



Student Learning Outcomes for ITAL 2

Elementary Italian (Second Quarter)

Team Members:

Team Leader:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools:

Sections being assessed: 62

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 3

Changes:

Methods:

5 min. oral interview with the instructor in the target language conducted at the end of Qtr. 2

Findings and Conclusions:

Students have achieved very satisfying results considering the fact that they have been studying Italian for barely two quarters of instruction. 40 % of the students exceed the level's requirements and places at novice-high. Students successfully manage number of basic communicative tasks and are able to engage in conversation in at least five thematic domains. They demonstrate creativity and in their answers and use present and past tenses (passato prossimo and imperfetto) with confidence. 35 % of students meet the novice-mid level. Students are able to engage in functional communication and respond to wh-questions in at least seven thematic domains (self, school, family, food etc.). Speech is marked with hesitations and incomplete utterances when using the past tenses. Their speech doesn't show creativity. 25% of students approach the standards and places at novice-low. Students can respond to basic wh-questions, but demonstrate limited knowledge of vocabulary in most of domains covered in Italian II and show influence from English and/or Spanish languages. Overall students demonstrate very good pronunciation of Italian phonics.

Enhancement (Planned Actions)**Part I:**

Keep working on developing students' communication skills by working on listening and speaking at the same time through gap communicative activities.

Part II:

Peer coaching grant: it would be unable to pay Italian native speakers who also study at De Anza for providing additional speaking practice that would perfectly complement class instruction. Students would have the chance to chat and discuss topics they're interested in or need help understanding outside the classroom.

Outcome 2 Phase I: Statement

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools: *No tools assigned.*

Sections being assessed: 62

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 3

Changes:

Methods:

A reading text with True & False questions.

Findings and Conclusions:

A very satisfactory percentage of students (85%) demonstrate an initial overall understanding of the total text. Students' responses reflect a thorough understanding of the primary purpose of the passage and a grasp of its essential elements. 10% of responses reflect a grasp of some of the essential elements of the text, but students' understanding of the passage and of its primary purpose is incomplete. Only 5% of the assessed students' responses reflect a poor or flawed understanding of the text and of its primary purpose. Students in this group seem have focused on one or more minor details rather than the essential idea of the text.

Enhancement (Planned Actions)**Part I:**

Keep working on building and developing students' basic vocabulary and reading comprehension skills through skimming texts for general meaning, scanning for details, using word formation, cognates, and context to determine meaning and understanding idioms and artistic expressions.

Part II:

Access to tutoring would definitely help students develop better reading skill through additional practice and individual attention in and outside the classroom.

Outcome 3 Phase I: Statement

Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools: *No tools assigned.*

Sections being assessed: 62

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 3

Changes:

Methods:

Final composition

Findings and Conclusions:

80% of the students demonstrate good to excellent proficiency in the assessment. Students' composition exhibit a logical sequence of ideas. Students utilize a great verity of vocabulary and exhibits control of studied conventions and structures (subject/verb agreement, noun/adjective agreements, regular/irregular verbs' conjugations etc.)

Enhancement (Planned Actions)

Part I:

Continued assignments of weekly online written exercises, journal entries and short guided composition resulting in greater mastery of grammar and syntax should support this success rate in the future.

Part II:

Access to individual and small groups study and review grammar sessions with peer tutoring and TAing would benefit to all foreign language students

Outcome 4 Phase I: Statement

Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).

Outcome 4 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools: *No tools assigned.*

Sections being assessed: 62

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 3

Changes:

Methods:

As a test we used a questionnaire of true/false and multiple answers questions in the target language and mini-essays in which students had to contrast and compare American culture and Italian culture. Areas assessed: degree of formality, family, education, and eating habits

Findings and Conclusions:

Students demonstrate extremely positive gains in their measured cultural sensitivity (attitude) and multicultural awareness (knowledge) at the end of the Elementary Italian II course. Students are highly knowledgeable about specific cultural beliefs, values, and sensibilities that affect the way that Italian speakers think and behave. Students recognizes new perspectives about their own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer). Students demonstrate adequate understanding of the complexity of elements important to members of Italian culture in relation to their history, values, politics, communication styles, economy, or beliefs and practices. Students identify cultural differences in verbal and nonverbal communication and are aware that misunderstandings can occur based on those differences. Students ask deeper questions about other cultures and seek out answers to these questions.

Enhancement (Planned Actions)**Part I:**

Students will be given the possibility to further their interest in and passion for Italian language and culture, through regular meetings with interesting guest speakers.

Part II:

A Smart classroom is a great asset to gain access to individuals and resources from Italophone culture and other cultures at large; in such learning environment students' efforts are generally motivated by interest and exceed course requirements. A grant to support bringing guests to classrooms. Besides class time, to successfully study Italian, students should be totally immersed in the culture. The amount of time spent in this environment affects their language abilities greatly. Language comes to life during social situations. Funding of De Anza Study Abroad Program is therefore vital because it allows students to acquire globally-applicable language skills and a unique global cultural perspective.

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