

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?



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
CULTURES Interact with cultural competence and understanding	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	<p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.	<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time; comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.

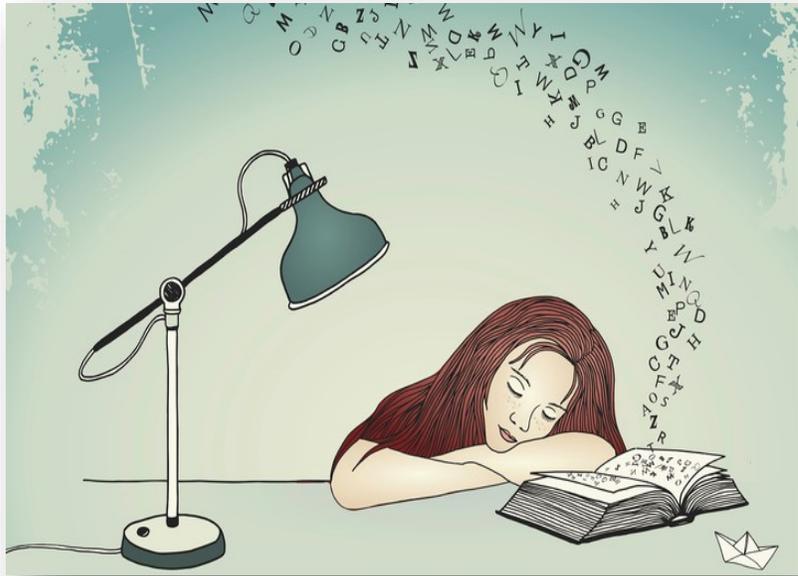


Why Authentic Resources?

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 #Authres



Where to
Find
Authentic
Resources



#AUTHRES



Google



newsela



passion4theprofession
So much to share!

Home About

SEARCH GO



September 17, 2017

How do I select authentic resources for my language classroom?

SAFE | State Agencies | Online Services **Ohio.gov**

Ohio Department of Education

ADMINISTRATORS TEACHERS PARENTS TOPICS HOW DO IT? ABOUT MEDIA BLOG CONTACT

Home > Learning in Ohio > World Languages > World Languages Model Curriculum > Model Curriculum Components > Instructional and Authentic Resources

Instructional and Authentic Resources

Teachers can find an extensive list of authentic audio, video, print and instructional resources, suggested by world language educators throughout Ohio.

• Authentic Resources	• Diverse Learners
• Technology	• Native Speakers
• Web Resources	• Elementary Programs
• Video Lessons	• What Does Proficiency Look Like?

Authentic Resources by Language, Theme and Topic

To truly assess proficiency, learners need opportunities to use their language in real-world situations, using authentic cultural resources (i.e., resources that are created by native speakers for native speakers). These lists of authentic resources are categorized by themes and

“...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

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**

More



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

Authentic resources can be	
Video clips	Poems
Audio clips	Songs
Articles	Commercials
Infographics	Podcasts
Advertisements	Images
Memes	Quotes
Movie trailers	Charts, maps

✓ 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 links to prior knowledge

✓ Appealing

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

✓ Aligned



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



"Adapt the task, not the text."



HOW TO EVALUATE AN AUTHENTIC RESOURCE

2/1/2014 [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 to both students and teachers of world language are rich, and 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.

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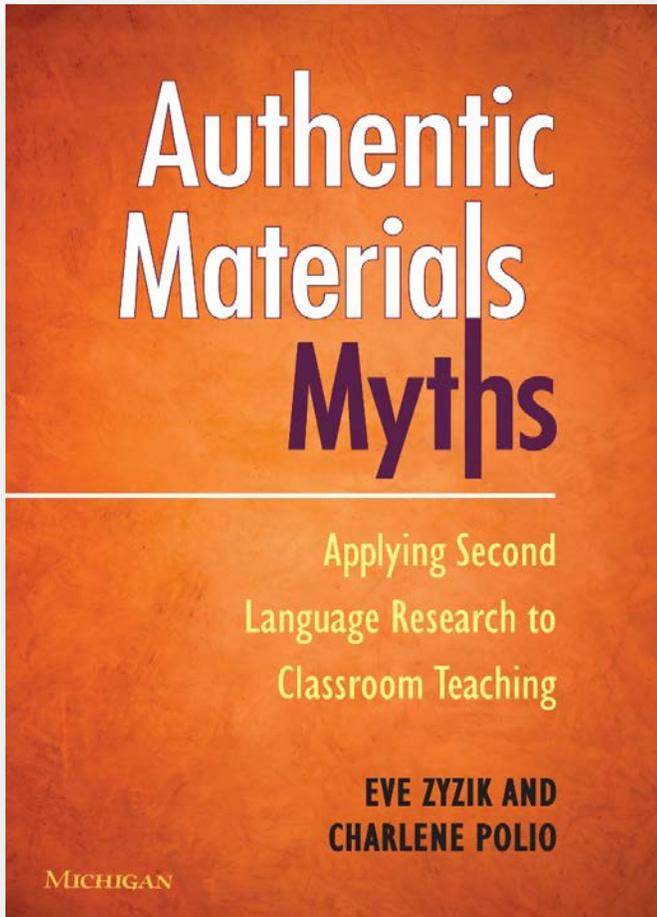
(n.) A special place where we remember that students are humans that need to feel loved and important, where their achievements are

“Great authentic resources are hard to find, so you don’t want to squander them.”

R. Blouwolf, 2007, p. 42

About Implementing #Authres

Two Examples of “Not Squandering” the Resources



pp. 13 - 15

FOCUS TOPIC Using Authentic Resources to Support All Three Modes of Communication

Going Deep with Novice Learners:
Reimagining a School Unit with Authentic Resources

By **REBECCA BLOUWOLF**

In my backpack, there are two books and a pencil. I also have a blue pen. Sound familiar? At some point or another, all teachers of Novice students have to introduce the vocabulary of the classroom and school. But how can we go beyond teaching lists of school supplies and daily schedules to incorporate interculturality, higher-order thinking skills, and social justice issues—with students who have studied the language for less than a year? I found one answer to this question when I wrote a thematic unit rooted in engaging authentic resources.

Writing with a Novice High target in mind, I created a French 7 unit on global education that included opportunities for students to talk about their own experiences in school (schedules, classes, teachers), identify variations in schooling around the world, and study challenges in education with a particular focus on the French-speaking world. This unit was inspired by Donna Clementi and Laura Terrill's unit on challenges in education (www.aefl.org/publications/books-and-brochures/the-keys-planning-learning).

Getting Started: Hook Students with Authentic Resources

My “hook”—meant to entice students as I opened the unit—was a video made by and for middle schoolers in eastern France that showed their typical school day (www.youtube.com/watch?v=jpwK7JdnDBic&list=PL931). No matter the hook you choose for your unit, be sure it's authentic and engaging for your learners. My video featured a school with a biometric hand-reader in the cafeteria and a football table in the student lounge, for example.

Once you have chosen your hook, get everything you can out of it. Great authentic resources are hard to find, so you don't want to squander them. First, my students watched the video without audio and completed a processing guide where I asked them to: (1) Answer true/false questions by focusing on visuals, and (2) Establish the order of a French school day. These non-verbal processing tasks helped orient students to the resource and laid the groundwork for the challenging interpretive work that followed. I highly recommend an introductory task of this type to build students' confidence and ensure that all learners are ready to succeed on interpretive tasks.

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“...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.

What can I understand, interpret or analyze in authentic informational texts?

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	<i>I can</i> identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.	<i>I can</i> identify the topic and some isolated facts from simple sentences in informational texts.



	NOVICE	INTERMEDIATE
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.
	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

Design Tasks for the Proficiency Level

Novice

- ✓ 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.”

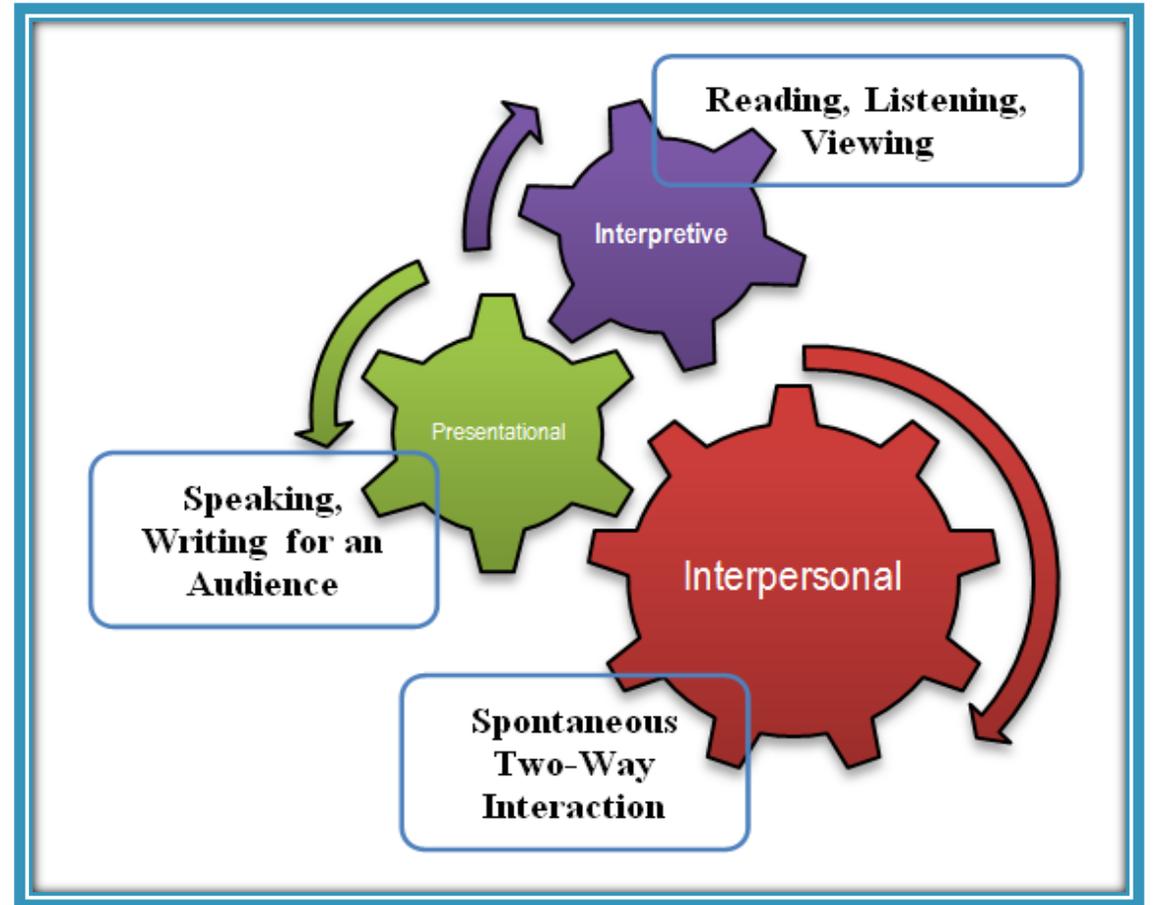
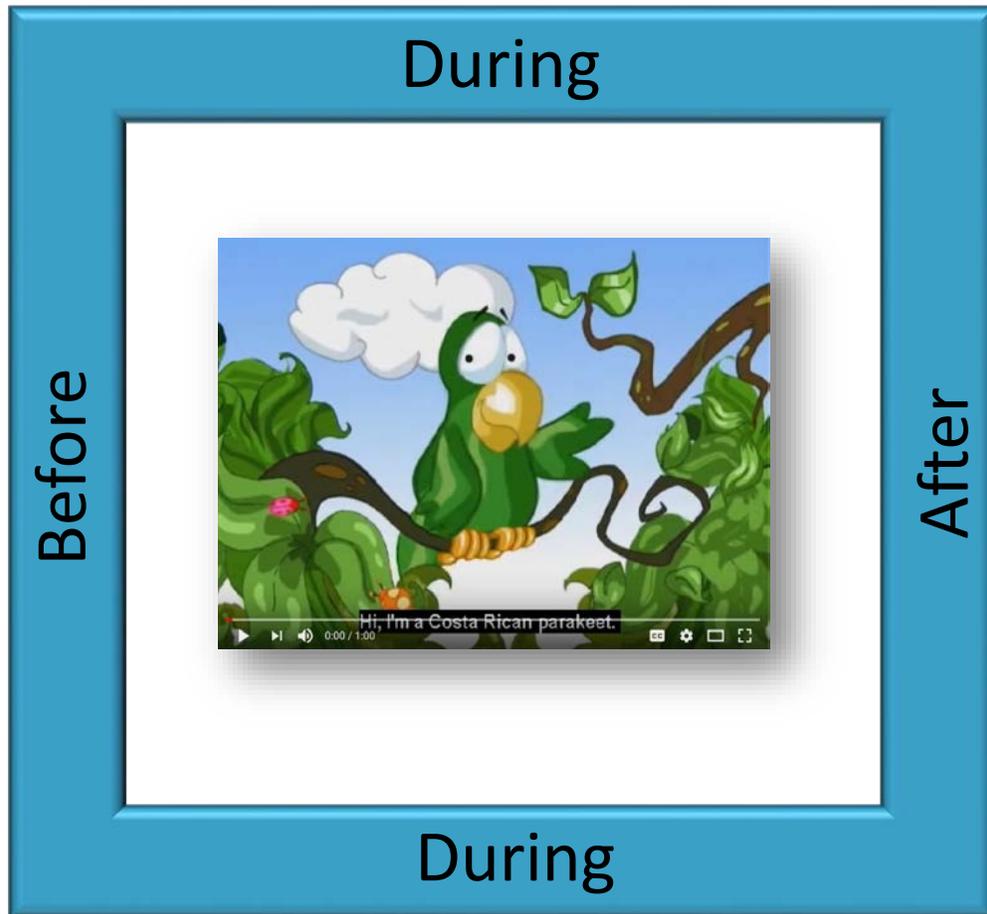
Kristy Placido (2013)

<https://kplacido.com/2013/02/19/5-tips-for-using-authres/>

The Selected Authentic Resource



Plan for the Surrounding Spaces



Examine the Can-Do Statements



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

How can I exchange information and ideas in conversations?

PERFORMANCE INDICATORS

NOVICE LOW

I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

NOVICE MID

I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

NOVICE HIGH

I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

NCSSFL-ACTFL CAN-DO STATEMENTS



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

Invite people to review a shared

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

How can I present information to give a preference, opinion or persuasive argument?

PERFORMANCE INDICATORS

NOVICE LOW

I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.

NOVICE MID

I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences

NOVICE HIGH

I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

Edit text c

How can I present information to inform, describe, or explain?

PERFORMANCE INDICATORS

NOVICE LOW

I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

NOVICE MID

I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

NOVICE HIGH

I can present on familiar and everyday topics, using simple sentences most of the time.

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?

~~~~

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

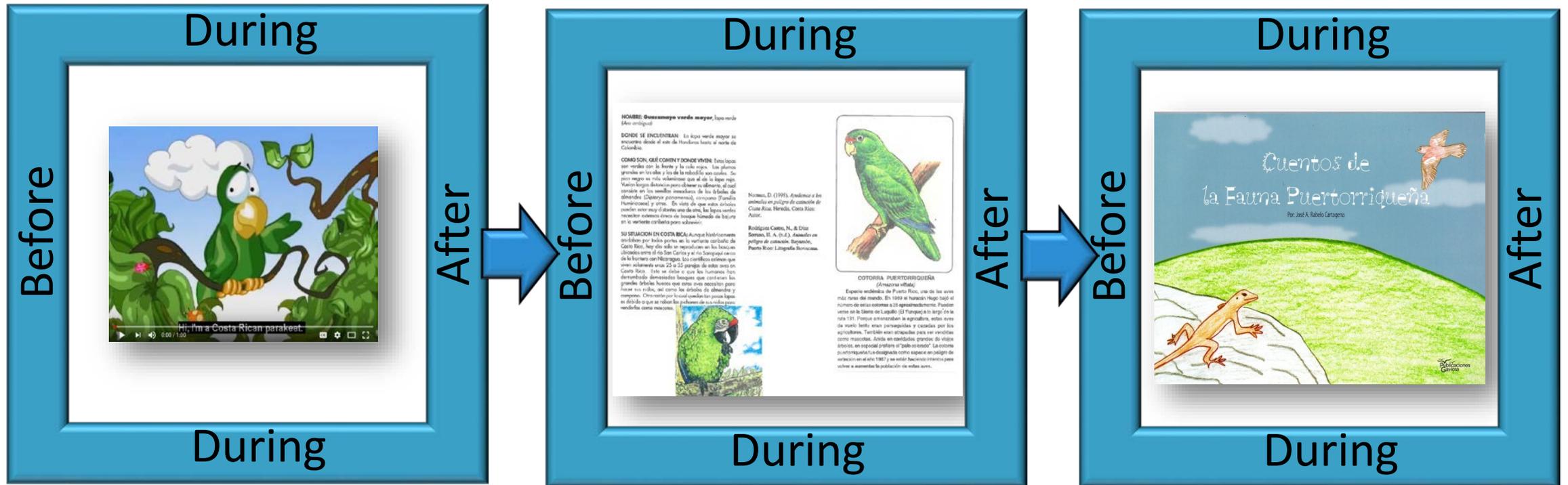
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- Multiple, integrated tasks across modes of communication
- Meaning-making and production spaces surrounding the authentic resource
- Integrated language use and cultural investigation as the outcomes

“All texts are tinted with  
echoes and  
reverberations of other  
texts.”

Bakhtin, 1986, p. 91

# Expanding the Surrounding Spaces



# To Start...



|        |                               |                                                                                                                                                                                                                                                             |
|--------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before | Interpersonal                 | <ul style="list-style-type: none"><li>• Partner, then whole group discussion about pets and where they come from</li><li>• Documentation of ideas on chart</li></ul>                                                                                        |
| During | Interpretive                  | <ul style="list-style-type: none"><li>• Identifying facts, message, and evidence in video</li></ul>                                                                                                                                                         |
| After  | Interpretive<br>Interpersonal | <ul style="list-style-type: none"><li>• Whole group discussion of facts, message, and evidence from video</li><li>• Add to documentation of ideas on chart</li><li>• Small group discussion of importance in Costa Rica and U.S.; opinion sharing</li></ul> |

# And Then...



|        |                               |                                                                                                                                                                                                                                                                     |
|--------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before | Interpersonal                 | <ul style="list-style-type: none"><li>• Small group discussion of importance in Costa Rica and U.S.; opinion sharing</li></ul>                                                                                                                                      |
| During | Interpretive                  | <ul style="list-style-type: none"><li>• Jigsaw readings about birds in danger of extinction in Costa Rica, Cuba, and Puerto Rico</li></ul>                                                                                                                          |
| After  | Interpretive<br>Interpersonal | <ul style="list-style-type: none"><li>• Expert group discussions of what was learned</li><li>• Mixed group discussions of what was learned</li><li>• Whole group discussion of conclusions from readings</li><li>• Add to documentation of ideas on chart</li></ul> |

# And Then...

|        |                                                 |                                                                                                                                                                                                                                                                                                      |
|--------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before | Interpersonal                                   | <ul style="list-style-type: none"> <li>With partner, recall or revise personal opinion about the importance of the topic</li> </ul>                                                                                                                                                                  |
| During | Interpretive                                    | <ul style="list-style-type: none"> <li>Read <i>Libertad</i> until the end of page 7.</li> <li>Complete story map of setting and events while reading.</li> </ul>                                                                                                                                     |
| After  | Interpretive<br>Interpersonal<br>Presentational | <ul style="list-style-type: none"> <li>With partner share and discuss story map.</li> <li>With partner, brainstorm what you think will happen.</li> <li>With partner, write one-paragraph ending to the story.</li> <li>Whole class listens to endings and votes on which is most likely.</li> </ul> |
| During | Interpretive                                    | <ul style="list-style-type: none"> <li>With partner, read final pages of story.</li> <li>Compare your ending to actual ending.</li> </ul>                                                                                                                                                            |
| After  | Interpersonal                                   | <ul style="list-style-type: none"> <li>Whole class identification of closest ending.</li> <li>Whole class discussion of how actual ending reflects cultural perspectives.</li> </ul>                                                                                                                 |



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?

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