

THE IMPORTANCE OF BRINGING AUTHENTICITY INTO THE CLASSROOM: A CASE STUDY

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Learning a language should be done the most natural way possible, giving more relevance to the communicative proficiency and competence instead of an excessive grammatical correction and rectification. Teaching a language is not a one-person enterprise, especially when it entails input from other subject areas, with a view to preparing people for a specific domain. It is a collaborative task of learning and teaching, sharing practices and beliefs. Teaching English for Specific Purposes involves a transdisciplinary attitude and that is why, in this paper, there were presented educational activities and tasks that were only possible due to the contributions of my colleagues who teach other subject matters in the Course of Tourism. This paper presents a course design for students of tourism keeping in mind the participants' characteristics (level of proficiency, competence, age, and background), the characteristics of the region (location, income), the professional community (sector, size, profitability) and the materials (authenticity, quality, artificiality) used in the classroom. Considering that Needs Analysis is fundamental for achieving success in English for Specific Purposes Courses, we presented some sample genres, activities and assignments, like examples of possible simulated situations, which were implemented in the classroom with the aim of testing them and understanding the outcomes which we were able to obtain from the students. This paper also aims to help English for Specific Purposes teachers to improve their understanding on the goal of the coursebook in the classroom, which is of helping the teacher, not of replacing him or her in the classroom.

Keywords: Tourism, Authenticity, English for Specific Purposes, Needs Analysis

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