Authentic Tasks

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StarTalk/NHLRC Workshop
June 23, 2014
How would you define

1. Authentic texts
2. Authentic tasks
In the past six months, which of the following activities have you done in your HL OUTSIDE of class?

- Attended a community or church event.
- Read a newspaper.
- Read a book or short story.
- Visited a website.
- Spoken on the phone.
- Written an email or letter.
- Listened to music.
- Watched a movie or DVD.
- Watched TV.
- Listened to radio.
• **Authentic tasks** are used by native speakers to access information.

• “Authenticity is a function of the interaction between the reader/hearer and the text...” (Widdowson, 1979)
How We Learn

• Incidental – ‘real life’ acquisition
• Purposeful – classroom
• HLLs: incidental > purposeful
• FLLs: purposeful > incidental
• Both are valuable and crucial to success
• Engagement with text and task is crucial to successful learning
High-Level Skills

• “Low-level learners can be stimulated and helped to develop high-level skills and should not be restricted by special materials which focus [only] on linguistic decoding and simple language practice.”
  Tomlinson (1999)
Bloom’s Taxonomy

Original

Higher Order Thinking Skills
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Lower Order Thinking Skills

Revised

Higher Order Thinking Skills
- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

Lower Order Thinking Skills

Bloom’s Taxonomy
### TASKS: Bloom’s Taxonomy (Revised 2001)

<table>
<thead>
<tr>
<th>Level</th>
<th>Task</th>
<th>Example Activities</th>
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<tbody>
<tr>
<td><strong>Remembering</strong></td>
<td>can the student recall or remember the information?</td>
<td>define, duplicate, list, memorize, recall, repeat, reproduce state</td>
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<tr>
<td><strong>Understanding</strong></td>
<td>can the student explain ideas or concepts?</td>
<td>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</td>
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<tr>
<td><strong>Applying</strong></td>
<td>can the student use the information in a new way?</td>
<td>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write</td>
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<tr>
<td><strong>Analyzing</strong></td>
<td>can the student distinguish between the different parts?</td>
<td>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test</td>
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<tr>
<td><strong>Evaluating</strong></td>
<td>can the student justify a stand or decision?</td>
<td>appraise, argue, defend, judge, select, support, value, evaluate</td>
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<tr>
<td><strong>Creating</strong></td>
<td>can the student create new product or point of view?</td>
<td>assemble, construct, create, design, develop, formulate, write</td>
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Text Types and Tasks

Tasks depend on the kind of text

• What tasks would you formulate for HLLs?

– Factual texts
– Persuasive texts (an argument)
– Literary texts
# Text Type and Task

<table>
<thead>
<tr>
<th>Text</th>
<th>Types</th>
<th>Tasks</th>
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<tbody>
<tr>
<td></td>
<td>FACTUAL, PURSUASIVE, LITERARY</td>
<td>REAL LIFE TASK/S</td>
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<tr>
<td>1. A news item</td>
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<td>2. An op-ed</td>
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<td>3. A fairy tale</td>
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<td>4. A recipe</td>
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<td>5. A map</td>
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<td>6. poem/song/play</td>
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<td>7. A personal letter</td>
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<td>8. blog /forum post</td>
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</table>
REAL-LIFE TASKS
Task # 1. A real-life task for teachers

1. Watch two videos
2. Choose the one that is more appropriate for your students
3. Think of authentic task/s to offer your class
Video A. The Job Interview

**Authentic task:** Talk and write about yourself for a purpose

1. Jot down the advice: what to talk about and what not to mention
2. Decide what is important for you
3. Discuss it with your classmates, sum it up
5. Find job ads on the Internet
6. Prepare to talk about yourself in a targeted way
7. Write a job/internship/scholarship application based on the advice in the video
Video B. Why should kids play sports?

**Authentic task:** interviewing

1. Listen to answers and jot them down
2. Think of other questions you could ask
3. Interview your classmates
4. Interview people outside of class and report on the results in class. English or HL?
5. Write an article for the school paper summarizing the answers.
6. Videotape respondents and make a joint video
Class-based VS Real-life

- Fill in the blanks
- Listen to the words in the vocab list
- Jot down the answers to the key questions
- Answer questions
- Write a paragraph about the interview
- Watch the video
- Discuss advice/answers
- Blog/internet forum
- Prepare subtitles
- Prepare to video tape (discuss/write a script/your answers) [speaking & writing]
- Videotape [project]
Task #2: Cajun Language

• The next slide

1. What age would it be appropriate for?
2. What tasks would you design?
Task # 2. Video. The Cajun Family

Authentic tasks: Preparing to interview
1. Watch and jot down the main points
2. Think of what questions were asked
3. Think of additional questions
4. Prepare to interview
5. Make a video interviewing your family/someone else’s family.
Interviewing tasks: Scaffolding

1. Teach students to use **appropriate pragmatics**
2. Create a list of questions
3. Demonstrate interviewing technics
4. Conduct practice interviews in class
5. Conduct a whole class interview of one person
6. Interview family/community members
7. Present the results:
   oral/written/video/website
A community-based project: preparation

• Prepare questions/learn to interview
• Video/film/discussion: the generation you’ll be interviewing
• Pragmatics (forms of address/politeness)
• Written journal
• Oral journal
• Presentation/video/audio report
SURVEYS AND
PSYCHOLOGICAL TESTS
Surveys

• Think of three questions to determine
  – what sports most of your friends/classmates play.
  – what food your classmates like to eat
  – whether people are interested in....

• Create a chart

• Report in class

-- English or HL?
Task # 3. Psychological tests

WHAT KIND OF PERSON ARE YOU?

• Disagree strongly / Disagree / Agree a little / Agree strongly
• Or give points for YES < NO < NOT SURE

1. I am extraverted, enthusiastic
2. I am critical, quarrelsome
3. I am independent, self-disciplined
4. I am disorganized, careless
5. I am calm, emotionally stable

Score:
Task # 3. A Psychological Test

**Authentic task:** Taking a psychological test

1. Take the test and tally the result
2. Compare your results to your classmates
3. Create your own test

- Note: instead of asking students to think of questions about their family, daily life, etc., they can create and exchange tests. A list of vocabulary can serve as a core for the test.
Task # 5. The UN Interview

• Deconstruction:

What preparatory work went on in class before the project could be completed?
Guidelines to Designing Authentic Tasks:

1. Consider the original communicative purpose
2. Allow the text ‘to suggest’ the task, be ‘text-responsive’
3. Replicate common native speaker activities
4. Design the task that is easily understood
5. Formulate it clearly and simply
5. Adhere to authenticity while scaffolding
6. Keep in mind an underlying pedagogical goal (backward design)
COMMUNITY VISIBILITY
LINGUISTIC LANDSCAPE
Linguistic landscape (LL)

• Linguistic landscape is the scene where public space is symbolically constructed.
• Public spaces are areas open and accessible to the “crowd,” i.e. public at large.
• Urban LL is a rich source of projects, presentations, art work

What tasks can be designed based on LL?
Linguistic Landscape
Linguistic Landscape Tasks

**Authentic task:** Learning about your neighborhood; constructing a profile of a multilingual city

1. Take photographs of signs in your neighborhood.
2. Show them in class and ask students to guess where you took them.
3. Students match signs with pictures of businesses (Intermediate)
4. Create signs for local businesses
5. Create a virtual neighborhood with signs in both English and the target language (decide which signs should be in which language)
6. Discuss why some signs are in English and the others in other languages (Advanced)

Communities and HL Teaching

Olga Kagan

June 24, 2014
Terminology

- First generation immigrant
- 1.5 generation
- Second generation
- A sequential bilingual
- A simultaneous bilingual
HL Generations

• **Second generation** – born in U.S. to at least one immigrant parent

• **1.5 generation** – born abroad but arrived by age 12 and grew up in U.S.

P. Kasinitz et al. Inheriting the city: The Children of Immigrants Come of Age, Russel Sage, 2008
Sequential/Simultaneous

**Sequential bilingual:** grew up hearing and speaking HL *only* until starting school

**Simultaneous bilingual:** grew up with two languages
Community-based: Guidelines

• Students’ age and interests
• Community sensibilities
• Purposes and outcomes
• Preparation for each stage of the project
  – Linguistic
  – Cultural background
• Creativity to be encouraged but tied to goals

Backward design principles
Scaffolding: Preparing to Interview

1. Determine what you want to know.
2. Discuss the kinds of questions you want to ask.
3. Draft your interview questions.
4. Practice interview questions.

Slides 45-47: Adapted from: Community Toolbox
http://ctb.ku.edu/en/learn-skill
Points to remember (1)

1. Practice -- prepare a list of interview questions in advance. Rehearse, try lines, mock-interview friends. Memorize your questions. Plan ahead the location and ways to make the ambient more comfortable.

2. Small-talk -- never begin an interview cold. Try to put your interviewee at ease and establish rapport.

3. Be natural -- even if you rehearsed your interview time and time again and have all your questions memorized, make it sound and feel like you're coming up with them right there.

4. Look sharp -- dress appropriately to the ambient you're in and to the kind of person you're interviewing. Generally you're safe with business attire, but adapt to your audience. Arrive on time if you are conducting the interview in person.
5. Listen -- present yourself aware and interested. If your interviewee says something funny, smile. If it's something sad, look sad. React to what you hear.

6. Keep your goals in mind -- remember that what you want is to obtain information. Keep the interview on track, don't digress too much. Keep the conversation focused on your questions. Be considerate of your interviewee's limited time.

7. Don't take "yes/no" answers -- monosyllabic answers don't offer much information. Ask for an elaboration, probe, ask why. Silence may also yield information. Ask the interviewee to clarify anything you do not understand.

8. Respect -- make interviewees feel like their answers are very important to you (they are supposed to be!) and be respectful for the time they're donating to help you.
Reference to LL

**Linguistic Landscape: Chern, C-I & Dooley, K**

Learning English by walking down the street

http://eltj.oxfordjournals.org/content/68/2/113.full