

Blogghiamo in Italiano

Microblogs in the Intermediate Italian Language Class for the Students' Development of Independent Learning, Cooperation and Cultural Understanding and Exploration

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Abstract When choosing a technique for their language, class teachers start by answering some fundamental questions such as what language skill they want their students to focus on, which specific learning outcomes they are planning to achieve or how they can best measure their students' progress in language learning. Their particular learning environment and context as well as the resources they have access to also come into play when making the decision. In this paper, I discuss the reasons that led me to introduce *microblogs* in my intermediate Italian classes at the University of British Columbia, Vancouver, Canada (UBC) and the unexpected benefits for the students, which emerged upon re-considering the goals and modality of using this educational technology. Data collection was done through in-class observations, three surveys, and some open-ended interviews to gauge the perceptions of my students relating to this educational tool and then use their feedback to decide whether to continue using *microblog* in my intermediate Italian classes.

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Keywords Educational technologies. Independent learning. Blogging in the language class. Low and high stakes assignments. Interaction and collaboration in the language class.

1 Why *Microblog* in the Italian as Foreign Language Intermediate Language Class

Like many other language teachers I too use a variety of techniques and educational tools to meet the diverse teaching and learning objectives of my intermediate language courses and in general, to increase the opportunities to develop my students' proficiency in Italian (Cohen 2014; Richards, Rogers 2013). Whether it is to focus on one of the language skills or to zoom in on a specific task, my students have access to and are tested on an array of interactive activities, ranging from the more predictable one-on-one interviews, reading comprehensions or role-playings to the less

traditional three-phase compositions, community-service learning projects (Jacoby 2014; Canuto 2009) or peer reviewed assignments (Mills 2002; Gottschalk, Hjortshoj 2004). Educational technologies have also entered my curriculum a few years ago, mostly as a mean to provide my students with the opportunity for additional, self-paced and self-corrected grammar and vocabulary practice and also to give them access to up-to-date and authentic cultural information (Caon, Serraggiotto 2012; Byram 1994). Ultimately, with the use of educational technologies my intent has been and still is to provide my students with venues that can further promote their independence of learning and, ideally, contribute to their life-long desire to continue studying the Italian language and culture. With the introduction three years ago of *microblog*, a kind of blog for brief text updates and for exchanges of short sentences, individual images or video links, I mostly intended to encourage the exploration of Italian cultural websites while also promoting collaboration among my students (Kaplan 2011). Indeed the interest in Italian culture in general continues to attract many of the students who enroll in our intermediate Italian 201 and 202 courses. A short questionnaire with quantitative and qualitative questions that we distribute during the first classes of each semester helps us assess our students' reasons to join our courses. The responses unfailingly show that while «course requirement» may at first glance appear to be the reason that attracts the majority of our students, a more careful consideration of the results brings the «pleasure of learning more about Italian language and culture», perhaps to fulfill the dream of travelling or studying in Italy, as an even more important factor for registering in our intermediate classes. The questionnaire results reported in Table 1 convey the reasons for our students in the winter (marked with a W, in the table) and fall semesters (F, in the table) to enroll in our courses and confirm our findings.

Table 1. Students' reasons to enroll in Italian 201 and Italian 202 courses in percentage of students per response type*, in the winter and fall semesters

	Ital 202 W 2012-13	Ital 201 F 2013-14	Ital 202 W 2013-14
	<i>N</i> = 25	<i>N</i> = 32	<i>N</i> = 26
1. Course Requirement	28%	31%	30.5%
2. Love for languages	4%		7.5%
3. Learn about Italian culture and language	24%	25%	23%
4. Italian heritage	20%	18.5%	23%
5. Italian friends		3.5%	4%
6. To connect with Italian community	4%		4%
7. Travel/work	8%	12.5%	
8. Study in Italy	4%	9.5%	8%
9. Career plans		6.25%	4%
10. A great course	8%	6.25%	4%

Still, whether it is because of curricular constraints or because of the value that is traditionally assigned to learning grammatical structures, the learning of cultural topics tends to play a lesser role in our courses and often only if time permits. This researcher has however always tried to raise her students' awareness and encourage their lifelong observation of Italian culture particularly with the help of educational technologies. The introduction of *microblogs* in her courses is testament to that on-going effort and an example of what technology can afford a foreign language course. More specifically, the original objective for this tool was to get the students to practice writing online while exploring cultural topics, with the goal of improving their linguistic accuracy, and foster opportunities for community-building and cooperation. Unlike other educational technologies I used in the past, blog is extremely easy to create and manage and requires very little technical knowledge. Similar to an online journal and a great tool to engage in reflective practice and work on one's own writing skill, a blog may be public and viewed by the entire world or it can be password protected, and therefore open only to a specific group. A number of web softwares like WordPress or blogger.com offer free, convenient and easy-to-use blogs, as they claim. As confirmed by some prior research on educational technologies, unlike other tools, blogs afford a great deal of flexibility, creativity and uniqueness, while still featuring the ease of use of a template-based system (Godwin-Jones 2003). Thanks to its many qualities blogging has quickly become a favourite mainstream medium. The following stats from Technorati, a company of advertising technology, surmise the popularity of blogging: in the US alone, which provides approximately 40% of the total number of blogs worldwide, there are currently 8 million active blogs, with 12,000 new blogs and close to 300,000 posts created every day.

Research is also supporting the use of blog for educational purposes in general and for language learning in particular and a number of recent studies predicate the worthiness of blogs for teaching and learning objectives as diverse as reflective thinking, communication among students, the development of higher-level thinking skills, motivating language learning (Pinkman 2005) and collaborative learning (Ahluwalia, Gupta, Aggarwal 2011; Richardson 2006; Glogoff 2005; Dieu 2004; Bloch 2004; Godwin-Jones 2003). When I made the decision to implement the use of blogs in my Italian intermediate course as a way to provide a window on Italian culture to my students I was aware of the many merits of blogging, including its ease of use. The technical and development support I knew I could count on from my university for the introduction of this tool was also a contributing factor in my decision. What I did not anticipate was the need to fully consider *how* not just *what* blogging could support my students' learning. A few classes into the semester and hence after the initial use of *microblogging* I came to realize that if I wanted to promote more autonomous learning for

my students I had to reconsider my own role as well as the learning objectives that microblogging could afford them. To begin with, if the intention was to support the development of students' independent learning, more collaboration among them as well as their autonomous exploration of Italian culture, I had to take a backseat and give them the *space* to explore. Since familiarizing with some specific cultural themes and vocabulary was one of the primary goals of microblogging, a few well-worded reflective questions could have been sufficient to guide their learning. Basically, while the overall design, including its evaluation system and cultural themes still held true, I had to encourage their exploration by being less of a micromanager and more of a facilitator of learning. Unlike other assignments such as compositions and in-class exams where *accuracy* in the use of the language is key, microblogging was meant to promote autonomous written production and spontaneity and therefore had to include some room for mistakes.

Once students realized that microblogging for the intermediate class could provide an excellent tool to tap into their own interests in the Italian culture they started sharing information and enjoying learning from one another and from their own discoveries. What follows is the detailed account of what I initially expected from microblogging, why and how I changed those expectations and the research instruments and procedure I used to check on the progress.

2 Purpose of the Study, Procedure and Observations

2.1 Purpose of the Study

While research on the impact of blogs on language learning has evidenced their value to motivate students and also to promote collaboration among them as well as to encourage their reflective practice (Ahuwalia 2011; Glogoff 2005; Pinkman 2005; Dieu 2004; Downs 2004), more research is called for to determine whether blogs could prove a good tool to boost independent exploration and learning about culture.

This research is a small-scale action research project that was prompted by the sobering realization that when I first introduced a blog assignment in my intermediate Italian language course students seemed not to get much value from it. After reconsidering my objectives and making some dramatic changes to how and what my students were expected to achieve with their blogs I decided to both test my assumptions regarding the use of blogs and then consider its benefits for my students through a survey and a series of open-ended interviews.

This action research project was conducted in three phases and with three different sets of students. In both cases, participants were second-year university students, taught by this teacher-researcher, over three

semesters. Each class comprised 25 to 32 students, of an average age of 21. Both quantitative as well as qualitative research instruments such surveys, in-class observations and questionnaires were used to assess whether we were meeting our learning objectives and how microblogging was contributing to students' learning.

When students were surveyed prior to this study, to assess their digital competence in general and with UBC's course management system (i.e. *Connect*) and blogs in particular, most students confirmed their confidence working and communicating online for school-related activities and results showed that the vast majority of them goes online multiple times a day, for at least 6 hours a week (see Appendix A). If blogging didn't seem so common at first with our students we knew however that its implementation would have required only a fairly minimum investment of time and resources. We therefore went ahead and initially used WordPress to develop and host our blog. However, for the sake of simplicity, from the second semester on, we decided to use the blog tool within UBC's *Connect* course management system. Also and from the start it was decided to limit the access of this course blog exclusively to the registered students and to the course instructor.

2.2 Procedure

At the start of the 2012 winter semester, I introduced blogging as part of the participation and performance grade, together with other assignments like role-plays, portfolios, readiness for class exercises and activities, and completion of online practice exercises. For the blog (or microblog, to be more precise) activity in particular, students were expected to work on four to five microblogs of 100 words or less each, by answering a set of three questions for each microblog, while also trying to implement newly-acquired and relevant vocabulary. The topic and vocabulary of each microblog were based on one of the five cultural themes selected for the term (and also mirrored in the course textbook). In addition to the questions, I also provided one or two specific websites for the students to explore each topic. Moreover, instructions for this assignment included the expectation that students would comment on at least two to three of the other students' postings (see Appendix B). To complete each blog assignment students were given a little more than one week. While accessible exclusively by our class, each student's entries were visible to the rest of the class and to myself. My role was to contribute with my own comments to the topic as well as offer punctual feedback on the grammatical points and vocabulary that emerged from my students' microblogs. To make sure that all students could easily use this tool and do this assignment outside of class and without my support, prior to the first blog assignment they were

first shown a sample blog and then asked to create one of their own right there in class. With everything well laid out and organized I was excited at the prospect of reading my students' entries and was anticipating some interesting new opportunities with the introduction of this tool. However, little did I expect the repetitive postings and stifled conversation of my students' first microblog. Furthermore, to add insult to injury, I had spent a disproportionate amount of time correcting each and every blog, mostly around almost identical grammar and vocabulary mistakes, which were readily repeated on a different assignment, two weeks later.

2.3 Observations

After this first failed attempt, some reflection on my part was in order: why did the students' postings sound so flat? What could have caused the almost total lack of interaction and exchange of relevant cultural tidbits among students? How different was or could this activity be from other writing exercises students were already doing for this course? These questions provided the basis for a thorough investigation into the learning outcomes and evaluation practices I had envisioned when introducing microblogging. They also afforded me the opportunity to reconsider my teaching and learning objectives of all my other class activities.

After surveying my students on that first blog with a short questionnaire that combined 4 quantitative questions with some feedback for each question (see Appendix C for the complete survey) to ask if the assignment had served its original intent, I soon learned that this assignment did not feel much different from any other tests, with the added stress for them of showing their own mistakes to the entire class! In spite of my best intentions for this activity and even of my stated learning objectives, I had obviously let my past experiences with more traditional class techniques dictate the process, as opposed to carefully consider how to take full advantage of this educational tool. If, as it is well documented, the introduction of technology in the language class enriches the role of the teachers with new competencies, it also requires a mental shift on their part and the ability to evaluate how to play their responsibilities, in light of the new possibilities that educational technologies offer (Porcelli, Dolci 1999). In other words, and as stated in a recent article, «blogging in the language classroom does not simply happen, but it actually requires for educators in a media literate world to rethink and redefine best practices for this tool» (Arena 2008).

Table 2 summarizes the results of the 4 questions from the survey on Blog 1. Using a 1 to 5 Likert scale, where 1 stands for *strongly disagree* and 5 for *strongly agree*, the questions attempt to measure the following four parameters:

Has the Blog assignment helped the students improve their:

1. Knowledge of Italian culture;
2. Independence of learning;
3. Writing skills;
4. Collaborative skills?

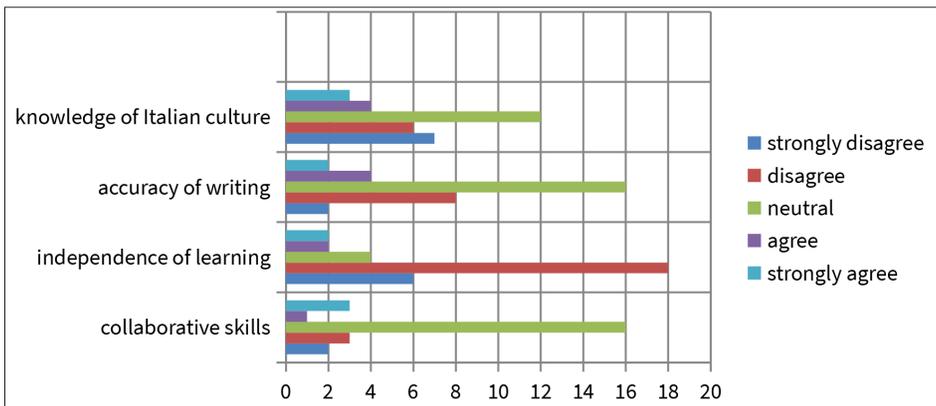
Table 2 shows that the majority of my students had found little value in the first blog assignment and had disagreed or expressed somewhat indifferent sentiments toward the tool of microblogging for their learning of Italian culture or the development of their writing skills.

Table 2. Results from Survey 2, Winter 2012-13 semester (N=25) on blog 1

Questions	strongly disagree	disagree	neutral	agree	strongly agree
1. <i>The blog helped me increase my knowledge of Italian culture</i>	2	3	16	1	3
2. <i>The blog encouraged me to explore Italian culture and language on my own.</i>	6	18	4	2	2
3. <i>The blog help me Improve the accuracy of my writing.</i>	2	8	16	4	2
4. <i>The blog encouraged me to learn and teach others and with others in the class.</i>	7	6	12	4	3

Chart 1 below visualizes the results of table 2 and clearly illustrates that the first microblogging had proven rather unhelpful for their intended learning objectives.

Chart 1. Summary of students' feedback on BLOG 1-Winter 2012-13 (N=25): *Has the BLOG assignment helped you improve your ...*



Upon some reflections and starting from the second microblog, I introduced a number of significant changes to both my role as well as to what I expected from my students.

Unlike the first microblog, students were now only given the cultural topic and no specific website, with the request to find, write about and share something of interest on that particular topic, including a relevant link to a video or a song or some interesting images. Students were also expected to read and comment on at least two of their classmates' postings. The grading system was now more simply based on completion of all parts of each microblog (four in total and each done within a week's time) and grades ranged from 1% to 0% or from completed in all parts and within the allotted time, to incomplete. Apart from grading the microblogs, I would also going to supplement my students' exchanges with some short, personal observations, based on my direct experience with each topic and only at the end of their exchanges as a way to provide some additional authenticity and relevancy and not to provide feedback on their grammar or vocabulary usage.

The enthusiastic response of the second and of the following microblogs revealed a number of unexpected benefits, which were captured in the relevance of the assignment to the students' interests, the sense of self-discovery that they experienced while choosing their own site and additional info materials, the heightened sense of responsibility towards their peers when providing their comments, and overall the students' perception of being able to access authentic materials independently of me. In other words this kind of activity had resulted in enhanced spontaneity in each student as well as in increased collaboration among them. Each blog averaged 80 to 100 words and was read and commented by at least 3 other classmates. Overall, students said that while each blog assignment would only take less than 1 hour to complete, they spent quite some time to open and explore the links or videos posted by their classmates. As is clear from the feedback below from four students as well as from *Chart 2*, once I readdressed my expectations and redefined my role, microblogging truly started to allow students to independently experience the discovery of interesting information, write more fluently and cooperate more freely, without feeling any performance anxiety or a sense of being controlled by their teacher:

I consider blogging a very useful learning tool for how I learn languages. It did seem much safer than other assignments like, for example, the portfolio - not the same amount of pressure. I felt freer and safer I also really enjoyed reading all the comments from my fellow classmates. I think I read them all and watched all of their links and videos! (J.B., 2012)

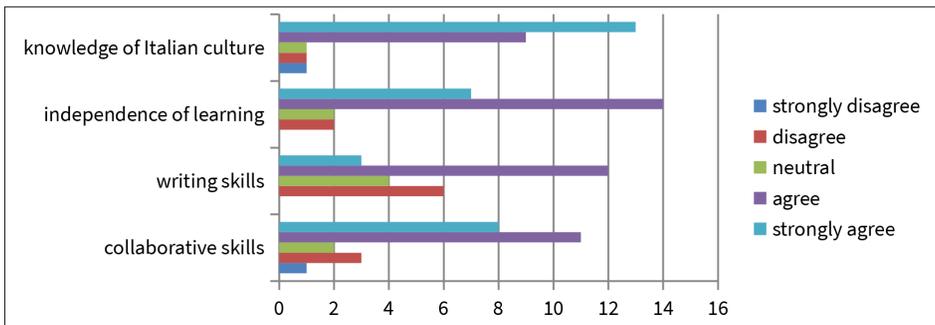
I much preferred finding sites for myself. The discovery was exciting. (B.A., 2012)

I honestly hated it the first time around as it made me feel so self-conscious about my limitations with the language. I am working hard to get better on all the other assignments and thought that blogging was more about exploring Italian culture than being perfect. For example, I am interested in Italian design, but want to find out for myself what I like about it (and not simply answer some questions about the same fashion designers!). Once the instructor gave us the chance to do our own exploring I really started to enjoy it. It is a short and fun kind of assignment and I am learning tons about things I never knew before. (O.M., 2012)

Now that I realize that all postings are basically different I am much more interested in what my colleagues write about. (M.E., 2012)

Chart 2 summarizes what students said after blog 2 and then again after blog 5 and makes the benefits of our improved microblogging quite evident:

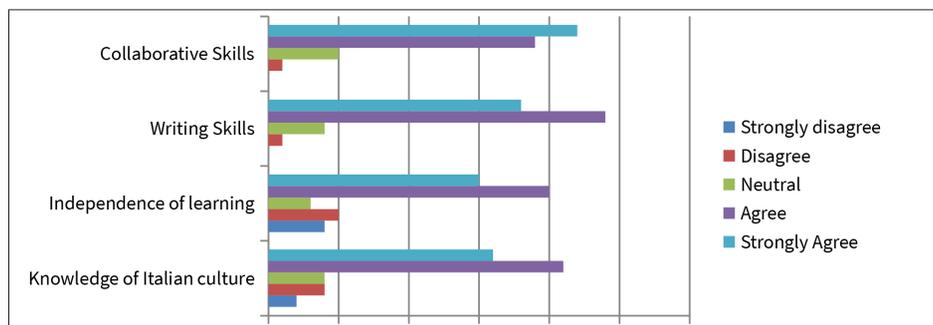
Chart 2. Summary of students' feedback on BLOGs 2 to 5 (N=25): *Has the BLOG assignment helped you improve your ...*



When surveyed about the blog, the students in the fall and winter 2013-14 semesters confirmed their satisfaction with the amount of exposure to Italian culture and of opportunities to collaborate with their classmates that microblogging seemed to have given them. The summary of quantitative and qualitative data as shown in table 3 and in chart 3 and in the few comments, which are provided below, clearly shows our students' contentment with the tool:

Table 3. Results from Survey 2, semester Fall and Winter 2013-14 (N=47)

Questions	strongly disagree	disagree	neutral	agree	strongly agree
1. <i>The blog helped me increase my knowledge of Italian culture</i>	2	4	4	16	21
2. <i>The blog encouraged me to explore Italian culture and language on my own.</i>	4	5	3	20	15
3. <i>The blog help me Improve the accuracy of my writing.</i>	0	1	5	17	24
4. <i>The blog encouraged me to learn and teach others and with others in the class.</i>	0	1	5	19	22

Chart 3. Summary of students' feedback on BLOGs 2 to 5 (N=47): *Has the BLOG assignment helped you improve your ...*

As a student I was able to write without fear of being wrong. (M.V.)

When I work on these blogs I never feel like consulting my dictionary. I much rather simply write what I am thinking in that moment and then review my class mates work. When I review their postings I always find something interesting and new. I may spot some errors and they may point out some of my mistakes, but in a less formal way. (O.P.)

We are involved in group work for most of our courses. I sometimes feel ambivalent about working in groups as I did have some not so good experiences. Blogging for this course, however, felt somewhat different. For one thing it felt 'safer' as my colleagues' work (or lack of!) had no impact on my own grade: our interest in each other's work however did have an impact. This motivated me to be interested in what others were finding out about Italian culture as opposed to feeling I had to

decide about the quality of their work and I was surprised to find so many fascinating things. Also, I really liked reading my colleagues' comments on my postings! (M.A.)

I noticed that most of us tend to make similar mistakes which made me realize what I need to pay attention to (agreement! and *verbo piacere*). I think I now feel I can try to avoid making those mistakes again. (H.H.)

I liked it that we were given the choice to explore what we wanted but within specific themes. It felt we were asked to reinforce what we are learning in class and not to keep on adding new info I don't know what to do with. (N.T.)

3 Failing and Succeeding: Results or the Unexpected Virtues of Microblogging in the Intermediate Language Class

When comparing chart 2 with chart 3 and also when looking at my students' comments, three things emerged in particular:

1. Students mentioned an exciting sense of discovery and independence, while working on a very concrete and manageable task;
2. The activity promoted a noticeable enhancement in Informal collaboration among students;
3. Fluency and immediacy in writing were also an apparent outcome of the blog assignment.

Let's now observe how the microblog had contributed to each of the above points more in details:

1. Activities that encourage the development of autonomy help students become better language learners (Benson 2011). However, according to the constructivist theory, learning is best supported by methods of instruction that involve cognitive activity rather than behavioral activity, curricular focus rather than unstructured exploration and instructional guidance to discovery rather than pure discovery (Mayer 2004). By somehow 'restricting' the search to definite cultural topics, which mirror those in the textbook and are therefore relevant to the course curriculum, and by attaching specific tasks to each search, students were provided with sufficient, but not unlimited or even possibly chaotic, amount of freedom which, in turn, invited their own exploration.
2. Encouraging students to share knowledge leads to deeper learning and understanding. If learning, as Vygotsky (1978) stated, is a social process, then collaboration is required. In an intellectual community, where students ask each other clarifying questions and present

information in a non-threatening way students have low affective filters and are more inclined to develop meta-cognitive skills and experience how to learn. Microblogging presented the opportunity to learn from and about each other what they are interested in and also contribute to the overall conversation on Italian culture.

3. In their comments students suggested that the activity gave them the opportunity to experience low levels of performance anxiety while also feeling the spontaneity to write what they were thinking and had learned about the topic and not about the possible mistakes they were going to make. The fact that students were not graded extensively on their grammar and vocabulary encouraged them to look at the assignment as a *low-stakes* kind of assignment (Herteis, Wright 1992; Sorcinelli 1997) and therefore made them focused more on the content and ideas, with the overall result of producing livelier, clearer and more 'natural' pieces of writing. As opposed to the other course writing exercises such as the two or three-phase composition, where students receive punctual feedback on the kinds of mistakes they made in each version and are invited to look for accuracy, microblogging inspired them to write more 'freely' and fluently and helped develop their spontaneity with the Italian language (for a theory on the linguistic dimensions of accuracy, fluency and complexity see Skehan 1998; Ellis 2003; Ellis and Barkhuizen 2005).

4 Conclusions

As with all strategies and techniques used in the language class, educational technologies too need careful consideration of the intended learning outcomes as well as of the specific learning environment and context. Other decisions such as the teacher's role and evaluation practices must also come into play when introducing a new tool. The use of microblogging in my intermediate language classes and the mistakes I initially made confirmed the need to look at the new tool through a different lens. For example, why should a teacher evaluate a microblog the same way as she would a writing exercise on paper? The success of the experience —after the initial failure— as reflected through my students' comments prompted further exploration and encouraged me to expand the scope and frequency of this activity, but also made me re-think the whole evaluation methods for my course and consider them in light of the language or of the metacognitive skills they are intended to assess. Questions such as which methods were more appropriate to measure the dimensions of my students' proficiency or which one could be best to promote collaboration, or yet again how to strike a balance between low and high stake assignments, were all prompted by the introduction of microblogging. Now firmly established in

my curriculum, microblogs have proven an obvious choice to encourage students' independence and motivation to learn outside of class as well as interaction and collaboration. The effect of microblog on the students' fluency and spontaneity, while somehow confirmed by the results of this small-scale research, is an area of inquiry that is worth further exploration. Nonetheless, it is hoped that this paper will provide language instructors with some insight into the benefits of using blogs in their classes while also reminding them that regardless of the kind of educational tool we introduce, some careful pedagogical strategizing would still need to happen.

Acknowledgements

A special thank to my UBC colleague Lucas Wright, who supported me in this project from start to finish. He helped me consider my teaching objectives and encouraged me to re-shape them in light of the first results.

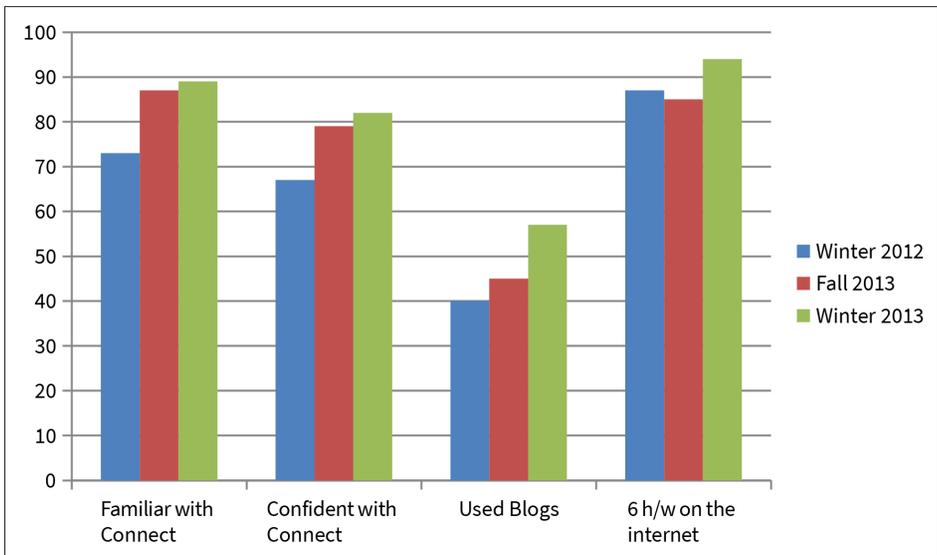
Appendix A

Survey 1. Testing students’ confidence with online assignments

Have you already used <i>Connect</i> * in your courses?	Yes	No
Do you feel confident using <i>Connect</i> *?	Yes	No
Have you already used Blog or microblogs in any of your courses?	Yes	No
Do you spend more than 6 hours/week on the Internet for school-related activities?	Yes	No

* UBC widely-used course management system. Prior to *Connect*, which was officially introduced in (2013), UBC courses used other CMS such as Vista and WebCT.

Summary of survey results for the three semesters, Winter (2012), Fall 2013 and Winter 2013



Appendix B**Instructions for BLOG Assignment, winter (January-April) 2013**

(UBC Italian 202 class. Insegnante: Luisa Canuto)

Ciao ragazzi,

We will be using *Blogghiamo in Italiano* to help you practice writing online, with the goal of improving your written fluency. The second goal is to help you get started interacting with Italy online. This interaction will involve reading, and blogging about websites and media relating to Italian culture and language. By doing this assignment will also contribute substantially to our conversation about Italian culture, share links and topics that interest you and learn from other class members. I also hope that this assignment will give you the opportunity to learn more about things that are of interest to you.

Note: You are expected to work on 5 BLOGS, one for each of the cultural topics in our textbook. Note that for each BLOG you have approximately ONE week. During this time you should post your entry and comment those of at least TWO of your classmates.

I will mark your BLOGS only if completed in all of its parts.

Instructions

- **Find a web link, a video or some thing else to elaborate** on that theme and **SHARE** with the rest of the class. Describe the topic and identify an aspect that you find particularly interesting and comment on the media or website that you included. (80 to 100 words minimum) - Look for something new you did not know much about. To add a video click on MashUpS (just above this text) and then click on You Tube Video.
- Include an open question to the class about the topic/area.
- **Comment** on at LEAST 2 of the other students' entries to receive a grade (which will be included as part of the participation grade).
- **Note that each posting/Blog has due dates**

Grading Criteria

- 1% > **Complete** in all parts and in due time (ie. Descriptions, link and comments to the posts of at least two other classmates, 100 to 120 words). **1% per blog × 5**
- 0% > **Incomplete**

Topics

Blog 1: Italiani Famosi > cerca qualche informazione su UN italiano famoso/ UN'italiana famosa (artista, musicista, cantante, regista, cuoco, atleta, scienziato, etc.). Trova un sito, un video, ecc e poi commenta su DUE post dei tuoi compagni;

Blog 2: Un Notizia dall'Italia > cerca qualche informazione su UNA notizia di cronaca italiana interessante (cultura, politica, sport, ecc.). Trova un sito, un video, ecc e poi commenta su DUE post dei tuoi compagni;

Blog 3: Viaggiare in Italia > racconta DOVE vorresti andare in Italia e perchè. Cerca qualche informazione sul luogo dove vorresti andare. Trova un sito, un video, ecc e poi commenta su DUE post dei tuoi compagni;

Blog 4: Sport in Italia > cerca qualche informazioni su UNO sport o evento sportive in Italia. Trova un sito, un video, ecc. e poi commenta su DUE post dei tuoi compagni;

Blog 5: Lavorare in Italia > cerca qualche informazioni su Programmi di scambio/possibili lavori in Italia per studenti stranieri. Trova un sito, un video, ecc e poi commenta su DUE post dei tuoi compagni.

Appendix C

Survey 2 (Winter 2012) –Blog Assignment¹

On a scale of 1 to 5, with 1 being strongly disagree and 5 strongly agree, please rate the following:

1) Blog 1:	strongly disagree	disagree	neutral	agree	strongly agree
	1	2	3	4	5
<i>The blog help me increase my knowledge of Italian culture.</i>					
Comments: How?					

2) Blog 1:	strongly disagree	disagree	neutral	agree	strongly agree
	1	2	3	4	5
<i>The blog encouraged me to explore Italian culture and language on my own.</i>					
Comments: How?					

3) Blog 1:	strongly disagree	disagree	neutral	agree	strongly agree
	1	2	3	4	5
<i>The blog help me Improve the accuracy of my writing.</i>					
Comments: How?					

4) Blog 1:	strongly disagree	disagree	neutral	agree	strongly agree
	1	2	3	4	5
<i>The blog encouraged me to learn and teach others and with others in the class.</i>					
Comments: How?					

¹ This questionnaire was administered to survey students first after Blog 1, and then again after completion of their Blog 5.

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