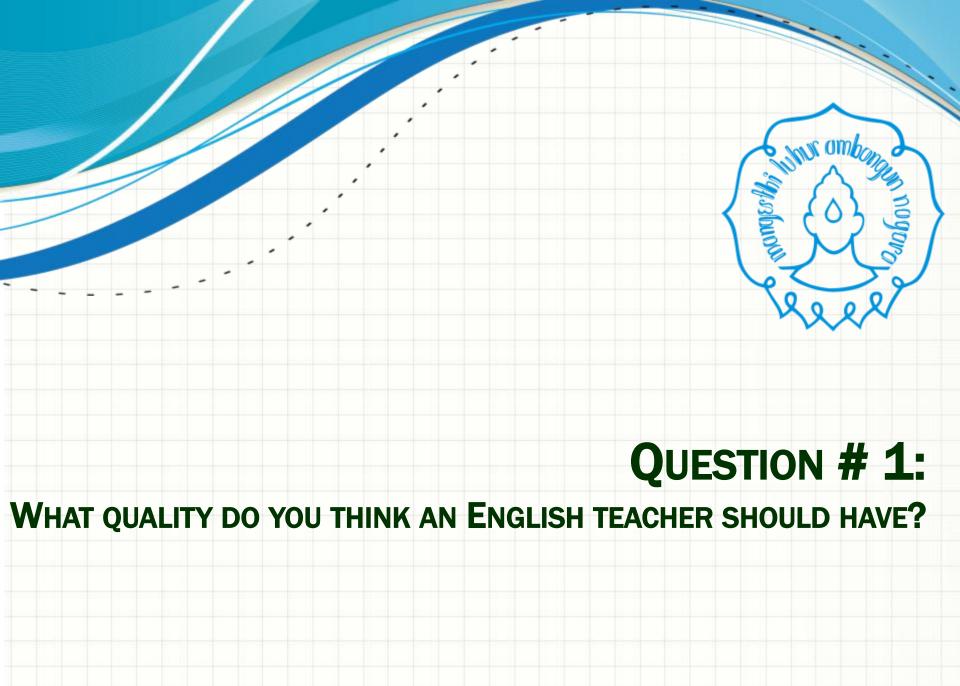
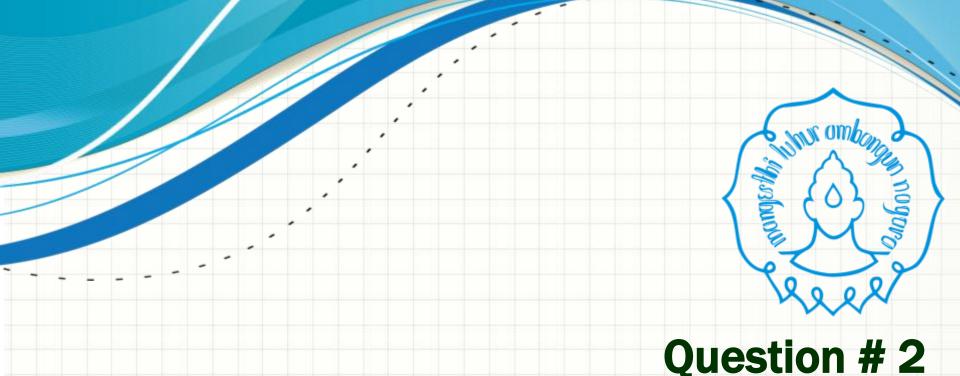


### **EVALUATION - 1**

Some notes on Competency Test - 1



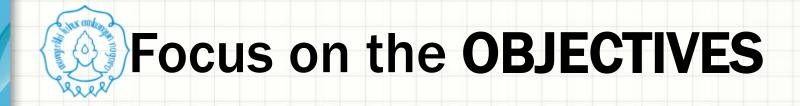




## When teaching language, we need to focus on the **objective**, on

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?

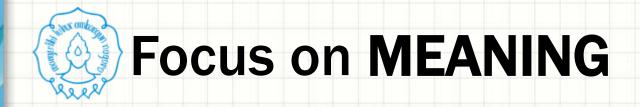


- Language is goal oriented.
- To achieve the goals, there are stages.
- Each stage has significant role/function.
- Students need to know the function of each stage, not the name of the stage.
- The stages are not prescriptive.

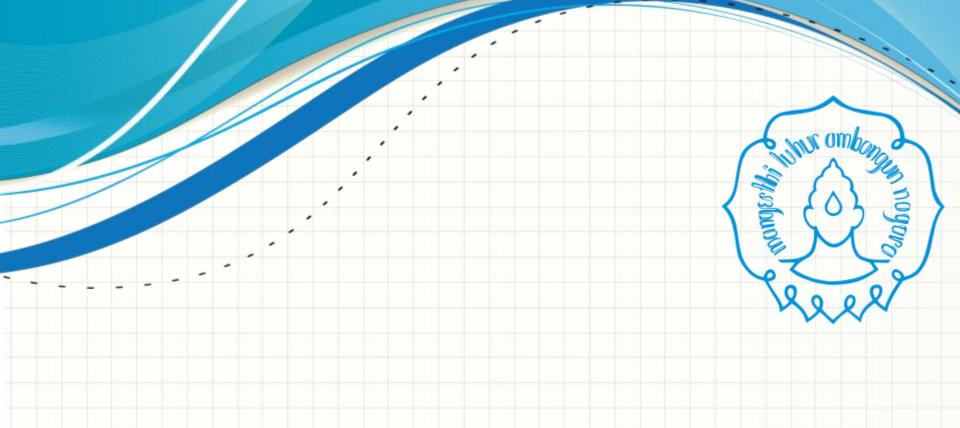


### Focus on the TEXT (as a whole)

- 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



- 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

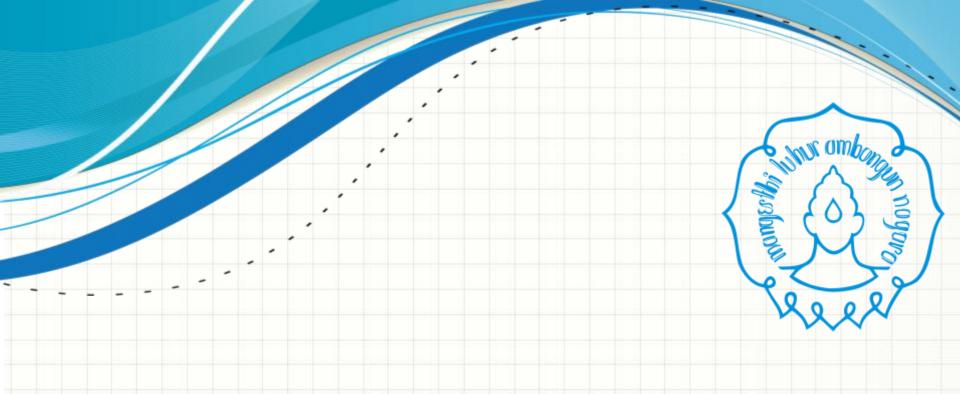


## QUESTION # 3

How should grammar and vocabulary be taught?



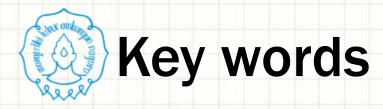
- Focus on 3 aspects
  - Focus on Objectives
  - Focus on Whole Text
  - Focus on Meaning
- Concept of Learning Stages (Learning Cycle)



### 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.



# Scaffolding

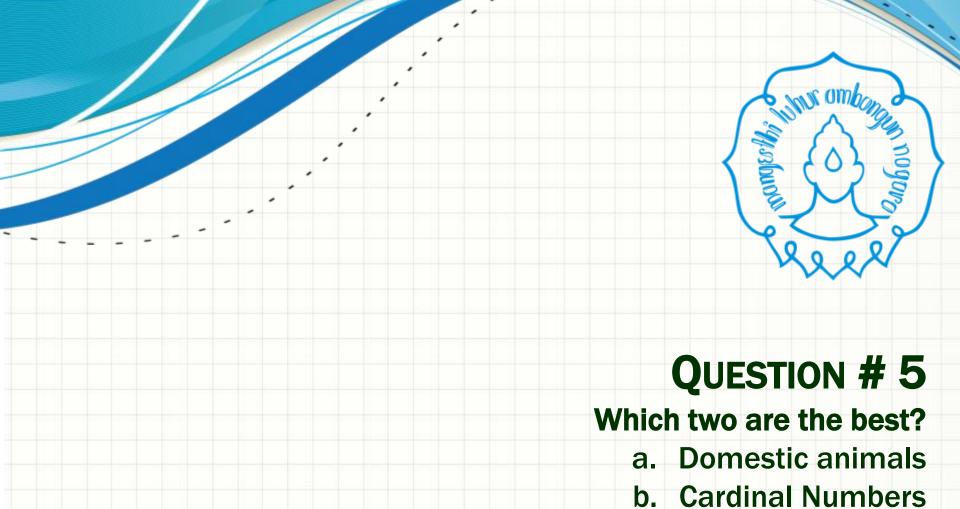
Learning Process

Material Design



### Aspects to consider

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



c. Basic colors

e. Fruits

d. Food and drinks



#### **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

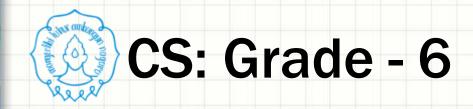


#### **SPOKEN**

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

#### WRITTEN

- Thanking Card
- Invitation Card
- Descriptive Text



#### **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