

The Use of Authentic Materials in the Chinese Language Classroom

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Abstract : The idea of adapting authentic materials in language teaching is from the communicative method in the 1970s. Different from the language in language textbooks, authentic materials is not deliberately written, it is from the native speaker's real life and contains real information, which can meet social needs. It could improve learners' interest, create authentic context and improve learners' communicative competence. Authentic materials play an important role in CFL (Chinese as a foreign language) classroom. Different types of authentic materials can be used in different ways during learning and teaching. Because of the COVID-19 pandemic, a lot of Chinese learners are learning Chinese without the real language environment. Although there are some well-written textbooks, there is a certain distance between textbook language materials and daily life. Learners cannot automatically fill this gap. That is why it is necessary to apply authentic materials as a supplement to the language textbook to create the real context. Chinese teachers around the world are working together, trying to integrate the resources and apply authentic materials through different approach. They apply authentic materials in the form of new textbooks, manuals, apps and short videos they collect and create to help Chinese learning and teaching. A review of previous research on authentic materials and the Chinese teachers' attempt to adapt it in the classroom are offered in this manuscript.

Keywords : authentic materials, Chinese as a second language, developmental use of digital resources, materials development for language teaching

Conference Title : ICTAP 2021 : International Conference on Theoretical and Applied Linguistics

Conference Location : Jerusalem, Israel

Conference Dates : November 29-30, 2021