

Samsun-2018

Glossary of Basic Terms for Materials Development in Language Teaching

Authentic text : a text which is not written or spoken for language teaching purpose. A newspaper article, a song, a poem, a novel, a radio interview, and any kind of fairy story, for example, are examples of authentic texts. A story written to exemplify the use of reported speech, a dialog scripted to exemplify ways of inviting and linguistically simplified version of a novel would not be authentic texts.

Authentic task (real world task) : a task which involves learners in using language in a way that replicates its use in the real world outside the language classroom. Filling in blanks, changing verbs from the simple past to the simple present and completing substitution tables are, therefore, not authentic tasks. Examples of authentic tasks would be answering a letter addressed to the learner, arguing a particular point of view and comparing various holiday brochures in order to decide where to go for a holiday.

Communicative approaches : approaches to language teaching which aim to help learners to develop communicative competence.

Communicative competence : the ability to use the language effectively for communication.

Corpus : a bank of authentic texts collected in order to find out how language is actually used. Usually a corpus is restricted to a particular type of language use, for example, a corpus of newspaper English, a corpus of legal documents or a corpus of informal spoken English.

Coursebook : a textbook which provides the core materials for a course. It aims to provide as much possible as in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

Discovery activity : an activity which involves learners in investing energy and attention in order to discover something about the language for themselves. Getting learners to work out the rules of direct speech from examples, asking learners to investigate when and why a character uses the modal verb "must" in a story and getting learners to notice and explain the use of ellipsis in a recorded conversation would be some examples of discovery activities.

Experiential : referring to ways of learning language through experiencing it in use rather than through focusing conscious attention on language items. Reading a novel, listening to a song and taking part in a project are experiential ways of learning language.

Foreign language : a language which is not normally used for communication in a particular society. Thus, English is a foreign language in France, Turkey, etc. And Spanish is a foreign language in Germany, Greece, etc.

Language awareness : approaches to teaching language which emphasize the value of helping learners to focus attention on features of language in use. Most such approaches emphasize the importance of learners gradually developing their own awareness of how the language is used through discoveries which they make themselves.

Learning styles : the ways that particular learners prefer to learn a language. Some have a preference for hearing the language (auditory learners), some for seeing it written down (visual learners), some for learning with discrete bits (analytic learners), some for experiencing it in large chunks (global, holistic or experiential learners) and many prefer to do something physical whilst experiencing the language (kinaesthetic learners).

Materials : anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a vcd, a dvd, a newspaper, a photocopied handout, a paragraph written on a blackboard, anything which presents or informs about the language being learned.

Materials adaptation : making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, etc. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners.

Materials evaluation : the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials.

Pedagogic task : a task which does not replicate a real work task but which is designed to facilitate the learning of language or skills which would be useful in a real world task. Completing one half of a dialog, filling in the blanks in a story and working out the meaning of ten nonsense words from clues in a text would be examples of pedagogic tasks.

Second language : the term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. Thus, English is a second language in Nigeria, Sri Lanka and Singapore and French is a second language in Senegal, Cameroon, and Tahiti.

Self-access materials : materials designed for learners to use independently (i.e. on their own without access to a teacher or a classroom) They are normally used by the learner at home, in a library or in self-study centre.

Task based: this refers to materials or courses which are designed around a series of authentic tasks which give the learners experience of using the language in ways in which it is used in the real world outside the classroom. Examples of such tasks would be working out the itinerary of a journey from a timetable, completing a passport application form, ordering a product from a catalogue and giving directions to the post office.

Text : any scripted or recorded production of a language presented to learners of that language. A text can be written or spoken and could be, for example, a poem, a newspaper article, a passage about pollution, a song, a film, an extract from a novel or play, a passage written to exemplify the use of the past perfect tense, a recorded telephone conversation, a scripted dialog or a speech by a politician.

Workbook : a book which contains extra practice activities for learners to work on in their own time. Usually the book is designed so that the learners can write in it and often there is an answer key provided in the back of the book to give feedback to the learners.

LANGUAGE TEACHING MATERIALS

Q- What is the first image that comes to mind when you talk about language teaching materials?

Q- What other kinds of materials can you think of?

Definition

... anything which is used by teachers or learners to facilitate the learning of a language (Tomlinson, 1998:2).

... any systematic description of the techniques and exercises to be used in classroom teaching (Brown, 1995:139).

Classification

1. by purpose

- Instructional
- Authentic

2. by format

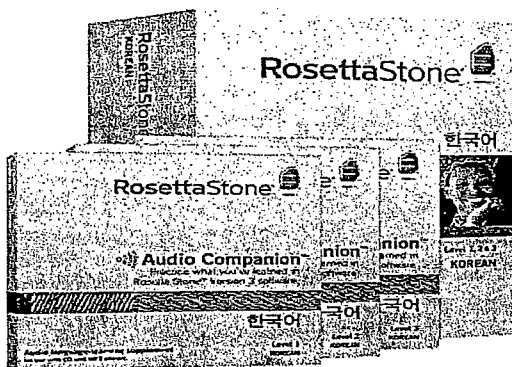
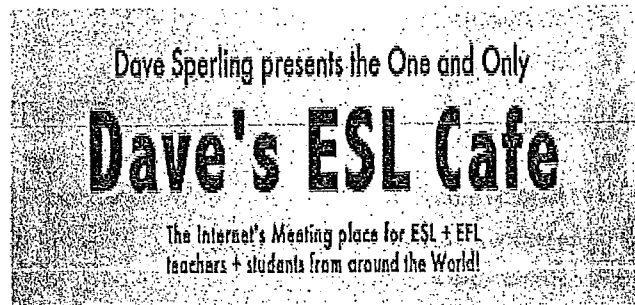
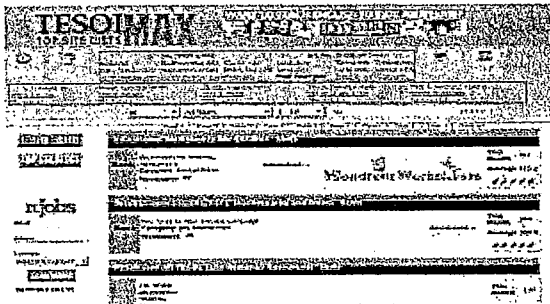
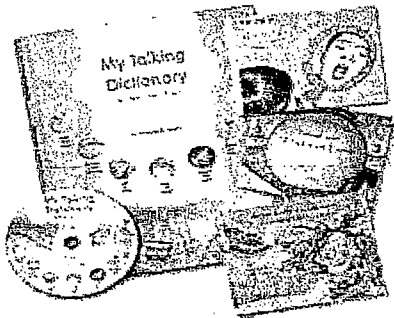
- Paper-based
- Audio-visual
- Electronic

3. by creator

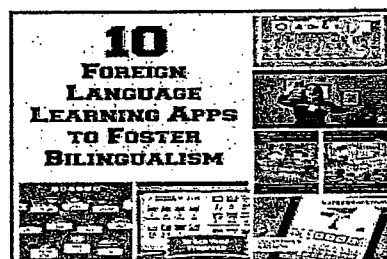
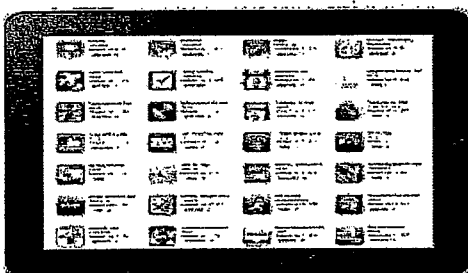
- Commercial
- In-house

Q- How would you classify the following examples of materials according to the categories given?





Best Language Software



Framework for Materials in Course Design

- Set objectives
- Derive content from objectives
- Establish a sequence for content
- Define techniques and exercises for each content
- Decide on your materials for accomplishing your objectives and developing your content

Decision on Materials

ADOPTING	Selecting existing materials
DEVELOPING	Creating your own materials
ADAPTING	Selecting and making adjustments to materials

Principles for Materials

Regardless of your decision (adopting, developing or adapting), instructional materials must meet some basic principles.

Good language teaching materials...

- ✎ Are based on sound theoretical learning principles;
- ✎ Arouse and maintain learners' interest and attention;
- ✎ Meet the learners' needs and background;
- ✎ Provide examples of language use;
- ✎ Provide meaningful activities;
- ✎ Provide opportunities for authentic language use (Richards, 1990:15).

Good language teaching materials should...

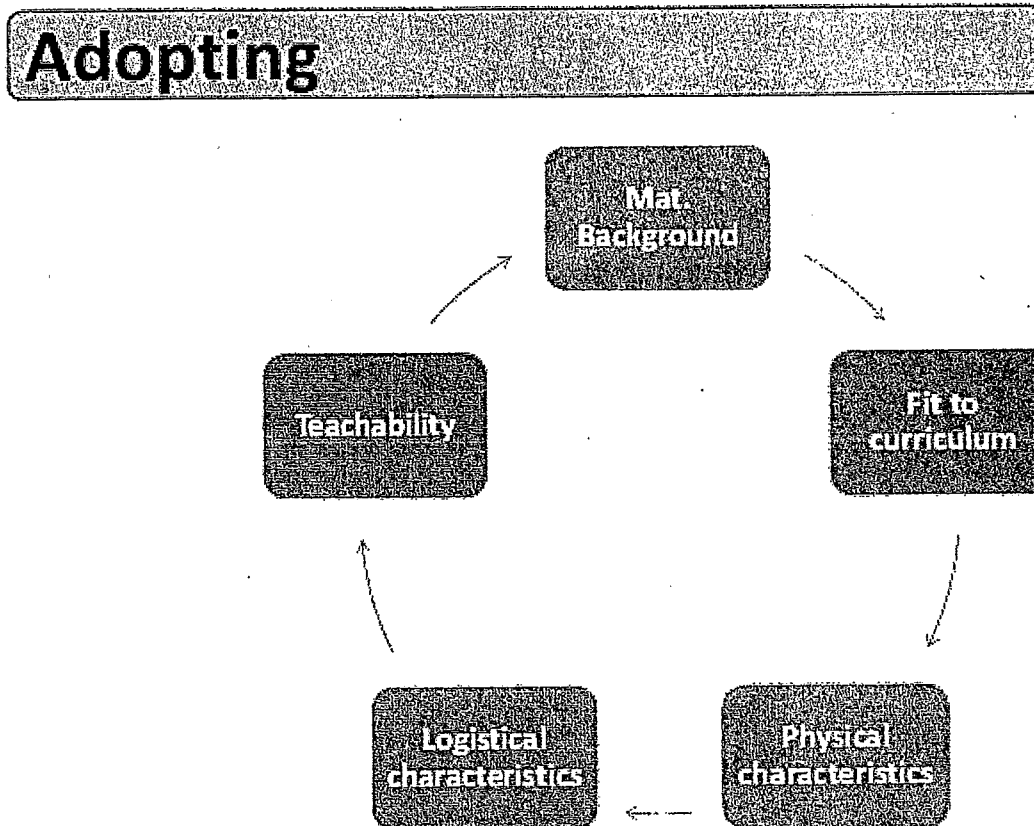
- ✎ Achieve impact;
- ✎ Help learners develop confidence;
- ✎ Provide relevant and useful content;
- ✎ Expose learners to authentic use of language;
- ✎ Take into account individual differences;
- ✎ Encourage learners' involvement (Tomlinson, 1998:7-20).

Effective language teaching materials...

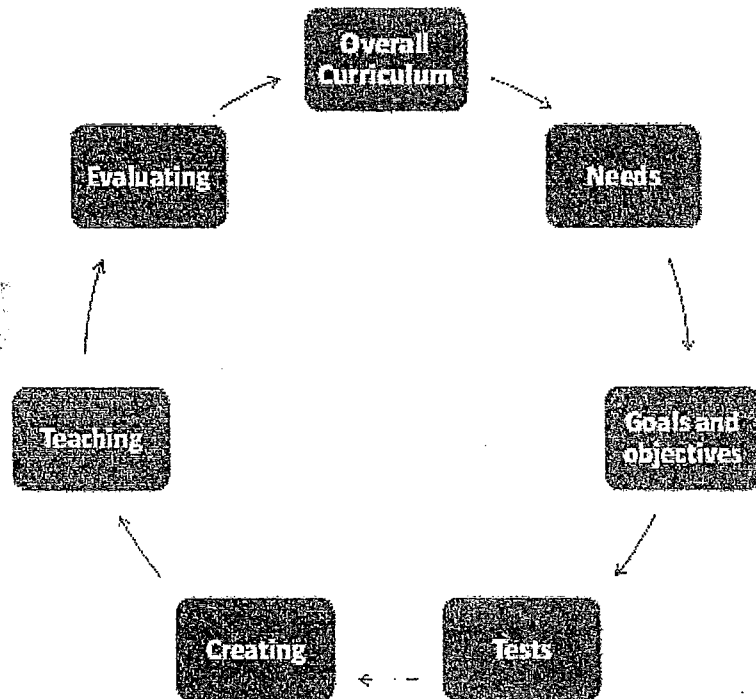
- ✎ Present functional language in a context;

- Present realistic and authentic language models;
- Promote purposeful use of language;
- Include an audio-visual component;
- Foster learner autonomy;
- Cater for individual and contextual differences;
- Engage learners affectively and cognitively (Crawford, 2002:84-87).

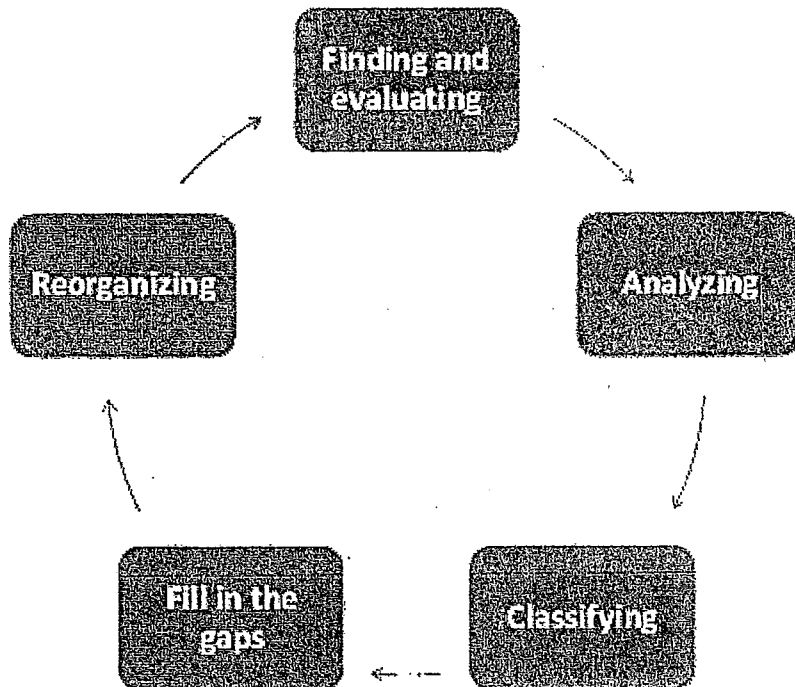
Adopting, Developing and Adapting



Developing



Adapting

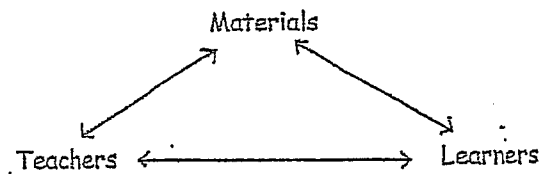


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LANGUAGE TEACHING MATERIALS

Core materials	Supporting materials	Supplementary materials	Self-access materials	Semi-materials	Flexi-materials	Meta-materials



Some differences may influence the operating system. For example, individual differences or teachers factors.

Teachers Factors:

1. degree of language proficiency and confidence
2. previous personal learning/teaching experiences.
3. own personality
4. preferred teaching style ~~X~~

Learner Factors

1. different background knowledge
2. different intelligent levels
3. different cultural environments
4. different learning strategies
5. different needs and expectations

Material Factors

1. old fashioned
2. not available for the level of the learners.
3. not interesting
4. not flexible \Rightarrow easy to make necessary changes