Evaluating web sites and software for language teaching

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Step 1: Assessing technical requirements

Is the programme compatible with available hardware (Does it run on Macs, PCs, both)?	Yes no
Is the programme compatible with available operating system (Windows 98, XP, Mac OS 9, etc.)?	Yes no
Are the system requirements (adequate sound card, graphic sound card, video plug-in etc.) met? If not, can they be installed (installation permissions, etc.)	Yes no
Can the piece of software be easily used over a network?	Yes no
Is the cost manageable for your budget?	Yes no

Step 2: Assessing design principles and user-friendliness

(0: does not apply - 1:minimal, poor - 5: exemplary)

The student /teacher can easily install the software.	0 1 2 3 4 5
Students can use the programme independently after the first use.	0 1 2 3 4 5
Clear, complete teacher / student documentation included.	0 1 2 3 4 5
The programme provides on-screen help and on-screen instructions.	0 1 2 3 4 5
The tool provides good navigation. It offers simple, precise directions.	0 1 2 3 4 5
The programme has the capacity to print all relevant items.	0 1 2 3 4 5
The programme keeps a record of the student's work and progress.	0 1 2 3 4 5
The design contains uncluttered realistic graphics. The graphics do not detract from the programme's educational intentions.	0 1 2 3 4 5
The software / site runs quickly and operates consistently without freezing.	0 1 2 3 4 5
Audio is effective. Sound can be adjusted or muted.	0 1 2 3 4 5
Video display is pleasing and functional.	0 1 2 3 4 5
It is easy for the student to get in and out of activities at any point.	0 1 2 3 4 5
The student can easily undo his or her last move.	0 1 2 3 4 5

Step 3: Assessing instructional principles

(0: does not apply - 1:minimal, poor - 5: exemplary)

The programme provides meaningful, adaptable feedback.	**0 1 2 3 4 5**
Student has a chance to correct errors.	**0 1 2 3 4 5**
The software responds to the learner's own rate of learning.	**0 1 2 3 4 5**
It follows progression of skills.	**0 1 2 3 4 5**
It includes review of old information.	**0 1 2 3 4 5**
New terms are defined.	**0 1 2 3 4 5**
It uses a variety of senses (auditory, visual , etc.)	**0 1 2 3 4 5**

Step 4: Assessing educational quality

 (0: does not apply - 1:minimal, poor - 5: exemplary)

The programme meets the identified instructional objectives and curriculum requirements.	**0 1 2 3 4 5**
The programme clearly states the learning skills addressed.	**0 1 2 3 4 5**
The programme is consistent with sound teaching principles.	**0 1 2 3 4 5**
The content is free of gender, ethnic, and religious biases.	**0 1 2 3 4 5**

The programme is appealing to a wide audience; the content is enjoyable and meaningful to a diverse student population.	**0 1 2 3 4 5**
The programme can be applied to a wide range of topics.	**0 1 2 3 4 5**
The material is presented clearly and interestingly.	**0 1 2 3 4 5**
The level is appropriate for my students.	**0 1 2 3 4 5**
The target language level corresponds to that of my students.	**0 1 2 3 4 5**

Skills addressed (circle all that apply):

listening   speaking   reading   writing

Thinking skills (circle all that apply):

recall   comprehension   application   analysis   synthesis   evaluation

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Reading strategies employed (if applicable):

pre-reading   skimming   careful reading   interpretation

Type of instruction (circle all that apply):

individual at computer   - small group at computer   - one computer for whole class

Is this programme appropriate for a classroom setting?   Yes   no

6. Your overall evaluation of the tool

1. Would you use this tool in your classroom?

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2. How much advanced preparation by the teacher is required compared to student benefit
   (sow/reap)?   **1 2 3 4 5**

3. Could this lesson be presented as well or better in another medium (book, worksheet,
   tapes, etc.)?

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4. In your opinion, is this programme an effective use of computer integration?

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5. How would you modify it?

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6. Other comments: