COMPETENCE, PROCESS, AND ASSESSMENT STANDARDS:

Towards autonomy in ELT

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The Government Regulation PP No 19, 2005

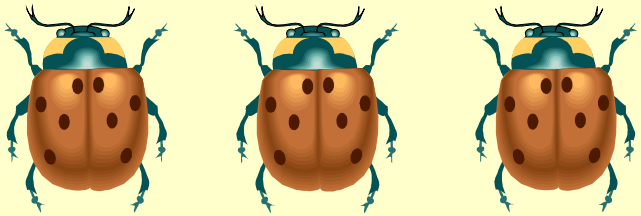
Language education should develop language competence with special emphasis on reading and writing according to the literacy level set up for every level of education.

Competence Standards

Copetence Standards (Standar Isi-2006)

Ultimate Goal:

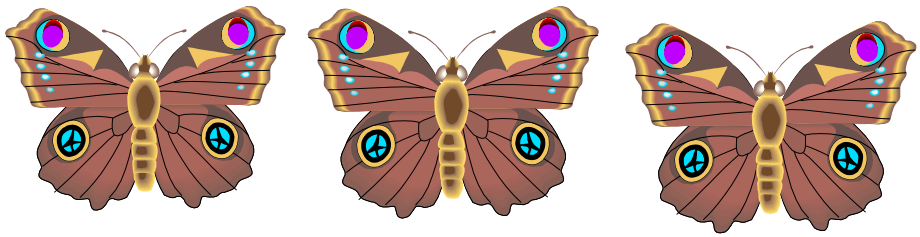
- To participate in discourse or
- To communicate ideas, feelings etc. in spoken and written English accurately, fluently, and in acceptable manners



Standar Kompetensi Lulusan SMP (SKL)

- **Listening**

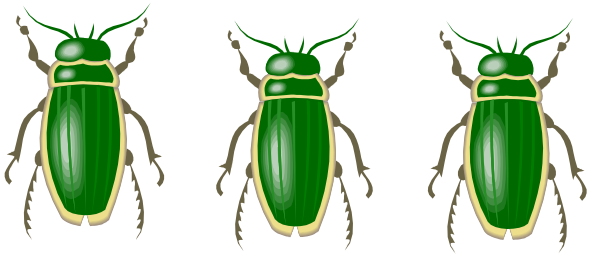
  Siswa mampu memahami wacana transaksional dan interpersonal, teks fungsional pendek serta monolog lisan yang berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report* secara akurat.



SKL

- **Speaking**

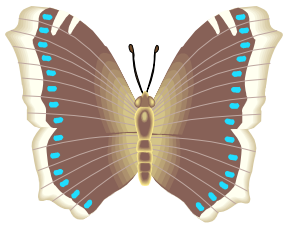
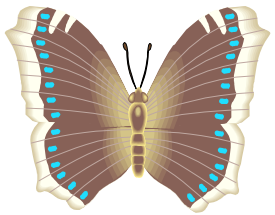
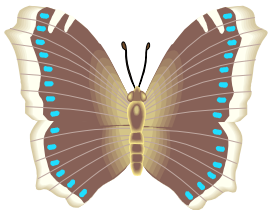
  Siswa mampu mengungkapkan berbagai makna dalam wacana transaksional dan interpersonal, teks fungsional pendek serta monolog lisan yang berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report* secara akurat, lancar dan berterima.



SKL

- **Reading**

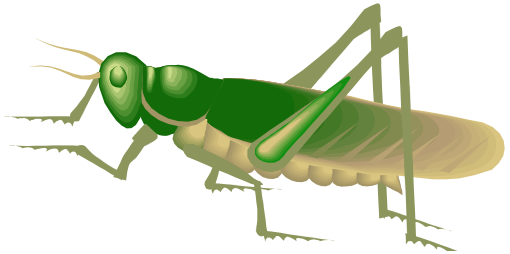
  Siswa mampu memahami makna teks fungsional pendek dan teks berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report* secara akurat.

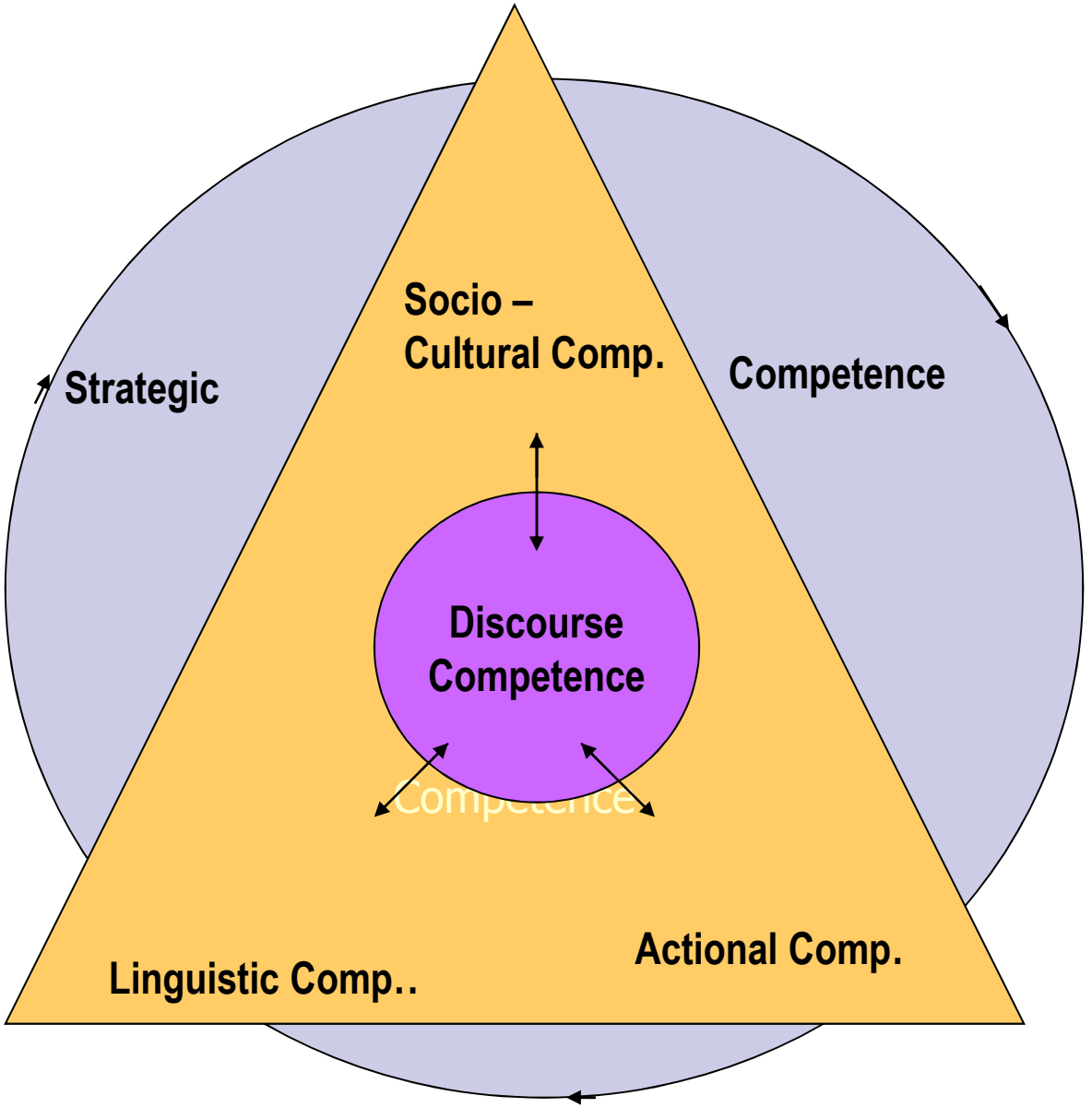




SKL

- **Writing**

  Siswa mampu mengngkapkan makna secara tertulis dalam berbagai teks fungsional pendek dan teks berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report* secara akurat, lancar dan berterima.



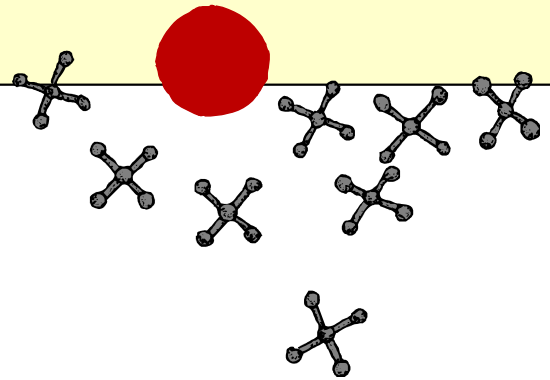

Socio –
Cultural Comp.
Strategic
Competence
Discourse
Competence
Competence
Actional Comp.
Linguistic Comp..

Discourse Competence

Discourse competence concerns the selection, sequencing, and arrangement of words, structures and utterances to achieve a unified spoken or written text. (Celce-Murcia et al. 1995:13)

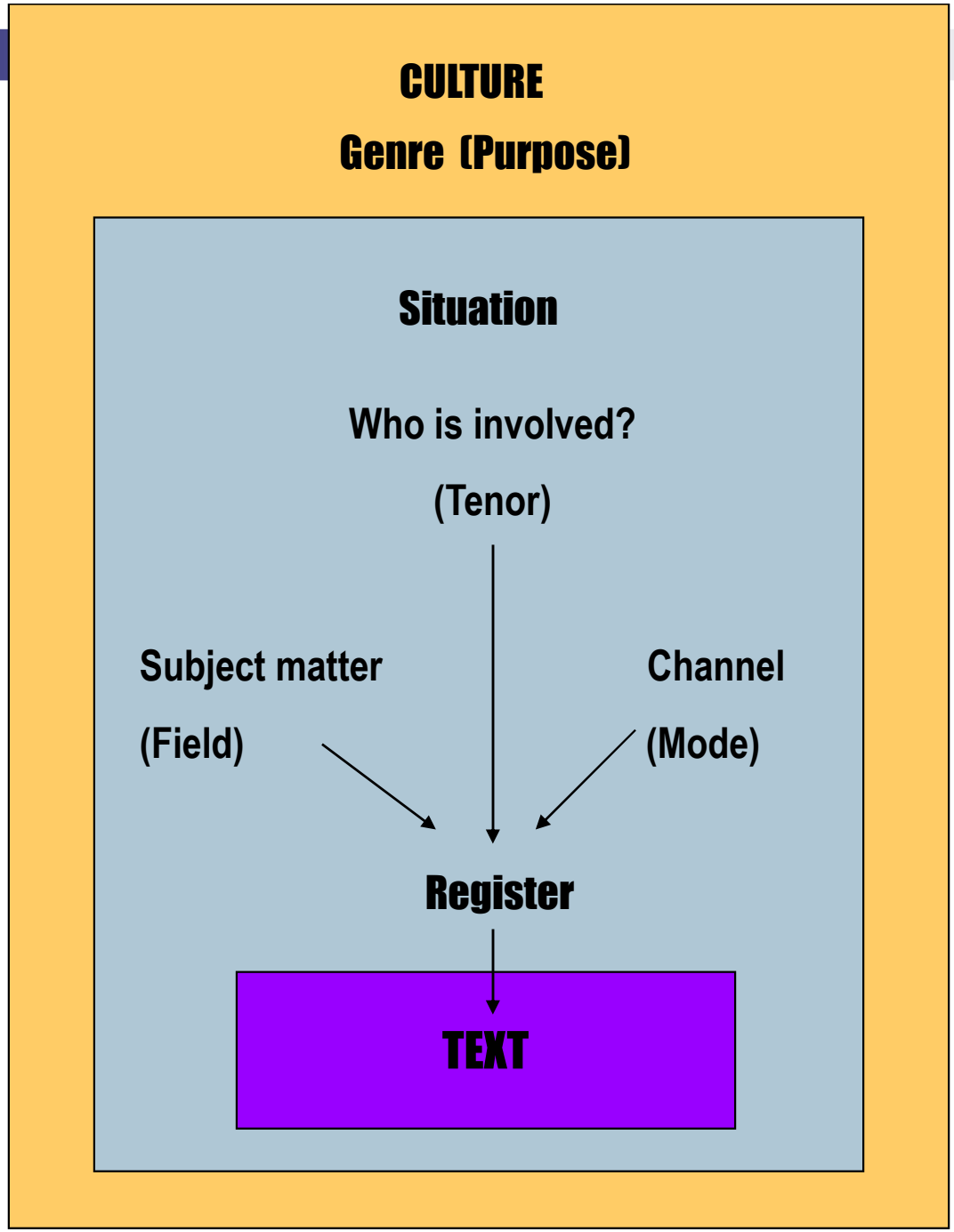
Why Celce-Murcia et al.'s model?

The proposed model has been motivated by their "belief in the potential of a direct, explicit approach to the teaching of communicative skills, which would require detailed description of what communicative competence entails in order to use the sub-components as a content base in syllabus design" (1995:6)

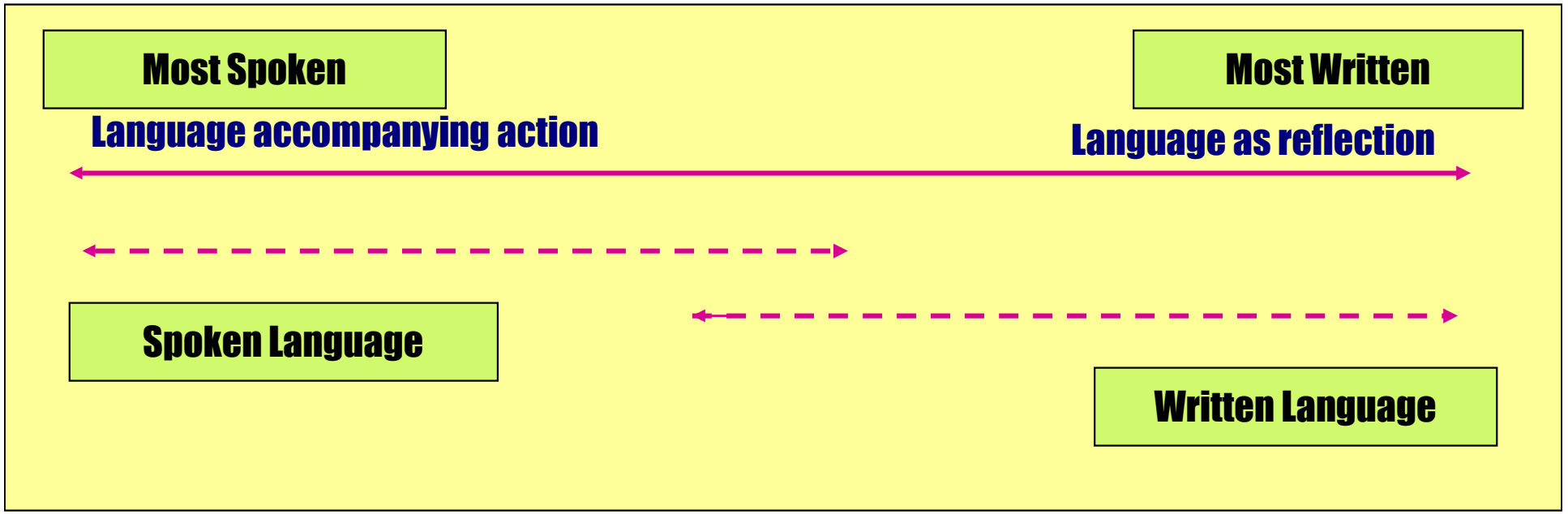


Text

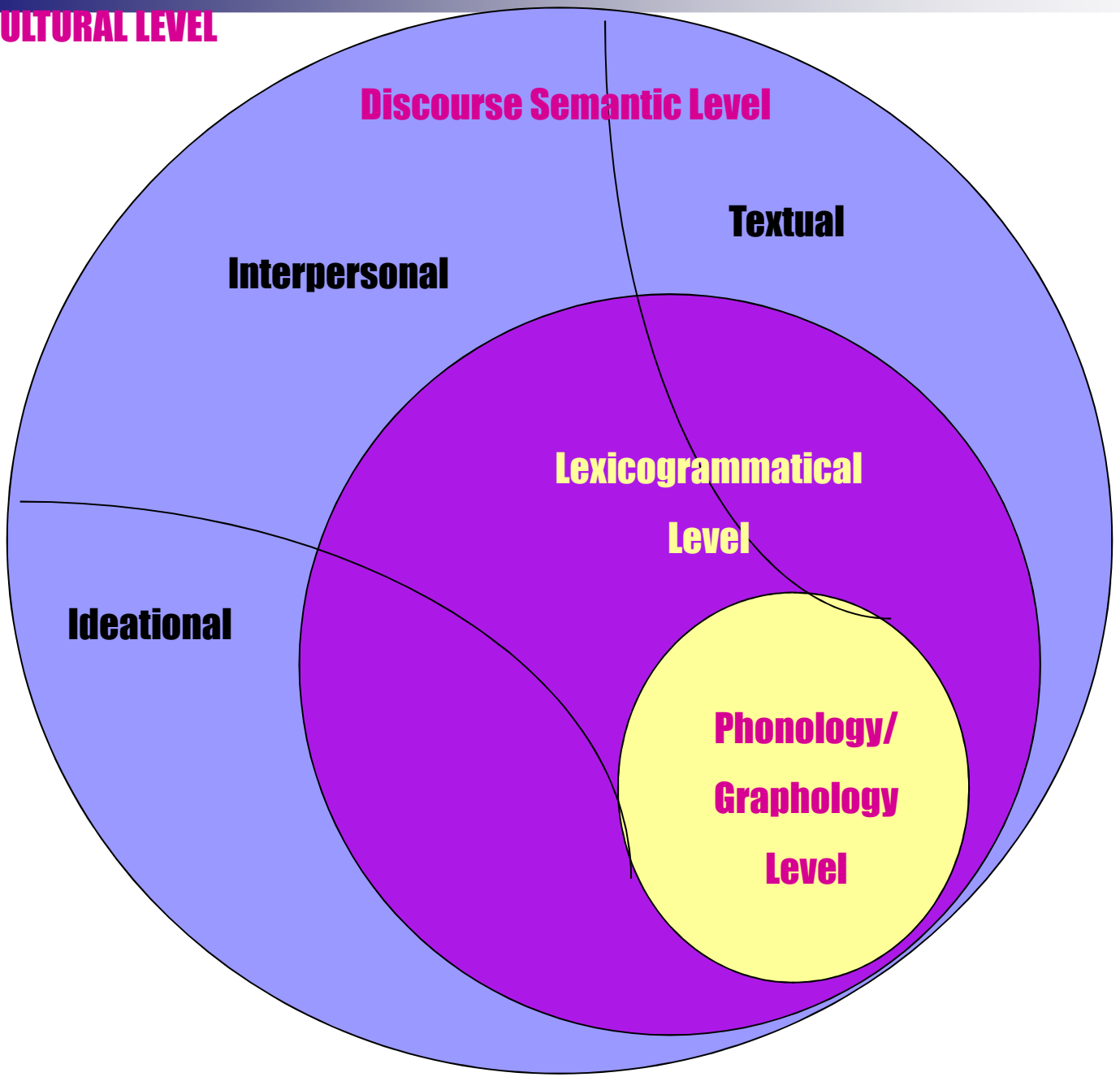
Explicit in the statement is that communication happens in text, spoken or written. Thus communicating is creating text, and this involves more than simply creating grammatical sentences.


CULTURE
Genre (Purpose)
Situation
Who is involved?
(Tenor)
Subject matter
(Field)
Channel
(Mode)
Register
TEXT

SPOKEN AND WRITTEN LANGUAGE CONTINUUM



CULTURAL LEVEL



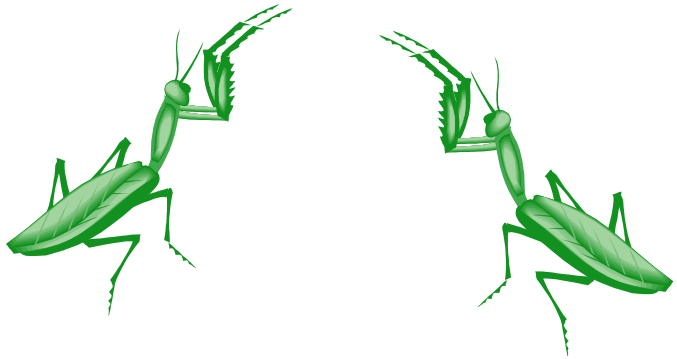
Literacy Levels

- Performative Level (SD)
- Functional Level (SMP)
- Informational Level (SMA)
- Epistemic Level (Uni)

Performative Level
(Language accompanying action)

Learners can

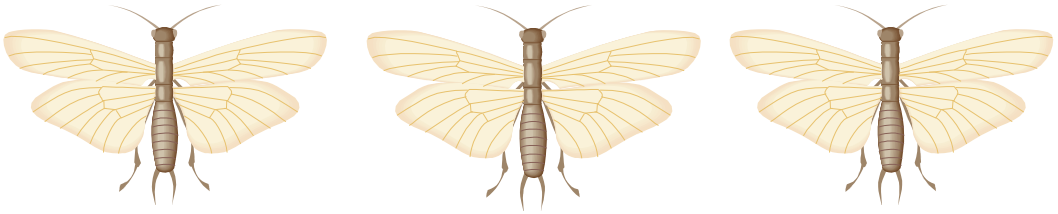
- Use English to accompany actions
- participate in classroom and school interactions,
- Recognise simple written English



Functional Level

Learners can

- use English to get things done
- use English for survival purposes (buying and selling, asking and giving permission, making and canceling appointments, read and write simple texts, read popular science, etc.)



Informational Level

Learners can

- **use English to access accumulated knowledge (*ilmu pengetahuan*)**
- **use English in informal and formal contexts**

Epistemic Level

Learners can

- **use English to transform knowledge (doing reasearch, writing reports, lecturing etc.)**
- **use English for aesthetic purposes**

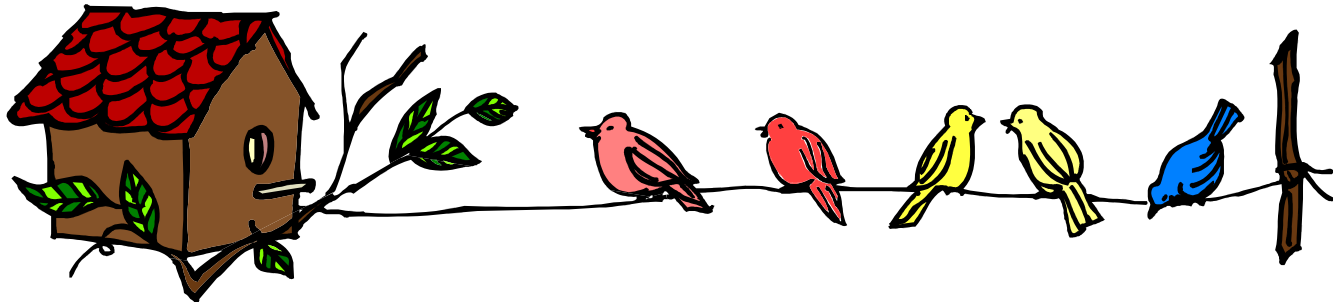
Coverage
(Ruang Lingkup)

Junior High School

- Descriptive
- Procedure
- Recount
- Narrative
- Report

Senior High School

- News item
- Discussion
- Explanation
- Exposition
- Review



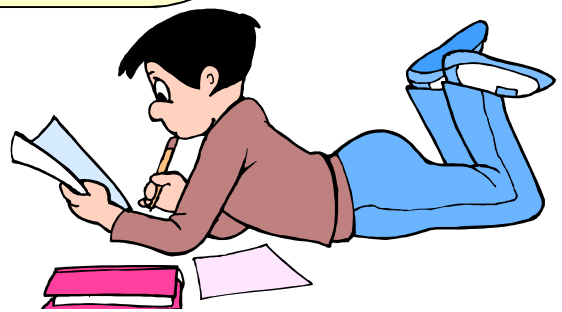
Competence Standards (SK) & Basic Competence (KD)

SPOKEN

- Short functional texts
- Transactional conv.
- Interpersonal conv.
- Monologues

WRITTEN

- Short functional texts
- Essays in various genres



Process Standards

Process Standard (Bab IV, pasal 20)

- Perencanaan Proses Pembelajaran meliputi silabus dan rencana peleksanaan pembelajaran (RPP) yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pembelajaran, sumber belajar, dan penilaian hasil belajar

Tujuan Pembelajaran

- **The communicative purpose of text**
  - To give direction (procedure)
  - To describe (descriptive)
  - To entertain (narrative)
  - To discuss (discussion)
  - To review (review)
  - Etc.

Communicative purpose

- Applies in all text forms:
- Transactional conversation
- Interpersonal conversation
- Short functional texts (spoken and written)
- Monologue
- Essay

For example:
Procedural text (Giving direction)

- **Transactional conversation: giving directions in various contexts (kitchen, street etc.)**
- **Interpersonal conversation: talking about how to do things casually for the sake of maintaining conversation**

Procedural Text

- **Short functional text** (spoken): directions, announcements etc.
- **Short functional text** (written): directions (on the street, medicine etc.)
- **Monologue**: cooking demonstration, arranging flowers, making paper worms etc.
- **Essay**: recipe, manuals etc.

Text Structures

- **Transactional**: Opening^transaction^closing
- **Interpersonal**: similar, but more open ended
- **Short functional text** (spoken): Getting attention^directions^ closing
- **Short functional texts** (written): depending on the context
- **Monologue and essay**: title^materials^method, (any type of closing)

Linguistic Features (Procedural Text)

- Imperative (direct and subtle)
- Politeness expressions
- Noun phrases
- Gambits (clarify the communicative intent)
- Expressions to convey the intent of giving and demanding services.

	Structural emphasis	Communicative emphasis	Literacy emphasis
Role models for teachers and learners	'philologists' or 'linguists'	'native speakers'	'discourse analysts' and intercultural explorers'
Primary instructional role of teacher	Organizing overt instruction and transformed practice	Organizing situated practice, overt instruction, and transformed practice	Organizing critical framing as well as situated practice, overt instruction, and transformed practice
Primary mode of teacher response	Correcting (enforcing a prescriptive norm)	Responding (to communicative intent)	Responding (to language as used), focusing attention for reflection and revision
Predominant learner roles	Difference to authority: focus on absorption and analysis of material presented	Active participation (focus on using language in face-to-face interaction)	Active engagement: focus on using language, reflecting on language use, and revising

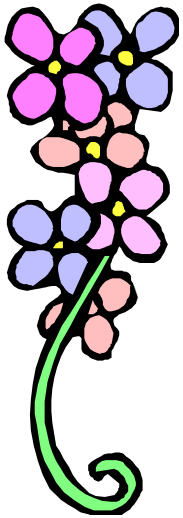
ELT in Literacy Perspective

Principles

- **ELT is to make people literate.**
- **Literate person: able to participate in the modern community life that requires English**
- **In the community, people USE English.**
- **ELT is placed in the perspective of literacy education**

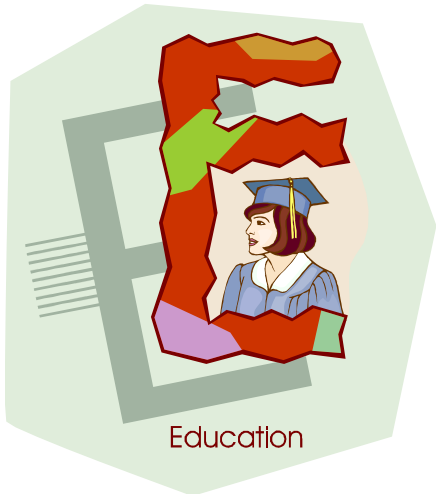
Literacy Principles

- Interpretation
- Collaboration
- Convention
- Cultural Knowledge
- Problem Solving
- Reflection
- Language USE

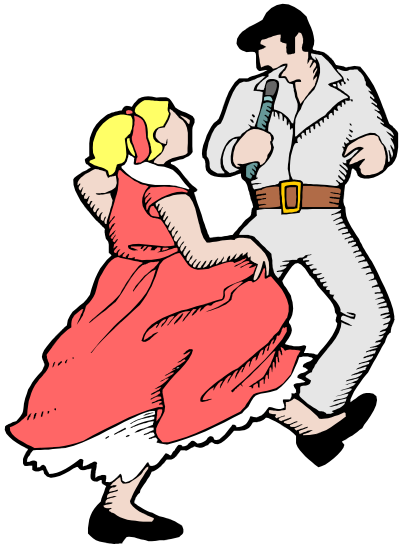


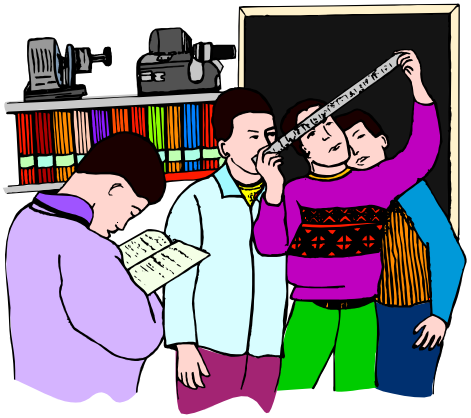
Secondary Schools

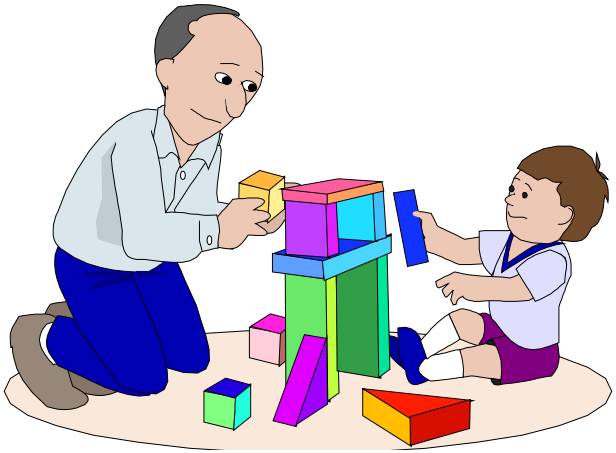
- Integrating listening, speaking, reading and writing through communicative purpose
- Developing suitable materials
- Organising learning experiences based on the literacy principles

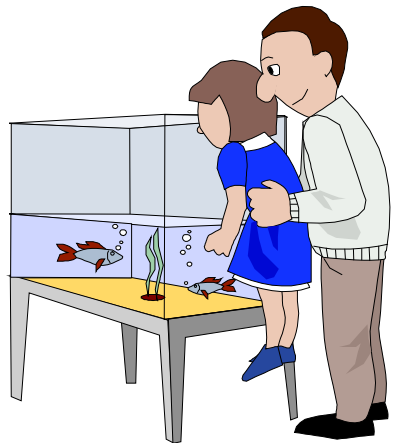


Learning Experiences









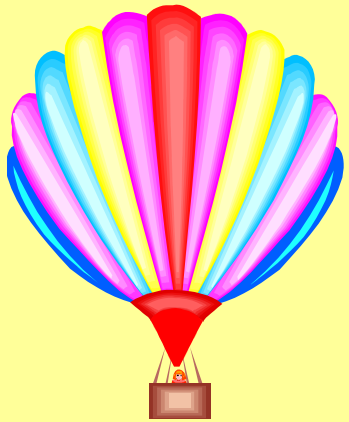
Teaching Techniques?

- Any techniques that work in the teacher's environment will do
- Grammar exercises
- Oral drills
- Etc.

As long as things move towards language use / communication

How do we integrate the 4 skills?

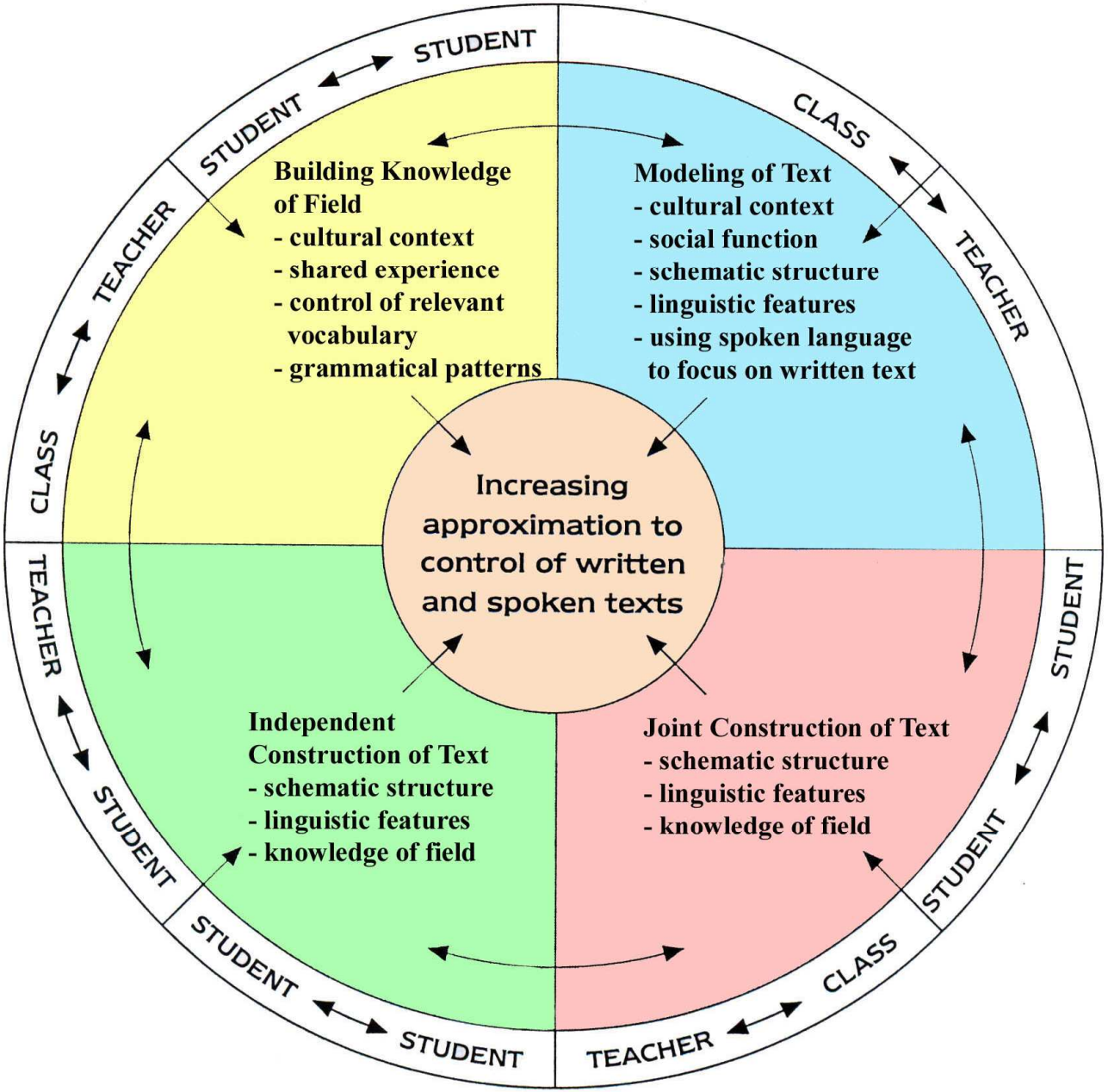
- By organising materials and learning experiences into spoken cycle (listening and speaking) and written cycle (reading and writing)
- By organising activities in every cycle into four stages (building knowledge of the field, modelling of text, joint construction, independent construction)



How do we plan our lessons?

By Organising lesson plans based on the text type or genre.

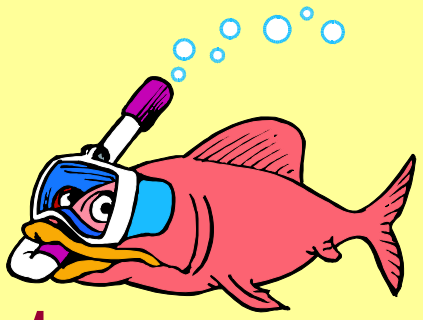
- The purpose of text (e.g. giving direction)
- The structure of the text (e.g. recipe)
- Linguistic features (e.g. imperative, politeness, gambits, noun phrase)


STUDENT
STUDENT
TEACHER
CLASS
Building Knowledge of Field
- cultural context
- shared experience
- control of relevant vocabulary
- grammatical patterns
CLASS
TEACHER
Modeling of Text
- cultural context
- social function
- schematic structure
- linguistic features
- using spoken language to focus on written text
Increasing approximation to control of written and spoken texts
TEACHER
STUDENT
Independent Construction of Text
- schematic structure
- linguistic features
- knowledge of field
STUDENT
STUDENT
Joint Construction of Text
- schematic structure
- linguistic features
- knowledge of field
STUDENT
STUDENT
TEACHER
CLASS

Can we use other ways of organising lesson plan?

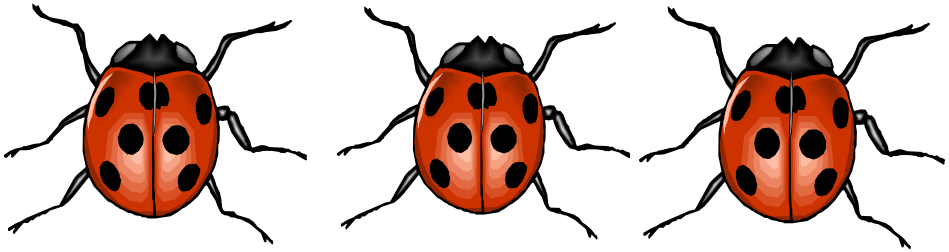
We can as long as:

- **We are sure that they are compatible the basic philosophy of literacy education / language as communication**
- **Those methods have been tried out, studied, and proved to be successful in EFL contexts.**



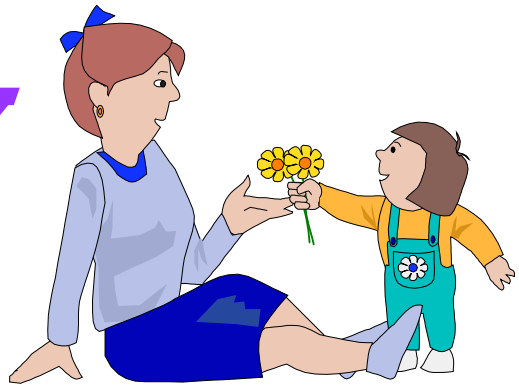
What should be at the heart of any plans?

- Plans should be geared around NEGOTIATION OF MEANING
- NEGOTIATION IS THEY KEY TO DISCOURSE COMPETENCE
- It is carried out interpersonally and logico-semantically



How do we negotiate?

- **Interpersonally**



- **Logicosemantically**

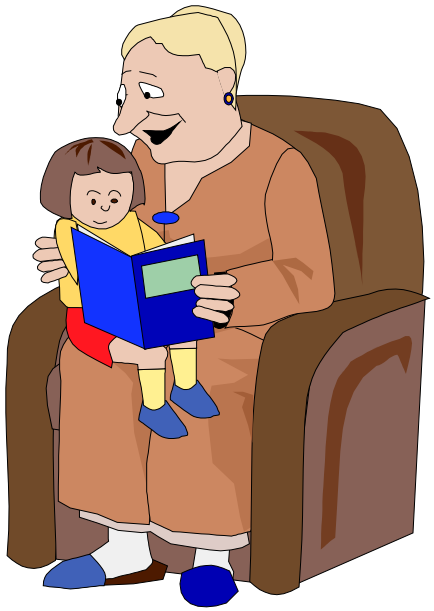
Where in the sentence does interpersonal meaning reside?

* In the Mood area

Mood = Subject + Finite

* Mood expresses:

- Attitudes
- Feelings
- Judgment
- Etc.



Negotiating interpersonally

A : I am sleepy.
B : Are you?

C : I love her.
D : You do, don't you.

E : I cleaned the room!
D : No, you didn't!

Negotiating logicosemantically

A : I am sleepy.

B : Sleepy or hungry?

A : Both, actually.

C : What's your name?

D : Hartati

C : Where do you live?

D : Jalan Diponegoro.

Negotiation in Writing

- ***Focused on old and new information***

- ***Focused on Theme and Rheme***

Old and New Information

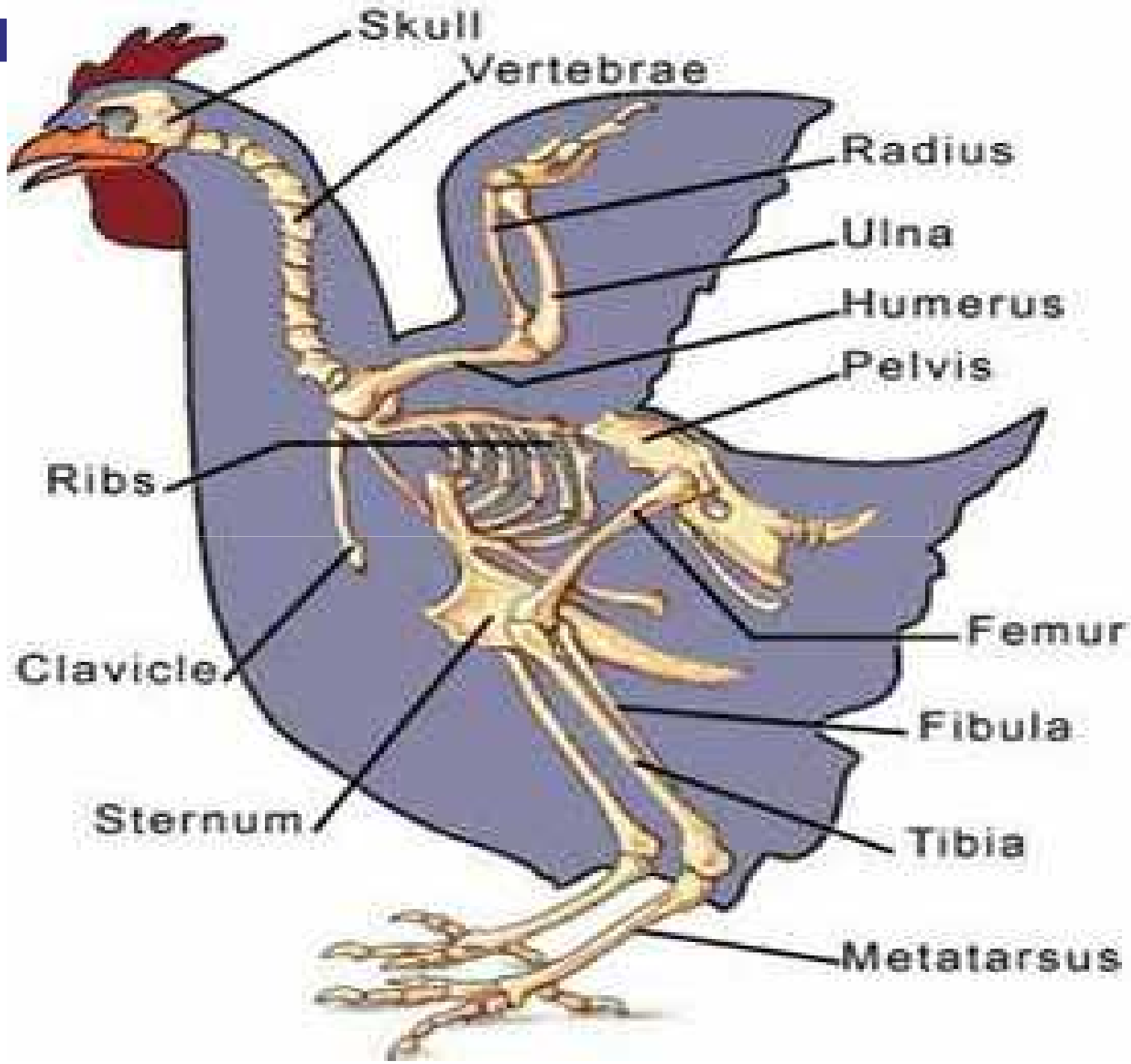
Once upon a time, there was an old lady.

She was very poor, but she was happy.

She had a handsome son called Ande-Ande Lumut.

He was a fine young man.

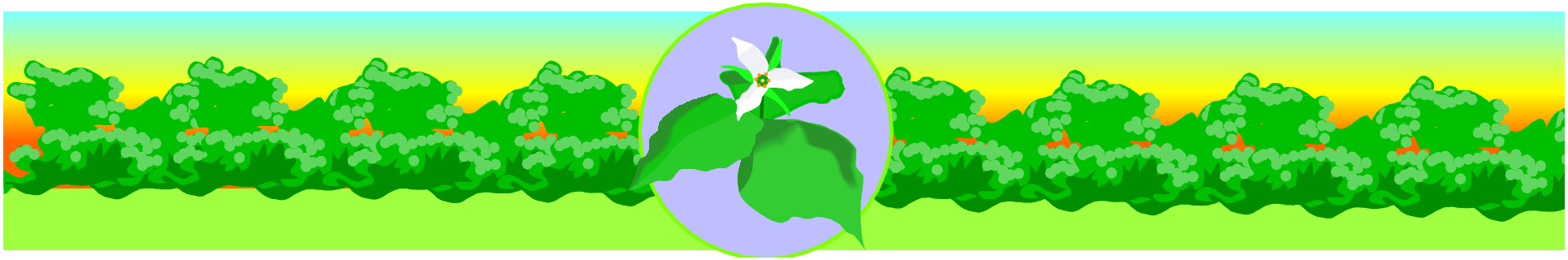
Many girls liked him.

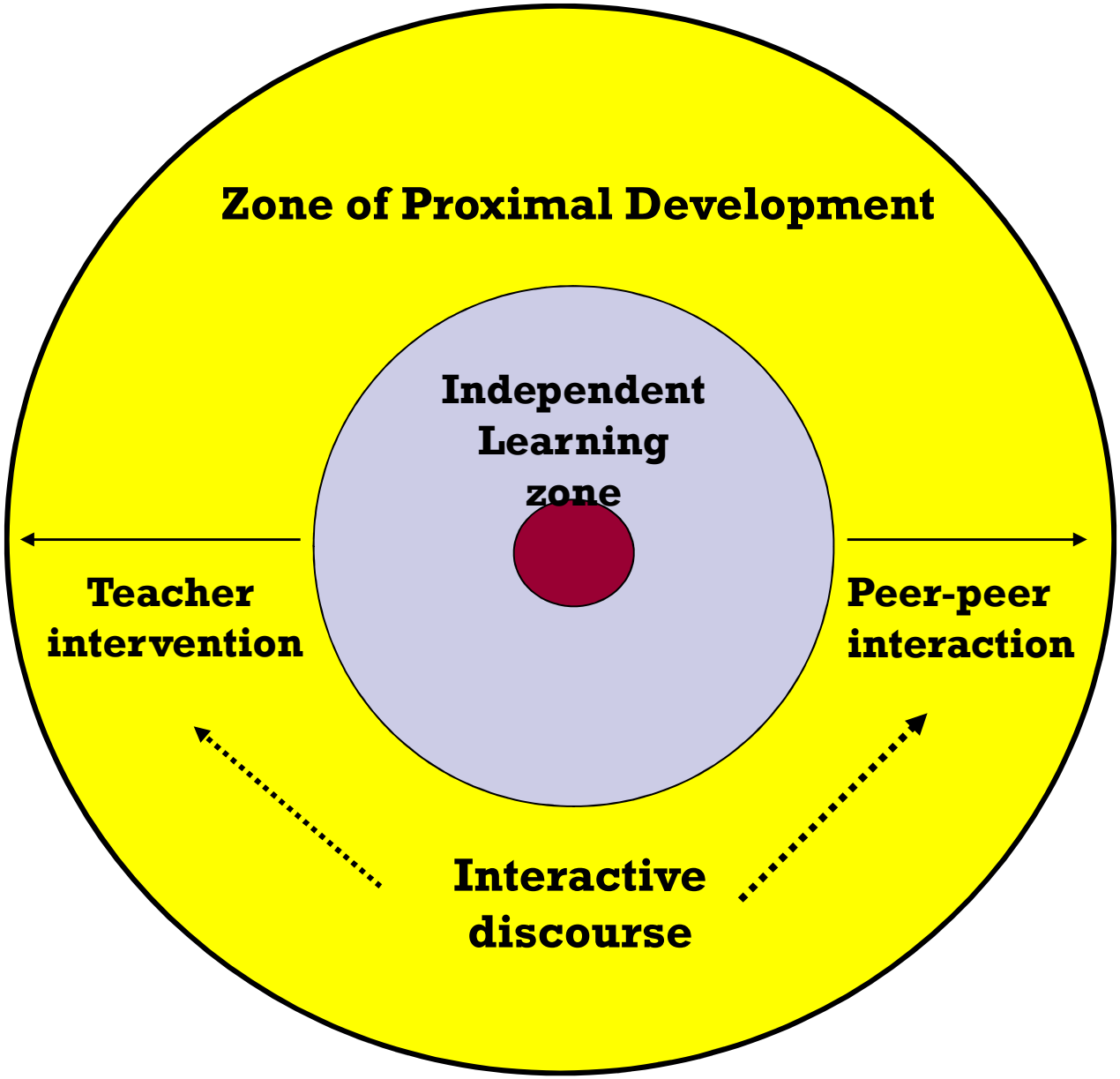

Skull
Vertebrae
Radius
Ulna
Humerus
Pelvis
Ribs
Femur
Clavicle
Fibula
Sternum
Tibia
Metatarsus

Negotiation is

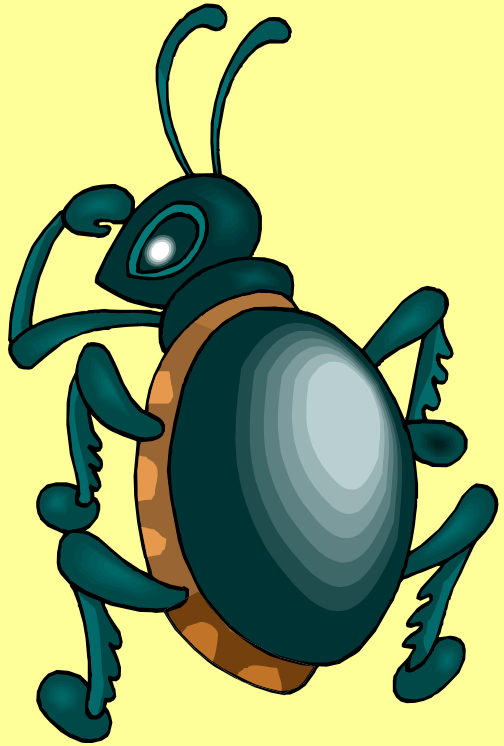
* The Communication Engine

* The key to discourse competence




Zone of Proximal Development
Independent Learning zone
Teacher intervention
Peer-peer interaction
Interactive discourse

Assessment Standards



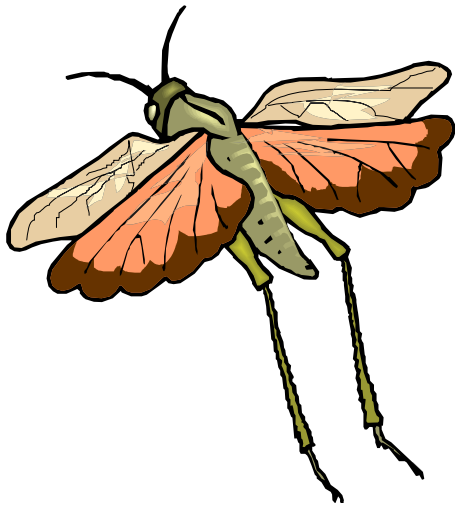
Standar Penilaian Pendidikan (Bab X, pasal 63)

- Penilaian pendidikan pada jenjang pendidikan dasar dan menengah terdiri atas:

a. Penilaian hasil belajar oleh pendidik;

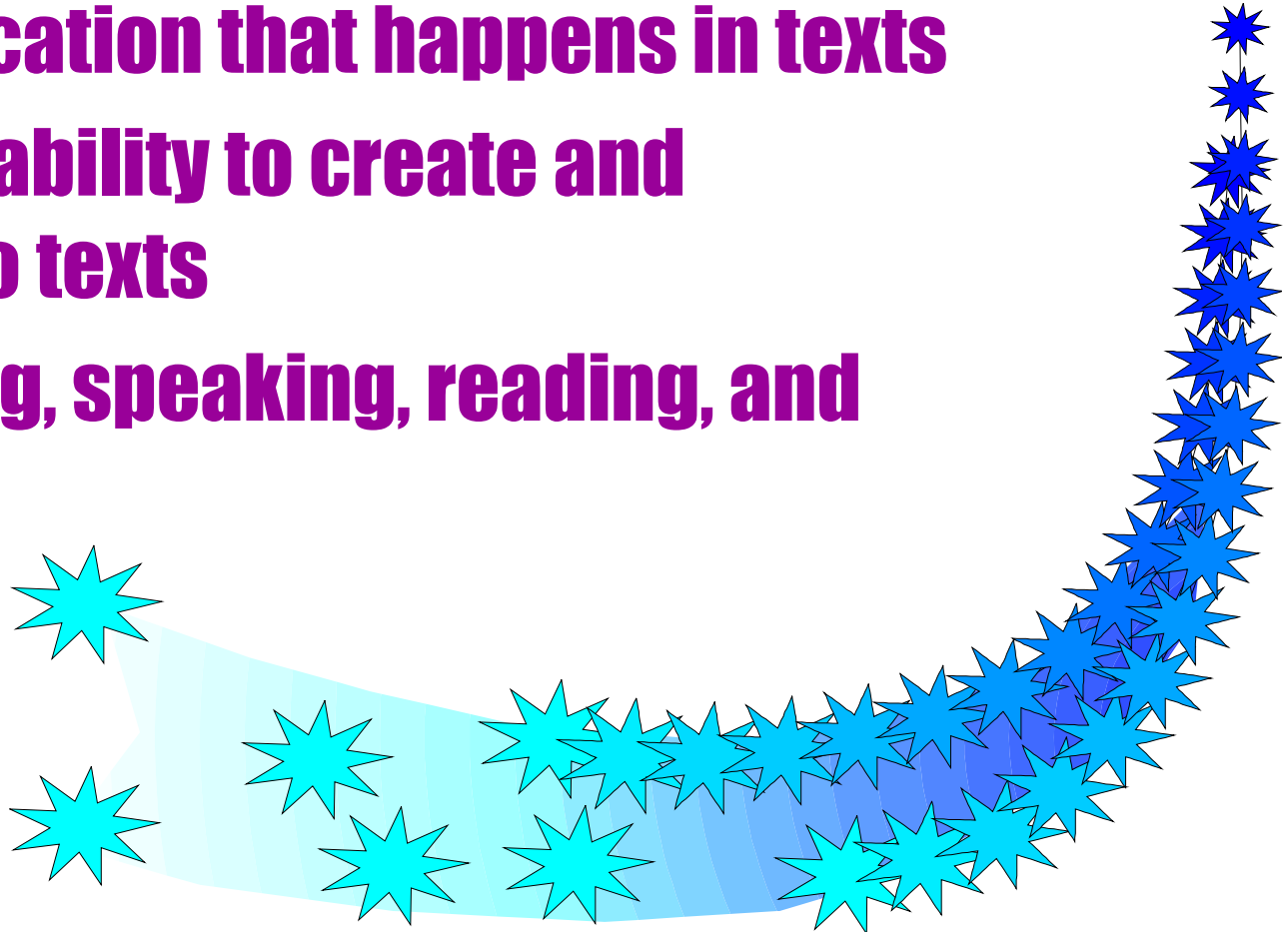
b. Penilaian hasil belajar oleh satuan pendidikan; dan

c. Penilaian hasil belajar oleh Pemerintah.



What do we assess?

- Communication that happens in texts
- Students' ability to create and respond to texts
- In listening, speaking, reading, and writing



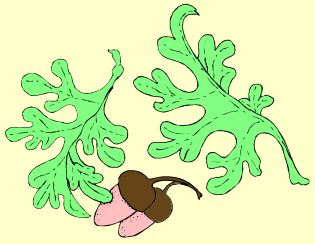
What texts are used?

Spoken

- Short functional texts
- Transactional and interpersonal dialogues
- Monologues in the target genres

Written

- Short functional texts
- Essays in the target genres



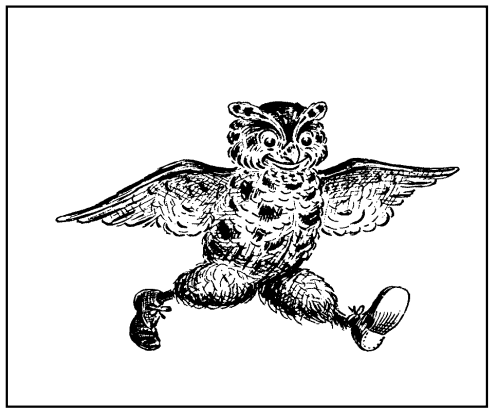
What meanings are tested?

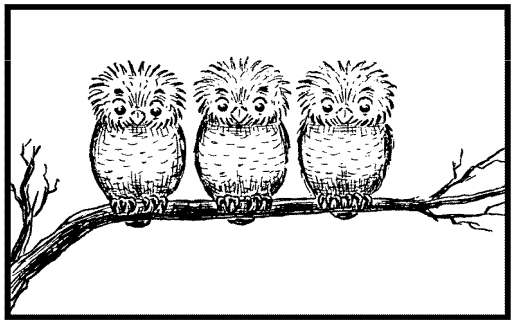
- **Ideational meaning** – isi berita
- **Interpersonal meaning** – tujuan text, tindak tutur
- **Textual meaning** – termasuk punctuation
- **Logical meaning** – hubungan logis antargagasan

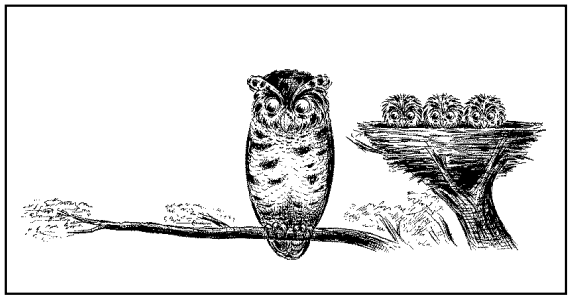
Short Functional Texts (Listening)

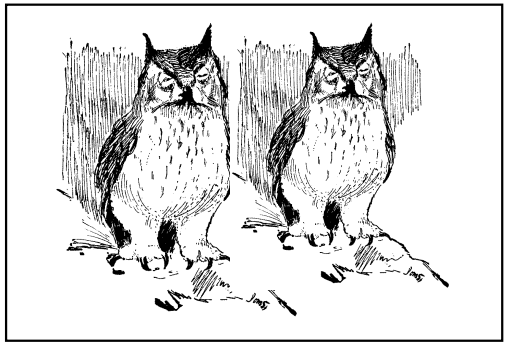
R: *"Look. There are three owls sitting on the branch."*

Q: "What does the speaker see?"









Short Functional Texts (Listening)

R: *"Attention, please. Tomorrow we are going to take a train to Surabaya."*

Q: *"How are we going to Surabaya?"*

We are going to Surabaya by …

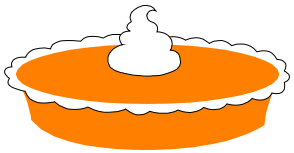
Transactional dialogue (Listening)

A: *Any dessert, miss?*

B: *Yes, please. May I have some ice cream, please?"*

A: *Certainly.*

Q: *What does the lady want?*



Interpersonal Dialogue (Listening)

A: *Do you like the food?*

B: *Yes. This is delicious.*

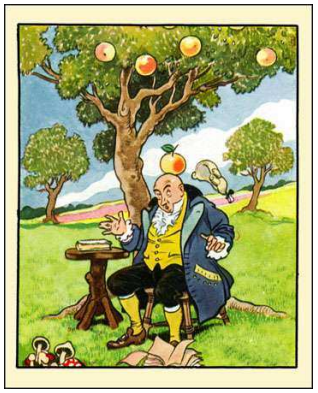
A: *I love it too.*

Q: *How is the food?*

Monologue
(Listening - descriptive)

Mr. Hendrawan is a doctor. He works in a hospital and he takes care of sick people. He sees his patients everyday. Some of his patients are children. Children like Mr. Hendrawan because he his a kind man.

Q: Which picture describes Mr. Hendrawan?

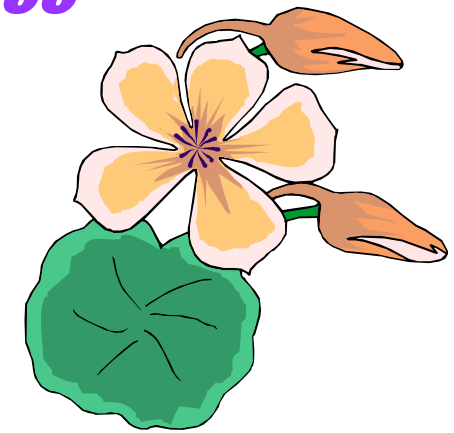


Spoken Language
(Short Functional Text)

- **Diperdengarkan kalimat sederhana, siswa mampu menentukan informasi faktual dalam kalimat tersebut.**

  Contoh:

  "Attention please... Argo Muria train from Jakarta will be arriving at platform one in about three minutes."



Items

- **Ideational**

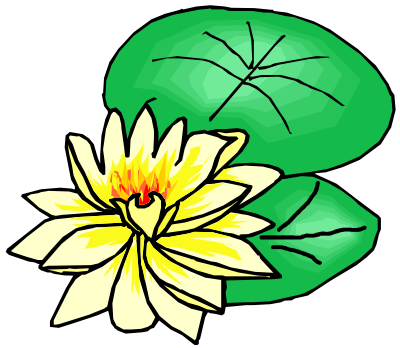
  Which train will be arriving in Platform one?

  a) ***b)*** ***c)*** ***d)***

- **Interpersonal**

  The speaker said, "The train will be arriving at platform one." What does it mean?

a) ***She gave information***
b) ***She wanted help***
c) ***She asked a question***
d) ***She gave instruction***



Dialogue

A: Mum, I’m leaving!

B: It’s cloudy, darling. Don’t forget the umbrella.

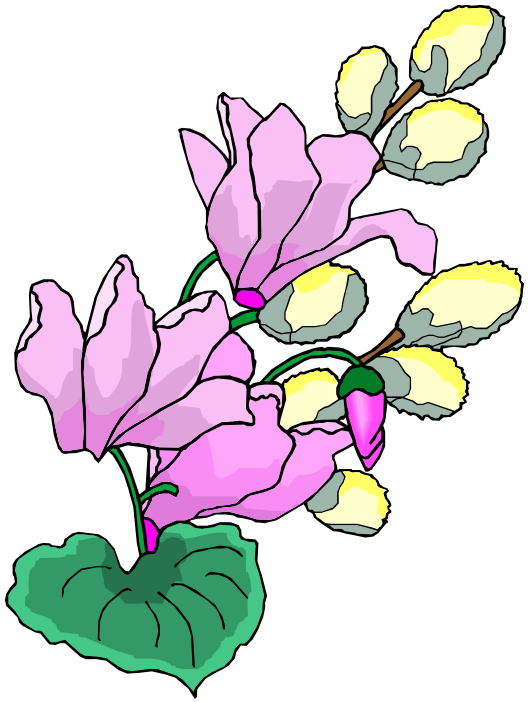
A: I have it. Bye, mum.

B: Bye.

Context

*** Who were talking?**

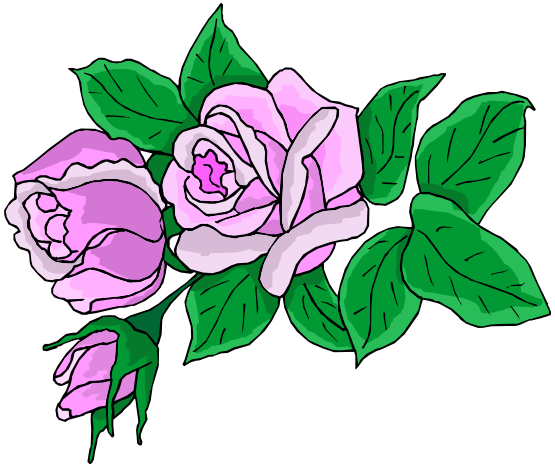
a. **Mother and son**
b. **Teacher and student**
c. **Student and student**
d. **Mother and teacher**



Context

- **Where did the conversation happen?**

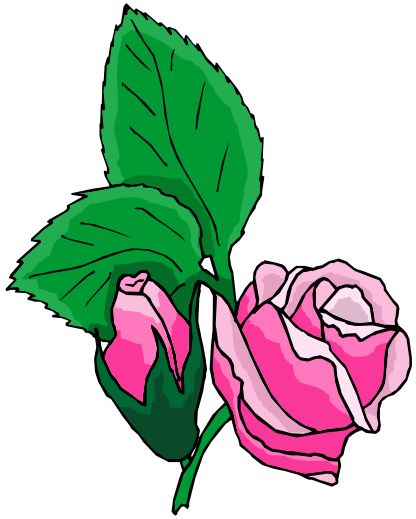
a. **At home**
b. **In a shop**
c. **At school**
d. **At a restaurant**



Ideational Meaning

* What is A going to do?

a. Go shopping
b. Go to school
c. Go swimming
d. Go out



Interpersonal Meaning

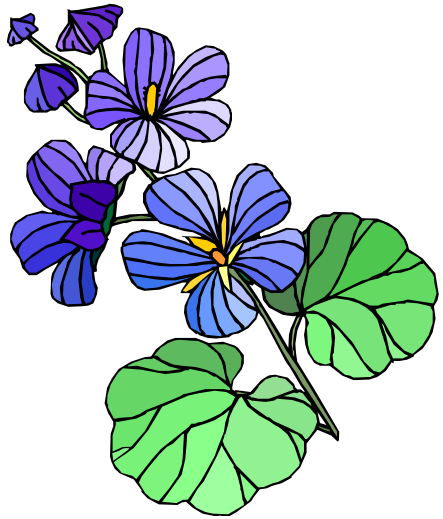
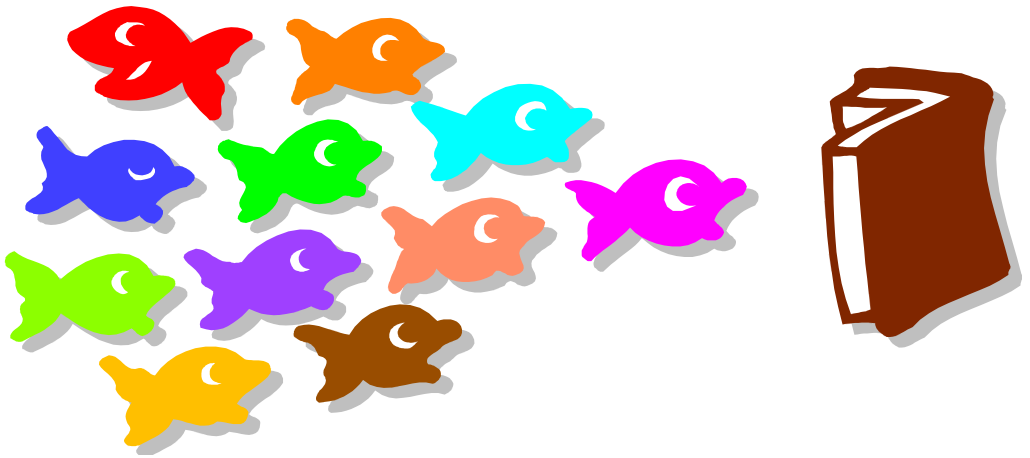
- **B said “It’s cloudy, darling. Don’t forget your umbrella.” What does it mean?**

a. B was protesting

b. B was reminding

c. B was complaining

d. B was greeting



Thank you!