



EVALUATION - 1

Some notes on **Competency Test - 1**



QUESTION # 1:

WHAT QUALITY DO YOU THINK AN ENGLISH TEACHER SHOULD HAVE?



**Are you ready to become an
ENGLISH TEACHER?**



Question # 2

When teaching language, we need to focus on the **objective**, on the **text**, and on the **meaning**. How will you realize this when you have to develop an English language learning material?
How should grammar and vocabulary be taught?



Focus on the **OBJECTIVES**

- Language is **goal oriented**.
- To achieve the goals, there are **stages**.
- Each stage has significant **role/function**.
- Students need to know the **function of each stage**, **not the name** of the stage.
- The stages are **not prescriptive**.



Focus on the **TEXT** (as a whole)

- Emphasis on Students' competency in making meaning **at the level of text**, **NOT at a sentence level**.
- Students need to learn:
 - Communicative purpose
 - Structure & linguistic feature of genres



Focus on **MEANING**

- **Meaning of each stage** is also important.
 - Experiential Meaning
 - Interpersonal Meaning
 - Textual Meaning
- Meaning is realized through **lexicogrammar**, that depends on the **speakers' choice**.
- Teachers should:
 - Introduce many grammatical options
 - Make Ss aware of how the grammar makes meanings



QUESTION # 3

How should grammar and vocabulary be taught?



Principles of GBA

- Focus on 3 aspects
 - Focus on Objectives
 - Focus on Whole Text
 - Focus on Meaning
- Concept of Learning Stages (Learning Cycle)



QUESTION # 4

**English language learners need a scaffolding. How will you facilitate such kind of scaffolding through the learning process?
Then, how will you implement this when you have to design a language learning material.**



Key words



Scaffolding



Learning Process



Material Design



Aspects to consider

- Scaffolding
- Genre Based Approach
 - Focus on 3 Aspects
 - Learning Stages
- Principles of Good Material Design



QUESTION # 5

Which two are the best?

- a. Domestic animals
- b. Cardinal Numbers
- c. Basic colors
- d. Food and drinks
- e. Fruits



CS: Grade - 4

SPOKEN

- Greeting
- Introduction
- Giving Order
- Saying good-bye
- Thanking
- Apologizing
- Prohibiting
- Complimenting
- Inviting
- Giving/Asking for permission
- (Dis)agreeing
- Denying
- Asking for more explanation

WRITTEN

- Short Messages:
 - Wishing Cards
 - Short written message



CS: Grade - 5

SPOKEN

- Giving directions
- Giving info
- Giving opinion
- Extending sympathy
- Use of *Do you mind ...?*, *Shall we ...?*

WRITTEN

- Thanking Card
- Invitation Card
- Descriptive Text



CS: Grade - 6

SPOKEN

- Reminding
- Expressing Likes/Dislikes
- Asking for numbers
- Asking for situation
- Giving comments
- Giving Opinion
- Giving a suggestion/proposal
- Giving /Asking for help/things
- Expressing feeling
- Expressing doubts
- Asking/Giving Explanation

WRITTEN

- Wishing Cards
- Descriptive Text
- Narrative Text