Criteria for the Evaluation of English Learning Websites

General information

1. Users can link to information about the sponsor and author
2. The author is an expert or is qualified to deliver reputable resources
3. Users can contact authors for clarification
4. The resource is designed to meet users’ needs*
5. The information is presented objectively (e.g. no racial or sexual bias)
6. Users can see what institution published the documents
7. The website includes site map for users to easily understand its frame*
8. The webpage is easy to surf and has a simple design
9. Users can distinctly understand how to surf the website (e.g. the sources on the website are arranged distinctly)
10. The website provides the latest revised information*
11. The updated information is within the past 6 months
12. The webpage has consistent resources from screen to screen (e.g. within the connection of “About Website,” the information on each webpage is related to the introduction of the website)*
13. The website is always available (e.g. each webpage can be surfed; relevant connection is available to surf stably)
14. The website includes search engines to find relevant information
15. The data can be downloaded successfully within 10 s.
16. The data can be obtained immediately (e.g. the lesson plan presented can be downloaded by other teachers)
17. The website includes the relevant and free-download software (e.g. providing PDF software for users to easily download and read on the site)
18. It is easy to search the website via different search engines (e.g. Google and Yahoo)
19. The website is available to non-members*
20. The data is placed in different categories based on its characteristics (e.g. similar data is put together logically)*
Integrated English Learning

21. The items on the website are decorated using the same theme (e.g. the topic of Christmas with relevant pictures on the site)
22. The topic is related to daily experiences (e.g. dining conversation)
23. The linking name is identified in English (e.g. using “home” means back to the main page)
24. The website includes appropriate situational illustrations
25. In the picture-based instruction, there are meaningful directions to instruct learners to click (e.g. online directions can guide users to interact with Flash documents)
26. Each picture has meaningful symbols on the page
27. The content is constructed and arranged in a series of relevant activities (e.g. topic of Disney: vocabulary ! reading story ! evaluation)
28. The content is organized to create a stimulating learning experience (e.g. listening, pictures, and articles)
29. Music is presented along with text or pictures to enhance learning rhythm
30. The input is focused on providing learners with opportunities to interact with different kinds of learning content (e.g. online test, discussion board, and listening comprehension)
31. The website has sufficient text-based input
32. The website has sufficient picture-based input
33. The website has sufficient animation-based input
34. Text, image, and sound are appropriately coordinated (e.g. in learning dining language, it is presented with suitable conversation, relevant pictures, and movies)
35. The material is classified by level (e.g. materials for beginning or intermediate level)*
36. There is a system of “help” to answer users’ questions about learning (e.g. users can key in the puzzle they encountered, and the helper will help them to figure it out)*
37. There are abundant and multiple learning resources on the website (e.g. different English learning topics)
38. Questions on different levels are mixed up and arranged in the evaluation*
39. The website includes relevant English learning skills (e.g. in reading, the key concept shows up in the first sentence of each paragraph)
40. The website includes links to online dictionaries (e.g. a link to Cambridge Dictionaries Online)*
41. The material is accompanied with meaningful statements based on daily situations (e.g. the topic is about the ceremonies of New Year)
42. The task occurs in situational learning
43. The content of the learning task is relevant and consistent (e.g. Christmas topics! evaluate users on how to spell relevant vocabulary! creates a Christmas card)*

44. Users can distinctly understand their abilities from the online test*

**Listening**

45. There are text-aids after the listening comprehension (e.g. presenting the whole content after the listening)

46. The content is combined with a series of pictures which help learners to comprehend the listening comprehension

47. The content is presented with situational animation (e.g. on the topic of traveling zoo, users can simultaneously watch an animation about walking in the zoo)

48. The intonation is appropriate

49. The pronunciation is correct*

50. The listening comprehension takes place in authentic situations (e.g. conversation in the restaurant)

51. The listening comprehension is designed to guide users to answer the questions (e.g. the questions and listening content are relevant)*

52. The division of listening materials is based on users’ attention span (e.g. users’ attention span is 1 min, so the material shouldn’t be longer than 1 min according to teachers’ experience)*

53. There are different levels of listening materials for users to select*

54. The listening comprehension includes introspective questions*

**Speaking**

55. The website provides feedback towards recorded information (e.g. feedback can be based on users’ pronunciation or intonation)

56. The design is available for learners to communicate with native or non-native speakers

57. The content takes place in real life settings

58. The speaking quality adequately conveys its meaning between speakers

59. There are examples of conversation on the specific topics (e.g. commercial conversation or talks about traveling)

60. The website includes examples of speech*

61. The website includes colloquial usages (e.g. local communicative speech)*

62. The website presents pronunciation skills (e.g. the mouth of /e/ in pronunciation)*

63. The website presents skills of using intonation correctly*

64. The website presents skills of recognizing relationships between two vocabulary words*
Reading
65. New vocabulary is presented using special forms (e.g. using different colors or bold to identify the new vocabulary)
66. There is a section to instruct about the new vocabulary (e.g. link to another webpage to learn the new words)*
67. The website has relevant stories that include the new words*
68. New vocabulary is accompanied with resources of its synonyms*
69. The website presents reading skills
70. An abundance of reading resources is supplied for learners to select from (e.g. for reading Harry Potter, the website can link to other online information that introduces the author)
71. The website includes a summary of the article*
72. There are pictures to enhance users’ comprehension in reading (e.g. the story of a caterpillar’s metamorphosis with its picture)
73. Suitable backgrounds are displayed
74. The website includes self-evaluation functions*
75. The reading materials are classified by level*
76. The articles are relevant to daily experiences*
77. The website includes the major sentence structure of the article*

Writing
78. Discussion boards are provided for students to exchange opinions
79. Discussion topics are related to users’ ages (e.g. news for adults; summer vacation planning for students)
80. It is easy to change fonts, colors, and sizes in the discussion boards
81. Users can use programming language to enrich their written article (e.g. using html to post the pictures or make a table)
82. The website involves different writing modes (e.g. how to write the first paragraph)
83. The website includes relevant resources for different articles*
84. The website includes different types of writing samples (e.g. biographic sketches or prose)*
85. There are many pictures to increase learners’ motivation to write
86. Users can discuss the writing content with instructors online (e.g. via email or discussion boards)
87. The website includes relevant writing skills*
88. Users can observe others people’s written works online*
89. The writing topic is related to daily situations and is meaningful (e.g. topic about my aspirations)*

90. Multiple approaches are used to promote users' writing ability (e.g. writing based on the pictures or fill in the blanks of comics)

91. The website includes relevant vocabulary for the writing topic*

92. The website includes relevant phrases for the writing topic*

* represents the new or revised items to the preliminary version of criteria.

Source: