

**SLO ARCHIVE**

Student Learning Outcomes for ITAL 1

Elementary Italian (First Quarter)

Team Members:

Team Leader:

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Additional team members/notes about team:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

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

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: M. Bertola

Assessment Tools:

Sections being assessed: 01

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

Methods:

5 min. oral interview with the instructor in the target language contacted at the end of Qtr. 1

Findings and Conclusions:

Students have achieved very satisfying results considering the fact that they have been studying Italian for barely one quarters of instruction. 35 % 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 tense with confidence. 45 % 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, daily routine etc.). 20% 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 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 some detail.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: M. Bertola and G. Borrelli

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 3

Changes:

Methods:

A reading text with wh-questions requiring answers in the target language. Answers must be complete sentences.

Findings and Conclusions:

A very satisfactory percentage of students (80%) 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 elements. 20% 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 phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: M. Bertola

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

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 variety of vocabulary (physical description, personality, family, like/dislike, leisure activities, subjects etc...) 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 cursory 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: Fall 2010

Assessors: M. Bertola

Assessment Tools: •

Sections being assessed: 01

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

Methods:

Cultural project. The students were asked to: • explain the food customs and culture of Italy, • use a variety of printed and oral resources and the Internet to prepare a group oral report, • design a PowerPoint presentation based on findings, and • prepare a food item and discuss its history, regional/geographical origins, its ingredients, its preparation and its nutritional value and place in Italian diet. • name of the dish, basic ingredients, measurements, preparation steps must be in Italian

Findings and Conclusions:

Students demonstrate extremely positive gains in their measured cultural sensitivity (attitude) and multicultural awareness (knowledge) of food customs and culture of Italy and its related domains (food/family, food/ business, food/time, food/female role, food/religion etc.). Students display good and mostly accurate use of partitive articles and modal construction (bisogna + infinitive, dovere + infinitive). Some students attempt even to use appropriately the imperative, a verbal form they will be covered only in Italian II.

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

Students will be given the possibility to further their interest in and passion for Italian culinary culture, through a project that will involve planning and preparing a complete Italian meal and meeting with an Italian chef.

Part II:

A Smart classroom is a vital tool to gain access to resources from Italophone culture,

present and share findings with the rest of the class. Update class computer so that students can easily access recent documents that have been saved under a Word newer version.

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