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ANALÝZA DOPLŇKOVÝCH  
CD-ROMŮ K UČEBNICÍM ANGLICKÉHO  
JAZYKA PRO 2. STUPEŇ ZAKLADNÍCH ŠKOL

ANALYSIS OF COMPLEMENTARY  
CD-ROMS TO ENGLISH TEXTBOOKS FOR  
LOWER SECONDARY SCHOOL

**Bakalářská práce:** 12–FP–KAJ–007

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**Název práce:** Analysis of Complementary CD-ROMs to English Textbooks  
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## **Annotation**

The thesis “Analysis of Complementary CD-ROMs for English Textbooks for Lower Secondary School” focuses on analyzing interactive CD-ROMs included in coursebooks and workbooks of the English language. In addition, the thesis focuses on teaching and learning English vocabulary and how interactive CD-ROMs can be used for learning and practising vocabulary.

## **Keywords:**

Vocabulary, Interactive CD-ROMs, learning methods, teaching methods, lexical system

## **Anotace**

Bakalářská práce „Analýza doplňkových CD-ROMů k učebnicím anglického jazyka pro 2. stupeň základních škol“ se zaměřuje na analýzu interaktivních CD-ROMů, které jsou přiloženy k učebnicím a pracovním sešitům pro výuku anglického jazyka. Dále je práce zaměřena na metody výuky a učení slovní zásoby anglického jazyka a jak interaktivní CD-ROMy mohou být využity při jejím učení a procvičování.

## **Klíčová slova:**

Slovní zásoba, interaktivní CD-ROMy, metody výuky, metody učení, lexikální systém

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## **Content of abbreviations**

CD – Compact disk

DVD – Digital Versatile Disc or Digital Video Disc

CD-ROM – Compact Disc Read-Only Memory

TV – television

L2 – second language

ELS – English as a Second Language

ELT – English Language Training

CALL – Computer Assisted Language Learning

TELL – Technology Enhanced Language Learning

## **Introduction**

This bachelor thesis deals with an important aspect of learning and teaching English as a second language which is vocabulary. My bachelor thesis includes two parts. In the theoretical part, there are five chapters. Chapter 1 gives brief information about the definition and importance of vocabulary. The second chapter introduces the lexical system of English language as meaning relations among words, style, register and dialect. Chapter 3 presents the basics aspects of new lexis that need to taught when presenting new words. Chapter 4 shows strategies how to teach vocabulary, whereas chapter 5 focuses on methods for vocabulary learning and the most effective ways for remembering vocabulary. In the chapter 5, the bachelor thesis also points out possibilities of using technology as interactive tools and their implementation when teaching or learning vocabulary and what advantages this method have.

The purpose of using interactive tools during the educational process is to raise the interest of students. Implementation of interactive forms of teaching makes classes more attractive for students and thanks to clear illustration of this conception of teaching students better understands the meaning and using of vocabulary.

The practical part of the bachelor thesis is based on the analysis of interactive CD-ROMs. In that analysis, five interactive CD-ROMs from textbooks for English

language teaching at lower-secondary schools were being compared from different points of view of teaching and learning vocabulary, for example, how user-friendly they are and what kind of methods are used for helping students to learn vocabulary.

The aim of this bachelor thesis is to create an overview of the available interactive CD-ROMs from English language textbooks for primary schools when teaching and learning vocabulary and show advantages and disadvantages.

# I THEORETICAL PART

## 1 Introduction to Vocabulary

Learning a second language means to understand to several aspects of that language such as “vocabulary, grammar, pronunciation, composition, reading, culture and even body language” [Folse, 2004:22]. All these aspects are important, but some of them may be more valuable and more significant than others. In my opinion, understanding vocabulary is one of the important keys to learning any language, because without vocabulary there is nothing to say. During the first class, ELS learners probably pick up the word “hello” as their first word, which can help them to start to communicate in a foreign language.

### 1.1 What is Vocabulary?

*“A word is a microcosm of human consciousness.” [Vygotsky]*

When discussing vocabulary, we must start at the beginning and consider what we mean by this term. The first idea that probably springs to mind is words. However, for Schmitt [2000:1], “the term word is too general to encapsulate the various forms vocabulary takes.” a lexical item can be represented by more than one single unit.

He cited six examples of a lexical item:

- die (single word)
- expire (single word)
- pass away (phrasal verb)
- bite the dust (idiom<sup>1</sup>)
- kick the bucket (idiom)
- give up the ghost (idiom)

These examples are synonymous<sup>2</sup>, comprised of one to four words and with the same meaning “to die.” Schmitt points out that “thus there is not necessarily a one-to-one correspondence between a meaning and a single word. Very often, in English, meanings are represented by multiple words. To handle these multiword units, the term lexeme (also lexical unit or lexical item) was coined. These three interchangeable terms are all defined as “an item that functions as a single meaning unit, regardless of the number of words it contains.” Thus, all of the six examples above are lexemes with the same meaning.” [2000:1].

In the American Heritage Dictionary of the English Language we can find these four definitions of Vocabulary:

- 1) All the words of a language.

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<sup>1</sup> An idiom is a string of words which taken together has a different meaning than the individual component words.

<sup>2</sup> Synonyms - words that have approximately the same meaning

- 2) The sum of words used by, understood by, or at the command of a particular person or group.
- 3) A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.
- 4) A supply of expressive means; a repertoire of communication: a dancer's vocabulary of movement.

Broadly defined, vocabulary is knowledge of words and word meanings. According to research of Lehr, Osborn and Lehr, the definition of vocabulary can be defined more specifically, because they suggest that vocabulary is more complex than the broad definition. First, Lehr, Osborn and Lehr [2011:5] mention in their research that words come in oral and print form. Those words that we recognize and use in listening and speaking are included in oral vocabulary. On the other hand, those words that we recognize and use in reading and writing are included in print vocabulary. Second, word knowledge also comes in two forms, receptive and productive. Words that we recognize when we hear or see them are included in receptive/passive vocabulary. Conversely, words that we use when we speak or write are included in productive/active vocabulary. Consequently, they define vocabulary as “knowledge of words and word meanings in both oral and print language and in productive and receptive forms.”



## 1.2 Importance of Vocabulary

*“No matter how well the student learns grammar, no matter how successfully the sounds of L2<sup>3</sup> are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.”*

[McCarthy, 1990:viii]

*“It is self-evident that even if you know the grammar and the rules of communication of a given language; if you do not know enough vocabulary you will not be able to express yourself adequately.”*

[Bowen, 1994:91]

When students are learning a second language, acquisition of vocabulary should be considered as important as other components such as grammar and pronunciation. Without knowing vocabulary and what words should be used, students are not able to communicate even knowing how to grammatically correct put words into a sentence. Linguist David Wilkins [1972:111] summed up the importance of vocabulary learning by saying: “...there is not much value...in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say.” This view is also shared by Thornbury [2007:13] who quotes Dellar and Hocking: “If you spend most of your time studying

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<sup>3</sup> L2 – second language

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!”

Scrivener also agrees with this idea, that knowledge of vocabulary is more than knowledge of grammar. It is better to say a sentence: “Yesterday. Go disco. Friends. Dancing” and students certainly get the meaning of this message rather than say “I wonder if you could lend me your ...” and do not know the word to fill the gap so nobody is not able to understand the desired message

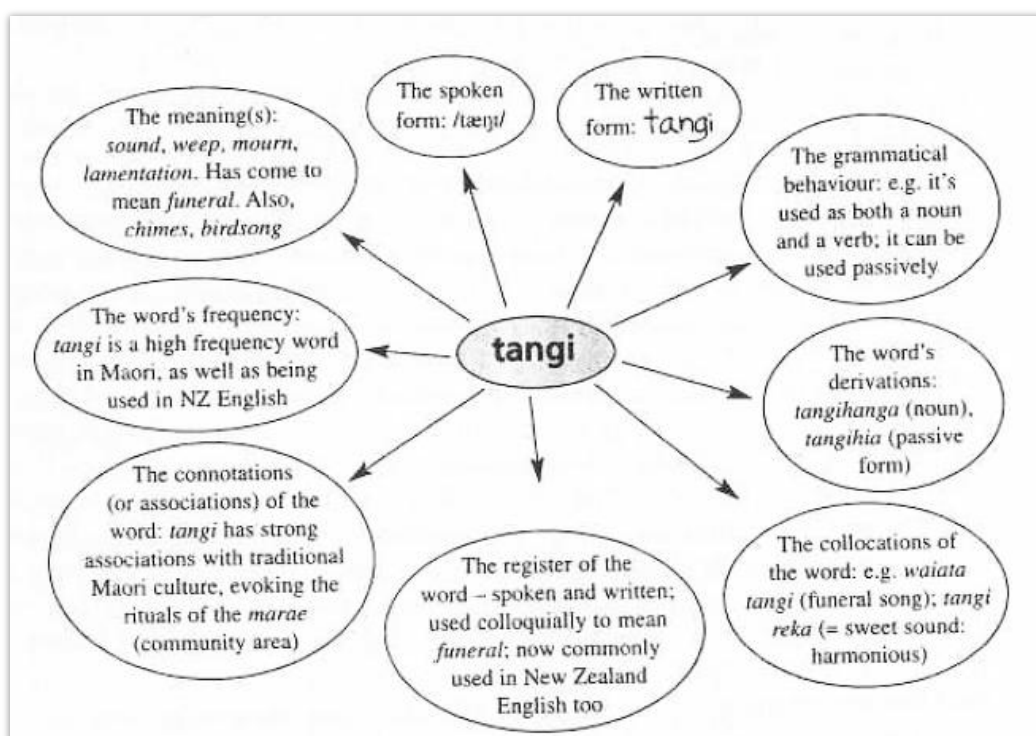
However, there was a time when teaching and learning a foreign language was viewed primarily as a matter of controlling its grammar. A greater priority was given to the teaching of grammar and grammatical structures which caused teaching vocabulary to be omitted from the main centre of learning a foreign language [Harmer, 1991:85]. Folse [2004:22] mentions that vocabulary has been modified or even deleted from many textbooks and curricula. Fortunately, not everyone held this view and the opinion on teaching and learning vocabulary of many linguists has changed and they have realized that knowledge of vocabulary is as important as the knowledge of grammar [Harmer, 1991:85].

## 2 Lexical System of the English Language

When we want to answer to a question “What does it mean to ‘know a word’?” we have to understand the lexical system of the English language. We need to know that there are many things to know about any particular word. Thornbury [2007:15] writes that at the most basic level, knowing a word involves knowing:

- its form
- its meaning
- its use

He gives an example: “If I tell you that there is, in Maori, a word that takes the form *tangi*, you cannot really claim to say you ‘know *tangi*’ since you don’t know what *tangi* means. The form of the word tells you nothing about its meaning. Word knowledge can be represented as in the picture 1 for the word *tangi*.”



Picture 1 What is involved in knowing the word 'tangi'. (Thornbury [2007:16])

Next, there are two aspects of meaning we need to know if we want to understand English vocabulary properly. The first aspect is reference, which is the meaning relation between a linguistic unit and its referent(s) in the extra linguistic world. This reference can be objective (denotation) or subjective (connotation), but rarely is it one-to-one because of the second aspect. The second aspect of meaning is the sense relations of polysemy, synonymy, antonymy, hyponymy and hyperonymy which appear among words.

## 2.1 Meaning Relations among Words

Gairns and Redman [1986:22] say that “the meaning of a word can only be understood and learnt in terms of its relationship with other words in the language.”

When speaking about sense relations or lexical relation, Cruse [2006:163] mentions that there are two main ways: “According to the viewpoint of structural semantics, the sense of a word is the sum total of its sense relations with other words in the language. Outside of structural semantics, sense relations are usually regarded as relations between senses (or other units of meaning).” There are two main types of sense relations, ‘paradigmatic’ and ‘syntagmatic’.

**Syntagmatic relation** is the relationship between words or phrases which is based on grammatical sequencing rather than semantic choice, e.g. syntactic relations such as collocation, constructions, fixed expressions, idioms, phrases or sentences.

Hedge [2000:114] classifies the **syntagmatic relations**:

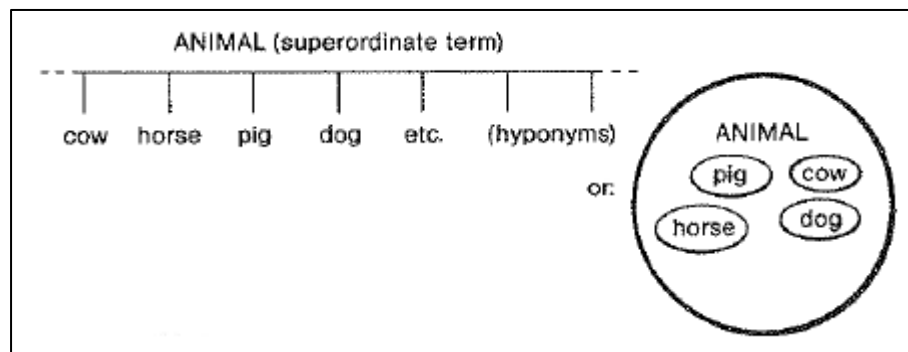
- **Collocations** (words which are often used together, e.g. a long road)
- **Idiomatic expressions** (e.g. binominal idioms such as cloak - dagger)
- **Phrasal verbs** (e.g. get over)
- **Metaphors** (e.g. donkey's years)
- **Similes** (e.g. as thick as two short planks)

“**Paradigmatic relations** hold between items which can occupy the same position in a grammatical structure: I saw a bird/sparrow (hyponymy); I saw a crow/sparrow (incompatibility); a long/short journey (antonymy); She touched Pete's arm/elbow (metonymy). Ideally, words that stand in paradigmatic relations should be of the same grammatical category, but sometimes they are not.” [Cruse, 2006:163].

According to Gairns and Redman [1986:25], the most common relationships in **paradigmatic relations** are:

- **Synonymy** (one or more of the words' senses bears a sufficiently close similarity to one or more of the senses of the other word, e.g. politely and courteously)
- **Antonymy** (antonyms are a variety of lexical opposite, e. g. short/long)
  - Complementaries (binary antonyms, e.g. male/female)
  - Converses (e.g. above/below, wife/husband)

- Gradable antonymy (a scale of words, e.g. huge/very big/BIG/quite big/medium/sized/quite small/SMALL/tiny)
  - Multiple incompatibles (sets of miniature semantic systems, some of these are closed having limited number (e. g. spring, summer, autumn, winter), while others are open systems covering wider field)
- **Homonymy** (one single word which has various meanings without a close relationship, e.g. *a* file: used for putting papers in it or a tool)
  - **Hyponymy** (e.g. animal is a superordinate and cow, horse, pig and dog are all hyponyms of the superordinate animal; demonstration in the picture 2)



Picture 2 Hyponymy - visual demonstration (Gairns, Redman [1986:24])

- **Polysemy** (one single word has several but closely related meanings, e.g. head: of a person, of a pin, of an organization)

## 2.2 Style, Register and Dialect

Based on the chapter ‘Style, register and dialect’ written by Gairns and Redman [1986:20], another important point for discussion arises, the appropriate usage of lexical items. It often happens that ESL learners make some amusing errors by using an inappropriate word when speaking or writing. For instance, a male student can be wrong when saying to his female teacher “Hi, baby” instead of using a formal greeting. When teaching a foreign language, the ESL learner has to be informed about style, register and dialect.

The term **style** is explained by Gairns and Redman [1986:20] as “a level of formality (i.e. slang, colloquial or informal, neutral, formal, frozen) as well as styles such as humorous, ironic, poetic, literary, etc.)”.

They mention some examples:

- children (neutral),
- offspring (formal, sometimes humorous),
- nippers (colloquial),
- kids (colloquial),
- brats (colloquial, derogatory).

The term **register** is understood as varieties of language characterized by their topic and context of use [Gairns and Redman, 1986:21]. It can be, for example,

the language of medicine (*insolent* is the banking term for *penniless*), education, law and computers, they add.

**Dialect** is the term used to describe differences in geographical and social class variation or as a characteristic of a particular group of the language's speakers, e.g. sidewalk (American English) = pavement (British English) or G'day (Australian) = Hello (British English), write Gairns and Redman [1986:21].

For the ESL learner, it is very important and useful to be able to identify and choose the appropriate vocabulary item when using a foreign language. The teacher should mention these sense relations while presenting a new word. It helps with the understanding and the correct usage of the word. Gairns and Redman mention the fact that helping learners to guess the unknown word is better, as it has the additional benefit of dealing with sense relations [1986:32].

It is also good to consider what level of English learners have. Learners with a low level of language need to learn vocabulary with "wide coverage", state Gairns and Redman [1986:22]. However, Gairns and Redman state, that for the learners at higher level, it may be appropriate to introduce the knowledge of style, register and dialect for their recent or future needs [1986:22]. Gairns and Redman sum up that the teacher should consider the selection of vocabulary and highlight any important features of the word [1986:22].



### **3 Presenting New Vocabulary**

Presenting new vocabulary is not just about its translation into the learners' mother tongue. That is not enough. The teacher should be able to give the learners more information about the word than its translation. Learners should understand not just its meaning, but also its usage, grammar and form. Presentation of new vocabulary is a process that "consists basically of helping students to understand what they mean, what rules of form they obey (grammar, pronunciation) and, if appropriate, who uses them in what context." [Gower and Walters, 1983:6]

#### **3.1 Meaning**

As Harmer [2006:18] points out, meaning is one of the smallest problems. He mentions that as we know the word table means a thing with legs which we can write on and eat off and that a book is a collection of words between covers. But this is not the only meaning of these words. He informs that, for example, the Cambridge International Dictionary of English lists three main meanings for table and four main meanings for book. Therefore, it is important for learners to understand the meaning of a word from the context in which it is used instead of going home every evening and learning a list of fifty words 'by heart'.

In addition, there are words which can have "meanings in relation to other words", states Harmer [1991:156]. So, when coming across a new word, learners need to know about meaning in context and about sense relations. The meaning of

a word can be “changed, stretched or limited by how it is used” informs Harmer [1991:156].

### **3.2 The Use of Words**

According to Harmer [1991:156], when the ESL learners are learning a new word, they should bear in mind that it is good to know “how it is used”. Therefore, when presenting a new word, the teacher can add some information about metaphors and idioms he thinks useful. For example the word ‘hiss’ which describes the noise that snakes make, can be used to describe the way people talk to each other (“Don’t move or you are dead,” she hissed.’). In this case the meaning of the word is stretched for its metaphorical use. The next useful thing learners need to know about the word is, according to Ur, [1991:61] collocations of words. So, when presenting the word mistake, the teacher should use its collocation like make a mistake.

### **3.3 Word Formation**

Harmer [1991:157] explains that words can change their shape and their grammatical value. Therefore, aside from knowing the meaning and the use of words, it is also important for learners to know some basic facts about word formation and how they can form words to fit in different grammatical contexts. Thus, teachers should explain that the verb 'run' can turn into another form as in participles 'running' and 'ran' and that 'running' can be used as an adjective and

'run' as a noun as well, claims Harmer [1991:157]. Also affixation<sup>4</sup> is worth noting when presenting a new item. So, the learner can learn that the word “man” can be transformed into “manly” (suffix -ly) or we can add prefix un- to create “unmanly” etc. [Gairns, Redman, 1986:47]

### **3.4 Grammar**

According to Ur [1991:60], grammatical rules of a new item are another unit that needs to be taught when presenting new vocabulary. He advises teachers to “provide learners with this information at the same time as teaching the base form.” So, when teaching a new noun, the teacher should present its plural form (pencils), if irregular (mouse, mice), or mention the fact that there is no plural form at all (advice). Harmer [2006:21] also mentions countable nouns (cup, pen) and uncountable nouns (cheese, pollution), where countable words can be pluralized and used with plural verbs. Similarly, when teaching a verb, we should mention its past form, if its past form is irregular like “think/thought” or regular and we may label verbs either transitive, intransitive or both [Harmer, 2006:22].

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<sup>4</sup> Affixation – process of adding prefixes and suffixes to the base item which can modified the meaning and/or change from one part of speech to another

## 4 Teaching Vocabulary

### 4.1 Presentation Techniques

According to Gower [2005:126], “one of the teacher’s main roles is to introduce, or “present”, and practice new language and to revise language that learners have met before.” There are a variety of techniques and methods of presenting, practicing and revising vocabulary in the classroom. the teacher should be able to choose such presentation techniques in lessons so that learners will be able to understand what that new vocabulary item means, how to use it appropriately and also learners should be able to memorize it. No two learners are exactly same, so it is necessary for the teacher to have a number of presentation techniques and be able to use them and to combine them if possible [Hedge, 2000:126]. Additionally, it is important for the teacher not only to consider technique or presentation which is the best for teacher’s learners, but also to choose the most effective one.

Ur [1991:63] suggests several ways of presenting the meaning of new items:

- Concise definition
- Detailed description
- Examples (hyponyms)
- Illustration (picture, object)
- Demonstration (acting, mime)

- Context (story or sentence in which the item occurs)
- Synonyms
- Opposites (antonyms)
- Translation
- Associated ideas, collocations

#### **4.1.1 Visual Techniques**

##### **4.1.1.1 Visuals**

*„ A picture is worth a thousand words. “ [A well-known proverb]*

Gairns and Redman mention some of the visuals used in the time when their book was published like flashcards, photographs, blackboard drawings, wallcharts and realia (real objects) [1986:73]. But these days we can use technology for teaching too. That means we have more possibilities to present and practice what we need. So instead of photographs and flashcards, we can also use as visuals videos and DVDs and we can take an advantage of the most recent technologies, such as data projectors, computers, interactive whiteboards and use the newest presentation and interactive software.

Visuals bring many benefits into lessons. Firstly, it is usually much quicker to show the item and “visual presentation is easier than verbal” [Hadfield and Hadfield,

1999:4]. Secondly, Gairns and Redman [1986:73] point out that using visuals when practising new items involves all the students in the lesson. Last but not least, visuals help to make the lesson more interesting and lively which increases learners' interest in learning a foreign language. [Gower and Walters, 1983:157]

In addition, Harmer [2007:177] mentions another good way of presenting words and involving students in activities which is bringing realia (real objects) into the classroom. These objects can provide a variety of language work and communication activities. This method is helpful especially for learners at low levels because they can use other senses besides sight such as touch (fur), smell (flowers), hearing (clocks) and taste (lemon). These senses help to get the meaning across quicker and memorize vocabulary better.

#### **4.1.1.2 *Mime and Gesture***

Mime and gestures are more useful and easier when we are presenting or explaining some kind of action, e.g. running or brushing teeth, as Gower [2005:149] points out. In addition, Harmer mentions that it is also easier to use mime than to draw a picture of an action or verb [1991:161]. He also says that we can use mime to present different ways of that action, for example different ways of walking. However, teachers need to be good actors to use mimes and gestures and implement this vocabulary teaching method into their lessons, otherwise they risk confusing the students.

## **4.1.2 Verbal Techniques**

### ***4.1.2.1 Contrast and Opposites***

Technique of using contrast can be used to describe meanings of some words. According to Gairns and Redman [1986:74], it is a technique which learners themselves use, by asking the question: “What’s the opposite of...?” for example, when demonstrating the word “sour”, we can simply illustrate by contrasting it with its opposite “sweet” [Gairns, Redman, 1986:74]. They also recommend showing an example of opposites in context, because for example, the opposite of sweet wine isn’t sour wine.

### ***4.1.2.2 Use of Synonymy and Definition***

Synonyms are useful with learners either at lower or at higher levels [Gairns and Redman, 1986:74]. At lower levels, the explanation should be short, clear and not complicated for the learners, they state. However, they clarify that learners at higher levels and need to know that the word “bloke” is a synonym for “man”, but it is used more in informal conversation.

According to Harmer [1991:62], for intermediate learners it can be useful if the teacher gives definitions to understand the meaning of new words. Teacher should be able to avoid possible misunderstandings in meaning by using “clearly

contextualized examples” when presenting a new word, state Gairns and Redman [1986:74] They show it in the example of a phrase “a fire broke out” where “to break out” means “to start”, but we cannot say “the lesson broke out”.

#### **4.1.2.3 Translation**

Gairns and Redman [1986:75] write that translation can be a very effective way of explaining meaning. Folse [2004:61] says that “it is the simplest of all.” Besides, it provides “instant information about the basic meaning of the foreign language word.” On the other hand, Gairns and Redman say, that translating words can sometimes be difficult because learners will not be able to find their exact equivalents in the learners’ mother’s tongue and also it will not help to develop learners’ recognition of sense relations between different items in the new language [1986:75]. In addition, Folse says that it could be hard for ESL learners to find the correct translation because words can have more than one meaning [2004:64].

In conclusion, using translation can be “a good and helpful” technique for learners as researches have shown [Folse, 2004:66-68]. However, teachers should take into account, that translation should not be used as a main technique when teaching vocabulary in the classroom and it should be combined with other presentation techniques.



## 5 Learning Vocabulary

*“For learning to be effective, attention must be paid to the student’s own process of learning.”*

*[Morgan and Rinvoluceri, 1986:5]*

Learning vocabulary can be a long procedure. Every ESL learner stores information in the memory differently. Teachers should consider this knowledge of understanding how we store information. Gairns and Redman say that “this knowledge should help them to establish classroom procedures which will promote more effective learning and retention of new language items” [Gairns and Redman, 1986:86].

In this chapter, I would like to consider some of these issues about learning procedures students should use while learning vocabulary.

## 5.1 Learning strategies

*“Learning strategies are steps taken by students to enhance their own learning.”*

*[Oxford, 2002:1]*

There are different kinds of strategies that help learners with their new vocabulary. However, Folse states that there are both “good and bad ones, too”, [2004:87]. As mentioned previously, every ESL learner is different and has a different way of learning new vocabulary. Folse describes that one vocabulary learning strategy is not necessarily effective and useful for everybody [2004:90]. It is important for learners to find their own best strategy or mix more of them to improve their “proficiency and self-confidence” claims Folse.

McCarthy and Dell claim that the best way to improve and increase learners’ vocabulary is reading and listening to English language as much as they can [2002:7].

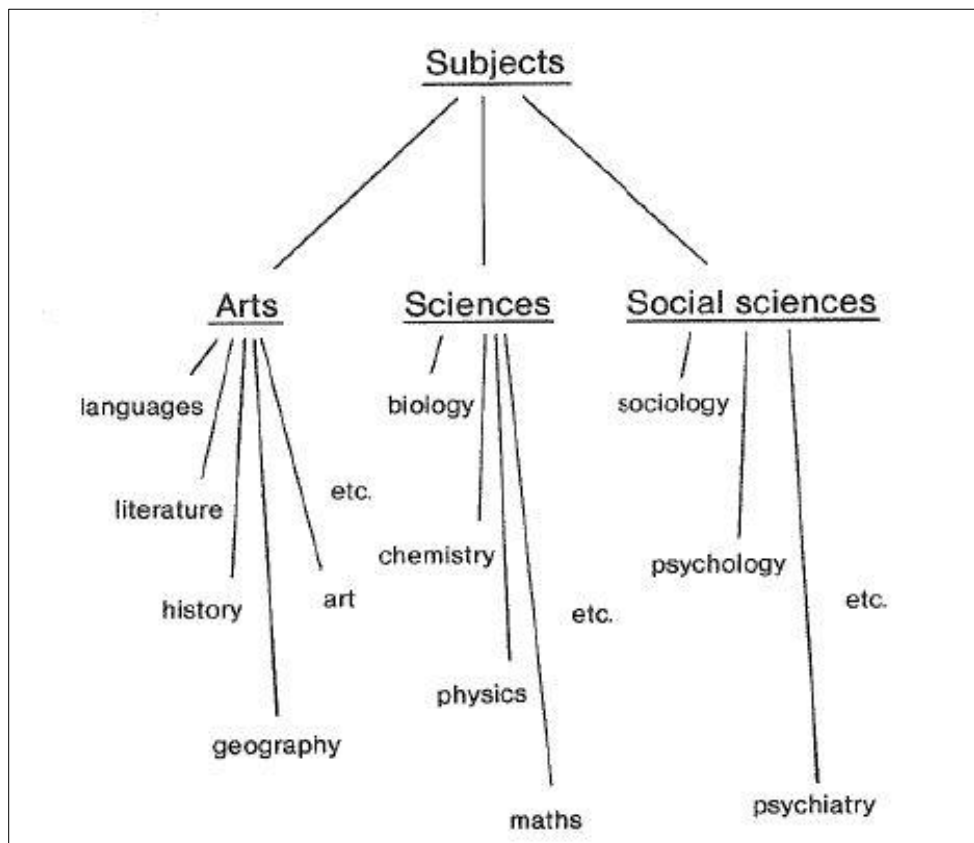
They present some tips how learners can improve their vocabulary:

- Reading - novels, newspapers or magazines
- Exploring websites
- Reading things in English that relate to their job or academic interests
- Watching films and videos
- Watching cable TV

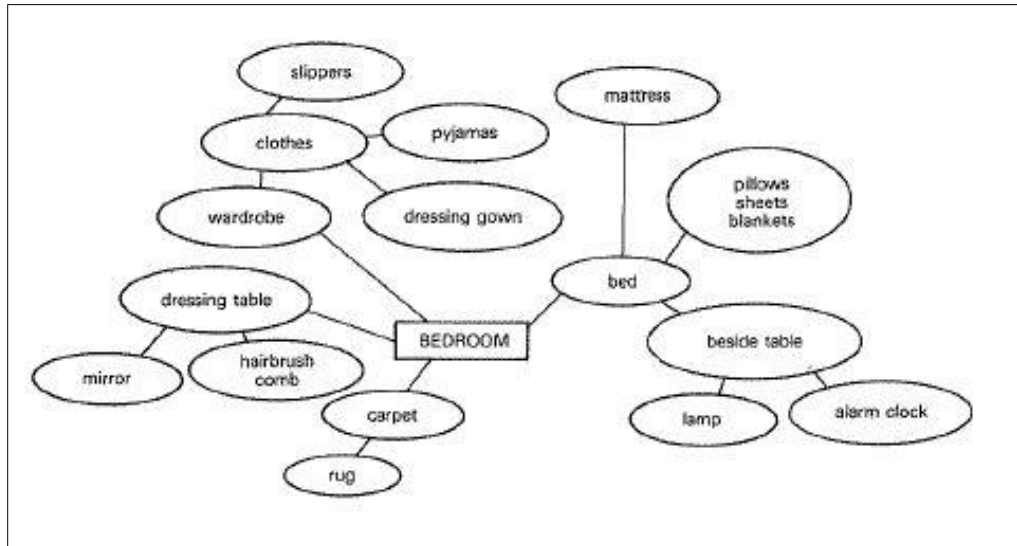
- Listening to the radio
- Listening to songs and searching for the lyrics
- Listening to audio books

Gairns and Redman [1986:95-98] also mention some learning strategies:

- Diagrams
- Word trees
- Cards containing information about lexical items
- Putting the hyponyms in a list under appropriate term



Picture 3 Word trees (Gairns, Redman [1986:98])



Picture 4 Diagrams (Gairns, Redman [1986:98])

In conclusion, everyone's personality and individual needs are different so each ESL learner needs to find out what strategy will be the best for him or her and also which one will be the most effective and efficient.

## 5.2 Remembering Vocabulary

*"There is no point in studying new words if they are not remembered."*

[Scrivener, 1994:88]

ESL learners and also teachers want to know what kind of learning strategy helps learners to remember new items. In general, things that influenced learners

strongly by bad or good experience are easier to remember. New vocabulary items related to learners' own experience or used in a context from their social surrounding significantly help to memorize it, write McCarthy and O'Dell [2002:6].

Oxford [2002:18] mentions some of the memorization strategies:

- Creating mental linkages
  - Grouping
  - Associating/elaborating
  - Placing new words into a context
- Applying images and sounds
  - Using imagery
  - Semantic mapping
  - Using keywords
  - Representing sounds in memory
- Reviewing well
  - Structured reviewing
- Employing actions
  - Using physical response or sensation
  - Using mechanical techniques

To sum up, ESL learners should know that there are various methods that enable them to easily memorize new vocabulary items. In addition, teachers should be able to show them how to use these methods to help learners to remember new words without difficulty.

### 5.3 Technology – Enhanced Learning

Technology is becoming increasingly important in our lives and learners are using technology more and more. Technology is not new in language teaching and learning. For example, computers and language teaching have walked hand to hand for a long time and contributed as teaching tools in the second language classroom.

We started using technology in language teaching a few decades ago. Tape recorders and video have been in use since the 1960s and 1970s and still can be found in classrooms. In the early 1980s a new term CALL (Computer Assisted Language Learning) appeared which refers to computer-based materials for language teaching. In the 1990s another term TELL (Technology Enhanced Language Learning) appeared when we moved on from using computer programs to start using the Internet and web-based tools in response to the increasing possibilities offered by the Internet and communications technology [Dudeny, Hockly, 2007:7].

Dudeny and Hockly [2007:7] also mention some reasons why using technology will become a normal part of ELT practice in the coming years:

- Young learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.
- Technology is offered with published materials such as coursebooks and resource books for teachers and learners.

- Technology offers new ways for practising language and assessing performance.
- Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre.

### **5.3.1 Interactive CD-ROMs**

A CD-ROM is an abbreviation that stands for “Compact Disc Read-Only Memory” and was designed to deliver specific applications that take advantage of large amounts of graphic, sound, text and video files to provide interactivity, explain Dudeney and Hockly [2007:113]. Most of the new workbooks and coursebooks contain these interactive CD-ROMs. The main purpose of interactive CD-ROMs is to help to learners to work alone and also follow-up a lesson either at school or at home. In addition, many coursebooks CD-ROMs also provide tests so learners are able to check their own progress.

Dudeney and Hockly [2007:113] write that Interactive CD-ROMs mostly contain some extra materials for each course unit such as:

- Reading and listening materials
- Recording functionality to practice pronunciation and speaking
- Grammar and vocabulary activities (matching vocabulary to definitions, drag and drop exercises, gap-fills, crosswords etc.)

### ***5.3.1.1 Advantages of Interactive CD-ROMs***

These days, most learners have a computer or notebook at home. A large part of today's young population is spending more and more time on computers and online; therefore, interactive CD-ROMs can be helpful for them. Learning and practising with interactive CD-ROMs is much more interesting and more motivating for children and teenagers than learning and practising from workbooks or coursebooks.

Although CD-ROMs are increasingly becoming replaced by newer technologies such as blogs, podcasts, instant messaging, social networks, and so on, CD-ROMs have one big advantage over these newer online technologies which is the possibility to work with them offline so students can take and use CD-ROMs anywhere.



## II PRACTICAL PART

### 6 Description

The practical part of this bachelor thesis is to analyze and to compare five interactive CD-ROMs included in workbooks for children at elementary schools. The quality of such teaching aids is very important, because they are supposed to help learners to learn foreign language and, which is very important, to learn vocabulary as easier as possible. Nowadays almost all children use computers or notebooks without any problem, therefore good and interesting interactive CD-ROM with appropriate and nice computer graphics can be helpful.

The following chapters will shortly present and describe these interactive CD-ROMs. The CDs will then be compared and the advantages and disadvantages of each will be discussed. The research studies were focused on the way, how the interactive CD-ROMs are created and what possibilities are offered to learners when learning or practising vocabulary.

The five CDs the bachelor thesis is concerned with are:

- 1) **Project 1** – an interactive CD-ROM included in the workbook Project 1 (third edition) written by Hutchinson T. and Pelteret Ch., published by Oxford University Press

- 2) **English zone 1** – an interactive CD-ROM included in the workbook English zone 1 written by Arthur L., Nolasco R. and Penn J., published by Oxford University Press.
- 3) **Oxford Heroes** – an interactive CD-ROM included in the students book Oxford Heroes 1 written by Quintana J. and Benne R. published by Oxford University Press.
- 4) **Message 1** – an interactive CD-ROM included in workbook Message 1 written by Goodey N., Goodey D. and Thompson K. published by Cambridge.
- 5) **More 1** – an interactive CD-ROM included in workbook More 1 written by Puchta H., Stranks J. and Gerngross G.

## 6.1 Project 1

Project 1 is an interactive CD-ROM included in the workbook Project 1 (third edition) written by Hutchinson T. and Pelteret Ch. and published by Oxford University Press. This interactive CD-ROM does not need any installation into the learners' computer because of the technology of Adobe Flash player so it is much user-friendly than CD-ROM from a workbook Message 1, which is not working without its installation into a computer.

Project 1's main menu is divided into groups by what learners want to learn or practice as shown in picture 7. When the learner opens the vocabulary part, he or she can choose vocabulary from a list of numbered units. Units are synchronized with units in the book.



Picture 5 Project 1 – Main menu

The interactive CD-ROM offers three ways of practising and learning vocabulary, so learners can choose which way is the best for them and how they want to practice or learn that vocabulary. The three methods are:

- Crosswords
- Matching pictures with words
- Word searches



Picture 6 Project 1 – Matching words with pictures and the possibility of listening to pronunciation

The method of matching words is used in all compared CD-ROMs and it is the most common way of practicing vocabulary. When learners finish matching

pictures with words, they can listen to the audio form of each vocabulary item by clicking on the specific picture (picture 8). Language in the exercise is simple and at the basic level, is properly developed vocabulary including its audio form. Nevertheless, other methods of practising and learning vocabulary such as crosswords and word find do not offer pronunciation of vocabulary items.

However, this interactive CD-ROM also includes a dictionary, which learners can use when practising vocabulary (picture 9). The dictionary contains vocabulary items presented with pictures, words and after clicking on a picture, learners can listen to its pronunciation. As a bonus, learners may appreciate two games that help them to practice vocabulary in an interesting and amusing way.



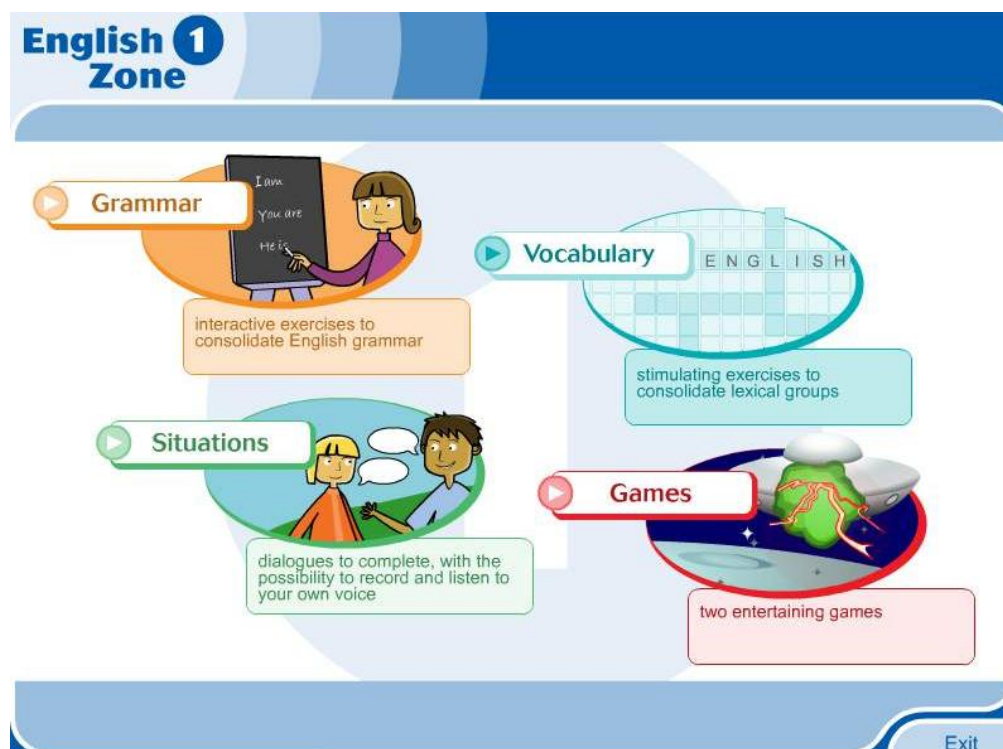
Picture 7 Project 1 - Dictionary

## 6.2 English Zone 1

The next interactive CD-ROM is English Zone 1 included in the workbook English Zone 1 written by Arthur, L., Nolasco, R. and Penn, J. and published by Oxford University Press. The interactive CD-ROM does not need any installation to the learners' computer either and it runs with Adobe Flash Player.

At the start of its own program, learners have to fill in their name. Because of this, the program can be used by many learners and it is also useful at schools. When the learner fills in his or her name, a main menu appears.

The main menu is divided into four categories – grammar, vocabulary, situations and games.



Picture 8 English Zone 1 – Main menu

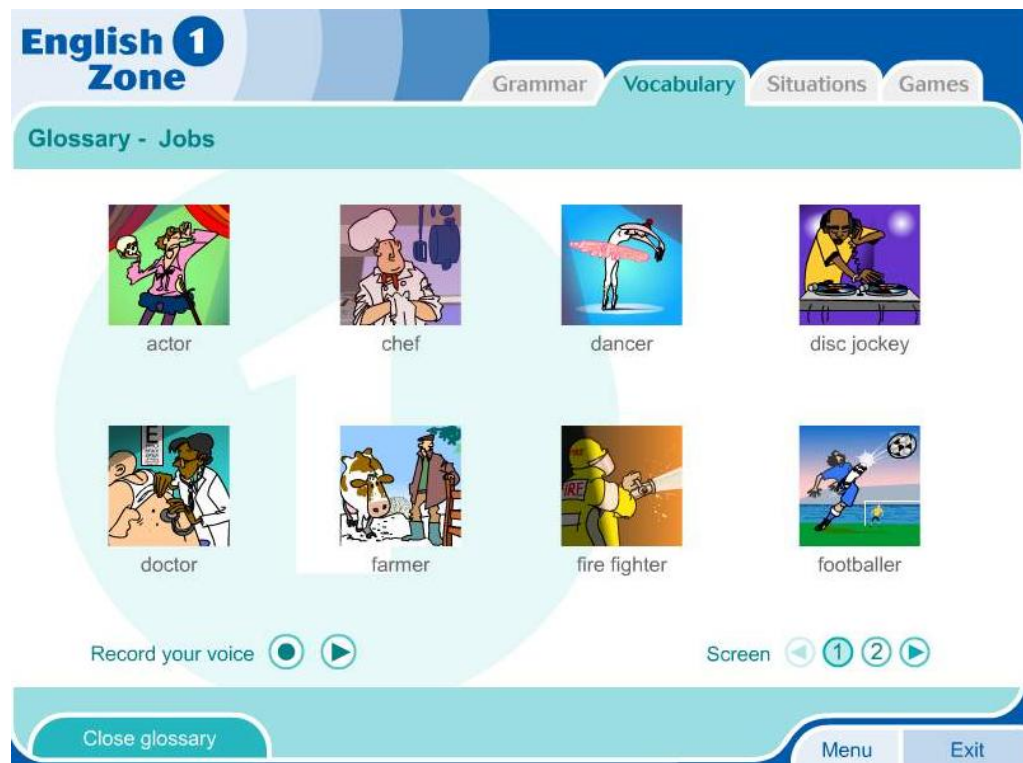
When the learner opens the category Vocabulary, she or he can find vocabulary divided into groups by units. The software offers three methods of practicing and learning vocabulary all of which include the possibility of pronunciation:

- Matching words with pictures
- Crosswords
- Target method (this means that learners hear the word and they are supposed to target the correct picture as it is shown on a picture 11)



Picture 9 English Zone 1 – Practice method called Target

This interactive CD-ROM also includes a dictionary with pictures and vocabulary pronunciation. But in comparison to the previous interactive CD-ROM, this dictionary offers the possibility to record your own pronunciation, and then play it. This is a good way to improve learners' pronunciation (picture 12).



Picture 10 English Zone 1 – Dictionary



## 6.3 Oxford Heroes 1

Oxford Heroes 1 is another interactive CD-ROM published by Oxford University Press as a part of the student's book Oxford Heroes 1. This book is written by Quintana, J. and Benne, R. R. and the interactive CD-ROM also does not need any installation to learners' computers. However, it has long and tedious start-up with loud music and long animation that cannot be skipped by the user.

At the start, the learner has to fill in his or her name which is an advantage when using it at schools for more than one learner and they can record their results. In comparison to other interactive CD-ROMs, the main menu is no longer divided into categories but it is divided into groups by unit (picture 13).



Picture 11 Heroes 1 – Main menu

Inside each unit there are groups of what learners want to practice and learn - grammar or vocabulary. This interactive CD-Rom offers four methods of practising and learning vocabulary:

- Matching words with pictures – compared to other CD-ROMs, learners can hear pronunciation of vocabulary items right after correct matching
- Choosing the correct alternatives
- Target method
- Completing sentences with the words from the box (picture 14)

**Unit 7 Vocabulary 2**

Complete the sentences with the words in the box.

music   English   maths   science   geography   history

❌ ① I'm good at  because I like numbers.

✅ ② I like  . I play the piano.

✅ ③ My favourite subject is  because I like stories about the past.

✅ ④ I like  because I'm interested in the world.

✅ ⑤  is my favourite subject because I like languages.

✅ ⑥ I like  . I enjoy doing experiments.

← Check Try again Answers Score 5/6

Picture 12 Heroes 1 - Completing sentences with the words from the box

# Unit 1 Vocabulary 2



Choose the correct alternatives.

British  Britain

- 1 Kostas is from Greece.
- 2 Yukimi is Japanese.
- 3 New York is in the USA.
- 4 Our teacher is Italian.
- 5 Pierre is French.
- 6 Mike and Joe are from \_\_\_\_\_.

← Check Try again Answers Score

Picture 13 Heroes 1 - Choosing the correct alternatives

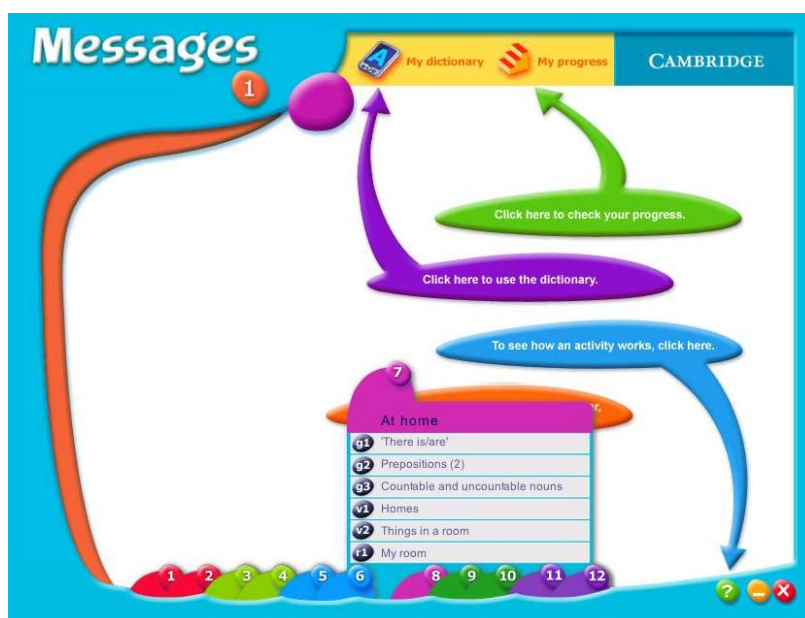
Although there are several methods, just two of these methods offer pronunciation of vocabulary items. And in addition, in comparison to other interactive CD-ROMs, this does not include a dictionary that can help learners during the practice.

## 6.4 Message 1

Message 1 is the next interactive CD-ROM published in this case by Cambridge as a part of the workbook Message 1. It is written by Goodey, N., Goodey, D. and Thompson, K.

In comparison to other interactive CD-ROMs, this requires an installation into learners' computers. This installation can take 3-5 minutes according to the learner's computer and it can mess the operating system up a little bit. However, learners do not have to search for the interactive CD-ROM every time they want to practice.

During testing a lot of cons show up. First of all, the whole software is confusing and vague as shown on pictures 16 and 17.



Picture 14 Message 1 – Main menu (confusing)



Picture 15 Message 1 – Practising vocabulary (some numbers are hard to see and it can be unclear what each number stands for)

Secondly, one of the exercises makes mistakes. During the target exercise, learners should press the button with a past participle of a word they hear, but there is no such a word on the list that they can choose.

Thirdly, when practising with crosswords, learners can find out very inconveniently that they have to click on each letter to complete one word instead of scrolling with the learner's mouse from the first letter to the last one.

In spite of these troubles, it has one positive. This interactive CD-ROM is one of those with a dictionary that offers the possibility of recording your own pronunciation.



## 6.5 More 1

More 1 is the last interactive CD-ROM published by Cambridge as a part of a workbook More 1 written by Puchta, H., Stranks, J. and Gerngross, G.

This interactive CD-ROM can be installed into learners' computers or it can be launched from the CD-ROM so learners can decide themselves what is better for them.

At the start, the learner has to fill in their name which is an advantage when using it for more than one learner, so learners are able to record their results. After the learner confirms their name, the main menu appears. The menu is clear and pleasant for users as shown in picture 18.



Picture 16 More 1 – Main menu

This interactive CD-ROM has very sophisticated vocabulary teaching. There are four levels of practising the new vocabulary:

1. Clicking on objects and listening to their pronunciation (picture 19)
2. Dragging words into the picture (picture 20)
3. Writing names manually until the learner writes a whole series of vocabulary without errors (picture 21)
4. Memory game where learners match pictures with words

After finishing all four levels of that series of vocabulary, learners can continue with a new series of vocabulary.



Picture 17 More 1 - Clicking on objects and listening its pronunciation



Picture 18 More 1 - Dragging words into the picture



Picture 19 More 1 - Writing names manually



In addition, it has one more exercise for practising vocabulary. Learners have to fill missing words into gaps and after learners fill in they hear pronunciation of the whole sentence.

However, it has no dictionary that learners can use when practising and learning new vocabulary.






## **7 Comparative parameters of interactive CD-ROMs**

One of the goals of this work was to propose a benchmark for mutual comparison of interactive CD-ROMs. This chapter describes the comparative requirements in terms of digital technology, as well as the efficiency and functionality of interactive CD-ROMs. In the following chapter is the comparison in terms of methodology and didactics of language teaching.

For this comparison the following categories were created: 1. Technical information; 2. User interface; 3. Strategies of teaching and learning vocabulary; 3. Audio form; 4. Range of vocabulary. Each category was evaluated separately. the benchmarks were compared in the interactive CD-ROMs for teaching at elementary schools for language levels A1 that were available for this comparison, i.e. Project 1 (Oxford University Press), English zone 1 (Oxford University Press), Oxford Heroes 1 (Oxford University Press), Message 1 (Cambridge), More 1 (Cambridge).

### **7.1 Technical information**

This category deals with the technical parameters of interactive CD-ROMs. The first parameter refers to the need to install its own CD-ROM into students' computer. When analyzing an interactive CD-ROM Oxford Heroes 1 and More 1, it was found that it is necessary to install it to ensure its full functionality and thus ensure a quality of teaching with this CD-ROM. The remaining CD-ROMs that were analyzed, there was no need to install.

| Comparative categories of interactive CD-ROMs | Project 1   | English zone 1  | Oxford heroes 1   | Message 1   | More 1  |
|---|---|---|---|---|---|
| <b>TECHNICAL INFORMATION</b>                  |   |   |   |   |   |
| No need of installation                       |  |  |  |  |  |

**Chart 1 Comparative criteria, technical information**

## 7.2 User interface

The next category is focused on the appearance of the user interface of interactive CD-ROMs. Startups of most CD-ROMs are fast but Oxford Heroes 1 has a long and tedious startup with loud music and long animation that cannot be skipped by the user. By pressing Escape key it ends whole program and users have to go through the whole startup animation again.

Menu of Project 1 and English Zone use structure of category, i.e. grammar, listening and vocabulary. The rest of CD-ROMs from the tested sample are divided by units and then it offer categories.

Message 1 is very confusing and chaotic. Using abbreviation *g*, *v*, *r* for grammar, vocabulary and reading makes it unclear without any further explanation of abbreviation. Others CD-ROMs' menus are clear and the user has immediate access to all materials that interactive CD-ROMs provide.

| Comparative categories of interactive CD-ROMs              | Project 1 | English zone 1 | Oxford heroes 1 | Message 1 | More 1 |
|--|-----------|----------------|-----------------|-----------|--------|
| <b>USER INTERFACE</b>                                      |           |                |                 |           |        |
| Starting time  | 11 s      | 18 s           | 44 s            | 3 s       | 8 s    |
| Friendly menu  | ✓         | ✓              | ✓               | ✗         | ✓      |
| Intuitive interface  | ✓         | ✓              | ✓               | ✗         | ✓      |
| Dividing by categories (grammar, listening and vocabulary) | ✓         | ✓              | ✗               | ✗         | ✗      |

Chart 2 Comparative criteria, user interface

### 7.3 Strategies of teaching and learning vocabulary

Interactive CD-ROMs offer many ways to practice vocabulary. This chapter presents what technique each CD-ROM is using.

One of the methods is called Matching and this method can be found on all CD-ROMs. Students can match texts with pictures and also hear pronunciation, so students learn all three aspects of each vocabulary item.

Next method called Target is used to understand to audio form of vocabulary. Students hear a vocabulary and have to click on a matching picture. This method use English zone 1, Oxford heroes 1 and Message 1.

Other interesting ways of practicing vocabulary are Crosswords, WordFinds and Memory games. These activities are well known and most students like them. These activities help to practice written form of vocabulary.

Even though, Message 1 offers eight methods of practicing vocabulary, it can be confusing for students and it is unnecessary to offer more than 5 different ways of practicing.

More 1 is different from the others. The practising of vocabulary has four steps which help to cover all aspects of vocabulary that need to be learned. In the first step students are able to point on any picture and hear its pronunciation and see the written form of a chosen vocabulary item. In the second step, students have to drag a text into pictures and when they are correct, they hear its pronunciation. In the next step, students have to point on a picture and write the correct word and then again hear the audio form of that item. The last step is a memory game where students have to find pictures and words that match it. All these steps help to students to remember vocabulary items.

A useful tool is a dictionary which helps students finds word they do not know and fill into exercises. CD-ROMs Oxford Heroes 1 and More 1 do not offer possibilities of a dictionary. Project 1 and English zone 1 present new vocabulary by pictures, with written form and its audio form. In addition, English Zone 1 offers a possibility of recording students' own pronunciation. Message 1 presents a different dictionary without pictures, but it offers searching in a dictionary, audio form and recording students' own pronunciation as English Zone 1.

| Comparative categories of interactive CD-ROMs         | Project 1 | English zone 1 | Oxford heroes 1 | Message 1 | More 1 |
|---|-----------|----------------|-----------------|-----------|--------|
| <b>STRATEGIES OF TEACHING AND LEARNING VOCABULARY</b> |           |                |                 |           |        |
| Matching  | ✓         | ✓              | ✓               | ✓         | ✓      |
| Target  | ✗         | ✓              | ✓               | ✓         | ✗      |
| Crosswords  | ✓         | ✓              | ✗               | ✓         | ✗      |
| Word find   | ✓         | ✓              | ✗               | ✓         | ✗      |
| Filling text to pictures                              | ✗         | ✗              | ✗               | ✓         | ✓      |
| Memory game   | ✗         | ✗              | ✗               | ✓         | ✓      |
| Dictionary during practising                          | ✓         | ✓              | ✗               | ✓         | ✗      |

Chart 3 Comparative criteria, Strategies of teaching and learning vocabulary

## Conclusion

This thesis is devoted to interactive CD-ROMs of English language in primary schools when teaching vocabulary. The first part describes the basic concepts in terms of vocabulary, its definition and importance in the teaching of English as a second language. In the other part was presented aspects of teaching vocabulary that are important for students of English language. Several methods were described for teaching vocabulary and also various methods suitable for students in learning vocabulary on their own. The work here outlined the basic advantages and disadvantages of the use of interactive CD-ROMs.

The next part proposed benchmarks by digital technology used in interactive CD-ROMs. Comparative parameters focused on the technical parameters of CD-ROMs and the user interface. Furthermore, the work focused on their strategies when teaching vocabulary and the methods used in the learning process. Interactive CD-ROMs were analyzed according to these parameters. Based on the comparison of these interactive CD-ROMs, English Zone was evaluated as the best. English Zone is easy to use, clear and simple offers teaching and practicing vocabulary and is fully adapted. Instead, in this analysis of used interactive CD-ROMs emerged Message worst one. CD-ROM is confusing, in practice there are errors, requires installation into students' computer and offers too many different methods to practice vocabulary which is confusing.

This thesis introduces teachers and students several interactive CD-ROMs and conducts their mutual comparison. Teaching a foreign language should follow

quality materials that best motivate students and facilitate their learning of a foreign language and also prepare them for possible life situations in which they will be able to use the English language.

As a result of evaluation, here are some aspects that were on each CD-ROM found to be beneficial, and by which it is possible to choose appropriate interactive CD-ROM of English language:

- CD-ROM does not need installation. It is not hardware demanding.
- Interactive CD-ROM constitutes a necessary complement and motivates students to learn a foreign language.
- Interactive CD-ROM has an intuitive and simple control of all elements and it is clear and well structured.
- CD-ROM supports interactive learning through play and exercises. There is clear explanation of the vocabulary and dictionary.
- CD-ROM offers an audio form of the vocabulary

In conclusion, the CD-ROMs are appropriate motivation and tools for learning vocabulary and offer a variety of ways of practicing, but it is important to ensure the proper selection of an interactive CD-ROM that students enjoy while it help them to learn all aspects of vocabulary, because some CDs are more effective than others.



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