



Achieving impact through emotionally charged texts

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OVERVIEW

- advantages & disadvantages of using authentic materials in the classroom
- example of affectively engaging video & tasks → rationale

AUTHENTIC MATERIALS

Authentic Materials

"Materials include anything which can be used to facilitate the learning of a language" p. 66.

"...ordinary texts not produced specifically for language teaching purposes" p. 68.

Tomlinson (2001)



DISCUSSION QUESTIONS

What are the advantages of using authentic texts in the classroom?

Are there any disadvantages?

ADVANTAGES



exposure to language in use

exposure to different accents

should help to equip learners to cope with language in use outside the classroom

can give learners a sense of satisfaction

tailored to learners' needs and interests

up to date

can be culturally rich



DISADVANTAGES

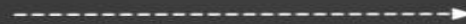


using them for the sake of authenticity



ACHIEVING LANGUAGE LEARNING IMPACT THROUGH EMOTIONALLY-CHARGED TEXTS

EMOTIONS ARE LIKE NEON SIGNS TELLING YOUR BRAIN,
“REMEMBER THIS!”





*In order for this deeper learning to be facilitated, it is very important that the content of the materials is not trivial or banal and that it stimulates thoughts and feelings in the learners... Materials should achieve impact... (and) have a noticeable effect on learners .** Do you agree with this quote? Why/why not?

* Tomlinson, B. (2011). 'Introduction: principles and procedures of materials development'. In B. Tomlinson (ed.), *Materials Development in Language Teaching* (2nd edition). Cambridge: Cambridge University Press, 1-31.

What punishment do you think the person who committed this crime should get, if any, and why?



RONALD L. SANFORD

He is a black man.

He only took \$5.

*Each sister was stabbed between
12-17 times.*

The killer was 13 years old.



THE SENTENCE

- He was sentenced to 50 years for the murder of one sister.
- He was sentenced to 50 years for the murder of the other sister.
- He was sentenced to 50 years for robbery involving serious bodily harm.
- He was sentenced to 20 years for burglary.
- All the sentences are to run consecutively, so he has a jail time of 170 years. He was sentenced at the age of 15 and sent to Indiana State prison in the company of hardened criminals.
- He is now 38 years old and he will be eligible for parole when he turns 100.



LISTENING (PART 1):

As you listen, try and picture Ronald

Think about some of these things:

- What does he look like: is he tall, short, good-looking, covered in tattoos, well-built or thin? Does he look scruffy?
- **Based on what he says & how he says things, what kind of person do you think he is?**



AFTER THE LISTENING COMPARE YOUR IDEAS WITH YOUR PARTNER:

- Are they similar? What you they differ in?
- Did you like or dislike Ronald? Do you believe him when he says he is sorry and contrite? What does your partner think?



LISTENING (PART 2):

- **Think about Ronald's cell:**
- How big is it? What is in it? Has he got books? If so, what kind of books do you think he reads? Is there anything on the walls of the cell? Is it tidy or messy?



**What is your opinion of
Ronald L Sanford now?**



I believe if people are really concerned with Ronald and how he got into prison,

had he killed two black elderly women.

Unfortunately, he is not the only black man

they should find a way to support him.

Perhaps we should ask if he would have been sentenced to the same amount of years

is misleading as prison is just a microcosm of the realities of our society.

Making people believe that the 'bad' people are on the inside

will never be 'normal'.

This 13 year old inside a 38 year old man, even if by some miracle gets a chance to get out of prison,

to be incarcerated in an incredibly racist society.



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I agree that people change from the age of 13 to a man in their 30s

Not only did he kill one woman;

It is also very tragic that two families had their loved ones so horrifically ripped from them

I don't know a single person who wouldn't be remorseful for their crimes

The next time someone asks you to buy a Big Issue or comes offering catalogues round your door,

because they didn't want their grass cut.

he went on to kill a second and no one will ever know the full circumstances surrounding that.

when they realised it has resulted in them spending a very long time with very little liberty.

but the damage was already done and at 13 years of age I disagree with anyone who says that you do not know killing is wrong.

imagine if your refusal to do so resulted in you and a loved one being painfully killed.



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I CHOSE THIS TEXT BECAUSE I
FEEL IT PROVIDES:



affective engagement

challenge

authenticity



THE TASKS

Readiness activity*

Listening activities

Post-listening activities

Homework

*Tomlinson, B. (2011a). 'Developing principled frameworks for materials development'. In B. Tomlinson (ed.) *Developing Materials for Language Teaching*. London: Continuum Press, 107-129.

Thank you for listening
and taking part!

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