

Periodisk emnerapport ITA 1101 vår 2011

ITA 1101 is held twice a year, in the first semester and in the second semester, and it is held three times a week (two hours each session) for 14 weeks.

As I wrote the report for ITA 1101 at the end of the first semester this year and there have been no changes since December 2010, in this report will repeat more or less what was written for the first semester last December.

ITA1101 is an intermediate course. The competences students have been meant to acquire refer to the B1-B2-C1 levels of The European Framework.

As this course covers only one semester the content has been focused on the most important grammar structures and points.

The textbooks have been:

- 1) *Nuovo Qui Italia più* (Student's book and exercise book) by Mazzetti, Manili, Bagianti, Le Monnier 2007.
- 2) *Grammatica di riferimento della lingua italiana per stranieri* by Patota, Le Monnier 2003.

In *Nuovo qui Italia più* the language is presented in context through authentic texts such as extracts from contemporary literary novels, which open each chapter, and newspaper articles, letters, ads, songs...

Through the literary texts students get in touch with standard Italian. Through newspaper articles, letters, ads, songs.... students learn expressions mainly used in the spoken language.

A lot of grammar explanations are provided in the student's book while in the exercise book there is a wide range of exercises and problem solving activities.

Grammatica di riferimento della lingua italiana per stranieri by Patota is a simplified grammar for foreigners meant to be used by students as a reference book where grammar structures are presented in a great variety of registers.

During the lesson the only language which has been used has been Italian. Students have been stimulated to guess the meaning of unknown words from the context, before resorting to the teacher's help, in order to make them improve their sensitivity to the context.

Only as the last resort, in exceptional cases, the translation into English has been provided.

As the last step, at the end of each unit, it has not been made a comparative study between Italian and Norwegian grammar structures as unfortunately I only knew very little Norwegian, but I hope I can do it in the future as I'm studying Norwegian.

I believe that it is very important if students are aware of the differences between Italian and Norwegian grammar structures after the Italian grammar structures have been acquired.

An extensive use of the audiovisual aids, provided in the classroom, has been made in order to present slides and the audiovisual material from internet, and it has been made also an extensive use of the photocopier.

All the photocopies distributed in class have been regularly put on Fronter in order to give students the possibility to study when they cannot attend the lesson.

I have been very happy with the books and the material chosen and so seem to have been the students, according to the "studentevaluating" form they filled in.

At the beginning of the course, on the very first day, they were given a questionnaire which presented general questions regarding the reasons why they wanted to learn Italian, the goals they wanted to reach at the end of the course, what in their opinion the knowledge of a foreign language implied, what they thought the best method to learn a foreign language was, which activity they liked most, on what situations they more easily learned a foreign language, if they best learned when they listened, read ... how they preferred to work in class (alone, in pairs, in group...)...

This questionnaire was very helpful to me to see what the students' expectations were and what their weak and strong points were.

Students, after the first "oppgave", were provided with the studentevaluating form.

They were asked to give a feedback on what they liked, didn't like, missed, wished and they had to write textbook comments.

Their feedback was very positive and I was really happy to hear that they liked the books, they found the photocopies useful and my explanations clear, and they appreciated the fact that they could hand in their homework for a separate correction.

The two compulsory oppgave, meant as simulations of the exam, were a useful guide for the students and they turned out to be satisfactory for almost all of them.

As regards the evaluation of the exam papers the criteria used were very objective. Before the correction a number of points was given to each single exercise.

The final mark of each exam paper was the sum of the points students got in each single exercise.

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2.07.2011