# Usability Test Report for the National Foreign Language Resource Center Website

**December 2005**

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*University of Hawai‘i at Mānoa*

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The contents of this NetWork were developed under a grant from the Department of Education (CFDA 84.229, P229A0900002). However, the contents do not necessarily represent the policy of the Department of Education, and one should not assume endorsement by the Federal Government.
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EXECUTIVE SUMMARY

Overall, The National Foreign Language Resource Center 2005 Website upgrade performed reasonably well. All users had praise for attractive design. For the most part, the recommendations in this report fall into two categories. These are (1) fairly quick fixes and (2) optional upgrades, specifically of the site-internal search engine and of the ordering interface.

METHODOLOGY

Overview

The usability evaluation of the National Foreign Language Resource Center (NFLRC) Website was conducted by Deborah Masterson, NFLRC publications specialist, and Stephen Tschudi, NFLRC instructor in technology for foreign language education, in Honolulu, Hawai‘i during the month of November 2006.

During the usability evaluation, we asked ten participants, selected to represent typical site visitors, to spend 30 minutes to an hour with the site. During that time, users

• completed a user background questionnaire,
• performed real-world tasks on the site while thinking aloud, and
• provided additional comments on any aspect of the Website.

Participant users

Ten participant users, as shown in Table 1, evaluated NFLRC Website.

Table 1. User profiles

<table>
<thead>
<tr>
<th>user</th>
<th>gender</th>
<th>age</th>
<th>NS/NNS</th>
<th>job</th>
<th>platform</th>
<th>browser</th>
<th>connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>m</td>
<td>50–60</td>
<td>NS</td>
<td>HPD comm. liaison</td>
<td>PC</td>
<td>Explorer 6.0</td>
<td>DSL/cable</td>
</tr>
<tr>
<td>02</td>
<td>f</td>
<td>20–30</td>
<td>NNS</td>
<td>grad student, EALL</td>
<td>PC</td>
<td>Explorer 6.0.29</td>
<td>T-1</td>
</tr>
<tr>
<td>03</td>
<td>m</td>
<td>30–40</td>
<td>NS</td>
<td>TV news journalist</td>
<td>PC</td>
<td>Explorer 6.0</td>
<td>T-1</td>
</tr>
<tr>
<td>04</td>
<td>m</td>
<td>20–30</td>
<td>NNS</td>
<td>grad student, LING</td>
<td>Mac G5</td>
<td>Safari 2.0.1</td>
<td>DSL/cable</td>
</tr>
<tr>
<td>05</td>
<td>f</td>
<td>50–60</td>
<td>NNS</td>
<td>instr., Thai</td>
<td>PC: Win 2000</td>
<td>Explorer 6.0</td>
<td>T-1</td>
</tr>
<tr>
<td>06</td>
<td>f</td>
<td>40–50</td>
<td>NNS</td>
<td>grad student, EALL</td>
<td>Mac G4</td>
<td>Explorer 6.0.28</td>
<td>T-1</td>
</tr>
<tr>
<td>07</td>
<td>f</td>
<td>30–40</td>
<td>NNS</td>
<td>instr., Korean</td>
<td>PC</td>
<td>Explorer 6.0.29</td>
<td>T-1</td>
</tr>
<tr>
<td>08</td>
<td>f</td>
<td>50–60</td>
<td>NS</td>
<td>prof., German</td>
<td>IMAC G3</td>
<td>Safari</td>
<td>T-1</td>
</tr>
<tr>
<td>09</td>
<td>m</td>
<td>40–50</td>
<td>NS</td>
<td>instr., ESL</td>
<td>Mac</td>
<td>Safari 1.3.1</td>
<td>T-1</td>
</tr>
<tr>
<td>10</td>
<td>f</td>
<td>20–30</td>
<td>NS</td>
<td>DOE teacher</td>
<td>IMAC G4</td>
<td>Netscape 6</td>
<td>DSL/cable</td>
</tr>
</tbody>
</table>

We recruited the majority of the users prior to testing via an email posting to various University of Hawai‘i foreign language interest lists. We selected six users from a field of 56 respondents to the email invitation. We specifically invited the community liaison (User01), the journalist (User03), the German professor from a mainland university (User08), and the DOE teacher (User10) to participate. Users were compensated $20 for their time.

We made an effort to concentrate on typical NFLRC Website users —language teachers at the K–12 through university level and university students—, but we also felt it important to include users from the...
wider community, such as the TV news journalist (User03) and the community liaison for the Honolulu Police Department (User01). Previous communications regarding the NFLRC Website with people in similar positions indicate that a wide range of non-academic types visit the site as well. We regret that we were not able to test users outside of Honolulu.

Data collection

We asked users to complete eight scenarios or “real-life” tasks on the site. The project team, consisting of Deborah Masterson, Stephen Tschudi, and Jim Yoshioka, NFLRC program coordinator, generated the eight tasks, shown in Table 2.

<table>
<thead>
<tr>
<th>task no.</th>
<th>task</th>
<th>intended to test…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Find the National Foreign Language Resource Center–UH Website.</td>
<td>external search engines/Home</td>
</tr>
<tr>
<td>2</td>
<td>What is the purpose of the NFLRC?</td>
<td>About Us</td>
</tr>
<tr>
<td>3</td>
<td>How do you contact the NFLRC?</td>
<td>About Us</td>
</tr>
<tr>
<td>4</td>
<td>How do you contact the Webmaster?</td>
<td>internal search engine</td>
</tr>
<tr>
<td>5</td>
<td>Find two publications that match your interests and place an order.</td>
<td>Publications &amp; Materials, ordering interface</td>
</tr>
<tr>
<td>6</td>
<td>Perform a search on a language that interests you. What kinds of things do you find?</td>
<td>internal search engine, About Us, Projects, Publications &amp; Materials, Professional Development, Resources</td>
</tr>
<tr>
<td>7</td>
<td>Find a local workshop or conference, etc. that looks interesting to you.</td>
<td>Professional Development</td>
</tr>
<tr>
<td>8</td>
<td>OPTIONAL: Are you looking for anything that we didn't cover here? Can you find it?</td>
<td>all, especially internal search engine</td>
</tr>
</tbody>
</table>

During a typical 30-minute- to hour-long test, a test-giver introduced herself, explained that she was there as a silent observer only, and explained that the users were there to actively participate in a usability study. They were not being tested and there were no wrong answers. See Appendix 2 for the tester script.

First, users filled out a brief survey (Appendix 3) to collect the information shown in Table 1. Then, we gave users specific tasks to complete. The project team generated these tasks to test the site-internal search engine, the merchandise-ordering interface, and all six main pages on the site. The main pages, as they appear on the navigation bar at the bottom of each main page, are as follows.

Home (Figure 1)
About Us (Figure 2)
Projects (see Appendix 1, Figure A1)
Publications & Materials (Figure 3)
Professional Development (Figure 5)
Resources (see Appendix 1, Figure A2)

The users were encouraged to “think out loud” as they performed the tasks. The test-giver neither encouraged, prompted, nor rescued struggling users, she merely noted basic data: Did they complete the tasks? What strategies did they employ? How long did it take? What were the stumbling blocks? What were their comments and observations while working on the task? Notation conventions were instituted specifically to collect the following information.
• search terms entered (S: = [search on] /[search term(s)])
• links activated (√ = [click on link])
• transcriptions of users’ and test-givers’ comments (“[spoken comment]”)

Afterwards, users were encouraged to make additional comments about any aspect of the experience. Find completed task sheets for each user in Appendix 4.

Test locations

The test-giver met the user in a place where there was a computer and browsing software that the user was used to and felt comfortable with. We tested User03 and User08 in a campus computer lab, and User04 and User10, at home. In the remaining cases, we tested the users in their offices.

Performance on individual tasks

**Task 1: Find the National Foreign Language Resource Center–UH Website.**

![Image of National Foreign Language Resource Center Website Home page]

Figure 1. National Foreign Language Resource Center Website Home page.

100% of users succeeded on this task. The quickest and most common strategy was to use the Google® search engine. The search terms entered were:

- National Foreign Language Resource Center Hawaii (User03, User04)
- National Foreign Language Resource Center (User10)
- nflrc Hawaii (User06, User08)
- nflrc (User07)

In all cases, the NFLRC Website Home page (Figure 1) was listed first on the results page.
Alternate strategies included:

User01 used his UH library bookmark to then reach the UH main page [www.hawaii.edu]. He entered the search item “foreign language resource center;” the NFLRC Website was listed first on the results page.

User02 started at the UH main page [www.hawaii.edu]. He entered the search item “nflrc;” the NFLRC Website was listed first on the results page.

User09 correctly entered [nflrc.hawaii.edu]. “I just guessed.”

**Task 2: What is the purpose of the NFLRC?**

In order to improve the nation’s capacity for teaching and learning foreign languages, the United States Department of Education provides grants under the Language Resource Centers program for the establishment and operation of centers that serve as national resources through teacher training, research, materials development, and dissemination projects. In 1990, the University of Hawaii at Manoa was granted funds to develop the National Foreign Language Resource Center (NFLRC), one of three such centers at the time—the number has since grown to fourteen.

Drawing on institutional strengths at the University of Hawaii in foreign language teaching, applied linguistics, and second language acquisition, the NFLRC undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. However, many of its projects have implications for the teaching and learning of all languages, and the overriding goal of all projects is to develop prototypes that can be applied broadly as resources to improve foreign language education nationally.

The NFLRC director is Richard Schmidt. A national advisory board, made up of scholars established in their fields, sets the general direction of the NFLRC and provides advice and evaluation for center projects.

**Figure 2. National Foreign Language Resource Center Website About Us page.**

100% of users succeeded on this task. All users clicked on the About Us link on the Home top navigation bar. In most cases, upon reaching the About Us page (Figure 2), users read the text on the left side of the screen aloud; others summarized.
Task 3: How do you contact the NFLRC?

100% of users succeeded on this task. Nine of the ten users began from the About Us page (Figure 2), as this is where they completed the previous task. Eight of the ten found the main contact email [nflrc@hawaii.edu] immediately. User02 returned to the Home page to begin this task and had these comments.

✓Home
“There is no ‘contact’; normally a Web site has ‘contact’ info… this is different… would ‘Publications’ help answer that?”

✓Projects
S:/contact/ [0 hits in About Us] “Let’s go back to About Us, here I find a phone number and so forth. There are no subtitles [i.e., headings]… ‘click here for snail mail’… What is ‘snail mail’? The word ‘snail’ is unfamiliar… If there were a heading ‘Contacts’ it would be helpful.” [User02]

User10 experienced brief difficulty finding the contact info as her screen was small, her font setting large, and so the information was not showing on the screen upon entry.

Task 4: How do you contact the Webmaster?

Only one user (10%), User04, successfully and unambiguously located the contact information for the NFLRC Web development assistant. This took some time, however, and some false starts. Two other users (User03 and User06) located the Web development assistant and the IT specialist, but could not decide which might actually be the Webmaster. Strategies for locating this information included the following.

Site-wide search on “webmaster” (User01, User07)
Click and visual scan of Home page. (User01, User02, User08, User10)
Click and visual scan of About Us page. (User01, User02, User03, User04, User05, User06, User10).
Click and visual scan of Publications page. (User08)
Click and visual scan of Resources page. (User01, User03, User07, User10)

Once at the About Us page, five of these seven users clicked on the button “list all of us” and scanned the list. Three found further information as noted above, the other two did not. User05 assumed (incorrectly) that the contact person is the NFLRC director of technology. My impression is that all users I tested (seven of the ten) looked to the navigation bar at the bottom of the page, usually early on in the task.

User comments included these.

“I guess I would just email nflrc@hawaii.edu.” [User01, User07, User09]

“Normally the Home gives the Webmaster.” [User02]

“Most sites say ‘contact the webmaster’.” [User07]
Task 5: Find two publications that match your interests and place an order.

Figure 3. National Foreign Language Resource Center Website Publications page.

Mouse is currently hovering over the book spine “Teaching Japanese,” causing the explanation for that category of publications to appear below on the white book page.

One person (User01) could not complete this task as the entire right-hand side of the normal Publications (Figure 4) page, containing the bookshelf, category explanation area, and Proceedings graphic, failed to load in his browser (PC, Explorer 6.0, DSL/cable). User05, after taking of detours
through Professional Development, Resources, and after clicking of “publications” within Resources, located the UHPress Website. She clicked on UHPress and left the NFLRC site. I aborted the task at this point so that she would not proceed to order a publication from UHPress.

The remaining 80% of users successfully ordered two publications. The orders went through correctly, confirmations emails were sent and order information arrived to the NFLRC Publications department. Recurring categories for comment are shown here.

**Bookshelf graphic**

[entire right panel that should contain bookshelf and further information is blank except for a broken graphic icon; he rechecked the next day, same result] [User01]

[titled head to read spines on bookshelf] [User03]

“Kinda nice.” [slow to load] [User04]

[scrolls down, bookshelf now off screen; reads currently showing description of Research Reports showing in the white field below the non-visible bookshelf. This leads her to believe that Research Reports are the only available type of publication]

“It would be better to see a list of languages – Korean, Japanese, Thai, so that I can browse publications.” [User05]

“Cute, but function is not obvious. Why do ‘Teaching Japanese’ and ‘Teaching Chinese’ have characters, but ‘Teaching Korean’ not?” [User06]

“I love the bookshelf.” [User08]

“I didn’t understand the interactivity of the bookcase… ‘Freebies’ is misspelled. The font on the leftmost book spine is really messed up and hard to read.”

“The ‘Choose a category’ book on the right side of the bookshelf is non-functional. It took me a while to get how the bookshelf worked, and then when I got it, I had to tilt my head sideways to read the titles, which I don’t like.”

“Talks & demos”: It doesn’t say on the listing page that these are all videos. I didn’t really get that at first.” [User09]

“Books [bookshelf] are hard to read in vertical, not intuitive.”

“The look of the bookshelf graphic does not match the rest of the site.” [User10]

**New/returning customer**

[fills out both “returning customer” and “new customer”] [User07]

[begins to fill out “returning customer” after having filled out “new” customer for the first publication ordered] [User04]

[successfully adds a second publication by using back button]

“What…I have to fill this out again?” [does so]

msg: “Account cannot be created, already exists”

[now she sees “returning customer and enters email”] [User10]

**Order confirmation**

“I would print this out.” [referring to basket summary] [User03]

“I like the confirmation screen. I don’t like it when I need to check my email to see if an order went through [not the case here].” [User04]

“I would like to see a ‘PRINT PAGE’ button. Also, is confirmation coming by email? And, I would like to know if the item is in stock, backordered, etc.” [User07]

**Other**

“No discounts, that’s not very attractive…that would be a motivation for me.” [User02]
Task 6: Perform a search on a language that interests you. What kinds of things do you find?

**Figure 4. Sample search results shown on the NFLRC site search results page.**

Eight users (80%) began this task by immediately entering search term(s) in the site-wide search field available at the upper right hand corner of the six main pages. User03 and User05 did so after short detours. Upon entering the search term(s), all users arrived at the search results page (Figure 4). They all read through the results list and followed one or more links from that page. The users appeared to understand how the search results page is intended to work. Experiences diverged widely here and provided a variety of information about how users use, and expect to use the site. Information gathered on these is incorporated under the appropriate headings in the findings sections of this report.

Comments specifically about the search function include these.

“If you search things on Google, it highlights returned results, so this way it’s a little harder to find my search term in here.” [User02]

“Nice that it tells you how many languages each record deals with — it allows grouping or isolation.” [User03]

User06, who clicked on each successive results category, then returned to the main results page, voiced the general experience of many of the users.

S: /Korean/ → results page
\[Pubs: “This is clear – a list of publications.” \]
\[Projects: “Projects that deal with Korean…” [investigates one] \]
\[About Us: “Unclear at first, I see these people are involved in projects on Korean.” \]
\[Professional Development: [scans list] “Workshops…some are the same as projects…maybe these...” \]
Task 7: Find a local workshop or conference, etc. that looks interesting to you.

Figure 5. National Foreign Language Resource Center Website Professional Development page, showing current events (CALICO 2006 and Conversation Analysis Seminar 2006).

100% of users were able to find some information on a conference, workshop, institute, or seminar — past or present. But many felt unsatisfied with the information they found. Unfortunately, there was a period of time which coincided with the testing period in which there were no current or upcoming professional development events listed on the NFLRC Website, This caused some frustration to a number of the users who interpreted successful completion of the task as finding an event that they might attend in the future. Later during the testing period there appeared a graphic and link for the
Conversation Analysis Seminar 2006 that did not lead anywhere; clicking on it only opened a copy of the current window.

It was not immediately clear to all users that the Professional Development page was the place to look for this information. Four of the users began somewhere else.

“I can find no specific category to find this information.” [User01]

“Either Projects or Professional Development…let me try Projects.” [User02]

不顾专业发展在 Resources [User05]

S: /workshop/ → results list
7 hits projects → projects list [User07]

My impression from some of the user comments is that, upon opening the Professional Development page, they scanned, as expected, from left to right. In doing so, they found the past events first, before noticing upcoming events. Many comments reflect this.

“These are all past, nothing upcoming here.” [User01]

“I see some past events and, oh, OK, two more current events.” [User04]

“All past.”
[rest-giver: “How would you find a current or upcoming workshop?”]

“Don’t know, there should be a link on the list page to current workshops.” [User07]

“These are old; this isn’t much help, let’s move on to Resources.” [User10]

**Task 8: Are you looking for anything that we didn’t cover here? Can you find it?**

The users, with the exception of User03, were interested in a wide range of topics.

S: /Coptic/ [User01]

“Online testing.” [User02]

“No, I’m not.” [User03]

“I want to know about job opportunities at NFLRC.” [User04]

“I want to find any Thai language resources for students.” [User05]

“The other day, I tried to find the online course I am in [in general, not from NFLRC site] and finally had to email the professor for instructions. [06 is currently enrolled in Cambodian online, not an NFLRC project].” [User06]

“I am looking for contact information for related centers at other institutions.” [User07]

“I want to find out what SLTCC stands for.” [User08]

[user browses, rather aimlessly] [User09]

“I want to find about study abroad for my students.” [User10]

None of the users found no information on their selected topics; they had varying degrees of success in finding information they felt to be useful or current. In addition, much of the information uncovered was from non-NFLRC links, accessed through the Resources page. On a positive note, User08 offered this comment.

“The other day I wanted more information about TRs [Technical Reports] as I want to submit one. I was able to easily answer the question ‘Are TRs only Asian focus?’” [User08]

For details of these “free” searches, see Appendix 4. There were two frequently recurring themes.

**Information perceived as “old,” inaccessible, or not useful**

“There is no link to follow in the current project year. I would have to read the whole thing.” [User02]
S: /employment/ = 1 hit in Resources
S: /job/ → 3 hits, but not useful, apparently accessing some deeply buried text [User04]

√project → Teacher Training for Southeast Asian Languages
“This is old.”
√Professional Development → 2003 Southeast Asian pedagogy workshops
“This is also old.” [User05]

“No, this is old.” [User07]
√2 in Professional Development
“Institute 2003 – past, not interested” [User10]

**Information found in Resources (non-NFLRC links)**
7 hits found in Resources [User01]

“I found 12 in NFLRC Resources. Oh, but, so I have to go to another university?” [User05]
S: /online course/ → results list
√Resources
“Oh no, this is outside links.” [User06, looking for a UH class]
[test-giver explained that the intended place for this info is “Resources.”]
“Then call it ‘useful links’.” [User07]
S: /study abroad/
√3 in Resources
“Not really useful.” [User10]

**Post-test reactions**
The majority of the post-test comments were in near-universal praise of the overall graphic design of the NFLRC Website.

“Attractive, clean.” [User01]

“Pretty easy, good simple basic categories. Liked it; wasn’t confused… [I] like the layout, graphics… inviting… cool” [User03]

“I like the pictures on the home page; they aren’t flashy, but professional.” [User04]

“Very nice, I like the colors.” [User05]

“My impression of NFLRC is very active, in the ‘front.’ Front page needs movement, a Flash movie or something.” [User07]

“Home page looks clean, all graphics have links – good.” [User08]

“Personally, I find white page backgrounds boring. Otherwise, very clean design and easy to use.” [User09]

There were two exceptions.

**Print size and navigation bars**

“There are fewer navigational links at the top than at the bottom, why? I have to scroll to the bottom to get to some categories.” [User01]

“Link to LLL is good; there should be a link to UH.” [User06]

“Type on front page at bottom very small. More info on the front page graphics – what is CALICO? More direction of where to go from the front page. A lot of white space around.” [User07]

“I think the three main links at the top are the right ones and the additional ones at the bottom are good.” [User08]

[Site very large on screen, so bottom or top navigation bars sometimes were not visible.] [test-giver observation of User05]

**Publications bookshelf**
“If a main purpose is to sell books or get people to workshops, then it doesn’t work.” [User01]
“The bookshelf spine text is hard to read vertically.” [User06]

**SUMMARY OF FINDINGS BY SCENARIO**

The percentages that appear in parentheses indicate the users that ultimately completed the task, without reference to the amount of difficulty they encountered.

**Task 1: Finding the NFLRC Website (100%)**

Starting from outside the NFLRC Website, all users were quickly able to find it. The site consistently came up first in both UH-internal and Google searches that the users conducted.

**Task 2: Finding the NFLRC mission (100%)**

All users quickly and easily accessed this information.

**Task 3: Contacting the NFLRC (100%)**

Nine of the ten users immediately found this information. This may not have been a fair test of the site, however, as, after completing the previous task, all users were already at the intended destination.

**Task 4: Contacting the Webmaster (10%)**

None of the users could easily find this information; very few found any likely candidate for the position at all.

**Task 5: Using the ordering interface (80%)**

Eight of the ten users were able to complete an order of two items. Reaction to the bookshelf graphic was mixed, but generally negative. Several users indicated the screen that asked them to fill out either “new” or “returning” customer information confused them. In general, users appreciated that fact that order confirmation was clear, immediate, and that a confirmation email was sent. Two users mentioned the desirability of a print function for the confirmation page.

**Task 6: Searching on a language (80%)**

Eight of the ten users immediately entered search term(s) in the site-wide search field available at the upper right hand corner of the six main pages. Users appeared to easily understand how to use the resulting “NFLRC site search results” page. The quality of the information found varied widely in the opinions of the users.

**Task 7: Finding a professional development opportunity (100%)**

The fact that the test caught the site at a transitional period when information was in flux accounts in part for several users’ frustration. Many users felt that the information they found was outdated and not particularly useful. Also, a number of users did not easily make the connection between the label “Professional Development” in the main navigation bar and the information that we instructed them to look for, specifically “a local workshop or conference, etc.”

“I am more sensitive to web page jargon such as “contact.” “Summer Institute,” Recent Events,” rather than “Professional Development.” I was expecting to see some kind of online demo (video with
“Professional development” is a vague term, seems similar to “Projects.” [User06]

**Task 8: Conducting an optional “free” search (100%)**

Although the users were able to find a fair amount of information on their selected topics, they often experienced some difficulty in finding useful or current information. They did not always understand that information accessed through the Resources page was not part of the NFLRC Website.

**SUMMARY OF FINDINGS ON GENERAL ISSUES AND RECOMMENDATIONS**

**Presentation, layout, and visual design**

Overall, the NFLRC Website receives high marks for visual design. The six main pages are consistent in layout, which facilitates navigation and learnability. The main exception to this is the bookshelf which users did not find particularly useful or intuitive. Some found it difficult to read, some misunderstood its function, and few paid attention to the text that appeared according to which of the book spines they moused over.

**Recommendations: Remove bookshelf from Publications page. Place a link to the Webmaster at the bottom of each main page.**

Users paid little attention to the format of publications (DVD, online downloadables, Technical Reports, etc.) and were more interested in the content and language.

“[I find Teaching Korean], but there's no learning Korean…It would be better to see a list of languages – Korean, Japanese, Thai, so that I can browse publications.” [User05]

The bookshelf actually is a list, but languages – Chinese (specified as TEACHING CHINESE), Japanese (specified as TEACHING JAPANESE), Southeast Asian & Pacific (unspecified) are mixed with other types of categories – Research Reports, TALKS & DEMOS, and FREEBES [sic]. A number of participants tried to click on CHOOSE A CATEGORY.

The majority of the users searched for publications from the perspective of a specific language by using keywords. Since the search function works well in theory (putting aside the quality of the results), perhaps reliance upon the users’ tendency conduct a keyword search is good enough. Screen real estate currently occupied by the bookshelf can be freed up to feature the more publications and also to highlightNFLRC’s online journals, even perhaps including a listing of current contents.

A link to the site Webmaster on all main site pages is standard practice. This can be a small link at the bottom of each page.

**Navigation, links, and terminology**

In general, navigation was fairly smooth and links worked well. At times, users seemed uncertain about some of the terms used, in particular “Professional Development” and “Resources.”

**Recommendations: Change the name of Resources and possibly that of Professional Development. Standardize linking protocol from main pages. Put content in place before activating links.**

NFLRC may or may not want to adjust the designation “Professional Development” to better reflect the type of information it is intended to point to. As noted under “Task 7” above, the users did not always make the connection between Professional Development and information regarding conferences,
workshops, institutes, and seminars, as the designers intended. Three users (User02, User05, User06) mentioned that the label was confusing. In addition, User05 assumed that clicking on the list item “professional development” link within body of the Resources page (not in the navigation bars) would link her to the Professional Development page, which it does not.

A more serious problem is the confusion that arises from the label “Resources,” intended to point to a database of non-NFLRC websites. Here are examples of users who recurled to Resources for information that is specific to the NFLRC site. Some users realized this to be the case and commented on it.

√Resources “Oh, as in ‘not at UH’.” [User06]

Interesting...these links go all over the place [test-giver: again it is not clear that these are outside links] [User08]

“I was confused about the Resources. Since you are a “resource” center, I thought they would be YOUR resources. [User10]

There at least 16 instances of users recurring to the Resources page searching for specific NFLRC-related information.

NFLRC Webmaster search (Task 4) [User01, User03, User07, User10]
NFLRC publications search (Task 5) [User05]
local workshop or conference search (Task 7) [User01, User05, User10]
job opportunities at NFLRC search (Task 8) [User05, User04]
specific language resources through NFLRC search (Task 8) [User05, User06]
class offered through NFLRC search (Task 8) [User07]
User seemed to assume at some point that Resources was the main page and began using it as a starting point. [test-giver observation of User05]

User spent most of her time in Resources. This was default click when expected information not found. [test-giver observation of User10]

User07 provided the simple solution to this problem.

“Then call it ‘useful links.’” [User07]

“Useful links” or “outside links” are fairly standard designations for this type of information and should be familiar to most users. “Resources” is especially problematic in the case of National Foreign Language Resource Center as “Resources” is part of the name of the center itself. Changing the name of this section as it appears on the site is a reasonably simple and quick remedy to this problem. Perhaps on the Useful Links page, there could be some kind of graphic to reinforce the “offsite” nature of the links accessed from this page. I recommend against changing the names of the actual files or folders.

The text instructions for linking to the databases from each main page (excluding Home) varied in format. Standardizing this would enhance the site’s overall ease of use.

About Us page: OK as is; “list all of us” button is a good model.

Projects page: Add “list all projects” button at the bottom of the Current Projects list, similar to [About Us] “list all of us.”

Publications page: Add “list all publications” button, similar to [About Us] “list all of us.” Location will depend on redesign after recommended removal of the bookshelf.

Professional Development page: Add “list all events” button at the bottom of the Recent Events list, similar to [About Us] “list all of us.”
Resources page: Add “list all resources” button at the bottom of the Categories list, similar to [About Us] “list all of us.” Get rid of the Search by Language pulldown. It is redundant. No user in our test ever used it.

There is one final recommendation arising from the fact that users were frustrated by the Professional Development page Conversational Analysis seminar link that temporarily led nowhere. Avoid preceding content placement with link placement.

Search

In general, the coding of database items worked very well in terms of quantity: A fair amount of materials appeared on the search results page for most searched. Unfortunately, the information the users found was not always particularly relevant.

In general, small glitches encountered during the testing were not systematic and have already been remedied. There were some coding inconsistencies uncovered in the coding of languages in Resources that should be fixed.

“Only three hits for Persian and 13 hits for Farsi; Persian is the same as Farsi; you should know that!” [User01]
S: /Chinese/ [16 hits in NFLRC Publications, 79 hits in NFLRC Resources] “Wow it’s a lot” [User02]
versus
S: /mandarin/ “Only four?” [4 hits in NFLRC Publications, 4 hits in NFLRC Resources] [User04]

**Recommendations: Consider upgrading the search engine to the industry standard – Google.**
User02 suggested highlighting [actually **bolding**] of search terms in returned results, à la Google, to allow users to quickly access the relevance of the information they find (see example in Figure 6). Google offers educational institutions free software to add this functionality to their sites (“SiteSearch” and “WebSearch;” see http://www.google.com/options/universities.html). This interface is very familiar to Web users and could be an easily maintained and upgraded replacement for the current search engine.

![Google search results](image)

**Figure 6. Example of Google search returned results with search terms bolded.**
Having suggested this, I again note that users easily understood and appeared to appreciated the pre-sorted results that appeared on the NFLRC site search results page (Figure 4). The ideal solution would be a combination of the two.

**Online ordering interface**

The publications ordering interface worked reasonably well. The only repeating comments had to do with the screen that asked them to fill out either “new” or “returning” customer information and the absence of a print function for the confirmation page.

**Recommendations: Institute two quick fixes and/or consider a major upgrade to include credit card sale capability.**

The two small problems mentioned above, the confusing customer information form and the absence of a “print page” button on the confirmation page, could be fairly easily remedied.

In the bigger picture, adding credit card sale capability would most certainly boost not only sales, but also improve the collection of income from online sales. Under the current system, purchase requests are sent to NFLRC via the ordering interface, orders are filled and sent along with an invoice, and then NFLRC must depend upon the customers to follow up by sending in their payments.

Now that NFLRC has obtained a “P-card,” presumably NFLRC now has a credit account into which it could accept payments. Alternatively, there may be a way for NFLRC to accept credit card payments via its UHPress account. The answers to these questions are beyond the scope of this report, but certainly worth looking into.

**Accessibility**

The present report does not deal with accessibility. This is something that should be looked into,

**Hardware and software**

The NFLRC site worked reasonably well on both platforms and in all browsers tested. With the exception of User01, all pages and page elements loaded completely and reasonably quickly. One user (User10) had such a small screen that she had some difficulty that other users did not, due to the fact that important elements of certain pages were not visible upon entry. Two users (User05, User07) complained that the text in the bottom navigation bar was small and hard to read.

**Recommendations: None.**

Overall there were no serious problems due to hardware or software issues.
APPENDIX 1: ADDITIONAL MAIN PAGE SCREEN SHOTS

Figure A1. National Foreign Language Resource Center Website Projects page.
Figure A2. National Foreign Language Resource Center Website Resources page.
Hello, my name is .............., and I'll be working with you in today’s session. I would like to give you an brief idea of what you should expect and what we are trying to accomplish.

Today we are testing the upgrade to our center’s Website to determine how user-friendly it is. Remember, YOU are not being evaluated in any way; we are simply trying to see how typical users navigate through our site. Have fun, don't worry about the results.

While you are working, I'll be watching and taking notes. I encourage you to talk aloud as you go through the site. You may ask questions, but I may not be able to answer them, since it is important for you to go through the site as if I were not present.

Do you have any questions?

REMIND the participant often to think out loud.

STAY NEUTRAL. Don't tell participants what the tasks are in advance, or how many; don't say "this is so easy" — no expectations is better. Respond if necessary in non-specific manner.

RESIST the urge to give hints or “rescue.” Read level of frustration, 'fail task’ only if all other options are taken.
APPENDIX 3: BRIEF USER INFORMATION SURVEY

PARTICIPANT INFO & COMMENTS

name ________________________________

email ________________________________

job ________________________________

How often do you go online?

☐ daily ☐ several times a week ☐ less than once a week

What type of connection do you most often use?

☐ under 56K modem ☐ 56K modem or higher ☐ DSL or cable ☐ T-1 than

What platform do you use?

☐ PC ☐ Mac ☐ other ________________________________

What browser(s) in which version(s) do you use on a regular basis?

________________________________________________________________________

________________________________________________________________________

Mahalo for your time!
### APPENDIX 4: COMPLETED WORKSHEETS

#### WORKSHEET

- **Task:** Find the National Foreign Language Resource Center–UH Website.
  - **Start Time:** 3:40
  - **Observations:** 
    - "UH library [bookmark] → UH main → S: /foreign language resource center/ → NFLRC site"

- **Task:** What is the purpose of the NFLRC? How do you contact the NFLRC? How do you contact the Webmaster?
  - **Start Time:** 3:42
  - **Observations:** 
    - "I can read the text"
    - Easily finds email, phone, snail mail in aboutus
    - S: /webmaster/ =0
    - S: /resources, searching =0
    - S: /about us =0
    - S: /home =0
  - Fails
  - "I guess I would just email nflrc@hawaii.edu"

- **Task:** Find two publications that match your interests and place an order.
  - **Start Time:** 3:46
  - **Observations:** 
    - "There’s no way to browse or go anywhere."
    - Fails
    - [Entire right panel that should contain bookshelf and further information is blank except for a broken graphic icon; he rechecked the next day, same result]
Perform a search on a language that interests you. What kinds of things do you find?

| 3:48 | S: /Persian/  
|      | “only three hits”  
|      | S: /Farsi/  
|      | “13 hits. Persian is the same as Farsi; you should know that”  
|      | browses resources; visits some; experiments with EXTACO resource; opens in new window [GOOD] |

Find a local workshop or conference, etc. that looks interesting to you.

| 3:54 | \prodev  
|      | “these are all past, nothing upcoming here”  
|      | \resources  
|      | “nothing here”  
|      | \projects  
|      | “no”  
|      | “I can find no specific category to find this information.” |

OPTIONAL: Are you looking for anything that we didn’t cover here? Can you find it?

| 3:57 | : /Coptic/  
|      | [in his work, user was visited by Coptic pope and was curious about the language and culture]  
|      | 7 hits found in Resources |

ADDITIONAL USER COMMENTS
attractive, clean
if a main purpose is to sell books or get people to workshops, then it doesn’t work
there are fewer navigational links at the top than at the bottom, why? I have to scroll to the bottom to get to some categories.
mentions a site called del.icio.us as an alternative to resources

TESTER OBSERVATIONS
spent most of his time in Resources. this was default click when expected information not found [rename this “useful links” or some such??]

name [REDACTED]
email [REDACTED]
job community liaison, Honolulu Police Department
How often do you go online?

X daily  □ several times a week  □ less than once a week

What type of connection do you most often use?

□ under 56K modem  □ 56K modem or higher  X DSL or cable  □ T-1

What platform do you use?

X PC  □ Mac  □ other

What browser(s) in which version(s) do you use on a regular basis?

Explorer 6.0
**WORKSHEET**

- √ = [click on link]  S: = [search on] /[search term(s)]/  ["[spoken comment]"]
- **user 02  date 7 November 2005**

<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
</table>
| 15:18 | Find the National Foreign Language Resource Center–UH Website. | [used IE, already at homepage]  
"I would go to the University of Hawaii"  
√ www.hawaii.edu; S:/nflc/ [obtained unrelated results]  
√ some of the results [actually ended up at some NetWorks within our site without recognizing them]  
S within results:www.nflc.org/; √ Maryland LRC  
[went back to www.hawaii.edu, visual scanning]  
√ Academics "I shouldn't… it [the NFLRC] isn't part of UH"  
S:/national foreign language center/ [we were first in the returned results] |
| 15:24 | What is the purpose of the NFLRC?  
How do you contact the NFLRC?  
How do you contact the Webmaster? | [reads across bottom list]; √ Home; √ About Us  
"That's only the staff… should be the purpose… [reading] 'In order to...' It didn't give a heading… I was looking for a heading." [not reading the fine text]  
"I'm lazy; I'm looking for a shortcut."  
√ Home "There is no 'contact'; normally a Web site has 'contact' info… this is different… would 'Publications' help answer that?"  
√ Projects  
S:/contact/ [0 hits in About Us] "Let's go back to 'About Us,' here I find a phone number and so forth. There are no subtitles [i.e., headings]… 'click here for snail mail'… What is 'snail mail'? The word 'snail' is unfamiliar… If there were a heading 'Contacts' it would be helpful."  
√ Home "Normally the Home gives the Webmaster." [didn't see one]  
√ About Us "This should be the Webmaster… but still I don't know" [looking at nflrc.@hawaii.edu email link].  
√ List All of Us "Staff list – there is no way of discerning who is the Webmaster." [FAIL] |
| 15:30 | Find two publications that match your interests and place an order. | √ Home  
√ Publications and materials  [used horiz. menu along bottom]  
√ Bookcase 'Teaching Chinese'; "List with prices… it seems to be possible to buy directly from the Web – it says 'Add to Basket'… no discounts, that's not very attractive… that would be a motivation for me." [reads through list]  
[about CATRC] "What is 'available online'… free or not?" [mouses over 'available online' link but does not follow] "Wonder if there are some samples or demonstrations…"  
[follows Foreign languages on ITV link] "Publication online'… what does it mean?" [wanders around in the FLITV site awhile – it has NOT opened in a new window] [uses back button twice, back to list]  
√ Mandarin Chinese: An outline of 4-year goals, curriculum, and institutional measures for implementation  
√ Add to Basket  
√ Proceed to Order  
[confused by "$0"; doesn't understand that it is free] |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:40</td>
<td>Perform a search on a language that interests you. What kinds of things do you find?</td>
<td>[doesn't see distinction between &quot;Returning&quot; and &quot;New&quot; customer] [surprised there is no separate procedure for customer registration] [We advanced to next task]</td>
</tr>
</tbody>
</table>
|         | 15:40 [without returning to main page] "Wow it's a lot" [reads through categorized returned results] | √ a few things that have 'Chinese' in the title
"Let's look at 'About Us'... if you search things on Google, it highlights returned results, so this way it's a little harder to find my search term in here."
√ 13 hits in Projects [skims results page slowly]
"I would tend to click on those that have 'Chinese' in the title of the project; otherwise I tend to think that Chinese is not the main point... so I would follow the two links that do have 'Chinese' in their title." |
| 15:45   | Find a local workshop or conference, etc. that looks interesting to you.   | "Either Projects or Professional Development...let me try Projects..."
√ Heritage Language Education "I'm interested in this topic, but there's not necessarily a workshop."
√ 'more in-depth description' link on this project
√ 'Summer Institute' link, goes to CDALE page "Well, this is over." |
| 15:49   | OPTIONAL: Are you looking for anything that we didn't cover here? Can you find it? | "Online testing."
S:/Mandarin online testing/
√ 1 hits in Projects
√ Distance Education, Distributed Learning, and Introductory Language Instruction
√ 'more in-depth description' link on this project
"There is no link to follow in the current project year. I would have to read the whole thing." |

**ADDITIONAL USER COMMENTS**

I am more sensitive to web page jargon such as “contact,” “summer institute,” recent events,” rather than “professional development.” I was expecting to see some kind of online demo (video with sound).

name [unnamed]
How often do you go online?

- X daily
- □ several times a week
- □ less than once a week

What type of connection do you most often use?

- □ under 56K modem
- □ 56K modem or higher
- □ DSL or cable
- X T-1

What platform do you use?

- X PC
- □ Mac
- □ other

What browser(s) in which version(s) do you use on a regular basis?

Explorer [*most recent*]
<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
</table>
| Find the National Foreign Language Resource Center–UH Website.       | 18:47      | [used IE, to Google]  
S: /“national foreign language resource center" Hawaii/  
[we were first up]                                                   |
| What is the purpose of the NFLRC?  
How do you contact the NFLRC?  
How do you contact the Webmaster?                                    | 18:48      | √ About Us [found right away, read off text]  
[found contact info same page]                                        |
|                                                                       |            | √ List All of Us [not found]  
S: /webmaster/ [not found]                                             |
|                                                                       |            | √ Resources [not found]  
√ List All of Us [IT Specialist, Web Development assistant] “I would try these” |
| Find two publications that match your interests and place an order.   | 18:52      | √ Publications and materials [top row]  
[tilted head to read spines on Bookshelf; it was obviously the most attractive thing]  
√ Bookshelf “Language Teaching Materials” [opened a smaller window; he clicked on larger window’s scrollbar and lost smaller window] [realized what had happened, recovered, found full list]  
√ Seppo Tella’s media communication education [just looked]  
√ Fleming video “I can’t order that, I’m supposed to be ordering a publication”  
[i.e., to him “publication” means paper]  
√ A Lesson in Learning Hawaiian “Not really a publication”  
“I’m just gonna pick something”  
√ Korean Proficiency Guidelines  
√ Basket  
√ Proceed to Order  
[went through entire basket procedure, no problems]  
“I would print this out” [referring to basket summary] |
Perform a search on a language that interests you. What kinds of things do you find?

18:59
- Main
- Projects
  S: /Spanish/
  - Results in Projects “[These] appear to be related to Spanish… Nice that it tells you how many languages each record deals with — it allows grouping or isolation” [used browser Back button]
- Results in Publications
  - Las Voces “Cool — sounds interesting” [used browser Back button]
  - Results in Resources “[These are] other Web sites that are related… pretty cool… has that nice feature of listing which languages each record is related to”
  - “I just did that thing again” [i.e., making smaller new window disappear behind older large window by clicking on wrong scrollbar]
- Super Spanish Web Sites [opened in new window, GOOD] “Oh no, this is bringing back memories… subjuntivo”

Find a local workshop or conference, etc. that looks interesting to you.

19:05
- Professional Development [DIRECT FROM RESULTS PAGE via header link] “I’m seeing CALICO…” [looking down] “Oh, that Japanese thing just happened” [referring to Summer Institute 2005 JPN online]
- CALICO [reads aloud from Texas State destination page]
- Lodging
  - Queen Kapi’olani Hotel “Wow this is a slow link”
  - “So when is it again… May… Would have to go back [to CALICO site] to find that out”
- Conversation Analysis [NO LINK YET; endless recursion of opening copy of current page in new window]
- Japanese SI 2005 for Non-native [just had a look]

OPTIONAL: Are you looking for anything that we didn’t cover here? Can you find it?

19:09
- “No, I’m not”

ADDITIONAL USER COMMENTS
“Pretty easy, good simple basic categories. Liked it; wasn’t confused… [I] like the layout, graphics… inviting… cool”

TESTER OBSERVATIONS
[He is a very smart user; “gets it”]

name
email
job TV news journalist

How often do you go online?
X daily  □ several times a week  □ less than once a week

What type of connection do you most often use?
□ under 56K modem  □ 56K modem or higher  □ DSL or cable X  T-1

What platform do you use?
X PC  □ Mac  □ other

What browser(s) in which version(s) do you use on a regular basis?
Explorer 6.0
<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the National Foreign Language Resource Center–UH Website.</td>
<td>1:45</td>
<td>S: Google: /national foreign language resource center hawaii/ SUCCESS</td>
</tr>
<tr>
<td>What is the purpose of the NFLRC?</td>
<td>1:46</td>
<td>[reads info on Home images and link names] “Focus on Asia.” √ aboutus [read text] strange characters in the phone number text “I can see the names and the position titles. Although the first name I see is Richard Schmidt, I would probably email the general address: <a href="mailto:nflrc@hawaii.edu">nflrc@hawaii.edu</a>.” [FLIP THE ORDER OF STAFF AND THE OTHER?] “I don’t see the Webmaster.” √ list all of us [find]: /webmaster/ → no scrolls to Web development (Min)</td>
</tr>
<tr>
<td>How do you contact the NFLRC?</td>
<td>1:49</td>
<td>√pubs &quot;kinda nice.&quot; [bookshelf, though slow to load] mouses over √ categories → no VTeching Chinese successfully orders Keys begins to fill out “returning customer” “I like the confirmation screen. I don’t like it when I need to check my email to see if an order went through [not the case here].” Suggestion: Delineate number of steps and at what step the user is currently in—a “road map, felt the process ended a bit abruptly [?]</td>
</tr>
<tr>
<td>How do you contact the Webmaster?</td>
<td>1:46</td>
<td></td>
</tr>
</tbody>
</table>

**WORKSHEET**

√ = [click on link]  S: = [search on] /[search term(s)]/  ["[spoken comment]"]

user 04  date 21 November 2005
### Perform a search on a language that interests you. What kinds of things do you find?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1:54 | S: /mandarin/ → results list
|      | scroll through projects, reads one “Sociolinguistics and Cross-cultural Pragmatics” |
|      | “√ pubs 4 hits
|      | "Only four?" √ res 4 hits |
|      | [finds an interesting outside link] |

### Find a local workshop or conference, etc. that looks interesting to you.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:57</td>
<td>√ title bar to go home</td>
</tr>
<tr>
<td></td>
<td>√ CALICO</td>
</tr>
</tbody>
</table>
|      | "[Can you find another upcoming event?]"
|      | √ prodev |
|      | "I see some past events and, oh, OK, two more current events." |

### OPTIONAL: Are you looking for anything that we didn’t cover here? Can you find it?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1:58 | "I want to know about job opportunities at NFLRC."
|      | √ prodv → no |
|      | √ aboutus → no |
|      | S: /employment/ = “1 hit in resources” on results list, but no actual listing [??] |
|      | S: /job/ → 3 hits, but not useful, apparently accessing some deeply buried text |

### ADDITIONAL USER COMMENTS

“I like the pictures on the home page; they aren’t flashy, but professional.”
Suggestions: job listings, or link to UH job listings, and a site map.

*name*

*email*

*job* grad student MA linguistics

How often do you go online?

- [X] daily
- [ ] several times a week
- [ ] less than once a week

What type of connection do you most often use?

- [ ] under 56K modem
- [ ] 56K modem or higher
- [X] DSL or cable
- [ ] T-1

What platform do you use?
What browser(s) in which version(s) do you use on a regular basis?

Safari 2.0.1
## Worksheet

<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
</table>
| Find the National Foreign Language Resource Center–UH Website. | 10:37 | SUCCESS  
[05 knows the URL]  
“Very nice, I like the colors.” |
| What is the purpose of the NFLRC?  
How do you contact the NFLRC?  
How do you contact the Webmaster? | 10:37 | √ aboutus  
[reads text]  
“I would use this email [nfrc@hawaii.edu].”  
Hmm, I don’t see it here.” [bottom nav bar not visible]  
√ list all of us  
”I would contact the Director of Technology [Robert Bley-Vroman].” |
| Find two publications that match your interests and place an order. | 10:38 | √ pubs  
[scrolls down, bookshelf now off screen; reads text showing in the white field below the non-visible bookshelf]  
“Oh, this is only research Reports. Maybe it’s in PROFESSIONAL DEVELOPMENT.”"  
√ PRODEV → no  
√ RES  
√ publication resources (in RES)  
“Oh, maybe this is just if I want to publish my work.  
√UH Press  
√ new book (in UHP)  
[tester calls the task complete] |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10:44 | [reads through listings on RES page]  
√ College of LLL (in bottom nav bar)  
[tester prompts user: “You’ve left the NFLRC site”]  
[closes LLL window]  
√ RES  
[reads through listings on RES page again]  
[tester:”I’ll give you a hint. We’d like you to perform a search.]  
S: /Korean/ → results list  
“I thought Korean would be listed in RESOURCES.”  
√ aboutus (in results list)  
“All I find are people, Thom Hudson, you [Deborah]…oh. I see you have a Korean language project.”  
√ publication(s): Korean language and culture materials  
“Can I order this? It’s $5. I’ll go to publications.”  
***[on info page, instead of the link “add to basket”, appears the text [only] “To order this publication, please visit our “publications” pages.” This is true of all aboutus publications links. Why??]  
√ PUBS  
√ Teaching Korean  
“But there’s no learning Korean.”  
scrolls through results page  
“I want a text to teach myself.”  
[returns to aboutus (in results list)]  
“Probably I can find something from these people…how can I find the Korean group [?]?? I’m frustrated. It’s too much trouble to pick through all these people. It would be better to see a list of languages – Korean, Japanese, Thai, so that I can browse publications. Let me go back to NFLRC resources.”  
√ RES → “Not what I’m looking for.” |
| 10:53 | [remains in RES]  
√ professional development in RES  
[scrolls]  
“I don’t see any dates.”  
√ back  
√ PRODEV  
√ Japanese for non-native teachers |
| 10:53 | [remains in RES]  
√ professional development in RES  
[scrolls]  
“I don’t see any dates.”  
√ back  
√ PRODEV  
√ Japanese for non-native teachers |
| 10:53 | [remains in RES]  
√ professional development in RES  
[scrolls]  
“I don’t see any dates.”  
√ back  
√ PRODEV  
√ Japanese for non-native teachers |

**OPTIONAL:**  
Are you looking for anything that we didn’t cover here? Can you find it?  

“[You enter information on a language that interests you. What kinds of things do you find?]  

“I want to find any Thai language resources for students.”  
S: /Thai/ → results list  
√ project → Teacher Training for Southeast Asian Languages  
“This is old.”  
√ prodev → 2003 Southeast Asian pedagogy workshops  
“This is also old.”  
√ RES  
“I found 12 in NFLRC resources. Oh, but, so I have to go to another university?”
ADDITIONAL USER COMMENTS
Very nice, I like the colors

TESTER OBSERVATIONS

Site very large on screen, so bottom or top navigation bars sometimes were not visible. User 05 seemed to assume at some point that RESOURCES was the main page and used it as a starting point.

name

email

job lecturer, Thai

How often do you go online?

  Xdaily  □ several times a week  □ less than once a week

What type of connection do you most often use?

  □ under 56K modem   □ 56K modem or higher  □ DSL or cable  XT-1 than

What platform do you use?

  XPC  □ Mac  □ other Windows 2000

What browser(s) in which version(s) do you use on a regular basis?

Explorer 6.0
<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the National Foreign Language Resource Center–UH Website.</td>
<td>9:02</td>
<td>S: Google: /nflrc hawaii/ SUCCESS</td>
</tr>
<tr>
<td>What is the purpose of the NFLRC?</td>
<td>9:03</td>
<td>√ aboutus [read text]</td>
</tr>
</tbody>
</table>
| How do you contact the NFLRC?                                       |            | “[finds text]  
“I see this list of names, I guess I would email ‘nflrc@hawaii.edu’.”  
[observes “” in place of hyphens in the phone number]  
[looks to bottom of page]  
“I don’t know the person’s name, so…”  
√ list all of us  
[scrolls]  
“I guess either the Web Dev Asst [Min], or Information Technology Specialist [John]. Most sites say ‘contact the webmaster’.” |
| Find two publications that match your interests and place an order.   | 9:05       | √ pubs  
[scans l.h. side of page]  
“not really interested in these”  
[finds book shelf]  
√ choose a category  
“Hmm, nothing happens. I expect to see a list of categories.”  
√ Southeast Asian  
“Cute, but function is not obvious.”  
“Why do “Teaching Japanese” and “Teaching Chinese” have characters, but “Teaching Korean” not?”  
√ Nah Baca (teachers)  
√ add to basket.  
“I need to order another; if I leave this page will my order be erased?”  
[continues successfully to add additional publication, returns t basket]  
“Oh good, it’s still there.”  
[OBSERVATION: user can fill text in zip code field]  
SUCCESS |
### Perform a search on a language that interests you. What kinds of things do you find?

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 9:10 | S:/Korean/ → results page | ✓ pubs “This is clear – a list of publications.”
|      |        | ✓ projects “Projects that deal with Korean” [investigates one] |
|      |        | V about us “unclear at first, I see these people are involved in projects on Korean” |
|      |        | ✓ pro dev [scans list] “Workshops; some are the same as projects…maybe these are shorter than the projects?” |
|      |        | ✓ resources “Oh, as in ‘not at UH’.” |

### Find a local workshop or conference, etc. that looks interesting to you.

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:13</td>
<td>✓ pro dev [scans “recent list”] “Oh, these are finished.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Conversational Analysis [opens a copy of ProDev page]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUCCESS (?)</td>
<td></td>
</tr>
</tbody>
</table>

### OPTIONAL: Are you looking for anything that we didn’t cover here? Can you find it?

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:14</td>
<td>“The other day, I tried to find the online course I am in [in general, not from NFLRC site] and finally had to email the professor for instructions.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[06 is currently enrolled in Cambodian online, not an NFLRC project].</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S: /online course/ → results list</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ pro dev → Advanced East Asian Courses Online [not Cambodian]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ resources “Oh no, this is outside links.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S: /Cambodian online/ = 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S: /Cambodian/ → results list</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ pro dev → 2004 Southeast Asian pedagogy workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“No, this is old.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[she is searching for a non-NFLRC project]</td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL USER COMMENTS

Looks nice, but bottom index could be bigger type.

“Professional development” is a vague term, seems similar to “projects.”

Link to LLL is good; there should be a link to UH.

The bookshelf spine text is hard to read vertically.

### TESTER OBSERVATIONS

Again, resources should be “outside” or “useful” links

bookshelf not terribly effective

Should be “list all publications” button, similar to [about us] “list all of us”

Should be “list all projects” button, similar to [about us] “list all of us”

Should be “list all resources” button, similar to [about us] “list all of us”
Should be “list all professional development entries” button, similar to [about us] “list all of us”

name

email

job UH Linguistics PhD student

How often do you go online?

X daily  □ several times a week  □ less than once a week

What type of connection do you most often use?

□ under 56K modem  □ 56K modem or higher  □ DSL or cable  X T-1

What platform do you use?

X PC  □ Mac  □ other

What browser(s) in which version(s) do you use on a regular basis?

Explorer 6.0.28, Fire fox
### WORKSHEET

<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>S: Google: /nflrc/ SUCCESS</td>
<td></td>
</tr>
<tr>
<td>9:01</td>
<td>√ aboutus [read text]</td>
<td></td>
</tr>
<tr>
<td>9:04</td>
<td>√ pubs</td>
<td></td>
</tr>
</tbody>
</table>

**Find the National Foreign Language Resource Center–UH Website.**

- **Start Time:** 9:00
- **Observations:** S: Google: /nflrc/ SUCCESS

**What is the purpose of the NFLRC?**

- **Start Time:** 9:01
- **Observations:** √ aboutus [read text]
  
  "I can see the names and the position titles, for example, if I had a questions about publications, I would contact Deborah."

  "[What if you had a general question?]"

- **Start Time:** 9:04
  - **Observations:** √ pubs
  - **Notes:**
    - Looks for a Korean graphic or description -- no
    - "I can’t find a list, so I search.”
    - S: /Korean/ results list
    - √pubs
    - added pub #1
    - "Now what? You need a ‘return to shopping’ button."
    - √pubs
    - added pub#2
    - fills out “returning customer” and “new customer”
    - error message: fill in zip code → OK
    - error message: cannot create account
    - [not sure what the problem was, I could not recreate it, eventually it was solved]
    - [everything went smoothly up to confirmation page]
    - "I would like to see a “PRINT PAGE” button. Also, is confirmation coming by email? And, I would like to know if the item is in stock, backordered, etc.”
### Perform a search on a language that interests you. What kinds of things do you find?

**9:11**

> [o7 did not fully understand the general nature of this task]
> S: /Korean alphabet/
> I hit
> √projects → RN#14
> √Title → [reads]
> √These materials have been published as Research Note #14
> ERROR MESSAGE: FILE NOT FOUND

### Find a local workshop or conference, etc. that looks interesting to you.

**9:15**

> S: /workshop/ → results list
> 7 hits projects → projects list
> “All past.”
> 6 hits prodev → prodev list
> “All past.”
> [“How would you find a current or upcoming workshop?”]
> “Don’t know, there should be a link on the list page to current workshops.

### OPTIONAL:

Are you looking for anything that we didn’t cover here? Can you find it?

**9:18**

> “I am looking for contact information for related centers at other institutions.
> S: /link/ → no
> S: /other link/ → no
> [I explained that the intended place for this info is “Resources.”]
> “Call it [Resources] ‘useful links’.”

### ADDITIONAL USER COMMENTS

Type on front page at bottom very small. More info on the front page graphics – what is CALICO? More direction of where to go from the front page. A lot of white space around.

“My impression of NFLRC is very active, in the ‘front.’ Front page needs movement, a Flash movie or something.

Name: Brandon Stone

Email: Brandon Stone

Job: Korean instructor/ Korean Flagship program

How often do you go online?

- [X] daily
- [ ] several times a week
- [ ] less than once a week

What type of connection do you most often use?
What platform do you use?

- ☒ PC
- ☐ Mac
- ☐ other

What browser(s) in which version(s) do you use on a regular basis?

- Explorer 6.0.29
<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
</table>
| Find the National Foreign Language Resource Center–UH Website.       | 10:15      | Google: /nflrc Hawaii/  
√ first hit                                                                                                                                |
| What is the purpose of the NFLRC?  
How do you contact the NFLRC?  
How do you contact the Webmaster? |            | √ About Us [found right away, read off text]  
[found contact info same page]  
“This is good, I see all the main people; to contact NFLRC, I would use the generic ‘nflrc@hawaii.edu’.”  
checks side bar  
S: /webmaster/ [not found]  
√ Home [not found]  
√ Pubs [not found]  
√ Resources [not found]  
gives up |
| Find two publications that match your interests and place an order.   |            | √ Pubs  
tilts head to read book spines  
√ Research Reports  
scrolls through TR list  
√ TR#13  
√ order from UH Press  
NOTHING HAPPENS. no response; no indication that a page is loading  
gives up  
scrolls through TR list  
√ TR#05 [orderable from NFLRC]  
completes order, no problem |
### Perform a search on a language that interests you. What kinds of things do you find?

<table>
<thead>
<tr>
<th>Search</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean</td>
<td>Gets results list&lt;br&gt;&quot;47 hits…that’s a lot!&quot;&lt;br&gt;Center for Korean Studies DEAD LINK&lt;br&gt;Department of East Asian Languages and Civilizations at Harvard University OK&lt;br&gt;&quot;Interesting…these links go all over the place [again it is not clear that these are outside links]</td>
</tr>
</tbody>
</table>

### Find a local workshop or conference, etc. that looks interesting to you.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prodev</td>
<td>Reads 3 current conferences&lt;br&gt;&quot;and here are recent ones.&quot;&lt;br&gt;CALICO OK</td>
</tr>
</tbody>
</table>

### OPTIONAL:

Are you looking for anything that we didn’t cover here? Can you find it?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to find out what SLTCC stands for.</td>
<td>S: SLTCC&lt;br&gt;Abouts → David Hiple no answer&lt;br&gt;Projects → Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity; Kate Wolfe Quintero&lt;br&gt;Kate Wolfe Quintero DEAD LINK&lt;br&gt;Resources SUCCESS&lt;br&gt;&quot;The other day I wanted more information about TRs as I want to submit one. I was able to easily answer the question ‘Are TRs only Asian focus?’&quot;</td>
</tr>
</tbody>
</table>

### ADDITIONAL USER COMMENTS

I love the bookshelf.<br>Home page looks clean, all graphics have links — good.<br>I think the three main links at the top are the right ones and the additional ones at the bottom are good.<br>The test process opened up a lot of windows. A little unwieldy.<br>I am glad to see NW#44 up; the topics look good and I’m happy to see pdf option.

### TESTER OBSERVATIONS

Resources not a good designation for this section. Useful links? Needs to be more clear that these are NON-NFLRC links
job UCSB prof. German; NFLRC advisory board member; LLT editor

How often do you go online?

X daily  □ several times a week  □ less than once a week

What type of connection do you most often use?

□ under 56K modem  □ 56K modem or higher  X DSL or cable  □ T-1 than

What platform do you use?

□ PC  X Mac  □ other  test conducted on IMAC G3

What browser(s) in which version(s) do you use on a regular basis?

Safari
**WORKSHEET**

<table>
<thead>
<tr>
<th>task</th>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the National Foreign Language Resource Center–UH Website.</td>
<td>10:19</td>
<td>[using Mac OS X Safari] [input 'nflrc.hawaii.edu'] &quot;I just guessed.&quot;</td>
</tr>
<tr>
<td>What is the purpose of the NFLRC? How do you contact the NFLRC? How do you contact the Webmaster?</td>
<td>10:20</td>
<td>[reads home page, extemporizes] &quot;You're supposed to be a resource center for foreign languages and have projects in those languages.&quot; [skims more] √ About Us [bottom menu] [reading from page] &quot;In order to…' Hm. '…the NFLRC undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific…” [still on 'About Us'] &quot;I would send email to…” [reads from lower R corner] &quot;I would assume that I just send an email to this address [i.e. <a href="mailto:nflrc@hawaii.edu">nflrc@hawaii.edu</a>]. No one is specifically listed.&quot;</td>
</tr>
<tr>
<td>Find two publications that match your interests and place an order.</td>
<td>10:23</td>
<td>√ Publications and materials [used horiz. menu along bottom] [scrolled around; finally moused over Bookshelf] &quot;I didn't understand the interactivity of the bookcase… 'Freebies' is misspelled. The font on the leftmost book spine is really messed up and hard to read.&quot; √ Bridging gaps with technology in the ITV classroom &quot;By Stephen Fleming, hm, I'll put him in my basket, ha ha.” √ Add to Basket &quot;There's not a button to take you 'back to shopping'.&quot; [used back button] &quot;I'm always afraid if I use my back button it will forget the thing that I put in my basket.” √ Integrating language and content instruction √ Proceed to Order [doesn't see distinction between &quot;Returning&quot; and &quot;New&quot; customer right away] [fills out 'New Customer' info, submits, reads payment info] &quot;Since it doesn’t take credit cards I would probably think twice about ordering… you know, I would like if there was a print button on the ORDER CONFIRMATION page – since I'm never sure that an invoice will be packed with the shipment and my fiscal officer always wants one of those.&quot;</td>
</tr>
</tbody>
</table>
Perform a search on a language that interests you. What kinds of things do you find?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10:28 | S: /Vietnamese/ [without returning to main page]  
✓ 4 hits in Projects [skims results page] [refers to Chaudron etc.] "Interesting." [back button]  
✓ 1 hits in Publications [reads result briefly] [back button]  
✓ 3 hits in Professional Development [reads result briefly] [back button]  
✓ 17 hits in Resources [reads result briefly] "Wow. A lot of information." |

Find a local workshop or conference, etc. that looks interesting to you.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10:31 | ✓ Professional Development  
✓ CALICO "That one I'm interested in... same week as NAFSA? Uh oh." [back button] "Conversation Analysis... no, thank you" |

OPTIONAL: Are you looking for anything that we didn't cover here? Can you find it?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10:33 | [user browses, rather aimlessly]  
✓ Home  
✓ 'Proceedings' link [reads briefly]  
✓ online Chinese link [reads briefly]  
"It dawns on me now that I didn't recognize the CALICO link on the main page as such."  
✓ Publications & materials [from top menu]  
"The 'Choose a category' book on the right side of the bookshelf is non-functional. It took me a while to get how the bookshelf worked, and then when I got it, I had to tilt my head sideways to read the titles, which I don't like."  
✓ Talks & demos [on Bookshelf] [remarks about the listing page] "It doesn't say on the listing page that these are all videos. I didn't really get that at first." |

ADDITIONAL USER COMMENTS

Personally, I find white page backgrounds boring. Otherwise, very clean design and easy to use.

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td></td>
</tr>
<tr>
<td>email</td>
<td></td>
</tr>
<tr>
<td>job</td>
<td>acting director, HELP</td>
</tr>
</tbody>
</table>

How often do you go online?

- ☒ daily  
- ☐ several times a week  
- ☐ less than once a week

What type of connection do you most often use?

- ☐ under 56K modem  
- ☒ 56K modem or higher  
- ☒ DSL or cable  
- ☐ T-1

What platform do you use?
What browser(s) in which version(s) do you use on a regular basis?

Safari 1.3.1
# Worksheet

<table>
<thead>
<tr>
<th>start time</th>
<th>observations</th>
</tr>
</thead>
</table>
| 7:27       | √ google
|            | “how nice” |
| 7:28       | √ ABOUTUS
|            | (1) “[reads info]”
|            | (2) scans page, difficulty, but finds “NFLRC email”
|            | “not very clear, if I missed this I would go back to HOME…no, nothing there”
|            | (3) HOME…no, nothing there…I’ll try RES…no back to ABOUTUS”” can’t find it” |
| 7:31       | √ PUBS
|            | “books [bookshelf] are hard to read in vertical, not intuitive”
|            | “The look of the bookshelf graphic does not match the rest of the site.”
|            | √ SEA & PAC
|            | “list results by category…hmm..these seem to be alpha order…if I want Hawaiian, I just have to scroll” [“List results by category” is a link, not a statement – same misunderstanding above.]
|            | √ adds Na Mea.. |
|            | “to change qty do I click here [box w/ number/ or here [update qty]…oh I see”
|            | √ proceed to order
|            | √ click here to proceed
|            | [successfully adds another pub by using back button] |
|            | “what…I have to fill this out again?” [does so] |
|            | msg: Account cannot be created, already exists |
|            | [now she sees “returning customer and enters email] |
|            | √ submit |
|            | [DAM receives both order and bounce back message] |
| 7:37       | “how do I get back to HOME from here”
|            | “back button doesn’t do it, finally by √ my account returns to OLD NFLRC] |
|            | [we start over at test URL] |
|            | search: Swahili |
|            | 1 in PUBS: [she accesses description easily, is not interested, back button to search results] |
|            | 11 in RES: browses, reads “list by site type” and understands this to mean “This list is by site type”, when actually it is alpha. “List by site type” is a link, not a statement – same misunderstanding above. |
## Find a workshop or conference that looks interesting to you.

| 7:41 | √ PRODEV  
|      | “I only find summer institutes, no conferences”  
|      | search: conferences [few hits]  
|      | search: conference [many hits]  
|      | “these are old; this isn’t much help, lets move on to RES”  
|      | [browses]  

## OPTIONAL: Are you looking for anything that we didn’t cover here? Can you find it?

| 7:43 | [current in RES results]  
|      | “how do I get back home?…oh, down at the bottom.”  
|      | “I want to find about study abroad for my students”  
|      | search” study abroad  
|      | √ 2 in PRODEV  
|      | [institute 2003 – not interested]  
|      | √ 1 in RES  
|      | [result page displays 3 {OLD NFLRC displays 18]  
|      | “not really useful”  

## ADDITIONAL USER COMMENTS

I was confused about the Resources. Since you are a “resource” center, I thought they would be YOUR resources.

### name
[redacted]

### email
[redacted]

### job
DOE resource developer

How often do you go online?

- X daily  
- □ several times a week  
- □ less than once a week

What type of connection do you most often use?

- □ under 56K modem  
- □ 56K modem or higher  
- X DSL or cable  
- X T-1

What platform do you use?

- □ PC  
- X Mac  
- □ other

What browser(s) in which version(s) do you use on a regular basis?

Explorer [5.]