

EDISI PERTAMA

ELT

Generic Teaching Skills

TEFL-1

Tagor Pangaribuan



Fakultas Keguruan dan Ilmu Pendidikan
Universitas HKBP Nommensen

Foreword

The English Language teaching (ELT) journey has started and will be ongoing. Indonesia is one of the biggest country in the global platform. At the advent of this 3rd millenium, it is situated across the state affairs across world nations, very strategic position across two continents and two oceans. How an Indonesian will view such? Teachers are to help Indonesian to grasp the essence as an Indonesian, and what it means to be. This is the Indonesian right from the message of the founding father.

Teaching is generic. It is a roadmap to nation formation that frctions to design a zeal for strong Indonesia, every body is to possess generic and transformative learning competencies as Indonesian, to be a true Indonesian in his/her Indonesianhood. Teaching is learning. We are learning to know how learners are blooming well. Its main goal is to help every Indnesian understand what it is to be an Indonesian and what values he has to keep as an Indonesian. This is the reason why English is the chosen foreign language in Indonesia since its independence. Teaching English today is a new era. It is like settling a new civilization of Non Native Speaker (NNs) in a global civilization. A lot of its residents are new comers but the nature of good governance is the matter. Teachers are new travellers with their fields and learners are new residents. Every traveller and residents striv hard but how the civility is like does matter.

In the beginning teaching is in the ELT teachers. But when the global world open accesses to almost every world citizen, and the the information waves across states, the classroom teaching begin to go out of fiction and myth, to see world travellers pilgrimate. Many are moving fast from one state to others and face new align cultures. New jobs challenge for the new era, and the millenial information makes people move and go faster.

Meanwhile, acts of teaching still folow their old ways. Would there be a new roadmap? Generic teaching strive to settle up how to meet those resident needs, how to be congruent in a context-sensitive manner and style in the new ventures. They strive to rich congruence, fit and context-senitive to the necessity.

Classroom today are waving. They attempt to meet those transformation.

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Cetakan pertama November 2017

Hak cipta dilindungi Undang-undang

Dilarang memperbanyak buku ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit



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Menyatakan bersedia ikut mengambil bagian dalam ISBN dan KDT (Katalog Dalam Terbitan). Demikian agar badan yang bertanggung jawab mengenai masalah ini menjadi maklum.

Surat Pernyataan ini kami sampaikan kepada Tim ISBN/KDT PERPUSTAKAAN NASIONAL REPUBLIK INDONESIA, Jl. Salemba Raya 28, Kotak Pos 3624, Jakarta 1002, sebagai tindak lanjut pertemuan ilmiah ISBN.

Medan, 22 September 2017

Dekan,



Prof. Dr. Binur Panjaitan M.Pd.

NIP : 196606181991032001

Generic Teaching Skills

Teaching is an art. It is an art of helping learners learn and learn better in classroom to attain competencies. In the following you are doing teaching. Here you are doing teaching. Overall, It is an art of doing and learning. Observe the ongoing teaching performances. Your instructor will demonstrate the teaching the step-by-step. Observe and participate.

1.1 Teaching in Action--From Word to World

Practice-1

Step-1: Demonstrate (meaning)

Browse

See

Read

Write

Review

Step-2: Demonstrate pronunciation (meaning-based)

Browse

See

Read

Write

Review

Step-3: Demonstrate again more (meaning-based)

Browse

See

Read

Write

¹Cyndy Adams, Guruh Sukarno Putra, **Bung Karno Penyambung Lidah Rakyat**, 2014 Pp190, 239-241
Yayasan Bung Karno,

Review

Step-4 : Demonstrate more (meaning-based) at sentence level

I browse
See
Read
Write
Review

Step-5. Demonstrate more (meaning-based) in a more realistic sentence.

I browse my life
See
Read
Write
Review

Step-6. Demonstrate more (meaning-based) in a pair-dialog.

I browse my life. Do you browse your life?

See
Read
Write
Review

Step-7 Demonstrate more (meaning-based) varieties Practice in Dialog.

A: I Browse my life. Do you browse your life?
B: Yes I do. I browse my life.
See
Read
Write
Review

Step-7: Demonstrate more (meaning-based)

☒ **I Browse my life. Do you browse your life?**
Yes I do. I browse my life.
why do you browse your life
Well, I browse my life bcause it is th first step to a
successful life.
See
Read
Write
Review

Step-8: dialog.

Demonstrate Paragraph (meaning-based and experience-based)

A: I browse my life. Do you browse your life?

B Yes I do. I browse my life.

Step-9: Discourse

A: I browse my life. Do you browse your life?

B Yes I do. I browse my life.

A: why do you browse your life ?

B: Well, I browse my life bcause it is the first step to a successful life.

See

Read

Write

Review

Write down a good paragraph based on those steps.

Step-10 From word to world

Well, I browse my life bcause it is the first step to a successful life.

Practice-2 Practice Teaching Analogy

Step-1 Use the basic competence in the practice-1 and proceed to practice conversation, as follows.

A: I browse my life. Do you browse your life?

B : Yes I do. I browse my life now.

A: Why do you browse your life now?

B: Well, I browse it beause it is importa and I want to be sucessful.

Now practice with:

See

Read

Write

Review

Step-2 Based on the competence they have been practicing, practice writing a discourse based on their analogy experience.

Discourse example.

I think everyday. I browse my life. I see it. I read it. I Write it. I Review it. Why? I do I browse my life? Well, it is important and I want to be successful.

Reflection: From word to world: Discourse

Analogy Practice: Free Innovation

I browse my life. I think, study, Read, Reflect, write, and review my life. So. I browse my life every day when I have time. Why? Why do I browse my life every day when I have time? Well. I want to be successful. Besides, I want to be careful. Therefore, I browse my life every day when I have time.

Why? I have a vision, a hope. This: For the mountain shall depart, and the hills be removed; But my kindness shall not depart from thee, nor shall the covenant of my love be removed,

Teaching Reflection

So far, let us see what the teacher is doing in teaching. When elaborated, it consists of some steps.

Step-1: showing meaning.

Step-2: introducing word (reference)

Step-3: word referent

Step-4: context--sentence

Step-5: context sentence

Step-6: simple, yes-no questions

Step-7: More analogy practices

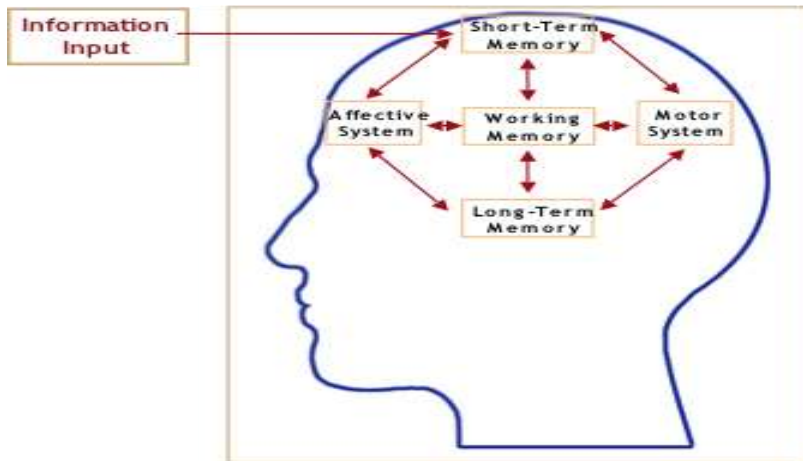
Step-8: simple contextual dialog.

Step-9: discourse: from word to world

Step-10 etc

Teaching is always a novel art. For a student teacher it is a set of novel enterprises, meeting goals, new learners, different settings and the like. Today is your first novice experience encountering learning-teaching and teaching-learning processes. Configure step-by-step your experiential learnings, stage-by-stage to anticipate and discern what learning is, what learning teaching is, what teaching learning is and how they rap altogether to make effective learning. Teaching is a process. The simple process is plan, act, observe and reflect. In the following we are doing these as a process. We recycle the process to get to the teaching core.





Generic Teaching Skills are those competencies you need in order to be able to help learners construct his/her English communicative competence and in particular to help him strive to form communicative beach head on his/her own terms.

1.2 Teaching Speaking

You are learning to teach conversation. The teaching with your peers, discuss the practice then reflect. You are learning how to teach simple conversation based on the previous.

Model-3

Stand
Qalk
Watch
Read
write

She is standing She is walking
What is she doing?
She is
What are you doing?
I ametc

1.3 Teaching Reading Literacy

How do you teach reading? The following are two simple texts. Practice3 doing teaching.

Practice-1

Text-1

I think everyday. I browse my life. I see it. I read it. I Write it. I Review it. Why? I do I browse my life? Well, it is important and I want to be successful.

Text-2

I browse my life. I think, study, Read, Reflect, write, and review my life. So. I browse my life every day when I have time. Why? Why do I browse my life every day when I have time? Well. I want to be successful. Besides, I want to be careful. Therefore, I browse my life every day when I have time.

Why? I have a vision, a hope. I remember this: "For the mountain shall depart, and the hills be removed; But My Kindness shall not depart from thee, nor shall the Covenant of My Love be removed."

Reflection

Reading is for literacy. What does literacy mean for you? What are for your peers, and students, discussw them.

Language as Character—K2013 Communicating is doing a character How to get things done

Practice-2
Read the pictures and Write a simple Reading Text

DOing DA

DA

- What people are doing when they are speaking/communicating?
- What people are meaning when they are doing speaking/communicating?
- What people are doing when they are doing what they are doing in speaking/communicating?



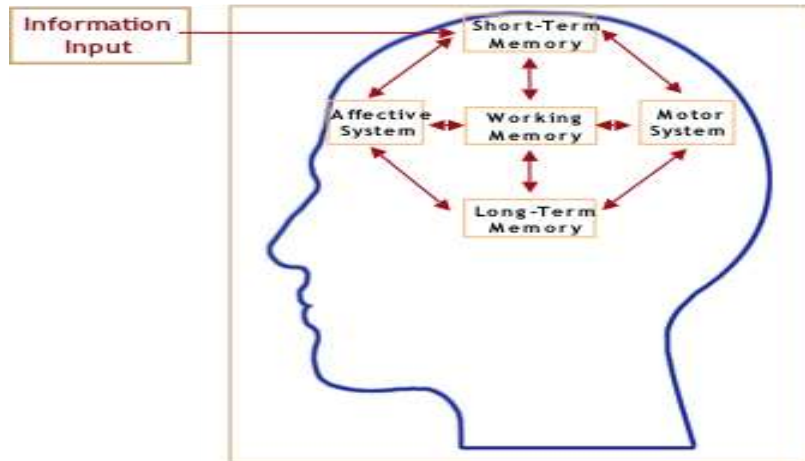
I see those woman. They looked over the sky.



Overall, you observe a teaching, a model of teacher's strive to form communicative beach head.

Reflection

Since the era of Plato man is a human being capable of learning. This is because human being is born with *innate capacity*.



With innate capacity, man is born with capacity to acquire language. This makes human being id capable of discerning realities. Now you discuss with peers how do you understand your innate capcity. In particular, discuss when do you speak English, how simple it is, the first time.



Language is the means for human to know. It becomes a style of mind set. Human applies what his thinking to what he experiences. This is linguistic relativity, language shapes mind. Discuss the custom you commonly practice when addressing someone.

Practice workshop

1. The teacher demonstrate role-playing and simulation of the dialog.
 2. Simulation is countinued by students doing in pair.
 3. Students demonstrate the role in front of the class
- The teacher helps improve the students to do better in their roles with proxemic, kinesics, expressions, smiles, and politeness principles. Etc,

1.4 Global Literacy Competency

Language records our experiences and learning in our mind. This builds an equilibrium of repertoire in ourselves, our communicative power. The experience is limited while realities are supercomplex. Our limits of experience shape our thinking.

Education expands and help explores our exploration over realities and the world. With English as the International language, it is the window to grasp international state of affairs, and lead us to be a wise citizen how to make use of our understanding. Over abundant information everysecond in this 3rd m, millenium, sometimes we are challenbged to know what to read as essential and meaningful information. To help us for efficient, effective and systematic thinking with our capacity, John Dewey offers a set of generic strategies to solve problem and to make a systemic knowledge.

problem-solving competency (John Dewey)

step-1: The individual confronts a problematic situation that causes confusion or puzzlement she must resolve.

step-2: The individual exactly define with the problem is

step-3: Clarification of the problem consists of a careful examination or analysis of the factors contributing to the problem.

step-4: Develop hypothesis if..then statements that offer possible solution to the difficulty, and solution alternative.

step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.

John Dewey Literacy with its Library System for systemic generic knwoeldge

- **What do we know? 0--99**
- **Who creates me? 100-199**
- **Who am I? 200-299**
- **WHERE DO I COME FROM? 300-399**
- **How can I be understood by the monkey next cave? 400-499**
- **What can I do to make a better living for a life? 500-599**
- **How do I do it for life and the living? 600-699**
- **What to do in leasiure time? 700-799**
- **Where are we now?What endowment have I learned and I have to learn 800-899**
- **What inheritence do I have to endow for the next generation as the fruit of my missions? 900-999**

1.5 Practice My World I am Going to Town

1. Practice Learning Narrating Competence
Write a narrative for each picture below.

Picture-1 My Campus



Picture-2 Where My Campus is



Picture-3 Yesterday

I walk

Yesterday, I walked. I walked on Jalan Sutomo. I saw around. I saw Ramayana.
I went to Ramayana. I brought fruits. I bought one kilo. This is ONE. Let's enjoy.



My site

Practice with song

English for tourist Guide

Nang tarbolus au ito ... Rura hangoluan on ...
Ia so rap ho dohot da hasian.....

Oh my dear baby, I know I love you so much
I could no live the world if I d to be alone ...
It s so a lonely world .. A world of dream and
death I d survive only iff we r together
I know your love for me ... I see you love me
so ... So come and be with my side

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11/21/2016

Picture 7

The Legend of Lake Toba

The lonely man
The big water
The talking fish
The romise
The hungry boy
The flood

Last week

The Legend, Lake Toba

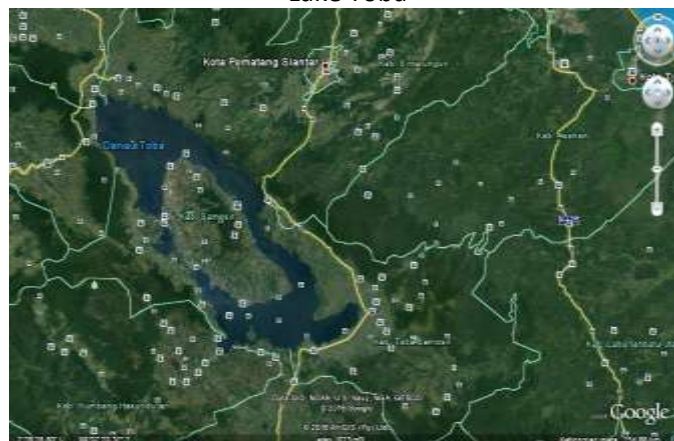
Last week I went to Prapat. I went by
Bus, Intra. I left at 8.00. I arrived at 10.00

In Prapat, I enjoyed the time. I went by
boat. There I went, down the moountain the
other horizon. I saw the stalactite and
stalacmite.

The guide said, it was the princess
Sidabutar and her dog.

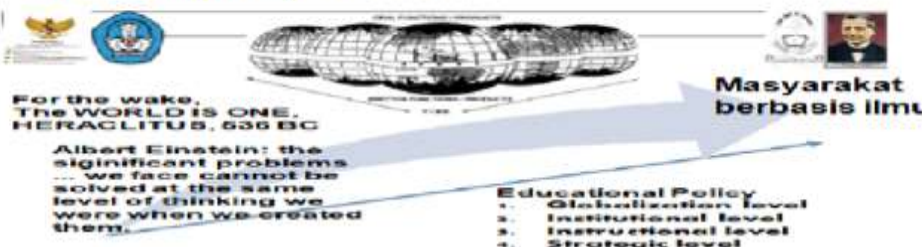
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11/21/2016

Lake Toba



Picture-8 The World is One

Discerning the problems



For the wake,
THE WORLD IS ONE.
HERACLITUS, 535 BC

Albert Einstein: the significant problems ... we face cannot be solved at the same level of thinking we were when we created them.

Masyarakat berbasis ilmu

Educational Policy

1. Globalization level
2. Institutional level
3. Instructional level
4. Strategic level

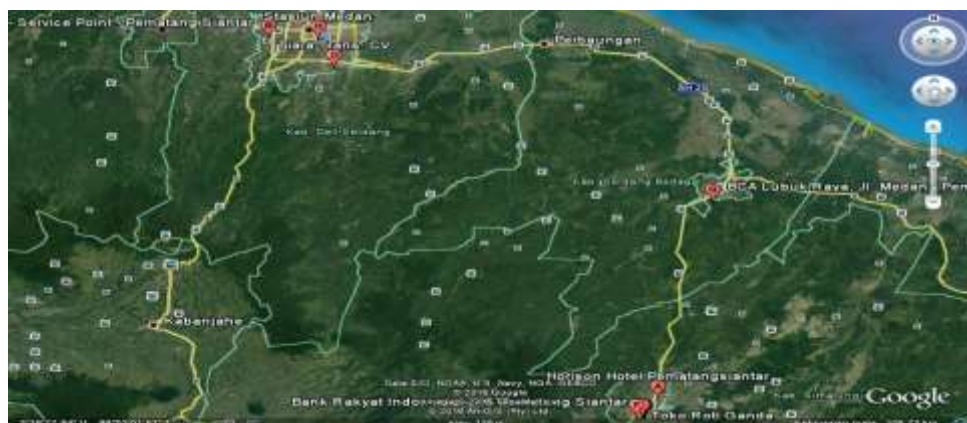
Filsafat Cina: Ikan tidak pernah mengetahui air di mana dia hidup

27 Mei 2009 MUSS_MCPM@BANK TGT Revisi 9 40

Reflective Discussion: from word to world: Discourse

Where do you live?

Use google map, and do your peer teaching using google map tyo articulate context-sensitive culture attach to your mterials.

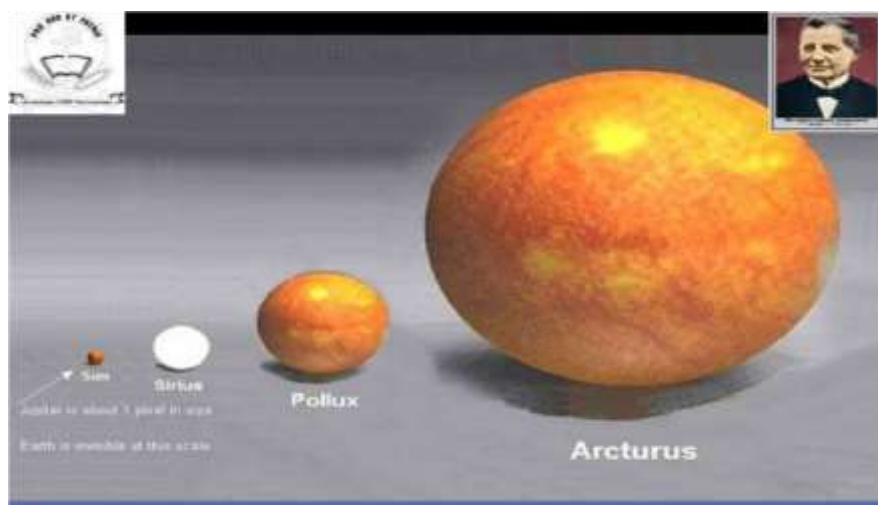
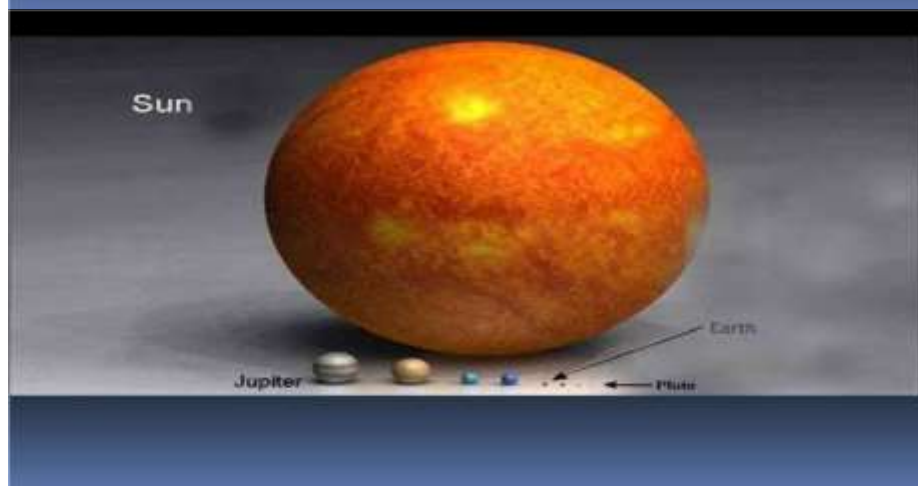
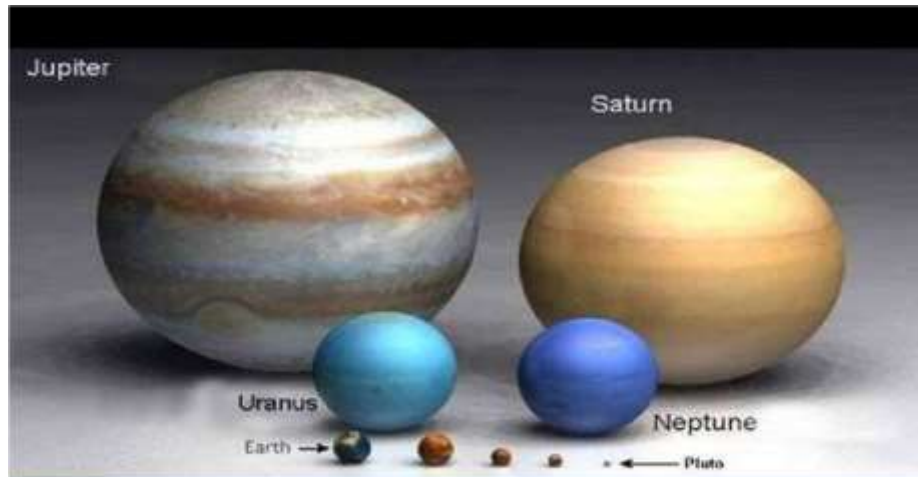




Reading the World



P



The Non-Block Communicative Competence Bung Karno's Style

The Founding Father Bung Karno is multilingual. He speaks seven languages. When he speaks at Beograd September 1st 1961 as the NonBlock Leader he offers the following 7-grand-steps to transform the w3orld into peace. Discuss and practice the grand-steps.

Bung Karno's Paradigm

Transforming with NonBlock CONGRUENT
Problem Solving Paradigm (1 Nov 1961)

- 1. first settle both conflicting sides to sit in tranquility.*
- 2. settle to really sit down to make true tranquil/ peaceful solution for both.*
- 3. settle that both conflict of interests have a problem.*
- 4. that both has a difference*
- 5. that both sides commit to clear & eliminate all prejudices in both sides*
- 6. clear all those intrests that cause the conflicts*
- 7. settle true peace.*

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12/15/2016

1.6 Workshops

Core-1: strive to form linguistic beach head.

What is it to *strive to form communicative beach head*? Everything has a beginning, a starting point. Generic competence is either in learning or in teaching *knowing what you are doing, how and why you are doing what you are doing*. Analogically, the Batak says *sala mandasor sega tibalán* meaning that “*build the base first where every thing -- the competence -- lay.*” The first English Language Teaching (ELT) problem for a student-teacher is to concieve how successful learners gained command at English, and so what successful professionals do for such? They accomplish the layer of the competence by implanting in the learners *the core English foundation proper* before they proceed anything next and else. This instructional acts are to strive to form communicative beach head. This is the rational backgrounded in child language competence acquisition. By nature, a child tacit knowledge in communication starts with meaningful pegs from single-word language, to a two-word construct, three-word construct, etcd as the basic

language attorns to form its contextual speech acts and discourse. In the teaching, this competence formation is demonstrated.²

Practice workshop Assignment:

1. Pratice the step-by-step teaching procedure with peers, and reflect again.
2. Browse the materials, choose analogous materials and then develop the communicative beach head for the materials.
3. Define teaching generic competence from word to world: step-1 to step-9.
4. Outline yor lesson plan.
5. Demonstrate the generic competence with your peers.
6. Do the teaching with your peers.
7. Reflect your experiential activities.

1.7 Discussion on Helping Learning

How do we proceed the teaching?

2. What are our steps?
3. How do we teach: How we mean?, How do we mean when we are communicating?, How do we communicate?



Workshops

1. Generic Competence: Generic Teaching Skills

Discuss with your peers how does those step-1 to step-10 work?

Discuss the notion from word to world.

2. First Review: Generic Teaching: step-by-step procedure to build linguistic beach head in each learners.

Step-1: showing meaning.

Step-2: introducing word (reference)

Step-3: word referent

Step-4: context--sentence

Step-5: context sentence

² Cf Chomsky's hypothesis of innate capacity; Krashen's creative-construction hypothesis.

Step-6: simple, yes-no questions
Step-7: More analogy practices
Step-8: simple contextual dialog.
Step-9: discourse: from word to world
Step-10 etc

1.8 Generic Teaching Skills

Generic teaching skills are the competencies a teacher possesses to Do English Language Teaching (ELT) professionally. It is an art of helping learners learn and learn better in classroom to attain competencies. Teaching is learning. We are learning to know how learners are blooming well as Indonesian in the global world today. Its main goal is to help every Indonesian understand what it is to be an Indonesian and what values he has to keep as an Indonesian³. He is to understand the global struggles to develop and keep in mind Indonesian sustainability. This is the reason why English is the chosen foreign language in Indonesia since its independence, August 17th 1945.

³ Cyndy Adams, Guruh Sukarno Putra, **Bung Karno Penyambung Lidah Rakyat**, 2014 Pp190, 239-241
Yayasan Bung Karno,

Chapter 2

Lesson Planning

How does education link to Language Teaching. Literacy competence is developed by educating. With literacy competence, citizens scheme their global roadmaps. Teaching congruence accommodate educational paradigm as two sides of a coin, to settle up the learner' identity in one's side and the integrity in the other.

*..... that the philosophy and principles of second language **are rooted firmly in the field of general education**. As language teachers, we are a branch on a much larger tree, and our professional lives will be immeasurably enriched if we are knowledgeable about the rest of the tree. ⁴.....*

David Nunnan, 1999.

A Lesson plan is a classroom learning design. It functions to help teachers design experiences to keep the learner's attain successfully in roadmaps for competencies.

Write a lesson plan using one of the materials in the previous chapter, and practice peer teaching.

2.1 ELT Lesson Plan

A Lesson plan is a set of experiential learning activities. The following is a lesson plan model of an ELT teacher. In the subsequent part you are invited to share for possible improvement to make you help learners learn better. Similar to the previous, practice teaching with peers and then do the reflection.

LESSON PLAN (Curriculum 2013)

A. Course Identity

1. Unit : SMP Pematangsiantar
2. Grade/Semester : grade 7, semester 1/I
3. Subject : English
4. Topic : Greetings
5. Meeting : 1
6. Time Allocation : 2 x 40 minutes

B. Core Competence:

1. Fully appreciating and accomplishing based on students' religion of each.

⁴ Nunnan, David, Second Language Learning and Teaching, 1999, USA, Heinle & Heinle Publishers.

2. Appreciating and accomplishing behavior of honest, discipline, responsible, thoughtful (tolerant, cooperative), courteous, and confident, in social interaction and natural environment effectively within their community and existence.
3. Understanding knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and visible events
4. Experimenting, processing, and presenting concrete domain (using, elaborating, designing, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and composing) related with learning materials and other relevant learning sources.

C. Basic Competence:

- 1.1 Being grateful to have opportunity to learn English as a lingua franca in international communication realized by desire to learn.
- 2.1 Appreciating behavior of polite and thoughtful in interpersonal communication with teachers and classmates.
- 3.1 **Understanding** the social function, the structure of the text, and linguistic elements in the expression of greetings and its responses, in accordance with the context of its use.
- 4.1 **Developing** simple oral text to express and respond greetings by considering the social function, the structure of the text, and correct linguistic elements and in context.

D. Learning Objectives and Indicators of Competence Achievement:

Learning Objectives	Indicators of Competence Achievement
1. Students will understand expression of greetings and responses by considering the social function, the structure of the text, and correct linguistic elements based on its context.	<ul style="list-style-type: none"> • Students are able to explain the social function of greetings. • Students are able to differentiate formal and informal expression of greetings. • Students are able to determine the correct ‘be (is, am, are)’ in given sentences. • Students are able to correctly pronounce some expressions used in greetings.
2. Students will develop simple oral text about greetings in interpersonal communication with classmates.	<ul style="list-style-type: none"> • Students are able to perform a simple dialog in pairs about greetings in a given context.

E. Learning Materials:

- 1) The social function of greeting is to keep interpersonal relationship with teachers and classmates
- 2) Expression of greetings and responses:

Student: Good morning, Sir.
 Teacher: Good morning, Rika

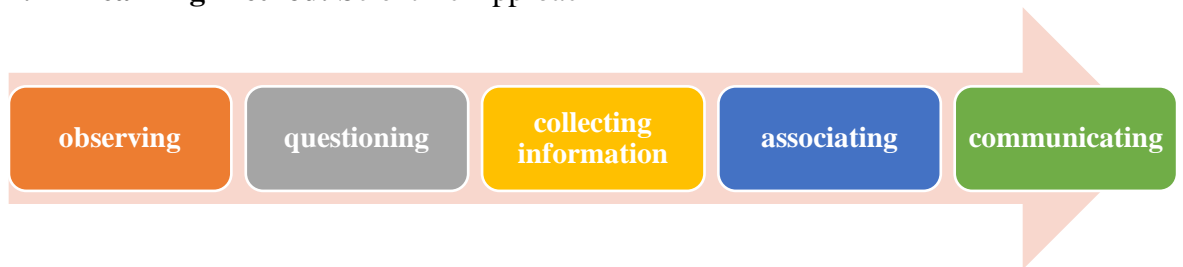
Alfred: Hi Rio.
 Rio: Hello Alfred

- 3) Asking conditions and responses:
 Teacher: How are you Rika?
 Student: I'm fine, sir. Thank you. How about you, Sir?
 Teacher: I'm fine too. Thanks

Alfred: How are you doing Rio?
 Rio: I don't feel too well, Alfred.
 Alfred: Oh, I'm sorry to hear that. You need to see a doctor.

- 4) Linguistic Elements:
 Be: is, am, are
 I am fine
 He is great
 We are not feeling good

F. Learning Method: Scientific Approach



G. Learning Procedures:

Activities	Description	Time
Introductory	<ul style="list-style-type: none"> - Teacher introduces materials by showing some pictures to attract their attention. - Teacher explains the importance of greetings in communication. - Teacher explains learning procedures 	10 m
Core	<p>OBSERVING:</p> <ul style="list-style-type: none"> - Students read materials about greeting expression. - Students listen to teacher's pronunciation in expressing greeting. <p>QUESTIONING</p> <ul style="list-style-type: none"> - Students in group (2 or 3 students) discuss social function, text structure, and linguistic elements of greetings <p>COLLECTING DATA</p> <ul style="list-style-type: none"> - Students work in group to find information about greeting related to its social function, text structure, and linguistic elements based on context from handbook or other sources (i.e. internet) <p>ASSOCIATING</p>	60 m

	- Students compare expression of greetings in English, Indonesian, and students' mother tongue related to social function, text structure, and linguistic element. COMMUNICATING - Students, in a role play, perform a dialog about formal greeting and informal greeting.	
Closing	- Teacher concludes learning material - Teacher encourages students to greet their family and friends as an act to show their care in interactional communication.	10 m

H. Learning Media: Pictures

I. Learning Sources: Bahasa Inggris "When English Rings a Bell" Kelas VII

J. Assessment:

This meeting focuses on:

- developing behavior of polite and thoughtful
- developing speaking ability

OBSERVATION SHEET

No	Students	Politeness (A)					Thoughtfulness (B)					Score
		1	2	3	4	5	1	2	3	4	5	(A+B) x 10
1											
2											
3											
4											
5											

NB: 5 = always, 4 = often, 3 = sometime, 2 = occasionally, 1 = never

Oral Test

1. Why do we need to greet someone?
2. How do you greet someone older than you?
3. How do you greet your friends?
4. What differences do you feel when greeting teacher/parents and friends?

Written Test

Put the correct auxiliary verb (is, am, are) in the following sentences:

1. I feeling well this morning.
2. Dina not fine today.
3. Some of the students ... absent today.

Speaking Test:

Perform a short dialog which includes expressing greetings on these contexts:

- you (and your friend) meet your English teacher in a market in a Sunday morning.
- you (and your friend) meet your old friend in a show.

Answer Key: The students' expression may vary in this oral test. It depends on their creativity in performing the task. Dialogues given below are examples of common expression.

Context 1

Student: Good morning, Sir. How are you today?

Teacher: Oh.. good morning. I'm fine. Thanks. How about you?

Student: Fine too, Sir. Thank you.

Context 2

A: Hello, buddy!

B: Hello...Long time no see. What's up, friend?

A: Fine. How are you doing?

B: I'm okay.

Scoring Rubric:

No	Students	Pronunciation (A)					Intonation (B)					Fluency (C)					Accuracy (D)					Score (A+B+C+D)/20 x 100
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1																					
2																					
3																					
4																					
5																					

NB: 5 = Very Good, 4 = Good, 3 = Sufficient, 2 = Poor, 1 = Very Poor

Pematangsiantar, October

2016

Director of SMP

Pematangsiantar

Name

English Teacher

Name

Chapter 3 ELT

..... that the philosophy and principles of second language **are rooted firmly in the field of general education**. As language teachers, we are a branch on a much larger tree, and our professional lives will be immeasurably enriched if we are knowledgeable about the rest of the tree. ⁵.....

A teacher is to define the teaching congruence. English Curriculum 2013 states that the English instruction end is **how to get things done**. Instruction is to help learners learn better, and in this, how to get things done. For an experience teacher such a lesson plan is substantive to his experiential roadmaps, and he possibly know the arts well. In one way teaching is always innovative and creative with the classroom climates and challenges. Good teachers are assisted by their lesson plans to capture reality. The lesson plans tend to Ttin general performance to use English not directed to future speech act congruence in world platforms. Well, in the theory of instructions and model, comprehensive learning are the target through instructional analysis.

The Improvement: Mastering Linguistic Beach Head

Language as Character—K2013
**Communicating is
doing a character
How to get
things done**

After your practice teaching with peers, let us do the reflection. In those experiences of peer-teaching-1-5, you have the steps with the discourse theme from word to world. This is to build the learner's linguistic beach head.

- Step-1: showing meaning.
- Step-2: introducing word (reference)
- Step-3: word referent
- Step-4: context--sentence
- Step-5: context sentence
- Step-6: simple, yes-no questions
- Step-7: More analogy practices
- Step-8: simple contextual dialog.
- Step-9: discourse: from word to world
- Step-10 etc

When a learner has mastered the linguistic beach head, he is in a position ready to proceed next learnings and acquisition.

⁵ Nunnan, David, Second Language Learning and Teaching, 1999, USA, Heinle & Heinle Publishers.

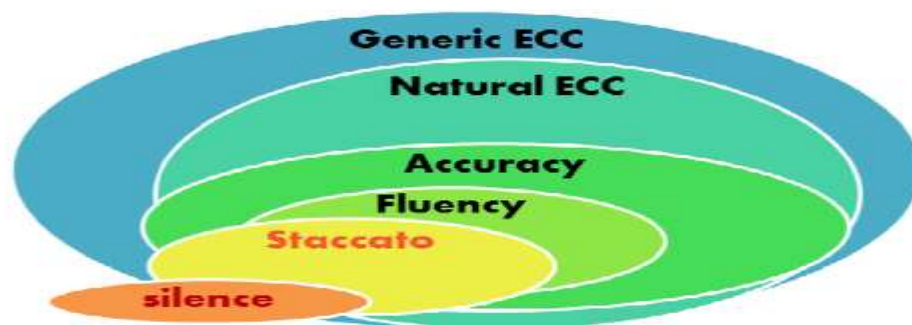
3.1 Generic Teaching Skills

Here you are presented a snapshot of generic teaching skills. Generic Teaching Skills are doing pedagogy in helping learners learn and acquire competencies. They are those competencies a teacher needs in order to be able to help learners construct his/her English communicative competence and in particular to help him strive to form communicative beach head on his/her own terms, the goal attainment.

In meaningful learning⁶, short term memory is pruned and subsumed to meaningful cognition. When the cognition grows to a more systemized pruning, it leads to a model of cognitive system. When a set of behaviors, competence, skills and attitudes are pruned altogether, it aggregates as competence. Among ELT elites, this competence is called communicative beach head.⁷ Learning a foreign language is first building a solid foundation in learners, and only when they have arrived at their communicative beach head, can they develop more in communicative competence.

In experiential process, learners first will see the ECC by imposing CC at his disposal. The idiosyncretic model of the NNs ECC will follow to certain extent linguistic relativity, meaning that the classroom experience the teacher is creating for ECC learning and acquisition and the way the learners build his/her ECC will first depend on the ELT experiences in classroom and in between s/he will impose his native L competence.

Learning proceeds from simple idiosyncretic communicative models step-by-step to a more natural and further generic model. An ideal educated native speaker possesses communicative competence. Learners in NNs learn and grow in time. ELT Teacher is to capture how learners develop in their English acquisition, where are they now, how fast their acquisition proceeds and how long do they reach to approximate the English goals.



Learning English in NNs settings follows the rule of learning on one side and the rule of acquisition on the other. The natural process of acquisition follows linguistic relativity principles that learners in the beginning develop and acquire a model of idiosyncretic model of ECC (English Communicative Competence) to reach their basis, the communicative beach-head. It is a continuous process of creative-construction hypothesis.⁸ It is holistic in nature, built in a step-by-step discourse development. Basically there are three constituents of language faculty growing

⁶ Ausubel, Educational Psychology, 1972; Douglass H Brown, 1983, 1999, 2005, Principles of Language Teaching.

⁷ Cf Lado, Robert Language Teaching: A Scientific Approach, 1971.

⁸ Cf Chomsky Competence, and New Horizon; Krashen, Language-2; Krashen Natural Approach.

altogether, *the accent, the speech act and the discourse* to accommodate the learner's **sentencia**.

Goal—Means—Ends Analysis



The Following are the core in Generic Teaching Skills

1. **Teaching is a Process**
2. **Teaching is Helping Learners Doing Learning**
3. **Learning is to Do Thing Right**
 - a. **Experiential Acquisition steps**
 - b. **Acquiring Competence**
 - c. **fit and proper to do things**
4. **Teaching is GME roadmap**
5. **Accomodating prior knowledge plus new kn formation of competence**
6. **Learning is attaining tacit knoledge C**
7. **Learning Language is**
 - a. **Mastering accent style**
 - b. **Mastering speech Acts**
 - c. **Mastering discourse**
8. **Learning C is mastering attitude, skills, knwoelge altogether**
9. **T is formation of learner to DO the Rihght Things and to Do Things Right**
 - a. **Experiential Acquisition steps**
 - b. **Acquiring Competence**
 - c. **fit and proper to do things**
- 10 **T is doing learning**
 - a. **GME roadmap**
 - b **helping learners: . i. Experiential AcquisitionAcquiring Competence**
 - fit and proper to do thin**
 - ii. Doing professionals**
- 11 **T is Problem solving**
12. **Teaching is generic**

3.2. Indonesia Quality Framework Teaching English in Indonesia is rooted in sacrosanct message.

Bung Karno ((Kita harus mencari kemenangan sebesar-besarnya dari musuh kita belanda jepang dari keadaan terjajah kita sekarang ... *Gross zein heeissat massen beweegen konen*tokoh-tokoh terkemuka dari seluruh kepulauan .. yang berseandainya andai kata....orang-orang terpelajar yang berpikiran sempit

Internationalisme itu *bukanlah Indonesia Uber Alles* Indonesia hanya satu bagian kecil dari dunia....*nasionalisme tidak dapat hidup subur kalau tidak hidup dalam taman sarinya internationalisme*

3
1/25/2017

Its main goal is to help every Indonesian understand what it is to be an Indonesian and what values he has to keep as an Indonesian. This is the reason why English is the chosen foreign language in Indonesia since its independence. More, the message is developed as follows.

Bung Karno's Paradigm

Transforming with NonBlock CONGRUENT
Problem Solving Paradigm (1 Nov 1961)

1. *first settle both conflicting sides to sit in tranquility.*
2. *settle to really sit down to make true tranquil/ peaceful solution for both.*
3. *settle that both conflict of interests have a problem.*
4. *that both has a difference*
5. *that both sides commit to clear & eliminate all prejudices in both sides*
6. *clear all those intrests that cause the conflicts*
7. *settle true peace.*

29
12/15/2016

For ELT teachers, they are as follows. Goals of language learning are following Indonesian Generic Competence (**Indonesian Quality Framework—KKNI**) from high-school graduates (Q2) up to university level-strata-1 (Q6).

IQF Undergraduate Q1-Q6



- Mampu mengembangkan ELT riset dengan pendekatan inter atau multi disiplin hingga menghasilkan karya yang teruji dan berpotensi untuk diaplikasikan dalam memecahkan masalah IPTEKS.
- Mampu mengusulkan solusi masalah ELT kontekstual pada lingkungan yang kompleks dan dinamis dalam wujud rancangan bisnis yang inovatif, efektif, dan berdaya saing, berdasarkan kajian keilmuan dan atau praktek profesionalnya.
- Mampu memimpin organisasi ELT , dan menyusun, mengimplementasikan serta mengevaluasi strategi ELT secara transparan dan akuntabel dengan menerapkan prinsip-prinsip keilmuan ELT di lapangan.
- Mampu berkontribusi dalam perencanaan peta jalan riset dalam bidang ELT dan/ atau mengelola riset di dalam bidang ELT pada fungsi-fungsi atau sektor aneka imleentasi (bisnis).
- Mampu mendiseminasikan kajian ELT yang akurat dalam bentuk publikasi saientific pada jurnal ilmiah yang terakreditasi.
- Menguasai metode riset dan metode pemecahan masalah serta pengambilan keputusan ELT dengan memanfaatkan teori dan konsep kepemimpinan ELT (kebijakan dan strategi ELT, organisasi, implementasi, operasi dan aplikasi bisnis).

In general teaching materials are selected in general. The sample materials from the textbook are the following samples.

Generic Language

Linguistic entities

Generic Language Construct

Generic Constituents

a. sententia

Semiotic constituent

Grammatical properties

1. Phonological entities
2. Structural entities
3. Semantic entities

b. Generic Properties

c. Holistic Language ACT



11
12/19/2016

5) Expression of greetings and responses:

Student: Good morning, Sir.

Teacher: Good morning, Rika

Alfred: Hi Rio.

Rio: Hello Alfred

6) Asking conditions and responses:

Teacher: How are you Rika?

Student: I'm fine, sir. Thank you. How about you, Sir?

Teacher: I'm fine too. Thanks

Alfred: How are you doing Rio?
 Rio: I don't feel too well, Alfred.
 Alfred: Oh, I'm sorry to hear that. You need to see a doctor.

7) Linguistic Elements:
 Be: is, am, are
 I am fine

Most of the sample materials are preferred to common linguistic features, phonology and syntax. They are so general, and not strongly fitting and matching **the goal "to get things done"**. Teachers need plot to realities in a context-sensitive themes of realities that learners know for what solutions the lessons are, and they are fit at least in *"the accent, the speech act and the discourse"* to accommodate the learner's **sentencia.** Congruence to reality become instructional relevance principle.



With this paradigm model, the teacher matches and fits the language to realities, attached to real life situation.

Then teachers develop the **step-by step procedures**, first from pedagogic roadmap, then to the learning process core for acquisitions. The following is a communicative approach model accomodating the 2015 5-steps learning design.



The following are sample of congruent reality, AIRPORT Contexts in student-teacher selection, at Kualanamu International, needd by passangers.

1. Washing hand (toilet)
2. Eating some food (Foodstore)
3. Baggage claims
4. Taxi service
5. Booking room (Taking rest)
6. Information (Tourist guide)
7. Shopping
8. Hanging around
9. Café and resto
10. Taking bath (swimming)
12. Enjoying a cup of coffee
13. Juice, soft drinks
14. Laundry
15. Check-out
16. Saloon

State of Affairs

ELT Methods

Abstrak

ELT Generic Teaching Skills. *Mengajar Belajar Bahasa Inggris adalah suatu proses pemecahan masalah. Masalah apakah yang dipecahkan guru Bahasa Inggris? Dalam proses kompleksitas pembelajaran, masalah generik belajar bahasa Inggris menyangkut kecerdasan apa keluaran belajar, bagaimana dia mengakuisisi kecerdasan itu, dan bagaimana rasional perspektif paradigma generik proses mengajar belajar bahasa Inggris oleh guru. Muatan makna pembelajaran bersumber dari metode pedagogi, pendidikan dan filsafat.*

ELT teachers implement methods. They take it for granted, from Plato's traditional method to audiolungual to Communicative. Communicative Competence for each method vary. The concept is the tacit knowledge, of the target language, in this case English Communicative Competence (ECC). Until now, the ECC is a philosophical construct, and no one has ever designed what the profile is in one, and has not been concluded in the other. In short, Chomsky concludes that no coherent notion of this philosophical construct.

4.1 Plato's School

Traditional ELT Paradigms

Language analysis of Plato's school is oratio and rhetoric. They elaborate logic and human reasons. For this school, language is meaning. It is known as **pedagogic grammar**. With its philosophy *no scholae sed vitae discimus*. Since from the era of Plato, it classified as substance, process, characteristics, and situations are from physical realities, the meaning is in every plane of thought, and generate **sentencia** or meaningful idea. When doing enlightenment, all the places are references, but only one at a time. ELT Schools of paradigms emerges since Plato. Plato's school develops language discourse as the metalanguage of philosophy, and develop the principle *no scholae sed vitae discimus* as Plato's Academy, as follows.


<2> The generic pedagogy developed was classroom model⁹

1. Socratic Paedia: Thinking and learning is the process of bringing ideas to conscience, a process by which the teacher stimulates the learner's awareness of ideas by asking leading questions—the ideal models of lives.
2. The teacher leads the dialogues, as follows:
 - a. Presentation of a simple lecture with an excellent model of speech
 - b. An examination of great orations as speech models
 - c. The study of its rhetoric, grammar and logic.
 - d. The practice of orations by learners as young orators

⁹ Ornstein & Levine, 1989 Foundation of Education.

- e. A public oration by the young learners.
3. Teaching to learn needs to proceed rationally as follows:
 - a. Learning need starts from concrete object to more abstract.
 - b. Learning situates from immediate environment distant, rural and remote entities.
 - c. Learning proceeds from easy and simple realities to be more complex ones.
 - d. The lesson proceeds gradually, cumulatively and slowly.
4. The teaching of rhetoric outline steps proceed as follows:
 - a. Preparation
 - a. Presentation
 - b. Association
 - c. Systematization
 - d. application

From Plato's era, all their students and learners had been commonly doing logos, grammar and rhetoric as the metalanguage tools of all learning enterprise. After Renaissance, those scholars synthesized all the disciplines, and developed the grammar of science and then every discipline developed and constituted its basic constituents as syntax, semantics and pragmatics of science. Their learning was endowed in literature as civilization culture and heritage.

Plato	LOGOS
	<p><i>logic--Organon: Three acts of intelekt</i> <i>Act-1: to think categorically</i> <i>Act-2: to think in sententia/proposition</i> <i>Act-3: to reason rationally from proposition and derive conclusion</i></p>

<3> Rhetoric Model

- Logic
- Oratio
- Rhetoric
- Outline
- Presentation
- Performance
- Evaluation

Rhetorical model is practiced by a few teachers in sporadic area, USA, Europe, etc. They develop literacy capacity in the learners, in public speaking, reading and writing. This is due to the fact that most methods rarely outline advance models of learning they assume. Teachers of this models still view target of foreign language education is literacy where the learners conceives fine works and heritage of the foreign language to be benefit for mankind.

This model follows the principles of a text with theme, and a chapter constitutes a theme. They use fine works of previous experts as lessons materials. For example...(1) Oklahoma reading (2) Compelling conversations, Roth and Aberson. Their focus is designing good models of language learning material and global ethics for the learner to

comprehend and to exercise in attitudes and value in a global platform communication. The followings are models how English teachers accommodate the experts' methods for classroom implementation, the lesson plans.

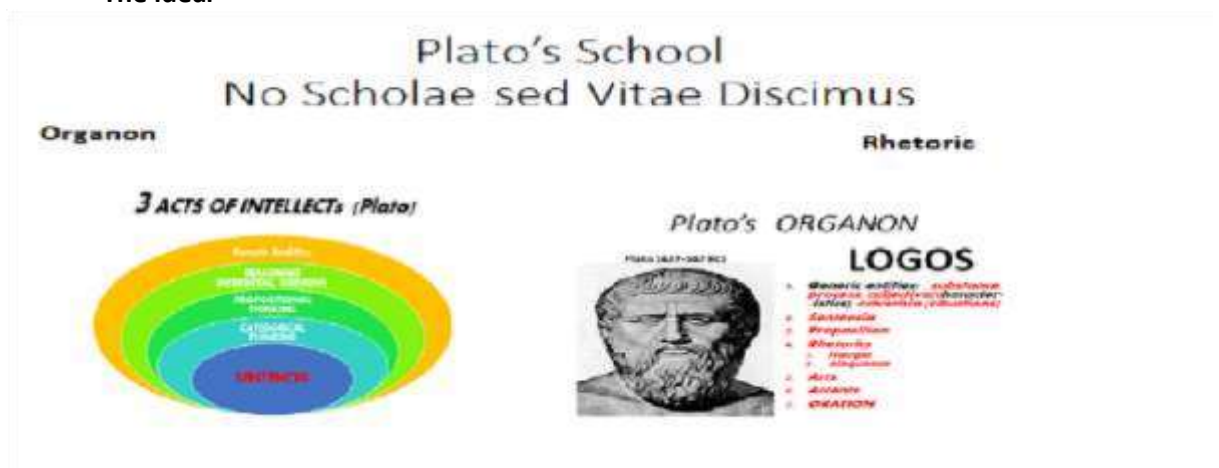
Problem-data-solution-strategic plan-act-check-review – LOs.

<4> Plato's Academy

But as the language elites are defining them as more autonomous discipline, they demarcated from meaning as constructs of reality-referent in one way, and focus on the verbal reference aspects. As for teachers of language, they assumed their discipline domain as language and letter as arts, and limited their concern to the study of language and its rules.

The method is socrateic, dialog with nature. Their primitive question is what reality is and how language reveals it. Language functions to capture realities for enlightenment in a reasonably plausible ways. Their concern is: **Primitive Question: What is language in intellect?**

The ideal



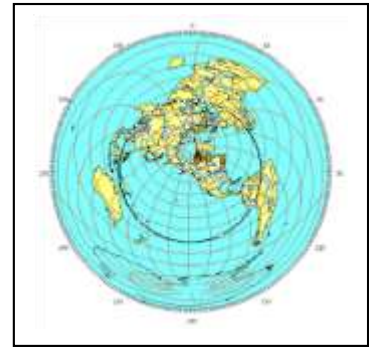
Rhetorical Models

Rhetoric model originated from the Plato's philosophy up to the renaissance era. Well-known is Cicero's model that outlined logic, rhetoric and oratio. They develop communicative language as an art, and develop essays and public speaking oratio as their platforms. At its peaks, their disciples develop literature such as poetry, prose, drama, novel and all its crafty arts. They endowed literature of their time, such as Elizabethan literature, Shakespeare's romanticism, and the like.

<36> Rhetoric Model

- Logic
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- Performance
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4.2 Audio-lingual Method

Behavioristic paradigm is always associated with the Army Specialized Training Program. It is rooted in the John Locke 's **homo sapiens** and in Saussure *la langue, la parole, langage*. The method proponents Bloomfield, Fries, Nelson Brook and Pike as its experts state the principles that language is unique, aural-oral and symbolically meaningful. Language is assumed as a system of habits at phonological, morphological, and syntactic levels whereas meaning and vocabulary as something social and epistemic. The paradigm follows JohnLocke's postulates *Homo Sapiens* and further Toyn Bee's survival of the fittest, all over constitute structuralism. To make language learning more effective, materials are carefully graded, first systematically contrasting the target language and the source language, and then gradually determine language skills to cover from basic to complex ones, in the order of listening-speaking-reading-writing. In one or the other ways, teaching develops on the basis of discrete-point analysis to lead to develop language learning. Habit formation practice follows SRR of Thorndike to make reinforcement and fixed-increment upon the identified language behaviors.¹⁰

In the beginning it followed informant-drill methods and its practices, and introduced step-by-step procedures in its lesson plans. Two common procedures are mimicry-memorization and pattern-practice. Mimicry memorization strictly speaking makes memorization as basics to all other language skills. Pattern drills on the other starts with basic patterns with high-frequency vocabulary to lay language skill foundation right from the very beginning. For conversations, behavioral practices were introduced by introducing the target language cultures as meanings in the practices. This paradigm dominated FLL up to 1980.

This AL method assumes S-R problem and its reinforcement as key to FLL. Rivers, 1962, stated that foreign language learning is basically a mechanical

¹⁰ Bowen, Donald, et al 1986:12), *Techniques and Procedures in SLT*, Oxford Univ Press.

process of habit formation. So, the data it recommends as significant are those behaviors congruent to behavior constancy principles in gradation. For this, further, materials gradations and organization are based on CA levels of difficulties comprising all language items, sound system, structures and vocabulary (LT materials based on contrastive analysis)

Some key points.

1. Foreign language learning is a basically a mechanical process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning. Learners could overcome the habits of their native language and from the new habits required to be target language speakers.
2. Learners are trained from simple to more complex items in a contingent way. The way to acquire the sentence patterns of the target language was through conditioning—helping learners to respond correctly to stimuli through shaping and reinforcement. Learners practice new language forms in contexts.
3. Teacher's major role is that of a model of the target language. Teachers should provide students with a good model
4. Teachers empower the learners in stages, first by doing linguistic behavior formation and base.
5. Meaning is learned by inducing the students to behave in a matrix of allusion to the target language culture.

The instructional acts outline practical solutions as set of instructional techniques known as pattern practices: Repetition, Replacement, Substitution, Expansion, Transformation, Fixed-increments, Analogy, Integration, Contraction, Rejoinder. AL practices are the check and reviews it accommodates for learner to master the target language. It assumes the TL models as near native accents with respect to the principle: language is what its native speaker says. The learning outcomes it intends and means to master as English model are native speaker's models in listening, speaking, reading and writing skills. Its TL portfolio profiles in common are measured in TOEFL's scores. The audio-lingual models spread quite popular up to 1970's but teachers are beginning to orient to the communicative models since the 1970s.

Audio-lingual are deeply rooted as a honey-moon marriage of behavioristic psychology and structural linguistics which is deeply rooted in the postulate *homo sapiens* in their time. In one way, it was the state of the arts; in the other, as to the thesis of Ferdinand de Saussure's *la langue – la parole langage, the linguistic philosophy put prominence on language- la parole, and less to langage.*

examples

approach	method	techniques	action
Natural approach	Direct method Suggestopedi a Total physical response Silent way CLT etc	Demonstrate a an action Demonstrate a speech act Demonstrate a communicativ e function	

Audio lingual approach

approach	Method	techniques	action
Aural Oral approach	1. Mimicry memorization method 2. Audio-lingual method	1. Pronunciation T 2. Pattern Practice T 2.1 repetition 2.2 substitution 2.3 rejoinder 2.4 transformation 2.5 analogy 2.6 fixed increment 2.7 integration 2.8 contraction 2.9 expansion	

Repetition, substitution, rejoinder, transformation, analogy, fixed increment, integration, contraction, expansion

Acquisition principles	Demonstration ----- ACTION Repetition to Implant initial meaning		
Silent way method	Teacher (DO THE ACTION)	students	description
	Browse See Read Reflect Review write		The teacher demonstrate the action and the students do one by one

Repetition, substitution, rejoinder, transformation, analogy, fixed increment, integration, contraction, expansion

Acquisition principles	Demonstration ----- EXPANSION		
Silent way method	Teacher (DO THE ACTION first then say the word)	Students (DO THE ACTION first then say the word)	description
	I Browse my life See Read Reflect Review think	I browsw my life I see my life I read my life etc	The teacher demonstrate the action and the students do one by one

A method functions to help learners learn more effectively. In a way, it is a macro approach to help learners get success meaning that it construes its roadmaps for classroom use. Every method attempts to build acquisition in the learners. In the attempts, each method provides models upon which the teacher or the learner develops the

fruits of learning, or the learning outcomes. In general, the models can be group into five categories.

rejoinder		
TEACHER	student	comments
Have a nice sleep Good night Good evening See you Good by Till we meet again cherio	Thank you	


Analogy		
TEACHER	student	comments
I like ice cream and I like candy as well " mango Apple" "migoreng.... Bakso"	Listen, then make an analogy: I like manggo and	* I.... .. As well.

Fixed increment		
TEACHER	student	comments
Although he is diligent, his Ac ach is just average. " eats a lot never get fat"	Although he is diligent, his Ac ach is just average. Although he eats a lot, he never gets fat.	

Until now language discipline elites has been debating what language is. They revealed a lot, and more, but noone seems to arrive at the very generic notion. Now the question has not been answered but at least they offered more plausible contemporary answers. For Plato, the founder of the father of the past first language constituent constructs, language is a system of thought. For Ferdinand de Saussure, he further elaborated the thought meanings, reference and referent as a holisticsystem of **la langue la parole, langage**. More and more like Bloomfield viewed it as a system of habit, following behavioristic schools. For Whorf-Sapir, seeing language as the realm and discourses of all human processing milieu and **conscience-collection** viewed the language as a system of world view, the linguistic relativity.

The goal: Global Literacy

John Dewey's Global Literacy Competence



**JOHN DEWEY'S SOLUTION
LIBRARY SYSTEM: LITERACY'S COMPETENCE**

- ID LS 0-99 : What do we know?
- ID LS 100-199 : Who creates me?
- ID LS 200-299 : Who am I?
- ID LS 300-399 : Where do I come from?
- ID LS 400-499 : How can I be understood by the monkey next cave?
- ID LS 500-599 : What can I do to make a better living for a life?
- ID LS 600-699 : How do I do it for life and the living?
- ID LS 700-799 : What to do in leisure time?
- ID LS 800-899 : What endowment have I learned and I have to learn
- ID LS 900-999 : What inheritance do I have to endow for the next generation

as the fruit of my missions?

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The Constraints

19

Linguistic Relativity: Language shapes mind



For Halliday, following the philosophy that in Saussure's time all science is a semiotic system—syntax, semantic and pragmatic, concluded language as a system of social semiotics is a matter of choice of human behavior as homo-grammaticus, and language skills are systemic elements from sentence to text¹¹. Now his disciples are attempting to reveal; syntagmatic – paradigmatic relations in sentence and text, and applying genre structure as paragraph units for a communicative purpose in their pedagogic grammar.

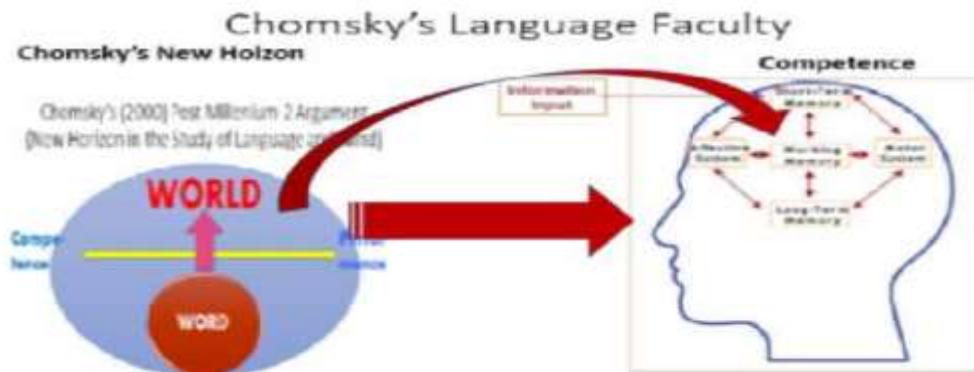
4.3 Communicative Approaches

Chomsky digging out Plato's innate capacity, viewed language as human tacit knowledge of Competence-Performance, and define language faculty.

¹¹ Pangaribuan, Tagor, 1992, The Development of Discourse Competence at LPTK (Institute of Education) Dissertation, Graduate School, Malang Institute of Education, 1992; Pangaribuan,

Chomsky (2000) New Horizon on Language and Mind.

“there is no coherent notion of “LANGUAGE””



Dell Hymes the language system of tacit knowledge as Communicative Competence. Well, they offer grand world view, ideas, and sets. But what are all these for a classroom teacher?

Discourse model first in rhetoric model originated from the Plato's philosophy up to the renaissance era. Well-known is Cicero's model that outlined logic, rhetoric and oratio. They develop communicative language as an art, and develop essays and public speaking oratio as their platforms. At its peaks, their disciples develop literature such as poetry, prose, drama, novel and all its crafty arts. They endowed literature of their time, such as Elizabethan literature, Shakespeare's romanticism, and the like.



1 . Communicative Language Teaching

***CLT, TPR, Silent Way,
Sugestopedia, CLL***

Dr Tagor Pangaribuan

CLT target is communication. The goal is to master communicative competence (Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence) in the target language.

Communicative paradigm is motivated by various scientific language researches especially Chomsky (1956-1988)¹². Initiated by Chomsky's claim on language as competence-performance construct of an ideal native speaker's tacit knowledge,

¹² Pangaribuan, Tagor , 2010, *Paradigma Bahasa (Language Paradigms)*, The University of Michigan. ISBN: 9797563359; 9789797563356; first published, 2007 Graha Ilmu, Yogyakarta Indonesia.

language experts begins to define what language is, again. With the thesis, the innate capacity, the notion of **what one does say** as performance as **what one does think** as competence and what one does say as performance and competence-performance what as rule-governed behavior, language teachers begin to define what language is and how the construct is as human language acts especially the language acquisition problem. In this way, Chomsky argue the term competence is first introduced in 1956, the classic —syntactic structure|| by Chomsky. Competence is the tacit knowledge of an ideal educated native speaker to use the language, and these are generative and transformative competencies using his native language.

Following the creative-construction hypothesis, experts in language teaching pedagogy acknowledge the competence-performance notion. The notion that language is human specific, and man was born with an innate capacity to acquire language more or less are acknowledged. The construct is universal, substantive and formal, known as transformational-generative linguistics that developed from its classic model to standard, extended standard, and revised extended standard and finally government-binding and barrier models. This paradigm totally rejected the construct homo-sapiens and tabula rasa that man was born with innate capacity to acquire language, the language acquisition device. For Chomsky, the rule-governed behavior functions at generative competence to grasp the kernel primitive basics of any language to understand what one does thinks, the meaning underlying any speech acts – the semantic aspects of all meaning of a sentence as underlying propositions. The transformative competence functions to accommodate all meanings into performance as to speech relatively analogous to De Saussurian —la langue la parole||, signifie-significant, synchronic diachronic and syntagmatic paradigmatic construct, in the sense that the language is **the langage**, the communicative language. With rule-governed competence-performance, for Chomsky every language speaker communicates in his/her language, ready for new novel utterances both to comprehend and to mean what others say. Whether the speech is ideal or not, Chomsky assumed that an ideal educated native speaker possesses the competence-performance of his language as **the langage**.

Classroom teachers are working in praxis. The classroom is to be going on. When Austin launched the construct —How to do things with words||, Searle in 1969 launched his —speech acts||, and Dell Hymes did speech acts and communicative competence, as speaker's tacit knowledge in his Echography of Speaking, the capacity of a native speaker to function in communication congruently in his speech community and the construct speech acts get booming.

In his ethnography of speaking, he conceived the native speaker's capacity to communicates bound to variables of setting participant, end, act, key, intent, norm, genre and speech act known as SPEAKING, and more or less defined its dimensions as linguistic, psycholinguistic, sociolinguistic and strategic competence. Munby defined these dimensions--the linguistic, sociolinguistic, discourse and strategic competence as communicative functions. Contextually and situationally in authentic settings became common features of communicative competence models.

Dell Hymes applied ethnographic analysis of speech events, styles and introduced SPEAKING (setting, participants, end, act, key, intent, norm, genre) as the notion of communicative competence, how to communicate congruently among native speakers, and some other prominent professionals like Ohller, Burt, Long, Richard, Nunnan. Although in the end each goes their own ways, they have some principles in common. The communicative methodology follows the construct of competence acquisition, creative-construction hypothesis, exposure, contextual Learning and strategies, native speaker's models and authentic materials, input, monitor and affective filters. The teaching models develop from Page | 44 warming-up to entry-points, then core, and finally winding-up the communicative competence. Since then, the concept communicative competence becomes accepted model of language mastery to substitute listening, speaking, reading and writing. At the same time, the notion of communicative approach arises and popular as developed by language teachers among others, Krashen, JC Richards, Dulay and Burt, Wong, Ohler, and the like.

Communicative Competence varied from region to region. Following Dell Hymes' concept of Communicative Competence, language teachers resort to *meaning as the basis of communication, Speech Act Models, Meaningful learning, Contextual learning, Realistic situational learning and Communicative Functions*.

Meaning is the focus. Meaning in speech acts, oral and written discourse acts, is the base to do teaching, to teach learners how to articulate meanings in classroom praxis. In teaching learners learn after acquiring the communicative aspects of the language. The primary concern becomes communicating in a meaningful way in context of situations. Brown^{13a} commodes meaningful learning with respect to learning outcome organizations as cognitive structures, or schemata. Speech act competence as meaning sets of the language system is construed in communicative competence either as threshold competence, BICS and EAC. Realities of communicative events are context upon which the CC applies. Herewith, communicative functions were organized in language syllabi with situations attached to it.

Natural Approach

Krashen model in FLL is well-known as Natural Approach. Krashen states a number of principles as follows: **Learning acquisition hypothesis, natural order hypothesis, comprehension precedes production, input hypothesis, monitor hypothesis, and affective filter hypothesis**. Learning acquisition hypothesis assumes that learning takes place in the classroom and does not necessarily lead to acquisition. Acquisition takes place, for Krashen, in a natural settings and situations where the learner is directly exposed to the target language use.

Natural order hypothesis assumes that there is a natural order of acquisition, it is universal, and show language materials need to accommodate a natural syllabus. Such order are likely to follow that some items are acquired first such as Yes-No question and Noun-Verb patterns and even precedes the mastery of 3rd person singular/ subject-verb agreement.

Comprehension precedes production hypothesis claims that learning are better only when the learners first comprehend the language items before they are trained to express or produce it. In this way comprehension strategy is to be developed to master language item before the teacher introduces and trains the productive aspect of the language item. In short, the learners must know the meaning of —Good Morning Sir, how are you; I’m fine thank you|| through picture or multimedia in a number of instances before they practice saying it, or through classroom role-playing.

Input hypothesis claims that learners will develop better acquisition if the input is effective and congruent meaning that the level of difficulty is **i+1**. It means that **for the** item the learners to learn, only one aspect of the language item is align or new to the learners. Affective filter hypothesis states that if the learners are low in their anomie (negative feeling to the target language) they acquire fast, whereas if it is high, acquisition will be very slowly or fading. In short, teachers are demanded to make learning appeal and classroom enjoyment and relaxation by introducing varieties of language activity.

Krashen’s monitor theory claims that a learner process creativeconstruction hypothesis while doing languageacquisition. Monitor hypothesis states that during the acquisition process learners develop monitoring process upon what she has learned and what she is learning, and in a gradual spiral approach, the learner in such creative construction hypothesis master the language Page | 52 toward a better performance.

Assumptions¹⁴are stated as follows.

1. Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields.
2. Language learning is through largely inductive processes.
3. Second Language Learning is facilitated when learners are engaged in interaction and meaningful communication.
4. Effective classroom learning task and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
5. Meaningful communication results from students processing content that is, purposeful, interesting and engaging.

¹⁴ JC Richard, 2006, CLT Today

6. Communication is a holistic process that often calls upon the use of several language skills or modalities.
7. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
8. Language learning is a gradual process that involves, creative use of language, and trial and error, although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
9. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivation for language learning.
10. Successful language learning involves the use of effective learning and communication strategies
11. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
12. The classroom is a community where learners learn through collaboration and sharing.
13. Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields.

Communicative competence models are common in US school texts, from grade 0-12. The model first identifies the competence, the context and the situation how the learners will function in the context. Then it follows enabling items that proceeds step by step from the very basic entry point, core and winding up. At necessity the material may develop linear or spiral in its continuity that the learners master the core competence in the chapter.

In classroom practices, teachers use speech acts as their basis and develop up to discourse acts. They practice communicative competence as integrative.

Background

1. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centered approach to a Communicative Approach (Widdowson, 1990).
2. *CLT aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.*
3. *The goal is to enable students to communicate in the target language. To do this, students need knowledge of linguistic forms, meanings, and functions. Communication is a process; knowledge of the forms of language is insufficient.*

4. *Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer.*

Principles

1. *Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields.*
2. *Whenever possible, ‘authentic language’—language as it is used in a real context—should be introduced.*
3. *Being able to figure out the speaker’s or writer’s intentions is part of being communicatively competent.*
4. *The target language is a vehicle for classroom communication, not just the object of study.*
5. *One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.*
6. *L1 Judicious use of the students’ native language is permitted in CLT. However, whenever possible, the target language should be used not only during communicative activities, but also for explaining the activities to the students or in assigning homework.*

Meaningful Learning & Episodes

1. *One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language.*
2. *Thus, learners need knowledge of forms and meanings and functions. However, they must also use this knowledge and take into consideration the social situation in order to convey their intended meaning appropriately.*
3. *Culture is the everyday lifestyle of people who use the language. There are certain aspects of it that are especially important to communication— the use of nonverbal behavior which might receive greater attention in CLT.*

Pragmatics:

1. *Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.*
2. *Of assistance in understanding subject matter texts. Content-based instruction fits in with the other methods in this chapter where the selection and sequence of language items arise from communicative needs, not predetermined by syllabi.*
3. *Pedagogic-pragmatics ☒ The subject matter content is used for language teaching purposes. Teaching should build on students’ previous experience.*
4. *When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself.*

Teaching Learning-Process

1. *The most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks.*
2. *The sentence is the basic unit of teaching, and the teacher focuses on propositional meaning, rather than communicative value. Students are presented with*

the structural patterns of the target language and learn the grammatical rules of the language through.

3. *In these approaches rather than ‘learning to use English,’ students use ‘English to learn it’ (Howatt, 1984:279).*

4. *According to Morrow (in Johnson and Morrow, 1981), activities that are truly communicative have three features in common: information gap, choice, and feedback.*

5. *Finally, we noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating.*

6. *The teacher may present some part of the lesson, such as when working with linguistic accuracy. At other times, he is the facilitator of the activities, but he does not always himself interact with the students.*

7. *Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group.*

a. *In sheltered-language instruction in a second language environment, both native speakers and non-native speakers of a particular language follow a regular academic curriculum. For classes with non-native speakers, however, ‘sheltered’ instruction is geared to students’ developing second language proficiency.*

John Munby: Communicative Functions¹³

Communicative Approach develops in its modes and styles of implementation from the classical notional approach to ongoing acquisitional model and to current models of task-based learnings. They all attempt to induce how communicative competence develops in the learners. Munby proposed a four-dimensional model of communicative competence. John munby’s model follows Dell Hymes model of communicative competence as linguistics competence, sociolinguistics competence, discourse competence and strategic competence; a four-dimensional construct of communicative competence. Besides, he accommodates threshold levels of Van Dijk’s language learning, an assessment on the basis of need analysis to produce communicative syllabus. For Munby, communicative competence is a construct set of speech acts with respect to the learner’s need analysis.

Communicative Functions:

cooperate, disagree, dispute, shows concern, like, dislike, show interest in, join, phrase, share, participate in, engage, consider, priorities, offer, care about, believe, affirm.

Suggestopedia

Caleb introduces suggestopedia as target language acquisition strategy. Stating from simpler speech acts such as sit down, stand up, the teacher by suggestion leads the learners to the acquisition step by step. Through suggestions teacher develops learners’ language acquisition until the learners can perform what the teacher suggests. Teachers’ packet learning as a set of activities that can be acquired through some sets of suggested activities. In this way teacher develops suggestopedia packets from simpler to more complex communicative competence.

Principles

1. In order to make better use of our reserved capacity, the limitations we think we have need to be *‘suggested’*.
2. Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students
3. Create communication situation fit to the learners' learning situation.
4. *Students are empowered to host their own learning*

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5. *One of the teacher's major responsibilities is to establish situations likely to promote communication.*
6. *Students are empowered to host their own learning.*
7. *In order to make better use of our reserved capacity, the limitations we think we have need be fit.*

Page | 538. *The application of the study of suggestion to pedagogy is developed to help students.*

9. *One of the teacher's major responsibilities is to establish situations likely to promote communication.*
10. *Language is for communication, linguistic competence, the knowledge of forms and their meanings, is just one part of communicative competence. Another aspect of communicative competence is knowledge of the functions language is used for.*

Silent Ways

Gategno uses sometime of reflection for learners by introducing materials to the learners, and the learners are conditioned in a silent period era, until they comprehend what have been shown, demonstrated, visualized, or exposed through multimedia to the learners. These processes for Gategno are principle and paramount for language acquisition to take place. Gategno extrapolate that sequence of language acquisition are effective only to the extent that the silent period processes and the materials attached congruent to the learner's acquisition development and capacity. Such is an important monitor level for a teacher to manage during the classroom interactions. Teacher leads the reflection, being doing directed silence as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. Children do activities while doing the mind follows. The learners' mind functions to grasp situations created in the classroom and the students express what it is.

Learning principles

1. *Learning is facilitated by problem solving involving the material to be learned.*
2. *Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.*
3. *Learning is facilitated by accompanying physical objects responsible managers of their own learning.*

Total Physical Response

James Asher follows psychomotoric principles. He is a professor of psychology at San Jose State University, California. He constructed a correlate of speech—act simultaneously in classroom. It accommodates total physical motor activity to do speech

in action. He shares with the school of humanistic psychology a concern for the role of affective factors in language learning. In other words a lot of directive context of Searle's speech acts are used. Children at early mother tongue speech lateralization use a lot of directives. Asher's total physical response assumes that acquisition take place mostly under the condition the learners as a direct physical response and a direct physical experience with the target language. In particular, at the very beginning of language learning in order to avoid instructional training errors, anomie, and target language phobia, Page | 54 enjoyment with the practice of TPR practices will make a better capacity to further acquire the target language. Asher's models are basically enjoyable especially for beginners learners but to certain extent not all materials can be developed in a TPR. Mostly, Gouin's series models maybe attach to add more varieties to the TPR model.

The objective of TPR is to teach oral proficiency at a beginning level. Comprehension is a means to an end. The ultimate aim is to teach basic speaking skills. TPR requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Like mother's speech acts, *Students* are guided to host their own learning. Similar to Gouin series, Teacher train performances in classrooms, and lead to functions to do the speech empowerment in such situations. He establishes situations likely to enhance and promote communication.

Community Language Learning

Kid's language begins at nuclear community. Cuhran assumes that humanistic approach is paramount to language learning-acquisition processes. Treat the learner in a cordial and hospitality climate. The teacher leads language learning acquisition in an empower man target language community building, stage by stage, five approximates stages. In the initial stage/ stage 1 the learners are very dependent to teachers (80%) until they have their basic capacity as entry point to the next stage. The target at the next stage the learners game that dependency to teachers is 60% at most, and gain independency at communicative competence up to 40%. At the next stage the learners gain autonomy up to 60%; at the next stage up to 80%. At the final stage the learners gain totally autonomy in the use of the communicative competence, and ready to launch to use the learning outcomes in real situation.

Nunnan's TaskBased Approach¹⁵

Nunnan takes a different strategy. In one way, he accommodates those methods but adding a special point, ***English language Teaching Learning***, ELTL, and he conceives ELTL as an open construct for further enlightenment, as follows.

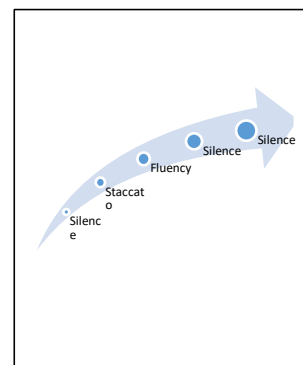
Nunnan's View

Nunnan conceives communicative competence with respect to professional competence constructs in various contexts of applied jobs. Comparing to European generic language competency, Nunnan construct language learning and acquisition as the foci of language teaching. Various competencies in thresholds, BICS (Basic Interpersonal Communicative Skills) and EAP (English for Academic Purpose) are framed as task-based

¹⁵ Nunnan, David, , 1999, USA, Heinle & Heinle Publishers.

approach. In short, language teaching and learning must aim at clarified competence as learning outcomes.

4.4 Research Finding¹⁶



A-Path Development . Research finding stated that learners in non-native setting in general developed more or less idiosyncretic communicative competence in various stages, from silent-stage, to staccato then proceed to fluency, accuracy and natural model. The latter shows that the learners, some of them, had achieved basic command in English.

Communicative Beach Head: Learner Competency Formation

Competency is a total sum set of competences. Lado strongly demands communicative beach head if learners are to be successful in learning a foreign language. Competency formation is strategic. That is, the teacher at his/her best design context of learning for optimal intake and acquisition. S/he needs to discern her classroom community state of Page | 23 the arts, that is what are their learning styles, models, and strategic steps, facilities and those that make learning prime, and optimal for acquisition. Teacher and learners reflect how to do learning at most, in an interactive and collaborative ways.

For Indonesian learners, most learnings are intuitively acquired. Learning is about what is the problem and how is the solution. Some learners study various strategic learners such as SQ4R, John Dewey's model, cognitive mapping, advanced organizers, Johari's window model, metacognitive strategies with all their elaborating steps. Their target is quality learning. So what is Quality English learning?

Future learners are to prepare as global learners today. World resources with the IT-era give access for learners to identify and define the culture of their route-maps, their choices of the roadmap to prepare, to be somebody or other else. And teachers are in call of this tour of duty.

Learning: to fit for a life in a life-span

For John Dewey in Comprehensive Education, a learner in education is to fit for a life and a life-span in the world affairs, and for this s/he is to be enlightened in problem-solving competency with respect to her educational age. All over competencies are global literacy in John Dewey's library system. For John Dewey educational outcome is that the learner is a SOME BODY a global citizen, or a NO BODY or losers even in a corporate

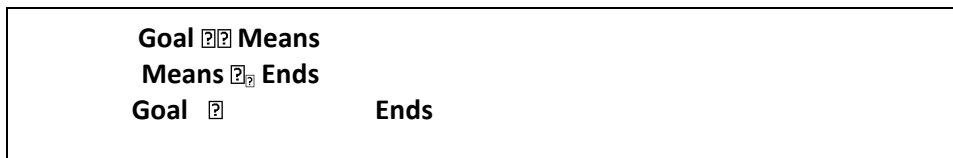
¹⁶ Pangaribuan, A Path, English A-Path in NNs Settings, International Seminar, Kopertis Wil I, Directorate of HE North Sumatra Indonesia, 2009

economy. Overall education is to solve total social problem. For this, John Dewey stated that school is a moral fabric, a miniature of the state.¹⁷ There are five steps in basic learning's, as follows.

Building your Learner's communicative Beach Head¹⁸

How does a learner enter the world affairs? In the beginning she is a novel layman.

Tuning-Up



Some viewpoints are developed in learning packets. With respect to strategy, smart strategies are crucial in Learning, ELT follow goal-means-ends analysis to frame TEFL activities.

For instance, in teaching speaking, a set of macro program is recommended as follows.

Basics BICS (Rivers1972a)

Speaking communicative Purpose (Marianne Celce Murcia, 1979:93-94)

1. Establishing & maintainung socil relations
2. Seeking information
3. Giving information (about oneself, a well-known subject, etc)
4. Learning to do to make something
5. Expressing reactions: to a TV show, movei, slide-presentation. An exhibition, a single picture
6. Hiding one's intention from others
7. Talking one's way out of trouble
8. Problem-solving
9. Sharing leisure activities
10. Connecting on the telephones
11. Entertaining
12. Displaying one's achievements

So what lessons can we perceieve? Since Plato's tim, many ideals came to view. He messaged a few (No Scholae sed vitae discimus; (2) men sana in corpore sano, (3) Innate Capacity and intellect ormatation, with nowadays called generic comepetencoes, (4) Philosohy with its praxis today smart lives, and the like. Today, learning is more than a matter of how to know, how to do, how to be, how to live together but to reflect a self that its competencies are fit and relevant to life, and teacher needs to philosphize how the learners are getting better to fit to the global era, and hosting cpacity to settle its matter. For this, English in NNs settings open the window for IDEAS for that.

1. *International Hotel Receptionist*
2. *International Bank Teller*
3. *International Tourist Guide*

¹⁷ Seller & Miller Curriculum Prspective, 1985.

¹⁸ Cf Lado, 1963, "linguistic Beach Head", LT: A Scientific Approach."

4. *International Tourist Interpreter*
5. *International Lake Toba Silangit Driver*
5. *International GIA Stewardess to Silangit LakeToba Airport*
6. *International Muara Hotel Receptinoist*
7. *International Garuda Indonesian Airways Stewardess*
8. *International Siborong-borong Bank Teller*
9. *International Silangit Tourist Guide .*
11. *International Junior Secretary*
12. *International Airport Taxi Driver*
13. *Meeting Protocol*
14. *TV Presenter*
15. *Event Organiser*
16. *etc*

More on Generic Teaching Skills

..... that the philosophy and principles of second language are rooted firmly in the field of general education. As language teachers, we are a branch on a much larger tree, and our professional lives will be immeasurably enriched if we are knowledgeable about the rest of the tree.¹⁹

Abstract

Generic Teaching Skills. Mengajar adalah suatu perspektif dalam arti proses pemecahan masalah dengan refleksinya. Dalam perspektif ini seorang guru akan berefleksi eskatologis, masalah apakah yang dipecahkan guru, khususnya guru Bahasa Inggris? Dalam perspektif ini, mengajar adalah suatu proses kompleksitas. Bagaimanakah seorang dosen memperkenalkan proses belajar mengajar bahasa Inggris itu kepada seorang calon Guru di Prodi Bahasa Inggris? Di satu sisi guru membuat rekaan ke situasi yang bagaimana anak didik dipersiapkan ke depan, dan kecerdasan apa yang cerdas untuk itu? Inilah masalah generik profesi Guru, terutama Guru Bahasa Inggris karena panggilannya yang tersirat, menyiapkan pada gilirannya watak global anak bangsa. Pada bagian ini diperkenalkan paradigma pembelajaran di dalam perspektif generik proses pembelajaran.

5.1 Generic Teaching

Generic Teaching Skills are doing pedagogy in helping learners learn and acquire competencies. For Reigeluth²⁰ teaching is an instruction. It constitutes deep constructs as **vision, approach, components, sequence and rules**. So, teaching is generic²¹, and capacity to accommodate these in classroom is the skill, from lesson plan to learner's learning acts inside and out. Classroom is the learner's intellectual palace. From infant schoolings they trust their teachers

There are some points to be shared. ELTL Students need learn them for reading the lesson plans and the ethnographic world views underlying each lesson plans. In one way they are teachers' constructs. Good teaching leads students to be successful. Teacher does learn as well-organized that by teaching-run-down learners will be progressing within what is going on. To put those in praxis, there are two principles for LEARNING BY DOING, to observe in the parameter of **"in the eyes of the beholders"** and **"in the hand of a master**. By doing practices and workshops such as peer teaching simulations, microteaching, and the like, students will experience what teaching is and how the affairs are in doing various efforts to innovate the tour of duty of teaching. They are undergoing experiential learning as teachers are.

¹⁹ David Nunan

²⁰ Vol I, 1989 II, 1999 III, 2009 Instructional Theories and models; Charles M Reigluth, 1999, Basic Methods of Instruction; 1983, Instructional Design Theories and Models, New Jersey: Lawrence Erlbaum Associates, Publishers.

²¹ Cf Reigluth, generic skills.

5.2 Generic Skills

The term **Generic Skills** was introduced by Reigluth²⁷. What is it?

<1>Generic Skill

Generic Skill	
<input type="checkbox"/>	Is a skill.
<input type="checkbox"/>	It can be applied across a variety of subject domains.
<input type="checkbox"/>	It takes longer to acquire than domain dependent (subject area) skills.
<input type="checkbox"/>	Its constitute as procedure-principle-mental model construct generated from sets of simpler skills and knowledge ... outlined in levels of complexity.
<input type="checkbox"/> a paradigmatic sets of cognitive domain 1-6 (knowledge ... understanding).

Generic skill is a higher-order level, applied across a variety of subject domains, and it is domains independent. For example, how to summarize a book chapter?. This competence requires the learner to understand the chapter problems, the analysis of the state of the arts, the points of arguments, the underlying world view, the generalization, and the reader critical comment.

<2>**Generic Skill: How to summarize a book chapter?**

*problems

- * the analysis of the state of the arts
 - * the points of arguments
 - * the underlying world view
 - * the generalization
- *the reader critical comment.

<3>Example

Example of Generic skill: how to summarize a book chapter?
* problems
* the analysis of the state of the arts
* the points of arguments
* the underlying world view
* the generalization

*the reader critical comment.

Generic learning is solving a problem and the attainment is competence. The teacher in a pedagogical approach help learners learn to solve problems. In one or the other way, this competence is analogous to Dewey's scientific learning, as follows:

<4>Problem-Solving Competency (John Dewey)²²

step-1: The individual confronts a problematic situation that causes confusion or puzzlement she must resolve.

step-2: The individual exactly define with the problem is

step-3: Clarification of the problem consists of a careful examination or analysis of the factors contributing to the problem.

step-4: Develop hypothesis if..then statements that offer possible solution to the difficulty, and solution alternative.

step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.

Generic Skill in instructional design theories gets attention as learning outcome complex in teaching and demand various attention for instructor to develop effective learning processes, prior knowledge, and learner's entry point capacity. With *the skill to summarize a book chapter*, for instance, the teacher analyze the learner if they have preconceived in their previous experiences: *to understand the chapter problems, the analysis of the state of the arts, the points of arguments, the underlying world view, the generalization, and the reader critical comment.*

<5> The Nature of Generic Skills

The inverse care law: =The time spent teaching a skill is in inverse proportion to its importance'.

<6>More on Generic Skill Construct from bloom cognitive domain.

*Generic Skills are like mini key skills
Generic Skills are any skills used over and over again They are
high on Bloom's Taxonomy.*

Generic skills posits at higher levels at Bloom's taxonomy:

Synthesis

- *Writing an essay, assignment, lab report, business report, etc*
- *Giving a presentation*
- *Carrying out a design brief*
- *Problem solving including =question typing' i.e. =how should I do this question?'*
- Designing an experiment, device, computer programmed,*
- Devising a marketing plan, policy etc or suggesting how to improve one*
- *Tackling a specific style of exam question*
- *=Question typing' the exam skill of deciding =which sort of question this is' and so knowing what strategy to use to answer it, and what topic it falls under.*
- *etc*

Evaluation

- *Evaluating a poem or piece of creative writing*
- *Evaluating an argument or polemical writing*
- *Evaluating an experiment*

²² Miller & Seller, *Curriculum Perspectives and Practice*, Longman, New York, 1985

- *Evaluating a marketing plan or other case study*
- *Etc*

Analysis

- *Making use of analysis by section and spectacles to describe the key points*
- *Mindmaps, posters, visualizations, etc to summarize a topic*

Study Skills

- *Learning to learn*
- *Independent learning*
- *Answering exam questions in exam conditions*
- *etc*

Affective and Social Skills

- Behaving in a mature manner*
- Interviewing a new client*
- Etc*

Which of these apply in your subject?

Can you think of any others?

Generic Skills for Mathematical and related subjects

Some of these are not specific exam skills, but they all increase understanding

Synthesis

- *'Question typing' that is deciding 'how should I do this question?'. e.g should I solve with momentum, energy, Newton's laws, or linear dynamics? Etc*
 - *Explaining tasks: describing for example what trigonometrically functions are, how and why they work, and when they can and cannot be used. (What, why, how, when, and where questions)*
- Page | 68 • *Link making questions: e.g. what is the same and what is different between sines and cosines? What is the same and what is different between fractions, ratios, and trigonometrically functions.*
- *Problem solving: Doing problems that require more than one mathematical idea, and where the means of solution is not immediately obvious. Evaluating solutions to such problems.*
 - *Devising applications or choosing them from a given list of possibilities. That is describing what a given mathematical idea or procedure could be, and could not be used for.*
 - *Teaching by asking: that is the teacher gives students an unfamiliar problem or procedure, with its solution, and asks: Is this solution valid? Why does it work or not work? Is there a better way? Etc*

Analysis

- *Seeing, (or preferably creating) multiple representations of a mathematical idea or procedure. For example as well as the conventional representation using visual, diagrammatic, 3D model, or verbal representations*
- *Establishing the key points, writing a summary, mindmaps, posters, models etc*
- *Explain why a method works, or why a solution given is justified*

Evaluation

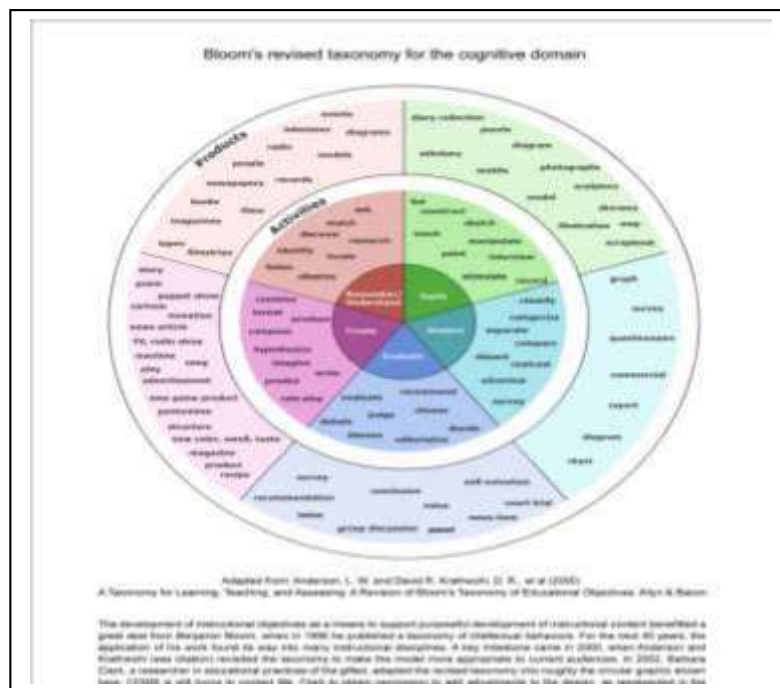
- *Spoof* assessment. That is assessing a piece of work that was created by the teacher specifically for this activity. Students are asked to mark the work, and then the teacher discusses the students' views.*
- *Self-assessment, Using model answers with a marks theme (This has been found to double attainment in some studies see —Formative Teaching Methods||)*
- *Peer assessment: students mark each other's work. Again this has been found to nearly double attainment see —Formative Teaching Methods||*
- *Proof their own or other's work for errors*
- *Compare and contrast two solutions or approaches*

Again, which of these apply in your subject?
Can you think of any others?

What are the Generic Skills in your subject, programmed or course?

- What do students have repeated difficulty with?
- What does the assessment require of them? For example are there any questions or tasks which are invariably required of them e.g. comprehension; data analysis etc.
- What does the subject require of them?

<7>A total congruent oneness in Transformative View.



Cognitive Principles

1. Automaticity
2. Meaningful Learning
3. The Anticipation of Reward
4. Intrinsic Motivation
5. Strategic Investment

Affective Principles

6. Language Ego
7. Self-Confidence
8. Risk-Taking
9. The Language-Culture Connection
10. The Native Language Effect
11. Interlanguage
12. Communicative Competence

Some generic competence is perceived as meta-competence, such as metacognitive competence. In a more complex construct, a generic competence is a metacognitive, as follows.²³



A metacognitive competence exerts what the students have known, have demonstrated and have reflected.

European schools develop generic competence in a more comprehensive approach as follows.

<5> The Construct of Generic Competence²⁴

Generic Competence	<i>Def Good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and</i>
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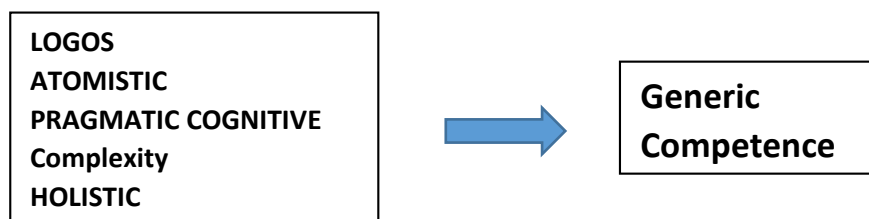
²⁴ Sanches, Aurelo Villa & Ruiz, Manuel Poblete, **Competence Based Learning**, University of Deusto, 2008

Constituents	Defined	ASPECTS			
		SKILLS	KNOWLEDGE	ATTITUDES	VALUES
Instrumental	A means to an end				
Interpersonal	Ability to work in team				
Systemic	Ability to transform an institute				

Generic competence²⁵ in a cross-disciplinary approach deeply dig the nature of learning as problem-solving schemata but transform it to the global context demands as sets of attributes.

Over the quest, generic schools relearn all the generic points from its previous pedagogy and their thesis at innate capacity. Viewing interconnectedness as a holistic struggle to discern the world by previous predecessors, all their revealed enlightenment banked to one paradigm competence.

<5v >Transformative Review → Generic Competence

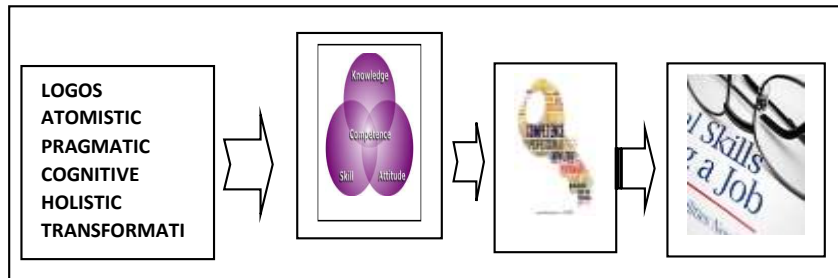


Transformative teaching reviews total learning as a process, a meaningful whole global experience, a rich profound paradigm construct. It link congruently human conscientisation and empowerment to job profession, first by doing a review of the chronicles of the pedagogical paradigm schools then making a congruent construct for the advent of this millennium. Generic teaching competence functions in learning and acquisition generically, to process generative power to produce knowledge from the learner's prior knowledge and the teacher's teaching in classroom in one hand, and transformative power to do praxis by generic learning to do transformation congruent to changing demand in professional field they are at. It ranges deep in instructional Meta process right

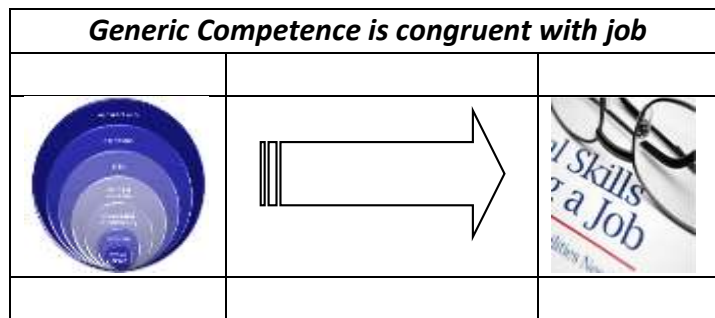
²⁵Miller, ibid

from relevant physical capacity, knowledge and understanding, experiential training, skills, and values and all those applied at work as follows.

<5w> The Generic Competence Model-1



<5x> The Generic Competence Model



<5y> Various Variants of Generic Competence: A Generic View



5.3 Generic Teaching Skills

For millennia, teaching is an art. How does the teacher under observation perceive the teaching affair in action? This is for a candidate novice teacher first to undergo in order to understand how a teacher defines, is defining and defined teaching. This is the iceberg that every teacher is to know. This is a generic teaching process, reflected to what Plato stated 'No Scholae Sed Vitae Discimus' that academic value is sacrosanct in the realm of the love learning, arete, and men sana in corpore sano.

Generic teaching has been done since the era of learning. Socrates, Plato and many others develop teaching as transmissional.²⁶ Then, scientific studies on teaching were rigorously studied especially by the end of the M2. Teaching science is recognized as a linking science, an instructional design discipline.²⁷ Teachers intuitively develop teaching as transmission of knowledge, and they prepare the presentation in their own terms.²⁸ Indeed there are great teachers. They founded models of teaching preparation, and make good teaching. With various developments today, teaching is a linking science²⁹ that function to link the world, the content, and the learners through processes of classroom instruction as **a learning function**. The generic teaching constitutes the notion of effective instruction with the following constructs:

Teacher develops classroom learner's learning by putting into account. The teaching situation for method selection, as follows:

<8>Teaching Situation

i.	The learner
ii.	The content
iii.	The goals
iv.	The learning environment
v.	The teacher
vi.	The resources

Generic teaching skill constitutes a deep meta-constructs-- **vision, approach, components, sequence and rules**. More critical discussion on all these constituents will be dealt with in TEFL-2 Transformative Teaching Skills.

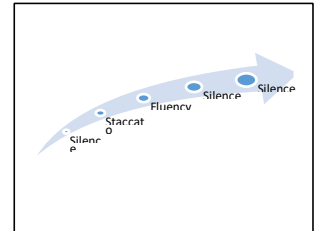
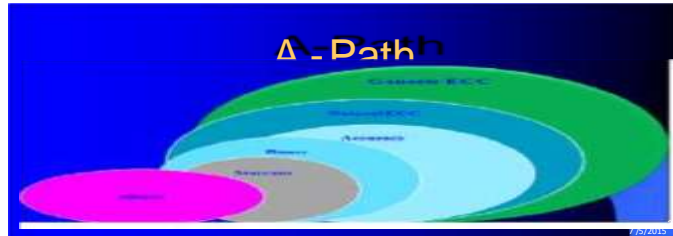
1. The vision on learners

²⁶ Miller & Sellar, *Curriculum Perspectives and Practice*, Longman, New York, 1985.

²⁷ Charles M Reigluth, 1983, *Instructional Design Theories and Models*, New Jersey: Lawrence Erlbaum Associates, Publishers.

²⁸ Gilbert Highet, *The Arts of Teaching*.

²⁹ Charles M Reigluth, 1999, *Basic Methods of Instruction*; 1983, *Instructional Design Theories and Models*, New Jersey: Lawrence Erlbaum Associates, Publishers.



A-Path Development . Research finding stated that learners in non-native An ELT teacher is knowledgeable as to English learning and acquisition platforms, its roadmaps and stages of generic development.

2. The Approach

Teacher's discourse+Cur2013


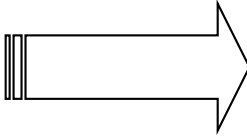

- 1. Warming Up**
 1. Building rapport to all learners
 2. Setting up class atmosphere ready for learning intake.
- 2. Communication Starters**
 1. Building formation entry points
 2. Breaking prior knowledge
 3. Building forward path
- 3. Teaching Core**
 1. Observing-----M1mengamati fakta
 2. QuestioningM2menanyakan
 3. AssociatingM3mengasosiasikan
 4. Accomodating-generalizing M4enggeneralisasi
 5. Sicial-networking M5enjejajring
- 4. Winding-up**

A teacher in lesson planning is knowledgeable to accomodate pedagogy in instructional acts. This design is a model of communicative approach implementing Indonesian 2013 Curriculum approach and design.

3. The Competence Congruence



It is true that a teacher is doing competency-formation for the future. He knows the constructs, the components, and he knows the roadmaps how students will make use of the competence in future jobs, further implementation and better improvisation. This paradigm demonstrates future requirements for a professional from physical fitness to competency at application.

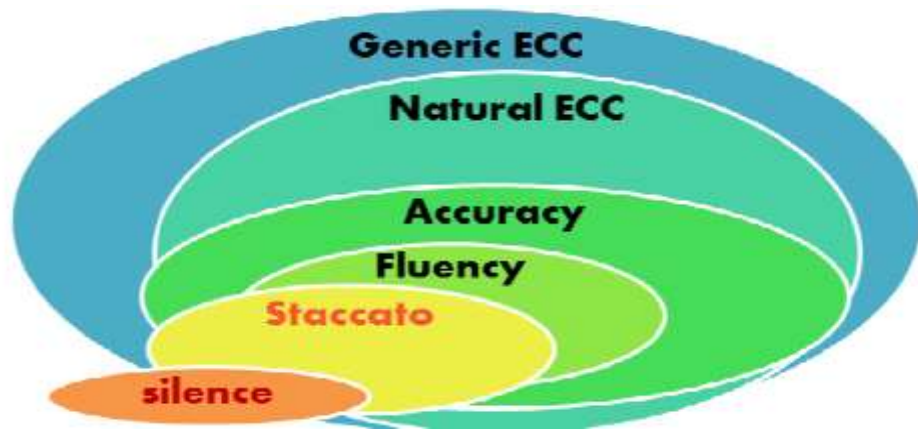
Generic Competence is congruent with job		
		

4. The Components



Teacher knows the competence constructs he is helping the learners to acquire. His paradigm depicts how English Communicative competence is holistically multi-layered construct as language faculty and competence altogether.

5. The Sequence



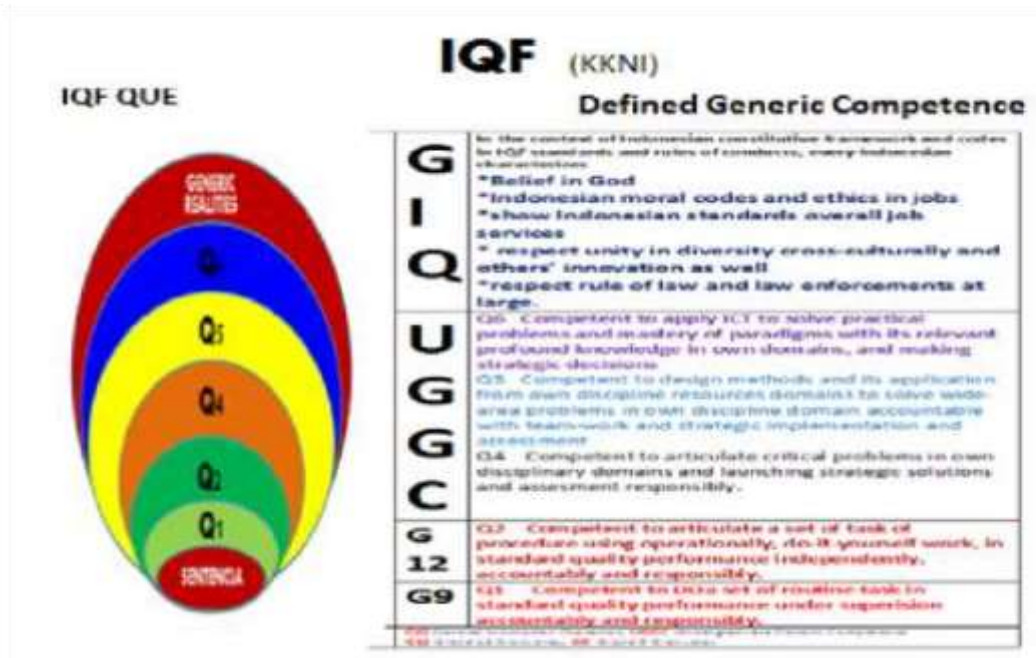
The teacher knows how acquisition takes place either by learning and further classroom experiential activities as well as extracurricular ones.

6. The Rules



The teacher comprehensively and justifiably master the competence construct.





<1> Define its Description to Classroom Generic Constructs of Teaching Learning

Goal- Means Paradigm

Classroom Praxis Lesson Planning Paradigm
Classroom Praxis

Define and realize the Generic ECC into Curriculum, Syllabus, Text, Instructional Design, Teacher's teaching student learning experiences and acts, Students transformation processing → Achievement of IQF Targets.

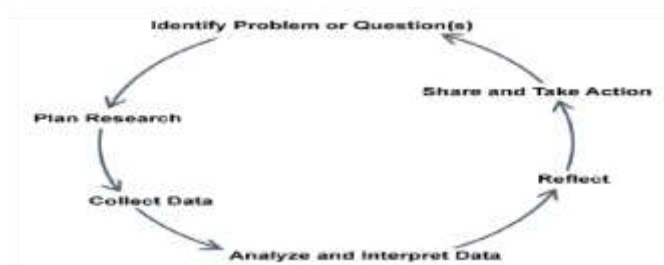
Chapter 6
**Doing Classroom Action Research
(CAR)**



6.1 Car Basics

The team conducts **classroom action research**. First, have a well-defined plan, here practice the most basic form you:

1. The team identifies a problem or research question(s).
2. The team plan the research
3. The team collects and organizes data.
4. The team analyzes data and makes interpretations.
5. Reflect on the process and what you learned.
6. The team share findings and take action.
7. The team repeats the cycle with new questions or problems found in your research.



1 Principles of Action Research

What gives action research its unique flavour is the set of principles that guide the research. Winter (1989) provides a comprehensive overview of six key principles.^[iv]

1) Reflexive critique

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, i.e., it implies that it is factual and true. Truth in a social setting, however, is relative to the teller. The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made. In this way, practical accounts can give rise to theoretical considerations.

2) Dialectical critique

Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue, therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon. The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another. These are the ones that are most likely to create changes.

3) Collaborative Resource

Participants in an action research project are co-researchers. The principle of collaborative resource presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It strives to avoid the skewing of credibility stemming from the prior status of an idea-holder. It especially makes possible the insights gleaned from noting the contradictions both between many viewpoints and within a single viewpoint

4) Risk

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the more prominent fears comes from the risk to ego stemming from open discussion of one's interpretations, ideas, and judgments. Initiators of action research will use this principle to allay others' fears and invite participation by pointing out that they, too, will be subject to the same process, and that whatever the outcome, learning will take place.

5) *Plural Structure*

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented. A report, therefore, acts as a support for ongoing discussion among collaborators, rather than a final conclusion of fact.

6) *Theory, Practice, Transformation*

For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.

When is Action Research used?

Action research is used in real situations, rather than in contrived, experimental studies, since its primary focus is on solving real problems. It can, however, be used by social scientists for preliminary or pilot research, especially when the situation is too ambiguous to frame a precise research question. Mostly, though, in accordance with its principles, it is chosen when circumstances require flexibility, the involvement of the people in the research, or change must take place quickly or holistically.

It is often the case that those who apply this approach are practitioners who wish to improve understanding of their practice, social change activists trying to mount an action campaign, or, more likely, academics who have been invited into an organization (or other domain) by decision-makers aware of a problem requiring action research, but lacking the requisite methodological knowledge to deal with it.

Situating Action Research in a Research Paradigm

Positivist Paradigm

The main research paradigm for the past several centuries has been that of Logical Positivism. This paradigm is based on a number of principles, including: a belief in an objective reality, knowledge of which is only gained from sense data that can be directly experienced and verified between independent observers. Phenomena are subject to natural laws that humans discover in a logical manner through empirical testing, using inductive and deductive

hypotheses derived from a body of scientific theory. Its methods rely heavily on quantitative measures, with relationships among variables commonly shown by mathematical means. Positivism, used in scientific and applied research, has been considered by many to be the antithesis of the principles of action research (Susman and Evered 1978, Winter 1989).

Interpretive Paradigm

Over the last half century, a new research paradigm has emerged in the social sciences to break out of the constraints imposed by positivism. With its emphasis on the relationship between socially-engendered concept formation and language, it can be referred to as the Interpretive paradigm. Containing such qualitative methodological approaches as phenomenology, ethnography, and hermeneutics, it is characterized by a belief in a socially constructed, subjectively-based reality, one that is influenced by culture and history. Nonetheless it still retains the ideals of researcher objectivity, and researcher as passive collector and expert interpreter of data.

Paradigm of Praxis

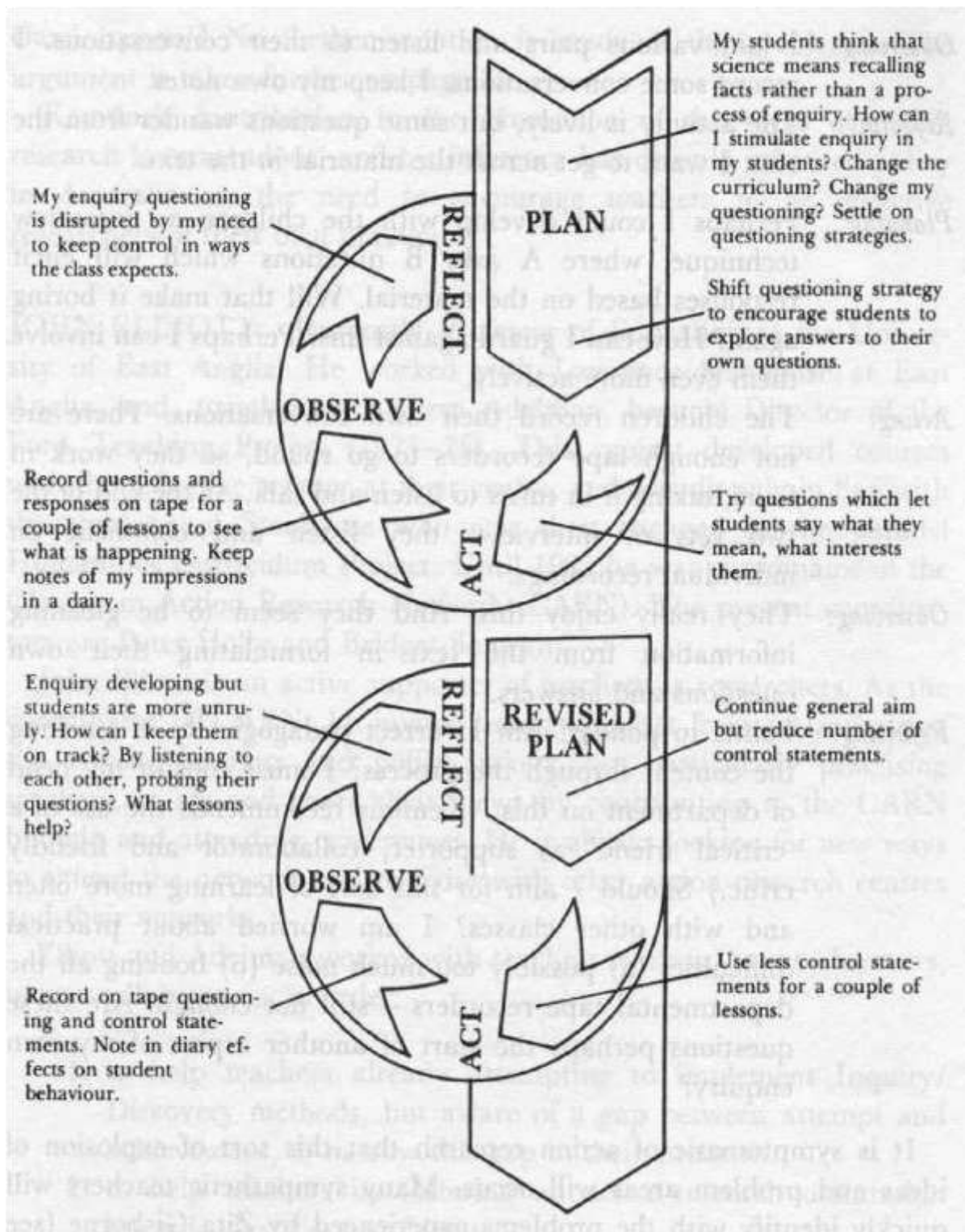
Though sharing a number of perspectives with the interpretive paradigm, and making considerable use of its related qualitative methodologies, there are some researchers who feel that neither it nor the positivist paradigms are sufficient epistemological structures under which to place action research (Lather 1986, Morley 1991). Rather, a paradigm of Praxis is seen as where the main affinities lie. *Praxis, a term used by Aristotle*, is the art of acting upon the conditions one faces in order to change them. It deals with the disciplines and activities predominant in the ethical and political lives of people. *Aristotle contrasted this with Theoria* - those sciences and activities that are concerned with knowing for its own sake. Both are equally needed he thought. That knowledge is derived from practice, and practice informed by knowledge, in an ongoing process, is a cornerstone of action research. Action researchers also reject the notion of researcher neutrality, understanding that the most active researcher is often one who has most at stake in resolving a problematic situation.

heral groups in society.

Action Research Tools

Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies.

I. GT Skills ☐CAR



6.2 Starting CAR

Some key questions Barrett and Whitehead (1985) ask six questions which should help you start your inquiry:

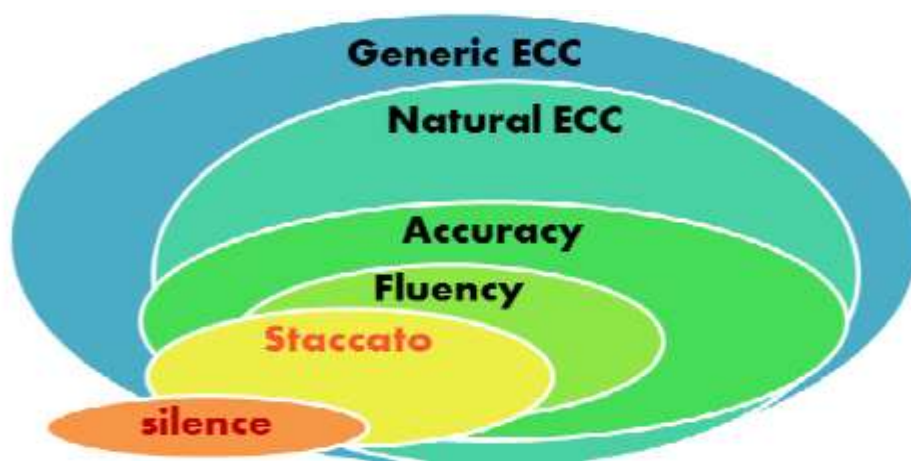
1. What is your concern?
2. Why are you concerned?
3. What do you think you could do about it?
4. What kind of evidence could you collect to help you make some judgments about what is happening?
5. How would you collect such evidence?
6. How would you check that your judgment about what has happened is reasonable, fair and accurate?

Page | 72 **What can I investigate through action research?**

Action research can be used to investigate practical, everyday issues:

- ‘Action research investigates everyday problems experienced by teachers’ (Elliott, 1981).
- ‘All you need is a general idea that something might be *improved*’ (Kemmis and McTaggart, 1982).
- ‘I experience a problem when some of my educational values are negated in my practice’ (Whitehead 1985).

6.3 Teaching and Interpretive Ethnography



lesson planning, a teacher is doing a set of elaborating activities, among others: Defining generic Competence, Lesson Planning, Doing Teaching. In the first set, the teacher is making a quest, what generic english competencies are for the learners to acquire? Then, how does he design the classroom experiential learning to attain such outcomes?

In designing the competence, the teacher may resort to how to do defining English generic competencies from plain or general communicative competence (context-free defining) to context-sensitive defining such as using the principles of language communicative competence of Dell Hyme, Searle and Grice. With Dell Hyme's model of Speaking, he elaborates the profile of the speech act models to teach, *how to get things done* (Cf English Curriculum 2007; 20013), With grace he can moderate the communicative style of politeness such as maxims of quantity, quality, manner and

relevance, and very generic, using Searle's principle WHAT COUNTS for speech act negotiation.

Interpretive Ethnography Searle and Dell Hymes



Language is meaning. Since from the era of Plato, its classified constituents as substance, process, characteristics, and situations are from physical realities, the meaning is in every plane of thought. When doing enlightenment, all the places are references, but only one at a time. ELTL Schools of paradigms emerges since Plato. Plato's school develops language discourse as the metalanguage of philosophy, and develop the principle *no scholae sed viate discimus* as Plato's Academy, as follows.

1. The generic pedagogy developed was classroom model³⁰
2. Socratic Paedia: Thinking and learning is the process of bringing ideas to conscience, a process by which the teacher stimulates the learner's awareness of ideas by asking leading questions—the ideal models of lives.
3. The teacher leads the dialogues, as follows:
 - a. Presentation of a simple lecture with an excellent model of speech
 - b. An examination of great orations as speech models
 - c. The study of its rhetoric, grammar and logic.
 - d. The practice of orations by learners as young orators
 - e. A public oration by the young learners.
4. Teaching to learn needs to proceed rationally as follows:
 - a. Learning need starts from concrete object to more abstract.
 - b. Learning situates from immediate environment distant, rural and remote entities.
 - c. Learning proceeds from easy and simple realities to be more complex ones.
 - d. The lesson proceeds gradually, cumulatively and slowly.
5. The teaching outline steps proceed as follows:
 - e. Preparation
 - f. Presentation
 - g. Association
 - h. Systematization
 - i. Application

8.4 The Art of Learning

Its main goal is to help every Indonesian understand what it is to be an Indonesian and what values he has to keep as an Indonesian. This is the reason why English is the chosen foreign language in Indonesia since its independence.

³⁰ Ornstein & Levine, 1989 Foundation of Education.

Student's Entry Point in Classroom based on A-Path Theory

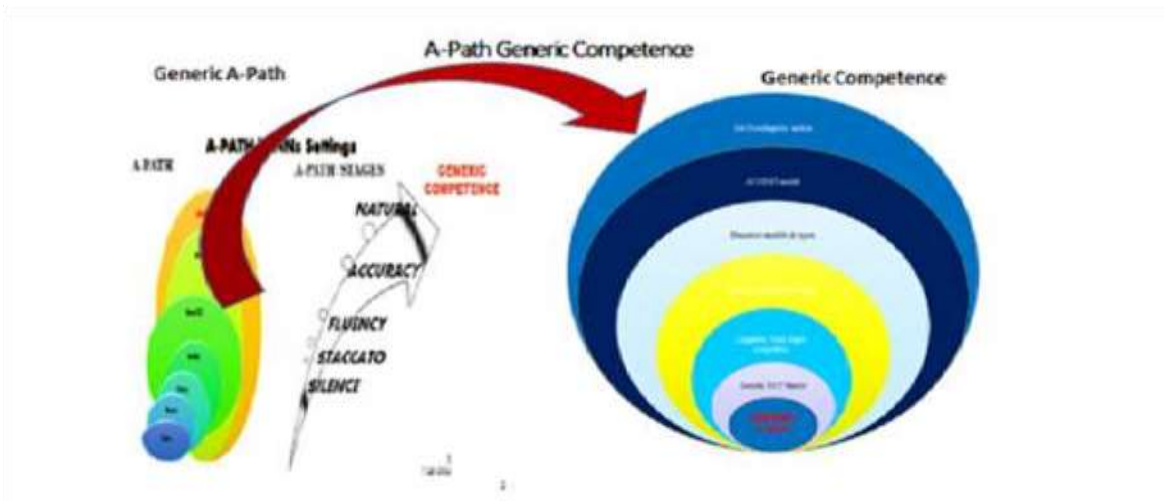
For the ongoing chronicle quests, Generic schools discern and strive to design the paradigm of the construct of generic competence and tuning it up in a unity in diverse motto, and now various universities are defining their efforts, **what they are doing, and what they have done with what they are doing**. They strive the pedagogy how to put all learners' energy in power to praxis. Indonesia since the first Minister of Education Ki Hajar Dewantara stated education **TRI-CENTRA** nuclear family institution, school and community as a trinity-in-one to hold the educating-host processes. And now, generic schools translate it up to universe global-platform levels. Their ultimate concern is how a learner reaches generic literacy competence and generic professional competence as well. They make up a new arete them, define them fits to jobs at global platforms, and fit to happy life as well.

<8> Classroom Teaching State of the arts

Aspect of meaning-sentencia generic entities



How learner's SENTENCIA is made as a BLUE PRINT Acquisition Roadmap.



Basics BICS (Rivers1972a) Speaking communicative Purpose (Marianne Celce Murcia, 1979:93-94)

- 1. Establishing & maintainung socil relations**
- 2. Seeking information**
- 3. Giving information (about oneself, a well-known subject, etc)**
- 4. Learning to do to make something**
- 5. Expressing reactions: to a TV show, movie, slide-presentation. An exhibition, a single picture**
- 6. Hiding one's intention from others**
- 7. Talking one's way out of trouble**
- 8. Problem-solving**
- 9. Sharing leisure activities**
- 10. Connecting on the telephones**
- 11. Entertaining**
- 12. Displaying one's achievements**

7
12/13/2016

Generic English Communicative Cometence

In this TEFL-1 praxis, you learn the pedagogy: give a man a fish to eat for a day; teach a man to fish, to eat for a life time. ²⁵ You are doing lesson plan and lesson planning with the following Generic Communicative COMPETENCE.

Generic Competencies

Prerequisites

1. Establishing & maintaining social relations
2. Seeking information
3. Giving information (about oneself, a well-known subject, etc)
4. Learning to do to make something
5. Expressing reactions; to a TV show, movie, slide-presentation. An exhibition, a single picture
6. Hiding one's intention from others
7. Talking one's way out of trouble
8. Problem-solving
9. Sharing leisure activities
10. Connecting on the telephones
11. Entertaining
12. Displaying one's achievements

Generic Professional

1. International Hotel Receptionist
- 2 International Bank Teller
3. International Tourist Guide
- 4 International Tourist Interpreter
5. International Lake Toba Silangit Driver
6. International GIA Stewardess Silangit LakeToba Airport
- 7 International Muara Hotel Receptoinist
8. International Garuda Indonesian Airways Stewardess
- 9 International Siborong-borong Bank Teller
- 10 International Silangit Tourist Guide
11. International Junior Secretary
- 12 International Airport Taxi Driver
- 13 Meeting Protocol
- 14 TV Presenter
- 15 Event Organiser

7
12/15/2016

Domain: Based on Theories of Tongue Acquisition⁶The Quest for Better Generic Teaching

Critical Orientations and Quests: 1. What is language? 2. What is Language Education and How? 3. HOW DO THE LEARNERS INNOVATE MEANING THEMSELVES, NOT IMPOSED TO THEIR HEADS 4. Why are empty vessels there at universities? 5. Language shapes mind(Whorf Sapir Linguistic Relativity); the how to educate the Nation Literacy? 6. When language is for communication, then Communicative competence? With its grammatical competence, sociolinguistic competence, discourse competence, and its strategic competence, what prototype is the interlocutors at generic competence? This are big QUESTs that well-formedness and well-defined-ness of its genericness need constructs, for classroom teachers.

As an English Candidate in ELT, write down your **TEACHING VISION**. Teacher professionalism is unique. The uniqueness is that learning and teaching we are doing now are competencies we are striving today and doing it for tomorrows for others to make them fit and proper for better life. For such, Plato and Chomsky state that every human being is born with **innate capacity**. Learning and teaching function to cultivate this to be **human's problem-solving power potentials** the purpose of which is in the pursuit of good life as what philosophers have echoed from time to time. A teacher, in one or the other view, need realize that their **tour of duty** is to help develop learners to cultivate this innate capacity for their benevolence. It is analogous to either classroom or subject matter teachers. They all are educated for this tour of duty. The learning outcomes are the yields. It is the product of the total teaching learning mental-experiential processes.

Teaching process is experiential classroom interaction. The more we discern the teaching and its process the more we can observe what happens, what is happening, what has happened and what has been happening and what has been doing and happening. At the very classroom setting, it is a strategic level, all learner's learning acts,

teacher's classroom acts and the interactional processing, and the overall rationale of its moment's why's underlying this lesson plan is at instructional generic stage. Has the teacher done the right things and done the things right? From philosophical perspectives, the teacher reflects his pedagogical approaches, what is the most efficient roadmap for the learner to acquire the learning outcomes as **what counts**? What learning outcomes must the learner acquire as English communicative competencies and why? When the teacher has been doing and managing the classroom process what experiential learnings and training acquisition are for the learners to undergo? And why? This is the art of teaching, meaning that during the ongoing teaching processes in the classroom the teacher is serving these and those activities to stimulate experiential learning and training acquisition with respect to the classroom and learner's condition and teaching process. All these depict the classroom teaching learning acquisition processes in the defined session.

Chapter-7

More: Generic Teaching Skills in ELT

7.1 The art of Learning

How does a learner learn English? In one way he does what he defines; in another he learns what he is defined to. This is the state of affairs. The teacher defines learnings on the basis of what the elites have defined. The elites are the predecessors, those who have defined what teaching is, from Plato's era to today's, who has defined teaching conscientisation.

The generic process can further be viewed in a more elaborate overall its underlying notions as problem-solving. Teaching in its institutional generic process can be defined at least in three perspectives, science, philosophy and art. John Dewey defined such as the adequacy of life in the student, that education is either to lead the learners to adequacy of life or to a failure. Following a scientific perspective, a teaching process is a problem solution approach that John Dewey define and elaborates as a five paradigmatic stage processes as follows.

Q2 problem-solving competency (John Dewey) : puzzlement she must resolve.

Step--1: The individual confronts a problematic situation that causes confusion or

step-2: The individual exactly define with the problem is

step-3: Clarification of the problem consists of a careful examination or analysis of step the factors contributing to the problem.

Step -4: Develop hypothesis if..then statements that offer possible solution to the difficulty, and solution alternative.

step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.

Knowledge as science is a mass of abundance, and human being is limited. Despite its state of the arts, John Dewey's library digital system from category 000 to 999 enhances the learner in an access way to make information meaningfully systematic that he can make up the most of the information. These are the meaning perspectives that go cross-disciplinary to all other global services in workfields that change the blue-color more to white color services. With the development of ICT, information and science strives, the global world streams its trends as follows.

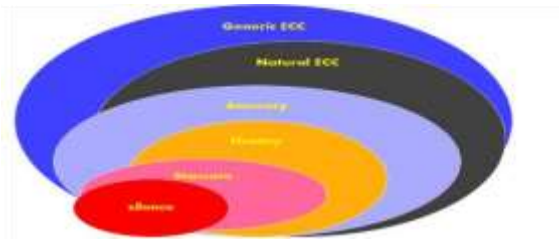
As a problem-solution process, a teacher doing a teaching session is to define what is the process problem and what is the solution? First of all, he is to define what problem-solution competencies does he want to accomplish in the learners as learning outcomes? In teaching English at grade 11 at tourist school at Jalan Gereja Pematangsiantar, it is a process context. How does the class teacher on duty handles the matter? What is the problem and what is the solution?

Adequacy of life is gained by a citizen who makes up the state of affairs meaningful to him, and such meaningfulness is cultivated and constructed as mastering systematic knowledge information, as follows.

There are four-global trends that educational viewpoints anticipate:

1. Enhanced flexibility to accommodate both customized products and rapid continuous changes in product development.
2. Increased use of technology
3. Higher levels of commitment to customer satisfactions
4. Expansion of capital to labor ratios.

Congruently, global workfields today are demanding graduate competencies attributes as generic and life-long as follows.



7.2 INPUT, INTAKE, LEARNING and ACQUISITION

The learner's learning pilgrims are beginning in classrooms. ELT teachers roadmap them as input, intake, learning and acquisitions and put them as their teaching praxis.

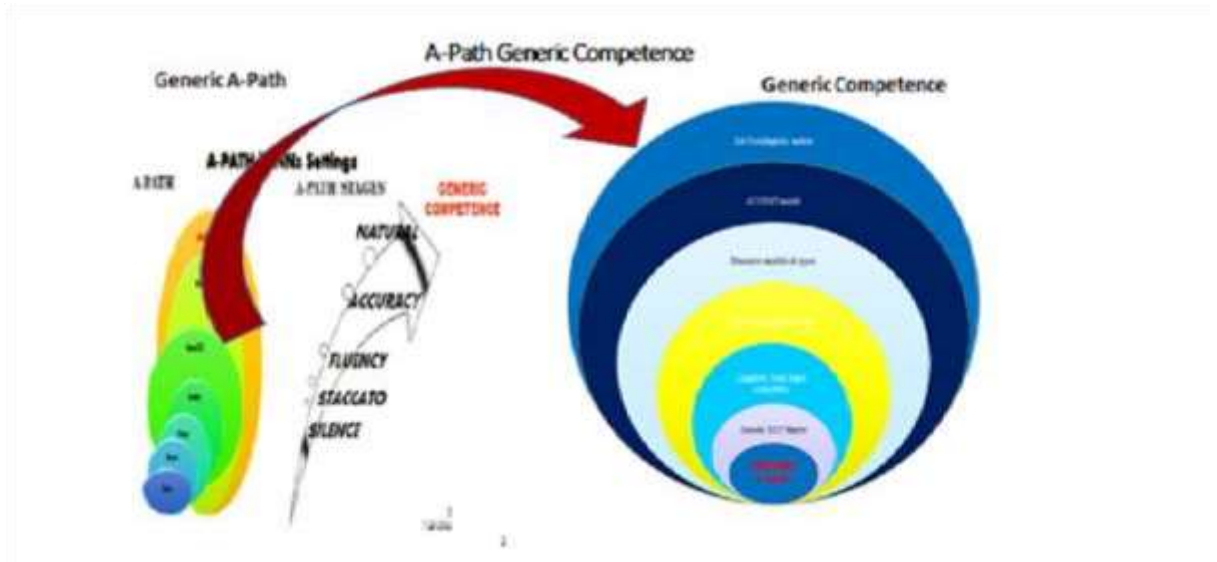
Input in NNs Classroom Settings

In English classrooms English input are first all the English in ongoing classroom communication. The situation first will be all the English talks. Such may take the forms in teacher instructional delivery, the multimedia delivery, teacher-student interaction and simulation, student-student talks, simulation and the like. Input functions to help the learners exposed to English they are learning. All these events are language total exposure to the learners provided in the classroom. Similar to how a child acquires language, this help form creative construction process in the mind to acquire the language, to activate or language acquisition device (LAD). The total exposure forms our tacit knowledge in the Page | 62 class, the language competence.

Intake

Input in class is situational. This situational input is at the reach of the learners' capacity to grasp meaningfully in correlation with his language level development, novice, beginner, intermediate, advance, and the like. Teacher is to create the situation meaningful to the learners congruent with the learners' ongoing competence.

Teacher functions to design Inputs of experiences and interactions as the formation of character roadmap that the learners need to attain the goal. They are congruent to professional demands on what English speech acts and discourse competence are the learners to be fit and proper to.



7.3 Defining Characters

Character formation develops in conscientisation.



Bung Karno ((Kita harus mencari kemenangan sebesar-besarnya dari musuh kita belanda jepang dari keadaan terjajah kita sekarang ... *Gross zein heeissat massen beweegen konen*tokoh-tokoh terkemuka dari seluruh kepulauan .. yang berseandainya andai kata....orang-orang terpelajar yang berpikiran sempit

Internationalisme itu *bukanlah Indonesia Uber Alles* Indonesia hanya satu bagian kecil dari dunia....*nasionalisme tidak dapat hidup subur kalau tidak hidup dalam taman sarinya internationalisme*

3
1/25/2017

Language as Character—K2013

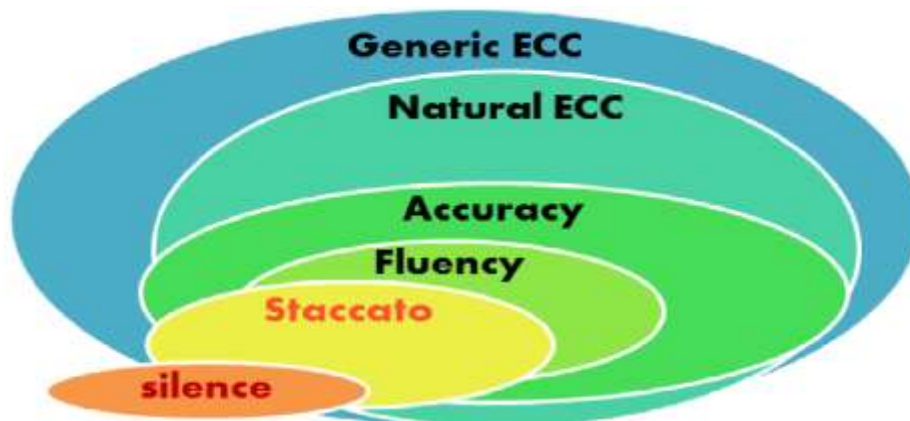
**Communicating is
doing a character
How to get
things done**

Bung Karno's Paradigm

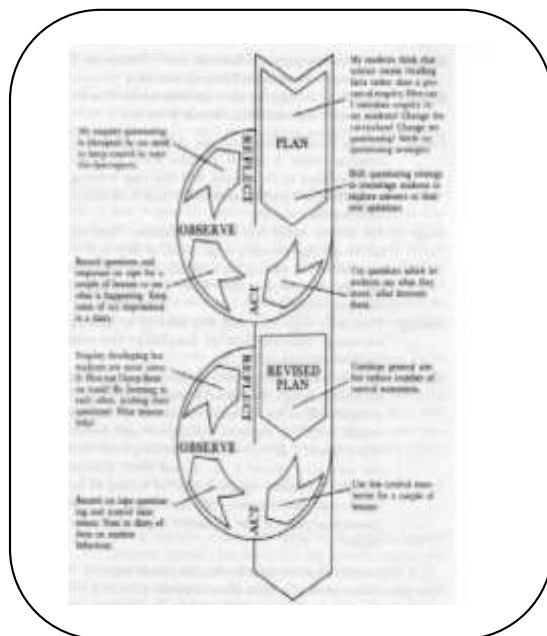
Transforming with NonBlock CONGRUENT
Problem Solving Paradigm (1 Nov 1961)

1. *first settle both conflicting sides to sit in tranquility.*
2. *settle to really sit down to make true tranquil/ peaceful solution for both.*
3. *settle that both conflict of interests have a problem.*
4. *that both has a difference*
5. *that both sides commit to clear & eliminate all prejudices in both sides*
6. *clear all those intrests that cause the conflicts*
7. *settle true peace.*

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12/15/2016



II. GT Skills ☐CAR



1. reconnaissance
2. Teaching action
3. Review
4. Reflection

Figure 5: Classroom action research (CAR)

III. CAR ☐ defining characters for professions

With the CAR the students monitored by the teacher doing the character of a define generic competence; among others

1. Hotel receptionist
2. Bank teller
3. Tourist guide
4. TV presenter, etc

Teachers need creativity and innovation in Indonesian ELT. To make meaningful learnings and learning more meaningful, teachers need understand professional demands when the students graduate some day, what they need. The Indonesian Quality Framework (IQF-KKNI) defines such competencies.

Barr & Tagg, 1995
from TEACHING to LEARNING
The significant
problem we face can
not be solved at the
same level of thinking
we were when we
created them. (Einstein)



Mastering English communicative competence varies from jobs to jobs. The linguistic beach head articulates the basic for learners to start how to master English. The communicative beach heads help teachers define how to link students' communicative competence to professional jobs. IQF help design the nature of the generic competence as national standards the guide for teachers to elaborate his/her lesson plans.

Cannon of Science

1. Logic and Philosophy, Philosophy → world View
2. Schools of Philosophy
 1. Descriptive Philosophy
 1. Plato
 2. John Lock
 3. Witsgenstein
 2. Performative Philosophy
 1. Searle
 2. Generic
 3. Transformative
3. Educational Philosophy → VISION
4. Global Philosophy: Millenial Schools

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1/30/2017

Tata Filsafat						Product			
Schools	Methods of Philosophy	Model 51 FKIP UHN	3 Wittgenstein positivisme						
GOAL MEANS ENDS How to do the right things									
I 1	Descriptive Plato	logico Hypothetico Verificatio Verificatio Hypothetico	Thesis is principle	Introduction RRL	T R A C T A C U S	L O G I C O	P H I L O S O P H I C U S	T A T A	P A R A D I G M
2	John Locke	Logic	Thesis is principle	Research Methodology Data Analysis & Interpretation Conclusion	V H L	I C O	S	I L L U M	
GOAL MEANS ENDS How to do the right things How To Do Things Right Holistic Meaning Perspective									

1/30/2017

Generic: Holistic Competence



1/26/2017 39
5/2/2017

Perjalanan Kecerdasan
Plato's LOGOS..literacyMetacognitive ...tacit knowledge ... Competence

From Logico-hypothetico-verificatio to Generic Transformative Competencies

Philosophy schools	Paradigm	Profiles	Competencies
1 Plato	Logos+Rhetorics	ARETE	Logico-hypothetico-verificatio
2 John Locke John Dewey	Structuralisme	Homo-sapiens	Literacy Competence
3 Wittgenstein	Positivisme	Scientiest Philosopher	Philosophical Scientific the Grammar of Science
4 psychology	Functional Competence	metascience	Metacognitive Competence
5 3rd millenium Pedagogy	Generic Pedagogy	Holistic man	Generic Transformative Competence

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1/30/2017

Empty Vessels: Idiosyncretic Worlds

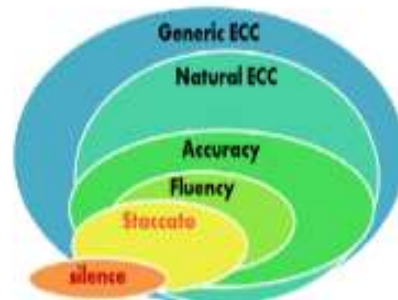
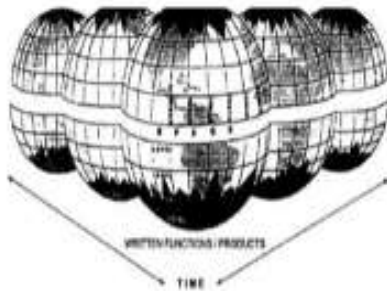
Bung Karno 1 Juni 1946

(Cindy Adams, Guruh Soekamo Putra, Bung Karno Penyangkang Luluh Rakyat, 2014 Pp190, 219-241 Yayasan Bung Karno)

**Kita harus mencari kemenangan sebesar-besarnya dari musuh kita belanda
jepang dari keadaan terjajah kita sekarang ...
Gross zein heeissat massen beweegen konen
....tokoh-tokoh terkemuka dari seluruh kepulauan .. yang berseandainya
andai kata....orang-orang terpelajar yang berpikiran sempit**

**Heraclitus 536 BC THE WORLD
IS ONE ... Cf: Idiosyncretic
Worlds... Each dreamer makes
one of his own**

Idiosyncretic COMPETENCIES



Deskripsi Umum

Sesuai dengan ideologi Negara dan budaya Bangsa Indonesia, maka implementasi sistem pendidikan nasional dan sistem pelatihan kerja yang dilakukan di Indonesia pada setiap level kualifikasi mencakup proses yang menumbuhkembangkan afeksi sebagai berikut :

- Bertaqwa kepada Tuhan Yang Maha Esa
- Memiliki moral, etika dan kepribadian yang baik di dalam menyelesaikan tugasnya
- Berperan sebagai warga negara yang bangga dan cinta tanah air serta mendukung perdamaian dunia
- Mampu bekerja sama dan memiliki kepekaan sosial dan kepedulian yang tinggi terhadap masyarakat dan lingkungannya

- Menghargai keanekaragaman budaya, pandangan, kepercayaan, dan agama serta pendapat/temuan orisinal orang lain
- **Menjunjung tinggi penegakan hukum serta memiliki semangat untuk mendahulukan kepentingan bangsa serta masyarakat luas.**

<p>LEVEL-1 Grade-9</p> <ul style="list-style-type: none"> • Mampu melaksanakan tugas sederhana, terbatas, bersifat rutin, dengan menggunakan alat, aturan dan proses yang telah ditetapkan, serta di bawah bimbingan, pengawasan dan tanggung jawab atasannya. • Memiliki pengetahuan faktual. • Bertanggung jawab atas pekerjaan sendiri dan tidak bertanggung jawab atas pekerjaan orang lain 	
<p>LEVEL-2Grade-12</p> <ul style="list-style-type: none"> • Mampu melaksanakan satu tugas spesifik, dengan menggunakan alat, dan informasi, dan prosedur kerja yang lazim dilakukan, serta menunjukkan kinerja dengan mutu yang terukur, di bawah pengawasan langsung atasannya. • Memiliki pengetahuan operasional dasar dan pengetahuan faktual bidang kerja yang spesifik, sehingga mampu memilih pemecahan yang tersedia terhadap masalah yang lazim timbul. • Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab membimbing orang lain. 	
<p>LEVEL-3D1</p> <ul style="list-style-type: none"> • Mampu melaksanakan serangkaian tugas spesifik, dengan menerjemahkan informasi dan menggunakan alat, berdasarkan sejumlah pilihan prosedur kerja, serta mampu menunjukkan kinerja dengan mutu dan kuantitas yang terukur, yang sebagian merupakan hasil kerja sendiri dengan pengawasan tidak langsung. • Memiliki pengetahuan operasional yang lengkap, prinsip-prinsip serta konsep umum yang terkait dengan fakta bidang keahlian tertentu, sehingga mampu menyelesaikan berbagai masalah yang lazim dengan metode yang sesuai. 	

- Mampu **kerjasama dan melakukan komunikasi** dalam lingkup kerjanya; Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas hasil kerja orang lain

LEVEL-4 D2

- Mampu menyelesaikan **tugas berlingkup luas dan kasus spesifik** dengan **menganalisis informasi** secara terbatas, **memilih metode yang sesuai** dari beberapa pilihan yang baku, serta mampu menunjukkan kinerja dengan mutu dan kuantitas yang terukur.
- **Menguasai beberapa prinsip dasar bidang keahlian tertentu** dan mampu **menyelaraskan** dengan permasalahan faktual di bidang kerjanya.
- Mampu bekerja sama dan melakukan komunikasi, **menyusun laporan tertulis dalam lingkup terbatas**, dan **memiliki inisiatif**; Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas kuantitas dan mutu hasil kerja orang lain

LEVEL-5D3

- Mampu menyelesaikan **pekerjaan** berlingkup luas, memilih metode yang sesuai dari **beragam pilihan** yang sudah maupun belum baku dengan **menganalisis data**, serta mampu menunjukkan kinerja dengan mutu dan kuantitas yang terukur.
- **Menguasai konsep teoritis** bidang pengetahuan tertentu secara umum, serta mampu memformulasikan penyelesaian **masalah prosedural**.
- Mampu **mengelola kelompok kerja** dan **menyusun laporan tertulis** secara **komprehensif**; Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja kelompok

LEVEL6 S1

- Mampu mengaplikasikan bidang keahliannya dan memanfaatkan **IPTEKS** pada bidangnya dalam penyelesaian masalah serta mampu beradaptasi terhadap situasi yang dihadapi.
- Menguasai konsep teoritis bidang pengetahuan tertentu secara umum dan konsep teoritis bagian khusus dalam bidang pengetahuan tersebut secara mendalam, serta

<p>mampu memformulasikan penyelesaian masalah prosedural.</p>	
<ul style="list-style-type: none"> • Mampu mengambil keputusan yang tepat berdasarkan analisis informasi dan data, dan mampu memberikan petunjuk dalam memilih berbagai alternatif solusi secara mandiri dan kelompok; Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja organisasi. 	
<p>LEVEL 7S2</p> <ul style="list-style-type: none"> • Mampu merencanakan dan mengelola sumberdaya di bawah tanggung jawabnya, dan mengevaluasi secara komprehensif kerjanya dengan memanfaatkan IPTEKS untuk menghasilkan langkah-langkah pengembangan strategis organisasi. • Mampu memecahkan permasalahan sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui pendekatan monodisipliner. • Mampu melakukan riset dan mengambil keputusan strategis dengan akuntabilitas dan tanggung jawab penuh atas semua aspek yang berada di bawah tanggung jawab bidang keahliannya. 	
<p>LEVEL 8S2</p> <ul style="list-style-type: none"> • Mampu mengembangkan pengetahuan, teknologi, dan atau seni di dalam bidang keilmuannya atau praktek profesionalnya melalui riset, hingga menghasilkan karya inovatif dan teruji. • Mampu memecahkan permasalahan sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui pendekatan inter atau multidisipliner . • Mampu mengelola riset dan pengembangan yang bermanfaat bagi masyarakat dan keilmuan, serta mampu mendapat pengakuan nasional dan internasional. 	
<p>LEVEL 9 Dr/S3</p> <ul style="list-style-type: none"> • Mampu mengembangkan pengetahuan, teknologi, dan atau seni baru di dalam bidang keilmuannya atau praktek profesionalnya melalui riset, hingga menghasilkan karya kreatif, original, dan teruji. 	

- Mampu memecahkan permasalahan sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui **pendekatan inter, multi, dan transdisipliner**.
- Mampu **mengelola, memimpin, dan mengembangkan** riset dan pengembangan yang bermanfaat bagi ilmu pengetahuan dan kemaslahatan umat manusia, serta mampu mendapat **pengakuan nasional dan internasional**.

1.2 Learning and Acquisition of Competence

Teacher's discourse+Cur2013

- 1. Warming Up**
 1. Building respect to all learners
 2. Setting up class atmosphere ready for learning intake
- 2. Communication Starters**
 1. Building formation entry points
 2. Breaking prior knowledge
 3. Building forward path
- 3. Teaching Core**
 1. **Observing**-----M₁engamali fakta
 2. **Questioning**M₂enanyakan
 3. **Associating**M₃engasosiasikan
 4. **Accomodating-generalizing** M₄enggeneralisasi
 5. **Sicial-networking** M₅enjejajring
- 4. Winding-up**

With respect to the state of affairs, our teachers in classroom are still defining the learning generic competencies in the teaching and its process with respect to what they have been defining and how to do things right and how to do the right thing.

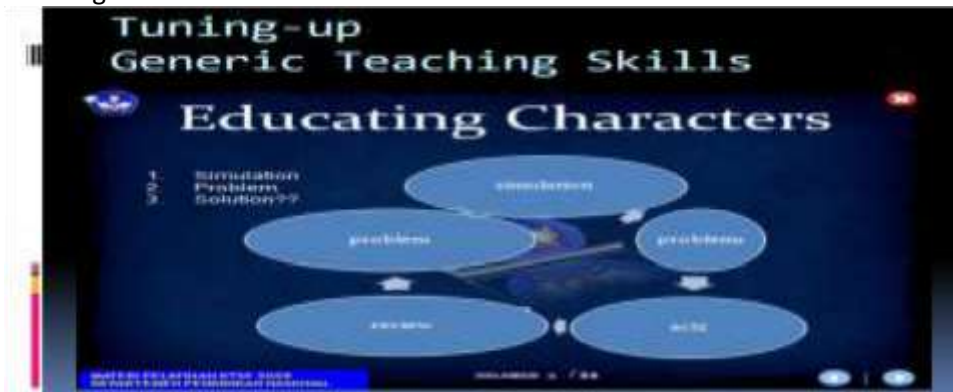
Generic Competencies today covers³¹

Defining generic Competence, Lesson Planning, Doing Teaching

Teaching is a process in its perspectives. At least it constitutes three set of competencies, namely, Defining generic Competence, Lesson Planning, and Doing Teaching. A teacher learns to define how to accomplish target generic competencies in the learners as learning outcomes and those congruent to the society demand when they are exposed to. A learner consequently strives to master the erspective that they become the arete, some body in their time. This is the academic ideal of the *Non Scholae Sed Vitae Discimus*.

³¹ Jolee Young and Elaine Chapman, *Educational Research and Perspectives*, Vol 37, No1, P16

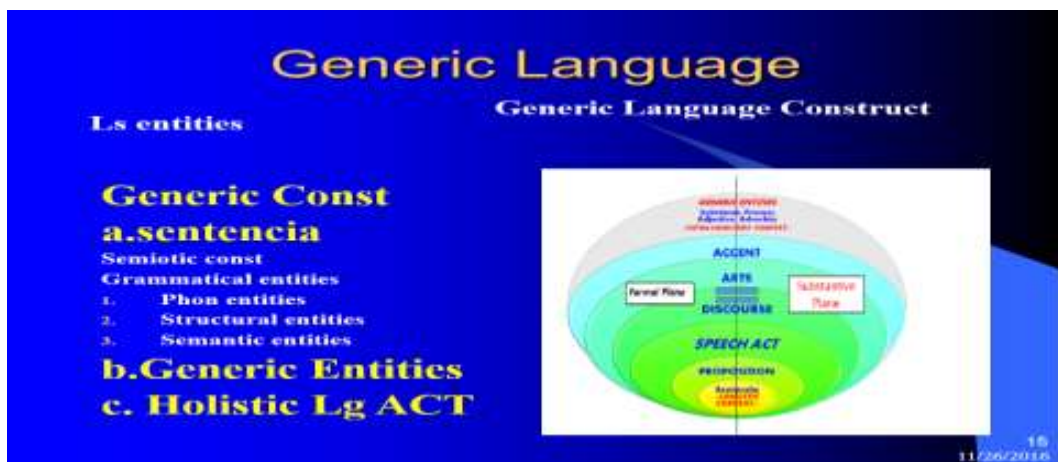
Classroom is the very engaging input-processing-experiencing-training-inducing to learning outcomes. A teacher is to define the process, and as a simple teacher every teacher is on call to do the right things, and to do things right. Commonly his answer is the lesson plan at his hand. Elaborating the lesson plan, the teacher defined at least the student learning outcomes, the teaching steps and the evaluation. Meanwhile, the teacher substantiates the teaching materials, the defined text used, and the attached teaching media.



Generic Teaching Skills are the skills the teacher is to master in order the learners attain and gain generic English Competencies. The competencies are rooted in ELT approaches, methods and techniques and educational paradigms as well that a teacher subsumes for classroom implementation of acquiring generic competencies in the learners as learning outcomes.

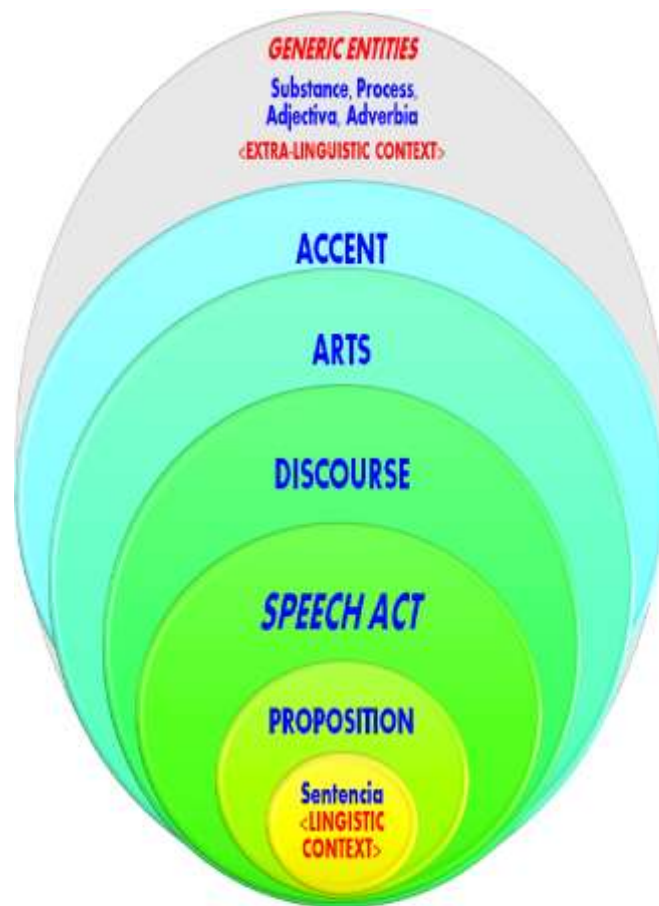
Do thou understand what thou read? From arête to global generic Literacy Learners' learn and gain mastery from Classroom processes.

In doing teaching, novice candidate teachers simulate the teaching world in a few simple steps: i) reflective teaching realities; ii) defining characters; iii) reflecting INPUT, INTAKE, LEARNING and ACQUISITION; iv) understanding acquisition stages.



Learning English in NNs settings follow rule of learnings in one side and rule of acquisition in the other. The natural process of acquisition follows linguistic relativity principles that learners in the beginning develop and acquire a model of idiosyncratic model of ECC (English Communicative Competence) to reach their basis, the **communicative**

beach-head. It is a continuous process of creative-construction hypothesis.³² It is holistic in nature, built in a step-by-step discourse development.
Goal—Means—Ends



Language paradigm constitutes realities. By language constituents, it constructs realities with sets of constituents, as follows.

- 1. Sentencia**
- 2. Proposition**
- 3. Speech acts**
- 4. Discourse**
- 5. Arts**
- 6. Accent**
- 7. Reality-referents**

³² Cf Chomsky Competence, and New Horizon; Krashen, Language-2; Krashen Natural Approach.

IQF Undergraduate Q1-Q6



- Mampu mengembangkan ELT riset dengan pendekatan inter atau multi disipliner hingga menghasilkan karya yang teruji dan berpotensi untuk diaplikasikan dalam memecahkan masalah IPTEKS.
- Mampu mengusulkan solusi masalah ELT kontekstual pada lingkungan yang kompleks dan dinamis dalam wujud rancangan bisnis yang inovatif, efektif, dan berdaya saing, berdasarkan kajian keilmuan dan atau praktek profesionalnya.
- Mampu memimpin organisasi ELT , dan menyusun, mengimplementasikan serta mengevaluasi strategi ELT secara transparan dan akuntabel dengan menerapkan prinsip-prinsip keilmuan ELT di lapangan.
- Mampu berkontribusi dalam perencanaan peta jalan riset dalam bidang ELT dan/ atau mengelola riset di dalam bidang ELT pada fungsi-fungsi atau sektor aneka imleentasi (bisnis).
- Mampu mendiseminasikan kajian ELT yang akurat dalam bentuk publikasi saientific pada jurnal ilmiah yang terakreditasi.
- Menguasai metode riset dan metode pemecahan masalah serta pengambilan keputusan ELT dengan memanfaatkan teori dan konsep kepemimpinan ELT (kebijakan dan strategi ELT, organisasi, implementasi, operasi dan aplikasi bisnis).

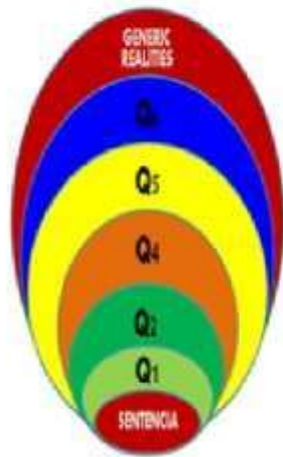
6.1 Step-1 REFLECTIVE TEACHING

Learners reflect how to design ELT instructions such as the simulation, the problem, the teaching acts, the review and the residue problem. **Some Profile Models of Generic Competencies in ELT**

In English Language Teaching (ELT), English generic competencies are formerly defined as basic communication in everyday life. Nowadays, it is redefined as communicative competence, that is capacity to handle communication in real setting. Since then, it is more refined as speech acts, how to get things done. Further it is varied to its communicative contexts. In Indonesian settings, generic competencies are profiled as follows.

IQF (KKNI)

IQF QUE



Defined Generic Competence

G	In the context of Indonesian constitution framework and codes in IQF standards and roles of architects, every Indonesian characteristics: "Belief in God" "Indonesian moral codes and ethics in jobs" "show Indonesian standards overall job services" "respect unity in diversity cross-culturally and others' innovation as well" "respect rule of law and law enforcements at large."
I	
Q	
U	Q3 - Competent to apply ICT to solve practical problems and mastery of paradigm with its relevant professional knowledge in own domains, and making strategic decisions. Q5 - Competent to design methods and its application from own discipline resources domains to solve wide-area problems in own discipline domain accountable with team-work and strategic implementation and assessment.
G	Q4 - Competent to articulate critical problems in own disciplinary domains and launching strategic solutions and assessment responsibility.
G	
C	
9	Q2 - Competent to articulate a set of task of procedure using operationally, do-it-yourself work, in standard quality performance independently, accountability and responsibility.
12	
69	Q1 - Competent to do a set of routine task in standard quality performance under supervision, accountability and responsibility.

A lot of service and service industries are growing in the global market platforms. While millennial markets are enhancing human mobility, global service industries, travels and tourists are fast growing of interests. In one or the other ways they are demanding the quality of human professionals. More states are getting serious especially in south-east Asia to equip their human resources with various generic competencies as they perceive and conceive them. In the generic IQF competencies profiled in ELT, that in ELT settings in Indonesia, the following are some grade-12 generic competencies in order to enter the millennial workfield platforms.

Generic Competencies

Prerequisites

1. Establishing & maintaining social relations
2. Seeking information
3. Giving information (about oneself, a well-known subject, etc)
4. Learning to do to make something
5. Expressing reactions; to a TV show, movie, slide-presentation. An exhibition, a single picture
6. Hiding one's intention from others
7. Talking one's way out of trouble
8. Problem-solving
9. Sharing leisure activities
10. Connecting on the telephones
11. Entertaining
12. Displaying one's achievements

Generic Professional

1. International Hotel Receptionist
2. International Bank Teller
3. International Tourist Guide
4. International Tourist Interpreter
5. International Lake Toba Silangit Driver
6. International GIA Stewardess Silangit LakeToba Airport
7. International Muara Hotel Receptinoist
8. International Garuda Indonesian Airways Stewardess
9. International Siborong-borong Bank Teller
10. International Silangit Tourist Guide
11. International Junior Secretary
12. International Airport Taxi Driver
13. Meeting Protocol
14. TV Presenter
15. Event Organiser

Its main goal is to help every Indonesian understand what it is to be an Indonesian and what values he has to keep as an Indonesian. This is the reason why English is the chosen foreign language in Indonesia since its independence.

AIRPORT Contexts

- 1. Washing hand (toilet)
- 2. Eating some food (Foodstore)
 - 3. Baggage claims
 - 4. Taxi service
- 5. Booking room (Taking rest)
- 6. Information (Tourist guide)
 - 7. Shopping
 - 8. Hanging around
 - 9. Café and resto
- 10. Taking bath (swimming)
- 12. Enjoying a cup of coffee
 - 13. Juice, soft drinks
 - 14. Laundry
 - 15. Check-out
 - 16. Saloon

9
12/15/2016



6.2 Defining Characters

Language education is character formation. In short, the five steps in the reflection are focused on what type of language characters, or specific functional communicative competence, as the character he is building up.

TEFL-1 Models

Generic English Communicative Competence

In this TEFL-1 praxis, you learn the pedagogy: give a man a fish to eat for a day; teach a man to fish, to eat for a life time. 25 You are doing lesson plan and lesson planning with the following Generic Communicative COMPETENCE.

Generic Competencies

1. Communicate with a character as a Garuda stewardess
2. Communicate with a character as a receptionist fetching a Guest at Kuala Namu IA using a Tag NAME.
3. Communicate with a character as a taxi driver to Medan City and its hotels
4. Communicate with a character as a Bank Teller with TRUST
5. Communicate with a character as a receptionist offering ACCO
• MODATION
6. Communicate with a character doing a traveller's cheque, ATM, opening account and currencies
7. Communicate with a character doing Internet communication, email and the like.
8. Communicate with a character doing your Celluar Phone, buying pulses, doing services, etc.
9. Communicate with a character an International Class
10. Communicate with a character accomodating a Foreign University Visiting professors on Campus hanging Around
11. Communicate with a character as a Uinternational University Students in an Internationl Class
12. Communicate with a character on tour visits, guides, interpreter, and the like, and hosting all professional qLITY DEMANDS.

12/15/2016

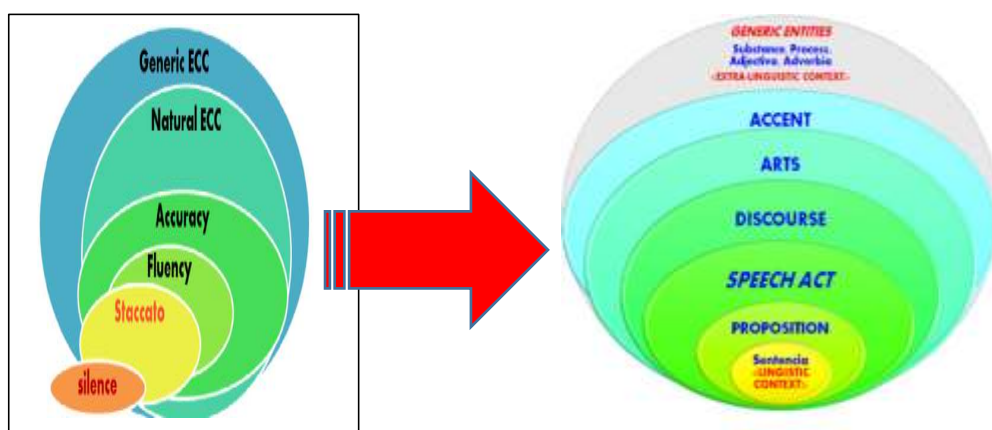


1. Objective: By the end of this session, given training on teaching recount, the participants demonstrate teaching recount on grade 10 based on the performance acquisition plan they design.
2. Indicators: Cognitive

This module is a through set of learning experiences for professional English teaching competencies through workshop. This module is one semester workshop where the lecture, the participants and the classroom teacher are developing learners' competencies to reach objective: (3 Sks).

This module workshop consists of four(4) booklets namely booklet (I) is guideline, booklet (II) is the basic material, booklet (III) is the competency test, booklet (IV) is additional experiences, practice, to maturate the target competencies. At the end of the model the participants are capable to acquire 80% of the designed competencies each module is to be accompanied by English curriculum in high school on secondary education from the relevant media, exercises practices and peer teaching to produce effective performance acquisition plan for a defined session in a given semester and grade in secondary schools. Performance acquisition plan (RPP) is English lesson plan based on the attached curriculum.

Chapter 6
Towards Generic English Curriculum in Indonesian NNs Settings



Q6 Competent to apply ICT to solve practical problems and mastery of paradigms with its relevant profound knowledge in own domains, and making strategic decisions

Q5 Q5 Competent to design methods and its application from own discipline resources domains to solve wide-area problems in own discipline domain accountable with team-work and strategic implementation and assessment

Q4

Competent to articulate critical problems in own disciplinary domains and launching strategic solutions and assesment responsibly

Q3

Competent to articulate a set of task of procedure using in standard quality performance independently, accountably and responsibly individually or in team-work.

Q2

Competent to articulate a set of task of procedure using operationally, do-it-yourself work, in standard quality performance independently, accountably and responsibly.

Indonesia is a big and mozaic country, by beauty, history, ideology, cultures, language and languages, resources and its strategic global positions. By the vision Indonesia 1945-2045, it is context-sensitive to millenial trends, changes and challenges. In short, the country is at the center of millenil gravity for a lot of interests and opportunities.

Transformative ECC Learning and Acquisition

Since from the era of Plato, its classified constituents as substance, process, characteristics, and situations are from physical realities, the meaning is in every plane of thought. When doing enlightenment, all the places are references, but only one at a time. ELTL Schools of paradigms emerges since Plato. Plato's school develop language discourse as the metalanguage of philosophy, and develop the principle *no scholae sed viate discimus* as Plato's Academy, as follows.

<2> The generic pedagogy developed was classroom model⁷

i. Socratic Paedia: Thinking and learning is the process of bringing ideas to conscience, a process by which the teacher stimulates the learner's awareness of ideas by asking leading questions—the ideal models of lives. ii. The teacher leads the dialogues, as follows:

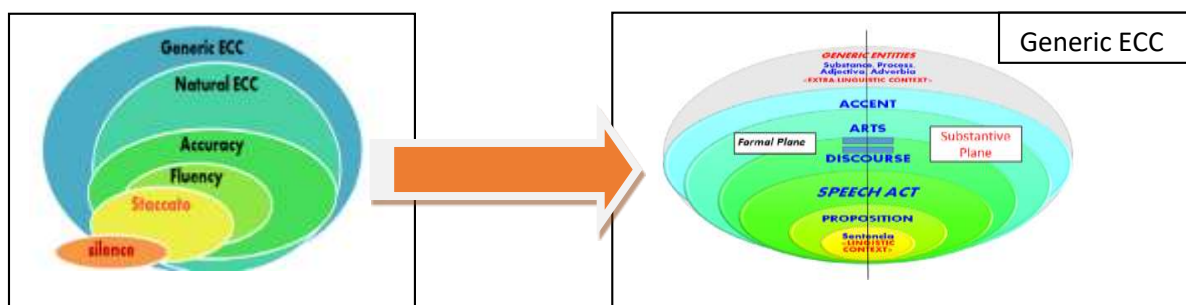
- a. Presetation of a simple lecture with an excellent model of speech
- b. An examination of great orations as speech models
- c. The study of its rhetoric, grammar and logic.
- d. The practice of orations by learners as young orators
- e. A public oration by the young learners. iii. Teaching to learn needs to proceed rationally as follows:
 - a. Learnings need starts from concrete object to more abstract.
 - b. Learning situates from immediate environment distant, rural and remote entities.

⁵ Krashen, Ohler, Richard, Brown, Nunnan

Could you show me where is your heart? The mystery of Heaven. ⁷ Ornstein & Levine, 1989 Foundation of Education.

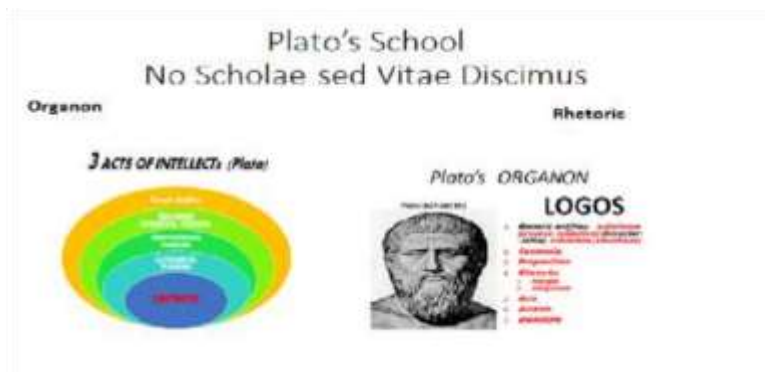
- c. Learning proceeds from easy and simple realities to a more complex ones.
- d. The lesson proceeds gradually, cummulatively and slowly. iv. The teaching outline steps proceed as follows:
 - a. Preparation
 - b. Presentation
 - c. Association
 - d. Systematization
 - e. application

From Plato's era, all their students and learners had been commonly doing logos, grammar and rhetorics as the metalanguage tools of all learning enterprise. After Renaissance, those scholar synthesized all the disaciplines, and developed the grammar of science, and then every discipline developed and constituted its basic constituents as syntax, semantics and pragmatics of science. Their learnings were endowed in literature as civilization culture and heritage.



1. Communicate with a character as a Garuda stewardese.
2. Communicate with a character as a receptionist fetching a Guest at Kuala Namu IA using a Tag NAME.
3. Communicate with a character as a taxi driver to Medan City and its hotels
4. Communicate with a character as a Bank Teller with TRUST
5. Communicate with a character as a receptionist offering ACCO
6. MODATION
7. Communicate with a character doing a traveller's cheque, ATM, opening account and currencies
8. Communicate with a character doing Internet communication, email and the like.
9. Communicate with a character doing your Cellluar Phone, buying pulses, doing services, etc.
10. Communicate with a character an International Class
11. Communicate with a character accomodating a Foreign University Visiting professors on Campus hanging Around
12. Communicate with a character as a Uinternational University Students in an Internationl Class

Communicate with a character on tour visits, guides, interpreter, and the like,
and



Q6 Competent to apply ICT to solve practical problems and mastery of paradigms with its relevant profound knowledge in own domains, and making strategic decisions

- Q5 Competent to design methods and its application from own discipline resources domains to solve wide-area problems in own discipline domain accountable with team-work and strategic implementation and assessment
- Q4 Competent to articulate critical problems in own disciplinary domains and launching strategic solutions and assesment responsibly

- Q3 Competent to articulate a set of task of procedure using in standard quality performance independently, accountably and responsibly individually or in team-work.
- Q2 Competent to articulate a set of task of procedure using operationally, do-it-yourself work, in standard quality performance independently, accountably and responsibly.

Professionality

A candidate teacher is to be professionally wise. What does it mean? Every world citizen is in a quest at where am I going? ..and so where are you going?.. Where are we now.... andWhere are we going? We are learning. A learned person discerns his life and the world he is living in. Everyone needs highlights for enlightenment. That is what educating is. We have been living in a state, contextually, and it derives us to our settlement as to where we are now. In our multifaceted roles, a citizen, an Indonesian, a global citizen, or a candidate professional, we live in a synchronic state of the arts, and it is now, and our path derives from our diachronic historical past path as to our present status, and our ongoing strives and total quality yields the future outcomes we want to be.

Generic Competencies are core competencies to solve millennial problems and challenges, a model of life-long learning congruent to a given state citizen in a millennial stages of changes and trends.

As for ELT in a set of NNs settings Indonesia, it needs its generic culture as its home-base competence and through transformative processes, develop its citizen competence formation for sustainability. Generic competencies and its transformative experiential learnings will be more shared in Tefl-2.

Generic Teaching Skills

ELT NNs Settings In Indonesian Quality Framework Perspectives

Do thy understand what thy readth?

An understanding Mind..... Sentencia: a meaningful idea ... substantio-accidentia.... ☞ Onoma Rhema

Introduction



Education functions to develop humanity. Learners through schooling expect to be a meaningful person, with prospects. They want us to offer a better life and to attain smart life in their ventures for prospects, the future and its webs. So how is the state of the arts?

So as teachers how are we doing this?

Tegar, tangguh siap teraniaya

Sehat aman nyaman

In one or the other our congruency is depicted by our learners. We are teaching foreign languages. We admit some learners in non native speaker NNs setting learns well, but these are some of the learners' performances in observations, the learner's experiential learning outcomes.

1 a. Context: Teaching a Myanmar Mr Mang 30 hours in NNs Setting.

Performance every morningsession : Good morning, teacher!

b. A tourist Guide in Thayland on the bus:

Performance: We al going to Pattaya, two auel thel. Thel is vely beautiful

beach. We ll be thel thli hours.

c. Context: Northsumatran students:

Performance: Hi. Where are you going Bro?

d. Context: Japanese classroom:

Performance: the gerule ise cominge to sechoole. Look.

e. Context: Singaporean Vendors, offering his trade.

Performance: Haya... I don mindlah, two handet dale good plidelah, it ik

beautifuck lah, buylah.

Learner's performances are the phenomenon that reflects our tour of duty, how viable our service is. In various profile our classroom learning outcomes in the

processing to certain extent producing idiosyncratic communicative competence, and more, some are less clear on its communicative competence profile. Some experts redefine the profile with standard models, such as with Ilyn's Oral Interview, BICS, SPEAK, TOEFL and EIL. Our ventures then, can we make it more plausible and justifiable and help us for better instruction? Goes without saying, each is autonomous that ELT may use them as a general feedback rather than a descriptive reference gain for our state of the arts.

Problem

The focal problem of this paper is: *In a goal-means-end analysis, how can we design ELT learning-acquisition in NNs classroom settings in a scientific approach with today's instructional state of the arts in a more justifiable learner's performances?*

1. Pedagogic Perspectives: Teaching—a Body of Scientific Knowledge

Teaching or instruction is educational means eve since human learns. But even up to 1954, Brooks *the science of learning and the art of teaching*, teaching is rarely **a goal-means-end analysis** like what science does. We venture our professions. We apply ELT Methods. We strive. Meanwhile, our teachings are either experiential based, or copying the master teacher, or doing it in our own ventures. How can we justify our ELT classroom then especially in the ongoing learner-centeredness paradigm that challenges us to keep up to par?

1.1. ELT Methods³³ The State of Affairs

What the ELT are doings—following the debates.

Schools of Socrates and Plato and others Discerning the world

Educators learn philosophy. Philosophy discerns realities for human benevolence. From Plato to Einstein, the reality configuration still last. Philosophers are great peoples although we hardly configure how and what they count. For this matter, Searle assist us with **“what counts”**.³⁴ So, **what is the state of affairs?**

Following the Debates in ELT

1. 1.1 Innate Capacity: Human Faculty and Competencies, traditional view: Genuine Communication in literature and science, Renaissance model

In the beginning philosophers debate if the world is flat or round. They follow either-or principles. The mindset with flat view assumes the end of the edge as the hell. The round view questions that. Then what is reality? Plato claims that **man**

³³ Tagor Pangaribuan, **TEFL-1 Generic Teaching Skills. TEFL-2 Transformative Teaching Skills** Ministry of HE, Research and Technology, Grand Research, 2014-2016.

³⁴ JR Searle, **Philosophy of language**, Oxford University Press, 1971.

is born with innate capacity with which they are knowledgeable. This is developed with the philosophy “*no scholae sed viate discimus*”, to educate the ideal man, **arête**. This becomes schooling generic principle until today.

<2> Is the world flat or round?



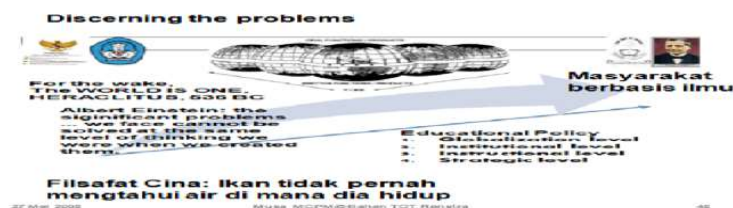
Schooling today still generates this proposition in educational system. They socialize knowledge, competency, arts and various human merits as literacy, culture. Wisdom and the love of learning are the motivation in academics, for truth, and it is sacrosanct. It becomes common generic academic code. Scholars practice this in learning, to find the truth as enlightenment. So how it works? How can a novice candidate teacher perceive those basic principles and codes in preparing their futures? Until now, the debates last, and even expands to heretical views.

- Cannon of Science**
1. **Logic and Philosophy, Philosophy → world View**
 2. **Schools of Philosophy**
 1. **Descriptive Philosophy**
 1. **Plato**
 2. **John Lock**
 3. **Witsgenstein**
 2. **Performative Philosophy**
 1. **Searle**
 2. **Generic**
 3. **Transformative**
 3. **Educational Philosophy → VISION**
 4. **Global Philosophy: Millenial Schools**

55
3/25/2017

Previous elites learn conscientiously. They understand from Heraclitus era, the world is one; sleepers, each makes one of his own. To get to the sense, Plato develop **intellect** as thesis, the organon, how to grasp reality, how to get to a truth.

<3> Truth: The world is one.



The three acts of intellect is categorical thinking, propositional thinking, and reasoning inferential thinking. Plato develops “**sentencia**” as a *meaningful idea*, a statement of reality as substance and accidentia, and to arrive at truth, it tests an entity what it is. For example,

- <4> a. Man is mortal.
Socrates is a man.
So, Socrates is mortal.

Now test the truth:

- b. My head can be in my hat.
My hat can be in my pocket.
So, my head can be in my pocket
- c. Jane is beautiful.
I like Jane.
I come to her this week end.

Man, head, pocket and Jane are category examples, and they are categorized as *Noun, Mortal, beautiful as adjectives*, and *is can, be, like, come as verb* -- categorical thinking. and , propositional thinking, and this became the basis of taxonomy and classification system in science. *Man is mortal* is a statement of truth and becomes thesis statement model. The systemic relation of meaning of *Man is mortal, Socrates is a man, So, Socrates is mortal* become the science mode of *inference*, the reasoning inferential thinking. All these function as the logos of science in ontology, epistemology and axiology. They function as dialectical of synthetic-analytic process of knowledge to gain and arrive at truth, and the truth is expressed with *inergia* and *eloquence* in *proxegora*, and now we recognize such as rhetoric, the arts of communication.

<5> Organon: Three acts of intellect



To make a better performance, rhetorician teaches rhetoric outline steps proceed as follows:

<6> Language Communication mastery

- a. Preparation
- a. Presentation
- b. Association
- c. Systematization
- d. application

In language teaching, all these notions are known as grammar school, and in FLT become grammar translation method.

1.1.2 Behavioristic Schools

In 1735, John Lock rejected **the thesis** that man is born with innate capacity, and putting the **antithesis tabula rasa** and man is defined as **homo sapiens**. Toin Bee further defines evolution theory and global platform as survivals of the fittest. In ELT, Experts follow Ferdinand de Saussure *la langue la parole* and assumes language as a set of habits, with its heyday audio-lingual method in which

mastering a FL is mastering the basic vocabulary and common language structures and pronunciation, with near native as parameter of language skills achievement.

problem-solving competency (John Dewey)

step-1: The individual confronts a problematic situation that causes confusion or puzzlement she must resolve.
step-2: The individual exactly define with the problem is
step-3: Clarification of the problem consists of a careful examination or analysis of the factors contributing to the problem.
step-4: Develop hypothesis if..then statements that offer possible solution to the difficulty, and solution alternative.
step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.

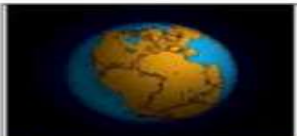
John Dewey Literacy with its Library System for systemic generic knowledge


- **What do we know? 0--99**
- **Who creates me? 100-199**
- **Who am I? 200-299**
- **WHERE DO I COME FROM? 300-399**
- **How can I be understood by the monkey next cave? 400-499**
- **What can I do to make a better living for a life? 500-599**
- **How do I do it for life and the living? 600-699**
- **What to do in leasiure time? 700-799**
- **Where are we now? What endowment have I learned and I have to learn 800-899**
- **What inheritance do I have to endow for the next generation as the fruit of my missions? 900-999**

Analogy		
TEACHER	student	comments
I like ice cream and I like candy as well " mango Apple" "migoreng.... Bakso"	Listen, then make an analogy: I like mango and	= I.... .. As well.


<7> Learning outcomes: Behavioral, near native, language skills, Literacy

John Dewey's Global Literacy Competence





Marco Polo's
Are you Marco Polo's?



John Dewey 1859-1952
How can I be understood by the monkey next cave?

**JOHN DEWEY'S SOLUTION
LIBRARY SYSTEM: LITERACY'S COMPETENCE**

- JD LS 0-99 : What do we know?
- JD LS 100-199 : Who creates me?
- JD LS 200-299 : Who am I?
- JD LS 300-399 : Where do I come from?
- JD LS 400-499 : How can I be understood by the monkey next cave?
- JD LS 500-599 : What can I do to make a better living for a life?
- JD LS 600-699 : How do I do it for life and the living?
- JD LS 700-799 : What to do in leasiure time?
- JD LS 800-899 : What endowment have I learned and I have to learn
- JD LS 900-999 : What inheritance do I have to endow for the next generation

as the fruit of my missions?

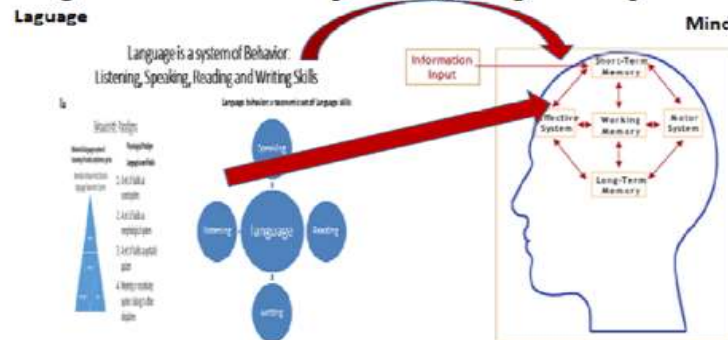
The common classroom language learning are pattern practices.

rejoinder		
TEACHER	student	comments
Have a nice sleep Good night Good evening See you Good by TILL we meet again cherie	Thank you	

The goal of education is genuine literacy competence that with the science taxonomy and standard language society can achieve genuine mastery of information on reality. One particular note in structural behavioral approach is

that the linguistic relativity hypothesis. It predicts that language shapes mind, and those in minds become precondition to interpret the next in thinking process, such as the phenomenon of idiosyncretics.

Linguistic Relativity: Language shapes mind



1.1.3 Chomsky Generative Linguistics

Chomsky since 1955 **questions the homo-sapiens** thesis in language faculty and **proves again Plato's innate** capacity as fairly works in language faculty, as he proves it with competence-performance analysis with generative and transformative rules in phonology, morphology, syntax and semantics right in the classic TG 1955, standard theory, 1965 and to Extended Standard, to revised extended standard theory, Government binding, Barrier theory³⁵, and finally new horizon in language and mind.



This theory generates new ideas on language, cognitive faculty, semantics and becomes the basis of language acquisition theory such as Krashen's creative construction hypothesis in his natural approach, and become the basic reference to communicative schools.

1.1.4. Communicative Schools³⁶

³⁵ Tagor Pangaribuan, 2010, **Paradigma Bahasa** (Language Paradigms), The University of Michigan. ISBN: 9797563359; 9789797563356; first published, 2007 Graha Ilmu, Yogyakarta Indonesia..

³⁶ Tagor Pangaribuan, **TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills** Ministry of HE, Research and Technology, Grand Research, 2014-2016.

With respect to **Austin, Searle, Grice and Hymes**, experts in communicative language teaching like Munby, Krashen, Byalistok, Long and the like³⁷, new approach to Language Teaching arises as a school, communicative language teaching. In this approach, **Meaning as priority**. Human is born with innate capacity... Competence ... communicative competence

CLT target is communication. Communicative competence is the learners' ability to speak cohesively and coherently in oral and written speech acts and discourse³⁸. The goal is to master communicative competence (Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence) in the target language.

Krashen's Acquisition-Learning Hypothesis: What is Second Language Acquisition?

LEARNING

1. *Discrete*
2. *Limited Resources*
3. *Limited Practice*
4. *Teacher's dependence*
5. *Explicit Knowledge: Genre, etc.*
6. *Language Usage*

ACQUISITION

1. *Holistic*
2. *Abundant/Total Exposure*
3. *Spontaneous/Situational*
4. *Speaker's Initiatives*
5. *Implicit Knowledge,*
6. *Language Use*

Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields. Language learning is through largely inductive processes, with the following principles/.

1. *Second Language Learning is facilitated when learners are engaged in interaction and meaningful communication.*
 2. *Effective classroom learning task and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.*
 3. *Meaningful communication results from students processing content that is, purposeful, interesting and engaging.*
 4. *Communication is a holistic process that often calls upon the use of several language skills or modalities.*
 5. *Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.*
- Page | 45 8. Language learning is a gradual process that involves, creative use of language, and trial and error, although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.*
9. *Learners develop their own routes to language learning, progress at different rates, and have different needs and motivation for language learning.*
 10. *Successful language learning involves the use of effective learning and communication strategies*
 11. *The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.*
 12. *The classroom is a community where learners learn through collaboration and sharing.*

³⁷ Tagor Pangaribuan, 1992, dissertation, Perkembangan kompetensi kewacaran berbahasa Inggris di LPTK Pasca Sarjana, PPS, IKIP Malang.

³⁸ Tagor Pangaribuan, 1992, dissertation, Perkembangan kompetensi kewacaran berbahasa Inggris di LPTK Pasca Sarjana, PPS, IKIP Malang.

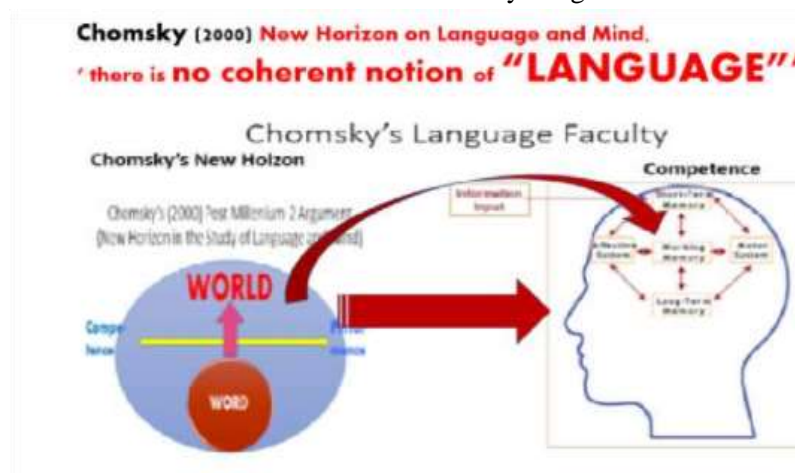
13. *Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields.*

14. *CC is context-sensitive*

CLT target is communication. Communicative competence is the learners' ability to speak cohesively and coherently in oral and written speech acts and discourse³⁹. The goal is to master communicative competence (Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence) in the target language.

1.2. ELT Reflection

What can we learn from those elites. They are genius and teachers of their times.



What Chomsky concludes is a truth, a reality⁴⁰. **ELT Reflection** today's tour of duty is to appreciate and embrace those values for pedagogic function, especially with the area of instruction is scientific and the paradigm is learner-centeredness. On these, we can embrace an eagle-eye view over the salient ideas upon the trilogy-of-teaching--the teaching as a scientific quest, the learning of the learner and the learning outcomes in **a goal-means-end analysis**, with the following thesis summary.

- 1. Traditional linguistic philosopher: the Arete With the thesis Innate Capacity, language faculty is Genuine Communication in literature and science, Renaissance model, like literature, generic communication competence in arts and science to configure reality.**
- 2. Behavioristic schools, With the thesis tabula rasa, language faculty is language skills, and the goal is global literacy. The Learning outcomes is behavioral, and FLT parameter is near native, and mastering a FL is mastering the basic vocabulary and common language structures and pronunciation.**
- 3. Transformational Generative Linguistics. Language as Competence-performance, a well-rule-governed behavior of an ideal, educated native speaker, his/her tacit knowledge, proves the existence of innate capacity, language faculty, either as communicative competence, or even as cognitive systems of competence, taxonomic or holistic, all construct literacy competence.**

³⁹ Tagor Pangaribuan, 1992, dissertation, perkembangan kompetensi kewacauan berbahasa Inggris di LPTK Pasca Sarjana, PPS, IKIP Malang.

⁴⁰ Chomsky, *New Horizon on Language and Mind*, 2000.

4. **Dell Hymes' Language as Communicative Competence puts language functionality in all webs of life at context-sensitive levels and articulation, with meaning as priority. Human is born with innate capacity.... Competence and acquire a communicative competence in a community**
5. **Searle, language faculty is what counts, and in ELT what counts a communicative competence.**

These fine theses are beautiful and we have to enlighten and empower them to our novice ELT teachers. There are two basics to settle as the merit of ELT Problem, **1 Generic communicative competence and 2 Generic Teaching Skills.**

2. Generic Communicative Competence⁴¹

Language is human species specific. For Plato language is the logics to enlighten the three acts of intellect to philosophize in rhetorics about truth in reality-referent perspectives for the pedagogy of *no scholae sed vita discimus*. For behavioristic schools, language is a habitual tool set of communication motoric skills in symbolic interaction. For Chomsky, language is an innate capacity in competence-performance tacit knowlege. For Hymes it is communicative competence. They are all grand ideas.

Every human possesses it but noone knows where it is in the soul body articulation. As human, it goes with civilization. For instance, in the 17th century, the americans in their industrious behavior value terms such as *the dolar, the hero, the cowboy, the gold, the phi beta kappa*, and the like. Learners say "I don't understand". Today people talks about *laptop, hang, the nobody, the somebody, not loading and empty vessels*. Every civilization develops their language and the language serves as equilibrium for communication. With all those phenomenon from denotative to metaphor language phenomena, is the child language faculty the same or different to that of adult, or is monolingual brain the same or different to bilingual? Experts frame different propositions as to what it is.

Human being possesses innate capacity as default and when it is exposed to a civilization it acquires a system communication with respect to one's life experience, the individual interlocutor's language proper. It functions subjects to the interlocutor experiential acts. Meanwhile, language by functions can be artistic, industrious, imaginative with the human operating acts as *homo sapiens, hom faber, homo symbolicum, homo economicus, homo politicus, homo socious* and when they form community, it makes a conscience collective as human, and it generates culture, and language becomes the civilization bank equilibrium to bank human quality and intellect. So how pedagogy and education configurate these phenomena?

The term generic, generative, skills and competence are pedagogic. The stem "gen" means power, generative means capacity to produce power, skills mean ability to do an operation set quite well, and competence as a holistic capacity of knowledge, skills, attitude to do a well-define performance, such as dancing ballet, writing a poem, reading a poem, making a design, designing a car, and the like. The term generic skill is first introduced by Reigluth⁴² to embrace a set of cognitive complex task, and generic

⁴¹ Findings in Tagor Pangaribuan, **TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills** Ministry of HE, Research and Technology, Grand Research, 2014-2016.

⁴²

competence by European post-M3 school to define professional capacity in jobs and institutions.



Generic: Holistic Competence



Generic competence (**GC**) as holistic in nature constitutes three constituents, instrumental, interpersonal and systemic. An **instrumental GC** is a subject capacity to accomplish a problem in a goal-means-ends analysis. An interpersonal **GC** is a subject capacity to waork as a team and to lead a team to accomplish a higher problem in a goal-means-ends analysis. **A Systemic GC** is a subject capacity to transform a crucial generic problem in a transformative power management.

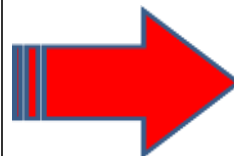


In a more elaborate description, the generic competence composes the power of science in *modi essendi, modi intelligendi and modi siginificandi* meaning perspectives. For language teaching pedagogy, the generic competence is designed as generic communicative competence⁴³, as follows.

⁴³ Research Findings, in Tagor Pangaribuan, **TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills** Ministry of HE, Research and Technology, Grand Research, 2014-2016.



Generic Communicative Competence (GCC) functions to serve the human subject in his/her communicative affairs. These are the core faculty, the meaningful idea, rhetoric, proposition, discourse, literature, arts, accents from genuine speech, and science since the era of plato’s grammar school, traditional grammar and science from constructs in language of their time, then speech acts and discourse from the latest language arts. This GCC then constitutes from Plato’s sententia, to philosophy proposition, to Searle’s speech acts, to Hymes’ discourse, to Fishman’s felicity condition, Grice CP and Leech’ Politeness principles to literature or arts and science, to accents, and to realities as entities, process, states and conditions and situations, and finally Searle’s what counts. By natur, they are the ingredients of language faculty in common English Language Teacher curriculum. The implementation is defined as follows.



For professional implementation, they are accommodated as follows.

Generic Communicative Competence		
	constituents	
	<i>Generic entities</i>	
	<i>accent</i>	
	<i>arts</i>	
	<i>discourse</i>	
	<i>Speech acts</i>	
	<i>proposition</i>	
<i>sententia</i>		

3. Generic Teaching Skills in ELT

Abstract

Teaching English is a complex enterprise. This research is a research on teaching, *developing TEFL NNS Generic Teaching Skills*. The central problem of this research is competencies for a teacher to possess to deal with *TEFL NNS as a model of instruction*. In particular, the research question is as follows: Is the experimental group with *TEFL NNS Generic Teaching Skills* in more significant teaching performances than the common TEFL class? To articulate the matter, the research methodology first reviews theory of generic skills, theory of instructional design, then incorporates both in teaching English in non-native speaker setting. The core matter of generic skill first applies to the central notion of communicative competence in a generic skill perspective, then the *TEFL NNS* in teaching English profession. The finding states that epistemological praxis of generic skill in *Developing TEFL NNS Generic Teaching Skills* the problem-solving skill, the communication and the critical thinking, makes better understanding of various difficulties in grasping the construct of communicative competence and the complexity of *TEFL NNS Teaching state of affairs*.

Key Words : *Generic Teaching skills, Communicative Competence, TEFLNNS*

1. Introduction

This paper attempt to present a generic⁴⁴ instructional approach to teaching English in non native setting (*TEFL_{NNs}*) to reach such ideal, a generic approach. In this way, this esearch attempts to design instructional model of teaching English in Non Native settings (*TEFL_{NNs}*).

Teaching today needs improvement to meet the global demand. Generic skill as a skill that works across fields and disciplines, it gets its prominent to link schools to professional works in general. While this construct is widely used, the notion varies in various praxis. In teaching English, generic skills begins to come into consideration. How meaningful this new construct is this research quest, as it is for teachers in general.

TEFL_{NNs} matters problem solving in two aspects. The first is educational aspect, and the second the *TEFL_{NNs}* itself as a field of professional service. The generic skills to master for the learner as subjects and second the way to help them learn better. In teaching English today, the first gains a more prominent, that is, English is an international language. Teaching English as an international language becomes more prominent for transnasional affairs and human contacts. So the notion of teaching English gain prominence and tend to shift to English education for global citizen. Then preparing become more prominent partifularly in preparing teachers for the matter.

The central problem of this research is competencies is for a teacher to posses to deal with *TEFL_{NNs}* asv amodel of instruction. In particular, the research quesion is as follows: Is the experimental group with *TEFL_{NNs}* Generic Teaching Skills in more significant teaching performances than the common TEFL class?

1 Theory of Generic Skill

There at least three perspectives to define generic skill, the *empirical comparative, ontological, and the episgemological one*. The empirical comparative Perspective defines it as key skills, core skills, transfersal skills, Quality Attributes, and the like in problem-solving skills. This in general takes the account of experts in the field in collaboration between world works and academic schools, and they change as to field situations. They approach the skill from its pragmatic value, among others, the five C's, Competence, Communication, Cooperation, Crativity, and Critical thinking.

Onthological Perspective originates in logic and proposition with respect to truth condition. This view take charge of an entity as generic when it gains an answer to onthological status with its logical validity, like what is a skill, a competence, a language, and the like.

<1> Generic concept

a. I like *potato*.

b. *Potato* was first came to Irish from South America.

⁴⁴ Reigeluth, Charless M, 1982, 1992, 1999 Ins

c. Now, *potato* is Irish main export.

In this sentences, the 1 a, b, c potato is a casual phenomena, the second is a case but only the third (1c) as generic concept for it is a truth condition for Irish, and a generalization in economic, a singular entity, term in logic⁴⁵.

1. Generic Predication

a. We are equal

b. Man is born equal.

In propositional logic, the example 2a denotes *accidentia* in substance-accidentia analysis of proposition whereas 2b is a logical predicate that it is self-evident and is true to the nature of humanity, a statement of truth.

In general, ontological conception of generic construct is to entail the primitive questions in philosophical science to generate the constituents of a scientific object, as common in a goal-means-ends analysis in philosophy. It defines how an entity from its essence, its analysis by intelligence and its significance in a scientific enterprise to state if it is a constituent or a subconstituent in its study.

Epistemological perspective⁴⁶ is first developed by Jones to make a more comprehensive view for education. Epistemology is the study how a knowledge is a theory, as done in academic activity. The epistemological apparatus includes the way a scientist works in education, doing a subject, sharing and communicating to its learners, and making a common shared knowledge, again to reach a goal-means-ends analysis in philosophy but further in field works. He identifies three generic constituents, problem-solving, communication, and critical thinking.

Problem-solving is discerning a reality. In common philosophical quest, it is a skill to do a goal-means-ends analysis to settle a state or a phenomena, like from the unknown to the known state of affairs. A scientist in common does this as a study on ontological, epistemological and axiological perspective to generate a knowledge, and a common academic task in learning. For better learning, teacher makes them more pragmatic. It is directed to a problematic situation. John Dewey⁴⁷ defines this in five steps, as follows.

<3> *Problem-Solving skills*

step-1: The individual confronts a problematic situation that causes confusion

⁴⁵ Cf. Johan van Benthem & Alice ter Meulen, 1997:1127-1132, **Handbook of Logic and Language**, Elsevier, The MIT Press, Cambridge University Press.

⁴⁶ Anna Louise Jones, 2006, *Rediscovering generic skills: An examination of the relationship between the disciplinary context and generic skills in Higher Education*, Center for Study of Higher Education, Faculty of Education, University of Melbourne.

⁴⁷ John Dewey, in 1985. Miller, John P & Seller, Wayne (1985) **Curriculum Perspective and**

Practices, New York: Longman.

or puzzlement she must resolve.

step-2: The individual exactly define with the problem is

step-3: Clarification of the problem consists of a careful examination or analysis of the factors contributing to the problem.

step-4: Develop hypothesis if..then statements that offer possible solution to the

difficulty, and solution alternative.

step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.

Communication deals with how a learner or an actor conveys the generic notion in a give community to which he is attached to. It matters with acceptability, deal and interpersonal relation to maintain the community climate on its right track. It matters with sharing, cooperating, discussing and making the generic matter shared altogether.

Critical thinking deals with how a person makes a grasp of a generic notion in the author's perspective in one sense, and grasp its essence in the other for wider and better value.

2 Generic Teaching Skills in *TEFL_{NNs}*

Teaching is a teacher's enterprise. He is doing it in classroom. In a simple synoptic, a teacher is greeting students, explaining the matter, ask learners participants and o the homework. This has been the teaching trade, and a tradition. But, when a search of teaching is done, it is an interaction between a teacher and his community, the classroom subjects, the pupil. There are thick layers of rational how a teacher is doing what he is doing. Instruction matters such, as teaching enterprise. It designates construct complex from various perspectives. The analogy takes place in teaching English, including how a teacher is doing it in *non native settings* (*TEFL_{NNs}*).

The non native setting of teaching English is an enterprise. The activity is done by a non native speaker of the English but communicate in it to non native learners in non native setting. From place to place, almost in the world settings this takes places, in many nations and people. Then it is a unique enterprise, it is doing a foreign thing in a foreign setting with foreign language learners.

2.1 *TEFL_{NNs}*

TEFL_{NNs} is a construct. The challenge to teachers in *TEFL_{NNs}* in general is *Generating a Coherent Vew of TEFL_{NNs}*. In general, it is an amalgam of philosophies and philosophies on language, language teaching and learning, communication, and all its descendeants, with communicative competence as learning outcomes, and educational enterprise in general⁴⁸. So, it is a critical enterprise to generate meaningfulness in instructional design of *TEFL_{NNs}*. .

As an educational enterprise, *TEFL_{NNs}* deals with instruction. Instruction functions to help better learning⁴⁹ and it keeps its principle.

⁴⁸ Nunan, 1999.

⁴⁹ Charless M Reigeluth, 1999:pp ix, p41-49, ***Instructional-design Theories and Models, Vol III***, Rouletge, Taylor and Francis Publisher.

<4> First Principle of Instruction: Instructional Basics

1. Select an instructional context
2. Develop a growth schema
3. Select problem-solving goals for the students
4. Develop practice materials
5. Develop teaching learning strategies
6. Design assessment tools
7. Develop the sequence of instructions in instructional events and realize them in lesson plans.

In TEFL, this first principle is acquired in learning by doing, three phases, the lesson planning, the presentation, and class participation conference, or critical participation. Within these three phases, students strive to acquire the teaching skills as learning outcomes.

Given that a generic skill is made up of simpler skills and knowledge, we can use the **principles for teaching each of those components**⁵⁰

Generic skills comprises the first principles of instruction in lesson plan. Further improvement is doing with generic skills. A generic skill is a skill which: it can be applied across a **variety** of subject domains, and it takes **longer** to acquire than domain-dependent (subject-area) skills.⁵¹ There are three constituents of generic skills in teaching related to epistemological processing in classroom, problem-solving, communication and critical thinking.⁵² With the problem-solving steps, students as participants in their enterprise apply the steps to do lesson planning.

2.2 Communicative Competence in TEFL *NNs*

In TEFL *NNs*, communicative competence is the target learning outcomes. By its historical concept⁵³, it grew from historical and grammatical skills in Plato's *Organon*, then becomes language skills in the ASTP Programs, then with literary competence, and now with Dell Hymes' communicative competence, the language comprises all as language tacit knowledge for communication of its user.

To conceive the notion of communicative competence, students of TEFL *NNs* learn various methods from their texts, among others, communicative approach, direct method, total-physical response and the like. Methods in TEFL are generated from its underlying philosophy.⁵⁴ Methods in English language

⁵⁰ Reigeluth, 2015, What is Generic Skill.

⁵¹ Charles M. Reigeluth, 1982, Vol I, ***Instructional-design Theories and Models***, Routledge, Taylor and Francis Publisher.

⁵² Anna Louise Jones, 2006, *Rediscovering generic skills: An examination of the relationship between the disciplinary context and generic skills in Higher Education*, Center for Study of Higher Education, Faculty of Education, University of Melbourne.

⁵³ Tagor Pangaribuan (2016), ***TEFL-1 Generic Teaching Skills***, Graduate School, HKBP Nommensen University, 2015 (Research Grant, Kepmenristek, RI).

⁵⁴ Tagor Pangaribuan (2016), ***Paradigma Bahasa*** (Language Paradigms), The University of Michigan. ISBN: 9797563359; 9789797563356; first published, 2007 Graha Ilmu, Jogja.

teaching in the beginning started from Plato's era to the present state of affairs. In the beginning, language study constitutes sounds and meanings and grammar functions to link the speaker's meaning and idea to the physical sounds, and human being is born with innate capacity to master the language. Since then the language studies developed and the latest stated that language is acquired in a creative-construction hypothesis rooted in Chomsky's universal grammar⁵⁵. Hymes to certain extent acknowledge the notion of Chomsky's competence as tacit knowledge linguistic competence but put forward the linguistic performance accommodating Saussure's 'la parole' that meaning plays a central function in language communication.⁵⁶

Communicative competence then is the tacit knowledge of native speaker doing a communicative acts. Originated in Austin How to Do Things with Words, Hymes develop and propose SPEAKING as the construct of the tacit knowledge, and Searle develops as speech acts, and all these notion is almost universally *TEFL NNs*. Hymes, further says that teaching requires contextuality. For the construct of communicative competence, he puts emphasis on the importance of human ability to create context through language to build **communicative brilliance**⁵⁷ to reinvent what we ask ourselves, responsiveness, critical awareness, human relevance." His SPEAKING⁵⁸ model attach for this. In teaching English as a foreign language this becomes crucially important for global communication. Its teaching praxis is a novel enterprise. Future language teachers needs knowledge substantive knowledge to support their teaching skills supporting their knowledge of TEFL methods. They need model how to accommodate those they have learned in lesson planning.

For Hymes, SPEAKING communicative competence is the tacit knowledge model for communication. It constitutes as a whole the notion of SPEAKING that within any communicative act there are inherent as a whole *Setting, Participants, Ends, Acts, Keys, Instrumentalities, Norm, Genre*. This parameter helps understand the notion of communicative event and context of communication.

There are infinite events and contexts in communications, with respect to its users and uses such as by learners, by professions, age, by people, by education, by culture and the like. Despite these mass data, teachers by grasping SPEAKING constituents make a generic knowledge of the matter. they learn rule of speaking in general, how it varies across its variables in the parameter of SPEAKING as context. Teachers then can generate models of speech acts for a given communicative event with the SPEAKING as its parameter.

2.3 Generic Skills in Communicative Competence

The notion communicative competence is basically generic to do problem solving in communication and to get things done through negotiation, deal,

⁵⁵ Chomsky, 2000, new Horizon in the study of language and Mind, Cambridge University Press

⁵⁶ Dell Hymes, 1972, On Communicative Competence,

⁵⁷ Dell Hymes, 2011, in Nancy H Hornberger, *Dell Hymes, His Scholarship and Legacy in Anthropology and Education*, GSE Publication, Graduate School of Education.

⁵⁸ *SPEAKING stands for Setting, Participants, Ends, Acts, Keys, Instrumentalities, Norm, Genre.*

enterprise and the like. By context and use, it universally applies to human. In today's state of the arts, they are sometimes named as communication skills to make it closer to world affairs such as business, conference, and the like. It is a generic skills and in its praxis, named as communication. In TEFL perspective, it can articulate in the process of language formation, language learning and language praxis, and varies in various ESP domain. As a generic skill, it is a skill which: it can be applied across a **variety** of subject domains, and it takes **longer** to acquire than domain-dependent (subject-area) skills.⁵⁹ For classroom teaching practice, two main aspects are applied, the discourse and the speech acts.

In speech act communication, Grice's maxim works.⁶⁰ It states "makes your contribution as needed". Grice launches cooperative principles as communicative code in communicating. It designates maxims of quality, quantity, manner and relevance. In this way, communicative competence gains richer notion for elegance, and complexity as well.

In classroom praxis, communicative competence is identified as communicative events, such as events in Hotel receptionist, Bank teller, Doing Interview, Tour Guide, Discourse of story telling. Each of these is observed as a communicative event using SPEAKING constituents.

<5>Context : **A customer from Taipei is booking, online, at Danau Toba International Hotel, Medan Indonesia**

Customer : Excuse me, is this Danotoba international?

Receptionist : Yes, please. Can I help you?

Customer : I d like to book a room for two days, if available.

Receptionist : For your choices, we have standard classes of president, executive, suite, and common class.

Customer : How are they?

Receptionist : Well, our hotel offers standard, president US \$100, executive\$75, suite\$50, and common class\$25, including tax service sir,.

Customer : Fine, I ll book for uesday and Wednesday. My name is Jhonny Lee, tourist, Thank you.

Receptionist : Alright, we note you; Welcome

Teacher in *TEFL NNs* conceives the receptionist-customer event as a single communicative event that can be observed as speech acts and speech discourse in communication. This is done to analyze to what extent the negotiation in communication successful and how rules of SPEAKING work.

Viewing **Communicative Competence as generic skill and its perspective constitutes three constituents**, problem-solving, communication, critical thinking. In the first place, the learner understand the **Communicative**

⁵⁹ Reigeluth

⁶⁰ Grice, H.P.(1975) "*Logic and Conversation*", *Syntax and Semantics*, Vol.III. Speech Acts, (Editor: Peter Cole & Jerry L. Mogan), New York.

Competence as problem solving in a goal-means-ends analysis to settle communication affairs, the SPEAKING construct. Secondly, the learner communicates his/her tacit knowledge of the construct in classroom community. Finally, he makes a bird-eye-view of the state of affairs.

2.4 TEFL_{NNs} In Generic Perspective: Generic Teaching Skills

In teaching matter, *TEFL_{NNs}* articulate generic teaching in general and follow the first principle of instruction, with lesson plan as the design. A teacher is doing the what and the how to do what as learning outcomes and the lesson plan how to help learners learn better. In others, methods in language teaching offers various instructional approach and strategies how language teaching in general is transformed into classroom tasks, and how the learners do the learning and acquisition.

Students learn to understand TEFL Methods in various subjects such as the nature of competence and acquisition in psycholinguistics, the matter of language use in sociolinguistics, and the values of communicative codes in pragmatics. In line with, they learn methods in the TEFL subjects, TEFL approaches and Lesson Planning. Various methods discussed across the subjects are communicative approach, total physical response, CLL, and the like.⁶¹

The first principle of instruction <6> is the whole teaching states. Learners conceive the notion as the whole state of affairs as a teaching paradigm. When it matters with classroom teaching tasks, they are stages in action, and in sequence the framework can be done as follows,

<6> Stages of instruction

1. Lesson Planning
2. Presentation
3. Participation and Reflection

In all teaching process, the doing of teaching is observed as epistemological praxis as Problem solving, Communication, and Critical Thinking⁶²

TEFL_{NNs} is a construct of instructional design. The construct is a hybrid of **instructional design as generic skills** and generic notions from TEFL methods, and hence, they can be mind-map as follows.

To conclude the state of the arts, the instructional model to practice in *TEFL_{NNs}* is as follows.

<7> Generic Teaching Skill construct

<i>TEFL_{NNs}</i> Construct Generic Skills

⁶¹ Nunnan, David, **Second Language Learning and Teaching**, 1999, USA, Heinle & Heinle Publishers.

⁶² Anna Louise Jones, 2006, *Redisciplining generic skills: An examination of the relationship between the disciplinary context and generic skills in Higher Education*, Center for Study of Higher Education, Faculty of Education, University of Melbourne.

Teaching Praxis	Communicaton	Poblem Solving	Critical thinking
Lesson Plan			
Presentation			
Participation			

For Reigluth, teaching is a scientific venture⁶³, A pebble in the pond. Teaching is a scientific work. The function is to help teachers to be a better classroom teacher with all his works, and in particular the teaching proper. As a scientific work, it follows the first principle , *a goal-means-end analysis. A scientist since Plato ask what is the truth in reality? And here, what is the truth in classroom reality? When a teacher demonstrates its principles, a set of teaching techniques with its lesson for 40 minutes, then what is the reality as teaching outcomes and learning outcomes? Or as a truth? This can be restated as hypotheses, prescriptive and descriptive. Generic teaching skill is the teacher's function to apply prescriptive and descriptive hypotheses in classroom lesson planning and action to accomplish achievement as learning outcomes.*

Principle-1

A = f [I] (A = learning outcomes, learner's achievement; f = function; I = instruction)

Achievement is a function of instruction, It is accommodated in prescriptive and descriptive hypotheses. The Principle-1 can be applied in a set of prescriptive hypothesis.

The Principle-1 A = f [I] → prescriptive hypotheses (H₁... H₂ H_n)

Hyp: Iff a teacher uses techniques t₁, t₂, t₃,t₁₀ ,for instance, the learners will master to express a discourse in a paragraph orally and in written form comprehensively. → prescriptive function.

Prescriptive functions are those pedagogical principles that deal with approach to subject mater, curriculum, syllabus, material selection, gradation, sequencing and all macro-processes of learning. They are methods and its principles in ELT, as praxis.

For example: Language are learn in a natural order, listening, speaking, reading, writing (Krashen's natural order hypothesis).

H₁ *ELT Prescriptive Hypothesis: Iff a teacher applies a natural order, listening, speaking, reading, writing then the learners will learn the language more effectively than it is not.*

For Reigluth, such a *Prescriptive Hypothesis* function to elaborate and epitomize the experiential learnings set as a whole in a semester, a program or a curriculum. They further function for curriculum and design, material categorization and sequence of planned experiential learnings sets.

⁶³ Charless M Reigluth, Vol I (1983), *Instructional Design Theories and Models*, Roulete, Taylor & Francis Publishers, New York. Vol II (1999) *Instructional Design Theories and Models*, Roulete, Taylor & Francis Publishers, New York. Vol III (2009) *Instructional Design Theories and Models*, Roulete, Taylor & Francis Publishers, New York.

Further, a prescriptive hypothesis **H₁** can be realized in a set of **descriptive hypothesis H_{1.1} H_{1.2} H_{1.3} ... H_{1.n}**)

prescriptive hypotheses H₁ → descriptive hypothesis H_{1.1} H_{1.2} H_{1.3} ... H_{1.n})

H₁ → H_{1.1} H_{1.2} H_{1.3} ... H_{1.n})

H₁ = prescriptive hypothesis

H_{1.1} H_{1.2} H_{1.3} ... H_{1.n} = descriptive hypotheses

Example H_{1.1}

Hypothesis: Iff a teacher uses techniques t₁, t₂, t₃,t₇, the learners will master to express a discourse in a paragraph orally and in written form comprehensively.

t₁: Demonstrate (meaning)

Browse

See

Read

Write

Review

t₂: Demonstrate pronunciation (meaning-based)

Browse

See

Read

Write

Review

t₃: Demonstrate again more (meaning-based)

Browse

See

Read

Write

Review

t₄: Demonstrate more (meaning-based) at sentence level

I browse

See

Read

Write

Review

t₅: Demonstrate more (meaning-based) in a more realistic sentence.

I browse my life

See

Read

Write

Review

t₆: Demonstrate more (meaning-based) in a pair-dialog.

I browse my life. Do you browse your life?

See

Read

Write

Review

t-7 Demonstrate more (meaning-based) varieties Practice in Dialog.

A: I Browse my life. Do you browse your life?

B: Yes I do. I browse my life.

See
Read
Write
Review

This is instructional ***descriptive function***. It is a technique function in classroom in our everyday teaching learning activities. Instructional theories and models in this praxis, for Reigluth, is a state, how teaching can scientifically be analyzed, demonstrated and measured. In a learner-centeredness paradigm today, teaching as instruction and instructional design is expected to give a more plausible information and justification in the whole arts of teaching.

Principle-2 Subject Specific Pedagogy -- A Meta Theory

ELT has been autonomous for long. ELT experts strive better strategies to gain achievements through instructions. In professional concern and discern, pedagogy paradigm of instructional theories and models offer for further metatheory, how subject specific pedagogy will be enlightened with those that have been professionally practiced. By providing such hypothesis:

Hypothesis : Iff a teacher uses techniques $t_1, t_2, t_3, \dots, t_{10}$, for instance, the learners will master to express a discourse in a paragraph orally and in written form comprehensively.

With the models, ELT are in its tour of duty how to gain better quality as stated in **Indonesian Quality Framework-KKNI**.

Challenges for Teacher Training institutes⁶⁴

⁶⁴ Tagor Pangaribuan, ***Indonesian Quality Framework—KKNI in TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills*** Ministry of HE, Research and Technology, Research Grand , 2014-2016.

IQF Undergraduate Q1-Q6



- Mampu mengembangkan ELT riset dengan pendekatan inter atau multi disiplinier hingga menghasilkan karya yang teruji dan berpotensi untuk diaplikasikan dalam memecahkan masalah IPTEKS.
- Mampu mengusulkan solusi masalah ELT kontekstual pada lingkungan yang kompleks dan dinamis dalam wujud rancangan bisnis yang inovatif, efektif, dan berdaya saing, berdasarkan kajian keilmuan dan atau praktek profesionalnya.
- Mampu memimpin organisasi ELT , dan menyusun, mengimplementasikan serta mengevaluasi strategi ELT secara transparan dan akuntabel dengan menerapkan prinsip-prinsip keilmuan ELT di lapangan.
- Mampu berkontribusi dalam perencanaan peta jalan riset dalam bidang ELT dan/ atau mengelola riset di dalam bidang ELT pada fungsi-fungsi atau sektor aneka imleentasi (bisnis).
- Mampu mendiseminasikan kajian ELT yang akurat dalam bentuk publikasi salentific pada jurnal ilmiah yang terakreditasi.
- Menguasai metode riset dan metode pemecahan masalah serta pengambilan keputusan ELT dengan memanfaatkan teori dan konsep kepemimpinan ELT (kebijakan dan strategi ELT, organisasi, implementasi, operasi dan aplikasi bisnis).

Q6 *Competent to apply ICT to solve practical problems and mastery of paradigms with its relevant profound knowledge in own domains, and making strategic decisions*

Q5 *Competent to design methods and its application from own discipline resources domains to solve wide-area problems in own discipline domain accountable with team-work and strategic implementation and assessment*

Q4 *Competent to articulate critical problems in own disciplinary domains and launching strategic solutions and assesment responsibly*

Q3 *Competent to articulate a set of task of procedure using in standard quality performance independently, accountably and responsibly individually or in team-work.*

Q2 *Competent to articulate a set of task of procedure using operationally, do-it-yourself work, in standard quality performance independently, accountably and responsibly.*

Q1 *Competent to DO a set of routine task in standard quality performance under superision accountably and responsibly.*

Some Try-out

Our candidates are challenged to develop instructional design for teaching English for bank services to welcome Indonesian tourists 2016-2020. The following are some prescriptive analysis.

Step=1. Defining Prescriptive Analysis with Generic English Communicative Competence

Generic Communicative Competence			
	constituents		
	Generic entities		

	accent		
	Arts		
	Discourse		
	Speech acts		
	proposition		
	sentencia		
	Generic CC	Instrumental?	Interpersonal? Systemic?

Basics BICS (Rivers1972a) Speaking communicative Purpose (Marianne Celce Murcia, 1979:93-94)

1. Establishing & maintaining social relations
2. Seeking information
3. Giving information (about oneself, a well-known subject, etc)
4. Learning to do to make something
5. Expressing reactions: to a TV show, movie, slide-presentation. An exhibition, a single picture
6. Hiding one's intention from others
7. Talking one's way out of trouble
8. Problem-solving
9. Sharing leisure activities
10. Connecting on the telephones
11. Entertaining
12. Displaying one's achievements

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3/25/2017

How to be congruent?			
Instructional Design Blueprint			
	Generic Communicative Competence	Fishman Context model	
	constituents	Bank Tellers	Bank Executive
	Generic entities	Reality basis	Reality referent
	accent	Priorities-2	
	arts		
	discourse		Priorities 4
	Speech acts	Priorities-1	Priorities 3
	proposition		Priorities 1
	sentencia		Priorities 2
	Generic CC	<i>Instrumental?</i>	<i>Interpersonal? Systemic?</i>
	Felicity Conditions requirements	Genuine speech acts	Genuine speech acts
	Politeness principle	Politeness principle	
	Cooperative Principles	Cooperative Principles	
	What counts	What counts	
		Executive style	
Theme	English for Banks		

Doing DA

DA

- What people are doing when they are speaking/communicating?
- What people are meaning when they are doing speaking/communicating?
- What people are doing when they are doing what they are doing in speaking/communicating?

Teaching Bank GM

1. Bank terms
2. Agenda
3. Meeting
4. Briefing
5. customers
6. Audience
7. Proposals
8. Contract
9. NEWS
10. Portfolio

Thematic approach

21
5/24/2017

The WHO

- IO = 1,
- Very busy
- Terms and conditions
- Topics Problems???????
- Code: feudal and elites, executive
- **Time 10 sessions (60 minutes; I mean business, time is money)**

27
8/24/2017

**Bank GM Who learns what what for
from who where when how why?**

Variables

- 1 Who
- 2 learns
- 3 what
- 4 what for
- 5 from whom
- 6 Where
- 7 when
- 8 how
- 9 why?

Terms and CONDITIONS

- 1 Who
- 5 GM MEDAN, BNI, JI
Merdeka, pemuda, etc
- what for
- CUSTOMER
- LOAN
- briefing
- audience
- contract

17
5/24/2017

- **A conversation between a customer and a general bank manager**
-
- **Customer : Good morning, Sir.**
- **Bank GM : Good Morning. What can i do for you?**
- **Customer : Thank you for offering us a help. We are a company based container centers in Medan. We would like to enhance our container. Now we have contained as many as 200 container for last one year and we plan to encrease to be 1000 container for the next 2017. So, to finance this progress, we propose a loan to this Bank as much as USD one billion.**
- **Bank GM : Thank you for telling us about this. We would like to analyze your proposal and we will consider it according to our bank loan procedures.**
- **Customer : Thank you, Sir. We hope and wait good information concerning this loan proposal.**
- **Bank GM : You are welcome.**

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5/24/2017

- **Bank GM : Good Morning Mrs Smith, welcome to our bank, how may I help you?**
- **Customer : Good morning sir, I need your help**
- **Bank GM : Yes Mrs Smith**
- **Customer : I want to request a loan from your bank to improve our company activities, as information I have 1.000 hectares palm oil located in Tanjung Balai**
- **Bank GM : Allright Mrs Smith, how much loan that you require?**
- **Customer : I need one million dollars**
- **Bank GM : any way, do you have any guaranteed for that loan?**
- **Customer : Well sir, this is my original sertificate**
- **Bank GM : How long that loan time?**
- **Customer : For ten years**
- **Bank GM : No problem Mrs Smith**
- **Customer : How much per month I have to pay my obligation?**
- **Bank GM : For one million dollars you have to pay**

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5/24/2017

Reflective Teaching

Points	description
<p>Teaching reflection</p> <ul style="list-style-type: none"> Simulation Problem Solution/**** Reflection 	<p>Teaching Reflection: Reflection-1: The class reshaw and recyle all recorded teachings, do classroom conference for the state of affairs of the teaching, discussions, artefacts, and possible improvisation up to possible zero-errors or observed weaknesses</p>

4. Conclusion

We have been browsing the state of the arts. ELT in Indonesian non native speaker settings need a more conscientious ventures to make the services more viable and measurable. At large, we have to reflect our tour of duty. Learning English in Indonesia basically functions to increase our literacy quality in one, and to develop us in the other.

1. Language Generic Function → Literacy Competence

Language faculty as a holistic communicative competence to host literacy competence, identity and integrity to demonstrate *modi essendi*, *modi intelligendi* and *modi significandi* as what counts.

The diagram consists of three main elements: a slide on the left, a large red arrow in the center, and a text box on the right. The slide is titled '2. Indonesian Pedagogy' and is divided into two columns: 'The founding Father' and 'The Message'. Under 'The founding Father' is a black and white photograph of a man in a suit and a traditional Indonesian cap. Under 'The Message' is a quote in Indonesian: 'Biarlah bunga cempaka, bunga melati, bunga mawar, semua bunga mekar di taman sari Indonesia'. The large red arrow points from the slide to the text box on the right. The text box contains two paragraphs of Indonesian text. The first paragraph is a quote from Bung Karno: '(Kita harus mencari kemenangan sebesar-besarnya dari musuh kita belanda jepang dari keadaan terjajah kita sekarang ... Gross zein heeissat massen beweegen konen tokoh-tokoh terkemuka dari seluruh kepulauan .. yang berseandainya andai kata....orang-orang terpelajar yang berpikiran sempit'. The second paragraph discusses internationalism: 'Internationalisme itu bukanlah Indonesia Uber Alles Indonesia hanya satu bagian kecil dari dunia.... nasionalisme tidak dapat hidup subur kalau tidak hidup dalam taman sarinya internationalisme'.

2. GTS prescriptive and descriptive functions over generic competence in literacy formation and transformation in curriculum, syllabus and lesson planning and lesson plan



A human being is part of the whole called by us universe, a part limited in time and space. We experience ourselves, our thoughts and feelings as something separate from the rest. A kind of optical delusion of consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from the prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty. ... The true value of a human being is determined primarily by the measure and the sense in which they have obtained liberation from the self.... We shall require a substantially new manner of thinking if humanity is to survive. (Albert Einstein, 1936)

The Road Not Taken

*Two roads diverged in a yellow wood,
and sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;*

*Then I took the other, as just as far,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that passing there
Had worn them really about the same,*

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.*

*I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.*

Robert Frost

Kisah sekeping kasih sayang

**Ku berenang di samudra malam
Menjelajah dunia yang kadang kelim
Entah ku kan sampai di tepian
Hanya Dia yang tau masa yang dating**

**Kalau kupandang jalan yang kulalui
Semua mimpi kucoba kugapai
Berlalu bersama batara durga
Kemenung sejauh kemana ku kan pergi**

**Kini kupandang bulan permai
Kemana kelana akan bertepi
Indah rembulan sang malam menuju pagi
Menyongsong indahnya bintang kejora**

**Kini anakku bertana padaku
Mama kemana ku kan pergi
Si mata wayang memandang sayu
Namun kuragu kadang apa jawabku**

**Kupandang samudra pasang dan surut
Berlaku juga buat kelana anakku
Akankah kuberi jalan kelana
Atau kah aku tetap kan ragu.**

Chapter 9 Conclusion ELT Learning

Teaching is learning. We are learning to know how learners are blooming well. Its main goal is to help every Indonesian understand what it is to be an Indonesian and what values he has to keep as an Indonesian. This is the reason why English is the chosen foreign language in Indonesia since its independence.

Bung Karno ((Kita harus mencari kemenangan sebesar-besarnya dari musuh kita belanda jepang dari keadaan terjajah kita sekarang ... *Gross zein heeissat massen beweegen konen*tokoh-tokoh terkemuka dari seluruh kepulauan .. yang berseandainya andai kata....orang-orang terpelajar yang berpikiran sempit

Internationalisme itu *bukanlah Indonesia Uber Alles* Indonesia hanya satu bagian kecil dari dunia....*nasionalisme tidak dapat hidup subur kalau tidak hidup dalam taman sarinya internationalisme*

3
1/25/2017

<18> Education → A Transformative View

5



My dear children: I rejoice to see you before me today, happy youth of a sunny and fortunate land. Bear in mind that the wonderful things that you learn in your schools are the work of many generations, produced by enthusiastic effort and infinite labour in every country of the world. All this is put into your hands as your inheritance in order that you may receive it, honour it, and add to it, and one day faithfully hand it on to your children. Thus do we mortals achieve immortality in the permanent things which we create in common. If you always keep that in mind you will find meaning in life and work and acquire the right attitude towards other nations and ages. (Albert Einstein talking to a group of school children. 1934)

<19> Generic Learning

*A human being is part of the whole called by us universe, a part limited in time and space. We experience ourselves, our thoughts and feelings as something separate from the rest. A kind of optical delusion of consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be **to free ourselves from the prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.** ... The true value of a human being is determined primarily by the measure and the sense in which they have obtained liberation from the self.... We shall require a substantially new manner of thinking if humanity is to survive. (Albert Einstein, 1934)*

<20> A Transformative Philosophy

On Truth & Reality, The Spherical Standing Wave Structure of Matter (WSM) in SpaceSite Introduction (May 2008): This Website , Philosophy Shop

<21> Transformative Education



and blossoming as our founding father addressed the message. We are learning what we are now as Socrates and Plato messaged, —Gnauthe Seathon||, know thyself. We are learning to know Knowing ourselves help us learn us from where we were to what we are now with all its strength, weaknesses, opportunities and threats (SWOT). In that approach, we learn to gain enlightenment from their message — No Scholae Sed Vitae Discimus||. With respect to Christ’s paper, a young St Olaf University Student **in his early 20’s**, and Nommensen’s Covenant paper, again **in his early 20’s**, and you are now **in your early 20’s**, have you identified and defined what teacher professional candidate are you from this 2015 to 2020 ... 2025... 2045? The wise says no gain without vein, and nothing is impossible under the sun. Have you settled your value? As for the Bee Gees —to love some body||, there are three characters, SOME BODY, ANY BODY, and NO BODY. Who are you then by 2020 ... 2025... 2045? This booklet challenges you of your true choices, (a professional or an empty vessel) right from today.

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