

## Materials in Web Based Distance Foreign Language Teaching

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### Abstract

*Materials development is evaluated as a specific field of study in foreign language teaching since 1990s. Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM. Materials development requires a systematic process. During this process teachers and learners can develop materials as well as professional material writers.*

*This paper examines materials in web based distance Turkish language teaching. In this study literature has been searched about materials of web based distance education program. And then materials which are used in Turkish Language Certificate Program (TCP) have been introduced. TCP is a language teaching e-Certificate Program that Anadolu University Open Education System launched in 2007. It is a learning platform that provides services to all adults and early-adults who want to learn Turkish language.*

### 1. Introduction

Computer Assisted Language Learning (CALL) is usually seen as an approach to teaching and learning foreign languages whereby the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned.

From the beginning to today activities' design of CALL materials depend on the teacher usage of these materials. When used properly computers will develop foreign language instruction as a separate dimension to the learning process (Warschauer ve Healey, 1998).

1. Input
2. Entry
3. Login
4. Access
5. Entrance
6. Introduction
7. Inlet
8. Port
9. Admission
10. Inflow
11. Intake
12. Doorway
13. Ingress
14. Door
15. Influx
16. Admittance
17. Pass



18. Vestibule
19. Prelude
20. Preamble
21. Checkin
22. Ante
23. Entree
24. Induction
25. Exordium
26. Adit
27. Lead-in
28. Proem

CALL practices aim to fill learners' individual learning needs and to enrich their learning experiences by eliminating the limitations of traditional instruction.

## **2. Language teaching materials**

Materials include everything used in teaching to facilitate the language learning process. They can be linguistic, visual, auditory and sensory-dynamic. They can be presented in written, with show, tape, CD, DVD or Internet. Tomlinson, (2001:66) McGrath (2002:7) indicate that real objects (bags, pens, chair, etc.) and descriptions (drawings or photographs) could create visual support for language teaching. And they point to writing materials. Writing materials are textbook, workbook; computer software etc. specially designed for language learning and teaching, recordings, newspaper articles, etc. and authentic materials, teachers and learners' produced materials.

To take the advantage of technology in education has become necessity today. Increased productivity is clear that traditional materials in foreign language instruction are supported by the facilities of modern technology. Foreign language teaching materials can be grouped under three main headings:

### **A. Visual Materials**

- 1) Book
  - a) Text Book
  - b) Teacher Book
  - c) Exercise Book
- 2) Blackboards
  - a) Chalk Board
  - b) Flannel Board
  - c) Magnetic Board
  - d) Bulletin Board
- 3) Pictures
  - a) Straight Pictures
  - b) Line Pictures
  - c) Flash Cards
  - d) Figurines
  - e) Wall Paintings
  - f) Plates
  - g) Posters
- 4) Real Objects and Models
- 5) Projection and Graphics
  - a) Opaque Projector
  - b) Overhead projector

- c) Slide projector and Slides
- d) Film Strip Projection Tapes

#### **B. Auditory Materials**

- a) Radio
- b) Pick and Plaques
- c) Tape and Audio Tape

#### **C. Audio-Visual Materials**

- 1) Camera
- 2) Closed Circuit Television
- 3) Video
- 4) Computer
- 5) CD-ROM (Demirel, 1987: 82 )

### **3. The present study**

#### **3.1 Materials in distance foreign language teaching**

This paper examines materials in web based distance Turkish language teaching. In this study materials which are used in Turkish Language Certificate Program (TCP) have been introduced. TCP is a language teaching e-Certificate Program that Anadolu University Open Education System launched in 2007. It is a learning platform that provides services to all adults and early-adults who want to learn Turkish language.

As shown in the following examples you can share photos or cartoons (Fig.1. and 2.):

Fig.1. Photo share



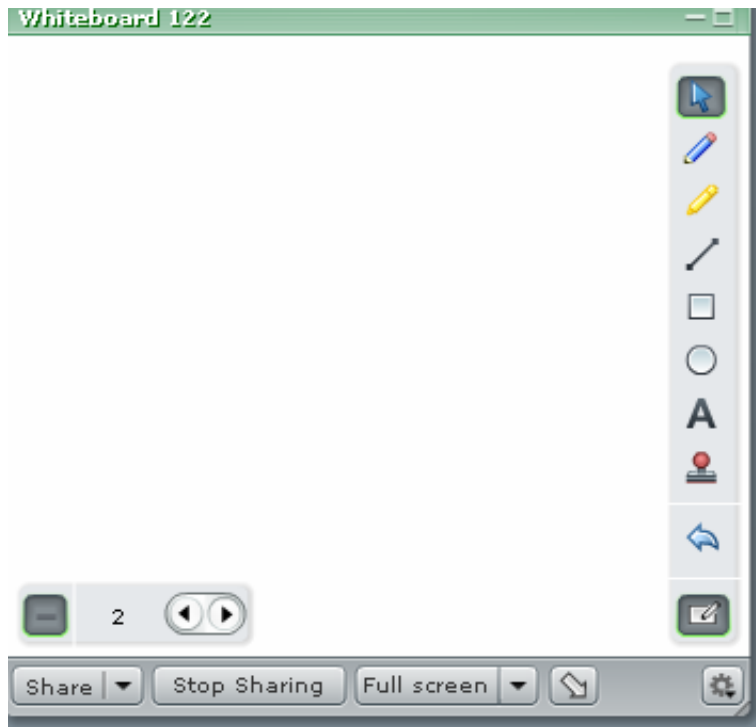


Fig.2. Cartoon share



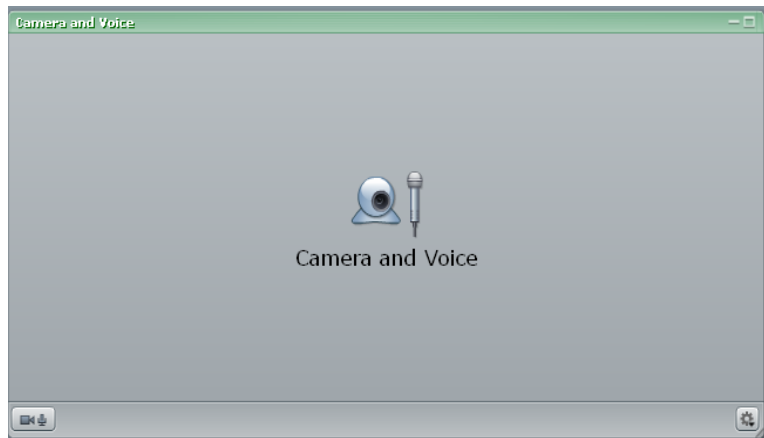
As shown in the following example you can draw pictures on the whiteboard. And you can specify which part you want to highlight by using buttons (Fig.3.):

Fig.3. Whiteboard



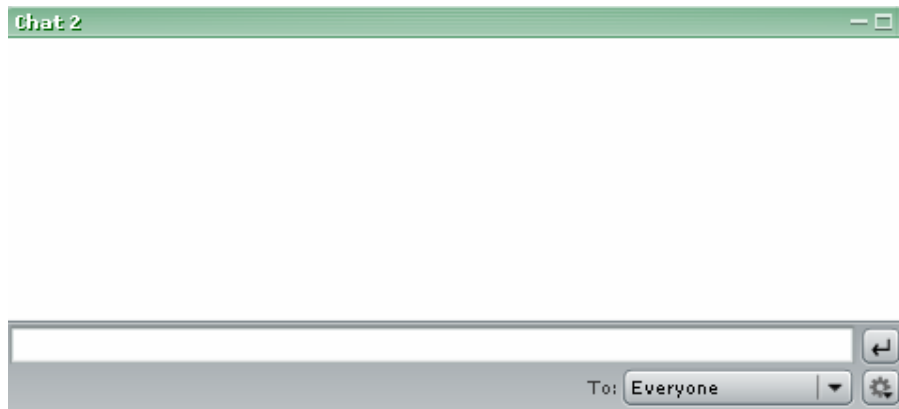
As shown in the following example by means of a camera and microphone you can talk to learners and can see each other (Fig.4.):

Fig.4. Camera and microphone



In the chat section learners and teacher can correspond with each other. And the teacher can write to everyone or (s)he can chose the learner from the button. So (s)he can write in private (Fig. 5.):

Fig.5. Chat section



Teacher can write some notes to learners (Fig.6.):

Fig.6. Note



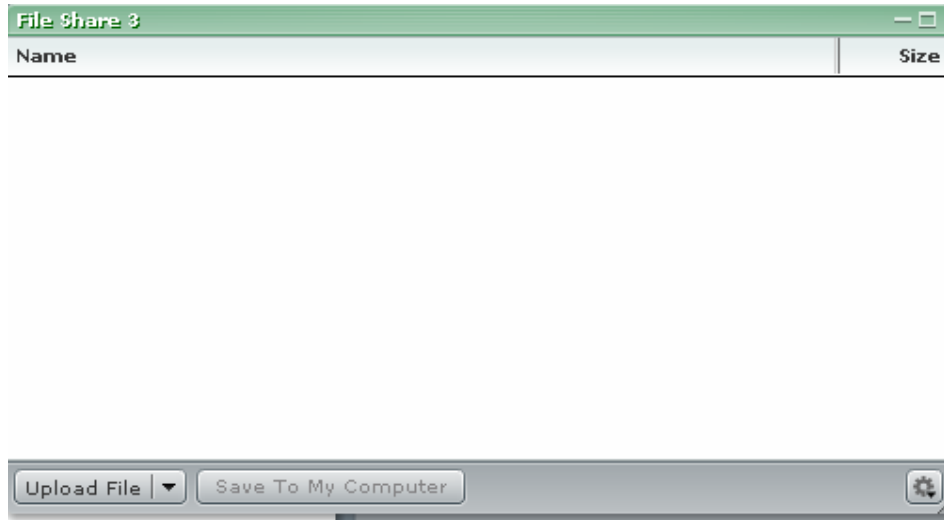
Teacher can add Internet address (Fig.7.):

Fig.7. Web links



Teacher can select files from his / her computer or select from content library. And the learners can download their computers (Fig.8.):

Fig.8. File share



As shown in the following examples teacher can upload films and songs and then learners can watch and listen easily (Fig.9. and 10.):

Fig.9. Films



Fig.10. Songs



#### 4. Conclusion

Today, there is huge amount of foreign language materials next to the traditional grammar book and dictionary. These materials include-course books, workbooks, programmed courses, cue carts, charts, newspapers, posters, picture cards, and cut outs, and so on. These are supplemented by other media, such as radio, television, slides, OHP, video tapes, games, toys, as well as computers, multi media and the Internet. These materials increase learners' motivation levels. And these materials add to diversity and changes to teaching and learning process. And they are economic for evaluating the time. And they provide to do exercises and practical more effectively.



## References

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