

FRENCH LANGUAGE IIB 1986

An evaluation questionnaire

YOU DO NOT NEED TO SIGN THIS — PLEASE RETURN IT (PROMPTLY!) TO THE
SECRETARY, FRENCH SECTION, ROOM 1189

Oral class

Did you find it useful or not?
Was it interesting or not?
Was it organised or not?
How could it be improved?

Written class

Did you find it useful or not?
Was it interesting or not?
Was it organised or not?
How could it be improved?

Stylistics

Did you find it useful or not?
Was it interesting or not?
Was it organised or not?
How could it be improved?

Workload

Too light?
Too heavy?
About right?

Assessment

Fair or unfair?
Balanced or unbalanced weightings?
Teachers' judgment of your capacity: accurate? generous? ungenerous?

Course as a whole

What does it contain that it shouldn't?

What doesn't it contain that it should?

Has it improved your spoken or written French?
Could you have improved more if some things had been different?
Which?

Would you recommend the course to others?

If so, why?

If not, why not?

ADD HERE ANY COMMENT ON ANYTHING NOT COVERED ABOVE

Questionnaire on FRENCH LANGUAGE IIB: 3 replies received

- A. Oral class: Useful - 1 yes, 1 no, 1 useful in proportion to how much one could participate
 Interesting: 1 somewhat, 1 yes, 1 quite
 Organised: 1 not really, 1 yes, 1 yes but informal (appreciated)
 Improved: 1 by giving it more structure, 1 by more use of a-v material, 1 "by me participating more fully!"
- B. Written: useful - 3 yes (also very demanding, challenging = enjoyable)
 Interesting: 1 no reply, 1 mostly, 1 quite
 Organised: 2 yes, 1 mostly
 Improved: more structure, more concrete help on how to write translations, résumés, etc., rather than just expecting it; less emphasis on 'charnières'
- C. Stylistics: useful 1 yes, 1 no, 1 not as useful as Written by a fair margin
 Interesting: 1 no reply, 1 no (promising at first, until CS left), 1 not really
 Organised: concentrate much more on essay-writing techniques (no regard to this aspect despite the fact that in options one had to write substantial essays without guidance); not organised; organised
 Improved: define its purpose; more exercises of the 'chassé-croisé' type
- D. Workload: 2 about right; co-ordination between written & stylistics would have helped this problem a lot; OK except when stylistics & prose were out of sync with deadlines; certainly not too light for 1 point if you try to imagine having done the year's work in one semester!
- E. Assessment: fair 3
 balanced 1 yes; 1 stylistics worth far too much; 1 = written work substantially more demanding than stylistics but worth 50 marks less; 200 for grammar seems ridiculous when prose translations worth 150
 Teachers' judgment: 1 ungenerous with oral as marks given more to content than actual ability to speak; 1 accurate/generous (I think they are the better judge bec. more impartial than me & vastly better knowledge of French!)
- F. Course as whole
 1 = contains too many fiddly things not adding up to anything substantial
 1 = contains stylistics but shouldn't
 1 = should contain guidance on formal written French, e.g. essays (course seems to demand things without having actually taught them, e.g. résumés, dictées)
 1 = should contain more variety

Spoken or written French improved? 1 no reply, 1 a little, 1 = written French improved considerably, but spoken/comprehension not so good ("I would have benefited far more from an hr's language lab. in IB than trying to assimilate French lit.")

If things had been different: 1 = if more time had been given to actually teaching how to do something before it is set for work, rather than spending time on how it went wrong once marked

Recommend to others: 2 no reply, 1 = yes, because I like French

G. Other comments

More co-ordination/co-operation/communication between members of staff needed

More of a common thread to all three classes in order to give course a more substantial basis