Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item Gateway check: Before the assignment can be scored, the following items Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are must be present. Item 1: Must show an explanation of "proficiency" (even if

	- 4					Т		T			_	155		-	I				-	7			
grammar and sentence subcure). Lise where many	Directly wrong concept of proficiency ("accurate knowledge of	2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	Elsewhere only two inaccuracies about materials and policies.	3 directly wrong ("memorized phrases for everyday use").	2	policies.	Understands concept of proficiency and importance of speaking			THE PARTY OF THE P	policies.	in class. Elsewhere only one inacculacy about materials and	1	in the state of speaking and importance of speaking		(YES), and grading (tests, projects, short	vocabulary lists (PO), dialog translations (NO), gramma	11	=	C. Handifies	(short fill-in answers)	next (2007) Independ the materials and policies
	less than half of 4-level behavior		half of 4-level behavior		INTO OT A TOLON COMMISSION (1997)	MOST of 4-level behavior (not just half of it).	previous language study, the total number of responses can be the same (i.e., does half of each).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to		ALL STATE OF THE PARTY OF THE P	day of the state o				MOST of 6-level behavior (not just half of it).	selection of "had no prior opinion."	for comparison to earlier experience, also with NO	previous language study, then must also mark all scales	positive/ negative scales. If item 1 includes reference to	selection of "had no prior opinion." Marks ALL	Marks AII. 6 of the scales for "prior concept," with NO	notion of language teaching & learning (marks the scales)	Part 2 (30%) Compares our course to a prior
3	т сопшиели	1 comment	2 comments		DOCUMENT OF THE PARTY OF THE PA	3 comments		4 comments out of the possible 7	comment.	items but no final	comments about ALL	comment; or else	and ALSO a final	about MOST items,	Genuine comment		final comment.	item, and ALSO a	EVERY individual	comment about	Adds a genuine	learning)	Part 3 (20%) Active
	after that	Sometime	less than	weeks	two	less than	activity in class	after the				message)	(or sends	meeting	next class)	about it)	message	(or sends	next class	before	(20%) on time?	Part 4

0636-2 30ct 08

Language Learning Preferences &	Name: Jeremy	Bellm
Preconceptions Survey		

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school - great teacher, OK book, I learned a lot)

2 years of spanish at PSU, tedious webCT but learnedit.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Extreme amounts of web CT workbook exercises

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

Proficiency means what you can 'DO' with the language, not what you can say or know about it.
How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior very similarity different than opinion about this at all not feature very similar than

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me.

Comments and questions about this feature

		tell by looking at the g classroom time in or		s - is intended to be
Speak	ing, and les	arning to spea	ik	
	does this feature directe ONE respons	of our course fit your p	rior concept or "i	mage" of language
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
		ss before, how closely his feature? Circle ON		esemble your earlier
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
What is your	r initial response to	this feature of OUR of	course? Circle ON	VE response.
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
Comments a	and questions abo	out this feature		
English	h-to-German voc	learners want "word- abulary lists in our co	ourse materials?	sh word (ists.
	does this feature of ircle ONE respons	of our course fit your p	rior concept or "i	mage" of language
no similarity at all	different than	I had no prior opinion about this feature	more similar than not	very similar
		ss before, how closely chis feature? Circle ON		esemble your earlier
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
What is your	initial response to	this feature of OUR c	ourse? Circle ON	E response.
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
Comments	nd questions abo	ut this facture		

		I have the to			Jag
	does this feature of ircle ONE respons	of our course fit your place.	rior concept or "	image" of langua	ige 1 fr 8
no similarity at all	different than	I had no prior opinion about this feature	more similar than not	very similar	, euc
		ss before, how closely his feature? Circle ON		resemble your ea	rlier
no similarity at all	different than	I had no prior opinion about this feature		very similar	
What is you	r initial response to	this feature of OUR c	ourse? Circle O?	NE response.	
		It doesn't	somewhat	very	
Are there	and questions abo	matter to me.	positive	positive rials?	
negative Comments Are there Yes How closely	negative and questions abo explanations of C	matter to me. out this feature German grammar in o	our course mate	rials?	nge
negative Comments Are there Veゴ How closely study? C	negative and questions abo explanations of C does this feature c ircle ONE respons	matter to me. out this feature German grammar in our four course fit your page.	our course mate	rials? . image" of langua	age
negative Comments Are there Yes How closely	negative and questions abo explanations of O does this feature of the content of	matter to me. out this feature German grammar in o	our course mate rior concept or " more	rials?	nge
negative Comments Are there Ye\$ How closely study? Commilarity at all	negative and questions abo explanations of C does this feature of ircle ONE respons more different than not	matter to me. Out this feature German grammar in our four course fit your pose. I had no prior opinion about this	rior concept or " more similar than not	rials? , image" of languates very similar	
negative Comments Are there Ye\$ How closely study? Commilarity at all	negative and questions abo explanations of C does this feature of ircle ONE respons more different than not	matter to me. out this feature German grammar in our course fit your pose. I had no prior opinion about this feature as before, how closely	rior concept or " more similar than not does our course to response. more	rials? , image" of languates very similar	
Are there Ves How closely study? Consimilarity at all experien no similarity at all	negative and questions abo explanations of C does this feature of ircle ONE responsemore different than not nad a language classe with regard to the more different than not	matter to me. out this feature German grammar in out of our course fit your pose. I had no prior opinion about this feature as before, how closely this feature? Circle ON I had no prior opinion about this opinion about this	rior course mate rior concept or " more similar than not does our course E response. more similar than not	rials? image" of languates very similar ver	

6. List the 3 major factors or areas of coursework that count in grading in our course. Homework, at written tests, verbal tests How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior more more no opinion about this similar than (different than similarity not feature not at all If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more more opinion about this similar than different than similarity feature not at all What is your initial response to this feature of OUR course? Circle ONE response. somewhat It doesn't somewhat very positive positive matter to me. negative negative

Comments and questions about this feature

Other comments and questions

Presenter K. K. Scorer WBF Date 9000 Stock Total Score 513 Grade A 0636-k

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are

more work. Use the original date for scoring column 4.

		_			Г	11117	1.		Ι					,	n				_	6	`					N.
Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	2 Concept of professional man and a second	Concept of proficiency as in 3 above. Elsewhere multiple errors.	2 directly wrong ("memorized phrases for everyday use").	2 Concept of proficiency is vague ("Survival German") but hot	· · · · · · · · · · · · · · · · · · ·	policies.	in class. Elsewhere only two inaccuracies about materials and	Understands concept of proficiency and importance of speaking	· · · · · · · · · · · · · · · · · · ·			The second secon	policies.	lin class. Elsewhere only one maccuracy about materials and	Understands concept of proficiency and importance of speaking	\triangle	assignments	explanations (XBS), and grading (tests, projects, short	vocabulary lists (NO), dialog translations (NO), gramma	ut			(short till-in answers)	Part 1 (30%) Understand the materials and policies		
less than half of 4-level beliavior	1 1 16 6 A Local behavior	half of 4-level behavior	tic x	THEORY OF THE SAME	MOST of 4-level behavior (not just half of it).	can be the same (i.e., does half of each).	previous language study, the total number of responses	nositive/ negative scales. If item 1 includes reference to	Marks 3 of the scales for "prior concept". Marks ALL		はなる 日本 一年 日本 一年 日本	of a	The state of the s	and	MOST of o-fever committee (most) and a	Selection of man no price of the selection of files of fi	for comparison to earner experience, also man in selection of "had no prior opinion."	previous language study, titel lifust also mark an scarce	positive/ negative scales. If item 1 likiludes reference to	selection of "had no prior opinion. Iviains where	Marks ALL Out the search for Price Correct,	North All 6 of the scales for "prior concept." with NO	the scales)	ning & learning (marks	Dart 2 (20%) Compares our course to a prior	THOSE TO SEE SEE
	1 comment	2 comments			3 comments	23		possible 7	4 comments out of the	comment.	items but no final	comments about ALL	comment; or else	and ALSO a final	about MOST items,	Genuine comment		final comment.	item and Al SOa	EVERY individual	comment about	Adds a genuine	0,1	learning)	Part 3 (20%) Active	
after that	sometime	less than	weeks	two	less than	class	activity in	after the	one week	1	(20ct	message),	(or sends	meeting	next class		about it)	message	(or sends	next class	before	time?	(20%) on	Part 4	0

Language Learning Preferences & Preconceptions Survey

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school - great teacher, OK book, I learned a lot)

Two years of german in high school, OK teacher, learned some whroses and a verb conjugations You'll do that, + more, In this course.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

		our course is "profici			
The ability	to use longua	gl to communica	te dynamica	lly with	yeur
Surroundings	not memorical	g word lists or of our course fit your pr	conjugations	(but y	mil know
How closely	does this feature of	of our course fit your pr	rior concept or "i	mage" of lan	guage words la
study? C	ircle ONE respons	e.			and seather
no	more	I had no prior	more	very	a drust
similarity	different than	opinion about this	similar than	similar	to adjust
at all	not /	feature	not		vervs.)
If you have h	and a language alos	s before how closely	loes our course r	ecemble vou	· earlier

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me.

Comments and questions about this feature

The goal of proficiency is very helpful for these intending to spend time in Germany. I nope that the course is successful with We have a good frack record. Get ready for that "Dream Trip" project. Start thinking who can help pay your way.

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?
Thinking How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.
no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.
no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
What is your initial response to this feature of OUR course? Circle ONE response.
very somewhat It doesn't somewhat very negative negative matter to me.
Comments and questions about this feature I like that time are pictures designed to be are of the hey points in the course materials. Those pics were a lo 3. Many beginning language learners want "word-for-word" resources. Are there of work English-to-German vocabulary lists in our course materials? Yes! who Main Glossony and in survival vocabulary. Howelve, there are not intended to be the want feeture. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. no more I had no prior similar than similar at all not feature not not response. If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. no more I had no prior more very similarity different than opinion about this similar than similar
at all not feature not What is your initial response to this feature of OUR course? Circle ONE response. very somewhat It doesn't somewhat very
negative negative matter to me. positive positive
Comments and questions about this feature
I like that the vocab lists are not the first thing to see.
I like that the vocab lists are not the first thing to see. It gives upon an appartinity to figure out what the word is fan yourself
Good learning strategy.

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?
No. but glossarys are available with the model dialogs and How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.
no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.
no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
What is your initial response to this feature of OUR course? Circle ONE response.
very somewhat It doesn't somewhat very negative negative matter to me. positive positive
Comments and questions about this feature
Again I like that this course gives the opportunity to figure out the
5. Are there explanations of German grammar in our course materials?
Yes, in the reference grammor section also in the grammar glossare
How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.
no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.
no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
What is your initial response to this feature of OUR course? Circle ONE response.
very somewhat It doesn't somewhat very negative negative matter to me.
Comments and questions about this feature
The section there explains grammer is not my extensive, the
I whigh examples at gramus are guite helpfel
I Marchand
what is your initial response to this feature of OUR course? Circle ONE response. very somewhat It doesn't somewhat very negative negative matter to me. positive positive Comments and questions about this feature The section then explains growner is not my extensive, the examples of growner are quite helpful What we're You was the do. Lying H do.
Lyang 17

6. List the 3 maj	jor factors or are:	as of coursework that	count in grading in	our course.
The 3 was	or factors f	ar grading are	Lests projects	- and The
How closely doe	es this feature of or e ONE response.	ur course fit your prior o	concept or "image"	of language
no similarity di at all	more fferent than op not	I had no prior pinion about this feature	more very milar than similar not	
		efore, how closely does feature? Circle ONE res		e your earlier
no similarity di at all	more fferent than or	I had no prior pinion about this sir feature		
What is your ini	tial response to thi	is feature of OUR cours	e? Circle ONE respo	onse.
very negative	somewhat negative	/	mewhat very ositive positi	
Other commen	ts and questions		cxplanations of Ge Low present does this feature of incle ONE response.	
		Chad no prior to prior this control this con	different than	

Presenter E, M,

corer WBP Date 91408 Total Score 5,8 Grade A+ 0636-11

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

missing ANY of the parts listed here as required, return the assignment for it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items more work. Use the original date for scoring column 4. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are

-	2		K	N			1-	4						C	Л				200	-	2	_			_
Directly wrong concept of proficiency ("accurate knowledge of orammar and sentence structure"). Elsewhere multiple errors.	Concept of proficiency as in 3 above. Elsewhere muniple carons	Elsewhere only two inaccuracies about inaccuras and porcess.	directly wrong ("memorized phrases for everyway use).	Concept of proficiency is vague (survival occurrent)	of the first is worse ("curvival German") but not	policies.	In class. Elsewhere only two maccaracies about minimum and	Understands concept of proficiency and importance of speakings	to the state of smell state of smeaking			The state of the s	policies.	in class. Elsewhere only one inaccuracy about materials and	21112	1	assignments)	(YES), and grading lesis, projects, short	ממו	15		1	(Silon III III Silonois)	Fart I (30 %) Officerstation the materials and Ferrit	nout 1 (20%) lindoyctand the materials and policies
less than half of 4-level behavior		half of 4-level hehavior	The second of th		MOST of 4-level behavior (not just half of it).	can be the same (i.e., does half of each).	previous language study, the total number of responses	positive/ negative scales. If item 1 includes reference to	Marks 3 of the scales for "prior concept". Marks ALL		北上の一日本 日 一九日 一方 日 日 日				TITLO TO TO TO THE STATE OF THE	MOST of 6-level behavior (not just half of it).	selection of "had no prior opinion."	for comparison to earlier experience, also with NO	previous language study, then must also mark all scales	nositive/ negative scales. If item 1 includes reference to	selection of "had no prior opinion." Marks ALL	Marks Al. I 6 of the scales for "prior concept," with NO	the scales)	notion of language teaching & learning (marks	Part 2 (30%) Compares our course to a prior
Т сопписис		2 comments			3 comments		P	possible 7	4 comments out of the	comment.	items but no final	comments about ALL	comment; or else	and ALSO a final	about MOST items,	Genuine comment		final comment.	item, and ALSO a	EVERY individual	comment about	Adds a genuine	J	learning)	Part 3 (20%) Active
after that	3 weeks	less than	weeks	two	less than	class	activity in	after the	one week				message)	(or sends	meeting	next class		about it)	message	(or sends	next class	before	time?	(20%) on	Part 4

Vary Moreght ful. How about 3 det 08 Name: E. M. — 0636-12 Language Learning Preferences & Name: E. M. —
Tunch or coffee soon, on my dine? 0636-12
Language Learning Preferences & Name: & M
Preconceptions Survey
If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.
If you have had a language class before, wherever and whenever it was, please describe it briefly here: 3 years German in High School. (example: three years of French in high school - great teacher, OK book, I learned a lot) It has a mixed ability class, so we never learned more than the basest student ability. It also has been the years since I took this class ham had by fung.
(If you have had more than one language-class experience, for example French in high school whether you and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.) If that class included significant use of computers and the internet. please describe the resources and the internet.
If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)
Now for your responses to your tour of our course materials:
1. The chief linguistic goal of our course is "proficiency." What does that mean? The ability to functionally utilize what ever the language you have. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. no more I had no prior similar than at all not feature not not similar in the course fit your prior concept or "image" of language were similar than similar than similar not feature not not similar than not not not not not not not not not no
If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.
no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
What is your initial response to this feature of OUR course? Circle ONE response.
very somewhat It doesn't somewhat very negative negative matter to me. positive positive
Comments and questions about this feature I. think that communicating is the main again at any language, effectively utilizing whatever skills I may have in a cortain language is one of the name goals I have for the course. If you want to do berman beyond Mis year, & maybe for career, let's talk.

the chie	ef activity during	tell by looking at the c classroom time in our	r course? Vy	acticing	
How closely study? Ci	does this feature of the control of	of our course fit your pre.	ior concept or "	image" of language	е
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very	
If you have h	and a language classes with regard to t	ss before, how closely on his feature? Circle ONI	loes our course E response.	resemble your earl	ier
no similarity at all	more different than not	I had no prior opinion about this feature	more	very similar	
What is you	r initial response to	o this feature of OUR c	ourse? Circle O	NE response.	
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very	
3. Many beg	inning language	out this feature spectore one of the grasping learners want "word-	for-word" reso	ources. Are there	
3. Many beg Englis Ove \(\int \text{St}\) How closely	sh-to-German voo sh-to-German voo y does this feature Circle ONE respon	learners want "word-cabulary lists in our course fit your pase. I had no prior	ourse materials perway V prior concept or more	ocabular y "image" of languag	
How closely study? (inning language sh-to-German voc does this feature circle ONE respon more different than	learners want "word-cabulary lists in our course fit your pase. I had no prior opinion about this feature	ourse materials orior concept or more similar than	ocabular y "image" of languag very similar	ge
How closely study? On similarity at all	does this feature circle ONE responsifierent than not had a language class.	learners want "word-cabulary lists in our course fit your pase. I had no prior opinion about this	orior concept or more similar than not does our course	ocabular y "image" of languag very similar	ge
How closely study? On similarity at all	does this feature circle ONE responsifierent than not had a language class.	learners want "word-cabulary lists in our course fit your pase. I had no prior opinion about this feature ass before, how closely	ourse materials perway V orior concept or more similar than not does our course NE response. more	very similar very very	ge
How closely study? On similarity at all If you have experient no similarity at all	does this feature circle ONE responsible to the circle on	learners want "word-cabulary lists in our course fit your pase. I had no prior opinion about this feature ass before, how closely this feature? Circle ON I had no prior opinion about this feature	ourse materials perway V orior concept or more similar than not does our course NE response. more similar than not	very similar very similar	ge
How closely study? On similarity at all If you have experient no similarity at all	y does this feature Circle ONE respondence with regard to more different than not more different than	learners want "word-cabulary lists in our course fit your pase. I had no prior opinion about this feature ass before, how closely this feature? Circle ON I had no prior opinion about this feature to this feature of OUR	ourse materials perway V orior concept or more similar than not does our course NE response. more similar than not	very similar very similar	ge

40	English	is? No	there	are 1	tan	translat
	does this feature or rcle ONE response		it your pri	or concept or '	'image" of	language
no similarity at all	more different than not	I had no opinion abo featur	out this	moré similar than not	very similar	similarity a seasonal reseasonal
	ad a language classe with regard to the				resemble y	our earlier
no similarity at all	more different than not	I had no opinion abo featur	out this	more similar than not	very similar	windlinia Milia ta Morale
What is your	initial response to	this feature of	of OUR co	urse? Circle O	NE respon	ise.
very negative	somewhat negative	It does matter to	CONTROL OF THE PARTY OF THE PAR	somewhat positive	very positive	Э
5. Are there Yes How closely	tion direct wante struct explanations of G	twe faverman gram	imar in oil	e than is ir course mate	of de	any sainy
no	more more different than not	I had no opinion abo	out this	more similar than not	very	You had
	ad a language classes with regard to the				resemble	your earlier
no similarity at all			out this	more similar than not		04
What is your	initial response to			ourse? Circle C	NE respon	ise.
very negative	somewhat negative	It does matter to		somewhat positive	very positive	Э
Explai	and questions about on vocabular emphasized	- gramm	own h	elp me o oult up. before ich to	trior	c/25325

6. List the 3 major factors or areas of coursework that count in grading in our course. Major Tests, Projects, Weekly assignments How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. very more I had no prior more opinion about this similar than similar/ similarity different than not feature not at all If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more very more different than opinion about this similar than similar similarity feature not at all What is your initial response to this feature of OUR course? Circle ONE response. It doesn't somewhat\ very somewhat positive matter to me. positive negative negative Comments and questions about this feature that there is a good mixuture that factor into the grade. I am not or goo a test-to-ker as I feel I should bo and this Maybe youll be a good HUS test-taker on of Other comments and questions that this course lin back into german. that the way that this course is presented me learn a lot faster had previously lowned other , to learn move about exusted and eventually gain enough when consin (vienne) and sister (Salzburg). Who did first-year a couple years ago so That he could finally talk berman fustria He did it! She died this past summer but she got to fulk to him in her (now the his eturn this form to any first-vear German instructor or organization Return this form to any first-year German instructor.

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as check" (next paragraph) to determine whether it's worth going on to score learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4. it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are

1	_	1	N		K.	١			4	T					(7	1		_		_	3	F				
Bigiling and scritcher substitute in Francisco management	Directly wrong concept of proficiency (accurate knowledge of	a contract the second of the s	2 Concept of proficiency as in 3 above. Elsewhere multiple errors.	Elsewhere only two inaccuracies about materials and policies.	directly wrong ("memorized phrases for everyday use").	Concept of proficiency is vague ("survival German") but not				Understands concent of proficiency and importance of speaking	*			policies.	THE CLASS. EASEWHELE OTHEY ONE INdecember account inducember and	in along Eleminates only one inaccuracy about materials and	Understands concent of proficiency and importance of speaking	assignments)	explanations (PES), and graming (resta, purperus, short	Vocabulary lists (150), dialog dansiations (100), 6 minutes	speaking as chier classicom activity. Concert and the oranger	Olves a reasonable statement about providers.	Cinco reasonable statement about policiency Identifies		(short fill-in answers)	Double (2007) Hadowstond the materials and policies	
	1035 Han han of + rolet conserve.	lace than half of A level hehavior	half of 4-level behavior			MOST of 4-level behavior (not just half of it).	can be the same (i.e., does half of each).	previous language study, the total number of responses	positive/ negative scales. If item 1 includes reference to	Marks 3 of the scales for "prior concept". Marks ALL						The second secon	MOST of 6-level behavior (not just half of it).	selection of "had no prior opinion."	for comparison to earlier experience, also with NO	previous language study, then must also mark all scales	positive/ negative scales. If item 1 includes reference to	selection of "had no prior opinion." Marks ALL	Marks ALL 6 of the scales for "prior concept," with NO), & the scales)	notion of language teaching & learning (marks	Part 2 (30%) Compares our course to a prior	
		1 comment	2 comments	2 sommonts		3 comments			possible 7	4 comments out of the	comment.	items but no final	comments about ALL	comment; or else	and ALSO a final	about MOST items, \	Genuine comment /		final comment.	item, and ALSO a	EVERY individual		Adds a genuine	, 2	learning)	Part 3 (20%) Active	
	after that	sometime	3 weeks	loce than	weeks	less than	class	activity in	after the	one week		200	ナラハ	message)	(or sends	meeting	fiext class		about it)	message	(or sends	next class	before	time?	(20%) on	Part 4	

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Language I	Learning	Preferences	&
Preconcep	tions Sur	vey	

Name:

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly

(example: three years of French in high school – great teacher, OK book, I learned a lot)

4- years of high school german, unfortunally the teacher had a very poor (If you have had more than one language-class experience, for example French in high school for Style and I did not learn much at all.

and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

I think it means the ability to survive and communicate somewhat, if you were put into a German Speaking environment

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

foureed propriency apples to no more I had no prior more very opinion about this different than similar than similar similarity feature not at all not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

I had no prior more verv no opinion about this different than similar than similar similarity feature not at all not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me. positive positive

Comments and questions about this feature

2. What - f	rom what you ca	n tell by looking at t ng classroom time in	he course mate	rials - is into- 1	
Germun	through in	n tell by looking at t ng classroom time in secuction with	a partner	Learning and	lommoniauth
		of our course fit you		10.10.	31 TE 150 -
similarity at all	more different than not	I had no prior opinion about this feature	more s similar tha	very similar	
If you have l experience	ad a language cla ce with regard to t	ss before, how closely his feature? Circle Ol	not y does our cours	re resemble your	earlier
similarity at all	more different than not	I had no prior opinion about this feature	more similar than	very similar	
What is your	initial response to	this feature Corre	not		
very negative	somewhat negative	this feature of OUR of the doesn't matter to me.	course? Circle (somewhat positive	ONE response.	
3. Many hosin	nd questions abou		mently inch		
English-	to-German vocal	oulary lists in our co	for-word" resor	arces. Are there	
Pach Church	glosserves !	n each context.	that go over	NO, but the	re are
study? Circl	es this feature of o	our course fit your pri	or concept or "i	mage" of langua	
no similarity di at all	more fferent than o not	I had no prior pinion about this	more similar than	very similar	
If you have had a experience w	a language class by	efore, how closely do feature? Circle ONE	not jes our course re	semble your ear	ier
similarity dif at all	more ferent than op not	I had no prior pinion about this	more similar than	very similar	
What is your initi	al response to this	feature of OUR cour	man 2 Gi . I am		
very negative	Name and the same	nattor to	omewhat	very	
Comments and q	uestions about th	nis feature	cositive /	positive	

4. In our co	ourse, spoken Geri lations of the dialo	man is often taugh	nt with model dia	logs. Are there Eng	lish
Aboution you	o can find	out what.	each word,	logs. Are there Eng the Dia logge means in Engl	ish vi hi
How closel	y does this feature of Circle ONE respons	of our course fit vo	ur prior concept or	"image" of languag	ge no direct
no similarity at all	more different than not	I had no prior opinion about the feature	nis similar than		110
If you have experier	had a language classice with regard to the	ss before, how close his feature? Circle	ely does our course ONE response.	e resemble your earl	ier
no similarity at all	more different than not	I had no prior opinion about the feature	more is similar than not		
What is your	initial response to	this feature of OU	R course? Cirola C	NIE	
negative	negative	It doesn't matter to me.	somewhat	Very	
5. Are there	explanations of Ge	he Dulog Ri erman grammar in	leplays (Com	the function of offections in of grammer & showers	Conversa
How closely study? Ci	does this feature of rcle ONE response.	our course fit your	prior concept or "	Resources , Struimage" of language	ectives
no similarity at all	more different than of not	I had no prior opinion about this feature	more similar than not	very similar	
If you have ha experience	d a language class le with regard to this	before, how closely feature? Circle Of		esemble your earlier	
no similarity at all	more different than o not	I had no prior prinion about this feature	more similar than not	very similar	
What is your in	nitial response to th	is feature of OUR	course? Circle ON	E	
negative	negative	It doesn't matter to me.	somewhat positive	very positive	
Comments an	d questions about	this feature			

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6. List the 3 major factors or areas of coursework that count in grading in our course.

Major Tests = 50% of grade projects = 25% and assignments are 70% mitral assignment = 5%

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more similarity different than opinion about this at all not feature very similar not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me. somewhat very positive

Comments and questions about this feature

Other comments and questions

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language check" (next paragraph) to determine whether it's worth going on to score precise understanding of the purpose of the course; can compare, without learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring. the specific features. Do NOT let the student's negative OR positive attitudes

it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are

, , [N)	Y.1	IN				U	1		6	7	
Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	2 Concept of proficiency as in 3 above. Elsewhere multiple errors.	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.			policies.	in class. Elsewhere only one inaccuracy about materials and	Understands concept of proficiency and importance of speaking	explanations (YE8), and grading (tests, projects, short assignments)	speaking as chief classroom activity. Correct answers about speaking as chief classroom activity. Correct answers about speaking as chief classroom activity. Correct answers about speaking as chief classroom activity.		Part 1 (30%) Understand the materials and policies (short fill-in answers)
less than half of 4-level behavior	half of 4-level behavior	MOST of 4-level benavior (not Just nair or it).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	IIV The Market of the Control of the				MOST of 6-level behavior (not just half of it).	previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to	Marks ALL 6 of the scales for "prior concept," with NO	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)
1 сопшнен	z comments	Эсонинска	possible 7	comment.	comments about ALL items but no final	comment; or else	and ALSO a final	Genuine comment	final comment.	comment about EVERY individual	Adds a genuine	Part 3 (20%) Active learning)
after that	3 weeks	two weeks	after the activity in class	one week		message)	(or sends	meeting	about it)	next class (or sends	before	Part 4 (20%) on time?

Language Learning Preferences & Preconceptions Survey

Name: B, S,

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

No previous (anguage?

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet, please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. The chief ling	guistic goal of o	our course is "proficie	ency." What do	es that mean?
Being	profici	ent is being	g able	to communicate
	es this feature of e ONE respons		eading wai	ting speaking listening
no	more	I had no prior opinion about this feature	more similar than not	very similar
		ss before, how closely his feature? Circle ON		resemble your earlier
no similarity di at all	more ifferent than not	I had no prior opinion about this feature	more similar than not	very
What is your ini	itial response to	this feature of OUR c	ourse? Circle Of	NE response.
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very
Comments and	questions abo	ut this feature		

the chief ac	tivity during on p k exam this feature of	our course me your p	ir course? the the speaking	language with a	udio
no similarity diffe at all	more erent than not	I had no prior opinion about this feature	more similar than not	very similar	
		s before, how closely is feature? Circle ON		esemble your earlier	
no similarity diffe at all	more erent than not	I had no prior opinion about this feature	more similar than not	very similar	
What is your initia	al response to	this feature of OUR c	ourse? Circle ON	E response.	
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive	
Comments and q	uestions abou	it this feature			
English-to-O	German vocal	arners want "word-following lists in our co	purse materials?		
study? Circle		our course fit your pr	rior concept or "ii	mage" of language	
no similarity diffe at all	more erent than not	had no prior opinion about this feature	more similar than not	very similar	
		before, how closely of s feature? Circle ONI		esemble your earlier	
no similarity diffe at all	more erent than not	had no prior opinion about this feature	more similar than not	very similar	
What is your initia	al response to t	this feature of OUR co	ourse? Circle ON	E response.	1
very s negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive	fon!
Comments and q	makes	it mor	re diffic	cult to Itu	as a
refresh	your or	memory ;	f you	cannot de	1810n
remember	TNE	Verma	ar w		

	tions of the diel	man is often taught woogs?		s. Are there Eng	glish th
	Nos	there are	not.	Some	
	does this feature ircle ONE respon	of our course fit your pase.	orior concept or "		
no similarity at all	more different than not	had no prior opinion about this feature	more similar than not .	very similar	
	9 9	ass before, how closely this feature? Circle ON		resemble your ea	rlier
no similarity at all	more different than not	had no prior opinion about this feature	more similar than not	very similar	
What is your	r initial response t	to this feature of OUR of	course? Circle Of	NE response.	
very negative		It doesn't matter to me.	somewhat positive	very positive	
5. Are there		German grammar in o		(2)	Index
		of our course fit your p			
	more different than not	tank	more similar than not	very similar	
		ass before, how closely this feature? Circle ON		resemble your ea	rlier
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	
What is your	r initial response t	to this feature of OUR of	course? Circle Of	NE response.	
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very	
Comments a	and questions ab	out this feature	Lumbel		

6. List the 3 major factors or areas of coursework that count in grading in our course. Time I value of the score of the s

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more similarity different than at all not

I had no prior opinion about this feature

more similar than not

verv similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

similarity

more different than

not

I had no prior opinion about this feature

similar than not

very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative

no

at all

somewhat negative

It doesn't matter to me.

somewhat positive

very positive

Comments and questions about this feature

Other comments and questions

Grade 🗸

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

indicated by ability to find key components; has a generally accurate if not check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific learning and language-learning materials that either was there before or was distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without Rule of thumb for 4/satisfactory: knows how the materials are organized, as

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items

Н	2	W	4		1				(л		0
Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.		directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	The proficiency is vaone ("survival German") but not	policies.	Understands concept of proficiency and importance of speaking			poincies.	In class. Elsewhele only one macchiacy about materials and	Inderstands concept of proficiency and importance of speaking	It is the description of speaking the state of speaking	Part 1 (30%) Understand the materials and policies (short fill-in answers) 2
less than half of 4-level behavior	half of 4-level behavior		MOST of 4-level behavior (not just half of it).	previous language study, the total number of responses can be the same (i.e., does half of each).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to					In Cost of Costs	MOST of 6-level behavior (not just half of it).	a prior y (marks with NO L cerence to all scales NO
1 comment	z comments		3 comments		possible 7	comment.	items but no final	comment; or else	and ALSO a final	about MOST items,	Genuine comment	Part 3 (20%) Active learning) (, () Adds a genuine comment about EVERY individual item, and ALSO a final comment.
after that	3 weeks	two weeks	less than	activity in class	after the			message)	(or sends	meeting	next class	Part 4 (20%) on time? before next class (or sends message about it)

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Language Learning Preferences & Preconceptions Survey

Name: T.

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school - great teacher, OK book, I learned a lot)

2 years of Spanish in high school-virultiple teachers, was

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

Being able to have competence using the language whether reading funding, speaking, and listenening, what you can bo with language

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity mat all	nore different than not	I had no prior opinion about this feature	more similar than not	very similar
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If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not		more similar than not	very similar
DESIGN EN		this feature	role ONE respon	

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat	It doesn't	somewhat	very positive
Linu Cathon, Frederick	negative	matter to me.	positive	THE LIBERT OF TH

Comments a I ev but veryun	nd questions about 1904 class no	ut this feature to using text to	owk is differe	int to me,
2. What - from to be th	n what you can to e chief activity du _ \warming/park	ring classroom ti		?
	loes this feature of study? Circle ONE	and the second s	r prior concept or '	"image" of
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
	nd a language class perience with regard			
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
What is your i	nitial response to t	his feature of OU	R course? Circle O	NE response.
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
Achie people 3. Many begin English	nd questions about the perfect	arners want "wo	rd-for-word" res	ources. Are there
	loes this feature of study? Circle ONE			
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
	d a language class erience with regard			-
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat	It doesn't	somewhat	very positive
vary moralling	negative	matter to me.	positive	

Comments and questions about this feature

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
-------------------------	----------------------------	---	-----------------------	--------------

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about	more similar than not	very similar
	these net	this feature		

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat	It doesn't	somewhat	very positive
Very negletive	negative	matter to me.	positive	search and folioe

Comments and questions about this feature

5. Are there explanations of German grammar in our course materials?

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	opinion about	more similar than not	very similar
		this feature		

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	/	very similar
-------------------------	----------------------------	---	---	--------------

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat	It doesn't	somewhat	very positive
Preferance	negative	matter to me.	positive	

Comments and questions about this feature

helpful for when problems can ocar

6. List the 3 major factors or areas of coursework that count in grading in our description about Speaking, writing, understanding

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity		I had no prior		very similar
at all	than not	opinion about this feature	than not	

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
-------------------------	----------------------------	---	-----------------------	--------------

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat	It doesn't	somewhat	very positive
	negative	matter to me.	positive	

Comments and questions about this feature

(an't know the language without it

Other comments and questions

The class is very enjoyable and informative, I enjoy the setup and the instructor CD-Rom is extremely helpful better so than most books

Presentel T, D,

er WBF Date 20cf08 Total Score 5,8 Grade A

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items

	N	r	N	-	1	4	Τ					t	л	1				C	R]			
Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	2 Concept of proficiency as in 3 above. Elsewhere multiple errors.	Elsewhere only two inaccuracies about materials and policies.	Concept of proficiency is vague ("survival German") but not		policies.	Understands concept of proficiency and importance of speaking	Title of smerting and importance of speaking				policies.	In class. Elsewhere only one inaccuracy about marchais and	Understands concept of professional and importance of spources	The description of the state of the sking of	assignments)	explanations (XES), and grading (tests, projects, short	vocabulary liste(NO), dialog translations (NO), graininal	speaking as paret classroom activity. Correct answers about	vives a reasonable statement about productive. Identifies	C. Identifies	1,8 (SHOILIIII-III allowers)	Part 1 (30%) Understand the materials and policies	
less than half of 4-level behavior	half of 4-level behavior		MOST of 4-level benavior (not just ham or it).	can be the same (i.e., does nail of each).	previous language study, the total number of responses	positive/ negative scales. If item 1 includes reference to	Marks 3 of the scales for "prior concept". Marks ALL							MOST of 6-level behavior (not just half of it).	for comparison to earlier experience, also with two selection of "had no prior opinion."	previous ranguage study, then must also mark an search	positive inegative search then mist also mark all scales	positive/ negative scales If item 1 includes reference to		Marks ALL 6 of the scales for "prior concept," with NO	/ 8 The scales)	notion of language teaching & learning (marks	Dout o (20%) Compares our course to a prior
1 comment	2 comments		2 commence	2 comments		possible 7	4 comments out of the	comment.	items but no final	comments about ALL	comment; or else	and ALSO a final	about MOST items,	Genuine comment	illiai commicir.	final comment	item and ALSOa (EVERY individual /	comment about	Adds a genuine	1.0	learning)	Part 3 (20%) Active
after that	3 weeks	weeks	two	less than	activity in	after the	one week				message)	(or sends	meeting	next class	accuracy)	about it)	message	(or sends	next class	before	time?	(20%) on	Part 4

, Fe	Vouve very Thoughtful, and your survey will help me insteach the class. el free to ask more language quechons! Language Learning Preferences Name: Preconceptions Survey
	If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.
	If you have NOT had a language class before (anywhere, any time), skip to Item 1 below. If you have had a language class before, wherever and whenever it was, please describe it briefly here: (example: three years of French in high school – great teacher, OK book, I learned a lot) Years American Sign Language (1/2 year indep, study) Yeally great teacher, but irrelevant subject to study for the subject to study and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other
	experiences, though.)
	If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.) Now for your responses to your tour of our course materials:
	1. The chief linguistic goal of our course is "proficiency." What does that mean? What we can do with the language, not what We know about it How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.
	no more I had no prior more very similarity different than opinion about this at all not feature not
e.	If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.
	no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not
	What is your initial response to this feature of OUR course? Circle ONE response.
	very somewhat It doesn't matter somewhat very negative negative to me.
	Comments and questions about this feature

th	- from what you can t e chief activity during	classroom time in ou	r course?		
Spu	aking in Germa Repetition-t	in! Dialogue	- "Surviva	d'at fir	s+j
How cit	Rebelition - to sely does this feature of the construction of the	of our course fit your pr	rior concept or "i	mage" of langu	age
no simila at a	rity different than	I had no prior opinion about this feature	more similar than not	very similar	
	nave had a language class erience with regard to the			resemble your e	earlier
no simila at a	rity different than	I had no prior opinion about this feature	more similar than not	very similar	
What is	your initial response to	this feature of OUR co	ourse? Circle ON	NE response.	
vei nega		It doesn't matter to me.	somewhat positive	very positive	
CTU III	ents and questions about the Idla of L on IF I have y beginning language I	100000000000000000000000000000000000000	nersion - but is being so	if it is dit	ficult to ced of me
of but you 3. Many	beginning language l	earners want "word-f	for-word" resou	rces. Are ther	e stort
la'.	ngnsu-to-octman voc		OUT DO HHEREOUT TEHNS		
How clastud	osely does this feature of the contract of the	of our course fit your pose.	rior concept or "	g"and" image" of langu	Main Main lage Glossery
no simila at a	rity (different than)	I had no prior opinion about this feature	more similar than not	very similar	
-	nave had a language class erience with regard to the			resemble your o	earlier
no simila at a What is ve	rity different than	I had no prior opinion about this feature	more similar than not	very similar	Jan north
What is	s your initial response to	this feature of OUR c	ourse? Circle ON	NE response.	I han eres were
nega	ative negative	It doesn't matter to me.	somewhat positive	positive	And the standard of the standa
Comm	ents and questions abo	out this feature		Da	Jan Shigh
ell give you	the do I tigu	we out how	to say	semethi	ng speafic
(ening of	in Germa	in it I don't	t know	where	The !
	English eg	anvacent 15	tound	AND	-
Not always prohi	ents and questions about the do I figure the German English egopolish egopol	ranslator?	u alction	ary.	dieles.

4. In our coutransla How closely study? C	arse, spoken Gern ations of the dialo - franslate by a logue does this feature of ircle ONE respons	nan is often taught wings? Your Hrough Jos	th model dialogs "Dialogue give Endrior concept or "Y	Sum Sum and Sum age" of lange	English mary" and guivalents guage to specific werds
no similarity at all		I had no prior opinion about this feature		very	7495
A CONTRACTOR OF THE PARTY OF TH		ss before, how closely on this feature? Circle ONI		esemble your	earlier
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	
What is your	initial response to	this feature of OUR co	ourse? Circle ON	E response.	944
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive	le stronger
Comments: Why	and questions abo	gish translat	ions inclu	ided?	tend to study ist.
5. Are there	explanations of C	German grammar in o	ur course mater	rials?	read the an
					They miss pour
	does this feature of ircle ONE respons	of our course fit your proce.	rior concept or "i	mage" of lan	guage ()
no similarity at all	not	I had no prior opinion about this feature	more similar than not	very similar	Alsomore
If you have leaverience	nad a language classes with regard to the	ss before, how closely on the seature? Circle ONI	does our course r E response.	esemble your	earlier of the
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	rearlier of are 11ste and New of provide They do provide amportant amportant stages car mas
What is your	initial response to	this feature of OUR co	ourse? Circle ON	E response.	mor fam
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive	Stages nones
Comments a	and questions abo	out this feature			(ear
1 1001	ced through	it, but it g	not control what al	singth	
Page	Guman	words meant but if st of what yo	- , Pf	it helps	5 Jenes
	12.12	But if	not, don	y use i	+- 0 0-
	Mo	st of what yo	ru need 13	in Those	dealogs

6. List the 3 major factors or areas of coursework that count in grading in our course with assignments (emails, writing tests, etc) 2. Oral tests/assessments How closely does this feature of our course fit your prior concept or "image" of languated? Circle ONE response.	
no more I had no prior more very similarity different than opinion about this similar than at all not feature not	
If you have had a language class before, how closely does our course resemble your experience with regard to this feature? Circle ONE response.	arlier
no more I had no prior more very similarity different than opinion about this similar than at all not feature not	- Callina
What is your initial response to this feature of OUR course? Circle ONE response.	
very somewhat It doesn't matter somewhat very negative negative to me.	10. 1
Other comments and questions Other comments and questions	v word is rows belief rows belief work.
I am willing and very able to lengage in the "learning by speaking" in class met of teaching. My concern though, as ar	nad
extremely visual learner, is that with	slations
of certain privates out of who	it is
going of the contra	IF IT
Provides some another will just take ge	thing
used to and more tamiliar with this as well as with the content of wie Bi	

Presenter C.K.

WBP Date 90408 Total Score 6

Grade _

1+ 0636-36

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items

<u> </u>	3	W	41		()	I	6	
Directly wrong concept of proficiency ("accurate knowledge of	Concept of proficiency as in 3 above. Elsewhere multiple errors.	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.		in class. Elsewhere only one inaccuracy about materials and policies.	Inderstands concent of proficiency and importance of speaking	Gives a reasonable statement about proficiency. Identifies speaking as the classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Part 1 (30%) Understand the materials and policies (short fill-in answers)
less than half of 4-level behavior	half of 4-level behavior	MOST of 4-level behavior (not Just nair or it).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).			MOST of 6-level behavior (not just half of it).	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)
1 comment	2 comments	Э сопшкию	possible 7	items but no final comment.	about MOST Items, and ALSO a final comment; or else	Genuine comment	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	-Part 3 (20%) Active learning)
sometime after that	less than 3 weeks	two	after the activity in class	on work	(or sends message)	next class	next class (or sends message about it)	Part 4 (20%) on time?

Very Mought feel 10 your 10 of 08

Language Learning Preferences & Name: C.P. - 0636-37

Preconceptions Survey

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school - great teacher, OK book, I learned a lot)

2 Years of German in High School, But that was in my freshmen and so phomose

Year so I don't remember most of it. The feacher was just fine and we used books

mostly.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

In terms of computers we didn't much she should us a few websites but we mostly used books.

Now for your responses to your tour of our course materials:

1	. The chief	linguistic goal of	our course is "proficie	ency." What do	es that mean?		
	It means	giving you the.	510115 and Confidence	to use two la	nguage in	· ca hin)
	everyday !	life. Coralso	at higher/evels.	-but it al	labour f con	nmunicalis	,
	How closely	does this feature of ircle ONE respons	of our course nt your pr	rior concept or "	'image" of lang	guage	
	no	more	I had no prior	more	very		
	similarity at all	different than	opinion about this feature	similar than	similar		

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative natter to me.

Comments and questions about this feature

It sounds like this course will be very informative, more informative than any other language class I've been in.

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course? Well be gongthrough "wie, Bitte Evite abit. Also well be using "wie, Bitte" Practice speaking in class well be using other things like dictionaries or perhaps and tapes but many well he using "wie Bitte."
How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. no I had no prior more very similarity different than opinion about this similar than similar not feature not at all If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior no more more very opinion about this similar than similar different than similarity at all not feature not What is your initial response to this feature of OUR course? Circle ONE response. It doesn't somewhat somewhat very very negative matter to me. positive positive negative Comments and questions about this feature This will be very different from what zim went to doing in other language classes. However I can tell that two will be a better and easier experience. 3. Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials? No because there uniterials may keep me from what I really need to know. Tests Will not be bused on Filling in the blanks or seem, if we know the "technical terms. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior more more very no different than opinion about this similar than similar similarity feature not at all not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more more very no similarity different than opinion about this similar than similar feature not at all not What is your initial response to this feature of OUR course? Circle ONE response. somewhat somewhat It doesn't very very matter to me. positive positive negative negative Comments and questions about this feature This course seems to focus more on natural learning than just memorismy technical terms. I'm glad that we're dong mon of the natural learning, I believe that's where the "real" learning comes from.

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs? What it mostly doer is give you a Situation Or Scenerio, and fren tolly you what to say in that situation, Or react to what someone says. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior more very more opinion about this similarity different than similar than similar feature at all not not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. more I had no prior very opinion about this similar than similar similarity different than at all feature not not What is your initial response to this feature of OUR course? Circle ONE response. somewhat It doesn't somewhat very matter to me. positive positive negative negative Comments and questions about this feature I think this is a better way to memorise and understand the Jentenles hocked for everyday situations. 5. Are there explanations of German grammar in our course materials? It In "Wie, Bitte" thereis or key couled "reference grammer gives some explanations there. There i wiso a grammer Mdex. and How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior more very no more different than opinion about this similar than similar similarity at all feature not not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more very no more opinion about this similar than similar different than similarity at all feature not What is your initial response to this feature of OUR course? Circle ONE response. somewhat It doesn't somewhat very very negative negative matter to me. positive positive Comments and questions about this feature It is very different from what I in used to, but it seems eary toget used to and it may infact make language learning earler.

0636-40

e TESTS 2 50% of your overall grade, Projects = 25% How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. more very I had no prior more no similar than similar different than opinion about this similarity not feature not at all If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more very no more opinion about this similar than similar different than similarity feature at all not What is your initial response to this feature of OUR course? Circle ONE response. It doesn't somewhat very somewhat positive positive matter to me. negative negative Comments and questions about this feature The grading is four and it maker sense tests should be the most mostant because tests actually show if you understand for the outside world.

We saw of Other comments and questions

We save of Overall, two CD. D.

assess well. understood the material and are able to use what you learned overal, two CD-Rom the comper to be easier than textbooks. It's interactive, you can actually hear "bow" it's sould which will work Wonders for ord tests. "Wie Bitter will be hardy as well as other course materials that we'll use inclass. The grading seems Fair pecuse tests let us show from much we understand the lunguage when so good, that's what were her for, to learn and interstand German.

6. List the 3 major factors or areas of coursework that count in grading in our course.

Presenter SK

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway learning and language-learning materials that either was there before or was precise understanding of the purpose of the course; can compare, without check" (next paragraph) to determine whether it's worth going on to score

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

Gateway check: Before the assignment can be scored, the following items missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. must be present. Item 1: Must show an explanation of "proficiency" (even if more work. Use the original date for scoring column 4.

L 1	SI I	W	4				5	10	O.	
Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	2 Concept of proficiency as in 3 above. Elsewhere multiple errors.		Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.			policies.	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and		Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (VE8), and grading (tests, projects, short assignments)	Part 1 (30%) Understand the materials and policies (short fill-in answers)
less than half of 4-level behavior	half of 4-level behavior	MOST of 4-level behavior (not just half of it).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).				Trace of the second sec	MOST of 6-level behavior (not just half of it).	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks
1 comment	2 comments	э сонинень	4 comments out of the possible 7	comment.	comments about ALL items but no final	comment; or else	about MOST items, and ALSO a final	Genuine comment	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	Part 3 (20%) Active learning)
after that	less than 3 weeks	two	after the activity in class			message)	meeting (or sends	next class	next class (or sends message about it)	Part 4 (20%) on time?

Language Learning Preferences & **Preconceptions Survey**

Name: 5 SK

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school - great teacher, OK book, I learned a lot)

Four Years of Japanese in high school - Established a great starting One year of Japanese at PSU- Really emphasized context.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

NA

Now for your responses to your tour of our course materials:

The chief linguistic goal of our course is "proficiency." What does that mean?

Proficiency is what you can do with a language, not what

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

more I had no prior more very no similarity different than opinion about this similar than similar feature not at all not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

I had no prior very no more more opinion about this similar than similar different than similarity feature not at all not

What is your initial response to this feature of OUR course? Circle ONE response.

somewhat It doesn't very somewhat very negative negative matter to me. positive positive

Comments and questions about this feature

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course? Dialoque and communicating with Someone directly in front of you. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. more I had no prior more no very different than opinion about this similar than similarity similar feature at all not not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior no more very similarity different than opinion about this similar than similar feature at all not not What is your initial response to this feature of OUR course? Circle ONE response. It doesn't somewhat somewhat very matter to me. positive positive negative negative Comments and questions about this feature and for a reason 3. Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials? Not English to German, but German to English How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. no more I had no prior very more opinion about this similarity different than similar than similar feature at all not not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not What is your initial response to this feature of OUR course? Circle ONE response.

It doesn't

matter to me.

somewhat

positive

very

positive

Comments and questions about this feature

somewhat

negative

very

negative

very

similar

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

Northey are in German

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more similarity different than opinion about this similar than at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me. positive positive

Comments and questions about this feature

5. Are there explanations of German grammar in our course materials?

Yes

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me. positive positive

Comments and questions about this feature

6. List the 3 major factors or areas of coursework that count in grading in our course.

Major tests, projects, and weekly assignments.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative matter to me. positive positive

Comments and questions about this feature

Other comments and questions

Presenter_ A Scorer WHF Date 90ct08 Total Score 4, 6 Grade 15t 0636-46

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

Gateway check: Before the assignment can be scored, the following items more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item must be present. Item 1: Must show an explanation of "proficiency" (even if Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are

Н	2	Ku	NIA		CZI	0	
Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	2 Concept of proficiency as in 3 above. Elsewhere multiple errors.	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	policies.	Understands concept of proficiency and importance of speaking	Gives a reasonable statement about proficency. Identifies speaking as chief classpoom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Part 1 (30%) Understand the materials and policies (short fill-in answers)
less than half of 4-level behavior	half of 4-level behavior	MOST of 4-level behavior (not just half of it).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).		MOST of 6-level behavior (not just half of it).	Marks ALL 6 of the scales for "prior concept," with NO Adds a genuine selection of "had no prior opinion." Marks ALL comment about positive/ negative scales. If item 1 includes reference to EVERY individes previous language study, then must also mark all scales item, and ALSO for comparison to earlier experience, also with NO selection of "had no prior opinion."	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks l , \mathcal{V} the scales)
1 comment	2 comments	3 comments	4 comments out of the possible 7	and ALSO a final comment; or else comments about ALL items but no final centiment.	Genuine comment	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	Part 3 (20%) Active learning)
sometime after that	less than 3 weeks	less than two weeks	one week after the activity in class	(or sends message)	next class	before next class (or sends message about it)	Part 4 (20%) on time?

80ct08 B636-47

Language Learning Preferences & Name: A / / / Preconceptions Survey

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high a language class before) (example: three years of French in high school - great teacher, OK book, I learned a lot) Zyears of French; as well as Zyears of German in High school. I remember more German, even though the feach a tad nuts. (If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.) I to chose German If that class included significant use of computers and the internet, please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.) Now for your responses to your tour of our course materials: Very good so far, thoursay h 1. The chief linguistic goal of our course is "proficiency." What does that mean? poficiency means functional use, and the ability to communicate under any & creamstance, at any Tevel How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior more very more no similar than similar opinion about this different than similarity feature not at all not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior very more more no opinion about this similar than similar different than similarity feature not at all not What is your initial response to this feature of OUR course? Circle ONE response. somewhat It doesn't very somewhat very positive positive matter to me. negative negative enjoy the consematerials very much. It's on board with the student's varying paces. Comments and questions about this feature But that will change la Fer - some will lag behind, others push ahead.

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course? Speaking to each other, using basiz phrasco Using the language in a prathical manner How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior more very more similar similar than pinion about this similarity different than feature. at all not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more very more opinion about this similar than similar different than similarity not feature at all not What is your initial response to this feature of OUR course? Circle ONE response. somewhat somewhat It doesn't very very positive positive matter to me. negative negative Much bu Comments and questions about this feature I wander if most of our learning is to take place outside of class? not most and class 3. Many beginning language learners want "word-for-word" resources. Are there (mportant English-to-German vocabulary lists in our course materials? pooled pooled Some, sort of NA 212though because it shows now there are dictionaries to sorts, but Sentences are self there are Summaries. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. very I had no prior more more similar than similar different than opinion about this similarity (not feature at all not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more very no more similar different than opinion about this similar than similarity feature not What is your initial response to this feature of OUR course? Circle ONE response. somewhat It doesn't very somewhat positive positive matter to me. negative negative I don't know This is & overall a great co, but I do wish now we more language learning was now we work language learning was more in-class.

oreak more language learning was more in-class.

oreak more language learning was more in-class.

oreak more language learning was more in-class.

Output people to mostly being on line / alone.

But people to mostly being on line / alone.

But people to get her outside class to per speak.

0636-40 Et looks that way in early unit, with the summaries, but that's because the language is so simple There 4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs? you, there are English translations to all To the sentences bructures, and Liatog How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior no more more similar than similarity different than opinion about this similar feature at all not not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior no more more very opinion about this similar similarity different than similar than feature at all not What is your initial response to this feature of OUR course? Circle ONE response. sømewhat It doesn't somewhat very negative nedative matter to me. positive positive Comments and questions about this feature the translations 5. Are there explanations of German grammar in our course materials? How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. more I had no prior no more very opinion about this similar than similar similarity different than feature at all not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more more no very similarity different than opinion about this similar than similar feature at all not not What is your initial response to this feature of OUR course? Circle ONE response. It doesn't somewhat very somewhat very

matter to me.

positive

positive

Comments and questions about this feature

negative

negative

nA

6. List the 3 major factors or areas of coursework that count in grading in our course. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. more very I had no prior more similar than similarity different than opinion about this feature not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior more very opinion about this similar than similar similarity different than not at all What is your initial response to this feature of OUR course? Circle ONE response. somewhat somewhat It doesn't very positive positive matter to me. negative negative Comments and questions about this feature

Other comments and questions

I am actually feeling quite lost in this course, and fear I'm washing tuition. I really want to bearn, but I'm behind the computer times & and struggle quite a bit with the online reliance. Hopefully I'll catch up because apparently, it is the same for all learnable languages. at PSU. It isn't Let me know

Return this form to any first-year German instructor.

Presenter & K

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations Scorer MAP Date 10 Oct 08 Total Score 5 8 Grade A+ 0636-5]

Rule of thumb for 4/satisfactory: knows how the materials are organized, as content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language indicated by ability to find key components; has a generally accurate if not check" (next paragraph) to determine whether it's worth going on to score precise understanding of the purpose of the course; can compare, without learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring the specific features. Do NOT let the student's negative OR positive attitudes

it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Gateway check: Before the assignment can be scored, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are

L	2	ku	4	W 0)
Directly wrong concept of proficiency ("accurate knowledge of orange and sentence structure"). Elsewhere multiple errors.		Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NES), and grading (tests, projects, short assignments) Understands concept of proficiency and importance of speaking policies.
less than half of 4-level behavior	half of 4-level behavior	MOST of 4-level behavior (not just half of it).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	S S S S S S S S S S S S S S S S S S S
1 comment	2 comments	3 comments	out of the	
after that	less than 3 weeks	two weeks	-	Part 4 (20%) on time? before next class (or sends message about it) next class meeting (or sends message)

Thanks for the Proreget ful comments !

5 Oct of

0636-52

Language Learning Preferences & Name: 4 **Preconceptions Survey**

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

*two years Spanish, high school, decent book and workbook, native speaker teacher, only written tests, good cultural background integrated into lectures

*one term Czech, PCC Community Learning class, native speaker teacher, no book, some worksheets, lots of in-class activities, lots of cultural background

If that class included significant use of computers and the internet, please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

*I understand proficiency to mean being able to use and understand the language(in everyday,) real-life situations – includes speaking, reading, and writing. These situations mean finding a hotel room, ordering dinner, casual conversation, etc. These situations do not include writing an academic paper in German or reading Nietzsche in German.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

I had no prior no more more very similarity different than opinion about this similar than similar feature at all not not

What is your initial response to this feature of OUR course? Circle ONE response.

It doesn't somewhat very somewhat very positive negative negative matter to me. positive

Comments and questions about this feature

*I had trouble adjusting to the idea of learning language for proficiency rather than for grammar when I took the Czech language course after orienting myself to learning Spanish more academicary. I am beginning to get the hang of and only been using Wie, Bitte? I am beginning to get the hang of and only was small by shoot was from the shoot was found to the shoot was found to the shoot with the shoot was shoot with the Spanish more academically. I still find myself rooted in the academic method as I've been using Wie, Bitte? I am beginning to get the hang of and enjoy the new way.

ay,) when well iregond that of advanced undergraduates)

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?

*According to the course introduction, the primary activity in class will be speaking with partners and small groups.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more similarity different than opinion about this similar than at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more similarity different than opinion about this at all not feature very similar than not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative natter to me.

Comments and questions about this feature

*I was a little overwhelmed by this during this first week, but it will definitely push me to stay caught up and use *Wie*, *Bitte*? independently and consistently.

3. Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?

*None that I could find.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very different than opinion about this similar than similar not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very negative somewhat negative matter to me. somewhat very positive

Comments and questions about this feature

exactly.

d some things that were greatly to everything within winder or find an online *I was a little frustrated when I was browsing the software and found some things that were not translated. I figured some things out and trust that we will get to everything within class. If I am really stuck at home I figure I can either email you or find an online translator for an approximation. could be interesting

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

*No, just a summary and glossary.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all

more different than not

I had no prior opinion about this feature

more very similar than similar not

Herry May Sond England on one for Johnson

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all

more different than not

I had no prior opinion about this feature

more similar than not

very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative

somewhat negative

It doesn't matter to me. somewhat positive

very positive

Comments and questions about this feature

*Honestly, I was a little confused by this. Before I noticed the glossary and summary on the side I thought there was going to be a need for a lot of searching around the software to figure things out if I software to figure things out if I wanted to look ahead. It was a little discouraging.

5. Are there explanations of German grammar in our course materials?

*Yes, under "Main Resources": "Survival Grammar", "Common Errors", and "Grammar + context resources; stractures Index."

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity

at all

more different than

not

I had no prior opinion about this feature

more similar than not

very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

similarity at all

more different than

not

I had no prior opinion about this feature

more similar than not

very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative

somewhat negative

It doesn't matter to me.

somewhat positive

very

Comments and questions about this feature

*Under "Main Resources", what is "Reference Grammar"?

*I like having the option to explore/clarify/learn grammar independently.

6. List the 3 major factors or areas of coursework that count in grading in our course.

*Tests 50%, Projects 25%, Assignments 20%

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity more different than

I had no prior opinion about this

more similar than not very similar

at all not feature

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity

at all

more different than

not

I had no prior opinion about this feature

more similar than not very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative

accent

somewhat negative

It doesn't matter to me.

somewhat positive

very positive

Comments and questions about this feature

*I really appreciate the option of being able to raise scores on individual assignments. This takes a lot of stress off, but still makes me want to do well the first time.

Other comments and questions

The CosmoLexicon sounded really interesting but I couldn't get it to work.

It would be cool if there were recordings of individual letter and letter combination can lead to on sounds, paired with a German word prominently featuring that letter/combo, that were five pronunciation.

July being all the singular transfer and letter and letter combination of the pronunciation of the property of

I like being able to take what is being said in class be able to listen to it as much as I want outside of class. This is very helpful as it addresses a problem I have had with previous language classes (when I study at home, I've forgotten how to pronounce many words).

• It would be nice to be able to download the audio files to my iPod to listen to on the bus ride to class. Maybe I can now, but it wasn't obvious. Im planning to do

Mat, but it will take some work. On your deshi you can go to folder "media" how look for (I Menh) "dea web" or such. The by Nontext II - fate names Mal one leke "1004 all, mp3" are the dealogs as single folion

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations Scorer (1) BF Date 1/Oct 08 Total Score 4.5 Grade B 0636-56

toward the course and materials influence your scoring. the specific features. Do NOT let the student's negative OR positive attitudes

check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as learning and language-learning materials that either was there before or was

more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items

less than half of 4-level behavior
ne basil on rough fa
MOST of 4-level behavior (not just half of 11).
Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).
MOST of 6-level behavior (not just half of it).
Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."
Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)

? 30ct of 0636-57

Language Learning Preferences & Preconceptions Survey

Name:

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here: 2 yes of grench in high school - cool teacher, no book, it was fun, learned (example: three years of French in high school - great teacher, OK book, I learned a lot) a lot

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1.	The chief li	ingui	stic goal	of o	ur course is	"proficiency."	What do	es that	mean?
Pro	skiciency	ND	how	+0	use the	language	ound	am	ability
	2 31 0	Λ			01.11.00	Hann -	+ 000	mont	21 00 3

1. The chief li Proficiency o use the	inguistic goal no how langua	of our course is "proficion to use the langue suther there	ency." What o	d our abilit	tortalling
	does this featur rcle ONE respo	re of our course fit your pronse.	ior concept or	"image" of langua	ge (grammer)
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	to god

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no	more	I had no prior opinion about this	more	very
similarity	different		similar	similar
at all	than not	feature	than not	

What is your initial response to this feature of OUR course? Circle ONE response.

somewhat It doesn't somewhat very very matter to me. positive negative positive negative

Comments and questions about this feature

None, ... yet

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?
Getting a brief overview of what we should be studying outside the classroom. SPEAKING
How closely does this feature of our course fit your prior concept or "image" of language
study? Circle ONE response. no more I had no prior more very
similarity different opinion about this at all than not feature than not
If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.
no more I had no prior more very
similarity different opinion about this similar similar at all than not feature than not
de di diaminot
Wil at it is a second of the Court of Court of the Court
What is your initial response to this feature of OUR course? Circle ONE response. very somewhat It doesn't somewhat very
very somewhat It doesn't somewhat very negative negative matter to me. positive positive
ultellarity different opinion-about ints similar stmiter
estable then not Albuno Lisary not
Comments and questions about this feature
None yet (Very newtral at the moment and nothing comes to mind)
3. Many beginning language learners want "word-for-word" resources. Are there
L found German words with English meanings (glassary)
If anything, its German-to-English
How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.
no more I had no prior more very
similarity different opinion about this similar similar at all than not feature than not
aran nor
If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.
no more I had no prior more very
similarity different opinion about this similar similar
at all than not feature than not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me. positive positive

Comments and questions about this feature

NA

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

Dome yes. No,

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more similarity different at all than not label than not label

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more similarity different opinion about this at all than not feature wery similar than not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me.

Comments and questions about this feature

5. Are there explanations of German grammar in our course materials?

Yes

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity different at all than not feature than not

If you have had a language class before, how closely does our course resemble your earlier

experience with regard to this feature? Circle ONE response.

no similarity at all

more different than not

I had no prior opinion about this feature

more similar than not

very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative somewhat negative

It doesn't matter to me.

somewhat positive

verv positive

Comments and questions about this feature

6. List the 3 major factors or areas of coursework that count in grading in our course.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response,

no similarity

at all

more different

than not

I had no prior opinion about this feature

more similar than not

very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no

more different

I had no prior opinion about this

more similar

very similar

similarity at all

than not

feature

than not

What is your initial response to this feature of OUR course? Circle ONE response.

verv negative somewhat negative

It doesn't matter to me. somewhat positive

verv positive

Comments and questions about this feature

I couldn't find where this would be

Other comments and questions

See last page

you might have seen a spattern with my circled work frank frances I did NOT circle those to get through the Thank passognment faster, but because thatis how I feel about your the similarities afferences of this class to France, sufficiently the similarities afferences of this class to France, sufficiently was circled a lot because from the "It doesn't matter" was circled a lot because of the "It doesn't matter" That's rule!

Return this form to any first-year German instructor.

THE SET THE PROPERTY OF THE PR

Presenter_ M R Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations corer WBF Date 110408 Total Score 5-8 Grade A+ 0636-62

Rule of thumb for 4/satisfactory: knows how the materials are organized, as

indicated by ability to find key components; has a generally accurate if not check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was precise understanding of the purpose of the course; can compare, without

> toward the course and materials influence your scoring. the specific features. Do NOT let the student's negative OR positive attitudes

it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item Gateway check: Before the assignment can be scored, the following items Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are must be present. Item 1: Must show an explanation of "proficiency" (even if more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for

_ I	2	KU		14							л	9		
Directly wrong concept of proficiency ("accurate knowledge of		2 directly wrong ("memorized phrases for everyday use"). Fleewhere only two inaccuracies about materials and policies.	porrores.	in class. Elsewhere only two inaccuracies about materials and noticies	Understands concept of proficiency and importance of speaking	Side of the state		To the state of th	policies.	in class. Elsewhere only one maccuracy about materials and	Understands concept of proficiency and importance of speaking	Gives a reasonable statement about proficuency. Identifies speaking as enfet classroom activity. Correct answers about vocabulary lists (MO), dialog translations (MO), grammar explanations (YES), and grading (tests, projects, short assignments)		Part 1 (30%) Understand the materials and policies (short fill-in answers)
less than half of 4-level behavior	half of 4-level behavior	MIONI OI 4-16ACI OCHUMANOI (HOL Juna mar or sa).	can be the same (i.e., does half of each).	previous language study, the total number of responses	Marks 3 of the scales for "prior concept". Marks ALL			out to the second secon		one all and a state of the stat	MOST of 6-level behavior (not just nair or it).	selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	ALL Coftho pooles for "prior concept" with NO	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)
1 comment	2 comments		3 comments		4 comments out of the possible 7	comment.	items but no final	comments about ALL	comment; or else	and ALSO a final	about MOST items,	And the State County of the County	Adds a genuine	Part 3 (20%) Active learning)
sometime after that	3 weeks	two weeks	less than	activity in	after the	1 C C	55	Pi	message)	(or sends	meeting	next class (or sends message about it)	before	Part 4 (20%) on time?

50ctos 0636-63

Language Learning Preferences & Name MR

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

*I took two years of Spanish in high school (I'm 28 now), and I don't really remember too much about it. I remember having pretty lackluster teachers, and I didn't feel the need to go on after those two years. From what I remember, the book was very basic, and the classes were geared toward learning from the book, which I don't do well in regard to language. I'd much rather spend most of my time speaking it.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet, please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

day-to-coof word More How closely	lay conversation vs mean, but to eng	gage in conversation control of the cludy med day of our course fit your p	Not to be able to omfortably.	language to get by in rattle off what a bunch of cener exist at communicate, For Molanguage, hage" of language
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
		ss before, how closely his feature? Circle ON		esemble your earlier
no similarity(at all	more different than not	I had no prior opinion about this feature		very similar
What is your	initial response to	this feature of OUR c	ourse? Circle ON	E response.
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
Comments a	nd questions abo	out this feature		

* I love that the absolute goal is everyday speaking. Any course I've had in the past has focused more on learning verbs, etc. (boring sturi) that accounty language right off. Kudos!

Yould learn verbs (vocabular) + verb your can defend your so that you can tell by looking at the course materials - is intended to be speaked to a shief activity during classroom time in our course? focused more on learning verbs, etc. (boring stuff) than actually being able to use the

* It seems to me that most of the time will be spent actually speaking the language (via repetition? - this helps enormously). Very little time will be spent talking about German language (unless it's absolutely necessary).

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

more verv I had no prior more opinion about this similar than similar similarity different than not feature not at all

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

very I had no prior more more no opinion about this similar than similar different than similarity not feature not at all

What is your initial response to this feature of OUR course? Circle ONE response.

It doesn't somewhat very somewhat verv positive positive matter to me. negative negative

Comments and questions about this feature

^{*} I'm most interested in practice, as it makes perfect, and so this approach is great for me. I remember in high school Spanish we had to come up with our "Spanish name", which struck me as a waste of time - another thing to remember! Glad to not see that in German.

- 3. Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?
- * Nope, if you want that you need to get a translation dictionary, which probably won't help much anyway (at least in 1st year).

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more similarity different than at all not feature more very similar than not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me. positive positive

Comments and questions about this feature

* I'm glad that this is the case, because it seems like it would be a crutch. This is supposed to be challenging, and with a translation guide like that, it would be harder to actually know how to order words within a sentence, and would just confuse the student probably.

- 4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?
- * No, there are single word translations, but not for entire dialogs.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

11, ...

no more I had no prior more very similarity at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. no I had no prior more more very similarity different than opinion about this similar than similar at all not feature not What is your initial response to this feature of OUR course? Circle ONE response. somewhat It doesn't somewhat very negative negative matter to me. positive positive Comments and questions about this feature * Another good one, since it doesn't give students a crutch, an easy way out. It forces thinking about what one is hearing or reading much more than a direct translation. 5. Are there explanations of German grammar in our course materials? I like to think I've streamlined then Cercept in he Reference Gramman, which is for the gramman obsessives? * Yes, quite detailed, too. How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. no more I had no prior more very similarity different than opinion about this similar than similar at all feature not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not What is your initial response to this feature of OUR course? Circle ONE response. very somewhat It doesn't somewhat very negative negative matter to me. positive positive Comments and questions about this feature

^{*} This is very important, obviously, so it's great to have that resource if needed.

6. List the 3 major factors or areas of coursework that count in grading in our course.

* Exams, assignments, and presentations.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior similarity different than opinion about this at all not feature very similar than not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative matter to me.

Comments and questions about this feature

* This setup seems logical, as all three together form a nice whole. Combines writing, reading and speaking (the three main focuses, it seems). Good balance.

And youll be listening a lot too!

Other comments and questions

* I'm really excited about this year of learning German, and I'm already learning a lot, compared to what I knew before. Thanks!

Presenter HWV

er JUBF Date UD 408 Total Score 53 Grade 7 8636-68

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

distortion, main features of the course and materials to a notion of language Rule of thumb for 4/satisfactory: knows how the materials are organized, as generated during the assignment; contributes one comment that has a specific indicated by ability to find key components; has a generally accurate if not check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway learning and language-learning materials that either was there before or was precise understanding of the purpose of the course; can compare, without

> toward the course and materials influence your scoring. the specific features. Do NOT let the student's negative OR positive attitudes

it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item Gateway check: Before the assignment can be scored, the following items more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for must be present. Item 1: Must show an explanation of "proficiency" (even if Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are

)	W	141		<u> </u>	5 0 4 S C	
Directly wrong concept of proficiency ("accurate knowledge of	Concept of proficiency as in 3 above. Elsewhere multiple errors.	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.		Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	Gives a reasonable statement about ptoficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Part 1 (30%) Understand the materials and policies (short fill-in answers)
less than half of 4-level behavior	half of 4-level behavior	MOST of 4-level behavior (not just half of it).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	A sette per per per per per per per per per pe	MOST of o-feat bengalor (not her men or it).	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)
1 comment	2 comments	3 comments	4 comments out of the possible 7	comments about ALL items but no final comment.	about MOST items, and ALSO a final comment; or else	Adds a genune comment about EVERY individual item, and ALSO a final comment.	Part 3 (20%) Active learning)
sometime after that	less than 3 weeks	two weeks	after the activity in class	305	meeting (or sends message)	next class (or sends message about it)	Part 4 (20%) on time?

Language Learning Preferences & **Preconceptions Survey**

Name: Heather Hughes/ Nadia

of 0636-69

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

One year of german, three years ago. I enjoyed the class, great teacher, but I had a lot going on and it was very hard to focus and remember things.

Now for your responses to your tour of our course materials:

w for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is proficiency." What does that mean? I am ing a hard time pulling up the page; it says to email Professor Fischer. But from your other. having a hard time pulling up the page; it says to email Professor Fischer. But from your other writings, it is clear that you want us to be able to communicate and function in the language- not necessarily be able to dissect it. I like this idea; it fits into my personal view of what language learning should be. It is also how my german teacher in high school felt, but I think she felt obligated to teach grammar more prominately then you intend to. I think this will be much more effective and practical then the conventional ways of learning languages.

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course? Talking to each other, using the language as much as we can. This isn't necessarily what the first thing of learning a language is to me, but I understand it and I realize it's value. I think in many ways I'd rather read or write something, then speak, so that is why I would prefer to skip speaking, as inefficient as that would be. My hs german class had more writing, but I never got comfortable with speaking german, probably a direct effect. This is going to push me out of my comfort zone, but I'm okay with that. :)

3.Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials? There is a glossary, and ways to translate words within the software and the webpage. However, you highly discourage using either as a first- stop in studying or doing homework. This fits with my perception of language; I dont think that learning another culture should be done by directly translating it into the same correlation of what I'm used to. Although I like this attitude, and intend to not use vocabulary lists for anything beyond basic objects, it scares me because I like vocabulary lists.

4.In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs? There is translations of the dialogs, and again you suggest to refrain from looking at the translations as a first-resort. For basic german I think this is appropriate. It is also the line that my HS teacher took.

5. Are there explanations of German grammar in our course materials? There is, but you do not focus on it, and you do not suggest us to focus on it. In your suggstions of how to study, you suggest to look at the grammar alongside the dialouges, and point

0636-70

out where the dialogues show the grammar. This makes sense to me; abstract rules dont make sense in any language, whether it be german, english or music.

6.List the 3 major factors or areas of coursework that count in grading in our course. I am having trouble finding specific text on this, but I do see that there will be 2 oral and writing tests, as well as various assignments. I like the variety in this.

Other comments and questions

I am looking into the possibility of adding a minor or major in german, and taking sometime in germany going to a music school. But I'm wondering how useful it is to be fluent in german in US. Just... if I'm going to add that much work/time, it better be more useful then my music degree.

Well explore his in projects,

I'm going to be coming to the 10:20 class, and will switch the CRNs in the next two days, assuming they will let me.

speaking, as inefficient as that would be. My he german class had more writing, but I

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

indicated by ability to find key components; has a generally accurate if not Rule of thumb for 4/satisfactory: knows how the materials are organized, as check" (next paragraph) to determine whether it's worth going on to score content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific learning and language-learning materials that either was there before or was distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without

> toward the course and materials influence your scoring. the specific features. Do NOT let the student's negative OR positive attitudes

must be present. Item 1: Must show an explanation of "proficiency" (even if Gateway check: Before the assignment can be scored, the following items more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item

	11		r	N		4		11125000			-	T				O	7		
Directly wrong concept of proficiency ("accurate knowledge of orammar and sentence structure"). Elsewhere multiple errors.	2 Concept of proficiency as in 3 above. Elsewhere multiple entors.	Elsewhere only two inaccuracies about materials and policies.		Concept of proficiency is vague ("survival German") but not		Understands concept of proficiency and importance of speaking		e die point in zone de la constant in zone de	er of state	policies.	in class. Elsewhere only one inaccuracy about materials and	Ognic		assignments)		III.		1	Part 1 (30%) Understand the materials and policies (short fill-in answers)
less than half of 4-level behavior	Hall Of # Joseph Commission	half of A-level hehavior		MOST of 4-level behavior (not just half of it):	previous language study, the total number of responses can be the same (i.e., does half of each).	positive/ negative scales. If item 1 includes reference to	a 1 2 fell color for "prior concept" Marke All	and	my some control of the control of th	termination of the control of the co		MOST of 6-level pellarior (nor Just mair or it).	MOST of 6 level behavior (not just half of it)	for comparison to earlier experience, also with NO selection of "had no prior opinion."	positive/ negative scales. If them is also mark all scales	Selection of that no prior opinion. Transcriber reference to	Marks ALL 0 of the scales for prior concepts, "	nior o	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)
COMMISSION	1 comment	2 comments		3 comments		possible 7	4 comments out of the	comment.	comments about ALL	comment; or else	and ALSO a final	about MOST items,	Genuine comment	final comment.	item, and ALSO a	EVERY individual	comment about	Adds a genuine	Part 3 (20%) Active learning)
after that	3 weeks	less than	weeks	two	class	after the	one week	50 VS	`)	message)	(or sends	meeting	next class	about it)	message	(or sends	next class	before	Part 4 (20%) on time?

Language Learning Preferences & Preconceptions Survey

Name:

6636-72

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school - great teacher, OK book, I learned a lot)

I had a sparish class in high school, but I had a difficult time in it because the

teacher was very hard to understand even when she was speaking english. That aside I did like the levning

style because she printed feet out for each section which included vocabulary and phrases for that

Style because she printed feet out for each section which included vocabulary and phrases for that

Style Bocause she printed feet out for each section which included vocabulary and phrases for that

Style Bocause she printed feet out for each section which included vocabulary and phrases for that

Style Bocause she printed feet out for each section which included vocabulary and phrases for that

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

It hears what you can do with the larguage not what you say or know.

It is the ability to se the language to Communicate as you enclarate the world wound

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity at all than not feature than not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity at all than not feature than not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me.

		n tell by looking at the ong classroom time in ou			
the people	around u	ong classroom time in ou	he lenguery	e,	,, ,
	does this feature rcle ONE respon	e of our course fit your prinse.	rior concept or '	'image" of language	
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	
•		ass before, how closely of this feature? Circle ONI		resemble your earli	er
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	
What is your	initial rannana	to this footure of OUD o	ourga? Cirola O	NE rasponsa	
very	somewhat	to this feature of OUR c	somewhat	very	
negative		matter to me.	positive	positive	
Comments a	and questions a	bout this feature	more similar than not	wary almiar	
3. Many beging English	nning language 1-to-German vo here we	e learners want "word- ocabulary lists in our co English Lo ge	for-word" reso ourse materials	ources. Are there?	look again
How closely	does this feature rcle ONE respo	e of our course fit your pr	rior concept or '	'image" of language	9
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	
		lass before, how closely of this feature? Circle ON		resemble your earli	er
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar	

What is your initial response to this feature of OUR course? Circle ONE response.

very negative somewhat negative

It doesn't matter to me. somewhat positive

very positive

Comments and questions about this feature

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs? There we no direct translations of the dialog by they can be fryend out by looking elgebbere to the program

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all

more different than not

I had no prior opinion about this feature

more similar than not

very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all

more different than not

I had no prior opinion about this feature

similar than not

very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative

somewhat negative

It doesn't matter to me. somewhat positive

very positive

Comments and questions about this feature

5. Are there explanations of German grammar in our course materials? We we focusing little an arrange as of how homewer, it can be found on the software for the class.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity

more different

I had no prior opinion about this

more similar

very similar

at all than not

feature

than not

If you have had a language class before, how closely does our course resemble your earlier

6636-75

experience with regard to this feature? Circle ONE response.

no similarity at all

more different than not

I had no prior opinion about this feature

more similar than not

very similar

What is your initial response to this feature of OUR course? Circle ONE response.

negative

somewhat negative

It doesn't matter to me.

somewhat positive

very positive

Comments and questions about this feature

6. List the 3 major factors or areas of coursework that count in grading in our course.

Tests, Projects and weekly histighamments

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity

at all

more different than not

I had no prior opinion about this feature

more similar than not

very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity

more different

I had no prior opinion about this

more similar

very similar

at all

than not

feature

than not

What is your initial response to this feature of OUR course? Circle ONE response.

very negative somewhat negative

It doesn't matter to me.

somewhat positive

very positive

Comments and questions about this feature

Presente Scoring Guille of Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations orer WAF Date 11 Oct Of Total Score 46 Grade B 6636-76

Rule of thumb for 4/satisfactory: knows how the materials are organized, as content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway generated during the assignment; contributes one comment that has a specific distortion, main features of the course and materials to a notion of language precise understanding of the purpose of the course; can compare, without indicated by ability to find key components; has a generally accurate if not check" (next paragraph) to determine whether it's worth going on to score learning and language-learning materials that either was there before or was

> toward the course and materials influence your scoring. the specific features. Do NOT let the student's negative OR positive attitudes

it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Gateway check: Before the assignment can be scored, the following items Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are must be present. Item 1: Must show an explanation of "proficiency" (even if more work. Use the original date for scoring column 4. missing ANY of the parts listed here as required, return the assignment for

Γ		,	W		4					S		_		0		
grammar and sentence structure"). Elsewhere multiple errors.	Directly wrong concept of proficiency ("accurate knowledge of	Elsewhere only two inaccuracies about materials and policies. Concept of proficiency as in 3 above. Elsewhere multiple errors.		Politoros	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and	lotte one of the control of the cont	wa la mid i san i		policies.	in class. Elsewhere only one inaccuracy about materials and	ing	assignments)	vocabulary lists (NO), dialog translations (NO), grammar explanations (VES), and grading (tests, projects, short	ut	Character about proficiency. Identifies	Part 1 (30%) Understand the materials and policies (short fill-in answers)
	less than half of 4-level behavior	half of 4-level behavior	MOST of 4-level behavior (not Just nam of 17).	can be the same (1.e., does not or cach).	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses		to the same of the	THE SHARE SH		the control of the co	MOST of 6-level behavior (not just half of it).	selection of "had no prior opinion."	previous language study, then must also mark all scales for comparison to earlier experience, also with NO	selection of "had no prior opinion. Ividias of the selection of "had no prior opinion. Ividias of the selection of "had no prior opinion."	Marks ALL 6 of the scales for "prior concept," with NO	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)
)	1 comment	2 comments		3 comments	possible 7	comment.	items but no final /	comments about ALL/	comment; or else	and ALSO a final	about MOST items,		item, and ALSO a final comment.	EVERY individual	Adds a genuine	-Part 3 (20%) Active learning)
	sometime after that	less than 3 weeks	two	less than	after the activity in class		000.	7/2	message)	(or sends	meeting	novt class	message about it)	(or sends	next class	Part 4 (20%) on time?

0cfos 0636-77 C.S.

Name: Language Learning Preferences & **Preconceptions Survey**

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here: (example: three years of French in high school – great teacher, OK book, I learned a lot) Two years of German in high school - six years ago, in which much affection way given to systems of configuration. One year of Japanese of PSM. The difficulty of reconcilors the language that we learned and the language as it is used made me choose to discontinue (If you have had more than one language-class experience, for example French in high school with Japaneses and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.) If that class included significant use of computers and the internet, please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.) Now for your responses to your tour of our course materials: Examples 1. The chief linguistic goal of our course is "proficiency." What does that mean? Proficency is the ability to use the language to communicate as you encounter the world around you How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response. I had no prior more more very similarity different than opinion about this similar similar than at all feature not not If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response. I had no prior no more more very similarity different than opinion about this similar than similar at all feature not What is your initial response to this feature of OUR course? Circle ONE response. somewhat somewhat It doesn't very negative positive negative matter to me. positive

Comments and questions about this feature

. What - fro	ef activity during	ell by looking at the c classroom time in ou	r course?	
	out exchange	s of communications in Wie, bitte?	s in common str	functions using Traden
How closely study? C	does this feature o	f our course fit your pr	ior concept or "ir	nage" of language
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
If you have he experience	and a language class ce with regard to the	s before, how closely on is feature? Circle ON	does our course re E response.	esemble your earlier
no similarity at all	more different than not	I had no prior opinion about this feature	more	very similar
What is your	initial response to	this feature of OUR c	ourse? Circle ON	IE response.
very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
3. Many beg Englis	ginning language lih-to-German voc	learners want "word- abulary lists in our co	ourse materials?	Modento Wald
How closely study?	does this feature circle ONE respons	of our course fit your pse.	orior concept or "i	image" of language
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
If you have experien	had a language cla	ss before, how closely this feature? Circle ON	does our course i E response.	resemble your earlier
no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
What is you	ır initial response t	o this feature of OUR	course? Circle Ol	
very negative	somewhat	It doesn't matter to me.	somewhat positive	very positive
Comments	and questions ab	out this feature	8 8	

Return this form to any first-year German instructor.

6636-79

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

M

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very different than opinion about this similar than similar not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative matter to me. positive positive

Comments and questions about this feature

5. Are there explanations of German grammar in our course materials?

Yes, under Main Rescurees and in Structures under Context Rescurces

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more similarity different than opinion about this similar than at all not feature not

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than similar at all not feature not

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me.

Comments and questions about this feature

0636-80

6. List the 3 major factors or areas of coursework that count in grading in our course. Weekly assignments, projects, and exams - hoth written and crail

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than similar at all not feature

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no more I had no prior more very similarity different than opinion about this similar than at all not feature

What is your initial response to this feature of OUR course? Circle ONE response.

very somewhat It doesn't somewhat very negative negative matter to me positive positive

Comments and questions about this feature

Other comments and questions