BLENDED ITALIAN

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Enhancing Oral Proficiency
BLENDED COURSE...

...means hybrid, partly online, partly in-class, course, versus an entirely online course, or an entirely in-class course.
What does “flipped classroom” mean?

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.
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.
Students study the grammar point in English in the e-book and/or with the aid of tutorials.
1ST COMPONENT: SELF-CORRECTING EXERCISES

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

2. name this in the TL (answer: the steps)
Individually, write the nouns of furniture and appliances in each room, then compare your furnished house plan with your classmate.
2ND 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
2ND 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-Spring...

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
ITAL 203 BL01
25 Febbraio 2015

Scriviamo Cap. 10

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

Faceva bello questo venerdì sera (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, mi ha detto che per lui, io erò suo premio migliore! Che ragazzo romantico!

Tutto d’un tratto era mezzanotte e purtroppo, ho dovuto 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%)
- 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.
- ...