

Authentic Resources

An Information Sheet for New York State World Language Educators

What Are Authentic Resources?



Authentic resources are unedited and unsimplified texts in print, audio, or visual formats that have been created by and for members of the target culture for real-world purposes other than language learning.

Why Should I Teach with Authentic Resources?



Authentic resources are intentionally highlighted in **New York State World Language Standard 1, Interpretive Communication**, as a tool to promote students' language and culture learning. Through authentic resources, students see how words and structures are used in a given cultural context for real-world communicative purposes. When authentic resources are well-chosen and implemented, they can motivate and support students' target language use and cultural understanding. As authentic resources are available in real time, teachers can assure the timeliness and relevance of the language and culture they share with their students.

How and Where Can I Search for Authentic Resources?



The Internet is replete with authentic resources. To find the ones in the target language you teach and that relate to the thematic and cultural contexts of your unit or lesson...

- **Use a search engine** such as Google. Enter search terms in the target language, refining as needed. Identify the authentic resource type (e.g., *infografía*), content (e.g., *café*) and, if desired, location (e.g., Costa Rica).

- Use **social media** such as Twitter or Instagram. Search the **hashtag #authres** to find authentic resources others have identified. Search with hashtags specific to the resource type and content to discover your own authentic resources.
- Search **collections** curated by world language professional organizations, individual bloggers, or members of online social media groups.



The **NYS World Language Standards Initiative: Authentic Resources** Wakelet has curated collections of authentic resources in multiple languages along with materials to further inform you on the topic. Find out more at:

<http://www.nysed.gov/world-languages/wakelet-authentic-resource-collections>

- After finding authentic resources, store, organize, and label them for ease of retrieval. Consider using a **storage or curation site** such as Google Drive or Wakelet.

How Do I Select Authentic Resources?



Students at all proficiency levels can derive meaning from authentic resources with appropriate supports. Not every text, however, is appropriate for every group of students or every level. Key ideas to consider in selecting authentic resources are their...

- **Authenticity** - Were they written by and for members of the target culture?
- **Alignment** - Does the content of the authentic resources align to the learning goals?
- **Appropriateness** - Are they suitable for the developmental and proficiency levels of the students?
- **Accessibility** - Is there familiar content and language? Is the length appropriate or can it be chunked to make it appropriate for the students? Are there visuals and redundancy of language to support meaning-making?
- **Appeal** - Are they of interest to the students?

Sources:

- Glisan, E. W., & Donato, R. (2017). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: American Council on the Teaching of Foreign Languages.
- Grahn, L. (2018). *Gathering authentic resources for a thematic unit*. Retrieved from <https://passion4theprofession.com/2018/09/07/gathering-authentic-resources-for-a-thematic-unit/>
- Zyzik, E., & Polio, C. (2017). *Authentic materials myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press.