Make the Most of Authentic Resources

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Definition

“Authentic materials are those created for some real-world purpose other than language learning...provided by native speakers for native speakers”

(Zyzik & Polio, 2017, p. 1)
Definition

“...written and oral communications produced by members of a language and culture group for members of the same language and culture group”

(Shrum & Glisan, 2010, p. 85)
Why Authentic Resources?
Why Authentic Resources?

Potentially rich source of real language in real use from a real context that is cultural in nature.
What about Motivation?

- Authentic resources are **not** motivating by nature.
- Selection of text and tasks is key!
“Make it a goal to become a collector of interesting texts of all sorts on the topics in your curriculum.”
S. Kane, 2003, p. 90

About Collecting #Authors
Where to Find Authentic Resources

#AUTHRES

Facebook

Google

Pinterest

Newsela
“...not every resource is right for every level of a learner, and so some type of criteria is necessary for evaluating the quality and appropriateness of an authentic resource before employing it in instruction.”

A. Leonard, 2014

About Selecting #Authres

https://www.amylenord.net/blog/how-to-evaluate-an-authentic-resource
Considerations in Authentic Text Selection

Length
- Plan for redundancy
- Plan to chunk larger texts

Topic
- Judge if it is appropriate to the age and context
- Plan for appropriate level of content familiarity

Linguistic Complexity
- Plan for (some) prior vocabulary knowledge
Selecting authentic resources that are...

- **Authentic**
  - Prepared by and for the target language users
  - Created solely for the use of target language speakers for pleasure or information

- **Appealing**
  - Connected to real life
  - Interesting
  - Attention-grabbing
  - Novel, humorous
  - Tech-based

- **Accessible**
  - Appropriate to students' age and proficiency level
  - At an appropriate level of rigor or challenge
  - Rich in visual support, cognates, known words, and other text features
  - Useful in creating tasks to prior knowledge

- **Aligned**
  - Matched to learning targets
  - Opportunities to practice interpretive skills
  - Input for interpersonal/interactive tasks
  - Examples of vocabulary, language structures, and culture in context
  - Sources of comprehensible input

*Adapt the task, not the text.*

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**Lenolandia**

El mundo de la clase de la Señora Lenord

**HOW TO EVALUATE AN AUTHENTIC RESOURCE**

2/3/2018 1 Comment

With every passing day more and more attention is being paid to the value of using authentic resources in world language instruction. The benefits of authentic resources are that both students and teachers of world language are rich in the time and scrutiny it takes to find a quality resource can be so worth it. But, scrutiny is necessary. While I have been a proponent that authentic resources can be used in teaching any level of language learner, including novices, not every resource is right for every level of a learner, and so some type of criteria is necessary for evaluating the quality and appropriateness of an authentic resource before employing it in instruction.
“Great authentic resources are hard to find, so you don’t want to squander them.”

R. Blouwolff, 2007, p. 42

About Implementing #Authres
Two Examples of “Not Squandering” the Resources

pp. 13 - 15
“...there is scarcely a right or wrong text for a particular learning level, but there are definitely right or wrong tasks”

Swaffar & Arens, 2005, p. 61
Selecting the Tasks – General Considerations

- Focus on meaning before form
- Attend to authentic language
  - Vocabulary, structures, chunks of language
- Plan for students’ active engagement
Plan for Strategy Integration

- Activate / draw on background knowledge
- Skim for main idea
- Scan for details
- Guess meaning in context
- Use visual support
Examine the Can-Do Statements

**INTERPRETIVE COMMUNICATION**

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS**

**NOVICE**

**PROFICIENCY BENCHMARK**

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**PERFORMANCE INDICATORS**

**NOVICE LOW**

I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

**NOVICE MID**

I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.

**NOVICE HIGH**

I can identify the topic and some isolated facts from simple sentences in informational texts.

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**INVESTIGATE**

**INVESTIGATE PRODUCTS AND PRACTICES TO UNDERSTAND CULTURAL PERSPECTIVES**

**NOVICE**

In my own and other cultures I can identify products and practices to help me understand perspectives.

**INTERMEDIATE**

In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

**PERFORMANCE INDICATORS**

**PRODUCTS**

In my own and other cultures I can identify some typical products related to familiar everyday life.

**PRACTICES**

In my own and other cultures I can identify some typical practices related to familiar everyday life.
Design Tasks for the Proficiency Level

- Guiding question(s)
- Binary questions (either-or, agree-disagree)
- Wh- questions
- Sequencing
- Fill-in partially-completed...
  - Graphic organizer, paragraph, sentences
- Peer support
- Teacher scaffolding
  - Sequencing of tasks, pauses, multiple passes...
“Language acquisition might actually take place in the 'space surrounding' the authentic resource.”

Kristy Placido (2013)

https://kplacido.com/2013/02/19/5-tips-for-using-authres/
The Selected Authentic Resource
Plan for the Surrounding Spaces

Before

During

After

- Reading, Listening, Viewing
- Interpretive
- Presentational
- Interpersonal
- Speaking, Writing for an Audience
- Spontaneous Two-Way Interaction
Examine the Can-Do Statements
During

What pet is discussed?
What is the message?
What reasons are given?

Before

Do you have a pet? If so, what kind? Where did it come from?

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What other kinds of pets do you know of? Where do they come from?

After

What pet was discussed?
What was the message?
What reasons were given?

Why does this matter in Costa Rica? Does it matter in the U.S.? If so, why and to whom?

What is your opinion?
Impacts of Integrating All Modes

• Multiple, integrated tasks across modes of communication
• Meaning-making and production spaces surrounding the authentic resource
• Integrated language use and cultural investigation as the outcomes
“All texts are tinted with echoes and reverberations of other texts.”

Bakhtin, 1986, p. 91
Expanding the Surrounding Spaces
To Start...

| Before     | Interpersonal | • Partner, then whole group discussion about pets and where they come from  
|            |               | • Documentation of ideas on chart |
| During     | Interpretive  | • Identifying facts, message, and evidence in video |
| After      | Interpretive  | • Whole group discussion of facts, message, and evidence from video  
|           | Interpersonal | • Add to documentation of ideas on chart  
|           |               | • Small group discussion of importance in Costa Rica and U.S.; opinion sharing |
And Then…

<table>
<thead>
<tr>
<th>Before</th>
<th>Interpersonal</th>
<th>• Small group discussion of importance in Costa Rica and U.S.; opinion sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>During</td>
<td>Interpretive</td>
<td>• Jigsaw readings about birds in danger of extinction in Costa Rica, Cuba, and Puerto Rico</td>
</tr>
<tr>
<td>After</td>
<td>Interpretive</td>
<td>• Expert group discussions of what was learned</td>
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<td></td>
<td>Interpersonal</td>
<td>• Mixed group discussions of what was learned</td>
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<td></td>
<td></td>
<td>• Whole group discussion of conclusions from readings</td>
</tr>
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<td></td>
<td></td>
<td>• Add to documentation of ideas on chart</td>
</tr>
<tr>
<td>Before</td>
<td>Interpersonal</td>
<td>• With partner, recall or revise personal opinion about the importance of the topic</td>
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<tr>
<td>During</td>
<td>Interpretive</td>
<td>• Read <em>Libertad</em> until the end of page 7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete story map of setting and events while reading.</td>
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<tr>
<td>After</td>
<td>Interpretive</td>
<td>• With partner share and discuss story map.</td>
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<td></td>
<td>Interpersonal</td>
<td>• With partner, brainstorm what you think will happen.</td>
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<td>Presentational</td>
<td>• With partner, write one-paragraph ending to the story.</td>
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<td>• Whole class listens to endings and votes on which is most likely.</td>
</tr>
<tr>
<td>During</td>
<td>Interpretive</td>
<td>• With partner, read final pages of story.</td>
</tr>
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<td></td>
<td></td>
<td>• Compare your ending to actual ending.</td>
</tr>
<tr>
<td>After</td>
<td>Interpersonal</td>
<td>• Whole class identification of closest ending.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole class discussion of how actual ending reflects cultural perspectives.</td>
</tr>
</tbody>
</table>
How has your thinking grown and/or changed around the Collection, Selection, and Implementing authentic resources?

What is your next step?

What questions do you have?
COLORÍN COLORADO
ESTE CUENTO SE HA ACABADO
References


References (continued)


