Degree Project

15 credits/högskolepoäng, Advanced Level

“Keyboard or Pencil?”
A comparative study between the use of CALL and non-CALL vocabulary teaching methods

“Tangentbord eller penna?” En komparativ studie mellan användningen av CALL och icke-CALL lärandemetoder av ordförråd

Kamar Eido
Suzan El-Halwani
Preface

This degree project required a presentation of our individual contributions. We hereby state that both authors have been involved throughout the completion of this project. In addition, one part was done separately. Both participated in the interviews and observation but the transcription was divided so that each of us transcribed an observation and an interview that we later worked with together. All the remaining parts of this degree project were done with us both present, those parts are:

- Brainstorming and setting up a timeline
- Deciding the methods
- Collecting relevant data
- Deciding interview questions
- Constructing an observation scheme
- The writing of this degree project

Lastly, we want to thank our supervisor Shannon Sauro for all the time, support and constructive feedback we received during the process of this degree project. Moreover, we would like to thank our families for their patience and support throughout our studies.

Our signatures below are to confirm the authenticity of the previous statements

X
Kamar Eido

X
Suzan El-Halwani
Abstract

Vocabulary learning is viewed as one of the most important subject in language development. (Rusanganwa, 2012). Therefore, this study aims to raise awareness of different methods used in vocabulary teaching. Those different methods are the use of CALL (Computer Assisted Language Learning) and non-CALL, the methods that does not require the use of technology. This study presents a literature review on vocabulary teaching methods and the importance of vocabulary. Moreover, it presents a review on CALL and the use of it as a vocabulary teaching method. A comparative study was done between two different schools in a CALL-classroom and a non-CALL classroom both in year five, to observe pupils’ vocabulary acquisition and variation in methodology. Furthermore, two interviews were conducted to gather data of the teacher’s perspective on the advantage and disadvantages of the different vocabulary teaching methods. The results revealed that both methods have some disadvantages but are also rich in advantages if used correctly and adapted to the students’ needs and circumstances. In addition, the variation in methods formed a major role in pupils’ vocabulary acquisition. In conclusion, the teacher should be familiar with the pupils’ in order to help them develop their vocabulary acquisition.

Keywords: vocabulary acquisition, teaching methods, CALL, variation, advantages, disadvantages, and teacher’s perspective.
# Table of contents

1. Introduction ........................................................................................................... 7
2. Aim and Research Questions ................................................................................ 9
3. Literature Review ................................................................................................ 10
    3.1 Vocabulary ....................................................................................................... 10
        3.1.1 The Importance of Vocabulary ................................................................. 11
        3.1.2 Vocabulary Acquisition ........................................................................... 12
    3.2 Glosses ............................................................................................................ 15
    3.3 CALL .............................................................................................................. 16
        3.3.1 The use of CALL in Vocabulary Teaching ............................................... 17
4. Methods ................................................................................................................ 19
    4.1 Strategic Sampling ......................................................................................... 19
    4.2 Comparative Case Study ............................................................................... 20
    4.3 Qualitative Methods ..................................................................................... 20
    4.4 Observations ................................................................................................. 20
    4.5 Semi Structured Interviews ....................................................................... 21
    4.6 Procedure ....................................................................................................... 21
    4.7 Research Setting Participants ...................................................................... 22
    4.8 Ethical Consideration .................................................................................... 23
    4.9 Analysis of Data ............................................................................................ 23
5. Results & Discussion ........................................................................................... 24
    5.1 Variation in Vocabulary Teaching Methods ................................................ 24
    5.2 Advantages and Disadvantages .................................................................... 27
        5.2.1 Advantages of CALL and non-CALL ..................................................... 27
        5.2.2 Disadvantages of CALL and non-CALL ............................................... 29
6. Conclusion ............................................................................................................ 31
    6.1 Summary of the result ..................................................................................... 31
    6.2 Implication ...................................................................................................... 32
6.3 Limitation .......................................................................................................................... 32
6.4 Further Research .................................................................................................................. 33

References ......................................................................................................................................... 34
Appendix 1 ......................................................................................................................................... 38
Observation Scheme .......................................................................................................................... 38

Appendix 2 ......................................................................................................................................... 39
Interview Guide ..................................................................................................................................... 39
1. Introduction

Vocabulary learning is an essential area in the English language learning. It is what gives the pupils the chance to express themselves and make themselves understood by explaining themselves through different words, as mentioned in the Swedish curriculum that the pupils should be able to make themselves understood (Skolverket, 2011). CALL is a highly-discussed subject regarding the benefits of it in language teaching. The majority of schools in Sweden is working with some kind of digital device in the English lessons. The Sag project done previously by us aimed to investigate the use of CALL on pupil with reading and writing difficulties to develop their English language. Therefore, the interest in finding what advantages and disadvantages does CALL and non-CALL methods have on pupils’ vocabulary acquisition drove us to investigate this area.

To be able to work with different language development activities such as grammar, reading and writing activities, the pupils need to understand different vocabulary. If pupils have limited knowledge of English vocabulary, this will limit their ability to develop their overall English knowledge “Learning vocabulary is the first and most important step to be taken in language acquisition” (Rusanganwa, 2012, p. 36).

Vocabulary development is not about just learning a new word; it is much more than that. Learning words appears to be a cyclical process of meeting new words and initial learning, followed by meeting those words constantly. Each time pupils meets those words they extend their knowledge of what the words mean and how it is used in the foreign language (Cameron, 2013). According to Read (2007) “children often appear to learn vocabulary easily like a little sponge. However, in the same way that sponges lose water, they can forget vocabulary very easily too” (Read, 2007, p. 85). That is why teacher needs to be aware of how to deepen and extend pupils’ understanding of how it relates and connects to other languages they know. For example, through regular recycling pupils can get the opportunities to meet the same vocabulary in different contexts and activities. This can extend their understanding and develops their memory process (Read, 2007).
Teaching vocabulary can occur in various ways, whether it is by the use of the traditional way, or by using digital devices such as in CALL, both ways differ from each other. The traditional way “none-CALL”, for example, classroom vocabulary instruction without a use of digital device. This consists the using of dictionary books, or by making sentences, filling-in blanks, after-reading activities, words review, or by doing quizzes “glosses”. Whilst CALL, provides numerous of apps and techniques that can be used for vocabulary learning (Gunduz, 2005). CALL, “Computer assisted language learning”, consist the work with pads, computers, smartphones, digital devices, smartboard etcetera. According to the national curriculum in Sweden, teachers should adapt teaching to the pupils’ interest, daily life situations and experience (Skolverket, 2011). The use of digital devices can contribute to improve learners’ Performance by using various learning tools (Gunduz, 2005).

Unlike the lack of empirical research that compares the use of CALL with the traditional based learning with books, papers and pens on vocabulary acquisition, many studies have illustrated the benefits of using CALL in the classroom to develop pupils’ vocabulary acquisition (Bowles, 2004). CALL is quickly spreading to a majority of schools in Sweden; therefore, it is important to highlight it from different aspects. Accordingly, in this project there will be a comparison between two classrooms in different schools, one that uses CALL and one that does not. Classroom observation will be done to collect information about the pupils’ work with vocabulary, and to explore the advantages and disadvantages of the use of CALL and non-CALL methods. Moreover interviews with two teachers will be conducted to gather information about the teachers’ perspective in using those methods. In addition, because researchers such as Rusanganwa (2012) identify criticism against CALL, specifically that the use of CALL in classrooms reduces the amount of human interaction, we will also consider the limitations of CALL for vocabulary teaching in our classrooms observation as well.
2. Aim and Research Questions

Nowadays technology influences our life. A big part of the present generation in affluent societies is raised with the help of digital devices every day, like the use of smartphones, pads and computers. The use of digital devices has been integrated in pupils’ daily instruction. Pupils use pads and computers regularly in their learning, and they gain access to different tools to help them with their school work. Teachers even use digital devices in various ways to adapt student's needs and circumstances. Therefore it is important for us as teacher to know how to use different tools to develop pupils’ knowledge, and one way is to collect information about a tool’s advantages and disadvantages.

The aim of this research therefore is to illustrate the differences between the use of CALL and non-CALL in vocabulary teaching. This study aims to investigate the advantages and disadvantages regarding the use of CALL and non-CALL methods in vocabulary acquisition.

Research question:

- What advantages and disadvantages occur in the use of CALL and Non-CALL methods for vocabulary teaching from a teacher's perspective?
3. Literature Review

This section will provide information about the essential areas in this research. It will begin by defining vocabulary, stating its importance and theories about vocabulary teaching. This will be followed by a section about glossary learning. Moreover, it will describe CALL and the use of it in vocabulary teaching.

3.1 Vocabulary

Rusanganwa (2012) defines vocabulary as the knowledge of words and word meaning. However, since the meaning of vocabulary may be multifaceted depending on the context, vocabulary could be defined as the knowledge of words and word meanings in both oral and printed language as well as in productive and receptive forms. In the academic field vocabulary is referred to as the kind of words that students must know to read increasingly demanding texts with comprehension.

Vocabulary is the central part of language learning throughout history (Huckin, Haynes & Coady, 1993). Vocabulary learning has been considered an essential component for developing language learners. However, language learners are not required to just pay attention to memorizing definitions, but should also integrate vocabulary meaning into their pre-knowledge (Naeimi & Voon Foo, 2015). Usually, children measure their own language learning process in terms of how many words they know. Vocabulary acquisition can be one of the most significant and satisfying outcomes in the first years of English lessons (Read, 2007). It enhances children’s confidence and self-esteem. Gaining vocabulary is essential for successful second language use, because without vocabulary they will be unable to use the structures and functions they may have learned for comprehensible communication (Rusanganwa, 2012).
There are various strategies used by teacher when working with vocabulary acquisition, still those strategies are under investigation (Naeimi & Voon Foo, 2015). Oxford (1990) states that, the strategy of learning vocabulary consists of direct and indirect way. Direct vocabulary acquisition can be learnt using tools such as dictionaries and vocabulary lists; this can make pupils pay more attention to explicit interaction and to the meaning of the form of vocabulary. In contrast, the indirect strategies enhance learning indirectly. The strategy that provide students with a chance to unintentionally learn a word without any emphasis on it is defined as indirect learning of vocabulary (Oxford, 1990). Moreover, Jose (2015), mentions that there are two categories of vocabulary, active and passive. The active (productive) vocabulary contains of words that students understand, write with correct spellings, pronounce correctly, and the use constructively in speaking and writing. Whilst, the passive (receptive) includes words that pupils can recognize and understand when they occur in context.

3.1.1 The Importance of Vocabulary

It is important for the learners to be familiar with most of the words in the text. Moreover, when learning a language such as English, the linguistic threshold needs to be crossed. In other words, a clear connection should occur between vocabulary size and the ability to understand and use language (Lundahl, 2014).

According to Rusanganwa (2012), there is a clear relationship between vocabulary knowledge and reading comprehension. Vocabulary knowledge relates strongly to reading comprehension. This statement is emphasized by Naeimi & Voon Foo (2015), stating that there is a clear relationship that consist between the knowledge of vocabulary and reading comprehension. This relationship occurs in purpose of comprehending the target language. Having a sufficient knowledge of vocabulary can contribute to reading comprehension ability, however, reading ability can assist to vocabulary enhancement. To get a better understanding of what students read, they need both words from their vocabulary and to be able to establish the meanings of new words when they encounter them. On the other hand, vocabulary knowledge contributes to reading in different ways that are less obvious. Learners who gain a large number of concepts in their oral language, have the ability to analyze the individual sound of these concepts. This
is known by the link between word knowledge and phonological awareness.

Moreover, vocabulary knowledge helps pupils with decoding, spoken sounds to words in print. It is much easier for pupils to understand and read the printed word, if it already exists in their oral vocabulary, but if it doesn’t, pupils will find difficulties with comprehending and reading the word. “An extensive vocabulary is the bridge between the word-level processes of phonics and the cognitive processes of comprehension” (Rusanganwa, 2012 p. 37). That is why “vocabulary plays a fundamental role in the comprehension and production of language” (Rusanganwa, 2012 p. 37). It is the central pillar in language learning and overall comprehension. Learners who have a good command over the use of vocabulary succeed in their study of different subject. Having the competency of lexical items of language offers a significant ability of learning a new word, that’s why vocabulary learning is the heart of any language learning and language use.

3.1.2 Vocabulary Acquisition

Usually, children in school encounter a large number of vocabulary in their reading and listening. They may also learn about vocabulary without teachers’ implicit and explicit help (Jose, 2015). Richards (2000) explains two main processes of vocabulary acquisition, explicit and implicit. Explicit vocabulary learning occurs through the focused study of the words. Whilst, the implicit learning is when pupils’ attention is focused on the use of language rather than learning itself, using language for communicative purposes.

Learning vocabulary is essential and a significant area of language teaching; vocabulary is a fundamental building block of language and structures such as sentences. “Vocabulary learning is one of the important features of language learning and language use. In fact, it is what makes the essence of a language. Learning vocabulary is a natural and lifelong phenomenon” (Jose, 2015 p. 7). When pupils develop their vocabulary skills, they will ultimately facilitate listening speaking and writing abilities. Even though, pupils will have the ability to achieve the rules of grammar and pronunciation successfully “[h]e or she cannot be so proficient in communication without sufficient vocabulary knowledge” (Jose, 2015, p. 8). To enhance pupils’ vocabulary
development, teachers must implement varieties of effective strategies for teaching vocabulary. These strategies must be interesting and effective in order to make sure vocabulary is retained in the memory of the pupils for a long term. Malik and Hukam (2010) also emphasized that strategies and techniques are also important for vocabulary teaching. Therefore, it is essential for teachers to find out an effective strategy for learning vocabulary in order to help pupils to achieve their learning process.

Vocabulary development is not just about learning a new word; it is about learning more about those words, and their formulaic phrases or chunks, finding words inside them. The acquisition of the meaning of vocabulary takes much longer than the acquisitions of the spoken form. “Children use words in their speech long before they have a full understanding of them” (Cameron, 2001, p. 73).

Various researchers have differently classified vocabulary acquisition strategies. For example, according to Lundahl (2014), we learn words in phrases in three ways:

1. By listening and reading
2. By speaking and writing
3. By making an effort to learn them.

According to Rusanganwa (2012), vocabulary acquisition can be learnt using tools such as dictionaries and vocabulary lists. This make pupil’s pay attention to explicit interaction with the meaning and form of vocabulary. Cameron (2001) mentioned that, this learning tools means that pupils take to help themselves understand and remember vocabulary. It is a useful distinction to discover a new word in a dictionary. The use of dictionaries on the other hand, to translate the glosses to pupils first language is criticized by Cameron (2001), as it can be viewed as too much support leading the pupil to not see the importance of the foreign language.

To facilitate learning, and foster deeper understanding of vocabulary acquisitions. “Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again” (Cameron, 2001, p. 84).
Rusanganwa (2012) mentioned, that combining pictures and sounds with words can be put to a useful purpose. Pictures can illustrate the words item and sounds can give a model pronunciation. Therefore, using multimedia in the learning process can be very helpful for pupils. The use of online dictionaries can vary, it can be used for translating words, repeat, and getting the definition or the meaning of the word. Multimedia also offers written texts with focusing on listening comprehension, animation, and storytelling.

When pupils meet and understand a new word, they should pay attention to its form and how to use it in different context. This is known as the beginning of vocabulary learning process. Sometimes, gaining these words can enter pupils who have short term memory, so the next teaching issue is how to build up the memory of these words so it can be available for use in a longer term (Cameron, 2001). Memorizing activities can be needed at this time, especially when learning new words, “and at regular intervals to recycle vocabulary so that it stays active and ready to use” (Cameron, 2001, p. 87). Through regular recycling, pupils get opportunities to repeat the same vocabulary again and again in different contexts. This improves their recall and develops memory process. Memorization is considered as an important strategy for vocabulary learning, and a creative role in language acquisitions. If pupils cannot remember words, they are likely to produce properly. That is why teachers use the mnemonic strategy for enhancing vocabulary acquisition, this method had been regarded as a useful tool to help pupils of different target languages (Jose, 2015).

When learning a new word, pupils must pay attention to three things: Meaning, Pronunciation, and Spelling. “Learning the exact pronunciation of the new word is very important for vocabulary acquisition” (Jose, 2015, p. 9). Dialogue in classroom may show pupils how spoken English sounds, moreover it provides samples of new vocabulary to be learnt. Through dialogue teacher can check pupils’ speaking skills and confirm the right pronunciation (Cameron, 2001). On the other hand, storytelling and dramatizing can offer similar opportunities for vocabulary acquisition. Storytelling and dramatizing engage pupils’ interest, attention, and build their capacity for fantasy and imaginative play. In addition, pupils develop their language skills, understanding of themselves and the world around them (Read, 2007). Cameron (2001) mentioned several factors that influenced learning when using stories: the number of
occurrences of a new word, the number of times the word was pictured and the explanation of new words. However, using drama help pupils “associate actions, words, and meanings, memorize key language in a natural and enjoyable way (Read, 2007, p. 115).

3.2 Glosses

Jung (2015) defined glosses as a form of synonym, translation or definition that provides us with information about unfamiliar linguistic item. He describes different glossing techniques that have been compared in studies, such as textual versus multimedia glosses, and computerized such as using a smart-board, versus paper-based glosses such as using a textbook, which will be discussed in this paper. The methodological choices in the use of glosses in the classroom vary. Some teacher prefers translation or definitions; others may work with glosses in combination with pictures or use it in a sentence to develop pupils’ understanding of the word (Jung, 2015).

Jung (2015) argues about the effect of working with glosses to develop vocabulary learning. He states that the influence of easily accessible word meaning on the second language readers leads to discouragement in making an effort to get the meaning of the words and deeply processing it. Yet he states that there is a beneficial impact of working with glosses to develop vocabulary acquisition, although it is not so significant (Jung, 2015).

Ko (2005) presents some advantages of glossing. First, glosses prevent incorrect guessing of the word definition considering that it provides the definition to the pupils. He finds it risky for the pupils to guess the definition because of the lack of language or reading strategies. Second, it can provide a bridge between prior knowledge and new information. This interaction promotes the pupil with comprehension of the content. Third, working with glosses makes the pupils more independent considering the pupils’ different knowledge of the words. When a student finds a problem understanding a word he can look up only the word he does not know (Ko, 2005).
3.3 CALL

The first computers used for language learning is traced back to the 1960s. Memorizing vocabulary was the main focus in using computers back then (Warschauer & Healey, 1998). Later a technique was implemented by CALL programmer focusing on second language learners in order to develop their language skills using the computers. CALL includes computer writing, reading online, working with social media, different apps and games. These are based on research and theories aiming to develop pupils’ language learning (Chapelle & Jamiesson, 2008).

Pupils’ acquire language in various ways and different learning styles (Read, 2007). According to the curriculum of Sweden (2011), the responsibility is on teachers in considering each individual's needs and circumstances.

A method highly used by teachers in adapting the different tasks and lesson to the pupils’ differences in learning styles and needs is the use of technologies. In the 20th century one of the most developed areas were the education technologies where the computers were not only used as a tool for information processing but an important method in language development (Gunduz, 2005).

One of the tools that the Swedish curriculum urges the teacher to use, where one of the overall goals is that the pupil “can use modern technology as a tool in the search for knowledge, communication, creativity and learning” (Skolverket, 2011, p. 16). According to Shao (2012) “CALL spans wide ranges of activities in language acquisition- listening, speaking, reading, and writing and draws nearly all areas of Information and Communication Technology (ICT)” (Shao, 2012, p. 202). Taking in consideration that CALL draws on nearly all areas of the ICT, the benefits of working with ICT can also be applied to the use of CALL (Shao, 2012). Working with ICT offers instant communication which can develop pupils’ interest, involvement, and sense of identity. Moreover, working with ICT provides the pupils with colorful visual images, animation, and sounds. This attracts the pupils and engage them in the learning process (Read, 2007, p. 263).
Working with ICT comes also with risks that the teacher should be aware of when planning and choosing the tasks. One of the risk is the internet security; the teacher should have specific rules for using the computers at school to get the pupils away from distraction such as surfing the internet. Another risk is the amount of time the pupils spends on the computer screen watching different fast moving images and sounds. This can affect the pupils’ concentration and behavior (Read, 2007).

3.3.1 The use of CALL in Vocabulary Teaching

There are various methods used to develop pupils' vocabulary acquisition. One of those methods is Computer Assisted Language Learning. Hirschel and Fritz (2012) highlight the benefits that makes CALL unique to use in vocabulary teaching which is that it often offers the pupils more time for recycling and repetition. Which gives the pupils the opportunity to work with vocabulary in different ways and take their time in comprehending it. Moreover, when working with writing on computers, the pupils gets the opportunity of instant feedback on misspellings, grammatical mistakes and quick access for synonyms.

CALL provides the teacher with different programs to use in vocabulary teaching. Groot (2000) mentions a program called CAVOCA (Computer Assisted VOCabulary Acquisition). This program provides the pupils with different tasks, one of which is the presentation of words in different context. This will permit the pupils to check their understanding and produce words to develop their vocabulary acquisition (Groot, 2000, p. 64).

CALL does also provide different online workbooks for the pupils to promote pupils’ vocabulary acquisition. It allows the pupils to meet their individual needs and knowledge level when learning in a self-pace matter (Zapata & Sagarra, 2007).

Ma and Kelly (2007) highlight another perspective of CALL, the major freedom the pupils get from working with CALL can have a problematic effect if the pupil lacks in knowledge on using different learning tasks and software. A way to solve this problem is to scaffold the pupils in the different tasks and then let them take charge of their own learning (Ma & Kelly, 2007).
Chapelle and Jamiesson (2008) discuss the same problems where they argue that the computer does not have to take over the lessons but can be used as a part of the developing process under the teacher’s control. In order to succeed in the use of computers in language development the teacher has to gain knowledge about the pupils to be able to adapt the teaching to their level of knowledge, interest needs and circumstances. This will provide the pupils’ with motivation to learn (Lightbown & Spada, 2013).
4. Methods

In this chapter, the different methodological consideration for this research will be defined. It will begin with a description of the sampling procedure which will be followed by the procedure, participants, ethical consideration, and the analysis of data.

4.1 Strategic Sampling

This study requires the participant to be selected strategically in order to answer the research questions. Strategic sampling is considered beneficial when the study requires participants with experience in a specific field (Alvehus, 2013). In order to collect data in observing and comparing a CALL classroom and a non-CALL classroom, the access to both classrooms is necessary. Furthermore, there was a need to find a teacher who is experienced in CALL and one that does not work with CALL to provide this research with the teacher perspective. Because the focus group is grade 4-6, those grades were a criterion in finding a suitable group.

The first step was to find groups and teachers that meet the criteria. Through some calls to familiar schools and teachers, the required groups were selected. The first group that was suitable for this study was a class of grade 5 pupils that has been using CALL their entire school years. Therefore, it is more reasonable to observe a grade 5 in the non-CALL classroom. The two classes selected were in two different schools. The teachers selected were the English teachers that taught those different classes.
4.2 Comparative Case Study

A case study as defined by Nunan (1992) as, “… an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (Nunan, 1992, p.76). The case in itself is interesting to investigate. The case study involves documentation like observation and interviews which will provide data to be analyzed (Nunan, 1992). Because in this study there will not only be one case study but a comparative one, we were able to collect both qualitative and quantitative data (Nunan, 1992). Because of the lack of time and scope of study to work with the data in a quantitative method we dealt with the quantitative data in a qualitative way, and no statistical analysis will be involved.

4.3 Qualitative Methods

Qualitative methods are used when the researcher wants to gather information about others perspectives and thoughts in a specific subject (Backman, 2001). When using a qualitative method, the interviewee should be comfortable in sharing his views and perspective. To be able to do that the interviewee should know about the purpose and importance of this study and trust the interviewer (Johansson & Svedner, 2001). To facilitate the data collection in a qualitative manner Backman (2008) highlights the importance of setting guidelines to the interview in form of preliminary theme, concepts and categories (Backman, 2001).

4.4 Observations

Observations is often used as a tool for collecting data about process, people, and culture in a qualitative research (Kawulich, 2005). Different aspects of vocabulary learning and use were documented during the observation (See Appendix 1). There was an investigation of two different methods CALL and non-CALL using vocabulary. In other words, the main purpose of this observation was to observe two types of instructions, in order to compare the using of vocabulary in two different strategies. DeWalt and DeWalt
(2011), explain that observations are to investigate different aspects of the phenomenon. To be able to develop knowledge about the reality it needs to be observed. The data can then be qualitative or quantitative. In this study, the data will be collected in a qualitative way.

4.5 Semi Structured Interviews

Semi-structured interviews were the primary source of the data collection used in this study (See Appendix 2). It is the primary method to obtain information about a specific area collecting others’ knowledge, perspective, values, and interests (Johansson & Svedner, 2001). Nunan (1992) state that, “in a semi structured interview, the interviewer has a general idea of where he or she wants the interview to go” (Nunan, 1992, p. 149). In other words, the questions are well prepared and keeps the interview in a limited field, otherwise, an interviewer “does not enter the interview with a list of predetermined questions” (Nunan 1992, p. 194). The semi structured interviews refer also to qualitative interviews. Johansson & Svedner (1992) explains the purpose of the qualitative interviews is to encourage the interviewee to share as many answers for the chosen subject. Moreover, the interviewer should be more active considering listening carefully to the answers to be able to set up follow questions. Since it was an essential thing to interview teachers for the data collection, it is necessary to let the interviewee elaborate certain issues and answer questions in their manner (Nunan, 1992).

4.6 Procedure

After contacting the school for our research in the non-CALL classroom the appointment was made during a school day where grade five had an English lesson and the teacher had spare time for the interview. The interview was done after the observation of the English lesson with the same teacher that was teaching that lesson. It lasted between 20 to 30 minutes in an office and was conducted via mobile phone recordings and note taking. The same process was implemented in the CALL-classroom observation and interview. It began by contacting the school to make an appointment. The interview was conducted through recordings and note taking after the observation of the English lesson. Both of us were present during the
observation and the interview, both had a copy of the observation scheme and interview question which were used during our observation and interview.

4.7 Research Setting Participants

The research was conducted in two different schools. This section will begin by providing a brief overview of the school who uses CALL, followed up by the non-CALL school. Lastly it will include a description of the participants.

The first school is a school located on the outskirts of a city in the south of Sweden. It is a small school from preschool to grade 9 with around 300 pupils. The class the research was conducted in consisted of 27 pupils in grade five. All the pupils have attended this school since their first year.

The second school is also located in the same city. It is a bigger school that started almost 10 years ago. There are approximately 450 pupils attending the school from preschool to grade nine. The research was done in a grade five with 25 students. This particular group is originally from another school but because of reinstruction they attended this school only for two years, grade four and five.

Their English teacher, Elena was selected for the interview which took place after the observation. Teacher B has been working there for two years and is a newly graduated teacher for grade 4-6. The interview was done in their classroom after the English lesson.
4.8 Ethical Consideration

The conduction of this research was based on anonymity in the interviews which is recommended by Vetenskapsrådet (2012). The names of the teacher in this research were renamed which means no one can track them. The participant was clearly informed about the subject, the purpose of the research and the interview. In addition, none of their names will be presented in the research project. This was made clearly in each interview. It was important to make sure that the participants were comfortable to terminate their participation whenever they want without worrying about any consequences (Johnsson & Svedner, 2001), moreover, they were told to teach just as they usually do in ordinary days.

4.9 Analysis of Data

The study conducted both data from interview and observation. An observation scheme was used to conduct the observation data, and that did not acquire further work to analyze apart from integrating it in the result section. Partial transcription was used as a method during the interview transcriptions (Dörnyei, 2007). The interviews were transcribed directly after each interview. The interview template was used while listening to the recordings the first time in order to divide the notes into the relevant categories (see Appendix 2). The second time listening to the recordings was to write down quotes that might be useful to integrate in the results.

The third step was to find the connection between the conducted data and the literature, which is called a coding process (Bryman, 2008). That was done through sorting the literature into the same categories used in the interview template to look for patterns, similarities, or differences. That simplified the process of presenting the result and discussing it based on the conducted data connected to the literature.
5. Results & Discussion

Through this section the following research question will be answered, “what advantages and disadvantages occur in the use of CALL and non-CALL methods in vocabulary teaching from a teacher's perspective?” In the upcoming section the question will be answered through connecting the result from the interviews and observations with previous research.

5.1 Variation in Vocabulary Teaching Methods

Our question asked what advantages and disadvantages does the use of CALL and non-CALL methods have on vocabulary acquisition. Our observations and interviews revealed that this depended a great deal on the teacher. The teacher’s role is important, and both CALL and non-CALL have benefits and advantages.

Each group of pupils contains students with different learning ability and different learning styles with various experience and a wide variation in their knowledge level. According to the Swedish curriculum the teacher should adapt the teaching to those differences (Skolverket, 2011), but the curriculum does not state a one and only method to be used in teaching. The teacher has the freedom to choose her own methods to accomplish the aims of a specific subject and to adapt the lesson to the pupils’ differences. In this research, the focus was on a widely-used method in teaching English, CALL. Many studies have researched the benefits of using CALL to develop pupils’ vocabulary acquisition, but in this study, it will be compared with a non-CALL method which is also called a paper-pen method (Izadpanah & Asadi, 2015).

Through the collected data from observations and interviews several similarities in the use of CALL and non-CALL were observed. One of those similarities was the role of the teacher in varying the tasks to provide learners with different ways to understand glosses.

The observation shows clearly that the use of CALL provided a variation when working with glosses. The pupils had the chance to receive the information in different ways but could also work with developing their understanding of the words through various activities, both
individually and through interaction. This was also mentioned by Rusanganwa (2012), where he stated that CALL “provide flexibility to instruction and thereby better serve the individual’s learning pace, cognitive style and learning strategies” (Rusanganwa, 2012, p. 45).

When Elena was asked about the variation in using CALL to teach glosses she gave several examples of how she varies in tasks.

“I like to get the pupils’ to see the words they are learning and also hear it from the smart-board. They get to explain the words and chose some of them to include in a short story written in a word-document to illustrate their understanding of the words” (Elena).

She also mentioned a program called Into Words that she uses in teaching new glosses to the pupils’. The pupils get the chance to listen to the words when writing it in a document. Apart from that, Hirschel & Fritz (2012) states that the use of computer writing provides the pupils with instant feedback on misspellings or grammatical mistakes. In addition, writing on a computer document offers pupils the opportunity to read, write, listen and receive instant feedback on their writing, which supports pupils’ language development overall (Hirschel & Fritz, 2012).

The observation of the non-CALL classroom provided an insight of the variation in methods used to teach vocabulary. The teacher introduced the new glosses through reading from the pupils’ class story and discussing the meaning of the new concepts. Lundahl (2015) highlights the importance of teachers’ role in scaffolding pupils’ vocabulary acquisition when working with texts. The teacher should support them in their understanding of what phrases are used and how they are used (Lundahl, 2015).

The focus depended on oral activities. The teacher read the text several times and the pupils reread it after their teacher and highlighted the new glosses to work with them later. According to Jacob, the implementation of this task was to improve pupils’ reading comprehension. He meant that there is a connection between reading and vocabulary acquisition. In order to improve pupils’ vocabulary knowledge, they need to gain a large number of concepts in their oral language, which they will work with in various ways. Jacob’s explanation of his thought behind working in this certain way complies with Naemi and Voon Fo (2015) statement on this area. Having adequate knowledge of vocabulary can assist reading comprehension ability and
reading ability can contribute to vocabulary enhancement.

Jacob continues with writing activities, the pupils had to use dictionaries to explain and translate the highlighted glosses. Jacob would let them do it to prepare them for retelling the story or dramatize a specific part of it in their own words. Jacob mentioned the benefits of working with stories to enhance vocabulary acquisition. He stated that stories are often rich in vocabularies therefore there are several areas to be developed when working with stories. Cameron agrees on the benefits of working with stories. Using stories as a learning tool provides the pupils with a huge amount of vocabularies which gives the pupils an opportunity to deepen their knowledge about pronunciation, the meaning of the words and the use of them in different context (Cameron 2001, p. 163).

Even though Elena also worked with an E-book story Jacob was the one who explained why stories are an important tool to enhance pupils’ vocabulary acquisition. “Stories provide the pupils with words in a context which makes it easier for them to understand what they mean and how they are used” (Jacob). Reading is an ideal environment for vocabulary acquisition, as readers are exposed to new words in context; they are provided with whole language rather than just isolated words. In fact, much vocabulary is learned incidentally in context during reading (Bowles, 2017).

The use of dictionary on the other hand, to translate the glosses to the pupils’ first language is criticized by Cameron (2001) arguing that it can be regarded as too much support for the pupils which may lead them in viewing the foreign language as not useable apart from single words (Cameron, 2001, p. 27).

The results of the observation and interviews regarding variation in teaching vocabulary is similar. Both the CALL teacher and the non-CALL teacher varied in their vocabulary teaching methods to adapt the teaching to the pupils’ differences. Moreover, as different aspects of learning need to be taken in consideration while teaching, such as listening to the words, writing, speaking in order to practice pronunciation and reading the teachers found a need to vary in their methods.
5.2 Advantages and Disadvantages

The findings consist that the variations in learning tools and methods in teaching is necessary to enhance pupils’ knowledge and adapt the lesson to their needs. On the other hand, each and every tool implemented could have advantages or disadvantages on pupils’ vocabulary acquisition.

5.2.1 Advantages of CALL and non-CALL

When Elena was asked about the advantages she noticed from the use of CALL as a vocabulary teaching method she had several examples.

“CALL offers various activities to work with in vocabulary teaching, which can also benefit the pupils and their different learning styles. Sometimes we work with reading, listening, speaking, and writing in the same lesson. The pupils’ read from the smart-board while listening, then they work in pairs with a speaking activity to finally write something on the computers” (Elena)

This advantage is also highlighted by Shao (2010) stating that the use of technology in a learning context provide the education with variety in activities such as listening, speaking, reading, and writing activities (Shao, 2010). In addition, Read (2007) also mentioned the benefit of technology use stating that it offers animation and sounds which can capture pupils’ interest in learning and at the same time enhance pupils’ involvement in classroom activities (Read, 2007).

Other advantages mentioned by Hirschel and Fritz (2012) on computer writing is that the pupils get more time to repeat and recycle new vocabulary. Moreover, they receive instant feedback on their writing. These too comply with Elena's statement on the advantages of using CALL. She highlights the benefits of the amount of time each student gets in learning vocabulary. The pupil can take the time to repeat the words in different computer programs and use the words in different context to get a wider understanding of its use.
“When the pupils’ get to the point of writing their own stories they use the new glosses they learned and at the same time they practice their sentence structure through the use of computer writing, considering that it offers the student’s feedback on misspelling and incorrect grammar structure” (Elena).

The non-CALL methods do also have some advantages. One of the advantages viewed by the observation is the different tasks the pupils work with to develop a wider understanding of the new glosses. The pupils worked with describing the words and relate to own experiences when working in groups. “The pupils should work in various ways to understand the new words and to understand the use of them they need to relate the words to their daily lives” (Jacob). Working in this way is called by Morin and Geoble Jr. (2001) as manipulating words, this helps the pupils to develop their understanding of the vocabulary.

Dramatizing is another task the pupils get to work with often according to Jacob. He meant that dramatizing has several benefits on the pupils’ vocabulary acquisition. “When working with dramatizing the pupils work with different words they memorize it and they see the use of the words in action” (Jacob). That is also mentioned by Read (2007) stating that dramatizing associate action, develop pupils’ understanding of the meaning, the use of words and the grammatical structure.

Jacob introduced the new glosses through reading from the class story then they discussed the meaning of the words and how they can be used. When Jacob was questions why he worked with the pupils in this way he explained that this helped him to understand what the pupils know and what they need to learn. Moreover, it helped the pupils to hear the words pronunciation and see the spelling in their books but also through the discussion know the meaning of them. This comply with Jose (2005) stating that in order to develop pupils’ vocabulary acquisition three things should be taken in consideration when teaching which is the word’s meaning, spelling and pronunciation.
5.2.2 Disadvantages of CALL and non-CALL

As mentioned before, most of the task the pupils’ work with is based on the teacher's role in adapting them and varying them to reach out to each and every pupil and develop their vocabulary acquisition. Still there is some disadvantages in both the use of CALL and non-CALL methods.

The pupils in the CALL classroom worked often with computers, for example when working with their story writing.

“This could be seen as a challenging task for the teacher to take in control considering that the pupils can easily access sites that they do not need to work with, which could distract them from the task they should be working with” (Elena).

Read (2007) mentioned something similar to Elena's concern. The pupils can get easily distracted by the images and sound that they lose focus on the task. This an also affect them in their behavior in the remaining tasks because of the amount of time spent in front of the computer screen.

Another disadvantage mentioned by Ma and Kelly (2007) is pupils’ freedom when working on a computer task. Some tasks are already formed in a specific way and is not adapted to the knowledge level of each pupil which makes it hard for the pupils to understand the task in able to work with it. Elena talks in the interview about the same problem, mentioning that not all the task is designed by her some of them is found online and is maybe not so suitable for all the students so it takes time to provide scaffolding to all the pupils’.

Jacob on the other hands mentions some disadvantages in the use of non-CALL methods. Sometimes the pupils work with dictionary to translate the glosses. He states that it requires a lot of time for the pupils in year five to find the words and understand the translated word, he meant that some of the word’s translation is too difficult for the pupils’ level. This requires extra time to also explain the translated word. Read (2007) does also argue on the use of dictionary stating the same problematic where she mentioned that it requires a great guidance of the teacher for the pupils to succeed in the process of looking up a word in a dictionary.

The Swedish Curriculum (2011) states that the teacher should provide the pupils with “Clearly
spoken English and texts from various media” (Skolverket, 2011, p.33). If you only work with books the pupils do not get the chance to meet spoken English texts from various media. Jacob mentioned that he sometimes may work with a CD-player or watch a movie occasionally to achieve the mentioned goal of the curriculum. Furthermore, one of the tools the Swedish Curriculum urges the teachers to use is ICT where the overall goal is for the pupils to work with modern technology. This is hard to reach if the teacher doesn’t integrate the modern technology in the classroom.
6. Conclusion

This section will provide a summary of the main key points of this study. Moreover, conclusions will be drawn based on the conducted data and literature. This section will also be highlighting the relevance of this study to our profession and which implication does it have on it. Lastly this section will present the limitation of this study, and suggestions on further research.

6.1 Summary of the result

The findings of this study revealed that both methods were instructive in vocabulary acquisition. As previously mentioned, using CALL consists of various tools making it more appealing to students meeting their needs and interests. In contrast to that, non-CALL method were reverse to our expectations, we came to have a better understanding of the benefits that provides pupils with such a great vocabulary learning regarding “glossary”. One such finding was the variation that could be used in the non-CALL methods to work with vocabulary acquisition. The teacher doesn’t limit the learning to paper and pen but does also work with dramatizing, writing, interaction to practice speaking, listening, understanding and much more.

Consequently, there were both advantages and disadvantages regardless of the method. One of the important disadvantages that needs to be highlighted in the use of non-CALL methods is that it does not meet the goal of using modern technology in teaching English (Skolverket, 2011). Whilst, one of the disadvantages in using CALL is the distraction when working with computer tasks, the pupils can get easily distracted with different sites.

Vocabulary is an essential component of language learning. Teaching vocabulary have been a challenge for teachers, considering that the implementation of the suitable technique to enhance pupils’ vocabulary knowledge have aroused discussions. Our findings revealed that the teacher should take in consideration the differences in the classroom in order to adapt the teaching to the pupils need. Vocabulary learners needs a wide array of vocabulary to be able to succeed both productive and receptive. In addition, learners should get opportunities to work with various tools to meet their needs and circumstances. Teacher should take in consideration the learners’ ways in receiving information in order to assist learners in strategies to become their
own teachers. CALL and none-CALL teaching methods should be used in the right way. As Chapelle and Jamiesson (2008) mentioned, there is three main constituent parts in the classroom, the learner, the English language, and the teacher. In order to reach a good learning environment there has to be equal emphasis on each component (Chapelle & Jamiesson, 2008).

6.2 Implication

Vocabulary teaching is an essential part in the English language acquisition (Rusanganwa, 2012). Therefore, it is highly important to evaluate the chosen methods in teaching vocabulary. The teacher should be familiar with the pupils to be able to choose the appropriate methods in teaching.

One of the methods that was investigated through this study is CALL. Considering that CALL is quickly spreading to the majority of schools in Sweden the teacher should be aware of its advantages and disadvantages on learning. Same applies to the non-CALL methods where the teacher should be able to variate in methods in order to adapt to the differences in pupils’ learning styles but also in order to know the benefits and disadvantage of a specific method.

The teacher should know how to variate in methods to adapt the lesson or task to the pupils’ needs and circumstances regardless of the chosen method. Therefore, this study is targeting the teachers to arouse awareness on methodology and didactics when working with vocabulary teaching.

6.3 Limitation

This study was conducted in a shorter amount of time. Therefore, it required some limitation to be considered during the process. One of the main limits are the interviews and observation. These were done with only two teachers and two classes. In order to get more reliability and validity in the result the number of participant should increase to allow further generalization of the Swedish schools.

The time limitation as mentioned before constitutes a major role in the validity and reliability
of the data. The observation could be done in a longer period to get a wider view of the different methods used in classrooms but also the effect of using them and which of them worked best on the pupils. Moreover, it could also provide the opportunity to interview different teachers with different experiences.

Another limitation is the lack of experience and techniques in interviewing. This may affect the interviewee’s answers considering asking follow-up question to reach an expected result, or the interviewees trying to give an answer that they expected us to want to hear.

6.4 Further Research

A further study could carry out a similar research on vocabulary acquisition, but on a larger scale. Including more teachers and observation over a longer period of time to generalize the results. The focus of the further study could be on the learner’s perspective instead of the teacher’s. The observation could provide data on the effects of using different methods in teaching vocabulary, and which one is more adaptable to the pupils’ needs and circumstances. In order to conduct such data, the research needs to be done as mentioned before, in a longer amount of time. The interviews could be done with the pupils by the same methods used in this research. The conducted data can then be compared with the results of the interviews with teachers. This could provide a wider view of the advantages and disadvantages considering receiving both the teachers and the pupils’ perspective on the subject.
References


Naeimi, M., & Chow Von Foo, T. (2015). Vocabulary acquisition through direct and indirect learning strategies. *English Language Teaching, 8*(10), 142-151. DOI:10.5539/elt.v8n10p142 or http://dx.doi.org/10.5539/elt.v8n10p142


Appendix 1

Observation Scheme

- Do the pupils’ show their understanding of glosses in speech (uses it correctly)?

- Do they show their understanding of glosses in writing (uses it correctly)?

- Do the teacher explain the new glosses?

- Do they meet the new glosses in different ways?

- Do the pupils’ get to work with the new glosses in various ways or only in a glossary list to memorize?
## Appendix 2

### Interview Guide

<table>
<thead>
<tr>
<th>Theme</th>
<th>Question</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s background</td>
<td>How long have you been working as a teacher and for which grades?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Which subject do you teach?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How long have you been using CALL in your classroom? (for CALL- teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have you used digital devices in your teaching? (For non-CALL teacher)</td>
<td></td>
</tr>
<tr>
<td>Variation in methods of using CALL or non-CALL in vocabulary teaching</td>
<td>What tools do you use in teaching vocabulary,</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>especially glosses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do the pupils’ work with glosses apart from glossary list to memorize?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you consider yourself vary in learning methods?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you used CALL as a method for glossary learning? (non-CALL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advantages and disadvantages of using CALL/ non-CALL vocabulary teaching methods</td>
<td>Do you think there is a specific limit in using non-CALL method?</td>
<td></td>
</tr>
<tr>
<td>Do you think there is a specific limit in using CALL for teaching glosses?</td>
<td>What advantages can you see</td>
<td></td>
</tr>
<tr>
<td>in the use of CALL to develop vocabulary acquisition?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What advantages can you see in the use of non-CALL method to develop vocabulary acquisition?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What disadvantages can you see in the use of CALL to develop vocabulary acquisition?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What disadvantages can you see in the use of non-CALL method to develop vocabulary acquisition?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>