

db 0950

William Kische
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REVIEWER RESPONSES

WIE, BITTE?

1. Approach: The approach has worked well with highly motivated students who have had previous FL learning experience, especially if the language has been German. The approach has also worked well with experienced teachers who are flexible and not conservative in their orientation to teaching. It has been less suitable for inexperienced graduate teaching assistants who teach most of our 8 - 10 beginning class sections which each enroll 20 -25 students.
- It has not been easy because it takes considerable time and effort for coordination if the program is to run smoothly. Students responded well if the instructor's attitude was positive, and students adapted readily to the approach. They learned listening and speaking skills primarily, and reading and writing to a lesser extent. Structure has been problematic; we had to develop supplementary grammatical summaries i.e. lists of verbs, etc. to facilitate learning, and for review purposes.
- Students met the goals we had expected because we set the goals lower than the authors had suggested. We had to skip most Stage 2 sections, for example.

more IAE?
training film

maybe incorporate
(but not traditional lists)

reduce # of s/b, 2.
yes

Length: The book is too long for our 3 semesters of three 50-minute sessions per week. We could do no more than 22 units by the end of semester 3, and then only by omitting a number of components i.e. most Stage 2 activities and most suggested tests.

But the omission apparently caused no loss of continuity

3. Format: The general organization of each chapter in the class text was useful and easy to use. It did lead to a lively, interactive classroom.
4. Looking Ahead: These were definitely useful to introduce each chapter, and the "Check Your Proficiency" sections in the workbook helped pull each chapter together.
5. Dialogs: The dialogs helped prepare students for material in the chapters. We had partner work after students had practiced audio tapes, and we talked around the topics with questions-answers and conversational expansion activities.
- The dialogs are useful models and, in general, the tapes are well selected and developed. Of course, with German reunification many topics are obsolete and need to be reworked.
6. Grammar: We felt that there were too many bits and pieces in too many different places, and it was difficult to keep connecting parts tied together. There were too few explicit opportunities provided in the text to systematically practice the grammar. It required much time and effort to pull this together, especially to help our inexperienced teaching assistants.

add help

7. Situations: We usually assigned Stage 1 only and often had students write them for homework, and they were usually done well orally in class. The use of English to elicit German was no problem, and students learned not to translate word for word.
8. Strategy-culture: These were very good and I would not change them, except for obsolete information about East Germany, etc. Students reacted most favorably to these. There was no problem with the English presentation, but as a part of formal review after every fourth chapter, it would be good to have a page of culture in German for extra reading practice and review.
9. Illustrations: They are a great idea but they must be legible and usable and many aren't. Why? Because some maps, for example, don't have a legend so that places can be found easily. That can be very frustrating, even for instructors. Real German maps not only have letters vertically, and numbers horizontally, such as the Munich one in CT 314-315 but also a list of what all those numbers represent. They also have a list of street names with letters and numbers. It took me more than 30 minutes, for example, to find 3 eye doctors in Freiburg i.e. ST 10, CE 4, Lesen, Stage 2, 1. The Mannheim (CT 310), Trier (CT 311), and Freiburg (CT 312) maps have no letters and numbers and so are very time-consuming to use. Also, a magnifying glass is needed to see the details on most of these. All of them, and the accompanying specified activities in the workbook should be redone carefully.
- The Bildwörterbuch is another great idea but it isn't linked closely with CT and ST activities. It has many possibilities for development but it's not an integral part of either text.
10. Glossary: These were useful and well presented, but for systematic study and review purposes it would be a good idea to separate each chapter glossary into part 1 and part 2 as the chapters are divided.
11. Workbook/Tapes: The A tapes are indispensable. We most often did not get to the B tapes, and only occasionally did we have time for C. It's not that they weren't very good. There was simply too much material. The Lesen and Schreiben we used with discretion as time permitted. It's very important that instructors work through these before students use them, because ^{some} take too much time and others are trivial. We always used the Stage 1 Sprechen exercises. They were well received by students and valuable learning activities. As with

could assess
from reading

yes

yes

yes

consider

the CT Situationen, we sometimes had students write Sprechen sentences for homework. The structural exercises were OK but we added more for most grammar i. e. verb tense sentences, adjective ending sentences, etc. You need to add more structural exercises. *well*

Dialog translations were useful mostly for student reference, but occasionally for getting students to say the German while seeing the English.

12. Instructor's Edition: The marginal annotations can be useful if one chooses to use them. The reaction of our experienced faculty to these was that if this much explanation and a 26 pp overview plus 10 pp of chapter notes were recommended to use this program, then it was too complicated and they didn't want to use it at all. However, I did find this information helpful for training graduate teaching assistants. When I asked our faculty how to improve the instructor's edition they said: "Keep it simple and straightforward." *debatable*

13. Testbank/Tapescript: This more than anything else caused our faculty to rebel against the program after 1 semester. There were a number of errors in the tests, misspellings, wrong answer keys, and items that seemed insignificant for testing. We had to abandon the testing program during the middle of the first semester and created our own tests. I lobbied for adoption of Wie, bitte? partly because it included 4 skills tests that I wouldn't need to create, so this was a great disappointment. You need to return to square one for testing!

14. Overall: This is the poorest quality of textbook binding that I have ever encountered in 30 years of teaching. The opposite should be true because of the heavy wear and tear that the class text gets with the directions to constantly flip sections and pages.

Strengths: I think the approach is great - authentic material of substantial student interest with the goal of language acquisition rather than just rote learning. The general text topics and taped materials, especially the C tapes, are superior to what most other publishers offer in their basic German packages.

Weaknesses: The program needs to be refined, and very carefully replanned so that it can become more usable and less frustrating, as suggested in the above points.

I would be willing to reuse this program if the significant changes that I have suggested were made. However, there is no way in our department because our faculty's negative attitudes about the materials have already become "fossilized", and another "more traditional" text has been adopted. We are in our last semester of Wie, bitte?

William Fischer

2

For the past three years, I was coordinator of first-year German at the University of Oregon. For the first two of those years, I used a text that had been selected before my arrival (Deutsche Sprache und Landeskunde, Random House). While I found the book adequate at first, I grew increasingly frustrated with its failure to provide in-class activities for communication, as this meant that I and my instructors (about twelve graduate teaching assistants, most of them German, most of them teaching for the first time) had to come up with activities of our own.

By the end of the second year I had decided to abandon this text, at which time a salesman for Wiley & Sons brought Wie, bitte? to my attention. I was immediately impressed with the inventiveness of the situations and the extensive use of realia, as these were the kinds of things we had found ourselves having to improvise. After further examination, I chose Wie, bitte? as our text for the following year.

This year I am coordinator for second-year German and am in charge of more experienced graduate assistants. We began classes this week, and these instructors, some of whom have been teaching second-year German for three years, have expressed astonishment at the unprecedented verbal abilities of their students--their readiness to speak, their relatively vast vocabulary, etc. In other words, they have been most favorably impressed with students who had been taught first-year German with Wie, bitte? It is thus with some regret that I note that my successor in first-year German has chosen another text (Auf Deutsch by Helga Kraft).

I consider Wie, bitte? to be the most original and most intelligently conceived German text I have seen, and I am in awe of the labor that has gone into its constitution, the tapes most particularly. This is the first time in ten years of teaching that I have gotten through an entire text (one usually ends the year with two or three chapters remaining, consoling oneself with the assumption that "they'd just forget the subjunctive case over the summer anyway"). In the course guidelines given to the students, I wrote a sentence which I think crystalizes the strength of the book: "The purpose of this course is not to teach you to translate English into German, nor to master grammatical structures, but to help you negotiate the experience of a foreign language and culture." The genius of Wie, bitte? is the relentless persistence with which it forces students to press on in the face of an inevitably incomplete understanding (a fact inscribed in its very title). Again, I would say that the tapes (first and foremost) and the situations (in the workbook) are the most important factors in producing students who are willing to speak and not afraid to improvise, guess or take risks.

Despite the foregoing, I had constant difficulty convincing my instructors of the merits of Wie, bitte? (although they were sold by the end of the year). This was due in part to the unconventionality of the book coupled with the

insecurity of teaching assistants who, never having taught before, tended to fall back on the familiar conventions of their own schooling. Specifically, no amount of pedagogical erudition can fully convince certain teaching assistants (especially the Germans) that the explicit communication of grammar skills is not the ultimate measure of their success or failure as language teachers. Many of them expressed repeated dissatisfaction with the grammar explanations in Wie, bitte?, and some of them even made xerox packets taken from other books.

Now, I don't recommend changing anything where structural exercises are concerned. I believe that the treatment of grammar in Wie, bitte? is proportionate to the emphasis which most L2 specialists are placing on grammar nowadays. I do recommend, however, that other aspects of the book(s) be changed in order that the aforementioned dissatisfaction be localized and not deflected onto the rest of the book.

To begin with, and I offer this as a trivial example, the bindings of at least half of the copies we ordered were defective to the point of literally falling apart, which simply gave the disaffected one more thing to gripe about. I assume this defect was costly to you and has already been corrected.

The more difficult and important task will be that of streamlining Wie, bitte? Its organization--though a function of its richness--is unnecessarily complex and difficult to use for student and instructor alike. For example, the Bildwörterbuch is by itself a brilliant addition, but hidden so far away that we tended to forget it was there. Another example: the written exercises in the workbook often refer students to realia (train schedules, menus, maps, etc) located in another part of the workbook or even in the main text, when those same materials could have been placed alongside the exercise itself. Yet another example: the reference grammar in the workbook is simply beyond most of our students. All in all, this complexity of organization requires such constant lateral movement through material as to make it harder to negotiate than it needs to be. I think an effort must be made to integrate these physically components into the chapter sequence.

encloser

I have already indicated that I consider the workbook, and especially the regimen of the tapes, to be the strongest component of Wie, bitte? Here, too, there is a high degree of overload, and we never assigned everything in a given chapter (usually about half of the reading and writing assignments; under the category of "Sprechen," we would typically assign "any three"). As for listening comprehension, we would generally assign all of A and B, with C1 optional. At the beginning of the year, some of our students were spending three hours a night on the tapes. Still, the greatest strength of this package is the fact that students are constantly required to work with the tapes. I recommend (1) that the instructor's edition give detailed suggestions on how to use tapes during class (it is necessary in the beginning to demonstrate to students that the tape exercises are not as hard as they seem); (2) that the overwhelming C-sections be shortened considerably, and (3) that sets of tapes be made available to students for purchase as part of the package (our students were able to bring their own blank cassettes to the bookstore and have copies made for \$1 each, meaning that they paid at least \$30 over the year).

The situations in each chapter are also among the strongest components of Wie,

bitte? and are the most helpful in terms of establishing in-class activities. I would suggest including situations in which only the initial circumstances are given (rather than a paraphrase of the entire conversation). Generally, I found myself having to augment the situations with more provocative ones. For example, in a section where students are trying to buy tickets for the opera or city-tours, I would create a situation in which one student was standing in line to buy tickets for a Rolling Stones concert, is informed by the ticket agent that the concert is sold out, whereupon a scalper offers to sell him some tickets. I would do situations like this daily, usually calling on several students to improvise in front of the class. The situations in the book would be done in pairs. (I comment below on the thematic content of the chapters.)

problems

Another aspect of the book that disturbed some of our instructors was the constant thematic emphasis on train travel, customs officers, ticket windows, post offices, restaurants, etc. Here I agree with them. I missed, for example, chapters toward the beginning of Deutsche Sprache und Landeskunde dealing with various aspects of university life which are of particular relevance to our students. Such themes as course schedules, night life, housing problems, etc. made it very easy to extrapolate from the material and engage students in dialogues about their own everyday routines. Wie, bitte? does not offer this opportunity, i.e., it does not teach a vocabulary that is easily transferable to the daily lives of students. You cannot imagine the frustration of the instructors last Spring when, in the midst of student fascination with political events in Germany, the book would have had us acting out trips to the laundramat (cf. your penultimate chapter).

W

Another, more specific suggestion. We are well into January before Wie, bitte? introduces the informal "du"-form. The rationale is clear: if students go to Germany, they will first encounter situations (with police, customs, landlords) in which they must use the formal "Sie." However, as I mentioned earlier, most of our instructors are native German graduate students who are uncomfortable addressing fellow students as "Sie." This is their first real speech situation and should not be subject to the artificial imposition of formality. Introduce the "du"-form in chapter one. Generally, I think a reversal of the present order is more appropriate and applies as well to the thematic parallel. The book should begin by introducing vocabulary that facilitates a getting-acquainted process--with each other, with their instructor, which German young people they are likely to be involved with. The more formal themes (customs declarations, etc.) should come afterwards.

I believe I have covered most of the review questions you sent me, though not in order. Regarding number 8, I would indeed prefer less English, even if it means less information. On number 7, I feel that students would be less likely to translate the English instructions (paraphrases) if they were open-ended and thus subject to improvisation. Number 11: the dialogue translations are so remote as to be useless. Number 12: the instructor's edition is great; never before have the authors of a language book taken the quarter-system into account. Number 13: the test bank is helpful, though we used it selectively, as we prefer much shorter quizzes.

A smaller point concerning packaging: More and more of the new textbooks that cross my desk contain slick and often beautiful photo-essays on Germany and as such appeal, I would think, to the cultural fetishism that always plays a role

in language learning. There is little in Wie, bitte? that conveys the German landscape (in the narrow or the broad sense).

On the same note, let me share with you an idea I've been toying with. Every year the German government sends (via the Goethe institute, I think) German professors a calendar (comb-bound at the top, each page representing one week). At the top of each page is a row of three, thematically related color photographs (of German writers, landscapes, industrial regions, rivers, historical subjects)—a kind of German cultural-geography in pictures. Everytime I receive one, I think how wonderful it would be to have one of these in the form of an academic calendar (beginning August or September) that students could buy and use as a kind of class notebook, keeping track of assignments, exams, etc., but also using as a resource on German Landeskunde. —This doesn't relate directly to Wie, bitte?, or course, but it seems that a text that is so strongly oriented towards a student's eventual trip to Germany should also depict Germany (as well as Austria and Switzerland) as an interesting, attractive or exciting place to travel to.

Let me emphasize that I consider Wie, bitte?, even as is, the best of its kind. A simplified organization and the introduction of livelier themes (especially in light of recent developments in Germany) would make it better. I think, incidentally, that my situation as coordinator was typical, i.e., that most instructors teaching college-level German in the US are graduate students, many of them native Germans. The authors of a textbook must take into account the additional difficulties which this situation entails.

#4

Review of WIE, BITTE

1. APPROACH. Generally works very well. It is easy to use in the sense that the students are interacting with each other for most of the class period. The main difficulties include the following. 1) A lot of thought has to go into figuring out how the optimum amount of German can be used in class without constantly switching between English and German when working with material where there is such a mixture of the two. 2) Trying to anticipate how many fairly structured drills (eg., Haben Sie X ? Nein, ich habe keine X.) are required before the students get a feel for the structure and can use it fairly reliably in more natural communication. We spend a lot of time thinking up additional drill situations that are fun and involve real language in addition to hunting up all the realia. The students--at least most of them--eventually adapt and respond pretty enthusiastically. As expected, some students, because of their preferred learning styles and/or previous experience with learning another language, get frustrated with not completely understanding and producing perfectly everything as they go along; we devote a fair amount of time and energy attempting to counteract their frustration. Spending part of a class period just discussing the theoretical rationale behind a communicative approach and language acquisition theories has really helped some students adapt. Yes, students develop speaking and listening proficiency. We notice a definite increase in willingness to take risks and experiment in speaking German compared with other texts. But I suspect that the instructor conducting about 90% of the class in German is also necessary, which is not built into the approach. After 1 semester of a 4-credit beginning German course in which we covered chapters 1-7, students' ability to read and write materials other than menus and tables was very limited.

Yes
/ can do

/ consider

2. LENGTH. Way too long, heavy, and expensive for only a first year text, at least for our students. We covered chapters 1-7 in a 14-week semester of a 4-credit beginning German course. We therefore anticipate using the text for at least 3 semesters, especially since the topics do not go deep enough into everyday life in Germany. (Cf. below.)

3. FORMAT. Overall organization of all the material is unduly complex and very time-consuming to learn and unwieldy to use--not helped by the text books disintegrating after only 3 months of use. (We appreciate being sent replacements!) The biggest complaints from students and instructors have been the following. 1) It is impossible to use either the text or workbook without having to flip back and forth between both books. 2) It is confusing to have a realia section in both texts. We therefore strongly recommend that the Document section be in the textbook only (having to flip back and forth in the workbook from the assignment page to the Document section is VERY awkward). 3) The page numbering system is confusing in the workbook--why not just plain sequential as in class text? 4) All the abbreviations are very confusing: CT, ST (workbook?), CE, DT, DS, ect. Some stand for German terms, others for English. Word processing programs aren't that convoluted. Students and instructors waste a lot of time trying to figure out what's what and where the heck it is as one book inevitably crashes to the floor because desks are too small to hold both books at the same time. The organization

/ consider

Yes

Yes

within chapters is fine; the recursive organization of topics is very nice. We're not sure it's the format itself that leads to "a lively, interactive classroom."

4. LOOKING AHEAD. As instructors we didn't pay any attention to these chapter introductions.

5. DIALOGS. Seems to prepare students for the following materials, but as in the Situations, there's no distinction made between passive comprehension and active use of the structures and vocabulary according to whether students are playing tourist (active) or the native German--whom the students presumably should be able to comprehend but not replace. Using a variety of ways to express the same thing in the dialogs makes the language seem more real and interesting; however, at least at the beginning levels the students tend to mix and match words and structures in rather novel, non-German ways when they do the situations. This still may be preferable though to learning well only one way to say something. We read aloud the dialogs in class, with students repeating after me and then working on difficult pronunciations; then we have them try to repeat the conversations at normal speed and intonation. They read through the conversations several times with a partner, using realia if we can manage it. We usually try to set up drill-type interactions before they try the situations.

Except for those few students (mostly mature adults) who already have plans to travel to Germany, the non-stop tourist exchanges quickly become borrrring. What 18-year-old (half our 1st semester class), in anyway, has the money to travel to Germany and then order a porkchop dinner in a restaurant, stay in a real hotel and buy into the polyester-suited tour group set? This second time around teaching from this text, we're adding lots of TPR-type activities to teach weather, colors, clothes, body parts, classroom objects, common actions so the students don't leave knowing how to order a porkchop dinner they can't afford but not knowing how to put on their jacket, hat and mittens because it's snowing outside. The unrelenting survival tourist German also keeps the students from any closer look at Germans other than from the distant view of consumers, all the Germans they talk with in the dialogs being sellers. And compared with a text such as AUF DEUTSCH, there is an almost total lack of wit and humor.

consider

really?

6. GRAMMAR. The grammar that is formally presented in the structural notes seems well integrated into the content/topics and the sequencing seems to make sense. We occasionally had a hard time figuring out the structural notes, eg., p. 58, #2. Explanations in reference grammar seem clear and thorough enough though some students initially have problems finding their way around.

7. SITUATIONS. Students certainly seem willing to play along though they tire of being tourists. Some, even after a whole semester of hearing and having modeled for them "don't translate literally, don't use a dictionary, use only the language we've practiced," seem incapable of abstracting a situation from the language used to

describe it. Initially, it takes a lot of energy to try to keep students from translating, and with say 15 pairs of students, it's almost impossible to adequately monitor all the groups. Some students--the better students and non-translators--handle the stage 2 and "Versuchen Sie doch" OK; about half the students are definitely in over their imaginative and linguistic heads. Number of Situations is about right. We have mixed feelings about the Situations being in English. It does allow for setting up more realistic situations, but it's certainly a battle to keep some students from translating. Generally, constantly mixing English and German in the books is a real problem for us (Cf. #14).

8. STRATEGY-CULTURE. Seems useful. As a whole, students seem moderately interested. Using English did not bother us here. Again, though, students leave 1st semester German with the impression that German culture = tourist industry. There is an apparent discrepancy is the use of Frau/Fraulein when customers say "Fräulein" in restaurant dialogs. The use of "Fräulein" is misleading, anyway. Generally, the term is used only for very young (16/17) women or by chauvinists. If we tell our students that, they must wonder about how many very young women are working in sales.

9. ILLUSTRATIONS. We use menus, train schedules and tourist brochures, and to some extent maps; otherwise, discussing the photographs in class in German is too advanced for 1st semester students. One major problem is that too often the print is too small--particularly with maps; the effort required to decipher is just not worth it. We therefore recommend taking out those maps (eg., the one of Mannheim, p. 310--the one of Trier, p. 311 is much more useful) and substituting maps of smaller areas with larger/clearer print. The same can be said for using maps, tables, and schedules for developing reading skills. Often way too much effort going into figuring out the system for what the students acquire in reading skills. Students express lots of frustration here, particularly those who don't anticipate needing to know how to read a streetcar map any time soon. And students learn to read lots of abbreviations but no normal discourse. The picture dictionary is definitely helpful.

10. GLOSSARY. Students are frustrated with nouns-by-articles presentation in the text and often having to hunt through the glossary in both the text and workbook. The chapter glossaries seem more useful than the one in text. Our students would prefer one glossary alphabetized consecutively.

11. WORKBOOK/TAPES. The workbook is well integrated with the main text. Listen tapes are particularly useful. Students really need to hear lots and lots of real German outside class when much of what they hear in class is their partner's/group's less-than-German German. Most students eventually overcome their frustration with not being able to understand all of the C-tapes. Many panic at first; this semester we put off assigning C-tapes until Chapter 2, but they still need to be accompanied with lots of "Don't panic!" The elaborate decimal system of organizing tapes is overwhelming. Students don't complain that the cassettes are boring, but neither can they hardly

wait for the next installment of weather reports, stockmarket prices and sport scores. We haven't figured out how to use the speaking exercises effectively. Having students write them out is hardly speaking, and then there needs to be some feedback mechanism. Students are not going to sit home carrying on a one-way conversation with themselves. We try having them partner up in class and figure out how to turn them into an exchange. The better students are bored because this becomes a watered down situation; the other students seem to lack imagination to convert them into real conversation. We use the reading exercises sparingly since students last year unanimously complained that all the time required to figure out these schedules, maps and tables was not worth the language they learned from them. We assign the writing exercises just as selectively--a few exercises requiring lists and such, none of the letters, however. Very few students ever learned how to resist trying to translate directly because there was not enough modeling. We use all the structural exercises; they seem to work well. We go over them in class as the formal grammar part of the course. Dialog translations are fine.

consider
answer;
integrate
w/ other
modalities,
or etc
explain that
1/2 preparat

12. INSTRUCTOR'S EDITION. Marginal notes are helpful and easy to use except where they are split between pages and columns, in which case the continuation is not always readily apparent. We read the additional chapter notes, mostly to double check the intent of the material.

thanks

13. TEST BANK/TAPESCRIPT We selectively use the test bank for chapter tests and as a way of deciding what we need to spend more time on. Students generally find these tests difficult. (One wonders, however, just how much homework students generally do.) The system for deciding which workbook exercises have answer keys and which do not escapes me. We have students self-correct their workbook exercises, so it would be helpful if an answer key rationale were clearly stated.

14. Overall, the strength of this program is its attempt at a communicative approach. Weaknesses: 1) not enough non-tourist German to begin with; 2) constant mixing of German and English, eg., exercises labeled Hören, Sprechen, Lesen, followed by "stage" 1. Gespräch 1 on CT 91 is sophomoric--"knock up a room" isn't even a likely translation of "an Ihre Tür klopfen." It makes it hellishly difficult to stay in German at the beginning level. Students have a tough time finding their way around all the material and then trying to translate it all into German at the same time.....

Some glaring Americanisms should be eliminated, eg., the use of "finden" in place of "suchen," and of "sehen" instead of "sprechen," (eg., in the instructions, p. 122), "gehen" for "fahren," p. 132.

Some errors might be corrected. A residential district is a WOHNVIERTEL, not a "Wohnungsviertel"; the South American river is the AMAZONAS, p. 115; We know of no German who would order "Schwarztee" but only SCHWARZER TEE or SCHWARZEN TEE, p. 91. "Es gibt so viel Lärm," p. 127, would sound more natural as "HIER IST SO VIEL LÄRM." Germans tend to use the generalizing "man" rather than "ich" in statements as in Gespräch 4, p. 131. (Im Aufenthaltsraum darf man

nicht rauchen...Mit denen kann man gut reden, wenn man etwas auf dem Herzen hat.) On p. 137, "Haben wir denn kein Aspirin, oder so?" should be changed to "HABEN WIR DENN KEIN ASPIRIN, ODER WAS?" "Ihnen" needs to be capitalized in the first lines of Gespräche 3 and 4, same page. Instructions for the instructor, p. 168, should use DARF instead of "kann," except that we wouldn't say "Man kann/darf das nicht glauben," but instead "DAS IST JA NICHT ZU GLAUBEN." Better "ICH KANN NICHT INS KONZERT GEHEN" instead of "zum Konzert," p. 175, and "ES IST EINE HELLBRAUNE TASCHE AUS WILDLEDER" statt "Sie ist...," p. 187. It might be pointed out that "nicht" is short for "NICHT WAHR," or "isn't that so," p. 182. In Gespräch 1, p. 241 GEBURTSURKUNDEN would make a lot more sense than "Geburtsdaten." "Was denken Sie beim.....," p. 132 would more naturally be "WORAN DENKEN SIE." On p. 175, "Er/Sie ist eine nette Person" is not much of a compliment--"Person" is to be used with extreme caution, ie., only in the sense of "Für wie viele Personen?" unless one is talking about a "dumme Person" and means to be condescending or critical.

Review of Wie, Bitte?

Before beginning to answer the review questions rubric by rubric I should note that at foreign language teaching at the first year level consists of two 2-hour sessions per week with an optional language lab. The reason for the optional language lab is that we are an urban university and many of our students maintain either part-time or full time jobs and thus a requisite language lab would be impracticable. Consequently no existing textbook could be perfect for us since ours is not an ideal situation for language teaching. This should always be borne in mind when reading the following critique.

1. Approach

I think the approach a good one which works well in our classes. Student response was, in the main, enthusiastic and successful. The ^erst of the questions in this section will be answered in the course of th review.

2. Length

The length of the text works well for us in that we are using it as a first year text. is on the quarter system and we have divided the book so as to cover essentially six chapters per quarter. IN the fourth quarter we add outside readings to the text. For example, the grammar of chapter 22 discusses the "wer, wem, wen" forms so I gave th^e students Christian Morgenstern's Der Werwolf and a few other Morgenstern poems as outside reading. Thus they have the grammatical forms down pat and at the same time read a clever and amusing poem.

As to "getting through it" we do indeed get through the text itself. Inasmuch as ours is an optional language lab, however, there is far more taped material than we can possibly use. Still, th simple reading of the dialogues is of great help to the students in giving them the opportunity of hearing the

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language spoken. In taping for future editions it would be a good idea to have all the readings done by native speakers.

3. Format

The format is naturally predicated on the approach to the subject and works very well in this regard. "IS it useful and easy to use?" After the first few weeks in the classroom I feared at first it might be too much of a "Berlitz for Travellers" what with the "Einzelzimmer-Doppelzimmer" and the "Stadtrundfahrt" and so forth but having used the book now for the greater part of a year I find that the dialogues do, for the most part, reflect the grammatical principles involved in the chapter and, at the same time, give the student useful vocabulary for everyday situations. The format is certainly flexible which is a prime criterion in a situation such as I have described here at As for "lively, interactive classroom" that will be answered in rubric 7.

4. Looking Ahead

The chapter introductions are innocuous enough but since the same material is covered all over again in the Structures section I don't see that they are necessary or add anything.

5. Dialogues

I have already noted in # 3 that the dialogues do, in my opinion, work well in reflecting the grammar. As you may see from our syllabus (enclosed) we devote approximately three sessions (6 hours) to each chapter. The dialogues are used at the beginning of each of the first two sessions. I feel the topics are well chosen in that as already noted they do afford the student

Review Wie, Bitte? p. 3.

useful vocabulary which will prepare him or her for real-life situations.

6. Grammar

As an old-fashioned grammarian I must find this the weakest part of the text. I think that the section called Structure should should frankly be called Grammar and should present the grammatical principles for the chapter clearly and succinctly rather than talking round them and then referring the student to the Reference Grammar. There will be more on this in rubric 11.

7. Situations

I should state flat out that I think this is by far and away the most valuable contribution the text makes to modern foreign language teaching. I became aware of this technique only a few years ago and must say that at first I was extremely dubious as to its value. It seemed to me that it would simply afford the students a chance for skylarking and general chaos. I can only say after using it that I think it a great idea and the reason for that is this: it has always been my contention that in a foreign language the student should have the opportunity of demonstrating what he does know, not what he does not know. Simple vocabulary tests or translations from English into German show that the student knows the material covered or he does not and there's an end to it. The situations, on the other hand, give him the chance to use his imagination and resource in circumlocution and this is the secret of ready speaking in my estimation. The only "difficulty" the student has at first is in taking the situations too literally. At first glance the students see that A asks if such and such is available and their first reaction is to think "My God! I don't know the word for 'available'." But it quickly dawns on them that they may just ask B if he has such and such. This gives them a wonderful feeling of accomplishment and is, I feel, of incalculable value in building self-confidence in the language. I think the number of

Review Wie, Bitte? p. 4.

situations as they now stand is ample and I like their being divided as they are so that the teacher can budget time for them. I propose to continue using Wie, Bitte? primarily because of this feature of the book.

8. Strategy-Culture

These essays are interesting and informative but the students for the most part didn't express great enthusiasm for them. It would be fine if there were more classroom time available for discussion but we simply don't have that time. If they were shorter and in German they could be used as readings and that would be a distinct plus since at present there is little reading as reading. *no*

9. Illustrations

The illustrations are well chosen and act as excellent springboards for discussion of the texts. The realia are a nice idea but we have little time really to make the greatest use of them. At present they make a nice browsing section for the adventurous student.

10. Glossary

The most outstanding criticism of Wie, Bitte? as I see it - and this has also been voiced by colleagues and the students as well - is that the glossaries should be re-titled Vocabulary and most definitely be included in the text at the end of each chapter. The division of nouns into gender categories is a good idea but the verbs would also profit by being listed apart from "other", preferably divided into strong and weak with strong principal parts given. Nouns should also give the plural form where appropriate. Along with rubric 7 this is the most important part of this whole review. *maybe*

Review Wie, Bitte? p. 5.

11. Workbook/Tapes

It is impossible to give a good answer to the value of the tapes since our language lab is optional. So far as I can tell, the students find the reading of the dialogues the most valuable part of them. Of the exercises in the workbook itself the structural exercises are the most valuable. Of the workbook in general I should say that there is far more material than can possibly be covered adequately in a time frame such as ours. With the wealth of materials offered in the workbook and tapes I should say seriously that Wie, Bitte? would be the perfect text at a school which could offer a minimum of at least three hours a day five days a week for German. As it is we have an embarrassment of riches. I do think this immense amount of material is daunting to the beginning student as well as confusing. Perhaps a good deal of pruning might be advisable here. I also think the dialogue translations should be omitted.

12. Instructor's edition

I think the instructor's guide an excellent idea. The marginal notes are informative and useful and I should think of enormous value to the younger instructor with little classroom experience who may not yet have had the opportunity of visiting German-speaking countries. Along with #7 I think this is one of the most attractive aspects of the whole package.

13. Test Bank/ Tapescript

Because of time considerations this material was not used. While I am sure it is valuable in enhancing the material presented it is not absolutely necessary to the success of the program.

Review Wie, Bitte? p. 6.

14. General Comments

I think the preceding pretty much covers both gripes and bravos but a few remarks in closing might be appropriate. I meant to mention in the section on vocabularies it might also be a good idea to print active vocabulary in bold-faced type as has been done in other texts. This way the students know the minimum expected of them.

I think my main gripe is that there is too much in the workbook and not enough in the text. The workbook should be just that; it should contain the exercises. Period. I have already noted that the vocabularies should definitely be included at the end of each chapter and the reference grammar should be placed at the end of the text for handy reference. I intensely dislike the pagination of the workbook. The division into SG, CE, DT, CG, RG and DS seems to me very gimmicky and pseudo-scientific and serves only to confuse the student.

I hope the foregoing critique may be of some help in shaping future editions of the book. I think it can be a really first-rate teaching text and even in its present state I propose to continue its use here. I very much look forward to the next edition. If I can be of any more use to you please feel free to call on me.

Respectfully submitted,

GN 101 Syllabus

Text: Wie Bitte?, Fischer and Richardson

Stundenplan

1. _____ Introduction, Preliminary Chapter 1.
2. _____ Preliminary Chapter 2.
3. _____ Chapter 1: Fahrkarten
4. _____ Chapter 1: Im Bf
5. _____ Quiz Chapter 1; Chapter 2: Im Hotel
6. _____ Chapter 2: Restaurant
7. _____ Quiz Chapter 2; Chapter 3: Fahrkartenschalter
8. _____ Chapter 3: Reiseneviant
9. _____ Quiz Chapter 3; Chapter 4: Im Zug
10. _____ Chapter 4: Wo ist die StraÙe?
11. _____ Quiz Chapter 4; Chapter 5: Haltestelle
12. _____ Chapter 5: Hotel - Bad oder Dusche?
13. _____ Quiz Chapter 5; Chapter 6: Geldwechsel
14. _____ Chapter 6: Kiosk
15. _____ Quiz Chapter 6; Chapter 7: Stadttrundfahrt
16. _____ Chapter 7: Konditorei
17. _____ Quiz Chapter 7; Chapter 8: Opernkasse
18. _____ Chapter 8: Altstadt; Review

Hausaufgabe: -Homework is an integral part of your grade - for every chapter and in writing, this homework is due on the day before the chapter test:

Workbook part Hören: Stages 1 and 2 (A and B)

Structural Exercises: all

Also: Read all parts of each chapter, review the grammatical points in the Reference Grammar and learn the vocabulary.

Studienplan

1. _____ Introduction, Chapter 9: Frühstück
2. _____ Chapter 9: Was empfehlen Sie?
3. _____ Review Chapter 9
4. _____ Quiz Chapter 9; Chapter 10: Dom
5. _____ Chapter 10: Geschenke
6. _____ Review Chapter 10
7. _____ Quiz Chapter 10; Chapter 11: Zoo
8. _____ Chapter 11: Abendfahrt
9. _____ Review Chapter 11
10. _____ Quiz Chapter 11; Chapter 12: Post
11. _____ Chapter 12: Im Abteil
12. _____ Review Chapter 12
13. _____ Quiz Chapter 12; Chapter 13: Jugendherberge
14. _____ Chapter 13: Krankheit
15. _____ Review Chapter 13
16. _____ Quiz Chapter 13; Chapter 14: Museum
17. _____ Chapter 14: Wanderung
18. _____ Review Chapters 9-14

Hausaufgabe: Homework is an integral part of your grade - For every chapter and in writing, this homework is due on the day before the chapter test.

Workbook part Hören: Stages 1 and 2 (A and B)

Structural Exercises: All.

Also: Read all parts of each chapter, review the grammatical points in the Reference Grammar and learn the vocabulary.

German 103 Syllabus

Text: Wie Ritte? Fischer and Richardson

Stundenplan

1. _____ Introduction; Chapter 15: Zimmervermittlung
2. _____ Chapter 15: Wohnung
3. _____ Review Chapter - 15
4. _____ Quiz Chapter 15; Chapter 16: Stadtplan - Fahrplan
5. _____ Chapter 16: U-Bahn - S-Bahn
6. _____ Review Chapter 16
7. _____ Quiz Chapter 16; Chapter 17: Mensa
8. _____ Chapter 17: Universität
9. _____ Review Chapter 17
10. _____ Quiz chapter 17; Chapter 18: Kaufhaus
11. _____ Chapter 18: Fundbüro
12. _____ Review Chapter 18
13. _____ Quiz Chapter 18; Chapter 19: Freizeit - Natur und Sport
14. _____ Chapter 19: Freizeit : Hobbys und Musik
15. _____ Review Chapter 19
16. _____ Quiz chapter 19; Chapter 20: Konzert
17. _____ Chapter 20: Weinprobe
18. _____ Review Chapters 15-20

Hausaufgabe: - Homework is an integral part of your grade -

For every chapter and in writing, this homework is due
on the day before the chapter test.

Workbook Part Hören: Stages 1 and 2 (A and B)
 Structural Exercises: AU

Also: Read all parts of each chapter; review the grammatical points in the Reference Grammar; and learn the vocabulary.

Text: Wie Bitte? Fischer and Richardson

Stundenplan

1. _____ Introduction; Chapter 21: Ausflüge
2. _____ Chapter 21: Reisebüro
3. _____ Review Chapter 21
4. _____ Quiz Chapter 21; Chapter 22: Berlin - die geteilte Stadt
5. _____ Chapter 22; Berlin: Hauptstadt der DDR
6. _____ Review Chapter 22
7. _____ Quiz chapter 22; Chapter 23: Gedenkstätten
8. _____ Chapter 23: Rentner
9. _____ Review Chapter 23; Chapter 24: Die alte Heimat - damals
10. _____ Chapter 24: Die alte heimat - jetzt
11. _____ Review Chapter 24
12. _____ Quiz Chapter 24; Chapter 25: Wäscherei
13. _____ Chapter 25: Fotoentwicklung
14. _____ Review Chapter 25
15. _____ Quiz Chapter 25; Chapter 26: Unhöflichkeit
16. _____ Chapter 26: Willkommen
17. _____ Review Chapter 26
18. _____ Quiz Chapter 26; Review Chapters 21-26

Hausaufgabe: - Homework is an integral part of your grade. -
For every chapter and in writing, this homework is due on
the day before the chapter test.

Workbook part Hören: Stages 1 and 2 (A and B)
 Struktural Exercises: ALL

Also: Read all parts of each chapter; review the grammatical points in the
Reference Grammar; and learn the vocabulary.

QUESTIONNAIRE

WIE, BITTE? Introductory German for Proficiency

Academic Calendar: semester trimester quarter other

Length of Course: 2 terms 5 class hours per week + 1 hr laboratory

Approximate Annual Enrollment: 85 for sections using Wie, bitte? Approx

How much of the text do you complete? 60% 130 additional with other beginning texts.

What text did you use before? Modern German (Vail, Sparks, Huber)

Do you plan to use it the next time you teach the course? yes no!

If yes, what features are most appealing to you and your students?

If no, what are the main reasons for not using it?

Far too confusing for students to use: too complex, too little direction, structure; too expensive; poorly bound; failure of software to appear as promised.

APPROACH:

Has the approach worked well? yes no

Is it easy to use? difficult?

How did the students respond? with considerable frustration

Does the program develop students' proficiency? yes no

Did they learn skills? yes no structures? yes no

Did the authors fulfill the goals they established? yes no

Comments: The approach, which has so much potential, proved impossible to stick with; students were floundering and it was necessary to revert to a partial grammar-orientation to supply necessary structure.

LENGTH:

Present length is appropriate.

Would prefer longer book. (How much? _____)

With these additions: _____

Would prefer shorter book. (How much? Far too much is attempted -

With these deletions: Many of exercises, esp. workbook

FORMAT:

Is the chapter organization useful? yes no - too fragmented

easy or difficult to use?

flexible? yes no

pedagogically sound? yes no [?] partially

Did it lead to a lively, interactive classroom? yes no [?] sometimes

LOOKING AHEAD:

Are these chapter introductions useful? yes no

DIALOGS:

Do they prepare the students for the material in the chapters? yes no

Are they useful models? yes no

Are the topics well selected? yes no

How did you use the dialogs in class? Various drills, recitation
patterns, class readings, etc.

STRUCTURE:

Did the grammar presentation work well in class? yes no !

Are the structural notes in the text helpful? yes no - inadequate and too

Is the reference grammar in the study text helpful? yes no - fragmented

Are the explanations clear? yes no

accurate? yes no

thorough yes no

far too much trouble to rummage through 2 texts!

Did the students use the reference grammar? yes no - too little.

SITUATIONS:

Did they work well in class? yes no - sometimes; generally, no

Did students have difficulty learning how to use them? yes no

Did they enjoy them? yes no - partially

Are they interesting? yes no Useful? yes no

Are there enough? too many? too few?

How do you feel about the use of English in setting up the situations? ok

Did the students try to translate? yes no

Any suggestions for improving the situations? Simplify; integrate with fuller grammar treatment.

STRATEGY-CULTURE;

Do these sections provide useful information? yes no

How do you feel about the use of English? Would you prefer to see more German even though it would mean less information? yes no

What was the student response to these sections? generally good.

ILLUSTRATIONS:

Are the photos and realia useful in stimulating class activity? yes no

in developing reading skills? yes no yes, to a degree

Are they well selected? yes no partially

Did you use the realia section at the end of the book? yes no

the picture dictionary? yes no occasionally

Were these sections useful? yes no only partially

GLOSSARY:

Is this useful? yes no well presented? yes no

How did you feel about the presentation of nouns by article? unnecessary and

confusing

WORKBOOK/TAPES:

Is the workbook well integrated with the class text? yes no

Are the listening exercises useful? yes no

effective? yes no } far too hard

interesting? yes no }

Are the cassettes good learning tools? yes no if better handled

interesting? yes no

Are they easy or difficult to use?

Did you use the extra aural realia? yes no ! No time to do even the regular material!

Are the speaking exercises useful? yes no *but too complex*

effective? yes no interesting? yes no

Are the writing exercises useful? yes no *not very*

effective? yes no interesting? yes no *partly*

Are the reading exercises useful? yes no *generally not.*

effective? yes no interesting? yes no

Are the structural exercises useful? yes no

effective? yes no interesting? yes no

Are there enough exercises? too few? too many?

Which types? too little pure grammar; rest too numerous.

Do you like to have the dialog translations included? yes no

Any suggestions for improvement of the workbook? Shorten drastically;
eliminate separate workbook: 1 vol. text

Of the tapes? simplify; include regular grammar
drills

ANNOTATED INSTRUCTOR'S EDITION:

Did you use this? yes no

Are the marginal annotations useful? yes no *to a point, but not much,*
 easy or difficult to use?

Is the instructor's guide informative? yes no helpful? yes no !

Did you use any of the additional chapter notes? yes no *rarely*

Any suggestions for improvement of the Instructor's Edition? Only same as
for regular edition, above

TEST BANK/TAPESCRIPT:

Did you use this? yes no

Is the material useful? yes no well presented? yes no

Did you use the additional cassettes? yes no

Any suggestions for improvement in the test bank? far too difficult -
had to be simplified and constantly
modified.

GENERAL:

Please list in order of importance the strengths of the book.

1. The book was a great disappointment.
2. A good basic idea was ruined by
3. a presentation needlessly complex and
4. expensive (and the hard-bound text
5. fell apart in 3 weeks!), extremely
6. difficult to organize. Promised lab
7. materials for computers never
8. materialized. A very distressing
9. experience, which I do not intend
10. to repeat!

Please list in order of importance any deficiencies in the book.

1. _____
2. _____
3. _____
4. _____
5. _____

All previous page.

RN/bp
08-31-03

QUESTIONNAIRE

WIE, BITTE? Introductory German for Proficiency

Academic Calendar: _____ semester _____ trimester quarter _____ other

Length of Course: 3 terms 4 class hours per week

Approximate Annual Enrollment: 15

How much of the text do you complete? through Chap. 24

What text did you use before? Deutsche Sprache und Landeskunde

Do you plan to use it the next time you teach the course? yes _____ no
(I am already using it again this academic year.)

If yes, what features are most appealing to you and your students?

I especially liked the proficiency approach, the profusion of realia in the text and the separation of the text into Class Text and Workbook and the tapes.

If no, what are the main reasons for not using it?

APPROACH:

Has the approach worked well? yes _____ no

Is it easy to use? _____ difficult?

How did the students respond? some resistance initially, then positively

Does the program develop students' proficiency? yes _____ no

Did they learn skills? yes _____ no structures? yes _____ no

Did the authors fulfill the goals they established? yes _____ no

Comments: This book makes learning German as real and as natural as it is possible to be outside of a German-speaking country.

LENGTH:

Present length is appropriate.

Would prefer longer book. (How much? _____)

With these additions: _____

Would prefer shorter book. (How much? _____)

With these deletions: _____

FORMAT:

Is the chapter organization useful? yes no

easy or difficult to use?

flexible? yes no

pedagogically sound? yes no

Did it lead to a lively, interactive classroom? yes no

LOOKING AHEAD:

Are these chapter introductions useful? yes no

DIALOGS:

Do they prepare the students for the material in the chapters? yes no

Are they useful models? yes no

Are the topics well selected? yes no

How did you use the dialogs in class? for pronunciation, to introduce the topic and the structures, to discuss culture and geography

STRUCTURE:

Did the grammar presentation work well in class? yes no

Are the structural notes in the text helpful? yes no

Is the reference grammar in the study text helpful? yes no but few students developed the habit of using it

Are the explanations clear? yes no

accurate? yes no

thorough yes no

Did the students use the reference grammar? yes no

SITUATIONS:

Did they work well in class? yes no

Did students have difficulty learning how to use them? yes no

Did they enjoy them? yes no

Are they interesting? yes no Useful? yes no

Are there enough? too many? too few?

How do you feel about the use of English in setting up the situations? especially effective at teaching students to be creative with the German they know instead of just translating

Did the students try to translate? yes no only at first

Any suggestions for improving the situations? _____

STRATEGY-CULTURE;

Do these sections provide useful information? yes no

How do you feel about the use of English? Would you prefer to see more German even though it would mean less information? yes no

What was the student response to these sections? They enjoyed the cultural tidbits and the European insights.

ILLUSTRATIONS:

Are the photos and realia useful in stimulating class activity? yes no

in developing reading skills? yes no

Are they well selected? yes no

Did you use the realia section at the end of the book? yes no

the picture dictionary? yes no

Were these sections useful? yes no

GLOSSARY:

Is this useful? yes no well presented? yes no

How did you feel about the presentation of nouns by article? I liked the emphasis it placed on gender, but the students resented having to look more than one place to find a word.

WORKBOOK/TAPES:

Is the workbook well integrated with the class text? yes no

Are the listening exercises useful? yes no

effective? yes no

interesting? yes no

Are the cassettes good learning tools? yes no

interesting? yes no

Are they easy or difficult to use?

Did you use the extra aural realia? yes no

Are the speaking exercises useful? yes no

effective? yes no interesting? yes no

Are the writing exercises useful? yes no

effective? yes no interesting? yes no

Are the reading exercises useful? yes no

effective? yes no interesting? yes no

Are the structural exercises useful? yes no

effective? yes no interesting? yes no

Are there enough exercises? too few? too many?

Which types? _____

Do you like to have the dialog translations included? yes no

Any suggestions for improvement of the workbook? The workbook would be easier to use if it

were paginated continuously. The students would like to be able to write the *Yes*
structural exercises directly in the workbook (there is currently not enough space).

Of the tapes? After the Gespräche have been read through once at normal speed, a second

version with space for repeating would be useful. The suggested use of the pause

button to do this is extremely awkward, because it requires continual rewinding. *maybe*

ANNOTATED INSTRUCTOR'S EDITION:

Did you use this? yes no

Are the marginal annotations useful? yes no

easy or difficult to use?

Is the instructor's guide informative? yes no helpful? yes no

Did you use any of the additional chapter notes? yes no

Any suggestions for improvement of the Instructor's Edition? _____

TEST BANK/TAPESCRIPT:

Did you use this? yes no

Is the material useful? yes no well presented? yes no

Did you use the additional cassettes? yes no

Any suggestions for improvement in the test bank? I only used them sporadically and basically made up my own tests. The tests seemed to focus too much on very specific bits of information instead of testing for principles.

GENERAL:

Please list in order of importance the strengths of the book.

1. the organization of the texts and tapes which making teaching a four-skills course a real possibility
2. the tapes themselves, with their variety of voices and accents— especially important for me in a one person department
3. the realia
4. the emphasis in the homework on meaningful activities instead of busy work
5. the continual reminder that the Bundesrepublik is not the only German-speaking country

Wie, bitte? is so different that I encountered a great deal of resistance from students at first who preferred the comfort and familiarity of a traditional approach. I asked those same students, now in second year, for their suggestions for this questionnaire. They admitted without exception that they were glad to have used the book. One student, a French major, said that thanks to the tapes his listening comprehension in German was better than in French.

Please list in order of importance any deficiencies in the book.

1. We had a problem all year long with defective binding. Although the texts
were replaced without cost, it was extremely annoying to have to replace
a book two or three times, especially late in the year.
2. I would like to see more maps in the Class Text. The endpaper map is not
really usable.
3. The students found the Bildwörterbuch somewhat annoying because it was
not always easy to tell what object a number went with and sometimes the
object indicated was ambiguous, leading to confusion.
4. _____

5. _____

RN/bp
08-31-03

QUESTIONNAIRE

WIE, BITTE? Introductory German for Proficiency

Academic Calendar: semester trimester quarter other

We have just changed to semesters this fall from trimesters.

Length of Course: 2 terms 5 class hours per week

Approximate Annual Enrollment: 20-40

How much of the text do you complete? I do not know how much will be covered during two semesters. During 2 10-week terms I covered half the book.

What text did you use before? Briggs and Crean, Alles Gute

Do you plan to use it the next time you teach the course? yes no (I am going to use Wie, bitte?)

If yes, what features are most appealing to you and your students?

I especially like the dialogs and the use of situations. The authentic materials in the Drucksachen are invaluable, as are the pictures presented throughout the text. I like the idea of a picture dictionary, although the one presented in the text is only adequate. Still, it serves the purpose. I really like the realistic-situations presented in the reading exercises, which are the things one must do when in a german speaking country.

If no, what are the main reasons for not using it?

APPROACH:

Has the approach worked well? yes no

Is it xx easy to use? difficult? It is both easy and difficult to use because some areas are clearer as to how to use them.

How did the students respond? The students have responded positively

Does the program develop students' proficiency? yes no

Did they learn skills? yes no structures? yes no

Did the authors fulfill the goals they established? yes no

Comments: I love your approach to teaching German in realistic situations and this is the primary reason I decided to give your text a try. I have been terribly frustrated with the grammar-first approach of texts I have used before and the limited fluency the students have achieved. The students like being able to use German in real-life situations from the first day, and I have noticed that they are indeed able to function more fluently with Wie, bitte? than with other texts I have used.

Present length is appropriate.

Would prefer longer book. (How much? _____)

With these additions: _____

Would prefer shorter book. (How much? It's difficult to cover all the material adequately, and I really can't say exactly how much or what to cut out.)

With these deletions: _____

FORMAT:

Is the chapter organization useful? yes no

easy or difficult to use?

flexible? yes no

pedagogically sound? yes no

Did it lead to a lively, interactive classroom? yes no

LOOKING AHEAD:

Are these chapter introductions useful? yes no

DIALOGS:

Do they prepare the students for the material in the chapters? yes no

Are they useful models? yes no

Are the topics well selected? yes no

How did you use the dialogs in class? I used them as the basis for everything else I did. They are extremely

useful when they are short enough to be "memorized". I prefer dialogs which don't get too complicated,

and yours are the most usable ones I have found. The dialogs in your book provide realistic language. The students amaze me with their ability to use the language they have learned in the dialogs in a variety of creative ways, and even the weaker students are able to function. I use what the students have mastered in the dialogs to teach them the structure, as well. Your dialogs do recycle material previously learned!

STRUCTURE:

Did the grammar presentation work well in class? yes no

Are the structural notes in the text helpful? yes no

Is the reference grammar in the study text helpful? yes no

Are the explanations clear? yes no

accurate? yes no

thorough yes no for what they need to know at that point.

Did the students use the reference grammar? yes no

Most of them do not make use of this section, but there are those who do. They would more likely benefit from mini-chapters which are scattered throughout the book, every few chapters, in which the grammar covered was summed up.

SITUATIONS:

Did they work well in class? yes no

Did students have difficulty learning how to use them? yes no

Did they enjoy them? yes no

Are they interesting? yes no Useful? yes no

Are there enough? too many? too few?

ask

How do you feel about the use of English in setting up the situations? no problem — I use German as well, but not to set up the situation. The students are going to be thinking in English at this point, anyway, and they need to learn what they can say. Setting up the situations also keeps them from translating word for word.

Did the students try to translate? yes no They tried to at first but when they understood what was going on, they did less and less of this. The better student never tried to translate

Any suggestions for improving the situations? _____

Just to be sure they all relate to what they have learned in the dialogs (I think they do).

STRATEGY-CULTURE;

Do these sections provide useful information? yes no

How do you feel about the use of English? Would you prefer to see more German even though it would mean less information? yes no

What was the student response to these sections? They find the information interesting but do not always apply what is in these sections, unless I bring it to their attention as we use German in class. This is not a weakness of the book, however.

ILLUSTRATIONS:

Are the photos and realia useful in stimulating class activity? yes no

in developing reading skills? yes no

Are they well selected? yes no

Did you use the realia section at the end of the book? yes no

the picture dictionary? yes no

Were these sections useful? yes no

GLOSSARY:

Is this useful? yes no well presented? yes no I would rather have the chapter glossary in the study text rather than in the workbook

How did you feel about the presentation of nouns by article? _____

It was one way to do it, and I have neutral feelings about it, no strong feelings either for or against it.

SUGGESTIONS: I do not like the way the plurals of the nouns are given here: the student must remember that nouns ending in -e must add -n for the plural and those not ending in -e must add an -s to form the plural. The plurals for all other nouns are given with the noun. I would like each and every noun to have its plural listed with it, so the student has no doubt at all.

WORKBOOK/TAPES:

Is the workbook well integrated with the class text? yes no

Are the listening exercises useful? yes no

effective? yes no

interesting? yes no

Are the cassettes good learning tools? yes no

interesting? yes no

Are they easy or difficult to use?

Did you use the extra aural realia? yes no But not all of it every time for every chapter.

NO!
add plurals
rules at
bottom of
each glossary
page?
each page of
book early on
(conjugation?)

Are the speaking exercises useful? yes no

effective? yes no interesting? yes no

Are the writing exercises useful? yes no

effective? yes no interesting? yes no

Are the reading exercises useful? yes no

effective? yes no interesting? yes no

Sometimes it takes the students too long to go through the great amount of material necessary to answer a few questions.

Are the structural exercises useful? yes no

effective? yes no interesting? yes no

Are there enough exercises? too few? too many?

Which types? all types

Do you like to have the dialog translations included? yes no

Any suggestions for improvement of the workbook? The numbering system as it is now is impossible.* The pages should be numbered consecutively throughout the book. — There aren't nearly enough structural exercises. I would like to see more exercises which are coordinated with the dialogs, and not have all of them at the end of the chapter, but rather have them possibly scattered throughout the chapter. If they are all at the end, there should be exercises building up to the kind you have at present, which sum up the material.

Of the tapes? No

*The numbering system was so impossible to use that I had to pass out tabs to the students so we could all find the chapter glossaries and dialog translations at all.

ANNOTATED INSTRUCTOR'S EDITION:

Did you use this? yes no

Are the marginal annotations useful? yes no

easy or difficult to use?

Sometimes difficult to use because there isn't enough guidance. When specific examples are given, the notes are easy to use.

Is the instructor's guide informative? yes no helpful? yes no but I could have used more guidance as to details in planning a sample day's or week's lessons.

Did you use any of the additional chapter notes? yes no
I used everything you had, but it wasn't enough.

Any suggestions for improvement of the Instructor's Edition? Because this is such a new approach, I would appreciate a more detailed teacher's manual for providing guidance. It would help to have some sample lesson plans to show exactly how to carry out your philosophy, not that it has to be stifling, but this would be extremely helpful. The notes in the margins and the chapter notes are very helpful but are not enough; they can serve to supplement a teacher's manual, which could be included in the instructor's guide. Also, there is not enough specific guidance in the area of reading and writing.

TEST BANK/TAPESCRIPT:

Did you use this? yes no

Is the material useful? yes no well presented? yes no

Did you use the additional cassettes? yes no

Any suggestions for improvement in the test bank? just to have more — sometimes the oral tests are confusing
 mainly because I am not sure enough about what I am doing. A little more guidance would help. For the most part
 I am very grateful for the test bank material, especially since this is such a new approach.

GENERAL:

Please list in order of importance the strengths of the book.

1. Realistic situations permeate the material of the entire book: the dialogs, the reading and writing materials. I have the feeling that students who learn this way will be able to function abroad. Their work in class shows this.
2. The dialogs are a starting place for everything else to follow and they give the students a solid basis on which to build. They help the students feel confident in that they have something definite they can say in a given situation. The dialogs in this book are not too long or complicated to be usable. I hope you do not change the dialogs except to reexamine them very closely to preserve this function. It has been my experience that students remember the dialogs and cultural information above all.
3. The grammar is a support system for what the students are learning rather than the course's main objective. I like approaching the grammar in this way. The students are more fluent and are less worried about having everything perfect before opening their mouths, and yet, they do learn the grammar, too. This is where I think the dialogs are so important as a jumping-off point. The weaker students can always fall back on memorized material.
4. Of course, the various approaches through speaking, listening, reading, and writing are very important. You are very good in keeping all these areas together and treating all of them in a realistic way. It is very helpful to have the test bank to help us see how to test, using your book.
5. The pictures, menus, train schedules, and other realia spread throughout the book and the Drucksachen are invaluable materials. Not everybody can travel to the source to collect such materials. The students always like to feel that they are in a real situation and these things are important in achieving this. Rather than just reading about things, the students experience situations first hand.

Please list in order of importance any deficiencies in the book.

1. There are a few places in the exercises where the students are expected to know more than they do.

2. I would like to see more structural exercises in the workbook organized in such a way as to fit in with the approach you use. You have good exercises but there are not nearly enough. The exercises in the workbook serve to sum up the work done in the chapter, and students sometimes need more basic material leading up to these final exercises.

3. The numbering system in the workbook needs to be redone so that it is easier to locate the different sections.

4. 5 The students have mentioned that they have to flip back and forth between the main text and the workbook too much. This is not really a serious problem except for the vocabulary. It would be helpful to have the chapter glossaries in the textbook. — at the end of the book with the other glossary.
5. 4 The way plurals are listed in the glossaries is too confusing. Rather than listing the plural form following each and every noun which has a plural, the book expects the student to remember that any noun ending in -e adds an -n, and any noun not ending in an -e should add an -e to form the plural. Each noun should be followed by the corresponding plural form the way it is in any dictionary

RN/bp
08-31-03

QUESTIONNAIRE

WIE, BITTE? Introductory German for Proficiency

Academic Calendar: semester trimester quarter other (4-1-4)

Length of Course: 2 terms 15 class hours per week January term '89 and '90

Approximate Annual Enrollment: 35

How much of the text do you complete? 11 chapters

What text did you use before? none

Do you plan to use it the next time you teach the course? yes no

If yes, what features are most appealing to you and your students?

The Situations after each section on Gespräche are superb - and there's nothing like it on the market. The cassette tapes for the Gespräche are excellently done. I use

If no, what are the main reasons for not using it?

them extensively. The graphics are the best of any German text on the market. The cover is excellent.

APPROACH:

Has the approach worked well? yes no

Is it easy to use? difficult?

How did the students respond? extremely favorably.

Does the program develop students' proficiency? yes no

Did they learn skills? yes no structures? yes no

Did the authors fulfill the goals they established? yes no

Comments: The course I taught targeted oral proficiency. Students came with some basic grammar. For that type of course, there is no better book.

LENGTH:

Present length is appropriate.

Would prefer longer book. (How much? _____)

With these additions: more grammar attractively presented in the text.

Would prefer shorter book. (How much? _____)

With these deletions: _____

FORMAT:

Is the chapter organization useful? yes no

easy or difficult to use?

flexible? yes no

pedagogically sound? yes no

Did it lead to a lively, interactive classroom? yes no

LOOKING AHEAD:

Are these chapter introductions useful? yes no

DIALOGS:

Do they prepare the students for the material in the chapters? yes no

Are they useful models? yes no

Are the topics well selected? yes no

How did you use the dialogs in class? Students practiced in pairs; prepared them by listening to cassettes for homework; I did some transformation + substitution drills using them as basis, they provided all the vocab + structures for the situations.

STRUCTURE:

Did the grammar presentation work well in class? yes no

Are the structural notes in the text helpful? yes no

Is the reference grammar in the study text helpful? yes no

Are the explanations clear? yes no

accurate? yes no

thorough yes no

Did the students use the reference grammar? yes no

didn't use these much.

SITUATIONS:

Did they work well in class? yes no

The best part of the book.

Did students have difficulty learning how to use them? yes no

Did they enjoy them? yes no

Are they interesting? yes no Useful? yes no

Are there enough? too many? too few?

How do you feel about the use of English in setting up the situations? *Fine. makes students*

aware of differences between languages. They speak

Did the students try to translate? yes no *German 100% of the time.*

Any suggestions for improving the situations? *They are excellent.*

STRATEGY-CULTURE;

Do these sections provide useful information? yes no

How do you feel about the use of English? Would you prefer to see more German even though it would mean less information? yes no

What was the student response to these sections? 5 Fine. we didn't use them a lot, but some students did read them thoroughly on their own.

ILLUSTRATIONS:

Are the photos and realia useful in stimulating class activity? yes no

in developing reading skills? yes no

Are they well selected? yes no

Did you use the realia section at the end of the book? yes no

the picture dictionary? yes no

Were these sections useful? yes no

GLOSSARY:

Is this useful? yes no well presented? yes no

How did you feel about the presentation of nouns by article? Fine.

WORKBOOK/TAPES:

Is the workbook well integrated with the class text? yes no didn't use it

Are the listening exercises useful? yes no

effective? yes no

interesting? yes no

Are the cassettes good learning tools? yes no superb.

interesting? yes no

Are they easy or difficult to use?

Did you use the extra aural realia? yes no

Are the speaking exercises useful? yes no

effective? yes no interesting? yes no

Are the writing exercises useful? yes no

effective? yes no interesting? yes no

Are the reading exercises useful? yes no

effective? yes no interesting? yes no

Are the structural exercises useful? yes no

effective? yes no interesting? yes no

Are there enough exercises? too few? too many?

Which types? _____

Do you like to have the dialog translations included? yes no

Any suggestions for improvement of the workbook? grammar more attractively presented. I like Colner + Strothman "analyses" bet.

Of the tapes? no.

ANNOTATED INSTRUCTOR'S EDITION:

Did you use this? yes no

Are the marginal annotations useful? yes no

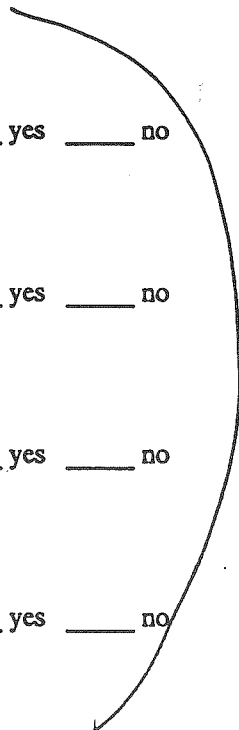
easy or difficult to use?

Is the instructor's guide informative? yes no helpful? yes no

Did you use any of the additional chapter notes? yes no

Any suggestions for improvement of the Instructor's Edition? no. good job.

Didn't use these



TEST BANK/TAPESCRIPT:

Did you use this? ___ yes no

Is the material useful? ___ yes ___ no well presented? ___ yes ___ no

Did you use the additional cassettes? ___ yes no

Any suggestions for improvement in the test bank? _____

I will probably use it if we adopt this book in the regular semester courses.

GENERAL:

Please list in order of importance the strengths of the book.

1. Situations
2. Dialogues + tapes.
3. Visual appeal + illustrations, picture dictionaries (A+)
4. Extra taped conversations not in Dialogues.
5. Subjects covered

Please list in order of importance any deficiencies in the book.

1. Grammar presentation: I would like to see more ~~too~~ brought into the
2. text. Students could get the feeling that studying grammar and structure is the dull stuff (relegated to fine print in a workbook). But that's
3. my bias.
- 4.

5. Thank you for
an excellent text.

QUESTIONNAIRE

WIE, BITTE? Introductory German for Proficiency

Academic Calendar: semester trimester quarter other

Length of Course: terms 3 class hours per week

Approximate Annual Enrollment: 50

How much of the text do you complete? 8 chpts

What text did you use before? Deutsch aktiv Neu

Do you plan to use it the next time you teach the course? yes no

If yes, what features are most appealing to you and your students?

Choice of pertinent vocabulary

If no, what are the main reasons for not using it?

APPROACH:

Has the approach worked well? yes no

Is it easy to use? difficult?

How did the students respond? _____

Does the program develop students' proficiency? yes no

Did they learn skills? yes no structures? yes no

Did the authors fulfill the goals they established? yes no

Comments: _____

LENGTH:

Present length is appropriate.

Would prefer longer book. (How much? No!!)

With these additions: _____

Would prefer shorter book. (How much? ?)

With these deletions: Since each chapter is divided into 2 sections - why NOT make these sections separate chapters?

FORMAT:

Is the chapter organization useful? yes no

easy or difficult to use?

flexible? yes no

pedagogically sound? yes no

Did it lead to a lively, interactive classroom? yes no

LOOKING AHEAD:

Are these chapter introductions useful? yes no For me but too wordy and lengthy for students

DIALOGS:

Do they prepare the students for the material in the chapters? yes no

Are they useful models? yes no

Are the topics well selected? yes no

How did you use the dialogs in class? Strictly as core material

we didn't memorize them as such but used them as core material for a lot of conversation exercises and partner work.

STRUCTURE:

Did the grammar presentation work well in class? yes no

Are the structural notes in the text helpful? yes no

Is the reference grammar in the study text helpful? yes no

Are the explanations clear? yes no

accurate? yes no

thorough yes no

Did the students use the reference grammar? yes no

SITUATIONS:

Did they work well in class? yes no

Did students have difficulty learning how to use them? yes no

Did they enjoy them? yes no

Are they interesting? yes no Useful? yes no

Are there enough? too many? too few?

How do you feel about the use of English in setting up the situations? As I said above, I

think the situations were often "too" wordy or had too

many variables for level I students

Did the students try to translate? yes no

Any suggestions for improving the situations? shorter, simpler, more concise,

fewer variables

STRATEGY-CULTURE;

Do these sections provide useful information? yes no

How do you feel about the use of English? Would you prefer to see more German even though it would mean less information? yes no maybe a better mix of the two

What was the student response to these sections? usually was relative to my response

ILLUSTRATIONS: Is it possible to put exercises and the useful realia closer together to avoid page turning and flipping

Are the photos and realia useful in stimulating class activity? yes no When using the maps, it's often very difficult to find the sheet names. Students become frustrated because of that. Perhaps ~~some more~~ exercises would be more beneficial.

in developing reading skills? yes no
Are they well selected? yes no

Did you use the realia section at the end of the book? yes no
the picture dictionary? yes no

Were these sections useful? yes no - Again sometimes too many questions, too many variables when using this realia.

GLOSSARY:

Is this useful? yes no well presented? yes no

How did you feel about the presentation of nouns by article? liked it

WORKBOOK/TAPES:

Is the workbook well integrated with the class text? yes no

Are the listening exercises useful? yes no

effective? yes no

interesting? yes no

Are the cassettes good learning tools? yes no

interesting? yes no

Are they easy or difficult to use? difficult in connection with the text. Too many questions, too many variables

Did you use the extra aural realia? yes no Should have spot to write answers in workbook to avoid paper shuffling

Are the speaking exercises useful? yes no

Sometimes ask for students to put themselves in a "not so useful" situation

effective? yes no

interesting? yes no

Are the writing exercises useful? yes no

effective? yes no

interesting? yes no

Are the reading exercises useful? yes no

Example: P.CE4 Reading Stage 2 & 1 - The "extra practice" is too much
- Same comment - too many variables

effective? yes no

interesting? yes no

Are the structural exercises useful? yes no

effective? yes no

interesting? yes no

Are there enough exercises? too few? too many?

Which types? Never had time unfortunately for Stage II's

Do you like to have the dialog translations included? yes no

Any suggestions for improvement of the workbook? Very difficult to use for reading: memory exercise. Too much page flipping

Of the tapes? O.K. - 10 minute segments are too long. Bring for level I

ANNOTATED INSTRUCTOR'S EDITION:

Did you use this? yes no

Are the marginal annotations useful? yes no

easy or difficult to use?

Is the instructor's guide informative? yes no helpful? yes no

Did you use any of the additional chapter notes? yes no

Any suggestions for improvement of the Instructor's Edition? Put keep Tape scripts

etc all in some book or perhaps make an Instructors Edition of workbook with those in it!

TEST BANK/TAPESCRIPT:

Did you use this? yes no

Is the material useful? yes no well presented? yes no

Did you use the additional cassettes? yes no

Any suggestions for improvement in the test bank? Students were taken a back

by the tests. I'm not sure if that is my fault or the
books. Seems like there was often material on
the tests that really hadn't been taught

GENERAL: or dwelled on in the text or workbook. I felt
I had to create exercises to get ready for the tests.
Please list in order of importance the strengths of the book.

1. Tapes - students like being able to understand
"real" German.

2. Vocabulary. students can use this the minute
they get off the plane.

3. _____

4. _____

5. _____

Please list in order of importance any deficiencies in the book.

1. Very difficult to use students complain about all the page flipping for reading and writing exercises. As I stated before, it seems that many of the questions in these exercises are way too involved and the students get bogged down.
2. Should have transparencies for oral motivation as do other texts.
3. Where is the software I was promised?
4. Students consistently complain about the "quality" of the actual book. The bindings break easily

RN/bp
08-31-03

P.P. I would like to talk to someone about my comments! I find that the end results from this book are good but the means to the end are more difficult than is needed. The very same comments about use of the text came through in ~~my~~ student evaluations of my course.

1989-90 Full year = 2 semesters (F 89 + S 90)

Academic Calendar: F semester 1990, too. trimester quarter other

Length of Course: 3 terms 4 class hours per week plus 1 hr. lab.

Approximate Annual Enrollment: 20 in 1st year; surprisingly 18 in second year. But only 5 people often 1st year. Always 4 students went to the CSU International Program = 17% in Germany.

How much of the text do you complete? 17 chapters in 2 semesters.

What text did you use before? Deutsch Natürlich

Do you plan to use it the next time you teach the course? yes no

wie, bitte? (yes)

If yes, what features are most appealing to you and your students?

Students: The acting out of the situations. They prepare in small groups. There is intense excitement. I wander around answering question like: "Wie sagt man ...". For me: The tests being available. The logic (pedagogical) being worked out so clearly.

If no, what are the main reasons for not using it?

I really did not use it. The visual impression of the Class Text was uninspiring, the drawings not as good as in Kontakte. My colleague urged me to read the Instructor's Edition's Introduction. I knew immediately the book reflected my views on this. The thought which went into it = staggering. But not everyone will have a colleague as mine. Negative, but not necessarily -> The quantity available in the Arbeitsheft = work book. I felt/feel guilty not doing everything in the workbook, but there just doesn't seem to be time, plus teach them how to say it, get them speaking, tricking them into communicating.

Has the approach worked well? yes no

Is it easy to use? difficult? Both. The pressure of feeling I have to use the workbook more.

How did the students respond? There was some feeling that they wanted to do something besides preparing + acting out situations. This may be just my problem, though.

Does the program develop students' proficiency? yes no

Did they learn skills? yes no structures? yes no less so, but they can speak + communicate. In that sense they learned a lot of structure, not necessarily a lot of grammar completely accurately.

Did the authors fulfill the goals they established? yes no

Comments: I would love to spend a weekend with the authors + a bunch of other interested teachers of wie, bitte? and exchange ideas, get some questions, doubts, enthusiasms bounced around. This approach is light years ahead of others. I wish it contained less material, I think. Or I wish the authors would give me regular permission by telephone or letter (newsletter) to use less of the workbook.

LENGTH:

no Present length is appropriate. *Too long in workbook*

no Would prefer longer book. (How much? _____)

With these additions: _____

yes Would prefer shorter book. (How much? *maybe permission to omit is enough of a psychological shortening*)

With these deletions: _____

FORMAT:

Is the chapter organization useful? yes no

at first
_____ easy or difficult to use?

flexible? yes no

pedagogically sound? yes no

Did it lead to a lively, interactive classroom? yes no

not
but the printing format. In the class text sections Struktur 1+2: the captions categorized the subject are printed BOLD. I think the font should remain the same but not be in bold.

LOOKING AHEAD:

Are these chapter introductions useful? yes no

Students are so poorly prepared, I'm wondering where they should be short explanations of English grammar.

DIALOGS:

Do they prepare the students for the material in the chapters? _____ yes _____ no

I'm not sure I know how to use them. I'm afraid students only refer to them during the class in their small groups while preparing their "situationen".

Are they useful models? yes no

Are the topics well selected? yes no

How did you use the dialogs in class? *I don't think I found a way*

to get them to study + practice phrases, words, concepts in the dialogues. I try making a list of the above that I thought new or worthy of notice. Just going over that list, trying to teach them it as a study method produced a non-learning / non-communicative moment

STRUCTURE:

Did the grammar presentation work well in class? yes no

Are the structural notes in the text helpful? yes no

Is the reference grammar in the study text helpful? yes no

Are the explanations clear? yes no

accurate? yes no

thorough yes no

Did the students use the reference grammar? yes no

I have my own method. I create in-class meta-realities or 4 situations. I try to continuously distract students from the fact they are learning new ways of communicating. = a lot of chaos, provocation, hundreds of mini-, micro-situations using relationships, feelings, rough event occurring always + constantly in the classroom. I think the best students found it useful. I did not rub their noses in it; too little time

SITUATIONS:

Did they work well in class? yes no

Did students have difficulty learning how to use them? yes no

Did they enjoy them? yes no

Are they interesting? yes no

Useful? yes no

Are there enough? too many? too few?

How do you feel about the use of English in setting up the situations? No way around it.

Did the students try to translate? yes no The poorer ones tried to. I insisted they not translate right from the beginning.

Any suggestions for improving the situations? Start with one or one situations; later on the page add another person to essentially the same situation. The best students could be added to the original two. While they wait they could be drawn as a group into a situation led by the instructor. Then warmed up, they join two other people, repeat the situation adding some guides.

STRATEGY-CULTURE;

Do these sections provide useful information? yes no

How do you feel about the use of English? Would you prefer to see more German even though it would mean less information? yes no I would like a summary in German, perhaps the same length, best on a separate page to discourage translating.

Einnischung, so spontaneous completion, clarification, confusion, questions -> i.e. 45 expanders and spoilers.

What was the student response to these sections? I didn't use them in class as

such since it would have presupposed an exercise in English.
If the text we repeated in German on a separate page, then it could
be worked in as questions in German about the content. What they
don't get, they can refer back to in the English.

Are the photos and realia useful in stimulating class activity? yes no

in developing reading skills? yes no

Are they well selected? yes no

Did you use the realia section at the end of the book? yes no mainly as directed in text.

the picture dictionary? yes no less so, but sometimes as
"ammunition", i.e. adjectives for
"wie sieht sie/er aus? ... usw. Only
resorted to when the situations I created
as real psychological moments call for
"Ammunition", i.e. someone has given
someone a slight verbal jab. I say, "Schau
auf Seit 1890(?). Da sind Adjektive. Nun,
wie sieht Helmut aus?"

Were these sections useful? yes no

GLOSSARY:

Is this useful? yes no well presented? yes no

How did you feel about the presentation of nouns by article? I think this is the way I

remember gender; i.e. by association, type, etc., as well as
individually.

WORKBOOK/TAPES:

Is the workbook well integrated with the class text? yes no Practically, I found myself
not getting to it regularly.

Are the listening exercises useful? yes no

effective? yes no Perhaps: I can't evaluate that.

interesting? yes no I also deemphasized the grammar exercises.

Are the cassettes good learning tools? yes no For some reason they seemed secondary if not
unimportant given the Situationen opportunities

interesting? yes no

Are they easy or difficult to use? Both. I should have asked my students more

Did you use the extra aural realia? yes no

Are the speaking exercises useful? yes no I didn't get to them.

effective? yes no interesting? yes no

Are the writing exercises useful? yes no but I didn't use them.

effective? yes no interesting? yes no

Are the reading exercises useful? yes no

effective? yes no interesting? yes no

Are the structural exercises useful? yes no

effective? yes no interesting? yes no

Are there enough exercises? too few? too many?

Which types? more grammar / structural exercises

Do you like to have the dialog translations included? yes no

Any suggestions for improvement of the workbook? I am troubled by my lack of use of the workbook. I think I am so used to a one-book text, that I pretty much concentrated on the class text.

Of the tapes? _____

I think they're good. How about storytelling; I think that's one medium the Sherman, language learning mind craves: A story. It can be explained, talked about, commented on in class. Students can go back to it, listen to it. It can be tested.

Did you use this? yes no

Are the marginal annotations useful? yes no

easy or difficult to use?

Is the instructor's guide informative? yes no helpful? yes no

Did you use any of the additional chapter notes? yes no But I would if a newsletter came to me reminding me to, plus I short testimony from a user of Wie's Bitte? with a tip on how to apply them.

Any suggestions for improvement of the Instructor's Edition? _____

Maybe the writers could give more thought to using the complexity of classroom relationships as the source of constantly present real-life situations. I'd be glad to comment further: (707) 823-9527.

Please list in order of importance any deficiencies in the book.

1. Too much material, which overwhelmed me.
I teach 12-15 hours a week. To do it right would seem to be a full-time job.
2. Some of the complexity in Lesen in workbook and in the questions in the tests.
3. Not knowing how to use the dialogues.

4. The lack of support + consultation with the authors and other teachers/users of these texts.

5. The lack of a Macintosh usable set of computer exercises which can take a lot of the checking burden off me regarding various parts of the workbook and text.

RN/bp
08-31-03

Otherwise, a marvelous book(s), which I'm using again this semester as the 3rd semester, i.e. first semester of second year German. The questionnaire is good because it's calling my attention, forcing me to reevaluate how I use the text. Best wishes,

QUESTIONNAIRE

#7

WIE, BITTE? Introductory German for Proficiency

Academic Calendar: semester trimester quarter other

Length of Course: 2 terms 5 class hours per week

Approximate Annual Enrollment: ~ 40 per semester

How much of the text do you complete? up to Chapt. 24 - but that was really pushing it

What text did you use before? Zielsprache Deutsch (Feld / Van Nardroff)

Do you plan to use it the next time you teach the course? yes no. I plan to use Wie, bitte

If yes, what features ^{of Wie, bitte} are most appealing to you and your students?

Realia in the books, the tapes (very challenging), the way the program is based on real-life topics and situations

If no, what are the main reasons for not using it?

I find it extremely annoying that "Du" & "Ihr" are not introduced with the other pronouns - throws off all verb conjugations also. There are a few too many chapters (quizzes take up time after each chapt.) Perhaps make chapters a bit longer, or eliminate a few. I think, also, students should be responsible for more vocab. words. I drew a supplement to APPROACH: vocab list for each chapter.

Has the approach worked well? yes no

Is it easy to use? difficult?

How did the students respond? It weeds out the less dedicated

Does the program develop students' proficiency? yes no

Did they learn skills? yes no structures? yes no

Did the authors fulfill the goals they established? yes no

Comments: The first time, I did not stress grammar enough - this time I will. Really proficient students - OK, but they had more trouble with structures, spelling even, than they should have. This was my fault, not the program's - I have just refocused attention a bit on grammar

LENGTH:

Present length is appropriate.

Would prefer longer book. (How much? _____)

With these additions: _____

Would prefer shorter book. (How much? perhaps 2 chapters - cover the

With these deletions: passive voice earlier, and eliminate some less crucial grammar points

FORMAT:

Is the chapter organization useful? yes no

easy or difficult to use?

flexible? yes no

pedagogically sound? yes no

Did it lead to a lively, interactive classroom? yes no

LOOKING AHEAD:

Are these chapter introductions useful? yes no

DIALOGS:

Do they prepare the students for the material in the chapters? yes no

Are they useful models? yes no

Are the topics well selected? yes no

How did you use the dialogs in class? I read first, had students repeat for pronunciation as a group, broke into indiv. roles, assigned as homework (along with tapes), came back next day to work for comprehension & to modify.

STRUCTURE:

Did the grammar presentation work well in class? ___ yes x no, *not the first year - so different I had to adjust my thinking*

Are the structural notes in the text helpful? x yes ___ no

Is the reference grammar in the study text helpful? x yes ___ no *definitely*

Are the explanations clear? x yes ___ no *in conjunction with the reference grammar.*

accurate? x yes ___ no

thorough x yes ___ no

Did the students use the reference grammar? x yes ___ no *it was assigned*

SITUATIONS:

Did they work well in class? x yes ___ no

Did students have difficulty learning how to use them? x yes ___ no *at first, especially stage 2*

Did they enjoy them? x yes ___ no

Are they interesting? x yes ___ no Useful? x yes ___ no

Are there x enough? ___ too many? ___ too few? *at times*

How do you feel about the use of English in setting up the situations? No problem.

Did the students try to translate? x yes ___ no

Any suggestions for improving the situations? No. - will perhaps make Stage 2 less convoluted

STRATEGY-CULTURE;

Do these sections provide useful information? x yes ___ no

How do you feel about the use of English? Would you prefer to see more German even though it would mean less information? ___ yes x no

What was the student response to these sections? positive

ILLUSTRATIONS:

Are the photos and realia useful in stimulating class activity? yes no

in developing reading skills? yes no

Are they well selected? yes no

Did you use the realia section at the end of the book? yes no *all the time*

the picture dictionary? yes no *but only occasionally - you could make better use of them in the exercises*

Were these sections useful? yes no

GLOSSARY:

Is this useful? yes no well presented? yes no

How did you feel about the presentation of nouns by article? Don't like it - call me

conservative

WORKBOOK/TAPES:

Is the workbook well integrated with the class text? yes no

Are the listening exercises useful? yes no

effective? yes no

interesting? yes no

Are the cassettes good learning tools? yes no

interesting? yes no

Are they easy or difficult to use?

Did you use the extra aural realia? yes no *Stage 2 is extremely challenging - some did not assign (C-sections) - but mother walked into classroom 2K. no time to work them up, yet.*

Are the speaking exercises useful? yes no

effective? yes no interesting? yes no

Are the writing exercises useful? yes no

effective? yes no interesting? yes no

not usually

Are the reading exercises useful? yes no

effective? yes no interesting? yes no

Are the structural exercises useful? yes no

effective? yes no interesting? yes no

Are there enough exercises? too few? too many?

Which types? all types. If there were more ex. I could more easily identify problems students have w/ grammar, before quizzes.
Do you like to have the dialog translations included? yes no

Any suggestions for improvement of the workbook? number the pages 1-X, not

CE 1-X, CG 1-X, DS, etc. OR - include tabs, like one would find in a dictionary. I spent the first period having Of the tapes students put post-it tabs on the sections. Otherwise the workbook is great.

record with more space to respond for stage 1 - we have 2-tri recorders, where students can compare their voices to that of the speaker. as it is through - I just have them use normal recorders - not enough space to respond.
ANNOTATED INSTRUCTOR'S EDITION:

Did you use this? yes no *well, actually I did at the beginning*

Are the marginal annotations useful? yes no

easy or difficult to use?

Is the instructor's guide informative? yes no helpful? yes no

Did you use any of the additional chapter notes? yes no

Any suggestions for improvement of the Instructor's Edition? Release as sep. publication -

I went through the preliminary guide very carefully before the first year - very helpful. But now... I use the student's book.

TEST BANK/TAPESCRIPIT:

Did you use this? yes no *at first I used some tests in the test bank. I always refer to the tapescript. even now.*

Is the material useful? yes no well presented? yes no

Did you use the additional cassettes? yes no, not yet.

Any suggestions for improvement in the test bank? No - very nicely done.

What about The Computer program!!!

GENERAL:

Please list in order of importance the strengths of the book.

1. The material on the tapes

2. The wealth of material, Drucksachen *I used to have to collect all of this myself and then xerox - which didn't always work out well*

3. The tremendous number and quality of the
ex. in the workbook - allows me to pick and choose

4. Choice of topics, situations

5. I like the West-Coast perspective which occasionally
shows through (also - nice attempts to refer to
Canada!

6. Clearly not written by some uptight, ~~middle-aged~~ middle-aged nit-picky linguistic type, who revels in boring dialogues, reading sections on Luther, grammar transformation drills, etc. Heh - good job, I'll give the 2nd edition a go.

Please list in order of importance any deficiencies in the book.

1. Presentation of grammar borders on the bizarre
at times
2. Not enough vocab words in the glossary chapter
glossaries (why introduce knife in Chapt. 2, but not spoon?)*
for example
3. Too many chapters to get through (I want to cover the
passive, but I have to rush to get to it.
4. _____
5. The hardbound books fell apart by the second
semester. Very annoying!!

RN/bp
08-31-03

* Again in chapter 2, "zum" is introduced, "zu" is
in Chapt 1. These students want to know the difference. Perhaps
place words students should memorize in boldface - something like

^{zum}
Zum Wohl
Und zum Trinken?

Also, my students are not terribly bright. They forget every chapter
that occurs after which plurals are not listed mean they conform
to 1 of the 2 rules you list on CG-1. Please just give the
plural to each noun - If you want patterns, why ^{just} these 2 -
why not those for nouns ending in -tion, -in, etc. just
leads to confusion.