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Abstract

The field of second language pronunciation assessment has seen significant advancements in recent years, driven by a shift towards more pragmatic and attainable learning goals. One of the primary goals has been the intelligibility principle, which focuses on measuring the ease of understanding pronunciation, rather than striving for native-like pronunciation (Munro & Derwing, 1995; Thomson & Derwing, 2014). Computer-assisted pronunciation training (CAPT) technologies have gained popularity for providing personalized and self-paced pronunciation training for second language learners. However, there have been concerns about the lack of adherence to established pedagogical guidelines for L2 pronunciation assessment in CAPT (Levis, 2007; Neri et al., 2002; O'Brien et al., 2019).

This paper presents the results of a systematic review focusing on the pedagogy of pronunciation assessment in computer-assisted pronunciation training (CAPT) research. The review explored 46 empirical peer-reviewed journal articles published between the years 1999 and 2021 that were selected based on specific inclusion and exclusion criteria. Key details were extracted about the studies' CAPT systems, pronunciation elicitation tasks, and assessment procedures. Such details were classified and evaluated using a pedagogy-informed codebook.

Despite the innovation promised by CAPT technology, the findings showed that most of the reviewed studies utilized controlled speech tasks such as "listen and repeat" and "read aloud" to elicit learners' pronunciation rather than the more natural spontaneous tasks. In terms of assessment procedures, the majority of CAPT studies used human listeners to measure the accuracy of segmental (i.e., vowels and consonants) features. Conversely, only a few studies utilized global measures of pronunciation learning, such as intelligibility and comprehensibility. The paper presentation concludes with specific pedagogical suggestions for pronunciation assessment in future CAPT research.