

Language Teaching at FSI Participant Survey

Introduction

Professional Development (PD) is interested in your feedback about the Language Teaching @ FSI course that you completed a few months ago. Please respond to this brief survey that takes about 10 minutes to complete. Your response is anonymous and will help PD improve the course for future iterations. Thank you for your time and thoughts!

Overall

1. Overall, how well did the Language Teaching @ FSI course prepare you for your work as a language instructor?

[Extremely well – Very well – Moderately well – Somewhat well – Not at all well]

2. Overall, how relevant was the course content to your work?

[Extremely relevant – Very relevant – Moderately relevant – Somewhat relevant – Not at all relevant]

3. Overall, how engaging was the course?

[Extremely engaging – Very engaging – Moderately engaging – Somewhat engaging – Not at all engaging]

4. Overall, how effectively did the course help you learn new concepts and skills in language instruction?

[Extremely effectively – Very effectively – Moderately effectively – Somewhat effectively – Not at all effectively]

Key concepts covered in the course

5. How useful are the following course concepts for your work? Rate each item.

[Matrix with the list of key concepts in rows and rating scale in columns]

[Rating scale: Extremely useful – Very useful – Moderately useful – Somewhat useful – Not at all useful]

- The mission of the Department of State and FSI language students' work overseas
- Organizational structure of FSI and the School of Language Studies
- Main roles and responsibilities of FSI language instructors
- Ethical considerations and professional standards relevant to FSI language instruction and teamwork in SLS
- The Ten Basic Principles of Teaching at FSI (from the LCI Guide)
- The principle of the Four Strands for creating a well-balanced language course
- Second Language Acquisition (SLA) Methodological principles (MPs)
- Principles of learning (e.g., spaced repetition, retrieval, elaboration, dual coding)
- Adult learning theory and its implications for classroom management

[Instructional strategies]

6. How useful are the following instructional strategies to your work? Rate each item.

[Matrix with the list of instructional strategies in rows and rating scale in columns]

[Rating scale: Extremely useful – Very useful – Moderately useful – Somewhat useful – Not at all useful]

- Select clear and measurable learning objectives for lesson planning
- Balance the Four Strands in classroom instruction
- Creating opportunities for meaning-focused speaking activities
- Facilitate students' application of reading strategies
- Facilitate students' application of listening strategies
- Facilitating effective learning of vocabulary, based on principles of learning ((e.g., spaced repetition, retrieval, elaboration, dual coding)
- Use effective corrective feedback strategies
- Use effective communication strategies when giving feedback on students' performance
- Apply classroom management strategies that are informed by adult learning theory
- Use classroom assessment of students' learning to adjust instruction

You selected the instructional strategies below as "useful". What made them useful? Describe some examples from your classroom experience.

7. Describe a time when you used a concept or strategy from the course in your teaching:
8. What other topics would you add to the course to help prepare new FSI language instructors?
9. Share any additional comments that could help us improve the course:

Thank you for responding to the survey!

