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The authenticity of resources for the teaching of foreign languages and cultures in France: variable geometry notion

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Abstract

In France, in the 1970s, a new methodology for the teaching of foreign languages and cultures emerged called “communicative”, generating an evolution of textbooks and classroom practices. The notion of the authentic document, from a French perspective, asserted itself during this time as pivotal in these developments. It would, thereafter, play an important role in the discourse of didacticians and practitioners.

An examination of the history of the notion of authentic document for the teaching/ learning of foreign languages and cultures leads to the finding of a redefinition of practitioners' and students' activities, hinged on these evolving methodologies. What is more, discussions around the notion of authenticity invite the consideration of parallels with concepts whose uses extend to the educational sciences, namely those of artifact and instrument.

Keywords: foreign languages, didactics, authentic, adapted, resources, materials,