about the past progressive as a “checking” and introduction to their personal works from previous courses.		-	Digital Board, computers
Houses information and members inscriptions to our Balls (see materials session 1)	5'	Group work (GW)	Some posters created by the teacher will be presented to the students. In it, it will be shown the detailed information of the groups of work (that for us, would be “houses” as in Ballroom culture). While completing, the teacher will be explaining that they are going to		-	Posters

			be the “inscriptions” to the ball with “trophies” as awards for each “category” (each session). By this, learners would be immerse in the world of ball culture and voguing as well as more sensitive and motivated to be in other’s shoes.			
Final task explanation	5’	Whole group	The teacher will explain the final project of the unit. For this project students will be divided in 5 groups (houses) and each group will represent an important LGTB personality. The aim of this project is that students should create a poster talking about their importance and what did they do in order to fight against inequality and inclusion. They will have to defend their work in class in the last session of the unit. Once the teacher has explained what the students have to do, she/he will provide them with an		-	Classroom

			example.			
<u>Personal work:</u> As a flipped classroom exercise, each house will watch some videos with the theory PAST SIMPLE VS PAST PROGRESSIVE together and will discuss the theory so that, in the next classroom some of the volunteers will explain the tenses and theory to the rest of the class.						

SESSION 2: STONE WALK! Category is: Stonewall Riots				TEMPORALIZATION		(50'- 55')
Activity	Time	Group	Description	Skills	Attention to diversity	Materials
Warm up: What do you remember from balls and voguing?	5'	WG	Discussion about the vocabulary pill of the day. Being helped by the worksheets and information provided in the before session, students from each "house" will start saying sentences in past simple and past continuous regarding voguing and ball culture's history. One member of each group will be writing down their sentences in order to identify the past tenses.		ADHD Students will be the one who will be writing down all the sentences as well as sharing and explaining them to the rest of the class	Whiteboard, notebooks
Tenses explanation by the houses	15'	WG	As a brainstorming, the teacher will start asking about the theory and learners will be explaining the grammar contents among them. While explaining, the teacher will keep collecting the ideas they are giving and giving examples so that, they can have their "general" notes from class		ADHD Students will be the speakers of the group who will mainly share their "grammar explanation"	Whiteboard

Introduction of the topic: Stonewall Powerpoint. Comparatives and superlatives	15'	WG	This activity has two parts: <i>"What were they doing?"</i> Authentic images will be displayed in the digital whiteboard. Several slides with authentic pictures will be presented from the Stonewall riots. Students should start making suppositions and sentences using past continuous and past simple by the teacher guidelines: <i>What were they doing? How did they look like? etc.</i> On the other hand, the teacher will display an LGTB protest from 2021 with a similar scenario. Students must think and discuss the two situations by questions from the teacher: <i>Did it change? What were they asking? Is it inclusion? Was the situation different from now?</i>		-	Whiteboard, Digital board, Power Point
Reading and speaking. Getting into know to Stonewall's society. Gallery work	25'	IW	The class will be divided by houses and each house will have some gap fills questions. Students should look for some information in the texts that will be stucked on the walls of the class to complete an own timeline. All the		ADHD learners would be the leaders of the exercise by filling all the questions.	Worksheets

			sources are authentic and adapted to pedagogical purposes. The team with more correct responses and better performed in today's lesson will receive the trophy of today's category.			
<u>Personal work:</u> They should ask to some questions in an interactive video talking about comparatives and superlatives.						

SESSION 3: "OLD WAY" Category is: Important people & referents in Stonewall. The revolution to freedom.				TEMPORALIZATION		(50' - 55')
Activity	Time	Group	Description	Skills	Attention to diversity	Materials
Talking with students: Introduction to the new topic and checking contents from the day before	5'	WG	Discussion about the vocabulary pill of the day. As a checking exercise, the class will start by checking some historical facts from last day's session about Stonewall. Some pictures about Marsha P. Johnson or Sylvia Riviera will be shown to be compared. The teacher will start also introducing these two important personalities which influenced in the American LGTB history and why are we going to study them.		Slow learners: the teacher will fully explain all comparatives and superlative structures while people are doing other individuals activities in class	Digital board
Brainstorming. "How to express someone's opinion"	10'	WG	In a speaking activity, students will start discussing and proposing some vocabulary expressions about expressing opinions. The teacher will be copying all the structures suggested and he/she		-	Whiteboard

			will add other ones to complete the list. They could benefit from having their own class notes and vocabulary.			
Listening. The beginnings of Sylvia Rivera and Marsha P. Johnson	15'	IW	They are going to listen and watch a video about Marsha P. Johnson and Sylvia Rivera and their importance in Stonewall Riots. Using an authentic spot from the American TV Channel: "Comedy Central", they will fill in a worksheet with some questions about the video. Then, it will be checked by the whole group	   	ADHD students will be evaluated with oral questions about the video being the same as in the worksheet or easier ones. Same process for slow learners.	Worksheet, Digital board
	20'	GW WG	According to the houses proposed the first day, they are going to work in groups. They should prepare opinion arguments for the questions.		-	Classroom

Guided debate			<i>Were the acts of Marsha P. Johnson and Sylvia Rivera justified?</i> Some of the groups will agree and others, will disagree. They will need to use past tenses as well as the opinion structures that have been proposed at the beginning of the class. The winners in the debate, will be rewarded with the trophy of the day			
Writing explanation	5'	IW	The teacher will propose a writing to do "opinion essay". They should do the composition giving their personal opinion of the debate developed in class using all the grammar and structures learned. This writing will be handed in to the teacher in session 5 and corrections will be handed out in session 6		-	Classroom
<u>Personal work:</u> According to this worksheet (https://es.liveworksheets.com/rl1568823cs), people should check how to structure the opinion essay for next class. They must watch the video, plan their ideas, and try to define a concrete structure in a theoretical way in order to be explained to others in the next session.						

SESSION 4: “OTA” Category is: LGTB Equality. From assimilation to “Coming out”.				TEMPORALIZATION		(50’- 55’)
Activity	Time	Group	Description	Skills	Attention to diversity	Materials
Warm-up: Checking their personal work from the previous session.	5’	WG	The whole group will start by correcting the worksheet from the last session. Students will discuss about the structure of the opinion essay and their arguments for and against. The teacher will be collecting all the ideas and corrections in the whiteboard.	  	-	Whiteboard, worksheets
Power point discussion	10’	WG	What is the International “coming out day”? Students will watch a power point presentation with a video that they will discuss. The teacher will start asking questions by its importance and more discussion questions to express their opinions. Furthermore, students will be exposed to some audio-visual material according to the topic about American celebrities coming out and its revolution. All the activities will be a	  	-	Digital Board

			guided discussion by the teacher.			
Interaction activity. Put In my shoes!	20'	GW	In their houses, students would recreate a “coming out” situation. Some “coming out prompts” will be displayed in the digital board. By houses, students will discuss preparing their arguments and script in order to be represented as a role play in the front of the class.		-	Notebooks, classroom
Discussion	5'	WG	Exchanging opinions about the situation they have just lived.		-	Classroom
Kahoot: “International Coming out day facts”	10'		Students will be involved in a Kahoot exercise in order to check the contents of the day. The winner team, will get the trophy of the day.		-	Digital board, phones/tablets/computers
<u>Personal work:</u> Bring to original pictures that you will find on Internet about HIV and AIDS American revolution in the 80s. Prepare arguments to compare and contextualize the pictures using the past tenses.						

SESSION 5: CHOP //THE QUEER FLU Category is: HIV and AIDS Issues				TEMPORALIZATION		(50' - 55')
Activity	Time	Group	Description	Skills	Attention to diversity	Materials
Teacher's introduction. HIV & AIDS International day	10'	WG	Explanation of the vocabulary pill of the day. Then, the power point talking about the HIV day will be displayed and all the videos will be discussed in group.	  	-	Digital board
Warm up: Comparing pictures and self-contextualizing. Checking their personal work.	10'	WG	Students will introduce the class by the researches they have made. In front of the class, they will be told to compare the pictures researched as well as talking about the contextualization for them. Thus, they will keep on using not only the comparative and superlative structures, but also opinion structures and the grammar of the unit.	  	-	Digital board, pictures/ posters, etc.

Comparing Keith Haring's pictures	5'	IW WG	Two different pictures from the artist Keith Haring will be displayed in the digital board. Learners must think a question according to the message that the pictures bring to them. Then, students will share their questions and ideas in a whole group activity.		-	Digital board, notebooks
Video activity. Ronald Reagan Administration at AIDS administration and deaths.	5'	IW WG	Students will watch the first two minutes of a video from a press conference to the president at the time Ronald Reagan. Students will copy the following questions in their notebooks in order to take notes from the video and to be discussed after it: <i>What was the attitude of the US government during this time? Why? Can you make any connections to today?</i>		-	Digital board
Order the timeline	20'		Each group will receive an envelope with some facts about the timeline of AIDS in USA and some dates. In a chronological		-	Worksheets, Envelopes

			way, students must order all the historical facts by reading the prompts. After ordering, they should think about the question: <i>What do you find surprising, interesting, or troubling? Why?</i> The teacher with the rest of the groups will discuss about it.			
Exit ticket	5'		Students will answer to the questions: - What did you learn about the HIV pandemic and its stigma? Did you find similarities with the COVID one? - What do you want to learn more about the topic? - What did you like the most in all sessions? - What will you change?		-	Notebooks

SESSION 6: FINAL BALL. SERVE YOUR BEST POSE Category is: LGTB movements presentations.					TEMPORALIZATION		(50' - 55')
Activity	Time	Group	Description	Skills	Attention to diversity	Materials	
Spot the mistakes	15'	WG	From the essays that the students made, the teacher will select the most common mistakes in all of them. In class, students will be divided into their houses. The teacher will present the sentences with the mistakes one by one. After each sentence the teacher will let the groups discuss the mistake for 1 minute. Then each group has to write the sentence in the way they think the sentence is correct. The group that gets the right answer will gain one point. When the teacher presents all the examples, the groups will count their point and the one that gets more will gain a stamp for their passport.		-	Personal writings, whiteboard	

Project's Presentations	45'	5 houses. (5 students per house)	This is the main part of the sessions. Each group has to go to the front of the class in order and present their posters. The teacher will evaluate them using a rubric (see ins instruments of evaluation). The rest of the group will also evaluate their classmates while listening using "the bull's eye evaluation" (see in instruments of evaluation 12.2 Bull's Eye).		-	Digital board, posters or whatever is needed
Houses posters	5'	IW	As a self-evaluation activity, students will be proposed to complete an exit general form which will be in their initial "house posters". They will do a self-evaluation in order to check their learning process, as well as evaluating the teacher and proposing new materials and suggestions to the teacher for future groups. Furthermore, students will discover the "winners" of the whole sessions		-	House posters

			and the winner of the balls.			
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10. Evaluation tools and marking criteria

10.1 Evaluation percentages

Final Project	50%
Participation	20%
Tasks and Homework	10%
Writing Production	20%

10.2 House Posters and Trophies

“House posters” will be evaluated in the percentage of “Participation”. The students with more trophies will have extra points in that part.

HOUSE NAME:

HOUSE MEMBERS:

- MOTHER/FATHER (SPOKESPERSON)
- GROWN CHILD 1 (SECRETARY)
- GROWN CHILD 2 (SECRETARY)
- CHILD (MODERATOR)
- LIL BABY (DISTRIBUTOR)

CATEGORIES:

SESSION 1. LEGENDARY CHILDREN
CATEGORY: BALLROOM CULTURE IN THE 80s, POSE AND VOGUING. THE CONCEPTS

SESSION 2. WALK! STONE WALK!
CATEGORY: STONEWALK RIOTS

SESSION 3 OLD WAY
CATEGORY: IMPORTANT PEOPLE AND REFERENTS IN LGTB MOVEMENTS.

SESSION 4. OTA
CATEGORY: LGTB EQUALITY. INTERNATIONAL "COMING OUT DAY"

SESSION 5. "CHOP // THE QUEER FLU"
CATEGORY: HIV AND AIDS ISSUES. AIDS INTERNATIONAL DAY

SESSION 6. "FINAL BALL. SERVE YOUR BEST POSE"
CATEGORY: FINAL TASKS PRESENTATIONS

10.3 Bull's Eye Evaluation

This worksheet will be given to the students during the session 6 in the final projects presentations in order to evaluate the rest of the groups that are presenting in the front of the class. Students have to color in a scale 1 (Poor) - 5 (Excellent) the level of:

1. Creativity
2. Grammar used
3. Vocabulary and Expression
4. Oral skills and presentation

Instrumento de Evaluación nº 1 (Diana)

C.E.Pr. Pablo de Olavide (Prado del Rey)

CEPr Pablo de Olavide (Prado del Rey- Cadiz)

Instrumento de Evaluación nº 1 (Diana)

Valora las distintas opciones y marca con un punto el nivel en el que te encuentras, siendo:

1- Nada de acuerdo
2- Algo de acuerdo
3- Bastante de acuerdo
4- Muy de acuerdo
5- Totalmente de acuerdo.

Source: CEPr Pablo de Olavide (Prado del Rey – Cádiz)

10.4 Rubrics

The rubrics will be followed by the teacher in order to set the evaluation criteria for final projects.

CATEGORY	Poor	Okay	Very Good	Excellent	Comments
Presentation	No pictures included but has a title. No Colour.	Has either pictures from the person.	Includes: pictures from the person and historical pictures. Both are colored	Includes: pictures from the person and historical pictures. Both are colored pictures from important events and remarkable facts.	

Contents coherence	Not all questions answered and/or Not much detail	All questions answered but not much detail	All questions answered in detail. Additional information included that is relevant to the topic	All questions answered in much detail. Additional information included that is relevant to the topic	
Language and Culture vocabulary	Not all questions answered and/or Noe much detail	All questions answered but not much detail	All questions answered in some detail. Additional information included that is relevant to the topic	All questions answered with much detail. Additional information included that is relevant to the topic	
Expressions to gove opinions and vocabulary learnt from LGTBIQ+ diversity	Not all questions answered and/or Noe much detail	All questions answered but not much detail	All questions answered in some detail. Additional information included that is relevant to the topic	All questions answered with much detail. Additional information included that is relevant to the topic	
Life's explanation	Some important facts are missing or repeat. Very little details.	Facts are slightly mentioned. Could have more detail.	Each fact is detailed with different references and opinions.	Each life's fact is very detailed with different opinions or additional materials.	
Spelling and Grammar of the unit	Full of spelling and grammar errors which make the book difficult to understand	Has not been edited for spelling or grammar but the meaning is still clear.	Has been edited for spelling and grammar. A few mistakes.	Clearly has been edited for spelling and grammar. No mistakes.	

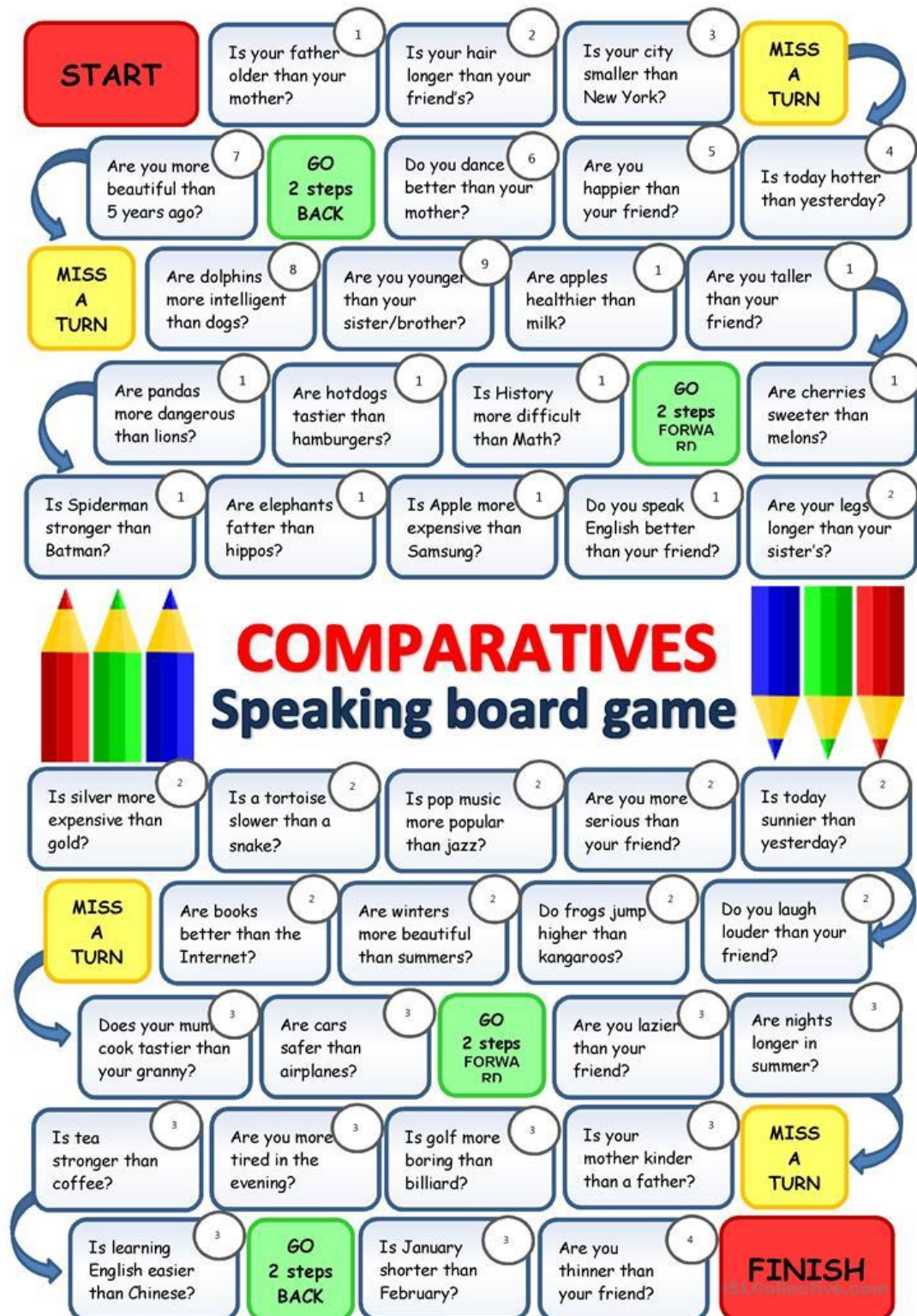
Creativity	No effort made to make the book creative	Little effort was made to make the book creative	Some effort was made to make the book creative Much effort was made to make the	Much effort was made to make the book creative	
Time Management	Time was not used well in class.	Time was used well occasionally	Time was used well in class but could have spent extra time at home.	Time was used well in class and extra time was used at home.	

11. Materials and resources

Attention to diversity. Extra activities

1. Fast finishers:

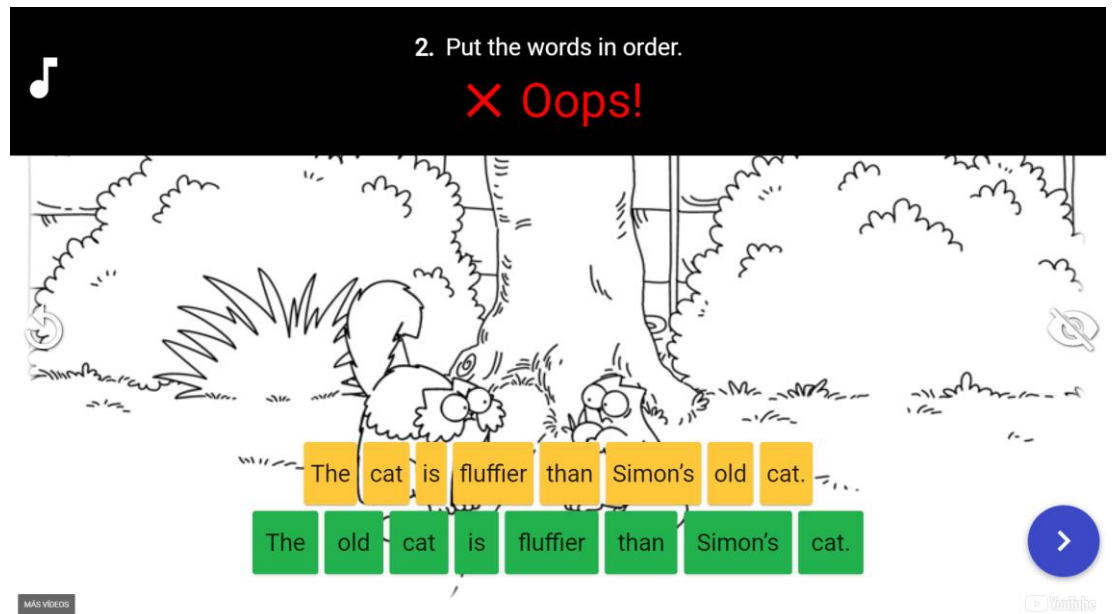
Board game about comparatives



Retrieved from: <https://en.islcollective.com/english-esl-worksheets/material-type/grammar-drills/comparatives-speaking-board-game/112450>

2. Slow learners:

Video about the comparatives and superlatives.



Retrieved from: <https://en.islcollective.com/video-lessons/simons-cat-borderline-comparisons>

3. ADHD learners

3.1 Memory cards to check comparatives and superlatives.



3.2 Word search to identify irregular verbs

IRREGULAR VERBS WORDSEARCH

FIND THE SIMPLE PAST OF THE FOLLOWING VERBS



DRINK



READ



EAT



BUY



TAKE



SWIM

A	R	M	O	J	P	F	B	U	A	E	S	A	W	O
L	J	M	D	G	I	R	M	Z	D	O	I	T	L	Q
S	K	H	I	M	F	W	E	N	T	C	E	Z	I	A
L	S	K	I	B	R	L	O	V	O	K	S	W	A	M
E	M	A	O	K	H	D	L	I	O	Y	E	W	K	Q
P	U	E	Q	U	D	R	K	G	K	X	L	S	A	M
T	H	E	H	I	A	A	K	P	L	E	U	P	B	R
J	I	K	M	I	O	N	E	A	H	U	K	O	H	E
Z	A	T	E	B	O	K	A	N	E	I	N	K	L	A
H	B	I	L	E	J	O	M	S	L	V	U	E	L	D
M	O	W	R	O	T	E	K	A	N	V	I	L	O	N
M	E	R	U	T	W	L	A	N	P	U	O	T	L	N
A	L	Z	A	U	E	L	G	G	N	E	B	I	C	W
D	A	U	M	D	I	R	E	O	L	M	G	A	V	E
E	A	B	O	U	G	H	T	X	Y	Z	E	M	U	L



MAKE



SLEEP



SPEAK



SING



WRITE



GIVE



SEE



GO

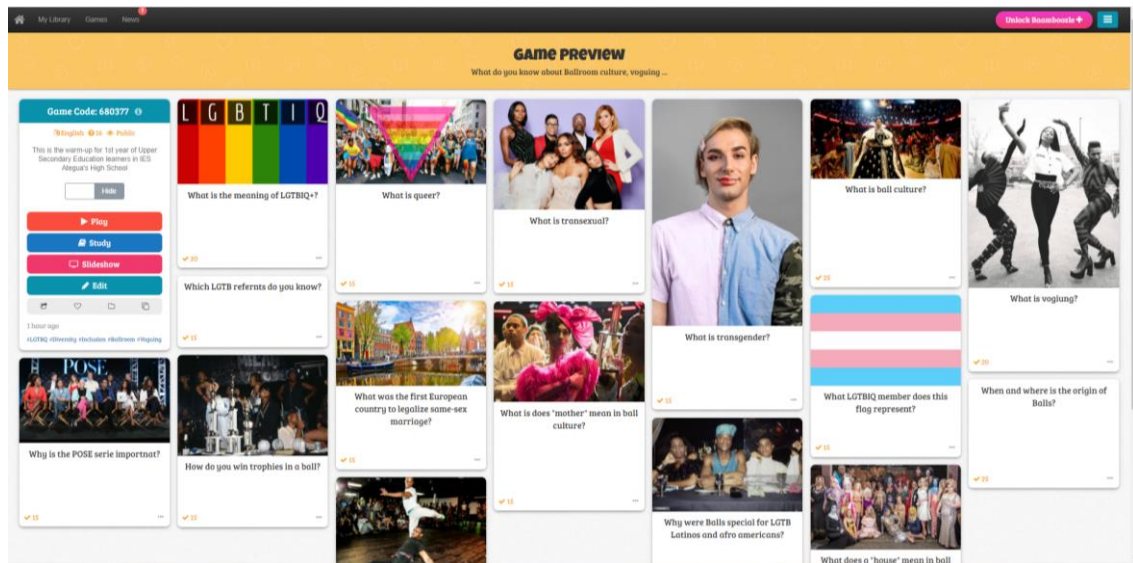
Retrieved from:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Irregular verbs/Irregular verbs wordsearch_xl11312jg](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Irregular_verbs/Irregular_verbs_wordsearch_xl11312jg)

Session 1.

1. Warm-up. What do you know about LGTBIQ+, ballroom subculture and voguing?

Link to bamboozle: <https://www.baamboozle.com/game/680377>



2. Reading Comprehension

History of Ballroom: The Birth of House Ballroom

From its inception, ballroom houses offered security for Black and Latinx queer, gay and trans people. These houses became more like families than teams, led by house “mothers” or house “fathers” to guide and groom their house “children” for the world.

“In ballroom, houses offer the primary infrastructure upon which the scene is built,” explains Glover. “It provides the basic kind of kinship structure, and also demonstrates alternative possibilities for what kinship can look like. Moving away from this reliance on one's biological family, and complicating ideas of a family of choice.”

Crystal and Lottie went on to host the first house ball in Harlem in the early 1970s, entitling it “Crystal & Lottie LaBeija presents the first annual House of LaBeija Ball.” The ball, designed exclusively for Black and Latinx trans, gay and queer people, was a success. The house ball and the House of Labeija inspired many other prominent figures in the ballroom world to create houses of their own throughout the 1970s and beyond.

“Other trans women—some of them would never call themselves trans—the Pepper LaBeija, the Dorian Corey... Houses begin to be named after these women,” says Michael Roberson, resident of the Center for Race, Religion and Economic Democracy (CRRED) and founder of the House of Marison-Margiela.

House ballroom further differentiated from drag balls in 1973, when Erskine Christian became the first gay man to compete, according to Roberson. This signified a shift from trans women and female-presenting people in house ballroom to the inclusion of gay men and male-presenting people in houses and house ballroom. “And you begin to see the shift again from mother-children to mother-father-children, so men begin to participate. And so, ballroom morphs from drag ball to a house ball,” Roberson says.

Instead of the pageant-style of competition in drag balls, house balls held competitions between houses by categories. Categories range from face (the judging of a house members’ beauty) to body (the appreciation of a house members’ curves), to runway, to performances including vogue.

History of Voguing: Voguing Begins as Pop Dip and Spin

Vogue is a type of improvisational dance inspired by the poses of models in fashion magazines. The dance style originated within the world of gay and trans Black people, but its exact origins remain unclear. According to Roberson, some believe that Paris Dupree—a pioneer in the house ballroom scene—created vogue, while others believe that it was created by a Black gay or trans person in the New York City jail complex at Rikers Island. Willi Ninja, another legendary member of the house ball community, has also been referred to as the “Godfather of Voguing.” Regardless of its creator, the art form had another name before it was called vogue.

“Really, vogue was called pop, dip and spin,” explains Roberson. “And it’s in relationship to break dancing. But when people who were double jointed, who were acrobatic, started putting that in their vogues, then they wanted to call it a new way of voguing, and call pop, dip and spin, old way.”

This “old way” of pop, dip and spin vogue dates back to the 1970s and 1980s. Then other elements of the dance were ushered in during the early 1990s, to form two new types of vogue dancing, called “new way” and “vogue fem.”

While new way is characterized by precise movement of the arms, wrists and hands, vogue fem is broken down into either fast, angular movements or much slower, sensual and deliberate movements. The five fundamental elements of vogue fem include hands, catwalk, duckwalk, spins and dips (which are often erroneously referred to as “shablams” or “death drops”) and floor performance, according to Glover.

Willi Ninja described voguing as a way of throwing shade, or criticizing, opponents on the dance floor, in the 1990 documentary “Paris is Burning.” But, beyond a dance style and competition, voguing came to represent much more.

“Voguing is very much about telling one’s story through movement... And that for me, because of who is doing it, is very much an act of resistance to an entire world

that not only tells us that our lives are devoid of meaning, but also tells us that we have nothing to contribute,” says Glover. “It’s a kind of resistance, an embodied kind of resistance, to these cultural messages. To say, ‘No, I have a story to tell, and my story is going to be so convincing, that in this particular atmosphere you’re going to be able to clearly understand what it is that I’m saying.’”

Source : <https://www.history.com/news/drag-balls-house-ballroom-voguing>

Questions: History of Ballroom. The Birth of House Ballroom

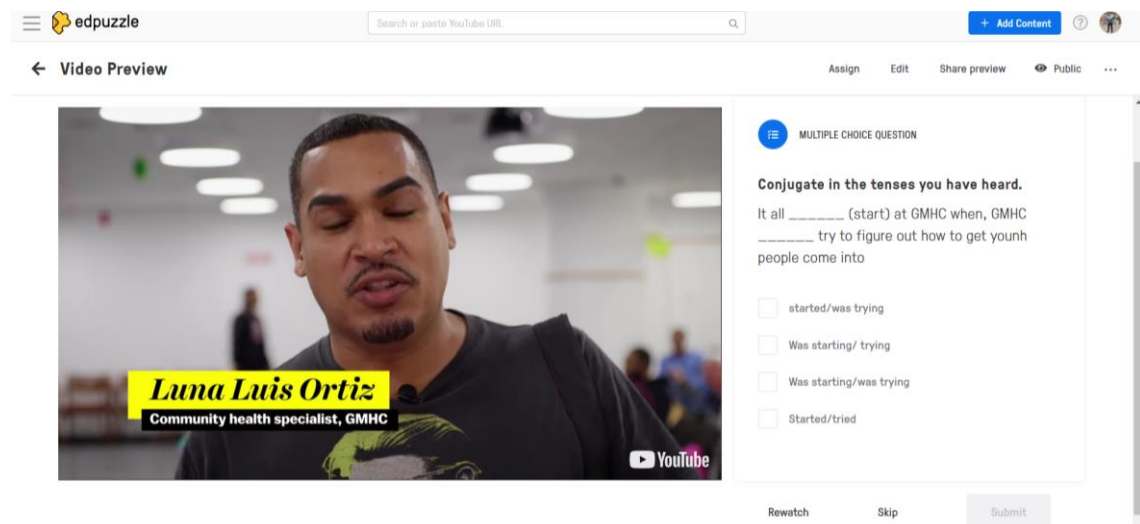
1. Why did “Houses” appear?
2. What are the members of a “House” in Ballroom culture?
3. Who hosted the first ball? In which year?
4. What does happen in Balls?

Questions: History of Voguing. Voguing begins as a pop dip and spin

1. What is Vogue?
2. Who is considered “the Godfather of Voguing”?
3. Cite 3 types of voguing and the apparition years
4. According to the text, what does the expression “dip and spin” mean?
5. Can you summarize Glover’s opinion about voguing?

3. History of Voguing. Eddpuzzle

Video link: <https://edpuzzle.com/media/615c319320eb6141a1cf912b>



The screenshot shows the Edpuzzle interface. On the left is a video player with a video of Luna Luis Ortiz, a community health specialist at GMHC. On the right is a multiple-choice question overlay. The question is: "Conjugate in the tenses you have heard. It all _____ (start) at GMHC when, GMHC _____ try to figure out how to get youn people come into". The options are: "started/was trying", "Was starting/ trying", "Was starting/was trying", and "Started/tried". The "Submit" button is at the bottom right of the question overlay.

4. Listening into grammar: Past simple vs past continuous interactive video

2. Where are they? Tap and correct the wrong word.

✓ Bingo!



They **were** (was) visiting the museum

Link: <https://en.islcollective.com/video-lessons/past-progressive-tense-sebastian-olivares>

5. Personal work: Past simple vs past progressive video

edpuzzle

Search or paste YouTube URL

+ Add Content

Video Preview

Edit Assign Copy Share preview

This is a preview. Your answers won't be saved.

MULTIPLE CHOICE QUESTION

What do you add to a regular verb to form the simple past?

☐ ing

☐ ed

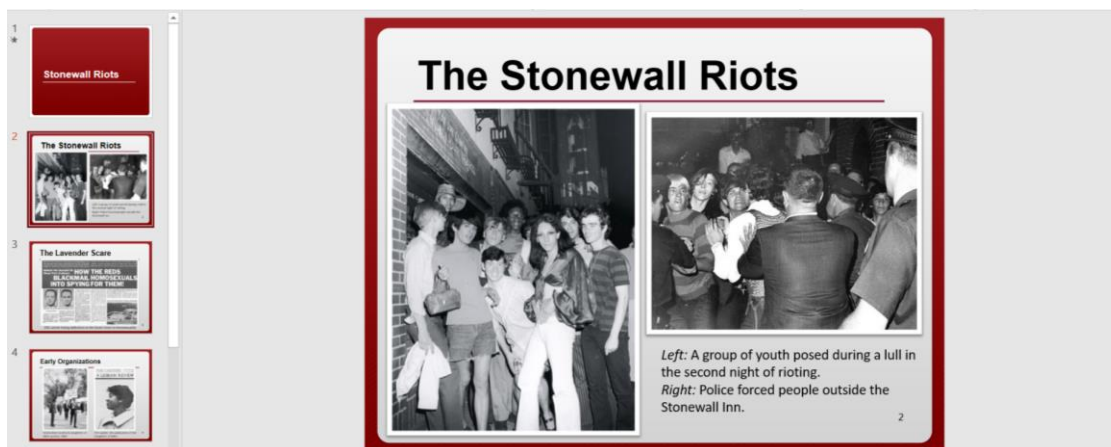
☐ s

Rewatch Skip Next question

Link: <https://edpuzzle.com/media/615a010c90f5814166c2cf7c>

Session 2

1. Introduction of the topic:



Power point link: <https://docs.google.com/presentation/d/119lDeXOzA--kNcbsEixPMrapdGpt6yr/edit?usp=sharing&oid=108629734652865152782&rtpof=true&sd=true>

2. Reading and speaking.

Document A: *New York Daily News* (Excerpt)

According to reports, the Stonewall Inn . . . was a **mecca** for the homosexual **element** in the **village** who wanted nothing but a private little place where they could **congregate**, drink, dance and do whatever little girls do when they get together.

Last Friday the privacy of the Stonewall was invaded by police from the First Division. It was a raid. They had a warrant. After two years, police said they had been informed that liquor was being served on the premises. Since the Stonewall was without a license, the place was being closed. It was the law. . . .

Two participants recently recalled the battle and issued a warning to the cops: "If they close up all the gay joints in this area, there is going to be all out war." Bruce and Nan: Both said they were refugees from Indiana and had come to New York where they could live together happily ever after. . . . "I'll bet you didn't see what they did to the Stonewall. Did the pigs tell you that they smashed everything in sight? Did you ask them why they stole money out of the cash register and then smashed it with a sledge hammer? Did you ask them why it took them two years to discover that the Stonewall didn't have a liquor license?" . . .

"They let us operate just as long as the payoff is regular," Nan said bitterly. "I believe they closed up the Stonewall because there was some trouble with the payoff to the cops. I think that's the real reason. It's a shame. It was such a lovely place. We never bothered anybody. Why couldn't they leave us alone?" . . . The men of the First Division were unable to find any humor in the situation, despite the comical overtones

of the raid. "They were throwing more than lace hankies," one inspector said. "I was almost decapitated by a slab of thick glass. It was thrown like a discus and just missed my throat by inches. The beer can didn't miss, though. It hit me right above the temple." Police also believe the club was operated by Mafia connected owners. The police did confiscate the Stonewall's cash register as proceeds from an illegal operation...

Source: Jerry Lisker, *The New York Daily News*, July 6, 1969.

Vocabulary
- mecca: a center; a place that attracts people of a particular group - element: a distinct group within a larger community - village: Greenwich Village, a neighborhood in New York City known as a center of counter-culture in the 1960s and 1970s - congregate: gather into a crowd; come together

Document B: Sylvia Rivera (Excerpt)

Born and raised in New York City, Sylvia Rivera participated in the Stonewall Riots as a teenager. Throughout her life, she fought for equal rights for LGBT people. This is an excerpt of a speech she gave at a meeting of the Latino Gay Men of New York, a community organization.

We were all involved in different struggles, including myself and many other transgender people. But in these struggles, in the civil rights movement, in the war movement, in the women's movement, we were still outcasts. The only reason they tolerated the transgender community in some of these movements was because we were gung-ho. . . . We had nothing to lose. . . .

We were all in the bar, having a good time. Lights flashed on, we knew what was coming; it's a raid. . . . The routine was that the cops get their payoff, they confiscate the liquor . . . a padlock would go on the door. What we did, back then, was disappear to a coffee shop or any place in the neighborhood for fifteen minutes. You come back, the Mafia was there cutting the padlock off, bringing in more liquor, and back to business as usual. . . .

The confrontation started outside by throwing change at the police. We started with the pennies, the nickels, the quarters, and the dimes. "Here's your payoff, you pigs!" . . .

Once word of mouth got around that the Stonewall had gotten raided, and that there's a confrontation going on, people came from the clubs. But we have to remember one thing: that it was not just the gay community and the street queens

that really escalated this riot; it was also the help of the many radical straight men and women that lived in the Village at that time, that knew the struggle of the gay community and the trans community. . . .

So then the tactical police force came and heads were being bashed left and right. But what I found very impressive that evening, was that the more that they beat us, the more we went back for. We were determined that evening that we were going to be a liberated, free community.

Source: Sylvia Rivera, speech to the Latino Gay Men of New York, June 2001. Reprinted in Centro Journal, Spring 2007.

Document C: Mattachine Society of New York Newsletter (Excerpt)

This is an excerpt from an article written by Dick Leitsch, a founder of the Mattachine Society of New York, an early gay rights organization. Leitsch wasn't present at the Stonewall Inn when the riot began, but he came to the scene when he heard a report of the conflict on the radio. C

Coming on the heels of the raids of the Snake Pit and the Sewer, and the closing of . . . other clubs, the Stonewall raid looked to many like part of an effort to close all gay bars and clubs in the Village. . . . Since 1965 the homosexual community of New York has been treated quite well by the City Administration. . . . Now we've walked in the open and know how pleasant it is to have self-respect and to be treated as citizens and human beings. . . . Efforts to force us back in the closet could be disastrous for all concerned.

The above, while a true evaluation of the situation, does not explain why the raid on the Stonewall caused such a strong reaction. . . . The answer lies, we believe, in the unique nature of the Stonewall. This club was more than a dance bar, more than just a gay gathering place. It catered largely to a group of people who are not welcome in, or cannot afford, other places of homosexual social gathering. The "drags" and the "queens," two groups which would find a chilly reception or a barred door at most of the other gay bars and clubs, formed the "regulars" at the Stonewall. To a large extent, the club was for them. . . .

Another group was even more dependent on the Stonewall: the very young homosexuals and those with no other homes. . . . There are hundreds of young homosexuals in New York who literally have no home. . . . They live in the streets, panhandling or shoplifting for the price of admission to the Stonewall. That was the one advantage to the place—for \$3.00 admission, one could stay inside, out of the winter's cold or the summer heat, all night long. . . . The Stonewall became "home" to these kids. When it was raided, they fought for it.

That, and the fact that they had nothing to lose other than the most tolerant and broadminded gay place in town, explains why the Stonewall riots were begun, led and spearheaded by “queens.”

Source: Dick Leitsch, “The Stonewall Riots: The Gay View,” from the Mattachine Society of New York Newsletter, August 1969.

Vocabulary

- | |
|--|
| <ul style="list-style-type: none">- drags: a term used at the time to describe men who dressed in women’s clothing, often as part of a performance- queens: a term used at the time to describe transgender women- broadminded: open-minded |
|--|

Document D: *The Ladder* (Excerpt)

This is an excerpt of an article that appeared in The Ladder, which was the first nationally distributed lesbian magazine in the United States.

Gay power—social and political power for homosexuals—has become a reality in New York, with the **inadvertent** help of the Police Department. At about 2 A.M. late Saturday night of June 29, the police raided the Stonewall Inn. . . . They had previously closed . . . gay bars within the territory of the Sixth Precinct; but this was the first raid during peak hours, when the bar was jammed.

The raid touched off a riot by approximately 400 homosexual men and women, who yelled “gay power” and threw pennies, garbage and even uprooted parking meters at the police. . . . Both the Mattachine Society of New York and the **Homophile Youth Movement** began leafleting the Village in order to organize protests against the conditions which sparked the riots. . . .

CORRUPTION IN THE BARS. It is generally believed that the gay bars in New York City are controlled by the Mafia, in cooperation with the police. Reputable leaders of the gay community stated as much in private during the days following the riots . . . However, no solid evidence has yet been presented in court.

It is also generally believed that in order to obtain a liquor license from the State Authority, a bribe ranging from \$10,000 to \$30,000 must be paid... Since the SLA refuses to issue licenses to gay bars, these bars are generally run without licensing . . . and are therefore a perfectly legitimate target of police raids.

During ordinary times, the police have allowed these bars to operate, overlooking violations in return for a percentage of the take. During election years, these bars become the target for raids and round-ups of homosexuals.

The raids in the Sixth Precinct are believed to have been triggered off by the presence of a new captain, who wishes to make his reputation as a “law-andorder” man during a conservative year by “cleaning up the Village.”

Source: “Gay Power in New York City,” The Ladder, October-November 1969.

Vocabulary

- **inadvertent:** unintentional
- **Homophile Youth Movement:** an early gay rights organization

QUESTIONS ABOUT DOCUMENT A

1. According to the individuals interviewed in this article, what was the real reason the police raided the Stonewall Inn?
2. How might this help to explain what caused the riots?

QUESTIONS ABOUT DOCUMENT B

1. According to this document, which groups of people helped to escalate the riots? Why did these groups become involved?
2. How is this account similar to Document A?
3. How is different?
4. Is this a reliable source? Why?

QUESTIONS ABOUT DOCUMENT C

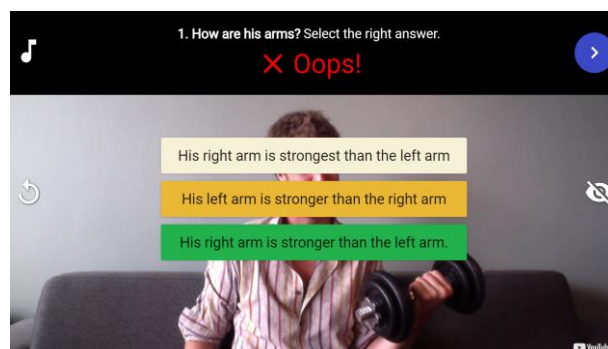
1. According to this document, which groups of people had strong attachments to the Stonewall Inn?
2. How does this information help to explain what caused the riots?

QUESTIONS ABOUT DOCUMENT D

1. According to this document, what had been happening in the weeks leading up to the Stonewall Riots?
2. The articles states, “During election years, these bars become the target for raids and round-ups of homosexuals.” At the time this article was written, an election for mayor of New York City was underway. How does this information help to explain what caused the riots?

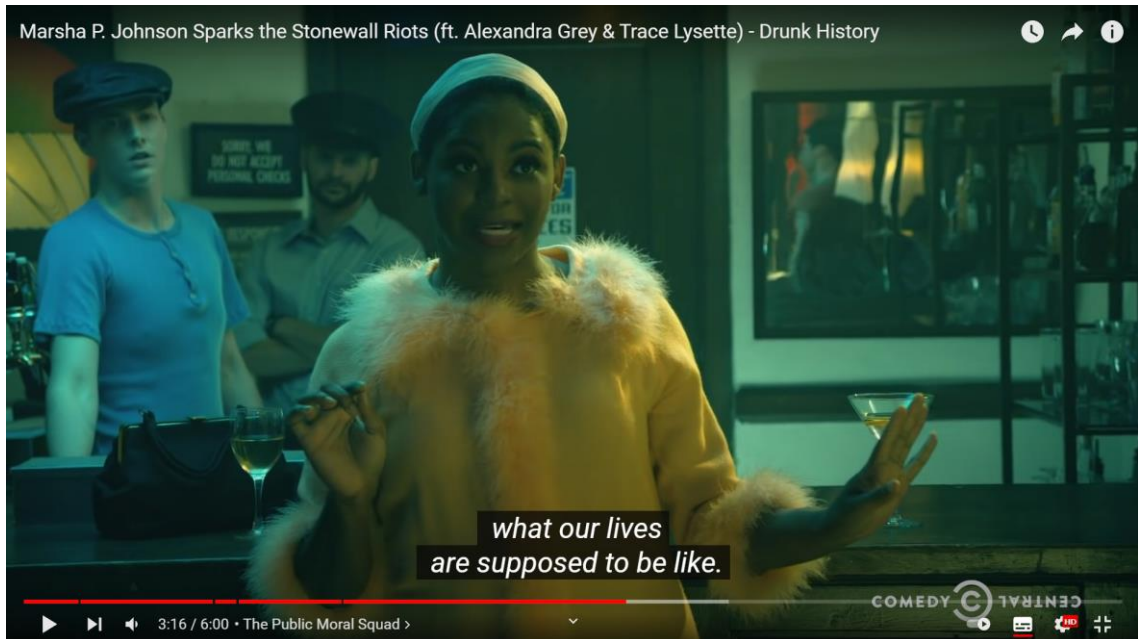
Personal work: Interactive video about comparatives and superlatives.

Link: <https://en.islcollective.com/video-lessons/comparatives-and-superlatives>



SESSION 3

1. Listening: The beginnings of Sylvia Rivera and Marsha P. Johnson.



Link: https://www.youtube.com/watch?v=nLEOK_i5X00

Questions about the video:

- Where did the “non-straight” population were reunited?
- What did happen with trans and queer people?
- What was the birthname of Marsha P. Johnson?
- Who were “The Public moral Squad? What did they do?
- What did happen in June 28th?
- What did people from the queer and gay community realize?
- Where StoneWall Riots the precursors of Civil gay Rights in America?
- What did Marsha and Sylvia do during the 60s and 70s?

Personal work: Worksheet about how to write an opinion essay:

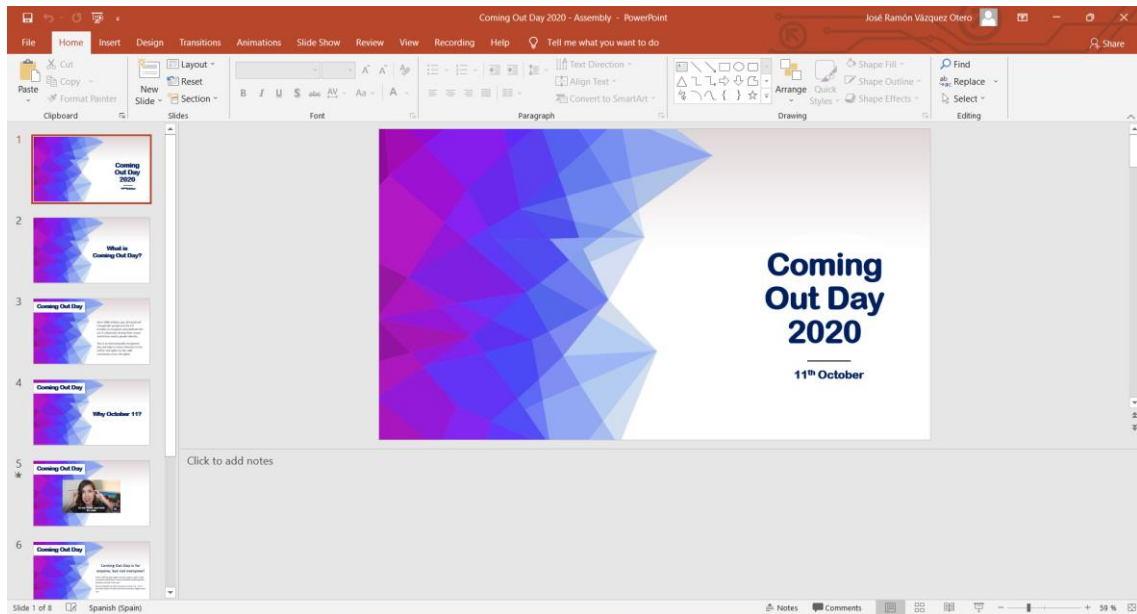
Making and Supporting an Opinion (Stoplight Organizer)

Beginning: Introduce the topic or text. State your opinion.	Introduction & Claim
Middle: - Plan to group related information together into paragraphs or sections. - Provide reasons for your opinion. - Introduce each paragraph with a sentence that states the reason or the main idea of the paragraph you are about to write. - Develop the middle reasons with facts and details that come directly from the text. This is called evidence. - Use linking words or phrases to connect ideas within categories. Reflections: In each paragraph, include your thoughts about the evidence you include. You don't want to include only evidence. Your reflection and connection is important.	Reason
	Evidence and Reflections
	Reason
	Evidence and Reflections
End: Provide a concluding section related to the rest of the essay. It might be a feeling, impression, or message you want to leave with the reader.	Conclusion

Link: <https://es.liveworksheets.com/rl1568823cs>

Session 4

1, Introduction: Power point



Link: https://docs.google.com/presentation/d/1Qeww64Ed3quZWKYT-5g_OYTPVn62dxx6/edit?usp=sharing&oid=108629734652865152782&rtpof=true&sd=true

2. Interaction activity:



Link: https://docs.google.com/presentation/d/1qHOEVnNsow7h_PA12OB1h3Om_IMnz5zC/edit?usp=sharing&oid=108629734652865152782&rtpof=true&sd=true

3. Kahoot. "International Coming out day facts"

What is the international "coming out day"?

16



0 Respuestas

Omitir

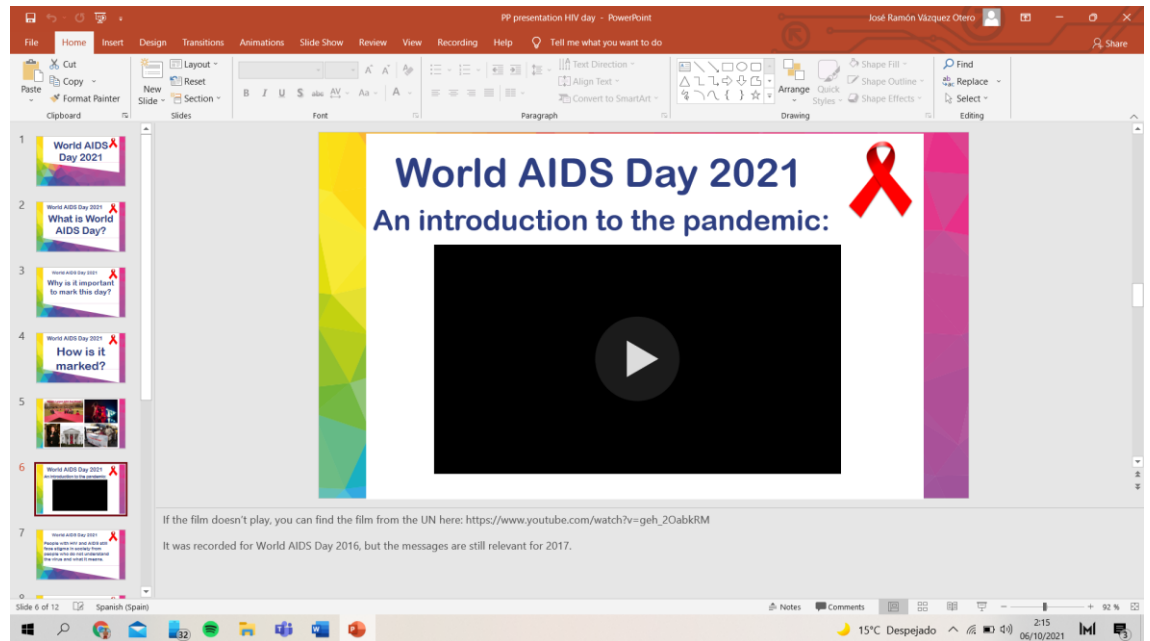
- ▲ An American monthly day to support LGTB people to go on a march.
- ◆ An anual day to urge people to come out of the closet originated in America
- An american day in which American people goes out and run in parks
- A day to urge LGTB people to run and originated in America

1/9 kahoot.it PIN de juego: 6943014

Link: <https://create.kahoot.it/share/coming-out-day-kahoot/352219cf-50a8-41f6-8e6e-10a77dd976a4>

Session 5

1. Warm up power point



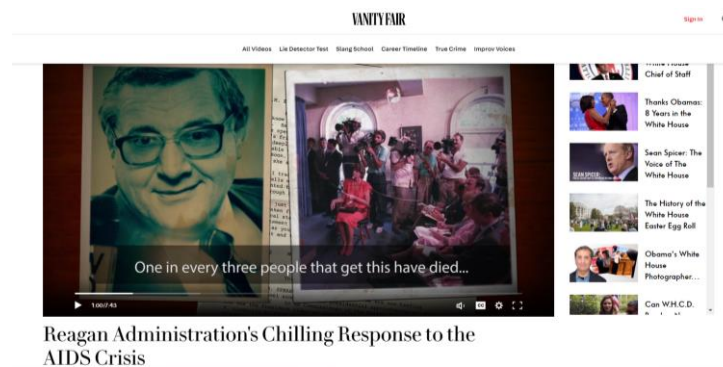
Power Point link:

https://drive.google.com/file/d/1CXXenWfpAT1_Sqo4p7jl41e40e6q7T24/view?usp=sharing

2. Comparing Keith Haring's Pictures



3. Video activity



Link: <https://www.vanityfair.com/video/watch/the-reagan-administration-s-chilling-response-to-the-aids-crisis>

4. Order the timeline.

1981	- AIDS is detected in California and New York. The first cases are among gay men, then users of injected drugs. - UCLA's Michael Gottlieb, MD, authored the first report to the US Centers for Disease Control (CDC) and Prevention on June 5 identifying the virus that would be known as AIDS.
1982	- First Hearings Held on New Disease: At hearings in Los Angeles, Rep. Henry Waxman (D-Calif.) launches the first investigation into what is being called gay-related immunodeficiency syndrome (GRID). The CDC estimates tens of thousands of people could be affected by the new disease. - AIDS is named: The CDC convenes a meeting of scientists, blood industry executives, gay activists, hemophiliacs and others to develop guidelines for screening the blood supply. With activists anxious about stigma, industry executives concerned with business and scientists unclear on what exactly is going on, the group decides to adopt a "wait and see" attitude. One accomplishment: The new disease is given a name -- acquired immunodeficiency syndrome (AIDS).
1983	- Three thousand AIDS cases are reported in the US; 1,000 people have died so far. - In March, former Rep. Margaret Heckler (R-Mass.) becomes President Reagan's secretary of health and human services. She tells <i>Frontline</i> that AIDS was her "number one priority," but that she believed increasing the budgets of the public health organizations responding to the crisis was unnecessary. "1,112 and Counting": Gay activist and co-founder of Gay Men's Health Crisis Larry Kramer writes a pivotal article on the new disease killing gay men. It appears in the <i>New York Native</i>, a gay newspaper. "If this article doesn't rouse you to anger, fury, rage, and action, gay men may have no future on this earth. Our continued existence depends on just how angry you can get."
1984	Secretary of Health and Human Services Margaret Heckler tells Congress, "I have to say that, in the AIDS situation, I really don't think there is another dollar that would make a difference, because the [work] is [happening] to find the answer." On the other hand, the CDC's Dr. Don Francis sends a very different message: "This disease is not going to go away," he writes. "The inadequate funding to date has seriously restricted our work and has presumably deepened the invasion of this disease into the American population. In addition, the time wasted pursuing money from Washington has cast an air of despair over AIDS workers throughout the country."

1985	- Reagan responds to a question about AIDS publicly for the first time: At a press conference, the president is asked whether he would send his child to school with a child who had AIDS. He responds, "I'm glad I'm not faced with that problem today, and I can well understand the plight of the parents and how they feel about it... On the other hand, I can understand the problem... medicine has not come forth [clearly] and said, 'We know for a fact, that it is safe.' And until they do, I think we just have to do the best we can with this problem. I can understand both sides of it." - Report critical of funding published: In response to a request from Congress, a report, "Review of the Public Health Service's Response to AIDS," is prepared by the Office of Technological Assessment, a nonpartisan office designed to analyze complicated scientific issues. The report is highly critical of the lack of federal support for research, in particular from the Department of Health and Human Services. - Movie star Rock Hudson announces that he has AIDS and dies, becoming the first major celebrity to succumb to the disease, raises public awareness. - Ryan White, a hemophiliac teenager who had contracted AIDS through contaminated blood products in 1984, is barred from attending school in Kokomo, Indiana, in the summer of 1985. After a long court battle, he is finally allowed to attend classes, but his family is later forced to move to another town after a bullet is fired into their home. - American Foundation for AIDS Research (amfAR) is founded with the help of movie star Elizabeth Taylor. - US Surgeon General Everett Koop, MD, issues report on AIDS calling for education and condom use.
1986	- More than 38,000 cases of AIDS are reported from 85 countries. - In its Morbidity and Mortality Weekly Report (MMWR), the CDC analyzes reported AIDS cases and finds that the incidence rate for blacks and Hispanics is three times as high as that of whites. Among the cases diagnosed between June 1981 and August 1986, 25 percent are in blacks, who make up 12 percent of the population at the time, and 14 percent are in Hispanics, who make up 6 percent of the population. Among children, the disparity is even higher: 58 percent of cases are in blacks, and 22 percent are in Hispanics. - The first clinical trials of antiviral drug azidothymidine or AZT begin. - President Reagan gives his first speech on AIDS at the College of Physicians in Philadelphia. He defends his administration's spending and endorses educating students to prevent the spread of the disease.
1987	- Congress passes the Helms amendment: Angered by an explicit safe-sex brochure developed by Gay Men's Health Crisis, Sen. Jesse Helms (R-N.C.) calls for an amendment banning federal funds for any educational materials that "promote or encourage homosexual sexual activities." The policy is still in effect today. - FDA approves AZT for treating AIDS. - CDC launches first public service announcements about AIDS. - US adds HIV as a "dangerous contagious disease" to its immigration exclusion list - The AIDS Coalition to Unleash Power (ACT UP) is formed by activist Larry Kramer, and others to protest the high cost of AZT and the government's slow approval of other drugs. ACT UP's first protest is outside Wall Street. More than 200 demonstrators shut down traffic.

Note: This material has been modified in order to be as educational as possible and trying not to lose its authenticity.

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