

Periodiske emnerapporter **ITA 1102 vår 2013**

ITA 1102 is an intermediate course. This course is held only in the spring semester and it is held twice a week (two hours each session) for 14 weeks .

The textbooks have been:

“Contesti Italiani , viaggio nell’italiano contemporaneo attraverso i testi” by Pichiassi-Zaganelli, Guerra Ed. 2007

“Io e te” by Niccolò Ammanniti, Einaudi 2010

“Per sempre” by Susanna Tamaro, Giunti 2011

In this course students have studied the Italian language through literary texts of different sorts , such as short stories, tales, poems..., that are all written in a different style and register and reflect different aspects of the Italian society, which is very important when learning a foreign language.

As a matter of fact students have worked on literary texts of the 20th century with *“Contesti Italiani”* and have read and analyzed two contemporary novels , *“Io e te”* and *“Per sempre”* .

The competences students have been meant to acquire refer t o the B1-B2-C1 levels of “The European Framework”.

During the lesson the only language which has been used has been Italian .

As regards *“Contesti Italiani”* students had both to read the texts and do the exercises regarding the reading comprehension at home.

While in class they have been working on the linguistic and textual analysis.

As regards the two novels students have been provided with questions to be answered in class that helped them to make an oral summary of each single chapter.

All the material used in class has been regularly put on Fronter in order to give the students the possibility to study when they could not attend the lesson.

It has also been made use of the audiovisual aids, provided in the classroom, in order to present some audiovisual material from internet and at the end of the course has been shown the film *“Io e te”*, directed by Bernardo Bertolucci in 2012.

Students were stimulated to write compositions for the “produzione scritta” section in *“Contesti Italiani”* and hand them in for a separate correction .

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/activities 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.

After the first "oppgave", instead, students had to fill in the studentevaluating form provided by the university.

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 very much, they found the photocopies useful and they felt they were learning a lot in this course.

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

Their oral presentation in class was very well done and the topics presented were all very interesting. Only for one student it was not "godkjent".

The students regularly prepared their homework and their participation during the lesson was very active. They showed empathy for one another and they helped weaker students , if needed .

From "universitetes studentevaluating" students seem to have been quite happy with the teaching and the course content and material.

As regards the evaluation of the exam papers the criteria that have been used were very objective and the students' answers have been evaluated according to both the content and form (grammar mistakes) .

As a matter of fact before the correction a number of points was given to each single question and the final mark of the exam papers was the sum of the points students got in each single answer.

As regards the "skriftlig eksamen" 3 students were given A; 4 students were given B;

2 students were given C; 1 student was given D.

I wouldn't change anything in ITA 1102. I like this course very much because I think the course content is very interesting and I have seen that students learn a lot, if there is a serious commitment from their part, because they are given the possibility to have a lot of practice in the four skills : reading, speaking, listening and writing.

