Action Oriented Method And Educational Software As Foreign Language Learning Tools And Materials

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Abstract
Today, increasing communication among people from various countries of the world, the development of information and communication technologies and widespread use of internet increase not only the need of foreign language learning, but also bring up different teaching and learning strategies, methods, techniques, tools and materials to the agenda. By 2000s, a new method called Action-oriented method especially beginning to be widely used in Europe has emerged for foreign language/ teaching. The main objective of this method is to be able to use the foreign language in social environments such as school, daily life and work life. This method in question foresees the integration of information and communication technologies to foreign language education. No longer just a textbook, such as audio or video recordings made for training purposes using traditional tools and materials is enough to sustain the foreign language education so today benefiting from the multimedia approach in teaching and learning tools and materials are adopted.

In this study, our aim is to investigate the software which has an indispensable importance of foreign language study and evaluate the software named francaisfacile as an example. The effect of success using information and communication technology-based tools and materials in foreign language education issue has been studied. The drastic change in the Internet, which provides an important tool in terms of educational software known as "education without walls" provides to sustain the teaching and learning activities without being bound to any venue. Through distance education is now provided by the Internet, it is not obliged to teach and learn at the same venue. Induction courses, tasks, activities and exercises can be carried out without any time limitation..

Key words:educational software, action oriented method, materials.

Introduction

The development in knowledge and communication technologies and their integrated usage with internet has led to significant changes in all areas of our lives. In our day, the

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Internet has deeply affected our way of life in many areas from communications to shopping, but also in the field of education has paved the way for radical innovation.

The drastic change which internet provides field of education which is also called "the education without walls" makes the education and training activities sustainable without connected to any venue. Through distance education is now provided by the Internet, it is not obliged to teach and learn at the same venue. Another opportunity created by the training on the Internet, other than the synchronous courses, is to be able to take classes in any time. Induction courses, tasks, activities and exercises can be carried out without any time limitation. Learners can continue their education through such websites and educational software whenever they want and as much as they like.

Through web sites contented educational software, sustainable learning opportunities via the Internet, autonomous learning has become even more widespread. Most of the software websites designed for foreign language learning have been designed in a way that learners can learn by themselves and maximum attention has been given to this content configurations.

In web software in terms of material, there are various and unlimited sources from grammar exercises to audio and video records, from the publicity of words by using images to texts, from radio and television channels to forums and social media. Resources are not only limited to the prepared educational materials, but also include different original (authentic) materials.

Web sites designed for educational purposes through the documents which they offer provide a significant contribution to the culture of the target language learned and to the learning of language in cultural context. Owing to cultural items presented in various fields from video recording taken in the real environment to literary texts, learners take the opportunity of getting know of different usage of target language and how and where it can be used. The web sites designed for foreign language learning and teaching offers active learning opportunities through forums, social media and a variety of events. It is concerned to be learned the target language for action.

Information and Communication Technologies

Dizzying fast-moving developments in information and communication technology have created many opportunities in general in education and in particular in foreign language fields as in all areas of life. "In the twenty-first century we have been now knowledge and technology transfer between countries has become easier, advances in science in particular, the educational structure of society to reconsider and to adapt to the age structure has become mandatory" (Çubukçu, 2014, p. 511). Nowadays, satellites, fiber optics, television, radio, computers, and mobile phones and rapid developments in other communication technologies are significantly affecting the structure and format of the education ; in parallel with these developments, instructors are trying to develop new curriculum and teaching-learning models (İşman, 1998; as cited in Kıyıcı, 2011, p. 186).

The ones who are dealing with foreign language instructing are no longer indifferent to the developments in the field of general education and daily life. Personal computers, the use of tablets and smartphones, multimedia technology and the Internet global information network have been affecting profoundly the education system by creating significant changes

in foreign language teaching methods and content (Surguladz&Surguladz , 2013). Distance learning opportunities are also offered in other fields like foreign language education.

In terms of teaching and education, multimedia materials and communication technologies have an incredible importance and function. " Eduational tools are the third link in the chain of mutually complementary methods, the environment, teaching technique and educational tools"(Hengirmen, n.d., p. 64). Now, in all types of environments and conditions using material is inevitable while continuing training activities (Söylemez, 2012, p. 129). It is possible to find every kind written, visual or audio visual material on web. " If taking account of internet-based interactive environment, and hundreds of thousands of people with whom we can communicate immediately and ın addition to this, the student-friendly web sites which we can format them however we want and put the depth of the visual and audio data with the help of web 2.0 technologies, we can see that we are much further than the facilities of teacher, twenty year ago" (Balçıkanlı&Özmen, 2012, p. 246).

After computers, "the expansion of smart phones have enabled to smart phones to be used as multimedia tools... Many applications used by teachers and students such as words, word cards and lectures help to get benefit from portable technology products including foreign language process (Balaman&Sarıçoban, 2012, p. 108).'' It can be also added virtual libraries, digital dictionaries, texts, voice recording, video, etc. to as educational materials.

The use of internet in foreign language teaching /learning provides opportunity to apply these learnings in particular:
- Cooperative learning,
- Computer-assisted language learning,
- Project-based learning,
- Multiple intelligences-based learning,
- Portfolio-oriented language learning,
- ICT embedded learning

Action Oriented Method and Internet

According to the new requirements and social expectations of the 21st. century, it is a necessity to use different tools and materials. The basic objective of Action Oriented Method which has started to be used by 2000s with the intention of teaching/learning foreign language is to use the foreign language towards action in social environments such as school, daily life and work life. In the development of methods for teaching foreign languages, historical and social conditions, developments in areas such as sociology, linguistics, educational sciences and psychology with the advances in information and communication technologies play an important role. For example, while the Grammar-Translation Method focuses on translation, Action Oriented Method is particularly focuses on the use of language in social life. Because in the period of the Grammar-Translation Method, it was only required to translate texts from one language to the other, teaching / learning activities were implemented through written materials. New method which aims to improve all language skills expects to benefit from multimedia materials or any type of texts, visual, audio materials. The issue of the use of new educational technologies in foreign language education, in particular according to Action Oriented Method are considered by many scientists. Now, the task concept which is requested to be performed by students in digital media is a frequently discussed topic. Technological tools offer so many documents, learning activities and exercises and these are convenient for

self (automatic) learning both in classrooms and in independent places. Action Oriented Method, taking advantage of the opportunities provided by the use of multimedia tools and materials puts autonomous learning approach and implementation to the training center (Puren, 2004b, p. 133)

The Action Oriented Method developed by the Council of Europe, to the foreign language learning; such as learner autonomy (learner autonomy), self-assessment (self-assessment), learning to learn (learning to learn) and intercultural experiences (cross-cultural experience) has brought a new approach, such as winning new (Demirel, 2012, p. 26). Action oriented method emphasizing learning and learning skills provides the ability to interact with people from different cultures and from real life, the selection of the tools and materials to be used, the opportunity to the learner to set the time.

Learner can organize their own learning process to reach the goal according to their level of knowledge and learning capacity. Autonomous learning is considered to be performed anywhere in every moment of life without being limited with courses. For example it can be listed from reading news and playing games in the evenings on internet to watching television in target language. Action Oriented Method not only emphasizes autonomous learning as a method which prioritize the learning itself but also it is structured on the fact that individual perform the tasks and actions with others because in this method learners are accepted as social actors.

The basic principle of Action Oriented Method is to move with the target language together. In the new method there is a tendency and a change from "interpersonal action" to "joint action" through target language. Joint action involves performing the many different activities and tasks cooperatively beyond the interaction in target language. While the real target in "interaction" is to create impact on people through communication and information, in "joint action" the goal is to act together with others and do every work collectively beyond communication and interaction. While communication involves to establish a simple relationship among people, joint action foresees to perform the duties in collectivist and constructivist dimension in both target language and real life (Bange, 1992, p. 2; Perrichon, 2008, p. 73-75).

In action oriented method, "learning movement" can be used for "learning task" and "social mission, or use of motion" can be used for "social action". While learning movement includes educational activities to improve the language, the duty of using includes social goal-oriented activities on the use of language (Perrichon, 2008, p. 153). While there are mostly information based on books and exercises through written language in traditional method, there are especially cultural aspects of target language and use in a social context in Communicative Approach and Acton-Oriented Perspective.

The Original (authentic) Materials

There are similar and different dimensions in the process of learning foreign language just like acquiring native language. In both of the language there are similar indicators of human language in the context of linguistic system. However, while in the classroom foreign language is learned in an artificial environment, native language is acquired in natural environment (Korkut, 2004, p. 1). Through the documents in which the original items of the Internet and educational software come forward, it is offered the opportunity to learn the

foreign language in a process similar to the process of acquiring the native language. On the other hand, Multimedia materials available on the internet provide the opportunity to know the target language learners in different dimension accordance with the multiple intelligence theory. Because every learner has a different learning style that is strong and dominant. This situation offers to the learners more natural language learning environment even if it is not exactly the real environment (Paker, 2012, p. 177).

Ceyhan (2007, p. 83) argues that "the way the natural learning in real life, is in the nature of people and learn from one another in the interaction. However it is not usually easy to find the natural language environment while learning foreign language." To make the learners to recognize the use of language in different social context and make them dominant and natural on language, it is beneficial to make them face with authentic material quite often. Web sites for foreign language education offer the opportunity of learning in a certain degree according to natural methods. The use of rich authentic materials through multimedia tools provides important learning facilities in learning. Action Oriented method find appropriate the all kinds of material and documents in carrying out the task or action in other words in acquiring the skills. Thus, the use of authentic documents has been increased. The use of authentic documents produced for the target language teaching seems especially important in real life communication.

Some of those original documents can be used in teaching a foreign language offered by the Internet are:
•   Radio emissions, lyrics or just sound that consists of audio recordings
•   TV broadcasts, such as movies or various internet video and audio and visual documents
•   Different landscapes, environments, visual related to building or person
•   An applicant or a registration form
•   The actual documents, such as airplane and train tickets
•   Any promotional text or e-mail.
The benefits of using authentic documents:
•   Authentic-looking documents contain the real-life use of language
•   It offers examples of the use of different languages in the social context
•   There is the opportunity to present the language with its culture
•   It helps the recognition of verbal language in addition to non-verbal language
•   It contributes significantly to the motivation of students

Design and Content of Software

Especially widely taught languages, there are a large number of Web sites and educational software which are designed for the learning/teaching of many foreign languages. "The development of Internet based applications and the facilitation of its accessibility have been useful and necessary in terms of foreign language education. The applications which are special and aimed for foreign language education directly has become wide spread" (Balaman&Sarıçoban, 2012, p. 101). When the software is used in the classroom, the way of achieving the desired success depends on highly the teachers organize the materials and tools according to the level of students and the use of them into their courses depending upon the content of the course in an integrated way. However, most of the software developed recently has been designed for learners ca n learn on their own, classified according to levels of content, activities and exercises and also are given the explanations in the cases where it is

necessary. In this context, a "special tutorial software are the software that enables the transfer of content to learners by assuming the role of the teacher ... This software, in both the public learning environments (classroom instruction) and in individual learning helps to learners to get rich learning experiences"(Kuzu, 2011, p. 32).

Mangenot and Louveau (2006, p. 6) mention about the multimedia pedagogy in foreign language education. There are two options. The first option which is perceived as computer-assisted language learning according to multimedia pedagogical approach includes automatic feedback activities in which self-learners learn; this means there is no requirements to have a teacher because of the fact that the courses are conducted according to the level within a certain program in software. The second option is a multimedia pedagogy, which contains a rich language learning materials accessible through multimedia and communications technologies. In the second option, while using this document, it may be needed the guidance of a teacher in the use of activities and exercises. Software designed for foreign language can meet the needs of learning-oriented approach. "

In language teaching, the most important element which makes the teaching methods conducted with a multi-multimedia software different from other methods and approaches that are previously used or currently used, before anything else, is the software designed for individual (autonomous) learning"(Kartal, 2005b: 239). Learning is taken into consideration rather than learning. These sites are included mostly functional communication events and the events for social action. The four basic language skills should be improved. Besides, there are pronunciation videos and word grammar exercises for learning the language actively.

The success is affected by strikingness of the ingredients used in foreign language training software (Aslan, 2013, p. 41),their designing which are in accordance with the multi-media applications and their being integrated and interacted open network. It is quite important for learners to have stimulus that appeal to multiple senses in the learning environment and also to have the opportunity to interact with other learners. Multimedia materials provide an effective way of learning more than the one-dimensional information documents because they offer opportunities to get the data from multiple channels. "Although it varies depending on the characteristic of the environment, active and interactive teaching is applied rather than listening the course passively in multimedia. Reaching individual, that's to say to achieve their learning is at a higher level because of the fact that it is used different types of stimulants in their learning events. This system has many advantages like participating many sense organs simultaneously to the process and as well as giving to the individual real life/ similar to real life simulants in Multimedia" (Seferoğlu, 2010, p. 106). Educational software for teaching foreign languages offers the opportunity to learn in two dimensions in the context of distance education. These;

learning through synchronous communication: it offers live communication and messaging and the ability to perform common actions by using telephone and computer and using social networks such as blogs, Whatsapp, Skype, forums, facebook.

Learning through asynchronous communication: Activities and exercises which help to improve the basic language skills on web or learning the information on language componenets. It is shared all kind of documents from the texts to the videos, and are used in education.

Some software are open to all kinds of information and document sharing. There are multitude platforms in which different communication possibilities are created like forum, blog and chat and various material are shared for foreign language learning and teaching. In these platforms, teachers and sometimes learners share course materials they prepared or the documents that are appropriate for those platforms.

Before the beginning of Internet use, while computers enable to the use of materials they are prepared before, after the use computers which have the ınternet network, learning has become interactive among learners who can participate in learning activities as a part of real life. There are the participation possibility to the activities and access to the foreign language materials in classroom, in multimedia classroom, at home and even in everywhere via internet. There are also web sites which enable the feedback between activities and exercises which improve all language skills through internet. Such kind of exercises allows the learners the self-assessment of their learning.

Contribution of the Internet to Foreign Language Learning:

The interaction and communication made in virtual environment offer to perform actions based on the unique communication and collaboration similar to real environment. Educational software contributes the target language to be learned in real environments in the context and through learning communities. Internet not only increase the success but also make the success permanent by providing the opportunity of using tools and materials which stimulate different sensories of learners. There are numerous contribution of Internet to foreign language. These are:
- All types of material are accessible
- Multimedia materials can be used effectively
- It is easy to access to information
- It provides learning opportunities without being bound by a certain space and time
- It is possible to develop the four basic language skills
- There are activities and exercises to improve language components
- There are both individual learning and group learning
- It provides multidirectional interactivity and active learning opportunity
- Self (autonomous) learning is at the forefront
- Unlimited repetition can be done if it necessary
- There is the opportunity to learn at their learners' own pace
- Any material can be selected according to learning style
- It offers communication opportunity with the ones who use the the target language as their mother tongue
- It contributes to the development of multilingualism and multiculturalism in terms of learner
- Learners are referred to research
- There is self-assessment opportunity
- It increases the motivation of learners
- Information and events are updated frequently
- Most of the educational software provide the opportunity to get free foreign language course, material, activities and exercises

Français Facile (www.francaisfacile.com/)

Français Facile is a website which is designed for language teaching /learning. This site allows people learn several languages by following a path in line with the Council of Europe language policy. It offers mainly French, also English, Spanish, German, Italian, Japanese, Latin and Provencal language as local dialect. The explanations are made in French in the education software in which the principle of multilingualism is adopted. While the levels are usually determined as beginner, intermediate and advanced, for the languages like A1 there are activities appropriate for Common European Framework of Reference. Foreign language education is offered to children and adults under different titles. Especially courses, activities and exercises are presented by being classified for each class of primary school program for the learning of foreign language at an early age. Learners catch the opportunity to learn interactively by sharing picture, text, video and comment between them on social network. While authentic documents have been used mainly in the frame of getting benefit from multimedia tools and materials, blogs and forums are usually used in the context of duty. The web site has directed the learners to blogs and forums in many events as well as including classic exercises in terms of grammar, dictation and pronunciation in certain level. The software includes target languages and activities, exercises and documents related with socio-cultural targets.

There are four categories in Homepage:

1) Level test: you learn your level and score by participating to the online test on software program before starting to activities, exercises and virtual courses. Tests are for measuring word, grammatical and phonetic information.

2) Course and exercises: When it is clicked to that page, there are the options for beginners, intermediate and advanced levels. Lessons:

• Understanding listening: to develop these skills, short audio and video recordings, radio emissions, short stories are listened; French-English in two languages, dialogues are given in the form of both text and audio videos. Then questions are asked to determine whether it is understood or not.

• Reading comprehension: to improve reading comprehension skills in French-English bilingual texts are provided. In addition, some dialogues are presented as text next to audio video. There are questions which test whether they understand it at the bottom.

• Grammar: the site has a very rich content in terms of grammar. Grammar is given with examples before, and then there are exercises related with the lesson.

• Word information: as based on the theme the words are scheduled to be learned by using of images and videos. Thus, words are learned not only their software bout also with their meanings and pronunciations. The words are also thought through educational games.

• Phonetic: There are short video recordings to improve pronunciation as dictation. After listening to records, it is necessary to fill the gaps left at the bottom ıf the page

3) Participation / collaboration: there are forums, correspondents, discussions and participation subtitles.

• Oral production: speaking skills are improved through actions and communications with member of sites authentically. the facility of improvement verbalization skill is available by just clicking on the discussion room. The only condition is required to have an account for this page.

• Written production: writing skill is improved between the members through authentic correspondence on forums and blogs.

4) Useful Resources: there are grammar, word games, digital and voice translation between different languages, support materials such as grapheme video and digital dictionary in this section.

Culture: there are topics cinema, music, literature, history and geography from different cultures in the form of texts, audio and video. For example, a New Year greeting is served as an example.

Conclusion

Web Education Software one of the facilities offered by knowledge and ITC technologies which have an indispensable place in our daily lives has become increasingly more important every day. The use of internet which is not limited with the classroom activities has started to give prominence to distance learning and self (autonomous) learning approaches. There is a student-centered education.

Web software has qualities facilitating individual learning, providing learning without time-and-space dependent, offering the opportunity of learning the foreign language in an active way and in a social context along with the possibilities like courses, thousands of documents, activities, exercises, and through membership which provide to communicate and interact with others directly in target language. As a result, language learning environment, facilities and the materials has substantial contribution as much as the strategy followed in achieving the desired success and methods and techniques which are used in foreign language learning.

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