

# #Authres 101:

Finding & Embedding Authentic Resources in  
the World Language Classroom

Michelle Walpole





# iHola!

**My name is Michelle  
Walpole.**

I am here because I love language teaching and I love to collaborate & share ideas!

You can find me at @SrtaWalpole on Instagram & Twitter

# GOALS FOR TODAY'S SESSION

- ◆ Review the concept of an authentic resource & authentic learning
- ◆ Explore the #authres process
- ◆ Bring home concrete examples to use in your classroom
- ◆ **HAVE FUN!**



**“You want to teach for 40 years. You do not want to teach the same year 40 times.”**

**-Matt Frahm, Superintendent of Naples CSD**

Language  
Acquisition

VS

Language  
Learning

authentic



meaningful interactions

natural



active  
participation

balance of content  
& language

integration of  
all domains



memorized

worksheets

drill



isolation

conscious



# 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.



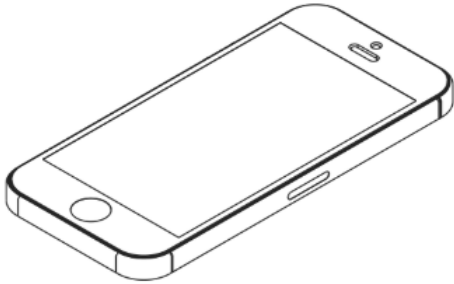
ACTFL

AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

Visit [www.actfl.org/virtuallearning](http://www.actfl.org/virtuallearning)

# What is #authres?

Go to **www.menti.com** and use the code **74 93 32**



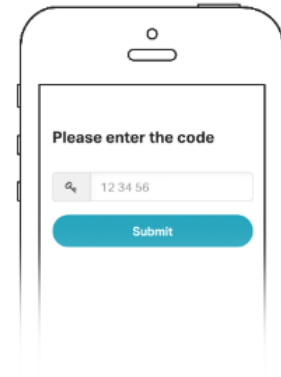
1

Grab your phone

www.menti.com|

2

Go to [www.menti.com](http://www.menti.com)



3

Enter the code **74 93 32** and vote!



# What is #authres?

“authentic texts as materials which are designed for native speakers; they are **real text**; designed not for language students, but for the speakers of the language”



# Why I personally use #authres:

- products, practices, & perspectives
- engaging and interested
- Students can see when/where language is used
- Students can learn about the culture WITH the language
- Reinforcement of vocabulary in context
- Teach important concepts that I might not be an expert on

# But..... wait!

*“authentic resources are only as valuable as the language acquisition that they foster”*

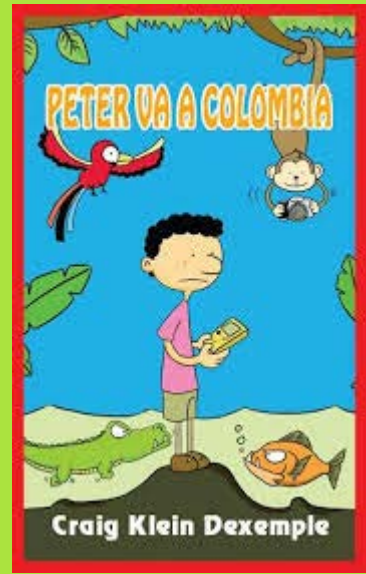
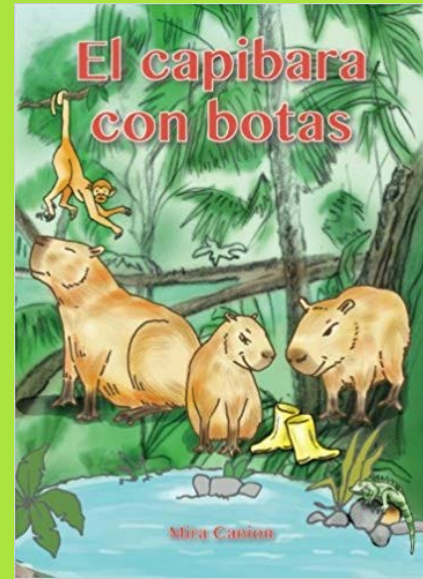
1. Do not exclude resources because they are not #authres!
2. If students are frustrated & confused, they will not learn! Scaffold scaffold scaffold!



Martina Bex, 2014



Readers are pathways to learning more from **#authres**





*“Grammatical errors are less likely to offend than committing cultural gaffes.”*

*~Ali Moeller*

How can I incorporate  
#authres into my classroom  
in a meaningful way?

Introduce

Investigate

Interact

*By Martina Bex in "Inspired Proficiency Podcast"*

# EXAMPLE: “Robarte un Beso”

## Introduce:

- Ask students questions about love, stealing, etc to practice vocabulary
- Introduce Carlos Vives and Sebastian Yatra to practice basic vocabulary (physical description)
- Introduce the four situations BEFORE showing video to peak interest

## Interact:

- Have students complete a “VEO VEO” activity when watching the video
- Match English parts to Spanish song

## Investigate:

- Discuss concept of a vallenato, school uniforms in Latin America
- Match what happened to people in the story
- Retell





# EXAMPLE: “Benefits of Commuting by Bike to Work ”

## Introduce:

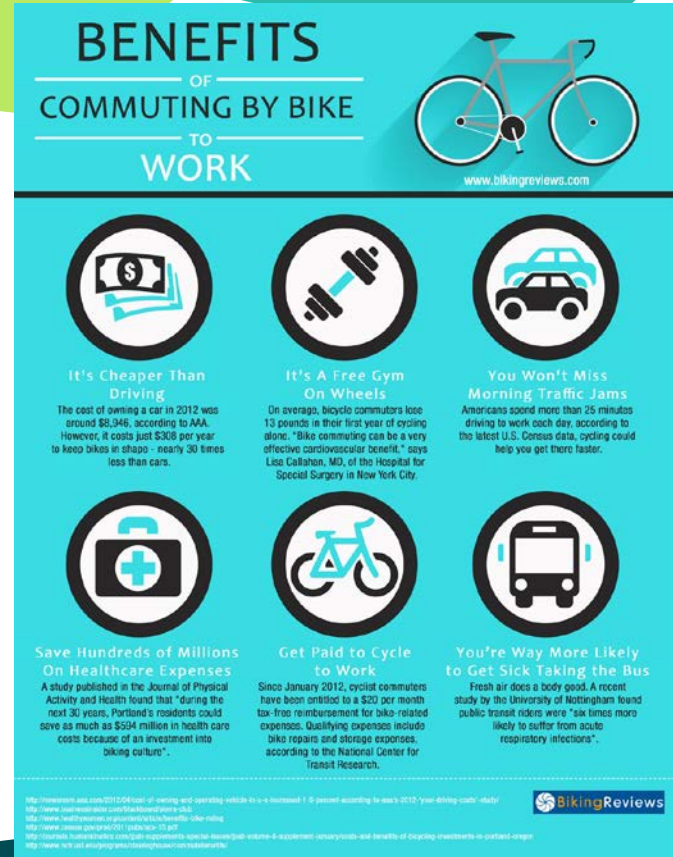
- Review vocabulary such as to go, bicycling, transportation
- Use [www.jigsawplanet.com](http://www.jigsawplanet.com) to have students construct infographic

## Interact:

- Give students a couple minutes to read over with a group to get the gist
- Complete True or False Activity with pairs

## Investigate:

- Talk to each other about how we get to work
- Compare how we get to work versus the infographic, talking about advantages / disadvantages



# ¿Cierto o Falso? - Marker Game

- Take 2 minutes to read over and study the [infographic](#): **Benefits of Commuting by Bike to Work**
  - If what I say is **FALSE**, grab the marker. (2 points for correct, -1 for incorrect)
1. On average, Americans spend 25 minutes a day driving to work.
  2. Public transportation makes you ten times as likely to get sick.
  3. On average, people lose 10 pounds the first year biking to work.
  4. Biking to work helps people save money.



# *Rock Paper Scissors*



**1... 2... 3.... iDALE!**

1. Do you like riding your bike?
2. Do you prefer to walk or ride your bike?
3. Do you have a bike? Describe it.
4. How old were you when you learned to ride your bike?
5. How do you get to school?
6. What is the best weather for a day to ride your bicycle?

***FUN, CREATIVE, &  
MEANINGFUL WAYS TO  
IMPLEMENT #authres IN  
YOUR CLASSROOM***

# #1: Introduce a unit

## ¿QUÉ ES ECOTURISMO?

Si eres un aficionado de los viajes, debes haber escuchado o leído este término en páginas de viajes, pero, ¿qué es ecoturismo?

**·ECOTURISMO·**

Simplymente, el ecoturismo es un tipo de *viaje responsable* en áreas naturales donde se *conserva el medio ambiente* y se mejora el bienestar de la *población local*.

## COSTA RICA ecoTurismo

EN COSTA RICA HAY:

- 6.500 MARIPOSAS
- 1.600 PECES
- 13.000 PLANTAS
- 870 AVES
- 220 REPTILES

ESPECIES DE

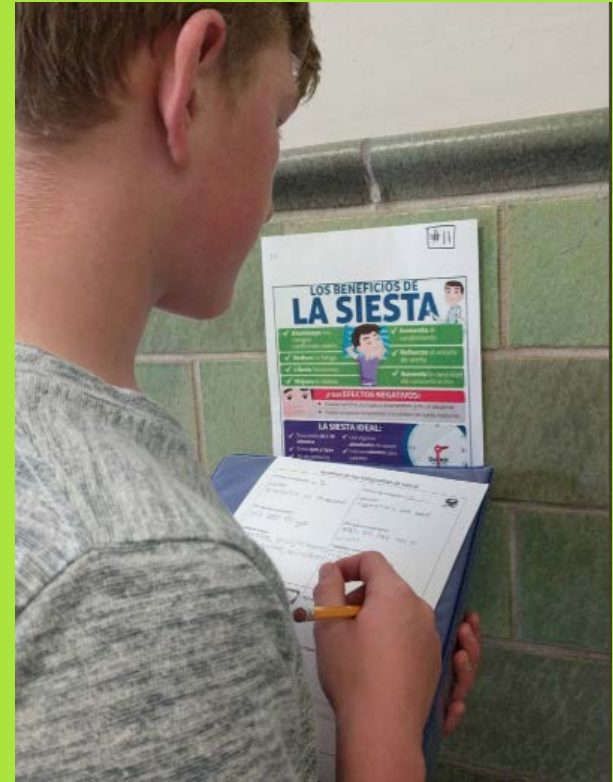
### LOS 10 LUGARES MÁS IMPORTANTES PARA LA ECOLOGÍA DE COSTA RICA

1. Parque Nacional Santa Rosa
2. Parque Nacional Rincón de la Vieja
3. Refugio de Vida Silvestre Orosí
4. Parque Nacional Las Baulas
5. Reserva Nacional Alajuela Cabe Blanco
6. Parque Nacional Barra Honda
7. Parque Nacional Palo Verde
8. Reserva Islas Gorgona, Negritos y Pájaro
9. Refugio de Vida Silvestre Puntas Blancas
10. Parque Nacional Corcovado

22 Parques Nacionales  
10 Refugios de Vida Silvestre  
20 Reservas Biológicas y Forestales  
Ocupan un 25% del territorio del país

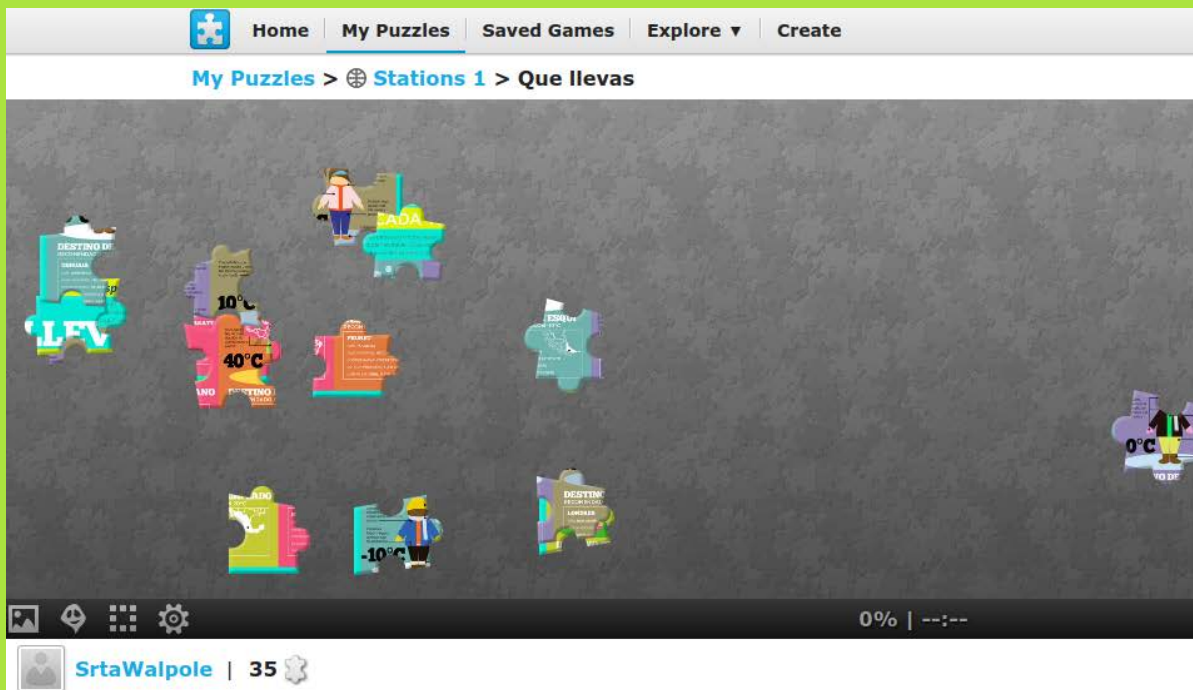


# #2: Infographic Gallery Walk



# #3: Puzzles

Jigsaw Planet (digital) or paper puzzles!

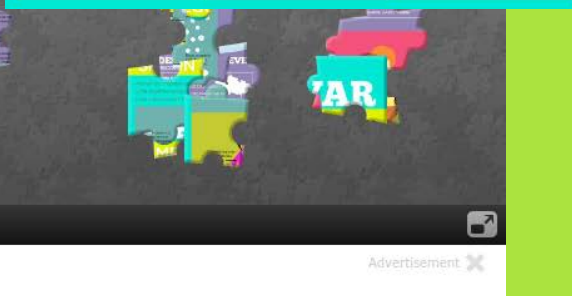


## QUE ROPA LLEVAR SEGUN CADA TEMPERATURA



Antes de irnos en una tarea que ningún viajero quiere hacer y sus cruceros dejen para último momento. Te damos consejos y de repente surge la duda inevitable: ¿Qué ropa debo llevar para la temperatura que está haciendo en el destino de mis próximas vacaciones? Pues que ni desespere, hemos preparado una guía de cómo deberás vestir según cada clima. ¡Buen viaje!

The grid contains 12 cards, each representing a different temperature range and destination. Each card includes an illustration of a person wearing appropriate clothing, a temperature label, and a list of recommended items. The destinations are: -10°C (Destino de Esquí, Usivualá), 0°C (Destino de Nieve, Praga), 10°C (Destino Invernal, Londres), 20°C (Destino Templado, México de Tercer Medio), 30°C (Destino de Verano, Paraty), and 40°C (Destino de Playa, Phuket). Each card also provides the coordinates and the best time to visit for that destination.





# #4: Warm Ups

## ¿ERES ADICTO AL CELULAR?

El tener y hacer uso de un teléfono móvil no implica tener una adicción, sin embargo, el uso inadecuado, incontrolado y excesivo del teléfono puede generar una dependencia.

**¿Eres adicto?**

Se les considera como adictos a los usuarios que no se separan de su celular las 24 horas, los 365 días del año.

¿Cierto o falso?

- Si tienes el teléfono 24 horas de 365 días, eres adicto.
- Acceso a los videojuegos guía (leads to) menos personas adictas.
- 176 millones de usuarios usan los teléfonos más que 100 veces al día.
- Las personas que son adictas usan sus teléfonos 8 horas cada día.
- 50% prefieren perder su cartera que su teléfono.

¿Cuántas personas en México son adictas?

¿Eres tú adicto? ¿Por qué?

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Me llamo: \_\_\_\_\_

**A. ¿Gripe, resfriado, o los dos?**

- Bronquitis
- Dolor de garganta
- Dolores musculares
- Fiebre
- Congestión nasal
- Dolor de ojos
- Dolor de cabeza

**B. Preguntas**

- ¿Cuánto es el periodo de incubación para la gripe y el resfriado?
- ¿Cuál es la duración de la gripe y el resfriado?

**C. Cierto o Falso**

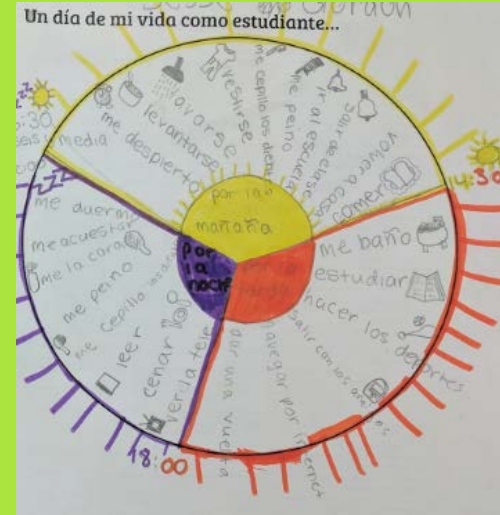
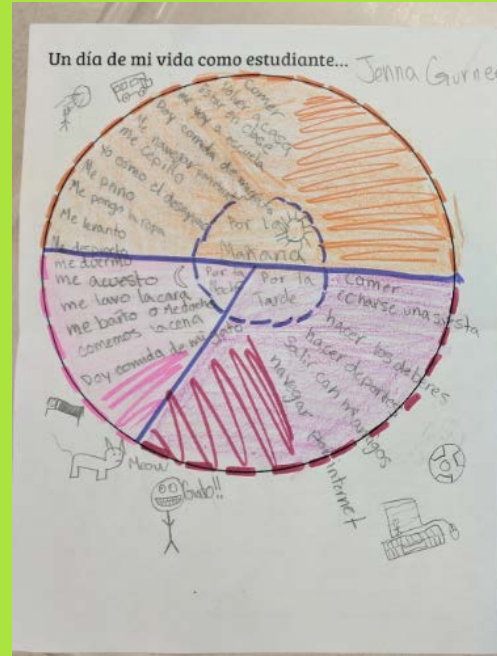
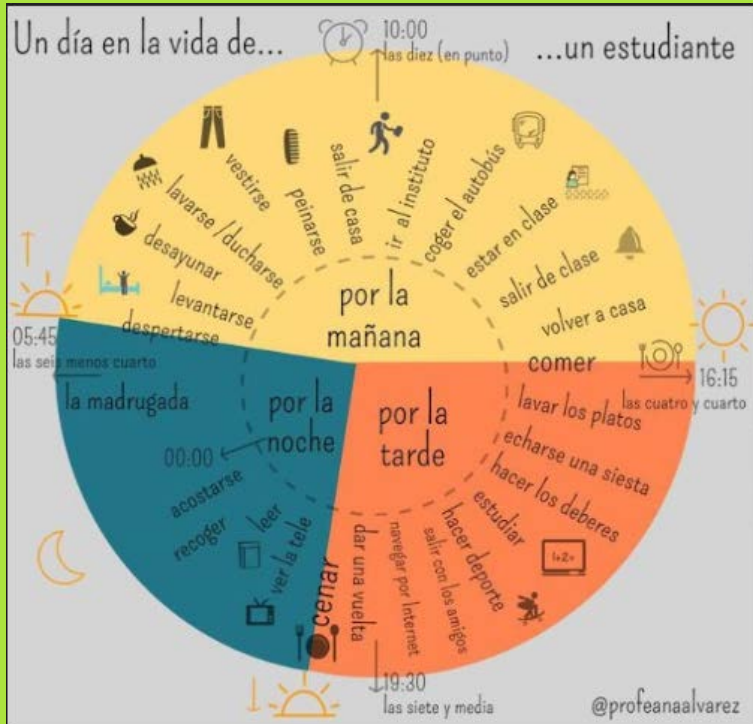
- Puedes usar el tratamiento antiviral con el resfriado.
- Puedes pillar un resfriado con contacto directo.
- Tienes secreción con una gripe.
- El resfriado es causado por el virus de la influenza.

## ¿GRIPE O RESFRIADO? No los confundas

Con la llegada del invierno aparecen enfermedades propias de temporada, como la gripe y los resfriados comunes. Es importante saber diferenciarlos, ya que las complicaciones de la gripe pueden llegar a ser fatales. Aquí las principales diferencias.

GRIPE			RESFRIADO		
Es una infección de la nariz, la garganta y los pulmones causada por el virus de la influenza.			Es una infección vírica de las vías respiratorias altas (200 virus diferentes, principalmente el Rhinovirus)		
<b>PRINCIPALES SÍNTOMAS</b> Dolor de cabeza Fiebre alta (hasta 40°C) Dolores musculares Ojos llorosos y dolorosos Congestión nasal Tos seca Dolor de garganta Debilidad y cansancio			<b>PRINCIPALES SÍNTOMAS</b> Congestión nasal Secreción (rhinorrea) Dolor de garganta (es frecuente) Irritación ocular Estornudos Tos (leve o moderada)		
<b>CONTAGIO</b> Por medio de las gotitas procedentes de la tos y estornudos de las personas infectadas. Es muy contagiosa.	<b>INCUBACIÓN</b> Entre 48 y 72 horas. Surge de manera brusca.	<b>DURACIÓN</b> De 5 a 15 días	<b>CONTAGIO</b> Por contacto directo o por diseminación de las gotitas de saliva o estornudos.	<b>INCUBACIÓN</b> Entre 12 a 72 horas. Surge poco a poco.	<b>DURACIÓN</b> Hasta 7 días y la tos puede seguir 2 semanas.
<b>TRATAMIENTO</b> • Reposo • Hidratación • Vaporizaciones Se tratan los síntomas: • Antitérmicos (fiebre) • Antitusígenos (tos) Tratamiento antiviral (consultar al médico)	<b>COMPLICACIONES</b> • Neumonía • Encefalitis (infección del cerebro) • Meningitis • Convulsiones	<b>TRATAMIENTO</b> • Reposo • Hidratación • Vaporizaciones Se tratan las molestias: • Analgésicos (dolor) • Expectorantes • Descongestionantes nasales (generalmente desaparece solo, gracias a los anticuerpos)	<b>COMPLICACIONES</b> • Bronquitis • Infección del oído • Neumonía • Sinusitis	<b>SABÍAS QUE...</b> Los mexicanos pueden llegar a perder en promedio 5 años de sus vidas luchando contra la gripe y el resfriado.	
<small>Fuente: kidhealth.org, infoqipe.com, Departamento de Microbiología y Parasitología, Facultad de Medicina, UNAM, mapfre.es, postta.es, webconsultas.com, MedlinePlus, Edición: Mariana I. Fuentes Pacheco Arte y Diseño: Alberto Nava Consultora</small>					

# #5: Create your own



[Twitter Link](#)

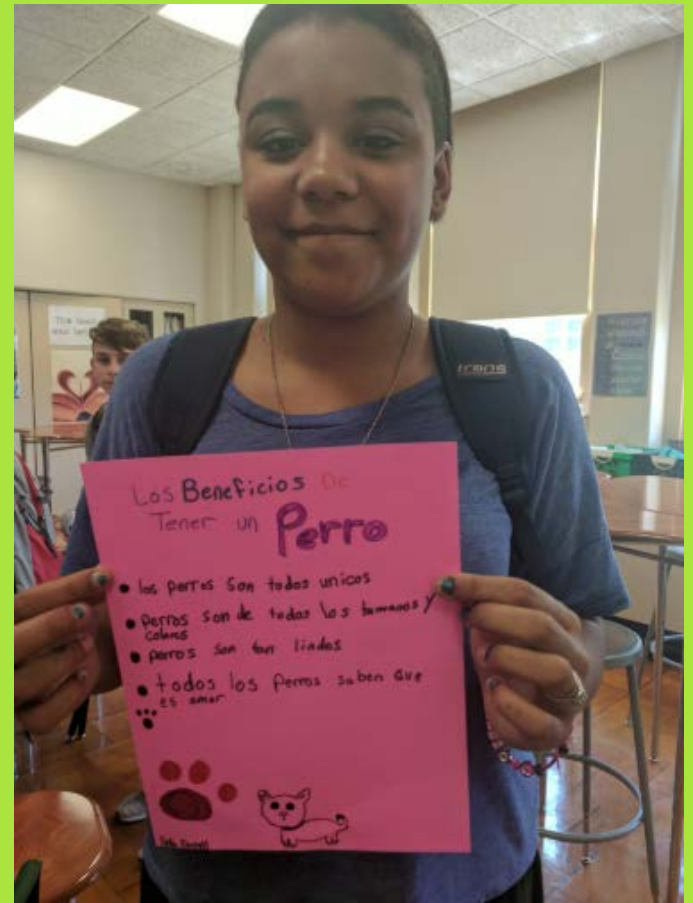


Señorita Walpole

@SrtaWalpole

¿Perros o gatos? Students reading authentic infographics and determining benefits of cats/dogs/ both and creating posters!

#meencanta #naplescsd ¿🐶o 🐱?



[Twitter Link](#)

[Twitter Link](#)



## "El tiempo de la Felicidad"

<https://www.bbc.com/mundo/noticias-44082693>

<https://tinyurl.com/y8mltzjm>

### A. Palabras importantes en inglés:

- Menos de \_\_\_\_\_
- Más de \_\_\_\_\_
- El tiempo \_\_\_\_\_
- La felicidad \_\_\_\_\_
- Negativo \_\_\_\_\_
- Positivo \_\_\_\_\_

### B. Idea Principal - What is the main idea of this image?

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### C. Hechos importantes:

1. Cambien los grados de centígrados a Fahrenheit.
  - a. Menos de 10 \_\_\_\_\_
  - b. Menos 20 \_\_\_\_\_
  - c. 25 \_\_\_\_\_
  - d. 30 \_\_\_\_\_
  - e. Más de 40 \_\_\_\_\_
2. Según el artículo, Where do the most positive expressions occur?  
\_\_\_\_\_
3. How long did this study occur? \_\_\_\_\_
4. What did the use in this study? \_\_\_\_\_
5. What is the next most influential factor after temperature? \_\_\_\_\_

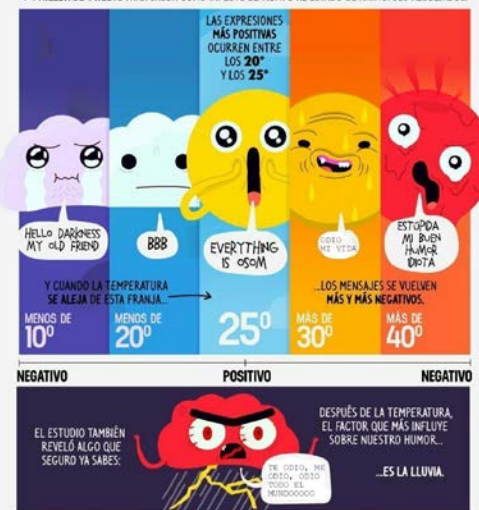
### D. Una reflexión personal:

¿Cuál temperatura te hace feliz? ¿Por qué? \_\_\_\_\_

¿Te gusta la lluvia? \_\_\_\_\_

## EL TIEMPO DE LA FELICIDAD

DURANTE SIETE AÑOS, CIENTÍFICOS DEL MIT ANALIZARON MÁS DE 2 MILLONES DE MENSAJES EN FACEBOOK Y 4 MILLÓN DE TWEETS PARA SABER CÓMO INFLUYE EL TIEMPO AL ESTADO DE ÁNIMO. SUS RESULTADOS:



© BBC / PICTOLINE

### El tiempo de MI felicidad...

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Otra factor muy influyente de mi felicidad es...

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# #5: Teaching Grammar in Context



# #6: Art Gallery Info Gap

Izquierda, derecha, delante, detrás,  
Cerca, y lejos, pero algo más  
Abajo, arriba, enfrente, encima  
entre , al lado, iy ya!

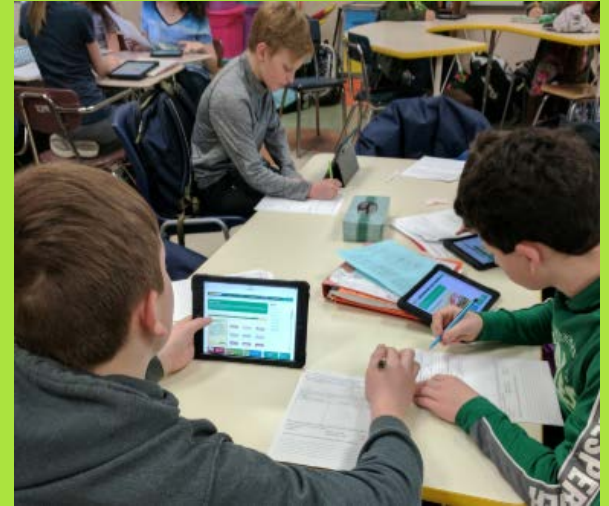


[Twitter](#)  
[Link](#)

# #7: Integrating all modes

The screenshot shows the Subway website for Mexico. At the top, there's a navigation bar with 'Restaurantes', 'Menú y nutrición', 'Catering', 'Contáctanos', 'Acerca de Subway®', 'Empleo', and 'Franquicia'. Below this, the 'Sub del Día' section is highlighted. It features a grid of seven sandwich options, each with a color-coded background and a photo of the sandwich. To the right of the grid, there's a green box with the text 'Celebrate todos los días' and 'Sub del Día \$39 15 cm C/U'.

Sub del Día	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
Sub del día	Costillas BBQ	Subway Melt	Sub de Pollo	Italiano B.M.T.®	Pollo Parmesano	Pizza Sub	Jamón de Cerdo



**Interpretive** - reading & answering questions from multiple sources

**Interpersonal** - talking with a friend and ordering a sandwich together

**Presentational** - writing a short note / text to a parent with the sandwich order.

Me gusta / No le gusta	Nos gusta ***	Le gusta / No me gusta	No nos gusta



# #8: Humor

Cosas que quiero hacer en mi tiempo libre



Lo que en realidad hago



Palomitas



Las quiere dulces o saladas?



Las quiero como mi novia...



No vendemos palomitas feas

fal\_col



# #9: Song Lyrics

- Live Lyrics
- Put them in order
- Fill in the blanks
- Sillas Musicales (without elimination)
- Reading & Interpretation
- Connecting the culture from video
- [www.lyricstraining.com](http://www.lyricstraining.com)



# #10: Music Videos

## Robarte Un Beso- VEO, VEO

<https://www.youtube.com/watch?v=Mtau4v6foHA>

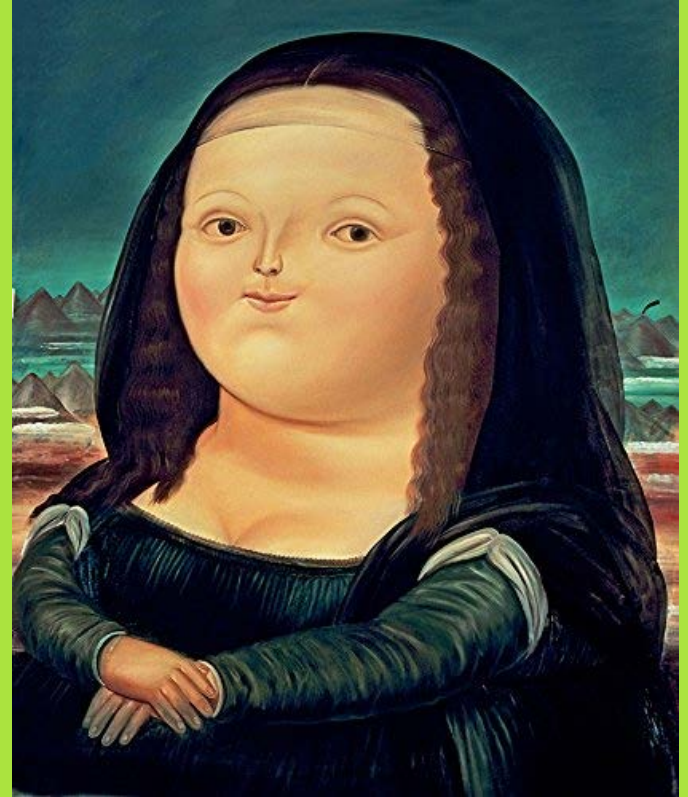
### Yo veo...

- Una camiseta blanca
- Una camiseta negra
- Unas gafas
- Una camisa azul
- Una camisa jean
- Un suéter rosado
- Una chaqueta verde
- Una sudadera roja
- Las gafas del sol
- Los pantalones negros
- Una camiseta verde
- Una camisa blanca
- Una falda verde
- Unos calcetines blancos
- Una chaqueta negra
- Una blusa roja



Using authentic videos to create stories, activities that are comprehensible for students with activities designed at their level

# #11: Artwork





# #12: Passwords



qué padre

con permiso  
estoy muy bien  
aeiou el burro sabe más

yo también

soy de naples y tú  
hace calor

que tú



# ***#13: Movement & Interactions***



***De Habana viene un  
barco cargado de...***



***Tingo Tingo Tango***

# #14: Teaching Empathy



Wrestling Cholitas



MI ROPA,  
NO SIGNIFICA  
INFERIORIDAD,  
REPRESENTA  
RIQUEZA CULTURAL



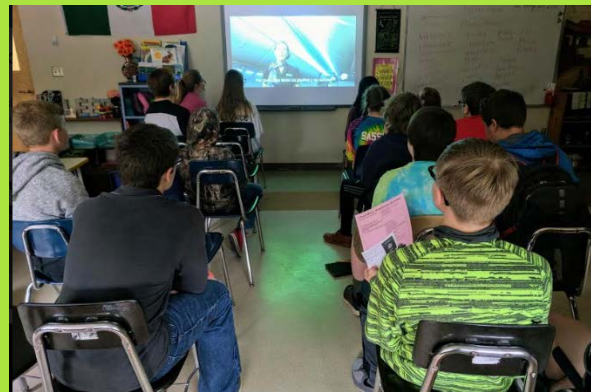
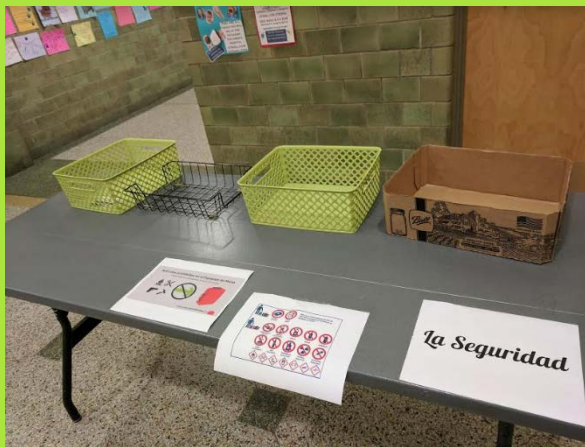
# ***#15: #authres Output***

1. All students read the same infographic
2. In pairs or small groups, students list facts or information from the infographic in sentences
3. One group reads their facts
4. If fact is recreated by another group, it is discounted and gets zero points
5. Groups earn points by having unique and accurate information



# #16: Simulation Activities

Airport Simulation with #authres embedded (signs, tickets, customs form, flight safety video)







# #18: Comparing communities

After listening to “Si quieres, puedes” by Sebastian Yatra, novice students compared El Chocó, Colombia to Naples, New York.

## ¿El Chocó o Naples?



<u>El Chocó:</u> América del Sur hablan español hace calor un estado cultura colombiana	<u>Naples:</u> América de Norte hablan inglés hace frío, calor a veces un pueblo cultura americana
<u>similares:</u> respirar oxígeno 😊 tocar instrumentos andar en bicicleta amigos pescar trabajar	<u>Similares:</u> pequeña comunidad agua grande árboles bonita continente de América calle principal

# #19: YouTube

Students can watch instructional videos, video game videos, commercials, and more!

Slow down the audio using the bottom right corner of the video.



The image shows a YouTube video player interface. The video content is a cooking tutorial for Colombian arepas. The video title is "AREPAS COLOMBIANAS RELLENAS DE QUESO | Con huevos pericos". The video has 152,103 views, 7.6K likes, and 221 comments. The player interface shows a progress bar at 0:03 / 5:28 and a settings menu open in the bottom right corner. The settings menu includes options for Autoplay, Annotations, Speed, Subtitles/CC (2), and Quality. The video player also shows a play button, a volume icon, and a share icon.

Instagram @lasrecetasdemj

DESAYUNO COLOMBIANO

Las Recetas de

AREPAS COLOMBIANAS RELLENAS DE QUESO | Con huevos pericos

152,103 views 7.6K 221 SHARE SAVE

Autoplay Annotations Speed Normal Subtitles/CC (2) Off Quality Auto 360p

# #20: Videogames



## JUEGOS

**George's Busy Day** **NEW!**  
EN ESPAÑOL!

George's Busy Day

 <p><u>¡Trae Algo!</u></p>	 <p><u>Un Día en la Playa</u></p>	 <p><u>¡A Limpiar Se Ha Dicho!</u></p>	 <p><u>Dale de Comer a Noqui</u></p>
 <p><u>Mezclar y Pintar</u></p>	 <p><u>Pogo-A-GoGo</u></p>	 <p><u>Laberinto en el Zoológico</u></p>	





**How do I create  
interpretive tasks?**

## Interpretive Tasks Comprehension Guide - ACTFL Template

This template provides teachers with guidance for creating both literal and interpretive comprehension tasks for an IPA.

### **Literal comprehension tasks include:**

- » key word recognition
- » main idea detection
- » supporting detail detection

### **Interpretive comprehension tasks include:**

- » organization
- » meaning from context
- » inferences
- » author's perspective
- » cultural perspective

# A list of ways for students to INTERACT with tasks, depending on proficiency level

- True or False
- Jumbled pictures or sentences
- Put a series of events in order
- Outline / partial outline
- Short response questions
- Check off a list

Not ready to  
make your own?  
These are  
already made  
for you, and can  
be used for any  
interpretive  
listening or  
reading  
#authres!

100%

Novice Low:  
List 6 words you heard and write them down.  
1. Me gusta  
2. Me encanta  
3. Te gusta

Novice Mid:  
What's the general idea?  
The general idea is that  
Tuesday and Wednesday  
she likes cheer.

Novice High:  
What are some details?  
1. she likes cheer.  
2. she likes Wednesday.  
3. on those days she has cheer practice.  
4. she likes cheer.  
5. on Tuesday and Wednesday she's happy.  
6. Emma is in Ms. Chase's sixth period class.

ACTFL  
PROFICIENCY  
QUICK  
QUIZ  
RUBRICS

Nombre: \_\_\_\_\_ Fecha: 3/16/18

re (K!)  
Likes  
in English.  
ry likes  
those days she  
in English:

[www.senorachase.com](http://www.senorachase.com)

9

**Where do I find  
my own #authres?**



# Choosing a 'Just Right' authentic resource

## *A "Goldilocks" Approach*

1. What is the ratio of known to unknown vocabulary & structure? (80/20)
2. Does it tie into your theme & topic?
3. Is it in context?
4. Does it provide a 'successful moment' for your students?

Mundo de

Pepita, 2016

# *Places to find #authres*

1. Twitter, Facebook, Instagram, social media
2. Pinterest
3. News Websites
4. Teaching Blogs
5. Google a topic!
6. YouTube
7. Around your local neighborhood!

# #authres Resources for SPANISH:

- Zachary Jones - Zambombazo <http://zachary-jones.com/zambombazo/>
- Mis Clases Locas blog  
<http://misclaseslocas.blogspot.com/>
- Pictoline on Twitter  
<https://twitter.com/pictoline>
- Martina Bex - The Comprehensive Classroom  
<https://martinabex.com/>
- Creative Language Class  
<http://www.creativelanguageclass.com/>
- World Language Classroom  
<https://wlclassroom.com/>
- Spanish Playground <http://spanishplayground.net/>
- Kara Jacobs <http://ceauthres.com>



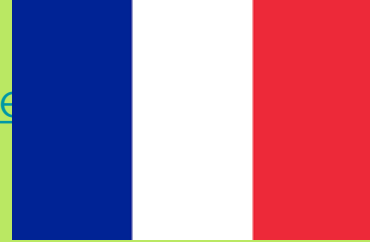
# #authres Resources for SPANISH continued:

- Señorita Walpole's Pinterest Board <https://www.pinterest.com/srtawalpole/>
- Spanish Language Pinterest Board - Leslie Grahn - Memes & Jokes  
<https://www.pinterest.com/grahnforlang/authentic-text-spanish-memes-and-quotes/>
- Spanish Language Pinterest Board - Leslie Grahn - Commercials & Short Videos  
<https://www.pinterest.com/grahnforlang/authentic-text-spanish-commercials-and-short-video/>
- Document from previous presentation  
[https://docs.google.com/document/d/1Avt-FTD1c0ArVJ2n9Bd4sryoyx13EzzQe6BV\\_6DW8X4/edit?usp=sharing](https://docs.google.com/document/d/1Avt-FTD1c0ArVJ2n9Bd4sryoyx13EzzQe6BV_6DW8X4/edit?usp=sharing)
- Podcast: <http://radioambulante.org/en/>



# #authres Resources for French: (or at least a start!)

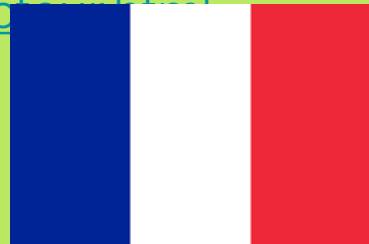
- Lyrics Training - French <https://lyricstraining.com/fr/>
- Pinterest Board - French <https://www.pinterest.com/csctfl/french-favorites/>
- Food Authentic Resources for French, German, & Italian <https://www.pinterest.com/grahnforlang/food-authentic-resources-french-german-italian/>
- The French Corner <://www.thefrenchcorner.net/2015/02/finding-and-using-authres-with-novice.html>
- <https://mmefarab.wordpress.com/2016/08/02/authres-august/>
- <http://www.creativelanguageclass.com/etincelles/>
- <https://talesfromthesalledeclasse.wordpress.com/category/authres/page/2/>





# #authres Resources for French: (or at least a start!)

- University of Minnesota - French Classroom Resources  
<http://carla.umn.edu/resources/teaching/french.html>
- CEFR Pinterest Board <https://www.pinterest.com/michelinepg/cefr-authentic-resources/>
- French Mosaic [https://casls.uoregon.edu/mosaic/FRN\\_mosaic.php](https://casls.uoregon.edu/mosaic/FRN_mosaic.php)
- news, weather, cartoons <https://monquotidien.playbacpresse.fr/>
- teaching resources/units with embedded authentic resources  
<http://www.bonjourdefrance.com/>
- podcasts, with scripts, & some handouts  
<https://www.podcastfrancaisfacile.com/podcast/chez-le-docteur.html>



# #authres Resources for Chinese:

- Chinese Language Pinterest Board <https://www.pinterest.com/grahnforlang/authentic-text-chinese/>
- Chinese Ohio Department of Education <http://carla.umn.edu/resources/teaching/chinese.html>
- <http://kid.chinese.cn/en/article/>
- Creative Language Class <http://www.creativelanguageclass.com/authres-chinese/>



# #authres Resources for ASL, Latin, and other languages:

- American Sign Language Pinterest Board  
<https://www.pinterest.com/grahnforlang/american-sign-language-resources/>
- Latin Language Pinterest Board  
<https://www.pinterest.com/grahnforlang/authentic-resources-latin/>



# #authres Resources for German: (or at least a start!)

- Leslie Grahn Pinterest Board for Memes & Jokes in German  
<https://www.pinterest.com/grahnforlang/authentic-text-german-memes-and-quotes/>
- Leslie Grahn Pinterest Board for Commercials & Videos in German  
<https://www.pinterest.com/grahnforlang/authentic-text-german-commercials-and-short-videos/>
- <http://www.creativelanguageclass.com/funken/>
- Pinterest Board for German #authres  
<https://www.pinterest.com/csctfl/german-teacher-favorites/>
- Food Authentic Resources for French, German, & Italian  
<https://www.pinterest.com/grahnforlang/food-authentic-resources-french-german-italian/>



# #authres Resources for ALL languages:

- Ohio Department of Education  
[https://casls.uoregon.edu/mosaic/FRN\\_mosaic.php](https://casls.uoregon.edu/mosaic/FRN_mosaic.php)
- Leslie Grahn - Pinterest Board <https://www.pinterest.com/grahnforlang/>
- Authentic Resources for World Language Teachers - Database by musicuentos  
[https://docs.google.com/spreadsheets/d/19\\_kHZUCM9WOjVoEOJwXB1Wp5K1jFsyDwLhrWY\\_uf5sA/edit#gid=0](https://docs.google.com/spreadsheets/d/19_kHZUCM9WOjVoEOJwXB1Wp5K1jFsyDwLhrWY_uf5sA/edit#gid=0)
- Mis Cositas Authentic Resources  
<http://www.miscositas.com/authenticmaterials.html>

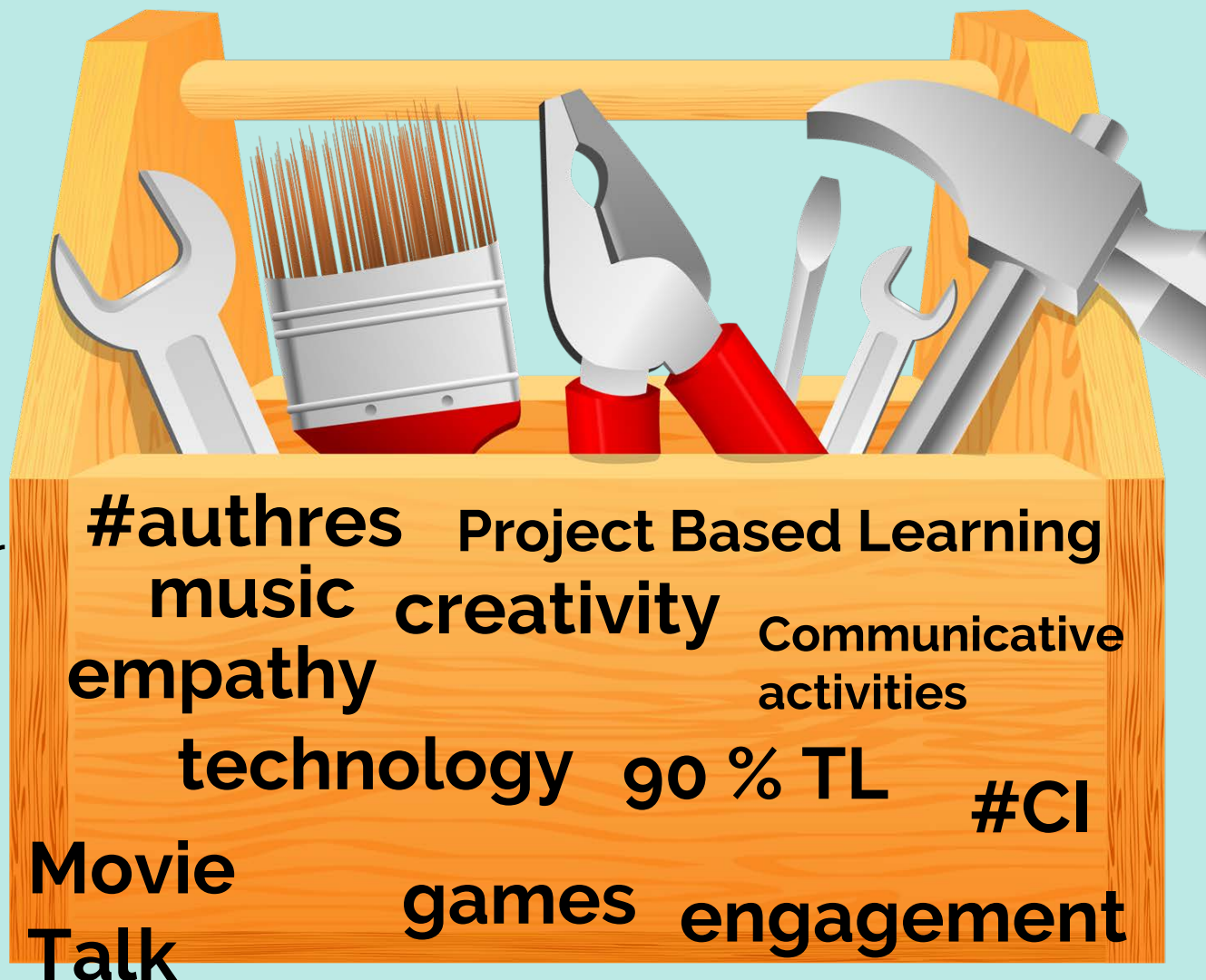


**Some concluding  
thoughts...**



#authres is NOT the only thing to use in the classroom!

Think of it as more as another tool in your toolbox of pedagogy.



**#authres** Project Based Learning  
**music creativity** Communicative activities  
**empathy**

**technology 90 % TL #CI**

**Movie**

**games engagement**

**Talk**

You are allowed to be  
both **a masterpiece**  
and **a work in progress**  
simultaneously.



[Michelle Walpole](#)

@SrtaWalpole



I'm not a native Spanish speaker. My grammar is not perfect. I make mistakes. However, my purpose is greater than articles & verb conjugations. I teach communication, kindness, & most importantly, love & appreciation for other languages & cultures.  
[#langchat](#)

5:26 PM - 14 Sep 2018 from [Canandaigua, NY](#)

147 Retweets 728 Likes



29



147



728





# Thanks!



## Any questions?

You can find me at @SrtaWalpole on Twitter or Instagram & [mwalpole@naplescsd.org](mailto:mwalpole@naplescsd.org)



