COMPETENCE, PROCESS, AND ASSESSMENT STANDARDS:
Towards autonomy in ELT

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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
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 mengungkapkan makna secara tertulis dalam berbagai teks fungsional pendek dan teks berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report* secara akurat, lancar dan berterima.
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)
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.
SPOKEN AND WRITTEN LANGUAGE CONTINUUM

- Most Spoken
  - Language accompanying action
- Spoken Language

- Most Written
  - Language as reflection
- Written Language
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
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 research, 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
Perencanaan Proses Pembelajaran meliputi silabus dan rencana pelaksanaan 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.
<table>
<thead>
<tr>
<th>Role models for teachers and learners</th>
<th>Structural emphasis</th>
<th>Communicative emphasis</th>
<th>Literacy emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>'philologists’ or ‘linguists’</td>
<td>‘native speakers’</td>
<td>‘discourse analysts’ and intercultural explorers’</td>
<td></td>
</tr>
<tr>
<td>Primary instructional role of teacher</td>
<td>Organizing overt instruction and transformed practice</td>
<td>Organizing situated practice, overt instruction, and transformed practice</td>
<td>Organizing critical framing as well as situated practice, overt instruction, and transformed practice</td>
</tr>
<tr>
<td>Primary mode of teacher response</td>
<td>Correcting (enforcing a prescriptive norm)</td>
<td>Responding (to communicative intent)</td>
<td>Responding (to language as used), focusing attention for reflection and revision</td>
</tr>
<tr>
<td>Predominant learner roles</td>
<td>Difference to authority: focus on absorption and analysis of material presented</td>
<td>Active participation (focus on using language in face-to-face interaction)</td>
<td>Active engagement: focus on using language, reflecting on language use, and revising</td>
</tr>
</tbody>
</table>
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)
Can we use other ways of organising lesson plan?

We can as long as:

- We are sure that they are compatible with 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!
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
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.
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?
A: Do you like the food?
B: Yes. This is delicious.
A: I love it too.
Q: How is the food?
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 is a kind man.

Q: Which picture describes Mr. Hendrawan?
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!