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Using materials development and technology in second language teaching (basic terms)

**توظيف تطوير المواد و التقنيات الحديثة في تعليم اللغة الثانية
(مصطلحات أساسية)**

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Abstract:

This paper draws for teachers and learners how to use and elevate the excellence of equipment which utilized for lecturing and acquiring second or foreign language, the presenting of tools to pedagogical instrumentation required the art of conception and knowledge, the teacher is not necessarily a specialist in technical matters related to his field (computational linguistics) and he may require assistance from qualified people, is also a method for development of non native tongue (L2) materials. The teaching staff should either be trained to use material or have regular access to technical assistance, the nature of the activity must justify the cost of the investment and in the long run, must be as economical as possible, it should present technical validity, save time, energy, and most crucial, money. It must definitely provide for change, evolution and adaptability, in addition, the aim of this paper to present the basic terms of materials development in language teaching.

Keywords: materials development, language teaching, second language, technology, terminology.

ملخص:

تُقدّم هذه الورقة للمعلمين والمتعلمين إرشادات حول كيفية استخدام وتحسين جودة المواد المستخدمة في تدريس وتعلم اللغة الثانية أو الأجنبية. يتطلب تقديم الأدوات التعليمية فنّ التصميم والمعرفة، ولا يُشترط أن يكون المعلم متخصصاً في الجوانب التقنية المتعلقة بمجاله (اللسانيات الحاسوبية)، وقد يحتاج إلى مساعدة من أشخاص مؤهلين. كما تُعدّ هذه الورقة منهجاً لتطوير مواد اللغة الثانية. ينبغي تدريب الطاقم التعليمي على استخدام هذه المواد أو توفير الدعم الفني لهم بشكل منتظم. يجب أن تُبرّر طبيعة النشاط تكلفة الاستثمار، وأن يكون اقتصادياً قدر الإمكان على المدى الطويل، وأن يتمتع بالجدوى التقنية، وأن يُوفّر الوقت والجهد، والأهم من ذلك، الجانب المالي. كما يجب أن يُتيح إمكانية التغيير والتطوير والتكيف. بالإضافة، تهدف هذه الورقة إلى عرض المصطلحات الأساسية لتطوير المواد في تدريس اللغات. **الكلمات المفتاحية:** تطوير المواد، تعليم اللغة، اللغة الثانية، التكنولوجيا، علم المصطلح.

Introduction:

In order to define the concept of language teaching research we can focus on teaching (didactics), that can be in different contexts and different languages, in addition it's necessary to make the difference between two aspects of research the first one is research on teaching and the second one is research on learning (teacher and learner), we ask the question about this two terms and if the research is focuses on teaching or learning ?

Teaching is an operation which can be operationalized in many different ways like tools, skills, purposes, methods .

For learning research entails the systematic investigation of some instructional artifact like ; small group work, levels (basic, starter, intermediate, advanced)

1-language teaching :

Language teaching is a public exhibition relative to knowledge and fact by instructors to students, is indicates to whatever created through supplies creators to assist the study of languages in the classroom.

2-Idiom Schooling :

Tuition deliberate a controlled mental that involves memorizing data according to insights gained.

3-Teaching and Learning :

The use of two headings for this section, foreign language teaching (FLT) and foreign language learning (FLL), reflects an important development in the modern study of the subject. FLT was at one time thought to be exclusively a matter of teaching techniques, it was felt that, if teaching was above a certain minimum level of efficiency, learning would automatically follow. Teaching was the active skill ; learning, the passive one .

Today, the active role of the learner is an established principle. It is recognized that there are important individual differences among learners, especially in personality and motivation, that can directly influence the teaching outcome. In this view, people

are seen to be largely responsible for their own progress.

Research is therefore now directed not only at the way teachers teach, but also at the way learners learn.

The term 'Acquisition' is sometimes used to replace 'learning' in this context, when the emphasis is in the natural, unconscious way in which a learner can assimilate a foreign language (as in bilingual contexts or when using one of the natural approaches to the FLT).

In several approaches, however, 'Acquisition' and 'learning' are carefully distinguished: the former is then restricted to what takes place in 'natural' learning situations; the latter to what takes place in classrooms when following a structured course with a teacher.

4-Materials consideration :

4-1-Materials :

The days are long gone when FLT materials consisted only of grammar book and dictionary.

Today, there is a vast variety of printed materials - course books, workbooks, readers, programmed courses, collections of facsimile material, simplified literature, cue cards, charts, newspapers, magazines, posters, picture cards, cut-outs, and much more, like CDs, slides, filmstrips, video tapes, DVDs, toys, games and pupers.

The advent of electronic technology introduces a further potentially inexhaustible domain of ancillary equipment and a

wide range of new interaction techniques as users get to grips with communicative potential offered by computers, mobile phones, and voice-activated devices.

Why learn foreign languages ?

The question requires an answer, in a world where we frequently find indifference or hostility expressed towards foreign languages and foreign people, where teaching resources are limited, and where other subjects clamour for extra slots within the school timetable.

The criticisms come mainly from within the english speaking world, where FLT has often been attacked on the grounds that the time would be better spent on science, mathematics, or the mother tongue.

Many people think that FLT is unnecessary in a world where an increasing number of people understand English.

In modern foreign language teaching and learning materials design and implementation is major enterprise – the area where the principles of applied linguistic theory, the demands of classroom practice, and the realities of commercial production lie uneasily together.

Material should achieve impact through :

1-Novelty (practice and exercises)

2-Variety (listening, writing, expressions, CD, DVD ...)

3-Attractive presentation (books with pictures)

4-2-Material development:

For improving second language, should:

- 1-Clarify terminology with an academic definition.
- 2- Improving language level and skills.
- 3- Acquisition,language evolution(purpose and practice).
- 4-Investment (materials and medias).

5-Second and foreign language :

Several terminological distinctions are drawn within this field.

A person's 'mother tongue' or 'first language' (L1)- or languages, in the case of some bilinguals-is distinguished from any further languages that may be required (L2,L3), is popularly referring any language that is not a native language in a country, and second language is also commonly used in this way, especially in the USA (a usage which is increasing worldwide).But many linguists distinguish between 'foreign' and 'second' language use, recognizing major differences in the learning aims, teaching methods, and achievement levels involved.

A foreign language (FL), in this more restricted sense is a non-native language taught in school that has no status as a routine medium of communication in a country.A second language (SL) is a non-native language that is widely used for purposes of communication, usually as a medium of education, government, or business.In this usage English, for example, has foreign

language status in Japan but second language status in Nigeria, the same case for French language in Egypt and Algeria.

The latter term is also used with reference to immigrants and indigenous groups whose (L1) is a minority language in the USA, for example, English is a second language for millions of immigrants.

6-Teaching method :

In the long search for the best way for teaching a foreign language, hundreds of different approaches, or methods, have been devised. Each method is based on a particular view.

6-1-the grammar translation method :

This method derives from the traditional approach to the teaching of Latin and Greek, which was particularly influential in the 19th century, it is based on the meticulous analysis of the written language, in which translation exercises, reading comprehension, and the written imitation of texts play a primary role.

Learning mainly involves the mastery of grammatical rules and memorization of long lists of literary vocabulary, related to texts which are chosen more for their prestigious content than for their interest or level of linguistic difficulty. There is little emphasis laid on the activities of listening or speaking.

6-2-the direct method :

This approach, also known as the oral or natural method, is based on the active involvement of the learner in speaking and

listening to the foreign language in realistic everyday situation.

6-3-the Audio-lingual method :

Also known as the oral method, this approach derives from the intensive training in spoken languages given to American military personnel during the second World War.

6-4-the language laboratory :

Before call the best-known technological aid in FLT was undoubtedly the language laboratory-a room, usually divided into booths, where students could listen individually to tape recordings of FL materials, and where they could record and play back their own responses, while being monitored by a teacher.

6-5-Testing :

Teachers need to test student performance, or enter them for formal examinations.

Test results are ceitical, not only because of the influence they exercise on motivation to them.

7-Language for special purposes :

‘They don’t seem to be talking the same language’.

This common observation acts as a reminder that barriers to communication exist even within a language. linguistic difficulties are inevitable when there is interaction between people from different racial, regional, cultural, social, or

occupational backgrounds.

7-1-the language of science :

The aim of science is to determine the principles governing the physical universe, progress towards this end, however, is to a large extent dependent on the use of language.

7-2-the language of medicine :

The field of medicine, more than any other, forces a confrontation between scientific and everyday language. Outside the world of the research laboratory and clinic, there exists the daily routine of medical practice.

7-3-the language of religion :

The close relationship between language and religious belief pervades cultural history. Often, a divine being is said to have invented speech, or writing, and given it as a gift to mankind.

7-4-the language of law :

The law is profession of words, this dictum opens David Mellinkoff's classic study *The language of law* (1963), and it is not possible to find a more succinct way of introducing the present section, whatever the legal domain-government legislation, courtroom activities, or the documentation that constrains our daily lives (contracts, conveyances, regulations, bylaws, etc).

7-5-the language of press :

The world of modern newspaper and magazine publishing presents a wider range of linguistically distinctive varieties than any other domain of written language study.

7-6-the language of advertising :

Advertising is to draw attention to a product of service in order to sell it. Whether we are shopping, reading the paper, travelling to work, watching television, or simply lazing around, we cannot avoid seeing advertisements-probably, if we bothered to count, several hundred every day.

7-7-the language of broadcasting :

Broadcasting, as a national medium, has existed only since the 1920s ; but its popularity and power have been so great that it has already given language with new varieties.

8-Terms and concepts:

Basic terms:

N	Terms	definition
01	Language environment	Is a function to take part learners in using language outside the classroom.
02	The function of communication	(communicative skill).
03	Language skills	The ability to use language effectively for conversation (to use the language fluently)
04	E.L.F	Using language to achieve communication
05	FL	English foreign language in Italy and French is foreign language in Germany
06	Global coursebook	A course book for studying language
07	Language styles	The ways that particular learners prefer to learn
08	L2	Additional tongue
09	Tools	attend a new language with supports (CD-ROM,movies...)

10	Material evaluation	Developing levels of communication
11	Mas-medias	Video and sound
12	Modern ways for attending	(E-mails, Youtube, Chat rooms, Blogs, Face book, and mobile phone technology)
13	P.P.P	It's the abbreviation of <u>P</u>resentation <u>P</u>ractice <u>P</u>roduction
14	Self-learning	Autodidact
15	World English	English Language For international communication(E.L.F)
16	Tools	All materials used for learning and teaching languages(didactics/applied linguistics)
17	CDROM	Compact Disc Read Only Memory
18	DVD	Digital Versatile Disc

Conclusion:

To conclude this paper we can say that educational tools and materials are an urgent necessity for second language, and their proper use by the teacher and the learner ensures mastery and control of the language in order to develop language skills and communication in various situations and contexts.

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