

FINAL REPORT

Creating a Study Strategy Plan for Reading and Summarizing a 200-Page Novel in German

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*) The worksheets and the grading sheet are part of the instructor's material as well as the student's material

I) Instructional Material

Instructor's Material:

Objective for the one hour lesson:

After this lesson students will be able to create a **study strategy plan** for reading and summarizing their first 200 page novel in German. In the study strategy plan students have to:

- a) Describe the reading style to use when reading the novel and support their opinion
- b) Illustrate different ways to understand and recognize unknown words in German without a dictionary
- c) Discuss in writing the strengths and weaknesses of using a good print dictionary versus an online-dictionary and provide examples
- d) Summarize options for accomplishing the task successfully

General comment: Students have to read the German novel "The Reader" (200 pages) and perform other tasks associated with reading the book. Students will present all the work in form of a portfolio to show their progress. The portfolio represents 20% of the semester grade and it will be in their interest to develop a strategy plan. This strategy plan will be assigned as **homework**. This lesson is designed to prepare them for the homework but **ultimately** to make sure that the whole project is going to be successful and that students of all ability levels are looking forward to this project and have the feeling that they can "do it". Students have to submit this strategy plan **after** having read and summarized the first four chapters of the novel, **after** the summaries have gone through a peer review (in class), the chapters have been discussed in class with peers and the instructor and **after** this hour lesson,

Instructor preparation: Please read the first 4 chapters of the book and it might be helpful to take a look at one of the portfolios from the previous years to see how the overall project should look like.

Because we speak only German in third year German, make sure that the students understand all the instructions. If necessary, give some of the terms in English; give them the translation and always encourage students to ask questions. Regularly, look at them to see if they seem lost. Most of the students are average or above average, but there is in each section at least one student below average.

Lesson Plan:

Student Preparation: They should have read the first four chapters of "[Der Vorleser](#)" and written summaries that they were able to find on blackboard under "[Der Vorleser](#)".

Material you will need: The lesson plan, four worksheets (distribute all of them at the beginning of class to save time), computer with Internet connection, a small print dictionary and a large print dictionary. Students will need pens, and each group needs one small print dictionary or a laptop with Internet connection and a large print dictionary. If there are not enough large print dictionaries you could copy the relevant pages. At the end of class students will receive the grading sheet.

Cluster 1: Terminal Objective 1: Given different text styles and a summary of the different reading styles, students have to match all styles and texts and recognize the reading style used for reading a novel.

This is the first session and should take about 10 -12 minutes:

1) **Instructor:** Address the importance of the project, that this is the best part of learning a foreign language - reading a novel in the original language. Let students know that this can be a fun project if they do it right and that this lesson will address some issues to avoid common “traps”. Please encourage them to ask if there are any questions.

2) **Class activity: Brainstorm on the chalkboard and write down in German all the items students list (with article and plural if applicable):**

Students should name different kind of texts in German (automatic feedback):

Examples:

Magazines (die Zeitschrift, -en)

Novels (der Roman, -e)

Bus schedule (der Busfahrplan, -pläne)

Newspaper (die Zeitung, -en)

Advertising (die Werbung, -en)

TV guide (das Fernsehprogramm, -e)

Students should name different kinds of reading styles (automatic feedback):

Examples:

Skimming (beim Lesen blättern): Reading rapidly for main points

Scanning (selektives Lesen): Reading to find specific information

Intensive (detailliertes Lesen): Short text for detailed information

Extensive (globales Lesen): Long texts; overall meaning is important; mostly for fun

Ask students to match some of the reading styles and texts (draw lines between the texts and styles on the chalkboard).

Example: Line between: TV-program and scanning

3) **Group work with worksheet 1:** Put students in groups of two or three, give them worksheet 1 and ask them to match the texts with the reading styles. That should take no more than 2 – 3 minutes. Go over the correct responses very quickly.

4) **Class Activity: Brainstorm on the chalkboard:** Ask students to name a few differences between reading a novel in the native language and in a foreign language. If they can't come up with their own answers, prod them with questions: Summarize on the board (in **bullets in German**) specifics (add any of the items below they did not mention):

- It takes much longer to read texts in foreign languages.
- You might encounter many words you do not know.
- You need to decide if you need to understand an unknown word.
 - o How often do you encounter the unknown word?
 - o Is the text illogical because you do not know the word?

5) One student/Instructor: Have one student summarize the particularities when reading a novel in a foreign language and **write it with red chalk [bullets, in German] on board (this should stay on the board till the end of the lesson, the rest can be erased for the next class segments):**

- It's extensive reading
- You don't need to understand every word
- It will take you longer than reading a novel in English

Cluster 2: Terminal Objective 2: Summarize word identification strategies for unknown German words without using a dictionary.

This is the second session and should take about 10 minutes:

Note: You don't need to spend too much time on this part, especially if you needed more than 10 – 12 minutes for cluster 1. The main purpose of this exercise is to explain that prefixes and suffixes can change the meaning or grammatical function of a word in English as well. Ask them what strategies they might have used as young children when they did not know a word. This concept applies to German as well. The other purpose is to emphasize that students should look at the "skeleton" of a sentence. We have many separable prefixes and they are often at the end of the sentence

1) Class Activity: Ask them to discuss with their partner a few word identification strategies and have them write it down. Don't write them on the chalkboard yet. (**Examples:** look for prefixes, suffixes, say the word loud etc.). Tell them that they will do some exercises about those strategies.

2) Group work with worksheet 2 (1): Have them mark all words with separable prefixes with x for a quick review. This should not take more than 3-4 minutes. Go quickly over the correct answers and make them aware how the meaning of a word can change when a prefix is added to the stem of a word. Emphasize that they should always dissect words and look not only for prefixes, but also for suffixes and compound words.

3) Continue group work with worksheet 2 (2 + 3): Have students mark all the strategies that they have come up with an x. (as a summary). This serves as a short summary. Then have them do **(3)**. This serves as a reminder to a) look for stems, prefixes, b) consider that a verb might be irregular (in the simple past) and c) to dissect compound nouns d) to say the word out loud and e) to read the whole sentence to see if they can figure out the meaning without a dictionary.

4) Class Activity: Go with them over exercise 4: Start with "Wartehäuschen". Check if they can translate it. If not, have them dissect it and if they still don't have it, have them say it out loud and if they still don't have it, make them say the whole sentence. They will get it. **With red bullets on the board: (Dissect word, read it loud, look at the whole sentence, look for prefix, suffix and ask yourself, if it could be an irregular verb).**

Cluster 3: Objective 3: Determine the advantages and disadvantages of using an online dictionary and a small print dictionary **and Objective 4: Determine** the advantages and disadvantages of using a good print dictionary

This is the third session and should take about 25 minutes:

Note: This activity should show students that they have to be careful when using an online or a small print dictionary. It might be o.k. when translating from German to English because they might be able to figure out the meaning. But it won't be good enough when writing the summaries, the essay and the sentences for the new vocabulary. Start with

- 1) Pair Activity:** Have students look up the words on worksheet 3 and fill out all the information (a, b and c). . Give them at 10 - 15 minutes to work with their partner/s. Then have them translate the three sample sentences. Tell them to ask if they have questions or you can walk around to see if they need help (**I would have students translate the sentences from English to German first with an online/small dictionary and then with a good print dictionary**). **If think you might run out of time you can assign**

some groups to use online, some groups a small dictionary and some groups the good print dictionary for a) b) and c). Students in all likelihood will NOT come up with the correct translations without using a good print dictionary.

2)Feedback: When students are done go over the responses and translations (see examples below). Write the important things on the board. You can do this as a class activity. **Summarize in red on the board the most important conclusions (in bullets: e.g. time issues, correctness issues, maybe using online from German to English but a good print dictionary from English to German; much more information in a good print dictionary).**

Examples (worksheet 3, the three sentences):

- trial: Prozess (nicht Versuch!)
- to fall apart:
 -) not in a small print dictionary; only the word translations online (without examples)
 -) good print dictionary: (chairs, cars, book etc.): aus dem Leim gehen
(house): verfallen
(system, company): aus den Fugen geraten
 -) He fell apart when she left him: Seine Welt brach zusammen, als sie ihn verließ.
- It wasn't his place to criticize her: Es stand ihm nicht zu, sie zu kritisieren.
(Point out that there are around 100 translations for „place“!!)

Cluster 4: Objective 5: Summarize strategies to make this a successful project:

1) Individual work: Have students fill out worksheet 4. Give them 3 – 4 minutes. Then discuss as a class. Have a few students share their responses/questions/thoughts and then **summarize on the board with red chalk the most important things if there is any time left (come to class prepared, take notes, don't procrastinate, use worksheets for summaries etc.).**

Give them the grading sheet for the assessment exercises and give them 1 or 2 minutes to go over it to see if they have any questions.

Student Material

Over the next few weeks you will read the German novel “The Reader” (200 pages) and perform other tasks associated with reading the book. You will present all the work in form of a portfolio to show your progress. The portfolio represents 20% of the semester grade and I would like this project to be a positive experience for you.

This lesson is designed to prepare you for the task and will help you to write a strategy plan. Details about what has to be part of the strategy plan and how it will be graded can be found on the attached grading sheet. This lesson will help make the whole project more successful and hopefully will give you the feeling that you can “do it” – regardless of your ability level.

Objective for the one hour lesson:

After this lesson you will be able to create a **study strategy plan** for reading and summarizing your first 200 page novel in German. In the study strategy plan you have to:

- e) Describe the reading style to use when reading the novel and support your opinion
- f) Illustrate different ways to understand and recognize unknown words in German without a dictionary
- g) Discuss in writing the strengths and weaknesses of using a good print dictionary (over 500.000 entries) versus an online-dictionary or small print dictionary and provide examples
- h) Summarize options for accomplishing the task successfully

Preparation: Please read and summarize the first four chapters of the novel. The summaries will go through a peer review (in class) and we will discuss the chapters in class. Please make sure to take notes during these discussions. Bring your laptop and/or dictionary to class.

Material you will need: Laptop with wireless connection, a small print dictionary and a large print dictionary if you own one (otherwise one will be provided for you). You will need pens and a highlighter. Please follow the instructions and do the worksheets when asked to do so. Make sure to ask questions if something is not clear.

Material provided by instructor: Large print dictionary, 4 worksheets and a grading sheet.

WORKSHEET 1

Match the texts with the reading styles

Texts:

1. Magazines (die Zeitschrift, -en)
2. Novels (der Roman, -e)
3. Bus schedule (der Busfahrplan, -pläne)
4. Newspaper (die Zeitung, -en)
5. Advertising (die Werbung, -en)
6. TV guide (das Fernsehprogramm, -e)
7. Weather report (der Wetterbericht, -e)
8. Manual for a cellphone (Anleitungen für ein Handy)
9. Article about the unification of Germany (Artikel über die Wiedervereinigung)
10. E-mail from your best friend (E-mail vom besten Freund/von der besten Freundin)
11. Short-Story (die Kurzgeschichte, die Kurzgeschichten)
12. German Grammar Book (Deutsches Grammatikbuch)

Reading Style:

- a) Skimming (beim Lesen blättern): Reading rapidly for main points
- b) Scanning (selektives Lesen): Reading to find specific information
- c) Intensive (detailliertes Lesen): Short text for detailed information
- d) Extensive (globales Lesen): Long texts; overall meaning is important; mostly for fun

Please match each text item with the correct reading style:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) d) _____
- 12) _____

WORKSHEET 2

1) Mark all the prefixes that are separable in German. Indicate if you think a prefix can be both separable and inseparable.

- | | | | |
|----------|-------|-------------|-------|
| a) ab | _____ | m) ge | _____ |
| b) an | _____ | n) miss | _____ |
| c) auf | _____ | o) mit | _____ |
| d) aus | _____ | p) nach | _____ |
| e) be | _____ | q) ver | _____ |
| f) bei | _____ | r) vor | _____ |
| g) durch | _____ | s) weg | _____ |
| h) ein | _____ | t) zer | _____ |
| i) emp | _____ | u) zu | _____ |
| j) ent | _____ | v) zurück | _____ |
| k) er - | _____ | w) zusammen | _____ |
| l) fort | _____ | | |

2) Compare the list you came up with your partner for word identification strategies. Mark the strategies you missed:

- 1) Look at the word again. _____
- 2) Read the whole sentence again. _____
- 3) Look for a prefix _____
- 4) Look for a suffix? _____
- 5) Blend and say the unknown word _____

3) Write the following words in the proper category first.

Compound noun	words with inseparable prefix	words with separable prefix	words with suffix	simple past form of irreg. verbs
Bushaltestelle		die Entscheidung		Zeitpunkt
vorlesen		Überlebende		schuf
Handlung		Taschengeld		teilnehmen
realistisch		entnehmen		erfahren
Wahrnehmung		Handschrift		zog
gedankenverloren		beschlossen		
eintreten		aufheben		

4) Translate 'Wartehäuschen' without using a dictionary:

Dann sah ich eine Haltestelle, ein Wartehäuschen auf freiem Feld. Write down which strategy you used if any.

WORKSHEET 3

(Look up the words and follow instructions).

souverän (page 16):

Gestalt (page 17)

zurückgezogen (page 17)

lösen (page 18):

1a) Please mark with an x the information you find online:

Gender of noun

Genitive of noun

Plural form of noun

Examples how to use the noun

Irregular forms of verb

Examples of how to use the verb

Combination of verbs and prepositions

Is the word an adjective or adverb

1b) Please mark with an x the information you find a small print dictionary:

Gender of noun

Genitive of noun

Plural form of noun

Examples how to use the noun

Irregular forms of verb

Examples of how to use the verb

Combination of verbs and prepositions

Is the word an adjective or adverb

1c) Please mark with an x the information you can find about the German word in the good print dictionary:

Gender of noun

Genitive of noun

Plural form of noun

Examples how to use the noun

Idiomatic expressions

Irregular forms of verb

Examples of how to use the verb

Combination of verbs and prepositions

Idiomatic expressions

Indication the verb has a separable prefix

Adverbs treated as a separate grammatical entry

2) Please translate from English to German (first using an online or small print dictionary and then using a good dictionary).

He saw her during the trial. _____

His life fell apart, when she left him. _____

It wasn't his place to criticize her. _____

WORKSHEET 4

Underline/highlight all statements you will use (you used:) or that apply to you:

- Highlighting or underlining unknown words when reading the novel
- Taking notes while reading the novel
- Trying different strategies before looking up an unknown word
- Writing translation of those words you looked up into the book
- Writing new vocabulary with the sample sentence on an index card
- Reading the chapters in German and then in English by buying the English version of the book
- Reading the chapters in German and some difficult pages in English by using amazon.com (instructions on Blackboard)
- Using the worksheet provided by the instructor for the summaries
- Summarizing only what seems important for me
- Summarizing by looking for elements of a novel (characters, event, problem, setting, solution, time)
- Coming to class prepared (having read the assigned chapters and summarized them)
- Procrastinating because of (confusion, dislike of task, perfectionism, poor motivation or task difficulty)
- Comparing your summaries with your partner's summaries and making notes during the discussion phase in class (partner work)
- Taking notes when discussing the summaries as a class
- Using an online dictionary
- Using a small print dictionary
- Using a good print dictionary
- Doing some of the work with a study partner
- Trying to understand every word

Grading Sheet

Points: (/)

		(30Pts)
1) Reading Style	<input type="checkbox"/> Match all the texts with the appropriate reading style on the attached sheet .	2
	<input type="checkbox"/> Write down the reading styles used for novels and explain in two sentences what this reading style includes	1
2) Recognize Unknown Words	<input type="checkbox"/> Give example of two compound nouns and dissect them	1
	<input type="checkbox"/> Write down the example of two previously unknown German words in the first four chapters you understood and list the step used.	2
3) Good Print vs. Online/Small Print Dictionary	<input type="checkbox"/> Write down two words you looked up while reading the novel. Indicate if it is a noun, verb, adverb or adjective. A noun should include the article and plural, the verb should include all forms if it is irregular.	4
	<input type="checkbox"/> Build a sentence in German with those two words (see rubric below)	4
	<input type="checkbox"/> Write the summary for one chapter with. Word count: minimum 35 words (see rubric for points below).	8
	<input type="checkbox"/> Indicate which kind of dictionary you used and if you used the same dictionary for each exercise	2
4) Accomplishing the task successfully	<input type="checkbox"/> Circle all elements of a novel on the attached word-search	2
	<input type="checkbox"/> Write down your personal strategy plan based on the lesson for this project including choice of dictionary for reading, summarizing the chapters, writing the essay and composing the vocabulary list. Please support your opinion and decide if you write if you will buy the book in English, if you will use amazon.com and other comments. At least 6 sentences.	4

Rubric for 3.1. (Dictionary)

- 4: Students looked up both words, wrote down correct translation and all grammatical elements
- 3: Student looked up both words but did not write down translation and/or all grammatical elements
- 2: Students looked up one word, wrote down correct translation and all grammatical elements
- 1: Student looked up one word but did not write down translation and/or all grammatical elements

Rubric for 3.2.

- 4: Student used both words correctly and the sentences were grammatically correct.
- 3: Student used both words with the correct meaning but the sentences were grammatically incorrect.
- 2: Students used one word with the correct meaning and the sentence was grammatically correct.
- 1: Student used one word with the correct meaning but the sentence was grammatically incorrect.

Rubric for 3.3.

- 8: Student used several sentences to accurately describe what the chapter is about and the grammar is accurate.
- 7: Student used several sentences to accurately describe what the chapter is about but has several grammatical mistakes.
- 6: Student used several sentences to accurately describe what the chapter is about and the grammar is accurate
- 5: Student used several sentences to accurately describe what the chapter is about but has several grammatical mistakes.
- 4: Student summarized most of the chapter accurately with good grammar, but has some slight misunderstanding.
- 3: Student summarized most of the chapter accurately with a few grammar problems, but has some slight misunderstanding.
- 2: Student had great difficulty summarizing the chapter. The grammar is good.
- 1: Student had great difficulty summarizing the chapter as well as problems with the grammar.

Rubric for 4.2.

- 4: Student wrote at least 6 sentences and all required elements are included. Grammatical structure is mostly correct.
- 3: Student wrote at least 6 sentences and all required elements are included. Grammatical structure has 1 – 2 systematic mistakes.
- 2: Student wrote less than 6 sentences and/or not all required elements are included. Grammatical structure is mostly correct
- 1: Student wrote less than 6 sentences and/or not all required elements are included. Grammatical structure is mostly correct

II) FORMATIVE EVALUATION

1) Subject-Matter-Expert

I went over the material with my colleague who has taught 3rd year German two years ago and is familiar with the target learner's abilities and part of the new curriculum.

- She agreed that it would be an excellent idea to dedicate a lesson to preparing students to read more challenging, longer texts, short stories and/or novels
- She said it would be easy to teach the lesson based on the instructional material
- She suggested eliminating spending any time on word identification strategies for English words and focusing exclusively on word identification strategies for German words.
- She suggested emphasizing the "skeleton" of the German sentence (the position of the verb is very different in German than in English and we have many verbs with separable prefixes that confuse students).
- She thought it was a good idea to talk about ways--reading the novel, writing chapter summaries, making a vocabulary list with sample sentences and writing an essay--to make the project successful.

Based on her feedback I eliminated one objective (word identification strategies for English words), changed one worksheet by adding an exercise with German prefixes.

1) Small-Group-Evaluation

Three of my students volunteered to participate in a small-group evaluation of the materials. My main goal was to see how they would use the material without any instructor-led instructions/support. I wrote instructions for the students, including a set of 9 questions, and asked them to more or less work on their own. The reason for this was to see how this material could be used for an online-setting. All the students had read the book and done the portfolio, so they were very informed target learners. I had one above average and two average students.

The 9 questions the students had to answer were:

- 1) Do you find the instruction necessary/helpful to better prepare you for the portfolio?
- 2) Do you find the instruction interesting?
- 3) Are there parts you would change?
- 4) Are there sufficient practice exercises included?
- 5) Were the practice exercises relevant?
- 6) Did you feel confident when doing the worksheets?
- 7) Were the instructions clear enough to follow?
- 8) Do you think it would be helpful to write out a strategy plan (kind of a first task for the portfolio – see the attached grading sheet).
- 9) Any other comments/suggestions!!

Summary of the data/responses:

- All three students thought the lesson was interesting, would be a great idea, and would be helpful for future readings.
- One student thought Worksheet 1 was short and interesting and should not be eliminated, one student liked it, and one student thought it should be eliminated.
- All three students loved worksheet 2, exercises 1 and 3.
- All three students were a bit confused with worksheet 2, exercise 2
- All three students found worksheet 2, exercise 4 extremely important and would have liked at least one more example/practice exercise.
- All of them felt confident when doing the worksheets except for worksheet 2, exercise 2.
- The instructions were clear but one student suggested to have the instructions on the actual worksheets instead of on a separate sheet.
- The students did not have strong feelings about writing a strategy plan (as assessment instrument). They said it would be o.k. to do it.

2) Field trial:

I had 7 students who took part in the trial run. We had three groups and each group had either an online dictionary with wireless connection or a small print dictionary and one good print dictionaries.

Based on the first group's feedback I removed exercise 2 from worksheet 2 and students did not get any written instructions; only the worksheets I distributed at the beginning of class.

Location of Evaluation: The setting was in a classroom similar to the one that would be used in the actual instruction.

Criteria and Data: Delivered in a manner that is as close as possible to the final format.

Selecting Learners: Two of the students were above average, four were average and one was below average (representative of an actual classroom)

Procedure for Conducting Field Trials: Instruction was delivered by a typical instructor.

Outcome:

- Time: We could finish the instruction within the allotted time-frame.
- Feedback: I had oral feedback from each group, except for one student who had to leave for work and sent me his feedback in writing (below).

Summary:

- The overwhelming majority of students said explaining the different reading styles on the board the way I did was good enough. They said worksheet 1 was not necessary.

- Everybody except for one found exercise 1 on worksheet 2 very useful (verbs with separable and inseparable prefixes). Two suggested to add an exercise on matching the “meanings of the prefixes” with the “prefixes”.
- I skipped exercise 2 on worksheet 2 based on the feedback from the small group but reminded the students with a few sentences which word identification strategies they might have used as young children.
- Everybody really liked exercise 3 on worksheet 2.
- Everybody found exercise 4 on worksheet 2 extremely helpful. I had to “guide” them through the process though before they figured out the correct response. It was a real “aha” experience. **They would have liked at least one more example.**
- Worksheet 3 was the most interesting. It had exactly the effect I had hoped for:
 - Students really understood the difference between the information being found in the online dictionaries, small print dictionaries and the good print dictionary.
 - They could not translate one single sentence from English into German properly only using the online dictionaries or small print dictionary.
 - They were stunned to see all the entries in the good print dictionary.
 - They could translate the sentences properly **with** the good print dictionary
- All of them liked worksheet 4. They suggested the instructor provide a cheat sheet based on worksheet 4 to put in the front of the portfolio.
- I forgot to ask the students about the grading sheet. I have one response (in the e-mail below) and that student found it useful.

REVISION PLAN

Changes to the instructional strategy (including objectives, content and material):

Objective 1: Describe the reading style and particularities for reading a novel in a foreign language

I would take out worksheet 1 in the traditional classroom setting because I go over the reading skills as a class activity on the board.

Objective 2: Summarize word identification strategies for English words

I would only talk about class activity to the students to recall strategies they might have used as children and eliminate everything else. I actually eliminated this objective after talking to the SME and before the small group evaluation. I kept exercise 2 on worksheet 2 for the small-group evaluation because students worked by themselves and I thought it might be the best way to recall those particular strategies. I eliminated exercise 2 from worksheet two for the field trial.

Objective 3: Illustrate word identification strategies for unknown German words without using a dictionary.

Students responded extremely well to all the exercises associated with this objective. I would refine exercise three on worksheet 2 and add one more category and maybe find a few more examples. I have to add at least one more practice sentence for exercise 4 on worksheet 2. All students without exception mentioned that.

Objective 4: Determine the advantages and disadvantages of using an online dictionary and a small print dictionary

No major changes. For a 50-minute class I might assign worksheet 3, parts 1a and 1b as homework.

Objective 5: Determine the advantages and disadvantages of using a **good** print dictionary.

I might start by explaining to students how to find the proper translation in a good print dictionary when there are many entries. They had a hard time figuring out how to find the correct translation quickly (e.g.: place has 100 entries – in the sample sentence it was meant as “hierarchy”: It was not his place to criticize her” – they need to look and eliminate meanings that don’t apply: e.g. place in the sense of geographical location, home, seat, position, in exam, competition etc.)

Objective 6: Name ways to take notes when reading and summarizing the chapters

I think I might make a short power-point with all the important information instead of the worksheet (to mix it up a bit) and then give the students a cheat sheet as a reminder. Several students suggested the cheat sheet.

Note: A few students mentioned that I should still continue to remind them of important points on a regular basis as I did this semester because they tend to forget (e.g. you don’t have to understand every word, take notes, don’t fall behind, the portfolio is due when midterms start).

From: Mark F. []
Sent: Friday, April 17, 2009 2:32 PM
To: Susanne Hoepfl-Wellenhofer
Subject: Vorleser Preparation

Dear Professor Hoepfl,

Some of the exercises we did today were very helpful. I'm at work so I do not have the actual worksheet to reference, but I'll describe them as best I can.

The dictionary one was great because it proves a point that many students (myself included) would not have believed had you just told us. I use a combination of online dictionaries and my small Webster's, but neither had anywhere near the amount of information that the big ones did. I think it should also be done in class, because as homework, many people will do part of the exercise, but the whole thing is needed to be effective. Also I'm not sure where this class lines up as far as course numbers go, but if you are going to require a big dictionary in the future, it might be helpful to let Professor Witzel (or whoever is teaching the classes directly before yours) know so she can tell her students. That way the students that know they will be continuing German can buy the dictionary and begin using it early.

Breaking down words in a sentence and using context clues was also very helpful. This is something that SHOULD be obvious and only need mentioning, but when reading it isn't something that I personally remembered to do. Tackling a novel in another language is a lot to take on and the basics are often forgotten. For me, this exercise reminds you to take a step back from the word and look at the sentence as a whole. Using the context clue 'train stop' and what we know about the word (warte > warten > wait and hauseli...>hause > house/shelter), this word should not have needed a dictionary.

Categorizing words was weirdly helpful as well. I didn't think it would mean much when I saw the exercise, but after starting it, it forces you to analyze the word farther than just subject/verb/adjective... The prefixes, suffixes, and multiple words that form some nouns are important in understanding the meaning of a word.

Categorizing prefixes as separable, inseparable, or both was less helpful to me. It wasn't a bad exercise to do, but I think it would have less effect on my understanding a novel.

Categorizing the reading type was the least helpful for me. It is interesting to look at the different reading styles and how we categorize certain types of reading, but for me that is something done subconsciously for every assignment.

Lastly the list of methods used when reading was something that I thought was helpful to have. It seemed pretty self explanatory, but was nice to evaluate my approach to reading a book.

Overall, I don't think that any of the exercises were a waste of time, but some deserve more time and explanation. I also thought I heard you say that you were thinking of doing this after the first four chapters, which I think would also be a good idea. It's one thing to tell students something and hope they believe you, but it's another to let them try to accomplish something their way and then prove that there is a more efficient way. I think allowing students to take on the first four chapters would be a very good before and after experiment and might have a greater effect.

I think the grading sheet is good. If you were to pass it out to the students, I think it would be beneficial. It is sort of an extra reminder for the student, so that they really know what is required.

Hope this helps!
Mark F.

Liebe Studenten!

Please first read through the instructions and then go through the attached worksheets when so noted. You can do it with a partner. I will be back in class at around 10:45 or later. Do as much as you can. Don't lose too much time. **(Approximately: First cluster 6- 8 minutes, 2nd cluster 6- 8 minutes, 3rd cluster 15-20 minutes, 4th cluster 3-5 minutes). I hope to get your feedback before the next class starts or maybe you can e-mail it to me. Thanks)**

Note: Most of it is in English but when I teach it, it would be mostly in German.

I need an honest feedback. Feel free to make comments on the worksheet.

These are the questions you should answer when you are done:

- 10) Do you find the instruction necessary to better prepare you for the portfolio?
- 11) Do you find the instruction interesting?
- 12) Are there parts you would change?
- 13) Are there sufficient practice exercises included?
- 14) Were the practice exercises relevant?
- 15) Did you feel confident when doing the worksheets?
- 16) For group at 10:25: Were the instructions clear enough to follow
- 17) For group at 12:00: Did you receive sufficient feedback/guidance?
- 18) Do you think it would be helpful to write out a strategy plan (kind of a first task for the portfolio – see the attached grading sheet).
- 19) Do you remember the power-point about reading styles I showed before we read the READER? Did you find that helpful?
- 20) Any other comments/suggestions!!

Objective for the one hour lesson:

After this lesson you will be able to create a **study strategy plan** for reading and summarizing your first 200 page novel in German. In the study strategy plan you have to:

- i) Describe the reading style to use when reading the novel and support your opinion
- j) Illustrate different ways to understand and recognize unknown words in German without a dictionary
- k) Discuss in writing the strengths and weaknesses of using a good print dictionary (over 500.000 entries) versus an online-dictionary or small print dictionary and provide examples
- l) Summarize options for accomplishing the task successfully

Beginnen Sie ☺ und vielen Dank!☺