



THE POINT ON SEPTEMBER- DECEMBER TEST

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A BASIC PREMISE

1. IT WAS POSSIBLE TO GIVE THE TEST TO HIGH SCHOOL STUDENTS, NOT UNIVERSITY STUDENTS.
2. IN ITALY THE MAJORITY OF TEACHERS USE THE RULE-TO-TEXT METHOD AND FOCUS ON THE TRANSLATION EXERCISE, IN ORDER TO READ-TRANSLATE THE AUTHORS. A MINORITY USE THE TEXT-TO-RULE METHOD, NOT FOCUSING ON TRANSLATION, BUT DOING EXERCISES MORE SIMILAR TO THOSE WE PROPOSE.

A VERY SUCCESSFUL EXPERIMENT

THE EXPERIMENT IN THE SCHOOLS WAS VERY SUCCESSFUL: MANY TEACHERS SIGNED UP, ESPECIALLY IN THE LOMBARDY REGION BUT NOT ONLY THERE, DESPITE THE FACT THAT THE TEACHERS HAVE BEEN TEACHING ONLINE FOR MONTHS AND THIS HAS PENALISED LEARNING.

HOWEVER, PRECISELY BECAUSE OF THE DIFFERENT TEACHING CONDITIONS, WHICH PENALISE ABOVE ALL THE POSSIBILITY OF TESTING TRANSLATION SKILLS, THE TEST ACHIEVED THE RESULT ALSO IN THE G-FORM FORMAT (A LOT OF ITALIAN SCHOOL USE G SUIT).

PRAEAMBULA

THE *PRAEAMBULA* WERE GIVEN:

- IN THE SECOND YEAR OF THE CLASSICAL HIGH SCHOOL (“LICEO CLASSICO” IN DECEMBER ABOUT 215 HOURS OF LATIN IN TOTAL: 5 HOURS A WEEK FOR ABOUT 33 WEEKS A YEAR. TO MAKE A COMPARISON WITH UNIVERSITY COURSES: ABOUT ONE THIRD (70-75) DEDICATED TO THE EXPLANATION OF THE RULES)
- IN THE SECOND YEAR OF THE SCIENTIFIC HIGH SCHOOL (“LICEO SCIENTIFICO” IN DECEMBER 130 HOURS OF LATIN IN TOTAL. 3 HOURS OF LATIN PER WEEK FOR ABOUT 33 WEEKS A YEAR. APPROXIMATELY ONE THIRD IS DEVOTED TO EXPLAINING THE RULES: 45)
- IN THE SECOND YEAR OF THE HUMANITIES HIGH SCHOOL (“LICEO DELLE SCIENZE UMANE” THE SAME TIMETABLE AS THE SCIENTIFIC HIGH SCHOOL). HOWEVER, STUDENTS IN THIS HIGH SCHOOL USUALLY HAVE MORE DIFFICULTY WITH LATIN.

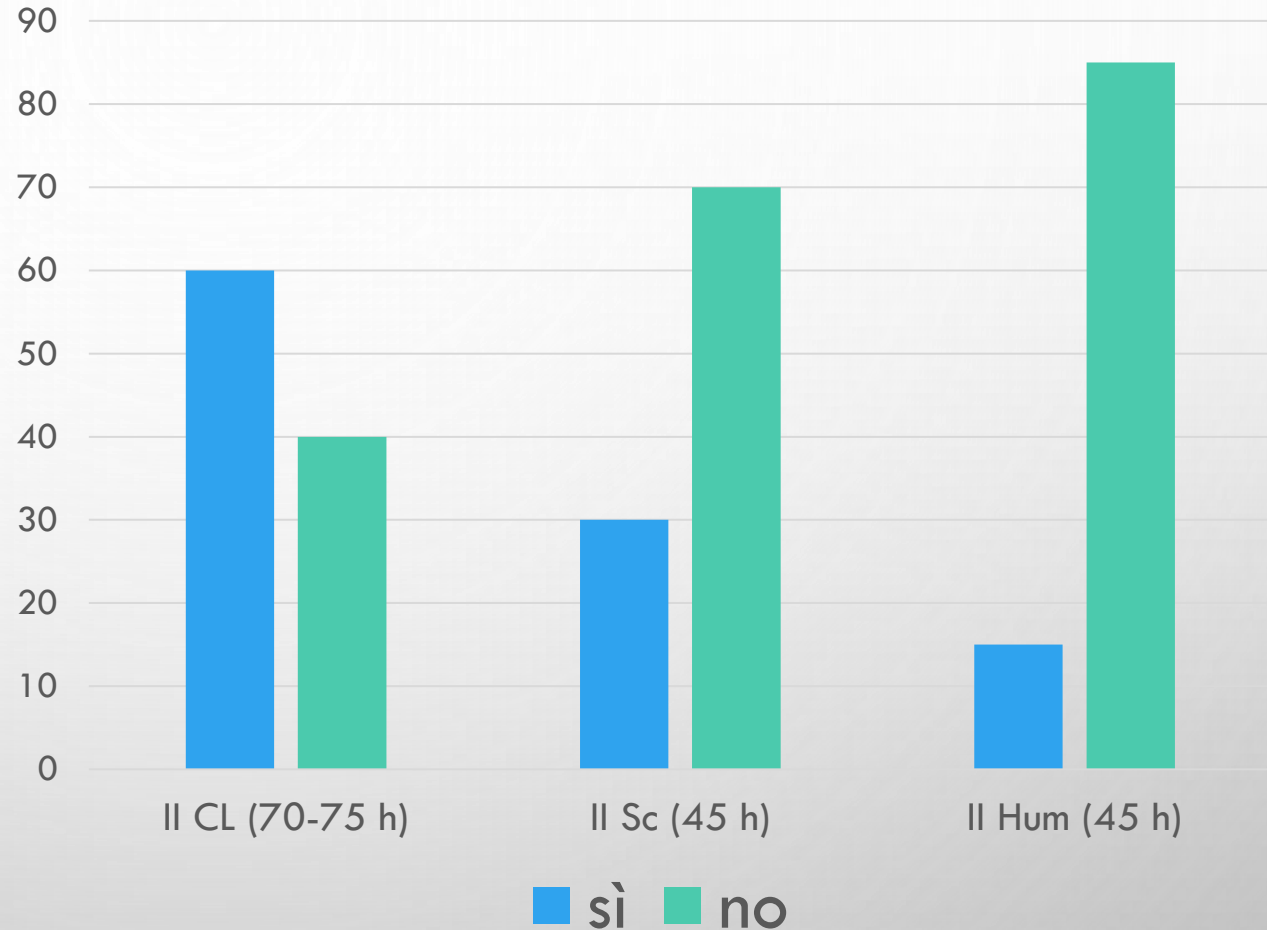
OUTCOMES

OBVIOUSLY THE BEST OUTCOMES WERE IN THE CLASSICAL HIGH SCHOOL: 60% (42/70 STUDENTS) PASSED THE TEST.

AT THE SCIENTIFIC HIGH SCHOOL THE SUCCESSES ARE LOWER, MOSTLY LESS THAN 30% (47/146, SO 32%, BUT WITH AN UNUSUALLY BRILLIANT CLASS, WITH EXTRAORDINARY OUTCOMES ACCORDING TO THE TEACHER. MAYBE THEY CHEATED).

EVEN LOWER SUCCESSES AT THE HUMANITIES HIGH SCHOOL: 7 OUT OF 46 = 15% APPROX. HOWEVER, WITH A SLIGHT IMPROVEMENT COMPARED TO THE FIRST EXERCISE CARRIED OUT BY THE SAME STUDENTS.

Praeambulum percentage



DIFFICULTIES

- THE GREATEST DIFFICULTY ARISES FROM THE LACK OF KNOWLEDGE OF VOCABULARY
- THE MOST COMPLEX EXERCISE SEEMS TO BE REORDERING THE SEQUENCES (PERHAPS THE SCORE SHOULD BE CHANGED) OR LINKING TWO DIFFERENT SEQUENCES.
- THE TEST IS EASIER IF THE STUDENTS KNOW THE PLOT.
- TECHNICAL REMARKS HAVE BEEN MADE ON THE G FORMS OR GRAPHICS (FOR STUDENTS WITH SPECIFIC LEARNING DISORDERS - TABLES, USE OF FONT).

LEVEL A

LEVEL A WAS GIVEN:

- IN THE SECOND YEAR OF THE CLASSICAL HIGH SCHOOL (IN DECEMBER APPROX. 215 HOURS OF LATIN, 5 HOURS A WEEK FOR APPROX. 33 WEEKS A YEAR. ABOUT ONE THIRD DEVOTED TO EXPLANATION OF RULES: 70-75).
- OR IN THE THIRD YEAR OF THE CLASSICAL HIGH SCHOOL (IN DECEMBER CA 370 HOURS OF LATIN. 5 HOURS A WEEK FOR ABOUT 33 WEEKS A YEAR, 4 IN THE THIRD YEAR, MORE OR LESS A THIRD DEDICATED TO THE EXPLANATION OF THE RULES IN FIRST AND SECOND YEAR, LESS IN THE THIRD YEAR: ABOUT 100-110).
- OR IN THE THIRD YEAR OF THE SCIENTIFIC HIGH SCHOOL (228 HOURS OF LATIN. 3 HOURS PER WEEK FOR 33 WEEKS EVERY YEAR, ABOUT 75-80 DEDICATED TO THE EXPLANATION OF THE RULES, BECAUSE IN THE THIRD YEAR HISTORY OF LITERATURE IS PRIVILEGED).
- OR IN THE FOURTH YEAR OF THE SCIENTIFIC HIGH SCHOOL (320 ABOUT 3 HOURS PER WEEK FOR 33 WEEKS EVERY YEAR, WITH MORE TIME DEDICATED TO HISTORY OF LITERATURE IN THE THIRD AND THE FOURTH YEAR, SO MORE OR LESS 90 DEDICATED TO THE EXPLANATION OF THE RULES).

OUTCOMES

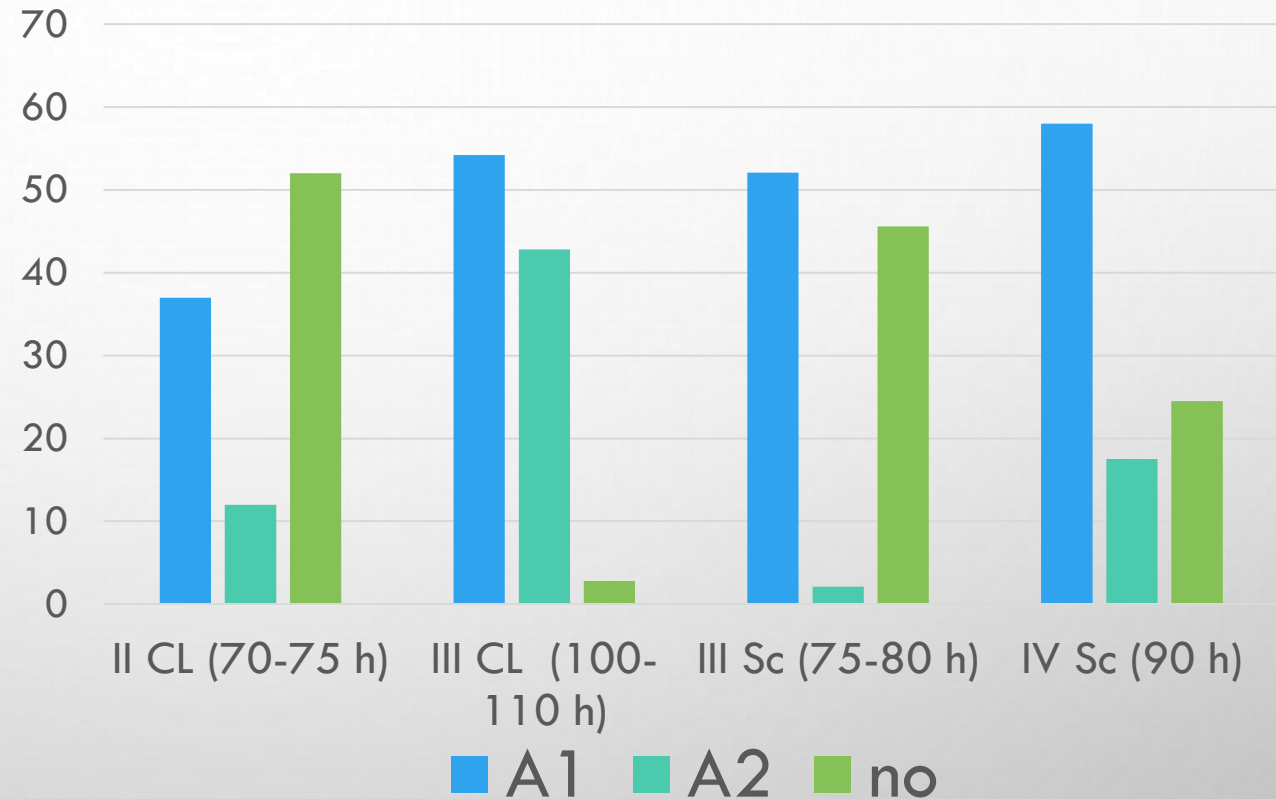
CLASSICAL HIGH SCHOOL

- OUT OF 25 IN THE SECOND YEAR: 9 A1, 3 A2 AND 13 NO = 36% A1; 12% A2; 52% NO
- OUT OF 35 IN THE THIRD YEAR: 19 A1; 15 A2; 1 NO = 54.2% A1; 42, 8% A2; 2.8% NO

SCIENTIFIC HIGH SCHOOL

- OUT OF 46 IN THE THIRD YEAR: 24 A1; 1 A2; 21 NO = 52 % A1; 2 % A2 46 % NO
- OUT OF 57 IN THE FOURTH YEAR: 33 A1; 10 A2; 14 NO = 58% A1; 17.5% A2; 24.5% NO

Level A percentage



REMARKS

- THE MOST COMPLEX EXERCISES ARE THOSE REQUIRING PRODUCTION/TRANSFORMATION.
- STUDENTS WERE INTERESTED, INTRIGUED AND STIMULATED. SOME OF THEM WROTE "IT LOOKED LIKE AN ENGLISH TEST", BUT THIS DID NOT MAKE IT EASIER. ACCORDING TO SOME STUDENTS, IT MAKES THEM "THINK" MORE (WHICH IS NOT GOOD BECAUSE IT MAKES US UNDERSTAND HOW THEY FACE THE TRANSLATION...); IT IS MORE USEFUL THAN A TRANSLATION IN ORDER TO IDENTIFY STRENGTHS AND WEAKNESSES IN ONE'S OWN KNOWLEDGE OF THE LANGUAGE.
- TEACHERS ARE SATISFIED, DESPITE SOME TECHNICAL PROBLEMS, BECAUSE THE TEST WAS GIVEN ONLINE. SOME TEACHERS WOULD LIKE ONLY TEXTS FROM THE "CLASSICAL" AGE, BECAUSE THEY ARE MORE SIMILAR TO THOSE USED AT SCHOOL; SOME OTHERS WOULD LIKE THEM MORE STRAIGHTFORWARD, EVEN IF MODIFIED.
- SOME STUDENTS AND TEACHERS APPRECIATED THE MOTIVATION OF THE EXPERIMENT: TO IDENTIFY EUROPEAN STANDARDS ON LATIN LANGUAGE SKILLS.
- TEACHERS DO NOT SHARE THE SAME OPINION ABOUT THE USEFULNESS OF TESTS FOR STUDENTS WITH SPECIFIC LEARNING DISORDERS: SOME TEACHERS REGARDED THE TESTS APPROPRIATE, BECAUSE THE EXERCISES WERE CLOSER TO THOSE SUGGESTED FOR STUDENTS WITH SLD. OTHERS WOULD PREFER AN AUDIBLE VERSION.



**THANKS
A LOT!**