

GLENDALE COMMUNITY COLLEGE

COURSE ASSESSMENT REPORT

SEMESTER/YEAR: SPRING 2010

DEPARTMENT: FOREIGN LANGUAGE

COURSE TITLE: SPANISH 101

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COURSE-LEVEL SLO(s) ASSESSED THIS SEMESTER:

SLO #1: to pronounce Spanish correctly

SLO #5: to compare and contrast the Spanish language and culture with their own.

METHODS OF ASSESSMENT:

A random selection of students, five per class, were assessed while reading and answering questions from the cultural section, PANORAMA, lesson 5 of the textbook *Vistas*. The focus of the assessment was placed on the ability of the students to pronounce correctly the sílaba tónica while doing a cultural reading, and answering questions orally based on it.

**ANALYSIS OF ASSESSMENT:** What do these results tell you about your students' achievements on the targeted SLO(s)?

Based on this small sampling of students, a total of forty five students, we seem to concur that receiving an A in homework [completion of supersite (practice tab), homework, and lab activities], attending class regularly, and active class participation are directly related to good pronunciation, at least with the one small aspect of pronunciation that we studied for this SLO—being able to stress the correct syllable while speaking. Of the forty five students in the sample, thirty two students scored in the 1-3 range (few to no problems), and the other thirteen students scored in the 4-7 range (medium amount of problems). Being Hispanic does seem to help generally with pronunciation, but it is not true in all cases sampled.

In Spanish 101, it seems to be very clear that these students understand the concept of the *sílaba tónica*, which is the syllable that needs to be stressed above all other syllables in the word, according to the rules of accents and syllabication. This is an elementary goal that therefore is achievable with great success in Spanish 101 given that the instructor teaches the rules of accents and syllabication and that the students practice this aspect of pronunciation in class and in homework, especially in their lab work.

**PLAN:** Indicate if your assessment results reveal a need for course improvement in order to improve student achievement, and what plans your department will make to do so.

It became apparent that students in the 101 level do still have other problems with pronunciation by the end of the semester. Most instructors pointed out the problems with pronunciation of the vowels, diphthongs, and pronouncing the “h” which should be silent.

Therefore, as a department, in the future, Spanish 101 should practice the aforementioned problems with pronunciation to help students with their pronunciation. It should not be necessary to re-assess the *sílaba tónica* because it seems that our students understand the rules of accents and syllabication and can stress the correct syllable while speaking, which is a fundamental goal of pronunciation.

**WHAT COURSE(S) WILL YOU ASSESS IN THE FOLLOWING SEMESTER**  
(\_\_\_\_\_)? You might re-assess for the same SLO(s) with the implementation of your new plan, and/or for another SLO and/or course.

We will assess the same SLO # 1 and # 5 in Spanish 103 - Intermediate Spanish I (a Fall Semester only offering) in order to complete the spectrum of these SLO's in the Spanish Language Program.