This thesis examines comprehensive self-study software packages for upper-intermediate (B2) learners of English, in the context of adult language learning and computer-assisted language learning. The aim is to provide a holistic perspective. To determine whether contemporary self-study software is likely to deliver on its producers' promises, a list of evaluation criteria is elaborated and used to evaluate the newest versions of four products that are available on the Czech software market: Anglicky efektivne a Anglicka gramatika by the Czech company Landi, Anglictina Elements pro sti'edne pokroCile by Langmaster Intemational which is a Czech based company as well, Tell Me More Anglictina 3 by the French company Auralog and adapted for Czech leamers by the Czech publishing house Leda, and finally Rosetta Stone U.K. English Level 3 by the American company Fairfield Language Technologies. In addition to the theoretical evaluation, one ofthe products (Tell Me More) was subjected to a one-month trial in an authentic context.

Although, each program has its strong points, it is pointed out that success can not be expected from leaming that relies exclusively on these self·study materials. The thesis concludes by proposing improvements with which learning software could be successfully used in self-study settings in the wider sense, i.e. leaming that would for instance involve cooperation between different learners.