Make It Real - Authentic Resources
Amplifying Chinese Proficiency

Lijie Qin 秦莉杰
Oak Hill Middle School
Newton, MA
qinl@newton.k12.ma.us
Workshop Agenda

- Authentic resources - What, Why, How
- Experience sample authentic resources
Authentic Resources - What

Authentic texts are defined as “written by members of a language and culture group for members of the same language and culture group”. (Galloway, 1998, p. 133, as cited in Glisan).

https://www.actfl.org/guiding-principles/use-authentic-texts-language-learning
<table>
<thead>
<tr>
<th>Ads</th>
<th>Advice columns</th>
<th>Bank websites</th>
<th>Blogs</th>
<th>Cafeteria menus</th>
<th>CAPL (authentic pictures)</th>
<th>Cartoons</th>
<th>Classified ads</th>
<th>Comic books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercials</td>
<td>Driving rules</td>
<td>Festivals</td>
<td>Film shorts</td>
<td>Google Earth</td>
<td>Gov’t websites</td>
<td>Huffington Post</td>
<td>Infographics</td>
<td>Lost dog posters</td>
</tr>
<tr>
<td>Magazines</td>
<td>MapQuest</td>
<td>Memes</td>
<td>Museums</td>
<td>News/radio clips</td>
<td>Newspapers</td>
<td>Online bakeries</td>
<td>Online grocery stores</td>
<td>Online shopping</td>
</tr>
<tr>
<td>Political speeches</td>
<td>Restaurant menus</td>
<td>School schedules</td>
<td>Songs</td>
<td>Sports clips</td>
<td>Tourist websites</td>
<td>Train schedules</td>
<td>Trail maps</td>
<td>Travel websites</td>
</tr>
<tr>
<td>TV shows</td>
<td>Tweets</td>
<td>University information</td>
<td>Websites for children</td>
<td>Yellow pages</td>
<td>Yelp reviews</td>
<td>YouTube videos</td>
<td>Zoos</td>
<td>?</td>
</tr>
</tbody>
</table>
Authentic Resources - Why

- Provide real-life examples of language used in everyday situations
- Add more interest for the learner
- Serve as a reminder to learners that there is an entire population who use the target language in their everyday lives
- Provide information about the target culture and provide that culture’s perspective on an issue or event
- Provides a source of input language learners need for acquisition

https://www.actfl.org/guiding-principles/use-authentic-texts-language-learning
The interpretive mode is receptive communication and the learner must negotiate meaning with the document itself. Since the reader, viewer, or listener is using both content and context to interpret and comprehend what they are reading, viewing, or listening to, learners benefit from making meaning from authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote accurate interpretation.

Scaffolding refers to the support provided for learners to promote acquisition of skills and concepts.

Follow-up tasks include activities that provide learners with the opportunity to apply or practice the new skill or concept.

https://www.actfl.org/guiding-principles/use-authentic-texts-language-learning
Appendix D  IPA Interpretive Task Comprehension Guide: Template

I. Key Word Recognition. Find in the article the word/phrase in the target language that best expresses the meaning of each of the following English words/phrases:

[Note to instructor: Select "content" words/phrases that convey meaning related to the text as opposed to words/phrases such as prepositions and conjunctions. Alternative format: Ask students to provide 8-10 words that relate to a specific topic or content area addressed in the text, such as nutrition.]
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accomplished</td>
<td>Strong Comprehension</td>
<td>Minimal Comprehension</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LITERAL COMPREHENSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Recognition</td>
<td>Identifies all key words appropriately within context of the text.</td>
<td>Identifies majority of key words appropriately within context of the text.</td>
<td>Identifies half of key words appropriately within the context of the text.</td>
</tr>
<tr>
<td>Main idea detection</td>
<td>Identifies the complete main idea(s) of the text.</td>
<td>Identifies the key parts of the main idea(s) of the text but misses some elements.</td>
<td>Identifies some part of the main idea(s) of the text.</td>
</tr>
<tr>
<td>Supporting detail detection</td>
<td>Identifies all supporting details in the text and accurately provides information from the text to explain these details.</td>
<td>Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.</td>
<td>Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.</td>
</tr>
<tr>
<td>Organizational features</td>
<td>Identifies the organizational feature(s) of the text and provides an appropriate rationale.</td>
<td>Identifies the organizational feature(s) of the text; rationale misses some key points.</td>
<td>Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Guessing meaning from context</td>
<td>Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.</td>
<td>Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.</td>
<td>Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.</td>
</tr>
<tr>
<td>Inferences (Reading/listening/viewing between the lines)</td>
<td>Infers and interprets the text’s meaning in a highly plausible manner.</td>
<td>Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner.</td>
<td>Makes a few plausible inferences regarding the text’s meaning.</td>
</tr>
<tr>
<td>Author’s perspective</td>
<td>Identifies the author’s perspective and provides a detailed justification.</td>
<td>Identifies the author’s perspective and provides a justification.</td>
<td>Identifies the author’s perspective but justification is either inappropriate or incomplete.</td>
</tr>
<tr>
<td>Cultural perspectives</td>
<td>Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.</td>
<td>Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.</td>
<td>Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.</td>
</tr>
</tbody>
</table>
Workshop Agenda

- Authentic Resources - What, Why, How
- Experience sample authentic resources
### Sample 1: Wellness - Interpretive Reading

<table>
<thead>
<tr>
<th>日期</th>
<th>班级</th>
<th>应到</th>
<th>实到</th>
<th>假人数</th>
<th>姓名</th>
<th>性别</th>
<th>谅假日期</th>
<th>谅假天数</th>
<th>主要症状</th>
<th>复课日期</th>
<th>联系电话</th>
<th>是否就诊</th>
<th>体温</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018.1.5</td>
<td>9.4</td>
<td>57</td>
<td>48</td>
<td>2</td>
<td>李亚萍</td>
<td>女</td>
<td>1.4</td>
<td>4</td>
<td>感冒</td>
<td>1.8</td>
<td>1399742518</td>
<td>✓</td>
<td>36.7</td>
</tr>
<tr>
<td>1.9</td>
<td>1.8</td>
<td>61</td>
<td>60</td>
<td>1</td>
<td>王涛</td>
<td>男</td>
<td>1.5</td>
<td>3</td>
<td>感冒</td>
<td>1.8</td>
<td>15983923720</td>
<td>✓</td>
<td>38.6</td>
</tr>
<tr>
<td>1.15</td>
<td>7.6</td>
<td>60</td>
<td>57</td>
<td>1</td>
<td>曹克龙</td>
<td>女</td>
<td>1.9</td>
<td>2</td>
<td>感冒</td>
<td>1.1</td>
<td>1518269206</td>
<td></td>
<td>38.5</td>
</tr>
<tr>
<td>7.19</td>
<td>62</td>
<td>61</td>
<td></td>
<td>1</td>
<td>郭晓琳</td>
<td>女</td>
<td>1.15</td>
<td>2</td>
<td>感冒</td>
<td>1.17</td>
<td>13849208166</td>
<td></td>
<td>37.8</td>
</tr>
<tr>
<td>1.16</td>
<td>7.6</td>
<td>60</td>
<td>56</td>
<td>2</td>
<td>李杰</td>
<td>男</td>
<td>1.16</td>
<td>1</td>
<td>感冒</td>
<td>1.17</td>
<td>1399742390</td>
<td></td>
<td>37.8</td>
</tr>
<tr>
<td>7.11</td>
<td>63</td>
<td>62</td>
<td></td>
<td>1</td>
<td>贺益民</td>
<td>女</td>
<td>1.16</td>
<td>2</td>
<td>发烧</td>
<td>1.15</td>
<td>159839201888</td>
<td>✓</td>
<td>38.8</td>
</tr>
<tr>
<td>1.18</td>
<td>8.4</td>
<td>51</td>
<td>50</td>
<td>1</td>
<td>苏飞</td>
<td>男</td>
<td>1.18</td>
<td>1</td>
<td>感冒</td>
<td>1.19</td>
<td>1389728470</td>
<td></td>
<td>38.8</td>
</tr>
<tr>
<td>7.6</td>
<td>60</td>
<td>56</td>
<td>1</td>
<td>李晓霞</td>
<td>男</td>
<td>1.18</td>
<td>1</td>
<td>感冒</td>
<td>1.19</td>
<td>13523927861</td>
<td></td>
<td>37.6</td>
<td></td>
</tr>
<tr>
<td>1.19</td>
<td>8.4</td>
<td>51</td>
<td>50</td>
<td>1</td>
<td>魏宏</td>
<td>男</td>
<td>1.19</td>
<td>1</td>
<td>感冒</td>
<td>1.18</td>
<td>1384206228</td>
<td></td>
<td>37.8</td>
</tr>
</tbody>
</table>

http://www.sohu.com/a/218342010_321626
Key Word Recognition: Find in the image the words/phrases in the target language that best express the meaning of each of the following English words/phrases.

cold ______  fever_______  temperature ______  ask for leave ______

Guessing meaning from Context: Based on the image, write what the following words/phrases probably mean in English.

就诊 _______  症状 _________  联系电话 _________

Comparing Cultural Perspectives:

What did you learn about the target culture from this image?

Personal Reaction to the Text:

Using specific information from the image, describe in target language your personal reaction to the image. Be sure to provide reasons that support your reaction.
小医师门诊档案
Interpretive Viewing

岳云鹏《看病》
Sample 2: Health and Nutrition - Interpretive Reading

健康饮食餐盘

使用健康的油（例如芝麻和花生油）煮食。限制黄油、椰子油、猪油和棕榈油。
避免反式脂肪酸。

喝水、茶或咖啡（加少量或不加糖）。限制牛奶/乳制品（每天1-2份）和果汁（每天1小杯）。避免含糖饮料。

蔬菜越多（品种越多）越好。马铃薯不算。

吃各种全谷类（例如糙米、大麦和全麦面包）。限制细粮（例如白米饭、白面包和大部分面条）。

多吃各种颜色的水果。

选择鱼肉、家禽肉、坚果、豆腐和豆类；限制红肉（牛肉、猪肉、羔羊肉和羊肉）和奶酪；避免腌猪肉、火腿、香肠和其他加工肉制品。

经常活动！

哈佛大学公共卫生学院
营养资料来源
www.hsph.harvard.edu/nutritionsource

哈佛医学院
哈佛健康通讯
www.health.harvard.edu
Key Word Recognition: Find in the image the words/phrases in the target language that best express the meaning of each of the following English words/phrases.

vegetables ______  whole grains ______  fruits ______  healthy protein ______

Main Idea: Use information from the image, provide the main idea of the image in English.

Guessing meaning from Context: Based on the image, write what the following words/phrases probably mean in English.

越多越好 ________  加少量或不加糖 ____________  限制 ____________  避免 ____________

Personal Reaction to the Text: Using specific information from the text, describe in target language your personal reaction to the image. Be sure to provide reasons that support your reaction.
Interpretive Viewing

What I Eat

健身吃什么
Interpretive Viewing

一日三餐
Sample 3: Dining Out - Interpretive Reading

http://www.dianping.com/beijing
Key Word Recognition: Find in the image the words/phrases in the target language that best express the meaning of each of the following English words/phrases.

restaurant ______ afternoon tea ______ buffet ______ seafood ______

Guessing meaning from Context: Based on the image, write what the following words/phrases probably mean in English.

代金券 ________ 双人套餐 ________ 味道很好 ________ 环境很棒 ________

Comparing Cultural Perspectives:

What are the cultural similarities and differences between da zhong dian ping and yelp?

Personal Reaction to the Text:

Using specific information from the image, describe in target language your personal reaction to the image. Be sure to provide reasons that support your reaction.
“今天吃什么”APP介绍
《爸爸去哪儿3》：宝贝陷入吃饭问题症