center for
LANGUAGE & TECHNOLOGY

CLT 2018 User Survey Report

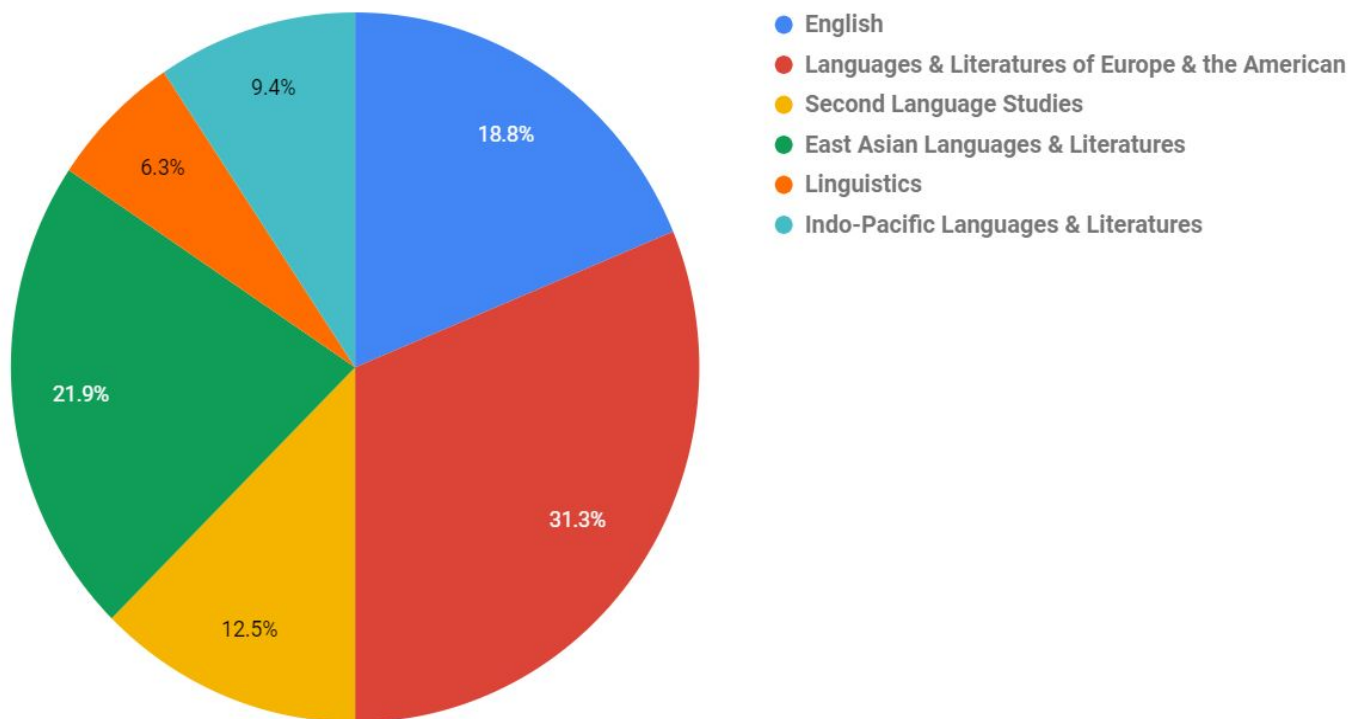**Designed by Tian Wang**

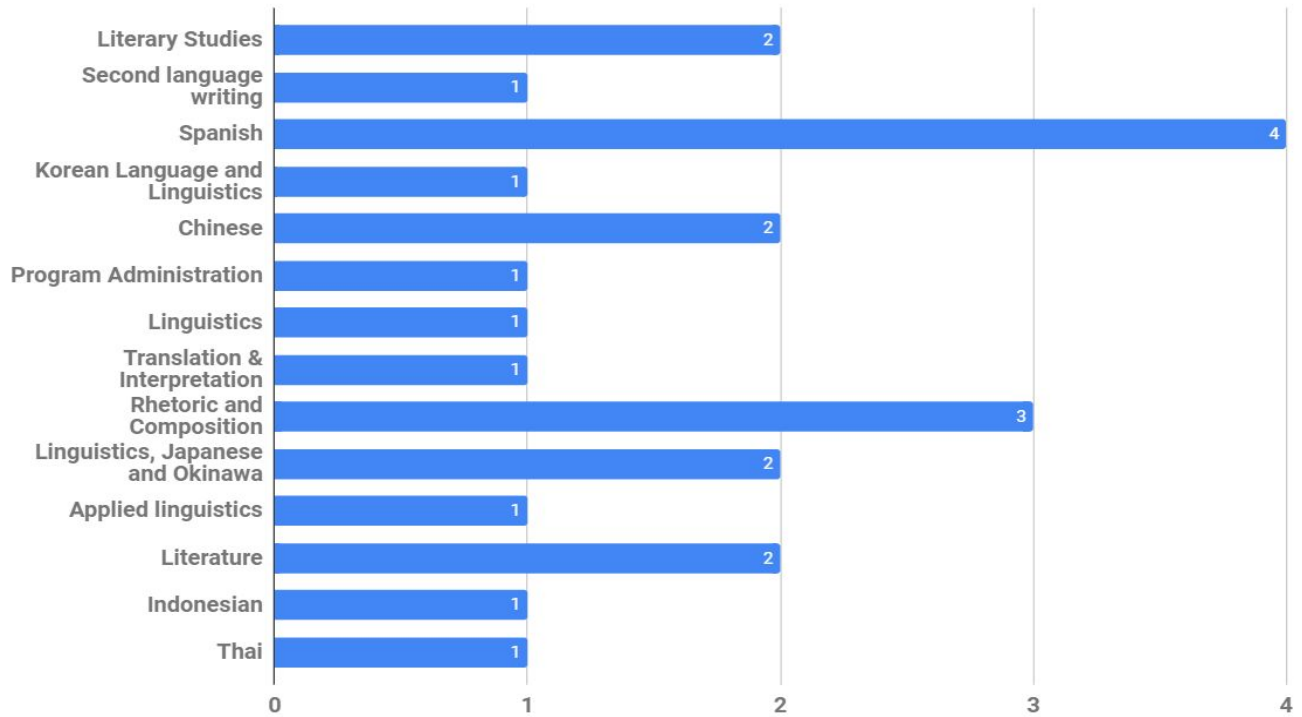## Participants

I am a graduate assistant (GA)	**3**
I am a lecturer	**6**
I am an instructor (I-1)	**4**
I am a professor (I-3 and above)	**16**
I am staff (APT) or S faculty (Specialist)	**3**
Total	**32**

Department

- English
- Languages & Literatures of Europe & the American
- Second Language Studies
- East Asian Languages & Literatures
- Linguistics
- Indo-Pacific Languages & Literatures

18.8%
9.4%
6.3%
21.9%
12.5%
31.3%

Disciplinary Area

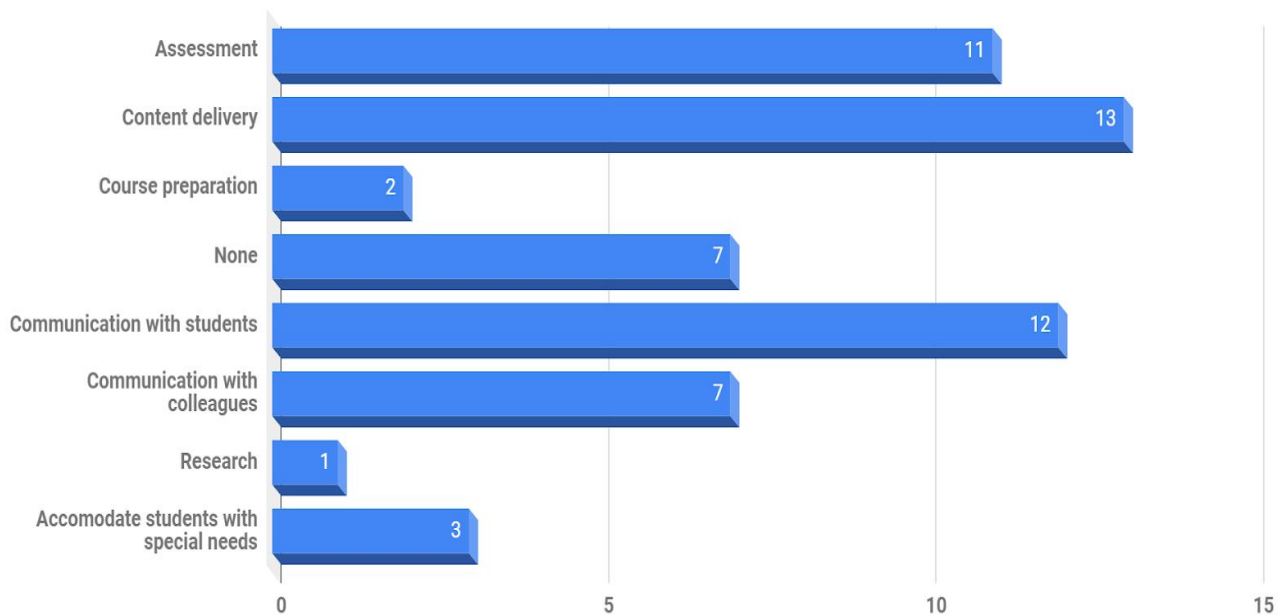| Disciplinary Area	Count
Literary Studies	2
Second language writing	1
Spanish	4
Korean Language and Linguistics	1
Chinese	2
Program Administration	1
Linguistics	1
Translation & Interpretation	1
Rhetoric and Composition	3
Linguistics, Japanese and Okinawa	2
Applied linguistics	1
Literature	2
Indonesian	1
Thai	1

1. In the past two years, have you adopted a new technology to carry out any of the following? Please check all that apply.

Category	Count
Assessment	11
Content delivery	13
Course preparation	2
None	7
Communication with students	12
Communication with colleagues	7
Research	1
Accomodate students with special needs	3

2. Please specify any new technologies you have recently adopted and what purpose they serve.

CLT users have adopted learning management systems including Google Classroom, Laulima, Moodle and Cengage. Many report using Google Suite applications for a variety of purposes in the classroom and online. WhatsApp, a free messenger app for Android smartphones, earns a few mentions for communication with distant students. For assessment, users have adopted Adobe Spark, a free online and mobile graphic design app; and Extempore, a free oral language assessment tool. EdPuzzle, an enhancement tool for videos, is mentioned as a tool for assessment and content delivery.

Responses:

Google products: forms and groups, especially. Also, embedding audio and video in PowerPoint presentations, WhatsApp for communication with colleagues in Latin America and students (just used it to connect to a dissertation defense). I'm incorporating more YouTube videos in my instruction and embedding them in Google Slides. Also have done a lot more development of my personal Google Sites website.

several apps for developing class materials

google docs to revising student's papers or collaborate with colleagues; Laulima for online course

microphones for recording oral exams, video editing software to create videos to show in class

Google Forms

Google classroom, google sites, docs etc. I can use these technologies in a number of ways, i.e. communicating, grading, lesson plans, scaffolding learner info and lessons, etc.

Google Drive for course content and student "drop box" functions. WhatsApp for communication with students during a study-abroad program that I led.

Moodle; for pre-class preparatory activities and practice

Incorporate project-based activities

A new LMS, created by Cengage.

I am using Google doc a lot more with students. No more turning papers. All feedback is given on the doc directly.

Adobe spark to assess oral communication in presentational mode.

I have created vocabulary tests for Spanish and Portuguese that need to be put online.

Google docs and slides for collaborative classroom work

Moodle for an online course
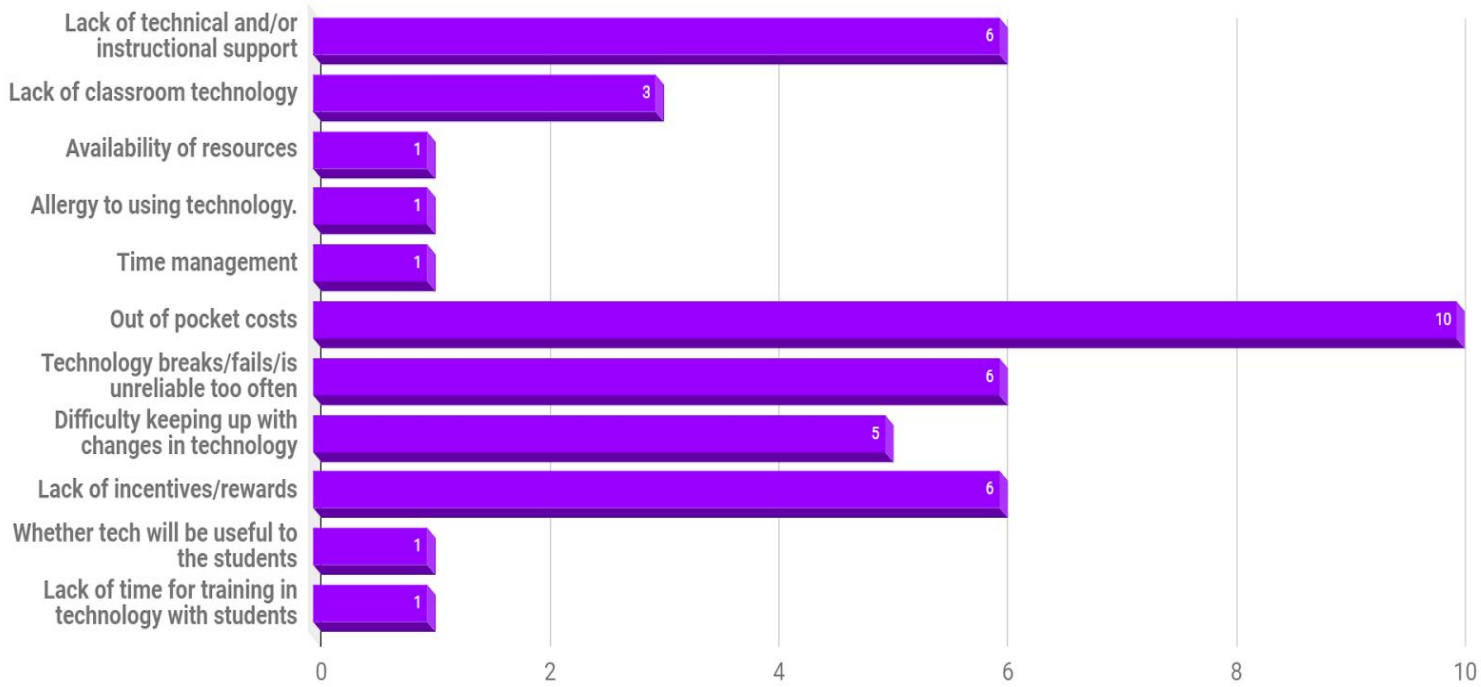
Google Docs, Sheets, Slides

Life always interferes with my ability to fully utilize CLT training in class, but I'm hoping to do better and may retake some of the basic training to build redundancy.
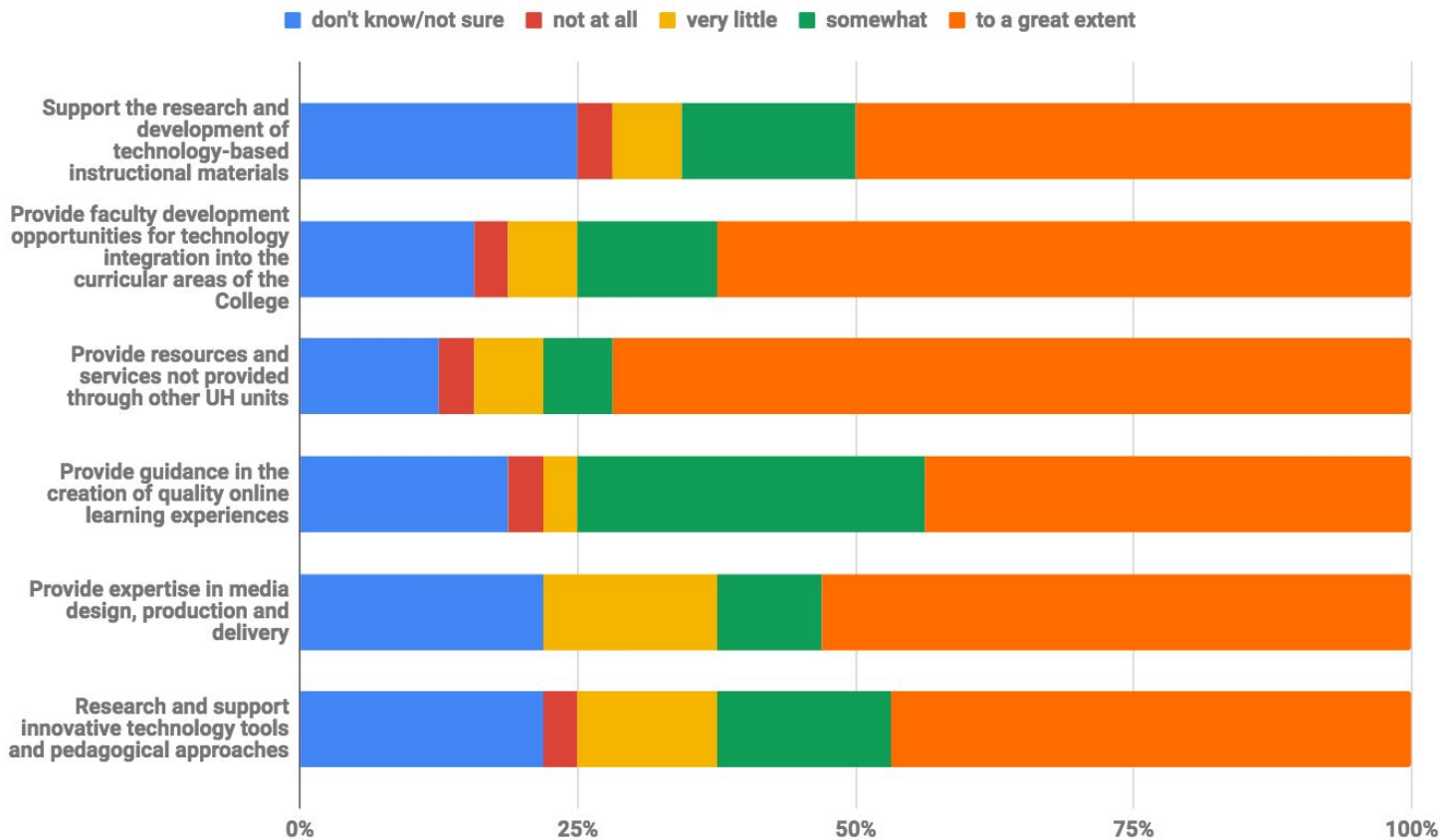
H5P

Extempore (Oral assessment); EdPuzzle (content delivery & assessment); Articulate Storyline (html based interactive multimedia content development)

Explain Everything--used for a project in CHN 461; Google classroom used with CHN 491; Edpuzzle with CHN 491-narrating function with films
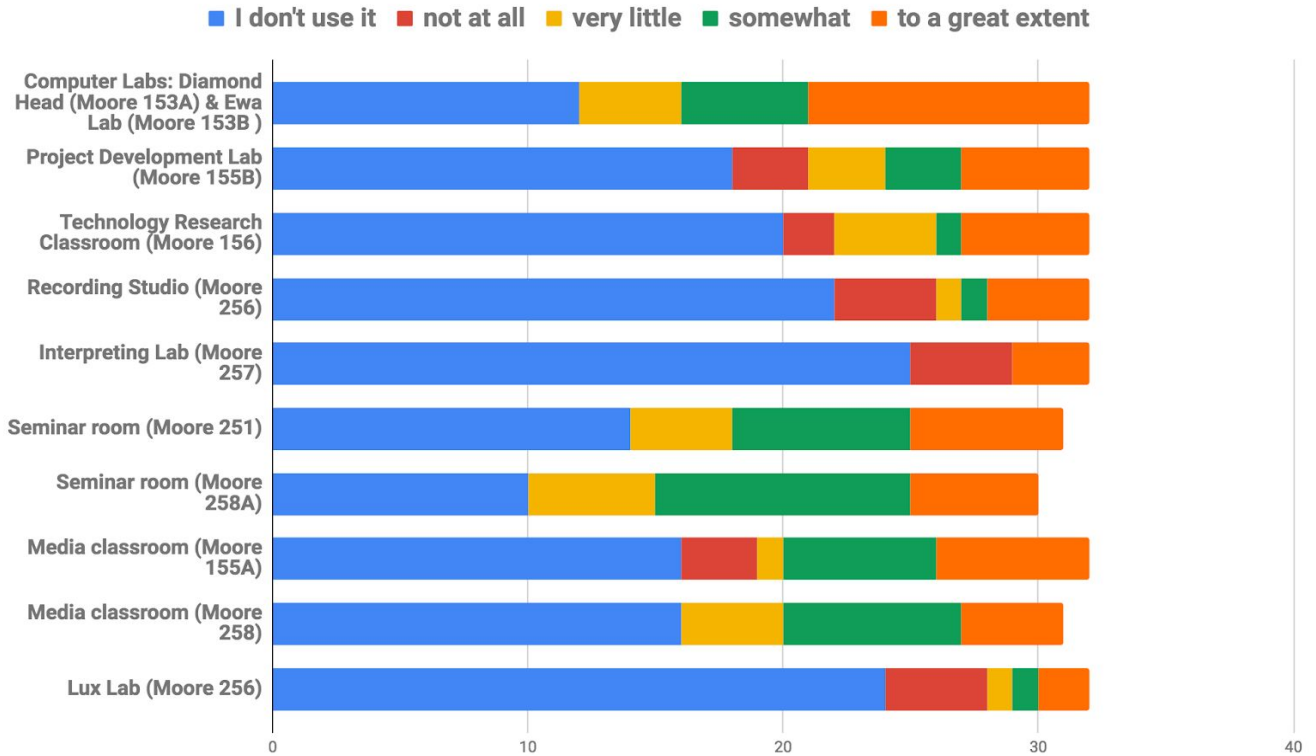
3. What are the most significant factors that affect your use of technology?
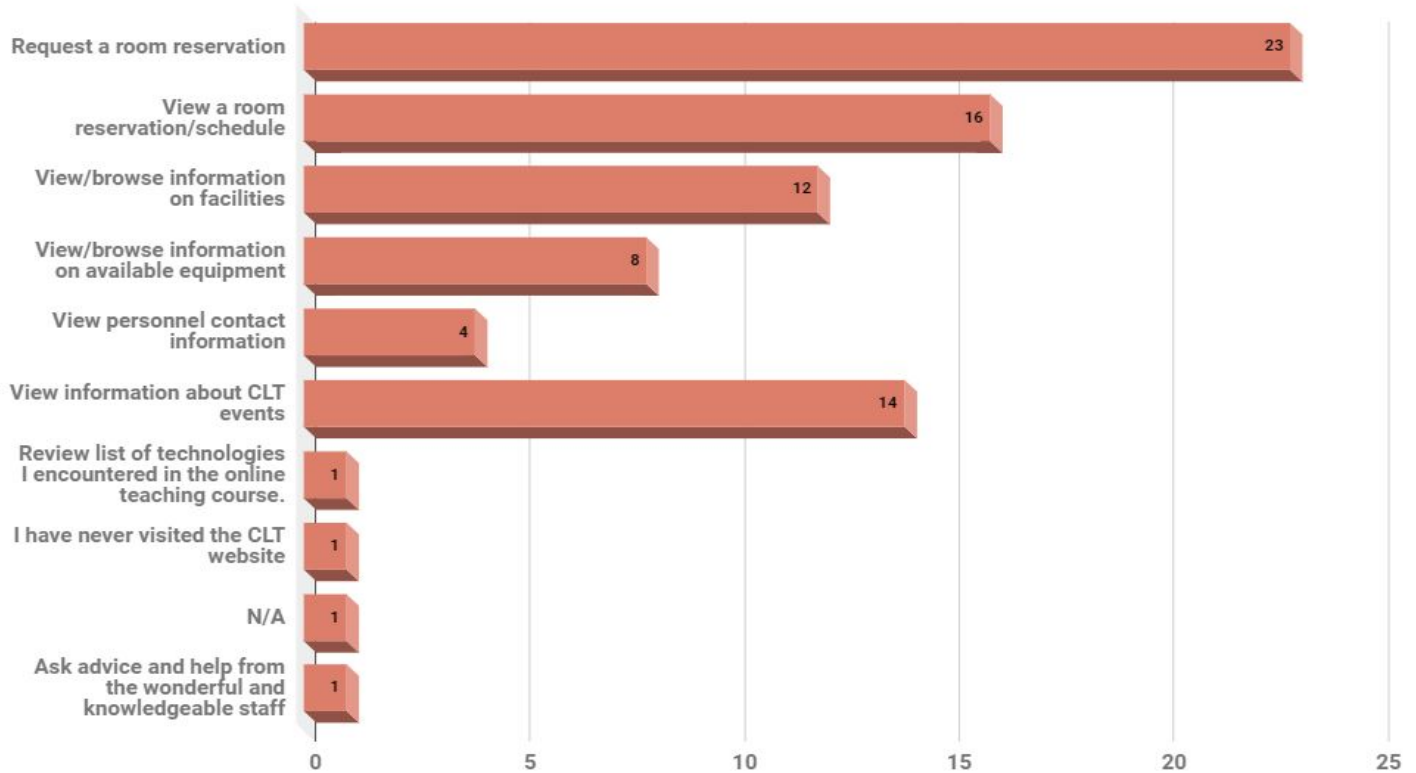
4. In your opinion, to what extent does the CLT fulfill the following aspects of its mission? (Use Likert scale: 1 - not at all, 2 - very little, 3 - somewhat, 4 - to a great extent, 0 - don't know/not sure)

6. Please indicate the extent to which each of the following CLT facilities meets your needs.

7. What is usually your purpose for visiting the CLT website? Please check all that apply.

Request a room reservation — 23
View a room reservation/schedule — 16
View/browse information on facilities — 12
View/browse information on available equipment — 8
View personnel contact information — 4
View information about CLT events — 14
Review list of technologies I encountered in the online teaching course. — 1
I have never visited the CLT website — 1
N/A — 1
Ask advice and help from the wonderful and knowledgeable staff — 1

8. Are there language learning resources that you wish the CLT would provide to instructors? Please provide a detailed response.

CLT users express interest in short training sessions, workshops and individualized tech support in new language learning technologies. Ideas include trainings to use audio/visual recording tools; H5P, a free, open-source content collaboration framework for sharing interactive HTML5 content; Pear Deck, a flashcard app; BookWidgets, an interactive lessons builder; HelloTalk, a language exchange community; Ligt, an app for listening and speaking assignments; and VoiceThread, an online presence app. Users also seek online resources and guidance in copyright matters and student communication on social media channels. Additionally, users are looking to the CLT for site licenses for promising new tools to reduce out-of-pocket expenses for faculty and students.

Responses:

I just learned about Pear Deck and BookWidgets, which both look like they have some useful tools but also have an annual subscription for regular users. Is there a chance of getting site licenses for these through CLT?

Lists of online resources for finding course material legally (videos, images, activities)

More workshop on using and sharing the use of new technologies for language learning in the afternoon or multiple times during the day.

Reviews of the value, uses, and warnings related to a variety of apps for language learning/teaching purposes (e.g., using HelloTalk could be a fantastic way for students to use an L2 with people in other countries, but it also has its dangers in terms of stalkers, etc.)

More availability for online resource training workshops

Not necessarily language learning resources as such, but resources focused on the direct application of language learning, e.g. audiovisual translation tools, softwares or applications, terminology management, intuitive and scalable translation memories, audio/video recording tools for simultaneous and consecutive interpreting...

More software to bolster teaching methods/materials (e.g., a program for powerpoint to swf conversion, or, more importantly, ways and worships to create online textbooks)

Yes. I've asked about a workshop on establishing parameters for student discussion (e.g., heading off aggressive/hostile discourse) in social media forums that are both private (only for the class) and public (e.g., when teachers use FB).

More "how to use X technology" short talks

tech support for individual faculty needs as well as seminars/workshops for introducing new tech useful for language teaching and research

None. I am satisfied with CLT services, especially those I have sought.

Use of H5P, Respondus Monitor,

Virtual Lab (like the old WAU - pre 2017 version) with audio/video response capability and audio feedback & with rich text editor that instructor can format non-Roman script text feedback (font size, color). Or, alternatively, institutional accounts for virtual lab/oral assessment/assignment services such as Extempore; voicethread, lingt so that teachers or students don't have to pay out of pocket.

more materials to use with films for teaching purposes

9. Are there language learning resources that you wish the CLT would provide to your students? Please provide a detailed response.

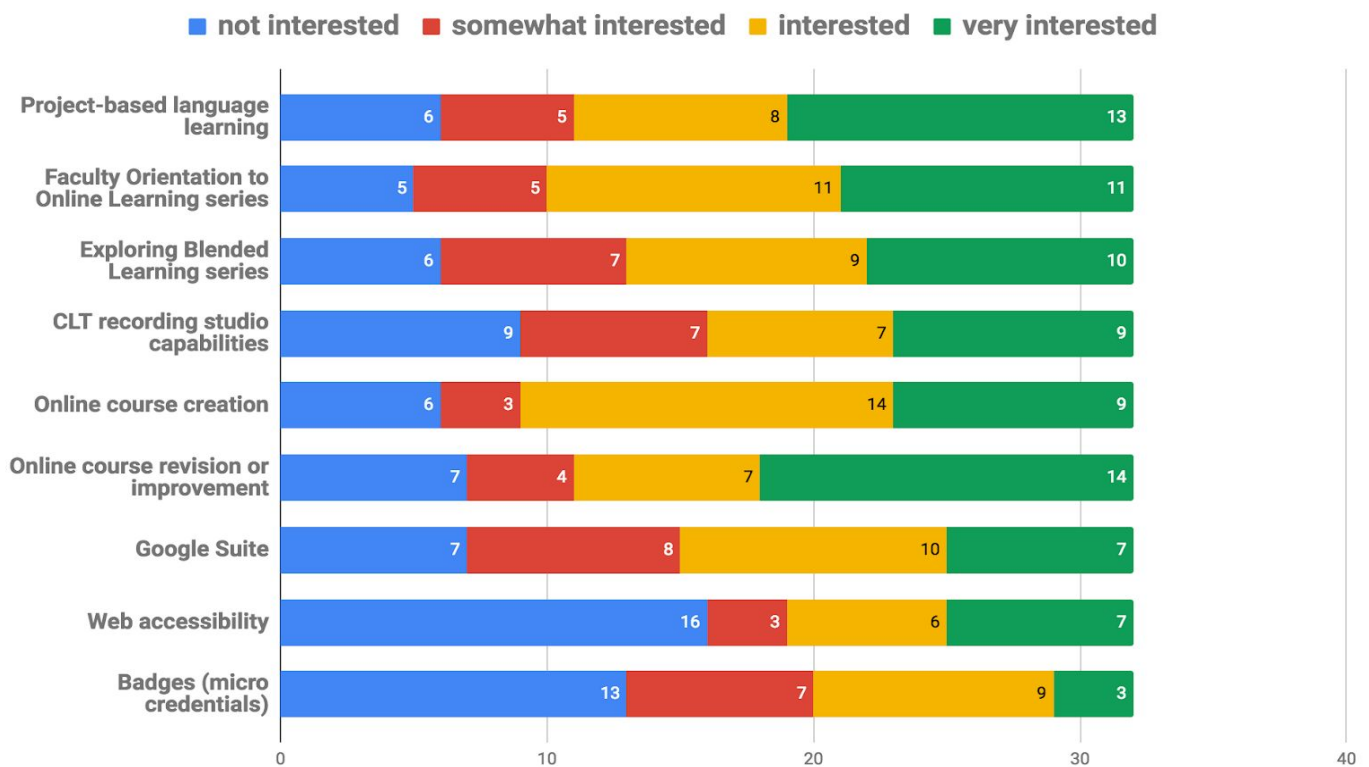Support on their book online platform maybe

Install Microsoft Word on all computers at HELP (lower campus). Put in a computer with a projector in the computer lab so students can see a model of what they should be doing on the board/projected screen. Install

projectors in all HELP classrooms instead of using a monitor connected to one's personal computer. Supply each classroom with an Elmo.

not specifically; maybe tech support while I/faculty are using the new technology

I do not utilize CLT for direct interaction with my students. I use it mainly for staff development in technology. I will change that soon.

10. Please indicate your level of interest in learning more about the following CLT projects, resources and topics.

Legend: ■ not interested ■ somewhat interested ■ interested ■ very interested

Topic	not interested	somewhat interested	interested	very interested
Project-based language learning	6	5	8	13
Faculty Orientation to Online Learning series	5	5	11	11
Exploring Blended Learning series	6	7	9	10
CLT recording studio capabilities	9	7	7	9
Online course creation	6	3	14	9
Online course revision or improvement	7	4	7	14
Google Suite	7	8	10	7
Web accessibility	16	3	6	7
Badges (micro credentials)	13	7	9	3

11. Please suggest any activities or topics you would like the CLT to consider implementing.

CLT users are motivated by badge credentials and are interested in updating course materials, trying different teaching methods, developing online textbooks, finding free tutorials on learning apps, designing websites, guiding student interactions within Laulima and other teaching topics.

Responses:
Opportunities to earn more micro credentials for advanced online course design - a series of workshops that would build on the skills gained in the basic training.
Website design for students and staff
workshops to help update course materials or try different teaching methods
It seems like tenure-track jobs involving language research increasingly require or prefer knowledge of Python, so an introduction to programming in Python series or badge (and maybe some kind of ongoing consultation/workshops for project development) would be really helpful.
Use of language learning Apps. It could be a three week course with a badge. Afternoon times better
Faculty orientation
Online textbooks
how to work with movie databases
Are there links to useful, free tutorials on your website (eg how to use Kahoot)?
Steering away from Google Suite and moving more towards using other platforms such as Canvas. Canvas is much more powerful and user friendly tool than Google Classroom.....students can see real-time grades, teachers can easily enter into student view, etc. etc.
More support for technologies for research
The ones in #10 seem comprehensive . . .
Ways to improve student discussion in Laulima
I don't have any additional areas of interest for CLT. I like all the training available.
I would like to meet, probably in a group, to see what resources you offer. Most teachers don't know what is available.

12. What do you like about the Center for Language & Technology (CLT)?

The support I received for online learning using things that are free.
Super friendly and accessible staff who seem always ready and enthusiastic about helping me with various tech questions and challenges
up-to-date and helpful when needed

The people there have a lot of expertise in developing and implementing projects, so the input they provide on new ideas is incredibly helpful. For the things I've done with CLT, the development and implementation has been much smoother because of the CLT's input on it. They are also really encouraging and pleasant to work with.

The faculty is amazing ! Really smart and effective teachers. Also, I really like knowing that we have these folks to help us learn new contemporary teaching approaches. CLT is an invaluable resource for our faculty and in turn for our students

The faculty and staff are amazing. They are always very willing to go way beyond the call of duty to help any faculty member or GA with technology-related language teaching or course development. I also appreciate how the CLT is fairly entrepreneurial about some possible grants, and including faculty and staff from various LLL departments that might be good to include in the grant team.

Staff are always friendly and supportive. Thank you.

CLT people are always eager to help, accommodate needs and are very professional.

I feel very grateful, and so do my students, to have access to one of the last interpreting training labs in the US. This is an invaluable experience for all of us.

The central location in Moore and the accessibility of staff

Variety of support activities, events, and spaces, clarity of website. and STAFF!!

I really appreciate the staff I've worked with. They are friendly and knowledgeable.

Excellent support staff

Friendly staff, the labs and equipment, the extra classrooms.

supportive and responsive staff members

Great, helpful staff

I like CLT a lot for its constant tech support

the people

Can't answer this--have never used CLT.

It's availability to LLL faculty

The facilitators' expertise, rapport with trainees and availability. I am also in awe of the current setup and its user friendly processes especially when reserving rooms. A very positive environment.

It's good that we have it, but I know it too little.

Provide language technology support for language teachers & learners.

helpful staff

13. What do you think the CLT should change/improve on?

CLT users are asking for more communication on the center's offerings, more scheduling options for popular learning series, more support of language research, development support for language e-learning materials, more follow-up with badge earners and more CLT suggestions for teaching with technology.

Survey responses:

It would seem that we don't know enough about all the services you offer.

more advanced level courses in blended learning, online learning, and digital humanities

I'm not sure what services there are specifically for students so getting information out about that

More specific workshops offered at different time so that instructors who teach multiple classes can have a better chance to attend. I.e. Fridays at 10 AM totally sucks for me but 3:30, 4:30, 5:30 all work.

The only thing I can think of is to further develop the online resources -- maybe kind of like an annotated bibliography of the good, bad and ugly about different apps and forms of technology.

I think outreach so faculty know what services are offered.

More diverse software

Offering the same workshops on different days/times. I often mess workshops I want to attend because they overlap with classes or meetings.

It would be good to receive more information re: what the center has to offer, more available times to learn about new technology, etc. and incentives to learn/earn badges. Rather than individual notices re: sessions offered, perhaps a quick and dirty overview of all the kinds of sessions that will be offered over the semester would be good, so those unfamiliar with the latest technology and terminology can identify what may be useful to them

More communication with faculty? Involve faculty in their projects.

Providing support/help with website development and management

Not sure. Already providing multiple, excellent services with a very small staff.

Providing more options (days + times) for instructors to participate in the online teaching course. I have been interested in taking the course in order to receive an online teaching certification/badge, however, due to teaching conflicts I have been unable to attend any of the face-to-face meeting times. Providing instructors with more face-to-face meeting times, even if it's adding just one more section, would be a great benefit.

More faculty support with professional development.

More reach out to instructional faculty and provide suggestions for their teaching with tech

CLT seems focused on language teaching rather than supporting language research. I would like to see it do both.

Can't answer this--have never used CLT.

Perhaps it's because I don't teach language courses, but I've found very little of interest to me in CLT's offerings

I think a follow up with the graduates on a monthly basis after the baseline training would build redundancy and expertise in using the technology. Quite often, the demands of the job as faculty can slow real application of training.

Better outreach to language teaching staff

Support for development & re-development of language learning materials for responsive e-learning language courses that are mobile device friendly and compatible with new platforms such as Chromebook.

Doing a great job!