

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>



Text/Audio/Video

Interpretive Mode: Reading/Listening/Viewing

Ads	Advice columns	Bank websites	Blogs	Cafeteria menus	CAPL (authentic pictures)	Cartoons	Classified ads	Comic books
Commercials	Driving rules	Festivals	Film shorts	Google Earth	Gov't websites	Huffington Post	Infographics	Lost dog posters
Magazines	MapQuest	Memes	Museums	News/radio clips	Newspapers	Online bakeries	Online grocery stores	Online shopping
Political speeches	Restaurant menus	School schedules	Songs	Sports clips	Tourist websites	Train schedules	Trail maps	Travel websites
TV shows	Tweets	University information	Websites for children	Yellow pages	Yelp reviews	YouTube videos	Zoos	?

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>

Authentic Resources - How

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.

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.]

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Interpretive Mode Rubric: A Continuum of Performance*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	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.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

INTERPRETIVE COMPREHENSION

Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	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.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/listening/viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

Workshop Agenda

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



Sample 1: Wellness - Interpretive Reading

鹤壁市淇滨中学 学校因病缺课排查情况汇总表

登记人: 郑秀娟

日期	班级	应到人数	实到人数	因病请假人数	因病请假排查情况登记								
					姓名	性别	请假日期	请假天数	主要症状	复课日期	联系电话	是否就诊	体温
2018 1.5	9.4	57	48	2	李亚草	女	1.4	4	感冒	1.8	13939242518	✓	36.7
					王涛	男	1.5	3	感冒	1.8	15903923720	✓	38.6
1.9	9.18	61	60	1	曹安然	女	1.9	2	感冒	1.11	15139269206		38.5
1.15	7.6	60	57	1	郭奕琳	女	1.15	2	感冒	1.17	13849208166		37.8
					李子皓	男	1.15	4	发烧	1.19	15203922738		38.9
1.16	7.6	60	56	2	谷涵	男	1.16	1	感冒	1.17	13939202390		37.8
					贾盖然	女	1.16	2	发烧	1.18	15939201088	✓	38
1.18	8.4	51	50	1	苏煜	男	1.18	1	感冒	1.19	13839228473		38
					李峙霖	男	1.18		感冒	1.19	13523927561		37.6
1.19	8.4	51	50	1	魏未	男	1.19		感冒		13839206228		37

鹤壁市淇滨中学学生晨检、因病缺课排查情况汇总表

2018年 1月 9日

班级: 9.4 班主任: 郑秀娟

姓名: 李亚草 性别: 女 年龄: 15 身高: 160cm 体重: 50kg 血型: O

联系电话: 13939242518

是否就诊: ✓ 体温: 36.7

请假日期: 1.4 请假天数: 4 主要症状: 感冒 复课日期: 1.8

姓名: 王涛 性别: 男 年龄: 15 身高: 170cm 体重: 60kg 血型: A

联系电话: 15903923720

是否就诊: ✓ 体温: 38.6

请假日期: 1.5 请假天数: 3 主要症状: 感冒 复课日期: 1.8

姓名: 曹安然 性别: 女 年龄: 15 身高: 160cm 体重: 50kg 血型: B

联系电话: 15139269206

是否就诊: 是否就诊: 体温: 38.5

请假日期: 1.9 请假天数: 2 主要症状: 感冒 复课日期: 1.11

姓名: 郭奕琳 性别: 女 年龄: 15 身高: 160cm 体重: 50kg 血型: A

联系电话: 13849208166

是否就诊: 是否就诊: 体温: 37.8

请假日期: 1.15 请假天数: 2 主要症状: 感冒 复课日期: 1.17

姓名: 李子皓 性别: 男 年龄: 15 身高: 170cm 体重: 60kg 血型: B

联系电话: 15203922738

是否就诊: 是否就诊: 体温: 38.9

请假日期: 1.15 请假天数: 4 主要症状: 发烧 复课日期: 1.19

姓名: 谷涵 性别: 男 年龄: 15 身高: 170cm 体重: 60kg 血型: A

联系电话: 13939202390

是否就诊: 是否就诊: 体温: 37.8

请假日期: 1.16 请假天数: 1 主要症状: 感冒 复课日期: 1.17

姓名: 贾盖然 性别: 女 年龄: 15 身高: 160cm 体重: 50kg 血型: B

联系电话: 15939201088

是否就诊: ✓ 是否就诊: 体温: 38

请假日期: 1.16 请假天数: 2 主要症状: 发烧 复课日期: 1.18

姓名: 苏煜 性别: 男 年龄: 15 身高: 170cm 体重: 60kg 血型: A

联系电话: 13839228473

是否就诊: 是否就诊: 体温: 38

请假日期: 1.18 请假天数: 1 主要症状: 感冒 复课日期: 1.19

姓名: 李峙霖 性别: 男 年龄: 15 身高: 170cm 体重: 60kg 血型: B

联系电话: 13523927561

是否就诊: 是否就诊: 体温: 37.6

请假日期: 1.18 请假天数: 1 主要症状: 感冒 复课日期: 1.19

姓名: 魏未 性别: 男 年龄: 15 身高: 170cm 体重: 60kg 血型: A

联系电话: 13839206228

是否就诊: 是否就诊: 体温: 37

请假日期: 1.19 请假天数: 1 主要症状: 感冒 复课日期: 1.19

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.

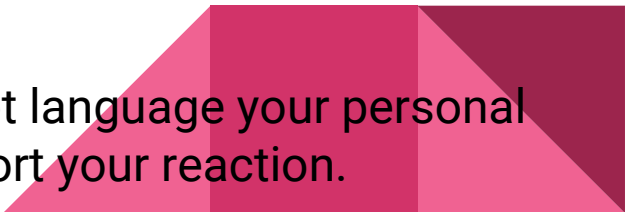
就诊 _____ 症状 _____ 联系电话 _____

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.



Interpretive Viewing



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

健康的油
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。

水
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
蔬菜越多(品种越多)越好。马铃薯不算。

全谷类
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）。

水果
多吃各种颜色的水果。

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

经常活动!
© Harvard University

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



健身吃什么

Interpretive Viewing



一日三餐

Sample 3: Dining Out - Interpretive Reading

超人气下午茶

超赞的早茶

味道很好的云南菜

环境很棒的自助餐

更多下午茶



tomacado花厨(王府中...)



1538封点评



Pink Rabbit 粉兔餐厅



506封点评



喜茶(朝阳大悦城店)



4785封点评



硬货海鲜饭(创始店)



6725封点评



Q MEX BAR&GRILL库



3624封点评

最新团购

更多美食团购



眉州东坡酒楼:代金券1张

原价 ¥100

团购价 **¥95**

去看看



晓寿司:双人套餐

原价 ¥147

团购价 **¥98**

去看看



山城辣妹子重庆火锅:代金券1张

原价 ¥100

团购价 **¥93**

去看看



川成元麻辣香锅:代金券1张

原价 ¥100

团购价 **¥93**

去看看

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.

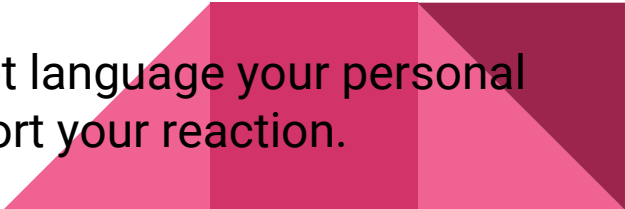
代金券 _____ 双人套餐 _____ 味道很好 _____ 环境很棒 _____

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.



Interpretive Viewing



“今天吃什么”APP介绍

Interpretive Viewing



《爸爸去哪儿3》: 宝贝陷入吃饭问题症



qinl@newton.k12.ma.us

