



Center for

EUROPEAN STUDIES

at the University of Florida

Language Teacher Summer Institute

Summer 2023

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LTSI 2023

LAURA
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Languages are codes created by speakers and developed through usage.

Without knowing the key to interpret the code there is no communication.

It is important that language teachers keep in mind the ultimate goal of learning a language: communication.

Without a meaningful spoken practice students cannot make sense of the language they are learning and may become unmotivated.

Systematically giving students the opportunity to use the target language through meaningful interactions allows them to build a discourse that can grow as their knowledge and understanding of the Language and culture bound to it develop.





1. The guided dialogue between teacher and students

To achieve a classroom environment where students are not afraid of oral communication, there are 2 HLP that need to happen.

2. The free-lance, albeit with built-in parameters, dialogue between students

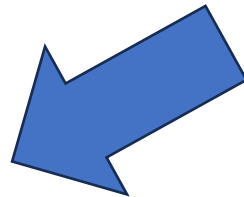


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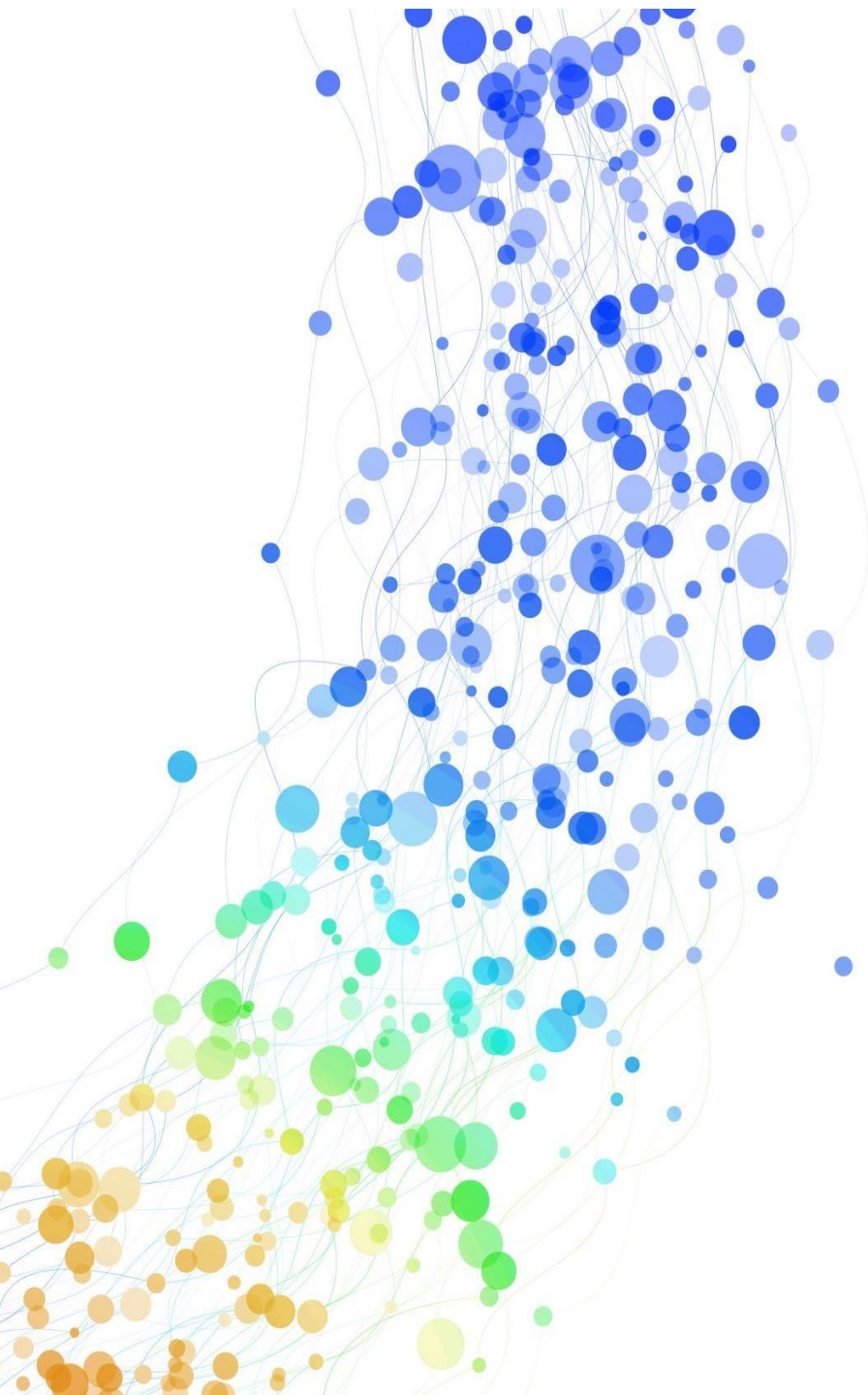
But how do you entice students to be invested in the oral communication activities to make them pleasant, meaningful and successful?



One needs to create opportunities of original speech that are **pertinent to the interests** of the students and that can be seen as **useful** for real life situations.



—
One way to achieve
this is
through project-
based language
learning (PBL)



PBL end-of-unit 3 work

Objective: students will be able to wrap up a travel unit and use their acquired knowledge to act out a "real life" scenario.

Context: high school students at a novice high level of language. They have 3 classes a week starting in August until the end of June. This is their second year. This series of activities would be used in the last 2 weeks of unit 3, so around the end of March/beginning of April.

Students are familiar with the basics of the language. They should know how to conjugate regular verbs in the present indicative and present perfect, they have learned to create negative sentences, ask questions, agree adjectives, use some basic prepositions and adverbs, They know how to speak in basic terms about themselves and their daily routines, their families, school, house, city and community. They also know how to talk about favorite activities, express likes and dislikes, agreement and disagreement, excitement and boredom. They learned some social conventions and traditions-They can read and understand authentic text that are at the lower end of an A2 level.

With these activities students will also acquire new cultural perspectives about some Italian cities.

Vado in Italia!
Cosa mi porto?



OSSE Standards:

Standard 1.1

IP.2.5 Initiate and close short conversations applying familiar, recombined phrases and sentences and expressions.

Standard 1.2

I.2.3 Demonstrate understanding of spoken and written language based on new topics that are presented through a variety of media.

Standard 1.3

P.2.2 Present orally and in writing information that combines learned as well as original language in simple sentences and paragraphs

Standard 2

2.2.3 Research products, artifacts, dwellings, and symbols of the culture(s) emphasizing the cultural perspective.

Standard 3

3.1.3 Describe different weather and environmental conditions.

3.2.2 Present cultural geographic data.

Standard 4

4.1.2 Identify items of significance to the culture studied.

Agenda for the next six classes

Lesson 1: game day! Review vocabulary of weather

Lesson 2: Read A2 level text on Italian cities (Loescher)

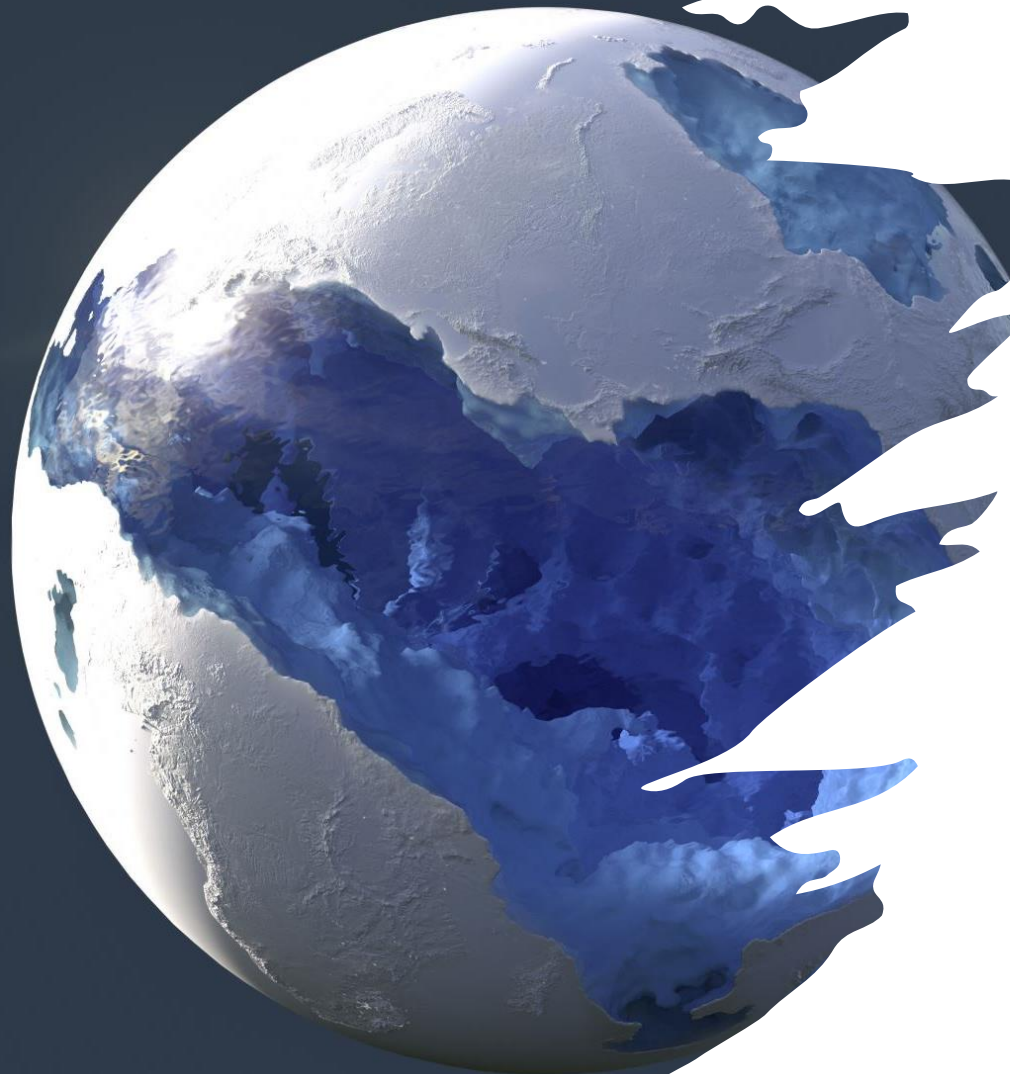
Lesson 3: Give students a list of cities and ask them to choose one for their own project. Give them an authentic text to read. While working, they will also research the weather in their chosen city in the season they want people to go.

Lesson 4: game day! Have students play with vocabulary of clothing to use to add that info to their presentations.

Lesson 5: Gallery walk students take turns presenting their drafts and answer questions their classmates ask.

Lesson 6: students perfect their works and record their oral accounts of their presentations on flipgrid for submission as well. For students who are more advanced and would be done too early, teacher can offer an authentic video on how to prepare a suitcase, so that they can add it as a bonus in their presentations.





Can-do statements for the unit

- In my own and other cultures, I can identify the main seasons and typical weather in each season (interpretive)
- I can describe the current weather condition (presentational)
- I can identify and recognize weather conditions in differing geographical locations (interpretive)
- I can request and provide information about a weather forecast (interpersonal)
- I can identify and describe articles of clothing worn by myself or others (interpretive)
- I can identify what types of clothing I should wear based on the weather or situation (interpretive)
- I can request and provide information about clothing choices and preferences (interpersonal)
- I can identify and recognize clothing types and styles relevant to particular cultural norms and/or celebrations (investigate + interpretive)
- I can request and provide information about what one should wear based on the weather or situation. (interpersonal)
- I can talk or write about the similarities and differences in fashion choices based on a weather forecast or holiday celebration in my own and other cultures (presentational)
- I can write about the weather and geography in a target language country, and make a relevant packing list (presentational)



Can-do statements – continued

- I can identify major target culture countries and travel destinations (interpretive)
- In my own and other cultures, I can identify familiar landmarks and monuments and what they represent to people (interpretive + investigate)
- I can read and understand promotional materials with information about major target culture destinations, attractions, and activities (interpretive)
- I can create a packing list of clothing and other items needed for travel (presentational)

Time of lesson: 40 minutes

Objective: during this short lesson, in preparation of the task ahead, students will recognize, recall and review vocabulary of weather.

Activities:

Greeting of each student at the door with questions about their weekend to engage with every one to foster speech development from the get-go (HLTP # 2 by Glisan and Donato)

Students will start by working individually with this [Wordwall](#) stack on weather.

Then, students will be randomly divided into teams to play **Quizlet live** with [this stack](#).

Lezione 1



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Time of lesson: 80 minutes

Objective: during this lesson, students will interpret and discuss a written text, implementing what they learned from the text to create an original discussion among classmates about their own reality.

Upon entering the classroom, after an SEL activity, students will be asked to take out their phones or computers and complete the following survey online.



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Lezione 2

After having answered the survey, teacher will talk with the class about the results. Then students will establish what makes a place worth seeing by discussing the question "Cosa ti aspetti da una città che vuoi visitare?" with at least 4 different partners (HTLP # 2). In the end class will come back together and one of the students will lead the unfolding of the results collected by his/her classmates.

Teacher will then distribute a guided reading comprehension (A2 level) with some activities to complete. Although the text has been modified to fit the level of the students, this text will act as a spring board for the unscaffolded reading that students will conduct later within the end of this unit segment.

At the end of the reading, to maximize HTLP # 2 and have one more chance to use the TL, students will discuss the following task as an exit interpersonal activity: "Qual è la classifica delle 3 città più belle del tuo Paese o di un altro Paese che hai visitato? Discutine con i tuoi compagni. Parla di cosa fare, cosa vedere, cosa mangiare in queste città."

Le città italiane che dovete vedere nel 2022: ecco la Classifica

Fare una classifica delle più belle città italiane che dovete vedere non è facile, questa è la nostra. Abbiamo considerato il patrimonio artistico, le città più visitate dai turisti e le opinioni dei viaggiatori sui principali portali di prenotazione. Ma ricordatevi che: "non è bello ciò che è bello, ma è bello ciò che piace"!

Venezia (Veneto)

In testa al podio la città più romantica del mondo con i suoi canali e i suoi palazzi, la terza città più visitata in Italia, la principale città d'arte italiana, al 6° posto tra le città più belle del mondo. Piazza San Marco è una delle piazze più belle del mondo e nel 1987 è stata dichiarata Patrimonio dell'Umanità dall' UNESCO. Se siete qui, provate la magia di fare l'aperitivo, con uno "Spritz" ovviamente...



Firenze (Toscana)

Sul gradino più basso del podio troviamo Firenze, la città toscana simbolo del Made in Italy nel mondo. Firenze è la culla della cultura rinascimentale, è stata patria dei maggiori artisti e poeti italiani, da Dante Alighieri a Petrarca, da Michelangelo a Leonardo da Vinci. Qui si trova il museo italiano più visitato: La Galleria degli Uffizi. Se siete qui dovete assolutamente provare una bistecca "alla fiorentina" e bere un buon bicchiere di vino toscano.



Roma (Lazio)

Al secondo posto si trova Roma, la città più visitata d'Italia e la preferita tra i viaggiatori di tripadvisor. Roma è un museo a cielo aperto: dai Fori Imperiali al Pantheon, da Piazza Navona

fare shopping, oppure godere della assolutamente provare la pasta alla



Napoli (Campania)

Napoli è la più grande e la più visitata tra le città del Sud Italia. Si dice "Vedi Napoli e poi muori" perché non si può lasciare questa terra senza essere stati almeno una volta qui. Napoli ha un fascino segreto, tutto da scoprire, che si rispecchia molto nel carattere allegro e colorito dei suoi abitanti. Il Golfo sul mare, il Vesuvio, le rovine di Ercolano e Pompei, la musica, ma soprattutto... la pizza, la pizza è veramente unica.



	COSA VEDERE	COSA MANGIARE E BERE
VENEZIA		
ROMA		
FIRENZE		
NAPOLI		
SIENA		

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3) è ricca di tradizioni: passeggiare nelle strade e nei vicoli del centro storico, UNESCO. Il "gioiello" della città è il Duomo, la piazza dove si corre il Palio delle contrade. Anche in questa città non si mangia solo pizza: assaggiare la pizza "torta".

Liberamente tratto e adattato da: <https://www.travel365.it/classifica-citta-piu-belle-d-italia.htm>



3. Leggi l'articolo ancora una volta e completa con il nome di una città.

- a. La città più visitata dai turisti: _____
- b. La città più romantica: _____
- c. La città del Palio: _____
- d. La città con il museo più visitato dai turisti: _____
- e. La città da vedere almeno una volta nella vita: _____

<https://italianoperstranieri.loescher.it/news/la-classifica-delle-citta-italiane-da-visitare-32548>

Lezione 3

Time of lesson: 80 minutes

Objective: students will explore an authentic text and identify the key information they need to create their project.

Teacher will present PBL scenario.



Scenario: As part of the outreach program of the Italian Embassy, you have been asked to create a short presentation for the guests who will be visiting the embassy during the Passport DC Around the World Embassy Tour Day.

They are looking for submissions of proposals in Italian by students of Italian in the DC metro area who will need to prepare an infographic or interactive presentation about an Italian city and explain orally in a nutshell (below 3 minutes) what is there to see and eat, how the weather is in a specific time frame, what to pack that is appropriate not only for the weather but also for the cultural context.

Multiple presenters will be chosen and they will alternate in a rotation program throughout the whole day.

Presentations will be in Italian.

Further instructions for students



Select an Italian city that interests you out of the list you will get. Each one of you will work on a different place. You will research what to see and eat, the weather and cultural context and create a packing list and style guide based on your findings. The most thorough and accurate works will be included in the embassy event, so be sure to be creative and include details!

Lezione 3



Before having access to the text for the day, students will be invited to read this wordweb. Throughout the reading they will use this template to create their own conceptual map (by going to <https://bubbl.us/>) by adding detailed elements that will be used for their presentations.

Students will also be provided with a list of 15 Italian cities and they will sign up to create their project on one of them.

Each of the students will work with a different city. If there are more students than cities, then 2 students can work on the same larger city and choose two different timeframes to go visit.

LEZIONE 3

Students will be asked to work in small groups to interpret and analyze an authentic written text from an Italian website. The text, which is the unabridged and longer version of what students read during the previous lesson, will allow students to gain an understanding of what their chosen Italian cities have to offer, when the best time to go is and what is there to see and eat.

Later on, they will also suggest what clothes to pack for the trip.

Each group will only read the city profiles and materials of each member of the group. So, for example, if there is a group of 3, they will read only the information related to their 3 cities.

The text is to be found

here: <https://www.travel365.it/classifica-citta-piu-belle-d-italia.htm>

4 - Napoli, Campania

Più in alto troviamo la più grande e la più visitata tra le città del Sud Italia. Si dice "Vedi Napoli e poi muori" perché non si può lasciare questa terra senza essere stati almeno una volta a Napoli: sarà per questo che è rientrata a pieno merito fra le città più visitate d'Italia. Napoli ha un fascino segreto, tutto da scoprire, che si rispecchia molto nel carattere allegro e colorito dei suoi abitanti. Il Golfo, il Vesuvio, le splendide rovine di Ercolano e Pompei, la musica, ma soprattutto... la pizza, la rendono assolutamente unica.



Examples of parts of the text

VEDI ANCHE:
▶ [Cosa vedere a Napoli](#)

Periodo migliore: Primavera, Estate

📍 Come arrivare: Autobus per Napoli a partire da €4,99 - [guarda le offerte](#)

🏠 Dove dormire: hotel e b&b da €50,00 a camera - [guarda le offerte](#)

💰 Costo medio di una cena al ristorante: da €40,00 a coppia

🔖 Card, ticket e tour consigliati:
▶ [escursione nel Vesuvio in Jeep 4x4](#)
▶ [Napoli Sotterranea](#)

travel365.it/napoli-cosa-vedere.htm

Cosa vedere a Napoli: le 17 migliori attrazioni e cose da fare

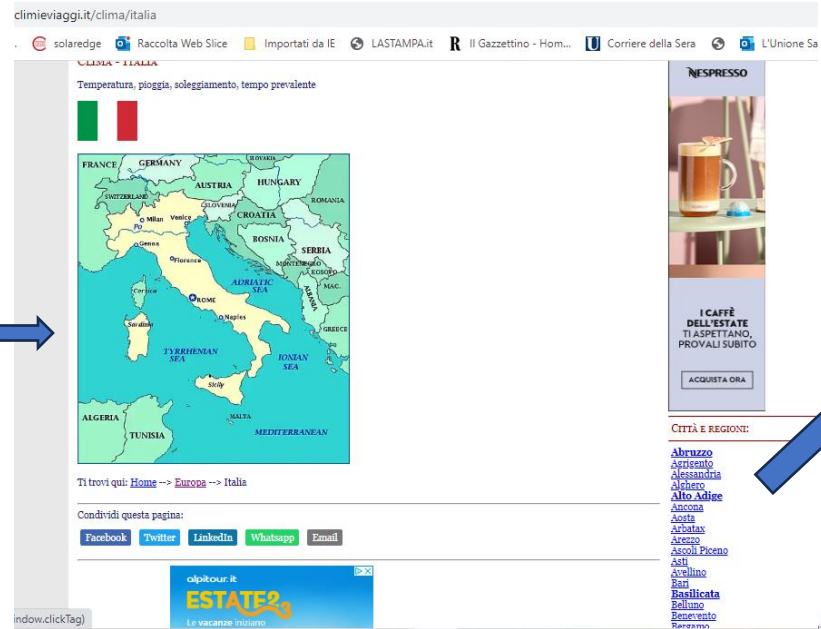
Indice

- 1 Duomo e Tesoro di San Gennaro
- 2 Napoli Sotterranea
- 3 San Greogio Armeno
- 4 Soanenapoli
- 5 Museo Capocella San Severo e Cristo Velato
- 6 Complesso Monumentale di Santa Chiara
- 7 Complesso Sant'Anna dei Lombardi
- 8 Stazione della metropolitana Toledo
- 9 Castel Nuovo / Maschio Angioino
- 10 Teatro San Carlo
- 11 Piazza del Plebiscito
- 12 Fontana del Gigante
- 13 Castel dell'Ovo
- 14 Galleria Borbonica
- 15 Via Chiaia e Palazzo Mammaluceo
- 16 Museo Archeologico Nazionale
- 17 Bosco e Museo di Capodimonte

Guida di Napoli

- Itinerario di Napoli in 7 giorni
- Itinerario di Napoli in 3 giorni
- Itinerario di Napoli in un giorno
- Come muoversi a Napoli: info, costi e consigli
- Quando andare a Napoli: clima, periodo migliore e consigli mese per mese
- Cosa mangiare a Napoli e dove: 10 piatti tipici e ristoranti migliori
- Escursioni da Napoli: le migliori gite di un giorno nei dintorni di Napoli
- Dove dormire a Napoli: consigli e quartieri migliori dove alloggiare

Teachers will also send each group to an authentic Italian weather website. Students will focus their attention on the climate of the city they chose. They will visit this website: <https://www.climieviaggi.it/clima/italia> and will click to the right on the list of Italian cities to find out how the weather is at different times of the year in the city they chose.



L'estate, da giugno ad agosto, è calda e soleggiata, con piogge molto rare. In genere, le temperature non sono troppo elevate e c'è il soffio della brezza, tuttavia, è possibile che si verifichino delle **ondate di caldo** di origine africana: in questi casi si possono toccare o superare i 40 °C. La temperatura arrivò a 42 °C nel luglio 1982 e nell'agosto 2012, a 43,6 °C (record) nel luglio 1983, e a 41 °C nell'agosto 1987, nell'agosto 2003, nell'agosto 2017 e nel luglio 2019. Comunque, anche durante le giornate di caldo torrido, è possibile che nel pomeriggio arrivi la brezza a dare un po' di sollievo.



Il **mare** è abbastanza caldo per fare i bagni da luglio a settembre; a giugno e ottobre invece è fresco. Ecco la temperatura del mare.

Cagliari - Temperatura del mare	
Mese	Temp. (°C)
Gennaio	15

After reading and exploring the text with their partners, students will come together to talk about it with the other classmates and the teacher.

If there is still time left...

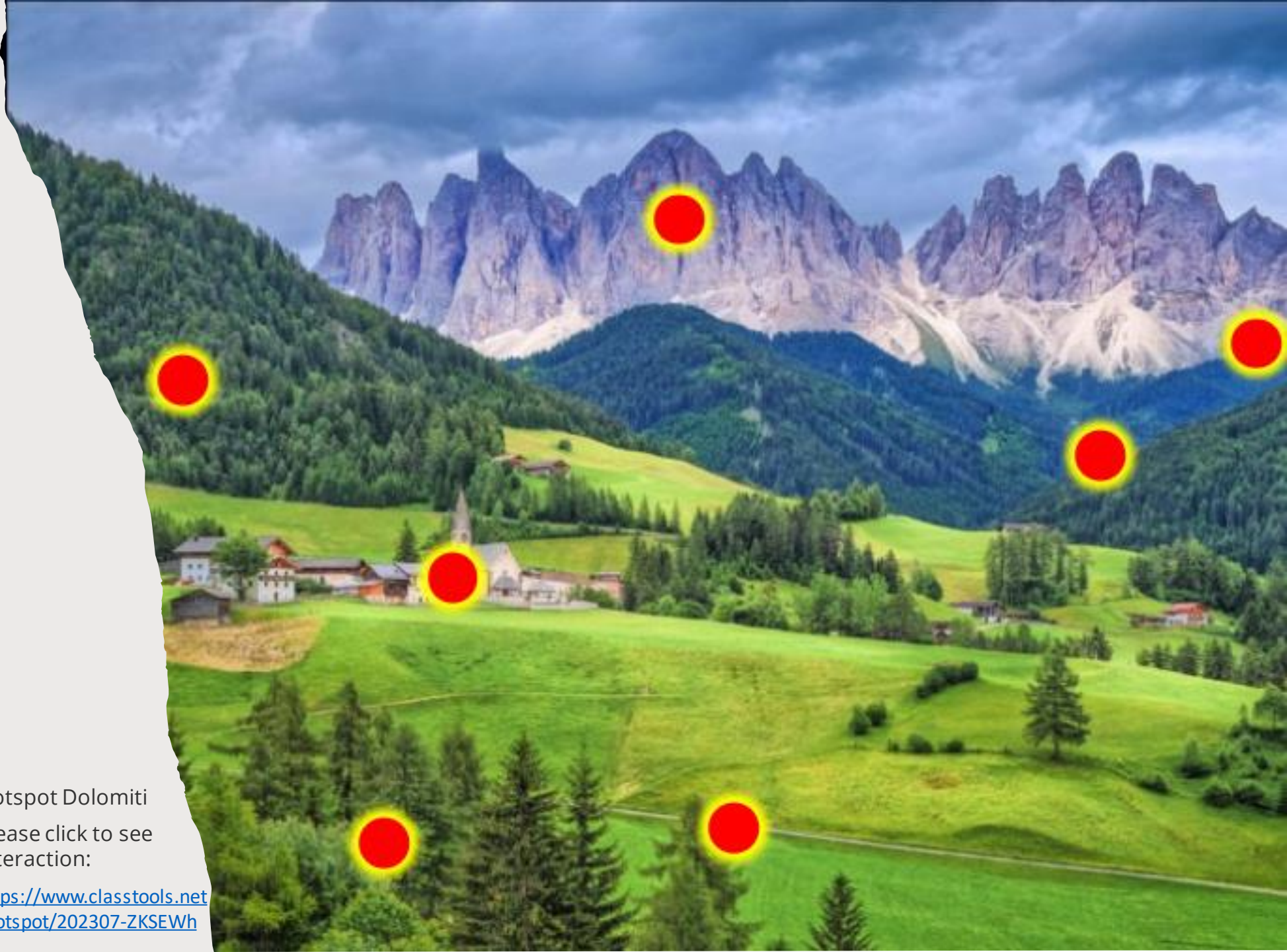
... students will start working on their written presentations. The created end-product will be either an infographic or an interactive hotspot display using this website: <https://www.classtools.net/hotspot/index.php>

They will have the weekend to complete the first draft to which they will add what to bring in the suitcase (during lesson 5).

Hotspot Dolomiti
Please click to see interaction:

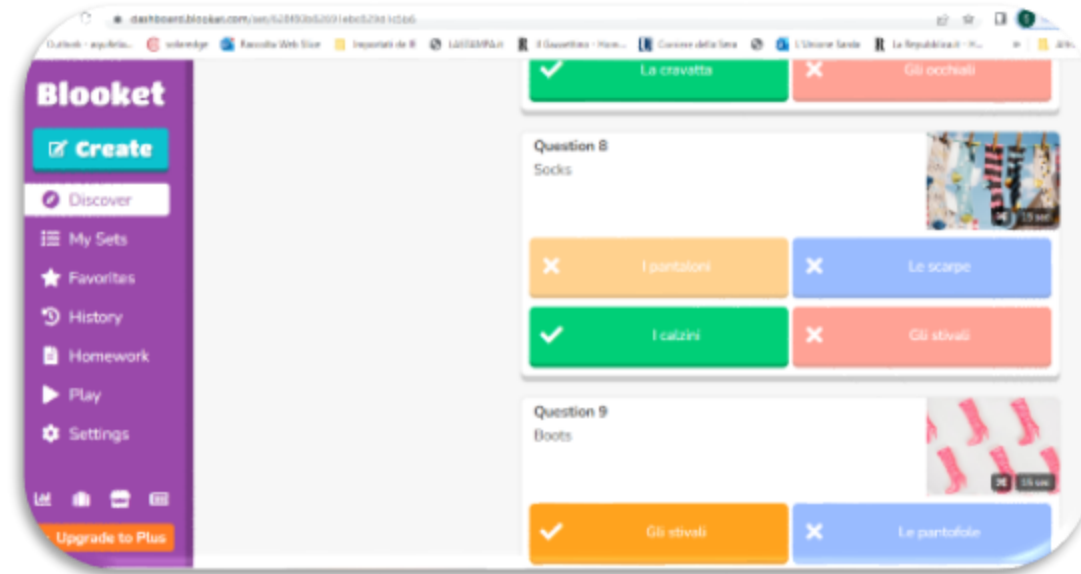


<https://www.classtools.net/hotspot/202307-ZKSEWh>



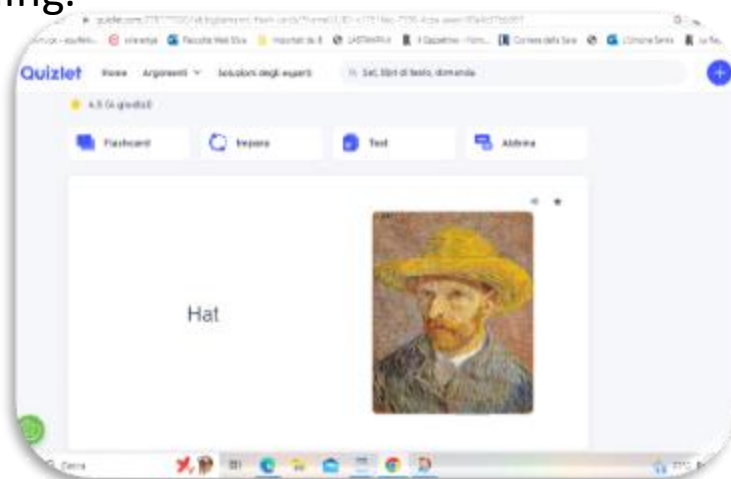
Time of lesson: 40 minutes

Objective: during this short lesson, students will review vocabulary of clothing to be able to fulfill the last part of their presentation.



Blooket

After at-the-door conversation with students over the weekend, teacher will play vocabulary games with students to review clothing.



Quizlet



ClassTools Vortex Game: Abbigliamento e accessori

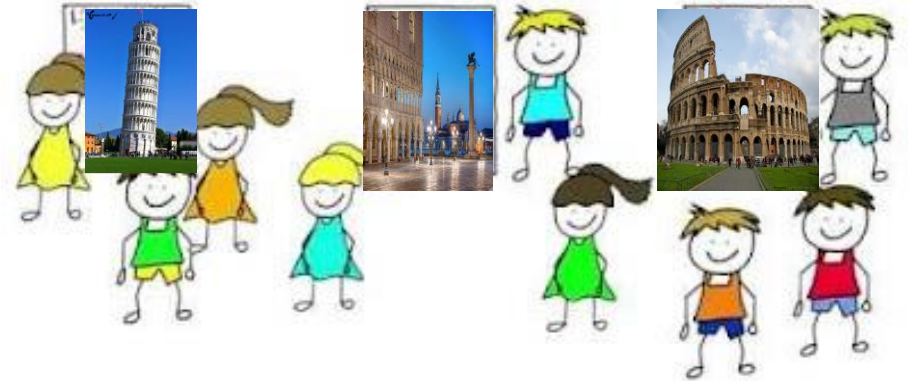
First students will put their finishing touches on the presentation drafts, and then they will do a gallery walk. Half of the students will stand near the classroom walls in a circle with their presentations available for viewing, the other half will move from one presenter to the other to hear what their classmates have to say. Each "visitor" will ask the presenters at least 3 questions about their presentations. After 30 minutes the roles will be reversed.

Each student will have the opportunity to practice with the language, freely answering unrehearsed original questions about their work. They will also have the opportunity to pass on cultural content to their classmates.

lezione #5

Time of lesson: 80 minutes

Objective: students will finish producing their written projects and will prepare to answer questions from their classmates about what they learned.



Time of lesson: 80
minutes

Objective: students will perfect their written projects and will record their oral summaries of the presentations

Students will get the final draft of their presentations ready for sending to the embassy along with a recording with a summary of their work using <https://info.flip.com/en-us.html>

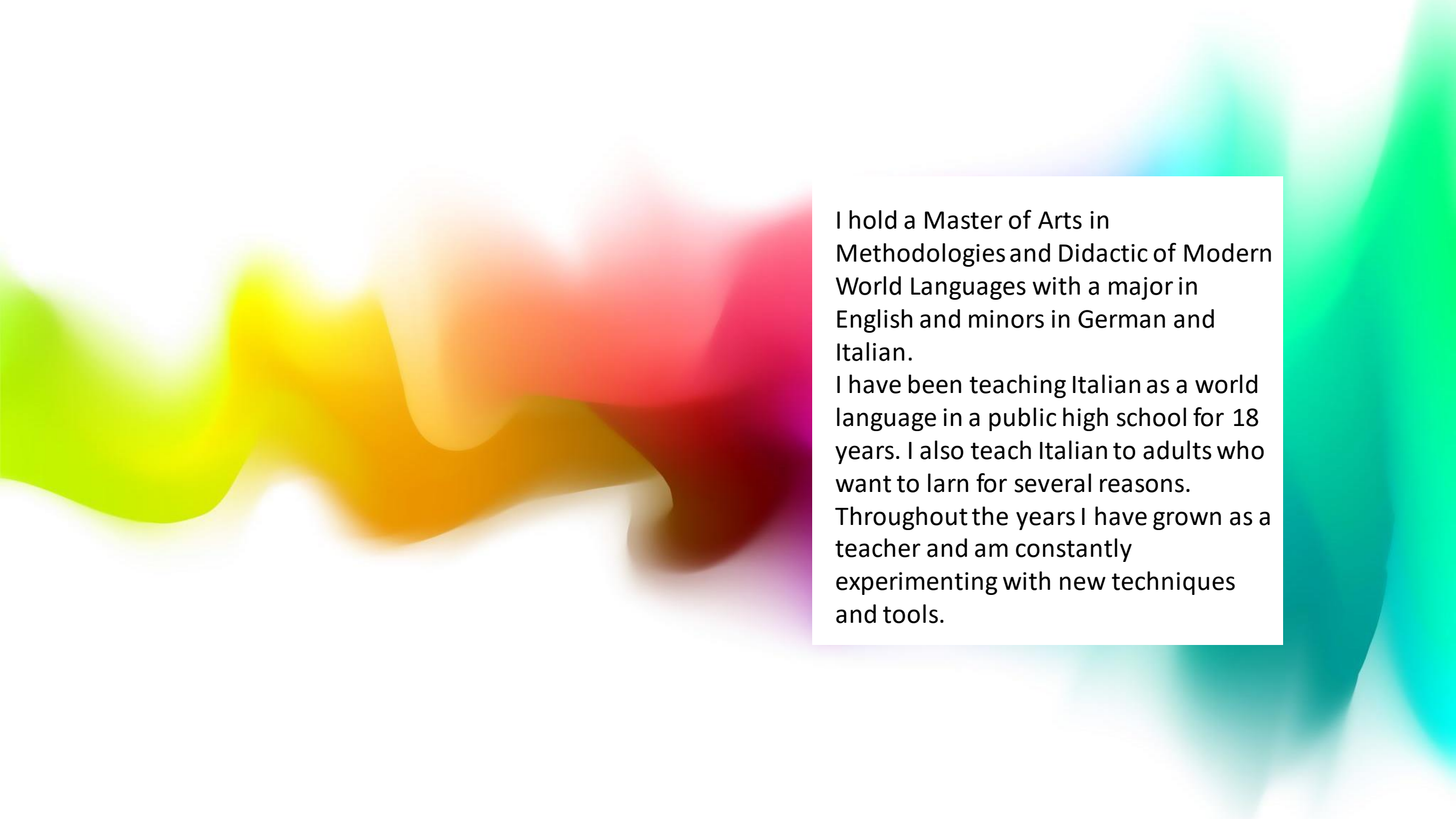


For those students who already completed their projects during the previous day, teacher can offer additional work with an authentic video on how to pack a suitcase so that everything fits.

[7 trucchi per fare la valigia - Kudos 09/11/2017 - Bing video](#)

This information could be added to the recording as a bonus feature.

LEZIONE 6



I hold a Master of Arts in Methodologies and Didactic of Modern World Languages with a major in English and minors in German and Italian.

I have been teaching Italian as a world language in a public high school for 18 years. I also teach Italian to adults who want to learn for several reasons.

Throughout the years I have grown as a teacher and am constantly experimenting with new techniques and tools.

References/Resources:

Textbook: Glisan, Eileen W, and Richard Donato. Enacting the Work of Language Instruction: High Leverage Teaching Practices. Vol. 1, American Council on the Teaching of Foreign Languages, 2016

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- www.travel365.it
- www.climieviaggi.it
- Classtools.net
- Google.com for photos
- Flipgrid.com