

**Get up and
parla
italiano!**

**Transforming learning
in the 21st century
Italian classroom**

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io
❤️
l'italiano!



How do we bridge powerful learning strategies with engaging in-class tasks to promote language acquisition?



**MANTIENI
LA CALMA**

E

**PARLA
ITALIANO**

Know your context:

- **Class sizes**
- **Local needs**
- **Curriculum**
- **Resources**
- **Mandated frameworks**
- **Personal teaching preferences**
- **Time limits**

Pedagogical and methodological considerations

How and why?

21st century learning skills

- critical thinking
- problem solving
- reasoning
- interpretation
- synthesising information
- analysis

- creativity
- curiosity

- interrogative analysis
- research skills
- research practices

- leadership
- teamwork
- collaboration
- cooperation

Considerations

○ **Communicative focus:**

What will the students be able to say?

○ **Inductive reasoning:**

What will the students be able to notice, 'work out' and negotiate independently?

○ **Social focus:**

How will the students work collaboratively to achieve the goal/task?

○ **Transformative focus:**

How will the students use newly acquired language in new ways?



**Collaboration
Teamwork
Cooperation
Creativity**

Briscola grammar

**An engaging, on your feet-style activity that will
have every Briscola and Scopa lover addicted**

Carte e Azioni



I denari Le spade
'describe' 'spell'

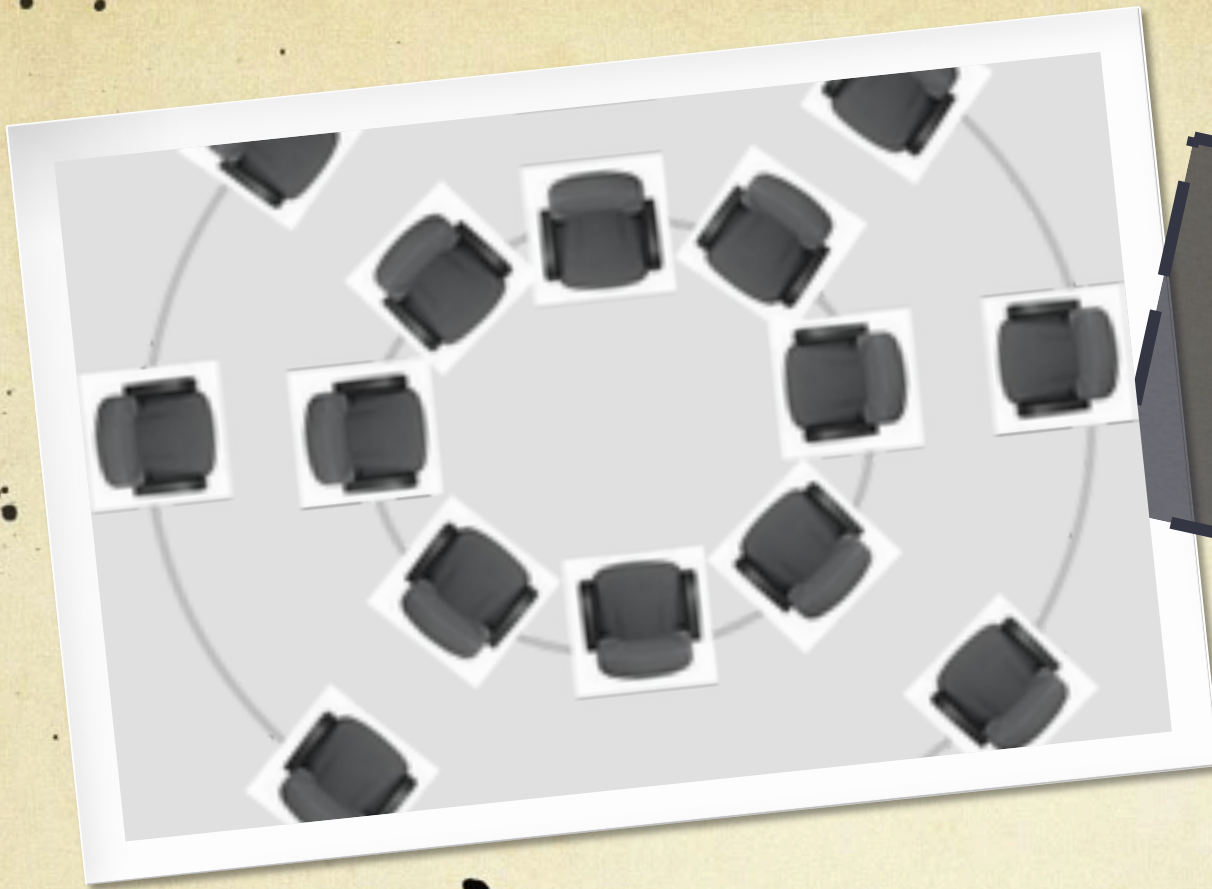


I bastoni Le coppe
'brainstorm' 'conjugate'



Method

- You will need to prepare in advance for this game
- Divide the class into teams, 3-4 players is ideal
- You will require an open space, or cleared classroom
- Keep students at one end of the room in teams, in rows
- Explain the rules
- Students need an answer sheet (A3 paper) and marker
- Teacher needs a deck of *carte italiane* and stopwatch



**Critical thinking
Reasoning
Analysis
Curiosity**

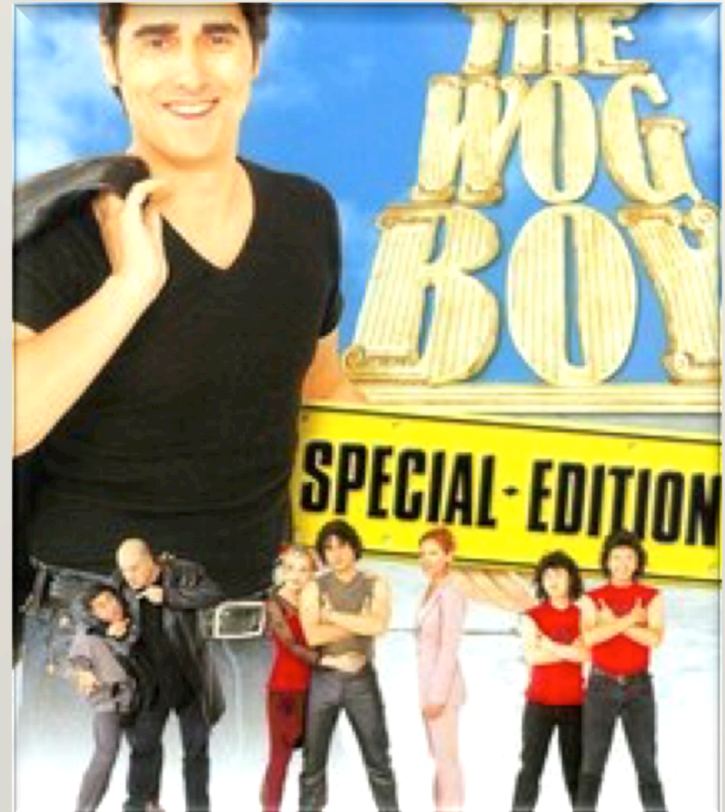
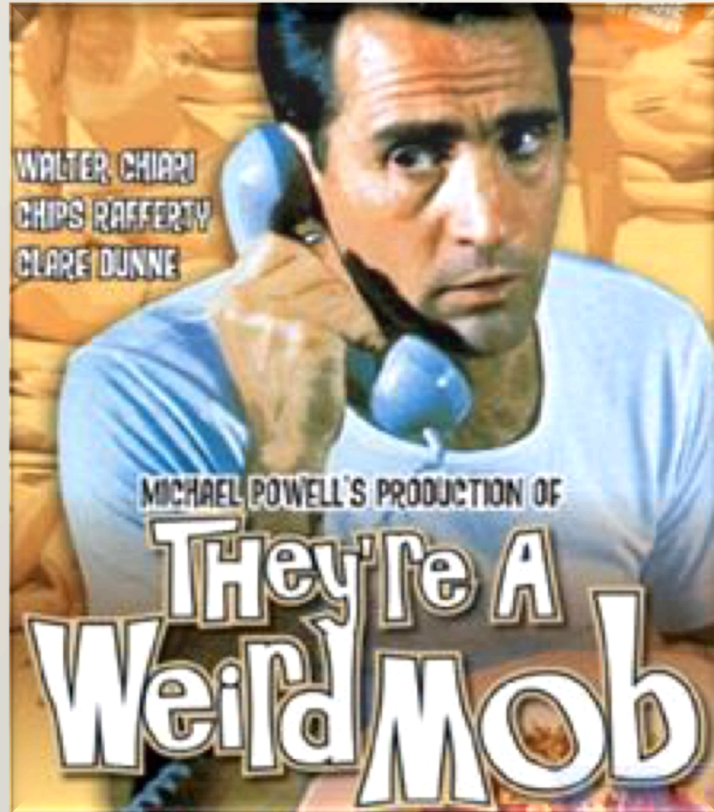
Socratic circle

**An eye-opening pathway into encouraging
speaking and topic-based discussion**

Method

- Inner-circle and outer-circle
- Establish the 'norms' before starting
- Stimulus should provide for different p.o.v.
- Critical thinking and analysis of the stimulus
- Power of observation
- Opportunities for meta-linguistic analysis
- Easily adaptable for primary students

Example - VCE





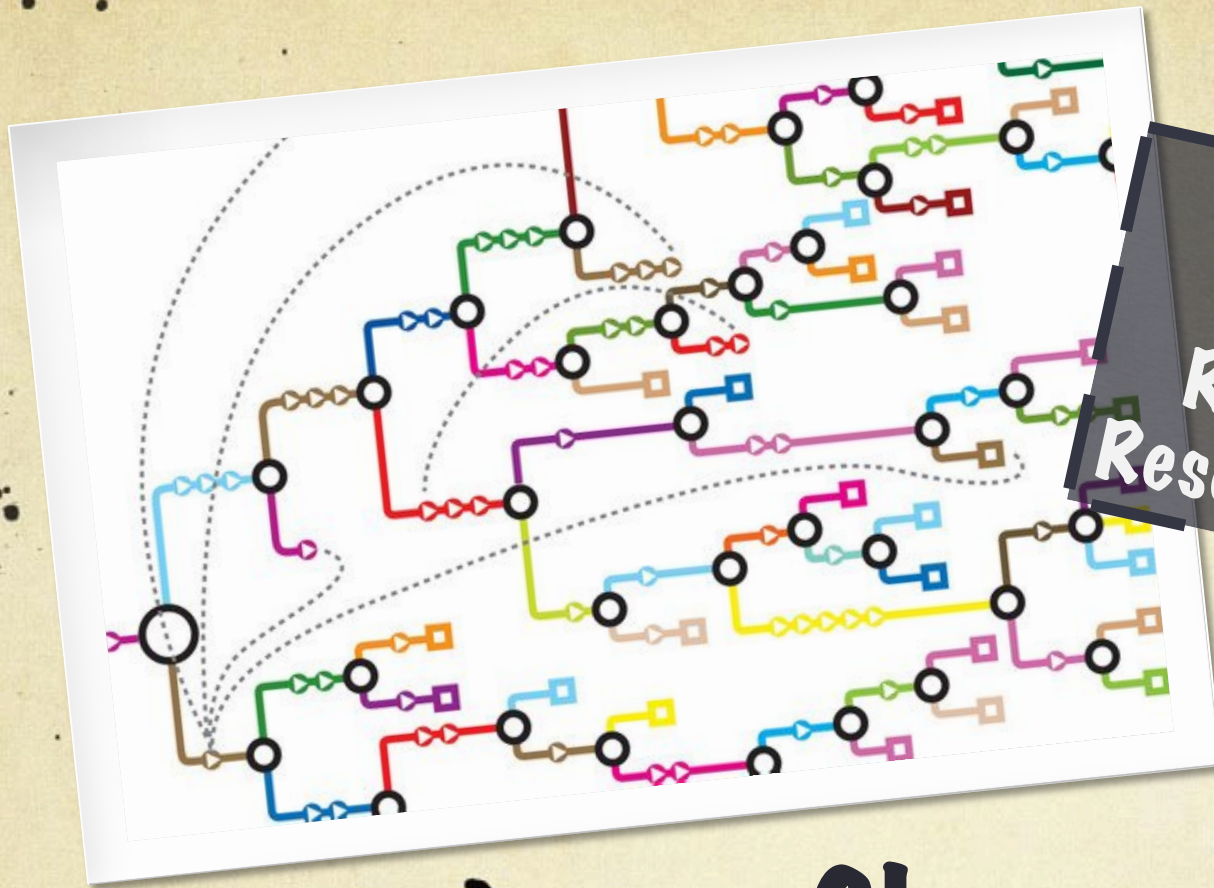
Interpretation
Teamwork
Synthesising Info
Problem solving
Interrogative analysis

Inductive grammar

An example of how to work 'inductive reasoning' into your teaching practice

Method

- **Student-centered exploration (student theories!)**
- **Have a clear learning intention, though reveal after the activity is complete as not to 'give away' the scope**
- **Prepare texts/stimuli/activities which exploit specific grammar functions**
- **Be mindful of irregular forms and anomalies**
- **Synthesise student generated notes and ideas**
- **Provide opportunity for students to 'apply' rule in a new context**



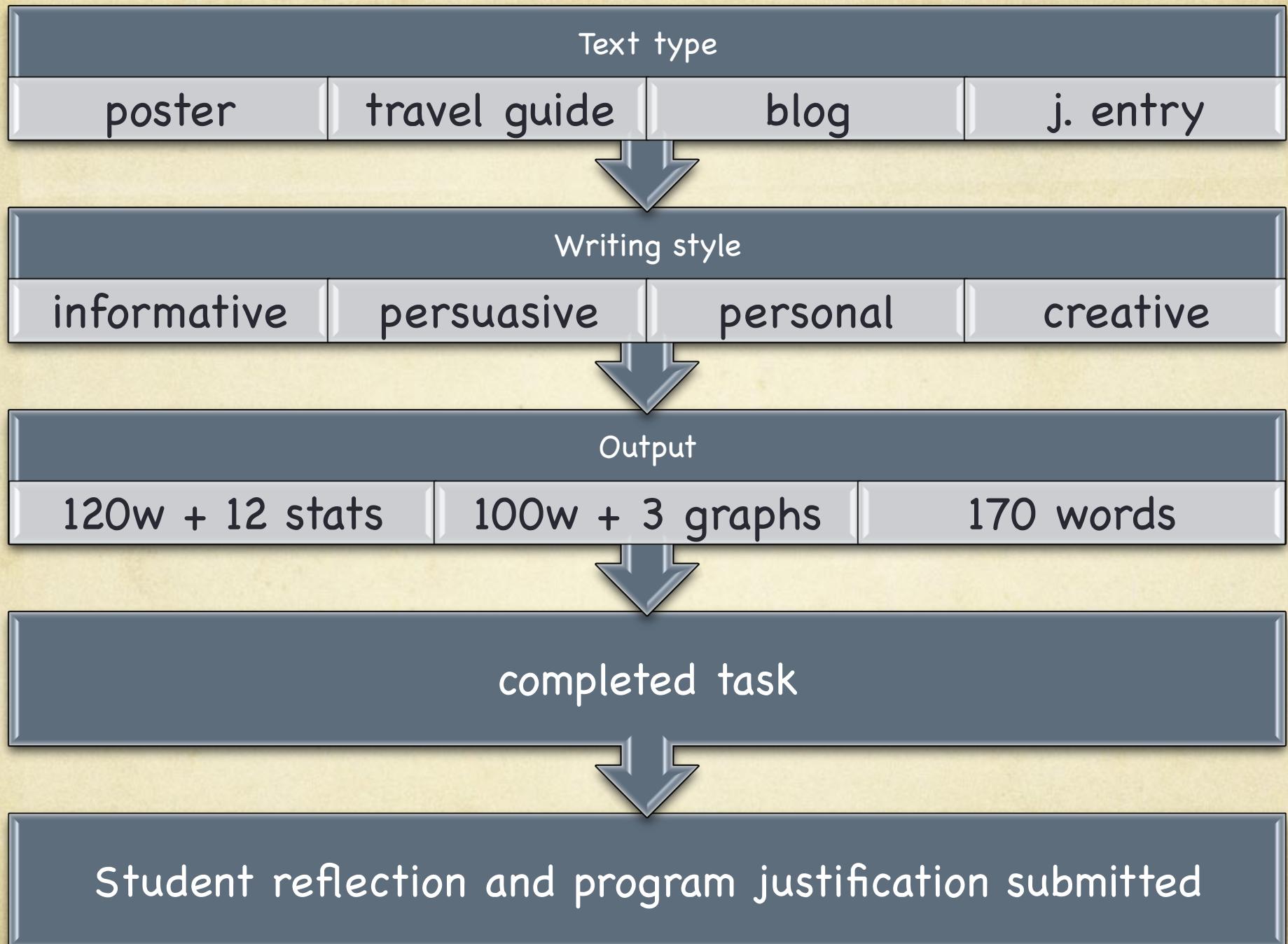
**Creativity
Curiosity
Research skills
Research practices**

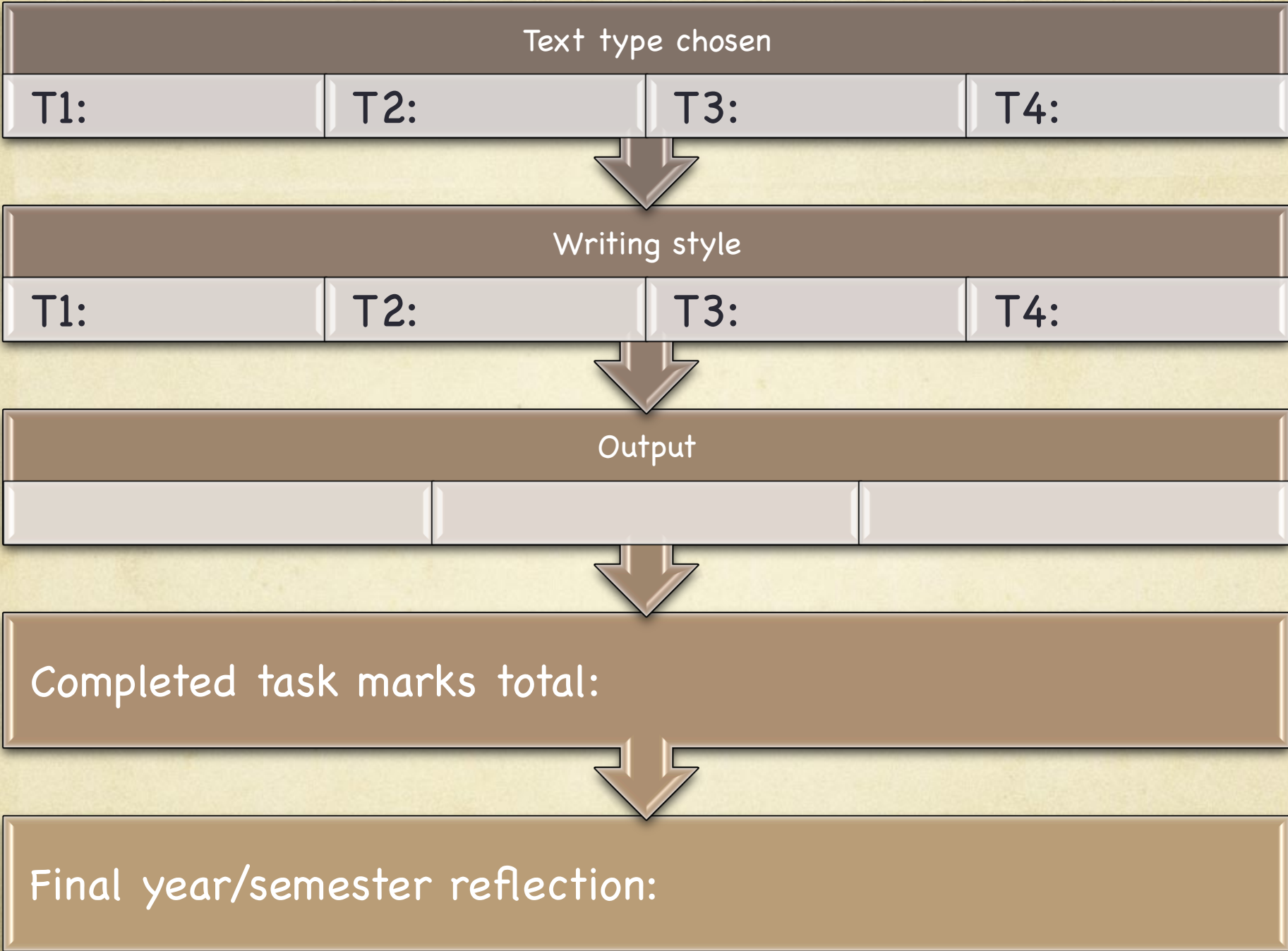
Choose your own adventure tasks

**Promoting independence, personalised
learning and making students accountable**

Method

- Provides scope for personalised learning
- Allows for student-led differentiation
- Student ownership/responsibility/accountability
- Requires careful planning
- Scope and sequence of learning is key
- Student reflection and justifications are key
- Plays to strengths, reveals 'challenges'
- Create a long-term task tracker to manage student choices







Critical thinking
Curiosity
Creativity

Reverse 'Guess Who'

**An interesting way to link descriptive language,
extended bodies of text...while collaborating!**

Method

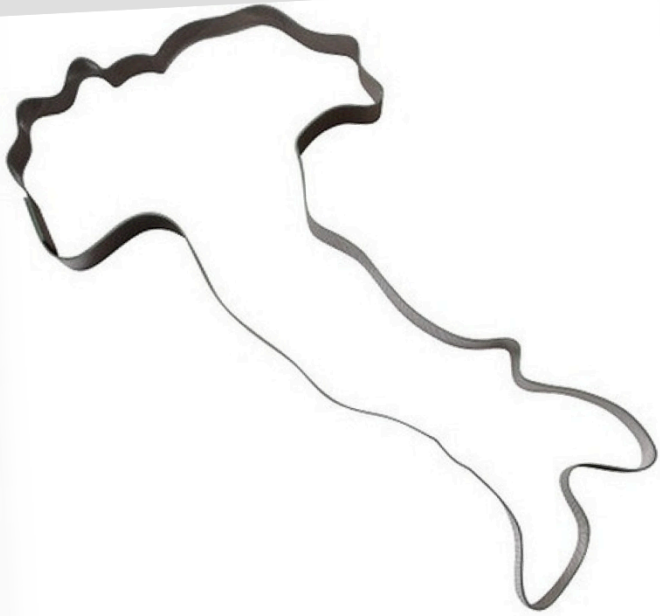
- **Conscious planning required – pre-teaching of content optional**
- **Choose topic based cultural ‘tid bits’/people/characters**
- **Present students with images which represent key cultural factors (approx. 15)**
- **Students receive a series of short sentences/phrases and must ‘match’ these to the different images (approx. 40)**
- **In teams, students re-work their matched sentences/phrases into meaningful paragraphs**

That's the way the cookie crumbles...

**How many ways can you use a
cookie cutter?**

**Fimo, Play-Doh, cookie batter,
arts and crafts**

**Teamwork
Problem solving
Collaboration
Creativity**



Method

- **Challenge:** Presented with an Italian-themed cookie cutter, how many uses can you devise for it? How many 'products' can you create from it?
- **Divide students into groups of 3-4. Give each group a different shaped cutter.**
- **Students must brainstorm, generate and create as many 'products' from the cookie cutter as possible.**
- **Judged on collaboration, teamwork, effective communication, creativity, critical thinking...**
- **Ideas for teachers: key ring, Christmas tree decoration, fridge magnet, belt buckle clasp, brooch... It's harder than you think.**
😊

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