**JiTT IN LANGUAGE ARTS**  
**STEPHANIE M. KNouse, PH.D.**

I typically start the class with showing them their JiTT warm-up answers on a PPT--either as quotes (with errors and all) or their general poll results. Then, as an in-class warm-up, I ask them to reflect on students’ quotes or results and discuss them in pairs/groups for 3-5 minutes. Usually, students have to use their understanding of the topic to discuss distribution of responses or the particular highlighted answers (which are normally of different points of view) and why they might agree or disagree with their peers.

From there, I go over the concepts that, from the JiTT responses, I determine needs a bit of reviewing (maybe 5-10 minutes or so) and then build on that knowledge to go into the next and/or a related concept (for the remainder of the class period). I don’t start everyday with a JiTT, but when they are assigned, this is typically what is done.

**POSSIBLE TOPICS AND QUESTIONS FOR LOWER-LEVEL FL CLASSES**  
*JiTT Example #1. Introducing students to cultural information (ACTFL National Standards 2.1, 2.2):*

How many Hispanics live in the United States, as documented in the 2010 Census?
- a. 200,000
- b. 1 million
- c. 52 million

Of this number, how many do you think speak both English and Spanish?
- a. 10,000
- b. 100,000
- c. 38 million

Why is it important to know how many Spanish-speakers there are in the United States? Please give a brief, 1-2-sentence response.

**JiTT Example #2. Reviewing language structures and communication skills (ACTFL National Standards 1.1, 1.2, 4.1):**

When is the present subjunctive used in Spanish?
- a. To express opinions.
- b. To express doubt.
- c. To express wishes.

*Could be phrased in the target language or edited to fit the language of study. These examples happen to feature JiTT activities in Spanish classes.*
Foreign Language (FL) Instruction with JiTT
Stephanie M. Knouse, Ph.D.

d. All of the above.

Por favor, termina la oración. Cuando yo voy de viaje, espero que...
(“Finish the sentence please. When I go on vacation, I hope that...”)

What questions to you have for me regarding the subjunctive?

JiTT Example #3. Practicing written communication and expressing opinions for hypothetical situations in the FL (ACTFL National Standards 1.1, 1.2):

Lee las reseñas arriba de Tripadvisor.es para el Hotel Galicia. Basado en lo que lees, ¿te quedarías allí? ¿Por qué sí o no?
(“Read the reviews above from Tripadvisor.es for the Hotel Galicia. Based on what you read, would you stay there? Why or why not?”)

*Could be phrased in the target language or edited to fit the language of study. These examples happen to feature JiTT activities in Spanish classes.
**POSSIBLE TOPICS AND QUESTIONS FOR UPPER-LEVEL FL CONTENT COURSES**

**JiTT Example #1. Hispanic Linguistics, Phonology and Phonetics:**

1. Explica, en una oración, la diferencia entre un alófono y un fonema.
   (“Explain, in one sentence, the difference between an allophone and a phoneme.”)

2. ¿Son pares mínimos las palabras [déz.ðe] y [dés.ðe]? ¿Por qué sí o no? Explica.
   (“Do the words [déz.ðe] and [dés.ðe] form a minimal par? Why or why not? Explain.”)

3. ¿Cuál es el proceso fonológico más difícil para ti que quieres que repasemos en clase?
   (“What is the phonological process that’s the most difficult for you that you’d like us to review in class?”)

**JiTT Example #2. Hispanic Linguistics, Phonology and Phonetics.**

1. ¿Cómo son diferentes la ortografía y la transcripción. Menciona 2 diferencias.
   (“How are orthography (spelling) and transcription different? Mention 2 differences.”)

2. ¿Es el español una lengua fonética?
   (“Is Spanish a phonetic language?”)
   a. Sí (“Yes”)
   b. No (“No”)

3. Justifica tu respuesta de la Pregunta #2 brevemente.
   (Justify your response to Question #2 briefly.)

*Could be phrased in the target language or edited to fit the language of study. These examples happen to feature JiTT activities in Spanish classes.*
JiTT Example 3. Hispanic Linguistics, Dialectology and Variation of the Spanish Language.

1. ¿Crees que hay una variedad de español que sea mejor que otra? ¿Por qué sí o no? (“Do you think there is a variety of Spanish that is better than another? Why or why not?”)

2. ¿Qué variedad de español se representa en esta transcripción? “¿Qué tú quiere[∅], mi amo[l]? Ve[ŋ] acá, [ɾ]amó[ŋ], pue[∅] ere[∅] [mi:xo] favorito.” (“What variety of Spanish is represented in this transcription?”)

3. Escucha al archivo de audio #2 en Moodle. ¿Cuáles son algunos de los sonidos dialectales que observas? Nombra 2 y decide de dónde es el hablante. (“Listen to the Sound File #2 in Moodle. What are some of the dialectal sounds you observe. Name two and decide where the speaker is from.”)

*Could be phrased in the target language or edited to fit the language of study. These examples happen to feature JiTT activities in Spanish classes.