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**Online Resources in Vocabulary Teaching  
at Secondary Schools**

Bakalářská práce

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## Prohlášení:

Prohlašuji, že jsem bakalářskou práci vypracovala samostatně a použila jen prameny uvedené v seznamu literatury.

V Olomouci .....

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## Introduction

The importance of language skills in respect to the future career of students has increased in recent years. Especially, a second language has become an inevitable part of the abilities preferred by companies in recruitment of workers. The improvement of a foreign language is not possible without enhancing vocabulary as it is the foundation stone of any language. Vocabulary teaching can be successful only if teacher reflects upon the ways how students are being educated and tries to find the approach corresponding with natural processes of learning. Another factor participating in the vocabulary teaching is a clear vision of the vocabulary skills to be achieved. Moreover, mistakes and difficulties appearing in the area of vocabulary can serve as navigation through the waters of vocabulary teaching. The whole process of vocabulary teaching can be ideally assisted by the Internet because of its lexical nature and speed of data processing.

A level of the language skills is nowadays also highly dependent upon teachers' approach and their abilities to work with information technologies. The significance of those abilities is apparent in the light of how personal computers and the Internet have influenced the life of our society. We are not able to imagine our world without this information network as it has become a very useful source of a great amount of various kinds of information. "The World wide web is fast becoming the largest reference library in the world. What started out as a very specialised resource now encompasses just about every topic known to man. (Teeler and Gray, 2000, p. 17)" "Language pedagogy cannot and should not be immune to the advantages the Internet offers – in information, in resources and in opportunities for global communication. (Windeatt et al., 2000, Foreword)" In sum, the Internet literacy has proved to be a desired quality of a language teacher.

The aim of this thesis is to provide comprehensive and relevant information regarding the Internet resources to facilitate vocabulary teaching at secondary schools for teachers. Another aim is to outline what the difficulties in the process of learning new words are and how we can cope with these problems. How use of the Internet can be helpful if a teacher knows its diverse applications.

## 1. Importance of vocabulary teaching

Every aspect of a language and namely the ability to speak the second language involves use of a certain range of words. When we concentrate on what is the role of vocabulary in acquiring **communication skills** we can refer to an opinion of the linguist David Wilkins. He describes importance of vocabulary: "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed (Thornbury, 2002, p.13)." Similarly, Dellar and Hocking state: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words (Thornbury, 2002, p.13)!"

Moreover, we can look at a function of grammar and vocabulary in the second language learning described by Thornbury. To learn grammar a person needs to know rules and one of them can produce sentences in many variations, however, they commonly consist of several words that we need to know before we use them in a sentence. In respect to acquiring communication skills it is important to assess a minimum quantity of words a learner needs in order to be able to create the sentences and communicate. Thornbury uses a term - **a threshold level – a core vocabulary** that applies to this ability. He also describes this basic amount of words as **a defining vocabulary**. This figure is approximately 2,000 words. In addition to that, he reports that current researchers suggest 3,000 word families to be a basic vocabulary and to pass the Cambridge First Certificate Examination (FCE) 5,000 words are likely to be sufficient. (Thornbury, 2002, p.21)

The above mentioned significance of vocabulary deserves attention from teachers' side. The point is to consider ways of approaching vocabulary teaching in order to make them more vocabulary oriented. As a result of this change, improved language skills will be achieved.

## **2. Ways of approaching vocabulary teaching, system of knowledge of words and memory functioning.**

Consideration of significant difference between current ways of vocabulary teaching and actual needs of a human mind and a memory is inevitable in improving a quality of language teaching. As a result of reflection upon this comparison useful and suitable consequences can be put into practice.

### **2.1. The current ways of approaching to vocabulary teaching**

Students at any level of education use their own methods of studying and preparation for classes, tests and examinations. A majority of them have never been taught any effective memorising and learning strategies to expand their vocabulary. And they also do not understand how a memory works. In the past and even today, common practice at secondary schools has been to use a course book and a work book which at their end have a list of words organised according to their appearance in each chapter. They are usually asked to memorise them and their knowledge is tested in a simple word-to word way afterwards. Some grammar schools that expect a higher level of comprehension use a different method of testing. Students explain a meaning of a word given using their own words. There are also several types of exercises focused on vocabulary in use occurring in a lesson test which follows each chapter is finished. These require deeper understanding of a word structure and its function within a sentence. Test preparation is based on practising the same or similar kinds of exercises. During the last years a new sort of course books has been introduced. It has been designed to meet requirements of a new type of final examinations. There is a wider choice of reading, writing, speaking activities in order to prepare students for respective parts of leaving examinations. And vocabulary oriented exercises have started to be included increasingly in these new course books.

The following chapter describes ways in which words are stored and managed in our mind and what problems with remembering students might have. Understanding a structure of knowledge of words and a human memory provides a foundation for a new effective approach to vocabulary teaching. Also common mistakes students make in



vocabulary and reasons why students forget words can navigate a teacher through a change of some of the current ways of vocabulary teaching.

## 2.2. A System of knowledge of words

**The mental lexicon** is a term explained as “the way words are stored in the mind (Thornbury, 2002, p.16).” They are not kept neither as a list nor randomly but highly structured. This structure is connected with general knowledge and memory in other words personal experiences (Thornbury, 2002, p.17). And therefore it is improbable that any two people will understand a word in the same way.

Language learning requires building a **vocabulary network** (Thornbury, 2002, p.18). Words that have a relationship between each other are interconnected and categorized and they are encoded by a **conceptual system**. Acquisition of a second language includes both learning a new conceptual system and creating a new vocabulary network. Students tend to simplify a process of creating a network of associations in second language learning. They just attach the word to the mother tongue equivalent. But this simplification omits the fact that associations of the same word in the first language are different than in the second one because of cultural, lexical and personal reasons (Thornbury, 2002, p. 20). The word is used differently in various situations and a learner should become aware of them by practice. Thornbury uses a metaphor of **false friends**. These are the words that seem to be equivalents but their meanings differ. It indicates the existence of **real friends** and there are many more of them in a language. Besides these there are also **strangers** that have no equivalent in the first language. All three groups are usually **acquaintances** for most of second language learners. They may know them but not as thoroughly as words of a mother tongue. And Thornbury’s metaphor makes it even clearer: “learning a second language is like moving to a new town – it takes time to establish connections and turn acquaintances into friends. And what is the difference between an acquaintance and a friend? Well, we may forget an acquaintance, but we can never forget a friend.”

### **2.3. Memory functioning - methods of learning and remembering.**

It is necessary to understand ways our memory works in order to help students to learn a new vocabulary in a more effective way. Thornbury refers to several principles we should follow in a process of learning and remembering: repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation and attention/arousal (Thornbury, 2002, p. 24-25). There is a specific kind of **repetition** that is useful for remembering. The more often the word occurs within a study material the greater is the chance it will be committed to memory. In order to be able to recall the word later it is worthwhile to **retrieve** it from memory, for example to use it in written sentences. **Spacing** means to “distribute memory work across a period of time than to mass it together in a single block”. **Pacing** reflects individual ability of each of the students to learn and remember. Well-known is the principle “use it or lose it” and if it is applied in any interesting way it will be stored in long-term memory. “The more decisions the learner makes about a word, and more cognitively demanding these decisions are, the better the word is remembered”, for example “to decide on its part of speech” or “to use it to complete a sentence”. This principle is called “**cognitive depth**”. **Imaging** and as another way of remembering means to visualize “a mental picture” of a word preferably “self-generated not acquired the second hand”. “Tricks to help retrieve items or rules from memory” are known as **mnemonics** and they are “often visual”. “The only difference a strong **motivation** makes is that the learner is likely to spend more time on rehearsal and practice.” **Arousal** is a very high degree of attention” and it “seems to correlate with improved recall”. And “words that trigger a strong emotional response are more easily recalled”. In sum, learning vocabulary requires using various methods and those that include the principle of visualization or cognitive depth can be plentifully and satisfactorily supported by the internet resources.

### **2.4. Difficulties with remembering new words and mistakes in vocabulary.**

Thornbury (2002, p. 26) mentions a rate of forgetting is high at the beginning but it eventually slows down. There are two aspects that influence retaining new words: **easy to learn** words are remembered longer and the principle of **distributed practice**, mentioned earlier as spacing. The second aspect applies the study of any material to be divided into smaller parts and learned “over spaced learning sessions.” Spaced review

of the learned material called “**recycling**” is also very effective and it eliminates forgetting to a minimum.

According Thornbury (2002, p.27) there are six factors that cause difficulties in learning process: pronunciation, spelling, length and complexity, grammar, meaning; and range connotation and idiomaticity. “Words that are difficult to pronounce are more difficult to learn.” It is the same case with the length of a word. “Sound-spelling mismatches are likely to be the cause of errors.” In respect to a complexity, Thornbury (2002, p.28) mentions problems in learning “polysyllabic words - such as in word families like necessary, necessity and necessarily. When two words overlap in meaning, learners are likely to confuse them. Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range” As a conclusion of enumeration the above-mentioned learning difficulty factors, Thornbury (2002, p.28) deduces that mistakes learners make, fall into two main groups: “form-related and meaning – related”. In the Vocabulary Websites chapter, there is a variety of web resources appropriately covering these problems.

The next step in improvement of vocabulary teaching is to interconnect the foundations mentioned in the previous chapter with the goals of English Language Vocabulary teaching in our country.

### **3. The Goals of English Language Vocabulary Teaching**

Vocabulary teaching at Secondary Schools pursues the two main aims: to teach students to speak English and to lead them to pass English language school-leaving examination. Levels of this examination range from B1 to B2. Ways students learn and remember vocabulary must be therefore targeted at reaching the above-mentioned levels of language skills.

The following requirements regarding speaking and writing abilities indicate areas of vocabulary which teaching efforts should be focused on and the Internet sources are to be exploited accordingly.

### **3.1. The Centre for assessment of education results (The CERMAT) language skills requirements for secondary schools.**

In a Catalogue of Requirements for English language for basic level, the CERMAT presents following speaking skills according to one of the referential levels established by the CEFR – B1: to describe a place, a route, a thing, a person, an activity, an experience; to describe or introduce oneself and others; to provide uncomplicated information and with limited accuracy more complicated information, give details; compare various options; summarise information; initiate discussion; express ideas, beliefs, feelings, dreams and hopes; express opinion for example on a programme, event; cover essence of an idea or a problem; express agreement and disagreement with a behaviour; to explain one's opinion, reactions, plans, and acts and justify them briefly; explain and/or emphasize what considers as important; explain why something is a problem; ask for affirmation that used expression is correct. (CERMAT, 2010a).

Vocabulary skills play a vital role also in writing. As for the writing skills requirements a student is expected to be able to respond in an appropriate way in situations he/she may encounter in everyday life in respect to a personal area – family, friends, life outside home, personality – hobbies and interests, public area – services and social events, education – school lessons and language course attendance, society – culture, traditions and media, and occupation – summer jobs, future plans, common professions, etc. (CERMAT, 2010a).

Moreover, student is competent: to describe a place, a route, a thing, a person, an event, an experience, a plot, to describe and/or introduce oneself and others, to describe feelings and reactions, for example contentment/discontentment, agreement/disagreement, surprise, fear, to express an opinion/belief and moral attitude, for example an apology or regret, to express one's own thoughts, intention, wish, request, offer, invitation, recommendation, etc. Learner is capable to justify certain activities and/or facts, to explain a problem and/or suggest solution, to explain and/or emphasize what he/she considers to be important, to inform/verify specific information and news, to ask for specific information, summarize and/or use submitted factual information, to ask somebody's opinion, attitude, feelings, problems, etc. and to answer

simple questions (CERMAT, 2010a). There is a certain similarity in vocabulary areas of the speaking and writing skills that indicates that these skills are interconnected.

As for the writing skills, there are several criteria to be evaluated in respect to this aspect of language according the CERMAT catalogue of requirements. Specifically, the criteria are: adequacy in respect to instructions; unambiguity of message; factual correctness; observance of a theme/style, etc.; formal requirements of requested type of text; range, relevance, intelligibility of ideas and/or information; mutual balance and/or information and fulfilment of required length of text (CERMAT, 2010a).

There are various difficulties appearing in an effort to satisfy the above mentioned vocabulary requirements. They are even more visible in the light of preparation for school leaving examinations and therefore the next chapter is focused on specification of the problems with vocabulary.

## **4. Vocabulary difficulties in respect to preparation for school-leaving examinations**

### **4.1. The speaking part of leaving examinations**

As for the speaking part of leaving examinations it consists of the four main constituents and each of them complies the above mentioned requirements differently (CERMAT, b). The first one is an interview on a general theme (CERMAT, a). The Ministry of Education, Youth and Sports has assigned the CERMAT to prepare a list of the following general themes: personal characteristics, family, housing and living, everyday life, education, free time and entertainment, interpersonal relationships, transport and travelling, health, food, shopping, job and occupation, services, society, nature and geography. A task of the second constituent is to describe and compare two photographs using the following points: colour, light, atmosphere, style, size, space, people, furniture and other. The third constituent is an independent speech and its instructions are created by the school (CERMAT, b). It can be either on one of the general themes or a specific according to the school's specialization. And the last constituent is an interaction on any of the general themes. It is simulation of a real conversation. All of them require acquiring a wide range of vocabulary and the following

chapter deals with some of the problems that appear in respect to reaching the required level of vocabulary.

#### **4.2. Problems with the speaking part of school-leaving examinations and their suggested solutions**

The first problem occurring in respect to the required level of vocabulary knowledge is the **insufficient range of thematic vocabulary**. Student in such case answers just yes or no or at least tries to find other words to describe the intended term. Another variation is when student knows the appropriate term but is unable to use it in a context of a sentence. The solution might be to start practising with the **Quizlet** flash cards and then use the talking sheets from the **MES English** web. A structure of the sheets provides a framework for practicing of any topical vocabulary. The next step can be a higher level vocabulary lesson from the **English page.com**. Each lesson provides definitions of words and vocabulary in conversational exercises. A more complex approach to this problem is provided by **Za školou a se školou - Anglický jazyk** web site and a plenty of vocabulary-based activities can be found also on the **British Council – BBC – Teaching English**, the **Help for English** and the **Interesting Things for ESL Students**.

A picture description task is a part of school-leaving examinations and requires using of an adequate range of **adjectives and their synonyms**. Students use some adjectives but their ability to use them actively is usually limited. An easy and useful source for developing this skill is the **Oxford Collocations Dictionary for Students of English**. It provides adjectives and their synonyms ordered from the one with the strongest positive connotation to the weakest. It would be very convenient to acquaint students with the structure of this page. The **Synonym.com** enables student to see an adjective (as well as other parts of speech) and its synonyms according to a meaning.

Other areas of difficulties are **conversational phrases and collocations**. Collocations are covered by the above mentioned dictionary of collocations. Students will be able to apply conversational phrases to a particular situation if they are taught the phrases in a context of real situations. First, they have to memorise them and then

practise in pairs or prepare a performance including the real life situations. **Za školou a se školou - Anglický jazyk** offers a ready-made material consisting of a huge number of phrases that can be used to practise conversations. This material is the solution also to the problem with a lack of skills regarding **expressing opinions, arguing and expressing emotions**.

**Communication strategies** in respect to the school-leaving examinations simply mean that students are able to ask the information, phrase, question or word to be repeated or explained in case they did not understand a partner in conversation. Besides teaching students the appropriate phrases, they should be encouraged to use these expressions on everyday basis, in and outside a classroom. Such expressions belong to the category of the above-mentioned conversational phrases and should be taught accordingly but more frequently because students do not tend to use them.

**Vocabulary quickness** depends on broadness and depth of knowledge of each particular word and whether students are taught language in an active way. The first requirement finds its fulfilment in the use of corpus data of **the British National Corpus** and **the Corpus of contemporary American English**. Students are not aware of these tools and it will be of great benefit to them if they were taught how to work with them. The second requirement is a matter of personal approach of a teacher.

#### **4.3. The written part of leaving examinations**

The written part of leaving examinations consists of two tasks (CERMAT, c). The first is longer than the second one and its instructions may include one of the following writing types: personal profile, letter, description, report, article, and text in narrative style. For the higher level of examinations they may include some extra types: critique, review, essay, narration, summary, e-mail, and announcement. These writing types may occur in the second task for both levels but they are shorter and the instructions for both tasks are never the same. Each writing type requires specific vocabulary and expressions to be taught and the Internet resources offer a plenty of materials and opportunities for practising.

#### **4.4. Problems with the written part of school-leaving examinations and their suggested solutions**

A range of **formal and informal vocabulary** and the ability to distinguish and apply differences in expressions are the area that needs a support from the Internet resources. The most efficient way to improve the above-mentioned area is to use examples of letters and to practice distinguishing of expressions. However, students need an initial set of phrases that would help them to recognize differences. One of **the** ways how to use this set is to compare equal expressions. The writing section of the **ELT Base** includes a link to such comparative material. Moreover, there is a large amount of examples of letters that can be used together for the comparison. **The Skills Workshop** contains explanatory power point presentations that can be easily used for a topic introduction. In addition, **the iSLCollective.com** offers worksheets that in an interactive and entertaining form help to teach students the formal and informal expressions in the context of communication and writing letters.

The contents of particular types of letters require knowledge of certain areas of vocabulary. Particularly, formal letters often contain the **business vocabulary**. For this purpose, two kinds of sources can be used: specialised business dictionaries or thesauri, and different types of business letters. For example, **The Longman Dictionary of Contemporary English** provides a comprehensive and easy to use thesaurus containing business terminology. The same vocabulary can be found also in **the Cambridge Dictionaries Online**.

Correct **use of collocations** in the written part appears to be the same problem as in the speaking part. **The Oxford Collocations Dictionary for Students of English** together with **The British National Corpus (BNC)** and **The Corpus of contemporary American English** are the key tools for the improvement of this language teaching category. The closely related aspect of collocations is a slang, expressions of which are often used improperly because students are unaware of their use. **The Online Slang Dictionary** fills a gap in course books and enlarges the space for informal communication.



The last area of vocabulary difficulties involves both speaking and writing. **Errors in English usage** appear at all levels of students. Basically, they are of two sorts: the first – a literal translation of words and the second – existence of ‘false friends’. Course books are not able to satisfy this quite frequent phenomenon originating from the fact that English is not the mother tongue to our students. **The CZEnglish** is the solution to this problem. This interface shows the differences in usage of both languages in a very clever and practical way and the set of exercises attached to it serves for practicing. The false friends and other confusing terms and expressions are listed and explained in the **Common Errors in English Usage**.

This chapter outlined the ways the Internet can facilitate vocabulary teaching. The better we know teaching tools the more effective teaching can be. The following chapter therefore focuses on the function this sophisticated tool and how can it be used for creating vocabulary lessons and activities.

## 5. Role of the Internet in vocabulary teaching

In order to understand the function of the Internet more deeply, we can imagine this cyberspace as a well-stocked **teacher’s room** (Teeler and Gray, 2000, p. 17). According to the depiction of Teeler and Gray, this computer network can be a “powerful development tool”. The problem is that a lot of teachers do not have one. For those of the teachers who do not have access to “the comprehensive reference library” they suggest to consider the Internet to be the one that has “infinitely more space for materials, a boundless arena for discussion and an endless source of up-to-date news ...”

With regard to the above mentioned role of the Internet, Windeatt et al. (2000, p. 50) go into detail on examples of **a wide variety of text types** to be found on the web: description, instructions, narratives, advertisements, and dialogues. For practising vocabulary, a **range of context** provided by the Net is particularly useful.

Gavin Dudeney described the computer network as “a vibrant place” especially in respect to ESL/EFL teachers and their work. It is also a place, where teachers can find “**pop culture information**” for their students (Sperling, 1997).” According to Windeatt

et al. (2000, p. 51) the nature of the Web can bring them to cross cultural comparisons as they often encounter information about other cultures.

Sperling identifies the Internet with “**Information Superhighway**” and he recommends people to try to see it as an impressive global network that connects an immense number of people around the planet exchanging “an immeasurable amount of information, electronic mail, news, pictures and, more importantly, **ideas** (Sperling, 1997).”

Windeatt et al. (2000, p. 8) write that the Internet possibilities are endless in the language classroom but its effectiveness in practice is contingent mainly on the way a teacher and students work with it. They add we should be aware of the importance of our general methodology. Teeler and Gray (2000, p. 22) express the idea that on the Internet everyone can find a convenient material of any type but the two points play a decisive role in using the web: search speed and ability to modify the material. They point out a diversity of users as a disadvantage of coursebooks (Teeler and Gray, 2000, p. 36). “The topics they deal with may be irrelevant or difficult to discuss with your class, and you may sometimes need alternative topics and texts. The Internet can greatly simplify the task of finding them.”

However, teacher must definitely keep in mind the following idea of Rogger Ebert: “If the Net is the most useful research tool ever available... it is also the most misleading, dangerous and seductive (Teeler and Gray, 2000, p. 16-17).” We must consider whether the material found on the net has any faults. Besides the aspect of security, Teeler and Gray draw teacher’s attention to the question of suitability for a particular level of a class and a theme. Materials can be unnecessarily condensed, uninteresting or inappropriate. They state: “It is important to look at Net materials as closely as you would at materials from any other source, anywhere necessary take the time to adapt them to suit your situation (Teeler and Gray, 2000, p. 37).”

Flexibility of a teacher is necessary not only towards the materials but also with respect to changeable nature of the Net as a whole. “The Internet is a dynamic entity where things are continuously evolving – addresses change, sites close down, technology becomes outdated, and products come and go (Sperling, 1997).” In this

context Teeler and Gray (2000, p. 17) highlight usefulness of the existence of **gateway sites** that consist of: “lists of links to other resource sites, as well as superb material of their own.” Moreover, they offer suggestions how to work with and browse the Internet for whatever is needed. The organisations and individuals who keep the gateways for English language teacher spend a lot of time by searching, categorising and updating links. For this reason, it is worthwhile to pay attention to the gateways.

### **5.1. Internet-based activities**

There are some issues to be considered concerning designing internet-based activities. First of all, according to Teeler and Gray (2000, p. 62), goals of such activities must be clarified in order to find a solution to particular problems. Teacher must think about what benefits students will gain out of the activity. Another point is whether the activity is more suitable for the Internet or other media. Besides the media suitability, the length of activity plays an essential role in a process of preparation. In case it is going to be an online activity a teacher must take into account who will participate in the communication: “students with each other, another class in the same school, another school in the same city/town, students in another country, a native speaker, a company or another organisation. “ The last question to be thought over is a number of classes and levels for which the activity is planned.

In respect to identifying potential areas for use of internet based activities Teeler and Gray (2000, p. 62) suggest to focus on those activities in our coursebooks that were not working or were not interesting enough. If we analyse weaknesses of those activities it will uncover areas of the Internet exploitable for creating internet-base tasks. For example, some of the course book imperfections could be: “letters that go nowhere hint at e-mail; out-of-date newspaper articles imply the use of the web; as do discussions of films never seen; debating or defending commonly held opinions craves a synchronous multicultural medium such as chat or discussion boards.”

The criteria of web pages eligibility listed by Teeler and Gray (2000, p. 63) include: assessment of instructional elements such as content accessibility, intelligibility and relevance of objectives, as well as functional and design elements such as speed and flexibility, interactivity and user-friendliness. Moreover, they state that it is useless

to use the Internet for activities which can be done offline. However, as the most beneficial activities they consider those providing application of different kinds of learning styles; real audience for communication, a local and international interaction. Particularly, activities like these allow students to: “evaluate, review, publish, compare, negotiate, simulate, create, investigate, hypothesise, organise, bargain, debate, interview, listen, watch, retell, examine, experiment, play, survey, and report.”

## **5.2. Categories of vocabulary teaching as an objective of the Internet resources.**

The Internet offers endless number of web sites that provide various materials for each of the following categories of vocabulary teaching. Reliability and accessibility of these resources will facilitate the process of teaching and will encourage students to use them when they are presented by a teacher. Some of the categories refer to word formation and some to word combination (Thornbury, 2002, p. 106). Students are taught **collocations** up to a certain level directly in their course books but it is often not sufficient and therefore a complement source would be helpful. Another category is **phrasal verbs** which learners need to know for everyday use. Idioms can also enrich their ability to express their thoughts more precisely. **Affixes** play important role in increasing speaking skills. Students are explained the ways words are formed not only as a parts of speech but also antonyms. Besides affixation there is also **compounding** that widen the productive speech ability. **Phrasal verbs, idioms** and some **multi-word units** deal with a fact that not all the words have only a literal meaning.

All mentioned categories can be found as a part of various applications located at websites focusing on vocabulary. The following chapter includes an overview of vocabulary websites and a resources table for quick reference.

## **6. Vocabulary websites**

Web sites focused on vocabulary can be divided into three major groups: **dictionaries, corpus data, activity or theme based web pages.**

## 6.1. Dictionary web pages

Dictionaries belong to the one of the first resources teachers draw students' attention to when teaching them new words. The dictionary web pages do not furnish users with just a simple one word translation and pronunciation but also information regarding the word such as countability, part of speech of the word, explanation of a meaning – denotation and connotations and also example how the word is used in a sentence. Some dictionaries offer even more options for investigation. It is important to find such a dictionary which offers information regarding as many teaching categories as possible together with examples of use as well as well-organised thesaurus that is integrated if possible. In this sense, an on-line dictionary advantage lies within its speed and amount of related information offered.

**Oxford Advanced Learner's Dictionary** (the OALD) is a very comprehensive source of information (Oxford University Press, 2011a). It offers not only information regarding the meaning of a word but also idioms and collocations at the same time. "Usage note" is also very useful as it contains vocabulary related to the word it is actually an integrated thesaurus. It can be used for thematically focused lessons or activities. The OALD also gives a list of the word compounds in sidebar on the left side of a screen. The verb entry includes also phrasal verbs with an explanation of their use listed under it. Under a book mark called "Word lists", there are: the keywords of the Oxford 3000™; the Academic Word List; Picture Word List containing entries with a picture; and the Usage Notes. "The keywords of the Oxford 3000™ have been carefully selected by a group of language experts and experienced teachers as the words which should receive priority in vocabulary study because of their importance and usefulness (Oxford University Press, b)." The Oxford Text Checker application enables to evaluate a level of a text against the Oxford 3000™. The Academic word list would be useful to those secondary students who are interested in further university studies (Oxford University Press,a). The pictures are either descriptive or enumerating. One of this web page bookmarks is an Advanced American English Dictionary. A useful gadget of the OALD is a search box that anyone can put on his/her website.

**MacMillan Dictionary** (the MMD) is similar to the previous online dictionary. Its thesaurus is organised according to connotations and it is even more comprehensive

than the OALD (Macmillan Publishers Limited, 2012). Visual organisation is not as practical as in the above mentioned dictionary and is less versatile. An interesting feature is the weekly “buzzword” which can be also found in the OALD called the “word of the day”.

**Cambridge Dictionaries Online** offers a choice of essential or advanced British English or American English and Business English (Cambridge University Press, 2012). The thesaurus contains following themes: business, clothes, education, finance, light and colour, and personal care but it offers plenty of other related topics to the word chosen. It is easy to look at collocations, phrasal verbs and idioms related to any word. It offers several tools: toolbar dictionary, free search box, iGoogle Widget and double – click dictionary. Some of the Teacher’s Resources are accessible after the registration and are mostly related to Cambridge University Press course books.

**The Longman Dictionary of Contemporary English** (the LDOCE) as a first choice shows a list of all possible word combinations (Pearson Education Ltd, 2012). After a user clicks on the searched word, definition is enclosed to it and connotations are listed below as well as collocations. At the end of the list of all meanings of the word, there are thesaurus entries regarding it. The LDOCE offers a topic dictionary with the following fields: advertising and marketing, animals, biology, computers, clothes, daily life, education, finance, food, grammar, law and music. Each topic shows a wide range of related vocabulary and plenty of other related topics. As a thesaurus it is all-embracing source.

**The Online Slang Dictionary** (The OSD) contains American, English, and urban slang expressions (The Online Slang Dictionary, 2012). There are 23,000 real definitions for over 16,000 slang words and phrases. Any word can be browsed by a letter. The dictionary provides also randomly chosen word called “slang word of the day”. Words in the Word List section are organised from numbers to A and from A to Z. Besides words there can also be found multi word units. Each dictionary entry is defined in terms of what part of speech it is, including all its connotations. The meaning of the word or phrase is explained and it submits other entries with the same meaning. The range of usage from “I use it” to “Have never heard it” is very useful. Any user can vote for and against the usage and also how vulgar the expression is with regard to

respectful communication. Another application is the Slang Urban Thesaurus which is sorted into the four main categories: things, actions, qualities and other.

**Oxford Collocations Dictionary for Students of English** is for Upper-Intermediate to Advanced level students (Oxford Collocations Dictionary for Students of English, 2012). It is based on the British National Corpus. "The dictionary contains over 150,000 collocations for nearly 9,000 headwords. The collocations are used in context, with grammar and register information where helpful." The dictionary is organised as a list of combinations of the word chosen with the following headwords: nouns, verbs, adjectives, adverbs, and prepositions as well as common phrases.

**The Free Dictionary** is a multi-function website offering search according to a word, items starting or ending with any affix, and a text (Farlex, Inc.; 2012). It is a comprehensive reference tool providing: English, medical, legal, financial dictionaries, acronyms and idioms, Thesaurus, Encyclopedia and a Literature Reference Library. For each word, this site submits maximum denotational and connotational meanings for every word form. It gives a list of phrasal verb forms, idioms and the etymology reference listed below. At the end of the list of meanings there are thesaurus findings: synonyms, related words and antonyms.

**Synonym.com** is not only a source of synonyms but also antonyms, as well as definitions and examples of common usage (Demand Media, Inc; 2007). The list of synonyms (antonyms likewise) is arranged by word classes and subsequently by relevant senses. Synonyms are attached to those meanings.

**The World Factbook – Central Intelligence Agency CIA** offers comprehensive encyclopaedic information regarding any country in the world including flags, photographs, maps, etc (Central Intelligence Agency CIA, 2012). This site can be used as an exciting and motivating entry into the world of geographic information about: people and society, government, economy, transportation, communications and military.

## 6.2. Corpus data web pages

At the beginning of this thesis there is the metaphor of creating of vocabulary as moving to another town. The construction of the network of associations is a complex process. A tendency to simplify it in a way that a new word is attached the first language equivalent can lead to misunderstandings in various situations. It is important to bear in mind that the cultural, lexical and personal approach to the word can also influence the way the word is perceived. In this sense using the corpus data is one of the most reliable sources to avoid improper usage.

„**The British National Corpus (BNC)** is a 100 million word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written (University of Oxford, 2010). The latest edition is the *BNC XML Edition*, released in 2007.

The **written part** of the BNC comprises 90% and includes regional and national newspapers, specialist periodicals and journals, academic books and popular fiction, letters and memoranda, school and university essays, and other types of texts.

The **spoken part** accounts for 10% and it includes orthographic transcriptions of unscripted informal conversations and “spoken language collected in different contexts, ranging from formal business or government meetings to radio shows and phone-ins.”

**The Corpus of Contemporary American English** is a collection of 425 million words from 1990 – 2012 (Brigham Young University, 2012). As a search result users get a list of entries where the word given is shown in the original context. A practical aspect of this corpus is that the word is highlighted and therefore can be easily found and checked in respect to collocations and in relation to other words. The form of a table makes it even more transparent and saves teacher’s and student’s time. A headword indicating context and a genre (see picture n. 1) is at the beginning of each entry and grants deeper understanding of the word and its connotations. The table has a function that provides information about the source of the word: date of publishing, publication information, title and author’s name. The word can be viewed also in the full context if there is a need. This site offers the search results organised according to several criteria: list, chart, KWIC and compare. For secondary teaching the KWIC



criterion (see picture n.2) is very useful. It shows the word in a sentence in coloured boxes according to the parts of speech.

CLICK FOR MORE CONTEXT			
1	2009	ACAD	TheologStud
2	2010	ACAD	Education
3	1990	ACAD	AfricanArts
4	2009	NEWS	Denver
5	1990	MAG	USNWR
6	2005	ACAD	Education
7	1991	ACAD	InstrPsych
8	1990	ACAD	SocialStudies
9	2007	MAG	TechReview
10	2002	SPOK	NPR_Saturday
11	2005	NEWS	Denver

Picture no. 1 – A headword indicating context and a genre (Corpus of contemporary American English)

----- CREATE NEW LIST [?]		
a vital " spirit " is foreign to both his	vocabulary	and conceptual thinking . A dire
emonstrated by confident use of its	vocabulary	and meanings and flexible oper
or chiefs , but they share the formal	vocabulary	and reference system of the ter
mensely with English grammar and	vocabulary	as well as lay the foundation for
t Sanskrit 's grammatical forms and	vocabulary	bore a striking resemblance to t
of the activities are staccato start ,	vocabulary	brainshower . two part discuss
n Figure 3b . # Listening activities ,	vocabulary	building . linguistic patterns , a
Use of the dictionary to encourage	vocabulary	development can be tedious a
appearance of being related . That	vocabulary	featured . among other things
hat . So we have to come up with a	vocabulary	for that in the air . Now that 's t
# Think too of how our day-to-day	vocabulary	has changed . thanks to the Ital

Picture no. 2 – An entry search using the KWIC criterion (Corpus of contemporary American English)

### 6.3. Activity or theme based web pages

**The Longman Vocabulary Website** provides teachers with a large amount vocabulary focused exercises: word parts, dictionary exercises, using context clues, synonyms, antonyms, homonyms, easily confused words, academic vocabulary,

campus vocabulary and vocabulary flash cards (Pearson Education, Inc., 2010). The Word Parts section aims at the three groups: root words, prefixes and suffixes. And each group can be practised according the three levels - beginner, intermediate, and advanced. Dictionary Exercises are focused on vocabulary that helps with orientation in any dictionary. For this section, there are also the three levels to be practiced. Using the context clues is a very useful type of vocabulary exercises following the principle of cognitive depth. It gives a sentence with a gap and four terms from which one is to be chosen to fill it in. In the Synonyms Exercises, one word is given and the other two are submitted to make a choice which is corresponding with the word given. The Antonyms Exercises work in the same way as the Synonyms. The Homonyms can be practiced in sentences that are to be filled in. There are two options for making a choice. The Easily Confused Words also operate the same way. The Academic vocabulary contains the following themes: arts, biology, business, education, health/medicine, law, literature, politics/government, psychology/sociology and technology. There are the four terms to be considered to be the answer to the definition given. The Campus Vocabulary is the way how students can become acquainted with the words used at colleges. For every section of this site, the immediate evaluation of answers is provided and the results can be emailed to both teacher and student. The Vocabulary Flash Cards enable practising vocabulary on flashcards and can be used by students individually. It allows to remove the cards the words of which have already been learned and to customise the decks of these cards. They can be shuffled, viewed by a definition or a term. New decks can be created. The website submits another links to more vocabulary resources.

**UsingEnglish.com – English Language (ESL) Learning** “provides a large collection of English as a Second Language (ESL) tools and resources (UsingEnglish.com, 2012).” In respect to vocabulary teaching it furnishes teachers with: English Reference, Teacher Resources, Tests and Quizzes.

The English Reference contains: idioms, phrasal verbs, irregular verbs and English grammar definitions. The three bookmarks can be found under the English Idioms: an A-Z list of idioms, Idiom Categories and an idiom Search. Idioms are divided into the two main groups: Idioms by Topic and Idioms by Country. The first group consists of 36 topics connected with a daily life and are sorted into alphabetical order. The most of them can be for example used to enrich theme – oriented classes. The Idioms by country as the headword suggests are set phrases used specifically within a

certain region. These are the English-speaking countries that are included in the Czech curriculum.

Teacher Handouts and Printables as well as Lesson Plans and Worksheets can be found in the Teacher Resources.

The Tests and Quizzes are dedicated also to vocabulary and are for beginner and intermediate level English students.

**CZEnglish** is a web interface and was created by the Natural Language Processing Centre at the Faculty of Informatics, Masaryk University, Brno (Laboratoř zpracování přirozeného jazyka, FI MU; 2012). It is based on English usage textbook from Don Sparling: "English or Czenglish? Jak se vyhnout čechismům v angličtině" This program enables user to find out in what way is a lexical item used properly and what its relevant translation is. Each item is accompanied by examples of sentences that show its usage in a context and explanations are in the Czech language. A large number of misunderstandings can be easily explained or avoided by using this helpful source. There is a choice of the four categories according which the item can be sought: the phrase, headword, entry number and full text search. Moreover the table of contents is available, ordered alphabetically. Exercise sets allow practicing of extensive areas of vocabulary. Correct answers can be found at the end of the above mentioned textbook.

**Common Errors in English Usage** is an on-line reference source for expressions that are very easily and often misunderstood or used in an inappropriate or incorrect way (Paul Brians, 1997). It is alphabetically ordered and definitions and explanations are clear and easy-to-use. For example, the false friends can be found in here as well as specific terms from any field of life. The author is Paul Brian, who is Emeritus Professor of English, Washington State University and therefore there might be differences in respect to the American English register. At the end of this website, there are related supplementary pages and links to other good resources.

**Za školou a se školou - Anglický jazyk** website has been created as the project that supports teaching English language through the Internet (SOŠS a SOU Kadaň, 2004). It offers ready-made materials regarding vocabulary: conversational

topics regarding everyday life, conversations, and topics dedicated to English speaking countries and encyclopedia of English speaking countries.

The conversational topics for everyday life include the three main sections: teaching handouts, exercises and projects. The teaching handouts consist of texts or activities, vocabulary and phrases, picture dictionaries, exercises and revision, and projects. The Conversations are covered by sets of phrases used in particular situations of everyday life such as greetings, suggestions, hesitation and many more. The Topics of English Speaking Countries are structured identically with the Conversational Topics for Everyday Life but the contents refer to the above mentioned countries. Each country is presented by: basic information, geography, climate, population, languages, religions, history, government, political system, national symbols, economy, interesting places, exercises and revision, and projects.

**British Council – BBC – Teaching English** offers a huge variety of teaching resources: Activities, Lesson plans, English for the Games, Tips and many more (The British Council and the BBC World Service, 2012). Activities are sorted into three main groups: most recent, most popular and A-Z list. The search box of this site can be also very useful in a search for vocabulary-based activities. The Lesson plans are divided according to the CEFR referential levels and therefore it is easy to open the B1 or B2 book mark and continue searching for the most suitable plan for a particular class. The English for the games has two options: general lesson plans or Olympic and Paralympic Sports. Each activity is described and usually information regarding topic, level and timing is included. As the Olympic Games are one of the most favourite themes of all ages, class activities can be adopted accordingly. The Home page gives a direct link to the This is Great Britain resources for teachers including the following topics: countryside, creativity, education, music and shopping.

**Help for English** is a multi-purpose website and the time-saving map of the site can be found at the end of the main menu. The vocabulary section is included in the top twenty sections shown at the Home page (Vitware s.r.o., 2011). The Vocabulary section consists of ten subsections: Czech versus English, phrasal verbs, colloquial English, Idioms, How to express..., colloquies, vocabulary topics, word formation, learning with music, and meaning of words. Each subsection contains several articles explaining the subject. They are assorted by the referential levels. The Vocabulary Topics include

words and expressions from: articles, films, games, books, songs, course books, competition topics, theme-based vocabulary (from pre-intermediate to upper-intermediate), easy theme-based vocabulary. Other related subsections that can contribute to vocabulary teaching are: dictionary, facts about English speaking countries, and pronunciation. The Dictionary is arranged into thematic groups in alphabetical order.

**English page.com – Free online English lessons and ESL/EFL resources** is an interactive site providing both vocabulary practice and games (Language Dynamics, 2012). Sections on vocabulary, prepositions, irregular verbs, reading room with the on-line newspapers resources, and games can be selected from the menu. The Vocabulary Section contains twenty theme-based lessons that can be very easily incorporated in an online lesson: unique personalities, higher education, the Internet 101, ordering in a restaurant, changing jobs, getting an apartment, states and territories, unique circus, grocery store choices, entertaining films, returns and refunds, Santa Fe, New Mexico, aerospace industry, humour, telecommunications, hiking/trekking, coffee houses, E-commerce, presidential elections, and turn off the TV. Each vocabulary lesson comprises of vocabulary sets and exercises. Each word or expression is explained in a definition. The first type of the vocabulary exercises is called the vocabulary in conversation and consists of a list of words and expressions to be filled in gaps in sentences of a conversation. After the exercise is completed, answers can be checked and if there is any mistake it can be corrected. The second type is the vocabulary follow-up exercise and is organised in the same way as the first type except there are not conversations but independent sentences.

**Activities for ESL Students** is a well-arranged source of quizzes, tests, exercises and puzzles to practise your vocabulary (The Internet TESL Journal, 2012). It is divided into two sections in respect to a language used: The English Only section and the Two Languages section. In the first one, there are the two vocabulary subsections: vocabulary quizzes and crossword puzzles. The first subsection is ordered by a level from easy to difficult and the crosswords are of two types: easy and not so easy. It is suitable for online lessons. Each vocabulary quiz consists of several questions and answers are hidden within the answer box. A vast amount of interesting, entertaining and useful topics are listed in the A-Z order and the same way of organization appears

at all four levels. Themes of every day life are listed here together with areas of different speech parts, as well as word formation tasks and phrasal verbs.

**Interesting Things for ESL Students – English vocabulary** web page provides a plenty of activities and games to support various aspects of English language (Kelly, Ch. and Kelly, L.). The section dedicated to vocabulary includes the five types of activities: Vocabulary Lists with Games and Puzzles, Crossword Puzzles, Matching Quizzes, Games with Pictures, and Word Based Games. Each type of game is represented by various themes regarding everyday life. Each student can see his/her score immediately. Other vocabulary related sections are placed in the Image Menus: proverbs, slang and idioms, spelling, tongue twisters and poems. The levels of activities are not indicated and therefore it requires consideration of suitability for each individual class.

**Quizlet** “is the largest flash cards and study games website with over 10 million free sets of flashcards covering every possible subject. It's the best place to play educational games, memorize vocabulary and study online (Quizlet LLC, 2012).” All flash cards are sorted into the five main categories: Arts and Literature, Languages and Vocabulary, Math and Science, History and Geography, Professional and Careers, and Standardized Tests. The second category consists of flashcard sets that focus on the following sections: adjectives, adverbs, antonyms, nouns, prefixes, prepositions, root words, suffixes, synonyms, and verbs. This group of flash card sets can be used for teaching word formation, parts of speech and synonyms together with antonyms to widen the range of vocabulary need for productive skills.

This application allows teachers to create their own set of flashcards. Each card can be customised as a user can decide what information to include. The word in English, the same term in the mother tongue, picture, definition, or a sentence with a gap are the possibilities that can occur on a new flash card in various combinations. It can be very effective if used for creating a flashcard set regarding thematic vocabulary. The application itself provides several technical functions. A flash card can be expanded to full screen. The order of terms can be shuffled. The icon of speaker on a card enables to hear the audio sound of pronunciation. The card can be viewed in the two ways: English expression first or both sides at once. There are the three ways how the

word can be practised: to use the speller, to learn and to test. A voice pronounces the word while learner tries to write it with the correct spelling which is checked afterwards and may be practised again. That is the speller function. A meaning and definition can be practised under the learn button. Students' knowledge is tested by written, multiple-choice and true-false exercises that are chosen randomly. The two types of games can be played using any flashcard set: the Scatter and the Space Race, both with countdown.

**MES English - Free printables for teachers** offers a great number of free printable materials on vocabulary teaching (MES-English.com, 2012). They include: flash card sets, talking worksheets, custom worksheets and vocabulary worksheets.

The **flash card sets** are ordered alphabetically according to theme or vocabulary areas. The themes regard everyday life and a plenty of them are appropriate for practicing vocabulary needed for school-leaving examinations. In addition to this they can help improving communicational skills. One theme may be used for more than one flash card set. The number of sets is visible at the page with a list of themes. All these sets can contribute to widening a range of vocabulary.

Each flash card set is of good quality and therefore are suitable to be used on a big screen or a white board in a form of power point presentation. Another way is to use a handout consisting of several flash cards. It can be used either in pairs, larger groups or individual activities. There are the three kinds of cards: large flash cards, small game cards and bingo cards. The large flash cards are very well visible even from a distance and on that account they can be used for a vocabulary presentation. The small game cards subsequently fulfil its function in a classroom vocabulary activity. At first, learners can use them to talk or write about themselves or anybody else. Secondly, it is possible to create a story using those cards. Thirdly, teachers are able to invent many word games based on the flash card pictures. Students might enhance their vocabulary when asked to come up with a new game. For example, guessing the meaning of a word according to classmate's description may be one of the games. It also reflects the use of retrieval and imaging as the memory principles mentioned earlier. The bingo cards are prepared in two versions: with coloured or black and white backings. Teachers must be aware of American English register of vocabulary used on this page.

There are nine sections under the Worksheets but only the following three types are suitable for vocabulary reaching: vocabulary worksheets, custom worksheets maker and talking worksheets.

**The Vocabulary worksheets** section gives a good selection of various types of worksheets. Any topic applies to every kind of worksheet, for example spelling sheets, word searches, crosswords and criss-cross puzzles, printable board games, free writing worksheets and exercises.

**The Custom worksheets** maker is worthy of notice as tools for educators appearing here enable teacher to create lesson material on any theme. It contains the following applications: free word search maker, the dice maker, board games maker, free crossword puzzle maker, free bingo board maker, criss-cross bingo, free maze maker, the domino maker, certificate templates, the handout creator, picture dictionary maker, free listening test worksheet maker, word bank worksheet creator and comic strip maker. For example, the domino maker uses a definition of a word and this way it puts into effect the principle of cognitive depth.

**The talking worksheets** are designed to practice vocabulary in speaking. The first type is usable for practising expressing preferences regarding things students like and dislike. The second one allows learners to talk about abilities. The third type is convenient in order to practise expressing opinion using adjectives in comparative expressions. The next one enables to use adjectives for a description. The last one is for practicing collocations of the verb 'to have'. Even though, the range of vocabulary belongs to lower levels the structure can be adopted also for higher levels.

**ELT Base** is a clearly arranged resource database ordered according to the two types of criteria: language categories and forms of materials (ELTbase, 2007). The following language categories can be used for vocabulary teaching: (language) functions, vocabulary, writing and skills topics. Each category comprises of a list of language points ordered alphabetically. Activities and materials listed within the language points are diverse and can be used for both online and offline lessons. The vocabulary category focuses on thematic and function vocabulary. The materials and activities can be in a form of: worksheets, online quiz, book-cross references, reading, audio, video, pictures, notes and tools.



**iSLCollective.com** web page is a source of free, printable worksheets prepared by teachers for teachers (iSLCollective.com). The user who wants to find materials for vocabulary teaching can decide on the following criteria: level, student type, vocabulary focus, skill, material type and key word. The worksheets on formal and informal language can complement materials from course books and can be stimulating for students.

**Skills Workshop** is a site with materials developing literacy and numeracy skills (Skills Workshop, 2011). As for vocabulary, it contains a great number of thematic materials as well as language-oriented worksheets, power point presentations, flash cards and many more resource files. In terms of formal and informal vocabulary, a power point presentation can be found there that is more than suitable for introducing the theme and explaining main points in an interactive way.

**The QuizStar** is a free quiz making tool and represents a useful and convenient complement of vocabulary teaching (ALTEC, 2008). It allows incorporating many types of media files into quizzes such as images, movies and audio. There are the four steps to take when working with this tool: create a class, create a quiz, administer a quiz, and view results. It can be used for online testing of any area of vocabulary.

## 6.4. Resources Table

Title and web	Dictionary	Thesaurus	Synonyms-SY Antonyms - AN	Collocations	Corpus Data	English Usage	Idioms - ID Phrasal Verbs-PV Irregular verbs -IV	Activities - A (speaking , writing) Resources – R (lesson plans, hand outs -exercises, games) Flashcards - F
<b>Oxford Advanced Learner's Dictionary</b> <a href="http://oald8.oxfordlearnersdictionaries.com/">http://oald8.oxfordlearnersdictionaries.com/</a>	✓	✓	✓	✓	---	✓	✓	---
<b>MacMillan Dictionary</b> <a href="http://www.macmillandictionary.com/">http://www.macmillandictionary.com/</a>	✓	✓	✓	✓	---	---	✓	---
<b>Cambridge Dictionary Online</b> <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>	✓	✓	SY	✓	---	---	✓	S + W R
<b>The Longman Dictionary of Contemporary English</b> <a href="http://www.ldoceonline.com/dictionary/">http://www.ldoceonline.com/dictionary/</a>	✓	✓	SY	✓	---	---	PV+IV	---
<b>The Online Slang Dictionary</b> <a href="http://onlineslangdictionary.com/">http://onlineslangdictionary.com/</a>	✓	---	---	---	---	---	---	---
<b>Oxford Collocations Dictionary for Students of English</b> <a href="http://5yiso.appspot.com/">http://5yiso.appspot.com/</a>	---	---	✓	✓	---	---	---	---
<b>The Free Dictionary</b> <a href="http://www.thefreedictionary.com/">http://www.thefreedictionary.com/</a>	✓	✓	✓	✓	---	---	✓	---
<b>Synonym.com</b> <a href="http://www.synonym.com/">http://www.synonym.com/</a>	---	---	✓	---	---	---	PV	---
<b>The World Fact book – Central Intelligence Agency CIA</b> <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/ez.html">https://www.cia.gov/library/publications/the-world-factbook/geos/ez.html</a>	---	---	---	---	---	---	---	R
<b>The British National Corpus</b> <a href="http://www.natcorp.ox.ac.uk/corpus/index.xml">http://www.natcorp.ox.ac.uk/corpus/index.xml</a>	---	---	---	---	✓	---	---	---
<b>The Corpus of contemporary American English</b> <a href="http://corpus.byu.edu/coca/">http://corpus.byu.edu/coca/</a>	---	---	---	---	✓	---	---	R
<b>The Longman Vocabulary Website</b> <a href="http://wps.ablongman.com/long_licklider_vocabulary_2/4/1104/282760.cw/index.html">http://wps.ablongman.com/long_licklider_vocabulary_2/4/1104/282760.cw/index.html</a>	---	---	---	---	---	---	---	A + R!
<b>UsingEnglish.com – English Language (ESL) Learning</b> <a href="http://www.usingenglish.com/">http://www.usingenglish.com/</a>	---	---	---	---	---	---	✓	A + R!
<b>CZEnglish</b> <a href="http://nlp.fi.muni.cz/projekty/lexdb/czeng.cgi">http://nlp.fi.muni.cz/projekty/lexdb/czeng.cgi</a>	---	---	---	---	---	✓	---	A
<b>Common Errors in English Usage</b>	---	---	---	---	---	✓	PV+IV	---



## **Conclusion**

The aim of this thesis was to provide useful and clearly arranged information on the Internet resources to facilitate vocabulary teaching at secondary schools. Expanding of vocabulary plays the essential role in developing language skills. In this process, teachers must be aware of the language skills standards and requirements established by the CERMAT as they serve as navigation towards the main objective of language teaching – enhancing communication.

In respect to the goal it was important to point out the vocabulary skills requirements and the particular difficulties in the process of learning new words in order to identify the areas requiring the Internet resources support. The vocabulary learning difficulties in respect to a preparation for school-leaving examinations are located in the fourth part of this thesis. It includes the particular web pages and their applications providing solutions to the specific problems occurring in this preparation in order to fill in the gaps in teaching resources and to ease vocabulary teaching process as the whole.

The magnitude of the Internet implies importance of the certain level of knowledge of the Internet resources and applications. In this thesis, they are represented by the three basic types of websites: dictionaries, corpus data, activity or theme based web pages. These three types correspond with the categories of vocabulary teaching: collocations, phrasal verbs, affixes and compounding. The websites listed in this thesis offer a wide choice of tools, applications and material resources for teaching: new words and meaning related items, synonyms and antonyms, collocations, idioms, phrasal verbs, irregular verbs, English usage and words in context. Moreover, there are various lesson plans, handouts, activities, exercises, games, quizzes, flashcards and other materials that can be found on the above mentioned websites to support and enrich vocabulary teaching.

The well-organized reference file in a form of the resources table provides a quick – reference tool that saves time in finding appropriate materials and preparation for a lesson. The part containing description of the websites gives more particular information that can be used for the chosen vocabulary topic or area as well as preparation of materials for any language skills training.

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## ANNOTATION

### ANOTACE

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<b>Název práce:</b>	Online zdroje pro výuku slovní zásoby na středních školách
<b>Název v angličtině:</b>	Online Resources in Vocabulary Teaching at Secondary Schools
<b>Anotace práce:</b>	Bakalářská práce se zaměřuje na posouzení, přehled a praktické využití online zdrojů pro výuku slovní zásoby s ohledem na její důležitost při výuce cizího jazyka na středních školách.
<b>Abstract:</b>	The thesis focuses on evaluation, overview and practical application of online resources in vocabulary teaching with respect to its importance in second language teaching at secondary schools.
<b>Klíčová slova:</b>	slovní zásoba, zdroje, internet, webové stránky, jazykové požadavky, zdroje pro výuku, dovednosti, úroveň
<b>Key words in English:</b>	vocabulary, resources, internet, website, language requirements, teaching resources, skills, level
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