



LinguaVille and Learning a Second language within the Indonesian School System

Table of Contents

Introduction	2
A synopsis	2
Teacher Dashboard.....	3
Our Authoring System	3
Getting to know LinguaVille.....	4
Standard of Competency	5
Objectives	7
Scope of Learning	8
LinguaVille’s Modules are:.....	8
Standard of Competence and Basic Competence	9
Year VII, 1 st Semester.....	9
Year VII, 2 nd Semester	13
Year VIII, 1 st Semester.....	17
Year VIII, 2 nd Semester.....	20
Year IX, 1 st Semester	23
Year IX, 2 nd Semester	27

Introduction

Thank you for downloading this document that details how LinguaVille can work within the Indonesian School System. Currently Indonesia is undergoing some changes within its National Curriculum, so we have tried to incorporate old and new to help you see how LinguaVille works for your educational establishment.

A synopsis

LinguaVille consists of five distinct levels that will start by providing the very first 150 words right through to 'college level' comprehension and language use. It is a long term, in-depth National Curriculum solution to help the teacher develop a distinct but fully flexible learning program, enabling a delivery of a successful teaching year.

After being provided with the first few words, LinguaVille builds that foundation up to over 1,000 using simple exercises along with images. We then start putting those words into a true text situation. Using Multiple Choice, Word Order, Fill-in-Words, Cloze Procedure, Verbs, Text Adventure, Dictation and other carefully designed modules, we start the learning process – whilst still providing you the opportunity to override, merge and combine your own ideas and National Curriculum requirements with ours to create the ultimate learning experience.

The words we learn in the Multiple Choice module turn into sentences in Word Order. We test those sentences in Fill in Words by removing key words, and then test the students' knowledge, comprehension and retention by removing those key words in our Cloze Procedure. Our Text Adventure turns those simple sentences into passages of text and the Dictation module checks our grammar, our understanding, our spelling and aural skills.

This is LinguaVille- a fully integrated Reading, Writing, Listening and Speaking computer assisted language learning suite that is fully flexible to the teacher, the language department and the school. Complete with our Authoring System we enable you to totally customize the students' learning experience into a 100% accurate National Curriculum solution.

Our Teacher's Dashboard enables you to assign years, classes, teachers and students to their given areas, and for you then to distribute work to an individual, a small selected group, a class or a year as created in LinguaVille's Authoring System. There you can use our data, your data or merge the two- LinguaVille is THAT flexible.

Teacher Dashboard

For the Education Sector, LinguaVille provides our unique Teacher Dashboard. This is our Local Management System to enable the Language Department to create and distribute, issue, monitor and track their own bespoke lessons and homework. Teachers enter data about the school and assign pupils to languages, teachers, years and classes. A teacher can then issue home- or classwork to a class, a year, a single person, a group of persons either within a class, a year or a school.

We will also be releasing shortly our Homework Buddies feature, which is totally secure within the school and the teacher will have full control over.

It should be noted at this point that access to LinguaVille is limited to only your school pupils, providing a totally secure environment. Access to non-school pupils is not possible as you have protected access to our server.

Our Authoring System

LinguaVille enables you to have complete and total control of any exercise or lesson you wish your students to undertake- it's as simple as that. Our Authoring system is the way you can tailor-make your lessons to address any issue, text or activity you want- perhaps to coincide with a National holiday, recent class activity or School project. Exclusive to the Schools Sector, this Authoring System is located within our Teacher's Dashboard.

Teachers can use our pre-recorded data, write and record their own exercises, amend our pre-recorded data and mix and merge to provide the bespoke teaching solution that will ensure you meet all of the criteria in your learning guidelines or curriculum.

The modules available for the teacher to customize are as follows:

- | | |
|-------------------|------------------|
| ✓ Multiple Choice | ✓ Verbs |
| ✓ Word Order | ✓ Text Adventure |
| ✓ Fill in Words | ✓ Dictation |
| ✓ Cloze Procedure | ✓ Phrases |

Whatever your curriculum will dictate specifically for you to teach, using LinguaVille's Authoring System will enable you to create that bespoke exercise or lesson to suit your school needs.

Getting to know LinguaVille

We are delighted that you have chosen to have a look at LinguaVille. Please feel free to use the entire system for 28 days with our compliments.

Please ensure you visit all the buildings in our virtual village. See our Teacher Dashboard, Authoring System and how we store your pupils results.

Investigate our exercises and use the Authoring System to amend them, or add your own questions and exercises to see the full flexibility of LinguaVille.

If you have any questions, we are here to answer them promptly, simply email us or use the contact form in the Hospital, where you will also find extensive help manuals and guides.

Thank you, and enjoy!

Standard of Competency

1. Learners will be able to develop their potentials according to their own pace, needs and interests, as well as promoting their appreciation for the intellectual works of their own people;

LinguaVille's strength is that pupils can work at their own pace, or be encouraged by the Teacher through our Teacher Dashboard. A pupil can work individually on extra assignments created by the teacher, or through the Modules and exercises we have already prepared. LinguaVille is that flexible.

2. Teachers can focus their attention on development of learners' language competency by providing various kinds of language activities and learning resources;

There are a wealth of exercises and studies the pupils can be left with whilst a teacher can create bespoke exercises to address specific requirements of the Indonesian Education System. However, we provide eight varied modules within our Authoring System that teachers can use to create their bespoke activities and resources.

3. Teachers will be more independent and have more freedom in making decisions on the language teaching materials with respect to their immediate school environment and learners' capacity;

Using LinguaVille does not restrict you on using classroom materials, but it enables you to use the same methodology when it comes to resources, enactment of work, homework and keeping an eye on students' individual progress.

4. Parents and society members can become more actively involved in the implementation of Language and Literature Program in schools;

We encourage parent participation in their child's education. Parents are able to monitor progress, work completed and view any correspondence between teacher and pupil. LinguaVille enables full family participation.

5. Schools can develop their own Language Education Program with respect to the condition of their respective learners and available learning resources;

LinguaVille is truly flexible. Despite the enormous data we do provide in thousands of exercises within LinguaVille across five distinct levels of learning – we enable you, the teacher, the school – to create your own exercises or use ours, or amend ours, or any mixture to ensure you cover all points within your curriculum.

6. Regions can decide on the language learning materials and resources with respect to their respective conditions and characteristics without disregarding national interests.

LinguaVille's authoring system enables any region to create region-specific or custom-specific exercises – complete with any respective conditions – it's all down to the teacher to create an exercise that could be for an individual, a class, a group of students or a year. The content of these bespoke exercises is limited only by the teacher's imagination!

Objectives

1. To communicate effectively and efficiently with regards to existing ethics, both in spoken and written language;

LinguaVille uses mother-tongue speakers to ensure correct pronunciation. Our progressed exercises ensure a smooth but effective and efficient way of communicating in spoken and written language – dependent upon level of learning.

2. To appreciate and have pride in the use of a language;

LinguaVille encourages its students by issuing certificates and other awards as progress is shown.

3. Comprehend a language and use it appropriately and creatively for various purposes;

LinguaVille uses real life situations and scenarios to promote language learning. By doing this we teach correct use of language, grammar and tone.

4. To use a language to promote intellectual capacity and emotional and social maturity;

As the student journey's through our virtual village, progress is maintained with our levels of learning. As levels increase, we introduce different forms of communication, appropriate to situations and age.

5. To enjoy and make the best use of literature works for widening their general views, refining their characters, and promoting intellectual and language proficiency;

If there are books that are specific to the Indonesian curriculum, exercises can be written by the language teacher to ensure this is included within learning activities.

6. To appreciate and be proud of literature as a repertoire of Indonesians' culture and intellectual.

Bespoke exercises to promote Indonesian culture can be incorporated within LinguaVille's Authoring System. These exercises can be stored – and used in subsequent classes and years.

Scope of Learning

The scope of *language learning* includes the components of language and literature skills that consist of the following aspects:

1. Listening
2. Speaking
3. Reading
4. Writing

LinguaVille is structure to ensure that Listening, Speaking, Reading and Writing skills are developed.

LinguaVille's Modules are:

Multiple Choice – Understanding question statements, building up of vocabulary and pronunciation. Reading and Listening and Speaking.

Word Order – Sentence building, continuation of building of vocabulary. Reading and Listening and Speaking.

Fill in Words – Removing key words for cognitive exercise. Reading and Listening and Speaking.

Cloze Procedure – Removing key words, cognitive exercise, Reading and Listening, Speaking and Writing.

Verbs – Increasing vocabulary, range of conversations and expression. Reading and Listening and Speaking.

Text Adventure – Story construction and question statements. Reading and Listening and Speaking.

Dictation - Listening and Writing

Phrases - Reading and Listening and Speaking and Writing – From simple phrases to aural exercises

Standard of Competence and Basic Competence

Year VII, 1st Semester

Standard of Competence	Basic Competence
<p>Listening</p> <p>1</p> <ul style="list-style-type: none"> · Understanding spoken text by listening to a news 	<p>1.1 Summarizing the content of the news which is being read aloud in a few sentences</p> <p>1.2 Rewriting the news that is being read aloud in a few sentences</p>
<p>Speaking</p> <p>2</p> <ul style="list-style-type: none"> · Expressing one's experiences and information through story telling and delivering an announcement 	<p>2.1 Telling the most impressive experience by using effective diction and sentences</p> <p>2.2 Delivering an announcement with proper intonation and using simple and fluent sentences</p>
<p>Reading</p> <p>3</p> <ul style="list-style-type: none"> · Understanding various non-fiction text with various reading 	<p>3.1 Identifying certain meaning of a word in a dictionary rapidly and appropriately based on the needed context through scanning</p> <p>3.2 Making a conclusion from a text by speed reading of 200 words per minute</p> <p>3.3 Reading various text of ceremonials instruments with proper intonation</p>

<p>Writing</p> <p>4 Expressing thoughts and experiences in a journal and personal letter</p>	<p>4.1 Writing a journal or personal experience by paying attention to proper and correct way of expressions and language</p> <p>4.2 Writing personal letter by paying attention to the composition, content and language</p> <p>4.3 Writing an announcement text by using effective, proper and correct language</p>
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Standard of Competence	Basic Competence
<p>Listening</p> <p>5</p> <ul style="list-style-type: none"> . Appreciating a fairytale which is being played 	<p>5.1 Identifying interesting things from the fairytale which is being played</p> <p>5.2 Identifying the relevant situation in the content of the fairytale with the current situation</p>
<p>Speaking</p> <p>6</p> <ul style="list-style-type: none"> . Expressing thought and feeling through story telling 	<p>6.1 Telling story with proper sequence, tone, pronunciation, intonation, gesture and proper mimic.</p> <p>6.2 Telling a story with visual aids</p>
<p>Reading</p> <p>7</p> <ul style="list-style-type: none"> . Understanding various literature text by reading 	<p>7.1 Retelling the children story that was being read</p> <p>7.2 Responding to the story book that have been read</p>
<p>Writing</p> <p>8</p> <ul style="list-style-type: none"> . Expressing ideas, feelings and experiences through poems and fairytale 	<p>8.1 Writing a poem based on the poem terms</p> <p>8.2 Rewriting the fairytale with one's own language that have been read or heard</p>



LinguaVille's Modules contain a wealth of modules. What we have omitted is cultural – and can be included easily by the teacher in our Authoring System.

Once entered, it can be included in future classes in future years.

Year VII, 2nd Semester

Standard of Competence	Basic Competence
<p>Listening</p> <p>9</p> <ul style="list-style-type: none"> . Understanding spoken text in an interview 	<p>9.1 Making a conclusion of thoughts, opinions and ideas of characters/sources delivered in an interview</p> <p>9</p> <ul style="list-style-type: none"> . Writing important things stated by the source in an interview briefly
<p>Speaking</p> <p>10</p> <ul style="list-style-type: none"> . Expressing thoughts, feelings, information, and experiences through responding to a story or making telephone call 	<p>10.1 Telling a story of an idol by expressing the identity and superiority of the idol, and the reason of idolizing the person with a proper diction</p> <p>10.2 Making telephone call with effective and polite language</p>
<p>Reading</p> <p>11</p> <ul style="list-style-type: none"> . Understanding written text through intensive reading and scanning 	<p>11.1 Expressing things that are being taken as examples from a biography which is read intensively</p> <p>11.2 Identifying the main ideas from a text that is being read</p>

	11.3 Identifying information rapidly from a table/diagram that is being read
Writing 1 2 . Expressing various information in a form of narration and short messages	12.1 Changing an interview text into narration by paying attention to the use of direct and indirect speech 12.2 Writing a short message based on the content by using effective sentences and polite language

Standard of Competence	Basic Competence
<p>Listening</p> <p>13. Understanding poem reciting</p>	<p>13.1 Responding to poem reciting</p> <p>13.2 Reflecting the content of the poem that is being read</p>
<p>Speaking</p> <p>14. Responding to a short story reading</p>	<p>14</p> <p>.1 Responding to the reading of the short story</p> <p>14</p> <p>.2 Explaining the relationship of the background of a short story with the social reality</p>
<p>Reading</p> <p>15. Understanding a literature text through poem reciting and reading children story book</p>	<p>15.1 Reciting a poem beautifully by using a proper rhythm, voice volume, mimic, <i>kinesik</i> based on the content of the poem</p> <p>15</p> <p>.2 Identifying the reality of the story of the children reflected in a children story book both the original and translation</p>
<p>Writing</p> <p>16. Expressing the beauty of nature and experiences through creative writing activities</p>	<p>16.1 Doing creative writing in a form of a poem related to the beauty of nature</p> <p>16.2 Doing creative writing in a form of a poem related to the experienced event</p>

LinguaVille uses a range of real life scenarios and provides vocabulary, structure and the opportunity to role play these scenarios to develop confidence in speaking a second or subsequent language.

Year VIII, 1st Semester

Standard of Competence	Basic Competence
<p>Listening</p> <p>1. Understanding a spoken text in a form of a report</p>	<p>1 . 1 Analyzing a report</p> <p>1 . 2 Responding to the content of the report</p>
<p>Speaking</p> <p>2. Expressing various information through an interview and report presentation</p>	<p>2.1 Interviewing a source from various level by paying attention to the ethics of interviewing</p> <p>2.2 Delivering a report in spoken language with proper and correct language</p>
<p>Reading</p> <p>3. Understanding various written text by scanning and speed reading</p>	<p>3 . 1 Identifying information rapidly and correctly from an encyclopedia/phone book by scanning</p> <p>3 . 2 Identifying a place or direction in the real context based on the map</p> <p>3.3 Making a conclusion from the content of a reading text with speed reading of 250 words per minute</p>
<p>Writing</p>	

<p>4. Expressing information in a form of report, assignment letter, and clues</p>	<p>4 . 1 Writing a report by using proper and correct language</p> <p>4 . 2 Writing an assignment letter related to the school activity with a proper systematics and Standard language</p> <p>4 . 3 Writing a clue in conducting something with proper sequence and using effective language</p>
<p>Listening</p> <p>5. Appreciating to a play performance</p>	<p>5 . 1 Responding to an element of play performance</p> <p>5 . 2 Evaluating the role of the character in the play performance</p>

Standard of Competence	Basic Competence
<p>Speaking</p> <p>6. Expressing thoughts and feeling in a role play</p>	<p>6.1 Doing a role play based on the script written by the students</p> <p>6.2 Doing a role play with some appropriate improvisation based on the frame of the script written by the students</p>
<p>Reading</p> <p>7. Understanding the text of the play and teen novels</p>	<p>7.1 Identifying the implied element of the text of the play</p> <p>7.2 Writing a synopsis from the teen novel of Indonesia</p>
<p>Writing</p> <p>8. Expressing thoughts and feeling through creative writing of a play script</p>	<p>8.1 Doing a creative writing of one scene play script by paying attention to the originality of the idea</p> <p>8.2 Doing one scene creative writing by paying attention to the principles of play script writing</p>

The decision to engage in written, aural, speaking or listening exercises can be down to the teacher and his or her decision within the Classroom.

LinguaVille fits around you the educator, and what you wish to teach today, tomorrow or next week. It's that flexible.

Year VIII, 2nd Semester

Standard of Competence	Basic Competence
<p>Listening</p> <p>9</p> <p>. Understanding the content of the news from a radio/television</p>	<p>9.1 Identifying the main terms of the news (what, who, where, when, why, and how) which is being heard and or watched through radio/television</p> <p>9.2 Retelling the news that is being heard/watched from a radio/television</p>
<p>Speaking</p> <p>10. Expressing thoughts, feelings, and information through a discussion and protocoller</p>	<p>10.1 Expressing an argument, disagreement and refusing to an opinion in a discussion with a prove or reasoning</p> <p>10.2 Presenting to a show with a proper and correct language, and polite</p>
<p>Reading</p> <p>1</p> <p>1</p> <p>. Understanding various written text by doing extensive reading, intensive reading, and reading aloud</p>	<p>11.1 Identifying the main problem from various news with the same topic through extensive reading</p> <p>11.2 Identifying information for a discussion through intensive reading</p> <p>11.3 Reading news text with proper intonation and articulation, and clear voice volume</p>

<p>Writing</p> <p>12. Expressing information in a form of summary, news texts, slogan/poster</p>	<p>12.1 Writing a summary of the content of a popular knowledge book</p> <p>12.2 Writing a news text briefly, compact and clearly</p> <p>12.3 Writing a slogan/poster for various needs by varied and persuasive diction and sentences</p>
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Standard of Competence	Basic Competence
<p>Listening</p> <p>13. Understanding to the implied element of a teen novel (original or translation) that is being read</p>	<p>13.1 Identifying the character of the teen novel (original or translation) that is being read</p> <p>13.2 Elaborating the theme and setting the teen novel (original or translation) that is being read</p> <p>13.3 Describing the plot of the teen novel (original or translation) that is being read</p>
<p>Speaking</p> <p>14. Appreciating the quote of the teen novel (original or translation) through discussion</p>	<p>14.1 Responding the quotation of the teen novel (original or translation)</p> <p>14.2 Responding to the interesting things from the quotation of the teen novel (original or translation)</p>
<p>Reading</p> <p>15. Understanding the teen novel (original or translation) and the anthology of a poem</p>	<p>15.1 Elaborating the plot of a story, character, and the setting of the teen novel (original or translation)</p> <p>15.2 Identifying the general characteristic of the poem from the anthology poem book</p>
<p>Writing</p> <p>16. Expressing thoughts, and feeling in a free poem</p>	<p>16.1 Writing a free poem by using proper diction</p> <p>16.2 Writing a free poem by paying attention to the poetry elements</p>

Comprehension is important. LinguaVille's mission is to help you the Educator create a bilingual student who is confident, self-aware and conscious of his or her environment.

Year IX, 1st Semester

Standard of Competence	Basic Competence
<p>Listening</p> <p>1 . Understanding an interactive dialogue in a broadcasted television/radio</p>	<p>1 . 1 Making a conclusion from the content of an interactive dialogue from various sources in a broadcasted television/radio</p> <p>1 . 2 Responding to the source opinion in an interactive dialog interactive in a broadcasted television/radio</p>
<p>Speaking</p> <p>2 . Expressing thoughts, feelings, and information in a form of comments and report</p>	<p>2.1 Criticizing/complementing various work (arts or products) with fluent and polite language</p> <p>2.2 Delivering a report of various events in a spoken form by using clear sentences</p>
<p>Reading</p> <p>3 . Understanding written</p>	<p>3 . Distinguishing facts from opinions in a</p>

<p>text by doing intensive reading and scanning</p>	<p>1 commercial text in a newspaper through intensive reading</p> <p>3 Identifying information rapidly and appropriately</p> <p>2 from an index through scanning</p>
<p>Writing</p> <p>4 Expressing information in a form of line add, book</p> <p>review, and composition</p>	<p>4 Writing a line add with a short, compact and clear language</p> <p>2 Reviewing knowledge book</p> <p>3 Editing a composition based on the proper spelling, punctuation, diction, sentence effectiveness, paragraph integrity, and text holistically</p>

Standard of Competence	Basic Competence
<p>Listening</p> <p>5 · Understanding literature texts in a form of a poem by listening to a poem</p>	<p>5.1 Identifying a theme and poem message that are being heard</p> <p>5.2 Analyzing the elements of poem that is being heard</p>
<p>Speaking</p> <p>6 · Retelling the short story and poem in other forms</p>	<p>6 · 1 Retelling the content of the short story in spoken form</p> <p>6 · 2 Writing a poem with rhythm based on the appropriateness of the content of the poem and built atmosphere</p>
<p>Reading</p> <p>7 · Understanding the literature text through reading a compilation of short stories</p>	<p>7 · 1 Identifying the theme, setting, characteristics in the short stories in a compilation of short stories</p> <p>7 · 2 Analyzing the value of lives in the short stories in a compilation of the short stories</p>
<p>Writing</p> <p>8 · Retelling the thoughts,</p>	<p>8 · Rewriting the short stories that has been read</p>

feelings and experiences	1	with one's own sentences
in the short stories	8 2	Writing short stories based on the particular events

The Bilingual Student is the student that will speak to the world. From a linguist to a job that uses languages to communicate to many nations – the bilingual student's roots are here. With you.

LinguaVille is here to help you achieve the goal of creating a bilingual student who has been taught the correct way.

Year IX, 2nd Semester

Standard of Competence	Basic Competence
<p>Listening</p> <p>9. Understanding the content of a speech/sermon/lecture</p>	<p>9.1 Concluding a message of a speech/ sermon/lecture that is being heard</p> <p>9.2 Responding to the content of a speech/ lecture/sermon</p>
<p>Speaking</p> <p>10. Expressing thoughts, feelings, and information in a speech and discussion</p>	<p>10.1 Delivering a speech/lecture/sermon with proper intonation and articulation as well as clear voice volume</p> <p>10.2 Applying the principles of discussion</p>
<p>Reading</p> <p>11. Understanding various written text by extensive reading, intensive reading, and speed reading</p>	<p>11.1 Identifying the ideas from some articles and books through extensive reading</p> <p>11.2 Changing the presentation of graphs, table, or charts into a paragraph through intensive reading</p> <p>11.3 Concluding the main idea of a text with speed reading of ± 200 words per minute</p>
<p>Writing</p> <p>12. Expressing thoughts, feelings, and information</p>	<p>12.1 Writing simple scientific writing by using various sources</p>

in a form of simple scientific writing, speech	12.2 Writing a speech/lecture/sermon text with its systematics and effective language
text, readers letter	12.3 Writing readers letter about the environment of a school

Written word; Spoken Sentence – full comprehension, confident usage of language – our mutual goal! LinguaVille teaches methodically over a period of time. It is a full immersion in a language through Computer Aided Language Learning and is your assistant through your student's language journey!

Standard of Competence	Basic Competence
<p>Listening</p> <p>13. Understanding literature</p> <p>text through listening the reading of quotation/novel synopsis</p>	<p>13.1 Elaborating the characters of the role in the novel that is being read</p> <p>13.2 Elaborating the plot of the event from a synopsis of a novel that is being read</p>
<p>Speaking</p> <p>14. Responding to a play performance</p>	<p>14.1 Discussing a play performance written by the students</p> <p>14.2 Assessing play performance performed by the students</p>
<p>Reading</p> <p>15. Understanding the novel</p> <p>from various classes</p>	<p>15.1 Identifying habits, custom, ethics in the novel of the class of 20-30s</p> <p>15.2 Comparing the characteristics of the novel of the class of 20-30s</p>
<p>Writing</p> <p>16. Writing a play script</p>	<p>16.1 Writing a play script based on the short stories that have been read</p> <p>16.2 Writing a play script based on the real event</p>

What is the career your student will chose upon leaving education? We hope it will involve languages, and that will be down to your teaching skills. We're here to help you.

