LinguaVille and the National Curriculum for India

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Introduction

LinguaVille's modules develop oral communication, reading, and writing skills. Students will build on and apply their knowledge of their second language whilst exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings (which include a selection of short stories, articles, and poems) will serve as stepping stones to oral and written activities.

This document shows you, the teacher, the Head of Department or Headmaster just how flexible LinguaVille is in supporting the requirements of language learning within the Indian education system.

LinguaVille's modules and exercises emphasise the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak a second or subsequent language through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations. LinguaVille further emphasise these skills using a broad-based theme such as adolescence. Students will expand their knowledge of the language by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

The pages that follow show what you as a teacher are required to teach and we explain how LinguaVille achieves that aim. Easily. Simply. Effectively.

LinguaVille

A synopsis

LinguaVille consists of five distinct levels that will start by providing the very first 150 words right through to 'college level'. 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 the words up to over 1,000. 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 modules, we start the learning process – whilst still providing you the opportunity to override, merge, combine your own ideas and National Curriculum requirements with ours to create the ultimate learning experience.

The words we learn in Multiple Choice turn into sentences in Word Order. We test those sentences in Fill in Words by removing key words. We test the students' knowledge, comprehension and retention by removing those key words in our Cloze Procedure. Our Text Adventure turns those simple sentences of text into passages of text and Dictation 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 bespoke 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 the work you have created in LinguaVille's Authoring System.   There you can use our data, your data or merge the two. You can adapt our data to help you. 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 their own lessons, issue, monitor and track homework. We will also be releasing shortly our Homework Buddies feature where the teacher will have full control over it. It is totally secure within the school.

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 a protected access to our server.

Teachers enter the data about the school and assign pupils to languages, teachers, years and classes. A teacher can therefore issue homework to a class, a year, a single person, a group of persons either within a class, a year or a school.

The Teacher Dashboard is your Local Management System to enable distribution of bespoke exercises a teacher may write, distribute to any combination of students.

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 you want. Exclusive to the Schools Sector the 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 the above pages.

Modules available to the teacher are as follows:

- ✓ *Multiple Choice*
- ✓ *Word Order*
- ✓ *Fill in Words*
- ✓ *Cloze Procedure*
- ✓ *Verbs*
- ✓ *Text Adventure*
- ✓ *Dictation*
- ✓ *Phrase*

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.

English Elective

The stated objectives of the English (Elective) Curriculum are answered in italics below:

The General Objectives at this stage are:

i)   to provide extensive exposure to a variety of writings in English, including some classics to develop sensitivity to literary and creative uses of the language.

LinguaVille provides a variety of texts written in English to develop the students' sensitivity and awareness of surroundings and text through a range of exercises located within the School building. Furthermore, teachers are able to create their own bespoke lessons through LinguaVille's Authoring System, enabling the teacher to plan lessons ahead by creating and saving work for individuals, small groups, classes and years of study.

ii) to further expand the learners' vocabulary resources through the use of dictionary, thesaurus and encyclopaedia resources.

LinguaVille has its own extensive dictionary, plus a junior dictionary which acts as our encyclopaedia with images accompanying every word. LinguaVille does not currently have a thesaurus but we are planning on releasing an entire Synonyms Module to develop the students' vocabulary even further.

iii) to develop a taste for reading with discernment and delight.

We at LinguaVille hope to encourage our students to read – because we don't just put the words on the screen, we narrate them too. All words are accompanied by sound, bringing the text even more to life.

iv) to critically examine a text and comment on different aspects.

A number of our modules require a student to examine texts, to discern meaning and to subsequently answer questions. Developing an understanding of given scenarios is a key component of bilingualism.

v) to develop proficiency in English both in receptive and productive skills.

LinguaVille's modules address reading, writing, listening and speaking skills to develop receptive and productive skills through a range of modules which are available in various levels. Our modules are also available in exercise (learn) or test mode to ensure the student's development.

At the end of this course, the learner:

i) grasps the global meaning of the text, its gist and understands how its theme and sub-themes relate.

This is LinguaVille's primary goal- to enable complete understanding of given texts and scenarios in multiple languages.

ii) relates to the details provided in the text, for example how the details support a generalization or the conclusion either by classification or by contrast and comparison.

LinguaVille's exercises are put into real life scenarios and situations. The understanding and comprehension of our text and audio exercises means that the student has not generalised, but fully comprehended the exercises to hand.

iii) comprehends details, locates and identifies facts, arguments, logical relationships, generalisation and conclusion within the texts.

The aim of LinguaVille's modules is to develop these key skills for full and complete language learning and comprehension, and the student is taught to express each of these factors in multiple ways throughout our exercises.

iv) draws inferences, supplies missing details, predicts outcomes, grasps the significance of particular details and interprets texts.

Two of our Modules: Cloze Procedure and Fill-in-Words, are designed specifically for these areas. They encourage comprehension of passages of text, and allow the student to analyse, to sort and to discard information. The student is then able to

identify correctly any missing details.

v) assesses and analyses the attitude and bias of the author.

The most significant part of LinguaVille in regards to tailoring course materials, questions and tasks is its Authoring System – where if a teacher needs to burrow down into specific readings or authors to look at such elements as bias attitude and pragmatics, s/he can create lessons to fully develop the students capability to assess and analyse.

vi) infers the meanings of words and phrases from the context; differentiates between apparent synonyms and appreciates the nuances of words.

LinguaVille gradually inputs new vocabulary so that the student can understand synonyms and nuances of language use. However, LinguaVille will shortly be releasing an entire Synonyms Module to develop the students' capabilities even further.

vii) appreciates stylistic nuances, the lexical structure; its literal and figurative uses and analyses a variety of texts.

Our exercises within all of our Modules cater to these needs, but again, our Authoring System allows the teacher to create his/her own set of bespoke exercises to cater, where necessary, to specific functions.

viii) identifies different styles of writing like humorous, satirical, contemplative, ironical and burlesque.

A range of styles are evident within our Modules to ensure we cater for the National Curriculum Requirements of India. However, further styles can be incorporated through our flexible Authoring System. Our Authoring System enables you to create a set of exercises for your student, group of students, class or year – and once created you can issue, track, monitor and check progress of work.

ix) can produce text-based writing (writing in response to questions or tasks based on prescribed as well as 'unseen' texts.)

Hand written skills are a classroom activity not covered within LinguaVille's remit –

but exercises requiring your typed input are required for a range of Modules within LinguaVille's virtual village. Dictation, Aural and Cloze Procedure all require written answers, and more modules will be coming online shortly which will cover text-based writing.

x) develops the advanced skills of reasoning, inferring, analysing, evaluating and creating.

As students travel through LinguaVille's levels the complexity of questions and the demand for students to have a true bilingual understanding of scenarios becomes more and more evident. LinguaVille's aim is to ensure accurate, comfortable, bilingualism by having the student reason, infer, analyse, evaluate and create a written response.

xi) develops familiarity with the poetic uses of language including features of the language through which artistic effect is achieved.

Poetry is an ever-changing National Curriculum area. Choice of Poetry, Poets, Era, Style and Tradition are left to the teacher's interpretation of the National Curriculum. The teacher is therefore able to create whatever questions and answers they would like to have in their classroom environments by using our Authoring System. From a choice of Multiple Choice, Word Order, Fill in Words, Cloze Procedure, Verbs, Text Adventure, Dictation and Phrases, the teacher can create bespoke lessons to the audience of their choice, covering poetic uses of language if required.

LinguaVille is the truly complete flexible National Curriculum product. It works with the teacher, with the student and for the success of both.

Functional English

The stated objectives of the Functional English Curriculum are answered in italics below:

Approach to Reading

Students are expected to develop the following study skills:

- ✓ refer to dictionaries, encyclopaedia and academic reference material

- ✓ select and extract relevant information, using reading skills of skimming and scanning

- ✓ understand the writer's attitude and bias

- ✓ comprehend the difference between what is said and what is implied

- ✓ understand the language of propaganda and persuasion

- ✓ differentiate between claims and realities, facts and opinions

- ✓ form business opinions on the basis of the latest trends available

- ✓ comprehend technical language as required in computer related fields

- ✓ arrive at personal conclusion and comment on a given text

- ✓ be original and creative in interpreting opinion

- ✓ be logically persuasive in defending one's opinion

- ✓ Develop literary skills as enumerated below:

- ✓ personally respond to literary texts

- ✓ appreciate and analyse special features of languages that differentiate literary texts from non-literary ones

- ✓ explore and evaluate features of character, plot, setting, etc.

- ✓ understand and appreciate the oral, mobile and visual elements of drama

- ✓ identify the elements of style such as humour, pathos, satire and irony, etc.

- ✓ make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of

- ✓ writing

- ✓ summarizing

Functional English

Approach to Speaking and Listening

- ✓ understand conversational English in a natural environment

- ✓ confidence in speaking English with greater fluency

- ✓ using a wider vocabulary to talk about a range of general topics as well as specific subject area.

- ✓ interacting appropriately

- ✓ adopting strategies to get more information

- ✓ clarifying misunderstood information

- ✓ asking for repetition without losing understood names, terms, numbers, or directions

- ✓ receiving and giving telephonic messages

- ✓ responding to complaints and requests

- ✓ greeting appropriately

- ✓ accuracy and pronunciation

- ✓ efficient interaction

- ✓ speaking Assessment

English Core

The general objectives at this stage are:

i) to listen and comprehend live as well as record in writing oral presentations on a variety of topics

Students who use LinguaVille will notice that every single piece of text is accompanied by sound. This sound can be our previously recorded exercises or a teacher's bespoke recorded exercise through our Authoring System. The student can then record his or her voice – and compare the two sounds to ensure complete and accurate comprehension, intonation and prosody.

ii) to develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose

Students become familiar with our recording suite very quickly. Because students can re-do exercises until they themselves are comfortable, their confidence increases exponentially the more they use LinguaVille. LinguaVille will shortly be introducing our Homework Buddies System where teachers can also 'pair up' students. This homework bond is also designed to increase bilingual social skills with a distinct academic purpose.

iii) to participate in group discussions, interviews by making short oral presentation on given topics

The teacher can create a set of bespoke lessons at any time (and store them so they can be used again and again) to develop group conversations. Social Events, Social Media, News items, Field Outings etc – questions relating to such factors as these can be set up to engage students in the development of their second or subsequent language. Engaging in Role Play within the classroom environment and then setting exercises on this will enable students to develop short oral presentations on their selected subject.

iv) to perceive the overall meaning and organisation of the text (i.e., the relationships of the different "chunks" in the text to each other)

Classroom work, Homework and LinguaVille's Authoring System can all assist and develop a student's understanding of text relationships. Questions have been created within our School Building to engage and develop language retention and comprehension of parts of (or complete) texts. Students can be put to the test by using LinguaVille's Authoring System to create bespoke questions on say, differing editorials on current affairs, or to look at the relationship between an introduction and a conclusion, or a headline and a news article.

v) to identify the central/main point and supporting details, etc., to build communicative competence in various registers of English

LinguaVille's exercises in each module are structured to develop comprehension and to build communicative skills through using our built-in Audio Systems. The way our questions have been assembled by our mother-tongue Linguists ensures correct usage of the various registers to build a complete bilingual comprehension of a chosen piece of text.

vi) to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities

Through a structured increase in language usage a student naturally extends their bilingual capabilities. The progressive development of their comprehension is derived from being introduced gradually, by more and more advanced vocabulary, texts and scenarios, and results in a student who can reason, infer, argue, inquire, respond etc.

vii) to translate texts from mother tongue(s) into English and vice versa

LinguaVille's Travel Centre has two Modules deliberately created for this purpose, though these exercises can also be created by the teacher in our unique Authoring System. Our Aural and Translate Modules enable a student to either see text or hear a sentence. The student's task is to translate that text, but it can be in any direction as required- home language to target, target to home or target to target.

viii) to develop ability and knowledge required in order to engage in independent reflection and enquiry

Whilst we believe that LinguaVille's scenarios set in our exercises and Modules cater for this, should there be a more specific requirement, this can be added by the teacher into our Authoring System.