

Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials

After teaching a university conversation class of future English teachers in Chile, in which I used picture postcards depicting works by famous nineteenth-century European artists, I asked the students to comment on the materials and the activity. The students complained about their complete lack of familiarity with these paintings, and one of them indignantly declared, “This is not our reality!” From that moment forward, I became acutely aware of the critical need to consider my students’ interests and realities when developing materials.

In another class, I used materials based on the poems of Pablo Neruda, a Chilean poet and Nobel laureate. I used English translations of his poems, audio recordings of English-speaking celebrities reading the poems, and topics related to the poems’ meanings. Once again, at the end of class, I asked my future English teachers to comment on the materials and activities. The students enthu-

siastically confirmed that they had been captivated and confessed their amazement that Neruda’s poems were appreciated beyond Chile’s borders. The surprising success of this class encouraged me to continue seeking, selecting, and using authentic materials that have local relevance.

With these experiences as background, I believe that teachers can benefit from using authentic materials in English as a foreign language (EFL) classrooms. In this article, I define and describe authentic materials, and I outline benefits and challenges associated with using them. In addition, I review Krashen’s Input Hypothesis and Ellis’s Output Principle to explain why locally relevant authentic materials are an ideal source of comprehensible input for stimulating output from EFL learners. Then, I offer suggestions for selecting and finding locally relevant authentic materials, and for planning activities appropriate for use with these materials.

Defining and describing authentic materials

What are authentic materials? The scholarly literature on this subject contains a variety of explanations. Swaffar (1985) says that “an authentic text, oral or written, is one whose primary intent is to communicate meaning” (17). The author emphasizes that authentic texts must possess “an authentic communicative objective,” as opposed to the purpose of foreign language textbooks, which is to “teach language *per se* rather than to communicate information” (17).

According to Little, Devitt, and Singleton, an authentic text is “created to fulfil some social purpose in the language community in which it was produced” (as cited in Guariento and Morley 2001, 347). For Tomlinson (2012), “an authentic text is one which is produced in order to communicate rather than to teach. . . . The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication” (162).

We can safely conclude that authentic materials are produced for real communication and that the purpose of authentic materials is to communicate meaning and information rather than to teach language. The key to understanding what makes materials authentic is to think of them as texts that were not intentionally produced for language classrooms or learners. In this context, the most significant synonyms are *genuine* and *natural*; on the other hand, the most significant antonyms are *artificial* and *unnatural*. Finally, I would like to emphasize that it is acceptable to adapt an authentic text, if necessary, to suit the proficiency level of your students.

Two examples of the types of authentic materials that create engaging EFL classroom activities are cooking recipes and restaurant menus. These texts are authentic because they were created to communicate useful information in the real world rather than to teach language. The ongoing evolution of web content and web applications ensures that the possible sources and formats of authentic materials are ever expanding and diversifying.

Benefits of authentic materials

Tomlinson (2012) reports that several researchers “argue that authentic materials

can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the learning of a language” (161). Gilmore (2007) states that “authentic materials, particularly audio-visual ones, offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners’ communicative competence” (103). Spelleri (2002) notes that “authentic materials offer real language that is contextually rich and culturally pertinent” (16). Peacock (1997) empirically investigated the use of authentic materials in the classroom and concluded that motivation and on-task behavior increased significantly when learners used authentic materials.

To summarize, we can say that authentic materials are beneficial because they:

- expose learners to language that serves a useful purpose;
- provide a refreshing change from the textbook;
- focus more closely on learners’ interests and needs;
- provide information about a variety of topics;
- increase learners’ motivation; and
- connect the classroom with the outside world.

Challenges of using authentic materials

According to Gilmore (2007), “authenticity doesn’t necessarily mean *good*, just as contrivance doesn’t necessarily mean *bad*” (98). Gilmore cautions that it is difficult to “accurately measure learners’ motivation in classroom-based studies” (107). Gilmore also warns that “rating a text’s difficulty is not an exact science and is, to some extent, dependent on the learning context in which it is used” (108) and recommends “careful planning, selection and sequencing of materials and tasks” (112) to overcome the challenges you may face when using authentic materials.

The list below summarizes challenges associated with using authentic materials (Gilmore 2007; Peacock 1997; Spelleri 2002; Tomlinson 2012):

- The cultural content may seem too unfamiliar.

- The content may become obsolete too quickly.
- The language may be too difficult.
- The vocabulary may be too specialized.
- The grammar structures may be too complex.
- The preparation may require too much time.

How can you overcome these challenges? First, you can decide to select locally relevant authentic materials in order to avoid materials with unfamiliar cultural content. Next, you can adapt authentic texts in order to match your students' proficiency. In addition, you can develop an efficient organizational system that will allow you to gradually create a portfolio of reusable materials. Also, with practice, you will become faster at finding and preparing authentic materials for classroom use. Finally, you may discover exciting ways to empower your students to do more of the work for you—and ultimately, for themselves.

Regardless of the challenges, classroom use of carefully selected authentic materials can significantly enrich EFL teaching and learning. In order to explain this statement, I review Krashen's Input Hypothesis and Ellis's Output Principle.

The Input Hypothesis and the Output Principle

The Input Hypothesis offers support for the use of locally relevant authentic materials. For example, Krashen and Terrell (1983) state that acquisition occurs when learners are able to comprehend challenging input and that comprehension is aided by clues related to the situation and context, among other factors. Their notions have implications for the EFL classroom: you need to make the input comprehensible but challenging, and the input should also be engaging, interesting, and relevant. In addition, you need to facilitate activities that promote a constant flow of comprehensible input and meaningful communication.

Reviewing the advice of Krashen and Terrell (1983) for how to aid your students' comprehension of challenging input, you may wonder what the authors mean by clues related to the situation and context. Along with your facial expressions, physical gestures, and body language, you may be able to

depend on a variety of audiovisual materials. In addition, I suggest that you focus on the arts, customs, food, holidays, places, situations, and traditions that are relevant to your local context. And to ensure that the input is engaging, interesting, and relevant, and that the communication is meaningful, you should develop classroom activities based on authentic materials.

Ellis (2008) argues that “most researchers now acknowledge that learner output also plays a part in second language acquisition” and that “successful instructed language learning also requires opportunities for output” (4). According to Ellis's Output Principle, output is beneficial because it helps learners notice grammar and automate and internalize existing knowledge, gives learners more control over topics, provides learners with auto-input (their own language production), and generates more relevant input (when the input is offered in response to learners' output).

Clearly, both input and output play significant roles in EFL classrooms, and these roles are enhanced by the use of locally relevant authentic materials. When you select authentic materials, try to match subjects, topics, and themes to your students' realities. Content that is authentic, familiar, and engaging can meet Krashen's prescription for input that is comprehensible but challenging. When planning lessons, develop several activities for any given authentic text; classroom activities that are designed to take full advantage of appropriate input offer opportunities for the beneficial output prescribed by Ellis.

Selecting and using locally relevant authentic materials

Every local context is different, and what works in one classroom may not work in another; in general, however, any topic related to food is potentially fun and engaging. For example, in Chilean university classrooms, I used authentic materials related to a Chilean restaurant, which happened to be in New York City. Although the restaurant was located outside the local context, the materials were locally relevant because the restaurant served Chilean cuisine and was owned by Chileans. In addition to the restaurant's menu and profile, I used informal restaurant reviews that had been written by its customers.

When you select locally relevant authentic materials, concentrate on *surface* culture topics such as the arts, customs, food, holidays, places, situations, and traditions that are relevant to your local context; in addition, give your students opportunities to engage in critical thinking and cross-cultural nuance by adding *deep* culture topics such as attitudes, perceptions, and values. Meanwhile, avoid any possible risk of offending your students. For example, does your local context include a recent painful chapter in its history, such as a civil war, a military coup, a disputed election, or the competing forces of secular versus religious influences on public affairs? If so, steer clear of these subjects or approach them with extreme caution. In especially precarious local contexts, focus exclusively on the *surface* culture topics listed above.

Following are five categories of locally relevant authentic materials and practical suggestions for using them effectively in the classroom.

Category 1: Restaurants

Select a restaurant that is relevant to your local context and located in an international English-speaking city like New York. Search the web for the following authentic materials: the restaurant's menu, a profile of the restaurant (outlining its cuisine, location, hours, policies, etc.), and reviews written by customers. Practical suggestions for using these materials include the following:

- Form pairs to discuss one or two ice-breaker questions such as: What is your favorite food? How often do you eat in restaurants? What is your favorite restaurant? Why?
- Distribute the restaurant's menu, profile, or reviews. Play Vocabulary Bingo with the vocabulary in any of these texts (see Appendix A).
- Distribute the restaurant's profile. Form pairs to answer questions based on the profile: What is the restaurant's address? What is its phone number? When is it open for lunch? When is it open for dinner? What is its website address? What is its email address? What is its Facebook address? Ask the pairs to create at least three additional questions based on the profile.
- Distribute the restaurant's profile or menu. Play Classroom Jeopardy based on facts found in the text (see Appendix B).
- Distribute cards containing the names of menu items and other cards containing images or brief descriptions of these menu items. Form pairs to match the cards.
- Distribute copies of the restaurant's menu. Form pairs to answer questions based on the menu: What is the cheapest food item? What is the cheapest beverage? What is the most expensive food item? What is the most expensive beverage? How much does [a specific item] cost? Ask the pairs to create at least three additional questions based on the menu.
- Again using the restaurant's menu, form groups to create and perform role plays based on the menu. Distribute cards with different roles to each group member. Here are examples of the roles your students can play:
 - You are a server, and several of the menu items are not available.
 - You are a server who is in a very bad mood.
 - You are a hungry customer who is a strict vegetarian.
 - You are a hungry customer who has a lot of questions about the menu.
 - You are a hungry customer who can spend only 10 dollars.
- Again using the menu, form pairs to imagine three things:
 - You are going to this restaurant for lunch.
 - You have lots of money.
 - You are very hungry.

Then have the pairs decide what they would order for lunch, including a dessert and a beverage.
- Distribute the restaurant reviews on separate strips of paper. Form pairs to read and rank the reviews from most favorable to least favorable.
- Form pairs to reflect on students' restaurant experiences (good or bad) and to choose one experience. Then, have students describe what happened at

the restaurant and write a review of the restaurant.

- Form pairs to discuss these questions: If you visit [international English-speaking city] someday, will you eat at [the restaurant on which this lesson is based]? Why (or why not)?

Category 2: Recipes

Select a recipe for a dish that is popular in your local context. Recipes contain useful language related to ingredients, quantities or measures, instructions (usually in imperative form), actions (e.g., *cook, cut, peel*), amounts of time (e.g., *10 minutes, 1 hour*), and descriptions (e.g., *chopped, dried, fresh, ripe*). Therefore, one recipe can be used as the foundation for a variety of activities. Here are practical suggestions for how to use recipes in your classroom:

- Form pairs to discuss ice-breaker questions such as: Do you like to cook? Why (or why not)? What is your favorite dish? What did you eat for breakfast? What do you want to eat for lunch?
- Distribute the recipe. Play Vocabulary Bingo with its vocabulary (see Appendix A).
- Distribute cards containing the names of the recipe's ingredients and other cards containing images or adjectives describing these ingredients. Form pairs to match the cards.
- Distribute cards containing vocabulary from the recipe. Each card should have only one word: a noun (e.g., *potato*), a verb (e.g., *stir*), an adjective (e.g., *fresh*), or a quantity or measure (e.g., *cup*). Form pairs to sort the cards into these four categories and alphabetize the cards within each category.
- Distribute the recipe. Form pairs to answer questions based on facts found in the recipe: How long does it take to prepare [the dish on which this lesson is based]? How many people does the recipe serve? How much [non-count noun] do we need? How many [count noun] do we need? Ask the pairs to create at least three additional questions based on the recipe.
- Distribute the recipe. Play Classroom Jeopardy based on the recipe (see Appendix B).

- Form pairs to reflect on students' favorite dishes, select one, and write a recipe for that dish that answers the following questions: What ingredients do we need? How do we prepare this dish? How long does the preparation take? How many people does this recipe serve?

Category 3: Blog, magazine, newspaper, and tourism articles

Select articles related to topics such as current events, food, people, recreation, and tourism in your students' local context. Often, locally relevant articles are published by international media outlets and in blogs maintained by English-speaking expatriates who live in your students' home country. Also, many countries have at least one locally published English-language newspaper. Although the suggestions below were developed for a sample news article on the topic of bullying, similar suggestions are appropriate for any blog, magazine, newspaper, or tourism article:

- Show your students some colorful cartoons or clip art of children menacing other children. Form pairs to describe everything that students see in the pictures.
- Form pairs to discuss ice-breaker questions such as: What is bullying? Do you think bullying is a problem here? Why (or why not)?
- Distribute the article as a fill-in-the-blank exercise with at least 10 blanks. Read the story aloud while your students listen carefully enough to fill in the blanks.
- Distribute the article. Ask your students to read it aloud.
- Play Vocabulary Bingo with vocabulary in the article (see Appendix A).
- Form pairs to answer questions based on the article. Then ask the pairs to create at least three additional questions based on the article.
- Play Classroom Jeopardy using facts from the article (see Appendix B).
- Form pairs to brainstorm ideas about how to solve the problem of bullying.

Category 4: Movies

Movies that depict events or places related to your local context provide a rich source of

authentic materials. The most obvious example of movie-related materials might be video clips. However, another productive way to approach a movie is to think about the text(s) on which it is based (e.g., a novel or stage play) and the movie's screenplay, as well as the various texts that have been derived from the movie (e.g., catchy taglines for marketing the movie, plot summaries, critical reviews, and biographical profiles of the movie's actors and director). Search the web to gather as many of these texts as possible. Also, think about possible conversation and writing topics related to the movie's characters and plot. After you have collected your texts and topics, you will realize that most of the suggestions given above for how to use restaurants, recipes, and articles in your classroom are also appropriate for movies. To increase the appeal of your textual materials, use your video clips to add an engaging audiovisual dimension to your materials and activities.

Category 5: Literature, performing arts, and visual arts

You can develop an array of materials and many hours of classroom activities based on locally created works of art such as paintings, photographs, and literature. Of course, locally created texts such as poems, short stories, and song lyrics need to have received such a high level of international recognition that they have been translated into English. In these cases, you can also use related authentic texts containing descriptive information, biographical profiles, and critical reviews related to these internationally recognized works of art. Most of the suggestions given above for how to use restaurants, recipes, and articles are appropriate for these materials as well.

Raising students' self-esteem

When you use locally relevant authentic materials like the ones described above, you let your students know that their local culture exists far beyond their local context. This realization motivates students by raising their levels of cultural pride and therefore their self-esteem. I have witnessed expressions of pure delight when my Chilean students realized that poems written by a Chilean poet and food served by a Chilean restaurant located in New York City were appreciated by English speakers living outside Chile.

Playing games: Bingo, Jeopardy, and manipulatives

When you use a carefully selected authentic text, there is no reason to limit the number of activities to only one or two per text. After you spend time looking for locally relevant authentic texts, expect to be rewarded with substantial returns on your investment of time and effort. Also, students need extra time to process, digest, and enjoy authentic texts, which may be more challenging—and more stimulating—than texts found in their textbooks.

Below are three game activities that are especially effective with locally relevant authentic materials because they offer students opportunities to have fun. Also, they can be adapted to almost any authentic text.

1. *Vocabulary Bingo*. Vocabulary Bingo promotes learner engagement because students choose the vocabulary words, supply the definitions, create their own unique Bingo cards, and invent the game clues using synonyms, antonyms, and fill-in-the-blank sentences. (See Appendix A for instructions.)

2. *Classroom Jeopardy*. *Jeopardy!* is a TV game show watched by millions of people. Two synonyms for the word *jeopardy* are *risk* and *difficulty*. In *Jeopardy!*, the host provides the answer first, and then the players respond with an appropriate question. You can adapt the *Jeopardy!* game for the classroom by using any authentic text that contains at least four obvious categories. For example, a cooking recipe could have the following categories: Preparation Instructions, Amount of Time, Type of Ingredient, and Quantity of Ingredient. (See Appendix B for instructions.)

3. *Manipulative tools*. According to Corrales (2008), "Manipulatives are defined as objects that can be touched or moved by students to reinforce a concept" (61). Cards or pieces of paper that students need to touch and move for sorting, ordering, and matching tasks are perfect for warm-up activities. For example, students can be asked to do the following:

- Sort vocabulary items into categories (e.g., recipe ingredients, actions, quantities).
- Listen to an audio recording of a poem or song while putting text strips into order.

- Match the names of menu items with images or brief descriptions of the items.

Many other possibilities exist, and the appropriateness of any given option will depend on the nature and content of a given piece of locally relevant authentic material and your students' proficiency level.

Finding locally relevant authentic materials

The Internet is a powerful source of authentic materials. Use it to find materials relevant to your own EFL context such as those listed below.

Blogs. Blogs and other web content maintained by English-speaking expatriates who are residing in your local context offer lively sources of locally relevant authentic materials. Blog postings are usually short texts, which are often accompanied by an image or a short video. Use Google's Advanced Search interface (www.google.com/advanced_search) to search for blogs and blog postings. First, input the name of a student's country, city, or region, and then input terms like *blog* and *expat*. If necessary, narrow your results by language, region, last update, and other factors.

Magazines. The following websites offer content about current events that is similar to content in print magazines. These websites feature true stories related to many countries in the world. The articles are often accompanied by maps, photos, illustrations, and audio and video recordings. Input the name of a student's country in the Search box.

- National Public Radio (www.npr.org). Themes: News, Art & Design, Books, Business, Food, Health, Movies, Music, Opinion, Performing Arts, Politics, Pop Culture, Science, Sports, Technology
- Voice of America (www.voanews.com). Themes: News, Arts & Entertainment, Business & Economy, Health, Science & Technology

Newspapers. Many countries have at least one locally published English-language newspaper. Use the ABYZ News Links website (www.abyznewslinks.com) to search for newspapers in a student's country, city, or region. The code ENG in the far right column of your search results list indicates that a given newspaper is published in English.

Movies. If your local context is somehow related to a commercially produced movie, you will find the Internet Movie Database (IMDb; www.imdb.com) website useful. IMDb calls itself "the world's most popular and authoritative source for movie, TV and celebrity content." IMDb contains "more than 100 million data items including more than 2 million movies, TV and entertainment programs and more than 4 million cast and crew members."

Recipes. EFL students really enjoy learning about how their country's traditional dishes are described in English. Use Google's Advanced Search interface to search for recipes. First, input the name of a student's country, city, or region and the word *recipe*. If you are looking for a recipe for a specific dish, input the name of the dish, using the name by which it is known in the local context. If necessary, narrow your search results by language, region, last update, and other factors.

Restaurants. The following websites offer the ability to search for menus, profiles, and reviews related to restaurants in major cities of the United States:

- All Menus (www.allmenus.com)
- Menu Pages (www.menupages.com)
- Open Table (www.opentable.com)

Tourism. Websites offering English-language travel guides are also interesting sources of locally relevant authentic materials. Use Google's Advanced Search interface to search for information aimed at English-speaking tourists who want to visit your local context. First, input the name of a country, city, or region and then input terms like *travel* and *tourism*. If necessary, narrow your results by language, region, last update, and other factors.

Depending on your local context, you probably already know about many other sources of locally relevant authentic materials. If you cannot find what you want, use Google's Advanced Search interface for more control over your search results.

Using locally relevant pictures and realia

Local newspapers often publish color photos and illustrations. You can simply cut out these pictures, bring them to class, and ask students to choose pictures for use with a variety of communicative activities. You can also bring *realia*—everyday objects or artifacts that

can be used as teaching aids, such as clothing, coins, food, handicrafts, utensils, and tools.

In addition, you can invite your students to bring their own pictures and realia for use with Show and Tell activities. The goal of such activities is to help students develop cultural awareness and encourage students to develop intercultural communication skills. Krieger (2005) suggests that EFL teachers can facilitate this process by helping students to “reflect on their own culture and consider alternate views from other cultures” (15). First, develop clear guidelines for selecting and presenting pictures or realia. Then invite your students to give brief oral presentations about their pictures or realia. At the end of each presentation, the presenter’s classmates can be encouraged to ask questions.

Strategies for success

When you select authentic materials, keep your focus on local relevance and help your students stay connected to their reality: the local context in which they live outside the EFL classroom. Also, consider your students’ personal interests and keep your authentic materials engaging, short, and appropriate to their proficiency levels. Finally, invite your students to contribute their own examples of authentic materials.

Facilitate opportunities to work with the same text in various ways—for example, with speaking, listening, reading, writing, grammar, and vocabulary activities. Vary the classroom practice structures by asking students to work as individuals, in pairs, in small groups, or with the whole class. Innovative uses of repetition, recycling, and variety will help keep your students motivated.

Meeting learners halfway?

Finally, I would like to explain the “meeting learners halfway” concept in this article’s title. When I think about this concept, I imagine a continuum: a continuous progression of features, values, or elements that gradually change in degree or character. Every continuum has two ends representing two extremes of one coherent whole—for example, Slow–Fast or Hot–Cold. When thinking about EFL, I imagine a continuum with the following extremes:

Familiar Content & Language \longleftrightarrow Unfamiliar Content & Language

For my imagined continuum, *familiar* means well-known, commonly seen or heard, and easily recognized; *content* refers to classroom materials; and *language* refers to English. In the EFL context, of course, much of the language may be relatively unfamiliar to learners. However, you can vary your content along the Familiar–Unfamiliar continuum. One of the best ways to guarantee the familiarity of your content is to seek classroom materials with local relevance. By doing this, you will be meeting learners at the midpoint of the Familiar–Unfamiliar continuum; in other words, you will be meeting learners halfway.

Try to meet your students halfway by considering their realities whenever you select authentic materials. Content that is authentic, familiar, and engaging can meet Krashen’s prescription for input that is comprehensible but challenging, while a diverse menu of activities that is designed to take full advantage of appropriate input can offer many opportunities for the beneficial output prescribed by Ellis. Authentic materials enrich EFL teaching and learning when the materials are selected with sensitivity to the local context, and when they are used to communicate meaning and information.

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Appendix A Steps for Vocabulary Bingo

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1. Distribute an authentic text (e.g., blog posting, cooking recipe, restaurant menu, or song lyrics) to the students. If possible, distribute copies of the text in advance so that it can be read as homework.
2. Ask students to choose words from the text that they think are new, interesting, or difficult.
3. Write the selected words on the board and make sure the students know the meaning of each word by asking them to supply definitions, or, if necessary, by supplying definitions yourself. When you have 16 words on the board, the game can begin.
4. Ask students to make their own Vocabulary Bingo cards with 16 empty cells (4 columns and 4 rows) and to write the words in the cells, in any order the students wish. Thus, each card will be unique.
5. Ask students to take turns choosing a word from the list on the board without telling which word they have chosen. Instead of saying the word, the student gives a clue: a synonym, an antonym, or a fill-in-the-blank sentence. When someone identifies the correct word from the list, everyone crosses out that word on his or her card.
6. The first person whose card has four crossed-out words across, down, or diagonally is the winner.

Appendix B Steps for Classroom Jeopardy

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- Before class, select an authentic text that contains at least four obvious categories. If possible, distribute copies of the text in advance so that it can be read as homework. (The instructions below are based on a recipe but can be adapted for other kinds of authentic texts.)
- Before class, decide on the categories and prepare 16 game answers (4 answers for each of 4 categories).
- In class, distribute copies of the recipe to the students if you haven't done so beforehand.
- Introduce the categories and corresponding questions, as in these examples:
Category 1: Preparation Instructions. How do we prepare the _____?
 Example: How do we prepare the tomatoes?
Category 2: Amount of Time. How long do we _____ the _____?
 Example: How long do we cook the onions?
Category 3: Type of Ingredient. What type of _____ do we need?
 Example: What type of tomatoes do we need?
Category 4: Quantity of Ingredient. How many/much _____ do we need?
 Example 1: How many tomatoes do we need?
 Example 2: How much chicken do we need?
- Draw a Classroom Jeopardy game chart on the board with 20 empty cells (4 columns and 5 rows). In the top row, write the categories. In the other rows, write various monetary values. Here is an example:

Sample Classroom Jeopardy Game Chart for a Cooking Recipe

<i>Preparation</i>	<i>Time</i>	<i>Type</i>	<i>Quantity</i>
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400

- Ask the class to form teams of three or four students each. Now, the game can begin.
- Team #1 selects a category and a monetary value (higher monetary values should require more difficult questions).
- The teacher gives the corresponding answer, for example, "8 minutes" for an answer in the Time category.
- Team #1 studies the recipe and responds in the form of a question, for example, "How long do we cook the onions?"
- The teacher writes the score for Team #1 on the board (see the scoring options below).
- Continue to the next team and repeat steps 7–10 above.
- Make sure to give each team an equal number of opportunities.
- The team that earns the highest monetary value is the winner.

Scoring Options for Classroom Jeopardy

- Response is correct in terms of content and grammar: Team earns the selected monetary value.
- Response is correct in terms of content or grammar: Team earns half of the selected monetary value.
- Response is not correct in terms of both content and grammar: Team subtracts the selected monetary value from its total.