Instructional Technology: Enhancing Performance in Teaching and

Learning a Foreign Language and Culture

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New Perspective

- Digital technologies have changed the way we think of learning and teaching.

- They have changed the way we store, use and retrieve information

- It is because of these changes that technologies are very different from others in education

Why Technology

○ **Meaningful Interpretation**

Texts ,movies, audio recordings, can go beyond literal comprehension and tap into students' background knowledge while fostering critical-thinking skills.
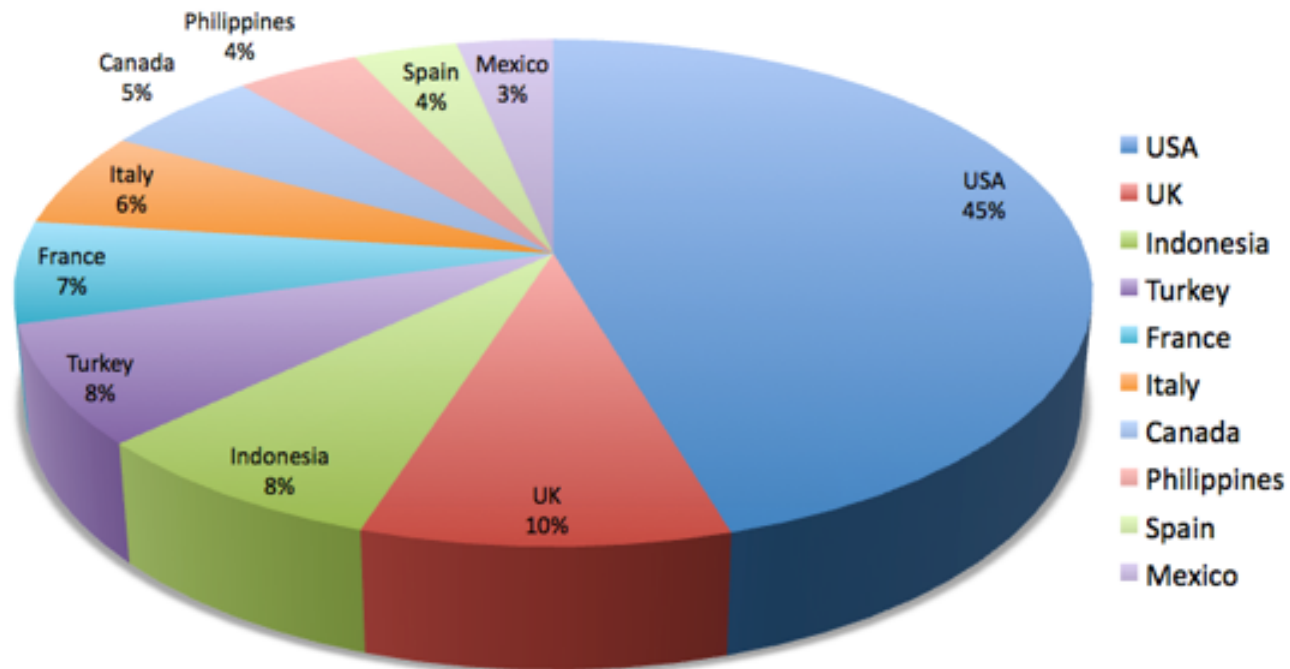
○ **It is Rooted in Culture**

We investigate cultural products and practices by helping students develop a deeper sense of the cultural perspective.
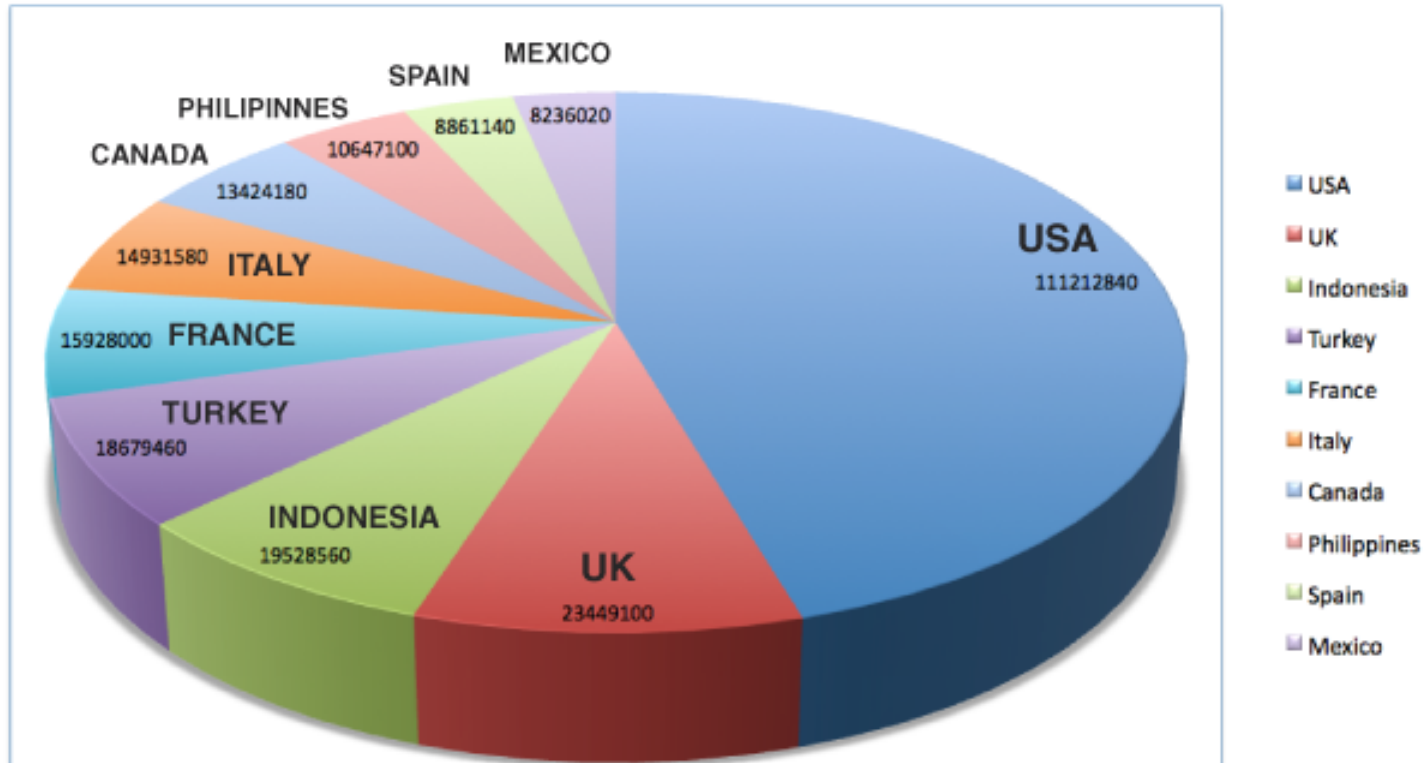
Common Used Social Tools
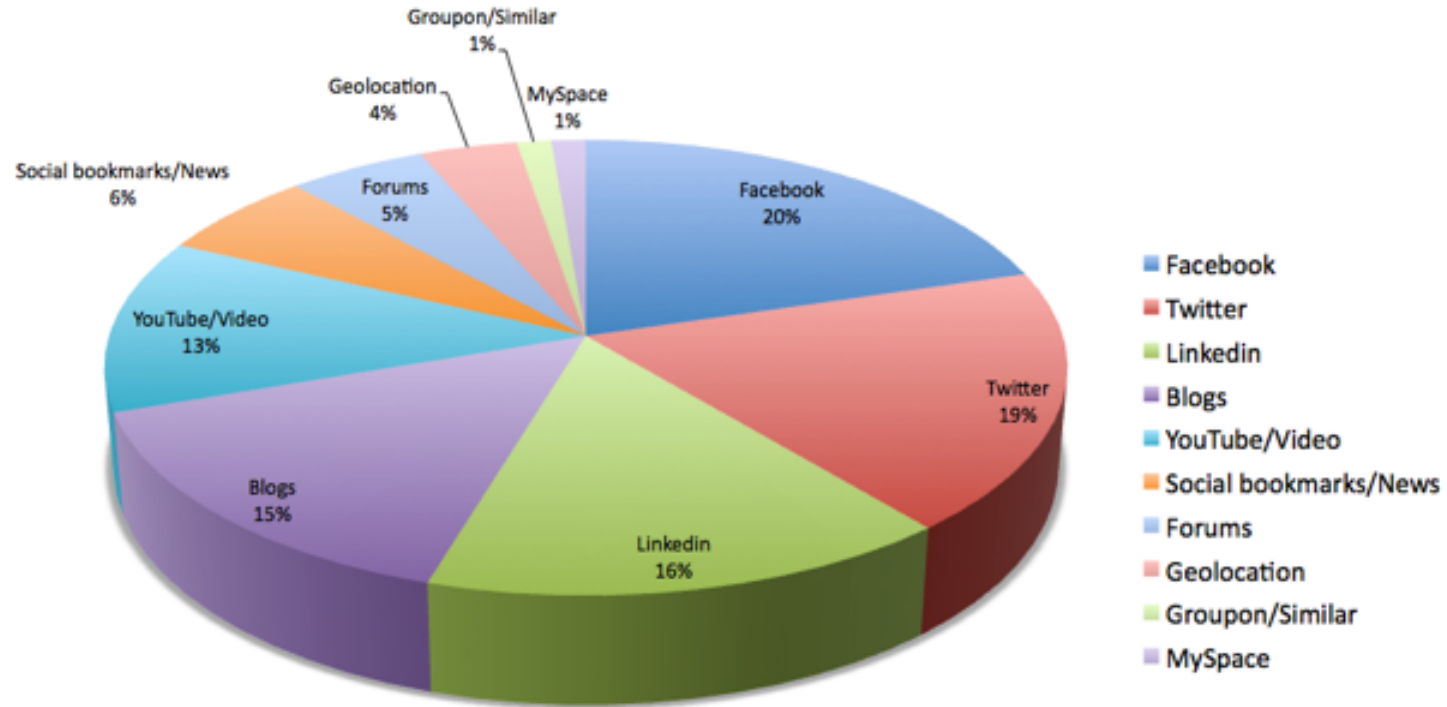
Top Ten Countries Using Facebook

Top Ten Facebook Countries

ACTFL Standards Targeted

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Common Core Alignment

- Focus on Communication that captures speaking, listening, writing and reading:

- Interpersonal (speaking + listening or writing + reading)

- Interpretive (reading, listening, viewing)

- Presentational (writing, speaking, visually representing)

21ST Century Skills addressed

- Communication

- Collaboration

- Critical Thinking & Problem Solving

- Creativity & Innovation

- Information Literacy

- Media Literacy

Technology Literacy

Flexibility & Adaptability

Initiative & Self-Direction

Social & Cross-Cultural Skills

Productivity & Accountability

Leadership & Responsibility

Good Practice in Education

1. Encourages contact between faculty and students

2. Develops reciprocity and cooperation among students

3. Uses active learning techniques

4. Gives prompt feedback

5. Emphasizes time on task

6. Communicates high expectations

7. Respects diverse talents and ways of learning

Web-2 Resources

○ Tools that create or support a virtual learning environment.

○ Tools that support communication and cultivate relationships.

○ Resources to support teaching and learning.

○ Tools enabling students to create artifacts representing what they are learning.

Table 1. Tools that create or support a virtual learning environment

ActivExpression	basic application on the Promethean board
Blackboard	learning management system
DropBox	stores and shares files and folders via Internet
Edmodo	social platform and learning management system
ExamView	builds comprehensive tests
GoKnow software	learning environment for mobile devices
iWeb	Apple software for building websites
MyUdutu	rapid e-learning authoring tool
Puzzlemaker	builds puzzles
Quia	builds activities, quizzes, online worksheets
Raptivity	rapid e-learning authoring tool
Sharepoint	Microsoft collaborative work space
Schoology	learning management system
Trackstar	lesson plan storage/depository

Virtual Learning Environments

- As a Web portal that connects students to resources (both outside and within the VLE).

- As a way to stimulate student interest in a topic.

- As a storage space for student work.
- As a way to track student progress.
- As a space for student discussion

- As a place for to post assignments.
- As a way for students to work collaboratively on assignments.
- As a way to ensure that all virtual classroom work and discussion happens within an educational space and under the purview of the teacher.

Tools That Support Communication and Cultivate Relationships

Table 2. Tools that support communication and cultivate relationships	
Blogs	online, chronological presentation of commentary and information
Communicator	Microsoft product that supports communication and collaboration
Diigo	social networking bookmarking tool
Delicious	social networking bookmarking tool
ePals	online international learning community
Jing	social networking tool
Twitter	social networking tool
Texting	sending text messages via cellphone to another phone or to a website

Rationale behind these tools

- to elicit prior knowledge

- generate interest

- support student debates

- provide students with feedback from their peers

Resources to Support Teaching and Learning

Table 3. Resources to support teaching and learning	
Brainpop	animated, curriculum-based content activities
Curriculum Associates	online curricular materials
Google Earth	satellite images of the Earth
Grammar Girl	audio and text "mini-talks" on grammar
Holt Online	online textbook and grading system
Kto8.com	database of exercises that reinforce critical skills
Mountain Math/Language/Science	skill building and test prep software
ReadPlease	text-to-speech software
Starfall	phonics website
Study Mate	interactive assessment activities
Study Island	online standards-based learning tools
SurveyMonkey	online survey tool
Thinkfinity	standards-based lesson plans and resources
YouTube	video-sharing site

Tools Enabling Students to Create Artifacts Representing What They Are Learning

Table 4. Tools enabling students to create artifacts representing what they are learning.	
Animoto	video production tool
ArtRage	painting and drawing software
Audacity	open-source software for recording and editing audio files
Audio streaming	creates sound files
BibMe	creates citations
Camtasia	video production tool
Frontpage	Microsoft web design software
Garage Band	Apple software for recording and editing audio files
Glogster	creates interactive posters
GoAnimate	cartoon maker
Google Docs	document sharing
KidPix	drawing software
Mixbook	creates picture books
Newsmaker	platform to make student newscasts
Notetaker	note-taking software

Continued

PhotoPeach	creates slideshows with photos, text, sound
Picasa	photo-editing software
Picnik	photo editing
Prezi	online presentation tool
Sketchy	animation and drawing tool
Slideshare	upload and share presentations
Snagit	screen capture tool
Tuxpaint	drawing program
V oiceThread	creates online slide show with text or voice descriptions
Wordle	creates graphics of word usage

Web-based multimedia tools- Rationale

○ These allow students to create projects or presentations completely online using a variety of media.

○ They are similar to PowerPoint but, because the tools are all online, it can be easier to embed links to other websites into a presentation.

○ These tools are being used for final projects, as a way for students to demonstrate what they had learned from a particular unit.

Initial Steps- Lesson Plan

1. Stimulate attention
2. Objectives
3. Background
4. Practice

1. Guide
2. Theme
3. Feedback
4. Evaluation
5. Application of the info

Brief Overview of Unit

○ This unit explores the concept of Italian Culture and Identity, in particular, Italian food and culinary traditions through a series of 5 lessons, to be integrated into an Italian Advanced Conversation course.

○ Prior to the beginning of the class, the students are informed of the content, goals and assignment for the class.

○ At the beginning of the class, the students need to discuss on the topic of the class that has been introduced via video/images/power point/Skype, class blogs or other tools;

○ They will then work in pairs on in class activities and on the trial projects to be performed at home as assignments (blogs, video cast/audio cast or Facebook);

○ They will start engaging with real Italian sites on food via posts on Facebook or Blogs;

○ At the end of the class, the students will be assessed on their understanding of the topic discussed via quick (written) test in class or other assessments.

○ There will be a one-minute assessment (oral) activity in which the students need to summarize what had been discussed in the lesson of the day.

Learning Objectives for 5Day unit

- Know more about the concept of Italian food in the big framework of the "Italian Identity" concept.

- Explore the evolution of the food traditions and habits

- Identify and engage in the vocabulary on food, styles, bon ton at the table, recipes

- Recreate the history of different plates through the "Storybird" software activity

- Practice the language(writing, speaking, listening and reading) by exposing themselves to conversations and practices with Italian chefs and professionals in the field(via Skype)

- Comment on TV shows and programs on food via Blogs

- Engage in written articles on food (to be posted on Facebook and in class activities)

- Create a glossary on Wiki to be used for references and revision

- Reproduce recipes and trends by using recorded videos/audio (videocast/podcast).

- Create/draw their "cookbooks" by using the image annotation tool ThingLink.

First Lesson

Prior to the class

○ The students will be provided with a selection of menus from Italian Restaurants in Italy

○ They will be asked to contribute to the Wiki pages create http://italianglossary.wikispaces.com/space/content to identify the types of dishes and ingredients.

In Class

○ The student will be asked to briefly present the vocabulary they have learned.

○ The instructor will then introduce a cultural approach to Italian food, culinary manners, habits and traditions in Italy via Glogster/Padlet

○ To validate the language and the vocabulary and to stimulate the learning, the students will look at a picture and a short clip from the movie Benvenuti al Sud that reproduces an example of Italian table retrieved from http://www.youtube.com/watch?v=s8vlD2T_LS0.

Part 2

- The students will then be asked to give their opinions and comments on the picture and the video. Facebook - Twitter

- They will be asked to reproduce (in written and oral forms) several conversations in different settings about food and from different perspectives: in a restaurant, in a cafè, in a fast food, in a "osteria" (small family run restaurant), at a private place, in a cafeteria. This assignment will be performed in pairs.

Part 3

- The students will be then presented with a sample of their home assignment: they will have to use the image annotation tool ThingLink to reproduce their own version of Italian dishes or an introduction of their perception on Italian food. The goal of the in-class pre-assignment and the other assignments is to engage the students in the specific vocabulary on food, ingredients, dishes (ISTE's NETS. Standards 1 and 3).

Part 4

○ After the pre-assignment and the assessment (quick oral questionnaire by the instructor), the students will listen to very short prerecorded conversations in a restaurant and they will be asked to answer questions (ACTFL standard 1.2.).

○ At the end of the class, there will be two assessment activities:

○ 1. A quick written test (on the contents discussed) with questions to be answered in 10 minutes and 2. One minute assessment (oral) test in which each student will need to summarize the contents and the language discussed in class.

Second Lesson

○ Prior to the class, the students will have identified an Italian chef and post a video/audio presentation about him/her on the Blackboard site in addition to have completed their ThingLink assignment. They will have also started posting comments and questions on the class blog or Facebook page.

In Class

○ The students will watch two short episodes from the TV series "La Prova del Cuoco" during which two "regions" (and two famous chefs)challenge each other while cooking famous regional dishes. The episodes are: Molise versus Sardegna retrieved from http://www.youtube.com/watch?v=0ve9Bv9JeoE and Sicilia Versus Sardegna http://www.youtube.com/watch?v=t5E6yRvYCiQ. These videos will be posted on the Facebook page for later discussions and comments.

○ After having watched the videos, the students will be organized in groups of 4/5 students and be asked to reproduce (written and oral) the main topics of the two episodes. They will be also asked to present a critical approach to which region should have won and the reasons why.

Part 1

○ They will be asked to open their laptops and find the interviews or comments of the chefs in the above TV program: the interview to the Chef Natale Giunta retrieved from: http://www.verbumlandianews.com/2013/07/intervista-natale-giunta-lo-chef-che-si.html; and to the chef Alessandro Siau retrieved from http://www.aserramanna.it/2013/01/intervita-ad-alessandro-saiu-chef-serramannese-in-trentino/. The students will discuss differences and peculiarities among the two chefs. This discussion will help the students to start identifying and developing a list of differences in the regional food as presented by the chefs and in the program itself.

○ The instructor will present a small sample through Storybird of the students' home assignment. The students will need to use the Storybird program to reproduce the regional dishes presented and start organizing their final project of a cookbook with notation.

Part 2

○   After the assignment and the assessment (quick oral questionnaire by the instructor), the student will listen to prerecorded interviews on Italian chefs working in America and they will be asked to answer questions (ACTFL standard 1.2.).

○   At the end of the class, there will be two assessment activities:

1.A quick written test (on the contents discussed) with questions to be answered in 10 minute

2. One minute assessment (oral) test in which each student will need to summarize the contents and the language discussed in class.

Third Lesson

○ Prior to the class, the students will have completed their Storybird assignment. They will have also posted comments and questions on the class blog or Facebook page.

○ They will have read the article on "Good Manners at the Table" and watch the short video retrieved from "La Cucina Italiana" http://www.lacucinaitaliana.it/video/IDEE-DI-STILE/bon-ton-regole on how to set the table properly.

In class

○ The instructor will present a distinctive selection of good and bad habits at the table and about food according to Italian professionals via Power Point. The instructor will present the main characteristics by using also the link http://www.lacucinaitaliana.it/default.aspx?idPage=2082

○ After a discussion on the topics and trends, the students will work in pairs to identify the most important elements on the topic and they will start posting comments on the Facebook link provided to them or/and on the blog(the class blog/the official Italian Blog of la Cucina Italiana).

Part 2

○ To reinforce the contents and the language discussed in class, the students will watch two clips : one from "la cucina italiana" retrieved from http://www.lacucinaitaliana.it/video/IDEE-DI-STILE/bon-ton-regol and the other from the old movie Miseria e Nobilta' retrieved from http://www.youtube.com/watch?v=uTkA_hSxbF4. After a brief discussion on the contents of the two videos (the discussion will be performed in group of 2/3 students), the students will need to complete the grammar activities presented in the handout provided by the instructor.

○ At the end of the class, there will be two assessment activities: 1.A quick written test (on the contents discussed) with questions to be answered in 10 minutes and 2. One minute assessment (oral) test in which each student will need to summarize the contents and the language discussed in class.

Lesson Four

○ Prior to the class, the students will have read and identified the topic of Slow food versus Fast food by using the following sources:

○ 1 .Definition of Slow Food versus Fast Food retrieved from http://dizionari.corriere.it/dizionario-si-dice/F/fastfood.shtml

○ 2. Article on discussing Slow Food versus Fast food http://www.benessere.com/alimentazione/arg00/fast_food.htm

○ 3. Chart on Slow Food versus Fast Food

○ http://www.loescher.it/librionline/risorse_punticardinali/download/casistudio/Vol.3_U2_Caso%20di%20studio_slow_food.pdf

In class

The instructor will validate the understanding of the selected topic, by using the official blog on Slow Food versus Fast Food retrieved from http://blog.edidablog.it/edidablog/tina/2011/01/08/tesina-su-fast-food-vs-slow-food/

○   The students will be asked to work in pairs and create the chart of features for slow food and fast food. They will need to evaluate critically the two points by discussing among them and by writing their reflections based also on the reading of the two official associations on slow food and fast food: http://www.slowfood.it/ and http://www.fastfood.it

Part 2

- The students will be asked to identify, through a web search, those Italian and American food chains that embody the slow food concept and the fast food concept. The article on McDonald's will be provided as a reference point:
  http://www.repubblica.it/economia/finanza/2013/01/23/news/
  utile_mcdonald_s_oltre_le_stime_investe_3_miliardi-51138074/

- The students will be asked to identify, through a comparative approach, the main differences between the concepts of "Italian slow food" versus the "American fast food" one.

- The students will be asked to recreate these differences in a Glogster presentation for the next class.

Fifth Lesson

○ Prior to the beginning of the class, the students will have posted their comments on Facebook, the class blog and the Italian blog; in addition to the Glogster presentation on slow food versus fast food. The students will be asked to study and evaluate the website https://www.perugina.it/Templates/ PaginaCasaCioccolato.aspx for the in class activity.

In Class

○ The instructor will distribute articles and pictures from Perugina and the Baci Perugina and the students will be required to discuss the importance of the chocolate industry by answering questions and commenting on it (ACTFL Standard 1.2).

○ Once the students are familiar with the contents and the main features of the topic, there will be a Skype interview with a representative of the Casa del Cioccolato in Perugia and a chef in the factory who will be interviewed by the students on the historical value of Perugina, on its main activities and promotions not to mention recipes and traditional dishes. Prior to the interview, the students will have prepared a list of different questions (they might create their own questions or use the suggested ones by the instructor). After the interview, the students will be asked to recreate (based on the notes they would have taken) the interview in writing by adding new sections to prove a creative proficiency (21ST Century Skills addressed: creativity, flexibility, collaboration and communication). They will be asked to replay the interview by working in pairs.

- The instructor will then show a quick prerecorded interview with the founder of the Perugina and the students will be asked to post their reactions on Facebook and on the class blog.

- The instructor will then asked to students to write short comments on the whole topic of the Italian food as discussed and studied in class. There will be a final, general discussion on the topic.

- At the end of the class, there will be two assessment activities: 1. A quick written test (on the contents discussed) with questions to be answered in 10 minutes and 2. One minute assessment (oral) test in which each student will need to summarize the contents and the language discussed in class.

Final Project

○ The student will have two options: 1) to prepare a long video/audio presentation (they will be suggested to use Prezi/Glogster/Storybird) on one aspect of the topic that has not been discussed in class but that is related to the main topic of the five classes, or 2) Create/draw their "cookbooks" by using the image annotation tool ThingLink.

○ Some of the audio and/or video recording will be the students' personal comments and visions. The students will be assessed according to the degree of the standards achieved(ACTFL Standards targeted 1.1,1.2,1.3,2.1.2.2,4.1,4.2- ISTE'SNETS 1/2/3/4 – 21st Century Skills, Communication, Creativity & Innovation, Flexibility, Information Literacy, Media Literacy .)

Examples

- **Wikipages**

- http://italianglossary.wikispaces.com/space/content

- **Facebook**

- http://www.facebook.com/pages/Impariamo-litaliano-a-Iona-College/176309089061062

Examples

- **Twitter**

- https://twitter.com/BuonannoFoleyEl

- **Screencast**

- http://screencast-o-matic.com/watch/cIQTnuVmGt

Lesson Plan with Technology

1. Stimulate attention

2. Objectives

3. Background

4. Practice

1. Guide

2. Theme

3. Feedback

4. Evaluation

5. Application of the info

Used Webtools

- Voicethread: http://voicethread.com
  Storify: http://storify.com/
  Xtranormal: http://www.xtranormal.com/
  Pixton: http://pixton.com/uk/
  Issuu: http://issuu.com/
  Storybird: http://storybird.com/
  Weebly: http://www.weebly.com/
  Animoto: http://animoto.com/
  Prezi: http://prezi.com
  Wikispaces: http://www.wikispaces.com
  TedEd: http://ed.ted.com
  Google Sites: https://sites.google.com

- Storybird:(http://storybird.com

- Students' exchange:http://todaysmeet.com/
  Wiki space:http://50ways.wikispaces.com/

  Wordle: http://www.wordle.net/
  Bubbl.us: http://bubbl.us/

Conclusions

○   Incorporating new technologies into the contemporary classroom remains

○   1. an important and compelling development with regard to producing more effective learning strategies and outcomes;

○   2. Virtual engagement and collaboration is instrumental to achieving positive educational outcomes

○   3.improve students 'capacity to initiate self-directed, collaborative practices as a means to more effectively take ownership of their learning

Grazie

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