Putting the Standards Front and Center: An Infrastructure Project for Teacher Development

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Choosing Authentic Texts

Session 4
# Session Goals and Evidence

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## Planning
P9: I identify and select appropriate resources that allow my students to access, evaluate and use authentic materials.

### Electronic Folder of Authentic Texts
- Locate and select authentic texts rich in language, culture and content that are appropriate for interpretation, and for students’ interests, age and level of proficiency

## Professionalism: PR3: I am a reflective practitioner.

### Reflective Journals
- Reflect on the session’s learning goals, pose questions, give opinions, and provide suggestions for program instructors
Tap into your previous knowledge

• What are authentic materials?

• Write a definition of authentic materials on a post it note.
Authentic Texts

What
- What do we mean by authentic texts?

Why
- Why do we need to use authentic texts?

Where
- Where can we find authentic texts?

How
- How do we choose authentic texts that are suitable for our students?
What do we mean by authentic texts?

• Authentic texts are print, audio and visual documents, created by native speakers of the target language for native speakers of the target language.

• Authentic items are not created or edited expressly for language learners (Nunan and Miller, 1995).
Why do we need to use authentic texts?

- They are a source of content, cultural context and can be used to develop students’ communicative proficiency.
- They provide opportunities for students to use/develop higher level cognitive skills.
- They provide opportunities for students to interact with one another by sharing ideas.
What are Authentic Tasks?

• **Authentic tasks** are assignments that have a real world application. Such tasks bear a strong resemblance to tasks performed in non-school settings (such as the home, an organization, or the workplace) and require students to apply a broad range of knowledge and skills.

• **Authentic tasks** usually involve multiple disciplines and are challenging in their complexity. Higher order thinking skills including comprehension, design, analysis, and problem solving are typically important components of these tasks.

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What are authentic materials?

School Schedule  Magazine  Brochure
Textbook  Movies  Children’s Stories
TV Programs  Recipes  Receipts
Artifacts  Advertisements  Teacher’s Websites
Menu  Maps  Grammar Songs
Advertisements  YouTube  Airline Tickets
Bus/Train Schedules  Maps  Wikipedia
Worksheets  Target Culture Calendar
Songs  Legends
Locating Authentic Texts

1. Turn to the person next to you and tell where you can locate authentic texts.

2. Share the types of materials you have found.
WHAT ARE LANGUAGE, CULTURE, AND CONTENT?

Use the following Wordle to guide your answer.
What can you teach from an authentic text?

**Language:** Vocabulary, phonology, grammar

**Culture:** Practices, products, perspectives

**Content:** Geography, health, art, science, etc.
Watch and Analyze

Language, Culture and Content Available to Teach Using Authentic Materials

• Watch the video clip and identify the language, culture and content available to teach with this videotext.

• What can be taught to beginning students? What can be taught to heritage speakers?

• Can both groups of students be accommodated in the same class?
Locating authentic materials

Google search

- **Pictures**, newspapers, magazines, online television
- **Short stories**
- **Movies**
- **Articles**
- **Travel agencies**
- **Tourist attractions**
- **Restaurants**
- **Hotels**
- **Recipes**
- **Shopping**
- **Infographics**
- **Questionnaires**
Locating authentic materials

2. YouTube
   - Presentations about countries where the target language is spoken
   - Sitcoms
   - Songs
   - Short movies
   - Advertisements

3. Satellite dish
   - Children’s programs
   - Sitoms
   - Commercials
Choosing Authentic Texts
Choosing a Text

• Student interest
• Previous knowledge about the topic
• Organization of the text
• Complexity of the text
• Clarity of sound and print
How do we choose authentic texts that are suitable for students?
Authentic Text Analysis

• What is the quality of the text?
Is the print/sound clear? Is it in the standard dialect? Does it contain errors?

• Is the text appropriate for interpretation?
Is there content knowledge reflected? Are there cultural products reflected? Are there cultural practices reflected? What are the cultural perspectives reflected in the products and practices?

• For what level is the text most appropriate?
Are students heritage or non-native speakers? What are the student’s levels of proficiency? What are the student’s developmental levels?
مناقشة النصوص

1. هل النص مناسب للتفسير؟
   □ هل يعرض منتجات ثقافية ويعكس منظورها الثقافي؟
   □ هل يعرض ممارسات ثقافية ويعكس منظورها الثقافي؟
   □ هل يعرض معلومات علمية؟

2. ما هو المستوى الملائم للنص؟
   □ كفاءات الطلبة اللغوية
   □ عمر الطلبة ونموهم العقلي والبدني
   □ طلاب أجانب وطلاب وارثون
Instructional Materials

• Pedagogically created materials
• Semi-authentic materials
• Authentic materials

Analyze the following link and discuss which one are authentic, semi-authentic, or pedagogically created materials:

Application

- Select a theme that is suitable for your students (interest – age – educational context)

- Locate and select authentic texts rich in language, culture and content that are appropriate for interpretation, for your students’ interests, age, level of proficiency and educational setting.
Reflection

• What have you learned about authentic materials?
• What challenges did you have in locating and choosing authentic materials?
• What questions do you still have about the use of authentic materials?