

# **An Exploration of Modern Translation Education**

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**IDE 631—Instructional Design and Development I**

*November 16, 2015*

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## TABLE OF CONTENTS

Executive Summary .....	iii
Instructional Analysis: Needs Analysis.....	1
Problem statement.....	1
Performance Problems .....	1
Audience Profile .....	2
Learning and Working Environments .....	2
Instructional Analysis: Content Analysis .....	3
Instructional Analysis: Instructional Goals, Learning Objectives, Assessments .....	3
Instructional Goals.....	4
Learning Objectives .....	4
Instructional Design 1: Performance Problems .....	5
Instructional Design 2: Instructional Strategies.....	6
Instructional Strategies.....	6
Instructional Strategies matrix .....	6
Instructional Development 1: A work plan for the development approach .....	7
Work Plan.....	7
Roles and Responsibilities of team members .....	7
Instructional Development 2: Prototype .....	9
Flowchart .....	9
Example Storyboards .....	10
Implementation 1: Dissemination plan .....	11
Dissemination Method.....	11
Dissemination Personnel.....	11
Dissemination Challenges and Contingency Plans.....	11
Evaluation 1: Evaluation Plan.....	12
Overall Evaluation Plan .....	12
Formative evaluation .....	12
Summative evaluation.....	13
Evaluation 2: Cost-benefit Analysis.....	14
References.....	15
Appendix A: Work Plan .....	16
Appendix B: ID Process Flow .....	17
Appendix C: Storyboarding .....	18
Final Report Checklist .....	21

## Executive Summary

Simply put, Linguistics is the scientific study of language. Graduates of linguistics programs go into a range of fields and disciplines, including language instruction, translation and interpretation, publishing, testing, lexicography, advertising and government service. Learning a language is simple compared to the analysis and interpretation of human communication linguistics provides making it an ideal candidate for an Instructional Design intervention.

The linguistics majors at Belarusian State University in Minsk, Belarus are required to acquire proficient language skills reading, writing, speaking and listening in German. After learner and environment analysis, the Instructional Design team of Caitlyn John, Yuri Pavlov, and Alex Umstead found that students read and wrote at a much higher level than their listening and speaking abilities. As class participant Marina M. expressed “Our system put too much emphasis on passive memorization. The assumption was that students would integrate huge chunks of memorized texts into their everyday speech. Professors were keener on having us follow a model that’s been in place for 50 years rather than reevaluate their practice and introduce new learning methods (AND start using technology!).”

In this report, you will find the methods of research and guidelines to introduce listening instruction into Third-Year German at Belarusian State University.

After conducting external research on the importance of language instruction, the Instructional Design team decided to integrate more listening instruction into the class. In order to demonstrate an in-depth comprehension of listening materials, the ID team has developed listening instruction that will close this gap.

The listening instruction design consists of three major tasks: listening to the audio file and responding to content questions, identifying the main points of the audio file, and developing an argument based on the information presented in it. This instruction will be implemented over a year, as facilitated by support staff and the Instructional Design team. Instruction will happen twice a week for approximately 50 minutes.

The goal of the listening instruction is to close the gap between the current listening level of the learners, and that which is expected. Students will be able to engage confidently and dynamically with familiar and unfamiliar topics in German. After Evaluation, the Instructional Design team will know if the instruction has reached this goal.

The impact of this instruction will ultimately allow students to improve their listening abilities. Before, the goals of the class were not well identified, or as Maria O. joked “It seemed to me that the goal of the class was to have students be able to strike a conversation with a drunk German tourist on holiday.” After instruction, students will be able to hone their listening abilities to students, friends, employers, translators, and drunk Germans alike.

## Instructional Analysis: Needs Analysis

### Problem statement

Students majoring in Linguistics do not demonstrate an acceptable performance level in listening comprehension at the completion of the Conversational German course.

### Performance Problems

**Competent Performance:** Performers will be able to identify the type, genre, and topic of speech. Performers can follow extended speech and lectures and remember the content. Performers can also follow detailed arguments, and they are able to determine the speaker's reasoning on topics on which he or she is familiar. Performers will understand speech, in person, on television broadcasts, movies and other forms of media. When responding, performers will have a sufficient range of vocabulary and grammar to answer questions and express viewpoints based on the narrative with few noticeably long pauses. Performers will be able to use these skills as translators in their future studies and careers.

**Performance Problem:** As linguistics majors, this was required German class. Students will be using these skills for a myriad of reasons after completion of the coursework. Much of this work will include translation of speech. Performers are able to translate from text at an acceptable level; however, performers were not able to comprehend extended speech. Learners cannot answer questions based on the narrative, and because of this, learners are not able to think critically about responding to the narrative. Learners rate their self-confidence at a level much lower than expected for this audience. Learners are not performing well enough on standardized tests, particularly on the listening and speaking portions.

### Types of problems noted that may contribute to poor performance; criticality of each

- Listening exercises were not consistent enough, being practiced less than once a week.
- Students were not stimulated to think critically about the listening material.
- Narrations used were not at an appropriate level to learner's pre-requisite knowledge.

## **Audience Profile**

The audience is a group of 16 motivated students (1 male and 15 female) majoring in Translation Studies who attend Conversational German classes at Belarusian State University in Minsk, Belarus. They are in the fourth year of their studies out of five. Most started learning German when they were third-year students, so they had already studied it for one academic year and were supposed to have a high beginner or low elementary level of command of German (A1–A2). Two students learned German before--either on language courses or in high school. The students are not expected to have a Conversational German class in their fifth year of studies. According to their own responses in the interviews with 8 students, they would like to do more exercises that will help them speak fluently and better comprehend the speech of German natives. Students are willing to continue to master German, because they want to be able to use at least two languages as their working tools in order to be competitive on the job market.

## **Learning and Working Environments**

The expected working environment for the Conversational German classes is a classroom with desks, chairs, a whiteboard, power outlets in the walls or in the desks, good lighting, a projector connected to a computer on the teacher's table, speakers, steady Internet connection. Desks are big enough in order for students to be able to have their textbooks, notebooks, and laptops at the same time. There is a ventilation system in the room which functions as both air conditioner and heater. Noise and other sounds from the hallway are not heard in the classroom. There is a clock on the wall for the teacher to be able to control time. There is a strip of coat hooks at the back of the room so that students could hang their winter coats there.

The expected learning environment is a spacious room conducive to the study of a foreign language. There is a map of Germany on the wall and a world map, too, as well as portraits of famous German-speaking people from different fields of science and culture--such as Marlene Dietrich, Johannes Gutenberg, Wolfgang Amadeus Mozart, Albert Einstein, Hanna Arendt, etc. Desks are movable so that they could be adjusted for group work, or debate sessions, or skit performances. There is a shelf with German dictionaries in the room that students can use during classes. Students are expected to come to class prepared and have their textbooks with them at all times, except when instructed otherwise by the teacher.

The time available for the in-class learning is 170 academic hours\* for a 17-week long semester\*\*, with the expectation that students will spend at least one hour for preparation and individual work outside of class. A class is 90 minutes long and classes are to be held every day Monday through Friday.

\* 1 academic hour in the post-Soviet countries equals 45 minutes.

\*\* It means, there is 127.5 astronomical hours of in-class sessions.

## Instructional Analysis: Content Analysis

The expected knowledge and skills of a competent student includes being able to focus on speech, understand speech, respond to speech, and have an extended vocabulary. The diagram below summarizes those competencies with a breakdown of each of them. The instructional analysis suggests that there is a need to focus on the understanding and responding to speech skills. In other words, they have to be able to process foreign language speech while listening and remember what they hear as well as after the exposure to a listening activity to be able to respond orally the content of what has been presented to them. See the diagram below.

Gray areas indicate the focus for instruction based on the identified performance gaps. Instructional support required to:

- Provide listening activities and exercises in class to help students practice their listening skills
- Elicit speaking responses from students based on what has been heard during those activities

APPROPRIATE LISTENING SKILLS				
FOCUS ON SPEECH	UNDERSTAND SPEECH	RESPOND TO SPEECH	HAVE EXTENDED VOCABULARY	
<b>adjust to the type of speech</b>	<b>recognize familiar vocabulary</b>	<b>written assignments</b>	<b>field-specific</b>	<b>topical</b>
<i>recorded voice / live voice</i> <i>voice + image / only voice</i> <i>standard dialect / regional dialect</i>	<i>topical vocabulary</i> <i>field-specific vocabulary</i>	<i>take notes</i> <i>write the summary</i> <i>analyze arguments</i> <i>share viewpoints on the topic</i>	<i>linguistics</i> <i>medicine</i> <i>physics</i> <i>mathematics</i> <i>philosophy</i> <i>sociology</i> <i>history</i> <i>biology</i> <i>public policy</i> <i>chemistry</i> <i>astronomy</i> <i>etc.</i>	<i>people</i> <i>daily routine</i> <i>shopping</i> <i>hobbies</i> <i>work and business</i> <i>education</i> <i>mass media</i> <i>health</i> <i>sports</i> <i>art and culture</i> <i>politics</i> <i>social issues</i> <i>crime and law</i> <i>environment</i> <i>science</i> <i>technology</i> <i>holidays</i> <i>traveling</i>
<b>identify the topic</b>	<b>process foreign language speech</b>	<b>speaking assignments</b>		
<i>familiar / unfamiliar</i>	<i>combine the words into sentences</i> <i>see the picture behind the sentences</i> <i>understand the context of the speech</i>			
<b>identify the genre</b>	<b>remember the content</b>			
<i>conversation between people</i>  <i>debate   discussion   interview  </i> <i>business meeting   between friends  </i> <i>between people in formal relationships</i>  <i>TV discourse</i>  <i>movies   TV series   entertainment videos</i>  <i>public speaking events</i>  <i>lecture / class session</i> <i>master class / training</i> <i>address to an audience</i>	<i>general idea of the speech</i> <i>details of the speech</i> <i>purpose of the speech</i> <i>audience of the speech</i>  <i>commencement speech</i> <i>opening ceremony   parliament address</i> <i>commemoration address   etc.</i>			

# Instructional Analysis: Instructional Goals, Learning Objectives, Assessments

## Instructional Goals

- To enable students to demonstrate an in-depth comprehension of the content of a listening exercise.
- To enable students to engage confidently and dynamically with familiar and unfamiliar topics in German.

## Learning Objectives

As a result of participating and successfully completing this instruction, students will:

- After listening to a narration, students will be able to answer content related questions correctly.
- Students will be able to identify the main points of a narration after listening to it.
- Students will be able to build an argument based on the content in the narrative they have listened to.

Instructional Goal	Learning Objectives	Learning Assessment
To enable students to demonstrate an in-depth comprehension of the content of a listening exercise.	After listening to a narration, students will be able to answer content related questions carefully.  Students will be able to identify 3–4 main points of a narration after listening to it.  Students will be able to build an argument based on the content in the narrative they have listened to.	Given a handout with ten questions based on the narration, learners will be able to write the correct answers to all of them.  After “think, pair, share,” learners will be able to tell the instructor the main points of the narration.  Given a controversial statement based on the content of the narration, learners will be able to present their response argument in class.

## Instructional Design 1: Performance Problems

This table concisely presents a description of the performance issues (describing the level of learning indicated by the performance), related learning objectives for the proposed instruction that will help learners improve their performance, and content that will be included in the instruction. This information forms the foundation for the proposed instructional solution.

<b>Performance</b>	<b>Related learning objectives</b>	<b>Content</b>
Students will answer a majority of the questions on the worksheet correctly, based on the content in the narration.	After listening to a narration, students will be able to answer content related questions carefully.	Students will receive worksheet with 5-10 factual or interpretation questions based on the narration. While listening to the narration or in the time after, students will write down answers to the questions. When prompted by the instructor, students will be able to answer the questions aloud.
Students identify the main points of the narration and articulate them to a partner as well as the entire class.	Students will be able to identify 3–4 main points of a narration after listening to it.	Students will take notes on the content of the narration while listening. Then, students will be given time to concisely identify 2-3 main points of the narration. Students will group in pairs to discuss the main points. The groups will the articulate their main points to the class (think, pair, share model).
Students choose a position on an argument and defend their position using information from the narration.	Students will be able to build an argument based on the content in the narrative they have listened to.	Students will comprehend a controversial topic. Students will evaluate each side of the argument and choose which they are going to support. Students will defend their position using information from the narration.



## Instructional Design 2: Instructional Strategies

### Instructional Strategies

The table below provides a concise description of how content will be covered for each unit of instruction. The instructional goals with accompanying learning objectives provide the framework in which instructional strategies (practice, activities, assessments) to develop specified knowledge, skills, or attitudes and appropriate resources and media required for these instructional strategies are identified.

### Instructional Strategies matrix

<b>Instructional Goal(s)</b>	To enable students to demonstrate an in-depth comprehension of the content of a listening exercise.	
<b>Content (brief list of key points)</b>	<b>Type of Learning</b>	<b>Associated Learning Objectives</b>
Students will be given a sheet of paper with ten questions related to the narration.  Students will listen to narration twice in class.  Students will be given time to answer questions and list the main points.  Students will discuss the main points in class.  Students will develop an argument based on content in the narrative, which they will present in front of class.	<b>Declarative</b> —Students will answer questions based on facts in the narrative  <b>Intellectual</b> —Students will identify and understand the main argument of the narrative.  <b>Synthesizing</b> —Students will construct their own narrative opinion and present it to the class.	After listening to a narration, students will be able to answer content related questions correctly.  Students will be able to identify 3–4 main points of a narration after listening to it.  Students will be able to build an argument based on the content in the narrative they have listened to.
<b>Instructional Strategies</b>		
Students will apply listening comprehension skills to a variety of spoken, German media. Students will use vocabulary, grammar, and critical thinking skills to interpret the text and its position on an issue. Students will also get practice in speaking and writing skills.		
<b>Practice and Activity Requirements</b>		
The educator will create a safe environment for learners to practice listening. The instructor will hand out ten content-related questions before playing the narration. Learners will listen to the narration twice before getting time to answer the questions and identify main points on their own, with a partner, and with the class (using the “think, pair, share” model). For homework, the learners will be assigned to build an argument using the content presented in the narrative. Narratives will also be available online for review.		
<b>Assessment Approach</b>		
Instructor will grade the learners’ responses to the content related questions. Instructor will assign participation points for correctly identifying the main points of the article to a partner or in front of the class. The Instructor will rate the learners’ presentation of their argument. These grades will provide feedback for the learners.		
<b>Resources and Media Required</b>		
Media player with adequate speakers to be heard amongst the whole class. Online platform on which to share narratives.		
<b>Example/notes</b>		
Instructor will need to collect a library of German newscasts, movies, TV shows, podcasts, etc. for students to listen. Instructor will need to prepare content-related question handouts ahead of time.		

## Instructional Development 1: A work plan for the development approach

### Work Plan

The table below indicates the seven major steps that need to be done in order to carry out the development part of the project. It has the name of tasks, responsible people who are project managers (PM) for a specific part of the ADDIE process, the number of weeks (W1, W2, etc.) for this projects to be developed before actual implementation, and the major deliverables of each of these tasks. Please see the table below for the details.

Tasks	PM	W1	W2	W3	W4	W5	W6	Deliverable
Collecting content materials from German instructors	Yuri	X	X	X				Content material will be organized into the instructional material to be used in class.
Setting up the room where instruction will take place	Alex	X	X					Technologies in the classroom will be prepared for the instruction during the semester.
Conducting a training for German instructors	Caitlyn		X					German instructors will be introduced to the instruction flow that is scalable and repeatable.
Procuring paper and ink cartridges for the semester of instruction	Yuri				X			Paper and ink cartridges will be procured for the whole semester.
Conducting two or three sample classes with the selected group of students from the previous year of studies	Caitlyn			X	X			The proposed instructional approach will be tested and measured on the students to make sure it works well.
Evaluating the results of the listening activities from the focus group	Alex					X		The analysis of the surveys of students and their test results will show the weaknesses and strengths of the solution.
Making final adjustments to the proposed instruction before implementing the project	Yuri						X	Adjustments will be applied to the existing solution, if necessary, to make sure the instruction is most beneficial for the learners.

### Roles and Responsibilities of team members

Three instructional designers are involved in the project and will serve as project managers of different stages of the development phase of instructional design and development. They will work closely with the instructors, administration of the university, and technical staff.

Caitlyn is responsible for trainings and sample classes to focus groups. She will make sure that instructors are on the same page vis-à-vis the new approach to teaching listening skills and that the focus groups complete all the assignments that the future students will encounter. The required skills include public speaking skills and ability to work under the allocated time frame. As a result, German instructors will have skills of how to use the proposed instructional solution to well and will make sure the focus group attended a few sample sessions where new instruction will be introduced.

Alex is responsible for the technology equipment in the classroom as well as for the evaluation of the results of the sample instruction to the selected group. Alex is expected to provide details on whether the instruction needs serious or superficial adjustments before implementing the instruction. The required skills include communication skills with the technical staff as well as strong analytical skills to evaluate the sample listening sessions with the focus group. As a result of Alex's involvement, the classroom will be fully prepared for the semester of instruction and the evaluation will be provided that will show the strengths and weaknesses of the proposed solution.

Yuri is responsible for collecting the content from German instructors and transforming it in the format of the proposed instructional solution. Ideally, the materials should cover all listening sessions for the whole semester so that to eliminate any case of unpreparedness and so that students get consistent and regular training in listening comprehension. In the final week of the development project, Yuri is also responsible for implementing adjustments to the instructional solution that are gathered by the evaluation of sample sessions with the focus group. The required skills include interpersonal skills, content knowledge, and flexibility. As a result, the instruction of the listening comprehension activities will be secured for the whole semester and the instructional approach will be adjusted as informed by the evaluation of the "pilot" testing on the focus group.

## Instructional Development 2: Prototype

### Flowchart

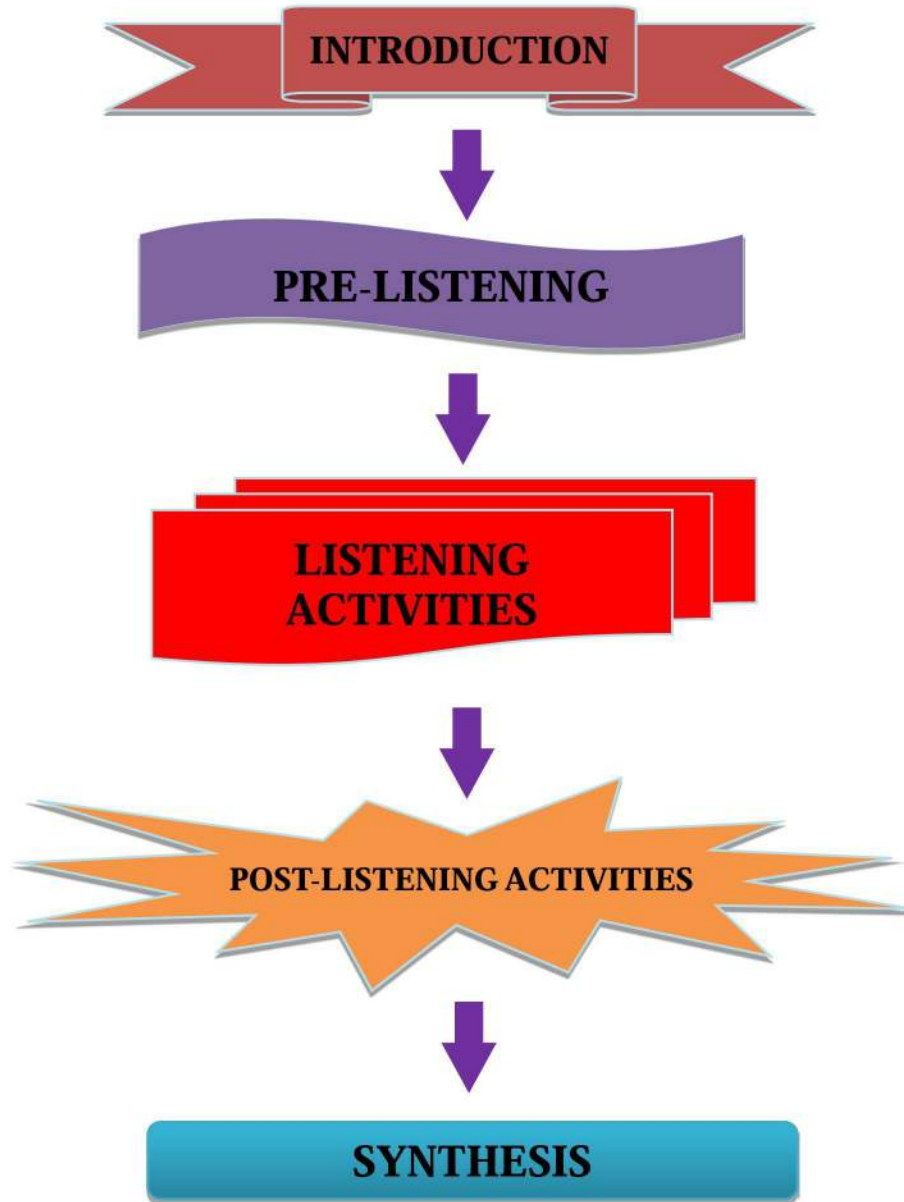
Instructional session on listening comprehension begins with the teacher informing students of the listening activity, its source, and its medium.

Then, the teacher proposes students to perform activities regarding vocabulary and context of the topic that will prepare students for the listening activity.


Then, students follow the listening activity which includes listening to an audio fragment and then answering the questions based on what they have listened.


After listening, there is an activity to foster student's own responses about what they have heard. This is a moderated discussion.

Instructional unit ends with one student wrapping up the post-listening activity by orally synthesizing all students' ideas that have been presented during the discussion.



## Example Storyboards

<p><b>Course title:</b> CONVERSATIONAL GERMAN  <b>Activity Title:</b> INTRODUCTION</p>		<p><b>Estimated time:</b> 1 minute</p>
	<p><b>Instructional Activity Description:</b></p> <ul style="list-style-type: none"> <li>Inform the students of the listening activity</li> <li>Announce the topic and genre of the audio             <ul style="list-style-type: none"> <li>narrative</li> <li>interview</li> <li>friendly chat</li> <li>news report</li> </ul> </li> <li>Reveal the medium of the audio             <ul style="list-style-type: none"> <li>TV/Video</li> <li>Audio file</li> </ul> </li> <li>Review the expected learning outcomes of the listening activity</li> </ul>	
	<p><b>Activity Deliverables/Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students listen to the instructor explaining the new activity and why they do it</li> </ul>	
<p><i>Source: Republican Herald, retrieved from <a href="http://republicanherald.com/news/gillingham-1-first-senior-class-begins-final-school-year-1.1741713">http://republicanherald.com/news/gillingham-1-first-senior-class-begins-final-school-year-1.1741713</a></i></p>		<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The instructor should prepare a quick introduction so that it will not take more than 1 minute</li> <li>The instructor should connect the objectives with real life by mentioning that identifying the main points is always ambiguous and different people may define them differently</li> <li>The instructor should make sure that there are no distracting factors before starting the listening activity (noise, laptops, cellphones)</li> </ul>		<p><b>Key learning outcomes:</b></p> <ul style="list-style-type: none"> <li>Students will learn to identify the main points and recall details in the listening text</li> <li>Students will learn to respond to the audio in a group discussion</li> </ul>
		<p><b>Key Content Points:</b></p> <ul style="list-style-type: none"> <li>Topic is defined as "employment"</li> <li>Genre is specified as "interview"</li> <li>Medium-wise, it's a radio podcast of 3 minutes in length</li> <li>The objective of the activity is to learn to identify the main points of the text as well as remember details</li> </ul>

<p><b>Course title:</b> CONVERSATIONAL GERMAN  <b>Activity Title:</b> PRE-LISTENING ACTIVITIES</p>		<p><b>Estimated time:</b> 2-3 minutes</p>
	<p><b>Instructional Activity Description:</b></p> <ul style="list-style-type: none"> <li>Contextualize students about the topic of the listening activity             <ul style="list-style-type: none"> <li>Ask students one or two open questions related to the topic of the audio (what? how? why?)</li> <li>Elicit answers that are based on the students' experience</li> </ul> </li> <li>Appeal to students' personal opinions and experiences that are related to the topic of the audio</li> </ul>	
	<p><b>Activity Deliverables/Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students actively respond to the instructor's question(s)</li> </ul>	
<p><i>Source: Gettyimages, retrieved from <a href="http://www.gettyimages.com/detail/photo/students-raise-their-hands-to-answer-during-a-royalty-free-image/499539843">http://www.gettyimages.com/detail/photo/students-raise-their-hands-to-answer-during-a-royalty-free-image/499539843</a></i></p>		<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The goal of the instructor in this activity is to interest students with the topic of the audio</li> <li>Students are not expected to give elaborate answers that resemble a monologue, a sentence or two is enough</li> <li>The instructor should allow everybody who wants to, respond to questions without forcing or picking on students</li> </ul>		<p><b>Key learning outcomes:</b></p> <ul style="list-style-type: none"> <li>Students will learn to concisely answer questions that do not require specific content knowledge</li> <li>Students will learn to predict what they are about to hear in the audio</li> </ul>
		<p><b>Key Content Points:</b></p> <ul style="list-style-type: none"> <li>The first question should be broad such as "What was your first job experience?"</li> <li>The second question could be a bit more specific such as "How hard was it for you to find a (part-time) job?"</li> </ul>

Remaining storyboards are located in Appendix C.

## Implementation 1: Dissemination plan

### Dissemination Method

Dissemination of listening instruction will be done over a period of one school year. Of the 5 linguistics instructors, our instruction will be implemented by one instructor for a semester. During this semester, evaluation will be done on the instruction and appropriate changes will be made to the instruction. After final evaluation and approval, the remaining four instructors will implement listening instruction in their own classroom.

In order to train teachers, we will do two one-day training courses to instruct teachers how to implement listening instruction, encouraged by the college and the dean. One training session will be done prior to the first semester. The second training session will be held prior to the second semester. This will give teachers time to gather instructional material from textbooks, the internet, etc. At the training session, teachers will also have an opportunity to acquire any equipment (speakers) they do not have in their classroom required for instruction.

The listening instruction will be disseminated to students once a week for 50 minutes a day. We believe this will give students ample listening practice. We will follow-up with both students and teachers during this process

### Dissemination Personnel

The key stakeholders in this process are included below.

The **instructor** implements instruction into lesson plans and is primarily responsible for delivering instruction to students. The instructor is also responsible for locating audio files, preparing worksheets, and activating vocabulary (examples of which will be provided).

**Administrators** (such as department chairs) will supervise training, encourage adoption and support the evaluation process.

**Instructional Designers** will be responsible for facilitating adoption, making decisions based on evaluative research, and adapting the curriculum based on the needs of teachers and instructors.

**Support staff** will be responsible for troubleshooting instruction during implementation in the classroom (such as technical difficulties), and they will check in with teachers and students at least once a week.

### Dissemination Challenges and Contingency Plans

One challenge we anticipate is reliability of the speaker equipment. To mitigate this risk, we will have support staff on hand to assist instructors with troubleshooting and technical help. The contingency plan involves the use of transcripts. The instructor will read the text out loud from the transcript or give the transcript to students to read.

Another challenge we anticipate is students' willingness to adopt the activity, particularly their aversion to active participation and previously undeveloped listening skills. In order to mitigate this risk, the instructor will let the students know in advance that they will be doing more active work for the listening activity and will be graded on their participation. In order to hone students' listening skills, the instructor will not grade the first listening activity, as a practice. For contingency, the instructor may play the audio file three times through, for the first two weeks. After the transition period, we expect these students' attitudes to be less of a challenge.

## Evaluation 1: Evaluation Plan

### Overall Evaluation Plan

The section describes the procedures to evaluate the quality and effectiveness of this instruction.

### Formative evaluation

Formative evaluation will be conducted both with former students who have already taken the course, as well as instructors who have taught either this course or an equivalent one. Information gathered from former students will include: a) whether or not they felt that the narration(s) and materials used lined up with the skills they felt assisted them in developing B2-level listening skills, and b) whether they felt that the content of the narration(s) matched with the skills students needed to master.

Information gathered from instructors will include: a) criteria for determining whether students have successfully stated the main points of a given narration, b) analysis of whether or not the 10 questions on the handout connect sufficiently to information provided in the narration, and c) broad criteria for determining what constitutes “acceptable” and “unacceptable” responses to the controversial statements with which students are presented in class.

The evaluation methods will provide both qualitative (focus group) data and quantitative (survey) data. Patterns will be identified in both sets of data. Results will be given to instructional designers for revision of instructional materials.

Component of instruction	Sample Evaluation questions	Instrument/protocol	Stakeholders
<p>Materials will be provided to both instructors and former students separately.</p> <p>In order to guard against biased evaluation, evaluators will be chosen at random (if possible) and will not be told which other individuals are involved in material evaluation.</p> <p>Evaluators will be required to sign a confidentiality agreement that is valid until a specified date; after this date, all evaluators will be brought together to compare their experiences and opinions, and to develop final versions of the evaluation materials.</p>	<p>Do the questions provided to students prepare them adequately for attaining the desired level of listening fluency?</p> <p>Do the questions and other materials connect to the narrations in ways that make sense? (Or: do the narratives provide enough information to answer the questions adequately?)</p> <p>Do the amount and difficulty of the content match with the timeframe students need to complete it?</p> <p>Are the criteria used for evaluating student responses to open-ended sections of the instruction (for instance, the section in which students develop arguments) reasonably fair and unbiased?</p>	<p>Focus groups – former students and instructors who have taught this course or an equivalent one.</p> <p>Analysis of documents</p>	<p>Former students</p> <p>Instructors</p> <p>Current/future students</p>

## Summative evaluation

Summative evaluation for this project will be conducted by external evaluators. These evaluators will investigate factors relating to both students' personal feelings of competence and engagement after completing the course, and the rate of students passing or failing the final exam on their first try. Evaluation instruments will include: a) final examinations (as stated previously); and b) surveys containing both open- and closed-ended questions in order to determine whether listening activities were engaging for students and correlated with students' comprehension levels. The evaluators will be responsible for collecting and compiling data, and will present their results to the course instructor(s). This will assist the instructors in determining whether the listening activities improved student achievement and engagement, and in deciding what facets of the activities (if any) should be changed in subsequent classes.

Type of evaluation	Sample Evaluation Questions	Instruments / Protocols	Uses
<p><b>Overall satisfaction</b> Gaging students' subjective feelings of competence and engagement around the listening activities with which they were provided.</p>	<p>During this course, what aspects of the listening activities did you find engaging, and what aspects did you not?</p> <p>Did you find the listening activities to be at your comprehension level?</p>	<p>Survey of students following the conclusion of the course</p>	<p>To determine whether the listening activities need to be changed, or made more flexible, in order to engage students more effectively or make the content more comprehensible to them.</p>
<p><b>Learning assessment</b> Evaluate test results to determine what percentage of the learners passed the listening portion of their final exam on the first try.</p>	<p>Did 80% of students perform at an acceptable level on their final listening test?</p> <p>Did 80% of the students find the listening activity engaging?</p> <p>How did pass/fail rates and scores for the listening and other portions of the test compare with those of students who had attended previous classes?</p> <p>How do pass/fail rates and scores compare with those of students currently taking the same course with a different instructor or in a different format?</p>	<p>Final exam (to determine whether learners pass the listening portion of the exam)</p>	<p>To determine whether our instruction has assisted students in achieving satisfactory skill levels in listening.</p>
<p><b>Transfer</b> Students will have the opportunity to voluntarily self-report on their usage of conversational German in their careers a year after the conclusion of this course.</p>	<p>Reflecting on your current career, how much do you feel that you draw on what you learned in this conversational German course?</p>	<p>Open-ended questioning</p>	<p>To measure self-reporting of course efficacy and better determine how to tailor instruction in future courses to yield similar results</p>



## Evaluation 2: Cost-Benefit Analysis

The cost-benefit analysis demonstrates that most expenditures are connected to the cost of instruction (instructors' work, textbooks, training of instructors) rather than buying expensive goods. In the future, these expenditures will be reduced further, as there will be no need to buy textbooks every semester or train instructors every half a year. The benefits are divided into short-term and long-term. The major short-term benefit is in the change of the environment from the one that lacked listening activities to the one where listening is present on a fixed schedule. Thus, instruction will be more balanced and learners' efficacy will improve. In the long-term perspective, students will enhance their listening abilities and will improve their results during standardized tests. We expect self-confidence to improve. Students will have a more robust knowledge of German overall, helping learners later find better employment. Taking into account all of this, we conclude that the proposed instruction will significantly benefit both the learners of German and their instructors.

Costs associated with implementation (personnel, facilities, equipment, financial, resources, quantitative and qualitative)	Benefits associated with implementation (financial, resources, quantitative and qualitative)
<ul style="list-style-type: none"> <li>▪ Instructors</li> <li>▪ Technicians</li> <li>▪ Instructional designers</li> <li>▪ Training of instructors</li> <li>▪ Paper</li> <li>▪ Ink cartridges</li> <li>▪ Textbooks</li> <li>▪ Class time</li> </ul>	<p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>▪ Instruction will become more balanced in terms of activities (equally distributed between listening, writing, reading, and speaking).</li> <li>▪ Learners' self-efficacy will improve.</li> <li>▪ Learners will not seek out help outside the classroom.</li> <li>▪ Learners will get reinforced for answering during classes.</li> <li>▪ More interaction with classmates will happen during class time.</li> <li>▪ Instructors will acquire new skills, techniques for conducting listening activities</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>▪ The quality of listening skills in students will increase.</li> <li>▪ More learners will be reached with this instruction.</li> <li>▪ Test scores will enhance.</li> <li>▪ Confidence in learners' listening skills will improve.</li> <li>▪ Learners will become better listeners and communicators in German.</li> <li>▪ Learners will have better opportunities for employment.</li> </ul>

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## Appendix A: Work Plan

**Description:** The work plan below is a detailed plan of the tasks to be done for this project. It includes the task names, dates when drafts are made, dates when final versions of them are done, and dates for proofreading all of them.

<b>Task</b>	<b>draft</b>	<b>final</b>	<b>proofed</b>	<b>DONE</b>
Title page	Sep 22	Sep 22	Nov 7	✓
Table of contents	Oct 31	Nov 7	Nov 7	✓
Executive summary	Nov 8	Nov 9	Nov 7	✓
Problem statement	Sep 30	Oct 7	Nov 7	✓
Project work plan (Appendix A)	Oct 4	Oct 11	Nov 7	✓
IDE process flow (Appendix B)	Oct 4	Oct 11	Nov 7	✓
Analysis – content hierarchy, audience analysis, environmental analysis	Oct 4	Oct 11	Nov 7	✓
Analysis report section (summary of analysis, instructional goals, learning objectives)	Oct 4	Oct 11	Nov 7	✓
Design – Problem, Instructional Strategies	Oct 11	Oct 18	Nov 7	✓
Design – Technologies/media/resources	Oct 11	Oct 18	Nov 7	✓
Design – Format	Oct 11	Oct 18	Nov 7	✓
Development – Work plan	Oct 18	Oct 25	Nov 7	✓
Development – Prototype	Oct 18	Oct 25	Nov 7	✓
Development – Instructional materials	Oct 18	Oct 25	Nov 7	✓
Implementation – Dissemination methods	Oct 25	Oct 31	Nov 7	✓
Implementation – Dissemination personnel	Oct 25	Oct 31	Nov 7	✓
Implementation – Challenge	Oct 25	Oct 31	Nov 7	✓
Implementation – Format	Oct 25	Oct 31	Nov 7	✓
Evaluation – Formative	Oct 25	Oct 31	Nov 7	✓
Evaluation – Summative	Oct 25	Oct 31	Nov 7	✓
Evaluation – Cost/Benefit Analysis	Oct 25	Oct 31	Nov 7	✓
References	Oct 29	Oct 31	Nov 7	✓

### Roles and Responsibilities of team members

Caitlyn is the project manager of the instructional design process—in particular, of the analysis and design parts of it—as well as the development portion. The main tasks of the design part are to identify the gap correctly and analyze the environment in which instruction will take place. The required skills for this part are to be able to ask the right questions and to use software to graphically show what the future instruction will look like. The analysis part is aimed at creating a blueprint of the future project. The development part is aimed at creating a plan of developing, implementing, and evaluating the project to make sure it can close the gap identified in the analysis part of the project.

Alex is the manager of the evaluation portion of this project. The required skills for this part are an ability to use the software to understand evaluation techniques and an ability to reasonably analyze the potential future directions of the project.

Yuri has the role of content expert. His main responsibility was the task of collecting the materials that can be used in the instructional design process and get the interviews with the people who were previously involved in learning German at Belarusian State University, the instruction of German in which we aim to address in the project. The skills required for this role include selecting the content and materials that make sense to learners, reflect the level to which they can relate to, and engage learners fully during the classroom time.

## Appendix B: ID Process Flow

### Description

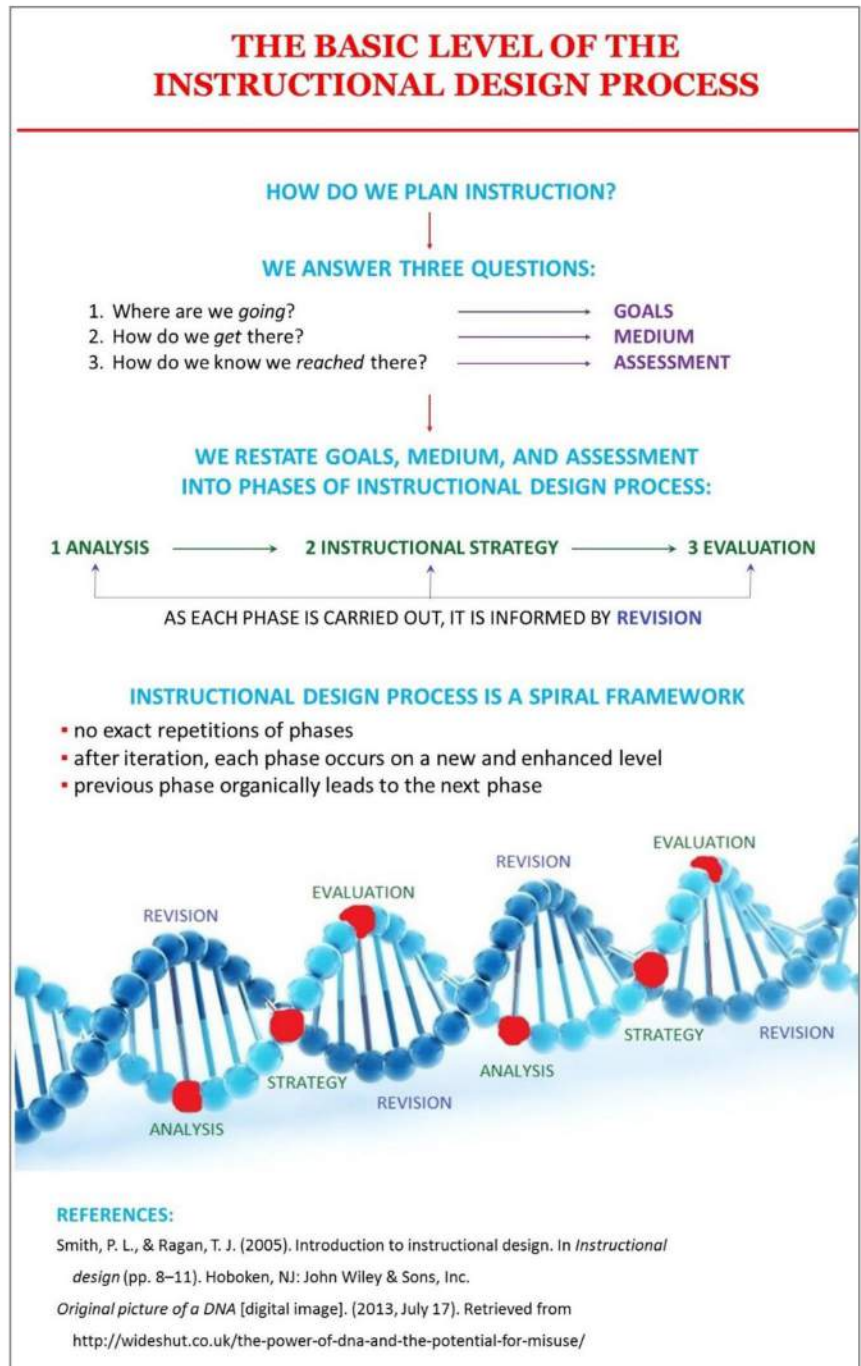
The key, fundamental processes in designing and developing an instructional solution are analysis, instructional strategy, and evaluation. We based our approach around three steps that Smith and Ragan (2005) describe instructional designers as engaging in:

"1. Perform an *instructional analysis* to determine 'where we're going.'

2. Develop an *instructional strategy* to determine 'how we'll get there.'


3. Develop and conduct an *evaluation* to determine 'how we'll know when we're there.'" (p. 8, italics in original).

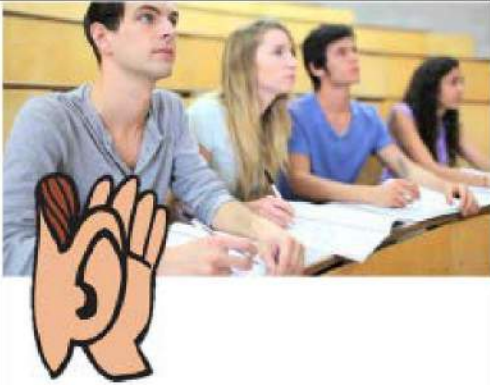
Following these steps will hopefully assist us in maintaining a process flow that allows the various pieces of our instruction to work together effectively (see Smith & Ragan, 2005, pp. 10-11).





## Appendix C: Storyboarding


**Description:** This appendix provides the rest of the storyboarding slides of the classwork in which learners practice their listening skills that were introduced on page 10.

<p>Course title: <b>CONVERSATIONAL GERMAN</b>          Activity Title: <b>PRE-LISTENING ACTIVITIES</b></p>		<p>Estimated time: 4-5 minutes</p>
	<p><b>Instructional Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Introduce unknown, relevant vocabulary to students</li> <li>• Provide a fill-in-the-gap exercise that shows how words function in context</li> <li>• Check the exercise upon completion</li> </ul>	
	<p><b>Activity Deliverables/Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students do the exercise and learn the new vocabulary on their own</li> <li>• The instructor checks the exercise after students complete it</li> </ul>	
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Print-outs with the relevant words and the exercise for the pre-listening task</li> </ul>		
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• The instructor should make sure that the unknown vocabulary is hardly identifiable in the content of the audio; s/he should focus on those words rather than on all the unknown words in the audio</li> </ul>	<p><b>Key learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the unknown vocabulary that is in the audio and will identify it during the while-listening activities</li> <li>• Students will learn the specific content of the audio</li> </ul>	
	<p><b>Key Content Points:</b></p> <ul style="list-style-type: none"> <li>• Sentences for the vocabulary exercise are slightly, if at all, modified from what students will actually hear in the audio             <ul style="list-style-type: none"> <li>• If the sentence in the listening text is "I realized that one of the perks of the job at Facebook will be free lunch," where the unknown word is "perk," then the sentence in the exercise can be as such: "One of the _____ of a job at Facebook is a free meal during lunch."</li> </ul> </li> </ul>	

<p>Course title: <b>CONVERSATIONAL GERMAN</b>          Activity Title: <b>WHILE-LISTENING ACTIVITIES</b></p>		<p>Estimated time: 10 minutes</p>
	<p><b>Instructional Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Instructor hands out a question sheet related to the audio file</li> <li>• Instructor prompts students to fill out the worksheet and take notes on the main points of the audio while listening</li> <li>• Students listen to the audio once in entirety</li> <li>• Instructor gives students an opportunity to ask questions about the audio content or vocabulary</li> <li>• Students listen to the audio a second time</li> </ul>	
	<p><b>Activity Deliverables/Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students take notes on the audio</li> <li>• Students begin to fill out the worksheet</li> </ul>	
	<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Speakers</li> <li>• Audio File</li> <li>• Transcript for students hard of hearing</li> <li>• Question worksheet</li> </ul>	
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Audio file should be at an appropriate skill level for the students</li> <li>• Audio file should be persuasive or informative in nature</li> <li>• Question worksheet should be prepared ahead of time with 5-10 content-related questions</li> </ul>	<p><b>Key learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to listen to an audio presentation twice and understand a majority of the content and vocabulary</li> <li>• Students will be able to listen to a persuasive narration and identify the main points</li> <li>• Students will be able to verbalize answers to questions and express ideas on the main point of the audio</li> </ul>	
	<p><b>Key Content Points:</b></p> <ul style="list-style-type: none"> <li>• Worksheet asks content-related questions</li> <li>• Students use question time to further understanding of the audio</li> </ul>	

<b>Course title: CONVERSATIONAL GERMAN</b> <b>Activity Title: WHILE-LISTENING ACTIVITIES</b>		<b>Estimated time: 5–6 minutes</b>
	<b>Instructional Activity Description:</b> <ul style="list-style-type: none"> <li>• Instructor gives students 3–5 minutes to complete the questions on their worksheet individually and take notes on the main points of the audio</li> <li>• Instructor reviews the correct answers to the questions, by prompting students to respond</li> </ul>	<b>Activity Deliverables/Outcomes:</b> <ul style="list-style-type: none"> <li>• Students complete the worksheet of questions</li> <li>• Students make special note of the main points of the audio</li> <li>• Learners receive immediate feedback on correct answers</li> </ul>
	<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• Question worksheet</li> </ul>	
<b>Notes:</b> <ul style="list-style-type: none"> <li>• Students complete content questions to the best of their ability</li> <li>• If possible, students should verbalize answers to the questions after the instructor prompts them</li> <li>• Students will self-check their answers</li> </ul>	<b>Key learning outcomes:</b> <ul style="list-style-type: none"> <li>• Students will be able to listen to an audio presentation twice and understand a majority of the content and vocabulary</li> <li>• Students will be able to listen to a persuasive narration and identify the main points</li> <li>• Students will be able to verbalize answers to questions and express ideas on the main point of the audio</li> </ul>	
	<b>Key Content Points:</b> <ul style="list-style-type: none"> <li>• Worksheet asks content-related questions</li> <li>• Students demonstrate knowledge of vocabulary through responses</li> </ul>	

<b>Course title: CONVERSATIONAL GERMAN</b> <b>Activity Title: WHILE-LISTENING ACTIVITIES</b>		<b>Estimated time: 10 minutes</b>
 <p>Source: UCLA Blog, retrieved from <a href="http://blog.admissions.ucla.edu/2013/01/01/french-classroom-ucla-classroom/discussion/">http://blog.admissions.ucla.edu/2013/01/01/french-classroom-ucla-classroom/discussion/</a></p>	<b>Instructional Activity Description:</b> <ul style="list-style-type: none"> <li>• Instructor prompts students to work in pairs or small groups to identify the main points</li> <li>• Students are encouraged to participate and share what their group has discussed</li> <li>• Instructor leads a class discussion of the main points of the audio</li> </ul>	<b>Activity Deliverables/Outcomes:</b> <ul style="list-style-type: none"> <li>• Students come to a consensus on the main points of the audio</li> <li>• Students verbalize their responses</li> </ul>
	<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• Notebook</li> </ul>	
<b>Notes:</b> <ul style="list-style-type: none"> <li>• Groups should be no bigger than three students</li> <li>• Each group will have a chance to verbalize their findings before a large group discussion begins</li> <li>• Instructor leads the discussion, but learners provide answers</li> </ul>	<b>Key learning outcomes:</b> <ul style="list-style-type: none"> <li>• Students will be able to listen to an audio presentation twice and understand a majority of the content and vocabulary</li> <li>• Students will be able to listen to a persuasive narration and identify the main points</li> <li>• Students will be able to verbalize answers to questions and express ideas on the main point of the audio</li> </ul>	
	<b>Key Content Points:</b> <ul style="list-style-type: none"> <li>• Students demonstrate the knowledge of vocabulary through responses</li> <li>• Students synthesize and summarize the content of the audio</li> </ul>	

<b>Course title: CONVERSATIONAL GERMAN</b> <b>Activity Title: POST-LISTENING ACTIVITIES</b>		<b>Estimated time: 4 minutes</b>
 <p><i>Source: Gettyimages, retrieved from <a href="http://www.gettyimages.com/detail/photo/students-learning-up-for-the-best-result-royalty-free-image/481346373">http://www.gettyimages.com/detail/photo/students-learning-up-for-the-best-result-royalty-free-image/481346373</a></i></p>	<b>Instructional Activity Description:</b> <ul style="list-style-type: none"> <li>Announce the upcoming discussion that will be held in German</li> <li>Break students into teams of 3–4 people</li> <li>Prompt class to develop their arguments by giving them a problem statement related to the audio</li> </ul>	
	<b>Activity Deliverables/Outcomes:</b> <ul style="list-style-type: none"> <li>Students discuss in groups the problem statement</li> <li>Students reach a conclusion which they present in front of other groups</li> </ul>	
	<b>Resources Required:</b> <ul style="list-style-type: none"> <li>Notebook</li> <li>Transcript of the audio</li> </ul>	
<b>Notes:</b> <ul style="list-style-type: none"> <li>Emphasize that this is a 3-minute activity so that students wouldn't deviate much from the topic</li> <li>Students do not necessarily have to write or draw anything (although this is encouraged); they may construct an argument using whatever tools they feel they work best</li> </ul>	<b>Key learning outcomes:</b> <ul style="list-style-type: none"> <li>Students will learn to construct a collective argument based on a problem statement</li> <li>Students will agree on what they present to other students as a group</li> <li>Students will draw on listening and reasoning skills</li> </ul>	
	<b>Key Content Points:</b> <ul style="list-style-type: none"> <li>Instructor provides a statement that is argumentative by nature that is related to the audio; e.g., "Young employees should get lower salaries than older ones"</li> <li>Students use the transcript as a reference point for constructing their own argument around the issue; thus, using their background knowledge and sharing their personal beliefs</li> </ul>	

<b>Course title: CONVERSATIONAL GERMAN</b> <b>Activity Title: POST-LISTENING ACTIVITIES</b>		<b>Estimated time: 10 minutes</b>
 <p><i>Source: Learning Occurs Workshop, retrieved from <a href="http://www.kansai.edu/cpr/conference/PhotoGallery.html">http://www.kansai.edu/cpr/conference/PhotoGallery.html</a></i></p>	<b>Instructional Activity Description:</b> <ul style="list-style-type: none"> <li>Instructor begins the discussion, identify a moderator, discuss students' roles</li> <li>Instructor appoints a synthesizer among students who will take notes and summarize the discussion and the audio in the end</li> <li>Instructor prompts students to listen to other groups and be ready to respond</li> <li>Allow students to present arguments in groups</li> </ul>	
	<b>Activity Deliverables/Outcomes:</b> <ul style="list-style-type: none"> <li>Instructor moderates the discussion</li> <li>Groups choose a representative who presents their argument to other groups</li> <li>Students respond to other groups' arguments after the presentation of arguments</li> </ul>	
	<b>Resources Required:</b> <ul style="list-style-type: none"> <li>Notebooks</li> </ul>	
<b>Notes:</b> <ul style="list-style-type: none"> <li>Students should be encouraged to speak their minds and not restricted by a certain word or time limit</li> <li>Students should be advised to respond constructively and politely to what they hear</li> <li>Instructor should not intervene into the discussion with his or her own opinions</li> </ul>	<b>Key learning outcomes:</b> <ul style="list-style-type: none"> <li>Students will learn to develop their listening and speaking skills in order to convey their own points and learn more about others' points</li> <li>Students will learn to respond constructively only after all of the arguments are presented</li> </ul>	
	<b>Key Content Points:</b> <ul style="list-style-type: none"> <li>Students are by now familiar with the audio and its main points—they serve a basis for the discussion</li> <li>The major content in this activity is students' own informed answers</li> </ul>	

## Final Report Checklist

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### Final Report Checklist

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- Front Matter
- Title page and Table of Content present
  - Effective Executive Summary (good grammar, spell checked)
- Analysis
- Required components present (problem statement, content analysis, goals/objectives)
  - Supporting graphics, charts, clear and accurate
  - Section conforms to length guidelines
  - Grammar, spelling, format check
- Design
- Required components present (instr. strategies, resources, assessments)
  - Supporting graphics, charts, clear and accurate
  - Section conforms to length guidelines
  - Goals, objectives, activities, assessments align and address identified gap
  - Grammar, spelling, format check
- Development
- Required components present (production plan, example prototype, resources)
  - Supporting graphics, charts, clear and accurate
  - Prototype clearly demonstrates design of instruction
  - Section conforms to length guidelines
  - Grammar, spelling, format check
- Implementation
- Required components present (dissemination plan)
  - Supporting graphics, charts, clear and accurate
  - Section conforms to length guidelines
  - Grammar, spelling, format check
- Evaluation
- All required components are present (formative/summative; cost/benefit)
  - Supporting graphics, charts, clear and accurate
  - Section conforms to length guidelines
  - Grammar, spelling, format check
- Appendices
- References section is BEFORE appendix A, in APA style
  - Appendixes A (plan) and B (ID process flowchart) are included
  - Supplemental Appendixes referenced in body of report
  - Supporting graphics, charts, clear and accurate in Appendixes
  - Section conforms to length guidelines (not over 25 pages)
  - Grammar, spelling, format check
  - All section checklist attached after LAST appendix (page 26)
- Formatting Overall
- All sections are written in a professional manner
  - 12 pt Times New Roman font is used in main text, (tables can be 10pt)
  - APA formatting is followed in citations
  - Graphics and/or diagrams are used effectively
  - Report is formatted into one file (word or pdf)
- Overall Report Content
- Performance problem is clearly described
  - Analysis supports recommendation for instructional solution
  - Instructional Design solutions address gaps identified in Analysis
  - Development plan addresses Design specification
  - Implementation plan aligns with Analysis and Design plan
  - Evaluation plan aligns with instruction and performance problem
  - Flow of messages among sections and performance problem are clear
-