

hal-00525058, version 2

Article dans une revue

# Authenticity and Autonomy in Language Learning

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**Abstract** : In this article we propose to look at the use of authentic materials in terms of learning rather than teaching. The shift in practice at the CRAPEL centre for applied language research since the early 1970s concerning the use of authentic materials can serve to illustrate this change in the way we consider the relation between learners and authentic materials. The history of the use of authentic materials is characterised by an evolution towards total responsibility by learners for both the choice of materials and the type of use they put them to (accompanied by a shift in meaning whereby authenticity comes to apply more to what the learner does than to the origin of materials). The strategy of using exercises ready-prepared by teachers, whilst still in existence, can be brought into question, at least in part, according to the types of learner and the technological possibilities available, including Internet. We consider that the use of authentic materials can lead to the development not only of linguistic but also methodological autonomisation in learning.

**Keywords** : [Second language learning](#) [authenticity](#) [autonomy](#) [corpus](#) [ICT](#)

**Type de document** : [Article dans une revue](#)

**Domaine** : [Sciences cognitives / Linguistique](#)

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**Litt rature cit e [77 r f rences]**

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<https://hal.archives-ouvertes.fr/hal-00525058>

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Soumis le : vendredi 28 janvier 2011 - 16:38:43

Derni re modification le : lundi 26 ao t 2019 - 15:52:03

Archivage   long terme le : : vendredi 29 avril 2011 - 03:25:58

## FICHER



DUDATYNE\_AUTHENTIC.pdf

Fichiers produits par l'(les) auteur(s)

## IDENTIFIANTS

- HAL Id : [hal-00525058, version 2](#)

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## CITATION

Richard Duda, Henry Tyne. Authenticity and Autonomy in Language Learning. *Bulletin suisse de Linguistique appliqu e* Neuch tel : Institut de linguistique de l'Universit , 2010, 92, pp.86-106. (hal-00525058v2)

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## INFORMATIONS

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Le...; Learner independence, Self-regulation. In language learning, these ideas were developed systematically in the 1970s in the context of the... Project. Over the following 30 years, autonomy became an increasingly important concept in foreign language education, as evidenced in a number of publications (e.g., Bariera and Nix 2003; Benson and Voller 1997; Cotterall and Crabbe 1999; Dam 1995; Holec 1981; Little 1991; Palfreyman and Smith 2003; Pemberton et al. Authenticity in language teaching implies not only authentic materials, but also authentic tasks and learning environment. Features of authentic materials are mainly related to learners motivation, learner autonomy, communicative ability and linguistic knowledge. In the last part of this essay, the importance of exploiting authenticity in learning environment is presented. The essay comes to the conclusion that it is necessary and feasible to make full use of authenticity in language teaching. Keywords: authenticity, authentic materials, authentic texts, approach, language learning, CLT. The t Authentic materials & authenticity in Foreign Language Learning. Alexander Gilmore Tokyo University, Japan. Email: alexgilmore@mac.com. Note: This is a draft version of a journal article originally published in Language Teaching (Alex. Gilmore (2007). However, despite appeals for greater authenticity in language learning going back at least. 30 years (O'Neill & Scott 1974; Crystal & Davy 1975; Schmidt & Richards 1980; Morrow 1981), movements in this direction have been slow. acquisition, cognitive and social psychology, learner autonomy, information and. communication technology (ICT), motivation research and materials development. Unfortunately, many researchers limit their reading to their own particular area of. Learner Autonomy in Foreign Language Classrooms: Teacher, Learner, Curriculum and Assessment. Dublin: Authentik, pp. 185-197. Ab... D. (1994) 'Implementing a support system for language learning in a resource centre on an industrial site'. In Edith Esch (ed.) Self-Access and the Adult Language Learner. Individualization and Autonomy in Language Learning. ELT Documents, 131. London: Modern English Publications and the British Council, pp. 35-44.