

BLENDING ITALIAN

Federica Brunori-Deigan
UMD, College Park

Enhancing
Oral
Proficiency

BLENDED COURSE...

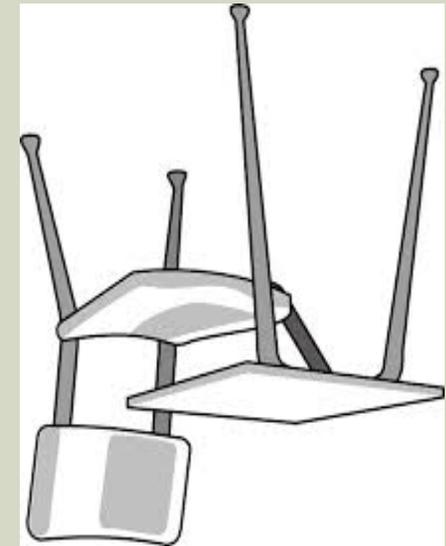
...means hybrid, partly online, partly in-class, course, *versus* an entirely online course, or an entirely in-class course.



FLIPPED CLASSROOM...

What does “flipped classroom” means?

Students figure out/learn materials at home (from books, online tutorials or both) prior to class; use the classroom time to practice, instead of listening to first-time explanations.



REASON FOR CHOOSING THE **BLENDED/ FLIPPED** MODEL

- The primary reason to seek changes in our first and second semester courses was evidence of **low oral proficiency** in students who had completed the second semester of Italian.
- Even with A students, reading knowledge was far better than their speaking and listening skills after completing the two first courses in Italian.
- The French basic courses are all blended and flipped and provided best practice models for revamping our Italian courses with a view to enhancing oral proficiency.

HOW MUCH REDUCTION OF CLASS TIME

- A typical **four-credit** course meets for **four, 50-minute sessions** a week;
- In this version of “blended,”
 - + **The class meets 3 times a week**, on Mondays, Wednesdays and Fridays;
 - + Students make on-line submissions of all assignments.
 - + The **fourth credit hour** is made up by instructor-student interaction on line.

3 MAIN COMPONENTS OF A BLENDED/FLIPPED LANGUAGE COURSE:

- 1. **Homework through Self-Correcting Exercises** (daily, at home);
- 2. **Class Practice** (3 weekly class meetings);
- 3. **Skill-Building Activities** (weekend, at home)

1ST COMPONENT: AT-HOME TIME

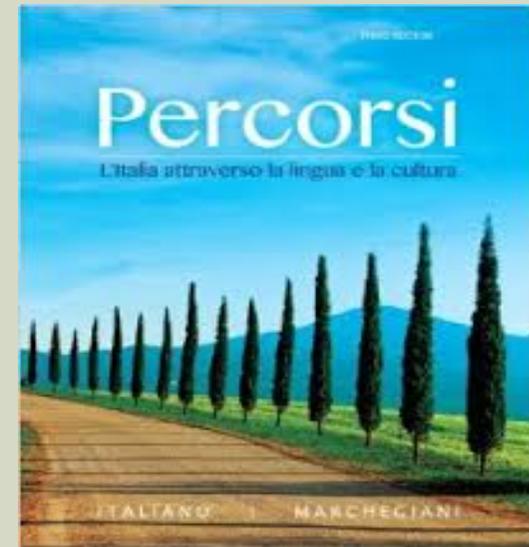
-Assign **vocabulary lists** to memorize and study **grammar explanations prior to class...what we now call “flipping...”**

Haven't we tried to do this forever? Only a few students would do it.

- Some Italian textbooks offer an invaluable tool to let students get acquainted with the vocab and grammar prior to classes, memorize terminology and figure out the grammar : the **self-correcting exercises for both vocab and grammar.**

1ST COMPONENT: AT-HOME TIME

- **Good electronic textbook**
- **Reliable** and **numerous self-correcting exercises** on each and every section of vocab and grammar;
- **Tutorials** in English and in target language to supplement the grammar explanations in the textbook.



1ST COMPONENT: AT-HOME TIME

-The daily assignments are very focused on **one** area of vocabulary, such as “**the house**” and **one** grammar point, such as “**the prepositions.**”

-Students get 20% of course grade by completing these assignments.

1ST COMPONENT: HOMEWORK VOCABULARY SAMPLE



Students memorize terms of the house: rooms, furniture, accessories, etc.

1ST COMPONENT : HOMEWORK GRAMMAR SAMPLE

✓ GRAMMATICA

📖 Le preposizioni

In **Capitolo 2**, you learned that prepositions, **preposizioni**, can be used to indicate location. Below is a list of Italian prepositions and their English equivalents.

Le preposizioni semplici

a	<i>at, to, in</i>	in	<i>in</i>
con	<i>with</i>	per	<i>for, in order to</i>
di	<i>of</i>	su	<i>on, over, above</i>
da	<i>from</i>	tra (fra)	<i>between, among</i>

Abito **con** un'amica.

I live with a friend.

Mangiamo **in** cucina.

We eat in the kitchen.

Metto la lampada **su** questo tavolino.

I'll put the lamp on this coffee table.

La poltrona è **tra / fra** il tavolo e la finestra.

The armchair is between the table and the window.

In **Capitolo 2**, you also learned that when the prepositions **a** and **di** are used with a definite article—**il, lo, l', la, i, gli, le**—they contract to form one word, called a **preposizione articolata**. The prepositions **da, in, and su** also contract when used with a definite article.

Le preposizioni articolate

il lo l' la i gli le

Students study the grammar point in English in the e-book and/or with the aid of tutorials.

1ST COMPONENT: SELF-CORRECTING EXERCISES

The screenshot shows a web browser window titled "SAM Activity - Google Chrome" with the URL mylabs.px.pearsoned.com/Pegasus/Modules/AssessmentTool/Presentation/frmInstructorPresentation.aspx?intAssetID=20000. The page features the MyItalianLab logo and a navigation bar with links for Tutorials, User Guide, More Resources, Glossary, Verb Chart, and eText. A "FINISH: Submit for Grading" button is visible. A "Need help with this activity" button with a question mark icon is also present. The main content area contains the instruction "Match each activity with the room in which it most logically takes place." followed by a list of activities, each with a dropdown menu:

- 1) svegliarsi
- cenare con i parenti
- guardare la televisione
- lavare i piatti

There are **5-7** exercises for **vocab**, and **4-5** exercises for **grammar**

2ND COMPONENT : IN-CLASS PRACTICE

- This component requires the **use of slides** from start to finish. Advantages:
- Students look **up** at the screen for quizzes, readings, modeled dialogues rather than looking **down** in their books. This promotes interaction among them.
- Learning and retention are enhanced by seeing **the printed words** in the TL while speaking.

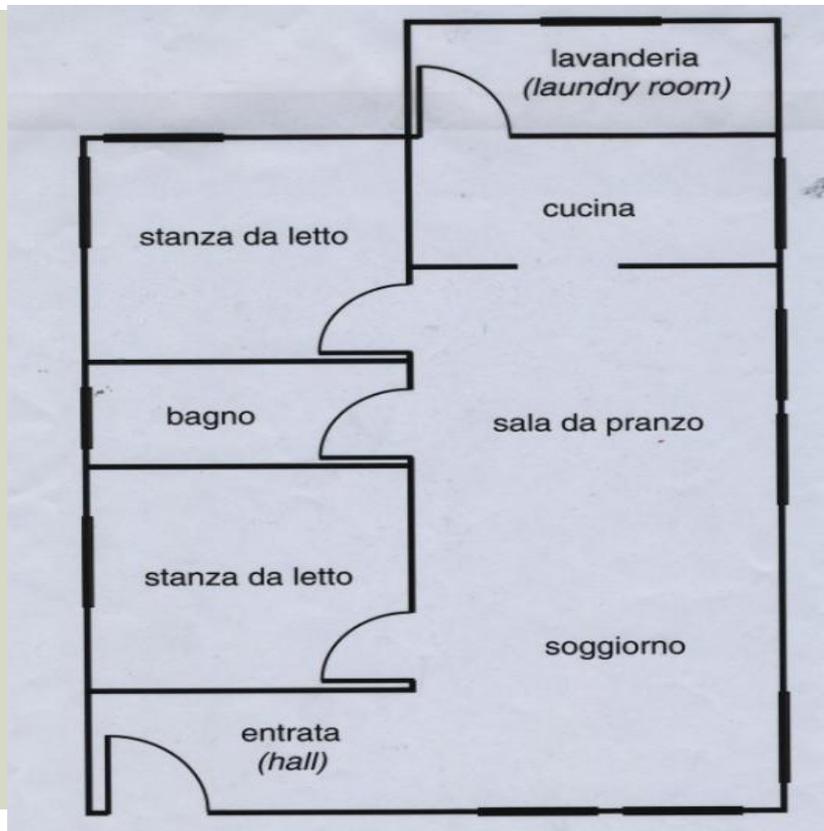
2ND COMPONENT : IN-CLASS PRACTICE DAILY QUIZ SAMPLE



1. where's the bathroom in this house in TL (answer: on the second floor)

2. name this in the TL (answer: the steps)

2ND COMPONENT : IN-CLASS PRACTICE DIAGRAMS, INTERVIEW TABLES



Individually, write the nouns of furniture and appliances in each room, then compare your furnished house plan with your classmate

2 ND COMPONENT: IN-CLASS PRACTICE MODELED DIALOGUE IN PAIRS

S1: What is your favorite room in the house?

S2 My favorite room is the kitchen, because I like to cook. And what is YOUR favorite room?

S1 Mine is...

1 Where's ideal house (downtown/countryside)

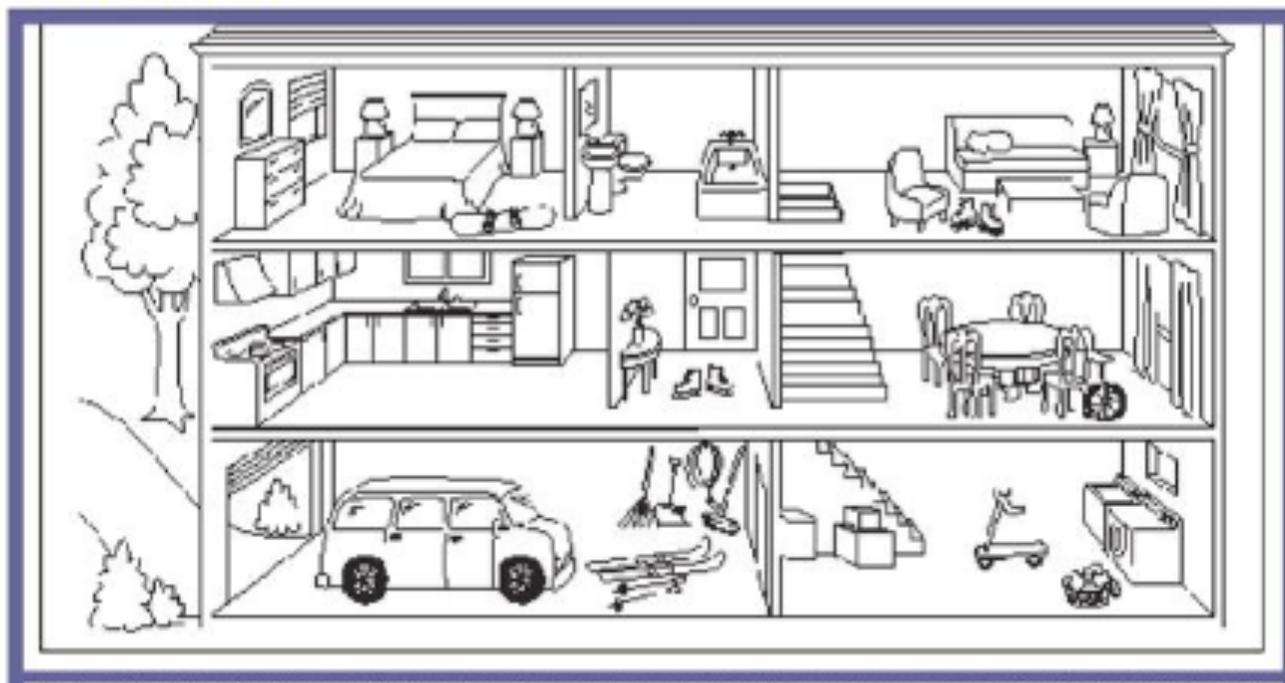
2 most essential piece of furniture or appliance

2 ND COMPONENT: IN-CLASS PRACTICE



In pairs, students describe the position of the objects in the room
(vocab+ grammar practice)

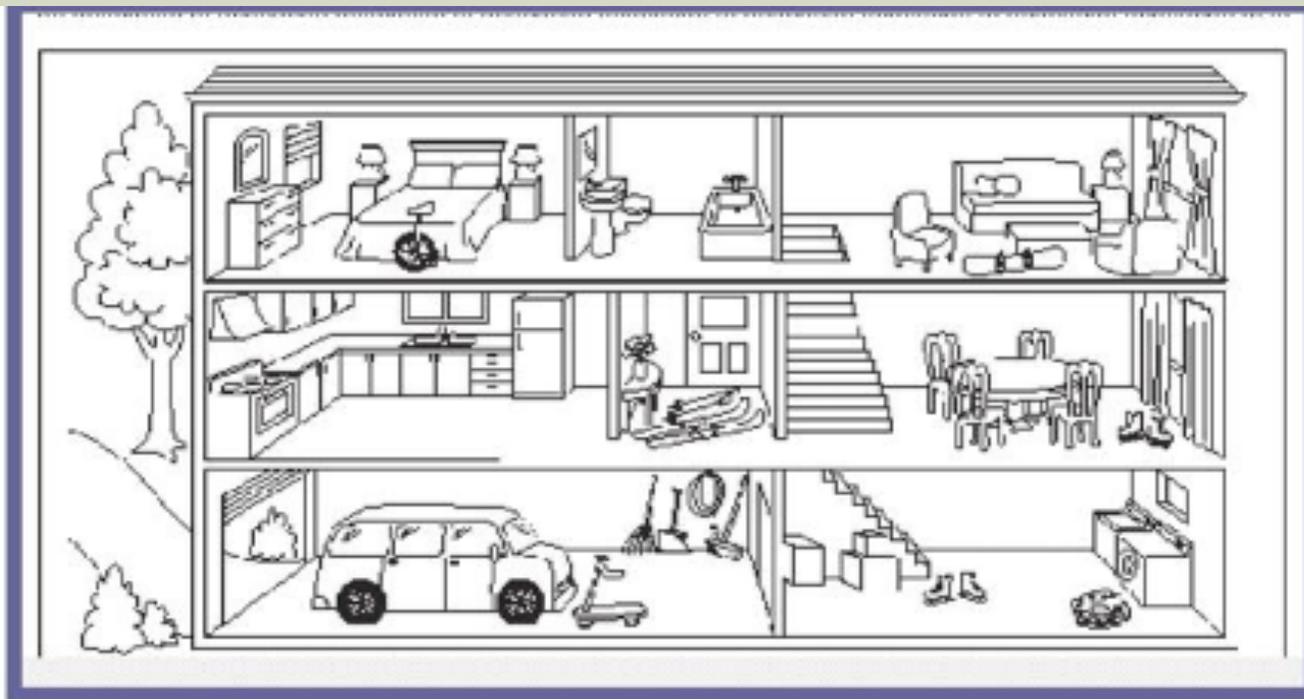
2ND COMPONENT : INFO GAP ACTIVITY



Examine:

Sheet A

2ND COMPONENT : INFO GAP ACTIVITY



Spot the
Differences:

Sheet B

3RD COMPONENT: SKILL-BUILDING TASKS

- Let us Read: Comprehension exercises on readings
- Let us Watch: Comprehension exercises on a soap opera
- Let us Write: Guided compositions

- Assignments are due at the end of the weekend and are Word Doc online submissions that will be corrected and graded.

- Students get 10% of course grade for these.

3RD COMPONENT: COURSE WEB SPACE

ITAL203-BL01,BL02: Intensive Intermediate Italian-Sprin...

Edit



Benvenuti!

- [Textbooks and materials required for the class](#)
- [Enroll in MyItalianLab and the course code for your section](#)
- [Course Syllabus and information](#) ↗
- [Dates Only](#) ↗
- [Course assignments, homework, and discussion boards](#)
- [Major Course Assignments And Course Policies](#)
- [MyItalianLab login](#) ↗

3RD COMPONENT: SAMPLE OF ASSIGNMENT SUBMITTED ON-LINE WITH CROCODOC MARKS

ITAL 203 BL01
25 Febbraio 2015

Scriviamo Cap. 10

Venerdì scorsa,^o ho passato una sera favolosa con un bel ragazzo che si chiama Elliott. Ci eravamo incontrati alla festa di compleanno della nostra cara amica Tiarra la settimana prima. Lui mi aveva visto ballare ed era venuto a parlarmi. Poco dopo avevamo scambiato i nostri numeri di telefono e avevamo deciso di vederci il prossimo venerdì.

a parlarmi

Faceva bello questo venerdì sera (finalmente per un cambiamento). Elliott mi aveva detto che andiamo in un ristorante elegante, quindi ho indossato un vestito nero e le scarpe con tacchi alti rose. Mi ha guidato in sua "2012 Camaro" nera (una bella macchina nuova e veloce) al ristorante "Maggiano's." Ho mangiato i tortellini ma Elliott ha preferito il vitello; anche abbiamo bevuto un po' di vino rosso. Dopo la cena, siamo andati al casinò dove Elliott ha vinto un sacco di soldi! Però, me ha detto che per lui, io ero il suo premio migliore! Che ragazzo romantico!

Tutto d'un tratto era mezzanotte e purtroppo, ho dovuto ^{sono} a tornare a casa. Elliott ha detto "buonanotte" e ci siamo baciati sotto la luna. Era una sera indimenticabile!

ASSESSMENTS: **FORMATIVE** VS. **SUMMATIVE**

- 6 Chapter tests, after completion of each chapter (5% each)
- 2 role-play conversations, in pair (5% each)
- 1 guided creative project with poster (5 %)
- 1 final interview (10%)
- Daily quizzes and participation evaluation (15%)

WORK IN PROGRESS AND Q & A

- Still developing grammar tutorials. They are necessary! I am using a website called Screen O Matic; it allows you to add audio to slide presentations.
- Daily quizzes were administered on paper, I am shifting them to clickers , also necessary !
- Collecting and storing meaningful info gap activities and games for each class session;
- Carving out more class time for role-plays, conversation, games in second semester.
- ...