

# ***Che cosa fai di bello oggi?***

Introductory Italian Lesson based on Wlodkowski's (2008) Motivational Framework for Culturally Responsive Teaching

Condition/Timing	Motivational Purpose	Motivational Strategy	Learning Activity or Instructor Behavior
<i>Beginning - INCLUSION</i>	ESTABLISHING INCLUSION	Strategy 1: Allow for Introductions	<p>The instructor will introduce him/herself in Italian, and then, in English, explain why he/she was drawn toward studying Italian.</p> <p>The instructor will then provide learners with a handout on various Italian greetings (<i>Salve, Ciao!, Buongiorno, Buona Sera</i>) and practicing saying each greeting with students and explain when each is used. The instructor will then write on the board "<i>Mi chiamo _____</i>." (My name is ____.) The instructor will teach the proper pronunciation of the phrase, and learner will introduce themselves to the class.</p>
		Strategy 7: Emphasize the Human Purpose of What is Being Learned and Its Relationship to Learners' Personal Lives	The learners will then be asked to discuss in small groups and with the class why they are interested in learning Italian.
	CREATING A CLIMATE OF RESPECT	Strategy 9: Explicitly Introduce Important Norms and Participation Guidelines	<p>The instructor will outline that learning a language takes active participation and learners will be expecting to speak in small group and to the larger group during every class. Learners will be expected to actively and positively support the language learning of their classmates.</p> <p>The learners will then be asked to confer in groups in their native language about additional expectations, guidelines, and standards for the culture of the class and write their ideas on poster paper. After 5-10 minutes of group work, the entire class will come back together and each group will share their ideas. (The posters will be saved, and revisited in a future class where students will be asked to translate the class into Italian.)</p>
Strategy 11: Acknowledge Different Ways of Knowing, Different Languages, and Different Levels of Knowledge or Skill Among Learners		The instructor will segue into discussion about how everyone is coming to this class with different language learning experiences. Those familiar with other romance languages, such as French or Spanish, may be familiar with some of the basics of conjugation. However, the instructor will emphasize that it is important we move forward together and act as both learners and teachers during our active participation in the course.	
<i>Beginning - ATTITUDE</i>	DEVELOPING POSITIVE ATTITUDES ABOUT LEARNING	Strategy 14: Use Differentiated Instruction to Enhance Successful Learning of New Concepts	Explain while outlining course expectations that learners will be expected to immerse themselves in the Italian language in and out of class. This may involve listening to Italian music and watching Italian movies, downloading language learning apps, reading Italian news stories or picture books, etc.

	DEVELOPING SELF-EFFICACY FOR LEARNING	Strategy 18: Help Learners Understand that Reasonable Effort and Knowledge Can Help Them Avoid Failure at Learning Tasks that Suit Their Capacity	After the small groups discuss their posters about classroom expectations, learners will be asked to reflect on the relevance of the Denis Waitley quote, “We learn by observation, imitation, and repetition” to the learning of the Italian language. After the discussion, learners will be given several minutes to write what they will do outside of class this week to commit to put forth reasonable effort to further their learning of Italian.
During – MEANING	CREATING RELEVANT LEARNING EXPERIENCES	Strategy 30: Provide Variety in Personal Presentation Style, Modes of Instruction, and Learning Materials	After the discussion of the quote, learners will begin the introductory Italian lesson. The instructor will teach the phrase <i>Che cosa fai di bello oggi?</i> (What are you doing today?) Learners will be given the text for a video depicting a simple conversation around the question. They will watch the video once as observers, and during the second viewing they will read along using the text. At this point, we are not concerned with perfect pronunciation, but rather the recognition of the words as they are being said.
		Strategy 38: Use Uncertainty, Anticipation, and Prediction to the Degree that Learners Enjoy them with a Sense of Security.	The class will split into groups of two. Each group will be provided a “Mad Libs” style script for conversation around the question <i>Che cosa fai di bello oggi?</i> , a list of infinitive verbs, and an Italian-English dictionary. Then each group will draw a surprise setting out of a hat. Settings may include: the moon, a day in Rome, the White House, etc. Each group will use the script, verb list, dictionary to create a script for the setting they have drawn.
		Strategy 44: Use Role Playing to Embody Meaning and New Learning within a More Realistic and Dynamic Context	The instructor will provide each group guidance on the content and pronunciation of their script. Each group will be asked to “perform” their script for the class.
End - COMPETENCE	ENGENDERING COMPETENCE WITH ASSESSMENT	Strategy 48: Provide Effective Feedback Strategy 51: Use Authentic Performance Tasks to Deepen New Learning and Help Learner Proficiently Apply this Learning to Their Real Lives	Before the end of the session, each learner will be asked to hand in a sheet of paper with one Italian sentence about what they did in class today. The paper will also ask students to write in English (or their native language) their goals for the course. Each paper will be reviewed by the instructor and returned with comments during the next class.

Reference:

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass.