

Factors → 1 2 3 4
 Scores → 6 6 6 6
 calculations → 1.8 1.8 1.2 1.2

= 6 = A+ = 4.0
 2 Oct 09 075 18 - 1

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:

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

I received two years of Spanish in middle school and three in high school. I enjoyed some of it, but I had no interest in Latin culture.

(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.)

On occasion we did online activities and quizzes, and my Junior year class had a SmartBoard.

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 use the language as you encounter it in everyday situations, or even un-everyday - but real-world

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 | 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

Previous courses had a vague goal of proficiency, though it was mostly emphasized on grammar and knowledge. This course seems to fix all that is wrong with beginning language study (After five years of getting A's in Spanish, I couldn't comfortably, fluently, or willingly speak it). That says it all!

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, though that should be supplemented with outside speaking time.

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 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

There was virtually no speaking done besides "Puedo ir al baño?" in-class and all assignments were focused exclusively on grammar or vocabulary.

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



No, it's better to learn vocabulary when it is used in context, and E->G glossaries are dangerous

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 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

My German tutor this summer introduced me to the Living Language bookstand's cd's and they were significantly more helpful due to the introduction of a vocabulary through dialogue.

4. In our course, spoken German is often taught with model dialogs. The Wie, bitte? dialogs are accompanied by dialog glossaries and dialog summaries. Are there also complete English translations of the dialogs?

✓ No there are only the German translations with glossaries for unfamiliar phrases and words.

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 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

The particularly nice thing about this is that German doesn't flow like English, so full translations are confusing.

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

Yes, there are some basics under "Survival Grammar" but it isn't rammed down your throat every chapter.

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

also Reference Grammar & Grammar Index

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

Grammar is every language student's worst nightmare and the reason so many give up.

But acquiring structural competence is vital!

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

✓ Hören, Sprechen, und Lesen. (~~das~~ Schreiben is less important).
no

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 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

While it isn't that different from the old methods of teaching, the important difference is the emphasis and implementation of each aspect.

Other comments and questions

German as a language fascinates me, I hope that I feel inspired to continue and pursue this in my future business career. You have quite the task, I must say.

(I'm not quite sure what that is supposed to mean, but it sounds quite cool and dramatic and I used it.) I'll think it over & see whether I can read some meaning into its ambiguous profundity

Return this form to any first-year German instructor.

Factors 1 2 3 4
 Scores 6 6 6 6
 weighting 1.8 1.8 1.2 1.2 = 6 = A+ = 4.3

20 Oct 09 0951y -1

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: *TWO TERMS OF JAPANESE IN COLLEGE. INTENSIVE IMMERSION COURSE, OUT OF DATE BOOK, SINKOR-SINK STYLE. (example: three years of French in high school - great teacher, OK book, I learned a lot)*

COULD NOT HELP BUT LEARN, ALTHOUGH I HAD TO SWEAT BLOOD TO DO SO. Very expressive!

(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.) *ONLINE ACCESS TO VIDEO AND AUDIO FILES MADE IN THE EIGHTIES ALONG WITH THE BOOK. NON-INTERACTIVE, BAD HAIR, BAD CLOTHES, BAD ACTING. WE MEMORIZED THE SCENARIOS PRESENTED IN THE VIDEOS AND ACTED THEM OUT IN CLASS.*

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 MEANS THAT THE COURSE WILL PROVIDE US WITH A PRACTICE UNDERSTANDING OF THE LANGUAGE THAT WILL ALLOW US TO USE IT IN EVERYDAY SITUATIONS WITH CONFIDENCE. + ab At my level of proficiency I have to handle un everyday situations

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
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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	I had no prior opinion about this feature	more similar than not	very similar
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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
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Comments and questions about this feature

More about this in a few days

I'M CONCERNED ABOUT THE LACK OF FOCUS ON STRUCTURE. VOCABULARY SEEMS TO FADE WITH LACK OF FREQUENT USE BUT ONCE THE STRUCTURE OF A NEW LANGUAGE IS LEARNED I THINK IT CAN BE RETAINED THROUGH LONGER PERIODS OF INACTIVITY WHICH I'M SURE WILL BE COMMON AS I LIVE SO FAR FROM A GERMAN SPEAKING COUNTRY. I HOPE THAT THE LACK OF GRAMMAR WILL NOT HINDER MY ABILITY TO RETAIN THE LANGUAGE. I'M WILLING TO GIVE IT A TRY AND I HOPE I'M MISTAKEN.

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 IN GERMAN SEEMS TO BE THE CHIEF ACTIVITY DURING CLASSROOM TIME.

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

READING THE LANGUAGE IS MORE IMPORTANT TO MY GOALS THAN SPEAKING AND I HOPE THE CLASS WILL GIVE ME THE ABILITY TO DO BOTH. WILL THE CLASS PROVIDE PROFICIENCY IN READING AS WELL?

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

✓ No.

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
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very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
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Especially the projects will support reading, but we can achieve only so much in just one year. Don't hope for Freud, Einstein & Nietzsche

Comments and questions about this feature

It would seem a handy resource to have but I reserve final judgement until I experience the course work without this feature.

4. In our course, spoken German is often taught with model dialogs. The **Wie, bitte?** dialogs are accompanied by dialog glossaries and dialog summaries. Are there also *complete English translations* of the dialogs?

✓ No.

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

AGAIN I RESERVE FINAL JUDGEMENT BUT SO FAR I HAVE FOUND IT FRUSTRATINGLY NAVIGATING THE 'WIE, BITTE?' PROGRAM TO TRANSLATE A SENTENCE HAS BEEN A SLOW AND CLUNKY PROCESS. PERHAPS IT WILL GET BETTER WITH EXPERIENCE OR PERHAPS THE FRUSTRATION WILL HELP ME LEARN!

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

It seems a bit daunting at first to have it all together. Are we expected to go through the entire list of grammar terms everytime we begin a new context in order to find out which ones should be studied? I need to know more about what you mean here - are you writing about the Reference Grammar, The Grammar Index, or The Structures in the Context Resources?

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

MAJOR TESTS, PERSONAL-INTEREST PROJECTS, AND WEEKLY SHORT ASSIGNMENTS.

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
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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	I had no prior opinion about this feature	more similar than not	very similar
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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
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Comments and questions about this feature

It is a relief not to have class performance be such a large part of my grade as it was in my Japanese courses. So subjective grading was infuriating and the system in this class seems more fair.

Other comments and questions

The large class sizes are unfortunate, but I look forward to trying this new method.

Factors → 1 2 3 4 = 6 = Avg = 4.3
 Scores → 6 6 6 6
 1.8 1.8 1.2 1.2

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:

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

four years of HS Spanish – mediocre teachers – didn't learn much
 2 years of HS German – bad teacher, just learned vocab,

(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.)

probably pronounced incorrectly.
 I'm sorry! We're working hard to improve our profession.

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.)

none

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?

✓ to be able to use German in basic, typical, useful day-to-day life – more for speaking than writing

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 **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

though I agree with this aspect, we will learn much grammar/writing in this course? That was always left out of my HS education and having learned plenty of grammar in Spanish, I've always learned it, I've always used it in German. I know how to do things and not just memorization

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?

✓ face to face communication in small groups / w/ partners

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 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

this is most important to first-year German students

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

✓ nope

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 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 am so particular and really like word-for-word, so I will take some getting used to. In the early stages, word-for-word is really dangerous

4. In our course, spoken German is often taught with model dialogs. The Wie, bitte? dialogs are accompanied by dialog glossaries and dialog summaries. Are there also complete English translations of the dialogs?



no

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 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

translations are such a tempting crutch

I like that ~~you~~ we are forced to ~~work~~ figured out German text w/o the resource of a complete english dialog

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

yes, but not more than is absolutely necessary for day-to-day communication

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

There's a whole lot more than that.

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

Once again, I love grammar, but I will have to live without it. No you won't

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

- 1) Projects
- 2) Quizzes
- 3) Formal evaluations of speaking reading + writing

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 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

Will all the projects be group oriented? No - few or none.
 How important is spelling on Quizzes? Will we be taking notes in class or mostly speaking? I hope I'll keep you to busy for you to take many notes.

Other comments and questions

I learn better to write than just hear and repeat, so I hope there will be adequate opportunities to receive correct spelling to take notes.

PS - Sorry if my notes are illegible they aren't that great anyway I learned a lot from them!

Spelling is an iffy matter - some errors are inconsequential, especially early on.

Others are ~~even~~ very significant. We correct + grade accordingly.

Return this form to any first-year German instructor.

Factors → 1 2 3 4
 scores → 6 6 6 6
 1.8 1.8 1.2 1.2

≥ 6 = A+ = 4.3 0751aa 1

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:

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

One year H.S. French, in third year French now and in third year Arabic too. Also studied 3 years Spanish. French professors very grammar oriented (which I love). Arabic professors more on vocab.

(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.)

French used word reference. Can often for trying to come up w/ the French way to say some of our colloquial expressions.

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 I can do with the language, not what I know about it. Proficiency is not memorizing a collection of grammar rules, vocabulary lists, or doing mechanical exercises w/ paper!

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 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

I have always had very structured language courses with lots of grammar rules & vocabulary lists. I am excited about the interactive CD Rom & being able to listen to the language & seeing the language in real world pictures. I have a tough time in class because the words are not written on the board. I think spelling is important & I would like to have every word corrected which does not have perfect pronunciation. I really support speaking in class but it would be much easier with words written down.

I love grammar too, but it has to be taught cautiously

All gave word lists which I love!

After nearly 50 years of using German I don't have perfect pronunciation (though I can occasionally pass for native - a guy from somewhere else)

Proficiency is the ability to use the language to communicate. I'll try to convince you. I also see this as positive because I will be challenged & forced to learn differently.

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?

During classroom time, the chief activity is intended to be speaking and hearing the language for better

How closely does this feature of our course fit your prior concept or "image" of language comprehension 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 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

In my previous courses vocab was written down & repeated many times aloud (like we do) and some time was spent talking but more time was spent on grammar.

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

I did not see any English-German vocabulary lists, therefore no.

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.

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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

This stresses the importance of learning our vocabulary and using what we know to say what we can.

Exactly!

4. In our course, spoken German is often taught with model dialogs. The Wie, bitte? dialogs are accompanied by dialog glossaries and dialog summaries. Are there also complete English translations of the dialogs?

There are not complete English translations, I saw.

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 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

really?

Comments and questions about this feature

This is good because it causes us to make inferences to look-up words / make connections between roots / words. In

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

There are explanations of German grammar in the materials.

previous classes, readings have on occasional new vocab given

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

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

Comments and questions about this feature

I like having grammar terms in one spot but I am used to having the rules intertwined in chapters / key words.

Take a look at "Main Resources" -> "Grammar Index"

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

✓ Three major areas of coursework counted in grading include 3 writing tests, 3 oral tests, 3 personal projects —

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

therefore tests short assignments + projects

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

I did not have the possibility to do individual personal projects. In French we would write two compositions each term. In Arabic, we would write one. I am very excited for a chance to do the personal projects + writing.

Other comments and questions

I am extremely owed by the CD + very happy to be fortunate enough to study with it although I am going to need to work on vocabulary first thing.

Return this form to any first-year German instructor.

Factors \Rightarrow 1 2 3 4
 score = 6 6 6 6
 1.8 1.8 1.2 1.2 = 6

score 6 075666
 09.30.09 10:10 am grade A+ 4.3

Language Learning Preferences & Preconceptions Survey

Name

If you have NOT had a language class before (anywhere, any time, any place), skip to item 4.
 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 & ABSOLUTELY LOVED IT.
 I LIVED IN RURAL IDAHO AT THE TIME HOWEVER, AND MY USE OUTSIDE OF CLASS WAS VERY LIMITED (ALMOST NO HISPANICS LIVED THERE).

(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 TAUGHT ENGLISH IN THAILAND LAST SUMMER & IN THE PROCESS, LEARNED SOME THAI. IMMERSION IN A LANGUAGE WORKS! Really?!

lets talk about language teaching careers!

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.)
 I HONESTLY DONT THINK MY CLASS WENT TO THE COMPUTER LAB ONCE DURING THE TWO YEARS. OUR SCHOOL WAS SOMEWHAT UNDERFUNDED & LOW-TECH; WE USED OLDSCHOOL PROJECTORS INSTEAD. What year was that?!

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

PROFICIENCY IS BEING ABLE TO UNDERSTAND & USE A LANGUAGE IN REAL-LIFE SCENARIOS. IT'S NOT NECESSARILY KNOWING ALL OF THE CONJUGATIONS OF THE VERBS BUT RATHER BEING OK IF, SAY, TOTALLY IMMERSED.
 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 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

I FEEL LIKE I SHOULD CLEAR UP THE SPANISH CLASS BUT FIRST. I LOVED IT BECAUSE I MADE A TON OF FRIENDS IN THERE & THE TEACHER WAS VERY CUTE & MID 20's. WHAT I DIDN'T LIKE WAS THAT I DONT FEEL LIKE WE PRACTICE SPEAKING IT NEARLY AS MUCH AS WE WORKED ON WRITING IT. I FOUND I LEARN BETTER IF I'M CONSTANTLY SPEAKING IT & WRITING LESS. THAT'S JUST ME THOUGH. I'M LOOKING FORWARD TO THIS FORMAT.

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?



IT SOUNDS LIKE MOST OF THE CLASS WILL BE SPENT IN GROUPS OR WITH A PARTNER PRACTICING SPEAKING & LISTENING TO GERMAN.

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
- 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

LIKE I WROTE EARLIER, I FEEL LIKE I LEARN A LANGUAGE BEST IF I AM SPEAKING IT & HEARING IT VERY OFTEN. THE TRIP TO THAILAND DEFINITELY SHOWED ME THAT.

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

NO, THERE IS NOT. IT SEEMS LIKE WITHOUT ONE, IT WILL TAKE WAY LONGER TO MAKE TRANSLATIONS. WELL, FROM ENGLISH TO GERMAN THAT IS, not a beneficial activity

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.

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- 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

I UNDERSTAND THAT MAYBE SOME WORDS/PHRASES DON'T TRANSLATE BUT I KNOW THAT ENGLISH TO GERMAN LISTS EXIST. IT JUST SEEMS LIKE A BIT OF A HINDRANCE. 1) Beginners make incredible mistakes choosing words 2) most structures don't translate straight across

4. In our course, spoken German is often taught with model dialogs. The Wie, bitte? dialogs are accompanied by dialog glossaries and dialog summaries. Are there also complete English translations of the dialogs?

NONE THAT I FOUND YOU CAN PRETTY MUCH PIECE ONE TOGETHER FROM THE GLOSSARY THOUGH. good point

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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

IF ONE KNOWS THE GENERAL TOPIC & MOST OF THE WORDS (GLOSSARY) THEY SHOULD BE ABLE TO PIECE TOGETHER AN UNDERSTANDING OF THE DIALOG. THIS REINFORCES THAT INTUITIVE KIND OF THINKING.

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

YES, THERE'S THREE DIRECT LINKS TO GRAMMAR UNDER MAIN RESOURCES. WHAT FUN! Not for most people. I love grammar, but it has to be used cautiously

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

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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

GRAMMAR IS DEFINITELY A MUST WHILE LEARNING ANOTHER LANGUAGE. I JUST ALWAYS FELT IT COMPLICATED LANGUAGE SO MUCH IT LEFT A BAD TASTE IN MY MOUTH. HENCE THE "SOMEWHAT POSITIVE" RESPONSE.

depends on what one means by "grammar"

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

✓ ORAL TESTS, WRITING TESTS AND PROJECTS. EACH HAVE 25% VALUE OF THE FINAL GRADE, ACCORDING TO "SCORING & GRADING" ONLINE.

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

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similarity
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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

THAT SEEMS FAIR. I AM PERSONALLY AGAINST SCORING POLICIES THAT PLACE HUGE EMPHASIS ON ONLY ONE OR TWO EXAMS. THIS DOESN'T SEEM TO DO THAT. *nope*

Other comments and questions

I AM GENUINELY EXCITED TO GET STARTED LEARNING GERMAN WITH THIS PROGRAM. I ALSO LOVE THE WAY WE GOT THIS GREAT FREE TOOL (WIE BITTE?) TO HELP FACILLITATE THE LEARNING PROCESS.