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EFL CD-ROMs: MAPPING THE TYPES OF LANGUAGE ACTIVITIES  
IN DIGITAL MEDIA

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## ABSTRACT

### EFL CD-ROMs: MAPPING THE TYPES OF LANGUAGE ACTIVITIES IN DIGITAL MEDIA

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The study aimed at mapping the types of language activities of two CD-ROMs, one that accompanies the EFL/ ESL coursebook Interchange Third Edition 1 and one that accompanies the EFL/ ESL coursebook Touchstone 2. To achieve this aim, a framework of types of language activities, based on Hughes and Weir, was created. The analysis of the language activities of the CDs consisted of identifying the main features of each activity, comparing them to the features of the activity types described in the framework and finally, categorizing each activity of each CD as one of the activity types of the framework. The results of the analysis showed that the framework was insufficient because some activities in the CDs did not fit any of the types listed. Also, the results showed that Interchange CD-ROM offers more variety in terms of types of language activities, even though there are more activities in Touchstone CD-ROM. Another finding is that in spite of the variety of types of activities, there are an expressive number of Multiple choice activities in Interchange. Finally, neither of the CDs offers writing activities.

134 pages  
36,853 words

## RESUMO

### CD-ROMs DE INGLÊS COMO LÍNGUA ESTRANGEIRA: UM MAPEAMENTO DOS TIPOS DE ATIVIDADES DE LÍNGUA EM MÍDIA DIGITAL

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Este estudo teve como objetivo mapear os tipos de atividade de língua encontrados em dois CD-ROMs, um que acompanha o livro didático de inglês como língua estrangeira Interchange Third Edition 1 e outro que acompanha o livro didático de inglês como língua estrangeira Touchstone 2. Para atingir este objetivo, uma taxonomia de tipos de atividades de língua, com base em Hughes e Weir, foi criada. A análise das atividades de língua dos CDs consistiu da identificação das principais características de cada atividade, da comparação dessas características com as dos tipos de atividade descritos na taxonomia e finalmente, da categorização de cada atividade dos CDs como pertencente a um certo tipo de atividade dentre aqueles listados na taxonomia. Os resultados da análise mostraram que a taxonomia foi insuficiente porque algumas atividades encontradas nos CDs não puderam ser encaixadas em nenhum dos tipos listados. Além disso, os resultados mostraram que o CD-ROM da série Interchange oferece uma variedade maior de tipos de atividades, apesar de haver mais atividades no CD da série Touchstone. Outra conclusão é que apesar da variedade encontrada na série Interchange, há um expressivo número de atividades de múltipla escolha. Finalmente, nenhum dos CDs traz atividades de produção escrita.

134 páginas  
36,853 palavras

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# CHAPTER I

## INTRODUCTION

### 1.1 Preliminaries

Back in the 1960s, when computers were still big, expensive, and could be understood only by experts, one mathematician called Seymour Papert saw in these tools a powerful instrument to be used in favor of education (para. 1, Seymour Papert, n.d.). With this in mind he and a group of researchers worked to develop computers that would be easy to use, cheap and small enough so as to allow every child in the world, not only the socio-economic privileged ones, to have access to this technological device (para. 2, Seymour Papert, n.d.). About fifty years later, in the beginning of the 21st century, personal computers are very well known and used by a large number of ordinary people. As a consequence, different sectors of society have been preoccupied with the integration of digital technology in education: the community itself, government and researchers.

There are many examples that illustrate the efforts and interest of the community in making use of digital technology for educational purposes. One of them is the website LiveMocha, where language learners are able to perform activities aimed at developing all the four main language skills: speaking, listening, reading and writing, as well as grammar and vocabulary activities. The website offers language courses for free, corrective feedback from members of the community and language tutors. Each learner can also offer to be a tutor of his or her native language and help other members who are trying to learn that language as a foreign language. In this website, quality control is in the hands of the community: each user can click on a specific button and report abuse in case another

member does not respect the purposes of the community and participates with aggressive or inappropriate materials.

Language teachers are also taking risks and exploring digital media to improve their lessons. Stanley (2007), for instance, made available on the internet a video about the possibilities of using emerging technologies, such as wikis, podcasts, virtual games and blogs, for language teaching and learning. This is just one among innumerable examples one is able to find by conducting a simple search on the web.

More institutionalized, governmental efforts have also been made to incorporate digital media into education in Brazil. ProInfo, Universidade Aberta do Brasil (Open University of Brazil) and UCA (Um Computador por Aluno)<sup>1</sup> are good examples. ProInfo, which has existed since 1997, stands for National Program of Educational Technology, and its main purpose is to “promote pedagogical use of technology in public schools” (Seed Secretaria de Educação a Distância). According to the official website, this project is a partnership between the Ministry of Education and State or Municipal Educational Departments with the objective of building computer labs at public schools, offering teacher trainings, and necessary infrastructure and maintenance services.

Another initiative from the Brazilian government is the Sistema Universidade Aberta do Brasil – UAB (Open University of Brazil System), officially instituted in 2006.<sup>2</sup> Such System is an extension of Brazilian Public Universities with the objective of offering college degrees from Federal Universities to students living in cities where Federal Universities are not present (Edict 5.800, [uab.capes.gov.br](http://uab.capes.gov.br), Retrieved August, 16, 2008).

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<sup>1</sup> One Lap Top per Child

<sup>2</sup> in the edict 5.800 of June, 8<sup>th</sup>, 2006, available at <http://www.uab.capes.gov.br/images/PDFs/legislacao/decreto5800.pdf> (Retrieved August, 16, 2008)

Finally, the OLPC (One Lap Top per Child) project, known as UCA (Um Computador por Aluno) in Brazil, started its pilot projects in 2007 in five cities: Brasília, Palmas, Piraí (RJ), Porto Alegre e São Paulo (Ministério da Educação, 2007, para. 4). The project (a partnership between developing countries national governments, OLPC non-profit organization and other private companies) intends to distribute one lap top for every child in developing countries with the purpose of improving the quality of education through computers. These computers could be those developed by the non-profit organization OLPC, which were designed based on the Constructionist learning theory of the MIT Media Lab Professor Seymour Papert (One lap top per child, n.d. chap. "Mission"), the same professor who had envisioned the great potential of computers for education in the sixties.

As a result of these movements, research has been investigating the impact of the integration of technology in education, including the area of language teaching. A recent list of works concerning research in computer-assisted language learning (CALL), for instance, was provided by Jung (2005). The researcher elaborated a reference list with 682 entries related to CALL, most of them from 2001 on. This compilation is the sixth attempt to put together titles of books and journal articles about the topic (Jung, 2005). Altogether, the six bibliographies bring 5301 entries, which demonstrates the interest of researchers in investigating what is involved in language learning and technology. Among the 682 entries compiled by Jung, one can find different areas of interest in the broad theme CALL, such as teacher training (for instance, Farrell, 2001; Felix, 2003; and Fernandez, 2001), attitude towards technology in language teaching (for instance, Ayres, 2002; Christie, 2001; Debski & Gruba, 1999), autonomy (for example Sullivan & Lindgren,



2002; Ushioda, 2000; Komori & Zimmermann, 2001), material development or analysis (for example, Ward, 2002; Susser, 2001; Shanghnessy, 2003), among many others.

## **1.2 Statement of the problem**

One way of contributing to this body of research, the interest of which is in learning more about the impact new technologies have on education is by analyzing materials already available for this modality of learning. Second language pedagogical materials are an essential element for the development of the students' interlanguage since they represent, to a great extent, the input that learners receive (Richards & Renandya, 2002). Tomlinson (1999) states that teaching materials are everything students are exposed to with the objective to "increase the learners' knowledge and/ or experience of the (target) language" (p. 2). Therefore, teaching materials are not only coursebooks and other items, but also materials presented through new digital technology, such as blogs, podcasts, and CD-ROMs.

In the present study, the choice for analyzing software commercialized in CD-ROMs, instead of other media, was motivated by the fact that many English Language Teaching (ELT) course books, nowadays, are accompanied by this media: for instance, the series *American English File* (Oxford Online Catalogue, 2008) and some levels of the series *New Headway* (Oxford Online Catalogue, 2008) by Oxford University Press, the *New Inside Out* series (Macmillan Online Catalogue, 2008) and *Move* series (Macmillan Online Catalogue, 2008) by Macmillan Publishers. Yet, to the best of my knowledge, there is a lack of research that analyzes the content of these materials, even though ProInfo, Universidade Aberta do Brasil (Open University of Brazil) and UCA (Um Computador por

Aluno)<sup>3</sup> are examples of the interest of the Brazilian government in investing in new technologies and their integration into education. Therefore, studying the content of existing digital materials is a way of informing the decisions of how to best invest resources to integrate new technologies into education.

In the present study, the materials chosen to be analyzed were the CD-ROMs that are part of the Interchange Third Edition series aimed at high-beginner level (as classified in Cambridge ELT Catalogue of 2006/ 2007): *Interchange Third Edition 1*. Cambridge University Press. CD-ROM. (2005), and the *Touchstone 2*, Cambridge University Press. CD-ROM. (2005), also aimed at high-beginners (as classified in Cambridge ELT Catalogue of 2006/ 2007). More specifically, the present study focuses on the analysis of language activities each CD contains, which is important since language activities are elements through which learners might engage in processes that help them improve their interlanguage.

Finally, I decided to investigate the series Interchange because it is the one that is used both in the regular English Major course and the extracurricular language course at Universidade Federal de Santa Catarina (Federal University of Santa Catarina), which is the institution I belong to. To widen the scope of the study, another series of the same publishing house was chosen, one that dealt with American English, that had the same correspondent levels of proficiency and that included a CD-ROM. That series is Touchstone.

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<sup>3</sup> One Lap Top per Child

### **1.3 Purpose of the study and research questions**

The general objective of the present study was to map EFL activities presented in Interchange Third Edition CD-ROM 1 and Touchstone CD-ROM 2. The research questions that guided the present study were:

- (1) What types of language activities are there in each CD-ROM?
- (2) How many activities of each type are there in each CD-ROM?
- (3) How are the activities in each CD-ROM organized?

### **1.4 Significance of the research**

Because education is so essential in the making of citizens, and since the Brazilian government has decided to invest heavily in Distance Education, it is important that some studies be carried out to investigate the state of the art in this area. One way of contributing to this investigation is by analyzing already available materials. In this sense, the general objective of the present piece of research was to map EFL activities presented in Interchange Third Edition CD-ROM 1 and Touchstone CD-ROM 2.

The array of reasons why the mapping of EFL CD-ROM activities may be significant for Computer-assisted language learning (CALL, henceforth) material design vary from practical to affective. Material designers or even teachers might feel encouraged to develop materials that follow the positive aspects of the CDs analyzed and/ or motivated to produce materials that account for what was not offered by these two CD-ROMs. In the Brazilian context, materials designers and teachers might wish to create high quality digital materials for the Brazilian audience in this moment when there has been investments to integrate new technologies into education in the country.

Another possible contribution might be to inform teachers who may wish to make use of the materials analyzed. In addition, this study puts together a good number of language activities, which might serve as a basis for the analysis of other materials, being them digital or not. This compilation might also inspire teachers and material designers with options of formats for addressing each main language skills (writing, speaking, reading and listening), grammar knowledge and vocabulary. In sum, this study hopes to contribute with information for those who are interested in making good use of new technologies for the development of their students' or their own interlanguage.

### **1.5 Organization of the thesis**

After this introductory chapter, in which the purpose and relevance of the present study were presented, four main chapters follow. Chapter II reviews the work of Hughes (1996) and Weir (1993), aiming at compiling the language activities both authors present. Chapter II also reviews studies involving the production of digital materials for language teaching/ learning. Chapter III presents the materials analyzed, the instrument used, the nature of the analysis and the procedures followed to conduct the analysis. Chapter IV presents the analysis of the types of language activities found in the CD-ROMS and discusses the findings. Finally, based on the findings, Chapter V presents the conclusions, the limitations of the study, and suggestions for future research.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

The general objective of the present study was to map EFL activities presented in Interchange Third Edition CD-ROM 1 and Touchstone CD-ROM 2. In order to do that, understanding some aspects involved in the production of digital material seemed relevant. Also, a taxonomy of language activities was necessary. Thus, this chapter is divided into three parts. The first one reviews two studies that report aspects involved in the creation of digital material for language learning. The second part reviews authors that point out to the importance of having in mind an appropriate pedagogic philosophy when designing digital materials. Finally, the third part of this chapter presents the formats of language activities discussed by Hughes (1996) and Weir (1993).

#### **2.1 Aspects involved in the production of digital materials for language learning**

Brett and Nash (1999) describe a Business English software that was produced and stored in six CD-ROMs. Besides describing the program, they discuss the issues involved in its production and the solutions encountered.

The creation of this series of CD-ROMs was a project funded by the School of Languages and European Studies of the University of Wolverhampton, which started in the end of 1993. People involved in the project created 6 CD-ROMs, which were meant to serve as complement for the final year Business Language Undergraduate course. Each CD contained video clips, filmed in a real company, with no previous script, which means the

video contained authentic material. For each clip, students were able to activate subtitles or watch the clips without them. One interesting aspect of the subtitles is that definitions for unknown words could be accessed in the subtitles themselves, without having to stop the video. Another feature of this program is that for each response students receive feedback. At some point in the article, feedback is said to be in terms of “ticks and crosses”, but no further explanation is given.

This feedback feature has been added to the program because it is believed to be an element that fosters the development of interlanguage (Brett & Nash, 1999). Besides the inclusion of feedback, the tasks were said to be based on the theories of Second Language Acquisition of that time, such as the idea that negotiation of meaning fosters interlanguage, as well as noticing, the idea that some focus on form is necessary and that listening is thought to be the key language skill. (Brett & Nash, 1999, p. 20). Even though the authors claimed that the pedagogical rationale would be presented throughout the article, they do not elaborate further on the concepts of negotiation of meaning, noticing, focus on form, or listening as the key skill.

Based on such pedagogical rationale (that was not further explained by the authors) only listening, grammar and vocabulary tasks were included in the program, even though the authors claimed that one of the future plans of the project was to include reading and writing activities. In each CD, the main menu allows the user to choose among three different levels of activities for each video. For each level, there is a set of activities: the first ones are easier and the level of difficulty gradually increases. Each activity is divided into three parts: the first part is supposed to be completed before watching the video, with the purpose of activating students’ linguistic schemata and background knowledge. The second part is meant to be done while the student watches the video, and the objective of

the task is to assess the main ideas of the video. Finally, the last part of the task involves guiding students' attention to the linguistic/ grammatical aspects of language used in the video. The types of activities are restricted, there is not much variation. Some examples that can be found in the software, according to the authors, are gap-fills, true or false, multiple choice, picture matching, among others. Yet, since there are activities for listening and grammar only and there are no definitions for each type, these types were not used as basis for my analysis.

In order to elaborate the CDs, a lot of work was necessary from many professionals of different areas. Brett and Nash explain that film professionals were necessary in order to film the video clips, a specialist in language task design was needed to create the tasks in a word-processor program, a graphic designer was important for creating the visual part of the interface, and a computer programmer needed to pass the tasks to the final format. All this professional team had a very high cost and it took a long time for the first CD to be finished. Another fact that consumed a lot of time was that the task designer and programmer were doing basically the same job: writing the tasks, but in different formats: the language specialist would write the activity in word processor and then the programmer would write it again, but in the final format.

The solution found for these problems was to adopt computer applications that were easy enough for task designers to use. In this way, the language specialist would be able to build the tasks him/herself directly in the intended format, instead of having to do everything on a word-processing program first. The results were a reduction in time, from 9 months (time it took the first CD to be finished) to 2 weeks, which contributed to the reduction of costs. A reduction of number of professionals working on the project also

helped to diminish costs and time of production, since programmers had their workload considerably reduced.

This article indicated some aspects related to the production of English as a Foreign Language Software, such as the high costs, the long time it took for developing one CD-ROM, the need for having professionals from different areas of expertise, as well as pressure from the company that bought the idea and wanted the CD-ROM collection ready for selling as soon as possible and the pressure generated by the awareness of fast advances of technology, which could make their product outdated little after it was released. Besides technological and practical concerns, the authors asserted that the project developers were preoccupied in creating tasks that incorporated the state-of-the-art Second Language Acquisition research findings. All these aspects influence the development of language software and should be taken into account when language computer programs are subject to analysis. Moreover, the solution found for the problems faced during the project may illuminate professionals in the foreign language area, “who are usually without any specialist programming skills” (Brett & Nash, 1999, p. 26). Being aware that there are such computer applications that can be mastered by unspecialized people in order to build language activities might facilitate material design and empower teachers and language tasks designers, who are usually more acquainted with the processes that might impact language learning and what materials are more likely to foster interlanguage development.

Another study that reports the need for having language experts designing CALL material is that of Rogerson-Revell (2005). However, the author points out that the authoring tools (Macromedia’s Dreamweaver and Coursebuilder) used in the project she was involved in were not as easy-to-use as Macromedia claims. She reports having learned how to operate the tools after some time working with the computer programmer, who used



to transfer the activities she wrote in a word processor to the final format. As well as in Brett and Nash (1999), Rogerson-Revell realized that a duplicated effort occurred when both the language expert and the computer programmer were writing tasks, but in different formats, which cost a lot of money and time.

Differently from Brett and Nash's project, Rogerson-Revell's delivered the content through two media: CD-ROMs and the web. Such an approach to material deliver is referred to as a hybrid approach to material design, where hybrid means using more than one media for one single material. These two media were chosen because one was considered to compensate for the other's limitations. For instance, the web was great for its ease of "editability and accessibility of resources" (p. 125) whereas the CD-ROMs had the advantage of being more reliable, independent of internet connection, and speed in video and audio transmission. Nevertheless, the author acknowledges that in the near future audio and video transmission speed and quality on the web will not be a problem (and I believe neither will internet access) and that "WELL (web enhanced language learning) materials are coming relentlessly to the fore" (p. 126).

Both studies previously reviewed recognize that authoring tools have limitations in terms of difficulty for non-technologists to utilize them and the requirement of great financial investments. However, both of them also claim that what reduced time, duplicated work and costs in general, was the fact that the language experts ended up learning computer programming skills, which enabled them to write activities directly in the desired format. Therefore, learning more about authoring tools such as Macromedia's Dreamweaver and Coursebuilder, Hot Potato, ELO, to mention a few, might interest teachers/ language experts because of the possibilities they offer for materials design in a digital environment. Another advantage of involving teachers/ language experts in digital

material development is that they are the ones who usually know more about the processes underlying language learning and which type of activities seem to trigger learning processes. Consequently, by learning how to operate authoring tools for digital materials development, these professionals would probably have the skills to develop suitable, SLA research-informed activities.

## **2.2 Digital Technology and pedagogy**

According to Hampel (2006), it is important that research be carried out to account for the specifics of technological tools so that activities are designed in accordance with the specific (infrastructure) requirements of these resources. In addition to that, the author argues that the current practice of simply transferring activities used in face-to-face classes to the computer setting should be more carefully thought through. This is so because this transfer leaves aside the wide range of new possibilities available with technology to approach foreign language teaching.

On the other hand, designers cannot forget the fact that the main goal of teaching materials is to help learners develop their interlanguage and that a sound pedagogical support is necessary to illuminate the decisions when CALL activities are designed. Watts (1997) proposes that educational computer programs should be developed centered in learners and their needs, goals and context of learning. On the other hand, he argues that CALL usually offers a limited variety of activity designs which would be very appropriate for the 60's and 70's when behaviorism was in fashion and drills, grammar focused activities and very much controlled exercises were favored. However, the author claims for a learner-centered, interactive approach to building language computer activities, where "interactive multimedia (IMM) means "applications which seek to create exploratory

learning environments in which digital sound, image, text and video components are fully integrated through computer platforms and placed under direct control of users who are able to follow individual pathways through data stores” (p. 2).

Even though the author does not provide examples of what would be a learner-centered, interactive activity, he lists a set of aspects that should be considered for designing language computer activities. The first set is related to learners’ needs and involves creating tasks that allow learners to take more control of their learning process, considering their learning styles. Activities, then, would have to feature links for different parts of the program, so that learners can decide the route to be taken and provide evaluative sets of activities so the learner has the chance to evaluate him/herself . Also, the program should contain help screens and menus through which learners can understand how the program works and therefore decide on how to use the program according to their preferences. As a result, the software should contain various kinds of activities for different leaning styles, that is, video, written text, audio, drag-and-drop activities for visual, audio and tactilely oriented students respectively. Besides variety, Watts favors activities that engage learners in complex cognitive processes, such as “seeking answers, making generalizations and testing hypotheses” (p. 4). Such activities would be problem solving instead of drills and some of them should encourage learners’ output.

The second set of considerations that the author makes for language learning software is related to the different contexts where learning languages can occur, such as informal or formal contexts, cooperative or individual learning, or even distance education. In order to account for that, Watts suggests that the program should be versatile, so that it could be used in different contexts, for example: it should include “play activities to allow opportunities for language acquisition in more informal contexts” (p. 6) and the instructions

should be clear to allow learners to use the program for individual learning, to mention a few.

Learners' goals should also be considered for the design of CALL activities, "consideration must be given to the *goals* of the potential users and the *means* they will use to reach these goals" (p. 6). A varied set of activities, from different levels, including different skills, with no pre-determined sequence is more flexible and as such can be used by different learners with different interests in different contexts.

Besides Watts, Chapelle (1998) and Tomlinson (1999) agree that Second Language Acquisition hypotheses of what fosters interlanguage development should illuminate materials designers' decisions. Tomlinson, as well as Chapelle, acknowledges the existence of divergence of ideas among SLA researches in terms of what encourages language learning, but they assert that there are some consensus among SLA researchers of what tends to favor language learning, such as "noticing", "negotiation of meaning", "comprehensible input", among others. As a result, CALL materials should be based on such hypotheses so that new technological tools are explored at their best to serve as instruments for second/ foreign language learning.

### **2.2.1 Integrative CALL**

A brief history of Computer-Assisted Language Learning is told by Warschauer (1996; 1998). He begins by the behavioristic CALL (informed by behaviorism), explaining that computers were at that time (the sixties and seventies) seen as a means for delivering materials to the students. The materials were designed to have students repeat linguistic structures because repetition was seen as essential for learning, and computers were an excellent instrument for this kind of learning pedagogy since it could deliver a great amount

of input for repetition. In the late seventies and eighties, the focus was changed from behaviorism to the communicative approach, which held that more important than learning linguistic forms was to learn how to use them. The computer was then a tool that would provide stimulus for learners to interact among themselves and discover linguistic patterns, critically thinking about the target language. (Warschauer,1996; 1998).

Even though communicative CALL was an advance in relation to behavioristic CALL, there came another phase in the history of CALL, which would seek for taking benefit from more recent technology: the Integrative CALL, “a perspective which seeks both to integrate various skills (e.g., listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process” (Warschauer, 1998, p.1). The author claims that in the Integrative CALL, the emphasis is on exploring two basic technological advances: multimedia and the internet. Some of the advantages of multimedia are: it allows for a more authentic manipulation of the target language since in multimedia materials, designers can combine all the main language skills through the use of video, still images, sounds, written input, among others. Another advantage is that multimedia materials allow for hyperlinks, which permit that learners take more control over their learning path and pace. Finally, focus on form as well as on content can be combined by including links to glossaries, grammatical explanations and exercises on the screen of an activity that focus primarily on content. Besides multimedia, the internet is the technological instrument for Integrative CALL because it makes it possible for learners to access authentic information, publish their productions in the target language, and to connect with people from all over the world (Warschauer, 1998). The internet is a means that allow language learners to become part of a world that is interconnected through the digital environment.

## **2.3 Types of Language Activities**

This section of the chapter describes formats of language activities presented by two authors, namely Hughes (1996) and Weir (1993). Both of them work in the area of testing language abilities, an area which is not the focus of the present study. However, in my search for a taxonomy of language activities conducted in scientific journals through key words, I did not find any satisfying taxonomy. I asked my advisor for help and she suggested that I looked for types of language activities in the literature of language testing and lent me Hughes's (1996) and Weir's (1993) books, in which they described the commonly used language activities. I then compiled the types of activities they described and used them as a framework for my analysis

The issues about testing itself will not be discussed here. What is of great relevance, though, is the types of activities these authors present because they are some of the most commonly used activities for language teaching/ learning. Therefore, what follows is a list of types of activities presented by each author. Subsection 2.3.1 describes activity formats found in Hughes's book, whereas subsection 2.3.2 describes activity formats found in Weir's book.

### **2.3.1 Hughes's Techniques**

In his 1996 book, Hughes discusses types of activities, which he calls "techniques", in terms of the main language skill they assess. He adds techniques that are usually used for assessing overall language ability, others that are used for assessing grammar and finally techniques that are meant to test vocabulary. This section of the chapter is divided according to the divisions of the author being reviewed. Firstly,

techniques for testing overall language ability are presented, followed by techniques for testing writing, speaking, reading, listening, grammar and finally, vocabulary.

### **2.3.1.1 Overall Language Ability**

According to Hughes (1996), “Multiple choice”, “Cloze”, “C-test” and “Dictation” are formats of activities that are commonly used to assess the overall language ability of a learner.

**(1) Multiple choice:** A “Multiple Choice” activity is formed by a “stem”, which could be a sentence with a missing word or expression, for example, and some alternatives. Among the alternatives, there is one that will fill in the missing part of the stem correctly and the others serve as distractors. (Hughes, 1996).

**(2) Cloze:** A “Cloze” is a written text with blanks for learners to complete with words, one word per blank. Originally, the person who prepared a “Cloze” would delete every nth word of the passage. However, some variations of this technique were created: Hughes, for example, prefers the kind of “Cloze” where words to be deleted are carefully selected, with some criteria in mind such as deletion of prepositions, or certain content words, or article. There is also the kind of “Cloze” that uses spoken, instead of written texts, where learners listen to a passage and say the words that are missing. (Hughes, 1996).

**(3) C-test:** Another variation of the “Cloze” technique is the “C-Test” (for this reason, they will be put together as one activity type). In this technique, the second half of every second word is deleted. For example:

There are usually five men in the crew of a fire engine. One of them drives the engine. The leader sits beside the driver. The other firemen sit inside the cab of the fire engine. The leader has usually been in the Fire Service for many years. He will know how to fight different sorts of fires. So, when the firemen arrive at a fire, it is always the leader who decides how to fight a fire. He tells each fireman what to do.

(Klein-Braley and Raatz, 1984, in Hughes, 1996)

**(4) Dictation:** Finally, the “Dictation” can be performed in two ways: learners write down a whole passage that is dictated by someone else, or a written passage with some parts deleted is given and students listen to the dictation and complete the missing parts. (Hughes, 1996).

The techniques reviewed so far are those which Hughes (1996) point out as being used to test overall language ability. However, along his book, he mentions these techniques again being used to test one of the four main skills, grammar or vocabulary, separately, as can be seen in the following sections.

### 2.3.1.2 Writing Techniques

Throughout the whole book, Hughes claims that in order to construct a good test, first the designer has to determine what it is that he or she wants to assess, the content, and then, the designer has to select or create tasks that address this content. Therefore, before choosing the appropriate techniques, the content to be tested has to be clear. He states that the content will vary depending on the situation, sometimes a test aims at testing proficiency, and other tests might target the overall knowledge. He, then, provides examples of two tests, their targeted contents, and some of the writing activities used. What is of interest to the present study is to look at the examples of activity types, which will serve as inspiration for the analysis of the CD-ROMs.



The examples of writing techniques are not classified, neither have a name for each type. The following lines will explain each example presented by Hughes, and sometimes, the reproduction of the technique. Each one of them will be named here according to their characteristics and these names will be used to build a table with all the techniques of all language skills presented in Hughes's book.

**(1) Completing a form:** The first technique instructs the learner to complete an application form, that is, the learner has to write down personal information and specific information for that specific kind of form, which may vary depending on the purpose of the designer of the activity. The example Hughes gives is a form for a travel club, but it could be an application form for a university, or a health insurance form, among others. In the present study, this type of activity will then be called "Completing a form".

**(2) Requesting information:** The second example asks the learner to write a letter to a shop requesting information such as price, methods of payment, delivery date. The learner has also to write the address appropriately. One advertisement is given with the name of the shop, its address, phone number, etc. This activity could be adapted to other situations, in which the learner would write in order to request information. The name that will be used to refer to this type of information in this study will then be "Requesting information".

**(3) Writing to ask for a favor, apologize or thank someone:** The instructions of the third example require learners write to a friend asking him or her to do a favor. The message to this friend should include apologies for disturbing, explanations of what is to be done and thanking. This could be adapted for other purposes: writing a message to the maid asking her to do something, thanking her and apologizing for something. This type will be referred here as "Writing to ask for a favor, apologize or thank someone".

**(4) Writing to ask for a favor, apologize, thank and/ or narrate events:** This type is similar to the previous one, but it includes telling others about some events:

You've been away for nearly 2 weeks now and you have a lot of news. Write to some English friends who have offered to meet you at the airport on your return. Thank them for the offer. Tell them when and where they can meet you. Tell them the different things you have seen and done since you left. Say how you feel about your trip so far.

Your letter should not be more than 120 words.

Write the letter below.

(Basic level writing test of the RSA Examination in the Communicative Use of English as a Foreign Language, in Hughes, 1996, p. 80).

This type will then be joined to the previous one and they will be under the name "Writing to ask for a favor, apologize, thank and/ or narrate events".

**(5) Transferring information:** Learners can be asked to describe pictures or to narrate facts according to a sequence of pictures. Even graphs might help: they might be used as source of information for learners to express that same piece of information in the written form. This kind of activity will be referred here as "Transferring Information": when learners have stimuli from graphs, pictures, moving pictures or other modes and are supposed to express these ideas in a written text.

**(6) Writing an essay from pieces of written information:** Finally, the last example presented in the book is that of an activity that presents short written information about two different institutions and learners are supposed to compare, contrast them and come to a conclusion.

Compare the benefits of a university education in English with its drawbacks. Use all of the points given below and come to a conclusion. You should write about one page.

- a) Arabic:
  1. Easier for students
  2. Easier for most teachers
  3. Saves a year in most cases

- b) English
    - 1. Books and scientific sources mostly in English
    - 2. English international language – more and better job opportunities
    - 3. Learning second language part of education/ culture
- (Hughes, 1996, p. 85)

For this example, Hughes comments that it is important not to provide learners with too much text and that complete sentences should be avoided so that students do not copy or are left few ideas to write about. This last example will be called here “Writing an essay from pieces of written information”.

So far, a table for Hughes writing activities would look like the following:

Table 2.1  
*Hughes’s writing techniques*

<b>Writing (Hughes)</b>	
<b>1.</b>	Completing a form
<b>2.</b>	Requesting information
<b>3.</b>	Writing to ask for a favor, apologize, thank and/ or narrate events
<b>4.</b>	Transferring information
<b>5.</b>	Writing an essay from pieces of written information

### 2.3.1.3 Speaking Techniques

**(1) Questions and Requests for Information:** In this technique, the learner is asked questions to respond to. Hughes alerts readers that yes/ no questions should be avoided and open questions are preferable so that learners are provoked to speak more. One example of a desirable question is “Can you tell me what you think...?”. This technique could be used in an interview (the teacher or a peer as an interviewer) or the questions could be recorded and presented to learners.

**(2) Pictures:** Hughes calls the second technique “Pictures”, which refers to the kind of activity where learners receive pictures and they either describe them, or tell a story based on the pictures. Not only still pictures are included, moving pictures can also be used in this technique.

**(3) Role play:** The third technique is referred as “Role Play”, where learners are asked “to assume a role in a particular situation” (Hughes, 1996, p. 107) and might perform either with the tester (or teacher) or with other peers.

**(4) Interpreting:** The next technique listed is “Interpreting”, that is, the learner would translate orally someone’s speech from the learner’s mother tongue to the target language or vice-versa. This technique, depending on how it is conducted, could assess either oral comprehension or production. Hughes provides an example. The following situation can be set up:

The native language speaker wants to invite a foreign visitor to his or her home for a meal. The candidate has to convey the invitation and act as an interpreter for the subsequent exchange.

(Hughes, 1996, p. 108)

The situation could be manipulated in order to have the learner speaking the target language or listening to it and translating afterwards.

**(5) Discussion:** For this activity, a general topic could be established: “There is too much sport on television” (RSA, 1984, in Hughes, 1996, p. 108). Another possibility is providing some input and have participants (learners or candidates) reaching an agreement. Another example from the same source of the previous one is:

“Your school has a substantial budget to spend on improving facilities. The following have been suggested as possible purchases for the school. (video equipment, (...) computer equipment, ...) Discuss the advantages and disadvantages of each suggestion with your partner and try to reach agreement on the most suitable. Make other suggestions if you wish.”

(Hughes, 1996, p. 108)

**(6) Imitation:** The sixth activity type is “Imitation”, which refers to listening and repeating. At this point Hughes acknowledges that this is not the kind of activity that assesses ability to communicate, which is his objective when selecting activities, but he

points out that there is evidence that when sentences are not too short, learners will make the same kinds of mistakes as when they have more freedom to speak.

The last two activity types are not recommended by Hughes either because they cause anxiety or because they might not assess the ability in question, thus, not eliciting the target behavior.

**(7) Prepared Monologue:** Learners are given some time to plan their speech.

**(8) Reading Aloud:** Learners receive a written text and are supposed to read it aloud. Hughes argues that there might be interference from reading skills, which is not desirable when the objective is assessing speaking only.

So far, a table for Hughes Speaking activities would look like the following.

Table 2.2

*Hughes's speaking techniques*

<b>Speaking (Hughes)</b>	
<b>1.</b>	Questions and requests for information
<b>2.</b>	Pictures
<b>3.</b>	Role play
<b>4.</b>	Interpreting
<b>5.</b>	Discussion
<b>6.</b>	Imitation
<b>7.</b>	Prepared monologue
<b>8.</b>	Reading aloud

#### **2.3.1.4 Reading Techniques**

**(1) Multiple choice:** The first technique was already mentioned before: “Multiple Choice”. The author adds at this point of the book that the alternatives could be in form of pictures instead of written text only.

**(2) True or false:** Hughes considers “True or False” technique as a variation of “Multiple Choice”, with the difference being the fact that there are only two alternatives. The argument seems reasonable and both techniques will be put together in this study.

**(3) Unique answer:** This technique refers to activities that require “only one possible correct response” which could be “a single word or number, or something slightly longer” (p. 121) that answers a question or completes a passage. Examples are reproduced below:

- a) In which city do people described in the “Urban Villages” live?
  - b) ..... was the man responsible for the first steam railway.
- (Hughes, p. 121)

**(4) Short answer:** “When Unique answers items are not possible, “Short answer” items may be used” (p. 121). The expected answer in this case is usually a sentence, rather than a single word or short expression. This technique might be problematic because it requires some writing.

**(5) Guided short answer:** This technique is an alternative to “Short answer” technique as a way of avoiding too much demand of writing skills. Part of the sentence(s) is/ are given for the student to fill in blanks:

Complete the following, which is based on the fourth paragraph of the passage.

“Many universities in Europe used to insist that their students speak and write only ..... Now many of them accept ..... as an alternative, but not a ..... of the two.”

(Hughes, p. 122)

**(6) Summary cloze:** Learners read a passage and complete a given summary with words or longer expressions. “It’s an extension of the guided short answer technique”. (p. 122). The previous four techniques are similar in that they require reading of a passage and writing of singles words or a little longer expressions. For this reason, in the present study they will be put into the same classification, under the name “Short answer”.

**(7) Information Transfer:** This technique is very similar to that described in “writing techniques” section. In this case learners are asked to “supplying simple information in a table, following a route on a map, labeling a picture, and so on.” (p. 124).

**(8) Identifying order of events, topics or arguments:** The candidate will number sentences according to the sequence of events of a text:

In what order does the writer do the following in her article? To answer this, put the number 1 in the answer column next to the one that appears first, and so on. If an idea does not appear in the article, write N/A (not applicable) in the answer column.

- |  |     |
|--|-----|
| a) She gives some of the history of migraine.      | ( ) |
| b) She recommends specific drugs.                  | ( ) |
| c) She recommends a herbal cure.                   | ( ) |
| d) She describes migraine attacks.                 | ( ) |
| e) She gives general advice to migraine sufferers. | ( ) |

(Example form the RSA, in Hughes, 1996, p. 126)

**(9) Identifying Referents:** In this technique, learners are supposed to identify the word that is referred by pronouns, for example. “What does the word “it” (line 25) refer to? .....

**(10) Guessing the meaning of unfamiliar words from context:** The name itself is self-explanatory, but the example below might clarify possible doubts:

Find a single word in the passage (between lines 1 and 25) which has the same meaning as “making of laws”. (The word in the passage may have an ending like *-s*, *-ing*, *-ed*, etc.)

(Hughes, 1996, p. 129)

To conclude the reading techniques section, Hughes states that these examples are only a few among many others, but that they can be useful for non-professional test designers, who can try to vary a little instead of using the commonly used “Multiple Choice” technique. He acknowledges the possibility of using varieties of “Cloze” and “C-test” techniques, but does not recommend them for the fact that they might require too much of other skills.

So far, a table for Hughes Reading activities would look like the following. Note that the group named under the term “Short Answer” was put together with “Cloze” or “C-test”, since they seem to be variations of the same technique.

Table 2.3  
*Hughes’s reading techniques*

<b>Reading (Hughes)</b>	
<b>1.</b>	Cloze, C-test or Short answer
<b>2.</b>	Multiple choice/ True or false
<b>3.</b>	Information transfer
<b>4.</b>	Identifying order of events, topics or arguments
<b>5.</b>	Identifying referents
<b>6.</b>	Guessing the meaning of unfamiliar words from context

### **2.3.1.5 Listening Techniques**

According to Hughes, since reading and listening share some characteristics, techniques used for written texts can be used for spoken text. Therefore, techniques presented for reading tests are also listed under “listening techniques” here, even though the author himself discusses just a few of them.

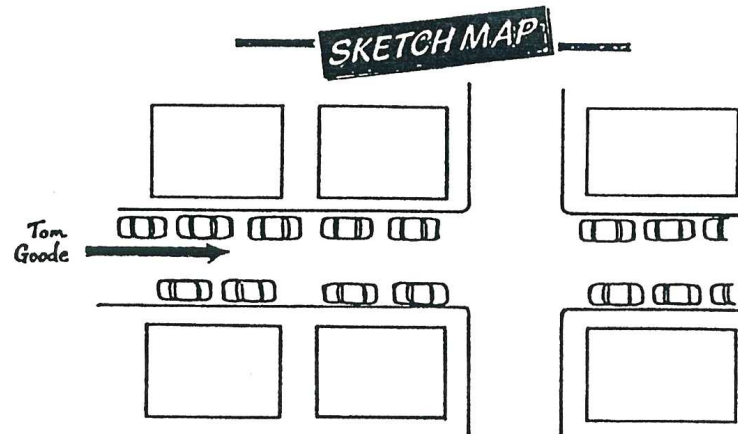
**(1) Multiple choice:** The first activity type for listening testing presented in the book is “Multiple Choice”, with a note alerting the reader that alternatives can not be too long or complicated because learners will need to have them in mind when listening to the spoken text.

**(2) Short answer:** This technique is also one option for testing listening, provided that the activity does not require learners to write too much.

**(3) Information transfer:** The following example was extracted from the book being revised here:



In this question you must write your answers. Tom also has to draw a sketch map of the accident. He has drawn the streets, but he can't write in the names. He asks you to fill in the details. Look at the sketch map in your book. Listen to Tom and write on the map what he tells you.



Tom: This is a rough map of where the accident happened. There's the main road going across with the cars parked on both sides of it – that's Queen Street. You'd better write the name on it – Queen Street. (*five seconds*) And the smaller road going across it is called Green Road. Write Green Road on the smaller road. (*five seconds*) Now, I was riding along Queen Street where the arrow is and the little boy ran into the road from my right, from between the two buildings on the right. The building on the corner is the Star Cinema – just write Star on the corner building. (*five seconds*) And the one next to it is the Post Office. Write P.O. on that building next to the cinema. (*five seconds*) Well the boy ran out between those two buildings, and into the road. Can you put an arrow in where the boy came from, like I did for me and the bike, but for the boy? (*five seconds*) When he ran out I turned left away from him and hit one of the parked cars. It was the second car back from the crossroads on the left. Put a cross on the second car back. (*three seconds*) It was quite funny really. It was parked right outside the police station. A policeman heard the bang and came out at once. You'd better write Police on the police station there on the corner. (*five seconds*) I think that's all we need. Thanks very much.

(ARELS Examination, in Hughes, 1996, p. 138)

**(4) Partial dictation:** Learners receive a written text with blanks. Then they listen to someone dictating the text and they are supposed to fill in the blanks.

**(5) Note taking:** In this technique, learners are exposed to a spoken text (it could be a recording or a live presentation, as in any other listening technique) for them to write down a few words while listening and use these notes for another purpose later, be it writing a summary, or completing a passage, among others.

The table for listening techniques is presented below. It is formed by techniques used also for reading, as well as “Dictation or Partial dictation” and “Note taking”.

Table 2.4  
*Hughes’s listening techniques*

<b>Listening (Hughes)</b>	
<b>1.</b>	Cloze, C-test or Short Answer
<b>2.</b>	Dictation or Partial dictation
<b>3.</b>	Multiple Choice/ True or False
<b>4.</b>	Information transfer
<b>5.</b>	Identifying order of events, topics or arguments
<b>6.</b>	Identifying referents
<b>7.</b>	Guessing the meaning of unfamiliar words from context
<b>8.</b>	Note taking

### 2.3.1.6 Grammar Techniques

After going through the four main language skills, offering some examples of activity types, Hughes discusses grammar and vocabulary testing. In the grammar section, he argues that lack of grammar ability “sets limits to what can be achieved in the way of skills performance” (p. 142), that is, in order for learners to perform well in any communicative language skill, they need a certain knowledge about grammar. As a result of this kind of thought, the author suggests some techniques for separate grammar testing, which can also serve as models for other contexts rather than testing.

**(1) Multiple choice:** The first one he mentions is “Multiple Choice”. However, for him this type of activity is overused, designers should make use of other types as well, since the Multiple Choice technique has its limitations: to work well, the distractors have to be carefully thought through, there is always a chance for guessing, it is just a recognition activity, it does not involve learners’ production, among others (Hughes, 1996).

**(2) Paraphrase:** It refers to the kind of activity that requires learners to express the same meaning of what is given in their own words. For instance:

1. Testing Passive, past continuous form.  
 When we arrived, a policeman was questioning the bank clerk.  
 When we arrived, the bank clerk .....  
 (Hughes, 1996, p. 143)

Hughes suggests for this technique that “it is helpful to give part of the paraphrase in order to restrict the students to the grammatical structure being tested” (p. 143).

**(3) Completion:** It asks learners to complete passages. The blanks left for completion are framed in a way that a certain grammatical structure is necessary. Part of the example given on the book is provided below.

In the following conversation, the sentences numbered (1) to (6) have been left incomplete. Complete them suitably. Read the whole conversation before you begin to answer the question.

(Mr. Cole wants a job in Mr Gilbert’s export business. He has come for an interview.)

**Mr Gilbert:** Good morning, Mr Cole. Please come in and sit down. Now let me see. (1) Which school .....

**Mr Cole:** Whitestone College.

**Mr Gilbert:** (2) And when .....

**Mr Cole:** In 1972, at the end of the summer term.

(...)

(Hughes, 1996, p. 143-144)

**(4) Modified cloze:** The last technique for grammar testing is “Modified cloze”. This is the kind of Cloze where deleted words were carefully selected for a particular purpose. In this case, items were deleted according to grammatical criteria. For instance:

*Testing articles*

(Candidates are required to write *the*, *a*, or *NA* – No Article.)

In England children go to ..... school from Monday to Friday.  
 ..... School that Mary goes to is very small. She walks there each  
 morning with ..... friend. One morning they saw ..... man throwing  
 ..... stones and ..... Pieces of wood at ..... dog.  
 ..... dog was afraid of ..... man.

(Hughes, 1996, p. 145)

This type of activity can be redesigned for a variety of purposes. In the book, the author provides more examples of Modified cloze with deleted prepositions of places,

another one where connectors were removed... In the present study, this technique will be grouped with the other varieties of “Cloze”.

The table for Grammar techniques presented in the book is then as follows:

Table 2.5

*Hughes’s grammar techniques*

<b>Grammar (Hughes)</b>	
<b>1.</b>	Cloze, C-test, Short answer or Modified cloze
<b>2.</b>	Multiple Choice/ True or False
<b>3.</b>	Paraphrase
<b>4.</b>	Completion

### 2.3.1.7 Vocabulary Techniques

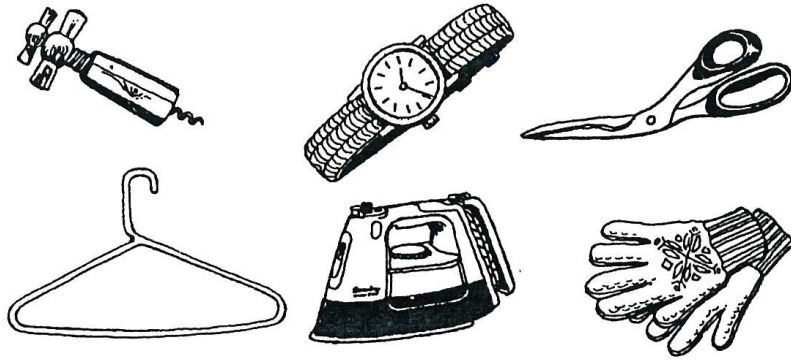
To conclude, Hughes presents useful techniques to test Vocabulary. To begin with, he divides techniques into two main subdivisions: the first includes recognition techniques and the second includes production techniques. In the case of the first group, using Multiple Choice format is recommended for all the three activity types: checking the **(2) Synonym** of a given word; checking the best **(1) Definition**; or checking the word that best completes a given sentence, the so called **(3) Gap Filling** type.

On the other hand, there are the production techniques, where learners have to recall the words because they are not given.

**(4) Pictures:** The first activity type is referred to as “Pictures”. Because this term can refer to many different things, in this study, this type will be referred to as “Labeling pictures”, where learners see pictures of concrete nouns and name them. The example of the book is reproduced below.

Each of the objects drawn below has a letter against it. Write down the names of the objects:

- A .....
- B .....
- C .....
- D .....
- E .....
- F .....



(Hughes, 1996, p. 149)

**(5) Definitions:** The second type is called “Definitions”. In his book Hughes does not provide further explanations about this technique. According to the example provided, it seems reasonable to state that this type of activity refers to writing the word according to a definition given, but with no alternatives for learners to choose from.

**(6) Gap filling:** Finally, there is the “Gap filling” technique, which differs from the recognition “Gap Filling” in that alternatives are not given; learners are supposed to find out what word is missing in a passage in order to complete it. The chart below presents examples in an attempt of clarifying the types of recognition and production techniques that have the same name.

Table 2.6  
*Examples of Hughes's vocabulary techniques*

<b>Examples:</b>		
	<b>Definition:</b>	<b>Gap Filling:</b>
<b>Recognition</b>	Loathe means: a. dislike intensely b. become seriously ill c. search carefully d. look very angry	The strong Wind ..... the man's efforts to put up the tent. a. disabled b. hampered c. deranged d. regaled
<b>Production</b>	<ul style="list-style-type: none"> <li>• A ..... is a person who looks after our teeth.</li> <li>• ..... is frozen water.</li> <li>• ..... is the second month of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Because of the snow, the football match was ..... Until the following week.</li> <li>• I ..... To have to tell you this, Mrs Jones, but your husband has had an accident.</li> </ul>

(The examples above were extracted from Hughes, 1996, p. 148 -150)

A table containing the techniques for vocabulary is then:

Table 2.7  
*Hughes's vocabulary techniques*

<b>Vocabulary (Hughes)</b>		
1.	Recognition	Multiple Choice – Synonym
2.		Multiple Choice – Definition
3.		Multiple Choice – Gap filling
4.	Production	Labeling pictures
5.		Definition
6.		Gap filling

Hughes's techniques will be used as a basis for the mapping of the activities in the CD-ROMs. Below there is a table which depicts the grouping of all the techniques for each skill.

Table 2.8  
*Hughes's techniques*

<b>Writing (Hughes)</b>		
1.	Completing a form	
2.	Requesting information	
3.	Writing to ask for a favor, apologize, thank and/ or narrate events	
4.	Transferring information	
5.	Writing an essay from pieces of written information	
<b>Speaking (Hughes)</b>		
1.	Questions and requests for information	
2.	Pictures	
3.	Role play	
4.	Interpreting	
5.	Discussion	
6.	Imitation	
7.	Prepared monologue	
8.	Reading aloud	
<b>Reading (Hughes)</b>		
1.	Cloze, C-test or Short Answer	
2.	Multiple Choice/ True or False	
3.	Information transfer	
4.	Identifying order of events, topics or arguments	
5.	Identifying referents	
6.	Guessing the meaning of unfamiliar words from context	
<b>Listening (Hughes)</b>		
1.	Cloze, C-test or Short Answer	
2.	Dictation or Partial dictation	
3.	Multiple Choice/ True or False	
4.	Information transfer	
5.	Identifying order of events, topics or arguments	
6.	Identifying referents	
7.	Guessing the meaning of unfamiliar words from context	
8.	Note taking	
<b>Grammar (Hughes)</b>		
1.	Cloze, C-test, Short Answer or Modified Cloze	
2.	Multiple Choice/ True or False	
3.	Paraphrase	
4.	Completion	
<b>Vocabulary (Hughes)</b>		
1.	Recognition	Multiple Choice – Synonym
2.		Multiple Choice – Definition
3.		Multiple Choice – Gap Filling
4.	Production	Labeling pictures
5.		Definitions
6.		Gap Filling

The next subsection is the review of another author who also presents language activity types for testing. This review is an attempt to enrich Hughes's list, producing a more extensive table to be used as the basis for the analysis of the CD-ROM activities.

### **2.3.2 Types of Language Activities: Weir's Techniques**

Another author that will inform this piece of research is Cyril Weir. She is in the area of testing, as well as Hughes, but what is of interest for the present paper is not her discussion of what makes a reliable, valid, practical test, but rather the activity types she describes, which will be used to complement Hughes's.

Even though Weir (1993) acknowledges the importance of grammar and vocabulary, differently from Hughes (1996), she does not include examples of activities aimed at testing these items separately. One reason for that might be the fact that she is "no longer interested in testing whether candidates merely know how to assemble sentences in the abstract: we want candidates to perform relevant language tasks and adapt their speech to the circumstances, making decision under time pressure, implementing them fluently, and making any necessary adjustments as unexpected problems arise" (Weir, 1993, p. 31). As a result, the review below is divided into four subsections. In each one of them, one of the four main language skills (speaking, reading, listening and writing) will be addressed in terms of activities used for testing them.

#### **2.3.2.1 Spoken Interaction Formats**

Weir (1993) describes eight formats (which will be referred here also as activity types) of activities for testing spoken interaction.



**(1) Sentence repetition:** The first one is called “Sentence repetition”, where the learner (or candidate as she puts it because she is describing the formats for testing) is asked to repeat a sentence that he or she is allowed to hear only once. After that, the candidate will hear a question and repeat it. When the candidate repeats one pair (sentence plus question) correctly, then he moves to another pair which will be one level up, and so on. Part of the example is reproduced below.

You will hear a series of statements and questions. Each statement or question will be spoken once only. Repeat exactly what you hear to the examiner.

1. Hello.  
What?
2. Sit down.  
You OK?
3. I'm a pupil.  
Who are you?
- (...)

(Weir, 1993, p.47)

**(2) Mini-situations on tape:** This activity is supposed to be carried out in a language laboratory, where stimuli are a recording, with no live interlocutor. Learners hear some remarks or situations and have to respond to them accordingly, as if they were real life. The author provides examples:

Task 1:

First, you will hear a number of remarks which might be made to you in various situations when you are speaking English. Some are questions and some are comments. After each one, reply in a natural way.

Here is an example:

Sorry to keep you waiting.

That's alright.

Now are you ready? Here is the first.

1. Where've you been? We started ten minutes ago.
2. It's hot in here.

(...)

Task 2:

You will hear descriptions of a number of situations in which you might find yourself. Say what seems natural in each situation. Here are some examples:

1. You are not sure of the time of the class. How might you ask your friend for the information?

2. You are late for an appointment at the Doctor's. What might you say to the receptionist when you arrive?  
(...)

(Weir, 1993, p.49-50)

**(3) Information transfer: narrative on a series of pictures:** In this activity, candidates are given a certain amount of time to study a series of pictures that are chronologically arranged and then tell a story, using the past tense.

The next activity type involves two or more candidates.

**(4) Information gap exercise:** Candidates receive different pieces of information and have to talk to exchange information in order to reach a consensus. “Candidates have to communicate to fill an information gap in a meaningful situation” (p.53).

**(5) Information gap: student/ examiner:** It is a variation of the previous activity, but instead of having two or more learners working together to complete the activity, there is one learner and the examiner – in a testing context, in a teaching context, a teacher could take part in the activity and work with a learner. This variation is considered to be a different format. However, the behavior expected of learners seems to be almost the same in both varieties, with the exception of possible interferences of anxiety when the interlocutor is an examiner instead of a peer. Therefore, for the purposes of this study, both varieties will be grouped together under the term “Information gap”.

**(6) The free interview/ conversation:** This format involves an interview with no previous planning. Examiner and student talk in an improvised manner.

**(7) The controlled interview:** This format is different from the previous one in that it is an interview, but this time with pre-planned questions or procedures. As opposed to the previous type, here the candidate “normally only speaks in response to stimuli from

the examiner”, whereas in the sixth type, students have more chance to change the subject or ask questions.

**(8) Role playing:** The student is supposed to take a role in a given situation, which should be planned as a reproduction of a real-world situation, and the examiner takes the other role as they interact.

All the described formats were thought as activities to be used in language testing. Some of them had very specific instructions, such as “hearing only once”, as in “Sentence Repetition” format, or “using past tense” as in “Information transfer: narrative on a series of pictures” format. Nevertheless, since the aim of this study is to use these formats as a starting point for mapping activities of CD-ROMs, the more general format is what will be adopted for the analysis. More details about this issue are given in the method section, where the final table with the activity types and their definitions used for the analyses is presented.

So far, the table below is based on the formats described by Weir in the section of her book dedicated to “Testing Spoken Interaction”.

Table 2.9  
*Weir’s speaking formats*

<b>Speaking (Weir)</b>	
<b>1.</b>	Sentence Repetition
<b>2.</b>	Mini-situations on tape
<b>3.</b>	Information transfer: narrative on a series of pictures
<b>4.</b>	Information gap
<b>5.</b>	The free interview/ conversation
<b>6.</b>	The controlled interview
<b>7.</b>	Role playing

### 2.3.2.5 Reading Comprehension Formats

As with the spoken interaction formats, Weir states that the examples she brings are “some of the more useful options for testing reading ability” (Weir, 1993, p. 77). There are four formats in this section of her book, namely “Selective deletion gap filling”, “C-test”, “Multiple choice”, and “Short-answer questions”.

**(1) Selective deletion gap filling:** It involves a written passage with gaps for students to complete with single words. One example is reproduced below:

Read the passage below and find where words are missing. Choose *one* word from the list of words provided to fill in each gap. Write the word opposite the corresponding question number on the answer sheet (rubric in L1).

*Example:* Choose from the following words: down, morning, is, not, hello.  
Good morning everybody. Good (1), sir.  
Sit (2) everybody. My name (3) Mr Hunt.

(Weir, 1993, p. 78)

For the author, this type of activity does not assess important abilities involved in reading, such as understanding the main ideas or looking for specific information and other activities should be included in a reading test in order to account for these other reading abilities. Also, she points out that this format might be understood as a vocabulary activity because “single lexical items are deleted” (p. 79). However, there is some evidence (Weir, 1983, in Weir, 1993) that performance in this format is influenced by reading factors. Weir suggests that the missing words are given in a list, together with distractors, as a way of avoiding too much demand on students’ recall of lexis.

**(2) C-test:** The second format, “C-test” described by Weir is the same as that presented by Hughes (1996). This presentation, as well as an example, can be found in section 2.3.1 of this study.

**(3) Multiple choice:** This is another format listed by Hughes that is mentioned by Weir, too.

**(4) Short-answer questions:** in Weir’s book, this format encompasses activities that could be grouped in subtypes. The first subtype includes activities that require information transfer. This format matches Hughes’s “Information transfer” technique, which is explained in section 2.3.1. One example provided by Weir is reproduced below:

The passage contains details about a number of people. In the chart below fill in the missing details of these people. The first details about Laila are done for you as an example.

Laila was once a policewoman but she now teaches because she likes children. She’s been teaching for five years at the same school. Nabeela was a teacher, but for two years now she has worked as a reporter for Syrian Television because she makes more money there. Saqed works for Syrian Television also as a presenter. He was a famous footballer but he injured his leg. He has presented the sports programme for the last three years. Hassan has been a policeman for two years He was a shepherd but all his sheep died in a cold winter. Jamil works with Hassan. He’s been in the job for five years. He as a farmer but he wanted a more interesting job.

Key:

<i>Name</i>	<i>Job before</i>	<i>Job now</i>	<i>Years</i>	<i>Why in job</i>
Laila	policewoman	teacher	5	Likes children
Nabeela			2	More money
Saqed		presenter		
Hassan			2	
Jamil				

(Weir, 1993, p. 82-83)

The second subgroup, “Summary cloze”, was also discussed by Hughes (1996), and for both authors, this format means the same. Hughes’s discussion on this type can be found in section 2.3.1.

Finally, the last subgroup involves questions for learners to answer with short answers, or a text for them to read and list the main points, or even a text with blanks for students to fill in according to a graph. Instructions of the examples from the book are provided below (the texts, graphs and questions are not reproduced here. I believed the instructions are sufficient for illustrating the format).

## Example 1:

Your manager is giving a talk on “Communications in Business” to a group of young business people and asks you to assist him by listing the main points from the following passage, which is about 400 words, so that he can use them as guidelines during his talk. List the points you consider most important.

(LCCI, Second Level, in Weir, 1993, p. 90)

## Example 2:

Situation: Your company is going to re-locate to Docklands in London. At a recent staff meeting several members of staff asked you about how they could reach the new premises by public transport. In particular, they wanted to know about the new Docklands Light Railway.

Task: Using the information in the leaflet you have obtained, **write the answers to their questions in your answer book**. The questions are given below the leaflet.

Your answers should be brief, but give all the information required against the number of questions. For example:

25. Can we use DLR tickets on other train services? 25. *Yes, you can use them on the Underground and British Rail.*

(LCCI, First Level, in Weir, 1993, p. 91)

## Example 3:

Situation: The Napier Automobile Company had three models in production in 1980's: the Blenheim GLX, a five-seated executive car, the Gladiator GTi, a high-performance four-seated and the Sprite MG, a two-seater sports car. The graph below shows the sales figures for each model from 1980 to 1990.

Task: Using the information in the graph, complete the following account of the production and sales of Napier cars during the 1980s. For each space write a word, or a date or a number as appropriate.

(LCCI, in Weir, 1993, p. 93)

The table with formats for testing Reading is then:

Table 2.10

*Weir's reading formats*

<b>Reading (Weir)</b>	
<b>1.</b>	Selective deletion gap filling
<b>2.</b>	C-test
<b>3.</b>	Multiple choice
<b>4.</b>	Short-answer questions (Information transfer, summary cloze, short answer questions)

### 2.3.2.6 Listening Comprehension Formats

**(1) Short-answer questions:** In this activity learners are asked to listen to a text, take notes and then answer questions with brief answers. Instructions or the design should make clear for the learners that their answers have to be brief, which reduces the risk of interference from writing skills. Variations are accepted: the questions to be answered can be given beforehand or after listening to the text.

**(2) Information transfer:** This is the second format, which is very similar to information transfer formats for testing reading (see section 2.3.2.2 for examples in reading), with the difference that in this case the input is a spoken rather than a written text. It might involve “drawing or labeling diagrams or pictures, completing tables, recording routes or locating buildings, etc., on a map.” (p. 121). Again, instructions should make clear that short answers are expected because it is not the writing that is being tested.

**(3) Dictation:** Learners are expected to write down as many details as possible. As for the designer, Weir suggests elaborating an activity that is similar to real life situations, such as listening to scientific laws, references, or details of assignments.

**(4) Listening recall:** This is the format that provides students with a written text which contains blanks. Students are then supposed to listen to a text and fill in the blanks. It is suggested that “blanks should occur at increasingly frequent intervals” (p. 127) and that the first blanks require individual content words and along the text, deleted words become gradually longer expressions. One variation is possible: instead of receiving the written text prior to the listening, students might be allowed to listen once and take notes, then receive the text and listen again to complete with the missing words/ expressions.

The following table summarizes the formats suggested for testing listening comprehension.

Table 2.11  
*Weir's listening formats*

<b>Listening (Weir)</b>	
<b>1.</b>	Short-answer questions
<b>2.</b>	Information transfer
<b>3.</b>	Dictation
<b>4.</b>	Listening recall

### 2.3.2.7 Written Production Formats

**(1) Gap filling:** This type of activity presents the candidate with an incomplete text. The student is supposed to fill in blanks with single words or a little longer expressions, with no alternatives from which the learner can choose from. This format is very similar to “Selective deletion gap filling”, which was listed as a reading format earlier in Weir’s book, except for the alternatives that are not given. Weir states that there is discussion in the field towards this difficulty in deciding what skills this format is assessing. In this review, Weir’s classification will be respected, even though she herself argues that it is not clear yet what exactly this activity assesses. For now, “Gap filling”, with no alternatives given, will be placed with activities for testing writing; later in this study, in Chapter III, I take a position.

**(2) Copying:** This type instructs learner to literally copy a few sentences, exactly as they are presented. She recommends that this activity type be used for the first levels, when students can not produce much writing.

**(3) Form completion:** It is the same as Hughes’s technique “Completing a form”, where students have to fill in information that completes a form, which can be an application form to enter a school, a club, among others.



**(4) Editing:** A format that asks students to edit a given text is the fourth one presented by Weir. Students receive a text with some mistakes and are supposed to identify and provide the correct form for each mistake.

**(5) Open-ended essay test:** It provides learners with little information on what will be evaluated and on the context (what the hypothetical situation is: to whom they are writing, with what purpose...). Instructions are made of few words or few sentences, for instance:

- (a) Holidays
- (b) Describe what you did on your holidays during the summer.
- (c) You have just come back from a disastrous holiday. Write a letter of complaint to the tour operators.

(Weir, 1993, p. 143)

**(6) Responding to given information:** It is divided into verbal and non-verbal stimuli activities. In the former, the author includes an example of activity in which the learner is supposed to read a short letter and write a reply, another activity asks learners to imagine a situation and write an adequate letter, considering certain conditions (to whom they have to write, with what purpose, how long the letter should be, among others). Another example of this group is having students respond to information in a chart form. Here is one example from the book:

You have to write a short paragraph for the English Club at your school. Look at the information below where Jordan and Britain are described. Write a paragraph comparing Jordan and Britain.

	Jordan	Britain
Capital:	Amman	London
Area:	96,000 sp. Km.	245,000 sp. Km.
Population:	About 4,000,000	57,000,000
Language:	Arabic	English
Exports:	Fruit, vegetables	Machines
Climate:	Mediterranean	Wet
Currency:	Dinar	Pound

(Weir, 1993, p. 147)

The latter group includes “information transfer” activities, in which learners are given pictures, maps, or other non-verbal stimuli, and have to write a text based on these stimuli and following the instructions. “With concise, clear accessible stimuli (tabulated data, graphs, pictures and drawings) the candidate does not have to spend a long period of time decoding an extended written text” (p. 152). Both groups go under the name “Responding to given information” in Weir’s book.

**(7) Integrating reading into writing:** This activity requires students to read a somewhat long text and use its information as a basis for the writing. The instructions of the example provided in the book illustrate this format:

This is a test of your ability to read in English and to write in English about what you have read. You have two tasks to do in 75 minutes.

Task one

Read the passage “Changes in the Position of Women” in the source Booklet and then summarize, in your own words as far as possible.

What the author says about the employment of women from the 1940s onwards.

Your summary should be about 200 words in length.

(...)

(TEEP test, CALS, University of Reading, in Weir, 1993, p. 153)

This last format is a good example of integrative activities, where more than one language skill is addressed. Weir places this activity among the writing tests format, therefore, including this technique, the table for Weir’s testing of writing formats is as follows:

Table 2.12

*Weir’s writing formats*

<b>Writing (Weir)</b>	
<b>1.</b>	Gap filling
<b>2.</b>	Copying
<b>3.</b>	Form completion
<b>4.</b>	Editing
<b>5.</b>	Open-ended essay test
<b>6.</b>	Responding to given information (writing letters and information transfer)
<b>7.</b>	Integrating reading into writing

Below is a table with all the formats described by Weir (1993).

Table 2.13

*Weir's formats*

<b>Speaking (Weir)</b>	
1.	Sentence Repetition
2.	Mini-situations on tape
3.	Information transfer: narrative on a series of pictures
4.	Information gap
5.	The free interview/ conversation
6.	The controlled interview
7.	Role playing
<b>Reading (Weir)</b>	
1.	Selective deletion gap filling
2.	C-test
3.	Multiple choice
4.	Short-answer questions (Information transfer, summary cloze, short answer questions)
<b>Listening (Weir)</b>	
1.	Short-answer questions
2.	Information transfer
3.	Dictation
4.	Listening recall
<b>Writing (Weir)</b>	
1.	Gap filling
2.	Copying
3.	Form completion
4.	Editing
5.	Open-ended essay test
6.	Responding to given information (writing letters and information transfer)
7.	Integrating reading into writing

The studies reviewed in the first two sections of this chapter provide some information on what is involved in the production of digital material for language learning, which might contribute with insights during the analysis of the CD-ROMs. The third section of this chapter contains the description of the format of language activities and table that compiles these formats, which in turn will be used as a framework for mapping the activities found in the two CD-ROMs. This final table (the instrument used for the analysis) is presented in the next chapter, as well as the description of the materials analyzed.

## **CHAPTER III**

### **METHOD**

The general objective of the present study was to map EFL activities presented in Interchange Third Edition CD-ROM 1 and Touchstone CD-ROM 2. The analysis was guided by the following questions:

- (1) What types of language activities are there in each CD-ROM?
- (2) How many activities of each type are there in each CD-ROM?
- (3) How are the activities in each CD-ROM organized?

This chapter presents a brief description of the materials analyzed (section 3.1). In section 3.2, I compile Hughes's and Weir's activity types into one final table, which is the taxonomy for language activity types which, in turn, was used as a foundation for mapping the content in the CD-ROMs. The type of the analysis carried out is explained in section 3.3 and the procedures adopted are described in section 3.4.

#### **3.1 Materials**

Two programs of English as a Foreign/ Second language, delivered in CD-ROMs, are the materials analyzed. This section of the chapter briefly introduces the CDs, which will be fully described in Chapter IV.

One of the CD-ROMs is part of the Interchange Third Edition series, which is considered by Cambridge University Press "the world's most successful series for adult and young adult learners of North American English." (<http://www.cambridge.org/elt/ic3/>, Retrieved August, 2008). This series is divided into 4 books: the Interchange Third Edition

Intro, Interchange Third Edition 1, Interchange Third Edition 2, and Interchange Third Edition 3, which correspond to levels Real Beginner, High Beginner, Pre-Intermediate and Intermediate, respectively. Each level is basically made of one Student book, one Self-study Audio CD, one Workbook, one Teachers' manual, and four class audio CDs. There are some other components such as DVDs, the Whiteboard Software, lab audio CDs, a students' support webpage, among others for some levels (Cambridge ELT Catalogue, 2006/ 20007). One component available for the first three levels (the Interchange Third Edition Intro, Interchange Third Edition 1, Interchange Third Edition 2) of the series is a CD-ROM, which was the media chosen to be analyzed. More specifically, the CD-ROM for Interchange Third Edition 1 is the program<sup>4</sup> that is analyzed in the present study.

The other CD-ROM analyzed in this study is part of the Touchstone series, also published by Cambridge University Press. This series is also divided into 4 books: the Touchstone 1, Touchstone 2, Touchstone 3, and Touchstone 4, which correspond to levels Real Beginner, High Beginner, Pre-Intermediate and Intermediate, respectively (Cambridge ELT Catalogue, 2006/ 20007). Each level is basically made of one Student book, one Audio CD, which can also function as a CD-ROM, one Workbook, one Teachers' manual, and four class audio CDs. There are some other components such as DVDs, the Whiteboard Software, a teachers' support webpage, among others, for all levels (Cambridge University Press, 2005). The CD-ROM for Touchstone 2 was the media chosen to be analyzed in this study. This program corresponds to the same level as that of Interchange Third Edition 1 (Cambridge ELT Catalogue, 2006/ 20007).

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<sup>4</sup> In the present study, the words *program* and *software* will be used to refer to the content of the CD-ROMs analyzed.

What motivated me to analyzing the CD-ROM of the series Interchange Third Edition was my past experience with this series as an EFL teacher at the extracurricular course at Universidade Federal de Santa Catarina (Federal University of Santa Catarina, Brazil), in 2006. Another reason is that this series is not only used at the extracurricular course at this particular university, but also in the English Major language courses, as stated in the current “Projeto Pedagógico – Curso de Graduação em Letras Estrangeiras”<sup>5</sup>, which was first implemented in the year of 2007. (Projeto Pedagógico, 2006). To enlarge the scope of my analysis, I decided to map the types of language activities in the CD-ROM of another series by the same Publishing House: Cambridge University Press. The series chosen was Touchstone, which is similar to the series Interchange Third Edition in that it proposes to teach American English in four levels (Real Beginner, High Beginner, Pre-Intermediate and Intermediate). Because of time and space constraints, I had to choose one level of proficiency: I then randomly chose the High Beginner level. Therefore, the 2 CD-ROMs analyzed were: Interchange Third Edition 1 and Touchstone 2. Having decided on the materials to be analyzed, my advisor contacted the Publishing House asking for the materials and explaining that they would be subject of a piece of research. Cambridge representatives kindly sent the materials required.

### **3.2 Instrument**

To the best of my knowledge, there is no such a list in the literature that brings together a comprehensive amount of commonly used language activities. Therefore, in order to have a framework for analyzing the types of activities found in the CD-ROMs,

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<sup>5</sup> Pedagogic Project – Undergraduate Courses for Language Majors

Hughes's and Weir's lists of types of activities were compiled and resulted in one final table (Table 3.7) that was the instrument of the present study.

After reviewing the activities mentioned by Hughes (1996) and Weir (1993) and in order to optimize the framework for the analysis of the activities each CD-ROM contained, I grouped Hughes's and Weir's activities according to *types*. The criterion for grouping activities in types was the similarities shared by the activities. Thus, for instance, when two or more activities shared similarities, they were grouped under the same activity type. To illustrate, the activity Hughes refers to as "Imitation" and the activity Weir refers to as "Sentence repetition", which shared similar features, were both grouped under the type "Sentence repetition (speaking)". The names given to each activity type were sometimes adopted as one or the other author referred to them. In other cases I named them differently from what Hughes and Weir originally called them for the sake of transparency between the type of activity and its purpose in terms of learner's performance.

What follows is the listing of types of activity divided into the four main language skills (writing, speaking, reading and listening). In devising this list of types of activities, I also included two other main divisions: one to accommodate grammar activities and another one to include vocabulary. Inside each division, the names of each type are given, followed by a brief description, which was based on the explanations and examples of Hughes and Weir reviewed in Chapter II. Table 3.7 brings together all the types of activities and serves as the framework for the analysis of language activities of the CD-ROMs.

### 3.2.1 Writing Activities

**Type 1: Completing a form:** students fill in information that completes a form, which can be an application form to enter a school, a club, among others, depending on the purpose of the designer of the activity. Both authors describe this type in a very similar way, but Weir refers to it as “Form completion”.

**Type 2: Responding to given information:** students write a text, be it a letter, a note or an essay, sometimes under given conditions (to whom they have to write, with what purpose, how long the text should be, among others). Short pieces of written information might be given as stimuli. This includes Hughes’s “Requesting information”, “Writing to ask for a favor, apologize, thank and/ or narrate events” and “Writing an essay from pieces of written information” techniques and Weir’s “Open-ended essay test” and “Responding to given information”. The latter is included, but only in part. The example the author gives of the activity in which students have to write a text about information given in a chart form seems to be more of an “information transfer” activity and will be treated together with the second part of “Responding to given information” type, which Weir calls “information transfer”. These formats will be referred to as a separate type of activity, namely “Transferring information”, because I believe it involves different abilities, such as interpreting information from different modes and transforming it into a written text.

**Type 3: Transferring information:** learners receive stimuli from graphs, pictures, moving pictures, tabulated data, maps or other modes other than verbal, and are supposed to express the ideas contained in these stimuli in a written text. This type grouped what was called “Transferring information” in Hughes’s techniques and Weir’s



“Responding to given information (information transfer)” and the example that involves writing about information on a chart as well.

**Type 4: Copying:** learners are supposed to literally copy a few sentences.

**Type 5: Editing:** students receive a text with some mistakes and are supposed to identify and provide the correct form for each mistake.

**Type 6: Integrating reading into writing:** students read a somewhat long text and use its information as a basis for the writing.

Types 4, 5 and 6 were the same as the ones proposed by Weir and were not discussed by Hughes. Table 3.1 is the result of the compilation of the writing types of activities discussed by Weir and/ or Hughes.

Table 3.1

*Framework: types of writing activities*

<b>Writing</b>	
<b>1.</b>	Completing a form
<b>2.</b>	Responding to given information
<b>3.</b>	Transferring information
<b>4.</b>	Copying
<b>5.</b>	Editing
<b>6.</b>	Integrating reading into writing

### 3.2.2 Speaking Activities

**Type 1: The controlled interview:** the learner listens to some remarks and is asked to respond to them or is asked pre-planned questions to respond to. The remarks/questions might be asked by a live interviewer or they might be recorded and played to the learner. This first type of speaking activity groups Hughes’s “Questions and Requests for Information” technique and Weir’s formats called “The controlled interview” and “Mini-situations on tape”.

**Type 2: The free conversation:** participants (teacher-student, student-student, or maybe more than two participants) improvise a conversation. They might receive a general topic to talk about or they might receive some input (the same or each participant receives different parts of the input) and be asked to reach a consensus (having to decide on how to spend a limited amount of money to buy food for a week, for instance, for a certain number of people). This type is a combination of Weir’s “The free interview/ conversation” and “Information gap” and Hughes’s “Discussion”.

**Type 3: Transferring information:** learners receive pictures (or see moving pictures) and either describe them or tell a story based on them. The two activity types grouped here are Hughes’s “Pictures” and Weir’s “Information transfer: narrative on a series of pictures”.

**Type 4: Role playing:** learners are asked to take a role in a given situation and might perform either with a teacher or a peer. This fourth type was based on Hughes’s “Role play” technique and Weir’s “Role playing” format.

**Type 5: Sentence repetition:** learners listen to passages and repeat them. This type of activity combines Hughes’s “Imitation” technique and Weir’s “Sentence repetition”.

**Type 6: Interpreting:** the learner would translate orally someone’s speech from the learner’s mother tongue to the target language. Note that this type is an adaptation. It differs from Hughes’s in that it does not include the possibility of having learners do the opposite: listen to discourse in the target language and translate it to the mother tongue, since the demand would be greater in listening, not speaking (the target language).

**Type 7: Prepared monologue:** learners are given some time to prepare their speech.

**Type 8: Reading aloud:** students read written texts aloud.

The last three activity types were presented by Hughes only. Table 3.2 is the result of the compilation of the speaking types of activities discussed by Weir and/ or Hughes.

Table 3.2

*Framework: types of speaking activities*

<b>Speaking</b>	
<b>1.</b>	The controlled interview
<b>2.</b>	The free conversation
<b>3.</b>	Transferring information
<b>4.</b>	Role playing
<b>5.</b>	Sentence repetition
<b>6.</b>	Interpreting
<b>7.</b>	Prepared Monologue
<b>8.</b>	Reading aloud

### 3.2.3 Reading Activities

**Type 1: Cloze:** learners are supposed to fill in blanks in a written text (or answer questions) with appropriate words (or parts of words), expressions or short sentences. Alternatives might be given for students to choose from. This first type combines Hughes's "Cloze", "C-test", "Unique answer", "Short answer", "Guided short answer" and "Summary cloze" as well as Weir's "Selective deletion gap filling", "C-test", and the last two subgroups of the format she calls "Short-answer questions", which are similar to what Hughes listed as "Summary Cloze" and "Unique answer" and "Short answer". I will include here also the format Weir calls "Gap filling" in writing activities because it seems to demand more reading skills than writing ones. Writing skills would involve processes of constructing a coherent text, linking ideas, expressing thoughts through written words syntactically combined. Therefore, "Gap filling" seems to be a

variation of “Cloze”, in which very short sentences are required from learners instead of the creation of a written text.

**Type 2: Transferring information:** learners are supposed to read a text and transfer the information to a graph, picture, follow a route on a map, label a picture, and so on. It is very similar to the third types of writing and speaking activities listed above, with the difference that comprehension is the focus now, instead of production. Hughes’s “Information transfer” and Weir’s first subtype of “Short-answer questions” are the grouped in this type.

**Type 3: Multiple choice:** as Hughes describes it, this activity is formed by a stem, which could be a sentence with a missing word or expression, or even a question to be answered, and some alternatives. The “True or false” technique is included here also because it is considered a variation of multiple choice, but with only two alternatives. Both authors mention that “Multiple choice” activities are used to assess reading comprehension.

**Type 4: Identifying order of events, topics or arguments:** learners number sentences according to the sequence of events of a text.

**Type 5: Identifying referents:** learners are supposed to identify the word that is referred by pronouns in a written text.

**Type 6: Guessing the meaning of unfamiliar words from context:** learners have to guess the meaning of unknown words from the context in a written text.

The last three activity types were presented by Hughes only. Table 3.3 is the result of the compilation of the reading types of activities discussed by Weir and/ or Hughes.

Table 3.3  
*Framework: types of reading activities*

<b>Reading</b>	
<b>1.</b>	Cloze
<b>2.</b>	Transferring information
<b>3.</b>	Multiple choice
<b>4.</b>	Identifying order of events, topics or arguments
<b>5.</b>	Identifying referents
<b>6.</b>	Guessing the meaning of unfamiliar words from context

### 3.2.4 Listening Activities

**Type 1: Multiple choice:** learners listen to a passage and have to complete a sentence, passage or answer a question. Alternatives are given for students to choose from. “True or false” technique is included here, as explained in section 3.1.3.

**Type 2: Cloze:** learners are supposed to fill in blanks in a spoken text (or answer questions) with appropriate words, expressions or short sentences. Alternatives might be given for students to choose from. It is important to restate that for Hughes listening and reading involve similar skills and therefore activities used to assess reading can be adapted for assessing listening. In this sense, this second type combines Hughes’s “Cloze”, “Unique answer”, “Short answer”, “Guided short answer” and “Summary cloze” as well as Weir’s “Selective deletion gap filling”, and the last two subgroups of the format she calls “Short-answer questions”, which are similar to what Hughes listed as “Summary Cloze” and “Unique answer” and “Short answer”. I will include here also the format Weir calls “Gap filling” in writing activities because it seems to demand more listening skills than writing or speaking ones. Writing or speaking skills would involve processes of constructing a coherent text, linking ideas, expressing thoughts through written/ spoken words syntactically combined. Therefore, “Gap filling” seems to be a variation of “Cloze”.

**Type 3: Transferring information:** it might involve “drawing or labeling diagrams or pictures, completing tables recording routes or locating buildings, etc., on a map” (Weir, 1993, p.121) based on a spoken text. This type combines Hughes’s and Weir’s “Information transfer” type of listening activity.

**Type 4: Dictation:** learners listen to a passage and are supposed to write down as many details as they can or everything that is dictated. Another variation is to provide learners with a print text (before or after listening to the dictation) with blanks and ask them to complete the text based on the dictation. This type is a combination of Hughes’s “Dictation” and “Partial dictation” and Weir’s “Dictation” and “Listening recall”.

**Type 5: Identifying order of events, topics or arguments:** learners number sentences according to the sequence of events of a spoken text.

**Type 6: Identifying referents:** learners are supposed to identify the word that is referred by pronouns in a spoken text.

**Type 7: Guessing the meaning of unfamiliar words from context:** learners have to guess the meaning of unknown words from the context in a spoken text.

**Type 8: Note taking:** learners are exposed to a spoken text , they take notes while listening and use the notes later on for a specific purpose, be it writing a summary, completing a passage, answering questions, among others.

The last four activity types were presented by Hughes only. Table 3.4 is the result of the compilation of the listening types of activities discussed by Weir and/ or Hughes.

Table 3.4  
*Framework: types of listening activities*

<b>Listening</b>	
<b>1.</b>	Multiple choice
<b>2.</b>	Cloze
<b>3.</b>	Transferring information
<b>4.</b>	Dictation
<b>5.</b>	Identifying order of events, topics or arguments
<b>6.</b>	Identifying referents
<b>7.</b>	Guessing the meaning of unfamiliar words from context
<b>8.</b>	Note taking

### 3.2.5 Grammar Activities

**Type 1: Multiple choice:** learners complete a sentence, passage or answer a question. Alternatives are given for students to choose from. “True or false” technique is included here, as explained in section 3.1.3.

**Type 2: Paraphrase:** learners are supposed to express a meaning of a passage/ sentence in other words.

**Type 3: Cloze:** learners are given a passage with blanks and are supposed to fill them in. The blank is selected to induce learners to use a certain grammatical structure. This type is a combination of Hughes’s “Completion” and “Modified cloze” because both involve filling in blanks with grammatical structures.

Weir only discusses activities used to assess the four main language skills, she does not include grammar and vocabulary activities. Therefore, the types of activities listed for grammar and vocabulary are the ones presented by Hughes. Table 3.5 is the list of types of grammar activities.

Table 3.5  
*Framework: types of grammar activities*

<b>Grammar</b>	
<b>1.</b>	Multiple Choice
<b>2.</b>	Paraphrase
<b>3.</b>	Cloze

### 3.2.6 Vocabulary Activities

**Type 1: Multiple choice:** learners are supposed to choose the best alternative that completes a given sentence, that indicates a synonym of a given word or even that indicates the suitable definition of a given word. The three recognition types of activities, presented by Hughes, used for assessing vocabulary were gathered in this one type since they all have the same format: multiple choice.

**Type 2: Labeling pictures:** learners are given pictures of concrete nouns and are supposed to recall and write down their names.

**Type 3: Definitions:** learners are given definitions of words and are supposed to recall and write down the words according to the definitions.

**Type 4: Gap filling:** learners are given sentences with blanks and are supposed to complete them with the correct word. Note that this vocabulary Gap filling is different from the reading Gap filling (which was included in the type named Cloze) in that learners are given sentences to be completed instead of longer texts. Therefore, it seems that the demands of reading skills, in this case, are not so high.

Weir does not discuss vocabulary activities. Therefore, all the four types listed on the table below were presented by Hughes.



Table 3.6  
*Framework: types of vocabulary activities*

<b>Vocabulary</b>	
1.	Multiple Choice
2.	Labeling pictures
3.	Definitions
4.	Gap Filling

Table 3.7 is the instrument used to analyze the activities proposed in the CD-ROMs selected. It brings together all the types of activities presented above, which sum 35 types, separated according to the skill that is mainly addressed in each activity.

Table 3.7  
*Framework: types of language activities*

<b>Writing</b>	
1.	Completing a form
2.	Responding to given information
3.	Transferring information
4.	Copying
5.	Editing
6.	Integrating reading into writing
<b>Speaking</b>	
1.	The controlled interview
2.	The free conversation
3.	Transferring information
4.	Role playing
5.	Sentence repetition
6.	Interpreting
7.	Prepared Monologue
8.	Reading aloud
<b>Reading</b>	
1.	Cloze
2.	Transferring information
3.	Multiple choice
4.	Identifying order of events, topics or arguments
5.	Identifying referents
6.	Guessing the meaning of unfamiliar words from context
<b>Listening</b>	
1.	Multiple choice
2.	Cloze
3.	Transferring information
4.	Dictation
5.	Identifying order of events, topics or arguments

6.	Identifying referents
7.	Guessing the meaning of unfamiliar words from context
8.	Note taking
<b>Grammar</b>	
1.	Multiple Choice
2.	Paraphrase
3.	Cloze
<b>Vocabulary</b>	
1.	Multiple Choice
2.	Labeling pictures
3.	Definitions
4.	Gap Filling

### 3.5 Analysis

The taxonomy presented in the previous section was the basis for analyzing the activities in the CD-ROMs. The analysis of the activities each CD-ROM contained consisted of identifying and describing the features of each activity and subsequently classifying it according to the framework. To do that, I went through each activity in each of the CD-ROMs, listing their features and comparing them to the descriptions of the types of activities of the framework. Based on the description of the activity in the CD and on the comparison of this description to the types listed in Table 3.7, I then determined each activity as belonging to one or the other type in the framework. Therefore, the analysis carried out, in the present study, is interpretive in nature.

### 3.6 Procedures

In order to carry out the analysis of the activities of each CD-ROM selected, I first had to get familiar with their contents. For that, I did each one of the activities of each CD-ROM. I also read the instructional screen of Interchange and took a brief look at the activities of the four tests proposed in the CD. I did not analyze the activities of the tests

because language testing is out of the scope of the present study. Besides that, I read the instructions for Touchstone program: those printed at the back of the book and those printed in a separate sheet of paper that comes inside the CD case, also at the back of the student's book. Every time I wanted to use Interchange CD-ROM, I had to run the CD, but Touchstone software can be installed in the computer. I chose to install the program in my personal computer because this option allows users to add notes inside the program, which is not possible if the program is run off the CD. By installing the Touchstone software in my personal computer, I was able to test this feature of the program.

When I felt I was familiar enough with each CD-ROM - in terms of the internal functioning of the CDs, sequence of activities, instructions and features – I then started the process of analysis.

I chose to start mapping Touchstone CD-ROM because from the preview I had had. It seemed to contain less variation in terms of types of activities. The idea was to move from the simpler to the more complex program. After finishing the analysis of the activity in this CD-ROM, I moved on to the Interchange Third Edition CD-ROM 1.

One aspect that needs to be highlighted is that using the framework to map the activities or even creating new categories to classify them do not encompass all the subtleties that make up a language activity. Deciding whether an activity is a multiple choice activity to assess listening does not tell whether this activity is assessing the ability of the learner to understand the main ideas or the details of a given audio/ video input. In other words, activities can be grouped according to the main language skill (listening, reading, writing or speaking) they aim to develop, according to the subskills they assess, such as understanding the main ideas, summarizing or narrating, or even according to the format they are given, such as multiple choice, drag and drop, or unscrambling sentences,

for example. Still, grouping similar activities from a given perspective is a way of organizing data in order to reflect upon them. In this sense, in order to group activities under the same type, the following procedures were adopted:

First, I tried to identify the main objective of the activity: if the aim was to improve learners' speaking, reading, listening, writing skills, grammar or vocabulary. If the main focus of the activity is on developing listening skills, then this activity is placed under the main division called Listening. After deciding for the main language skill, I had to choose one point of view from which I would judge one activity as belonging to one or another activity type. The perspective adopted was that of interpreting what main cognitive processes (classifying, choosing from more than one option, matching, defining, assigning names for items, among others) were demanded from learners and cross this piece of information with the descriptions of the characteristics of the types of activities of the framework. The result of this information crossing would determine the classification of the activity.

For example: activity 5, in unit 8 (see Appendix C) asks learners to drag written items (numbers and words) and drop them to the correct locations in an organizer, based on the messages they have to hear from a fictional answering machine. This activity was put under the group of Listening activities, and not under Vocabulary activities. I made this decision because even though learners have to recall the meaning of the given isolated words, the main skill demanded from them seems to be that of understanding the message of spoken texts. This activity was categorized as Transferring information (listening) because it matched some of the characteristics of this type as it described in the framework (see more details in section 4.2). I opted for considering the characteristics of the activity

that matched those of one type of the framework instead of the “drag and drop” characteristic, which was not described in any of the types in the framework.

After having briefly introduced the materials, having described the instrument for the analysis, and having described the analysis and procedures in this chapter, the next chapter presents the results of the analysis, followed by discussions on findings.

## CHAPTER IV

### RESULTS

This chapter presents the results of the mapping of the activities of the two CD-ROMs: Interchange Third Edition CD-ROM 1 and Touchstone CD-ROM 2. This chapter also presents and discusses the answers to the research questions, restated below.

- (1) What types of language activities are there in each CD-ROM?
- (2) How many activities of each type are there in each CD-ROM?
- (3) How are the activities in each CD-ROM organized?

As I started analyzing the activities of the CDs, the framework presented in Chapter III (Table 3.7) showed to be problematic because there were activities in the softwares that did not fit any of the types of the framework. In the attempt to solve this problem, I decided to create new activity types. These new types are not meant to be prescriptive, they are rather a means for organizing and presenting the content of the CDs. For each new type, I provide a brief description of the activity or group of activities that belong to such type, thus indicating it is a type that had not originally present in the framework. Examples of some activities of these new types are reproduced in the appendixes (Appendixes A, I, K, N, O, R, S, T, W). In most cases, there was no need to create new categories because the features of the activity were similar to those of one of the types listed in the framework. In these situations, I treated the activity or group of activities as variations of a given type of the framework. These variations and the add-on features are indicated whenever they appear.

This chapter is organized as follows: the first section of the chapter (4.1) presents a general description of both CD-ROMs. The second section (4.2) presents the results of the analysis of Interchange CD-ROM. The third section (4.3) presents the results of the analysis of Touchstone CD-ROM. Section 4.4 discusses the findings in relation to the authors reviewed in Chapter II, and section 4.5 presents a final table with the compilation of the types of activities of the framework and those other types that were found during the analysis.

#### **4.1 Describing the CD-ROMs**

This section of the study aims at describing each of the CD-ROMs in terms of number of units, number of activities, commands that can be used by the learner, objectives and instructions available. Describing the features of the softwares in a linear way was very challenging because of the non-linear characteristic of the media of allowing hyperlinks inside the software itself. Yet, in order to describe the CDs, I needed to reorganize the information in a more linear way. My attempt to describe the content of each CD-ROM is as follows: firstly, I give an overview of the program, with the overall organization of the CDs, general instructions and objectives, the themes of the units and some other information specific to each program. Secondly, I describe the program from the unit level, that is, I count the number of activities per unit and describe the buttons available and what these buttons do when they are pressed. Finally, I describe the CDs at the activity level, where the objectives and names of activities are provided. Each CD-ROM is described separately. Subsection 4.1.1 presents the general description of Interchange Third Edition CD-ROM 1 and subsection 4.1.2 presents the general description of Touchstone CD-ROM 2.

## **4.1.1 Interchange Third Edition CD-ROM 1**

### **4.1.1.1 Overview**

According to the instructions on the CD case, the software has been updated for this 2005 version. However, the user is also informed that the content, that is, the activities, pictures, videos, and audio recordings, has not been updated. The date of the content is not given. From a superficial analysis of the coursebook (Interchange Third Edition student's book 1), I noticed that the videos, audio recordings, activities and pictures in the CD are different from those presented in the coursebook.

As soon as the CD is open, one window appears showing three options to be clicked on. The first one leads the user to the main contents of the program; the second leads users to a window where there are instructions on how to use the program and finally one link that redirects users to the credits. The credits show who created the program and who collaborated with it. The *how to use this program* button provides instructions on how to operate the program. For instance, it shows how the program is structured. There are 16 units, and 4 tests (each test after 4 units). This section of the CD also shows how the activities are sequenced in each unit and what the objectives of each activity are (see section 4.1.1.2 for more details), it shows the buttons available on the activity screen and what they do (see section 4.1.1.2 for details). There are examples with pictures of the screens to help users understand how to use the buttons and the program in general. This section of the CD-ROM also presents the objective of the CD-ROM as a learning tool: it was designed to offer material for practicing and revising the content studied in class with the teacher, that is, it does not depend on the book, but it was not designed to be the main source of the teaching material, rather, it was meant to be a complement of the coursebook.



It is in this section of the CD-ROM also where users are advised to do the activities in the sequence proposed: “you can do the activities in any order, but we recommend you do them in order, especially at the beginning” (Interchange Third Edition, 2005). There is a reason for that piece of advice, which is that there is a purpose for the way the activities were sequenced (see section 4.1.1.2 for details).

Moving to the other button, *Main Contents*, the user finds a display of the 16 units and the 4 tests. By moving the cursor over each unit’s picture, the user is able to read the theme of the unit at the bottom of the screen (see Figure 4.1). By moving the cursor over the pictures for each test, what appears at the bottom of the screen is a sentence saying that it is a review of the previous four units (see Figure 4.2). The table below (4.1) shows the themes of each unit. The way units are displayed on the screen allows users to choose any of the units to start from. However, each unit has a number and they are displayed in order (from number 1 to number 16), horizontally, which might encourage users to follow the numeric order. The four tests are also numbered (from 1 to 4) and displayed in a column where tests are put in numerical order from top to bottom. Each link for each test is placed at the end of the horizontal line, after each group of four units. Users can choose to do any of the tests, without following any order, but in *how to use this program* section, users are made aware that each test is a review of the content from four specific units (see Figures 4.1 and 4.2).

Table 4.1

*Themes of each unit of Interchange CD-ROM 1*

<b>Units</b>	<b>Themes</b>
<b>Unit 1</b>	First day at class. A young man starts class at a university and gets a surprise.
<b>Unit 2</b>	I need a change! A woman dreams of a new career.
<b>Unit 3</b>	At a garage sale. A couple has different opinions about things at a garage sale.
<b>Unit 4</b>	What kind of movies do you like? Three friends try to agree on what they should do one evening.
<b>Unit 5</b>	A family picnic. A young man invites a friend to a family picnic.

- Unit 6** I like to stay in shape. A man tries to impress a jogger by telling her about his fitness routine.
- Unit 7** How was your trip to San Francisco? A woman tells her friend about her trip to San Francisco.
- Unit 8** Are you sure it's all right? A man invites his friends to a party and finds he has made a mistake.
- Unit 9** Help is coming. A couple is relaxing at home when they are surprised by visitors.
- Unit 10** Sorry I'm late. A man has a problem on his way to meet a friend.
- Unit 11** Across the Golden Gate Bridge. A couple gets directions and advice when they rent a car at the airport.
- Unit 12** Feeling bad. A man receives various remedies for his cold from his co-workers.
- Unit 13** At the fair state. Various people enjoy a day at the fair.
- Unit 14** Around the World: the game show. Three contestants test their knowledge of geography and try to win a prize.
- Unit 15** May I speak to Cathy? Cathy's father is trying to work, but the phone keeps ringing.
- Unit 16** A whole new Marty. Marty makes some changes to his appearance and becomes more confident.

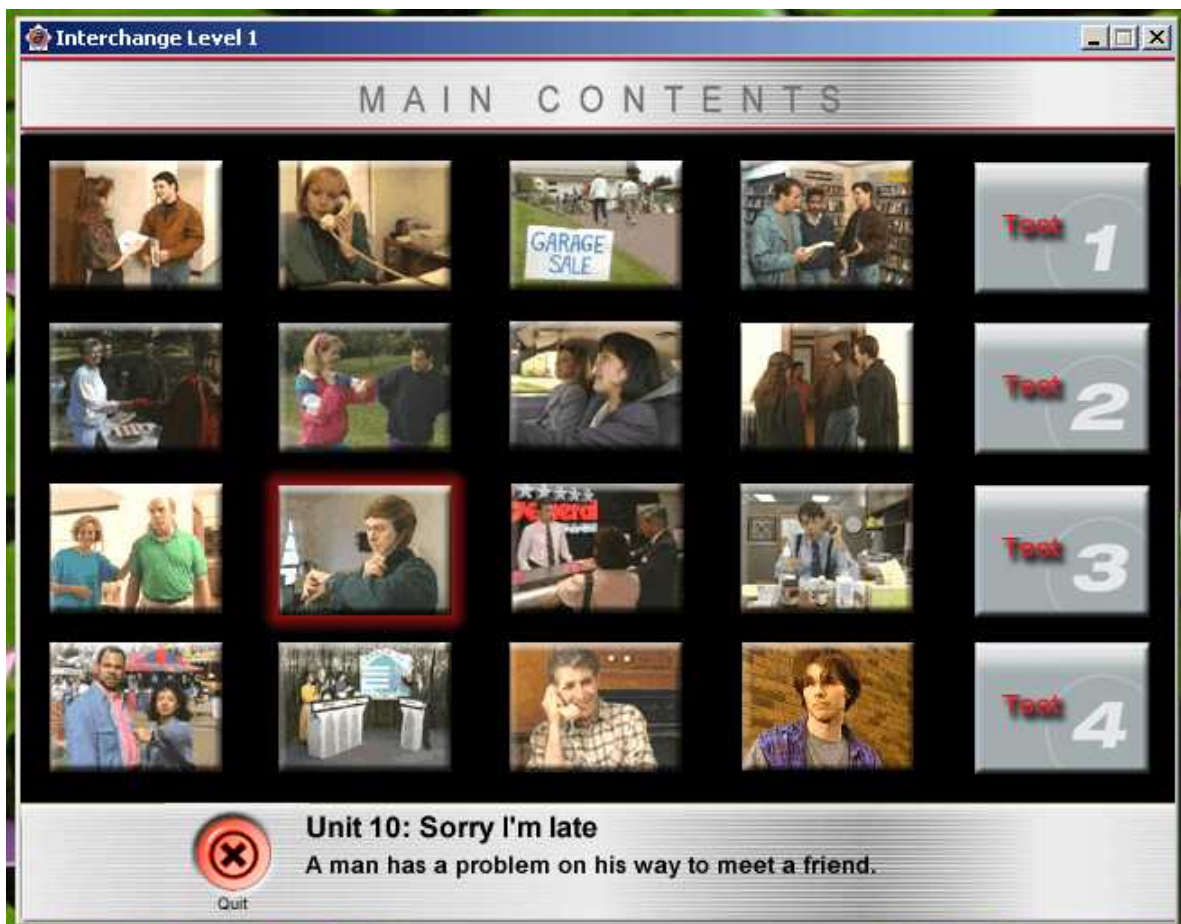


Figure 4.1. Main contents screen in Interchange CD-ROM 1: example of unit theme

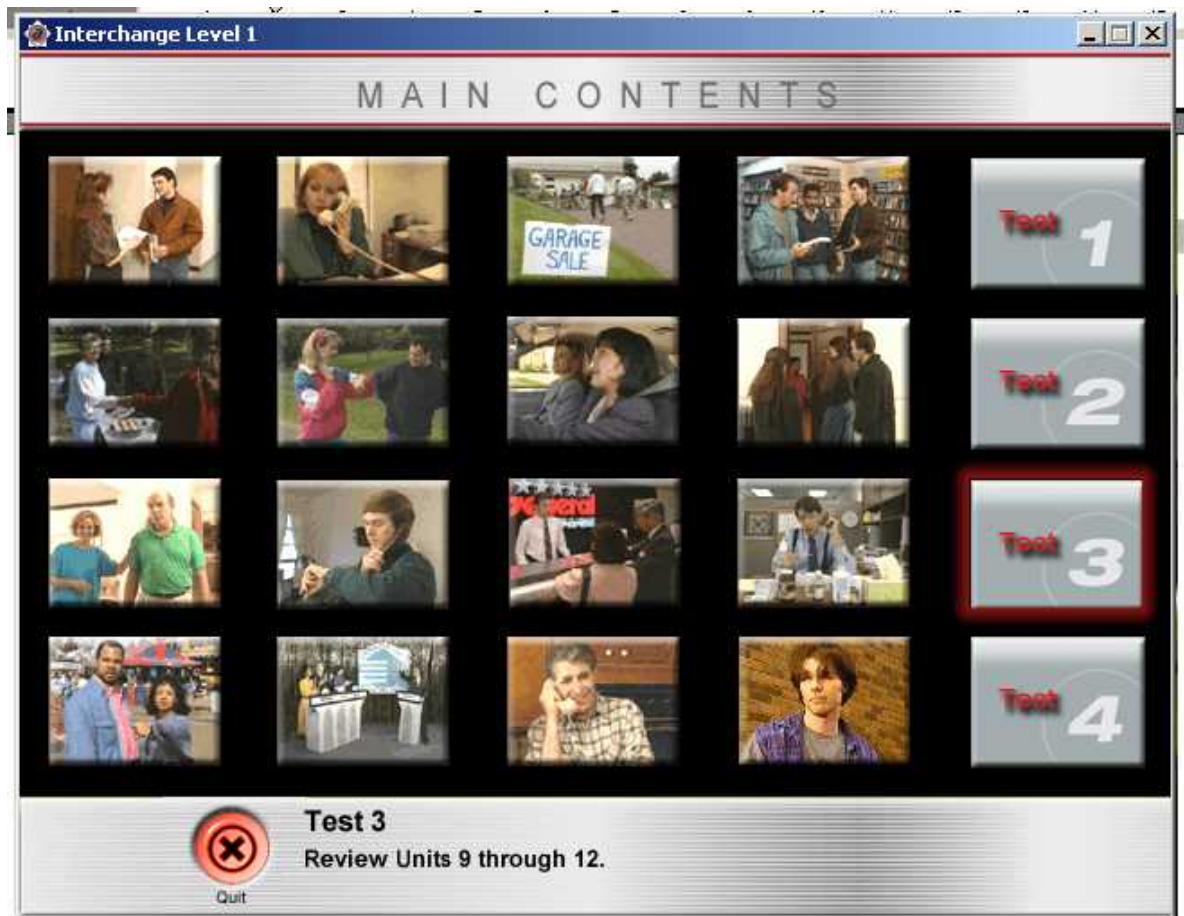


Figure 4.2. Main contents screen in Interchange CD-ROM 1: example of test title

#### 4.1.1.2 At the Unit Level

This section of the Chapter describes the organization of the units, how the activities are distributed, and hence partially answer the research question number (3) How are the activities in each CD-ROM organized? The next section (4.1.1.3) provides more answers to the same question. Moreover, sections 4.1.2.2 and 4.1.2.3 present the answers to question (3) concerning Touchstone CD-ROM 2.

Each unit contains one first screen that shows a summary of the contents, that is, the title of each activity on the left and by passing the cursor over each title, extra information about each activity is shown on the right. At the bottom, there are 8 buttons that will be available for every activity, they are: *Instructions*, *Quit*, *Previous*, *Next*, *Clear*, *Glossary*, *Unit Contents*, *Main Contents*. (See Figure 4.3).

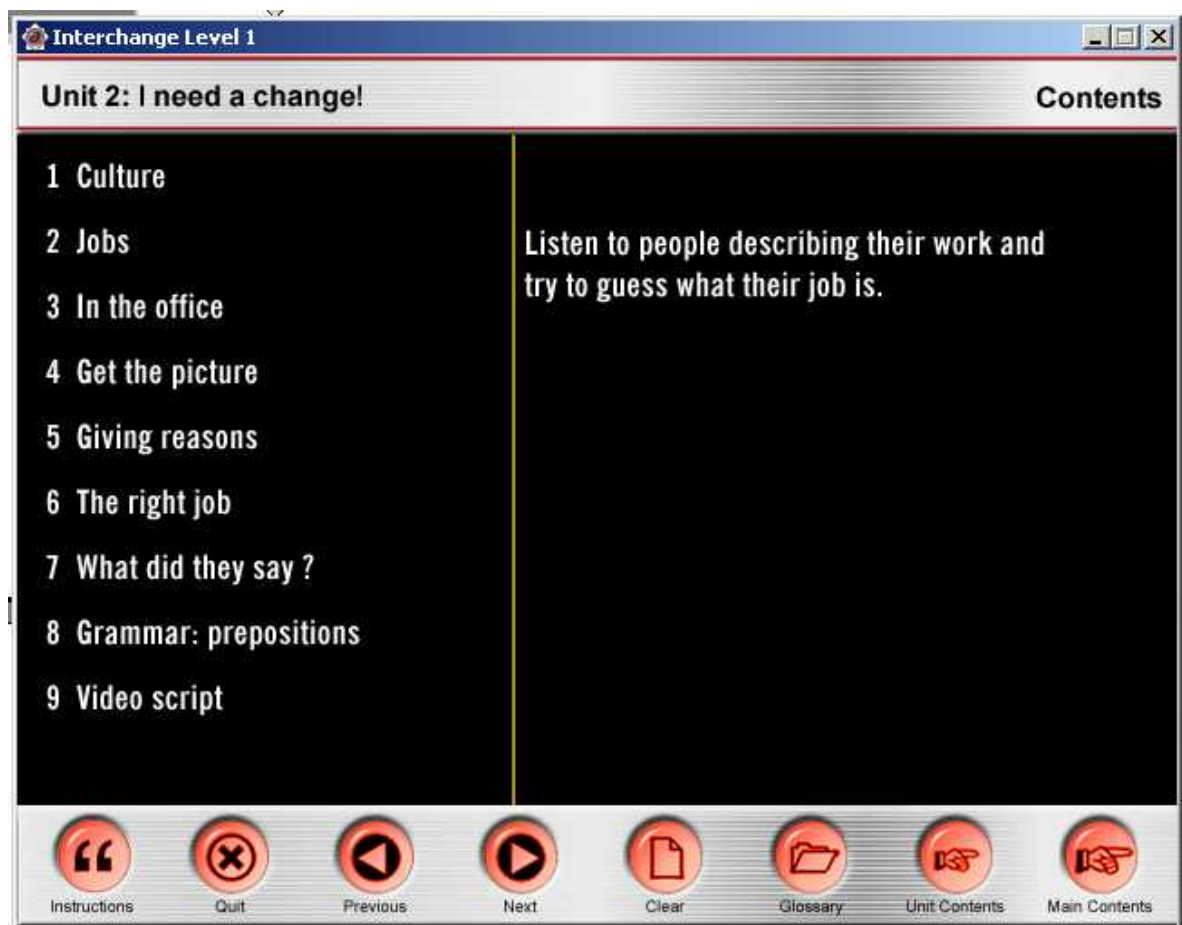


Figure 4.3. Example of the first screen of a unit in Interchange 1 CD-ROM

By clicking on *Instructions*, the user listens to what he/ she is supposed to do in each activity. The instructions are all in English and if the user clicks on this button a second time, the instructions appear in the written form, together with the spoken form. *Quit* button closes the program, *Previous* button goes back one activity whereas *Next* is

used to go to the next activity, *Clear* is used when the reader wants to start one activity all over again, which causes the deletion of his/ her previous answers. The button *Glossary* redirects user to a glossary where the user can “get dictionary explanation of the most important words in the program” (Interchange Third Edition, 2005). However, as I was trying to do the activities, I did not find many of the words I tried to search in the glossary, words that I found important for the completion of the activities.

*Unit Contents* takes users to the first screen of each unit, where the summary of the activities are given, whereas the button *Main Contents* takes users to that screen where all the units and tests are displayed.

Each unit contains from 8 to 10 activities (total number of activities: 142) and one video clip that is the core of each unit. This video deals with the theme of the unit and brings some target linguistic item: grammar topics and vocabulary. According to the text provided in section *how to use this program*, each unit has three main parts. The first is a preparation for the video, where activities present vocabulary and cultural information that will appear in the video. The second part is centered in the clip, where activities require users to watch the video and answer to comprehension questions. Finally, the last part of the units asks learners to pay attention to form through vocabulary, grammar and grammar usage activities. This structure is similar to that of the software discussed by Brett and Nash (1999).

This first screen that appears after selecting a unit allows users to choose to start from any activity he/ she wishes. Yet, as mentioned in section 4.1.1.1, it is recommended that users follow the order proposed “at least in the beginning”. The reason for that is given in the *how to use this program* section: as stated in the previous paragraph, activities are ordered around the video clip: there are activities before the video which aim

at preparing students to watch it; comprehension activities based on the video and follow up activities that focus on form. Besides, the layout might be said to induce users to follow a certain order because of its numbered organization of the activities, they are numbered and displayed in a numeric order from top to bottom on the left side of the screen (see Figure 4.3).

There are 5 groups of activities that appear in all units, namely *Culture*, *Vocabulary* (followed by the name of the category, for instance: *Vocabulary: nationalities (Unit 1)*), *Get the Picture*, *What did they say?* and *Video script*. These names appear in the first screen after the user selects a unit, except for units 2 and 4, where the name *Vocabulary* does not appear as a title of the second activity. Instead, the correspondent *Vocabulary* activity, which is always the second one, right after *Culture*, receives the name *Jobs*, in unit 2, and *Kinds of Movies*, in unit 4. In unit 5, the second activity is not called *Vocabulary* in the first screen of the unit, but moving to the activity screen, this name shows at the top right corner of the screen as: *Vocabulary: family tree*. Also, in unit 3, the title *Get the Picture* does not appear in the activity that seems to be the one that matches the objective of all activities belonging to this group: checking comprehension of the video sequence. This activity is called *What happens next?* instead of *Get the picture*. The titles for each group of activities should be maintained throughout the whole program to help users organize themselves since in the *how to use this program* section the objectives of each group of activities are given under each title. Not using the same titles for activities that seem to belong to the same groups might confuse the user.

The type of activity called *What did they say?* is always divided into two parts, each one with a different objective. The activities that are part of the tests were not included. The table below provides the name of each type of activity as they are referred to

in the CD and the objectives of each one, as stated in the *how to use this program* section. One example of each group is reproduced in the Appendixes. The examples were selected randomly among those that belonged to each group and their locations in the Appendixes are indicated in the third column of Table 4.2.

Table 4.2  
*5 types of activities that appear in all units of Interchange 1 CD-ROM*

<b>Type of Activity</b>	<b>Objective</b>	<b>Examples/ Appendix</b>
Culture	To introduce the theme of the video sequence	A
Vocabulary	To introduce the vocabulary of the video sequence	P
Get the Picture	To check comprehension of the video sequence	B
What did they say?	<i>Part 1:</i> to check user's understanding of vocabulary from a section of the video sequence <i>Part 2:</i> to give users speaking practice by giving them the change of taking part in a dialogue. To improve fluency	H E
Video Script	(not clear) it just says: "you can watch the video and read the script"	W

Besides the five groups listed above, which are the ones that appear in all 16 units, there are others that do not appear in all units. These activity types are divided into four groups, each of which aiming at improving one ability. The first group aims at improving *Listening*, the second, *Vocabulary*, the third, *Grammar*, and the last one is designed to improve *Grammar Usage*, according to the *how to use this program* section.

One fact should be made clear: there are three types of *Vocabulary* activities, according to the instructions in the program. The first group appears in all 16 units and includes those activities that appear before the video, with the objective of introducing the vocabulary that will appear. The second group also appears in all 16 units, after the video, in the first part of the activities entitled *What did they say?*, with the objective of checking users' understanding of vocabulary from parts of the video sequence. Some extra vocabulary activities show up either before or after the video and are referred to in the

“how to use this program” section as to those that aim at “improving vocabulary”. There is no indication in the CD-ROM for *Vocabulary* activities that allows for distinguishing the first from the third group when those from the third group appear before the video. The criterion I used to differentiate between them was to consider every second activity from every unit as one belonging to the first group, whereas any other vocabulary activity that was not the second one neither one belonging to *What did they say?- Part 1* was included in the second group.

For the purposes of this study, only the activities in the units will be looked at, that is, the activities proposed in the tests will not be addressed here because of space constraints. Future studies might be interested in investigating assessments proposed in digital media.

#### **4.1.1.3 At the Activity Level**

As stated in the previous subsection (4.1.1.2), there are five groups of activities that appear in all 16 units and they receive the following names: *Culture*, *Vocabulary* (followed by the name of the category, for instance: *Vocabulary: nationalities*, in Unit 1), *Get the Picture*, *What did they say?* and *Video script*. There are also other activities that do not appear in all 16 units and have one of the four objectives: improving vocabulary, listening, grammar or grammar usage. This information is given in the *how to use this program* section in the CD-ROM. By selecting each activity, a new screen opens and in each screen, the user sees the number and theme of the unit on the top left. On the top right, the user sees the title of one of the five groups of activity, except for units 2 and 4, where the second activities were not given the title *Vocabulary*, even though they were positioned like the other *Vocabulary* activities in other units (as pointed out in section 4.1.1.2).



Another activity that did not receive the title that seemed to fit it because of its positioning in relation to the vocabulary activities was activity 4 from unit 3, which received the title *What happens next?*, instead of *Get the picture*. Those activities that do not belong to any of the five groups listed in Table 4.2 receive a name that related to the content of the activity (as pointed out in section 4.1.1.2).

The objectives of those activities that receive one of the five titles listed on Table 4.2 (*Culture, Vocabulary, Get the Picture, What did they say?* and *Video script*) are clearly stated in *how to use this program* CD-ROM section and were reproduced in Table 4.2. However, the objectives of the activities that do not belong to any of those 5 groups are not made explicit. All the user knows is that these activities are meant to develop their listening, vocabulary, grammar or grammar usage abilities, but there is no indication on the activities themselves (or in any other location) that would inform users about which activities are meant to develop listening, which ones are meant to develop grammar, which ones are meant to develop grammar usage and which ones are meant to develop vocabulary.

Once the user opens a screen of an activity, he/ she has access to buttons that will redirect him/ her to some other parts of the CD, but not to information outside the software, such as webpages, for example. Yet, it is only to certain parts of the program that users can find links. By clicking on *Previous*, users go back one screen, for instance, if user is in unit 5, activity 4 and clicks on *Previous*, the screen that opens is that of activity 3, in unit 5. By clicking on *Next*, users are led one screen ahead. In the previous example, users would go to unit 5, activity 5. To access the glossary, users have to click on *Glossary* and a screen with the complete glossary appears. To go to the first screen of the unit, that is, that with the summary of the contents, there is the button *Unit Contents*, whereas to go to the

main screen with all the units and tests, users must click on *Main Contents*. When the user is in one given activity screen, it is not possible to access directly certain sections of the CD, such as *how to use this program* section, the credits, or another activity that is not right before or right after this one given activity.

## **4.1.2 Touchstone CD-ROM 2**

### **4.1.2.1 Overview**

The Touchstone CD-ROM comes attached at the back of the student's book, level 2. The program can be used as an audio CD, which contains some recordings for self-study, or as a CD-ROM. The CD-ROM contains the same audio recordings as those found in the audio function and the transcripts, pictures and exercises based on the recordings can be found in the CD-ROM as well as in the coursebook. The teacher's audio CDs contain more recordings, most of which are not available in the student's version.

The date of publication indicated in the CD-ROM is 2005. The objective of the program is not explicitly stated, but in Cambridge website it is stated that "A free self-study Audio CD/CD-ROM at the back of the book gives students further practice in listening, speaking, and vocabulary". (Cambridge Online Catalogue, 2008). So, it could be argued that the objective of the program is to provide opportunities for students to practice their listening and speaking skills and to widen their vocabulary in English.

As soon as the CD is open, one window appears showing the names of the authors: Michael McCarthy, Jeanne McCarten and Helen Sandiford. Then, the screen changes to the main menu, where users see the 12 units, the button *Quit*, to see the credits and exit the program, and the button *My vocabulary notebook*, which gives access to a searchable glossary.

The display of the main menu is very bright, in tones of blue. Users can choose to start from any of the 12 units by clicking on a unit's box which contains the number and the theme of the unit. The units are organized in blocks of three and each unit receives a number. This organization might encourage the user to follow an order, for example, start at number one and follow the numeric order, even though there are no instructions in the CD that recommend doing the activities in a specific order or not. See Figure 4.4 for the main menu screen, where themes can also be found.



Figure 4.4. Example of the Main Menu screen in Touchstone CD-ROM 2

The button *My vocabulary notebook*, which appears in the Main Menu, Unit Menu and in all activities screens, leads the user to another screen where there are three search boxes on the top, which can be used to select categories and narrow down the scope of the search (see Table 3.10 for the categories and subcategories). The box below these three search boxes brings all the entries according to the categories selected. See Figure 3.5 for an example of the screen that first appears when button *My vocabulary notebook* is clicked on, with the category *Structure*, the subcategories *nouns* and *noun – usually plural* selected.

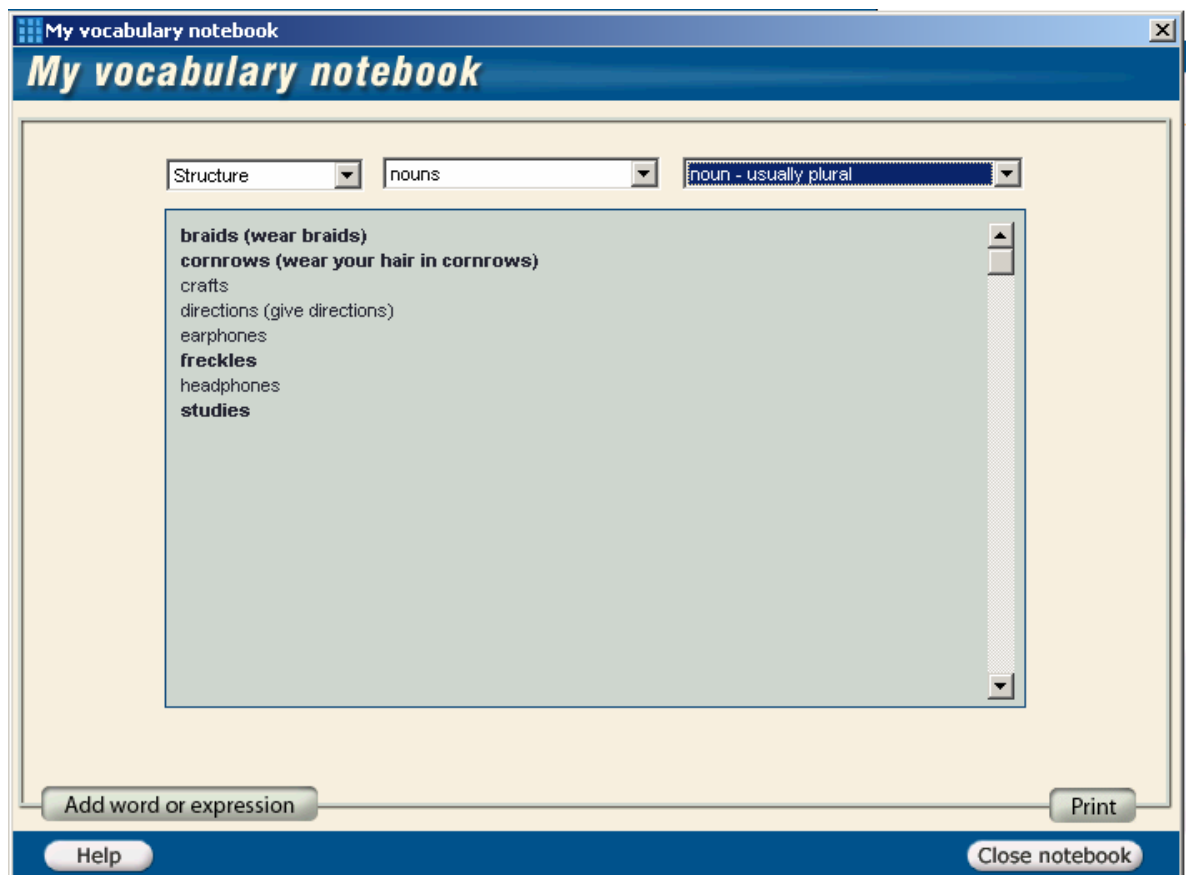


Figure 4.5. Example of one screen of the glossary in Touchstone 2 CD-ROM

Table 4.3 below shows all the categories that can be selected for a more advanced search. The left column of the table indicates the 5 main categories that can be found in the left search box at the top of the screen (See Figure 4.5). After selecting one of the 5 main categories, the user can narrow down the scope by selecting one subcategory, except for the first option *Full list*, in which all the words are presented. By selecting the second option in the first search box, *Structure*, the user has 18 subcategories to choose from, in the search box in the middle of the other two search boxes. These subcategories are listed on the second column of Table 4.3, outside brackets. Having chosen one of these subcategories, some of them still offer other subcategories, which can be selected in the box on the top right corner of the screen (see Figure 3.5). These subcategories of subcategories are listed on Table 4.3 below, on the second column, between brackets.

By selecting the third option listed in the search box on the left side of the screen, namely *Topic/ function*, the user has 26 other subcategories to choose from, which in turn might still be subdivided into subcategories. The fourth option of the left search box is *Unit*, which allows users to access vocabulary from all units, except if the user wants to access vocabulary from one specific unit, in this case, he/ she must select the preferred unit from units listed on the search box in the middle of the other two.

Finally, users can search from the *Date*. The only date available is 1/12/2005, which is probably the date when the vocabulary list was added to the CD. If the user decides to add new words or expressions to his/ her vocabulary notebook, the date he/ she does it will be recorded and available for future searches. Note that this feature can only be used if the user has installed the program in a computer. In case the user is running the program from the CD-ROM, this feature is not available.

Table 4.3  
*Categories of the glossary in Touchstone 2 CD-ROM*

<b>Main Category</b>	<b>Subcategories</b>
Full list Structure	Determiners (possessive, quantity) Pronouns (object, possessive, reflexive, other) Nouns (noun, uncountable, usually uncountable, countable and uncountable, usually plural, only plural, irregular plural, person, adjective + noun, noun + noun, noun expression, proper nouns, noun = verb + ing) Adjectives (adjective, adjective + preposition, comparative adjective, comparative adjective – irregular) Verbs (verb, auxiliary verb, verb – irregular present, modal verb, verb + preposition, phrasal verb, verb + noun, verb + adjective, verb + prepositional phrase, verb + adverb, verb expression, verb – irregular past, verb + verb + ing, verb + reflexive pronoun) Adverbs (adverb, adverb – intensifier) Frequency expressions (frequency adverb, frequency expression) Location expressions (location preposition, location expression) Time expressions (time adverb, time expression, time preposition, year) Prepositions (preposition, prepositional phrase, phrasal preposition) Indefinites (indefinite pronoun, indefinite pronoun + adjective, indefinite adverb) Conjunctions Numbers – ordinal Expressions Imperatives (imperative expression, imperative sentence, imperative statement) Questions (question word, question) Statements Conversation sounds
Topic/ function	Grammar words (grammar words, words for sequencing, words for linking) Basic vocabulary (basic verbs, basic vocabulary, basic expressions, basic questions) Conversation strategies (polite language, introducing information or an idea, managing a conversation, offering good wishes, reacting positively, reacting negatively, showing you agree or understand, showing you're interested or listening, showing you're similar, suggestions and advice, vague language, showing surprise, asking for an opinion, checking information, correcting things you say, correcting information, responding to suggestions, agreeing to requests, reacting to a story, interrupting a conversation, restarting a conversation, making a request, offering help, starting a conversation, saying no in a friendly way, remembering a word or name, making a promise, softening what you say, inviting and welcoming) Descriptions (general descriptions, positive descriptions, negative descriptions, feelings, physical states, colors, events and accidents)

Unit Date	Time and dates (months of the year, years, days of the month, talking about time and dates, periods of time) Talking about the past (past activities and experiences, when in the past?) Talking about the future Talking about routines (routine activities, when and how often, talking about routines, sleeping) Cities and transportation (places in cities and neighborhoods, transportation, talking about cities and neighborhoods, giving directions, asking for information, giving information) Clothes and jewelry (clothes, talking about clothes, talking about clothes and fashion) Food and eating (types of food, cooking, food and health) Free time (free-time activities, celebrations, music, talking about free time, talking about celebrations, things for the beach, hobbies, games) Health (illnesses, injuries, health and stress, talking about health) Home (places at home, things at home, furniture) Likes, dislikes and wants (likes, dislikes, wants) Media and communication (internet language, telephone language, talking about television, types of communication, talking about communication) Money and prices Animals People (personal information, categories of people, family, identifying people, describing people, talking about people, describing appearance, parts of the body) School and learning (learning activities, talking about school, school subjects) Computing Sports and exercise (sports, exercise, talking about sports and exercise) Personal items Travel and tourism (talking about travel, things to pack) Work (professions, talking about work) Writing conventions (writing professional notes, punctuation, writing formally) From unit 1 to 12 1/12/2005, which is already registered in the program and the dates you added new words or expressions
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Also, this glossary screen displays four buttons: *Print*, to print a list of words selected; *Close notebook*, to go back to the screen where the user was before opening the notebook, *Help*, and *Add word or expression* (see Figure 4.5). Once the user clicks on button *Help*, at any point of the program, the same message appears, on a separate window. This window is reproduced in Figure 4.6 below.

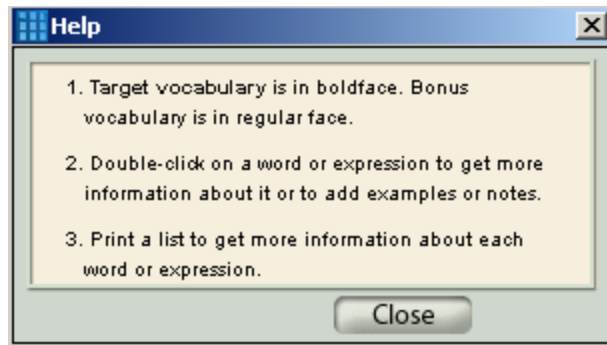


Figure 4.6. Help screen in Touchstone 2 CD-ROM

As it is indicated in item 2 of Figure 4.6, to select a word or expression, the user needs to double-click on the desired term. After double-clicking, a new window opens and the user sees the word/ expression selected, the unit, category and subcategories (if applicable) it belongs to and the date this entry was added to the glossary. What is curious about this glossary is that there are no dictionary definitions for the words selected. There are not examples, pictures, moving pictures, or sounds available, either.

Yet, there are two boxes where students can type in examples with this word or expression in one of them, and notes in the other box. Note that when users add some information the date is updated and saved as the date of the inclusion of information. The user can also change the date according to his/ her will. Note that these features can only be used if the user has installed the program in a computer. In case the user is running the program from the CD-ROM, these features are not available.

Still on this screen, there are 8 buttons. The first two allow users to move to the entry above in the list of entries (*Previous* button) or to the entry below in the list (button *Next*). Clicking on *Print* allows users to have a printed copy the information on the screen. Even though the third item in the *Help* window say that by printing learners “get more information about each word or expression”, what is seen in the printed paper is simply the same information displayed on screen. *Save* button allows users to store the information



they typed in, *Close Notebook* button, as mentioned before, takes users to the section they were before opening the glossary and *Notebook menu* button takes users to the first screen of the glossary section, where users select categories and entries (see Figure 4.5). The other two buttons *Add word or expression* and *Add topic/ function category* take users to a screen that is very similar to the one that opens when users double-click on an entry. The differences are that, the screen that opens after clicking on *Add word or expression*, does not display the boxes for the word or expression, the categories and subcategories, and unit filled in, that is, besides adding the new word/ expression, the users can include information that will help him/ her retrieve this entry afterwards. When the user clicks on button *Add topic/ function category* a new window opens and the user types in a new category, which will be added as a subcategory of the *Topic/ function* category, and it will also be available in the search box centralized on the top of the search screen.

#### **4.1.2.2 At the Unit Level**

This section of the Chapter describes the organization of the units, how the activities are distributed in Touchstone CD-ROM 2, and hence partially answer the research question number (3) How are the activities in each CD-ROM organized? The next section (4.1.2.3) provides more answers to the same question. The description of how activities are organized in Interchange CD-ROM 1 was presented in sections 4.1.1.2 and 4.1.1.3.

Each unit contains one first screen that shows how the unit is divided. Every unit is made of three sections. All the sections are based on the same dialogue that is divided into two parts. The first of the three sections of every unit is called *Listen*, which in turn is divided into four parts, namely *Part 1*, *Part 2 with exercise*, *Part 2 without exercise*, and *Parts 1 & 2*. The second part of the unit is called *Practice*, which is subdivided into

*Part 1* and *Part 2*. Finally, the third part is called *Play a role* and is subdivided into *Part 1*, *Part 2* and *Parts 1 & 2*. The total number of activities is then 144. Also in this screen, at the top left, the title of the unit appears as it is in the main menu, and after a few seconds it changes to a sentence that is part of the conversation that will appear in the unit. For instance, in unit 1, the title is *Making Friends* and after a few seconds it changes to the question *Do you come here a lot?*, which is one of the lines said by one participant in a conversation. In unit 2, the title is *Interests* and the sentence is *I really like making things*, and so on.

On this screen, users can go to the *Main menu*, to *My vocabulary notebook* or *Quit* the program, just by clicking on the correspondent button.

#### **4.1.2.3 At the Activity Level**

The instructions for all the activities are in English and are only available in the written form. Users can do each activity as many times as they like, by pressing button *Start again* on the screen. The other buttons available in activity screens are *Previous*, which redirects back one activity (when this is not the first one of the unit), *Next*, which advances to the following activity (when it is not the last one of the unit), *Unit Menu*, *Main menu*, *My vocabulary notebook* and *Quit*.

There are 9 activities in every unit: 4 in the *Listen* section, 2 in the *Practice* section and 3 in the *Play a role* block. The basic format of the activities is the same in every unit, that is, the first activity of *Listen* section has the same format of all the other first activities of *Listen* section in all the other units. The second activities of *Listen* sections of all units have basically the same format, and so on. See Appendix X for one example of

each of the nine basic formats of activities. All the examples were extracted from unit 1, but the pattern repeats for all units.

The block of activities called *Listen* is based on a dialogue, which is divided into two parts. The first activity in *Listen* section presents the first part of the dialogue. The user can listen to this first part of the conversation and read it. The user also has the option of hiding the written part of the conversation by clicking on *Hide the conversation*. The second activity of this block is an exercise based on the spoken version of the second part of the dialogue. The user listens to the dialogue and completes the exercise. Feedback is given through ticks and crosses by clicking on *Check my answers*. The third activity of this block has the same format of the first one, but it is based on the second part of the dialogue: the user can listen to the conversation and read it. The user also has the option of hiding the written version of the conversation by clicking on *Hide the conversation*. The fourth activity of this block has the same format of the first and third activities, but with the complete conversation, that is, parts 1 and 2 of the dialogue.

The first activity in *Practice* section brings the first part of the dialogue again. Users are supposed to click on each line of the dialogue, one at a time, listen to it, then click on *Record*, repeat the line into a microphone, click on *Stop*, to stop the recording, then click on *Compare* to hear the recording of the CD and then the user's own voice. The second activity of this block has the same format of the first one, but it is based on the second part of the dialogue.

The first activity of *Play a role* section asks user to choose one of the two participants of the dialogue, then select him or her by clicking on the correspondent button. Then, the user clicks on *Start* and when it is the turn to speak of the character chosen by the user, he or she has to click on *Record*, record his/ her line and then click on *Stop*. When it is

the turn of the other character, the CD will play the audio recording. Users can choose to make all the conversation available in the written form, hide only the lines of the character they have chosen or hide all lines. In this last case, users will only hear the lines of the not selected character. The second activity of this block has the same format of the first one, but using the second part of the conversation and the third activity has the same format as the other two, but with both part 1 and part 2 put together.

#### **4.2 Types of activities found in Interchange 1**

This section of the chapter shows the types of language activities found in the CD-ROM of the series Interchange, level 1.

As explained in section 4.1, the activities of the CD can be divided into 2 main groups. The first group is made of five subgroups of activities that appear in every unit, namely *Culture*, *Vocabulary*, *Get the picture*, *What did they say?* (Parts 1 and 2) and *Video script*. The second main group is made of activities that aim at developing students' listening, grammar, grammar usage and vocabulary, according to the informational screen of the software (indicated in the CD as "how to use this program"). For the purposes of this study, grammar and grammar usage activities will be put together and will be referred to as "grammar activities". However, during the analysis, I realized that among the activities of the second main group there were not only listening, grammar and vocabulary activities, but also reading activities, speaking activities and even activities that integrated reading and listening. Table 4.4 shows how many of each of all activities there are in the software.

Table 4.4  
*Activities in Interchange Third Edition CD-ROM 1*

<b>Activities</b>	<b>Number of instantiations</b>
Culture	16
Vocabulary (second activity of every unit)	16
Get the picture	16
What did they say – Part 1	16
What did they say – Part 2	16
Video script	16
Listening	18
Vocabulary	10
Grammar	18
Reading	9
Speaking	3
Integrating listening and reading	4
<b>Total</b>	<b>158</b>

The authors of the Interchange Third Edition CD-ROM 1 refer to activities entitled *What did they say?* as one, divided into two parts. In this case, the total number of activities in the CD counts 142, as stated in section 4.1. However, for the purposes of this study, *What did they say?* will be counted and treated as two different activities because each part has a different demand on students. As a result, as can be seen in Table 4.4, the total number of activities of this CD-ROM goes to 158.

The following subsections will show the results of the analysis of the activities in the CD based on the taxonomy, also referred here as framework, developed for this study and presented in Chapter III. In section 4.2.1, the five groups of activities that appear in every unit (*Culture*, *Vocabulary*, *Get the picture*, *What did they say?* (Parts 1 and 2) and *Video script*) will be analyzed. The other subsection (4.2.2) will present the results for the groups of activities (Listening, vocabulary, grammar, reading, speaking and integrating listening and reading) that do not appear in every unit of the software.

#### 4.2.1 Activities found in all units

As previously explained (see sections 4.1), there are 5 groups of activities that appear in all 16 units of the Interchange Third Edition CD-ROM 1. They are referred to in the program as *Culture*, *Vocabulary*, *Get the picture*, *What did they say?* (Parts 1 and 2) and *Video script*. In the attempt of presenting the results as clearly as possible, four of these groups (*Culture*, *Get the picture*, *What did they say?* (Parts 1 and 2) and *Video script*) will be discussed first. The group referred to as *Vocabulary* will be dealt with afterwards.

Table 4.5

*Number of Culture, Vocabulary, Get the picture, What did they say? (Parts 1 and 2) and Video scrip activities in Interchange Third Edition CD-ROM 1.*

Activities	Number of instantiations
Culture	16
Vocabulary (second activity of every unit)	16
Get the picture	16
What did they say – Part 1	16
What did they say – Part 2	16
Video script	16
Total	96

Table 4.5 shows that there are 16 activities in each group (*Culture*, *Vocabulary*, *Get the picture*, *What did they say?* (Parts 1 and 2) and *Video script*) in the CD. In other words, there is one activity of each group in every unit of the software, which altogether sum 96 activities in the whole CD. This number represents approximately 60.8% (96 out of 158) of the total number of activities in the CD. This numbers show that most activities in the CD basically belong to a fixed structure. The following paragraphs describe the basic features of the activities belonging to each of these five groups. Also, and the activities will be analyzed according to the framework of types of language activities.

All activities named *Culture* provide the user with an audio recording of a text about the topic of the unit and with pictures related to the recording. Except in the first unit,

the instructions for this activity ask the reader to “click on the items (pictures) to hear about (...)”. Therefore, I concluded that the main objectives of this activity are to introduce the topic of the unit and develop listening, even though students can read the written version of the spoken text if they click on the pictures a second time (the written text is not available in unit 9). In some units, there are some features other than the audio and written version of the text and the pictures. These other features are: questions directed to the user about the theme of the unit (units 1, 2, 4, 5, 14 and 15), arrows that point to details in the pictures as the details are mentioned in the audio recording (unit 1), short pieces of written text (units 9 and 10), sounds of an alarm going off, the sound of a whistle and the sound of a dog barking (unit 9). Having in mind the main objectives and features of this group of activities, they will be called **Listening to a text (listening)**: students are asked to listen to a spoken text for comprehension. (See an example in Appendix A).

All activities named *Get the picture* and activity *What happens next?*, in unit 3 (which can be considered a *Get the picture* activity, despite the different name, as explained in section 4.1) can be put under the type **Multiple Choice (listening)**, which according to the definition given in the framework described in Chapter III, asks learners to listen to a passage and complete a sentence, passage or answer a question. Alternatives are given for students to choose from. In the case of activities *Get the picture* of units 1, 2, 4, 6, 11, 15 and 16, learners are asked to watch a video and complete a sentence, passage or answer a question by checking true or false (to reiterate, true or false format was considered a variation of the Multiple choice format). In units 3 and 5, watch a video and complete a sentence, passage or answer a question by checking Yes or no. Finally, in units 7, 8, 9, 10, 12, 13 and 14 learners are supposed to watch a video and complete a sentence, passage or

answer a question by checking one among 2, 3 or four alternatives. (An example is reproduced in Appendix B).

All activities named *What did they say? - Part 1* were classified as **Cloze (reading)** because they all ask learners to complete a dialogue with words given, which matches the definition given in the taxonomy created for this study (see Chapter III). Reiterating, the definition in the taxonomy states that in a Cloze (reading) activity learners are supposed to fill in blanks in a written text (or answer questions) with appropriate words (or parts of words), expressions or short sentences. Alternatives might be given for students to choose from. In the case of *What did they say? - Part 1* activities, the written text is a dialogue and the alternatives are given in the form of words or short expressions at the bottom of the screen. (See an example in Appendix H). I considered this group of activities as reading activities, which contradicts the objectives stated by the authors in the section “how to use this program” in the CD-ROM. I agree that it is arguable whether this format demands more of vocabulary knowledge or reading skills, and I believe more research is necessary to clarify this doubt. For the purposes of this study, as discussed in Chapter III, I will consider this format a reading activity, when the input is a coherent text; and I will consider this format a vocabulary activity when the input is not a structured set of sentences, but rather a set of isolated, not coherently linked sentences.

All activities named *What did they say? - Part 2* were classified as **Role playing (speaking)**, in which, according to the definition given in the framework, learners are asked to take a role in a given situation and might perform either with a teacher or a peer. The 16 *What did they say? - Part 2* activities in Interchange CD-ROM ask learners to play a role, but present a different feature: learners do not perform the roles they choose with a peer or a teacher, but rather with the software. Learners choose one of the characters



of the dialogue. Then the learner clicks on the boxes that replaced the lines (the written lines of the chosen character are deleted) of the character he/ she chose and record his/ her own voice. After that, the learner has to click on the button *Compare* to hear his/ her own voice and the audio recording of the same lines. After the learner records and compares all the lines of the character he/ she chose, he/ she clicks on button *Play new* and hears the whole dialogue, which contains the learner's voice for the lines of the character he/ she chose and the audio recording of the CD for the lines of the other character. (See an example in Appendix E).

Finally, on the right side of screen of the activities called *Video script*, the learner can play the video of the unit. On the left side of the screen, the learner sees the transcription of the dialogues that the video contains. The instructions tell learners to “watch the video and read the script”. I interpreted these instructions as asking learners to read the transcription while they listen to the dialogues in the video. This activity did not match any of the types described in the framework. The activity seems to demand as much of reading skills as of listening skills. For this reason, this activity will be called **Integrating listening and reading**: learners are asked to read a text and listen to a text simultaneously. This type will be included in the “Listening” section of the final table with all activity types but it could equally be placed in the “Reading” section. (An example is reproduced in Appendix W).

After having covered the four (*Culture*, *Get the picture*, *What did they say?* (Parts 1 and 2) and *Video script*) of the five groups of activities that appear in all units of Interchange CD-ROM 1, the group referred by the authors as *Vocabulary*, will be discussed. I decided to present this group separately because more than one type of language activities was identified inside this group.

As explained in section 4.1, this group aims at presenting the vocabulary that will appear in the video in future activities. These activities correspond to every second activity of each unit. During the analysis of this group of activities, 6 different activity types were identified: *Definitions*, *Labeling pictures*, *Classifying items*, *Transferring information*, *Cloze (reading)* and *Vocabulary presentation*.

The second activities of units 1, 2, 10 and 15 can be placed under the type **Definitions (vocabulary)**. According to the definition given in the framework, in this type learners are given definitions of words and are supposed to recall and write down the words according to the definitions. However, each one of the four activities that were classified as Definitions varies a little from the actual description given in the taxonomy. The second activity of unit 1 provides learners with student cards with fictional names and names of countries. Students must complete a blank with the correspondent name of the nationality in each card. The second activity of unit 2 shows some balloons. When learners click on one of them, they hear a recording of someone telling what he/ she does in his/ her job. Students are then supposed to drag one of the jobs listed at the bottom of the screen and drop it over the correct balloon. The second activity of unit 10 gives learners a list of verbs in their base form and beside each one of them there is one blank space. Learners are supposed to type the past form of the verbs given in the respective blank space. Finally, the second activity of unit 15 shows learners boxes which contain activities you can do when using a certain machine. The names of the machines are given at the right bottom of the screen. Learners are then supposed to drag the names of the machines to the correct boxes. (The second activity of unit 15 is reproduced in Appendix Q).

Because of all these different features, the definition given in the framework for the type under discussion is not sufficient. A more encompassing description is then:

**Definitions (vocabulary):** learners are given definitions of words through spoken or written sentences or are given other verbal (spoken/ written) clues such as related words or longer phrases. Learners are then supposed to recall and write down the words or match words and definitions/ clues by dragging and dropping words to the appropriate spaces.

The second activities of units 3, 6, 7, 12, 13, 14 and 16 can be placed under the type **Labeling pictures (vocabulary)**. According to the definition given in the framework, in this type learners are given pictures of concrete nouns and are supposed to recall and write down their names. However, each one of the four activities that were classified as Labeling pictures (vocabulary) varies a little from the actual description given in the taxonomy. The second activity of unit 3 asks learners to drag the pictures of the concrete nouns and drop them to the correct name instead of asking learners to write down the names of the concrete nouns. The second activity of units 6, 13 and 16 ask learners to drag the names of activities (or actions, instead of concrete nouns) and drop them to the correct pictures. The second activity of units 7 and 14 ask learners to drag the name of places (instead of concrete nouns) and drop them to the correct pictures. The second activity of unit 12 asks learners to drag the names of concrete nouns and drop them to the correct pictures, instead of asking learners to write down the words (this activity is reproduced in Appendix P).

Because of all these different features, the definition given in the framework for the type under discussion is not sufficient. A more encompassing description is then: **Labeling pictures (vocabulary):** learners are given pictures of concrete nouns, places, activities or actions and are supposed to recall and write down their names or to match words and pictures by dragging and dropping words to the appropriate spaces.

The second activities of units 4 and 9 did not match any of the types described in the framework. This group of activities was named **Classifying items (vocabulary)**: learners are asked to classify items according to superordinates by dragging and dropping the items to the appropriate box. The second activity of unit 9 is reproduced in the Appendix R.

The second activity of unit 5 did not match any of the types described in the framework. This activity was named **Transferring information**: students have to complete a diagram (in this case a family tree) using their knowledge of the meanings of the words by writing the words in the correct spaces. This activity is reproduced in Figure 4.7.

The second activity of unit 8 seems to fit better the Reading division of the framework than the Vocabulary division because learners are given a text with blanks and are supposed to use the words given in order to fill in the blanks. It seems that the demand is more on learners reading skills than on vocabulary knowledge since they need to understand the logics of the text in order to complete the activity. Thus, this activity was classified as **Cloze (reading)**, even though it is called by the authors “Vocabulary: places” and is the only activity between the *Culture* and *Get the picture* activity.

Interchange Level 1

Unit 5: At a family picnic

2. Vocabulary: family tree

Complete Debra's family tree by showing how these people are related. For example, Rachel is Debra's grandmother. Click on the person and type in how they are related to Debra. Then press ENTER.

Instructions

Figure 4.7. Example of Transferring information (vocabulary) – Activity 2, unit 5

Finally, the second activity of unit 11 did not match any of the types described in the framework. This activity was named **Vocabulary presentation**. In this activity, learners are given words and their meanings at the bottom of the screen. A set of pictures with blank spaces below each one of them is given on the center of the screen. Then students are supposed to type the words in the correct spaces. (This activity is reproduced in Appendix S).

#### 4.2.2 Listening, grammar and vocabulary activities

The activities or groups of activities discussed in the previous subsection (4.2.1) were those that can be found in all units and receive one of the following five names:

*Culture, Vocabulary, Get the picture, What did they say?* (Parts 1 and 2) and *Video script*. In this subsection, the activities that will be discussed are those that are not found in all units and aim at developing students listening, grammar, grammar usage or vocabulary, according to “how to use this program” section of the CD, as explained in section 4.1. As pointed out in the beginning of section 4.2, during the analysis I realized that among these activities there are not only listening, grammar and vocabulary activities, but also reading, speaking and activities that integrate listening and reading. These activities account for about 39.2% (62 out of 158) of the total number of activities in the CD (see Table 4.6).

Table 4.6  
*Activities in Interchange Third Edition CD-ROM 1*

<b>Activities</b>	<b>Number of instantiations</b>
Listening	18
Vocabulary	9
Grammar	19
Reading	9
Speaking	3
Integrating listening and reading	4
<b>Total</b>	<b>62</b>

This section of the chapter is subdivided into four subsections. The first one discusses the activities that aim at developing learners’ listening. The second subsection discusses activities that aim at developing learners’ grammar and grammar usage, which will all be labeled as grammar activities. The third subsection discusses activities that aim at developing learners’ vocabulary and finally, the last subsection discusses activities that aim at improving learners’ reading, speaking skills and those that integrate listening and reading.

#### 4.2.2.1 Activities that aim at developing listening

To reiterate, the listening activities referred here are those that belong to the group of activities that are not found in every unit. There are more listening types of activities among those that appear in every unit, which were discussed in section 4.2.1. The features of some types of activities that will be discussed in this section have been restated (as they are described in the framework) in the previous section (4.2.1). For this reason, I will not describe these features again. I will only restate the features of types of activities (as they are in the framework) that have not been mentioned in the previous section. I will also point out features that some activities of the CD present that vary from those of the types in the taxonomy. Also, there are cases of activities that did not fit any of the types in the taxonomy. For such cases, I propose a new activity type, describe this type's features and give one example in the Appendixes.

As shown in Table 4.6, there are 18 (out of 158) listening activities in the CD-ROM and among those, three types of Listening activities were identified: *Multiple choice*, *Transferring information* and *Identifying order of events, topics or arguments*.

The most recurrent type of activity is **Multiple choice (listening)**. There are 9 activities (out of 18 listening activities) that belong to this type. In the case of activities 5, in units 1, 2, 3, 4, and 13, activity 9, in unit 3, and activity 4, in unit 5 (total number of 7, out of 9), learners are supposed to watch a video and complete a sentence, passage or answer a question by checking one among 2, 3 or four alternatives. In activities 5 in units 6 and 16 (2 out of 9), learners are supposed to watch a video and complete a sentence, passage or answer a question by checking true or false.

The second most recurrent type of Listening activity is **Identifying order of events, topics or arguments (listening)**, which, according to the definition given in the framework described in Chapter III, learners have to number sentences according to the sequence of events of a spoken text. However, the 5 activities (out of 18) that belong to this type present some different features. All the five activities had the very same format: they were always the third activity of the unit, they were always the activity right before the group called *Get the picture*, they are all called *Edit the video*, and they all provide users with parts of the video of the unit, scrambled, for users to put in the correct order by dragging each one of the scrambled parts (which are given on the left side of the screen) and dropping them to blank spaces on the right side of the screen. (one example is reproduced in Appendix D). Besides using the audio resource of the video to complete the activity, other cinematographic elements of the video facilitate the completion of the task. The five Identifying order of events, topics or arguments (listening) activities are the third activities of units 4, 9, 11, 15 and 16.

Finally, there are 4 (out of 18) **Transferring information (listening)** activities. According to the description in the taxonomy, Transferring information (listening) activity type is that which might involve “drawing or labeling diagrams or pictures, completing tables recording routes or locating buildings, etc., on a map” (Weir, 1993, p.121) based on a spoken text. However, each one of the four activities that were classified as Transferring information (listening) varies a little from the actual description given in the taxonomy. The third activity of unit 2 asks learners to drag pictures of objects of an office and drop them in the correct spaces according to audio instructions. The fifth activity of unit 5 asks learners to drag the names of some people and drop each one of the names in one of three boxes. Each box has a family name. In order to successfully complete the task, learners have to



listen to each person talk about him/herself so that they find out which person belongs to which family. The fifth activity of unit 8 asks learners to listen to messages in a fictional answering machine. On the left side of the screen, learners see the days of a week in an organizer, and on the right side of the screen, learners see scrambled hours and words related to the content of the messages. Students have to listen to the messages, drag the items on the right and drop them to the correct day of the week in the organizer. (This activity is reproduced in Appendix C). Finally, the fifth activity of unit 14 asks learners to watch a video of a contest in which 3 contestants participate. Each contestant accumulates points along the story played in the video. Students have to calculate the total score of each contestant and write them down below each contestant's pictures and names, on the left side of the screen.

#### **4.2.2.2 Activities that aim at developing grammar**

To reiterate, in the section of the CD called “how to use this program” (see section 4.1 of this study), the authors state that in some of the units users will find activities that will help them improve their understanding of grammar and grammar usage. Some activities in the CD receive the label “Grammar”, but there is no indication for what the authors consider to be the “grammar usage” activities. For the purposes of this study, I considered “grammar usage” activities those that seemed to focus on linguistic structures and how they should be used under certain circumstances. For instance, I consider activity 6 in unit 15 a grammar usage activity. The instructions say: “Click on the pictures to hear what each caller says to Mr. Waite. Then click on the button next to the most polite caller”. In this activity, learners have to pay attention to the structures used by each caller and evaluate the appropriateness of their speeches in that situation (talking to a friend's father

on the phone). Since grammar usage activities focuses on grammatical structures as well as grammar activities, I decided to treat both as one in this study, even though I recognize that there are differences. This group will be referred to as “grammar” activities.

As shown in Table 4.6, there are 19 (out of 158) grammar activities in the CD-ROM and among those, four types of activities were identified: *Multiple choice*, *Cloze*, *Drilling* and *Unscrambling sentences*. In the following paragraphs, I will restate the features of types of activities as they are in the framework and will point out features that some activities of the CD present that vary from those of the types in the taxonomy. Also, there are cases of activities that did not fit any of the types in the taxonomy. For such cases, I propose a new activity type, describe this type’s features and give one example in the Appendixes.

The most recurrent type of grammar activity is **Multiple choice (grammar)**, in which learners have to complete a sentence, passage or answer a question. Alternatives are given for students to choose from. There are 11 (out of 19 grammar activities) multiple choice grammar activities in the CD. In all the 11 activities, learners are supposed to complete a sentence, passage or answer a question by checking one among 2, 3 or four alternatives. In activity 6, in unit 1, activity 7, in unit 3, activity 6, in unit 13, and activity 6, in unit 15, learners are supposed to choose the alternative that contains the most appropriate sentence for a given situation. In activity 8, in unit 1 and activity 7, in unit 5, learners are supposed to choose the alternative that contains the correct verb form to complete a sentence. In activity 9, in unit 1 and activity 8, in unit 15, learners are supposed to choose the alternative that contains the correct verb to complete a sentence. In activity 8, in unit 2, learners are supposed to choose the alternative that contains the appropriate preposition to complete a sentence (see the reproduction of this activity in Appendix L). In activity 7, in

unit 4, learners have to choose the alternative that contains the correct object pronoun to complete a sentence, and in activity 9, in unit 6, learners have to choose the correct location in each sentence to place the adverbs given.

The second most recurrent type of Grammar activity is **Cloze (grammar)**. According to the description of the framework, Cloze (grammar) type is that in which learners are given a passage with blanks and are supposed to fill them in. The blank is selected to induce learners to use a certain grammatical structure. There are 4 (out of 19 grammar activities) cloze grammar activities in the CD. The activities in the CD that match this description are: activity 7, in unit 7, in which learners are supposed to complete the blanks with the correct past tense form of the verbs that are given between brackets next to each blank (this activity is reproduced in Appendix M). Activity 7, in unit 8, in which learners have to complete a set of sentences with prepositions of location, based on a picture that is available on the left side of the screen. Activity 8, in unit 9, in which learners are supposed to complete the blanks with the correct present continuous form of the verbs that are given between brackets next to each blank. Finally, activity 7, in unit 12, in which learners are supposed to complete a written passage with the correct imperative form of the verbs that are given between brackets next to each blank.

Activities 8, in units 10 and 11, and activity 7, in unit 14, did not match any of the types of the framework described in Chapter III. These three activities (out of 19 grammar activities) were then grouped under the name **Drilling (grammar)**: learners are supposed to complete sentences with the same basic grammatical structure. Activity 7 of unit 14 is reproduced in Appendix N.

Finally, activity 8 in unit 14 did not fit any of the types of the framework. It was then called **Unscrambling sentences (grammar)**: learners are given scrambled parts of

sentences for them to put in the correct order. In this particular activity, learners drag and drop the parts of the sentences into a diagram. This activity is reproduced in Appendix O.

#### 4.2.2.3 Activities that aim at developing vocabulary

As explained in section 4.1, there are three groups of vocabulary activities, according to the explanations given in the section “how to use this program” in the CD. This subsection discusses the activities of the third group, which is the group that includes all the other vocabulary activities that are not the second of every unit (which make up the first group of Vocabulary activities), neither the ones called *What did they say? – Part 1*, which make up the second group of Vocabulary activities (the latter has been discussed earlier in this Chapter and considered to be a reading activity instead of vocabulary activity).

As shown in Table 4.6, there are 9 (out of 158) vocabulary activities in the CD-ROM and among those, seven types of activities were identified: *Labeling pictures*, *Multiple choice*, *Vocabulary presentation*, *Definitions*, *Classifying items*, *Transferring information* and *Gap filling*. In the following paragraphs, I will restate the features of types of activities as they are in the framework and will point out features that some activities of the CD present that vary from those of the types in the taxonomy. Also, there are cases of activities that did not fit any of the types in the taxonomy. For such cases, I propose a new activity type, describe this type’s features and give one example in the Appendixes.

The most recurrent type of activity is **Labeling pictures (vocabulary)**. According to the redefinition presented in section 4.2.1, Labeling pictures (vocabulary) type is that in which learners are given pictures of concrete nouns, places, activities or actions and are supposed to recall and write down their names or to match words and

pictures by dragging and dropping words to the appropriate spaces. There are 3 (out of 9 vocabulary activities) labeling pictures vocabulary activities in the CD. They are: activity 3, in units 3 and 13, in which learners are asked to watch a video with no sound and click on the buttons next to the item they see. The items are written words, which are the names of the concrete nouns that appear on the video. Some items are distractors. The third labeling pictures vocabulary activity is activity 7, in unit 5, in which learners are supposed to drag words and drop them to the correct picture. This activity offers another feature that helps learners complete the activity: before dragging and dropping the words, learners might click on the pictures to hear a sentence related to the picture.

The following six types were represented by one activity only. Activity 5, in unit 9 is a **Multiple choice (vocabulary)** activity. According to the definition given in the framework presented in Chapter III, Multiple choice (vocabulary) type is that in which learners are supposed to choose the best alternative that completes a given sentence, that indicates a synonym of a given word or even that indicates the suitable definition of a given word. However, activity 5 of unit 9 varies a little: learners have to check the alternatives that contain a word that describes each of two of the characters of the story played in the video. The video is not available in this activity screen. Learners have to remember from previous activities or go back and watch the video. This activity is reproduced in Appendix U.

Activity 4 in unit 1 was considered to be a **Vocabulary presentation** type. This activity is a variation of the Vocabulary presentation type described earlier in this chapter (section 4.2.1), with the difference that it does not provide readers with written explanations of the words' meanings, but with pictures that represent the words' meanings (see Figure 4.8)



Figure 4.8. Activity 4, unit 1: Vocabulary Presentation type of activity

Activity 3 in unit 6 belongs to the type called **Definitions (vocabulary)**. According to the redefinition presented in section 4.2.1, Definitions (vocabulary) type is that in which learners are given definitions of words through spoken or written sentences or are given other verbal (spoken/ written) clues such as related words or longer phrases. Learners are then supposed to recall and write down the words or match words and definitions/ clues by dragging and dropping words to the appropriate spaces. In activity 3 of unit 6, learners see names of sports on the right side of the screen and empty boxes on the left side. When students click on one box, a sentence with a description of a given sport appears. Students then drag the name of one sport and drop it to the correct box. Students

might click on the boxes more times. Each time they click, a new clue (description) appears to help them decide which sport they should move to that box.

Activity 6 in unit 6 belongs to **Classifying items (vocabulary)**. This is a new type and was first presented in section 4.2.1: learners are asked to classify items according to superordinates by dragging and dropping the items to the appropriate box. In activity 6, unit 6, learners see three bubbles. One of them represents one of the characters of the video (which is not available in this screen, learners have to watch the video in previous activities). The bubble in the middle is an intersection between the first bubble and a third one that represents the other character of the video. Students are given words at the bottom of the screen and are supposed to drag and drop them to the correct bubble (see Figure 4.9).

Interchange Level 1

Unit 6: I like to stay in shape

6. What sort of people are they?

What kind of person is Anne ?

What kind of person is Mark ?

relaxed dishonest pushy sincere lazy  
friendly energetic macho

Which words best describe Anne and Mark ? Click on the words and drag them to the correct part of the diagram. Drag a word to the center circle if it describes both of them.

Instructions

Figure 4.9. Activity 6, unit 6: example of a Classifying items (vocabulary) type of activity

Also in unit 6, activity 8 was classified as a **Transferring information (vocabulary)**. This is a new type, first presented in section 4.2.1. In this type of activity students have to complete a diagram using their knowledge of the meanings of the words by writing the words in the correct spaces. Activity 8, in unit 6 varies a little from this definition: learners are given adverbs of frequency at the bottom of the screen and in the center, they see a diagram formed by six boxes put in a vertical line. At the top of the line, it says: “most frequent” and at the bottom of the line it says: “least frequent”. Learners are supposed to drag the words and drop them to the correct box. Even though it is called a grammar activity by the material designers, I believe it demands more of vocabulary knowledge than of grammatical structures because students are given isolated words. So, learners do not need to think of a sentence syntax, organization, structuration (this activity is reproduced in Appendix T)..

Finally, activity 9 in unit 16 was called **Gap filling (vocabulary)**. According to the definition given in the framework, in Gap filling (vocabulary) activities, learners are given sentences with blanks and are supposed to complete them with the correct word. In the case of activity 9 of unit 16, this is exactly what is demanded from students. The words are given and students have to drag and drop them to the correct space. This activity is reproduced in Appendix V.

#### **4.2.2.4 Speaking activities, reading activities and activities that integrate listening and reading**

According to the section of the CD called “how to use this program”, besides those five groups of activities that appear in every unit of Interchange CD-ROM1 (*Culture,*



*Vocabulary, Get the picture, What did they say?* (Parts 1 and 2) and *Video script*), there are activities that aim at improving learners' listening, vocabulary, grammar and grammar usage. As explained in the beginning of section 4.2, during the analysis I found that among the group of activities that are not found in every unit, there are speaking activities, reading activities and activities that integrate listening and reading. In this subsection, I will present the analysis of these three groups according to the types of activities described in the taxonomy presented in Chapter III.

To reiterate, the speaking activities referred to here are those that belong to the group of activities that are not found in every unit. There are more speaking types of activities among those that appear in every unit, which were discussed in section 4.2.1. As shown in Table 4.6, there are 3 (out of 158) speaking activities in the CD-ROM and among those, two types of activities were identified: *The controlled interview* and *Transferring information*. In the following paragraphs, I will restate the features of types of activities as they are in the framework and will point out features that some activities of the CD present that vary from those of the types in the taxonomy.

Activity 7 in unit 16 was categorized as **The controlled interview (speaking)**. According to the definition given in the framework, in The controlled interview (speaking) activity, the learner listens to some remarks and is asked to respond to them or is asked pre-planned questions to respond to. The remarks/ questions might be asked by a live interviewer or they might be recorded and played to the learner. In the case of activity 7 of unit 16, learners listen to someone's problem and have to record their piece of advice to that problem. After learners have recorded their advice, they can click on the picture of a "person" (character) to hear another piece of advice about the same problem. This activity is reproduced in Appendix G.

Activity 5 in unit 10 and activity 6 in unit 11 were categorized as **Transferring information (speaking)**. According to the definition given in the framework, in Transferring information (speaking) activity, learners receive pictures (or see moving pictures) and either describe them or tell a story based on them. This is similar to what activities 5 (unit 10) and 6 (unit 11) ask learners to do. In activity 5, learners are asked to tell a story, in the first person (I), based on a set of pictures (see this activity in Appendix F). In activity 6, learners are asked to create a slide show by describing each of a set of four pictures.

As shown in Table 4.6, there are 9 (out of 158) reading activities in the CD-ROM and among those, three types of activities were identified: *Reading a text*, *Matching* and *Identifying order of events, topics or arguments*. In the following paragraphs, I will restate the features of types of activities as they are in the framework and will point out features that some activities of the CD present that vary from those of the types in the taxonomy. Also, there are cases of activities that did not fit any of the types in the taxonomy. For such cases, I propose a new activity type, describe this type's features and give one example in the Appendixes.

There are 2 (out of 9) reading activities which matched the type **Identifying order of events, topics or arguments (reading)**, described in the framework as activities in which learners number sentences according to the sequence of events of a text. Activity 6 (unit 3) and 4 (unit 10) ask learners to perform similar tasks. Activity 6 (unit 3) asks learners to put a dialogue in order by dragging and dropping number next to each line of the dialogue. There is not a text in which learners rely upon to number other sentences. Instead, learners have to read all the lines of a dialogue, and organize the text (the dialogue) in a coherent manner. This activity is reproduced in Appendix J. Activity 4 (unit 10) also asks

learners to read a set of scrambled sentences and put them in order. What is different about this activity is that in order to complete the activity, learners need to know the order of events of the video of the unit, which is not available in the screen of this activity. Learners will need to go to other activities to watch the video and then complete activity 4 of unit 10.

One type that appears in many units, with the very same format does not fit any of the types of the framework. The activity asks learners to drag and drop pieces of a jigsaw. When the jigsaw is formed, learners can read a summary of the plot of the video of the unit. This type of activity will be referred to here as **Reading a text (reading)**. The activities are: activity 4 (unit 8), 6 (unit 9), 5 (unit 11), 4 (unit 12), 5 (unit 15) and 6 (unit 16), that is, 6 out of the 9 reading activities in the CD. See one example of this activity in Appendix I.

Another reading activity that did not match any of those types of the framework is activity 5 in unit 12, in which students are supposed to match passages of written texts with other appropriate passages of written texts. In this case, students were supposed to match letters that contained questions with their respective replies. This type will be called **Matching (reading)**. The activity is reproduced in Appendix K.

At last, one type of language activity that has been indicated previously in this Chapter is **Integrating listening and reading**. This is a new type of activity, one that did not appear in the framework described in Chapter III. This type was first presented and described in section 4.2.1, as an activity in which learners are asked to read a text and listen to a text simultaneously. There are four activities that match this definition, but which also present some different features. In activity 6 (unit 2), learners are given some classified ads offering jobs. They are supposed to read these ads and decide which one is the most appropriate to the character of the video of the unit. Even though the video is not available

in the screen of this activity, learners need to watch it in order to decide for the best ad. In activity 4 (unit 7), learners have to read some brochures about tours in a given city. Then they have to hear about the interests of each of a set of groups of tourists and decide which tour is best for each group of tourists (see this activity in Figure 4.10). In activity 6 (unit 10), learners have to click on speech bubble to hear some excuses. Then learners read a set of sentences and have to drag each sentence to the correct space next to each speech bubble. Finally, in activity 3 (unit 14), learners hear the host of a TV contest show asking questions and the alternatives for answering the questions. The written version of the questions and alternatives appear simultaneously on the other side of the screen. Learners have to click on the correct alternative.

The screenshot shows a software window titled "Interchange Level 1" with a sub-header "Unit 7: How was your trip to San Francisco?" and "4. San Francisco tours". The main content area features a text box stating "Yerba Buena Tours offers three different one-day tours of the city, with something for every visitor." Below this text are three brochures labeled "Tour A", "Tour B", and "Tour C". To the right of the brochures is a large empty rectangular box with the word "Tour" and a dash below it. At the bottom of the interface, there are five groups of tourists, each with a blue speech bubble containing the letters "A B C". A red instruction box at the bottom left contains a quote icon and the text: "Click on the brochures to read about each tour. Click on the tourists to hear them talk about what they would like to do. Then choose the best tour for each group and click on the correct tour letter."

Figure 4.10. Activity 4, unit 7 – Example of Integrating listening and reading type of activity

In Appendix Y readers will find tables that show the title of each activity of each unit in the program and the activity type (of the framework presented in Chapter III) each activity matches.

The tables below (4.7 to 7.12) compile the types of activities found in Interchange Third Edition CD-ROM 1, according to the main language skill they focus on. These tables also partially answer the first and second research questions: (1) What types of language activities are there in each CD-ROM? And (2) How many activities of each type are there in each CD? They answer the questions only partially because they only present the types and numbers of the activities in Interchange Third Edition CD-ROM 1. The answers for Touchstone CD-ROM 2 will be presented in section 4.3.

The first column shows the types of activities. The second column shows the activities that were categorized as one or another type. The activities are indicated by the letter U (to indicate the number of the unit) and the letter A (to indicate the number of the activities in the unit). For instance, “U4A2” should be understood as Unit 4, activity 2. The third column shows the total number of activities of each type in the whole program and the examples are referenced in the fourth column. One example of each type of activity was selected. I wanted to make the instructions of each activity available to the readers, so I clicked on the button *Instructions* of each activity selected twice. I explain: as pointed out in section 4.1, when users want to know the instructions for the activities, they have to click on the button *Instructions*. If users click once, only the audio version of the instructions is played, but clicking on this button a second time, the written version of the instruction appear on the screen. Therefore, because it is not possible to include audio material in the present study, I clicked on *Instructions* twice to have the written version on the screen, and then reproduce the activity in the Appendix.

Table 4.7  
*Number of each type of listening activities found in Interchange 1 CD-ROM*

<b>Type of Activity/ Listening</b>	<b>Unit/ Activity</b>	<b>Total number</b>	<b>Example Appendix</b>
Listening to a text Multiple choice	Activity 1 in all units	16	A
	All <i>Get the picture</i> activities (including <i>What happens next</i> in unit 3) and U1A5, U2A5, U3A5, U3A9, U4A5, U5A4, U6A5, U13A5, U16A5	25	B
Transferring information	U2A3, U5A5, U8A5, U14A5	4	C
Identifying order of events, topics or arguments	U4A3, U9A3, U11A3, U15A3, U16A3	5	D
Total – listening activities		50	

As can be seen in Table 4.7, there are 50 (out of 158) listening activities in the whole program, which corresponds to approximately 31.6% of the total number of language activities in the CD-ROM. Four types of activity were identified: half of these activities was categorized as Multiple choice, 16 were categorized as Listening to a text, 5 were categorized as Identifying order of events, topics or arguments and 4 were categorized as Transferring information.

Table 4.8  
*Number of each type of speaking activities found in Interchange 1 CD-ROM*

<b>Type of Activity/ Speaking</b>	<b>Unit/ Activity</b>	<b>Total number</b>	<b>Example Appendix</b>
Role playing	All <i>What did they say? – Part 2</i> activities	16	E
Transferring information	U10A5, U11A6	2	F
The controlled interview	U16A7	1	G
Total – speaking activities		19	

As can be seen in Table 4.8, there are 19 (out of 158) speaking activities in the whole program, which corresponds to approximately 12% of the total number of language

activities in the CD-ROM. Three types of activity were identified: most of these activities (16) was categorized as Role playing, 2 were categorized as Transferring information and 1 was categorized as The controlled interview.

Table 4.9

*Number of each type of reading activities found in Interchange 1 CD-ROM*

<b>Type of Activity/ Reading</b>	<b>Unit/ Activity</b>	<b>Total number</b>	<b>Example Appendix</b>
Cloze	All <i>what did they say – Part 1</i> activities and U8A2	17	H
Reading a text	U8A4, U9A6, U11A5, U12A4, U15A5, U16A6	6	I
Identifying order of events, topics or arguments	U3A6, U10A4	2	J
Matching	U12A5	1	K
Total – reading activities		26	

As can be seen in Table 4.9, there are 26 (out of 158) reading activities in the whole program, which corresponds to approximately 16.4% of the total number of language activities in the CD-ROM. Four types of activity were identified: most of these activities (17) was categorized as Cloze, 6 were categorized as Reading a text, 2 were categorized as Identifying order of events, topics, or arguments, and 1 was categorized as Matching.

Table 4.10

*Number of each type of grammar activities found in Interchange 1 CD-ROM*

<b>Type of Activity/ Grammar</b>	<b>Unit/ Activity</b>	<b>Total number</b>	<b>Example Appendix</b>
Multiple choice	U1A6, U1A8, U1A9, U2A8, U3A7, U4A7, U5A7, U6A9, U13A6, U15A6, U15A8	11	L
Cloze	U7A7, U8A7, U9A8, U12A7	4	M
Drilling	U10A8, U11A8, U14A7	3	N
Unscrambling sentences	U14A8	1	O
Total – grammar activities		19	

As can be seen in Table 4.10, there are 19 (out of 158) grammar activities in the whole program, which corresponds to approximately 12% of the total number of language activities in the CD-ROM. Four types of activity were identified: most of these activities (17) was categorized as Multiple choice, 4 were categorized as Cloze, 3 were categorized as Drilling, and 1 was categorized as Unscrambling sentences.

Table 4.11  
*Number of each type of vocabulary activities found in Interchange 1 CD-ROM*

<b>Type of Activity/ Vocabulary</b>	<b>Unit/ Activity</b>	<b>Total number</b>	<b>Example Appendix</b>
Labeling pictures	U3A2, U3A3, U6A2, U7A2, U7A5, U12A2, U13A2, U13A3, U14A2, U16A2	10	P
Definitions	U1A2, U2A2, U6A3, U10A2, U15A2	5	Q
Classifying items	U4A2, U6A6, U9A2	3	R
Vocabulary presentation	U1A4, U11A2	2	S
Transferring information	U5A2, U6A8	2	T
Multiple choice	U9A5	1	U
Gap filling	U16A9	1	V
Total – vocabulary activities		24	

As can be seen in Table 4.11, there are 24 (out of 158) vocabulary activities in the whole program, which corresponds to approximately 15% of the total number of language activities in the CD-ROM. Seven types of activity were identified: most of these activities (17) was categorized as Labeling pictures, 5 were categorized as Definitions, 3 were categorized as Classifying items, 2 were categorized as Vocabulary presentation, 2 were categorized as Transferring information, 1 was categorized as Multiple choice and 1 was categorized as Gap filling.



Table 4.12  
*Number of each type integrative activities found in Interchange 1 CD-ROM*

<b>Type of Activity/ Integration</b>	<b>Unit/ Activity</b>	<b>Total number</b>	<b>Example Appendix</b>
Integrating listening and reading	All <i>Video script</i> activities and U2A6, U7A4, U10A6, U14A3	20	W
Total – Integration activities		20	

As can be seen in Table 4.12, there are 20 (out of 158) activities that integrate listening and reading in the whole program, which corresponds to approximately 12.6% of the total number of language activities in the CD-ROM.

By looking at the tables above, some observations can be made. First, most activities in the program focus on developing learners' listening skills, since 50 out of 158 activities are listening activities. Reading is the second skill most focused on in the program, with 26 out of 158 activities, even though this skill is not among those mentioned in the informative screen of the program. The next skill in number of activities is Vocabulary, with 24 out of 158 activities. The next group of activities in number does not focus mainly on only one skill, but integrate more than one. There are 20 (out of 158) activities that integrate skills. There are 19 speaking activities and 19 Grammar activities. Note that writing was not addressed.

A second observation is that a good number of the activities in the program did not match any of the types of the framework. Fifty-four out of 158 activities needed to be placed in new categories. Among those 54, 20 were called Integrating listening and reading. It is important to restate that the activities in the framework were compiled from books of two authors who organized the activities according to the main skills they mainly focused.

Nevertheless, the fact that some of the activities of the CD-ROM were integrating skills is positive because according to Warschauer (1996; 1998), integrating different modes (written, spoken and even non-verbal language) is one of the advantages of new technologies, since multimedia communication is part of authentic use of language.

Among the 50 listening activities, 16 could not be categorized as any of the types in the framework. Among reading activities, which count 26, 7 of them were different from the types in the framework: 6 of them were named Reading a text and one Matching. Among the 18 grammar activities, 4 could not be placed under any of the types listed in the framework: 3 were called Drilling and 1, Unscrambling sentences. Finally, among the 24 vocabulary activities, three different types from those of the framework were identified: Classifying items (3 out of 25), Vocabulary presentation (2 out of 25), and Transferring information (2 out of 25). The fact that the framework could not account for all the activities of the CD led to the creation of a new and more encompassing taxonomy of language activities. Table 4.13 is the compilation of the framework used as a starting point for mapping the content of the CDs and the types of activities that differed from those of the framework. The types listed below do not include all existing types of language activities and fail to account for all the subtleties of an activity as well as for the sophistication of digital material. Yet, it might be used as inspiration for researchers who want to describe materials or even expand this compilation. It could also be used by teachers as a means for them to reflect upon the materials they use in their classes (ready-made materials or the ones themselves manufacture), think about the other possibilities.

Table 4.13

*Framework + different types of activities found in both CD-ROMs*

<b>Writing</b>	
1.	Completing a form
2.	Responding to given information
3.	Transferring information
4.	Copying
5.	Editing
6.	Integrating reading into writing
<b>Speaking</b>	
1.	The controlled interview
2.	The free conversation
3.	Transferring information
4.	Role playing
5.	Sentence repetition
6.	Interpreting
7.	Prepared Monologue
8.	Reading aloud
<b>Reading</b>	
1.	Cloze
2.	Transferring information
3.	Multiple choice
4.	Identifying order of events, topics or arguments
5.	Identifying referents
6.	Guessing the meaning of unfamiliar words from context
7.	Reading a text
8.	Matching
<b>Listening</b>	
1.	Multiple choice
2.	Cloze
3.	Transferring information
4.	Dictation
5.	Identifying order of events, topics or arguments
6.	Identifying referents
7.	Guessing the meaning of unfamiliar words from context
8.	Note taking
9.	Listening to a text
10.	Integrating listening and reading
<b>Grammar</b>	
1.	Multiple Choice
2.	Paraphrase
3.	Cloze
4.	Drilling
5.	Unscrambling sentences
<b>Vocabulary</b>	
1.	Multiple Choice

2.	Labeling pictures
3.	Definitions
4.	Gap Filling
5.	Classifying items
6.	Transferring information
7.	Vocabulary presentation

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A third observation that can be made based on the results shown in Tables 4.7 to 4.12 is that the program presents variation in activity types. There are 23 different types of activities. There are 4 different types of listening activities (Listening to a text, Multiple choice, Transferring information, and Identifying order of events, topics or arguments), 3 types of Speaking activities (Role playing, Transferring information, and The controlled interview), 4 types of Reading activities (Cloze, Identifying order of events, topics or arguments, Reading a text, and Matching), 4 types of Grammar activities (Multiple choice, Cloze, Drilling, and Unscrambling sentences), 7 types of Vocabulary activities (Definitions, Vocabulary presentation, Labeling pictures, Classifying items, Transferring information, Multiple choice and Gap filling), and there is the Integrating listening and reading type. This variety is positive because it suggests that the program tries to vary the formats instead of repeating the same design throughout the program.

Although there are many different types of activities, there is an expressive number of Multiple choice activities: 37 out of 158. Most Listening activities are Multiple choice (25 out of 50), most Grammar activities are Multiple choice (11 out of 19) and there is one Vocabulary activity that have a Multiple choice format.

It is important to state that even though analyzing the activities in this CD-ROM according to the framework proposed in Chapter III is a way of organizing the data to reflect upon them, the framework was not sufficient to account for all the richness that this media allows for. In the case of the group called *Culture*, for instance, the most salient skill

seemed to be listening, but learners also had the chance to read the text if they wanted to. Also, in some units, the recording would pose questions for the user, asking him/ her his or her opinion about the topic. In some speaking activities, for example, learners can record their speech and then play their speech and also listen to the model, that is, they can compare their speech to a recording provided by the program, expanding the speaking activity to include elements that address learners' listening skills. The listening activities were always about the video. In this case, it is not only the audio that serves as input, the images might help learners understanding the situation because of tone of voice, body language, or because of the scenario. These are just a few examples of the richness of digital environment: the possibility of integrating video, still images, movement (drag and drop items on the screen), written and spoken language, among others, in the design of a language activity.

The next section of this Chapter, section 4.3 presents the results of the analysis of Touchstone CD-ROM 2.

### **4.3 Types of activities found in Touchstone 2**

This section of the chapter shows the types of language activities found in the CD-ROM of the series Touchstone level 2. Discussions on the findings are also found in this subsection.

In Table 4.14 readers will find the names of the types of activities in the first column and the skill that is mostly demanded between brackets, in the second column, readers will find how many activities of each type were found in each unit and the total number of each type of activity found in the program is listed in the third column. This table also partially answers the first and second research questions: (1) What types of

language activities are there in each CD-ROM? And (2) How many activities of each type are there in each CD? They answer the questions only partially because they only present the types and numbers of the activities in Touchstone CD-ROM 2. The answers for Interchange Third Edition CD-ROM 1 were presented in section 4.2.

Table 4.14

*Number of each type of activity found in Touchstone 2 CD-ROM*

<b>Type of Activity</b>	<b>Per Unit</b>	<b>Total</b>
Role playing (speaking)	6	72
Reading aloud (speaking)	3	36
Sentence repetition (speaking)	2	24
Multiple choice (listening)	1	12
Others	3	36
Total	15	180

As described in section 4.1, the CD contains 12 units, and each unit is composed by three main parts, namely *Listen*, *Practice*, and *Play a role*. The first block is made of four activities *Part 1*, *Part 2 with exercise*, *Part 2 without exercise*, and *Parts 1 & 2*. The second part is made of two activities: *Part 1* and *Part 2*. Finally, the third part is made of three activities: *Part 1*, *Part 2* and *Parts 1 & 2*. Altogether, there are 9 activities per unit and 108 activities in the CD. These numbers conflict with the numbers of Table 4.14. This is so because during the analysis of each activity, it was observed that the last three activities, those belonging to the *Play a role* part could be divided into three different activities. I explain: all three activities in *Play a role* block allow users to: see the entire conversation, hide the lines they are supposed to record or even hide the entire conversation, as explained in section 4.1. It seemed that each of these three options changed the demands of the activities since in the first option, reading the lines learners will say is possible, in the second option, the student has to formulate the lines he/ she will say, but

can plan his/ her lines based on the reading of the other participant's lines, which are available in written text, before they are played. In the last option, users can not read the lines of the other character and hence have to rely only on the audio recordings, which demands improvised answers. Thus, instead of having three activities in *Play a role* part, I counted 9 activities, which changes the final number of activities to 180 in the whole program and 15 activities per unit.

Table 4.15 brings information of all units because all 12 units have the same structure and activity patterns. In other words, there is no variation among the units, that is, all activities named *Listen – Part 1* had the same format for all units, all activities named *Listen – Part 2 with exercise* had the same format in all units, and so on. One example of each group of activities can be found in Appendix X. The first column of Table 4.15 presents the names of the activities as they are referred to in the CD, except for the letters in brackets, which are a way of indicating one of the three options described in the previous paragraph for doing activities in *Play a role*. Letter *(a)* indicates the first option of doing the activity, which provides users with the written version of the conversation. Letters *(b)* and *(c)* indicate the second and third options for completing the activities, respectively. The second column presents the activity types of the framework the activities belong to.

As seen in Table 4.14, the most recurrent type of activity is **Role playing** (6 out of 15 in each unit, 72 out of 180 in the whole program). As described in the framework (Chapter III), in Role playing activities, learners are asked to take a role in a given situation and might perform either with a teacher or a peer. The 72 activities in Touchstone CD-ROM that were included in this type ask learners to play a role, but present a different feature: learners do not perform the roles they choose with a peer or a teacher, but rather with the software. As explained in the previous paragraph, the dialogue happens between

the learner, who records the lines of the character he/ she chose, and the audio recording of the lines of the other character of the dialogue.

Table 4.15  
*Types of language activities found in Touchstone 2 CD-ROM*

Activities (CD-ROM)	Type of activity
Listen – Part 1	Listening to a text (listening)
Listen – Part 2 with exercise	Multiple choice (listening)
Listen – Part 2 without exercise	Listening to a text (listening)
Listen – Parts 1 & 2	Listening to a text (listening)
Practice – Part 1	Sentence repetition (speaking)
Practice – Part 2	Sentence repetition (speaking)
Play a role – Part 1 (a)	Reading aloud (speaking)
Play a role – Part 1 (b)	Role playing (speaking)
Play a role – Part 1 (c)	Role playing (speaking)
Play a role – Part 2 (a)	Reading aloud (speaking)
Play a role – Part 2 (b)	Role playing (speaking)
Play a role – Part 2 (c)	Role playing (speaking)
Play a role – Part 3 (a)	Reading aloud (speaking)
Play a role – Part 3 (b)	Role playing (speaking)
Play a role – Part 3 (c)	Role playing (speaking)

This high number of Role playing activities is highly influenced by the decision I made of counting as three each of the activities in section *Play a role*, as indicated more clearly in Table 4.15, where readers see that 6 of the 9 activities of the *Play a role* block were classified as *Role playing*.

This influence caused impact in the second most common type of activity, **Reading aloud** (3 out of 15 per unit, 36 out of 180 in the whole program), which refers to the first option of the activities of *Play a role* section. According to the definition of the framework, Reading aloud type of speaking activities asks students to read written texts aloud. In the case of the 36 activities in the CD, students read some lines of a written dialogue aloud.

Also the second in number of occurrences is the activities put under the term *Others* in Table 4.14. These activities were those belonging to the first part of the unit, the



*Listen* part. The activities are those referred to as *Part 1*, *Part 2 without exercise*, and *Parts 1 & 2*. These activities could not be categorized as any of the types described in the framework, so a new type was created to accommodate them. The new type was named *Listening to a text*, which was defined in section 4.2.

To reiterate, **Listening to a text**: students are asked to listen to a spoken text for comprehension. In the case of the 36 *Listening to a text* activities in Touchstone CD-ROM, learners are supposed to listen to the audio version of a dialogue. The transcription is available in case learners want to read while listening. If learners decide to keep the written version on screen, the lines that are being spoken appear in a different color. In spite of the fact that the written version is available, this activity seems to focus on listening because the instructions ask learners to “Listen to the dialogue” and the title of the section is *Listen*. Also, the objectives of the program, as described in section 4.1 are to improve learners’ listening, speaking and vocabulary, not reading. Thus, I considered these activities, listening activities.

The next activity type in number of occurrences is **Sentence repetition** (2 out of 15 per unit, 24 out of 180 in the whole program), which according to the definition given in the framework, asks learners to listen to passages and repeat them. In the case of the 24 activities in Touchstone CD-ROM, the passages that are supposed to be repeated are lines of a dialogue. As explained in section 4.1, learners click on each line (they do not need to follow the order of the dialogue), listen to it and then repeat it into a microphone. Besides repeating the lines, learners are also supposed to record their voice and then compare their output to the audio recordings of the CD.

And finally, the least recurrent type is **Multiple choice (listening)** (1 out of 15 per unit, 12 out of 180 in the whole program), which according to the definition given in

the framework, asks learners to listen to a passage and complete a sentence, passage or answer a question. Alternatives are given for students to choose from. In the case of the 12 listening Multiple choice activities of the CD, all of them provide learners with only 2 alternatives for them to choose from in order to complete a sentence (units 3, 5, 7, 10, and 12), check true or false (units 2, 4, 9, and 11) or answer a question (units 1, 6, and 8).

Among all the activities in the program, which count 180, 36 did not match any of the types listed in the framework. And all of the 36 activities were placed under the same new type: Listening to a text. It suggests that the program does not present too much variety in terms of types of activities. Although Touchstone 2 offers 22 more activities than Interchange 1, the latter seems to be more preoccupied with variety, since it offers 23 different types of activities as opposed to 5 different types offered by Touchstone.

#### **4.4 Discussion on the findings**

This section of the chapter readdresses some of the points made by the authors reviewed in Chapter II and relates these points to some of the features found in the two CD-ROMs analyzed. In this subsection I will also compare and contrast the two programs.

In all speaking activities in Interchange 1 and in Touchstone 2, the media allow learners to record and listen to themselves afterwards, which gives learners the opportunity for evaluating themselves. As Watts (1997) (reviewed in Chapter II) claims, materials should provide learners with opportunities for evaluating their oral production, which give them more control over their learning process. In this sense, these programs can be said to encourage learners to reflect about their production, providing learners with the chance of evaluating themselves. Self-evaluation is encouraged throughout the CDs because both of them offer some kind of feedback: through ticks and crosses (in Touchstone), through audio

recordings, or changes in color (in *Interchange*). Providing students with the correct answers gives them the opportunity to rethink their wrong answers and maybe look for more information in the programs themselves or other sources of information.

Watts also claims that CALL materials usually offer a limited variety of activities, which seems to be the case of *Touchstone 2*, in which only 5 types of activities were identified. On the contrary, *Interchange* offers 23 different types of language activities. By including a great variety of activity types, the chances are that the program will contemplate different learning styles. As in the program presented in Brett and Nash (1999) and in *Interchange*, the use of videos, for instance, includes different modes, such as moving images and sound. Watts (1997) suggests the use of drag and drop activities and a wide variety of images and texts, which seems to be the case of *Interchange*, but not *Touchstone*.

The *Touchstone* program does not include a great variety of language skills. Even though it is stated in the objectives (see description in Chapter III) that the program will help learners improve speaking, listening and vocabulary, the types of activities found only focus mainly on speaking and listening skills, with no direct addressing to vocabulary. Writing and reading skills as well as grammar are not addressed either. On the other hand, *Interchange* offers listening, speaking, reading, grammar, vocabulary activities and even activities that integrate two or more skills, in different levels. According to Warschauer (1996; 1998), an advantage of new technologies is exactly the fact that they permit the integration of different modes of communication (written, spoken, and non-verbal in/out as well), which is similar to what happens in real world communication.

An aspect of digital materials discussed by Watts that is found in *Touchstone* and *Interchange* is that of providing users with links to other parts of the program. Both

programs offer buttons where users can click to take them to a glossary, or to the previous or next activities, buttons that take users to the main menu or the unit menu, among others that allow users to customize, at a certain extent, the characteristics of the activities (by hiding lines, by pausing the audio recording or video, by showing the written version of the audio recording, among others). These buttons are means through which learners can again, take more control over their learning process by deciding the route they want to take through the program, as recommended by Watts (1997) and Warschauer (1996). Even though there is a sequence implicitly suggested in the programs by their layouts, as described in Chapter III, every activity can be done separately, there is no need to complete one in order to move to the another. However, one feature that could give even more control to users of Touchstone is by including in the program a screen that would explain how the program works (as suggested by Watts) and its objectives, something similar to what “how to use this program” section of Interchange 1 offers. By having access to this kind of information, learners would have more tools to help them choose what they want to do in the program in order to achieve their own objectives. In this sense, Interchange is more in line with Watts and Warschauer: this program offers the section “how to use this program”, which gives users an overview of the program as well as presents the objectives of that tool.

Based on the analysis presented in this Chapter, some conclusions can be drawn. Also, during the analysis other insights that were out of the scope of this study arose and they could be the subject for future research. The next Chapter, Chapter V presents these conclusions and suggestions for future research as well as the pedagogical contributions and the limitations of the present study.

## **CHAPTER V**

### **FINAL REMARKS**

The main objective of the present study was to map EFL activities presented in Interchange Third Edition CD-ROM 1 and Touchstone CD-ROM 2. This chapter summarizes the main conclusions drawn from the analysis (section 5.1). The next section, 5.2, presents some of the limitations of the study as well as suggestions for future research. Section 5.3 indicates some methodological and pedagogical implications of this study. To conclude, there is a final word about my personal growth during this study.

#### **5.1 Conclusions**

After mapping the CD-ROMs and analyzing the findings, some conclusions can be drawn:

1. The framework used as a basis for the mapping of the CDs could not account for all the types of activities in the CD-ROMs. Altogether, 9 different types were added to the taxonomy of activity types, namely: Listening to a text (listening), Reading a text (reading), Matching (reading), Drilling (grammar), Unscrambling sentences (grammar), Classifying items (vocabulary), Vocabulary presentation (vocabulary), Transferring information (vocabulary) and Integrating listening and reading.

2. In the Interchange Third Edition CD-ROM 1, the types of language activities found for Listening were four, namely Listening to a text, Multiple choice, Transferring information, and Identifying order of events, topics or arguments. The types of language activities found for Speaking were three, namely Role playing, Transferring information,

and The controlled interview. The types of language activities found for Reading were four, namely Cloze, Reading a text, Identifying order of events, topics or arguments, and Matching. The types of language activities found for Grammar were four, namely Multiple choice, Cloze, Drilling, and Unscrambling sentences. The types of language activities found for Vocabulary were seven, namely Labeling pictures, Definitions, Classifying items, Vocabulary presentation, Transferring information, Multiple choice, and Gap filling.

3. In the Touchstone CD-ROM 2, the activities aimed either at developing learners' listening or speaking skills. There are 132 speaking activities, which corresponds to approximately 73.3% of the total number of activities of the CD (180). There are 48 listening activities, which correspond to 26.7% of the total number of activities of the CD (180). In the Touchstone CD-ROM 2, the types of language activities found for Listening were two, namely Multiple choice and Listening to a text. The types of language activities found for Speaking were three, namely Role playing, Reading aloud, and Sentence repetition.

4. Although Touchstone 2 CD-ROM offers more activities (180) than Interchange 1 (158), the latter offers more variety in terms of types of activities. Even so, the Multiple choice format is widely used in Interchange. As Hughes (1996) states, Multiple choice technique tends to be overused by material designers.

5. Both programs neglect writing skills, but Interchange offers listening, reading, speaking, grammar and vocabulary activities, as well as activities that integrate skills, whereas Touchstone only offers listening and speaking activities.

6. In both CD-ROMs activities were organized in terms of units and in each unit of each CD, the activities were organized in a certain structure. In Interchange CD-ROM, the basic structure is: the first activities of the unit aim at presenting the theme and

the vocabulary of the video of the unit through listening and vocabulary activities. After that, there is one listening activity based on the dialogues of the video of the unit. Next, the units present speaking and reading activities, followed by grammar activities, which are all based on the theme and linguistic structures that appear in the video. To finish the unit, there is always one last activity that integrate listening and reading, by asking learners to simultaneously watch the video again and read the transcription.

7. In Touchstone CD-ROM, the structure is: first, there are four listening activities, based on a dialogue. Then, there are eleven speaking activities for learners to practice the same dialogue that is used in the four listening activities.

8. The Interchange CD-ROM uses more multimodal elements than Touchstone CD-ROM. In Interchange CD-ROM, there are drag and drop activities, videos, still pictures, written and spoken texts, feedback through colors and through audio recordings, spaces for learners to type in words or short expressions, opportunities for learners to speak, record their speeches, and listen to their speeches afterwards, and alternatives that could be chosen by clicking on them. On the other hand, in Touchstone CD-ROM, there are written and spoken texts, still pictures, opportunities for learners to speak, record their speeches, and listen to their speeches afterwards and alternatives that could be chosen by clicking on them. There was no video, no drag and drop activities, no opportunities for learners to type anything, and feedback was only given through ticks and crosses.

9. In Interchange CD-ROM all the elements (videos, written and spoken texts) that make up the language activities are different from those of the student's book. On the other hand, in Touchstone CD-ROM, the dialogues, pictures, audio recordings and activities learners are supposed to do are available in the student's book and audio CD.

10. Both softwares allow users to navigate throughout the units and activities at their own pace and path through buttons users can click on.

## **5.2 Limitations of the study and Suggestions for future research**

In the present study, only 2 CD-ROMs were mapped, which does not allow for general conclusions about digital materials of language teaching and learning. Future studies could describe more CDs and compare and contrast them so that we could have a critical view of materials that have been produced, which might generate insights for the production of other materials.

The taxonomy presented in the present study was based on activities presented by two authors of the area of language testing. A suggestion for future research would be that of expanding the taxonomy of types of language activities resulting from this study by including other formats presented by other authors of other areas.

The framework used for the analysis was based on types of activities that are designed for instruments such as pen and paper. Future studies could elaborate a specialized framework for analyzing activities designed to be done through the new technologies. Such framework could take into account the interesting features that I encountered during the analysis, but which were out of the scope of this study. One of these features is the feedback provided in the programs and their nature (through audio recordings, through colors, sounds, or even when the video is automatically rewound to the point that is the answer for the question of the activity). Other features are, for instance, the possibility of creating drag and drop activities, the possibility of integrating different modes of communication, that is to combine video, still images, sounds, written texts, the possibility of allowing users to record their speech, among others.



Another limitation of the present study is the fact that the activities were analyzed only by the researcher who conducted this interpretive analysis. Future researchers might want to submit the analysis to independent judges and confront the results they obtain with those indicated in this study.

Finally, the present study demonstrated that each program suggested an order in which the activities should be done. However, this issue was not discussed. Future research could investigate the sequence of activities that is suggested in the programs since some researchers claim that the task sequence interferes in the learning process (Ellis, 2003; Salaberry, 2001).

### **5.3 Pedagogical implications**

The motivation that inspired this study was to contribute to the field of CALL research by offering a description of digital materials that are being commercialized, which might instigate deeper investigations. I hope to have presented information that can help foreign/ second language teachers as well as language learners. The types of activities listed and their descriptions might be used as a basis for materials' analyses. Teachers and learners might observe whether the materials they use present a wide variety of types of activities.

The types listed might also serve as inspiration for teachers who prepare their own materials and wish to vary the types of activities they create. The present study might encourage language teachers to create not only pen and paper materials, but also digital materials. Based on the positive aspects and on the drawbacks of the CD-ROMs described in this study, language teachers might develop their own softwares.

Finally, teachers and learners might benefit from the present study because it provides a description of both Interchange CD-ROM 1 and Touchstone CD-ROM 2. Knowing more about these materials, teacher and learners can make more informed decisions on how to use these CDs for their teaching and/ or learning purposes.

#### **5.4 A final word**

To conclude, I would like to register here that this study provoked me to learn more about new technologies and how they impact education. More than that, how these new technologies can change what we currently understand by education. As Papert (2004) states, people have been asking the wrong question. For him, the question is not “how to integrate technology into schools”, but rather, “how can we rethink what school would be like in a context of a different kind of technology?” (Papert, 2004, Supplemental video to "Interviews with Seymour Papert"). This is so because new technological instruments offer new possibilities, different things can be done, things that were not possible in a context where the tools were pen and paper. Papert states that teaching has been done the way it has because of the tools available, that is, ancient tools (pen and paper) constrained teaching in a certain way, whereas new technologies expand possibilities. His analogy illustrates his ideas when he says that the beginning of the cinema was theater-like, actors would perform in front of the camera as if they were on a theater stage. It took a long time for the cinema to explore the whole new world of possibilities this new art form allowed. The same is true for education and technology: today schools are using new tools in an old system and, as Papert (2004) claims, it will probably take a long time until schools overcome current resistance and change their paradigms to explore the capabilities of new technologies and generate a whole new system. I hope that, unlike theater and cinema and because of the

work of scientist like Papert, this revolution in education does not take so much time to happen.

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**APPENDIX A**  
**Example of a *Culture* activity and**  
***Listening to a text* type of listening activity**

Interchange Level 1

**Unit 1: First day at class** **1. Culture**

In the United States and Canada most people have three names: a first name, a middle name, and a last name.



There are many students from other countries at universities in the United States and Canada. In the video we meet one student from Mexico and another from Japan. What do you call someone from Mexico? And what do you call someone from Japan?

**United States of America**  
Type: code Code of issuing/code du pays  
P: partie State emmeteur  
USA 021655649  
Surname/Nom LUCAS  
Given names / Prénoms ANNE LOUISE  
Nationality/Nationalité UNITED STATES OF AMERICA  
Date of birth/Date de naissance 19 JUNE 57  
Sex/Sexe Place of birth/Lieu de naissance  
F OHIO, U.S.A.  
Date of issue 22 JAN/JAN 88

Click on the items.

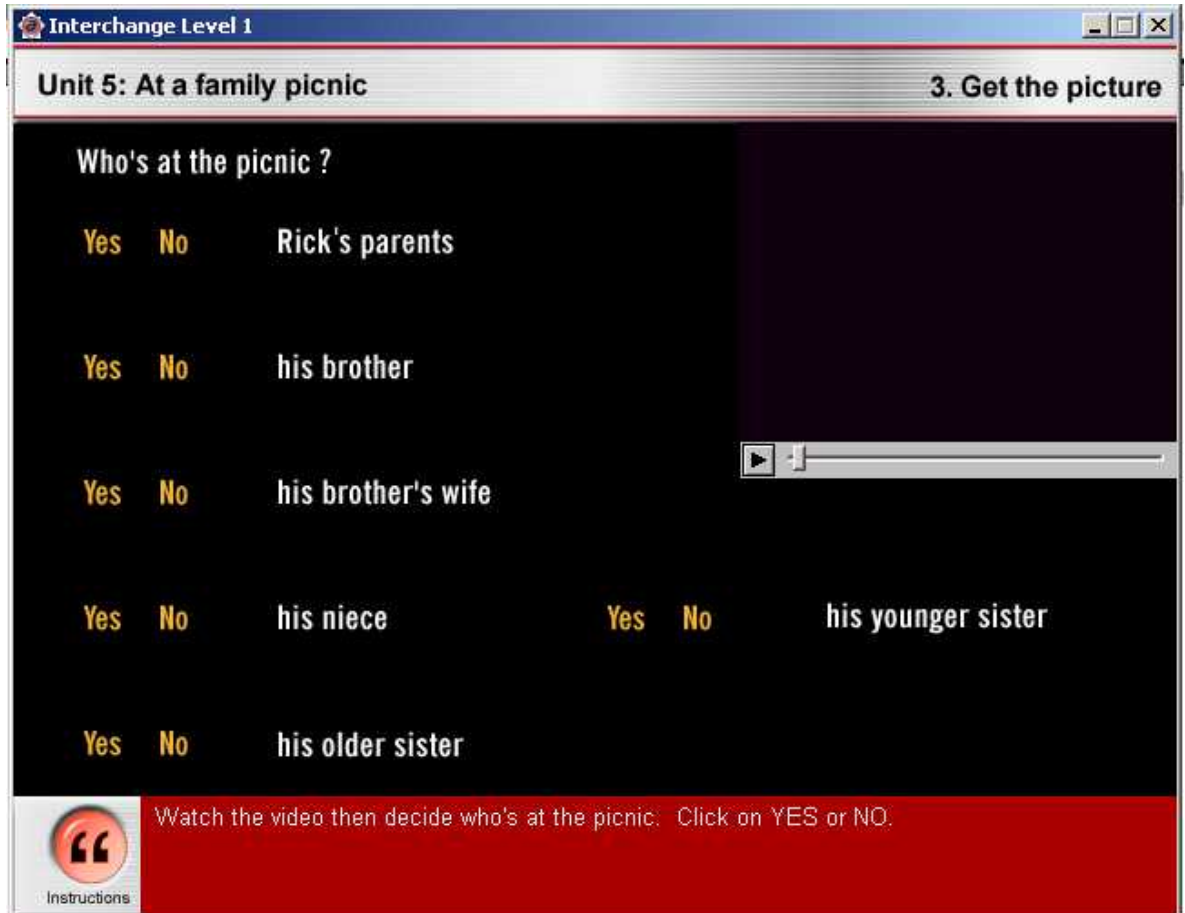
Instructions



## APPENDIX B

Example of a *Get the picture* activity and

*Multiple choice* type of listening activity



The screenshot shows a software window titled "Interchange Level 1" with a sub-header "Unit 5: At a family picnic" and a task label "3. Get the picture". The main content area is dark with white text. It asks "Who's at the picnic?" and lists several family members with "Yes" and "No" options for each. A video player interface is visible on the right side of the main area. At the bottom, there is a red bar with an "Instructions" icon and the text: "Watch the video then decide who's at the picnic: Click on YES or NO."

Interchange Level 1

Unit 5: At a family picnic

3. Get the picture

Who's at the picnic ?

Yes No Rick's parents

Yes No his brother

Yes No his brother's wife

Yes No his niece Yes No his younger sister

Yes No his older sister

Instructions Watch the video then decide who's at the picnic: Click on YES or NO.

## APPENDIX C

### Example of a *Transferring information* type of listening activity

Interchange Level 1

Unit 8: Are you sure it's all right? 5. A busy social life

Tele-Message 100 Call: [Progress Bar]

**Monday**

---

**Tuesday**  
*Working late*

---

**Wednesday**

---

**Thursday**

**Friday**

---

**Saturday**

---

**Sunday**

NOTES:

Dave	9.30 pm	gym
Jim	11.00 am	movies
Martha	2.00 pm	baseball
Sally	7.30 am	dinner
Kevin	6.00 pm	concert
Angela	7.00 pm	party
Sue	8.00 pm	party

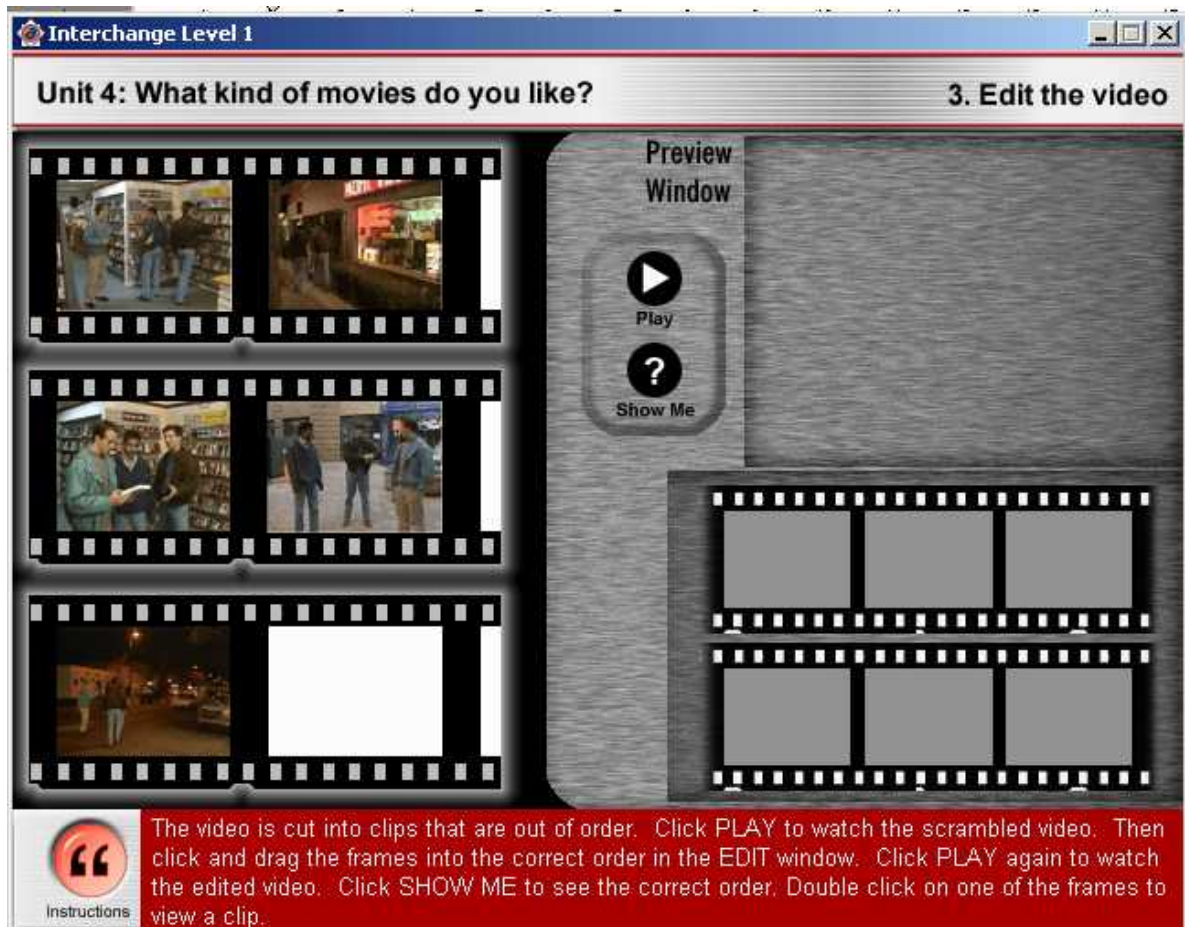
Click on the answering machine buttons to play Katy's messages. Then complete her schedule by clicking on the (notepad) items and dragging them to the correct locations.

Instructions

## APPENDIX D

Example of an *Identifying order of events, topics or arguments*

type of listening activity



Interchange Level 1

Unit 4: What kind of movies do you like? 3. Edit the video

Preview Window

Play

Show Me

Instructions

The video is cut into clips that are out of order. Click PLAY to watch the scrambled video. Then click and drag the frames into the correct order in the EDIT window. Click PLAY again to watch the edited video. Click SHOW ME to see the correct order. Double click on one of the frames to view a clip.

## APPENDIX E

### Example of a *What did they say? – Part 2* activity and *Role playing* type of speaking activity

**Interchange Level 1** 7. What did they say? Part 2

**Unit 11: Across the Golden Gate Bridge**

**Ken:** Good morning. May I help you ?

**Mrs. Chang:** No, we're going to visit friends in the Napa Valley.

**Mr. Chang:** Yes, we're here to pick up a car. *Record this line.*

**Ken:** Do you have a reservation ?

**Ken:** Oh, Napa Valley. That's one of my favorite places. The wineries and vineyards there are some of the most famous in California.

**Mr. Chang:**

**Mr. Chang:** OK, Chang, Chang. Here it is, Mr Chang. Paid in advance.

**Mrs. Chang:** Yes and are there any interesting places to visit along the way ?

Sign here and here. And that's for one week, then ?

**Mr. Chang:**

**Ken:** The most interesting way is across the Golden Gate Bridge. It's not too crowded this time of the day, and you can stop in Sausalito for lunch.

**Ken:** Are you staying in San Francisco ?

**Ken** **Mr. Chang** **Record** **Stop** **Compare** **Play New** **Play Old/Text** **Part 1**

**Instructions** Take the part of either Ken or Mr. Chang. Record your part of the conversation. Then compare. You can choose to record any line by clicking on a gap in the dialogue box. When you have recorded all the sentences for your part, you can click on **PLAY NEW** to hear your version, or click on **PLAY OLD/TEXT** to hear and read the original version.

## APPENDIX F

### Example of a *Transferring information* type of speaking activity

Interchange Level 1

Unit 10: Sorry I'm late

5. "You won't believe what happened to me!"

You won't believe what happened to me last Friday. First, .....


*Record this line.*

Then .....

Next, .....

After that, .....

Finally, .....  
And guess what?  
.....

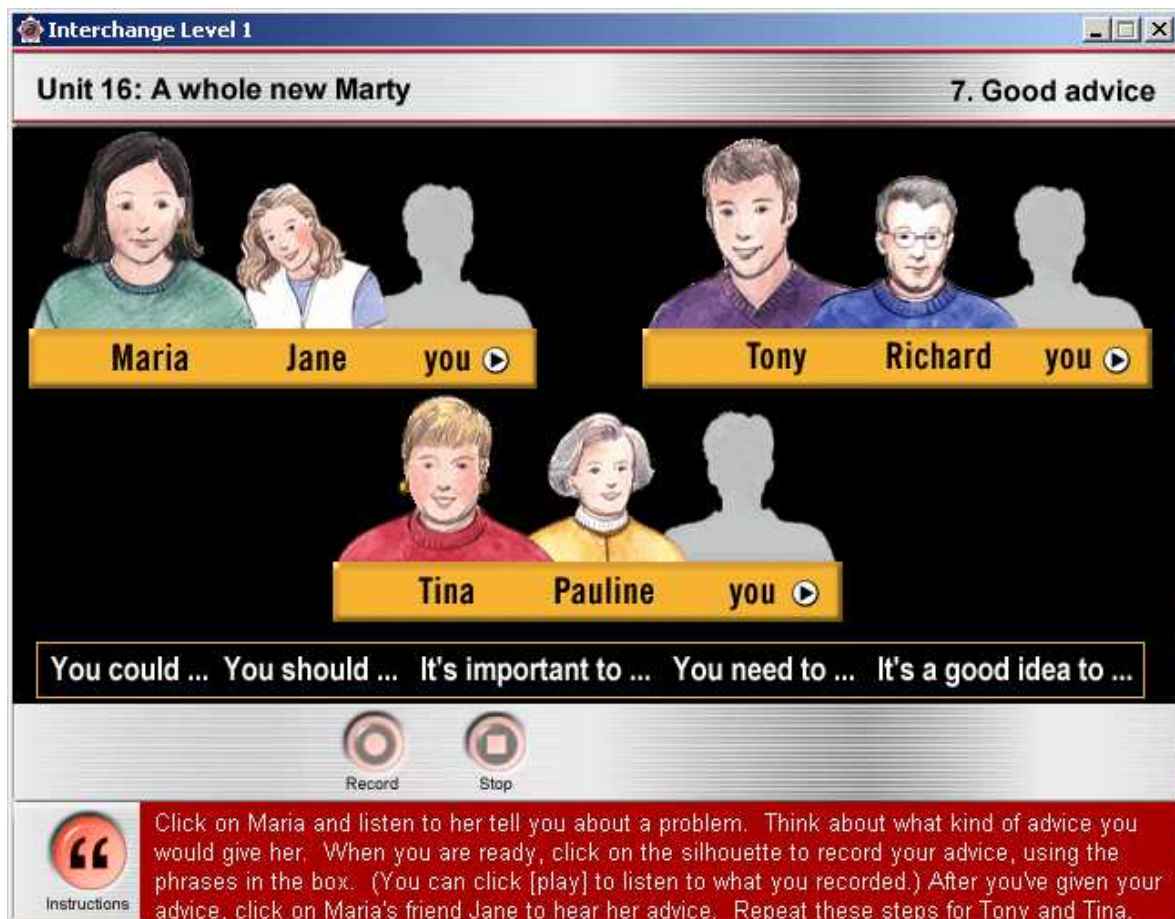


Record Stop Compare Play New Play Old/Text

Instructions Use the pictures and the sentence frames to tell a story. Record your story. Then compare.

## APPENDIX G

### Example of a *The controlled interview* type of speaking activity



Interchange Level 1

Unit 16: A whole new Marty

7. Good advice

Maria Jane you ▶

Tony Richard you ▶

Tina Pauline you ▶

You could ... You should ... It's important to ... You need to ... It's a good idea to ...

Record Stop

**Instructions** Click on Maria and listen to her tell you about a problem. Think about what kind of advice you would give her. When you are ready, click on the silhouette to record your advice, using the phrases in the box. (You can click [play] to listen to what you recorded.) After you've given your advice, click on Maria's friend Jane to hear her advice. Repeat these steps for Tony and Tina.

## APPENDIX H

### Example of a *What did they say?* – Part 1 activity and

#### *Cloze* type of reading activity

Interchange Level 1

Unit 11: Across the Golden Gate Bridge 7. What did they say? Part 1

**Ken:** Good morning. .... I help you? **Ken:** Oh, Napa Valley. That's one of my favorite places. The ..... and vineyards there are some of the most famous in California.

**Mr. Chang:** Yes, we're here to ..... a car.

**Ken:** Do you have a ..... ? **Mr. Chang:** What's the best way to get there from here?

**Mr. Chang:** Yes. The name's Chang.

**Ken:** OK, Chang, Chang. Here it is, Mr. Chang. Paid in ..... **Mrs. Chang:** Yes, and are there any interesting places to visit along the way?


Sign here and here. And that's for one week, then? **Ken:** The most interesting way is across the Golden Gate Bridge. It's not too ..... this time of the day, and you can stop in Sausalito for .....

**Mr. Chang:** That's right. One week.

**Ken:** Are you staying in ..... ? reservation advance wineries

**Mrs. Chang:** No, we're going to visit friends in the Napa Valley. San Francisco lunch pick up dollars busy dinner May crowded

Part 2

 Click on the words at the bottom and drag them to the correct locations. There are three extra words - do not move these.

Instructions

## APPENDIX I

### Example of a *Reading a text* type of reading activity

Interchange Level 1

Unit 8: Are you sure it's all right? 4. Jigsaw story

Click on the jigsaw puzzle pieces and drag them to the correct positions to tell the story.

Instructions



## APPENDIX J


Example of an *Identifying order of events, topics or arguments*

type of reading activity

Interchange Level 1

Unit 3: At a garage sale

6. How much is this bracelet?



..... And how much are these earrings ?

..... Do you need any help ?

...1... Hi! Can I help you ?

..... Oh, that's pretty expensive.

..... It's twelve dollars.

..... OK, I'll take it.

..... Yes, how much is this bracelet ?

..... Yes, how much is this watch ?


..... They're twenty dollars.

..... Well, how about thirty dollars ?

..... Thanks. I'll think about it.

..... It's forty dollars.

5 2 3 4 6

 The two garage sale dialogues here are not in order. Click on the numbers and drag them to the correct spaces to put the dialogues back in order.

Instructions


## APPENDIX K

### Example of a *Matching* type of reading activity

Interchange Level 1

Unit 12: Feeling bad

5. Ask Dr. Donna



*Doctor Donna*

Make sure you take lots of vitamin C. If you're shivering, try taking some aspirin. It's a good idea to rest - and remember to cover your mouth and nose when you sneeze to stop other people from becoming ill.


Lie down on the floor or on a firm bed. Gentle stretching exercises may help. Keep moving around unless you're in extreme pain.

Take some aspirin if it's painful. It may help if you rub the sides of your head. If it gets really bad, rest in a darkened room.

Try to avoid hot spicy foods. Take medication to reduce acid in the stomach. You should also drink water or milk - but slowly!

Rinse your mouth with antiseptic mouthwash. Use dental floss regularly. And if the pain doesn't go away, visit your dentist.

Stay inside as much as possible when the weather is dry and sunny. Keep away from flowers. You should also take medication to relieve the irritation, sore eyes, and runny nose.

 Match the letters to the replies by dragging the letters to the replies. You can see what people have asked Dr Donna by moving the cursor over the letters.

Instructions


## APPENDIX L

### Example of a *Multiple choice* type of grammar activity

Interchange Level 1

Unit 2: I need a change! 8. Prepositions

Lynn works / at / in / to / Adtech.  
She's / at / in / to / customer service.  
She also goes / at / in / to / Franklin University.  
She wants to work / at / in / to / hotel management.  
She'd like to move / at / in / to / a city with a warmer climate.  
Bob works / at / in / to / the law firm of Christopher Brown.  
He goes / at / in / to / the office every day.  
Paula is a receptionist / at / in / to / the Minneapolis International Hotel.  
She goes / at / in / to / work at 8:00 every morning.

 Complete the sentences by clicking on the correct preposition.

Instructions

## APPENDIX M

### Example of a *Cloze* type of grammar activity

Interchange Level 1

Unit 7: How was your trip to San Francisco? 7. Grammar: past tense

**Yoko:** Tell me about your trip to San Francisco.

**Phyllis:** No, we.....(have/not) time.

**Phyllis:** Well, we ..... (do) a lot of interesting things. Naturally, we ..... (start) Saturday morning with a ride on a cable car.

**Yoko:** Naturally! And then ?


**Phyllis:** We ..... (take) a cab to Golden Gate Park.

**Yoko:** Great! ..... you ..... (see) the Japanese Tea Garden ?


**Yoko:** Isn't it wonderful ? I ..... (go) there the last time I was in San Francisco.

**Phyllis:** Oh, yes, it ..... (be) really beautiful. But, to tell the truth, the thing we ..... (like) the best ..... (be) Chinatown.

..... you ..... (visit) Alcatraz Island ?



Show Letters

 Instructions

Type the correct past tense form for each space. Then press ENTER. To select a different space, click on it. If you need help with a past tense form, click the [Show Letters] button as often as necessary.

## APPENDIX N

### Example of a *Drilling* type of grammar activity

Interchange Level 1

Unit 14: Around the World: the game show 7. Grammar: comparatives 1



**New York City - Tokyo ? (cold)**  
**Question:** Which is colder, New York City or Tokyo ?  
**Answer:** New York is colder.


the Empire State Building - the Eiffel Tower ? (tall)  
**Question:**   
**Answer:**

the Concorde - a 747 ? (fast)  
**Question:**  
**Answer:**

the Eiffel Tower - the Empire State Building ? (old)  
**Question:**  
**Answer:**

Brazil - Argentina ? (big)  
**Question:**  
**Answer:**



 Type a question or an answer in the spaces, following the example. Then press ENTER.

Instructions

## APPENDIX O

### Example of an *Unscrambling sentences* type of grammar activity

Interchange Level 1

Unit 14: Around the World: the game show

8. Grammar: comparatives 2

	is safer than	a motorbike	is cheaper than	a car
			a bicycle	is slower than
			is faster than	a jet

Click on the pieces and drag them to the correct positions on the grid.

Instructions

## APPENDIX P


Example of a *Vocabulary* activity and

*Labeling pictures* type of vocabulary activity

Interchange Level 1

Unit 12: Feeling bad

2. Vocabulary: cold remedies



garlic juice  
ginseng tea  
aspirin  
chicken soup  
tea with lemon  
cough medicine

Instructions

Click on the words at the bottom and drag them to the correct locations.


## APPENDIX Q

### Example of a *Definitions* type of vocabulary activity

Interchange Level 1

Unit 15: May I speak to Cathy?      2. Vocabulary: new technology

You can answer a second call when you are on the telephone.	You can dial the same number again by pressing a single button.
You can send letters around the world instantly.	You can have a telephone conversation with two other people in different places.
You can get information from the World Wide Web.	
You don't miss calls when you're not at home.	<b>call waiting</b> <b>redial</b> <b>fax</b>  <b>conference call</b> <b>answering machine</b>  <b>modem</b> <b>extension</b>  <b>call forwarding</b> <b>mobile phone</b>
You can have two phones on the same line.	
You can make and receive calls when you're traveling.	
You can retrieve telephone calls at a different phone number.	

 Click on the words at the bottom and drag them to the correct locations.

Instructions



## APPENDIX R

Example of a *Classifying items* type of vocabulary activity

Interchange Level 1

Unit 9: Help is coming

2. Vocabulary: physical appearances

Age	Height	Hair

early forties    late twenties    elderly    curly    bald  
short    blond    long    tall

Instructions: Click on the words at the bottom and drag them to the correct locations.







## APPENDIX S

### Example of a *Vocabulary presentation* type of vocabulary activity


Interchange Level 1

Unit 11: Across the Golden Gate Bridge

2. Vocabulary: taking a trip

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Bay:** a wide opening of water that is an entrance to the sea.   **Waterfront:** part of a town near a sea or ocean.   **Vineyard:** a piece of land planted with grapes for making wine.   **Valley:** an area of land between two hills or mountains.   **Winery:** a factory that makes wine.   **Forest:** an area of land covered by trees.

 Instructions

Label the pictures by typing the appropriate word in the spaces. Type only the word, not the definition. When you're ready, press ENTER.

## APPENDIX T

### Example of a *Transferring information* type of vocabulary activity

Interchange Level 1

Unit 6: I like to stay in shape

8. Grammar: adverbs of frequency 1

Most frequent

Least frequent

never sometimes rarely always usually very often


Instructions: Click on the adverbs at the bottom and drag them to the correct locations in order of frequency.

## APPENDIX U

Example of a *Multiple choice* type of vocabulary activity

Interchange Level 1

Unit 9: Help is coming 5. Describing people

	 Don	 George
Age	<input type="radio"/> twenties <input type="radio"/> forties	<input type="radio"/> twenties <input type="radio"/> forties
Hair color	<input type="radio"/> brown <input type="radio"/> blond	<input type="radio"/> brown <input type="radio"/> blond
Height	<input type="radio"/> tall <input type="radio"/> short	<input type="radio"/> tall <input type="radio"/> short
Type of shirt	<input type="radio"/> short-sleeved <input type="radio"/> long-sleeved	<input type="radio"/> short-sleeved <input type="radio"/> long-sleeved
Other	<input type="radio"/> baseball cap <input type="radio"/> no hat	<input type="radio"/> baseball cap <input type="radio"/> no hat
	<input type="radio"/> glasses <input type="radio"/> no glasses	<input type="radio"/> glasses <input type="radio"/> no glasses

 Can you describe George and Don? Click on the buttons next to the correct answers.

Instructions


## APPENDIX V

### Example of a *Gap filling* type of vocabulary activity


Interchange Level 1

Unit 16: A whole new Marty 9. Describing changes

**Before**



**After**



I  a new job. I don't ..... anymore.


I ..... make-up now. I ..... a Spanish class last week.

I've ..... my hairstyle. I've ..... house.

I bought some fashionable clothes. I'm much ..... I'm much more ..... now.

nowadays. I've ..... a lot of new friends.

**make wear smoke smart change start move confident have**



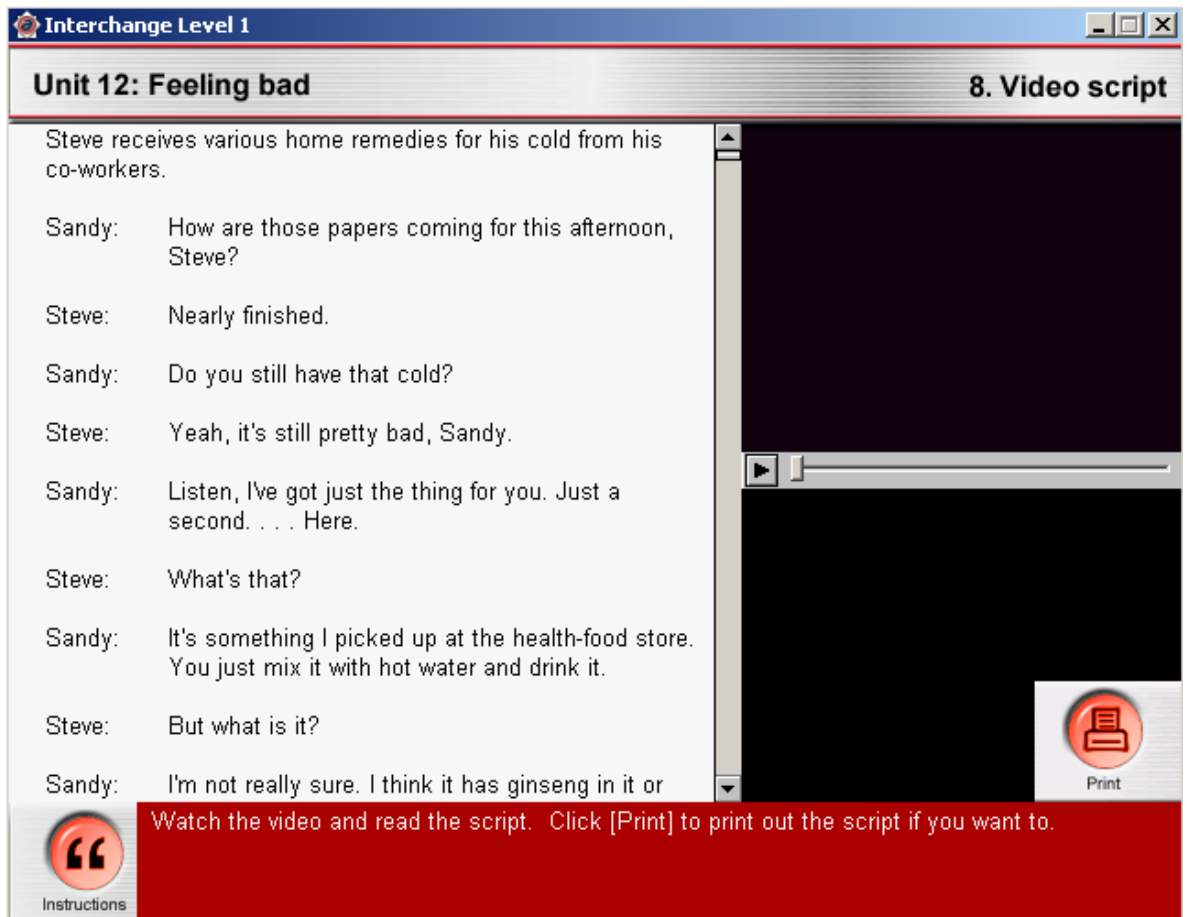
Choose a word from the box to complete each sentence. Type the correct form of the word in the space. Then press ENTER.

Instructions

## APPENDIX W

### Example of a *Video script* activity and

### *Integrating listening and reading* type of language activity



The screenshot shows a software window titled "Interchange Level 1". The window has a header bar with "Unit 12: Feeling bad" on the left and "8. Video script" on the right. The main content area is split into two columns. The left column contains a script with the following dialogue:

Steve receives various home remedies for his cold from his co-workers.

Sandy: How are those papers coming for this afternoon, Steve?

Steve: Nearly finished.

Sandy: Do you still have that cold?

Steve: Yeah, it's still pretty bad, Sandy.

Sandy: Listen, I've got just the thing for you. Just a second. . . . Here.

Steve: What's that?

Sandy: It's something I picked up at the health-food store. You just mix it with hot water and drink it.

Steve: But what is it?

Sandy: I'm not really sure. I think it has ginseng in it or

The right column is a video player with a dark screen and a play button. In the bottom right corner of the video player area, there is a "Print" button with a printer icon.

At the bottom of the window, there is a red banner with white text that reads: "Watch the video and read the script. Click [Print] to print out the script if you want to." In the bottom left corner of the window, there is an "Instructions" button with a speech bubble icon.

## APPENDIX X

### Example of a *Listen – Part 1* activity

Touchstone2


Unit  
1 *Do you come here a lot?*

TOUCHSTONE

Listen: Part 1

Listen to part 1 of the conversation. Eve and Chris are talking outside a club.

<b>Eve</b>	Ooh, it's cold tonight.
<b>Chris</b>	Yeah, it is. But actually, I kind of like cold weather.
<b>Eve</b>	You do? Really? . . . Boy, there are a lot of people out here tonight.
<b>Chris</b>	Yeah, it gets pretty crowded on weekends.
<b>Eve</b>	Do you come here a lot?
<b>Chris</b>	Yeah, I do, actually.
<b>Eve</b>	So are you a big hip-hop fan?
<b>Chris</b>	Yeah, I am. Are you?
<b>Eve</b>	Actually, no, but my brother's in the band tonight.
<b>Chris</b>	Oh, really? Cool. . . . By the way, my name's Chris.
<b>Eve</b>	Nice to meet you. I'm Eve.



Hide the conversation   Play the conversation   Start again   Next

My vocabulary notebook   Main menu   Unit menu   Quit

## Example of a *Listen – Part 2 with exercise* activity

The screenshot shows a software window titled "Touchstone2". The interface is divided into several sections:

- Unit Header:** A blue bar at the top left contains the text "Unit 1 Do you come here a lot?". To the right of this bar is the "TOUCHSTONE" logo.
- Section Title:** A central orange box is titled "Listen: Part 2 with exercise".
- Instructions:** Below the title, a text box says: "Listen to part 2 of the conversation. Eve and Chris continue their conversation outside the club. Click on the right answer."
- Questions and Answers:** Six multiple-choice questions are arranged in two columns:
  - 1. How long is Eve in New York?**
    - For the weekend.
    - For the week.
  - 2. Who has two free tickets?**
    - Chris.
    - Eve.
  - 3. Who are the tickets for?**
    - Eve and her brother.
    - Eve and her friend.
  - 4. Where is Eve's friend from?**
    - New York City.
    - Miami.
  - 5. Why is her friend in the coffee shop?**
    - He's cold.
    - He's hungry.
  - 6. When Chris says, "Oh. OK," how does he feel?**
    - Happy.
    - Disappointed.
- Navigation and Controls:** At the bottom of the orange box are several buttons:
  - A play button labeled "Play the conversation".
  - A circular arrow button labeled "Start again".
  - A button labeled "check my answers".
  - Buttons labeled "Previous" and "Next".
- Footer:** A blue bar at the bottom contains a "My vocabulary notebook" button on the left and "Main menu", "Unit menu", and "Quit" buttons on the right.



## Example of a *Listen – Part 2 without exercise* activity

Touchstone2


Unit  
**1** *Do you come here a lot?*

TOUCHSTONE

Listen: Part 2 without exercise

Listen to part 2 of the conversation. Eve and Chris continue their conversation outside the club.

<b>Chris</b>	So, your brother's in Miami 305? Who's your brother?
<b>Eve</b>	This is him, right here.
<b>Chris</b>	Wow. He's great. You know, I'm a really big fan. The band's from Miami, right?
<b>Eve</b>	Yeah. How did you guess!
<b>Chris</b>	So, are you from Miami, too?
<b>Eve</b>	Yeah. I'm just in New York for the weekend.
<b>Chris</b>	Really? Does your brother know you're here?
<b>Eve</b>	Oh, sure. I have free tickets.
<b>Chris</b>	Free tickets? That's great!
<b>Chris</b>	Um ... how many do you have? I mean, do you have an extra ticket?
<b>Eve</b>	Actually, no. Sorry.



Hide the conversation    Play the conversation    Start again

Previous    Next

My vocabulary notebook

Main menu    Unit menu  
Quit

## Example of a *Listen – Parts 1 & 2* activity

Touchstone2


Unit  
**1** *Do you come here a lot?*

TOUCHSTONE

Listen: Parts 1 & 2

Listen to the entire conversation. Eve and Chris are talking outside a club.

<b>Eve</b>	Ooh, it's cold tonight.
<b>Chris</b>	Yeah, it is. But actually, I kind of like cold weather.
<b>Eve</b>	You do? Really? . . . Boy, there are a lot of people out here tonight.
<b>Chris</b>	Yeah, it gets pretty crowded on weekends.
<b>Eve</b>	Do you come here a lot?
<b>Chris</b>	Yeah, I do, actually.
<b>Eve</b>	So are you a big hip-hop fan?
<b>Chris</b>	Yeah, I am. Are you?
<b>Eve</b>	Actually, no, but my brother's in the band tonight.
<b>Chris</b>	Oh, really? Cool. . . . By the way, my name's Chris.
<b>Eve</b>	Nice to meet you. I'm Eve.



Hide the conversation    Play the conversation    Start again

Previous    Next

My vocabulary notebook

Main menu    Unit menu    Quit

## Example of a *Practice – Part 1* activity

Touchstone2


Unit  
**1** *Do you come here a lot?*

TOUCHSTONE

Practice: Part 1

First, click on a line to play it. Then record it and compare.

<b>Eve</b>	Ooh, it's cold tonight.
<b>Chris</b>	Yeah, it is. But actually, I kind of like cold weather.
<b>Eve</b>	You do? Really? ...
<b>Chris</b>	Boy, there are a lot of people out here tonight.
<b>Chris</b>	Yeah, it gets pretty crowded on weekends.
<b>Eve</b>	Do you come here a lot?
<b>Chris</b>	Yeah, I do, actually.
<b>Eve</b>	So are you a big hip-hop fan?
<b>Chris</b>	Yeah, I am. Are you?
<b>Eve</b>	Actually, no, but my brother's in the band tonight.
<b>Chris</b>	Oh, really? Cool: ...
<b>Chris</b>	By the way, my name's Chris.
<b>Eve</b>	Nice to meet you. I'm Eve.



Record your line

Compare

Previous Next

My vocabulary notebook

Main menu Unit menu

Quit

## Example of a *Practice – Part 2* activity

Touchstone2


Unit  
**1** *Do you come here a lot?*

TOUCHSTONE

Practice: Part 2

First, click on a line to play it. Then record it and compare.

<b>Chris</b>	So, your brother's in Miami 305? Who's your brother?
<b>Eve</b>	This is him, right here.
<b>Chris</b>	Wow. He's great. You know, I'm a really big fan. The band's from Miami, right?
<b>Eve</b>	Yeah. How did you guess!
<b>Chris</b>	So, are you from Miami, too?
<b>Eve</b>	Yeah. I'm just in New York for the weekend.
<b>Chris</b>	Really? Does your brother know you're here?
<b>Eve</b>	Oh, sure. I have free tickets.
<b>Chris</b>	Free tickets? That's great! Um . . . how many do you have? I mean, do you have an extra ticket?
<b>Eve</b>	Actually, no. Sorry.



Record your line Compare

Previous Next

My vocabulary notebook

Main menu Unit menu  
Quit

## Example of a *Play a role – Part 1* activity

Touchstone2

Unit  
**1** *Do you come here a lot?*

TOUCHSTONE

Play a role: Part 1

Play a role. Choose Eve or Chris.

<b>Eve</b>	Ooh, it's cold tonight.
<b>Chris</b>	Yeah, it is. But actually, I kind of like cold weather.
<b>Eve</b>	You do? Really? ...
<b>Chris</b>	Boy, there are a lot of people out here tonight.
<b>Chris</b>	Yeah, it gets pretty crowded on weekends.
<b>Eve</b>	Do you come here a lot?
<b>Chris</b>	Yeah, I do, actually.
<b>Eve</b>	So are you a big hip-hop fan?
<b>Chris</b>	Yeah, I am. Are you?
<b>Eve</b>	Actually, no, but my brother's in the band tonight.
<b>Chris</b>	Oh, really? Cool. ...
<b>Chris</b>	By the way, my name's Chris.
<b>Eve</b>	Nice to meet you. I'm Eve.



Show conversation  
 Hide my lines  
 Hide entire conversation

Choose Eve    Choose Chris

Start    Previous    Next

My vocabulary notebook

Main menu    Unit menu  
Quit

## Example of a *Play a role – Part 2* activity

Touchstone2


Unit  
1 *Do you come here a lot?*

TOUCHSTONE

Play a role: Part 2

Play a role. Choose Eve or Chris.

**Chris** So, your brother's in Miami 305?  
Who's your brother?  
**Eve** This is him, right here.  
**Chris** Wow. He's great.  
**Chris** You know, I'm a really big fan.  
The band's from Miami, right?  
**Eve** Yeah. How did you guess!  
**Chris** So, are you from Miami, too?  
**Eve** Yeah. I'm just in New York for the weekend.  
**Chris** Really? Does your brother know you're here?  
**Eve** Oh, sure. I have free tickets.  
**Chris** Free tickets? That's great!  
Um . . . how many do you have?  
I mean, do you have an extra ticket?  
**Eve** Actually, no. Sorry.



Choose Eve  Choose Chris

- Show conversation
- Hide my lines
- Hide entire conversation

Start Previous Next

My vocabulary notebook

Main menu Unit menu  
Quit

Example of a *Play a role – Parts 1 & 2* activity

Touchstone2

Unit  
**1** *Do you come here a lot?*

TOUCHSTONE

Play a role: Parts 1 & 2

Play a role. Choose Eve or Chris.

<b>Eve</b>	Ooh, it's cold tonight.
<b>Chris</b>	Yeah, it is. But actually, I kind of like cold weather.
<b>Eve</b>	You do? Really? . . .
<b>Chris</b>	Boy, there are a lot of people out here tonight.
<b>Chris</b>	Yeah, it gets pretty crowded on weekends.
<b>Eve</b>	Do you come here a lot?
<b>Chris</b>	Yeah, I do, actually.
<b>Eve</b>	So are you a big hip-hop fan?
<b>Chris</b>	Yeah, I am. Are you?
<b>Eve</b>	Actually, no, but my brother's in the band tonight.
<b>Chris</b>	Oh, really? Cool. . . .
<b>Chris</b>	By the way, my name's Chris.
<b>Eve</b>	Nice to meet you. I'm Eve.



- Show conversation
- Hide my lines
- Hide entire conversation

Choose Eve    Choose Chris

Start    Previous

My vocabulary notebook

Main menu    Unit menu

Quit

## APPENDIX Y

### Types of activities found in Interchange 1: unit 1

Tables 6.1 to 6.16 show the activities contained in each unit and the types of the framework they match. Because there is considerable variation among units, it was not possible to present all the names and types of activity in just one table. As a result, there are 16 tables, one for each of the 16 units of the CD-ROM. Each one shows the names of the activities, as they are referred to in by the material designers, in the first column. The second column shows the activity type each activity in the CD matches.

Table 6.1

*Types of activities found in Interchange 1: unit 1*

<b>Unit 01 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: nationalities	Definitions (vocabulary)
Get the picture	Multiple choice (listening)
Emotions	Vocabulary presentation (vocabulary)
What's your opinion?	Multiple choice (listening)
Meeting people	Multiple choice (grammar)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Is it <u>is</u> or is it <u>are</u> ?	Multiple choice (grammar)
Grammar: what? When? Where?	Multiple choice (grammar)
Video script	Integrating listening and reading

Table 6.2

*Types of activities found in Interchange 1: unit 2*

<b>Unit 02 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Jobs	Definitions (vocabulary)
In the office	Transferring information (listening)
Get the picture	Multiple choice (listening)
Giving reasons	Multiple choice (listening)
The right job	Integrating listening and reading
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Prepositions	Multiple choice (grammar)
Video script	Integrating listening and reading



Table 6.3

*Types of activities found in Interchange 1: unit 3*

<b>Unit 03 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: garage sale items	Labeling pictures (vocabulary)
What's for sale?	Labeling pictures (vocabulary)
What happens next?	Multiple choice (listening)
What do they really think?	Multiple choice (listening)
How much is this bracelet?	Identifying order of events, topics, or arguments (reading)
How to be a good salesperson	Multiple choice (grammar)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Expressing opinions	Multiple choice (listening)
Video script	Integrating listening and reading

Table 6.4

*Types of activities found in Interchange 1: unit 4*

<b>Unit 04 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Kinds of movies	Classifying items (vocabulary)
Edit the video	Identifying order of events, topics, or arguments (listening)
Get the picture	Multiple choice (listening)
Making plans	Multiple choice (listening)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: object pronouns	Multiple choice (grammar)
Video script	Integrating listening and reading

Table 6.5

*Types of activities found in Interchange 1: unit 5*

<b>Unit 05 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: family tree	Transferring information (vocabulary)
Get the picture	Multiple choice (listening)
Watch for details	Multiple choice (listening)
Happy families	Transferring information (listening)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: do and don't	Multiple choice (grammar)
Video script	Integrating listening and reading

Table 6.6

*Types of activities found in Interchange 1: unit 6*

<b>Unit 06 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: sports and exercise	Labeling pictures (vocabulary)
Give us a clue	Definitions (vocabulary)
Get the picture	Multiple choice (listening)
Do as I say, not as I do	Multiple choice (listening)
What sort of people are they?	Classifying items (vocabulary)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: adverbs of frequency 1	Transferring information (vocabulary)
Grammar: adverbs of frequency 2	Multiple choice (grammar)
Video script	Integrating listening and reading

Table 6.7

*Types of activities found in Interchange 1: unit 7*

<b>Unit 07 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: postcards	Labeling pictures (vocabulary)
Get the picture	Multiple choice (listening)
San Francisco tours	Integrating listening and reading
I love to go sightseeing	Labeling pictures (vocabulary)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: past tense	Cloze (grammar)
Video script	Integrating listening and reading

Table 6.8

*Types of activities found in Interchange 1: unit 8*

<b>Unit 08 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: places	Cloze (reading)
Get the picture	Multiple choice (listening)
Jigsaw story	Reading a text (reading)
A busy social life	Transferring information (listening)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: prepositions of location	Cloze (grammar)
Video script	Integrating listening and reading

Table 6.9

*Types of activities found in Interchange 1: unit 9*

<b>Unit 09 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: physical appearances	Classifying items (vocabulary)
Edit the video	Identifying order of events, topics, or arguments (listening)
Get the picture	Multiple choice (listening)
Describing people	Multiple choice (vocabulary)
Jigsaw story	Reading a text (reading)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: present continuous	Cloze (grammar)
Video script	Integrating listening and reading

Table 6.10

*Types of activities found in Interchange 1: unit 10*

<b>Unit 10 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: past tense of verbs	Definitions (vocabulary)
Get the picture	Multiple choice (listening)
In other words	Identifying order of events, topics, or arguments (reading)
‘You won’t believe what happened to me!’	Transferring information (speaking)
Excuses, excuses!	Integrating listening and reading
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: present perfect	Drilling (grammar)
Video script	Integrating listening and reading

Table 6.11

*Types of activities found in Interchange 1: unit 11*

<b>Unit 11 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: taking a trip	Vocabulary presentation (vocabulary)
Edit the video	Identifying order of events, topics, or arguments (listening)
Get the picture	Multiple choice (listening)
Jigsaw story	Reading a text (reading)
Slide show	Transferring information (speaking)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Travel trips	Drilling (grammar)
Video script	Integrating listening and reading

Table 6.12

*Types of activities found in Interchange 1: unit 12*

<b>Unit 12 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: cold remedies	Labeling pictures (vocabulary)
Get the picture	Multiple choice (listening)
Jigsaw story	Reading a text (reading)
Ask Dr. Donna	Matching (reading)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: 'Take one tablet three times a day'	Cloze (grammar)
Video script	Integrating listening and reading

Table 6.13

*Types of activities found in Interchange 1: unit 13*

<b>Unit 13 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: at a state fair	Labeling pictures (vocabulary)
What did you spot?	Labeling pictures (vocabulary)
Get the picture	Multiple choice (listening)
May I take your order?	Multiple choice (listening)
Politeness says	Multiple choice (grammar)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Video script	Integrating listening and reading

Table 6.14

*Types of activities found in Interchange 1: unit 14*

<b>Unit 14 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: geography	Labeling pictures (vocabulary)
It's your turn	Integrating listening and reading
Get the picture	Multiple choice (listening)
Who wins the game?	Transferring information (listening)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: comparatives 1	Drilling (grammar)
Grammar: comparatives 2	Unscrambling sentences (grammar)
Video script	Integrating listening and reading

Table 6.15

*Types of activities found in Interchange 1: unit 15*

<b>Unit 15 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: new technology	Definitions (vocabulary)
Edit the video	Identifying order of events, topics, or arguments (listening)
Get the picture	Multiple choice (listening)
Jigsaw story	Reading a text (reading)
Telephone etiquette	Multiple choice (grammar)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Grammar: requests with <u>ask</u> or <u>tell</u>	Multiple choice (grammar)
Video script	Integrating listening and reading

Table 6.16

*Types of activities found in Interchange 1: unit 16*

<b>Unit 16 - Activities (CD-ROM)</b>	<b>Type of activity</b>
Culture	Listening to a text (listening)
Vocabulary: so you need a change?	Labeling pictures (vocabulary)
Edit the video	Identifying order of events, topics, or arguments (listening)
Get the picture	Multiple choice (listening)
Marty makes some changes	Multiple choice (listening)
Jigsaw story	Reading a text (reading)
Good advice	The controlled interview (speaking)
What did they say? – Part 1	Cloze (reading)
What did they say? – Part 2	Role playing (speaking)
Describing changes	Gap filling (vocabulary)
Video script	Integrating listening and reading

