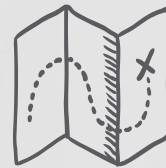


Authentic Input & Inspired Output in the World Language Classroom



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Princeton, NJ



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HELLO!

“

Gallery Talk

TODAY'S LEARNING TARGETS



TODAY'S LEARNING TARGETS

- ❖ Understand why Authentic Resources are important
- ❖ Identify sources for #authres
- ❖ Evaluate #authres' suitability for classroom use
- ❖ Develop tasks for interacting with #authres
- ❖ Learn how to scaffold - vary task difficulty level based on students' proficiency level
- ❖ Join a PLN for sharing #authres and activities

“

*What do you do
for a living?*

“

*Why are we
learning this?*

**ACTFL
STANDARDS**



**THE
CULTURE
STANDARD**

2.1 Students demonstrate an understanding of the relationship between the **practices** and **perspectives** of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the **products** and **perspectives** of the culture studied.

**THE
CONNECTIONS
STANDARD**

3.1 Learners build, reinforce, and expand their **knowledge of other disciplines** while using the language to develop critical thinking and to solve problems creatively.

3.2 Learners access and evaluate **information and diverse perspectives** that are available through the language and its cultures.

“

*Why are we
learning this?*

WHY?

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.



“

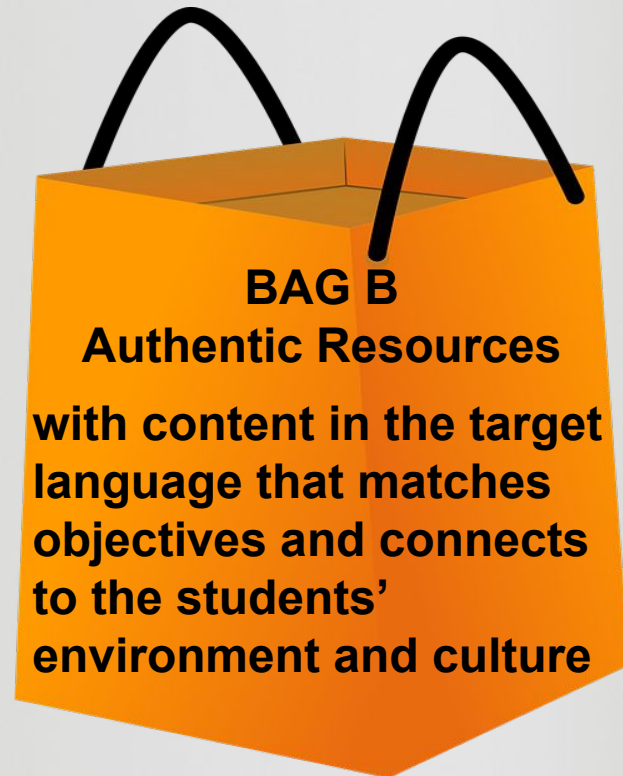
*Why are we
learning this?*

WHAT ARE #AUTHRES?

- Created by a speaker of the TL for speakers of the TL for the purpose of entertaining or informing
- Contrast with created texts and semi-authentic resources

Talk Talk Switch - Interpersonal Mode

1. Please take the picture you were given and find someone to be your first partner.
2. Ask each other and share about your resource. Is it authentic? Yes/No Why? After a minute, switch
3. Go find another conversation partner and repeat the process.
4. Repeat this process until you have spoken with 3 people.



research says...

1. **#authres** create a context for the target language (Gebhard 1996)
2. **#authres** alert students to variances in the target language & culture
3. **#authres** motivate the learner (Melvin and Stout 1987)
4. **#authres** give students an insider's view
5. **#authres** + teacher guidance limit the native culture influence on conceptualization
6. **#authres** create opportunities for interaction in the TL
7. **#authres** inspire discussion (communication)
8. **#authres** are authentic (Porter and Roberts 1981)
9. **#authres** reinforce the direct relationship between language classroom and outside world (Brinton 1991)
10. **#authres** move focus from form to meaning (Gebhard 1996)

#AUTHRES ARE HARD

What makes them useful for language learning is not the texts themselves, but **what we ask students to do with them.**

“

Voe herttine ku omnii laeha poeka!

Sielt se o jostai ambumbaalt tullu. Näläkää nähny raasu. . .

Lähe sie miun maatka ni suaat vattas täytee ees kerra elämässäis.

Öh. . . kiitii mut mun dösä tuli just



“

**Authentic resources are only as valuable as
the language acquisition that they foster.**

--- Martina Bex

“

What's a text?

“

(nearly)

EVERYTHING

FOLK ART



[vectorstock.com/19122382](https://www.vectorstock.com/19122382)



holisticshop.co.uk



UTILITARIAN OBJECTS



TICKETS, BROCHURES, ADS

YO TAMBIEN SOY CHEF

¿TE GUSTARÍA SER CHEF POR UN DÍA?
¿TE ATREVES?

Cuando personajes como Leonardo Da Vinci, ese polifacético e increíble personaje, seer de cosas tan famosas como "La Mona Lisa", fueron fascinados y a la vez incomprendidos en la cocina. Inventó el tipo de utensilios para cocinar, fue el inventor de la tradicional sartén que hoy todos utilizamos al servirnos a la mesa, incluso una de sus obras más famosas fue "La Última Cena", por lo que además más de dos años experimentando en los fogones para intentar plasmar algunas platos en sus obras como Hombres ocultos con rebeldías de anabaptista, Mudo de hecho o poco de hecho con endagar de angustia.

Atrevete y demuestra que para cocinar bien no, bien bien requiere grandes sacrificios, que sabes desmenuzarte con esfuerzo entre los fogones y sobre todo, aléjate a experimentar en platos que cocinas que seguro biena dentro, al resultado dependará del chef no que cocinas. Podrás compartir una interesante experiencia en nuestra cocina de Hotel Juanito.

Asíntete y podrás decir:
¡YO TAMBIEN SOY CHEF!

Más información en www.hoteljuanito.com
y en [Facebook](#) de Hotel Juanito de la Rota

Hotel Juanito

Colaboran:

Ahora el Hotel Juanito, te da la oportunidad de demostrar tu talento culinario.

Ven, sorpréndenos con tu plato especial y tu tortilla de patatas.

YO TAMBIEN SOY CHEF

Desde el 30 de Noviembre hasta el 17 de febrero

i.pinimg.com/originals/11/a4/53/11a4531df055cf5132c0325b492e5300.jpg

SNCF 1 → **BILLET à composer avant l'accès au train**

COMPOSTE: 18/06 A 09h00 01 ADULTE

Départ 18/06 a 09H58 de AEROPORT CDG2 TGV Arriv. 4 a 13H48 a MARSEILLE ST CHAR TGV 9800 PLEIN TARIF LOISIR-EQU/REMB PAVANT JOUR DEPART	Classe 1 VOITURE 03 PLACE ASSISE 41 01 ISOLEE SOLO
Départ 18/06 a 14H29 de MARSEILLE ST CHAR Arriv. 5 a 17H06 a NICE VILLE TRAIN 17487 PLEIN TARIF LOISIR-EQU/REMB PAVANT JOUR DEPART	Classe 1 7

Prix par voyageur : 189.30

AP PNOO 876042086622	152.20	KM0887 PP	DV 604208662	Prix EUR 189.30
A PNOO	37.10	KM0225		

AEROPORT CDG2 TGV 08715075909063 180613 09H01 5012E0 Dossier QAK1CV Page 1/1

ronithetravelguru.com/how-to-read-a-french-train-ticket/

MEMES



TEXT MESSAGES

Ahí te lo dice todo, si, si es legítimo

11:43 AM

No. Ahorita lo veo 11:43 AM ✓

Gracias! Qué horror. Cuánto tiempo tienen que esperar por gasolina?

11:44 AM ✓

Hasta 7 horas

11:45 AM

Me lo juras? Y qué haces?

11:46 AM ✓

Nosotros no hemos hecho esas colas, hacemos solo lo básico en coche para no gastar gasolina

11:48 AM

Pero la gente se va a dormir a las filas, ni modo

11:49 AM

Lo siento mucho!! Esperamos que se resuelva pronto!!!

11:50 AM ✓

Así es Cuñada! Ya te avisaré cómo va todo

11:50 AM

Yo me formé por 3 horas

11:50 AM

Mi gracias! Lo siento, Mami!!

11:51 AM ✓

El viernes, y había personas q se llevaron sus tennis y se salieron a correr mientras esperaban . Otras personas pidieron comida jajaja como a domicilio

11:51 AM

No lo puedo creer!!! 😂 11:52 AM ✓


Yo el sábado de 4 de la tarde a 8:30 pm estuve formada y por poco y no alcanzo !

12:09 PM

Lo sentimos mucho!! Qué horror! Gracias por la información!

12:10 PM ✓

TWITTER

[Home](#) [Moments](#) [Notifications](#) [Messages](#)   [Tweet](#)



 **Emmanuel Macron**  [@EmmanuelMacron](#)


[Tweets](#) **7,847** [Following](#) **704** [Followers](#) **3.6M** [Likes](#) **19**



[Following](#)

 **Emmanuel Macron**  [@EmmanuelMacron](#) · Jan 13
Lettre aux Français

Lettre aux Français
Lettre aux Français du Président de la République.
[elysee.fr](#)

 3.7K  7.6K  18K 

 **Emmanuel Macron**  [@EmmanuelMacron](#) · Jan 12
Leur mission : sauver des vies. Pour l'accomplir ils ont donné la leur. Solidarité aux familles, proches et camarades des deux héros sapeurs-pompiers morts aujourd'hui.
Pensées pour toutes les victimes de cette explosion.
[Translate Tweet](#)

 1.3K  4.9K  24K 

 Emmanuel Macron Retweeted
 **Christophe Castaner**  [@CCastaner](#) · Jan 11

FINE ART



FINE ART

What does this piece make you feel?

What does it make you think of?

Why?

Colors / Emotions / Etc.

PICTURES



PICTURES



TASK:

1. Go to Culturally Authentic Pictorial Lexicon and search according to your language and give it a try!
<http://capl.washjeff.edu>
2. Add your resource to your language's resource board at tiny.cc/inspired2019 and say how it can be used

AND OF COURSE. . .

- Books
- Magazines
- Comic Strips
- Songs
- Movies
- TV shows
- . . .

JOIN A PLN

- **Facebook:**

- French Teachers in the US, AATF
- Spanish Teachers in the US, AATSP
- German Teacher Resources, AATG

- **Twitter:**

- #langchat & #authres

- **With local people:**

- In your building
- In in your district
- With state organization colleagues, or with AATSP/AATF/AATI/CLASS/NNELL , etc.

WORKING WITH #AUTHRES

“

*Vary the task, not
the text.*

INTERPRETIVE MODE

- Receptive communication
- Learner negotiates meaning with the document itself
- Learner uses both content and context to interpret and comprehend



CHOOSING AN #AUTHRES

Choose a text that is. . .

- Context-Appropriate
- Age Appropriate
- Fits Students' Linguistic Level (with scaffolding)

SUPPORT DESCRIPTIVE NARRATIVE

What most identifies the Intermediate is the ability to describe with detail.

Goal: move from descriptive sentence sequences to telling a story.



Conectores del discurso

Sirven para...

ORDENAR EL DISCURSO Antes de nada En primer lugar En segundo lugar En último lugar Por un lado / otro lado Por último Para empezar A continuación Primero / después / luego Finalmente Para terminar	INTRODUCIR UN TEMA En cuanto a Con relación a Con respecto a Por otra parte En relación con Por lo que se refiere a Acerca de	AÑADIR IDEAS Además Asimismo También Igualmente Al mismo tiempo Por otro lado Por otra parte Así pues	ACLARAR O EXPLICAR Es decir O sea Esto es En efecto Conviene subrayar Dicho de otra manera En otras palabras Con esto quiero decir
EJEMPLIFICAR Por ejemplo Concretamente En concreto En particular Pongamos por caso	INTRODUCIR UNA OPINIÓN PERSONAL Para mí En mi opinión Yo creo que A mi entender / parecer A mi juicio Según mi punto de vista Personalmente Considero que	INDICAR HIPÓTESIS Es posible Es probable Probablemente Posiblemente A lo mejor Quizás Tal vez	INDICAR OPOSICIÓN O CONTRASTE Pero Por el contrario Aunque Sin embargo A pesar de No obstante En cambio Al contrario
INDICAR CONSECUENCIA Por esto Por tanto En consecuencia Por consiguiente Como resultado Por lo cual De modo / manera que De ahí que	INDICAR CAUSA Porque Ya que Como Puesto / dado que A causa de Debido a Visto que	RESUMIR En resumen En pocas palabras Para resumir En suma Globalmente En definitiva	CONCLUIR O TERMINAR En conclusión Para finalizar Para terminar Para concluir Por último En definitiva En resumen

SUPPORT CIRCUMLOCUTION



A

What is this?

*What do people do
with it?*

Goal: move from descriptive
sentence sequences to telling a
story.



B

SUPPORT CIRCUMLOCUTION



A

What is this?
What do people do with it?



B

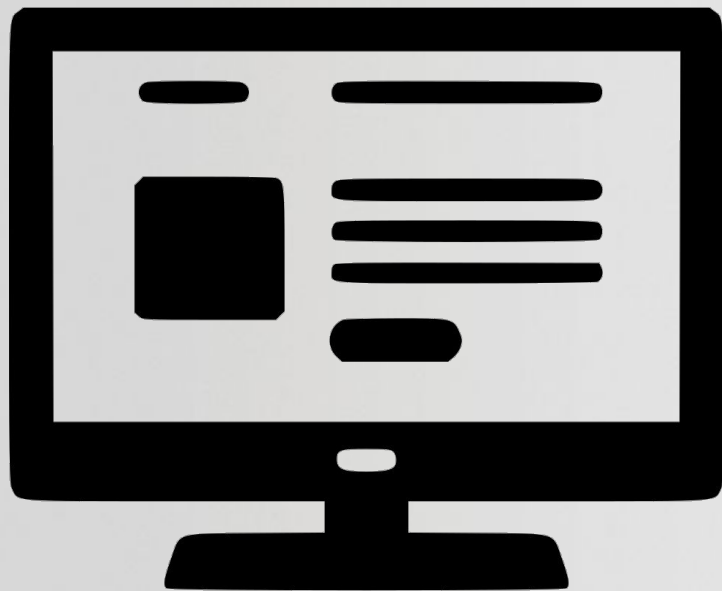
CAUTION

Avoid glossing/ translating new words and phrases as interpretive tasks since the purpose of interpretive tasks is to assess students' ability to deal with language in new contexts!



Besides, in authentic situations, students won't have the luxury of glosses and translations.

WEBSITES



WEBSITES

- Let's take a look at one: www.lequipe.fr
- What are your impressions?

Think-pair-share

So...what can we do with “hard” text types?

JE M'APPELLE _____

LES SPORTS



5 SPORTS QUE J'AIME REGARDER

5 SPORTS QUE JE N'AIME PAS REGARDER



5 SPORTS QUE J'AIME JOUER

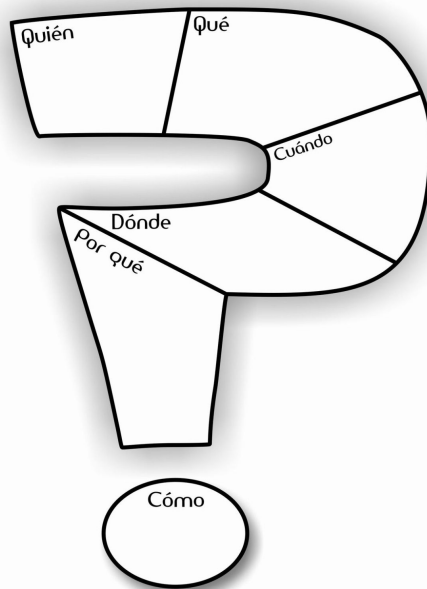


5 SPORTS QUE JE N'AIME
PAS JOUER



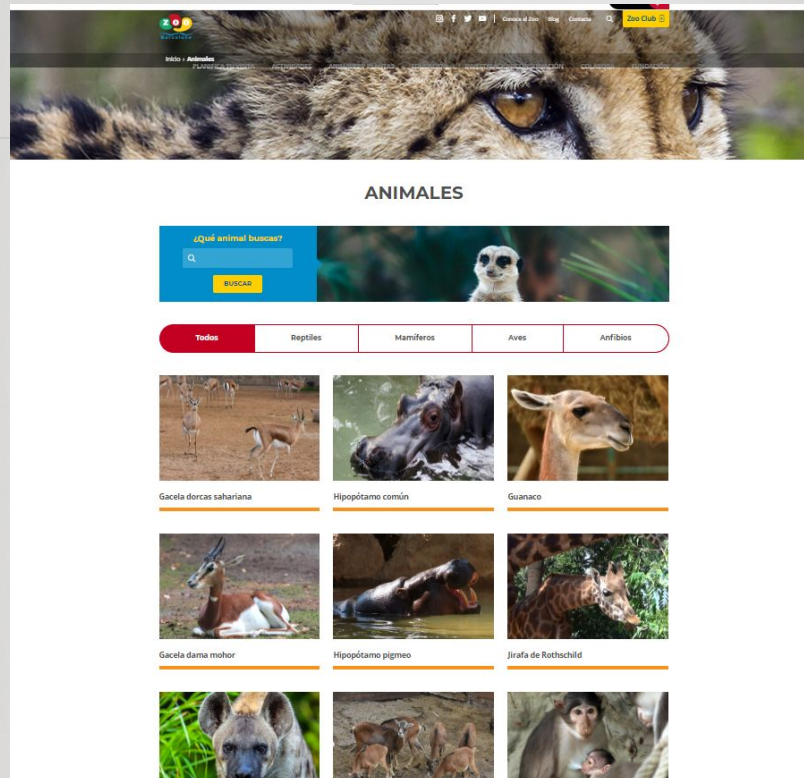
Nombre:

Instrucciones: responde en cada uno de los recuadros del signo de interrogación a las preguntas, y después escribe la historia por detrás.



WEBSITES

[El Zoo de Barcelona](#)



Activity

Choose your zoo animal and use the website to find out:

1. What kind of animal is it?
2. What is your animal's habitat?
3. What is the level of risk your animal has for extinction?
4. Find another interesting fact.

VIDEOS



VIDEOS

- Videos can be the richest sources for authentic culture BUT....they are often the most *incomprehensible* for our novice learners.

VIDEOS

Community Helpers French video

Que fais-tu dans la communauté?



- Je suis _____ (1)



- Je prends _____ (2)



- Je vais _____ (3)



Je n'aimerais pas être ...



J'aimerais être ...

_____ (métier)

parce que ...

- j'aime...
- je n'aime pas ...
- c'est...

VIDEOS - Output activity

Le plombier/ La plombière

Ils installent, réparent, et se spécialisent en tuyaux, robinets et toilettes.



4

Le médecin (le docteur)

Ils diagnostiquent et soignent les patients.



5

L'infirmière (L'infirmier) Une infirmière (Un infirmier)

Ils prennent soin des patients et ils aident les médecins.



6

Le dentiste/ La dentiste

Ils nettoient et prennent soins des dents.



nettoyer
je nettoie nous nettoyons
tu nettoies vous nettoyez
il/elle/on nettoie ils/elles nettoient

L'électricien / L'électricienne

Ils installent et ils maintiennent les services électriques.

maintenir

je maintiens nous maintenons
tu maintiens vous maintenez
il/elle/on maintient ils/elles maintiennent



Le Pilote / La Pilote

Ils pilotent les avions.
Ils volent les avions.



MUSIC VIDEOS



VIDEO EXAMPLES



HOW CAN WE MAKE TEXT COMPREHENSIBLE?

Use paralinguistic cues:

1. visuals
2. objects/realia
3. gestures/TPR

Use Caretaker speech:

such as simplification, repetition, expansion, restatement, adjust speed, exaggerated articulation, use cognates, give examples

HOW CAN WE MAKE TEXT COMPREHENSIBLE?

Use supportive questioning techniques

1. yes/no
2. either/or
3. short answer

VIEWING TECHNIQUES

Viewing provides a unique way of bringing the target culture into the classroom making learning more meaningful and stimulating.

PRE-VIEWING TECHNIQUES

1. Make predictions based on one still image.
2. Looking at pictures, maps, diagrams, or graphs.
3. Highlighting key vocabulary in context
4. Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
5. Eliciting what students know about the subject of the video, what they don't know, and what they would like to know

DURING VIEWING TECHNIQUES

1. Silent viewing: explore possible messages and cultural perspectives
2. Exposure to audio and no video.
3. Make lists of things seen - or a list of actions.

POST-VIEWING TECHNIQUES

1. Class discussion about the subject of the video.
2. Answering questions about the subject of the video.
3. Using scripts of the video with some of the details replaced by blanks. For example, in an interview, all the answers could be replaced by blanks.
4. Role playing/re-enacting.
5. Creative writing.

INFOGRAPHICS



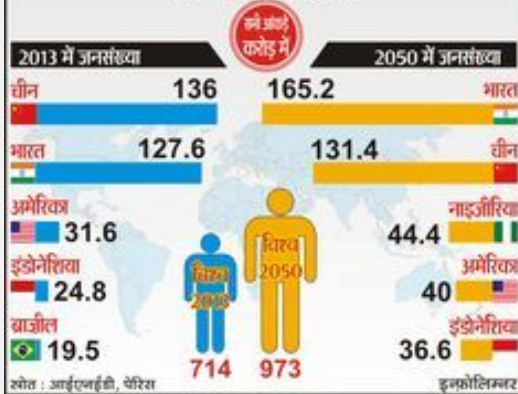
INFOGRAPHICS

- Visually compelling
- Easy to read – visual aids, sparse text, layout

INFOGRAPHICS

आबादी की दृष्टि से प्रथम पांच देश

प्रॉसीसी जनसंख्या अध्ययन संस्थान की द्विवार्षिक रिपोर्ट के अनुसार 2050 में दुनिया की आबादी मौजूदा अनुमानित 714 करोड़ से बढ़कर 973 करोड़ हो जाएगी। तब आबादी की दृष्टि से प्रथम पांच देशों की सूची में नाइजीरिया तीसरे नम्बर पर शामिल होगा।



जानवरों में गधा सबसे ज्यादा बुद्धिहीन समझता जाता है। हम जब किसी आदमी को पहले दर्जे का बेवकूफ कहना चाहते हैं, तो उसे गधा कहते हैं। गधा सचमुच बेवकूफ है, या उसके सीधेपन, उसकी निरापद सहिष्णुता ने उसे यह पदवी दे दी है, इसका निश्चय नहीं किया जा सकता। गायें सिंग मारती हैं, व्यायी हुई गाय तो अनायास ही सिंहनी का रूप धारण कर लेती है। कुत्ता भी बहुत गरीब जानवर है। लेकिन कभी-कभी उसे भी क्रोध आ ही जाता है, किन्तु गधे को कभी क्रोध करते नहीं सुना, न देखा। जितना चाहो गरीब को मारो, चाहे जैसी खराब, सड़ी हुई घास सामने सामने डाल दो, उसे चेहरे पर कभी असन्तोष की छाया भी न दिखायी देगी। वैशाख में चाहे एखाध बार कुलेल कर लेता हो, पर हमने तो उसे कभी खुश नहीं देखा। उसके चेहरे पर एक स्थायी विषाद स्थायी रूप से छाया रहता है। सुख-दुःख, हानि-लाभ, किसी भी दशा में उसे बदलते नहीं देखा। ऋषियों-मुनियों के जितने गुण हैं, वे सभी उसमें पराकाष्ठा को पहुँच गये हैं, पर आदमी उसे बेवकूफ कहता है। सद्गुणों का इतना अनादर कहीं नहीं देखा।

INFOGRAPHICS

Mochila de Emergencia



Prevenir es responsabilidad de todos.



[video](#)

Lutter contre la faim dans le monde



**Programme
Alimentaire
Mondial**

wfp.org/fr

La faim dans le monde 2011

Catégorie	1	2	3	4	5	
Personnes sous-alimentées	<5%	5-9%	10-19%	20-34%	≥35%	Données insuffisantes
Description	Extrêmement faible	Très faible	Assez faible	Assez élevée	Très élevée	

Sources : L'état de l'insécurité alimentaire dans le monde 2010, Organisation des Nations Unies pour l'alimentation et l'agriculture.
2011. Programme alimentaire mondial.

Les appellations employées sur cette carte et la présentation des données qui y figurent n'impliquent de la part de l'Organisation aucune prise de position quant au statut juridique ou géographique des pays, territoires ou zones maritimes, ni quant au statut de leurs frontières ou limites, qui sont représentées approximativement le long de la ligne de latitude et de longitude. Les données sont basées sur l'état des lieux au 1er janvier 2011. Les données ne sont pas encore disponibles pour la zone d'Israël et les Territoires occupés.



Infographic Read and Respond Task Lists

Ideas for use with infographics created in the target language of your classes.

Actividades auténticas por Amy Lenord de Language Coaching

NOVICE	INTERMEDIATE	ADVANCED
Tasks <ul style="list-style-type: none">• Make a list of words included in the infographic that you already know.• Make a new list of words you think you recognize or understand and jot down what you think they mean. Discuss these with your class/teacher.• Pencil in English any facts you think you can make out from the infographic.• Imagine you read/viewed this infographic on a website or blog. Post a comment to the author stating your likes and dislikes about the infographic.• Create an infographic to represent you and things about you. Present it orally to the class.	Tasks <ul style="list-style-type: none">• Work with a partner to identify and define words you think you recognize from the infographic.• Design a similar infographic about a similar theme by taking 5 of the topics mentioned and using them in your new infographic.• Read the infographic and present a "Top Ten Facts" list to your class about what you learned in the infographic.• Research a famous speaker of the language you are studying. Create a infographic of their life, achievements or some other aspect of their life.	Tasks <ul style="list-style-type: none">• Pretend you read/viewed this infographic in a newspaper or magazine. Write a letter to the editor of the periodical arguing against something from the infographic.• Pretend you read/viewed this infographic on a blog you follow. Write a complimentary blog comment to the author of this infographic. Include some follow up questions in your comment to illicit more information from the author.• Research a current even or issue in a country where the language you are learning is spoken. Create an infographic to present to your classmates to inform them of this serious event/issue.

NOVICE

Tasks

- Make a list of words included in the infographic that you already know.
- Make a new list of words you think you recognize or understand and jot down what you think they mean. Discuss these with your class/teacher.
- Pencil in English any facts you think you can make out from the infographic.
- Imagine you read/viewed this infographic on a website or blog. Post a comment to the author stating your likes and dislikes about the infographic.
- Create an infographic to represent you and things about you. Present it orally to the class.

INFOGRAPHICS



TASK:

1. Find an infographic for your language and try designing a task for the proficiency level of your students.
2. Add your resource to your language's resource board at **bit.ly/authentic19**

**“
DON'T BE
INTIMIDATED!”**

“

*Vary the task,
not the text.*

“

*Almost anything
is a text!*

Things to remember when searching for resources

- ★ — Make a conscious effort to vary the types of interpretive resources.
- ★ When searching, always google in the target language (i.e. infografica de la familia instead of family infographic in Spanish)
- ★ Check that the site or channel where you find the resource is appropriate
- ★ Save the links to the resource by theme name not with a simple link
- ★ Choose interesting/motivational resources.

Look for **Authentic Resources** that Can . . .

- **ENGAGE** - images, menus, videos
- **INFORM** – food pyramids, articles re: health/ingredients, **NEWS**
- **SUPPORT** – traditional food recipes, commercials, ads
- **CONNECT** – healthy eating habits (obesity, diabetes)
- **COMPARE/CONTRAST** – geographic impact? school lunches
- **AMUSE and ENTERTAIN** – videos, celebrations, tastings
- **CHALLENGE** – global hunger, social action, renewable sources
- **SURPRISE / SHOCK** – unusual foods
- **PROMPT** more **QUESTIONS**

MERCI! ¡GRACIAS!

Any questions?

You can find us at @nathanlutz
& @maracas123

Resources and Blog:

nathanlutz.org

maracas123.com



(HOME)WORK TIME!

**GO TO OUR SHARED BOARDS ON PADLET AND
PLACE IN SOME RESOURCES AND/OR
ACTIVITIES FOR YOUR LANGUAGE.**



