

# External Evaluation Report Plan



Education and Translation for Free

Evaluation conducted by  
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## Evaluation Target

Duolingo Link

## Executive Summary

This document contains the evaluation plan for a formative as well as a summative evaluation of Duolingo.com, a free online language learning system. Duolingo utilizes crowdsourcing principles, providing translation services to businesses while teaching users a new language. Our intended purpose is to analyze whether Duolingo is meeting its current goals and whether it has the potential to be effective in the long-term.

In this plan, we provide detailed information about Duolingo's background, goals, and pedagogical methods. We also explain our purposes for performing this evaluation, including the major stakeholders in the project as well as the decisions they'll have to make about the Duolingo system.

We list important questions that must be asked as part of the formative and summative evaluation processes, then detail our methodology, sample population, and instrumentation for gathering data that answers these questions and aids the stakeholders in making important decisions about the system. We also identify possible limitations to our planned data collection techniques. Finally, we detail the logistics, as well as the time and the budget, for implementing these evaluations.

Duolingo is an innovative system with potential for long-term success. It is our hope that, after completing our evaluations, we will be able to make recommendations that will

enable the creative and development teams behind Duolingo to ensure their system is at optimal performance and effective for a broad user base.

### **Client Assumptions**

This evaluation will be conducted to answer questions about the implementation and effectiveness of Duolingo from our clients, Luis von Ahn and Severin Hacker. Our investigation is based on their needs for formative and summative recommendations to support decisions concerning the design, development, and feasibility of their education and business models. They assume that the results of this evaluation will provide evidence to drive changes and improvements to the system while also measuring value to determine its feasibility as a successful language-learning and translation-providing service in the future.

### **Introduction**

In the last few years, a fairly large number of sites have offered language courses online; however, many of these -- such as the popular "Rosetta Stone" software -- can cost up to several hundred dollars. Even of the "free" services, many will allow users to take basic courses without cost and then charge users for more advanced offerings. Duolingo is a new online language learning system that claims to be entirely free for beginning to advanced courses, teaching users a new language while having them translate content on the web.

The goal of this study is to evaluate Duolingo's overall effectiveness as a learning system. We will perform both a formative evaluation and a summative evaluation; at the client's request, we will assess improvements of the system that could be implemented and

review the effectiveness of existing elements. We will also be appraising the viability of Duolingo's crowdsourcing-based business model.

This evaluation was conducted by Justin Schuyler and Samantha Geitz, two master's degree students at the University of Missouri - Columbia, as part of Dr. Julie Caplow's Formative and Summative Evaluation course in Spring 2013.

## **Background**

Duolingo is a language-learning system that provides free education and translation services through the power of crowdsourcing. It is distributed through the web and also available on iOS mobile devices with an Android version coming in the next few months. Duolingo is built on the model that people want to learn a new language and that both individuals and businesses want fast, accurate, and inexpensive content translation. So, people pay with their time, learning a language while providing valuable translations.

Learning a language through Duolingo is free, and at the moment upload accounts for users who want content translated are also free, although a disclaimer on the site warns that "in the future we may charge for speed and accuracy." Because they do not charge any of their users, their funding is almost entirely external; notable sources include venture capital firms NEA and Union Square Ventures, actor Ashton Kutcher, and author Tim Ferris.

As a company, Duolingo is fairly small, employing about twenty people in a variety of roles. In addition to the CEO and CFO, the team consists of several designers, developers, language experts, and researchers. Their main office is in Pittsburgh, PA.

A variety of language courses are available, including Spanish, English, French, German, Portuguese, and Italian, with a Chinese course coming soon. At the moment, translation services offered include English to Spanish as well as German, Spanish, and French to English; there are no translation services supported for Portuguese or Italian yet. The site claims that a recent independent eight-week study assessing Duolingo as a language learning tool found that the service is more effective than college language courses, teaching the same material in a shorter amount of time. (Vesselinov & Grego, 2012)

The system incorporates principles of gamification in order to drive user progress; users earn “experience points” to gain levels, “lose hearts” for incorrect answers, and also have the option of timed practices for extra experience points.

## **Purposes**

Evaluating Duolingo serves two primary purposes:

- To identify improvements to the design, development, and implementation of its teaching and translating services; and
- To determine the effectiveness and feasibility of its education and business models.

These purposes address potential changes to the system’s future development (formative evaluation) and assess the value of its current implementation (summative evaluation). These formative and summative elements include:

### ***Formative Purposes***

- To enhance the overall system, its interface, design, navigation, and accessibility;

- To map the pedagogical structure, analyzing educational artifacts like exercises, motivational tools, performance gauges, testing and sociability;
- To better the process of producing real-world translations; and
- To describe Duolingo's implementation and technical requirements.

### ***Summative Purposes***

- To judge the effectiveness of Duolingo's language education;
- To compare the quality of translations to alternative methods, such as automated services like Google Translate and Babelfish or professional translators;
- To judge the feasibility of the crowdsourced business model;
- To measure people's interest and reactions to the system; and
- To gauge the long-term effectiveness of the use of gamification in augmenting user commitment and motivation.

### **Audiences**

The primary audience is Luis von Ahn and Severin Hacker, the CEO and CTO, respectively, of Duolingo. The two co-founders of the company requested the external evaluation from the authors of this report.

The following groups of people are also stakeholders in this evaluation:

- People interested in learning a new language. This may be based out of necessity (stuck in a foreign land) or curiosity. However, Duolingo's playful design is more indicative they are focusing on the latter group.

- People who have or are considering applying for a free Duolingo upload account in order to have content translated by the site's users.
- Duolingo designers and engineers: our recommendations can be used to improve the overall system and assist in making improvements to weaker areas of the application.
- Other businesses or institutions who are considering using a crowdsourcing model to drive content creation or another similar goal.
- Other businesses or institutions who are considering using gamification principles to motivate users in some way.

## **Decisions**

After we gather information through our formative and summative evaluations, the client will have several decisions to make about the Duolingo system. The following decisions have been identified as important considerations for the stakeholders based on the results of our evaluations:

### ***Formative***

- Improvements to the website or the mobile interface
- Recommendations for implementation of new content, such as a new language course

### ***Summative***

- Feasibility of crowdsourcing business model
- Effectiveness of gamification principles used as a motivational tool
- Improvements to existing content modules' tasks, structure, or exercises
- Deciding whether or not to continue producing language/translation modules based on feasibility

### **Questions**

The following questions will be answered to address the purposes of this evaluation and provide evidence to drive decision-making:

### ***Formative***

- How can the user interface, navigation, or design be improved?
- What pedagogical strategies are used to convey the system's material?
- What recommendations can be made regarding the structure and content of tasks, exercises, and assessment?
- What are the implementation steps and technical requirements of Duolingo?

### ***Summative***

- How do students react to the system and how do they value its content?
- Are the gamification principles employed by Duolingo effective?

- How effective is Duolingo at providing quality language education? How does it compare to university-level instruction?
- What is the impact of the materials? Do students retain the knowledge they learn?
- How effective is Duolingo at providing quality, reliable translations?
- Is the symbiotic business relationship between free education and translations feasible?

## **Methods**

To fulfill the purposes and address the questions outlined above, a collection of evaluation methods will be employed. These methods were selected to provide multiple sources of data and insights into the design, development, effectiveness, and feasibility of Duolingo. They include:

- Focus groups with target users;
- Questionnaires;
- Usability analysis based on standards and heuristics;
- Review from subject matter experts in interface design, learner population, content, and business analysis
- Standardized assessment of student language proficiency over time

The following table illustrates which of the five evaluation methods apply to each of our formative and summative questions.

<b>Formative Questions</b>	Focus Groups	Questionnaire	Usability Analysis	Subject Matter Expert	Standardized Assessment
How can the user interface, navigation, or design be improved?				Interface Design	
What pedagogical strategies are used to convey the system's material?				Learner Population	
What recommendations can be made regarding the structure and content of tasks, exercises, and assessment?				Learner Population and Content	
What are the implementation steps and technical requirements of Duolingo?					
<b>Summative Questions</b>	Focus Groups	Questionnaire	Usability Analysis	Subject Matter Expert	Standardized Assessment
How do students react to the system and how do they value its content?					
Are the gamification principles employed by Duolingo effective?				Learner Population	
How effective is Duolingo at providing quality language education? How does it compare to university-level instruction?				Learner Population	
What is the impact of the materials? Do students					

retain the knowledge they learn?					
How effective is Duolingo at providing quality, reliable translations?				Content and Business	
Is the symbiotic business relationship between free education and translations feasible?				Business	

**Sample**

The primary sample for this evaluation will focus on a large population of target users with various backgrounds. Nonconforming demographics, motivations, and experience levels will provide a representative sample analogous to typical Duolingo users and allow for more practical results. Data will be collected from the large group using appropriate, easily distributed methods like questionnaires and online assessments.

Random individuals will then be selected to give more detailed feedback in a focus group setting; these users will attend one session after using Duolingo for two weeks to a month and then again after four months, the average length of a semester college course. Financial compensation will be given to these individuals to ensure consistent participation. Findings from the smaller samples will be compared with trends in the larger population and could potentially serve as evidence for explaining those results.

An in-depth usability analysis will be conducted by the evaluators, Samantha Geitz and Justin Schuyler.

Subject matter experts will be used for interface design, learner population, content, and business. Our interface design expert is Samantha Geitz, a professional web developer with two years of experience in the field. Our learner population expert is Jeremy Winn, M.A.Ed., an A.B.D. doctoral candidate in the field of Educational, School, and Counseling Psychology at the University of Missouri. Our content expert is Justin Schuyler, who has studied German for 10 years and earned a minor at the University of Missouri. Finally, our business expert is Jeff Geitz, M.B.A., who is Vice President of Data Analysis and Planning for LTD Commodities, one of the largest B2B merchandisers in the U.S.

## **Instrumentation**

### ***Formative Evaluation:***

- Questionnaire (Appendix A): in order to evaluate users' opinions about the Duolingo system as well as how their previous experiences with online language learning systems may have impacted their thoughts on Duolingo's application of elements such as pedagogy, gamification, etc., an online questionnaire will be given out to new users of Duolingo. The questionnaire is loosely based off of the Reeves Questionnaire and follows the guidelines proposed in Robert Frary's "Hints for Designing Effective Questionnaires" (Frary, 1996). Most of the items are in yes/no format or incorporate a Likert scale, but there are several open-ended questions as well for users to detail their thoughts. Users will be entered into a prize drawing for successfully completing the questionnaire.

- Subject Matter Expert checklists (Appendix B-D): for our subject matter experts in interface design, content, and learner populations/pedagogy, we created a checklist of relevant elements for evaluation. The SME will evaluate whether the item in question is “Excellent,” “Successful,” “Developing,” or “Deficient,” then write comments in the space provided. Our interface checklist focuses on system status, documentation, and functions; aesthetics; and accessibility. The learner population checklist includes instructional methods, assessment, and motivation. Finally, the content checklist examines the learning material and delivery methods.
- Focus Group protocol (Appendix E): our first focus group protocol was developed for users who have only been using the Duolingo site for two weeks to a month. In it, we focus on their language learning goals, their tools and environments, their processes for accessing the site, and the incentives and motivations that keep them returning. These same users will return for another focus group when we gather data for our summative evaluation.
- Usability heuristic (Appendix F): Jakob Nielsen’s *10 Usability Heuristics* (Nielsen, 1995) and a heuristic for video game evaluation (Pinelle, Wong, and Stach, 2008) inspired the development of a custom usability heuristic for gamified interface design. The evaluators will use this heuristic in a usability analysis to identify potential problems and recommendations for Duolingo’s interface, navigation, and overall design.

### ***Summative Evaluation:***

- Standardized Assessment Protocol and Exam (Appendix G): standardized German exams were reviewed from several Universities and leaders in German language assessment, including the Goethe Institute. An electronic, 90-question exam from the University of Birmingham was selected based on its broad assessment of language proficiency. (University of Birmingham, 2003). This instrument is composed of the exam itself as well as a protocol to explain the purpose and structure of the exam to participants.
- Focus group protocol: we will invite the same group of users that participated in our first focus group for another session after they have been using Duolingo for about four months – the length of a semester-long college course. To retain participation, compensation for the second focus group will be approximately double what users received for the first one. The second focus group will focus on their perceived language proficiency after four months, confidence in using the language, effectiveness of the site’s gamification principles in ensuring participation, and motivation in long-term learning.
- Questionnaire: Users who have been registered for Duolingo for at least four months and reached a minimum level of 20 will be eligible to participate in a random questionnaire about their experiences with the site. This questionnaire will focus on their reaction to Duolingo’s methodology, the effectiveness of gamification principles in ensuring long-term participation, and the quality of Duolingo’s instruction.

- Subject Matter Expert protocols: As part of our summative evaluation, we will ask our subject matter experts in content, learner populations, and business analysis to review the long-term impact of Duolingo’s strategies. The learner population expert will review the effectiveness of Duolingo’s gamification principles as an instructional tool and the overall, long-term effectiveness of the language education service. Our business analysis expert will look at available data to determine the long-term financial viability of using learners to translate material for businesses. Lastly, our content expert will investigate the quality of translations assembled by Duolingo’s users.

## **Limitations**

Several caveats must be observed before interpreting or generalizing the results of this evaluation. These limitations are primarily driven by scope and resource constraints. For one, Duolingo currently offers six language courses. Each course follows the same general topics and pedagogical strategies; however, the content is so deep that it is more feasible to focus on a specific language as a template rather than trying to evaluate the system as a whole. German was chosen for this purpose given the evaluators’ experience with the language.

Another consideration involving resources was the limited amount of time available for formative evaluation. To fit the schedule, subject matter experts and participants had to be selected quickly. If the experts and Duolingo users had more experience, more detailed feedback might have been available.

Finally, the volunteers used for questionnaires and assessments will not be compensated for their participation aside from the possibility of receiving a prize in a drawing. This may affect their level of engagement or motivation in providing quality answers. The large population used to collect this data may help to lessen this effect. Our focus group participants will be compensated for their time in an attempt to ensure the consistency of their participation over a four-month period; however, this may affect their motivations for learning a language with Duolingo, so this must be considered when analyzing their answers.

### **Logistics**

Samantha Geitz and Justin Schuyler, both master's degree students at the University of Missouri - Columbia, will be jointly responsible for planning, collecting data, analyzing, and reporting on the findings of this evaluation. They will communicate with volunteers and subject matter experts; they will moderate focus groups and expert review meetings; and they will distribute, collect, and process the questionnaires and assessments. Finally, they will both participate in the usability analysis.

In addition, Luis von Ahn and Severin Hacker, the CEO and CFO of Duolingo respectively, will provide resources to assist in the implementation of the evaluation such as long-term access to Duolingo team members and translation results.

### **Timeline**

- May 1st: Conduct a preliminary assessment of target user language proficiency
- May 3rd: Meet and debrief subject matter experts for the summative plan
- May - June: Allow subject matter experts to investigate Duolingo and collect data

- July 3rd: Meet with subject matter experts to present findings and recommendations
- Early July: Analyze subject matter experts' findings and recommendations
- July 24th: Conduct final assessment of target user language proficiency
- July 26th: Hold a summative focus group to reflect on the Duolingo experience
- July 26th: Distribute a summative questionnaire to volunteers outside the focus group
- Late July: Examine and synthesize the focus group and questionnaire feedback
- Early August: Review assessment results and compare with preliminary findings
- Mid August: Interpret results and finalize recommendations
- Late August: Compose a final report

### **Budget**

The summative evaluation's primary cost will involve honorariums paid to our subject matter experts. We will compensate them for any research, travel, or accommodation expenses. Two physical meetings will take place, once at the beginning of the evaluation and again at the end of the expert review. Meeting costs will include room rental, printing of itineraries, and refreshments. We will consult each subject matter expert individually and agree on a research budget ahead of time.

Efforts have been made to mitigate costs throughout the evaluation plan. The questionnaires and assessments were designed electronically for easy and free dissemination as well as automated scoring. Questionnaire participants will not receive individual compensation but instead will be entered into prize drawings for successfully completing the online survey. Focus group participants will require individual compensation, room rental, and accommodations.

## Works Cited

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## Appendix A

### Duolingo.com Interface Design Questionnaire

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The purpose of this survey is to determine usability problems found on the interface of the Duolingo application. All questions are optional, and all responses are anonymous. Thank you for your participation!

#### Background Information

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The following questions will determine your prior experience with other language learning websites. Please place a check mark next to your selected answer.

1. How long have you been using Duolingo?
  - LESS THAN 1 MONTH
  - 1 - 6 MONTHS
  - 6 – 12 MONTHS
  - 12+ MONTHS
  
2. Have you previously studied a language in an academic setting?
  - YES
  - NO
  
3. Have you ever used another online language course such as Rosetta Stone, LiveMocha, Babbel, etc.?
  - YES
  - NO
  
4. If you answered **“YES”** to question 3, please select any of the following systems that you have used in the past.
  - LIVEMOCHA
  - ROSETTA STONE
  - BABEL
  - BUSUU
  - VERBALPLANET
  - LINGQ

5. How many languages do you currently speak with at least intermediate-level skill?
- 1
  - 2
  - 3
  - 4+
6. How would you respond to the following statement? **"I am good at learning languages."**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE

## Learning System

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The following questions are intended to help gather your thoughts about Duolingo's interface and instruction. Unless otherwise directed, please place a check mark next to your selected answer.

7. How would you respond to the following statement? **"I am willing to pay for quality online language instruction."**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE
8. How would you respond to the following statement? **"I feel comfortable using the internet."**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE
9. How would you respond to the following statement? **"I feel that, overall, Duolingo is easy to use."**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE

10. How would you respond to the following statement? **“I think that Duolingo’s color scheme and graphics are pleasing.”**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE
11. How would you respond to the following statement? **“I am easily able to navigate through the Duolingo.com application.”**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE
12. How would you respond to the following statement? **“I find that Duolingo’s use of game elements, such as ‘leveling up’ and ‘hearts’, motivate me to try harder.”**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE
13. How would you respond to the following statement? **“I think that Duolingo is addicting.”**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE
14. How would you respond to the following statement? **“I think that Duolingo is more effective than college courses that I have taken.”**
- STRONGLY DISAGREE
  - DISAGREE
  - NEITHER AGREE NOR DISAGREE
  - AGREE
  - STRONGLY AGREE
  - NOT APPLICABLE
15. Have you accessed Duolingo from a mobile device?
- YES
  - NO

16. For each of the items below, please circle “VC” if you are very comfortable with using that feature, “SC” if you are somewhat comfortable with using that feature, and “NC” if you are not at all comfortable with using that feature.

EXAMPLE:

VC

SC

NC

Website Element	Very Comfortable	Somewhat Comfortable	Not Comfortable
Choosing a language of study	VC	SC	NC
Signing up for Duolingo	VC	SC	NC
Selecting a lesson in the skill tree	VC	SC	NC
Completing assigned lessons in the language of study	VC	SC	NC
Translating real-world examples given on the site	VC	SC	NC
Accessing and completing lesson practice	VC	SC	NC

17. What is the one thing that you like **most** about Duolingo? Please explain in the space provided below:

18. If you could change one thing about Duolingo, what would it be? Please explain in the space provided below

## Appendix B

### Subject Matter Expert Evaluation – Interface

System status, documentation, and functions, based on Jakob Nielsen’s “10 Usability Heuristics for Interface Design” (Nielsen, 1995)

Question	Excellent	Successful	Developing	Deficient
<p>Is the system status always visible to the user?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does the system follow real-world conventions, using words, phrases, and concepts familiar to the user?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does the system support user control and freedom – can the user “undo” and “redo” tasks?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the system support consistency and standards? Do words, situations, and actions mean the same thing?

Comments:

Are error prevention measures in place? Does the system present users with a confirmation option before they commit to an action?

Comments:

Does the system rely on recognition rather than recall and make instructions either visible or easily retrievable?

Comments:

<p>Does the system cater to experienced and inexperienced users by allowing users to tailor frequent actions?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do system dialogues frequently contain irrelevant information?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are error messages expressed in plain language and offer users a solution?</p> <p>Comments:</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is documentation for the system available to the user and easily searchable?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Aesthetics**

Question	Excellent	Successful	Developing	Deficient
<p>Does the site have a consistent header/logo?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the navigation area consistent?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does the site make good use of basic design principles - repetition, contrast, proximity, and alignment?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does the site have a good balance of white space?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Does the site make appropriate use of chunking to separate large blocks of text?</p> <p>Comments:</p>	<input type="checkbox"/>								
<p>Is the color scheme consistent and visually pleasing?</p> <p>Comments:</p>	<input type="checkbox"/>								
<p>Is the typography consistent and visually pleasing?</p> <p>Comments:</p>	<input type="checkbox"/>								

**Accessibility**

Question	Excellent	Successful	Developing	Deficient
<p>Is the website cross-browser compatible? Does it look the same in current versions of each of the major browsers?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does the site work in older versions of Internet Explorer? (IE6-IE9)</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the site responsive? Can it be accessed on mobile phone and tablet browsers?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Does the website validate with W3C coding standards? Is the HTML/CSS valid?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do all significant images have a valid alt tag?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are text-based alternatives in place to convey essential alternatives that are featured within images or multimedia files?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the typography easily readable?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does the site load quickly on an average internet connection?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix C

### Subject Matter Expert Evaluation – Learner Populations

#### Instructional Methods

Question	Excellent	Successful	Developing	Deficient
<p>Are the instructions for task clear?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are the instructions concise or interesting/engaging?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do the instructional tasks build upon prior knowledge and experience?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are the tasks authentically meaningful to users, demonstrating clear real-world application?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Are cooperative, social learning strategies utilized?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is learning primarily independent?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are tasks based on user inquiry?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are tasks dictated by the training program with little or no user input?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are ample, high quality practice opportunities given prior to assessment?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Assessment**

Question	Excellent	Successful	Developing	Deficient
<p>Are the instructions for assessment clear?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the assessment interface easy to use?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are the tasks appropriate for the ability level of the user?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is feedback correct and prompt?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is there a clear relationship between assessment feedback and meaningful learning?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Motivation**

Question	Excellent	Successful	Developing	Deficient
<p>Is the material appropriately challenging—not too boring or too frustrating?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the learning material interesting or novel?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are users rewarded for their success, and are the rewards meaningful?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the learning experience autonomous?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Is the user able to make choices about their learning?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the learning tailored to meet the specific goals and values of the user?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are positive social interactions facilitated by the program's tasks?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix D

### Subject Matter Expert Evaluation - Content

#### Learning Materials

Question	Excellent	Successful	Developing	Deficient
<p>Does the progression of content transition smoothly and logically?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>How well are rules and examples integrated?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>How well is grammatical gender handled?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>How well is syntax and sentence structure handled?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>How well is case handled (nominative, accusative, dative, genitive)?</p> <p>Comments:</p>	<input type="checkbox"/>								
<p>Is the vocabulary varied and relevant?</p> <p>Comments:</p>	<input type="checkbox"/>								
<p>Are the students encouraged to extrapolate and experiment with the knowledge they gain?</p> <p>Comments:</p>	<input type="checkbox"/>								

## Delivery Methods

Question	Excellent	Successful	Developing	Deficient
<p>How clear are the exercise instructions?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>How valuable are the social tools?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are the strategies and vehicles for information delivery varied and rich in multimedia?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do the exercises complement one another?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do artifacts aid in the delivery of the learning materials?</p> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix E

### Focus Group Protocol

**Introduction – the facilitator should begin the session by reading the following:**

“Thank you for coming today!

My name is **(Samantha Geitz, Justin Schuyler)**, and I’m a master’s degree student at the University of Missouri. **(Ad lib introduction.)** Why don’t we get started by introducing ourselves? **(Ice breaker – participants give name, something interesting about themselves, and how long they have been using Duolingo.)**

We’ve been asked by Duolingo.com to conduct a focus group in order to hear your thoughts on the effectiveness of their language courses. All of you have been using Duolingo for at least a few weeks to learn a new language. We want to get feedback on how they’re doing so that they can make improvements to their site and future language courses. This session is not going to be recorded, but I will be taking notes. However, everything you share with me will be confidential, so please feel free to be open and honest. No part of our discussion that includes names or other identifying information will be used in any reports, displays, or other publicly accessible media coming from this research.

This session shouldn’t take more than two hours at most. Does anyone have any questions?

Let’s begin!”

Vision	What is your main goal when you’re using Duolingo?
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	<p>What is a good way for you to find out how well you are meeting your goal?</p>
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Focus Group Protocol

<p>Tools</p>	<p>How do you most commonly access the Duolingo website? (Windows/OSX/Linux and IE/Firefox/Chrome/Opera)</p> <p>Have you ever had any trouble accessing their website?</p> <p>Have you ever used their iPhone mobile application? How often?</p>
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	<p>Do any of you use Android? (If yes) If they developed an Android application, would you use it? How often?</p>
Environment	<p>Where do you most commonly access Duolingo? (If home, specific location of the house)</p> <p>Are there any specific challenges with accessing Duolingo in that environment?</p>

Focus Group Protocol

<p>Processes</p>	<p>During a typical session using Duolingo, what activities do you perform? (Courses, translations, practice)</p> <p>Do you have a microphone? Do you utilize the speaking section of Duolingo?</p> <p>Are you using any other resources to help you use a language? (Books, another site, native speakers, tutors, etc.)</p>
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What other incentives would lead you to do more?

How do you feel when you get an incorrect answer and lose a heart?

How do you feel when you gain a level?

Motivation	<p data-bbox="418 197 873 226">What led you to sign up for Duolingo?</p> <p data-bbox="418 869 1101 898">What is the longest participation streak you've achieved?</p>
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Focus Group Protocol

Self-Concept	If you learn to speak another language fluently with Duolingo, how would you feel differently about yourself?
Capacity	What is the most challenging part about Duolingo to you?

<p>Knowledge/Skill</p>	<p>What skills do you believe are most important in order to learn to speak another language well? (Reading, writing, speaking, etc.)</p> <p>After using Duolingo for a few weeks, which of your skills do you think are strongest? Which of your skills are weakest?</p> <p>Would you feel confident having a basic conversation with a native speaker of the language you're learning?</p>
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Conclusion	Do you have any other thoughts about Duolingo that you'd like to share?
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**Conclusion – the facilitator should read the following aloud:**

“Thank you so much for your participation in this focus group. I just want to say again that everything you’ve shared is confidential, and I appreciate your honesty. Does anyone have any questions for me about our discussion today or about our research on Duolingo?”

## Appendix F

### Gamification Heuristic: Evaluating Game Elements in Interface Design

#### 1. Respond Consistently

When a user performs an action, they should typically be provided with a predictable response. Consistent behaviors following task completion, events, and navigation establish a fluid interface. Unpredictable or inconsistent responses can lead to frustration and confusion.

#### 2. Allow Customization

Users should be able to customize their experience. This is especially important for modifying difficulty and technical requirements. Resource-heavy, demanding audio and video features should be scalable to encourage participation on multiple platforms. Additionally, features should be modular, allowing users to add and remove components.

#### 3. Unobstructed Navigation

The user should have a clear view of his or her surroundings. Navigating the interface should be simple, intuitive, and unhampered.

#### 4. Skippable Content

If instructions or content are frequently displayed, they should be skippable. Not doing so interferes with the flow of the interface.

#### 5. Harness Controls

Common controller elements like WASD, the number, and arrow keys should be taken advantage of to provide the user with alternative, quick, and predictable options for interacting with the interface. Controls should be intuitive and customizable.

## **6. Handle Responsively**

User input should be responsive, affecting the interface quickly and accurately. The user should not have to wait between inputs and lag time should be minimized.

## **7. Show Status**

User actions and tasks are often based on status, like handling notifications, reacting to a leaderboard, or strategizing a next move. Status, statistics, and other information relevant to the user should be displayed cleanly and clearly. More detailed information should be available upon inspection.

## **8. Provide Help**

Instructions and help should be easy to find and consistently placed. Contextual help should assist users in finding solutions to activity-specific problems. Common issues should be identified, organized, and made searchable.

## **9. Represent Visually**

Visual representations, like icons and avatars, should be used to encapsulate and convey information. Their function should be evident in their design.

## Appendix G

### Standardized Assessment Protocol

Hello!

My name is (Samantha Geitz, Justin Schuyler) and I am a master's student at the University of Missouri.

I want to start by thanking you for your participation in this assessment. Today, you will be answering up to 90 questions designed to gauge your progress in learning German grammar, vocabulary, and syntax. This test is intended as a benchmark of your proficiency, so please stop when you reach questions that become too difficult for you to answer. Do not attempt to guess answers.

We will begin now. You may have as much time as needed to complete the exam.

<Start Assessment>

Thank you for your time and help with this assessment. Your results will be useful in our evaluation of Duolingo as a language learning platform.

## Appendix G

### Centre for Modern Languages Assessment and

#### Diagnostic Test - German

#### General Courses Level 1 - 7

This is a purely diagnostic test. Please only answer the questions that you are sure about. Since this is not an exam, please do not guess. Please stop as soon as you find the questions overwhelmingly difficult.

Thank you for your co-operation.

1) Woher kommen Sie?

- |                              |                              |                               |                               |
|------------------------------|------------------------------|-------------------------------|-------------------------------|
| a) Ich komme in Deutschland. | b) Ich wohne in Deutschland. | c) Ich komme aus Deutschland. | d) Ich wohne aus Deutschland. |
|------------------------------|------------------------------|-------------------------------|-------------------------------|

2) „Herr Ober, ich habe Durst. Bringen Sie mir bitte .....“

- |                  |                    |                     |                    |
|------------------|--------------------|---------------------|--------------------|
| a) eine Teetasse | b) eine Tasse Tee. | c) einen Tasse Tee. | d) einen Teetasse. |
|------------------|--------------------|---------------------|--------------------|

3) „Kommst du mit ins Kino?“ „Nein ich ..... heute noch arbeiten.“

- |         |         |         |         |
|---------|---------|---------|---------|
| a) darf | b) kann | c) habe | d) muss |
|---------|---------|---------|---------|

4) Wie spät ist es?

- |              |                      |            |                                 |
|--------------|----------------------|------------|---------------------------------|
| a) Sehr gut. | b) Viertel vor acht. | c) Montag. | d) Dreiundzwanzig Euro vierzig. |
|--------------|----------------------|------------|---------------------------------|

5) ..... Waschmaschine geht nicht.

- |        |        |        |        |
|--------|--------|--------|--------|
| a) der | b) die | c) das | d) den |
|--------|--------|--------|--------|

6) Susanne hat eine neue Mikrowelle. Das ist ..... Mikrowelle.

- |        |         |         |          |
|--------|---------|---------|----------|
| a) ihr | b) sein | c) ihre | d) seine |
|--------|---------|---------|----------|

7) Was ist korrekt?

- |                              |                          |                              |                          |
|------------------------------|--------------------------|------------------------------|--------------------------|
| a) Öffnen Sie bitte die Tür! | b) Öffnen die Tür bitte! | c) Sie die Tür öffnen bitte! | d) Tür öffnen Sie bitte! |
|------------------------------|--------------------------|------------------------------|--------------------------|

8) Im Restaurant: "Herr Ober, ich nehme ..... Rinderbraten."

- |        |         |        |           |
|--------|---------|--------|-----------|
| a) der | b) mein | c) den | d) meinen |
|--------|---------|--------|-----------|

9) Du ..... viel zu schwer.

a) arbeitst                      b) arbeitest                      c) arbeite                      d) arbeiten

10) Guten Morgen, Frau Meier. ....

a) Wie gehen Sie?              b) Wie geht Ihnen es?      c) Wie geht es Ihnen?      d) Wie geht es Sie?

11) Das ist doch ..... Stuhl. Das ist ein Sessel.

a) kein                              b) ein                              c) nicht                              d) nein

12) Ich wohne ..... Birmingham.

a) in                                      b) aus                                      c) von                                      d) ---

13) Er ..... immer Bücher.

a) lest                                  b) list                                  c) liest                                  d) lesen

14) Ein Abfalleimer, aber zwei .....

a) Abfalleimer                      b) Abfalleimers                      c) Abfalleimern                      d) Abfalleimere

15) Das ist Karins Kugelschreiber. .... schreibt sehr gut.

a) Er                                      b) Sie                                      c) Es                                      d) Du

16) Ich fahre nach Frankreich, aber Michaela ..... in die Schweiz.

a) fährt                                  b) fährt                                  c) geht                                  d) läuft

17) Er gibt ..... Mädchen ein Geschenk.

a) das                                      b) die                                      c) der                                      d) dem

18) Ich ..... gestern hier angekommen.

a) habe                                  b) will                                  c) bin                                  d) kann

19) Das ist Hans. Ich habe ..... gestern mein Lieblingsbuch gegeben.

a) ihr                                      b) ihnen                                      c) ihm                                      d) ihn

20) Ich hatte eine Erkältung. Deshalb habe ich drei Tage lang im Bett .....

- a) gelegen                      b) gewesen                      c) gelegt                      d) geblieben

21) Barbara ist nicht da. Sie ist ..... Freundin gegangen.

- a) zu seiner                      b) zu ihrem                      c) zu der                      d) zu ihrer

22) „Wo steht denn euer Fernsehapparat?“

- a) In der Ecke                      b) In die Ecke                      c) An der Ecke                      d) An die Ecke

23) „Wohin stellen wir den Fernsehapparat?“

- a) In der Ecke                      b) In die Ecke                      c) An der Ecke                      d) An die Ecke

24) Das ist das neue Auto ..... Vaters.

- a) meiner                      b) meines                      c) von meiner                      d) von meines

25) Fahren Sie mit dem Wagen oder gehen Sie ..... ?

- a) mit Fuß                      b) bei Fuß                      c) an Fuß                      d) zu Fuß

26) „Darf ich bitte ..... Kugelschreiber einen Augenblick haben, Herr Braun?“

- a) seinen                      b) Ihren                      c) sein                      d) ihr

27) Der Zug ..... vor fünf Minuten .....

- a) hat ..... abgefahren b) ist ..... abgefahren c) hat ..... abgefahrt d) ist ..... abgefahrt

28) „Haben Sie einen Fernsehapparat?“ „Ja, in meinem Zimmer steht ....."

- a) eins                      b) ein                      c) einen                      d) einer

29) Ich komme um acht Uhr in London .....

- a) auf                      b) an                      c) ab                      d) zu

30) Wir haben viel Deutsch .....

a) gelest                      b) gegeben                      c) gesprecht                      d) gelernt

31) Ist das ein ..... Kleid?

a) neu                      b) neuen                      c) neuer                      d) neues

32) „Klaus, du musst mir helfen, du bist doch mein ..... Freund.“

a) besten                      b) am besten                      c) bester                      d) beste

33) Ich interessiere mich nicht ..... Politik.

a) für                      b) an                      c) in                      d) um

34) Ich habe einen ..... Garten als mein Nachbar.

a) großen                      b) größten                      c) größeren                      d) größeren

35) „Das ist aber ein schönes Geschenk. Ich danke Ihnen herzlich ..... !“

a) daran                      b) dazu                      c) darüber                      d) dafür

36) Er hat fünf Glas Whisky getrunken, aber .....

a) obwohl will er Auto fahren.      b) trotzdem will er Auto fahren.      c) dagegen will er Auto fahren.      d) denn will er Auto fahren.

37) Sie wiegt 62 kg und ist 1,78 m .....

a) groß                      b) hoch                      c) lang                      d) stark

38) „..... interessierst du dich denn am meisten?“

a) Wofür                      b) Womit                      c) Wozu                      d) Worin

39) „Weißt du, wie dieses Wort ....."

a) schreibt                      b) geschrieben wird                      c) man schreiben muss      d) ist zu schreiben

40) „Ich habe mein Heft vergessen. .... Sie mir wohl ein Blatt Papier geben?“

a) Könnten                      b) Hätten                      c) Wollten                      d) Dürfen

41) „Gefällt Ihnen dieses Bild?“ "Ach wissen Sie, von ..... Malerei verstehe ich gar nichts!"

a) modern                      b) modernem                      c) moderne                      d) moderner

42) Am besten machen wir die Party bei mir. Ich habe doch das ..... Zimmer.

a) größte                      b) größeste                      c) größte                      d) größeste

43) „Morgen gebe ich eine kleine Party. Es wäre nett, ..... Sie auch kämen."

a) wann                      b) ob                      c) dass                      d) wenn

44) „..... denken Sie gerade?“ „Meine Arbeit."

a) Was an                      b) Woran                      c) An wen                      d) Wen an

45) „..... Anzug hast du dir gekauft?“ „Einen braunen."

a) Was für einen                      b) Welchen                      c) Was für                      d) Welch

46) Ich hatte leider keine Zeit, .....

a) für das Buch lesen    b) zum das Buch lesen    c) das Buch zu lesen    d) um das Buch gelesen

47) Ich werde mir den Film nicht ansehen, weil ..... nicht interessiert.

a) mich er                      b) er mich                      c) ihn mich                      d) mich ihn

48) „Vergiss nicht, mir das Buch mitzubringen!" sagt Ihr Freund. Wie antworten Sie richtig?

a) Natürlich ich bringe es dir mit.    b) Natürlich ich mitbringe es dir.    c) Natürlich bringe ich es dir mit.    d) Natürlich mitbringe ich es dir.

49) Die Eltern sprachen ganz leise, ..... das Kind nicht zu wecken.

a) damit                      b) dass                      c) für                      d) um

50) Welcher Satz ist richtig ?

a) Er hilft seiner Mutter    b) Er hilft seine Mutter    c) Er hilft seiner Mutter    d) Er hilft seine Mutter

kochen. kochen. kochen. kochen.

51) „Wann geben Sie mir mein Geld endlich wieder?“ „Morgen gebe ich ..... bestimmt zurück.“

- a) Ihnen es                      b) es Ihnen                      c) Sie es                      d) es Sie

52) Ist es erlaubt, einen Freund zu der Party ..... ?

- a) mitbringen                      b) bringen mit                      c) mitzubringen                      d) zu bringen mit

53) „Machen Sie bitte das Licht aus, ..... !“

- a) vor Sie gehen                      b) wann Sie gehen                      c) als Sie gehen                      d) wenn Sie gehen

54) Inge hat gesagt, .....

- a) dass kann sie erst morgen kommen.                      b) dass erst morgen kommen kann.                      c) dass sie erst morgen kann kommen.                      d) dass sie erst morgen kommen kann.

55) Die Stadt, ..... ich komme, hat nur 60 000 Einwohner.

- a) wo                      b) woaus                      c) aus der                      d) die

56) „Was hast du den Polizisten gefragt?“ „..... wir ganz schnell zum Dom kommen.“

- a) Weil                      b) Wenn                      c) Wann                      d) Wie

57) Das war die Bekannte, ..... ich am Sonntag im Theater war.

- a) die                      b) der                      c) mit der                      d) mit die

58) Der Film, ..... wir gestern im Fernsehen gesehen haben, war sehr interessant.

- a) der                      b) den                      c) dem                      d) in dem

59) Hans konnte nicht nach Hause fahren, weil er seine Fahrkarte .....

- a) hatte verloren                      b) verloren hatte                      c) verlieren hatte                      d) hatte verlieren

60) „..... ein Stück Kuchen!“

- a) Nimm                      b) Nehme                      c) Nehmst                      d) Nehmst du

61) „Schön, Sie endlich zu treffen. Wir haben ja gestern ..... telefoniert.“

- a) einander                      b) voneinander                      c) übereinander                      d) miteinander

62) „Was? Du hast die Arbeit immer noch nicht gemacht? Das hätte gestern .....“

- a) werden müssen                      b) gemacht werden  
gemacht.                      müssen                      c) müssen gemacht  
werden                      d) müssen werden  
gemacht.

63) „Fahren Sie heute nach Köln?“ „Nein, eigentlich nicht. Warum?“

„Ich dachte, Sie hätten mich mitnehmen .....“

- a) ----                      b) gekonnt                      c) können                      d) konnten

64) „Wie gefällt Ihnen ..... Ihr neues Auto?“

- a) aber                      b) dann                      c) doch                      d) denn

65) „Leider habe ich jetzt keine Zeit. Aber ich ..... mich sehr gern mit Ihnen unterhalten.“

- a) dürfte                      b) sollte                      c) wäre                      d) würde

66) Die Briefe sind schon gestern abgesendet .....

- a) -----                      b) geworden                      c) worden                      d) wurden

67) Die Uhr ist kaputt und kann nicht mehr .....

- a) reparieren                      b) repariert                      c) repariert werden                      d) repariert worden

68) Ein schrecklicher Unfall. Er ist im Nebel ..... einen Baum gefahren.

- a) gegen                      b) bei                      c) für                      d) zu

69) „Sie wollen Deutsch lernen. .... ich fragen, warum?“

- a) Darf                      b) Möchte                      c) Musste                      d) Will

70) „Warum sind Sie gestern gegangen, ohne ein Wort .....?“

- a) sagen                      b) sagen wollen                      c) sagen zu                      d) zu sagen

71) Der Computer macht keine Fehler. Jeder Irrtum ..... ausgeschlossen.

- a) ist                      b) kann                      c) muss                      d) soll

72) Das Kaufhaus ..... erst vor kurzem geöffnet .....

- a) war ..... worden      b) war ..... geworden      c) ist ..... worden      d) ist ..... geworden

73) Hans weiss nicht ..... 'exzellent' geschrieben wird.

- a) dass                      b) ob                      c) weil                      d) wie

74) Wie kann man es anders sagen? 'Die Arbeit muss gemacht werden.'

- a) Die Arbeit soll gemacht werden.      b) Die Arbeit ist zu machen.      c) Die Arbeit dürfte gemacht werden.      d) Die Arbeit möchte machen.

75) Der Katalog sagt, dass man alles zurückschicken kann, ..... nicht gefällt.

- a) woran                      b) an dem                      c) wie                      d) was

76) Hans hat gestern ein neues Sofa bekommen. Er hat alle anderen Möbel .....

- a) umstellt                      b) umstellen                      c) umgestellt                      d) umgestellen

77) Die Plozei ruft bei einem Banküberfall: „ Geben Sie auf. Sie haben keine Chance. Die Bank ist ..... .“

- a) umstellt                      b) umstellen                      c) umgestellt                      d) umgestellen

78) So manch ein Manager glaubt, dass er unentbehrlich .....

- a) sei                      b) wäre                      c) ist                      d) wär

79) Im Kino ..... im Moment ein guter Film.

- a) geht                      b) gibt                      c) läuft                      d) zeigt

80) Wenn man Zahnschmerzen hat, ..... man zum Zahnarzt gehen.

- a) brauchte                      b) dürfte                      c) sollte                      d) wollte

81) Das Schloss ..... heute genauso aussehen wie damals.

a) wollte                      b) müßte                      c) hat                      d) durfte

82) Bevor er nach Hause ging, ..... er noch ein paar Gläser Bier getrunken.

a) ist                      b) war                      c) hat                      d) hatte

83) Nachdem alles entschieden worden ....., wurde kräftig gefeiert.

a) -----                      b) wurde                      c) ist                      d) war

84) Sie interessiert sich ..... für Bücher noch für Musik.

a) weder                      b) entweder                      c) je                      d) zwar

85) Frau Müller hatte heute viel ..... .

a) getun                      b) tun                      c) zu tun                      d) zugetun

86) „ ..... ich angefangen habe, für die Prüfung zu lernen, bleibe ich abends immer zu Hause.“

a) Bevor                      b) Seit                      c) Während                      d) Solange

87) Der ..... Punkt am Himmel ist der Polarstern.

a) leuchtende                      b) geleuchtete                      c) beleuchtende                      d) beleuchtete

88) Heinrich Böll ist ein viel ..... deutscher Autor.

a) lesender                      b) gelester                      c) lesen                      d) gelesener

89) Der Mann sagte, das Problem ..... ihn nicht.

a) interessiere                      b) interessiert                      c) interessierte                      d) interessieren

90) Nach seinem Sieg sagte Michael Schumacher, dass er jetzt erst einmal Urlaub ..... .

a) gemacht                      b) werde machen                      c) machen werde                      d) machen