

Illinois Wesleyan University
Language Resource Center Report and Proposal
(May, 2008)

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APPENDIX 1

MEMO

To: Associate Provost's Office

From: Mauricio Parra, Chair, Hispanic Studies and
Sonja Fritzsche, Chair, MCLL

Re: Equipment requests and capital projects submissions for 2008-2009

Date: March 8, 2008

Please find attached the equipment requests and capital project submissions for 2008-2009.

Learning Resource Center (LRC):

- 1) Remove right bank of 10 PCs, including the bank itself.
- 2) Replace bank with table and chairs for tutoring and couch
- 3) Install white board on far southern wall.
- 4) Replace PCs with mobile laptop cart of 10 computers to be stored in Buck 115 locked from 4:30 to 8 am.
- 5) Ensure that wireless network is stable in LRC and in the rest of Buck

Buck 108

- 1) Replace desks with tables and chairs to seat 25 students.
- 2) Laptops that are stored in the LRC will be used in Buck 108 for instruction

Buck 1

- 1) Remove desks and replace with tables and chairs to seat 12 students. Create a seminar room out of this room.

MCLL faculty equipment requests -

New computer and printer for Nancy Sultan

APPENDIX 2

SCHOLARLY ACTIVITIES IN COMPUTER-ASSISTED LANGUAGE LEARNING: DEVELOPMENT, PEDAGOGICAL INNOVATIONS, AND RESEARCH

Joint Policy Statements of CALICO, EUROCALL, AND IALLT

Arising from a Research Seminar at the University of Essen, Germany
30 April-1 May 1999

THE PURPOSE OF THIS DOCUMENT

Computer-Assisted Language Learning (CALL) is a relatively new and rapidly evolving academic field that explores the role of information and communication technologies in language learning and teaching. It provides fertile ground for leading edge, innovative, and highly creative thinking and scholarly work. Because of the multiplicities and changeability of the field, which include the emergence of new theoretical, methodological, and learning paradigms, special understanding and expertise is required to assess the quality and depth of such scholarly activities. This document has been drafted for departments, institutions, professional associations, and other decision-making bodies in order to provide them with: (a) a clearer understanding of the range and variety of CALL activities and (b) a framework and useful resources for evaluating development, pedagogical innovations, and research projects in CALL.

INTRODUCTION

The field of CALL is inherently multidisciplinary. It applies research from the fields of second language acquisition, sociology, linguistics, psychology, cognitive science, cultural studies, and natural language processing to second language pedagogy, and it melds these disciplines with technology-related fields such as computer science, artificial intelligence, and media/communication studies. In integrating these disciplines, CALL work requires a wide range of complex activities and initiatives in development, pedagogical innovations, and research. As indicated by the increasing presence of technology in professional conferences and publications, researchers in the fields of language learning and applied linguistics recognize the value of work in CALL, and they draw on CALL research and pedagogical innovations to further research in their own fields.

When the field of CALL began, limitations of computer hardware narrowly restricted pedagogical options. Today, CALL activities exploit improved technology to produce highly interactive learning environments, providing effective support for the acquisition of listening, speaking, reading, and writing skills. High-speed networks allow access to authentic cultural materials and link learners to speakers around the world. When integrated into a pedagogical plan, these new technologies enhance learning opportunities beyond anything previously possible. CALL researchers explore and evaluate these new instructional options to establish how they can best integrate them into effective pedagogy. They also research what these new instructional approaches can tell us about language learning processes.

ACADEMIC STANDARDS IN CALL

Scholarly activities in CALL include the development of learning environments, pedagogical innovations, and research on teaching and learning methods and second language acquisition. CALL researchers may stress one or more of these areas, as they engage in systematic inquiry seeking to discover new information, create or revise theories, and develop learning tools. Depending on the needs and goals of the project or institution, pedagogical, budgetary, or student needs may drive the search for new technology-based materials and improved instructional approaches. Development of these CALL solutions leads to new practical applications and to additional research. Success (or failure) in this cycle provides a better understanding of CALL and generates new theories on second language acquisition. In establishing criteria for academic standards, evaluation, recognition, and rewards, work in CALL must be analyzed in a multidisciplinary context and evaluated in terms of development, pedagogical innovations, and research.

Development

CALL researchers who work in development are involved in a variety of complex tasks. They build

authoring tools and applications for language instructors to produce new interactive language learning materials. They develop rich multimedia content by researching and collecting relevant documents and creating new cultural materials that include written, aural, and visual media. They also design and program interactive learning environments, requiring a combination of complex technical skills and expertise in design and pedagogy. Quite often, development projects are based on previous research and/or include new research plans in which the materials are tested with learners and resulting data are integrated into the developmental process.

Pedagogical Innovations

Pedagogical work in CALL typically means adopting and adapting existing technology-based materials or learning environments to a specific course or learning program. Off the shelf software can rarely be used without modification. Usually, significant customization and expansion are needed to integrate technology into the curriculum in a way that maximizes learning opportunities and language exposure. Therefore, pedagogical innovations require the instructors to be proficient not only in the pedagogy but to be knowledgeable about current technological applications and tools as well. Another important way of integrating technology into powerful learning environments is to put the tools of creation into the students' hands, designing instructional units that channel student creativity into effective language learning activities. Under an instructor's skillful guidance, students can gain valuable language practice while they develop cultural web sites, create digital video class projects, and establish contacts with students in other cities and countries through internet-based, multi-user, interactive environments. It is in these pedagogically innovative environments that researchers investigate how technology-based learning affects the language acquisition process.

Research

Research in the field of CALL is continually expanding into new areas, drawing on theories from related fields and creating its own theoretical and methodological paradigms. Terminology has been standardized, points of reference established, and research is organized in a significant number of sub-branches of CALL. Research in CALL may refer to qualitative studies such as the description of a new learning environments, student responses to program interface options, reactions to diverse modes of presenting information, and mapping of student usage patterns within learning environments. It may also refer to quantitative studies such as the testing of the acquisition of phonological and syntactic elements, the systematic investigation of psycholinguistic and sociolinguistic variables and their effect on learning with technology, and statistical analysis of the effectiveness of alternative instructional strategies.

Technology-based language learning materials can provide a superior environment for researching aspects of language acquisition. As an example, a CALL research study might confirm or disprove a hypothesis generated by second language acquisition (SLA) theory. The process orientation of much current SLA research can significantly benefit from the collection and analysis of data on student use of CALL materials. Studies on how students learn with these materials can contribute to our knowledge of SLA and to the development of CALL theory itself, that is, understanding how the use of technology affects the process of language learning.

CONCLUSIONS

CALL draws on the empirical and theoretical work in many fields and returns tangible research results, new perspectives, and a deeper understanding of the nature of language learning and human/technology interaction. CALL also produces tools, learning materials, and pedagogical approaches of immediate concrete value in enhancing language learning programs. Increasing the use of computer-assisted learning systems is a prime goal of virtually every educational institution. However, few institutions have developed effective frameworks for assessing these systems or have formulated guidelines for properly evaluating and rewarding those whose contributions advance our understanding of the field. The evaluation of pedagogical innovations, development, and research in CALL can be based on assessment mechanisms as objective as those used in other fields. Such assessment requires an understanding of the particular challenges of CALL that is not yet widespread in language departments and academic institutions. Effective evaluation systems must draw on the current, organized, and demonstrable knowledge of national and international experts in the field. References to documents, organizations, and experts in the field, and, eventually, model assessment systems, can be obtained from leading organizations such as [EUROCALL](#), the Computer Assisted

Language Instruction Consortium (CALICO), and the [International Association for Language Learning Technology \(IALLT\)](#).

Ratified by the CALICO membership on 16 March 2001.

<https://www.calico.org/p-285-%20Scholarly%20Activities%20in%20CALL.html>

APPENDIX 3

The IALLT Statement of Professional Responsibilities

Introduction

As a professional association of faculty, administrators, technologists and graduate students who work in various capacities with language-learning technologies, IALLT, the International Association for Language Learning Technology, presents this statement as a service to all language technology specialists. Often, the roles of these specialists – such as faculty member, administrator, and technology professional – are combined. The most common work environment is a foreign/second language media center based at a college or university. Some members work outside a language center but nevertheless interact with it. Some members are employed at K-12 institutions, others in the private commercial sector. Many members are the main, or even the only language-technology person in their institution, which can present problems for professional development and for ensuring appropriate recognition of their role in the institution. In a profession that deals with a large number of different constituencies, technologies and resources, there is potential for misunderstanding as a result of unforeseen, career-changing demands, or insufficiently precise position descriptions.

The purpose of this document is to outline key roles and responsibilities of Language Technology professionals. It has been compiled through a survey of the IALLT membership, and approved by the Board and Council. Members and their supervising administrators, and others in similar roles, are encouraged to use this document as a basis for defining (in writing, preferably in advance) their respective responsibilities and expectations, for the purposes of contract, salary, or other career-related negotiations. Please acknowledge IALLT as the source of the information.

Clearly, no one person is likely to fulfil all of the roles listed below. Variations will be the rule rather than the exception. Institutions also vary considerably in their internal structures and reporting lines, and larger institutions will often divide these roles among several members of staff and faculty. Nevertheless, it is our hope that this document will help to define the professional status and career expectations of language technology professionals.

The International Association for Language Learning Technology typical Areas of Responsibility for Language Technology Professionals

Abbreviations used:

LL(T)-Language Learning (Technology); FL-Foreign Language

CALL-Computer-Assisted Language Learning; SLA-Second Language Acquisition (theory)

1. Research

Research may not come to mind first when considering the duties of the typical language technology professional. However, it is pivotal: as professionals, all members must conduct a considerable amount of research for strictly practical purposes. Good decisions and good leadership cannot be made without first knowing the current status of the technology affecting language learning and teaching, which is ever-changing. This research requires consistent commitment of time, reflection, and participation in activities where information is shared: online listservs, professional journals, popular media, conferences and workshops.

Some members of the profession are engaged in collaborative or sole-investigator research that leads to academic publication and advancement. Tenure-track faculty who accept a role as technology

professionals are particularly advised to agree on the specific expectations for career progress in advance, in writing, with their academic-administrative superiors.

a. Technology--for Professional Advising

Keeping abreast of LLT innovations, such as:

- ⌚ LL resources (digital and analog)
- ⌚ online or distributed learning
- ⌚ remote (wireless) access
- ⌚ hardware innovations

b. Pedagogy--for Professional Advising

Keeping abreast of research in areas such as:

- ⌚ CALL methodology
- ⌚ SLA methodology
- ⌚ pedagogy (e.g. Problem-based Learning, classroom management,

curriculum development)

c. Technology and Pedagogy--for Career Progress

Some language technology professionals, especially those with faculty duties, are encouraged or expected to pursue academic teaching duties, research and dissemination, such as:

- ⌚ teaching classes in language, technology or other content areas
- ⌚ presenting (at conferences, leading workshops)
- ⌚ attending conferences and professional-development activities
- ⌚ publishing (peer-reviewed, professional sources, print or electronic)

Often part of tenure-track expectations, these obligations can be seriously compromised by other duties, unless expectations are clearly defined.

2. Administration

Potentially the most time-consuming, most ‘visible’ and also most ‘invisible’ portion of the language technology professional’s work, administration requires superior social skills, time-management discipline, and above all flexibility (for the unavoidable last-minute demands for assistance that are typical of this work). The most visible work includes ongoing activities and relations with faculty and staff. The invisible might involve staff training programs to ensure consistent standards of service, or management training for the administrator her/himself. For those with other responsibilities, administration is the biggest, least predictable variable, requiring most careful advance definition and regular re-definition in order to avoid conflicting expectations on all sides. As instinctive ‘service-providers,’ language technology professionals should beware the open-ended

“other duties as assigned.” Duties should be defined as closely as possible, in advance. Tenure-track candidates should be especially vigilant in obtaining clearly-defined, written career-progress expectations in advance.

Areas of responsibility might include:

a. Office Management

- ⌚ staffing
- ⌚ budget
- ⌚ correspondence
- ⌚ inventory
- ⌚ data collection (tracking users and materials)
- ⌚ scheduling
- ⌚ events planning
- ⌚ customer service

b. Lab Facilities Management

- ⌚ audio/video laboratory supervision
- ⌚ computer lab supervision
- ⌚ computer network administration
- ⌚ user support (orientations, demos, help desk, etc.)
- ⌚ library maintenance (acquisitions, cataloguing etc.)
- ⌚ periodic upgrades and renovations
- ⌚ standardization

c. Production Facilities Management

- audio/video recording, duplicating, processing, editing, etc.
- equipment maintenance
- skills training
- permissions

d. Academic Support

- ⌚ ongoing faculty CALL training, classroom materials development and editing, courseware administration
- ⌚ FL student testing and placement
- ⌚ student advising (learning materials & strategies, class project assistance)
- ⌚ academic department administration (supervision of language instruction, study abroad programs)
- ⌚ extended teacher training (Education faculty, K-12 outreach)
- ⌚ intellectual property (copyright) consulting

e. Project Management

As principal developer or consultant, the language technology professional is frequently directly involved in project development and maintenance. Duties may include:

- ⌚ grant application and administration
- ⌚ instructional design (e.g., for online delivery)
- ⌚ developing, evaluating, disseminating digital & analog materials
- ⌚ programming
- ⌚ training/ supervising project assistants
- ⌚ consultation with faculty planning projects
- ⌚ website maintenance for faculty or department

3. Liaison and Outreach

These are vital functions and a natural consequence of being involved in a profession which serves constituents from diverse disciplines. Often, they can be linked to the word ‘leadership’ – an important, if difficult-to-define quality of many technology professionals. Good relations with the campus and other communities have important implications for the department’s continuing, evolving roles, and may have valuable benefits for the profile of the institution, attracting students and research funding, for example.

Liaison takes many forms. The following list is minimal:

- ⌚ membership on campus computing and teaching committees
- ⌚ library liaison (e.g., on e-text archiving, multimedia)
- ⌚ consulting/planning for other institutions
- ⌚ publicizing technology-rich events in the community

- ⌚ editing journal newsletter, or publishing articles
- ⌚ community outreach (e.g., with language-related services for ESL students and other community members)
- ⌚ Centers for Excellence
- ⌚ information/instructional technology offices
- ⌚ collaborating with media centers
- ⌚ cultural outreach organizations

Conclusion

This is not a static but rather an evolving statement of responsibilities. As an Association of and for language technology professionals, IALLT recognizes the wide variety of institutional structures and individual career paths. We welcome your input as we seek to define and support the wide range of activities of members of our profession. We believe firmly that the unique combination of our roles – in research, language pedagogy, technology, administration, service and outreach – makes a core contribution to the language teaching mission of our respective institutions.

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APPENDIX 4

Department of Hispanic Studies

DIGITAL TITAN PROGRAM

Spanish 201—Fall 2007

Program history and description

The *Digital Titan Program* steams from a Curriculum Development Grant awarded in Spring 2007 to revise the Spanish Basic Language Program (Span 101, 102 and 201). The Spanish Basic Language Program is designed to meet the Second Language General Education requirement at IWU. This course sequence takes students from the elementary to the intermediate level in language studies and serves as an introduction to the varied cultures of the Hispanic world.

Spanish 201, the last course in the sequence, meets the LA Gen Ed requirement. Here students will develop increasingly complex skills for analyzing and communicating in Spanish. Students will expand vocabulary and improve the ability to articulate and support opinions using the present tense of the subjunctive mode. Through exploring the geographic and human diversity of the Spanish-speaking world, students finishing Span 201 will have a basic understanding and appreciation for the cultures in which Spanish is the main language of communication. We have been using the award winning textbook *¡Tú dirás!* with the activities manual in the hard copy version. The newest edition of the textbook (starting Spring 2008) has an online activities manual, which will allow students to practice grammar structures outside of the classroom.

Practicing oral communication as much as possible is very important at the intermediate level of study in a second language. A class period of 50 minutes three or four times a week simply does not give enough time for all 23 or 25 students to practice their oral skills with one another. We have been investigating ways of supplementing class-time with at least 20 minutes a week of one-on-one oral conversation. One way is the *Háblame tutor [Talk to me Tutor]* program we implemented this past fall for all Spanish 201 students: 15-20 minutes of guided weekly conversation with one of the Spanish tutors in the Language Resource Center. With the *Digital Titan Program* we hope to introduce *podcasting* technology so students can both practice listening comprehension and oral production outside of the classroom. The advantage, of course, is that our students are already familiar with iPods, they love them, they think they are *cool* (I should say *totally awesome*), so this is a perfect opportunity for making “learning Spanish fun, creative and totally awesome.”

Pilot Program Objectives

To integrate *podcasting* technology into Spanish 201, and start a data base of *podcasting* units.

Implementation

We solicited student volunteers to participate in the pilot program from all Spanish 201 sections (a list of all participants is attached to this document). Students will meet once with Jaime Orrego in early October for the first assignment. Jaime will create a GROUP to better communicate with students, faculty and staff involved in the program.

Program content and Sample Activities

The *Digital Titan Program* will begin Fall 2007 with 10 *podcasting* assignments in Spanish: 5 listening comprehension and 5 oral production.

Sample Activities

1. Future Tense

A. Podcast

Students will download the episode with the explanation of the future tenses.

B. *Consultando las estrellas.* (Recorded Monolog) Imagine that you have psychic powers and that you can predict what will happen in the future. Choose five celebrities (actors, singers, bands, political figures, etc.) and explain what the stars tell you will happen to them. Refer to specific moments in the lives of these people (when _____ is 60 years old, he/she will . . .). Be creative and show that your gift is incomparable!

Each student will write 5 multiple-choice questions about his/her monologue. Each question must have 3 options (a, b, c)

C. *¡Feliz año nuevo!* (Two Students) Imagine that today is New Year's Day. You are telling your partner about your resolutions for the next twelve months and for the rest of your life. What will you do? What will you not do? Why? Will you study more? What will you change? Also, inquire about your partner's resolutions. Ask him/her if he/she will do certain specific things. Do not forget to ask why! Finally, and based on what you know about your partner, express whether you think he/she will be able to stick to this plan or not.

Each couple will write 5 multiple-choice questions about their dialogue. Each question must have 3 options (a, b, c)

D. Taking the quizzes.

Each student will take a quiz from a monolog and one from a dialogue.

2. Subjunctive Mode

A. Podcast

Students will download the episode with the explanation of the subjunctive.

B. *La vida universitaria.* (Recorded Monolog) You have been asked by the president of your university or college to advise future students on how to be a successful student at this institution. Include different topics, such as living in the dormitories, dining, studying, organizing free time, having a social life, etc. This is your opportunity to express your opinion about university/college life! Use the expressions **es mejor/malo/recomendable/aconsejable/ importante que...**

Each student will write 5 multiple-choice questions about his/her monologue. Each question must have 3 options (a, b, c)

C. *En 20 años...* (Two Students) Your partner wants to know what you expect your life to be like in 20 years. Discuss the following topics. Remember to use the subjunctive if you are referring to indefinite objects or ideas, as well as the expressions **espero/prefiero/insisto en/es**

importante/dudo/no creo/es probable/puede ser/es (im)probable que...where you want to live and how you want this place to be

- what you want your professional life to be like
- your family (husband/wife, children, pets, etc.)
- places you want to visit
- other activities you expect to do

After listening to your partner, summarize his/her plans and compare them to yours.

Each couple will write 5 multiple-choice questions about their dialogue. Each question must have 3 options (a, b, c)

3. Condicional and Imperfect Subjunctive

A. Podcast

Students will download the episode with the explanation of the imperfect subjunctive, conditional and the “si clauses”.

B. *Una máquina del tiempo.* (Recorded Monolog) Imagine that you could bring a historical figure back from the past. What would happen to this person? How would he/she react to life and people in the present? What would he/she do in specific situations and places? And how would people react to this person’s ideas and personality? Remember to use the conditional and imperfect subjunctive tenses appropriately.

Each student will write 5 multiple-choice questions about his/her monologue. Each question must have 3 options (a, b, c)

C. *Los tiempos pasados.* (Two Students) Think about what life was like 30 or 40 years ago. Describe it using the expressions **era posible/imposible/increíble/recomendable/mejor/peor/necesario/ aconsejable que**, and **se esperaba que**. You may react to your partner’s comments and ask him/her follow-up and other specific questions about what he/she thinks about certain facts. These are some of the topics that you can talk and ask about.

- family values
- life in small communities
- jobs
- education
- the economy
- technology

Each couple will write 5 multiple-choice questions about their dialogue. Each question must have 3 options (a, b, c)

New equipment

The University has bought 25 *iPod Nano* for the students participating in the pilot program. The equipment is in the library—Thorpe Digital library. They have been catalogued and bar-coded. Participating students can check out the *iPods* for the whole semester.

Program assessment

Jaime Orrego, Spanish Language/LRC Coordinator, is working with Carmela Ferradáns in designing a questionnaire to be filled out by students, faculty and staff involved in the program. Also, to assess student improvement, students will take an exam at the beginning and at the end of the program. Prof. James Pancrazio, from Illinois State University, has been selected as an outside evaluator to oversee the program and help with the implementation and assessment during Fall 2007.

Pilot Program officers

Carmela Ferradáns (cferrada@iwu.edu) and Jaime Orrego (jorrego@iwu.edu)

People/offices involved

Department of Hispanic Studies

Students in Spanish 201

Language Resource Center

Ames Library (Stephanie Davis-Kahl and Mike Limacher)

Development Office (Jo Porter and Dave Wolf)

The Provost Office

IT (Rick Lindquist, Patrick McLane and Trey Short)

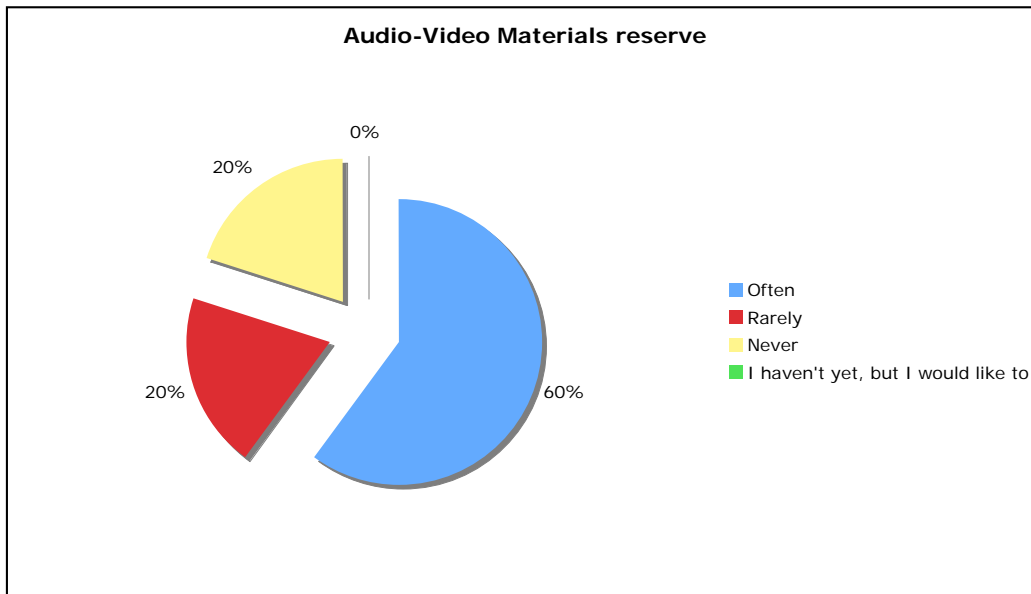
The Mellon Center (Associate Dean, Frank Boyd)

APPENDIX 5

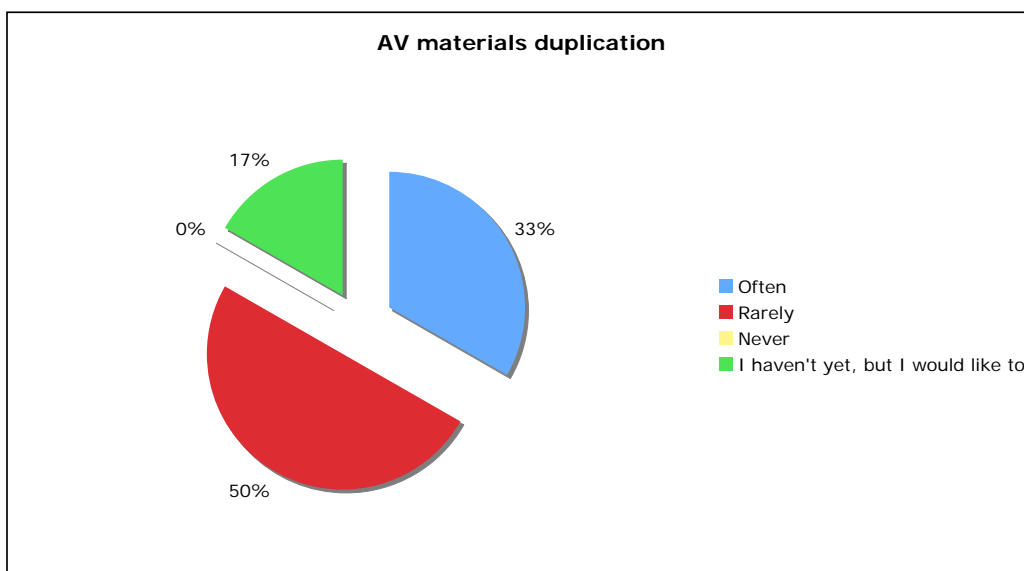
LRC Faculty Usage and Improvement Survey (prepared by Scott Sheridan)

1. LRC Usage. How many times in an average semester do you make use of the following:

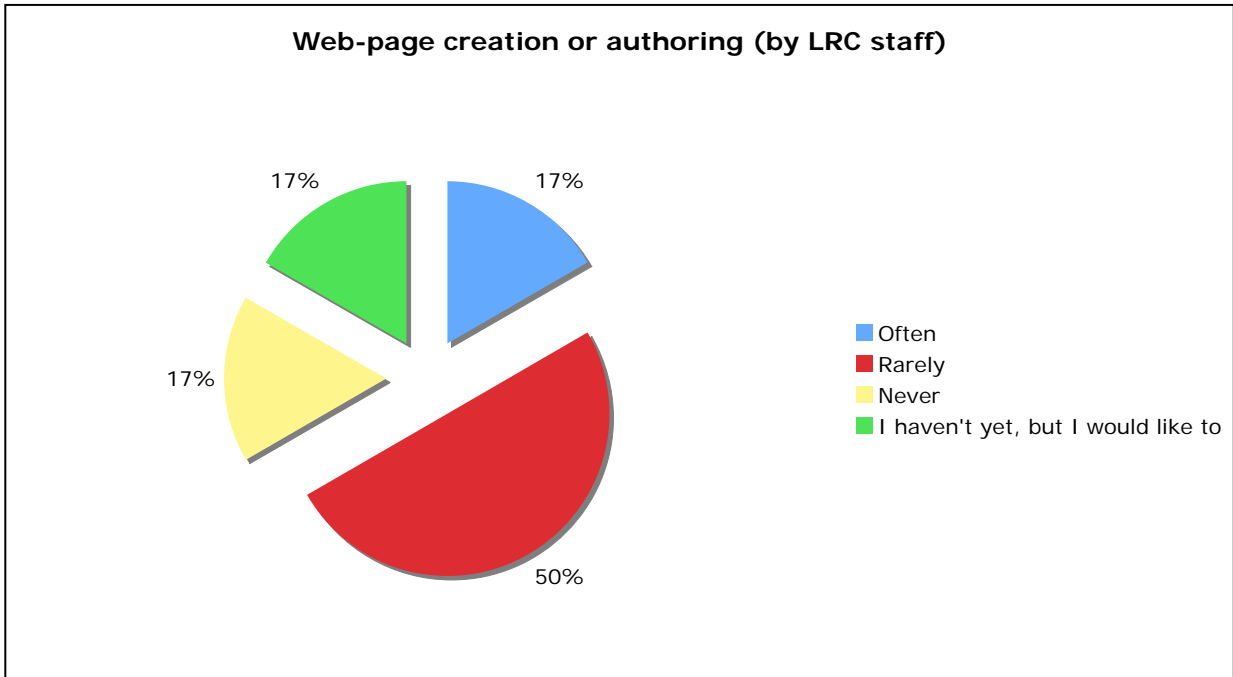
a. Audio-Video Materials reserve



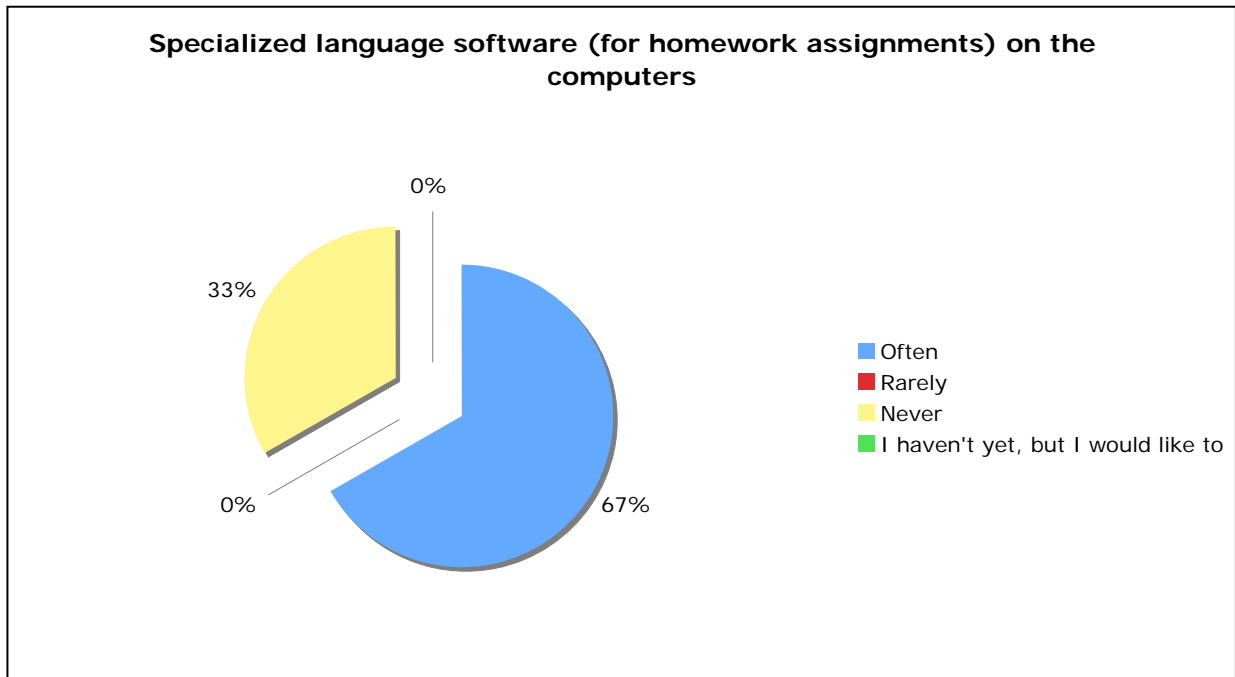
b. AV materials duplication



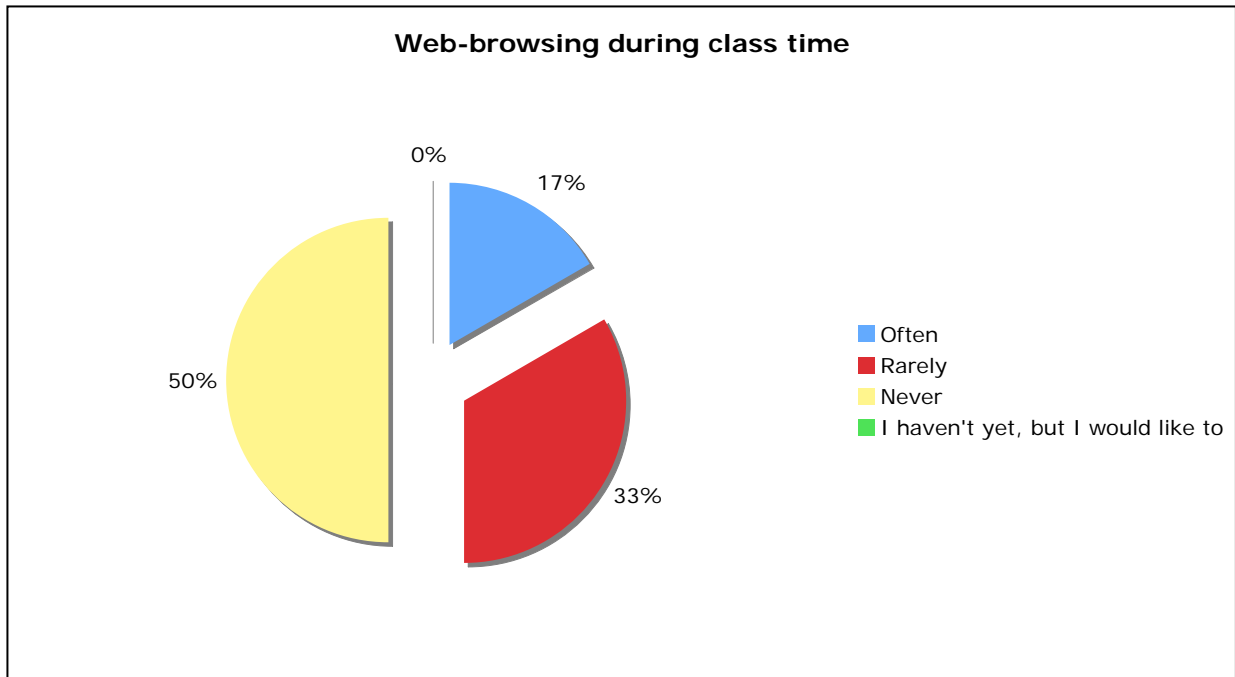
c. Web-page creation or authoring (by LRC staff)



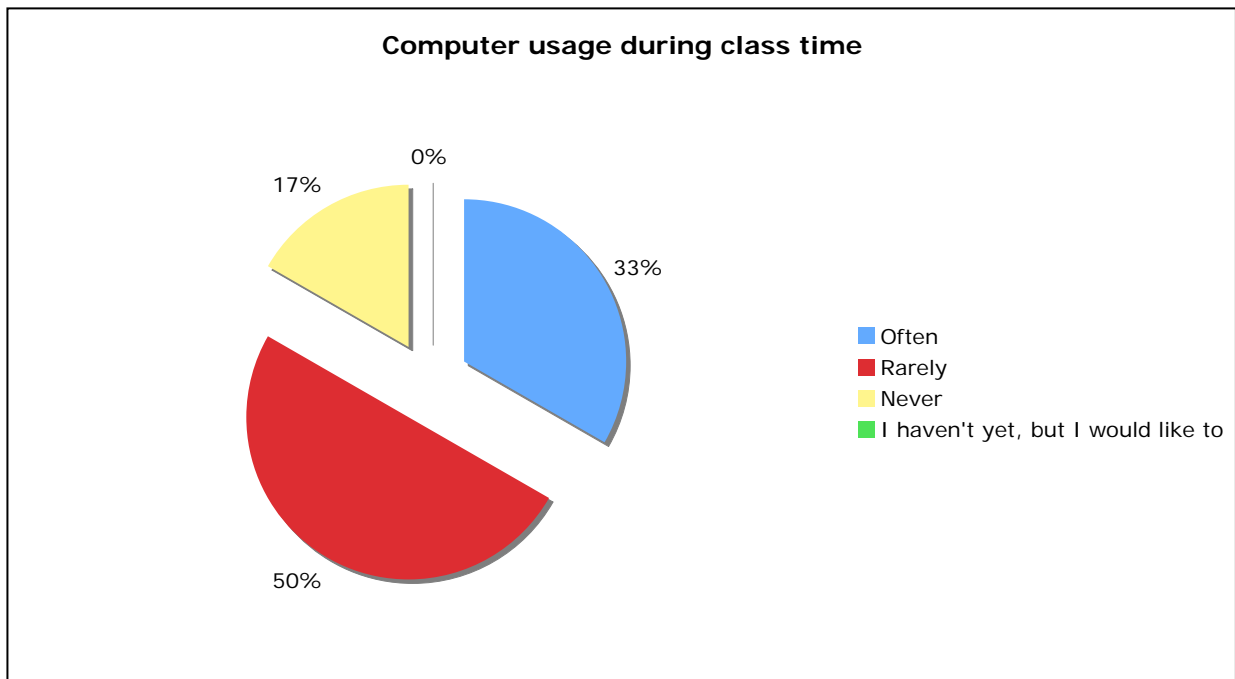
d. Specialized language software (for homework assignments) on the computers



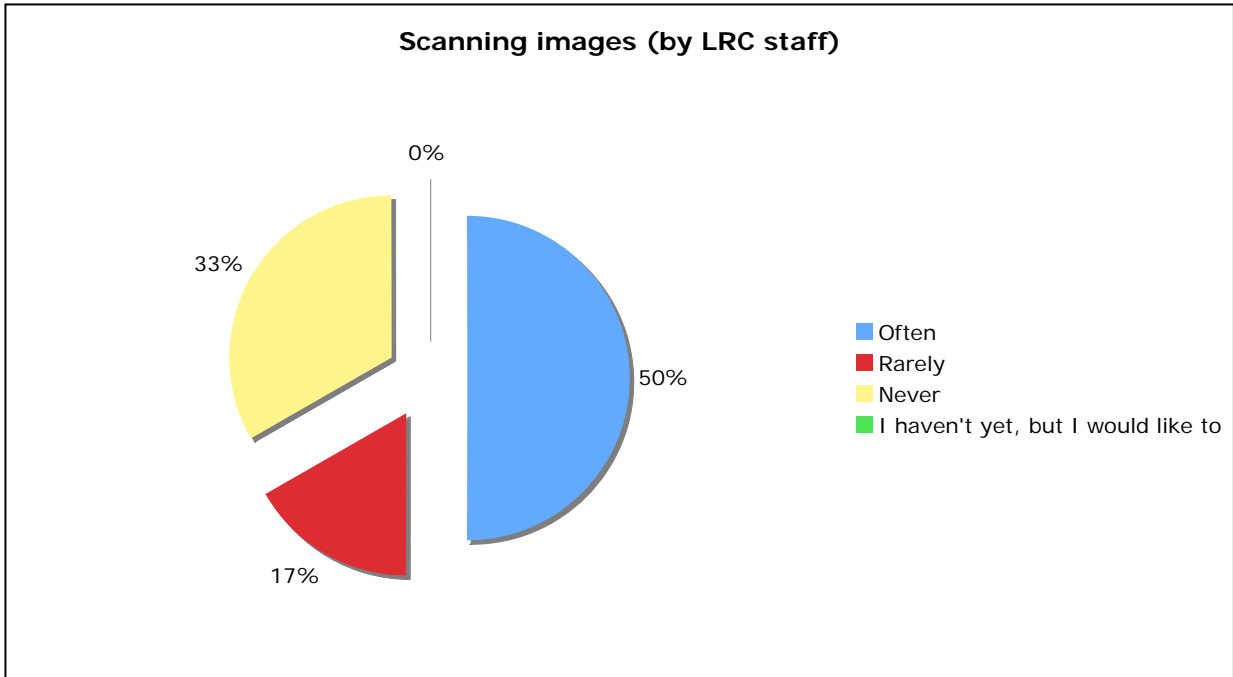
e. Web-browsing during class time



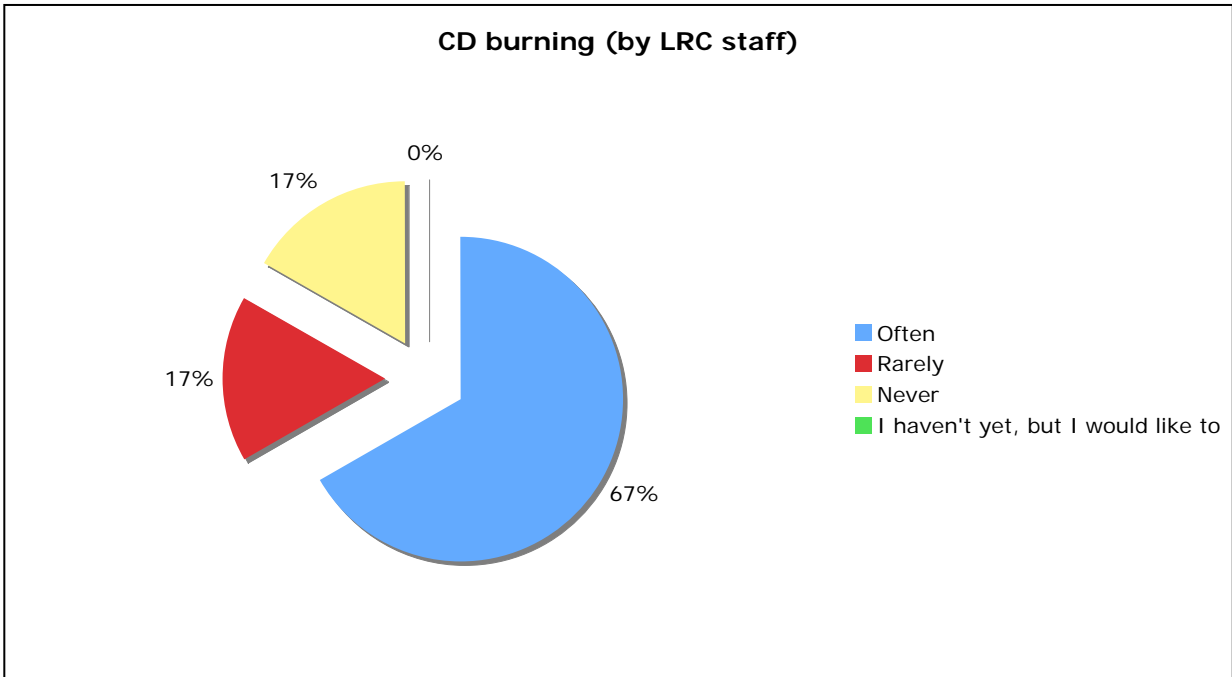
f. Computer usage during class time



g. Scanning images (by LRC staff)



h. CD burning (by LRC staff)



Are there other services that you'd like to see the LRC offer: Please explain?

- . Continued development of AV server and resources.
- . A writing center just for foreign languages and that certain tutors get training with the writing center.
- . CD/video equipment – able to burn video clips onto a CD to use in presentations.
- . Would like to be informed on new services that might help me.
- . I think the service it offers now are good, they just need to be streamline and get the kinks out.

What other suggestions for improvements would you make concerning computer stations, LRC worker responsibilities, etc?

- . Full-time non-staff LRC Director.
- . Need a space with computers for small group activities. Writing courses come to mind. We also need a space for library reference material, video, etc.
- . Better scheduling of student workers; making them more responsible for the work they do; training them in locating materials on reserve.
- . I would like some workstations dedicated to German. I suggest this as some software is loaded on some computers and not on others. Where are the German spell checkers? The students and I get confused where things are from year to year.
- . I would like LRC workers to be better trained in material check out, 108 technology, and LRC computer tech.

What things could the LRC do better, to make it a more useful resource for your students as well as for your teaching?

- . Get all faculty involved.
- . Better scheduling of student workers; making them more responsible for the work they do; training them in locating materials on reserve.
- . Right now I rely solely on the Mac lab upstairs as a foreign language classroom. It works fairly well, except for its design.
- . Would like students to be able to watch German TV in the LRC to stream German radio.
- . LRC website with useful foreign language units such as newspapers, radio etc.

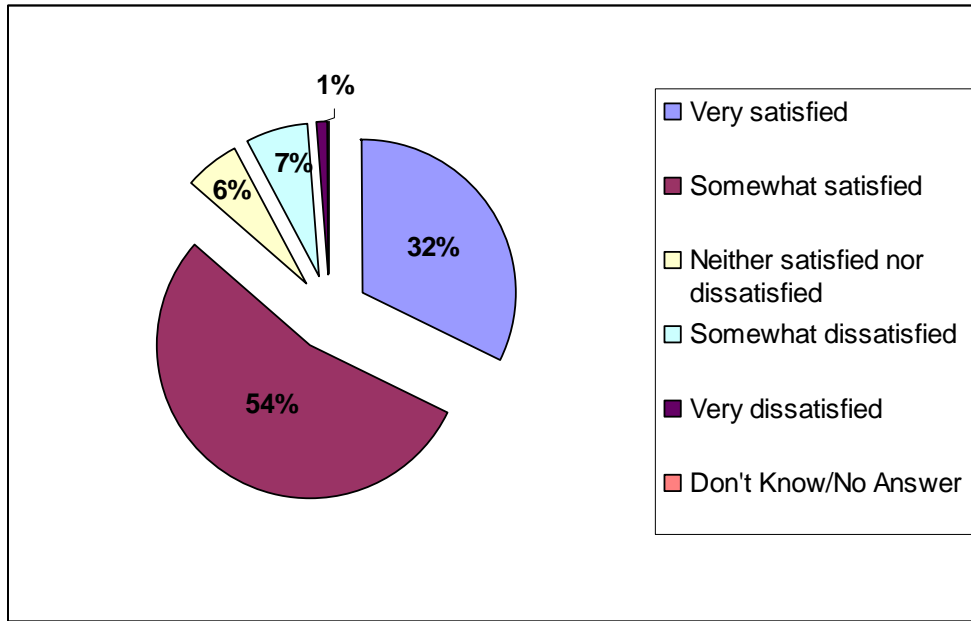
Do you have any other comments to share regarding the LRC?

- . In order for the LRC to function better, it needs full-time person with appropriate training in language pedagogy! Is it to much to hope for?
- . I envision the LRC as what its name is Language Resource Center and what we don't have now is the necessary pedagogical resource person tech savvy we need. Besides student training, etc. this person will be in charge of faculty training.
- . It would be nice to see Philippe in a full-time job!

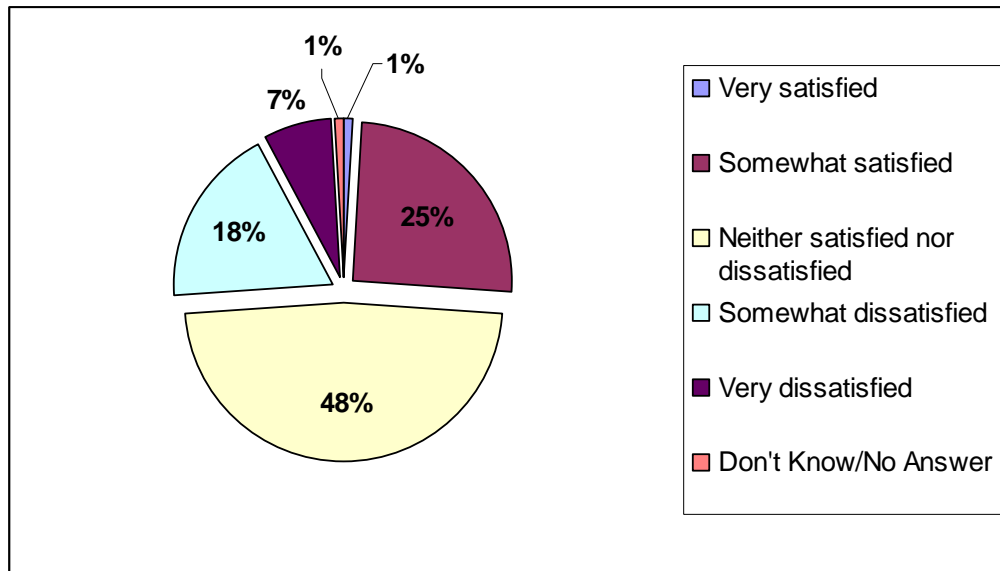
APPENDIX 6

SPANISH 201 SURVEY Spring 2007

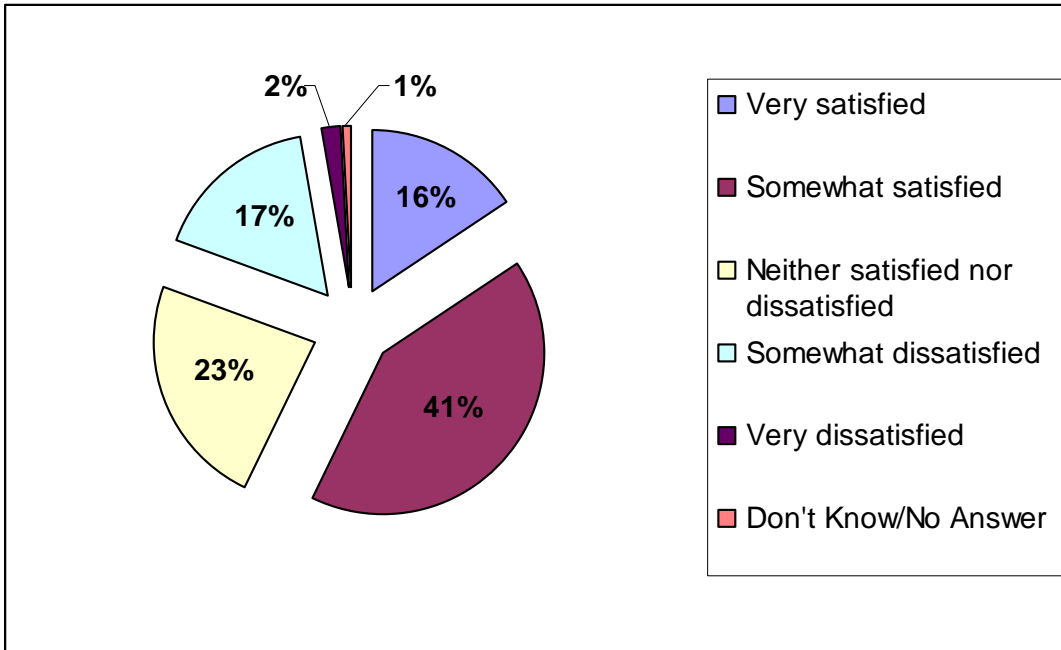
1. In general terms, how helpful you think this class has been to improve you language skills?



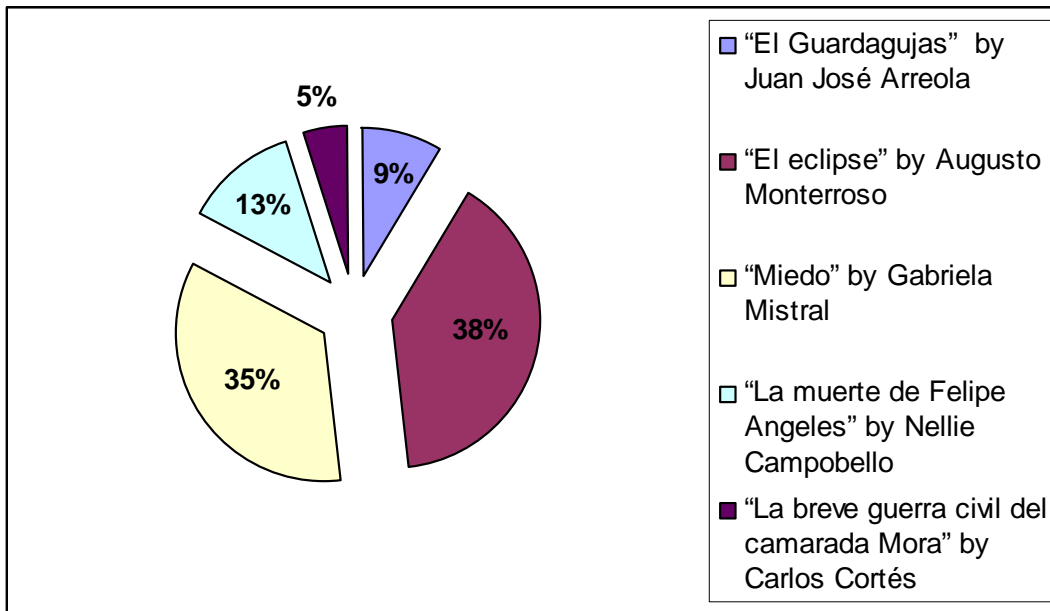
2. How helpful do you think the “Tablón de anuncios” (Bulletin Boards) have been to improve your language skills?



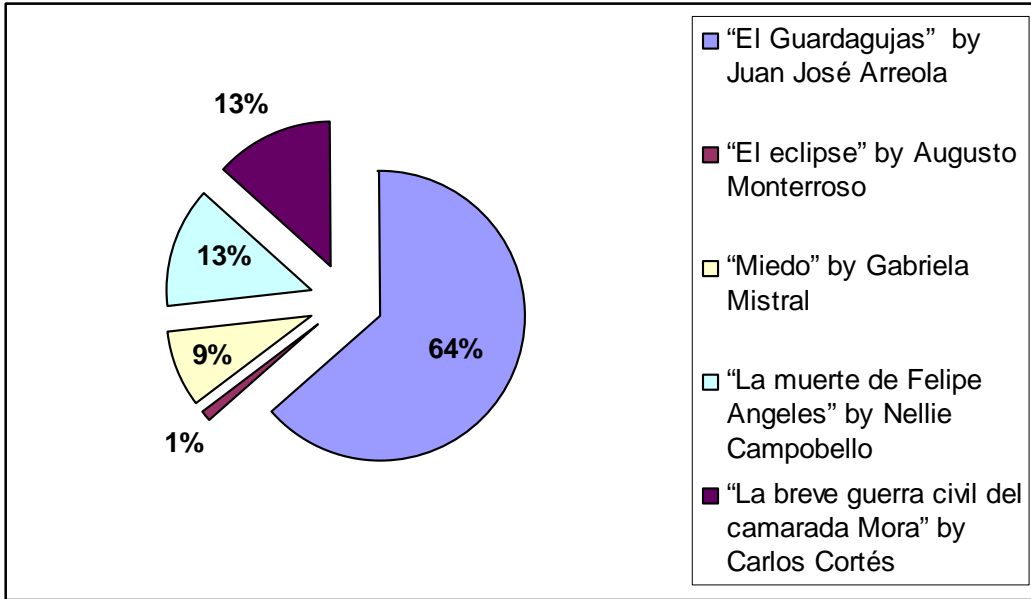
3. How helpful do you think the Chats have been to improve your language skills?



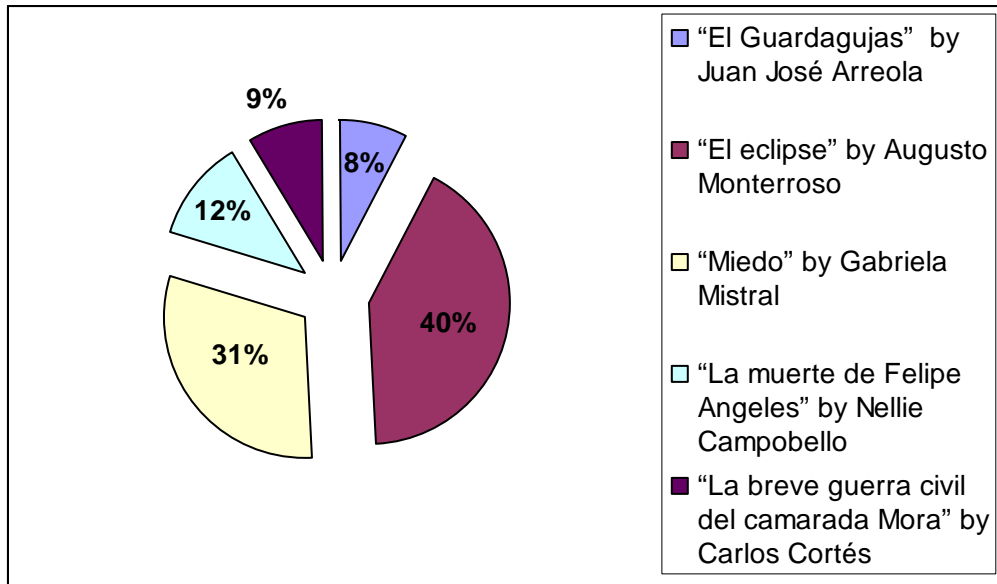
4. Mark the story you found the easiest to read



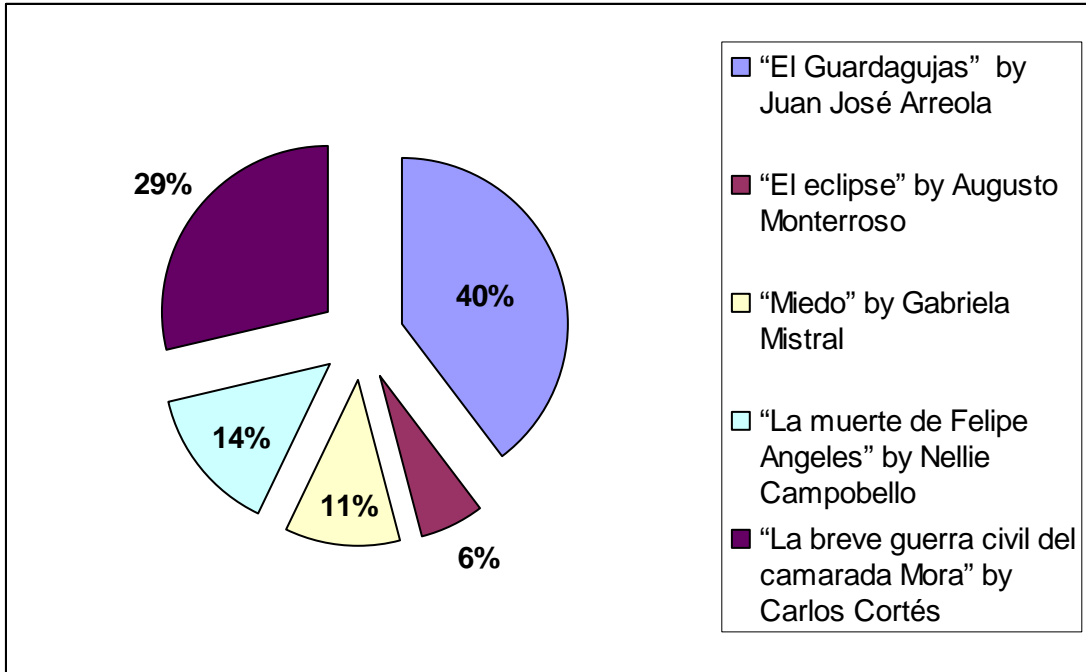
5. Mark the story you found the most difficult to read



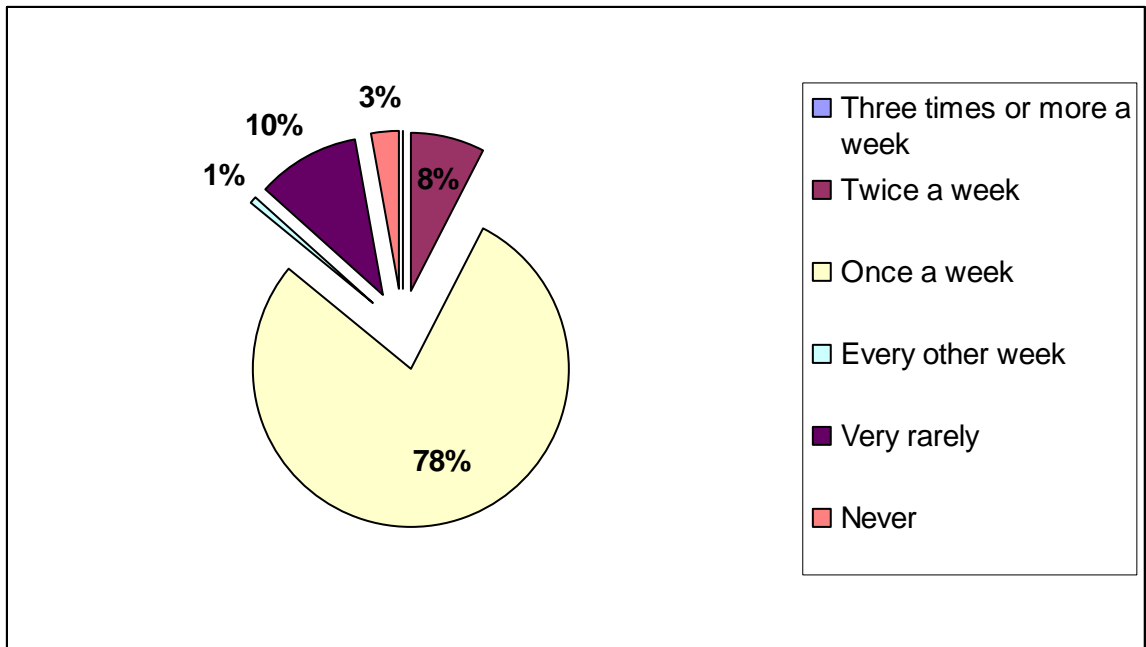
6. Mark the story you liked the most



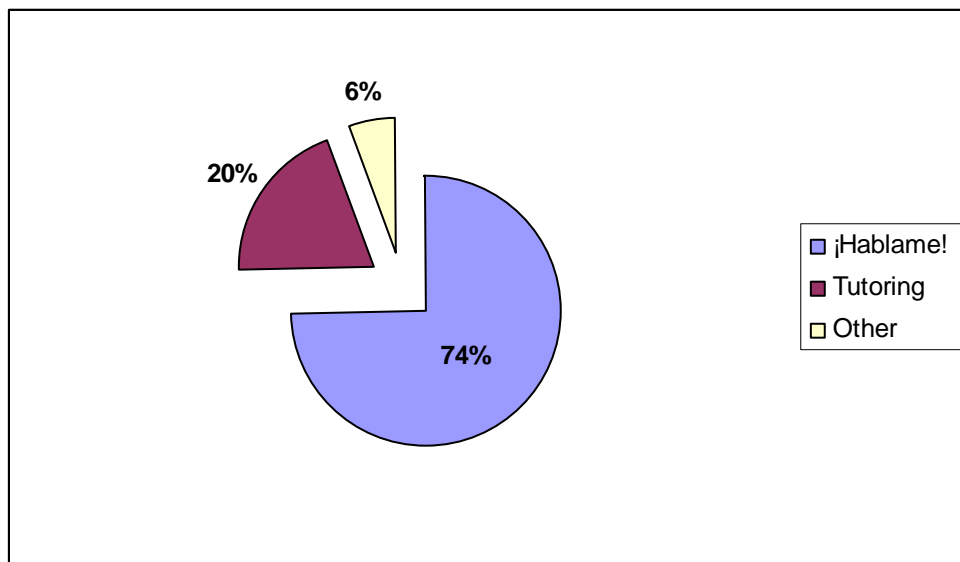
7. Mark the story you liked the least



8. How often do use the Language Resource Lab (LRC) in Buck 107

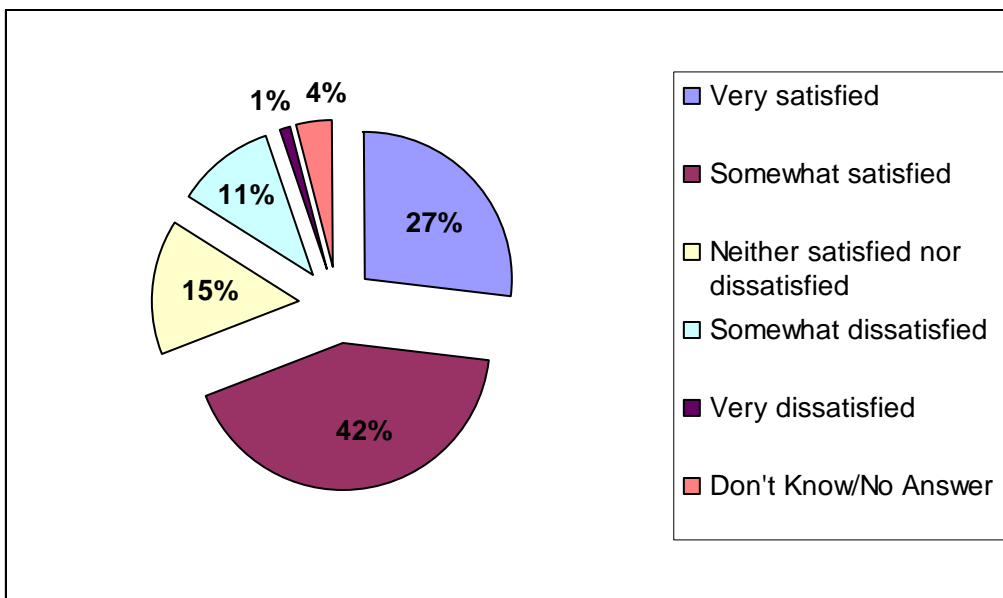


9. The main use for the LRC was (check all that apply)

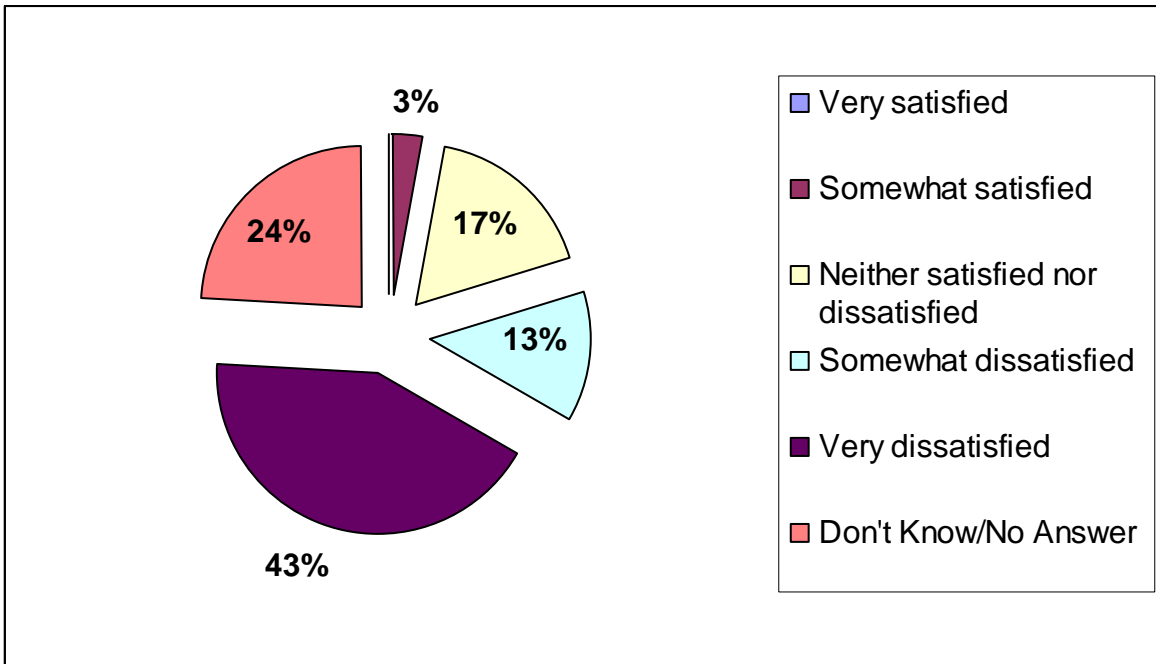


Other (Lab, Studying, Questions, Printing, Compositions)

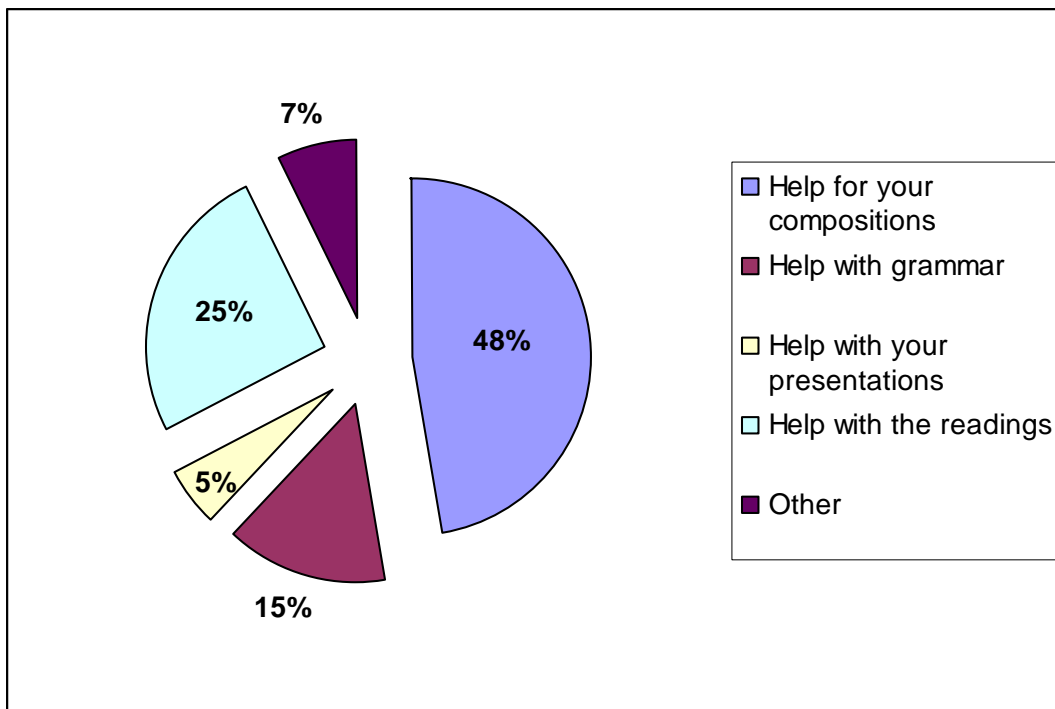
10. How helpful do you think the ¡Háblame! Program has been to improve your language skills?



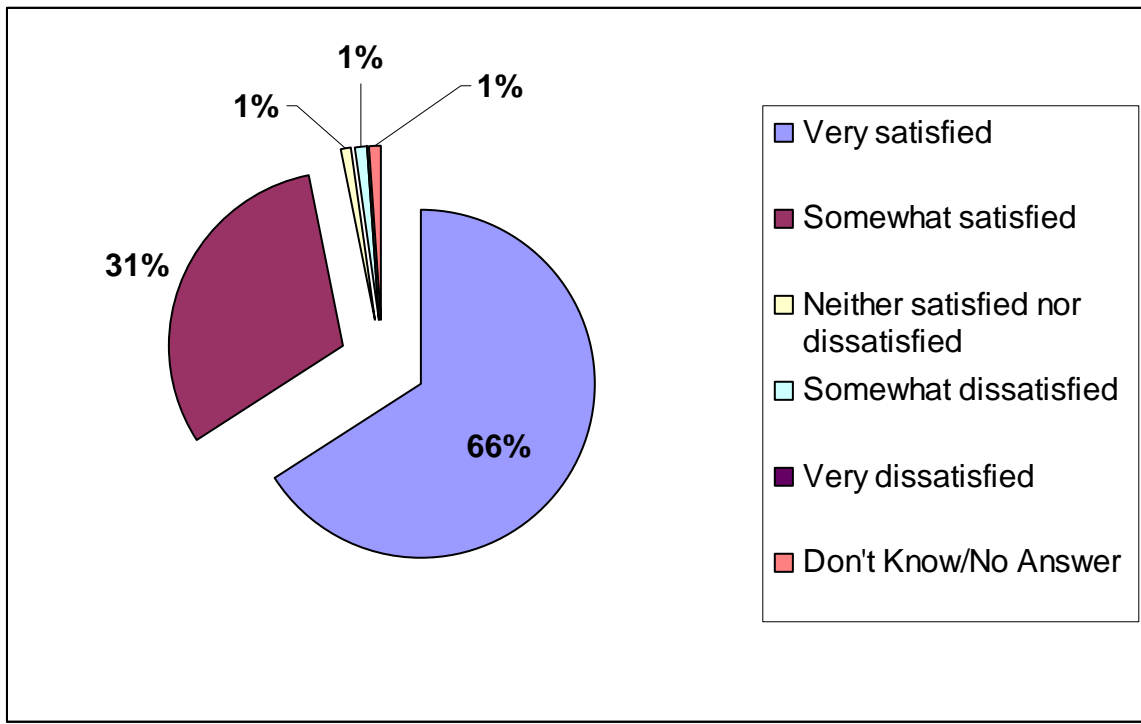
11. How often did you see the tutors for help (other than ¡Háblame!) on your class?



12. The main reason for you to visit the tutors was:

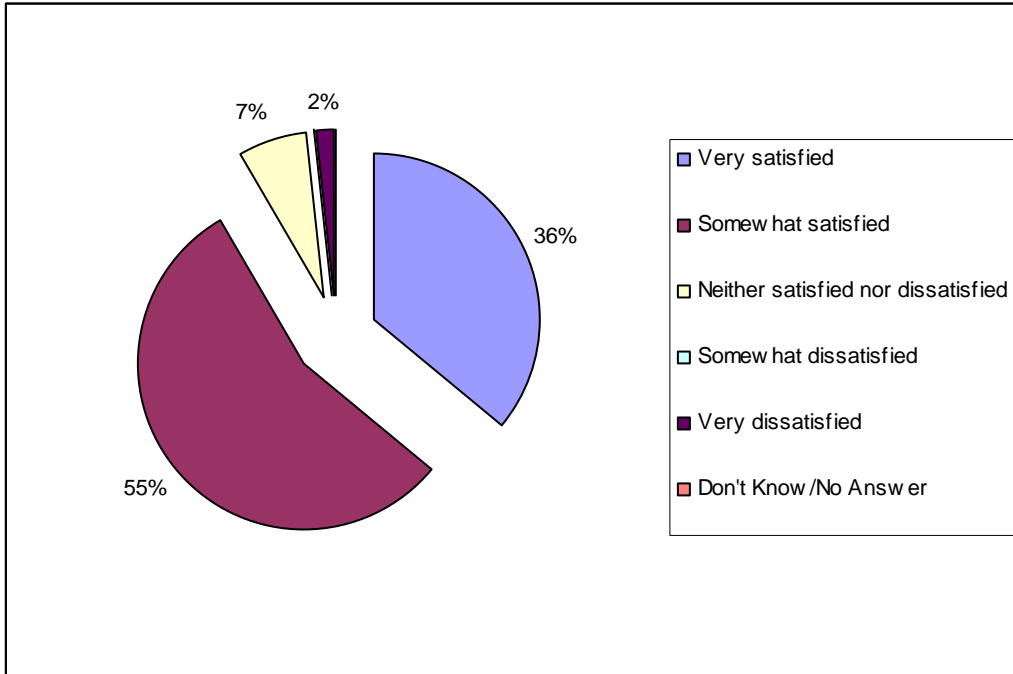


13. How do you rate the help the tutors gave you?

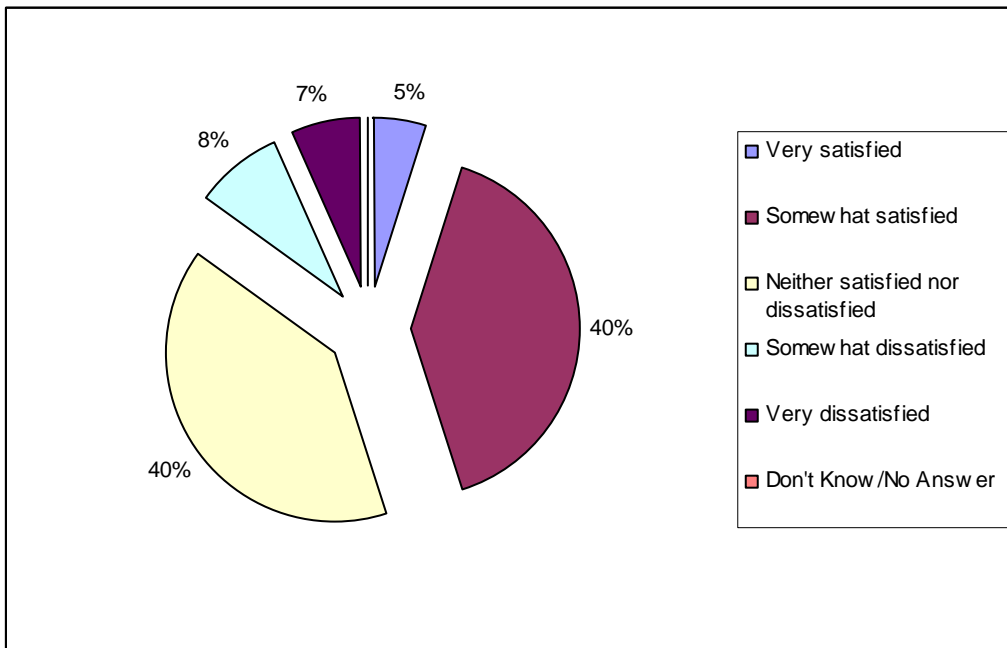


SPANISH 201 SURVEY
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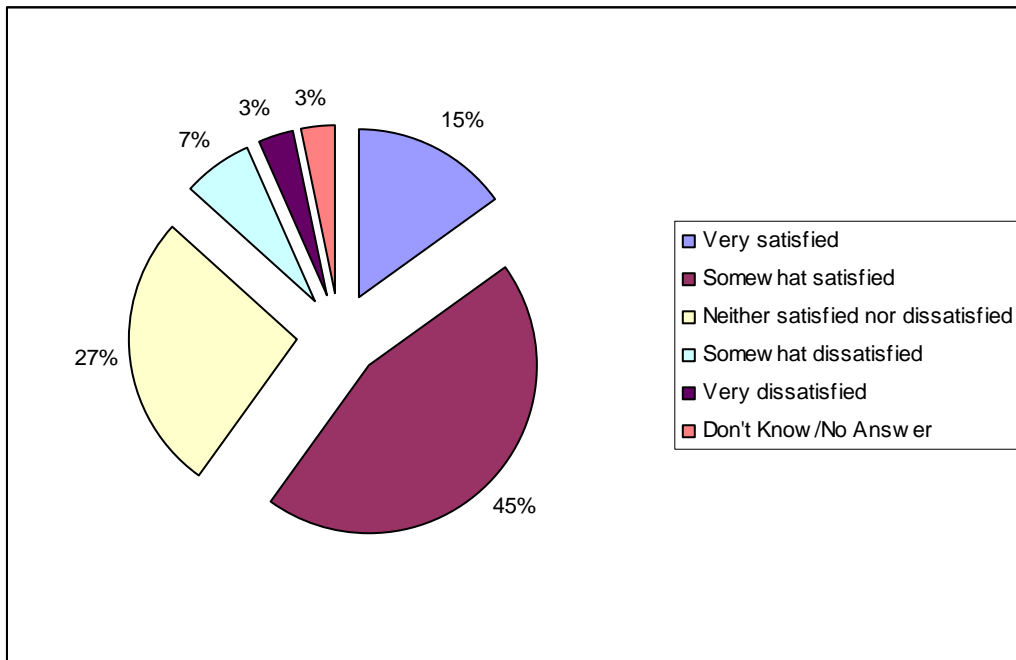
1. In general terms, how helpful you think this class has been to improve you language skills?



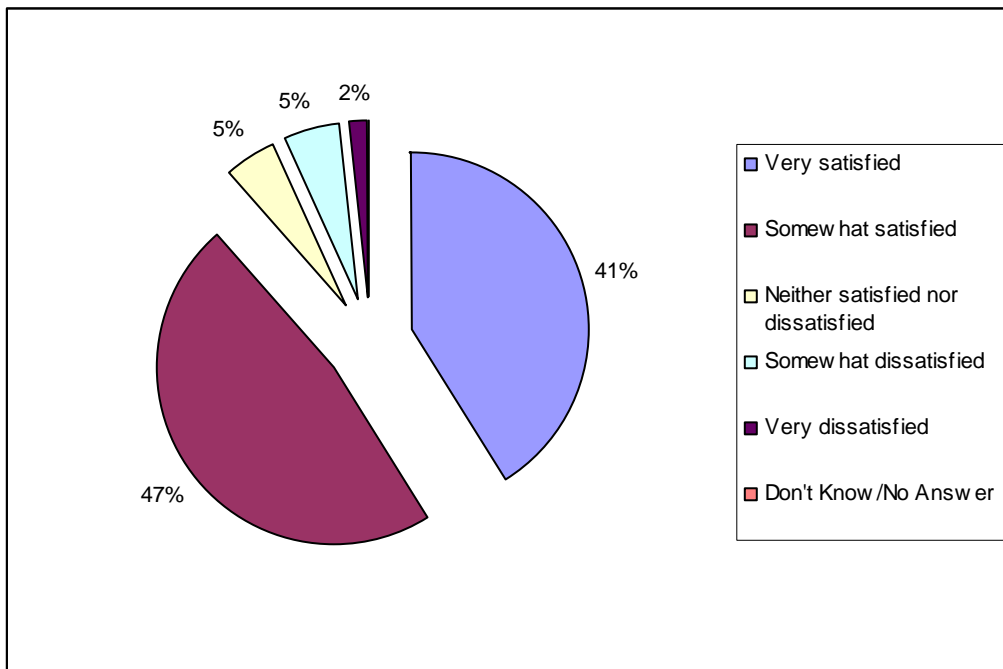
2. How helpful do you think the “Tablón de anuncios” (Bulletin Boards) have been to improve your language skills?



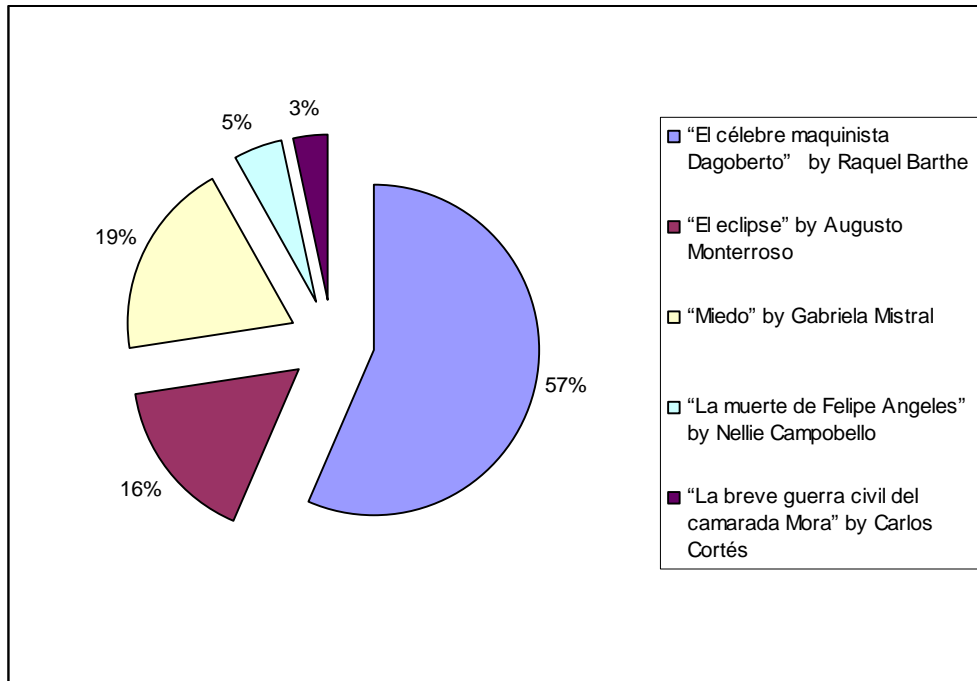
. How helpful do you think the Chats have been to improve your language skills?



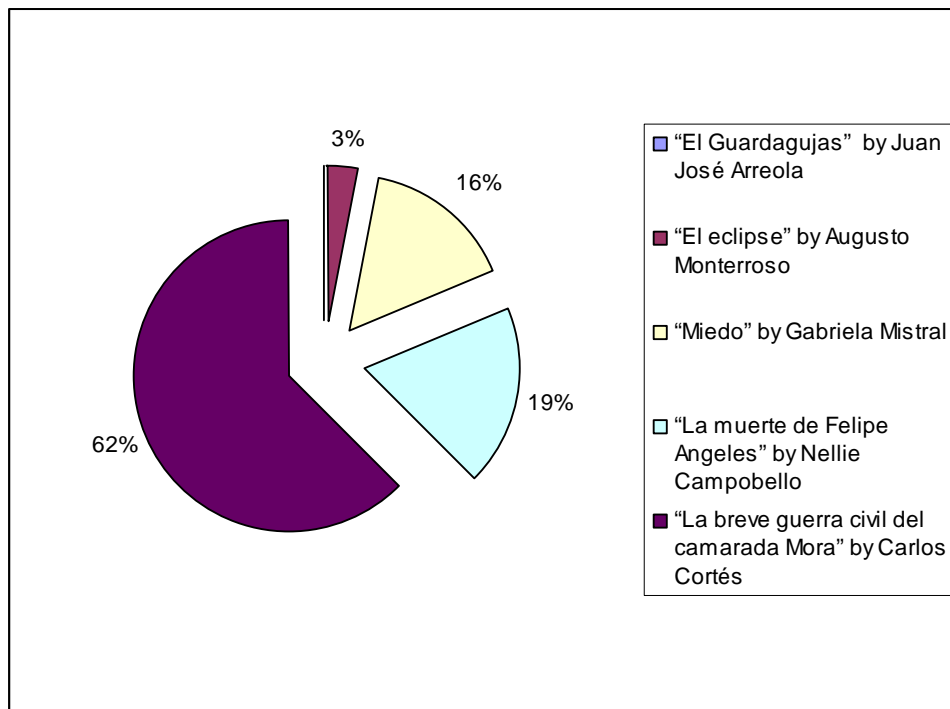
4. How helpful do you think the short stories and the poem have been to improve your reading skills?



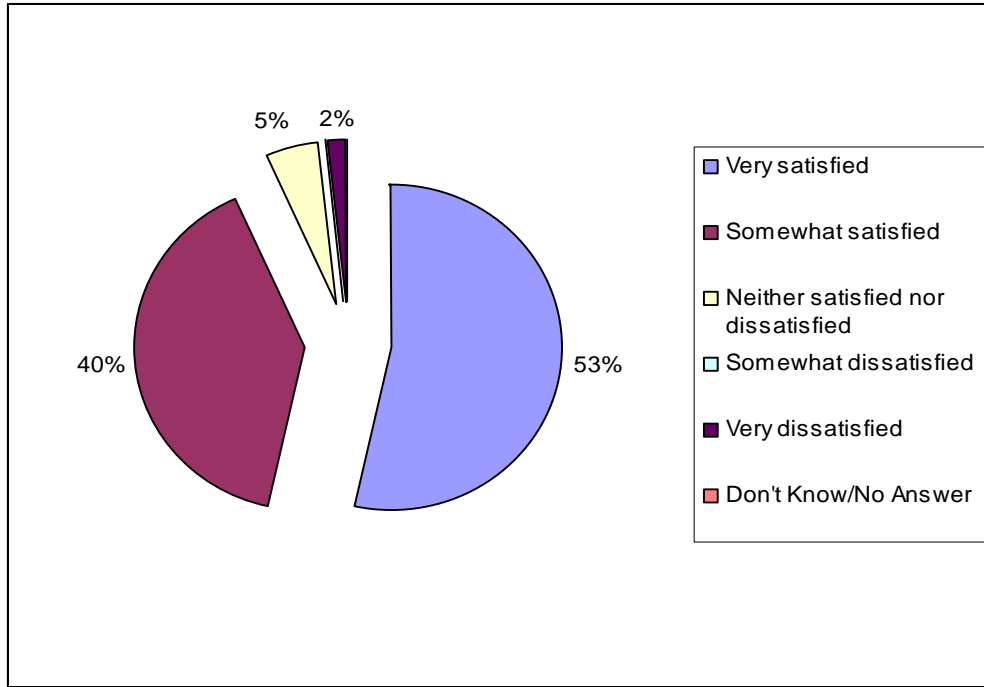
5. Mark the story you found the easiest to read



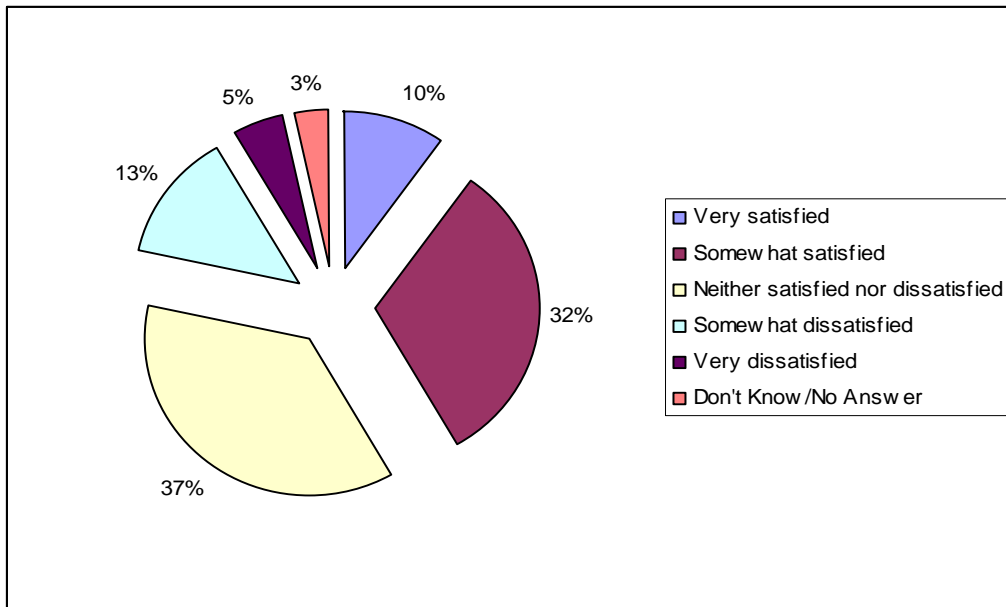
6. Mark the story you found the most difficult to read



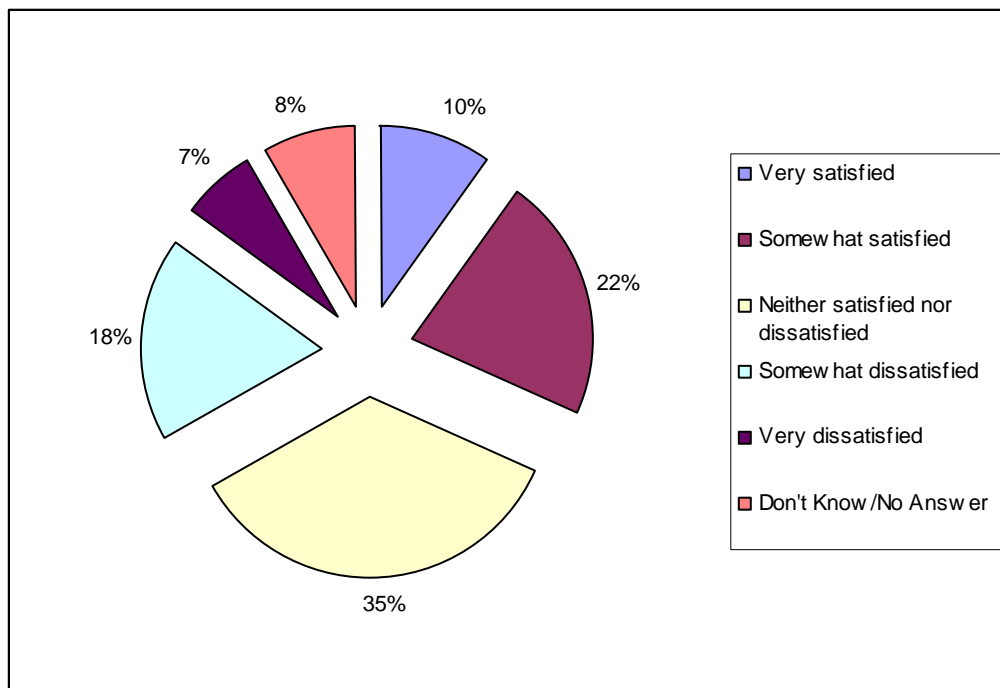
7. How helpful do you think the compositions have been to improve your writing skills?



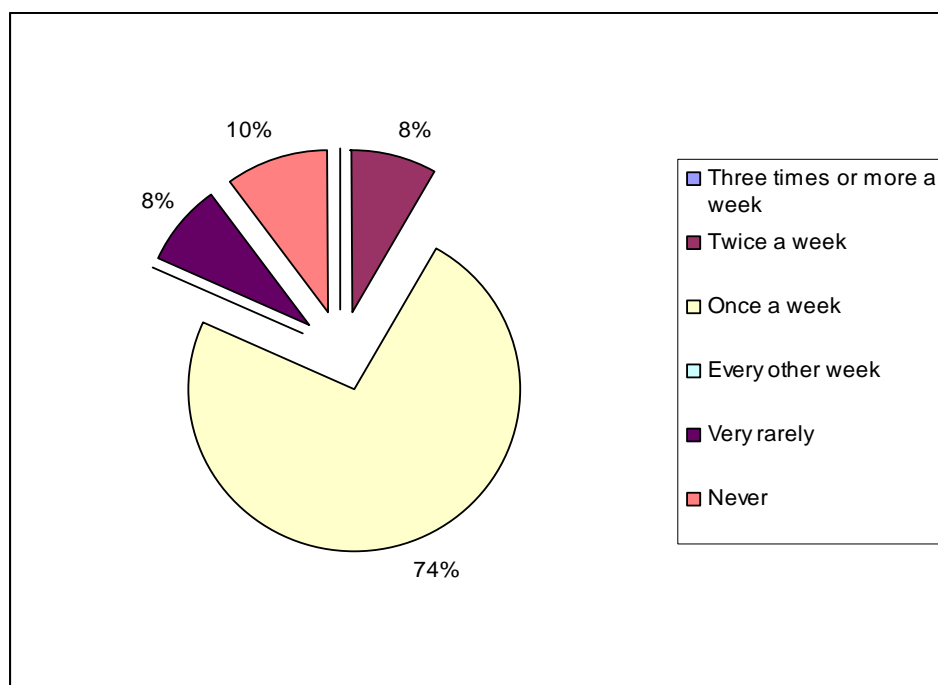
8. How helpful do you think the Wikis have been to improve your writing skills?



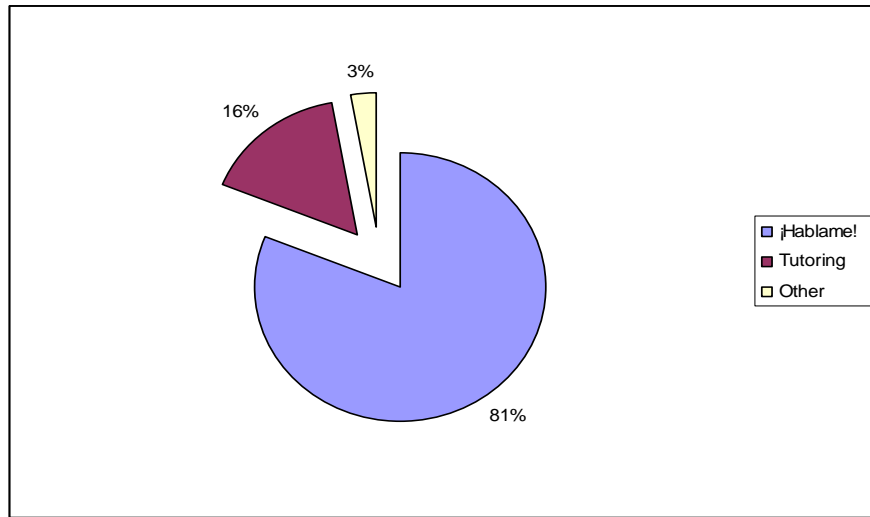
9. How helpful do you think the Wikis were in assisting you to study for the quizzes?



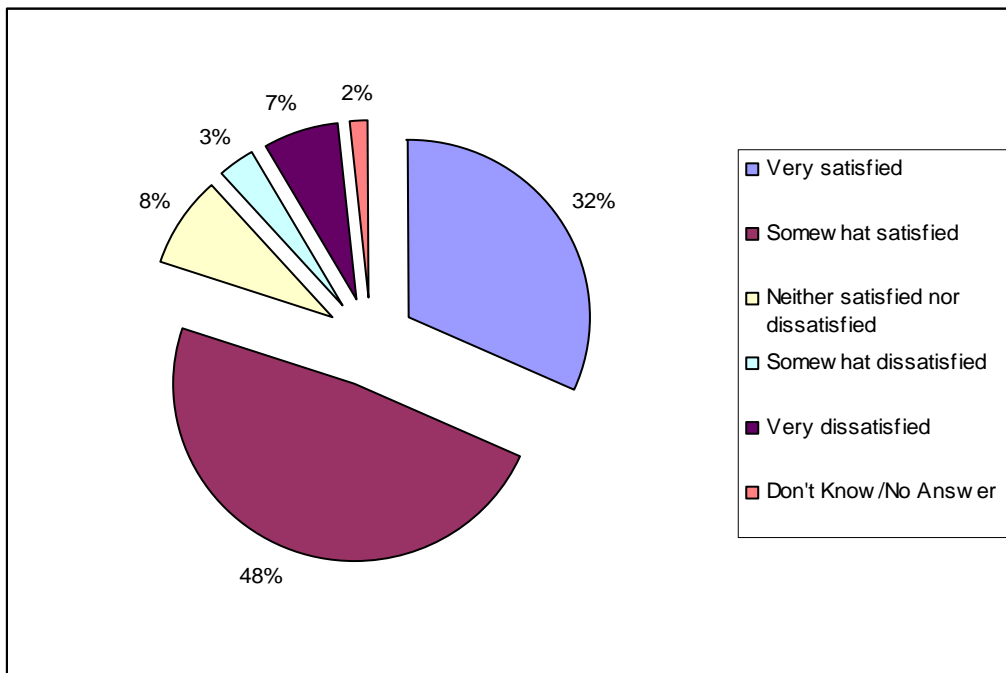
10. How often do you use the Language Resource Lab (LRC) in Buck 107



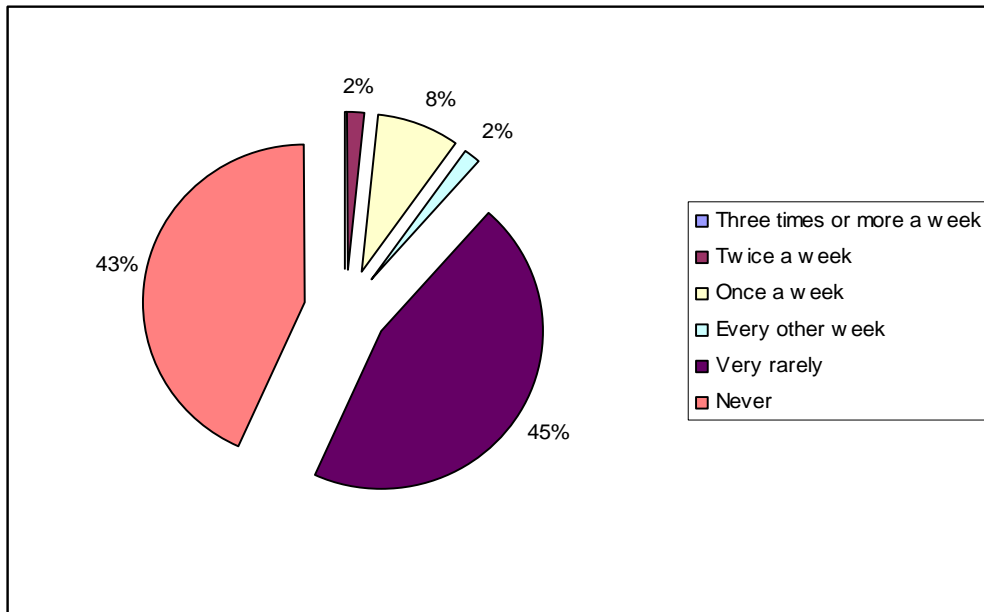
11. The main use for the LRC was (check all that apply)



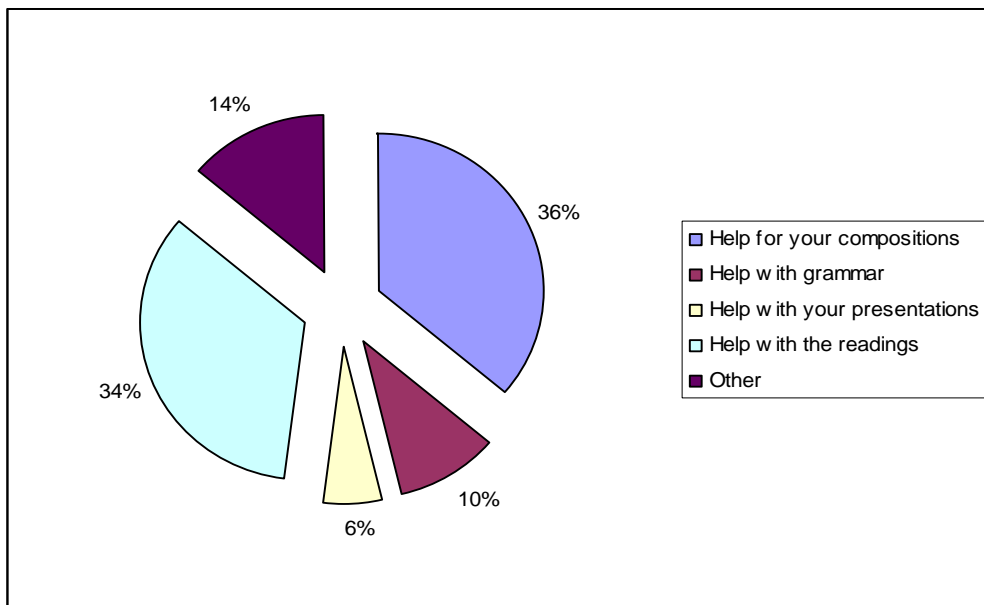
12. How helpful do you think the ¡Háblame! Program has been to improve your language skills?



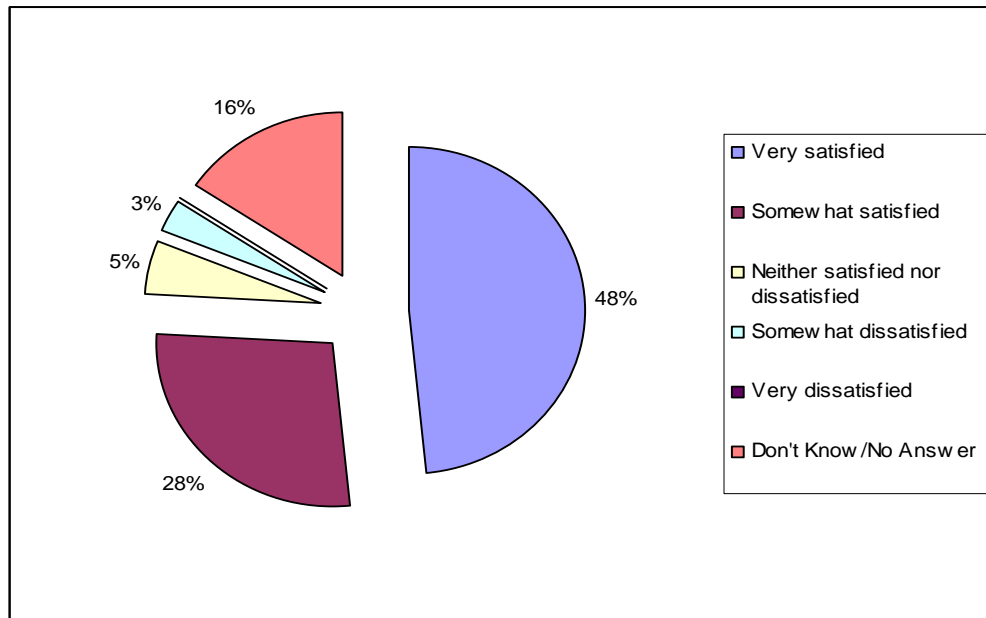
13. How often did you see the tutors for help (other than ;Háblame!) on your class?



14. The main reason for you to visit the tutors was:



15. How do you rate the help the tutors gave you?



16. Please write other comments you may have:

- I like Spanish now.

-I will never be able to speak Spanish and I don't want to anyway, this class is the biggest waste of time ever.

-This class helped me improve my Spanish. However, some stories were very difficult to read, and I do not see very much conversational improvement from ¡hablame!

-There seems to be some inconsistencies in the grading of assignments between classes. Example: no one ever got a 10/10 on a Quiz, but that does happen in other classes, not because they are perfect, but perhaps because they are more forgiving⇒not Fair!!

-I believe that speaking more in class would be very helpful.

APPENDIX 7

LRC Totals for tutoring appointments and drop-ins (Only French and German keep track of weekly visits.)

	FALL Semester 2007	Week Ending													
		9/2	9/9	9/16	9/23	9/30	10/7	10/14	10/21	10/28	11/4	11/11	11/18	11/25	12/2
	German	13	31	28	32	34	32	24	32	32	33	36	15	27	19
	388 for Fall Semester														
	French	3	14	15	12	15	17	13	15	20	33	22	16	7	
	202 for Fall Semester														
	Japanese														
	18 for Fall semester														
	Italian														
	4 for Fall semester														
	Russian														
	9 for Fall semester														
	Latin														
	11 for Fall semester														

**LRC Totals for tutoring appointments and drop-ins
(Only French and German keep track of weekly visits.)**

	Spring Semester 2008	Week Ending													
		1/19	1/26	2/2	2/9	2/23	3/1	3/8	3/15	3/22	3/29	4/5	4/12	4/19	4/26
	German	7	17	33	28	24	20	16	16	18	13	14	12	13	4
	235 for Spring Semester														
	French	9	9	8	6	11	5	5	3	2		6	4	2	1
	71 for Spring Semester														
	Japanese														
	40 for Spring semester														
	Italian														
	7 for Spring semester														
	Russian														
	14 for Spring semester														
	Latin														
	31 for Spring semester														