

Criteria for Analyzing and Evaluating Computer-Assisted Pronunciation Teaching (and Learning) Software, Websites, and Mobile Apps

© 2018, Lynn Henrichsen

A. General descriptive information

1. Name of evaluator: _____
2. Date of evaluation: _____
3. Software title: _____
4. Copyright (or last update) date of software: _____
5. Author, sponsor, or publisher's name (and qualifications): _____
6. Platform: ☐ iOS, ☐ Android, ☐ Macintosh, ☐ Windows, ☐ Unix, ☐ other _____
7. Target language(s): _____ (If English: ☐ British, ☐ North American, ☐ other _____)
8. Language(s) in which instructions are provided: _____
9. Cost: \$_____, ☐ free, ☐ ads, ☐ subscription, ☐ other _____
10. Target audience age(s): ☐ children, ☐ teenagers, ☐ adults, ☐ other _____
11. Target audience language level(s): ☐ novice, ☐ intermediate, ☐ advanced, ☐ other _____

B. Instructional purpose(s) and activities

1. Primary objectives specified by program: _____
2. Other (secondary, peripheral) objectives: _____
3. Aspects of pronunciation addressed (check all that apply):
 - Listening perception: ☐ segmentals, ☐ suprasegmentals, other _____
 - Segmentals: ☐ vowels, ☐ consonants, ☐ consonant clusters, other _____
 - Suprasegmentals: ☐ intonation, ☐ word stress, ☐ sentence stress, ☐ rhythm,
☐ pausing/juncture, ☐ blending, ☐ reduction, ☐ other _____
 - Fluency: ☐ pausing appropriately, ☐ delivery speed, ☐ other _____
4. Type(s) of learning activities provided (check all that apply):
 - ☐ Analysis or diagnosis of learner's difficulties
 - ☐ Listening perception or discrimination
 - ☐ Listen to model and imitate/repeat
 - ☐ Listen, record, replay, listen, and compare to model
 - ☐ Minimal pairs
 - ☐ Loaded sentences or "tongue twisters"
 - ☐ Phonetic alphabet symbols and/or charts
 - ☐ Articulatory explanations (text or video)
 - ☐ Articulatory displays (sagittal section diagrams)
 - ☐ Animated "mouth movement" models (video)
 - ☐ Visual pitch-contour displays
 - ☐ Spectrograms, wave forms, or formant data (of model and/or learner's pronunciation)
 - ☐ Flash cards
 - ☐ Instructional game
 - ☐ Pair-work or group-collaboration activities
 - ☐ Automatic speech recognition (ASR) How accurate is the ASR? How often (____%) does it reject correct/acceptable pronunciation as incorrect? How often (____%) does it accept incorrect pronunciation as correct? How does it do with different dialects?
5. Feedback and record keeping:
 - ☐ Provides users with immediate feedback on the correctness of their responses
 - ☐ Provides users with helpful, comprehensible guidance on how to correct their mistakes
 - ☐ Tracks the number of right and wrong responses for an individual user
 - ☐ Keeps track of various individuals in one class and reports scores to a teacher

Rate each of the items in sections C, D, and E according to the following scale:					
-2	-1	0	1	2	
strongly disagree	disagree	no opinion	agree	strongly agree	
NA=Does not apply CT=Cannot tell (insufficient data)					
Write comments anywhere they fit or on a separate sheet (please refer to item numbers).					

C. Functionality and usability

- | | | | | | | | |
|---|----|----|---|---|---|----|----|
| 1. Runs properly (i.e., no bugs, crashes, long delays, etc.) | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 2. Guides the user well (i.e., intuitive interface, provides clear directions for starting, navigating, and stopping) | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 3. Uses consistent commands and directions throughout | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 4. Provides operational “Help” for users | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 5. Allows users to provide feedback or ask questions to the creators... | -2 | -1 | 0 | 1 | 2 | NA | CT |

D. Instructional factors

- | | | | | | | | |
|---|----|----|---|---|---|----|----|
| 1. Presents information well (i.e., clearly, concisely, interestingly etc.) | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 2. Provides thorough and effective practice..... | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 3. Provides helpful feedback | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 4. Focuses on priority aspects of pronunciation (e.g., functional load) | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 5. Content is authentic and accurate | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 6. Content is up to date | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 7. Provides various speech models (i.e., multiple speakers’ voices) | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 8. Delivers instruction at a level appropriate for the target audience ... | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 9. Maintains a constant (or gradually increasing) level of difficulty | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 10. Presents teaching/learning activities in a good sequence | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 11. Provides helpful interaction with the user(s) | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 12. Allows for learner autonomy and independence | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 13. Provides meaningful practice..... | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 14. Provides communicative practice | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 15. Provides variety in practice activities | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 16. Promotes metacognitive activity regarding pronunciation | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 17. Encourages learner strategy development | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 18. Supports a variety of learning styles | -2 | -1 | 0 | 1 | 2 | NA | CT |

E. Presentation

- | | | | | | | | |
|---|----|----|---|---|---|----|----|
| 1. Uses appropriate, readable text (size, style, variety, and continuity) | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 2. Avoids distracting elements (unnecessary sounds, animations, ads)..... | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 3. Employs “white space” appropriately and is not too busy | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 4. Utilizes a pleasing, appropriate color scheme..... | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 5. Is aesthetically pleasing in general and looks professional | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 6. Audio clarity level is high | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 7. Audio volume is adequate and adjustable..... | -2 | -1 | 0 | 1 | 2 | NA | CT |
| 8. Audio can be played at different speeds (fast, slow) | -2 | -1 | 0 | 1 | 2 | NA | CT |

F. Summary

1. Strong points?
2. Weak points?
3. Other comments?