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USING ICT IN ENGLISH CLASSES WITH FOCUS ON ON-LINE DICTIONARIES
Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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CONTENT

Abstract

My diploma project is divided into two parts – theoretical part and practical part.

The theoretical part consists of two chapters. The first chapter is focused mainly on use of ICT in English classes, it describes several technological tools, which can be used in English classes. It also deals with advantages as well as disadvantages of integrating ICT into education.

The practical part includes analysis of results of pupils' and teachers' questionnaires and a description of my experimental lesson. Results show that on-line dictionaries are the most favourite and most frequently used dictionaries due to their speed and user-friendliness.

Introduction

The Information and Communication Technologies have become an indispensable part of everyday life. Nowadays, people of all ages use mobile phones, laptops or computers and other technological devices on daily basis, and most of them, including myself, cannot imagine living without them.

The Information and Communication Technologies are used in most of the sectors and institutions, such as offices, business, transportation, scientific institutions, media, entertainment industry, culture institutions and many more and, in general, they make people's life and work much easier. The ICT has become very important also in education, as technologies make information more accessible. But integration of ICT into educational process provides many more opportunities. It can improve the efficiency and effectiveness of education, it makes learning more productive as it enables students to be active and collaborate, but it also makes learning more interactive and independent. It can also support new pedagogical methods, help students acquire skills for the workplace and it makes learning possible for learners with special educational needs or all kinds of disabilities. Last but not least, the ICT make learning more interesting and motivating for learners.

The ICT can be beneficial especially in language learning as they provide all kinds of multimedia, which can support language activities and help the learners to improve their language skills.

One of the most important learning tools for language learning is an electronic dictionary, which is, in addition, mostly available free of charge.

My diploma thesis is divided into two parts. The first, theoretical, part deals with using the ICT in English classes and describes how different technological tools can be used in language learning. I wanted to show that the Information and Communication Technologies and electronic dictionaries offer great benefits for language learners, but there are also drawbacks. I also wanted

to provide an overview of various electronic dictionaries, outline their evolution, show that electronic dictionaries have many advantages as well as disadvantages and give some information about how they are evaluated.

Practical part focuses on analysis of data collected through questionnaires and description of my experimental lesson. The research is concerned with pupils' and teachers' use of electronic dictionaries. The purpose of the research was to find out what type of dictionary pupils as well as teachers use, what type of on-line dictionary they choose and what functions they use.

I THEORETICAL PART

1 Using ICT in English classes

1.1 Technological tools

1.1.1 History of the Internet

The origin of the Internet dates back to the 1960s, when ARPANET was created in the United States. The Advanced Research Projects Agency (ARPA) was the first version of the Internet as we know it today (Teeler, Gray; 2000).

Teeler & Gray (2000) say it started as the U.S Department of Defense network as a military project, soon after the Soviet Union launched the first satellite Sputnik I. The aim of this project was to find a way to communicate for military in case of a nuclear attack. ARPA initially connected four major computers at four universities in states of California and Utah in the USA – University of California at Santa Barbara, University of Utah, University of California in Los Angeles and Stanford Research Institute. The ARPA was then renamed to The Defense Advanced Research Project Agency (DARPA).

In 1973, the ARPANET connected to the Europe, namely to University College of London, the United Kingdom and to Royal Radar Establishment in Norway. Many countries followed in gaining the Internet access. By the beginning of 1990s, even countries of South America, Asia and Eastern Europe were connected to the Internet. Czechoslovakia was connected to the Internet later in 1991, starting with schools and research facilities. Later the public and business sectors were connected too (Teeler, Gray; 2000).

By the year of 1993, the Internet went from *"a text and numbers based research tool for the few to a colorful, graphical world of information for the masses"* and a lot of people started surfing the Internet searching for information as well as entertainment. Soon, the Internet connected people all over the world (Richardson, 2006).

On the 13th of February, an official ceremony marking the connection of Czechoslovakia to the Internet took place at Czech Technical University in Prague (Gruntorád, 2002).

Teeler and Gray (2000) claim, that because of its origin in the United States, the communication on the Internet is mostly carried in English language, which it makes an ideal tool for teaching and learning English language.

Gitsaki & Taylor (2000) write that bringing the Internet in the class has many advantages. The Internet shows learners the natural and authentic language and the information available on the Internet is frequently updated and always current. As it provides a wide diversity of topics and the webpages are full of pictures, videos, audio, animation, et cetera, using the Internet will be fun and very motivating for learners.

1.1.2 The World Wide Web

The World Wide Web, often shortened as the Web or WWW, is a collection of webpages, which are simply screens of information (Dudeney, 2000).

The Web is based on hypertext – a system of links, which transports us to next web page, to another document or a picture, when we click on it. Links are also used to view pictures or to download audio and video files to our computer, Teeler & Gray (2000) write.

Webpages are made by a language called HTML. This abbreviation stands for HyperText Mark-Up Language (Dudeney, 2000).

Dudeney (2000) mentions that to move around the Web and to be able to see the information one is looking for, one needs to install a Web browser, which is a software application.

According to Wikipedia (2012), five most popular web browsers used nowadays are Google Chrome, Mozilla Firefox, Internet Explorer, Opera and Safari.

Teeler and Gray (2000) consider the World Wide Web to be the world's largest reference library, where we can find information about every possible topic.

English teachers can make a great use of the Web. Not only can they take the information from it, but they can also contribute to it, publish their own work or even start their own web page.

English teachers can find a lot of information for research project or practical classroom ideas and material for both grammar and topic based lessons. The Web also offers many tips for new publications or information about presentations and workshops suitable for teachers. The Web makes it very easy to translate via online dictionaries or extend vocabulary using thesaurus (Teeler, Gray; 2000). The final major benefit is currency – whether we are looking for music videos, news reports or press conferences, the latest will be available on the Web (Sharma, Barrett; 2007).

1.1.3 CD-ROM

CD-ROM is mainly a storage device, which can store digital data in formats such as text, pictures, animations, video and audio clips.

CD-ROMs are usually included as a part of a course book. It can be used as an ordinary audio CD or with a computer as an interactive CD-ROM, where learners can do extra grammar activities, listening and reading activities or testing materials so they can check their own progress (Sharma & Barrett, 2007). Such CD-ROMs are designed for learners to work on alone at self-access centre or at home (Dudeney & Hockly; 2007).

According to Sharma & Barrett (2007) ,these activities can be also practiced in classroom, either learners taking turns to do a few CD-ROM activities or if an interactive whiteboard is accessible, learners can work on the activities together.

1.2 Advantages and disadvantages of integrating ICT into education

When talking about advantages and disadvantages of e-learning, many factors have to be taken into consideration. First of all, we have to acknowledge geographic characteristics of the country, traditions and educational system. Secondly, also particular educational institutions, their size and specialization, culture, traditions and so on can have an influence on whether using

Information and Communication Technologies will be successful. Therefore, it would be inaccurate to claim that advantages or disadvantages are generally effective.

Sometimes, an advantage can be a disadvantage at the same time and it is important to look at them for different points of view.

1.2.1 Students' point of view

Zounek & Sudický (2012) state that development of computer networks, primarily mobile phones and the Internet, brings an enormous advantage – almost unlimited access to information, knowledge and education.

One of the biggest benefits is the ability to download and share study materials, which can be also easily edited according to individual needs. Information and Communication Technologies reinforce communication and cooperation among students as well as with their professors (Zounek & Sudický; 2012).

One of the advantages of e-learning is the fact that the learners can choose themselves what issue they want to focus on. Interactive activities with pictures, audio, text materials, game and such are not only motivating the learners, but they also might be suitable for learners with different learning habits (Dominiková & Lachout, In Bendová, 2008).

Technology enables learners to practice, e.g. listening skills at home in order to have more time to practice communicative skills in the classroom. Also, some interactive activities are self-marking, so learners can see their mistakes.

Usage of on-line technologies makes it possible to study almost at any time and any place. Students can study at their own pace in accordance with their abilities and skills.

Besides saving a lot of time, using the ICT develops information and computer literacy of the students (Zounek & Sudický; 2012).

On the other hand, social contact among learners and with teacher is absent. Teacher cannot answer learners' questions, nor can control them (Dominiková & Lachout; In Bendová, 2008).

Despite the expansion and accessibility of Information and Communication Technologies, modern technologies or internet access might be still unaffordable for some students.

Another obstacle could be low abilities to use computer or a negative attitude to ICT in general. Some students might feel overwhelmed by the amount of information or might be distracted from studying by on-line communication on social networks (Zounek & Sudický; 2012).

1.2.2 Teachers' point of view

On-line technologies are a great help for teachers, for example, when preparing for a lesson. Teachers can get many tools for free, that can help them to create materials for their lesson plans. On the Internet there are a lot of finished materials that are ready to be used right away.

Distribution of study materials via e-mail, on webpages or network sharing is a quite natural thing nowadays. Big benefit is the possibility to archive all lesson plans and study materials on their computers, so they do not have to waste plenty of paper and files.

Technologies are also very valuable when practicing, revising and testing the students.

Just as for students, technologies are beneficial regarding easier communication for teacher as well. Teachers can immediately respond to students' questions, they can give students feedback or they can communicate with other teachers.

Teachers can use on-line technologies for further education of themselves. Nowadays it is possible to attend on-line courses or they can simply consult with colleagues from other school or education institutions (Zounek & Sudický; 2012).

Zounek & Sudický (2012) say that although Information and Communication Technologies can be of an enormous help and assistance, on the other hand, they develop incredibly quickly, it is difficult to keep up with them and one can easily lose orientation.

There could be a danger of on-line communication technologies forcing out the traditional face-to-face communication between a teacher and a learner.

Another disadvantage might be insufficient computer skills of teachers, lack of motivation or insecurity about involving ICT into their lessons – a fear that the teacher is not trained enough or a fear that the computer will take the teacher's job. But it is still the teacher who drives the technology (Zounek & Sudický; 2012). As Byron (In Bendová, 2008) wittily explained: *"Computers will never replace teachers. But teacher who use computers will replace those who don't."*

Černá (2005) claims that the main obstacle of using the ICT in education is the lack of training for teachers. She also mentions that one of the challenges for teachers to face is dealing with students who often have more skills than the teachers. Thus, the teachers should be educated and trained in order to avoid their insecurity and lack of technical skills.

Sometimes teachers can work with the ICT as for the technical aspect, but they do not know the right didactic methods.

Reliance on the technology could be another nightmare for teachers. Dysfunctional technology can ruin a lesson in a second (Zounek & Sudický; 2012).

1.2.3 Institution's point of view

First of all, it is needed to mention an advantage which does not quite relate to teaching itself, but is very important – electronic administration. All information about students, their study history, their studying results, their registered courses and subjects and more is available at any time and is all at one place. The data are easy to archive and easy to distribute to a number of people at once. The information system provides information about students as well as teachers, fields of study and study programs, information about departments or whole institutions. Electronic administration at the same time improves access to information for potential students and wide public (Zounek & Sudický; 2012).

Thanks to on-line technologies, teachers can easily publish their work results, such as specialized publications, textbooks or scientific results, that can function as study materials not only for students of the institution given, but also for public.

Zounek & Sudický (2012) also mention an obvious disadvantage when implementing the ICT into education, which are large expenses, especially on technology – hardware (computers or laptops, data projector, internet access) as well as software (a blended programme), training of teachers, possible adjustments of buildings and classroom equipment, but also expenses on staff that administrate the system.

Other, already mentioned, disadvantages are bad internet access or failure of technology (Zounek & Sudický; 2012).

1.3 Requirements on students

Zounek and Sudický (2012) state, that with the expansion of technology, requirements on pupils have changed. There is no need to memorize information, because pupils have an easy and quick access to information on the Internet. Therefore, instead of encyclopedic knowledge, learners need 21st century skills. Competences to learn, to communicate, to cooperate, to orient in the large amount of information and to be able to process them are the most essential skills in today's world.

Also the Partnership for 21st Century Skills; 2004 (in Solomon & Schrum; 2007) emphasizes the importance of 21st century skills to be successful in work and life in today's world.

To be able to use new technology tools and access the Internet, pupils have to master multiple literacies, sometimes altogether called digital literacy. Digital literacy consists of these literacies: computer literacy, information literacy and multimedia literacy (Lewis, 2009).

ICT literacy also contains the ability to use the technology to develop 21st century content (such as global awareness, financial literacy, civic literacy and health awareness), knowledge and skills (the Partnership for 21st Century Skills; 2006 In Solomon & Schrum; 2007).

An understanding of how computers work is nowadays a basic skill. Majority of students do have computer literacy – they can manipulate a mouse, format or print a document, search the Web or play audio or video on the computer (Lewis, 2009).

Students have an endless amount of information accessible on the Internet and therefore they should be information literate. Lewis (2009) is convinced that they need to be taught to look critically at the material on the Internet and to think about the trustworthiness of the sources instead of thoughtlessly copying and pasting anything they come across.

Lewis (2009) writes that students should be also multimedia literate, as it is possible to communicate with written words, video, audio, animation, photos and pictures and hyperlinks and all these different media mingle together, it is important to know how to manipulate the various multimedia elements.

1.4 Requirements on teachers

The ability to work with technologies is one of the most important competences for teachers as well, because unless teachers are educated and well trained in 21st century skills and provide guidance to their learners, the learners will not be able to master them either (the Partnership for 21st Century Skills; 2006 In Solomon & Schrum; 2007). Also, it is fundamental to provide students with access to free on-line tools, which can help them acquire the needed skills (Zounek & Sudický; 2012).

Brdička et al. (2010) described four phases of teacher's development of using technologies. The first phase is defined as necessity to be devoted in studying and to learn to use the computer. In the second phase, the teacher becomes experienced with the technologies and he improves his strategies and education methods. Later, the teacher can make use of the technologies in many

educational activities and by the fourth phase, the teacher should be able to adjust all his educational plans and procedures so that the technologies are used at the maximum (Brdička et al., 2010).

2 Electronic dictionaries

2.1 Evolution of dictionaries

The very first versions of dictionaries of English were actually glossaries in which translation of Latin words into Old English was found. Firstly, only monolingual dictionaries existed and they only explained the meaning of 'hard' words. By eighteenth century, also ordinary, common words were included. During that century, several of dictionary features we know nowadays first appeared, such as pronunciation, etymology or parts of speech.

In the nineteenth century, the whole vocabulary of the language was covered by dictionaries of English and in the next century, they also started covering types of language, such as slang, regional words and technical jargon (Oxforddictionaries.com).

De Schryver (2003) refers to Cerquiglini, who divided the history of computer use in lexicography into three phases. First phase was computer-assisted (paper) lexicography, second phase was when the existing paper dictionaries were transferred to an electronic medium and the third phase when electronic dictionaries started existing on their own.

The early beginnings of the electronic-dictionary age date back to late 1960s when Webster's Seventh New Collegiate Dictionary was copied onto magnetic tapes which could be read by machines, thus 'machine-readable dictionaries'. During the late 1970s and 1980s, the Longman Dictionary of Contemporary English was the most used machine-readable dictionary, available for research and development purposes.

From late 1980s, after databases for storing and manipulating the data of reference works of dictionary publishers were created, electronic dictionaries on-line, on CD-ROM and in handheld devices were available for public (de Schryver, 2003).

Nowadays, with the arrival of computer technology, electronic databases (also known as corpora) can be used as the source of language. Dictionaries are now based on analysis of natural, real language, so we are able to see how the language is used in all parts of the English-speaking world. Dictionaries are now stored in complex databases which enable lexicographers to work much more efficiently and quickly (Oxforddictionaries.com).

Dictionaries in electronic form are attached to printed dictionaries, and are usually enriched with many additional features, for example sound recordings of words being pronounced or links to other material or texts, such as thesauruses.

It is believed that by the middle of this century all dictionaries will be in electronic form. This will solve a serious issue for dictionary publishers as well as lexicographers, as the space limitations will no longer be a problem. More materials, such as more words, phrases, definitions, interactive features or images, sounds and videos, will be included and they will also be much faster updated. After all, an American linguist, Dwight Bolinger, predicted the end of paper dictionary in 1990 (Oxforddictionaries.com).

According to Rundell (2009), printed dictionaries have been more or less replaced with electronic ones in countries such as Japan or Korea. For example, in Japan alone, about three million of portable electronic dictionaries are sold every year.

Rundell (2009) writes that the first learner's dictionary in CD-ROM form ever was Longman's Interactive English Dictionary, made in 1993. The basic package included more powerful search functions than the alphabetical order in printed dictionaries, also audio pronunciations and some games and exercises. For many years, electronic dictionaries were considered only supplementary to the primary printed dictionaries. Later, dictionaries improved and, for example, the CD-ROM for the Macmillan English Dictionary includes an advanced search function or thesaurus feature.

Anyhow, technology develops very quickly and, in Rundell's (2009) opinion, CD-ROM is also just a transitional model. For example, Merriam-Webster Learner's Dictionary was released in 2008 without a CD-ROM, only in paper and on-line. Similarly, the 2009 edition of the Dictionary of Contemporary English launched with a DVD-ROM.

Jamieson (2010) writes that although a team of eighty lexicographers has been working on the third edition of the Oxford English Dictionary for the past twenty-one years, it will never be printed and probably will appear only in electronic form, due to the impact of the Internet and the increasing popularity of on-line alternatives of dictionaries. The print dictionary market is disappearing and printed books in general are about to vanish extremely quickly (Jamieson, 2010).

Nowadays, many dictionaries are available on-line and free of charge. But this may cause problems for publishers – how can they fund the next, new and better reference resources, if dictionaries are for free? Rundell (2009) answers this question. It is the adverts appearing at the top of the screen or running down the side of the webpage. The adverts should be visible, but mustn't be intrusive, because then users would just switch off and shift to another on-line dictionary.

2.2 Dictionaries in general

Dictionary is one of the most accessible and widely used recourses of English language (Wright, 1998). On the other hand, as Lewis (1993) puts it, monolingual dictionaries of English are under-used resource in language teaching.

For Wright (1998), dictionary is a rich resource for communicative activities, it can help learners to solve their problems with language and help them produce better English.

Wright (1998) believes that students can acquire many benefits if they are able to use the dictionary efficiently. But on the other hand, dictionary is also one of the most difficult resources

to use and users need some reading skills to be able to use dictionaries effectively. Therefore, teachers should train learners in using dictionaries, help them choose the type of dictionary suitable for their level of proficiency, show them how to look up a word in their dictionary, explain the codes and symbols and, in general, make them feel confident about using a dictionary.

Dictionaries are a teaching resource as well, as they can provide support and extra information in the classroom (Wright, 1998).

According to Lewis (1997), good dictionaries for learners of English language should not only define unknown word for the user but should contain a lot more information than just definitions, such as examples, information about the grammar of the headwords, phrases, idioms and expressions.

2.3 Electronic dictionaries

Nesi (2000) writes that *"the term electronic dictionary (or ED) can be used to refer to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words."*

According to Sharma & Barrett (2007), electronic dictionaries can be a huge help to expand learners' vocabulary or to improve their pronunciation.

2.3.1 Online dictionaries

Pasfield-Neofitou (2009) divides on-line dictionaries into three categories: dictionaries, glossaries and translators.

Sharma & Barrett (2007) write that many dictionaries are nowadays available on-line and most of them are free to use, especially learner's dictionaries, specialist dictionaries and translating dictionaries. On-line dictionaries are usually created as on-line version of those already existing in print, but there are some on-line dictionaries that have been created especially for the Web.

On-line dictionaries often offer other functions, such as downloadable worksheets, interactive games, new words and the possibility to listen to the pronunciation of the word so the user does not have to interpret IPA (Sharma & Barrett, 2007).

Nesi (2000) points out that since the Internet provides virtually limitless space, on-line learner's dictionaries contain more entries than their corresponding printed or CD-ROM editions.

Nurmukhamedov (2012) says that the good on-line dictionaries are corpus-based. This means that the content of the dictionary is based on a spoken and written discourse of real language. Sequence of word definitions are based on their frequency of use and examples of sentences are authentic.

For learners of English language, knowing whether a word is used very frequently or less frequently in written or spoken English is essential just as knowing these high-frequency words. If a learner knows the first one thousand of high-frequency words, which cover approximately 84% of conversations, he will be able to understand majority of the conversation. Some of the on-line dictionaries mark the high-frequency words with, for example, a key-shaped icon (in Oxford Advanced Learner's Dictionary) or a red font (in Macmillan Dictionary)(Nurmukhamedov, 2012).

Some of the publishers' on-line dictionaries are for instance: Cambridge Dictionaries, Longman Dictionary of Contemporary English, Macmillan Dictionary, Merriam-Webster Learner's Dictionary or Oxford Advanced Learner's Dictionary (Sharma & Barrett, 2007).

2.3.1.1 On-line dictionary classification

Just like traditional printed dictionaries, on-line dictionaries can be divided into categories, such as general or specialized subject, general or special purpose, expert or layman, contemporary or historical dictionaries, monolingual, bilingual or bilingualised dictionaries (Lew, 2011).

Bilingualised dictionaries contain translation to the user's native language and give definition in English (Miller, 2012).

Moreover, there are some criteria that are specific solely to on-line dictionaries (Lew, 2011).

2.3.1.1.a Institutional versus collective

Concerning the user involvement, on-line dictionaries can be distinguished as institutional or collective. Collective, or also collaborative, dictionaries are these which are created by a community of non-professionals, who can be also dictionary users (Lew, 2011).

2.3.1.1.b Free versus paid

Collective dictionaries are usually free to use. It is not always necessary to pay a fee to access institutional dictionaries. Ad-supported dictionaries are very popular nowadays. Sometimes, on-line access is offered to buyers of printed editions as a bonus, Lew (2011) writes.

Freemium (combination of free and premium) offers the basic content and functionality free of charge, but the free offer is used as an opportunity to sell extra content – extra features, such as exercises or language testing materials (Lew, 2011).

2.3.1.1.c Number of dictionaries

Lew (2011) divides dictionaries into four groups according to how many dictionaries are offered by the specific services.

- Individual dictionaries, which are the same as the traditional paper dictionaries
- A single page offers a set of related dictionaries, a good example for this case is Cambridge dictionaries online page
- A page only offering hyperlink to actual dictionaries
- Dictionary aggregators – a single page serves the content of various dictionaries

2.3.1.1.d Institutional dictionaries

Lew (2011) divides institutional dictionaries into General English Dictionaries, American Dictionaries and British Dictionaries.

Lew (2001) states, that General English Dictionaries are traditional dictionaries of general purpose, which provide a rich treatment of contemporary English.

Three of the major American publishers of general desk and college dictionaries: Merrian-Webster Online Dictionary, American Heritage Dictionary and a part of the Dictionary.com Random House Unabridged Dictionary, make their dictionaries available also on-line and free of charge (Lew, 2011).

As for British dictionaries, besides the traditional and most prestigious dictionary, Oxford dictionaries, there is also Collins English Free Dictionary that is free of charge or Chambers 21st Century Dictionary (Lew, 2011).

2.3.1.1.e Learners' dictionaries

As English language is actually the global lingua franca and majority of the content on the Internet is in English, non-native speakers are significant users of on-line dictionaries. English learners' dictionaries' tradition goes back as far as 1940s (Lew, 2011).

Learners' dictionaries are focused on a specific language level or specific age group of learners. These dictionaries also use restricted defining vocabulary, which means that explanations and definitions are simple in order to be easily comprehensible for beginners (Wright, 1998).

Learners' dictionaries provide information about different meanings of a word, how are some words used together, examples of sentences, explanatory notes and plenty other features (Nurmukhamedov, 2012).

British publishers lead the market of monolingual English learners' dictionaries. Such dictionaries, often referred to as the Big Five, available on-line are Oxford Advanced Learner's Dictionary, its long-standing rival Longman Dictionary of Contemporary English (although the free on-line version is limited) and Cambridge Advanced Learner's Dictionary (together with four other learner's dictionaries). According to Lew (2011), Macmillan English Dictionary might be one of the major British learner's dictionaries that offers the most complete set of lexicographic content on-line and free of charge. COBUILD (Collins Birmingham University International Language Database) is the one of the Big Five that does not offer free on-line access (Lew, 2011).

Learners' Dictionary of English language by American publishers is, for instance, the Merriam-Webster's Learner's Dictionary, whose free on-line content involves audio pronunciation (Lew, 2011).

Miller (2012) writes that there is no Australian dictionary for advanced learners since the Macquarie learners' dictionary of 1999 is out of print, which is a problem, because Australian pronunciation and many Australian words are not included in British and American dictionaries.

2.3.1.1.f User-involvement lexicography

The Internet enables its users to create their own on-line dictionaries. Lew (2011) looks into three examples of such dictionaries.

The Urban Dictionary is one of the collaborative dictionaries, where users vote on the "best" definitions. This leads to the fact that the definitions are rather witty and not always helping and making sense to those who really do not know the meaning of the word (Lew, 2011).

Lew (2011) mentions also Wiktionary, a multi-language dictionary, or Wordnik, a blend of collaborative and professional dictionary, which are other examples of user-involvement or bottom-up lexicography.

Nesi (2000) suggests a way to prevent the risk of the contributions being inaccurate. New words and their meanings should be verified before being added to the database and the collaborators should be responsible for their contributions, for example, providing their name and an e-mail address.

2.3.1.1.g Specialist dictionaries

Many on-line dictionaries specialize in a particular topic, such as agriculture, arts, business, construction, engineering, finance, IT, law, medicine, music and science. These dictionaries are aimed rather at native speakers, professionals or learners of advanced level (Sharma & Barrett, 2007).

Lew (2011) writes that one of the most comprehensive specialized dictionaries is Glossarist.com, a dictionary portal, which includes links to dictionaries on external pages.

Well-known and successful Acronym Finder, a restricted-macrostructure dictionary (English acronyms dominate), contains acronyms, those pronounced as one word as well as those pronounced letter by letter (Lew, 2011).

Examples of restricted-microstructure dictionary are the free Online Etymology Dictionary, which gives an explanation of the word's origin, or pronunciation dictionaries, such as free on-line talking English dictionary howjsay.com, that only offers recorded audio clips, but no written transcription or meanings of the words, or English Pronouncing Dictionary (Lew, 2011).

Lew (2011) mentions Dictionary.com as a typical dictionary aggregator. It does not rely on its own data, but collects lexicographic content from fifteen other on-line dictionaries, such as Random House Dictionary, American Heritage Dictionary and other special-purpose and special-subject dictionaries.

2.3.1.1.h Translation dictionaries

There are several types of translation dictionaries, some of them translate simple word lists and some of them can translate whole texts. Users of those dictionaries that translate the whole text should bear in mind that the translation is not as high-quality as that from a human translator (Sharma & Barrett, 2007).

As an example of translation dictionaries, Google translator should be mentioned. Google translator is a free automatic machine translator, which can translate words, sentences or even whole texts and websites to and from sixty-four different languages. Because the translations are created by machines, they are not one hundred percent accurate. When users of this translator are not content with the quality of translation, they can rate and help to improve the translation (translate.google.com, 2013). Besides translation function, Google translator also provides the possibility to listen to the pronunciation of the translated text in speech synthesizer voice (Salcianu, 2010) or archive useful phrases in Phrasebook (The Google Translate Team, 2013). Maliarov (2012) writes that Google translator has got over two hundred million active users every month and is accessible in smartphones, tablets and also provides translation of video captions for YouTube.

2.3.1.2 Evaluation of on-line dictionaries

There is a great amount of on-line dictionaries on the Internet that are free of charge, but it could be difficult to choose the one that is appropriate.

Drápela (2005) focused on evaluating three on-line dictionaries that are free of charge: Cambridge Advanced Learner's Dictionary, Longman Dictionary of Contemporary English and Oxford Advanced Learner's Dictionary. These dictionaries are electronic versions of their printed or CD-ROM counterparts.

First, Drápela (2005) was checking the markup code web dictionaries are based on, namely HTML and CSS, and its compliance and he found out quite disappointing results. There was an enormous number of errors in the code, especially in Cambridge Advanced Learner's Dictionary and Oxford Advanced Learner's Dictionary, considering that these dictionaries were created by professional and well-established publishing houses. Errors in code might lead not only to problems with layout of the webpage, but may also cause wrong interpretation of language.

Secondly, Drápela (2005) inspected the presence of dictionary user guides on the webpage, which is a feature of crucial importance if users are to read the dictionaries correctly. For that reason, all structural elements of dictionary entries should be described by a key. The key is normally supplemented by a list of abbreviations and a list of phonetic symbols used in the dictionary. According to Drápela (2005), these should be available for the users ideally on a single web page or just a click away from the main search or the page with results.

As for the Cambridge Advanced Learner's Dictionary, a help hyperlink is present on both the search page and the result page, but it does not take the user directly to the list of phonetic symbols and list of grammar codes.

In the case of Longman's online dictionary, the support pages are also inaccessible directly from the search and result pages, but the webpage offers a long description of how to use this dictionary. List of phonetic is available separately and the common abbreviations are expanded.

Oxford Advanced Learner's Dictionary only offers a glossary common to all Oxford learners' dictionaries, available only through the dictionary page (Drápela, 2005).

2.3.1.2.a Cambridge Advanced Learner's Dictionary

Cambridge Dictionaries Online offer a "Word of the Day" or "New words" feature, where users can find words and their meaning that have just started to be used in English language and even evaluate if they like them or not. Moreover, Cambridge Dictionaries Online provides the user with a whole set of dictionaries, such as Advanced Learner's and Learner's dictionary, American English Dictionary, Idioms and phrasal verbs and so on (Cambridge Dictionaries).

2.3.1.2.b Oxford Advanced Learner's Dictionary

Oxford Dictionaries offer "Word of the Day" feature as well, supplemented by a possibility to listen to the pronunciation. In addition to that, the webpage includes many more useful features, such as "Better writing" page where users can receive guidance on grammar, spelling, punctuation, abbreviations and learn about common mistakes, easily confused words or British and American terms (Oxford dictionaries, 2013).

Users can also practice their language by playing crosswords, word games, Hangman or test their spelling skills (Oxford dictionaries, 2013).

2.3.1.2.c Merriam-Webster Free Online Dictionary and Thesaurus

Another on-line dictionary, Merriam-Webster Free Online Dictionary and Thesaurus, attracts more than 12 million visitors a month with features such as Thesaurus, Top Ten Lists, Word of the Day or interactive word quizzes. Also, Merriam-Webster offers to hear the pronunciation of each word (Doll, 2012).

2.3.1.2.d Macmillan English Dictionary

Macmillan English Dictionary offers definitions of words, which are, according to Edemariam (2010), short and to the point, there are sample phrases and a direct link to a thesaurus, but no information about background or sources is included. Macmillan English Dictionary gives the

user an option of British or American English and its invention is highlighting of high-frequency words in the English language: words that have three stars are the most frequent, while words with one star are less frequent.

Despite the fact that online dictionaries are lacking the spoken pronunciation of words, language exercises or word games which are usually available in CD-ROM versions, Drápela (2005) regards online dictionaries to be a great learning tool for English learners as they are available online and are free of charge.

2.3.1.2.e Seznam.cz dictionary

Seznam.cz dictionary is one of the largest on-line dictionaries run by Czech web portal and search engine. The dictionary provides translation to and from English and five other world languages. It also offers phonetic transcription and the possibility to listen to the pronunciation of some words (Pelánová, 2008). Except for the definition of a word, this on-line dictionary also provides a list of idioms and phrases or advanced grammar. Večeřa (2011) writes about another feature of Seznam.cz dictionary, which is "Moje slovíčka" (My vocabulary) function, which enables users to save their favourite words. Moreover, it also allows users to see the list of words they searched in the past or do various vocabulary exercises.

2.3.1.2.f On-line dictionaries dealing with misspellings

Lew & Mitton (2011) tested seven English monolingual dictionaries for learners of English that are accessible freely on-line (Merriam-Webster's English Learners' Online Dictionary, Macmillan English Dictionary Online, Cambridge Advanced Learners' Dictionary, Oxford Advanced Learners' Dictionary, Google English Dictionary and Longman Dictionary of Contemporary English both free and premium subscription version to see whether users of the premium version are provided better service) to see how can they deal with users' misspellings.

Lew (2011) believes that a good on-line dictionary should manage to guess the user's intention and be able to identify the correct target word, even if the spelling of the word is incorrect. Dictionaries were tested on two hundred misspelled words made by Polish, Japanese and Finnish learners of English and Lew (2011) considers the performance of most of the dictionaries to be rather disappointing. However, the best on-line dictionary that guessed 79% of misspellings among top ten words in a list of suggestions was the free version of Longman Dictionary of Contemporary English (the premium version of this dictionary placed on third place with 62% of accurate guesses).

Lew then contacted Mitton, who offered to run the same misspelled words through his experimental spelling correction system that was designed for English native speakers. Mitton's spellchecker outperformed Longman Dictionary of Contemporary English with 93% of correct guesses of the target word among the top ten words of list of suggestions.

2.3.1.3 Demands on on-line dictionaries

In Nurmukhamedov's opinion (2012), the best on-line dictionaries should involve a compilation of words based on corpus, frequency data about words, collocation guides, authentic examples of how words are used and a topical vocabulary from different disciplines.

Müller-Spitzer et al. (2011) carried a study to find out demands regarding the use of on-line dictionaries. According to the results of the study, users consider the reliability and clarity of the on-line dictionaries to be the most important, whereas the unique features of on-line dictionaries, such as multimedia or adaptability, were rated as more or less unimportant and seem to play only a minor role.

However, innovative features are not pointless. Users are just not used to on-line dictionaries including these features. For this reason, users need to be shown the benefits of those features in order to make the dictionaries more user-friendly (Müller-Spitzer et al., 2011).

2.3.2 CD-ROM dictionaries

CD-ROM version of a dictionary is usually attached to the back of the printed version of a dictionary, but might be also available on its own. It is very easy to install the program to a computer and to add a shortcut icon to the desktop which makes it quick and easy to access the dictionary (Sharma & Barrett, 2007).

Sharma & Barrett (2007) write that one of the most important features is the search function, which only requires its users to type the word in the box and press enter, and the dictionary entry will be displayed.

When a learner is not sure about the exact spelling of a word or wants to find derivatives of the word, they can add symbol ? for possible missing letters or symbol * for possible additional letters. This function also enables learners to find all words that start or end with particular prefix or suffix. Some electronic dictionaries can even restrict the search by various criteria, such as parts of speech, frequency or grammar.

As mentioned before, electronic dictionaries can help learners with their pronunciation, as they give them the opportunity to actually listen to the words, whereas printed versions of dictionaries only provide phonetic transcription. In a monolingual dictionary on CD-ROM, learners can usually listen to both British English and American English pronunciation and as many times as they like (Sharma & Barrett, 2007).

It is possible to minimize the window of the dictionary and use it at the same time as browsing a web page or writing in a word processor. Some CD-ROM dictionaries can be very helpful when writing as they offer a useful feature – Thesaurus. Thesaurus helps learners find synonyms, antonyms and words related to a particular topic.

Another advantage of electronic dictionaries over the printed ones is that electronic dictionaries are not restricted by space, therefore they include extra material, such as full inflections, additional examples and etymologies. They can also have pictures, animations, video clips or

maps. Most dictionaries contain exercises and some of them allow learners to add their own notes to a dictionary entry (Sharma & Barrett, 2007).

2.3.2.2 Evaluation of CD-ROM dictionaries

Tribble (2003) and Drápela (2004) dealt with CD-ROM dictionaries and evaluated their functional aspects, their user-friendliness and their special features.

2.3.2.2.a Oxford Advanced Learner's Dictionary

When installing the software, Tribble (2003) mentions what bothers him: Oxford Advanced Learner's Dictionary as well as Longman Interactive English Dictionary, Macmillan English Dictionary for Advanced Learners are sending confusing messages during installing, they are doing things without asking for user's permission and they force the user to add a shortcut to their desktop.

Oxford Advanced Learner's Dictionary provides the headword, pronunciation guide with British and the grammar information, which contains a lot of code and abbreviations that could cause learners some troubles. This dictionary is very useful and helpful, but lacks the pronunciation of American English.

It also offers a very rich set of exercises, game materials (grammar multiple choice exercises, crossword puzzles and anagram and phrase building games) and reference materials, such as maps, grammar guidance and cultural essays (Tribble, 2003).

As for the working environment and search function of the dictionary, Oxford Advanced Learner's Dictionary (OALD) works in one window, whose content changes according to chosen function, such as A-Z, 3-D search, Pictures, Maps, Exercises, Games or Extras (Drápela, 2004). Oxford Advanced Learner's Dictionary's working environment is user-friendly, because only a keyboard is required to work with it.

OALD also offers much richer information about words, has got a wider defining vocabulary and offers many more sample phrases and sentences based on British National Corpus then LDCE does (Drápela, 2004).

Drápela (2004) also focused on displaying of idioms or phrasal verbs. OALD displays them separately from the main meanings of a word under headings Idioms and Phrasal verbs and they are distinguished by different colour from the rest of the text.

2.3.2.2.b Longman Interactive English Dictionary

When searching a word in Longman Interactive English Dictionary, the dictionary entry pops up and British pronunciation is immediately played. Entry includes the headword, pronunciation guide, the grammar information, the definition and the examples. It is easy to use, offers helpful information and does not confuse its users with ambiguous information. It offers an option to integrate the dictionary into word-processor so users are able to check spelling, meaning of words or use a quick search feature when writing. It includes a collection of books, videos, exercises and extra information (Tribble, 2003).

Tribble (2003) also mentions that Oxford Advanced Learner's Dictionary as well as Longman Interactive English Dictionary include hyperlinks which enable users to jump from one word to another.

2.3.2.2.c Longman Dictionary of Contemporary English

In Longman Dictionary of Contemporary English (LDCE) it is possible to open one to twenty windows, but the disadvantage is that it requires constant changing of keyboard and mouse (Drápela, 2004).

According to Drápela (2004), one of the main drawbacks of LDCE is that it puts idioms and phrases together with main meanings of the words, which does not seem well arranged.

2.3.2.2.d Macmillan English Dictionary for Advanced Learners

Macmillan English Dictionary for Advanced Learners provides the headword, a phonemic transcription, both British and American pronunciation and the grammar information. It is easy to install and use, plus it offers clear definitions and examples. It is possible to choose two kinds of searching – Word Search (where user can select from: Simple headwords, Derived headwords, Compounds, Phrasal verbs, Phrases, Collocations) and Text Search (Definitions, Examples, Editorial Notes), which can provide some interesting results (Tribble, 2003).

Macmillan English Dictionary for Advanced Learners offers the possibility to hear the pronunciation, both of British and American English, which has, according to Tribble (2003), a crucial role for students when deciding what electronic dictionary to choose.

2.3.3 Portable electronic dictionaries

Portable or pocket electronic dictionaries, or shortly PEDs, are modern and lightweight gadgets. PED used by learners contains bidirectional dictionary, e.g. Czech-English, English-Czech, but some PEDs contain a range of dictionaries (Sharma & Barrett, 2007).

Sharma & Barrett (2007) write that PEDs *"often include extensive vocabularies, grammar references, phrase banks containing colloquial expressions and common phrases, and other information, such as lists of irregular verbs"*. They can also contain a pronunciation feature, but the sound quality is not as good as in CD-ROM dictionary (Sharma & Barrett, 2007).

Some PEDs have even more additional features, such as example sentences in English, test activities, exam exercises or games like hangman and bingo. If users are unsure about the spelling, they can type in a "sound alike" version of their search and the dictionary suggests a range of near matches the users can choose from (Nesi, 2000).

Nesi (1998) and Jian et al. (2009) write that hand-held dictionaries are popular especially in South-East Asia, in countries such as Taiwan, Hong Kong, Korea and Japan, but in other parts of the world, such as Europe, Africa or America, PEDs are seen very rarely.

2.3.3.1 Android dictionary application

Besides on-line, CD-ROM and hand-held dictionaries, Miller (2012) also mentions that major dictionaries are nowadays also accessible on mobile phones and iPad applications.

In today's world of modern technology, literally everyone has got a mobile phone, which can do much more than just make or receive calls. Phones with Android operating system make it even easier to access a dictionary everywhere we go. Android phones have dictionary applications and many of them are free online or offline. The great advantage of the dictionary applications that are available offline is that once they are installed on the Android device (smartphones or tablets) they can be used whenever and wherever regardless the Internet connection access (Mundhra, 2012).

For example, Offline dictionaries application, one of the few accessible offline, only needs the Internet connection when being downloaded, the user can then choose from several English dictionaries and other multi-lingual dictionaries to be installed (Gupta, 2012).

According to Gupta (2011) and Tech laze (2011) Dictionary.com, Free Dictionary Org and Advanced English & Thesaurus, Colordict, Merriam Webster or Urban Dictionary applications are the best free dictionary applications for Android. Merriam Webster, Colordict and Free Dictionary Org applications work offline as well (Tech laze, 2011).

2.3.4 Thesauruses

Thesauruses offer a list of synonyms, antonyms and related words. They can be used to extend and enrich learners' vocabulary and can be beneficial especially for their writing projects as Thesaurus enables its users to find alternatives to make their writing more interesting and colourful (Sharma & Barrett, 2007).

Dudeney & Hockley (2007) write that Thesaurus is, unlike electronic dictionaries, appropriate mainly for the intermediate and advanced students as its offer of variety of language might be overwhelming for lower levels.

As an example of thesauruses, Lew (2011) mentions Thesaurus.com and RhymeZone.

2.3.5 Concordancers

A concordancer is a piece of software that is used to search and analyse language from a corpus. A corpus is a collection of written and spoken language used for language research and creating modern dictionaries and teaching materials (Sharma & Barrett, 2007). Woolard (in Lewis, 2000) writes that also individuals can access these banks of English language, so learners of English have an enormous amount of real English to explore.

British National Corpus, or shortly BNC, is a 100-million-word collection of samples of both written and spoken English language (Sharma & Barrett, 2007).

Words are taken from numerous different contexts, formal or informal, literary or colloquial, ranging from newspapers, movie, television to literature and more (Wright, 1998).

Concordancer searches large amounts of text and displays a list of all the occurrences of the searched word or phrase in corpus together with the context in which it appears.

Just as with dictionaries, learners need a teacher to show them how to use a concondancer and some training to be able to use it effectively. Concondancers are particularly convenient for exploring collocation (Woolard, in Lewis; 2000).

2.4 Advantages of using electronic dictionaries

Sharma & Barrett (2007) believe that introducing electronic dictionaries to learners may help them become more autonomous as their awareness of the many features the electronic dictionary provides may lead to increasing their interest in further exploring and learning English language. One of the biggest opportunities for the learners is the improvement of their pronunciation, which can be now practiced not only in the class with a teacher, but also at a self-access centre and at home (Sharma & Barrett, 2007).

Accoding to Nesi (2000), what makes an electronic dictionary so beneficial in comparison to printed dictionaries is the retrieval system rather than the information content. Electronic dictionaries offer their users to look up words according to their semantic and pragmatic similarities, their valency and collocational patterning and make it easier to search for phrases and idioms.

Also Woolard (in Lewis, 2000) praises electronic dictionaries for the possibility of displaying a large sample of examples of use of a word. The user can browse all the samples of sentences and phrases to learn about collocations.

Sharma & Barrett (2007) see the biggest advantage of electronic dictionaries in enabling their users to look up a word very quickly. In addition to that, they have many more functions than the printed dictionaries. Electronic dictionaries also make learners' work more effective as offer a quick access to a meaning of words, provide synonyms and spell-check when reading as well as writing (Sharma & Barrett, 2007).

Moreover, the on-line version of dictionary can be accessed literally anywhere the learner has the Internet connection. On-line dictionaries are also kept up to date as new words are added every day (Sharma & Barrett, 2007; de Schryver, 2003).

Pasfield-Neofitou (2009) states that the most essential benefit of on-line dictionaries for students is that majority of them are free, as students are reluctant to spend large amount of money for study recourses. Also, students can consult as many on-line dictionaries as they like according to their progress and subject specialization.

Miller (2012) writes about another beneficial feature of on-line learners' dictionaries, which is the possibility to see the degree of formality or informality of searched word and whether it is a slang expression, archaic or offensive expression.

A very convenient feature of on-line dictionaries is the possibility to cut letters, words or whole chunks of text from any text-based window and paste them into the search box (Pasfield-Neofitou, 2009).

Pasfield-Neofitou (2009) mentions a research carried out by Liou (2000) who found out that 75% of her students prefer on-line dictionaries over other electronic dictionaries when reading on-line and more than 83% of students prefer on-line dictionaries over print dictionaries.

The major benefits of portable electronic dictionaries are the speed and the possibility to move around (Sharma & Barrett, 2007).

Weschler & Pitts (2000) made an experiment to find out whether electronic dictionaries are faster to use than paper dictionaries. He discovered that students can look up words about 23% faster with an electronic dictionary. Jian et al. (2009) point out, that Japanese students of English language appreciate the speed of ED, because the speed reduces the stress and anxiety and they can focus on learning.

Stirling (2003) says that 50% of her students use PED when travelling or when talking in English language outside the class. Nevertheless, experiment of Weschler & Pitts (2000) proves otherwise. Over half of the students (attending university in Tokyo, Japan) who took part in the experiment claimed they never used an electronic dictionary when travelling. Mostly, these students use them at home and in the classroom.

Learners like PEDs also because they can contain more than one dictionary, for example a bilingual and monolingual dictionary (Sharma & Barrett, 2007). Stirling (2003) interviewed teachers and students of English language about advantages of portable electronic dictionaries and presents their opinions. According to students, advantages of PED are: speed, ease of use, size, possibility to hear the pronunciation and opportunity to store words they recently looked up. Teachers also mention the speed and, in addition, they appreciate that PEDs make their students

feel secure when they see the translation, the encouragement of students' independence and general use of dictionaries (Stirling, 2003).

De Schryver (2003) adds some more advantages of PEDs, which are, for example, the possibility to be accessed offline, handwriting recognition on some PEDs or availability of a reading pen, which translates and pronounces words which user scans from a printed page.

De Schryver (2003) also mentions some of the advantages of CD-ROM dictionaries, such as low weight, possibility to hear the pronunciation, computer graphics, user-friendly interface or copy-and-paste facility.

De Schryver (2003) refers to the Oxford Advanced Learner's CD-ROM Dictionary that makes use of videos to demonstrate the meaning of more than eighty verbs that are difficult to define, such as 'flick', 'shrug' or 'sneer'.

According to Vintean & Matiu (2010) who did a research on use of traditional and free electronic dictionaries with their students, majority of the students preferred free electronic and online dictionaries for their usefulness, currency and user-friendliness.

Vintean & Matiu (2010) state that the reason for student's preference of electronic over printed dictionaries is the possibility to listen to the pronunciation of the looked up word. Ease of use, speed and cost-effectiveness of electronic dictionaries were also motivating factor for their usage.

2.5 Disadvantages of using electronic dictionaries

2.5.1 Technical disadvantages

Dictionary is a very important language learning tool and can be very useful when being unsure of the spelling of words, when learning professional jargon or idiomatic expression and phrasal verbs whose meaning is hard to guess (Kisito, 2013).

On the other hand, there might be some difficulties as learners need a computer and the Internet access to be able to use CD-ROM or on-line dictionaries (Sharma & Barrett, 2007).

Pasfield-Neofitou (2009) says that one of the main disadvantages of using pocket electronic dictionaries is that their use differs from model to model, which might discourage teachers as well as students from using them in the classroom. Furthermore, they often contain rather formal register of language, with little or no explanation of use.

Both teachers and students in Stirling's research (2003) complain that PEDs have insufficient examples, unclear pronunciation, inaccurate or over-simplified explanations and too many meanings per word. Many students also complained that majority of PEDs do not have an English-English dictionary (Stirling, 2003).

Students participating in Vintean & Matiu's research (2010) reported that although they preferred using electronic dictionaries they did not find all words they were looking for in one dictionary and had to use more sources.

Although the possibility to listen to the recordings of pronunciation is one of the biggest advantages of electronic dictionaries, the pronunciation is still limited to the 'word' level, lacking recording of sentence stress, intonation or example sentences (de Schryver, 2003).

2.5.2 General disadvantages

Another important issue is the price of electronic dictionaries, which might discourage students from purchasing them. Japanese students also prefer using cell phones over electronic dictionaries in order not to look too "nerdy" (Pasfield-Neofitou, 2009).

Nesi (1998) also points out that hand-held electronic dictionaries are many times more expensive that the hard-copy dictionaries.

One of the disadvantages might also occur if learners become too dependent on the translation and cease to learn by guessing the meaning from context (Sharma & Barrett, 2007).

Also Kisito (2013) claims that if learners look up every word they do not know on their electronic dictionary, they learn it without much thinking effort and forget it soon afterwards.

Laufer (2000) thinks it is quite the contrary. He refers to a number of researches (Luppesku & Day, 1993; Knight, 1994; Mondria, 1993; and Hulstijn, Hollander & Greidanus, 1996) which show that words are better retained and remembered when looked up in a dictionary rather than when guessed or inferred from the context or when the meaning was given by the teacher.

Regarding vocabulary acquisition, Laufer (2000) also conducted a research to see whether unknown words glossed in the margin of a paper text or read on computer screen and looked up in electronic dictionaries are easily retained. The results showed that words that were looked up in electronic dictionary were remembered better than those glossed in the margin of the text.

Stirling (2003) writes that learners might become too engrossed in looking up the words they do not know in their pocket electronic dictionaries, that they miss opportunities to interact with their teacher and class-mates and activate vocabulary they already know. In Stirling's (2003) opinion a teacher can guide learners towards a much deeper understanding of the meaning, an ability to use the words correctly and to remember them. Overusing of portable electronic dictionaries may not only affect the users, but could also annoy and delay the rest of the class, for example, because the electronic dictionary is making beeping sounds.

Students' use of electronic dictionaries might also lead to lesser use of clarification questions in the classroom. Learners depend on their dictionaries instead of asking their teacher for an explanation and, in fact, avoid the contact with the teacher. Dependence on ED reduces the opportunities to engage in real language communication and authentic dialogue and also may impede the development of retrieval and paraphrasing skills of learners (Svendson, 2006).

Case (2011) adds more reasons why teachers should control the use of electronic dictionaries in class. Overuse of electronic dictionaries might influence learners' fluency and cooperation with other students and teacher and, in general, slows down the learning process.

For this reason, students should be taught to use the electronic dictionaries effectively. Teachers should train their students to *"develop tolerance for unknown vocabulary"* and believe more in themselves and depend less on the dictionaries (Stirling, 2003). Stirling (2003) suggests a strategy: students are allowed to use electronic dictionaries a few minutes before and/or after an activity, whether it is reading, writing or speaking, but not all the time.

2.6 Other functions of electronic dictionaries

With the arrival of on-line dictionaries, a new feature has appeared. Word of the Day is a feature which displays an entry every day *"with the intention of drawing the user's attention to strange or less used words, or simply to learn about a word that is chosen daily to provide a full explanation"* (Cubillo, 2002).

'Wildcard' function enables the user to search for a word without knowing the exact spelling. 'Get It Right!' function offered by Macmillan Dictionary provides suggestions to help learners avoid mistakes of use of a word and improve their lexical accuracy (Nurmukhamedov, 2012).

2.7 The skills of the user of electronic dictionary

Firstly, it is important to choose an appropriate dictionary for a given task. Because different dictionaries can be suitable for different types of activities, users can choose between a learners' dictionary, a native speakers' dictionary, general or specialist, bilingual or monolingual and so on (Nesi, 2000).

Nesi (2000) says that dictionary skills also include an understanding of the microstructure and macrostructure of the dictionary, cross-referencing system, the contents of appendices and study

pages. Some electronic dictionaries provide explanations and demonstrations of how to use and search in the dictionary.

Users of electronic dictionaries do not have to worry about alphabetical ordering and do not have to learn IPA provided the dictionaries offer the possibility to listen to pronunciation of the words. Users also do not have to worry that they do not know the appropriate form of the words, as many electronic dictionaries accept "search by letter", "sound alike" searches or wildcard search. However, users have to know how to use these functions effectively.

Moreover, dictionary skills also require the ability to criticise and evaluate lexicographical works (Nesi, 2000).

2.8 Teachers' use of electronic dictionaries

In 2009, Boomoh (2010) conducted a study among Thai university teachers of English to found out whether teachers used dictionaries in general, if they used electronic dictionaries and what knowledge they had about them. He reports that all seventy-eight teachers own at least one dictionary. Majority of the teachers own monolingual printed dictionary, whereas pocket electronic dictionaries are owned the least. Most lectures answered that they preferred to use monolingual and bilingual printed dictionaries when writing, reading and lesson planning. What is interesting is that only about 20% of the teachers who own a monolingual dictionary on CD-ROM report to use them. From the results of the research it was obvious that electronic dictionaries are not very popular, as half of the teachers said they wanted a monolingual dictionary in book form and only 12% of them wanted to buy electronic dictionary (on-line, CD-ROM or PED). The reason for not using electronic dictionaries where: teachers are not familiar with them, they lack computer skills or do not own a computer at all (Boomoh, 2010).

Boomoh (2010) also discovered that almost half of the teachers do not know about the most significant features and functions of electronic dictionaries. The unawareness of the capabilities of electronic dictionaries might be the reason why teachers are not willing to train their students

to use electronic dictionaries, Boomoh (2010) estimates. The age of the teachers could also play a role.

Boomoh (2010) claims, that teachers' attitude towards electronic dictionaries is a crucial aspect for developing students' ability to use these dictionaries. Teachers should be better informed about electronic dictionaries so they can effectively train and teach their students how to use them.

Woolard (in Lewis, 2000) is of the same opinion, suggesting teachers to make electronic dictionaries available to their learners and train them to use them effectively.

In addition, if teachers are aware of the most useful features of electronic dictionaries, they can easily integrate dictionaries-based activities into their lessons (Nurmukhamedov, 2012).

Also Pasfield-Neofitou (2009) believes that learners do not receive enough advice from teachers when considering buying a dictionary. Teachers usually recommend some paper dictionaries, but they rarely think of electronic or on-line dictionaries.

Pasfield-Neofitou (2009) makes reference to J. P. Loucky, who claims that teachers have the biggest influence over their students' awareness of electronic dictionaries. It is the teachers' role to recommend and introduce new tools to their students, as students consider their teacher's advice or recommendation the most motivating.

II PRACTICAL PART

The practical part of my diploma project is divided into two parts. In the first part, I conducted a research project that is relevant to the topic of my theoretical part of my diploma project. In the second part I will describe my experimental lesson using on-line dictionaries I taught during my Teaching Practice.

The aim of the practical part is to find out whether pupils and teachers use computers, the Internet and, primarily, electronic dictionaries for educational purposes. By means of a questionnaire I wanted to find out whether pupils as well as teachers preferred electronic dictionaries over printed ones when working at home and at school. I was interested in their attitudes toward different types of dictionaries and their opinions about reliability and user-friendliness of electronic dictionaries. I was very curious about their favourite type of on-line dictionary.

As for teachers' questionnaire, I hoped to find out if teachers trained pupils to use electronic dictionaries effectively.

Aim of my experimental lessons was to find out whether pupils could work with the Internet and on-line dictionaries properly.

3 Research project

My research concerns the use of electronic dictionaries in English classes. Information and Communication technologies are nowadays regularly used in education and I believe that electronic dictionaries are a very important part of teaching and learning English language, as almost every dictionary is now available in electronic form.

My research is focused on learners as well as teachers of English language, their experiences, opinions and attitudes towards electronic dictionaries and their integration into English language lessons.

I collected the desired information using questionnaires I created. I addressed teachers and pupils of several primary and secondary schools around Olomouc. I tried to approach pupils and teachers from both larger and smaller schools, from towns as well as villages. The questionnaires were anonymous in order to get honest and true answers according to the real situation. See Appendix 1 – 4.

I tried to address as many pupils and teachers as possible with my questionnaire. I distributed about 350 questionnaires for pupils. Vast majority of them returned filled up, but I had to reduce them, as some of the pupils did not answer all questions. Therefore, I evaluated 298 pupils' questionnaires. The recoverability was approximately 85 percent.

I also distributed 90 questionnaires for teachers, some of them personally but mostly through e-mail. Unfortunately, there were only 32 respondents among teachers. Not many teachers were willing to fill them in, as they were overwhelmed by many other questionnaires. The recoverability was a little over 35 percent.

Through the questionnaire I wanted to collect information about teachers' and pupils' ability to use computers, with regard to the age and gender of respondents. I asked the respondents about their preference of dictionaries and their reason for that, about dictionaries they use in the classroom, about reliability and user-friendliness of electronic dictionaries and I also wanted to know what on-line dictionaries and what functions of the on-line dictionaries they used.

3.1 Results of pupils' questionnaire

It seems it is very common for nowadays' learners of English language to use Information and Communication technologies for educational reasons. I wanted to find out whether also Czech pupils were computer literates and how familiar they were with using electronic dictionaries.

As mentioned before, I evaluated 298 of questionnaires.

Although the questionnaire was anonymous, I wanted to collect some data about age and gender of the respondents.

As for the representation of girls and boys, the proportion of girls is slightly higher than the proportion of boys (56 percent of girls and 44 percent of boys), but I believe that the difference in the proportions of the genders is negligible.

Firstly, I would like to say that respondents participating in my questionnaire were pupils attending primary and secondary schools, therefore their age ranged from 11 to 19 years of age. The average age of all the respondents is about 14.13 years of age.

3.1.1 Questions dealing with computer use

Before getting to questions that deal with using electronic dictionaries, I wanted to know if pupils had a computer at their homes and what they thought about their computer skills.

The first question in my questionnaire is: "**Do you have a computer at home?"**

Vast majority of the respondents (294 out of 298 pupils) do have a computer at home, representing about 98.7 percent of all the respondents. The rest of them (4) answered that they did not have a computer at home. I was not surprised at this result, as I think the computer, and modern technology in general, is nowadays an essential and inseparable part of everyday life, for students or workers.

According to a research conducted by Český statistický úřad in 2011, nearly 65 percent of Czech households own a personal computer. For comparison, in 2001 only 15 percent of Czech households owned a computer.

The study also found out that one of the factors for buying a computer is the financial income of the household. The other very important factor is children in the household. Nearly 87 percent of households with children own a computer. Children seem to be a relevant stimulus for buying a computer, as ICT is nowadays an essential part of education.

Nevertheless, the Czech Republic is still behind countries such as the Netherlands, Luxemburg, Germany or countries of Scandinavia where nine out of ten households own a computer (Malečková, 2012).

Second question was concerning the computer skills of the pupils – **"Do you think you can work with computer well?"**

Respondents could choose from three possible answers – "Yes", "I do not know" and "No".

Most of the learners (exactly 215 of them, who represent 72.1 percent) think they have good computer skills. 24.5 percent of pupils (73) do not know whether their computer skills are good enough and the rest of respondents (10), representing only 3.4 percent, do not believe they can work with computer well.

I was not surprised at the results of this question, as it is not uncommon in today's digital world that many children and young people are much better with computer than adults and, unfortunately, often also teachers are.

3.1.2 Questions dealing with using electronic dictionaries

After two questions dealing with general use of computers, I asked the pupils nine questions dealing with their use of electronic dictionaries.

Firstly, I asked **"When you need to translate a word you do not know, what kind of dictionary do you use?".** Respondents were offered to choose from four possible answers: printed dictionary, on-line dictionary, CD-ROM dictionary and electronic pocket dictionary.

As I expected and as the percentage of pupils who have a computer at home implied, most of the pupils (specifically 231 of them) use on-line dictionaries. About 8.8 percent of the respondents (26 pupils) answered that they used both printed dictionaries and on-line dictionaries. 8 percent of the respondents (24) answered that they liked to use printed dictionaries over the electronic ones. Figure 1 shows that electronic pocket dictionaries are used by 15 pupils, who represent 5 percent, and the rest of the respondents (2 pupils, representing 0.7 percent) replied they used dictionaries on CD-ROM.

The results of this question correspond with results of a research carried out by Liou (2000; in Pasfield-Neofitou (2009) who found out that over 83 percent of students prefer on-line dictionaries over printed dictionaries.

Figure 1: What type of dictionary pupils use

- on-line dictionary 77,5%
- both on-line and printed dictionary 8,8%
- printed dictionary 8%
- electronic pocket dictionary 5%
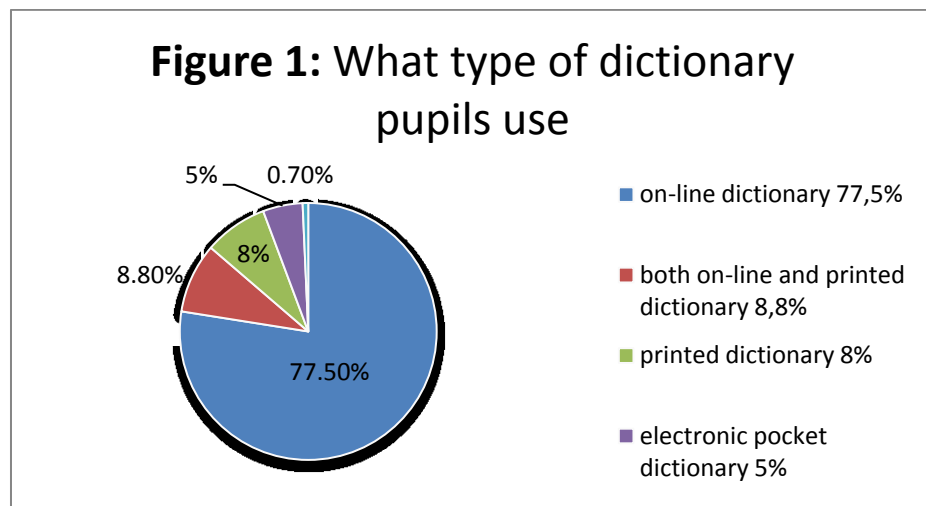
Subsequently, I asked the pupils **"Why?"** they choose the given type of dictionary to work with. Unfortunately, not everybody answered this question, but I think 266 respondents are a sample that is representative enough.

Firstly, I will present the reasons given by those who answered to be using on-line dictionaries. Most of the users (74.3 percent to be exact) of on-line dictionaries appreciate that they are a quick way of looking up a word, even the quickest of all the dictionaries.

This reason for using on-line dictionaries is not surprising at all. The result proves that the quick search function is indeed one of the biggest advantages of electronic dictionaries, as claimed by Sharma & Barrett (2007).

Second most frequent reason is the user-friendliness. 18.9 percent of pupils (44) state they like how simple it is to use on-line dictionaries and that they are easy to work with. Several of the pupils also write that they like on-line dictionaries because of the fact that they do not have to browse through papers of printed dictionary.

Other reasons for using on-line dictionaries are displayed in Table 1.

Table 1: *Reasons for using on-line dictionaries*

Reasons	Pupils / percentage
Speed	173 / 74.3%
User-friendliness, easy to use	44 / 19.8%
I do not own a printed dictionary	5 / 2.1 %
On-line dictionaries offer the possibility to translate whole sentences	3 / 1.3 %
On-line dictionaries offer other functions	2 / 0.9 %
On-line dictionaries contain more vocabulary than printed dictionary does	2 / 0.9 %
On-line dictionaries offer listening to pronunciation	2 / 0.9 %
On-line dictionaries are constantly up-dated	1 / 0.4 %
On-line dictionaries do not take up the space on hard disk drive	1 / 0.4 %

For graphic demonstration of pupils' reasons for using on-line dictionaries, see the graph below (Figure 2).

Figure 2: Reasons for using on-line dictionaries

- speed 74,3%
- easy to use 18,9%
- do not own printed one 2,1%
- translation of whole sentences 1,3%
- offer other functions 0,9%
- more vocabulary 0,9%
- listening to pronunciation 0,9%
- constantly up-dated 0,4%
- do not take space on HDD 0,4%
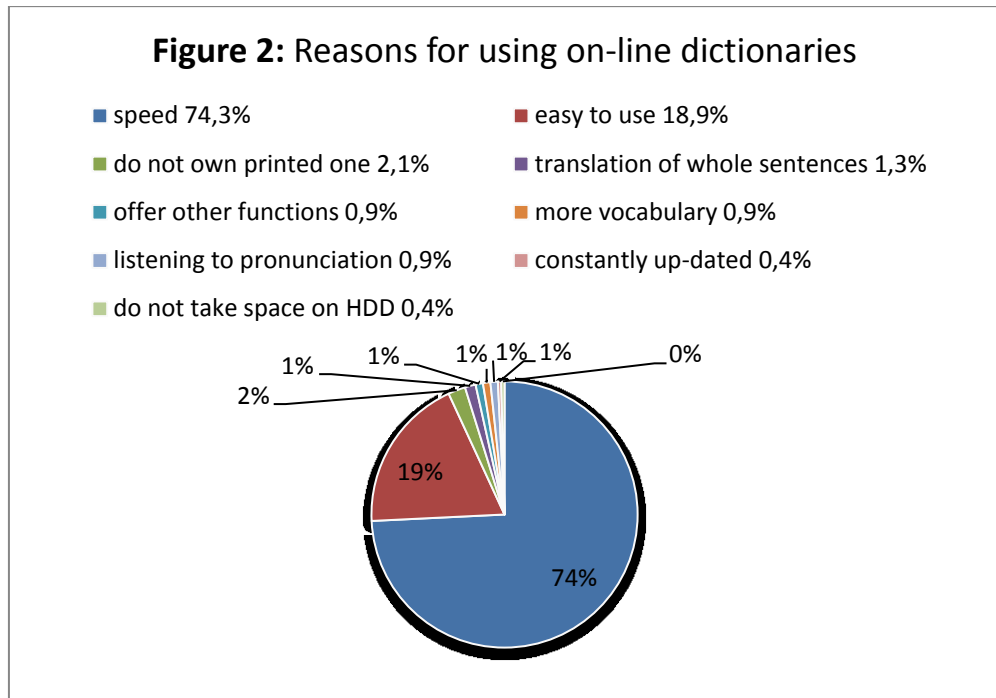
Pupils who choose printed dictionary as their favourite type of dictionary back up their decision with a few reasons as well.

Eight respondents (34.8 percent) out of the total of twenty-four who choose printed dictionaries believe that printed dictionaries are better to be used as they are more accurate and reliable than the electronic ones. The same number of pupils (34.8 percent) uses printed dictionaries because they have them at hand and they do not always have an access to a computer and the Internet. The rest of the pupils (30.4 percent) using printed dictionaries answered that they preferred this type of dictionary because they were able to use it effectively.

Lastly, I would like to convey the reasons for using electronic pocket dictionaries, as the pupils see it. Ten pupils chose this type of dictionary as their dictionary of choice. Five of them, which represent 50 percent, prefer pocket dictionary for its portability, so they can always have it with them. Three pupils (30 percent) appreciate the speed and the rest, two pupils representing 20 percent, like pocket dictionaries because they are well arranged.

Question n. 4: **"What type of dictionary do you usually use in classroom**?" offered the same answer options as in the previous question (printed, on-line, CD-ROM and electronic pocket dictionaries).

As expected, electronic dictionaries are not usually used in classroom, considering pupils do not have an access to computers or the Internet in regular classrooms.

Despite the digital age and the fast development of modern technology, printed dictionaries are still largely used in classrooms. This statement is proved by 95.6 percent of the respondents. The rest of pupils answered they used electronic pocket dictionary (3 percent), but mostly referred to dictionary applications on mobile phones. On-line dictionaries are used by 1.3 percent of the respondents (4 pupils). CD-ROM dictionary seems not to be used in classroom at all.

Question n. 5: **"Can you use dictionaries during classes at school?"**

Again, the results were quite unambiguous, as majority of pupils (82.2 percent) agreed that they were allowed to use dictionaries during lessons.

Forty of the respondents (who represented about 13.4 percent) state they cannot use dictionaries in classes and the rest of them (13 pupils representing 4.4 percent) are not sure whether they can use dictionaries in class or not. I also asked this question one of the teachers when I was collecting the questionnaires back and she told me that her pupils were allowed, even encouraged to use dictionaries in her classes, but they often did not pay attention or were too lazy to browse through the dictionary to look up a word.

Next two questions focused on electronic pocket dictionaries. Hand-held dictionaries are popular mainly in south-west Asia, but are not very common in Europe (Jian et al., 2009). I wanted to find out whether pupils ever came across this type of electronic dictionary, as I have only seen it once in my life when attending Japanese language lessons. I also asked if they would have liked to have one and be able to use it in English language classes.

Question n. 6: **"Have you ever encountered an electronic pocket dictionary?"**

Results of this question are not so unambiguous as in the previous cases, because some of the pupils were probably not sure what to imagine under the term "electronic pocket dictionary". Nearly half of the respondents (specifically 49.7 percent) have come across an electronic pocket dictionary, most likely dictionary applications on mobile phones. Ninety-three of the pupils (representing 31.2 percent) state that they have never encountered an electronic pocket dictionary. A lot of the respondents, specifically fifty-seven of them (19.1 percent), are not certain whether they have or have not come across this type of dictionary, answering this question with "I don't know" option.

This question was followed with a question asking the pupils if they would like to own an electronic pocket dictionary. **("Would you like to own an electronic pocket dictionary and use it in English language lessons?")**

To me personally, answers to this question were rather surprising, as only a bit over a half of the pupils (exactly 54 percent) answered they would have liked to own an electronic pocket dictionary and use it in class. Ninety-five (31.9 percent) of the respondents do not know whether they would like to own this dictionary and the rest forty-two pupils (representing 14.1 percent) are not be interested in having and using this electronic dictionary. In my opinion, the results are quite strange. It could be caused by the fact that pupils are doubtful about what electronic pocket dictionary really is. This is only a speculation, but I could not figure out another reason for this. If we look back at results of Question n. 3, we can see that majority of the pupils chose on-line dictionary as their favourite dictionary to use and on-line dictionaries are very similar to electronic pocket dictionaries or the dictionary applications on mobile phones.

Next two questions in my questionnaire are focused on reliability and user-friendliness of electronic dictionaries.

Question n. 8: **"Do you think electronic dictionaries are reliable and trustworthy? Have you always found everything you were looking for in them?"**

Quality of electronic dictionaries is a significant issue. Of course, when answering this question, pupils' responses might have been influenced by the quality of the dictionaries they usually use (see results of Question n. 10: "What on-line dictionary do you use?").

Quality and reliability of electronic dictionaries can vary greatly according to the publishers or the publication date.

Almost half of the pupils (48.7 percent) are not sure about the reliability of electronic dictionaries. Eighty-three pupils (27.8 percent) answered with Yes, believing electronic dictionaries to be reliable. A lot of the pupils, specifically seventy of them who represent 23.5 percent, do not consider electronic dictionaries to be trustworthy or they have not always found everything they were looking for.

Question n. 9 was dealing with user-friendliness of electronic dictionaries (**"Do you think electronic dictionaries are easy to use?"**). According to the results, almost three quarters of the respondents (72.5 percent) find electronic dictionaries to be easy to use, which is very important. Seventy-six pupils (25.5 percent) answered this question with 'I don't know'. Only six pupils, who represent 2 percent of the respondents, do not think that electronic dictionaries are very user-friendly.

Honestly, I was the most interested in the results of the last two questions which focus on what on-line dictionaries pupils use and what functions of on-line dictionaries except for translation they use. I must say I was rather disillusioned with the result, especially with the result of the first question.

Question n. 10 sounded **"What on-line dictionaries do you use?"**

Pupils could choose from a list of nine on-line dictionaries and they could tick more than only one on-line dictionary. They also had an opportunity to write a different on-line dictionary than those in the list in the section "Other".

In the list I put four bilingual on-line dictionaries that I believe are most frequently used by Czech users and five monolingual on-line dictionaries from well-known British and American publishing houses. The list includes these dictionaries:

- Seznam.cz dictionary

- Google translator

- Slovnik.cz

- Online-slovnik.cz

- Oxford

- Longman

- Cambridge

- Macmillan

- and Merriam-Webster

Pupils could choose more than one on-line dictionary. I will demonstrate the results in a table (Table 2) and a graph (Figure 3).

As it is obvious from the graph, Google translator was an unbeatable winner of all the on-line dictionaries in the list. Two hundred eighty-six pupils, representing 96 percent of all the respondents, answered that they used this dictionary.

The accuracy of this translator is definitely in question. Even the Google Translate team itself confesses: *"Since the translations are generated by machine, not all translation will be perfect."*

Depending on the specific language, the accuracy of translation can vary (Google translate, 2013).

Ferreri (2011) writes about Google translator as the most popular translator freely available on the Internet. He also mentions a research conducted at Duke University in Durham, North Carolina, USA, that found out that about 75 percent of students used Google Translate or another on-line tool for their work. It depends a lot if the students use such a translator only for definitions of words or whether they use it for translation of larger chunks of text.

According to Ferreri (2011), Google Translate and other on-line tools of this sort are quite reliable when translating single words, but *"can go off track when more than three or four words are queried"*.

Machine translations are still based on a literal translation, which pupils often do not realize. On that account, teachers should show their pupils the limitations of on-line translating tools and teach them to use dictionaries effectively.

Second most frequently used on-line dictionary was Seznam.cz dictionary, chosen by 69 pupils, who represent 23.2 percent of the respondents.

Third and fourth most popular on-line dictionaries were online-slovnik.cz with 8 percent (24 pupils) and slovnik.cz with 5.4 percent (16 pupils).

Results for the five British and American monolingual dictionaries were quite poor. Oxford was the most used from these, chosen by ten pupils (3.4 percent). Only three pupils answered they used Cambridge dictionary (1 percent) and one pupil chose Longman dictionary (0.3 percent). Macmillan and Merriam-Webster did not get a single tick.

One pupil also wrote in the 'Other' section, stating to also use Bing translator.

Table 2: *Types of on-line dictionaries*

On-line dictionary	Pupils / Percentage
Google translator	286 / 96%
Seznam.cz dictionary	69 / 23.2%
Online-slovnik.cz	24 / 8%
Slovnik.cz	16 / 5.4%
Oxford	10 / 3.4%
Cambridge	3 / 1%
Longman	1 / 0.3%
Bing translator	1 / 0.3%
Macmillan	0%
Merriam-Webster	0%

From the table above, it is obvious that pupils' most popular dictionaries are the ones that are bilingual, those which provide definition of the word in their native language (Czech). It is rather understandable, that learners who are at elementary or intermediate level of proficiency probably might not understand the definitions of a word in target language, so they prefer a simple translation to native language. Using only monolingual dictionaries would be likely more of a trouble than a help for them, as they do not have a wide range of vocabulary yet, but I think first they should at least try to look up the definition in monolingual dictionary and try to understand. If they cannot figure out the meaning from the monolingual definition, then they turn to a bilingual dictionary for help.

Figure 3: Types of on-line dictionaries
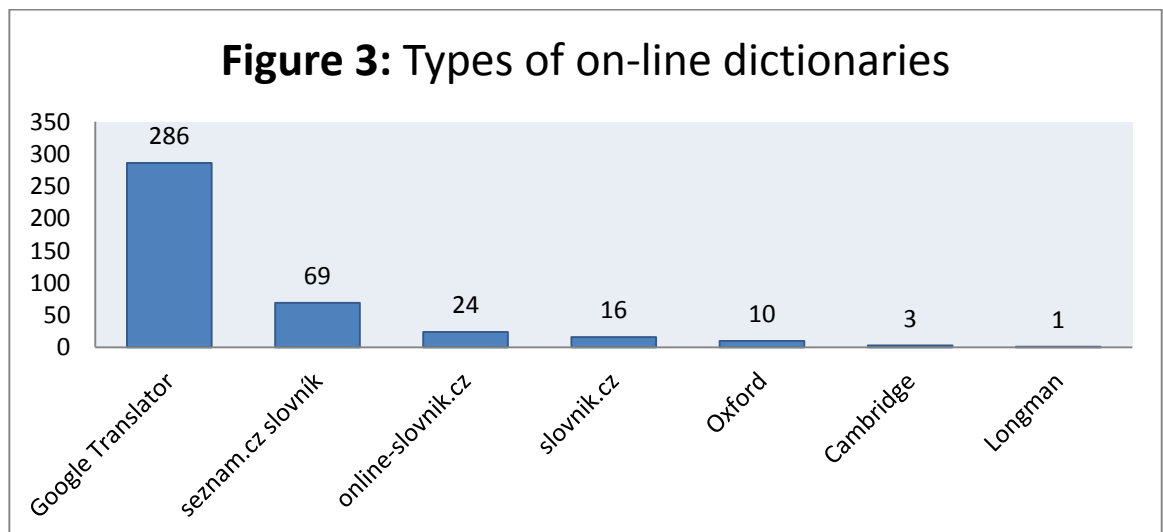
The last question of my questionnaire focused on functions of on-line dictionaries.

Question n. 11: **"I use these functions of on-line dictionaries:"**
Just as in the previous question, pupils could choose from a list of options with a possibility to tick more answers.

The list of options included:
- Nothing, just translation
- Pronunciation
- Example sentences
- Phrases
- Origin of the word
- Thesaurus

And again the list was followed by the "Other" section, so pupils could write there in case they used some other functions beside these in the list.

The most selected of all the options was, the first one: "Nothing, just translation".
One hundred forty-one pupils (who represent 47.3 percent) use on-line dictionaries only for translation.

One hundred twenty-eight pupils appreciate on-line dictionaries for its possibility to listen to pronunciation. 43 percent of respondents also use pronunciation function besides the translation.

Other than translation and pronunciation functions, fifty-three respondents (which is 17.8 percent of respondents) also reported that they used Example sentences function and twenty-six pupils

(who represent 8.7 percent) use Phrases function. Origin of word function is used by six pupils and three pupils use Thesaurus.

One pupil also added another function he uses, writing it in the 'Other' section (see Table 3).

Table 3: *Functions of on-line dictionaries*

Function	Pupils / Percentage
Nothing, just translation	141 / 47.3%
Pronunciation	128 / 43%
Example sentences	53 / 17.8%
Phrases	26 / 8.7%
Origin of word	6 / 2%
Thesaurus	3 / 1%
Translation of whole sentences	1 / 0.3%

3.1.3 Conclusion

By means of this questionnaire, I found out some interesting information about pupils' use of electronic dictionaries.

Firstly, large majority of pupils have a computer at home and are capable of working with it well.

Secondly, approximately 92 percent of the pupils participating in this survey use some kind of electronic dictionary rather than printed dictionary. They see the advantage of on-line dictionaries primarily in their quick search function and user-friendliness.

Most of the pupils state that they are allowed to use dictionaries in class. The most frequently used dictionary in class is printed dictionary.

As for the electronic pocket dictionary, about half of the respondents have come across this type of dictionary and would like to own and be able to use it in lessons of English language.

About half of the respondents are uncertain about the reliability of electronic dictionaries and about a quarter of them do not trust electronic dictionaries at all. It is noteworthy that although the majority of respondents are doubtful about the accuracy of on-line dictionaries, it is also by

far the most used and most popular type of dictionary. Majority of pupils also consider electronic dictionaries to be easy to use.

I also found out that bilingual dictionaries are the most popular among pupils, specifically Google translator which is used by 96 percent of respondents and seznam.cz dictionary used by more than 23 percent of respondents. Nearly half of the pupils do not use on-line dictionaries for anything else than translation. About 43 percent of the pupils appreciate the possibility to listen to pronunciation and the third most used (17.8 percent) function of on-line dictionaries is function offering example sentences.

3.2 Results of teachers' questionnaire

As the counterpart for the pupils, I also wanted to find out about teachers' attitude and opinion on electronic dictionaries. I was interested in what type of dictionaries they used for their own work and for work with pupils in class. I wanted to know their opinion on the reliability of electronic dictionaries and whether they encouraged and trained their students to use them. Similarly like in pupils' questionnaire, I asked teachers what on-line dictionary they used in particular and what functions they used.

I evaluated thirty-two questionnaires. Questionnaires were anonymous, I only asked about gender, how long they had worked as teachers of English language, what was their teaching qualification and in what educational stages they taught.

As for the representation of gender, women by far prevailed over men. There were only three men amongst the respondents (representing 9.4 percent) and twenty-nine women, which represent 90.6 percent.

These results correspond with data from Eurostat (EurActiv.cz, 2013), that show that teachers teaching at lower primary schools are predominantly women (97 percent). The situation is the

same also in other countries, such as Slovenia, Italy, Lithuania or Hungary. Also at high schools, women teachers predominate (58 percent), although not so much as in primary school. The largest percentage of men that teach in primary schools is in Denmark (31 percent), Luxemburg (26 percent) or Spain (25 percent).

I also asked how long they had worked as teachers of English language and, on average, the respondents participating in my questionnaire have worked as English language teachers for 8.9 years.

Twelve teachers replied that they taught at lower primary school, fourteen teachers teach at upper primary school and eleven of them teach also at high school. One teacher also teaches at language school.

I was interested in their teaching specialization and qualification. Twenty-five out of the thirty-two teachers have a university education with specialization in teaching English language. The rest of the teachers are not specialized in teaching English language, but majority of them attended different courses for English language teachers. Honestly, I was very surprised that seven of the teachers were not qualified to teach English language.

3.2.1 Question dealing with computer use

I wanted to know what level of computer skills the teachers thought they had. They could choose from three options: basic, intermediate or proficient (I enclosed a link in the questionnaire for consultation).

84.4 percent of the respondents (27 teachers) replied that their level of computer skills was intermediate. The remaining five teachers consider their computer skills to be basic.

I think it is pleasant to see that the majority of teachers are computer literate and that they are keeping up with the technology development. Here, I would like to cite Karl Fisch, who said: *"If a teacher today is not technologically literate – and is unwilling to make the effort to learn more*

– it's equivalent to a teacher 30 years ago who didn't know how to read and write." (Fisch, 2007)

3.2.2 Questions dealing with using electronic dictionaries

After a few introductory questions, I asked the teachers eleven questions dealing with use of dictionaries and electronic dictionaries.

Question n.1: **"What type of dictionary do you use for your work?"**

Teachers could choose from four types of dictionaries: printed dictionary, CD-ROM dictionary, on-line dictionary and electronic pocket dictionary.

Over a half of the respondents (exactly twenty-five of the teachers, representing 78.1 percent) replied that they used both printed dictionaries as well as on-line dictionaries when working.

Three respondents (representing 9.4 percent) answered they used printed dictionaries and other three respondents (9.4 percent) replied they used on-line dictionaries. One of the teachers uses all of the offered dictionaries. The results are graphically demonstrated in Figure 4.

The respondents had the opportunity to express the reason why they use the given type of dictionary. Again, not all teachers used this opportunity.

Six respondents who answered to use on-line dictionaries wrote they liked that on-line dictionaries were quick to use.

Seven teachers who preferred printed dictionaries wrote they liked them because they were easily-accessible (four teachers), detailed (one respondent) and more accurate (two teachers) than on-line dictionaries.

Figure 4: Type of dictionary for work

printed dictionary, 9.40%

all of them, 3.10%

on-line dictionary 9.40%

both printed and on-line, 78.10%

- ■ both printed and on-line
- ■ on-line dictionary
- ■ printed dictionary
- ■ all of them
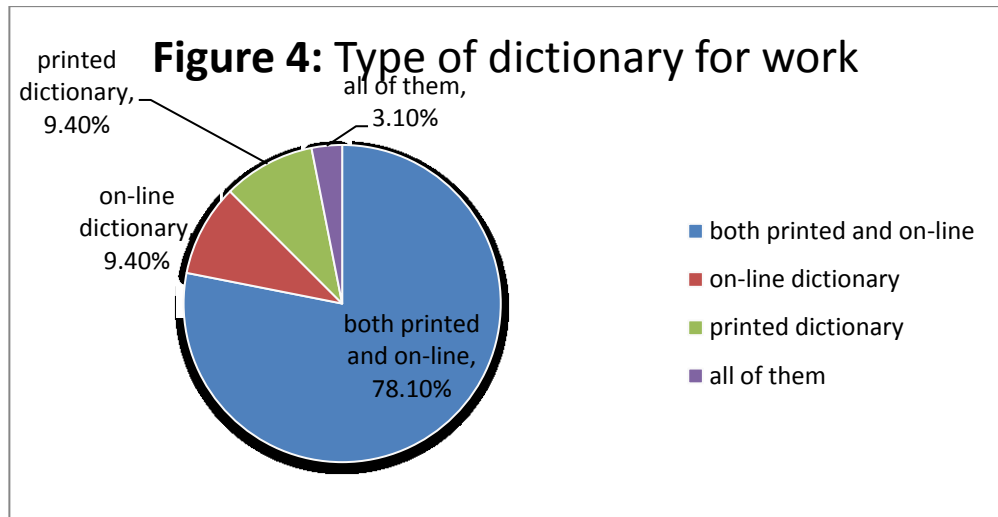
Following question was similar to the previous one. Question n.2: ""**What type of dictionary do you use for work with your pupils?"**

In this case, the printed dictionary predominated, 84.4 percent of teachers (27 respondents) prefer to use this dictionary when working with pupils. The remaining five teachers (representing 15.6 percent) replied they used both printed and on-line dictionaries in school.

These results correspond with results of question n. 4: "What type of dictionary do you usually use in classroom?" in pupils' questionnaire, where almost 96 percent of pupils answered they used printed dictionaries in classroom.

Thirteen teachers used the opportunity to say why they use the printed dictionary with pupils in classroom. Four of them (representing 30.8 percent) think that it is important for the pupils to learn to orientate in text. Three teachers answered they used printed dictionaries in classroom because they were accessible to all pupils and other three teachers (representing 23 percent) said that pupils did not have the Internet access in classroom, hence they had to use printed dictionaries. One respondent (that represents 7.7 percent) also stated that it was dictated by educational program (ŠVP) to teach pupils to be able to work with a dictionary. Two teachers think that using printed dictionaries is simply the easiest way.

Question n. 3: **"Would you allow pupils to use electronic pocket dictionaries during English language lessons?"**

I was nicely surprised that over a half of the teachers (specifically nineteen of them, representing 59.4 percent) would allow students to use electronic pocket dictionaries in their lessons. Eight respondents (25 percent) would not allow their pupils to use electronic dictionaries and five remaining respondents (representing 15.6 percent of respondents) are not sure whether they would tolerate their pupils using these electronic dictionaries.

Question n. 4: **"Do you think electronic dictionaries are reliable and trustworthy? Have you always found everything you were looking for in them?"**

Knowing pupils' opinion, I also wanted to know teachers' point of view on reliability of electronic dictionaries.

Twenty teachers (who represent 62.5 percent of respondents) do not know whether they can trust electronic dictionaries, they are not sure about their reliability. Ten respondents (31.2 percent) do not find electronic dictionaries reliable and only two teachers consider electronic dictionaries trustworthy.

Question n.5: **"What type of dictionary do you encourage your pupils to use?"**

Most of the teachers (specifically twenty of them, representing 62.5 percent) answered they encouraged their pupils to use printed dictionaries. This result corresponds with Pasfield-Neofitou's opinion (2009), that teachers usually recommend their pupils a paper dictionary rather than electronic one.

The rest of the respondents (twelve teachers, who represent 37.5 percent) encourage their students to use both printed and electronic dictionaries.

Eleven out of the nine teachers who encourage their pupils to use printed dictionaries also express their reasons for doing so. Seven of them believe that learning how to work with a book is very important when learning a foreign language. Four teachers believe that printed dictionaries are detailed and all needed information can be found there.

Six of the teachers who said they encouraged their students to use printed as well as on-line dictionaries also explained their reasons. All six of them agree that pupils should learn how to look up words in different ways and learn how to use all types of dictionaries as they will need all of them.

I was also interested whether teachers trained their pupils how to use electronic dictionaries and whether they had a CD-ROM dictionary available to work with on school computers.

Question n. 6: **"Do you teach your pupils how to use electronic dictionaries?"**

Majority of the teachers (exactly twenty-five of them, who represent 78.1 percent of the respondents) do not teach their students how to use electronic dictionaries. Only seven teachers (21.9 percent) replied that they trained their learners how to use electronic dictionaries.

Results of the following question could explain why most of the teachers do not advise their students on effective use of electronic dictionaries.

Question n. 7**: "Do you have an access to a dictionary on CD-ROM on your school computers?"**

More than a half of the respondents (53.1 percent) answered that they did not have a CD-ROM dictionary available at school. Nine teachers do have a CD-ROM dictionary on their school computers. I was surprised that six teachers did not know whether they had CD-ROM dictionary installed on their computers.

It is a shame, because I think that teachers could, at least once in a while, have their English lessons in computer laboratory, make use the computers and the Internet, show their students how to use electronic dictionaries and make their lessons different, more varied and interesting. Nevertheless, I understand that teachers have to abide by the curriculum and they rarely have time to do such lessons.

The following question focused on what types of on-line dictionaries and functions of the dictionaries teachers use.

Question n.8: **"If you use on-line dictionaries at home, what type of on-line dictionary do you use?"**

Just like in pupils' questionnaire, teachers could choose from a list of on-line dictionaries, which included:

- Seznam.cz dictionary

- Google translator

- Slovnik.cz

- Online-slovnik.cz

- Oxford

- Longman

- Cambridge

- Macmillan

- and Merriam-Webster

Also here, teachers could tick more than one option.

Most frequently used on-line dictionaries were seznam.cz dictionary and Oxford dictionary, both chosen by 53.1 percent of respondents (specifically 17 respondents). Both Google translator and Macmillan dictionary are used by 34.4 percent of respondents (11). Seven teachers use Cambridge dictionary when working at home and four teachers answered they used slovnik.cz. Online-slovnik.cz is used by two teachers, as well as Longman dictionary. Nobody of the respondents uses Merriam-Webster dictionary.

For graphical demonstration of how many respondents chose the given type of dictionary, see Figure 5.

Question n. 9: **"If you use on-line dictionaries at school with your pupils, what type of on-line dictionary do you use?"**

In this case, the most frequently used on-line dictionary is seznam.cz dictionary, which is used by 34.4 percent of the respondents. Also Google translator and Oxford dictionary are used by teachers when working with their pupils, both by almost 22 percent of respondents. As we can see in the graph below (Figure 6), four teachers use Cambridge dictionary and Longman dictionary is used by two respondents, as well as Macmillan dictionary.

Figure 5: Types of on-line dictionaries when working

Figure 6: Types of on-line dictionaries when working with pupils
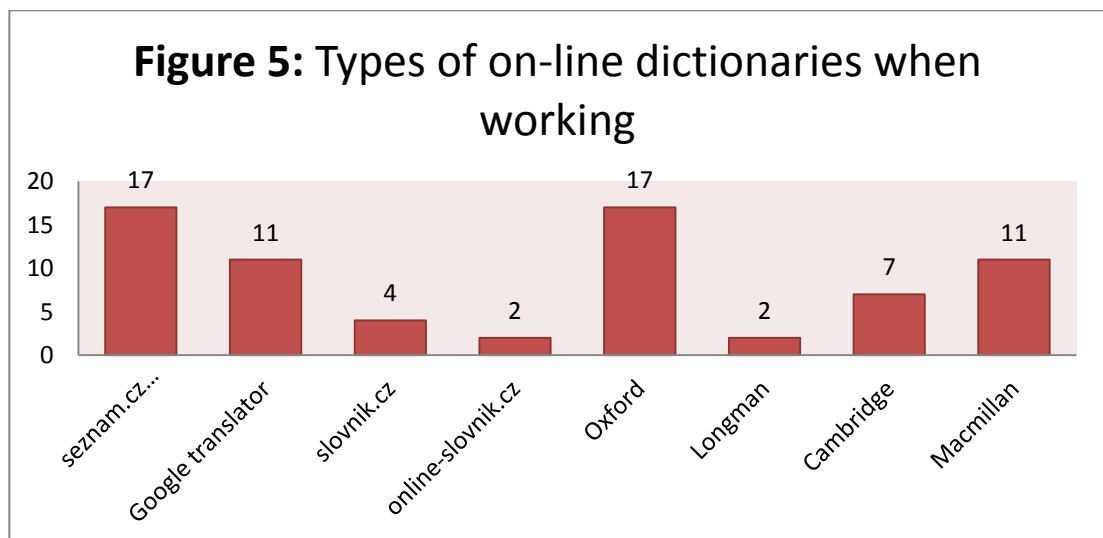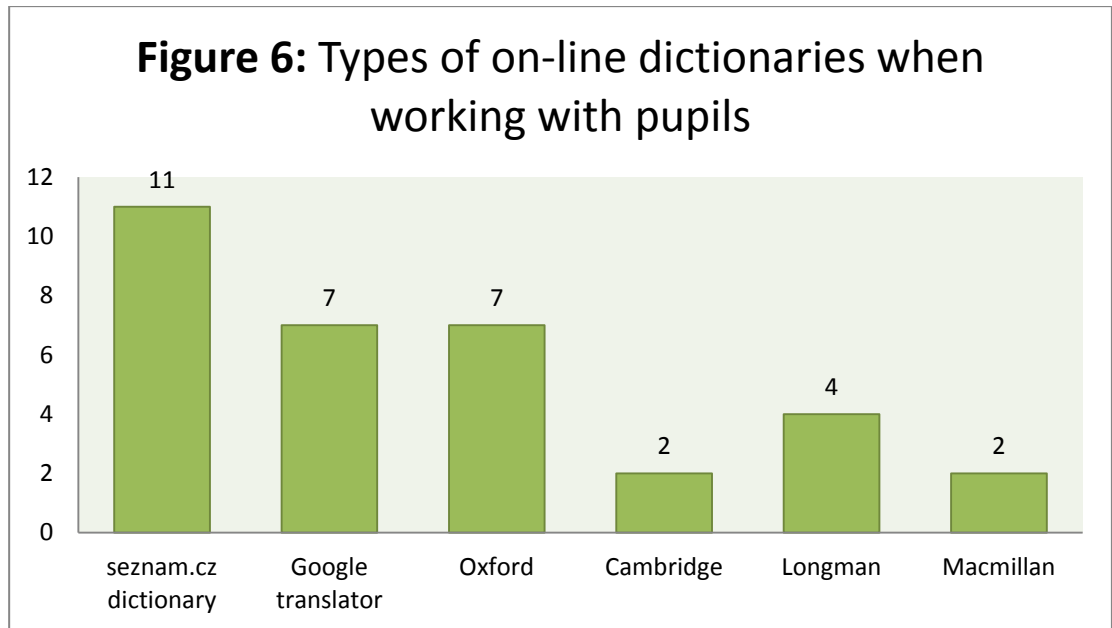
I also wanted to find out what functions of on-line dictionaries teachers used.

Question n. 10: **"I use these functions of on-line dictionaries:"**

Teachers could choose from the same list of options as in pupils' questionnaire (Nothing, just translation, Pronunciation, Example sentences, Phrases, Origin of the word, Thesaurus).

Twenty-three teachers (71.9 percent) responded they used pronunciation function, seventeen teachers (representing 53.1 percent) use Phrases function and fourteen teachers (43.8 percent) like the Example sentences function.

Thesaurus is used by twelve teachers and four teachers like Origin of the word function. Twelve teachers answered they made use of only one function, which is the translation (Figure 7 and Table 4).
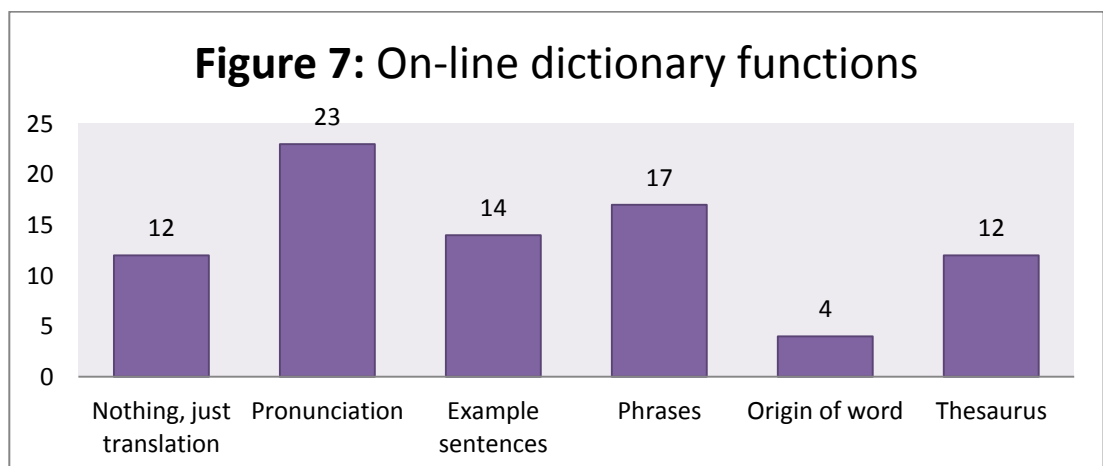
Figure 7: On-line dictionary functions

Table 4: *Functions of on-line dictionaries*

Function	Teachers / Percentage
Nothing, just translation	12 / 37.5%
Pronunciation	23 / 71.9%
Example sentences	14 / 43.8%
Phrases	17 / 53.1%
Origin of word	4 / 12.5%
Thesaurus	12 / 37.5%

The last question sounded: **"In case you do not use on-line dictionaries, tick your reasons."**

I listed a few options, also giving an opportunity to write different reasons in "Other" section.

Teachers could choose from these options:

- I have insufficient computer skills

- I do not own a computer

- I do not have the Internet connection

- On-line dictionaries are difficult to use

- I can get by with printed dictionary

Only seven respondents answered this question and all of them chose the last option: "I can get by with printed dictionary".

3.2.3 Conclusion

Also thanks to the results of teachers' questionnaire, I believe, we found some valuable data about teachers' use of electronic dictionaries.

Firstly, it is important to say that majority of the teachers are quite confident about their computer skills, as over 80 percent of them answered that their level of computer skills was intermediate. In my opinion, nowadays, it is essential for a teacher of a foreign language to be able to work with the ICT.

We found out that most of the teachers use printed dictionary as well as the on-line dictionary when working, because they appreciate its speed. However, when working with their pupils, majority of teachers prefer to use printed dictionaries for their easy access and because they believe that pupils need to learn to orientate in text.

Although over half of the teachers would allow their pupils to use electronic pocket dictionaries in their lessons, only about six percent of them believe in the reliability of electronic dictionaries. The remaining 94 percent of the respondents are either unsure or sceptical about the trustworthiness of electronic dictionaries.

Maybe also for that reason, majority of the teachers (63 percent) encourage their students to use printed dictionaries and vast majority of them (78 percent) do not teach or train their students to work with electronic dictionaries. It can be also caused by the fact that majority of the teachers do not have a CD-ROM dictionary available on school computers to use.

Nevertheless, when using on-line dictionaries for work, the teachers mostly use seznam.cz dictionary or Oxford dictionary. When working with pupils, seznam.cz dictionary is mostly used. As for functions of on-line dictionaries, nearly 72 percent of respondents appreciate the possibility to listen to pronunciation, about half of them also use Phrases function or Example sentences.

Those teachers who prefer to use printed dictionaries over on-line dictionaries state that they can get by with printed dictionaries.

3.3 Conclusion

Now I would like to summarize all the findings of my research.

The results of the questionnaire show that vast majority of pupils as well as teachers can work with computer well. Also, most of the pupils (77.5 percent) prefer on-line dictionaries over printed dictionaries, because they like the fact they are quick and easy to use.

As for the teachers, they use both printed and on-line dictionaries quite equally when working, but when working with their pupils in classroom, printed dictionaries are almost predominately used, as they are easily accessible and pupils need to learn to orientate in text. For that reason, teachers encourage their pupils to use printed dictionaries more.

Majority of pupils would like to own an electronic pocket dictionary and use it during English language lessons and majority of the teachers would allow their pupils to use them.

Approximately half of the pupils as well as the teachers do not know whether they can trust the reliability of electronic dictionaries.

Among pupils, Google translator is the most used on-line dictionary (96 percent of respondents use it). Seznam.cz dictionary and Oxford dictionary are the most used on-line dictionaries among teachers when they are working at home. When working at school with their pupils, the teachers usually use seznam.cz dictionary. While pupils primarily make use only of translation function or pronunciation function, teachers mostly use pronunciation function, Phrases and Example sentences function. Although the teachers seem to know how to use different on-line dictionary functions effectively, majority of them (about 78 percent) confessed they did not train their pupils how to use electronic dictionaries.

4 Experimental lesson

The aim of my experimental lesson was to find out whether and how pupils could work with computers and, primarily, if they were used to work with on-line dictionaries. I wanted to found out whether pupils were familiar with some of the on-line dictionaries and how effectively they could use them.

When preparing the lesson, I drew inspiration from a book called Dictionaries, written by Jon Wright, which is full of useful activities and ideas on use of dictionaries with learners of English language in the classroom.

4.1 My school

I did my teaching practice at ZŠ Vítězná in my hometown Litovel. In this elementary school, there are both primary and lower secondary levels. This school is attended by approximately five hundred pupils, who are divided into twenty-three classes.

The school is very well equipped with Information and Communication technology. There are two computer laboratories with altogether forty-nine personal computers for pupils.

There are other thirteen personal computers and thirty-seven laptops available for the use of teachers for preparation of lessons or for the teaching itself in the classrooms. All computers have an access to the Internet.

Moreover, the school has got four interactive whiteboards, data projectors in every classroom (twenty-four pieces), about thirty printers and some scanners.

I taught English language in sixth and seventh grade, three times a week. The lessons of English language were taught in English or regular classrooms, but for my experimental lesson we had to move to computer laboratory as I needed the pupils to work on a computer individually and to have an access to the Internet.

4.2 My class

I taught my experimental lesson in the seventh grade, as I only taught English language in sixth and seventh grade and it seemed to be more convenient to have seventh graders work with computers and the Internet.

There were nineteen pupils in the class, most of them were very active and cooperated well.

4.3 Computer laboratory

There were two computer laboratories in the school with altogether forty-nine computers that are connected to the Internet.

The computer laboratory I taught my lesson in has got twenty-five computers for pupils, so every pupil could work on their own computer individually. Unfortunately, computers are situated next to each other, therefore pupils are sitting close to one another and, in my opinion, it distracted them. On the other hand, this arrangement of computers was probably necessary due to the interactive white board, which was on the wall in front of the computers and all the pupils could see the interactive whiteboard like that.

4.4 Aims of the lesson

The aim of my experimental lesson was to familiarize pupils with on-line dictionaries, especially with British and American monolingual on-line dictionaries. Additionally, I wanted them to learn and revise some vocabulary and show them that some words can have more meanings and they can also function as different parts of speech. I also wanted the pupils to become aware of the difference between British and American vocabulary.

4.5 Stages of the lesson

My experimental lesson consisted of 2 activities that were based on acquiring and revising vocabulary by using on-line dictionaries. I estimated that the activities would take altogether about forty minutes, with last five minutes of the lesson for evaluation.

Before the lesson, I prepared worksheets for the pupils and printed them on paper, one for each student. I also prepared a list of on-line dictionaries so pupils could choose which on-line dictionary they want to use. I chose seznam.cz dictionary as a representative of bilingual Czech-English on-line dictionary and Oxford Advanced Learner's Dictionary, Longman Dictionary of Contemporary English, Cambridge Advanced Learner's Dictionary, Macmillan English Dictionary, Merriam-Webster's Learner's Dictionary as representatives of monolingual learners'

dictionaries. I included the worksheets for the activities in the Appendices – see Appendix 5 and Appendix 6.

Pupils were excited and motivated when they found out we were going to work on computers in English lesson and they seemed to be interested in learning new vocabulary and working with on-line dictionaries.

In the beginning of the lesson, I asked the pupils if they used on-line dictionaries at home and what on-line dictionaries they used. Vast majority of pupils answered that they used on-line dictionaries regularly, but when I asked them what on-line dictionary they usually used, most of them answered they used Google translator, which was rather disappointing.

After greeting the pupils and an explanation of what we were going to do, I distributed them the worksheets with the list of the on-line dictionaries they were supposed to use. Most of them chose the bilingual on-line dictionary, seznam.cz dictionary, just as I expected them to.

The first activity was divided into two parts. In the first part, there were eight sentences with underlined words, which pupils were supposed to look up using on-line dictionary of their choice and find out what meaning the word had in the given sentence. In the second part of the activity, the pupils had to fill the gaps in eight different sentences using the underlined words from the first part. The aim of this activity was to raise awareness of common words which can function as different parts of speech and which have more than one meaning and also to help learners to find the right meaning of a word.

I let the pupils work individually and after some time I allowed them to consult their results with their neighbours if they wanted.

After about fifteen minutes I checked the answers together with the pupils and we translated the sentences.

After that, as a follow-up activity, I gave them seven more words which have several different meaning and asked them to make sentences using these words, similarly like in the previous activity. Because we were running out of time, we only managed to do a few sentences, but we at least looked up the different meanings of the words.

Afterwards, second activity followed, this time it was focused on differences between British and American vocabulary. The aim was to raise awareness of different world Englishes and of vocabulary differences between US and UK English.

For this activity I told the pupils to use Longman Dictionary of Contemporary English as it is designated by colour and font there whether it is a word typical of British or American English.

Pupils again worked individually or in pairs. Those who finished early were asked to think of or find more differences in British and American vocabulary on the Internet. Then we checked the answers together.

4.6 Evaluation of the lesson

Pupils seemed to be motivated and they were excited about the change. They enjoyed working with computers and the Internet in the English language lesson.

As the whole lesson was based on working with computers and the Internet, I was worried that the technology might fail me, but, fortunately, nothing like that happened. Some boys were playing games or browsing different web pages than they were supposed to, but my mentor teacher helped me to prevent them from doing so again when I was helping the other learners. Also, some of the activities took longer time than I expected, so we did not finish them completely. Other than that, the lesson was going on without any bigger problems.

Children evaluated the lesson positively, they liked the lesson because it was something different and new for them and not as monotonous as lessons in regular classroom. They learned some new vocabulary and pronunciation and got to know something about different culture and that

motivated them. I hope I also showed them, that there are many more and better on-line dictionaries than Google translator or dictionary on seznam.cz they can work with at home and that English language can differ according to what country it is spoken in.

Conclusion

The aim of this diploma thesis was to show that integration of Information and Communication Technologies into education is greatly beneficial. The integration of ICT into education is not only beneficial for pupils, but also for teachers and the (educational) institution.

It is essential for the teachers to be computer literate in order to be able to train their pupils and help them improve their computers skills, as the pupils will need these skills to be successful in work and life.

In the theoretical part of my diploma thesis, I wanted to provide comprehensive information about all types of electronic dictionaries, as they can make language learning much easier. Electronic dictionary is an important learning tool, as it can help its users to enrich their vocabulary, help them to enhance and produce better English and improve their pronunciation.

One of the advantages of the electronic dictionaries in comparison to traditional dictionaries is that working with EDs is fast and easy. In addition, the electronic dictionaries offer more functions than printed dictionaries, thanks to the Internet they are accessible almost everywhere and they are constantly up-dated. The biggest benefit of on-line dictionary is surely its availability on-line and free of charge.

I also wanted to provide some evaluation of on-line dictionaries as well as dictionaries on CD-ROM and classification of on-line dictionaries, as it can be helpful when choosing an appropriate dictionary.

The practical part of my diploma thesis is focused mainly on research. The aim of the research was to find out about pupils' and teachers' use of electronic dictionaries. The results showed that pupils preferred to use on-line dictionaries, because they are quicker and easier to use than printed dictionaries. I also found out that most used on-line dictionary among pupils was Google translator (used by 96 percent of respondents of the questionnaire) and most of the pupils did not use any other function than translation. Here I would like to repeat what was mentioned before –

teachers should be educated in this area in order to advise their pupils what dictionary to use, how to use it effectively and how different functions of on-line dictionaries work.

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<u>List of abbreviations:</u>
ARPA – the Advanced Research Projects Agency
DARPA – the Defense Advanced Research Project Agency
WWW – the World Wide Web
HTML – HyperText Mark-Up Language
CD-ROM – Compact Disc Read-Only Memory
ICT – Information and Communication Technology
ED – electronic dictionary
IPA – the International Phonetic Alphabet
PED – portable electronic dictionary
BNC – British National Corpus
OALD – Oxford Advanced Learner's Dictionary
LDCE – Longman Dictionary of Contemporary English
CSS – Cascading Style Sheets
COBUILD - Collins Birmingham University International Language Database

APPENDICES

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Appendix 1 – Questionnaire for pupils in Czech language

Výpočetní technika ve výuce anglického jazyka

Dobrý den,
Prosím Vás o vyplnění krátkého dotazníku týkajícího se používání elektronických slovníků ve výuce angličtiny. Jsem studentkou Pedagogické fakulty na Univerzitě Palackého a dotazník využiji ke své diplomové práci. Všechna data budou zpracována anonymně.

Prosím zaškrtněte:

Jsem: dívka / chlapec
Kolik máš let?: _____ (doplň)

1) Mám doma počítač: ano / ne

2) Myslíš si, že umíš dobře pracovat s počítačem?
   Ano / nevím / ne

3) Když si potřebuji doma přeložit slovo, které neznám, nejraději používám:
   tištěný, knižní slovník / on-line slovník / slovník na CD-ROM / elektronický kapesní slovník
   Proč?……………………………………………………………………………………

4) Ve škole většinou používáme:
   tištěný, knižní slovník / on-line slovník / slovník na CD-ROM / elektronický kapesní slovník

5) Máte ve škole během výuky Anglického jazyka k dispozici slovníky?
   Ano / nevím / ne

6) Setkal(a) jsi se někdy s elektronickým kapesním slovníkem?
   Ano / nevím / ne

7) Chtěl(a) bys elektronický kapesní slovník vlastnit a používat ho ve výuce Anglického jazyka?
   Ano / nevím / ne

8) Jsou podle Vás elektronické slovníky věrohodné/spolehlivé, našli jste v nich vždy vše, co jste hledali?
   Ano / nevím / ne

9) Myslíš, že je elektronický (CD-ROM nebo on-line) slovník jednoduché používat?
   Ano / nevím / ne

10) Používám tento on-line slovník:
    Seznam.cz slovník / Google překladač / slovnik.cz / online-slovnik.cz
    Oxford / Longman / Cambridge / Macmillan / Merriam-Webster
    Jiné: ……………………………………………………………………………………

11) U on-line slovníků využiji také tyto funkce:
    Nic, pouze překlad / Výslovnost / Příkladové věty / Základní fráze / Původ slova / Thesaurus
    Jiné: ……………………………………………………………………………………

Děkuji Vám za Váš čas!   Bc. Pavla Černá

Appendix 2 – Questionnaire for pupils in English language

Using ICT in English language classes

Please, tick:
I am a: girl / boy
How old are you? _____ (fill in)

1) I have a computer at home: yes / no

2) Do you think you can work with computer well?
   Yes / I don't know / no

3) When you need to translate a word you do not know, what kind of dictionary do you use?
   Printed dictionary / on-line dictionary / CD-ROM dictionary / electronic pocket
   dictionary
   Why? ……………………………………………………………………………………

4) What type of dictionary do you usually use in classroom?
   Printed dictionary / on-line dictionary / CD-ROM dictionary / electronic pocket
   dictionary

5) Can you use dictionaries during classes at school?
   Yes / I don't know / no

6) Have you ever encountered an electronic pocket dictionary?
   Yes / I don't know / no

7) Would you like to own an electronic pocket dictionary and use it in English language
   lessons?
   Yes / I don't know / no

8) Do you think electronic dictionaries are reliable and trustworthy? Have you always found
   everything you were looking for in them?
   Yes / I don't know / no

9) Do you think electronic dictionaries are easy to use?
   Yes / I don't know / no

10) What on-line dictionaries do you use?
    Seznam.cz dictionary / Google translator / slovnik.cz / online-slovnik.cz / Oxford /
    Longman / Cambridge / Macmillan / Merriam-Webster
    Other: ……………………………………………………………………………………

11) I use these functions of on-line dictionaries:
    Nothing, just translation / Pronunciation / Example sentences / Phrases / Origin of the
    word / Thesaurus
    Other: ……………………………………………………………………………………

Appendix 3 – Questionnaire for teachers in Czech language

Výpočetní technika ve výuce anglického jazyka

Dobrý den,
Prosím Vás o vyplnění krátkého dotazníku týkajícího se používání elektronických slovníků (online, CD-ROM a kapesní elektronické slovníky) ve výuce angličtiny. Jsem studentkou Pedagogické fakulty na Univerzitě Palackého a dotazník využiji ke své diplomové práci. Všechna data budou zpracována anonymně.

Prosím zaškrtněte:
Jsem: muž / žena
Jako učitel / učitelka anglického jazyk působím ……….. let.
Aprobace v oboru …………………..
Kvalifikace pro výuku anglického jazyka ………………..
Učím na: 1. stupeň / 2. stupeň / střední škola / jiné

1) Jaká je Vaše úroveň znalosti práce s počítačem? *
   základní / pokročilá / profesionální

2) Jaký typ slovníku používáte pro svou práci?
   Tištěná/knižní verze / slovník na CD-ROM / on-line slovník / elektronický kapesní slovník
   Proč? …………………………………………………………………………………….

3) Jaký typ slovníku používáte ve škole pro práci s žáky?
   Tištěná/knižní verze / slovník na CD-ROM / on-line slovník / elektronický kapesní slovník
   Proč? …………………………………………………………………………………….

4) Dovolili byste žákům používat elektronické kapesní slovníky během výuky Anglického jazyka?
   Ano / nevím / ne

5) Jsou podle Vás elektronické slovníky věrohodné/spolehlivé, našli jste v nich vždy vše, co jste hledali?
   Ano / nevím / ne

6) Vedete/podněcujete své žáky k tomu, aby používali:
   knižní verze slovníku / elektronické slovníky (on-line, CD-ROM nebo elektronický kapesní slovník)
   Proč? …………………………………………………………………………………….

7) Učíte žáky v hodinách Anglického jazyka jak používat elektronické slovníky (CD-ROM nebo on-line)?
   Ano / ne

8) Máte na počítačích (v počítačové učebně) k dispozici nějaký elektronický slovník na CD-ROM?
   Ano / nevím / ne

9) Pokud používáte on-line slovníky doma, zaškrtněte, jaký používáte:
   Seznam.cz slovník / Google překladač / slovnik.cz / online-slovnik.cz
   Oxford / Longman / Cambridge / Macmillan / Merriam-Webster

Jiné: …………………………………………………………………………………….

10) Pokud používáte on-line slovníky ve škole pro práci s žáky, zaškrtněte, jaký používáte:
Seznam.cz slovník / Google překladač / slovnik.cz / online-slovnik.cz
Oxford / Longman / Cambridge / Macmillan / Merriam-Webster
Jiné: …………………………………………………………………………………….

11) U on-line slovníků využiji také tyto funkce:
Nic, pouze překlad / Výslovnost / Příkladové věty / Základní fráze / Původ slova / Thesaurus
Jiné: …………………………………………………………………………………….

12) Pokud elektronické slovníky nepoužíváte, zaškrtněte důvody:
Nedostatečné znalosti práce s počítačem / nemám počítač / nemám připojení k internetu / jsou složité / vystačím si s knižním slovníkem
Jiné: …………………………………………………………………………………….

Děkuji Vám za Váš čas!   Bc. Pavla Černá

* http://mdk12.org/instruction/curriculum/technology_literacy/ComputerLiteracySkills.pdf

Appendix 4 – Questionnaire for teachers in English language

Using ICT in English language lessons

Please, tick:
Gender: male / female
I've worked as a teacher of English language for ……….. years.
Specialized in ……………
Qualification for teaching English language …………….
I teach at: lower primary / upper secondary / high school / other

1) What is your level of computer skills? *
   Elementary / beginner / proficient

2) What type of dictionary do you use for your work?
   Printed dictionary / on-line dictionary / CD-ROM dictionary / electronic pocket
   dictionary

3) What type of dictionary do you use for work with your pupils?
   Printed dictionary / on-line dictionary / CD-ROM dictionary / electronic pocket
   dictionary
   Why? ……………………………………………………………………………

4) Would you allow pupils to use electronic pocket dictionaries during English language
   lessons?
   Yes / I don't know / no

5) Do you think electronic dictionaries are reliable and trustworthy? Have you always found
   everything you were looking for in them?
   Yes / I don't know / no

6) What type of dictionary do you encourage your pupils to use?
   Printed dictionary / electronic dictionaries (on-line, CD-ROM or electronic pocket
   dictionary)
   Why? ……………………………………………………………………………

7) Do you teach your pupils how to use electronic dictionaries?
   Yes / no

8) Do you have access to a dictionary on CD-ROM on your school computers?
   Yes / I don't know / no

9) If you use on-line dictionaries at home, what type of on-line dictionary do you use?
   Seznam.cz dictionary / Google translator / slovnik.cz / online-slovnik.cz / Oxford /
   Longman / Cambridge / Macmillan / Merriam-Webster
   Other: ……………………………………………………………………………

10) If you use on-line dictionaries at school with your pupils, what type of on-line dictionary
    do you use?
    Seznam.cz dictionary / Google translator / slovnik.cz / online-slovnik.cz / Oxford /
    Longman / Cambridge / Macmillan / Merriam-Webster

Other: …………………………………………………………………………………

11) <u>I use these functions of on-line dictionaries:</u>
Nothing, just translation / Pronunciation / Example sentences / Phrases / Origin of the word / Thesaurus
Other: …………………………………………………………………………………

12) <u>In case you do not use on-line dictionaries, tick your reasons:</u>
I have insufficient computer skills / I do not own a computer / I do not have the Internet connection / On-line dictionaries are difficult to use / I can get by with printed dictionary
Other: …………………………………………………………………………………

* http://mdk12.org/instruction/curriculum/technology_literacy/ComputerLiteracySkills.pdf

Appendix 5 – Worksheet for activity n. 1

MORE THAN ONE MEANING

Part A)
Some words have more meanings. Look up the underlined words in an on-line dictionary. What meanings do these underlined words have in these sentences?

1. What's the name of the <u>book</u> you're reading?
2. We took the <u>train</u> to London, but it was too expensive.
3. The weather is too nice to stay inside and <u>watch</u> television all day.
4. They have just bought a <u>flat</u> near the city centre.
5. What is your number? I will give you a <u>ring</u> tonight.
6. I was in bed with a <u>cold</u> for two days.
7. We are going to see a <u>play</u> by a new author next week.
8. No sugar, thanks. I don't like <u>sweet</u> drinks.

Part B)
Complete the sentences using underlined words from part A).

1. It's really _____ of you to offer to take us to the station.
2. I think my _____ is fast. Have you got the right time?
3. It's a popular place. I think it's a good idea to _____ in advance.
4. They're professionals. They have to _____ every day.
5. They say that Holland is a _____ country.
6. Please put your toys away after you _____ with them.
7. He bought her a diamond _____.
8. The coffee has gone _____. Could I have another?

Follow-up activity: *Translate and make sentences using these words with different meanings.*
Homonyms:
- Can
- Cool
- Kind
- Park
- Rock
- Square
- Wave
- *… Can you think of more homonyms?*

Appendix 6 – Worksheet for activity n. 2

WHO IS TALKING?

The words in *italics* are especially common in American or British English. Before looking in the on-line dictionary, try to guess who is speaking. Then find the equivalent term in American or British.

	British English	American English
1) He's just bought an *apartment*.		
2) Are you going *downtown*?		
3) I can't eat *sweets*.		
4) Can I borrow your *eraser*?		
5) There was a man lying on the *pavement*.		
6) Have you seen the new Spielberg *movie*?		
7) We used to go to the *movies* every week.		
8) Where did you go on *holiday* last year?		
9) Do you want salt with your *French fries*?		
10) What's your favourite *color*?		
11) The car has run out of *gas*.		
12) I used to live in a *flat* near here.		
13) Do you want a lift to the city *centre*?		
14) Take the *elevator* to the tenth floor, and your room is on the right.		
15) You can't go to work wearing those *pants*.		
16) *Write me* before you go.		
17) They're complaining about the number of *lorries* that use the road.		
18) Would you like another *candy bar*?		
19) We will be here Monday *through* Friday.		
20) I'm sorry, I haven't got any change, I've only		

got *notes*.		

<u>Useful links:</u>

Seznam.cz dictionary: http://slovnik.seznam.cz/

Oxford Advanced Learner's Dictionary: http://oald8.oxfordlearnersdictionaries.com/

Longman Dictionary of Contemporary English: http://www.ldoceonline.com/

Cambridge Advanced Learner's Dictionary: http://dictionary.cambridge.org/dictionary/british/

Macmillan English Dictionary: http://www.macmillandictionary.com/

Merriam-Webster's Learner's Dictionary: http://www.learnersdictionary.com/

ANOTACE

Jméno a příjmení:	Pavla Černá
Katedra:	Anglického jazyka
Vedoucí práce:	PhDr. Světlana Obenausová, MLitt, Ph.D.
Rok obhajoby:	2013

Název práce:	Využití ICT v hodinách anglického jazyka se zaměřením na on-line slovníky.
Název v angličtině:	Using ICT in English classes with focus on on-line dictionaries.
Anotace práce:	Diplomová práce se zabývá používáním Informačních a komunikačních technologií ve výuce Anglického jazyka. Zaměřuje se zejména na používání elektronických slovníků, což je také předmětem výzkumu. Výsledky výzkumu, který se zabývá tím, jak žáci i učitelé využívají elektronické slovníky, jaký konkrétní typ on-line slovníku a jejich funkce volí, jsou zpracovány v praktické části.
Klíčová slova:	Informační a komunikační Technologie, počítač, Internet, elektronický slovník, on-line slovník, CD-ROM
Anotace v angličtině:	Diploma thesis deals with using Information and Communication Technologies in English classes. It focuses on using of electronic dictionaries, which is also a topic of the research. Results of the research, which deals with pupils' and teachers' use of electronic dictionaries, their choice of particular type of on-line dictionary and their functions, are analysed in the practical part.
Klíčová slova v angličtině:	Information and Communication Technologies, computer, the Internet, electronic dictionary, on-line dictionary, CD-ROM
Přílohy vázané v práci:	Appendix 1 – Questionnaire for pupils in Czech language Appendix 2 – Questionnaire for pupils in English language Appendix 3 – Questionnaire for teachers in Czech language Appendix 4 – Questionnaire for teachers in English language Appendix 5 – Worksheet for activity n. 1 Appendix 6 – Worksheet for activity n. 2 List of abbreviations List of tables List of figures
Rozsah práce:	98 stran
Jazyk práce:	Anglický