



Student Learning Outcomes for ITAL 3

Elementary Italian (Third Quarter)

Team Members:

Team Leader:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools:

Sections being assessed: 61

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 at the beginning of Qtr. 3

Findings and Conclusions:

80 % of the students meet the novice-mid level or/and 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 nine thematic domains (self, school, food, family, fashion, daily routine, travelling, media etc.). They demonstrate creativity and in their answers and use present and past tenses (passato prossimo and imperfetto) with confidence. 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 I and 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 longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 3

Changes:

Methods:

A reading text with open questions.

Findings and Conclusions:

A very satisfactory percentage of students demonstrate an 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 element.

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, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools:

Sections being assessed: 61

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 3

Changes:

Methods:

Short composition

Findings and Conclusions:

Students demonstrate good to excellent proficiency in the assessment. Students' composition exhibit a logical sequence of ideas. Students utilize a great variety of vocabulary and exhibits control of studied conventions and structures (subject/verb agreement, noun/adjective agreements, regular/irregular verbs' conjugations, passato prossimo/imperfetto 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 throughout the quarter.

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 an increasingly accurate 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: Spring 2011

Assessors: M. Bertola and G. Borrelli

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

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: fashion, self-image, and look.

Findings and Conclusions:

Extremely satisfying results in their measured cultural sensitivity (attitude) and multicultural awareness (knowledge) at the beginning of the Elementary Italian III course. Students are highly knowledgeable about Italian cultural values, and sensibilities in the area they have been assessed. Students recognize 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 values, communication styles, and practices (e.g. fare bella figura...). 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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