

Student Learning Analysis - World Language

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Introduction.

After learning the vocabulary words for foods and meals during the day, the Spanish 1 students moved on to the next topic of the unit: the verb "to like" or *gustar* in Spanish. This verb has two different forms depending on the food or meal. If the noun that follows the verb is singular, *gusta* should be used. If it is plural, the correct form is *gustan*. To effectively communicate their food preferences and initiate a conversation, they were also taught eight interrogative words: where-*dónde*, when-*cuándo*, what-*qué*, why-*por qué*, which-*cuál/cuáles*, how-*cómo*, who-*quién*, how many-*cuánto(os)*. The two concepts were taught simultaneously to enable them to produce sentences with enough details to describe their meals throughout the day.

After several lessons to practice identifying the meaning and use of these verbs and interrogative words, a unit test (formative assessment) was assigned to evaluate the students' knowledge. The following sections describe the learning goal, application, and results of the formative assessment created to evaluate the students' understanding of the verb *gustar* and the interrogative words in Spanish; the analysis and subsequent instruction to help the students understand the concepts and additional assessments are also presented.

I. Learning goals and standards.

I designed a formative assessment after setting the objective of *assessing the students understanding of the verb gusta/gustan (to like) and the interrogative words in the context of*

food and meals during the day. The desired knowledge of this objective was for the students to understand and interpret the names of foods and the interrogative words to use in the context of their preferences (to like) for their meals on their regular day.

Because of the objective, the expected students' outcomes for the assessment were the following:

- To know and identify food/meal names, the verb “to like,” and interrogative question words in Spanish.
- To understand the meaning and use of the food/meal names, the verb “to like” and interrogative words in Spanish and
- Be able to read and write complete original sentences to ask questions about food and meal preferences of the day.

Standards:

MI World Language Standard 1.2.N.R.b -The students “*understand the main idea of simple, accessible written materials in the target language such as textbook passages, age-appropriate magazine, and newspaper articles/ ads, websites/internet, poetry or stories.*”

ACTFL World-Readiness Standards for Learning Languages

Interpretative Communication Phase 1.2 “*Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*”

Cultures phase 2.1 “*Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.*”

Connections phase 3.2 “*Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.*”

Comparisons phase 4.2 “*Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*”

II. The Formative Assessment and Data collection

I assigned this formative assessment to 43 students. I followed the lesson plan's agenda by introducing the evaluation objective, presenting the formative assessment (see [video link](#)), explaining each assessment section, and modeling how they needed to answer the questions.

I used the web application Formative.com to design a six-section [Formative Assessment](#) (Formative Assessment Docs copy [here](#)) to evaluate the students' understanding of the food vocabulary words, the verb “to like”-*gustar*, and the interrogative words as follows:

A) Sections 1 and 2: Reading comprehension to show their ability to identify and use the

food vocabulary words and when to use each of the two forms of the verb *gustar*. P/E -

Choose the word that does NOT belong to the vocabulary word list: Las uvas (*grapes*),

Las bebidas (*drinks*), Las bananas (*bananas*), Las manzanas (*apples*).

-Fill in the blank with *gusta* or *gustan* as corresponds: A ella le gusta comer la piña (*She likes to eat pineapple*).

B) Section 3: Listening assignment to evaluate students' understanding of the vocabulary and

interrogative words in the context of Hispanic cultural daily life behaviors involving

foods and meals. P/E

-True or False: Es importante comer un desayuno nutritivo (*having a nutritious breakfast is important*). True

C) Section 4: Writing assignment to evaluate their understanding of pairing the correct article with the food vocabulary words using the proper gender agreement (previous knowledge). P/E

-Write the following Spanish vocabulary word (including el, la, los, las) according to the picture: La (singular/feminine article) naranja (singular/feminine vocabulary word).

D) Section 5: Listening assignment to evaluate students' understanding of the vocabulary and interrogative words in the context of Hispanic cultural daily life behaviors involving foods and meals, in this case, following a story, not just listening to a sentence. The students had a word bank to help them to answer the questions. P/E

-WORD BANK FOR QUESTION WORDS (YOU MAY USE MORE THAN ONCE!)

1. Qué - what, 2. Por qué - why, 3. Cuál(es) - which, 4. Cómo - how, 5. Cuándo - when, 6. Cuántos(as) - how many/how much, 7. Quién - who, 8. Dónde - where.

-¿Quién es la narradora (narrator)? (*Who the narrator is?*)

-La Sra. Cano (*Mrs Cano*).

E) Section 6: Interrogative Words matching task to identify the correct meaning of the interrogative words. P/E

¿Por qué estás nerviosa? -(*Why are you nervous?*) Porque tengo un examen. (*Because I have a test*).

After the test was assigned, the results showed a rich, useful dataset for me to analyze the students' understanding of the learning goal. The total data collected from the students is shown in the following pictures:

Spanish 1.Gusta/Gustan and Interrogative Words Formative Assessment

Class(es): Español 1- semestre 2, Español 1- semestre 2

Overall Performance

Based on 43 student submissions



OVERALL SCORE

81%

75-100
% of Students 70%
of Students 30

50-74
% of Students 21%
of Students 9

25-49
% of Students 9%
of Students 4

0-24
% of Students 0%
of Students 0

Top 3 Underperforming Questions

Question 25

Write the correct interrogative word to make the response true according to the audio. -¿___ banan_*as*_ le gusta com... 20 ● 0 ● 23 ●

Question 17

Write the correct interrogative word to make the response true according to the audio. -¿___ comid_*as*_ tiene la Sra.... 18 ● 0 ● 25 ●

Question 23

Write the correct interrogative word to make the response true according to the audio. -¿___ le gusta a la Sra. Cano... 18 ● 0 ● 25 ●

Item Type Performance

QUESTION TYPE	# OF TYPE	AVG SCORE
Multiple Choice	9	87%
True or False	3	93%
Short Answer	3	89%
Fill in the Blank	10	69%
Matching	1	80%

III. Analysis of the Formative Assessment Data.

My analysis of the data collected produced three different insights into the students' thinking after I divided the feedback as follows:

- 70% of the students (30) demonstrated a good understanding of the meaning and correct use of the verb *gustar* and the interrogative words in Spanish. See [here](#) the GOOD understanding sample.
- 21% of the students (9) showed an OKAY understanding of the learning objective. See [here](#) an OKAY sample. For this group of student feedback, I conducted a detailed analysis between their underperforming answers (yellow performing area) and their good answers in the green performing area, and I determined they could not fully understand the audio to choose the correct answer to fill in the blanks and make the questions true in Section 5. As a result of a self-reflection and receiving feedback from my supervisor, I concluded that, although the students demonstrated an understanding of the meaning and use of the verb "gustar" and interrogative words in the other sections of the formative assessment, they struggled to comprehend while listening to the story in Spanish, and this caused them to underperform in answering questions about the story. Based on the results of this valuable information, I identified listening comprehension as an area for improvement in my students. I have incorporated listening comprehension as a regular activity in my lesson plans to develop this language skill faster in the students.
- 9% of the students (4) performed poorly on the learning objective, showing a BAD understanding of using the interrogative words. See [here](#) a BAD sample. The analysis of the answers of this group showed me that they needed help understanding the meaning of the eight interrogative words; they also struggled with the listening comprehension task,

and choosing the correct interrogative word was unsuccessful for them. Additionally, they had difficulty with the interrogative words matching section. All that feedback highlights the need to revisit this concept with these four students.

IV. Subsequent Instruction

Based on the general analysis of all the data showing an average understanding of 81% for all students, including the 21% of the individuals having trouble only with listening comprehension, I decided to implement something to help all the students by starting each class with a series of warm-up exercises focusing on vocabulary words, gusta/gustan, and the interrogative words. This allowed students who already understood the concept to reinforce their learning and those whose feedback showed they were still trying to memorize the words to revisit the meaning and use of the concepts to solidify their knowledge. It is important to note that repetition is crucial in learning a foreign language. Therefore, practicing as much as possible is necessary for students to succeed. I worked with my mentor to create Quizlet Live sets, Kahoot, and Gimkit games, and I included them in the lesson plans for the next days as warm-up exercises. I also incorporated various listening comprehension activities, such as dictation exercises, reading aloud with speaking or written responses, audio stories, and continued using videos in Spanish. By using more Spanish instruction in class, my students are now constantly exposed to the target language, which will help to improve their listening skills. Besides that, I scheduled a one-on-one session with the four students who performed poorly on the formative assessment to address their misunderstandings individually. They were attentive to revisiting the interrogative words and doing some written and listening practice. They made connections to the English language to review the meaning and use of those words.

V. Additional Assessment

After six days of subsequent instruction, I designed a three-section retake formative assessment to evaluate the learning objective on the meaning and correct use of the interrogative words for the underperforming students. I also allowed the rest of the students to re-assess their knowledge if they wanted to have a better note.

I used Formative.com to design the three-section retake assessment. The first and second sections involved filling in the blanks by identifying the correct interrogative word. The third section included a listening task in which the students had to choose the correct word based on the audio. Eight students, including the four underperforming ones, took the assessment. You can find a copy of the retake formative assessment [here](#).

The feedback collected from the additional formative assessment showed student growth. All of them were able to satisfactorily achieve the learning objective of the assessment by demonstrating an understanding of the meaning and use of the interrogative words, and 7 of them increased their performance from the orange or yellow areas (25-74%) to the green area (75-100%). As in the original assessment, the retake assessment also gave me feedback about their need for more practice in class to develop their Spanish interpretation listening skills.

The summary of the results is shown in the following images:

3.1 Español 1 Interrogative words -Retake

Class(es): Español 1- semestre 2, Español 1- semestre 2

Overall Performance

Based on 8 student submissions



75-100

% of Students 88%

of Students 7

50-74

% of Students 13%

of Students 1

25-49

% of Students 0%

of Students 0

0-24

% of Students 0%

of Students 0

Formative Progress

8 Submitted

0 In Progress

36 Not Started

Standards Tagged

1.2

3 Questions

Overall Avg 90%

Top Underperforming Questions

Question 3

Listening: You will hear a question. Place the number of the question you hear in the blank next to the most appropriate...

0 ● 4 ● 4 ●

Question 2

Fill in the blanks with the most appropriate interrogative word in SPANISH. *No accents necessary! 1. ¿___ es la fiesta? La fiesta es a...

0 ● 3 ● 5 ●

Item Type Performance

QUESTION TYPE	# OF TYPE	AVG SCORE
Fill in the Blank	3	90%

Conclusion

Designing and implementing a good formative assessment is crucial to obtaining useful and adequate student feedback about their learning progress. This feedback helped me make necessary adjustments and accommodations to incorporate effective strategies aligned with learning patterns.

The students' feedback on both formative assignments gave enough data to know that, even though there was an overwhelming increase in performance in underperforming students responding to the retake, I need to continue to assign focused warm-ups and activities in class to have enough practice for them to master the concept and store the interrogative words in their long-term understanding. Even though the students also showed growth in listening comprehension in the retake, it will take time to achieve a better result because that skill is not developed by repetition and memorization, such as grammar, vocabulary words, and verbs. Instead, they need to be exposed to Spanish as much as possible. I am conscious when planning my lessons to include Spanish-spoken listening interpretative activities in my everyday teaching to contribute to faster development of this language skill.