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ABOUT THE CENTER

Mission

The Language Learning Center (LLC) serves the needs of faculty, students, and the Hampton Roads community in promoting the study of world languages through the use of technology enhanced methods and material. The LLC has been an integral part of the World Languages and Cultures Department in the College of Arts and Letters since its inception in 1992. Serving over 5,000 visitors annually, the LLC is committed to instructional technology for world language learning and quality instruction.

Location: The LLC is located in the College of Arts & Letters, BAL 3061. Both the physical and virtual spaces of the LLC offer many world language resources to students, faculty, campus, and community. https://www.odu.edu/languagelearningcenter

Goals

The LLC offers a variety of resources to enhance students’ language preparation and appreciation of cultures. Students actively participate in the language learning process and a shared Community of Learning. Our goal is to improve oral, listening, reading, and writing skills development supported by technologies; enrich traditional classroom and online learning environments; and actively contribute to students’ language experience to become global citizens.

Facility & Equipment

The LLC is open five days a week for a total of 42 hours during the fall and spring semesters and continues hours of operation throughout the summer sessions 1 and 2 for a total of 16 hours each week. The LLC supports classroom learning and instruction environment as well as a collaborative resource center. Our “IALLT Showcase Award Winning Video” (2011) is accessible at https://www.youtube.com/watch?v=PuFyByjxIcE

“The LLC is committed to instructional technology for world language learning”
## Hours of Operation

<table>
<thead>
<tr>
<th></th>
<th>Mondays &amp; Tuesdays</th>
<th>Wednesdays &amp; Thursdays</th>
<th>Fridays</th>
<th>Saturdays &amp; Sundays</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall &amp; Spring Semesters</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9:00 am - 7:00 pm</td>
<td>9:00 am - 5:00 pm</td>
<td>9:00 am - 3:00 pm</td>
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<tr>
<td><strong>Summer Sessions 1 &amp; 2</strong></td>
<td>10:00 am - 2:00 pm</td>
<td>10:00 am - 2:00 pm</td>
<td>Closed</td>
<td>Closed</td>
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</table>

## Equipment

### Resource Center

<table>
<thead>
<tr>
<th>Equipment Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - Dell Optiplex 390 Computers</td>
<td>with Sanako Tandberg Educational headsets and microphones, and Logitech webcams</td>
</tr>
<tr>
<td>1 - Student work station</td>
<td>with Dell Optiplex 390 Computer with Sanako Tandberg Educational headset and microphone, and Logitech webcam</td>
</tr>
</tbody>
</table>

### Classroom

<table>
<thead>
<tr>
<th>Equipment Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - Dell Optiplex 390 Computers</td>
<td>with Sanako Tandberg Educational headsets and microphones, and Logitech webcams</td>
</tr>
<tr>
<td>1 - Instructor work station</td>
<td>with Dell Optiplex 390 Computer with Sanako Tandberg Educational headset and microphone, and Logitech webcam</td>
</tr>
<tr>
<td>1 - Crestron touch panel user interface</td>
<td>with Professional Media System DMPS3-200-C</td>
</tr>
<tr>
<td>Apple TV</td>
<td>for streaming</td>
</tr>
<tr>
<td>KSI Ceiling</td>
<td>tile speakers</td>
</tr>
<tr>
<td>Power Center</td>
<td></td>
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# ABOUT THE CENTER

## LLC SERVICES

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>International Staff</td>
<td>French, Italian, German, Vietnamese, Spanish</td>
</tr>
<tr>
<td>Software Applications</td>
<td>Pronunciator, Tell Me More, Rosetta Stone, Bible</td>
</tr>
<tr>
<td></td>
<td>Flash Cards, Voice Recognition</td>
</tr>
<tr>
<td>Audio/Video</td>
<td>Audacity, GoPro cameras, Webcams</td>
</tr>
<tr>
<td>World Language Apps</td>
<td>Japanese French</td>
</tr>
<tr>
<td>Telecollaborative Conversations/Exchanges</td>
<td>TalkAbroad, WeSpeke, Mixxr, Hello-Hello</td>
</tr>
<tr>
<td>Podcasting/Recorded Course Content</td>
<td>SCOLA Affiliation</td>
</tr>
<tr>
<td>Satellite News</td>
<td>French, German, Italian, Spanish</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Proctored courses, ACTFL LTI, SACS Review,</td>
</tr>
<tr>
<td></td>
<td>WEAVE, SPA, Chinese (HSK, HSKK, YCT)</td>
</tr>
<tr>
<td>Assessment</td>
<td>French, German, Spanish, Japanese, English,</td>
</tr>
<tr>
<td></td>
<td>Russian</td>
</tr>
<tr>
<td>Film Collection &amp; Screening</td>
<td></td>
</tr>
<tr>
<td>World Language Club Meetings</td>
<td></td>
</tr>
<tr>
<td>Resource Materials (print &amp; online)</td>
<td></td>
</tr>
<tr>
<td>Workshops &amp; Professional Development</td>
<td>FLAVA, IALLT, TalkAbroad</td>
</tr>
<tr>
<td>Language Outreach/Service Learning</td>
<td>Language in Motion</td>
</tr>
</tbody>
</table>
## LLC Faculty & Staff

The Director and Student Assistants support the mission and goals of the Language Learning Center:

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Position</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betty Rose Facer</td>
<td>Master Lecturer &amp; Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aïcha Abdous</td>
<td>LLC Assistant</td>
<td>Arabic &amp; French</td>
</tr>
<tr>
<td>Kevin Martínez Rivera</td>
<td>LLC Assistant</td>
<td>French &amp; Spanish</td>
</tr>
<tr>
<td>Phuong Pham</td>
<td>LLC Assistant</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Tom Tran</td>
<td>LLC Assistant</td>
<td>Vietnamese</td>
</tr>
</tbody>
</table>

**Contact Information:**

- **Betty Rose Facer**
  - Tel. 757-683-4455
  - Fax 757-683-5659
  - bfacer@odu.edu

- **Kevin Martínez Rivera**
  - Tel. 757-683-3364

- **Aïcha Abdous**
  - Tel. 757-683-3364

- **Phuong Pham**
  - Tel. 757-683-3364

- **Tom Tran**
  - Tel. 757-683-3364
Betty Rose Facer has over twenty-two years of experience in managing language resource centers to incorporate technology into the world language classroom, as well as teaching. She is the past President of the Mid-Atlantic Association for Language Learning Technology and was elected to serve as IALLT’s (International Association for Language Learning Technology) and CALICO’s (Computer Assisted Language Instruction Consortium) Official Delegate to the Joint National Committee for Languages (JNCL) in Washington, D.C. to identify national needs and to plan national language policies.

Ms. Facer has collaborated with ODU faculty and students to develop a variety of pedagogical innovations for language teaching and learning. Her research interests focus on technology in second language acquisition, computer-mediated communication, online learning, and mobile-assisted language learning. She has presented papers at IALLT, ACTFL, CALICO, and MFLA and her publications appear in ReCALL, IALLT, Computers & Education, and the International Journal of Distance Education Technologies.

She is the recipient of the 2016 ACTFL/Cengage Learning Faculty Programs Award for Excellence in Foreign Language Instruction Using Technology with IALLT and the recipient of the 2017 ACTFL Distance Learning SIG/CALICO Online Teaching Award for Higher Education.
OUTSTANDING ACHIEVEMENTS

Road to Success: Albanian Sisters Talk American Life and Graduation

By Noell Saunders

Klementina and Ana Marku have celebrated many occasions but nothing compares to their graduation this weekend, far from their native Albania.

The Marku sisters will walk in two ceremonies during Old Dominion University’s 127th commencement exercises on Dec. 16. Klementina, the older of the two, will receive a bachelor’s degree in biology, and Ana will receive a bachelor’s in international studies with a minor in women studies.

“How would you like to go to America?” That was the question that changed the Marku sisters’ lives seven years ago.

Their initial responses were different.

“I was excited,” said Ana. But Klementina said, “I was used to knowing everyone back home and then we came here, and it was like starting over.”

Their father, an Army colonel at the time, was offered a job through NATO that required moving the family to the United States. The sisters live in Norfolk with their mother and brother, who’s also an ODU student.

Separation periods are tough on the Marku family; they get to see their father only once every six months. But they are grateful to have an opportunity to achieve their dream with help from ODU’s NATO agreement.

“ODU was the only option for us,” Klementina said. “If it wasn’t for the agreement, I don’t think we would be able to go to college because it’s very expensive. NATO gives us an opportunity to pay in-state tuition.”

Old Dominion’s NATO agreement offers scholarships and resources to qualifying students and dependents who are members of Allied Forces.

“This experience showed us what sacrifice is,” Ana said. “We are proud of our dad and everything he’s accomplished. That’s where we get our drive from. We are thrilled that he will be here to see us graduate.”

Klementina’s and Ana’s professors praised their dedication and desire to learn.

“Ana and I have worked together at our local Hampton Roads Refugee Center, where she devoted much of her efforts in her senior year,” said Jennifer Fish, professor and chair of Old Dominion’s Department of Women Studies. “Her commitments to global consciousness, intellectual integrity and cross-cultural friendship are exemplars of our larger hopes for education as a pathway to peace.”

Betty Rose Facer, Klementina’s adviser and director of ODU’s Language Learning Center, echoed Fish’s sentiment.

“Klementina Marku’s employment as an assistant for the Language Learning Center is nothing short of extraordinary,” Facer said. “She has a unique commitment to world languages and cultures, and her enthusiasm to share that knowledge with others makes her the ideal employee for our community of learning.”

During their time at ODU, the Marku sisters joined organizations such as Model UN and the Global Monarch Club, opening new doors in their academic careers and creating more friendships. They said their options would have been far more limited in their native country.

“University classrooms in Albania have 50 to 100 students in them. You don’t get one-on-one attention with professors,” said Ana. “Back home, you just don’t have all of these opportunities like you do in the U.S. I would do it all over again if I could.”

Both are planning to attend graduate school. Klementina is applying to be a certified anesthesiologist assistant, and Ana is seeking an internship with the General Assembly in Richmond.
OUTSTANDING ACHIEVEMENTS

Online Teaching Awards

The ACTFL DL SIG in collaboration with CALICO offers two annual awards for excellence in online language teaching (K-12 or Higher Education). Winners receive a plaque, free one-year memberships in both ACTFL and CALICO, free registration for the CALICO conference, and a spot in CALICO’s technology showcase. The award winners will also host a webinar for DL SIG.

This year, Yan Gao, Instructor of Chinese at Henrico County Public Schools and Virginia Commonwealth University, was awarded the K-12 online teaching award.

Betty Rose Facer, Master Lecturer of French and Director of the Language Learning Center at Old Dominion University, was awarded the Higher Education online teaching award.

Congratulations Yan and Betty Rose! Please see the “Member Spotlight” section of this newsletter to learn more about Yan and Betty Rose’s many accomplishments in online language education.

I also want to thank everyone who submitted an application for an online teaching award. All of the applicants were extremely well qualified and it was truly humbling to read about all of the amazing things that our colleagues are doing in online language education. It was a tough decision by the committee and the scores were very close. I encourage everyone to reapply next year!
# OUTSTANDING ACHIEVEMENTS

## FACULTY INNOVATOR GRANT 2017

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Integrative Learning Practices: Telecollaborative Conversations &amp; e-Portfolio-Based Pedagogy for Meaningful Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>This proposal seeks to build on the success of a pilot study to determine if the use of telecollaborative conversations and Integrated Learning Practices (ILP) in language courses results in increased pedagogical effectiveness and greater student learning outcomes. The study will evaluate the pedagogical benefits of incorporating meaningful telecollaborative conversations using the TalkAbroad platform combined with ILP and e-Portfolio-Based Pedagogy (ePBP) into the world languages curriculum for French, Italian, and Spanish. Five faculty members and 115 students will participate. The evaluation will provide a model for incorporating integrated learning practices that help students collect, select and reflect on their language learning processes.</td>
</tr>
</tbody>
</table>
| **Collaborating Faculty** | Dr. Lee Slater, World Languages and Cultures  
Dr. Ouafaa Zouali, World Languages and Cultures  
Antonella O’Neal, World Languages and Cultures  
Andrew Sewick, World Languages and Cultures |
Research Initiatives

TELECOLLABORATIVE CONVERSATIONS WITH TALKABROAD (Fall 2017 Study)

Telecollaborative Conversations provide students with the unique opportunity to converse with native speakers from around the world. Each conversation practice takes place directly on the TalkAbroad where students’ realtime conversations are recorded, reviewed, and assessed based on task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. End of semester surveys of students’ perceptions of language learning using TalkAbroad indicate a positive impact on students' learning outcomes that include: communicative competence, intercultural competence, social courtesies, and motivation to continue language learning, consideration for study abroad opportunities, digital literacies, autonomy and students centered learning.

INTEGRATIVE LEARNING PRACTICES & E-PORTFOLIO-BASED PEDAGOGY

Integrative Learning Practices and e-Portfolio Based Pedagogy implementing e-Portfolio Based Pedagogy into the World Languages and Cultures curricula that engages students to become self-directed learners from the very process of collecting, selecting, and reflecting upon their chosen “artifacts” (course notes, assignments, recordings, photos, telecollaborative exchanges and impressions, discussion forum posts, questions, cultural understandings, journaling, etc.) as they synthesize and demonstrate their knowledge of French language and cultures. Such an integrative learning approach helps students showcase their semester-long efforts from multiple contexts, connect disparate experiences, and create meaning from their learning in- and outside of the class. Consequently, students become better prepared as global citizens - able to connect their interests and abilities to their personal goals.
RECORDED COURSE CONTENT

Participating faculty members in French, German, Hebrew, Japanese, and Spanish record entire course content (audio, video, textbook, whiteboard, internet sites, etc.) with the help of ODU’s Office of Distance Learning (Satellite Network & Technical Support Services) in Gornto Center. The recorded course content (RCC) is made available to students on the ODUOnline Web Conference Class Launch Page (archive) at https://online.odu.edu/video/online-class. Surveys are administered to students at the end of each semester.

This current project is an extension of the National Endowment for the Humanities (NEH) grant-funded research on Academic Podcasting by Betty Rose Facer, Dr. M’hammed Abdous, and Dr. Cherng-Jyh at Old Dominion University that provides students with the opportunity to (re)listen to course content as a review tool in order to hone their language skills development. The academic use of RCC permits restructuring valuable classroom time. It serves as a model replicated by faculty members in the Department of World Languages and Cultures that is contributing to a rich repository of resource materials for our current and future students.
# Research Initiatives

## GRANTS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRANT</th>
<th>TITLE/Description</th>
</tr>
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<tbody>
<tr>
<td>2017</td>
<td>ODU Faculty Development Funds Award</td>
<td>E-Portfolio Pedagogy: Implementing Integrative Learning Practices for Teaching and Learning World Languages. B. Facer, Investigator</td>
</tr>
<tr>
<td>2017</td>
<td>TalkAbroad Short Term Research Grant</td>
<td>Integrative Learning Practices: Telecollaborative Conversations &amp; e-Portfolio-Based Pedagogy for Meaningful Language Learning. B. Facer, Investigator</td>
</tr>
<tr>
<td>2017</td>
<td>ODU Faculty Innovator Grant</td>
<td>Interactive Learning Practices: Telecollaborative Conversations &amp; e-Portfolio-Based Pedagogy for Meaningful Language Learning. B. Facer, Investigator</td>
</tr>
</tbody>
</table>

## PUBLICATIONS


## PRESENTATIONS

“Speaking up for World Languages: Advocacy, JNCL, and Your Voice,” CALICO Conference at the University of Illinois, Urbana-Champaign, May 31, 2018.


Language Advocacy

LANGUAGE ADVOCACY DAY AND DELEGATE ASSEMBLY 2017, WASHINGTON, D.C.

The official delegates for the Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) met in Washington, DC February 14-16, 2018 to advocate for languages, cultures, and diversity. The legislative policies being discussed with Congressional leaders on Capitol Hill include, the World Language Advancement and Readiness Act (H.R. 1239), Advancing International and Foreign Language Education Act (S. 2255), and to Restrict Use of LPTA (House and Senate). In addition, official delegates from JNCL-NCLIS met with Program Officers from the National Endowment for the Humanities to discuss grant-funded program that support world languages, including: Division of research Programs, Division of Education Programs, Office of Digital Humanities, and the Division of Preservation and Access. Advocates are promoting world languages, including business and economic benefits, national security and diplomatic benefits, and cognitive and educational benefits.
SOUTHAMPTON ACADEMY STUDENTS FUNDRAISED THEIR WAY INTO THE CITY OF LIGHTS

Sherry Ferguson, ODU French

SA French students to visit guests from ’17

BY STEPHEN H. COWLES
STAFF WRITER
stephen.cowles@odwaternews.com

COURTLAND
What American student of French culture and language doesn’t dream of one day visiting the City of Lights or exploring Provence and other regions in France? For eight Southampton Academy students, another now at the high school and their chaperones, this goal is little more than a month away.

Sherry Ferguson, who teaches her students all things French, recently announced that fundraising has been met to secure the passage, lodging and related expenses for the two-week trip. The cost was calculated at $2,250 per person. The fundraisers include selling Krispy Kreme doughnuts, snacks and Chick-fil-A at volleyball games.

Leaving on March 23 from Norfolk, the Francophiles will land the next day at Charles-de-Gaulle Airport, drop off their bags and hit the town. Over the course of their four days in Paris, they’ll visit the Arc de Triomphe, the Caube-
SOUTHAMPTON ACADEMY STUDENTS FUNDRAISED THEIR WAY INTO THE CITY OF LIGHTS

Sherry Ferguson, ODU French Continuation

In 2017, students and chaperones from Lycee Jean Talon joined with Southampton Academy students who hosted their visit that spring.

FRANCE: Students, chaperones will stay with host families

What makes that extra special for all involved is the Raiders will get to reunite with many of the students from Lycee Jean Talon they hosted last year.

Among the students traveling will be Austin Fay, who said this trip outside the United States will be a first for him. Kristen Whitehead said she’ll get to stay with Mathilde, who was her guest last year.

Kendal Ferguson said she already talks “all the time” with her French guests, and they’ve been worked together on math homework. Ethan Ferguson said he’s looking forward to enjoying French food and the “experience of being outside my comfort zone.”

Richard Byrd will be glad to see his friends there. Jenna Branch said she looks forward to “just getting to see another culture and how it’s different from here.”

The Tidewater News will follow up with the students on their return.
# PROFESSIONAL DEVELOPMENT & WORKSHOPS

<table>
<thead>
<tr>
<th>WORKSHOP</th>
<th>DATE</th>
<th>TITLE/DESCRIPTION</th>
</tr>
</thead>
</table>
| #1       | October 26, 2017 | ¿Hablas Minecraft? Gamification in the world Language Classroom:  
**Description:** "Have you thought about using Minecraft in your world language classroom but are struggling to figure out what you would do? This session will give you practical, based standards- lessons you can implement immediately. Students will be inspired to create not only in the Minecraft worlds, but also with their second language. Minecraft is available in many languages, not just Spanish." |
| #2       | December 7, 2017 | Can-Do Statements for Intercultural Communicative Competence: Investigate, Interact, Reflect  
**Description:** "How can educators help learners develop their intercultural competence and communication skills while maintaining use of the target language? Explore the new Can-Do Statements for Intercultural Competence and the updated Can-Do Statements for Language and learn how they provide a framework for goal setting, lesson building and student reflection. Self-assess your own intercultural competence in a target language and reflect on how you integrate cultural opportunities for your learners. Collaborate by using the new Can-Do Statements to create sample cultural lessons and reflections in the target language, aligned to your learners’ proficiency level.” |
| #3       | February 15, 2018 | Integrating STEM Topics in the World Language Classroom:  
**Description:** "This session will show how science, technology, engineering and math topics can serve as the content and discussion framework for world language classes. Research shows that students learn language best when engaged in hands-on activity. Content-based language teaching simultaneously promotes language acquisition and advances content knowledge. By selecting STEM topics, world language teachers can foster language learning by engaging students in import, real-world projects, while having students utilize their second language knowledge, skills, and abilities to complete the work. Project-based learning integrates all four language skills (listening, reading, speaking, and writing), incorporates collaborative teamwork, and challenges learners to use the target language in different capacities inside and outside the classroom.” |
| #4       | March 22, 2018  | Arts in the World Language Classroom:  
**Description:** "Learn how to incorporate the arts in your language teaching. Be it painting, music, or poetry, art can be a fun and memorable tool when learning languages. From quick tips to full activities, you will discover how easy it can be to add the arts, even if you are not an artist yourself.” |
#4 March 22, 2018  Using Technology to Enhance Your Comprehensible Input Classroom:

**Description:** “In this session, you will learn some useful technology programs that you can implement to help deliver more comprehensible input to your students and to help students demonstrate what they have learned in class. We will look at programs such as ActivelyLearn, EdPuzzle, PearDeck, Seesaw and Flipgrid and learn how to incorporate these into your classes. Each program is extremely engaging for students, and they frequently comment how much they enjoy using these platforms. In addition, these programs are all free to use for educators, so you can start using them the next day!”
SURVEY & SUMMARY

The Language Learning Center continues to be a vital community of learning dedicated to the innovative approaches to language learning and teaching with technology. Our mission aligns to the University, the College of Arts and Letters, and to the Department of World Languages and Cultures – commitment to serving and enriching students, faculty, community partners, and beyond. The Center combines the traditional learning space with that of the cutting-edge, virtual space to play an integral role in language learning and culture to better prepare students to become global citizens. The Center remains committed to developing new initiatives and to providing technology-enhanced instructional support.

This year, the Language Learning Center has had a particular focus on telecollaborative conversations for real-world applications and the continued expansion of integrative learning practices with grant-funded research projects. The combination of the TalkAbroad platform and WordPress e-Portfolios is providing promising evidence of improved student learning outcomes. The process of collecting, selecting, reflecting, and presenting is a motivating factor for our world language students to process their own accomplishments. In addition, faculty have been active in using Recorded Course Content and the Distance Learning Web Launch Pages to provide their students with course content. Japanese faculty members are extending the Academic Podcasting Technology research to successfully include student-centered projects. Data from the past two years will be analyzed to determine its pedagogical value as a teaching and learning tool.

The LLC hosted five FLAVA (Foreign Language Association of Virginia) Teacher Workshop Series in the Language Learning Center to Hampton Roads teaching professionals and ODU community. Topics covered world language gamification, ACTFL’s new Can-Do Statements for intercultural communication, STEM, project-based learning, and the latest technologies for world languages. FLAVA Certificates were awarded to all participants.

The LLC continues to promote Open Educational Resources (OER) for world language study with direct links to the National Language Resource Centers across the nation. These materials are easily available in a particular language.

During the past year, more than 5,690 students, faculty, and community members visited the LLC. This is a 49.75% increase in attendance from last fiscal year. This can be attributed to more classroom use for effective telecollaborative conversations and integrative learning practices. According to our annual survey, we are pleased to report that 89.36% of our visitors (survey respondents) were “Satisfied” to “Very Satisfied” with the LLC, 72.34% of our visitors used the LLC 1-4 days each week, and most of the visitors use the LLC for online materials (73.68%), resource materials (23.68%), and language exchange (36.84%). What is more, our LLC staff ratings of “Very Good” to “Excellent” for being helpful (85.11%), knowledgeable (85.11%), courteous (85.1%), and professional (80.43%) are a testament to the dedication of each LLC student assistant to accomplish the important goals of the LLC. An impressive 86.96% of the students surveyed rated the LLC “Very Good” to “Excellent” for its Learning Community.

The LLC website ratings of “Very Good” to “Excellent” for content/information (73.91%), ease of use (71.12%), and helpfulness (71.74%) all point to a need for serious change. To address these concerns, the LLC Director has been collaborating with ODU’s Academic Web Content and Media Specialists since January 2018 to redesign and develop a more efficient and visually appealing LLC website to include easy access to programs, resources, services, research, professional development opportunities, tutoring, assessment, advocacy, and service learning/outreach. We are pleased to unveil the new website prior to the start of fall 2018 semester.

Our commitment to Old Dominion University and the Hampton Roads community is to provide leadership in the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture based in pedagogically sounds research, best practices, and World-Readiness Standards.
**SURVEY & SUMMARY**

Q1

How often do you use the Language Learning Center (LLC)

Answered: 47   Skipped: 0

![Bar chart showing frequency of use](chart.png)

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>12.77%</td>
</tr>
<tr>
<td>3-4 days each week</td>
<td>51.06%</td>
</tr>
<tr>
<td>1-2 days each week</td>
<td>21.28%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>6.38%</td>
</tr>
<tr>
<td>Never</td>
<td>8.51%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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</table>
Q2

What do you use in the LLC? Check all that apply.

Answered: 33  Skipped: 9

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software (Tell Me More, Rosetta Stone, etc.)</td>
<td>26.32%</td>
</tr>
<tr>
<td>Online Materials</td>
<td>73.63%</td>
</tr>
<tr>
<td>Resource Materials (print)</td>
<td>23.68%</td>
</tr>
<tr>
<td>Films</td>
<td>2.63%</td>
</tr>
<tr>
<td>Audacity/Recording</td>
<td>10.53%</td>
</tr>
<tr>
<td>SCOLA</td>
<td>0.00%</td>
</tr>
<tr>
<td>Language Exchange</td>
<td>36.84%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>10.53%</td>
</tr>
</tbody>
</table>

Total Respondents: 38
Q3

Please rate the STAFF on the following:

Answered: 47  Skipped: 0

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>SATISFACTORY</th>
<th>VERY GOOD</th>
<th>EXCELLENT</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td>0.00%</td>
<td>14.89%</td>
<td>44.88%</td>
<td>40.43%</td>
<td>47</td>
<td>3.26</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>0.00%</td>
<td>14.89%</td>
<td>40.43%</td>
<td>44.88%</td>
<td>47</td>
<td>3.30</td>
</tr>
<tr>
<td>Courteous</td>
<td>0.00%</td>
<td>14.89%</td>
<td>31.91%</td>
<td>53.19%</td>
<td>47</td>
<td>3.38</td>
</tr>
<tr>
<td>Professional</td>
<td>0.00%</td>
<td>19.57%</td>
<td>28.26%</td>
<td>52.17%</td>
<td>48</td>
<td>3.33</td>
</tr>
</tbody>
</table>
Q4

Please rate the LLC ENVIRONMENT on the following:

- Study space (quiet, loud...)
- Learning Community
- Equipment
- Cleanliness

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study space (quiet, loud, etc)</td>
<td>0.00%</td>
<td>15.22%</td>
<td>23.26%</td>
<td>56.52%</td>
<td>46</td>
<td>3.41</td>
</tr>
<tr>
<td>Learning Community</td>
<td>0.00%</td>
<td>13.04%</td>
<td>32.61%</td>
<td>54.35%</td>
<td>46</td>
<td>3.41</td>
</tr>
<tr>
<td>Equipment</td>
<td>2.17%</td>
<td>13.04%</td>
<td>30.43%</td>
<td>54.35%</td>
<td>46</td>
<td>3.37</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>0.00%</td>
<td>13.04%</td>
<td>23.91%</td>
<td>63.04%</td>
<td>46</td>
<td>3.50</td>
</tr>
</tbody>
</table>
Q5

Please check all "VIRTUAL" LLC ONLINE MATERIALS used:

Answered: 38  Skipped: 0

- Audio/Video Materials: 81.88% (31 responses)
- Resource Links: 47.37% (10 responses)
- SCOLA: 0.00% (0 responses)
- Blog: 5.26% (2 responses)
- Language Exchange: 34.21% (13 responses)
- Contact Information: 13.16% (6 responses)

Total Respondents: 38
Please rate the LLC WEBSITE on the following:

Answered: 46  Skipped: 1

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>SATISFACTORY</th>
<th>VERY GOOD</th>
<th>EXCELLENT</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of use</td>
<td>0.00%</td>
<td>28.39%</td>
<td>35.56%</td>
<td>35.56%</td>
<td>45</td>
<td>3.07</td>
</tr>
<tr>
<td>Content/information</td>
<td>0.00%</td>
<td>26.09%</td>
<td>39.13%</td>
<td>34.78%</td>
<td>46</td>
<td>3.09</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>0.00%</td>
<td>28.26%</td>
<td>36.96%</td>
<td>34.78%</td>
<td>46</td>
<td>3.07</td>
</tr>
<tr>
<td>Links</td>
<td>0.00%</td>
<td>24.44%</td>
<td>42.22%</td>
<td>35.33%</td>
<td>45</td>
<td>3.09</td>
</tr>
</tbody>
</table>
### Overall Satisfaction with:

- **Language Learning Center (LLC)**
  - Dissatisfied: 0 (0.00%)
  - Somewhat Satisfied: 10 (10.64%)
  - Satisfied: 17 (36.17%)
  - Very Satisfied: 25 (53.19%)
  - Total: 47
  - Weighted Average: 3.43

- **Hours of Operation**
  - Dissatisfied: 1 (2.13%)
  - Somewhat Satisfied: 8 (12.77%)
  - Satisfied: 23 (45.94%)
  - Very Satisfied: 17 (36.17%)
  - Total: 47
  - Weighted Average: 3.19

- **Virtual LLC Online**
  - Dissatisfied: 0 (0.00%)
  - Somewhat Satisfied: 8 (13.33%)
  - Satisfied: 23 (51.11%)
  - Very Satisfied: 16 (35.56%)
  - Total: 45
  - Weighted Average: 3.22
Q8
What would you like to have available in the LLC for your language learning needs?

Answered: 26  Skipped: 21

“It seems that the LLC has everything that I might need for learning a language. I can’t think of anything else.”

“To have Chasy Draw IES on all the machines.”

“More computers that have the Chasy Draw IES.”

“As I only use the LLC for classes, I don’t find myself lacking any resources at the LLC. I think that having an abundance of Foreign Language reading material would be useful, although I know we already have some at our disposal.”

“Ways to practice and practice partner information, if it’s now already available.”

“Everything already offers. I find it very helpful.”

“Easier to use video recording website besides webex.”

Q9
What suggestions would you make to improve the LLC?

Answered: 25  Skipped: 22

“Update the movie selection a bit to a more contemporary year and add more aps for language learning.”

“Advertise themselves more.”

“Exposure. I didn’t even know about it.”
SURVEY & SUMMARY

Language Learning Center Usage Summary in 2017-2018

![Pie chart showing the studied languages with Japanese at 60.8%, French at 21.3%, and German at 15.5%]
Language Learning Center Decade Usage Summary (FALL 2008 – FALL 2018)
LLC Contact

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