TAGOR PANGARIBUAN

# TEFL-2

## ELT TRANSFORMATIVE TEACHING SKILLS

**Edisi Pertama**

# TEFL-2

## ELT Transformative Teaching Skills

**Tagor Pangaribuan**

Dicetak di Medan, Indonesia

# ACKNOWLEDGEMENT

Teaching English is a tough enterprise. In its chronicles, to enter the price is a a tough one. A person who communicates in English is one among the others, a sucessful learner. Among the learner's chronicles of learning English especially as the world global lanugage today, or learning agiven foreign language. Among the successful ones, any of them demonstrate forbearance, the love of learning, active participation, serious efforts to do a little better, find partners to practice, do review, reflect and lots of things in the "know thyself" paradigm. A successful learning know what to learn, why s/he learns and how s/he does learn, relearn and unlearn. That is generic, a very critical path in every learner's roadmap. Furthermore, to live in their now-era, they do transformation upon their knowledge and competence that they are fit and proper to their situation in a local-global praxis.

This book *TEFL-2 Transformative Teaching Skill*s aims at such. Learning English is to get to the window of the world, to understand reality of our time. Every citizen, especially young learners, is in a hope to live well, and a litle better among survivials of the fittests. Educating is to empower *no scholae sed vitae discimus*. But to make meaning in education including English education for communication is an individual enterprise, and a teacher is to define his/her paradigm to accomplish this meaning. Wtihin this book, the teacher is enlighted to understand the very ground of learning as generic from time to time, teaching as generic skill, and teaching English as well. Further, theyr learn transpormation as to mind-set framework. Indonesian education has defined Indonesia Quality Framework (KKNI). Through transformation this quality is to accomplish.

With all the enterprises, the writer expresses his gratitude for the Grand Reseach (Hibah Bersaing 2015-2017) funded by the Ministry of Science and Technology that their funding is substantive to empower teachers to develop English Communicative Competence among teachers and Lerners in Indonesian Non Native Settings (NNs) through this book.With their comprehensive understanding and generousity this research and book come into existence.It s motivated and in motivation to as to what *the Founding Father of Indonesia said, nationalisme yang tangguh hanya mungkin bila berakar pada pemahaman tamansari*

*internasionalisme.*English education functions to accomplish this, transforming teacher in doing learning and empowering leaener for transformative processes as Indonesian

The writer

# FOREWORD

This book is the outcome of Grant Research Ministry of Research and Technology 2015-2016 on English Language Teaching (RistekdiktiSimlitabmas 2015-2016}.Human being learns for international state of affairs. Human being learns to develop faculty first through language to capture reality for enlightenment. Substantively modern learnings take place from Plato's model to Einstein and now to knowledge based society. Their learnings fruit millenial heresies, learning as logos, to homo sapien models, to humanistic learnings and the like. The value since Plato's *No Scholae Sed Vitae Discimus,* understanding reality through language and logic is for human benevolence. So, how is the learning  profile, and in language, language learning, and language teaching learning?

Heresies grow over time, and through conscientisation for meaning perspectives. This book ELT transformative teaching skills is a quest with respect to the discern the state of the arts, What they are doing in the classrooms, how they are doing what they are doing and what professional base they are doing what they are doing with respect to the state of the arts? Since Plato learning became substantive, particularly to describe realities. Their simple perspective is Goal-Means, Means-Ends, and Goal-Ends analysis, to find the truth of nature, a priori paradigm. They developed holistic approach for what they study. Then, for millenial, John Lock changed the perspective, developed a refined epistemology, putting reality in prime, fact-based, a posteriori paradigm. Meanwhile, he puts the thesis homo sapiens, on human understanding. More, Wittsgenstein redefined a more accute perspective by potting each of them in its own roadmap, logico-hypothetico verificatio hypothetico logico and intruduce the grammar of science and the body of knowledge. These become the scientific standard onthology-epistemology for the science 18th century. Today, dispite substantive scientific growth and development, scientiests are sceptical of the present body of knowledge help solved the matters due to the facts that many states lost within the problems.

Humans are herretic with their ideosincries. The states of affairs swang in the   pendulums, success in the earlier stage and lost in the ends.  Since 1934 Einstein predicted human educational failures today,

as for educating aesthetic competencies to the ape homo sapiens or the heavenly human being..... the millenial heresies. More hopes. Can education leads to learners' sovereignty? The millenial educational perspectives today accommodate transformative perspectives to tackle various shortcomings in educational praxis, the Euro-model and the American-model. As defined by their mindsets, Euro-model to compete the giant Americans put performance as priorities, generic competence. Americans substantiated the Euro-model but meanwahile are qyzenizing in transformative paradigms and put humans education in priority with the motto no-child-left-behind paradigm. ..... 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 knowledable about the rest of the tree. Teaching in Indonesia are characterizing scientific approach in schools. Teaching English in particular are accommodating a better way, doing the marriage practice of those paradigms, from schools of ELT methods plus its scientific approach, more or less similar to John Dewey's scientific problem-solving paradigm.

Indonesia, in particular, develops broad-based meaning perspectives with Indonesian Quality Framework (KKNI) to step up our repositioning. English language teaching (ELT) conceived analogous phenomena. ELT Elites experts reminded. Euro-schools have been changing, and developed their Euro-models. The target competence stretches from generic to transformative comepetencies in Goal-Means, Means-Ends, and Goal-Ends Analysis. The M3 Education today is to foster our Indonesianhood and identity at the global platforms.

# CONTENT

# Chapter 1

## Language Philosophy and Pedagogy
## The State of The Arts

*.... the simpler an entity*
*the less sensitive we are ...*
*the more we are sensitive*
*to a given entity, the faster*
*we we learn to master*
*however simple [1] it is.*
*The nature of entity,*
*Its simplicity and complexity*
*demadns.....the arts o ......doing*
*.... of doing ....and ... learning*
*... and that is generic*



     English learners want success. How do our English learner get success – mastering what they learn, in a non native setting (NNs) like Indonesia? Human being comes to the world align. He is alien to where he is born. So he examines and learns his experience, from the very beginning because to him life in this world is tough, limited, constrained and restrictive that he has to examine better how to live, how to survive, how to live, and how to live better—to live smart, and this by solving problems. Teachers help learners to define problems and examine solution. When Socrates was asked by his student, his simple answer is "gnauthe seathon", know thyself. Know thyself how you are a part of nature. This way, Plato learned to think, develop acts of intellect, and discerned ideas.He founded world realities as *nomen (substance), verbum(process), adjectiva* (characteristics) and *adbverbi*a (manner) and develop s*entencia*as *onoma* and *rhema,* that an idea is about reality in a meaning essence of subtance-accidentia of reality.

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Tagor Pangaribuan, The Development of Discourse Cometence at LPTK (Institute of Education) Dissertation, Graduate School, Malang Institute of Education, 1992.

<1> Socrates' Enlightenment: Consicentisation



Meaningful idea merges from *generic entities* were the concern on understanding as the locus of learning, *the **sentencia***.

<1a> Root of Meaning: Sentencia (IDEA).



Plato taught dialogue with nature, why the green is grass, why the sun rises in the east, why there are waves, why do you breath, why .... why .. and why. Discerning world realities were sources of problem-solution to see the underlying manner that made what happens. By problem-solving, world learners develop leading ideas, and are recognized as cultivated minds—the essence of generic understanding, sometimes pressuposed as charisma. They open the world enlightenment for him to solve problem better. Slowly, communities began to appreciate cultivated minds, and recognize leading ideas, and at large acknowledge them as their leaders, for many of their paths led to better survivals.

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Communities know that elsewhere, all learners limit, and have a limits. So, they learn out of darkness, for enlightenment, even to other or foreign countries, to discern global realities. Indeed, since the advent of human affairs, learning including learning important foreign language become key and prominent competencies to gain cultivated minds, how to get more globalized better, and even go beyond problems. Today, teachers can see that when a learner hhas acquired his skill, training, values and attitude, and capture the generic essence of their learning expericence, they perform performance in miracles.

<1c> ENJOY  ... OUT of darkness ....



Experts begint to viewto revisit the endowment of Socrates and Plato, put on competencies inLatin and Greek logic, rhetoric and grammar as prominent substantive cores.

### *<1d>    Learning is  a generic discerning of  realities[2]*
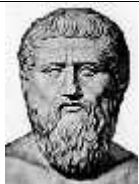
*(Aristotle, 340BC) The first philosophy (Metaphysics) is universal and is exclusively concerned with **primary substance**. ... And here we will have the science to study that which is just as that which is, both in its essence and in the properties which, just as a thing that is, it has. ... That among entities there must be some cause which moves and combines things. ... There must then be a principle of such a kind that its substance is activity.*

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

Socrates, Plato, Aristotle and the like developed intellects, with its philosophy *no scholae sed vitae discimus*[3]. School is to prepare learners for a good life, a good society, survivals for better life. Plato in particular deeloped dialogues, with nature and situations, to enlgten his disciples to reveal truths. They state truth in proposition—or, sentence. Rooted among the disciples, the *sentencia* they found were emerging to be focal studies as logic, rhetoric and grammar and became the pivotal tradition, and their products are expressed as essay and trhetoric. With this, for almost two milleniasince Socrates, education was recognized as grammar school where every learners learn logic, rhetoric, literacy, essay and oration, prominent competence outcomes in Hellenistic cultures up to the 16 century. Learning literature as dialogue with realities become important as the realms of congruent and substantive vehicles of meaning and messages of the academy, trades, and tradition, and for millenia, these became pedagogic tradition. Socrates Plato develoved *Organon*[4] to develop better reasoning as three act of intellects.

<1 e > LOGOS

| Plato | Plato (427-347B.C.) |
|---|---|
|  | logic--Organon: Three acts of intelekt<br>Act-1: to think categorically<br>Act-2:to think in sentencia/proposition<br>Act-3: to reason rationally from proposition and derive conclution |

<1f>    logic--Organon: Three acts of intelect
i.      *Act-1: to think categorically*
ii.     *Act-2: to think in sentencia/proposition*
iii.    *Act-3: to reason rationally from proposition and derive conclusion*

This logic became the limestone of reasoning ever since. It devloped more as the mastery of logic, essay, rhetoric and oratio become prominent target of teachers of their time. They develop truths, reality and conception on good society as relevant materials of school learnings.

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[3] Peter Drucker, Management, 1997.
[4] ***On Truth & Reality, The Spherical Standing Wave Structure of Matter (WSM)*** in SpaceSite Introduction (May 2008): This Website , Philosophy Shop

<1g>     *prominent competency outcomes*
          *Philosophy:no scholae sed vitae discimus*
          *Basic Constituents: logic, rhetoric, literacy,*
          *Learning outcomes: essay, oration , literary arts*

<1 h  > Innate  Capacity

<1i >  Educating Homo Academicus – philosophers
          *No Scholae Sed Vitae Discimus* with the   Innate Capacity
postulate



<1 j> Plato's Paradigm : A Generic View



        Logic is the language of the science. It started with Plato's
***sentencia that world reality, substance, process, adjective,***
***adverbs/situations are real, sources of idea (sentencia) what the***
***universe is.*** All sciences uses logic (logic language) in their scientific
enterprises to discern nature, with nature experiences, express in
beautiful rhetorics what it is, with truth, on its basis, ONE-Meaning, as
an organon CONSTRUCT, that is generic.They developed learning by
doing, learning andd deriving concepts, proposition truth-based, and
reasons in essay altogther make-up a rhetoric. One crucial observations

in foreign language learning (Greek and Latin) in this era was that learners mastered essay, rhetoric, and even literature.. Then, such notions were systematized as pedagogic traditional linguistics, and this school laid the foundation of academic culture, school system, essence of education and academic values, and all in all, teacher functions to lead organized learning. They developed truth, beauty and ideal society as leading questions for the REPUBLIC. By mastering the language, enlightenment are possible from other diverse cultures. Such cultivation of human power were now pedagogcal perspective not only as a system of competencies but as meta-competence paradigm in order to reach *educational ideals,* the pursuit of happiness, Knowledge, and productivity in the learners. It lasts, as now the consensus gentium[5] to prospect learners better. This eoch lasted for two-millenia up to renaissance.

<1 l > Plato Arts of Philosophy & Literacy  --   A Generic View
  **Plato total philosohy  of Enlightenment: LOGOS**

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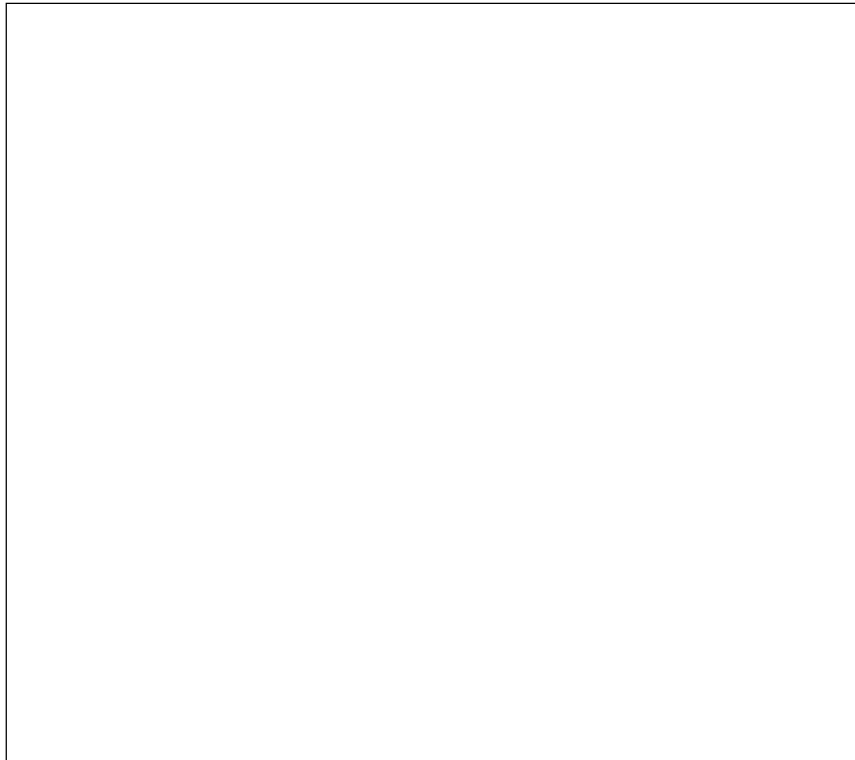
[5]Geertz, Clifford,  *Interpretation of Culture*, 1975.

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Similarly, language teaching including foreign language teaching followed the tradition. They learned Plato's logos, organon and rhetoric, put word translation and language translation for learning foreign languages, and founded their grammar-translation school as their paradigm. They focus on logos, realities, essay, rhetorics, and grammar as the basis of good *sentencia* and at large they produced literature, science and all the state of the arts over their time.

### School of Atomistic Structuralism

The time goes. Renaisannce ciultivated more scholars. They searched for new enlightenment with facts. As to Plato's innate idea, John Locke (1672-1704) reviewed the postulate *innate capacity* and proposed his theses *homo sapiens* and *tabula rasa,* to be more realistic to understand learning roads, learners and learning. John locke made a road outline of education natural development as infant, childhood, adolescent and youth

### <2> Homo Sapiens



| Homo sapiens | Are you homo sapiens? | John Dewey: 400-499 How can I be understood by the monkey next cave? |
|---|---|---|

In the pedagogy chronicles, English teachings develops in one way following pedagogy but at the same time generate its content-specific learning. Development of teaching English as a foreign language rose when England begins to gain supremacy governing the waves--the seas. In one way it followed the tradition, grammar supremacy. Meanwhile,the tradition was enlightened with teaching reforms such as Martin Luther (1483-1546) that introduced simpler textbooks and acomodated lesson enjoyment to develop quicker mastery of oral production. Similarly William of Bath (1564-1614) employed translation for vocabulary acquisition through contextualize presentation, including 1200 proverbs ..... "in the introduction, Matineo wrote: judging this view things to be enough for beginners..... I leave to others fruitlessly to weary the main of their students. For if, after they have made acquintance with the form of words, they will spend that time which others spends on rules of grammar, in hearing the authors from whom those same rules are taken, they will certainly advance more, and become not grammarian but speakers of Latin[6], John Amos Comenius (1592-1670; *The Golden Gates to Languages Unlock*) recommended 8000 vocabulary, the word in pictures on the basis on familiar reality, emphasis on text appealed to the senses and understanding. John Locke (1632-1704) accomodated Comenius and Montaigne's principles "and if I fain have anyone name to me the tongue (French) that anyone can learn to speak...languages where....common use the people....to speak properly as it was".John Locke[7] focuses on to master on the basic models as in the natif language. (Page 14). Since then use of picture and visual are enlighten in direct method and construet in foreign language learning (construing consist of examining each word or phrase, explaining its grammatical use and then identifying equivalence in the mother tongue representing reality with picture (P.16). Meanwhile, in the 17th century physics advanced as a hard science. (Gottfried Leibniz, 1646 - 1716) Reality cannot be found except in one single source, because of the interconnection of all things with one another. ... I do not conceive of any reality at all as without genuine unity. ... I maintain also that substances, whether material or immaterial, cannot be conceived in their bare essence without any activity, activity being of the essence of

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[6] *Bowen, Donald,et all 1986:12), TESOL Techniques and Procedures?, Oxford Univ Press.*
[7] Opcit, pp 16-21

substance in general.[8]This lead to the founding of structuralism in 19th century up to 20th century that learning needs structuring and learning outcomes as a structure. Language are analyzed as atomistic entities, the sound system, the structure and the languag skills.

Following the notion, Ferdinand de Saussure proclaims linguistics as a science in his lecture, "langue, parole and langage", with his dichotomies "*la langue la parole, signifie-signifiant, synchronic diachronic and syntagmatic paradigmatic*as his theses"[9]. *la langue*defines language as a system of signs; *la parole*defines language as conscience collectio the milieau of the community with its culture; *signifie-signifiant*define semiotic nagure of lnguage as a match between symbol and its object; *synchronic-diachronic*defines how language accommodate cultural development of its community as to time, epoch and era; *and syntagmatic-paradigmatic*defines consitutive realtions among language elements such as immdediate constituents, complementary distribution, free variation and the like.Ferdinand de Saussure is honored as the Father of structural linguistics, an honor of academic elite that becomes an everlasting code for structuralism.

John Dewey (1859-1952) following the state of the arts, renewed construct of educational process as comprehensive by introducing learning by experience, school to serve genuine learning experiences, as follows.

<2a>*If what is designed by such terms as doubt, belief, concept, idea, conception, etc is to have any objective meaning, to say nothing of public verifiability, it must be located and described as behavior in which organism and environment act together or INTER-ACT. Intelligence is developed through individual interaction with the social environment particularly through problem-solving. Ideally, this problem-solving should occur in a cooperative social context where people can work collaboratively. Problem-solving, both as an individual and a group process, is the central overall concept of education. Problem-solving activities not only develop intelligence and facilitate growth, but also the skills developed in problem solving should transfer to the society at large.*

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[8] Logic.....

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

<2b> How do we learn: Problem-Solving

*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.***

<2c> what to learn: Generic Literacy



Perjalanan Kecerdasan
Plato's LOGOS..literacy .....Metacognitive ...tacit knowledge ... Competence

From Logico-hypothetico-verificatio to Generic Transformative Competencies

| | Philosophy school | Paradigm | Profiles | Competencies |
|---|---|---|---|---|
| 1 | Plato | Logos+Rhetorics | ARETE | Logico-hypothetico-verificatio |
| 2 | John Locke John Dewey | Structuralisme | Homo-sapiens | Literacy Competence |
| 3 | Wittagenstein | 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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2/5/2017

- ♦ *JD LS[10] 0-99 : What do we know?*
- ♦ *JD LS 100-199 :Who creates me?*
- ♦ *JD LS 200-99 :Who am I?*
- ♦ *JD LS 300-99 :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?*

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[10] JDLS  John Dewey Library Catalog System

- ♦ *JD LS 800-899 :What endowment have I learned and I have to learn*
- ♦ *JD LS 900-999 :What inheritence  do I have to endow for the next generation as the fruit of my missions?*



Since then. linguistics following Ferdinand de Saussure and meanwhile accomodated John Lock's *tabula rasa* and *homo sapien* notions, and  introduced atomoistic hilosophy nd further developed the thesis that language is a set of habits with language skills as listening, speaking, reading and writing. In language learning, in 1890 the National Education Association (USA) adopted the view and introdced natural method: in its instrinc form, it consist of a serious monologue by the teacher, intersperesed with exchanges with question and answer between instructor and pupil-all in the foreign language; all most the only evidence of the system is the arrangement, in a general way,of the easier discourses and dialogues at the beginning, and the more difficult at the end at a great deal of pantomime accompanied the talk. With the aid of gesticulation, by attentive listening,....the beginner comes to associate certain expression and object with certain combination of sounds, and finally reached the point of reproducing the foreign words and phrases. When he has arrived at this stage,the expession already familiar are connected with the ones in such a way that the former give the clue to the letter, and the vocabulary is rapidly extended... the mother tongue is trickly bannished (PP 20-21). Follwoing the notion, during world war II, *the American Councils of Learned Societies* prepared intensive language program known as Army Specialized Training Program—audiolingual method with Bloomfield, Fries and

Pike as its experts.This method introduce 9-11 months programs, 5 contact hours per week, five hours with instructors and eleven hours drills with native speakers and linguists as trainer, considered a successful, in teaching foreign languages such as: German, Russia, French, Japan, China. Korea etc. This strategy, known, as audio-lingual paradigm dominated FLL up to 1970's.

Functional Structuralism

Halliday took Hjemsleve and Firth as his reference and developed his thesis that *language is a system of social semiotics,* and stated his linguistics as functional in syntagmatic – paradigmatic dichotomy*,* and framed semantics as underlying relations among language items in syntagmatic-paradigmatic sense.

Fig2 Sociosemantic View

| | FUNGSI Bahasa | | |
|---|---|---|---|
| F U N G S I | Phase-1 | Phase2 | Phase-3 |
| | children | teens | adult |
| | Instrumental | Pragmatik | Ideational |
| | Regulatory | | |
| | Interaksional | | Interpersonal |
| | Personal | Mathetik | |
| | heuristik | | |
| | Imaginatif | | Textual |
| | informatif | | |

Halliday's view of Language



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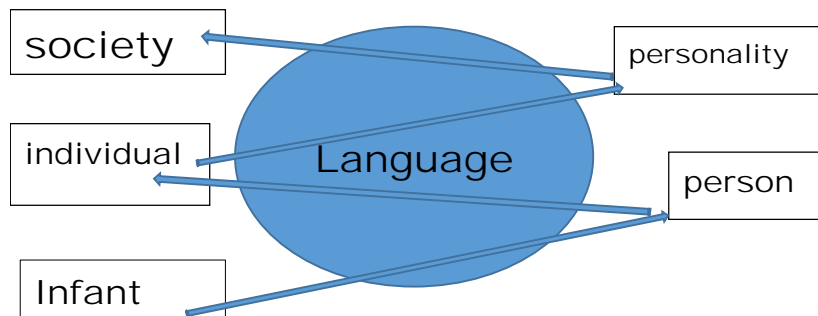
Roman Jacobson.
  Trubetzkoy's Model
    a. expressve function
    b. representative function
    c. poetic function
Jacobson develops mre functions.
  a. metalngage function
  b. phatic function
  c. expressve function
  d. representative function
  e. poetic function
  e. conative functon
  f. expressive function

<2 d> Atomistic School of Philosophy: Structuralism
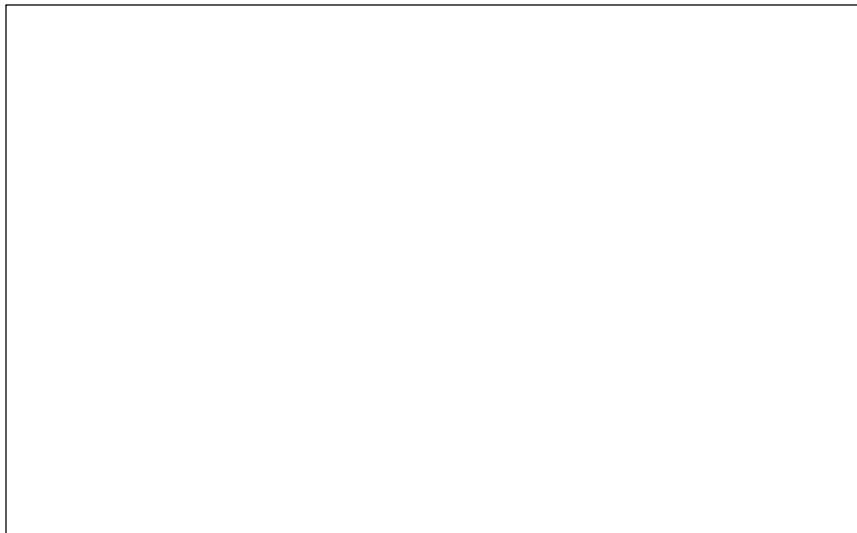
    One important contribution of Structural Linguistics is that it reveals the notion of structure of a culture and world life and eloquently wth the stimulus-response paradigm, they revealed not only language as systematic, unique and homo sapiens in the human *an sich,* but with the hypothesis of linguistic relativity, they stated language as a world view, the notion of structural philosophy. They are pragmatics in the sense of Saussure thatlanguage as *conscience collectio.* They constributed a lot of practicalities such as John Dewey's literacy competence and its

problem-solving paradigm, comprehensive in their time-line era, and the constructs of language skills as perceived today.

The merit of atomistic school in language teaching to certain extent is accountable. It evoked the rise of structural linguistics and postulate language as a system of communication. Its marriage with behavioristic schools in psychology postulates language as a set of habits. Then the law of learning in habit formation developed, such as mimicry memorization method, and aural-oral method, both was popular as audio-lingual method. This method is thoroughluy experiemnted in ASTP Program during the WW-II. Up to 1970's this approach gain its heyday in the English Language Teaching professions and in Linguistics.

*Generative Transformative School*

Some experts in sciences quested. After WW II, experts question to what extent structuralims and its contemporary pedagogy, postulates, and all its practiclities accountable. Classroom methods got their praxis in classroom and how successful accquisition-path proposed by contemporary approaches? Beginning to quest for the philosophy of *Homo Sapiens* (John Lock), evolution theory of *survivals of the fittest* (Toyn Bee), question on philosophy of structuralism emerged. Although evolution theory and the survival of the fittest from Toyn Bee is popular, people feels that degrading human being may limit the creativity. Some even challenges if homo sapiens and tabularasa is a plausible justification of human being. People question homo sapiens and tabula rasa. Einstein freminded the effect of linguistic relativity – language shapes mind--that ***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. ...***

<3> Einstein

> *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)*

In 1956, Chomsky claimed the inadequacy of behavioristic *homo sapiens* and introduced generative-transformatice competence as innate capacity of language, and language as the 2nd intelligence quotient, that language is tacit-knowledge endowed as human specific, and its construct is generic as generative and transformative competencies.[11] He further claimed language as universals, consisting of formal and substantive. His ectrapolation reveals how cognitive sysatems as propositional meanings can be accounted as a link between deep-surface structures that language is basically a complex system of rule-governed behavior. Since then the notion of **competence** get highlights in language teaching, and the notion of educated ideal native speaker considered.Chomsky posits his thesis universal grammar.

Chomsky developed a substantive learning on language. Systematically, he develops nine developed paradigm models, the classic theory (1955), the standard theory (1965); the extended standard theory (1976), the trace theory (1977), the government (1978), the government binding (1980), the barrier (1980) and the markedness (1980).[12] His debate on competence with Piaget (1975) reveals more on

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[11] Pangaribuan, *Paradigma Bahasa*, 2010, ibid.

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

the entity of human cognitive structures; for Piaget language is the side-effect of cognition in the genetic epistemology whereas for Chomsky is the 2nd inteligence how human deep structure is autonomous in his competence-performance as a system of rule-governed behavior.Begining with the principle of **innate capacity**, Chomsky developed the notion of what one says as performance and what one does thinks as competence, and linguistics function to reveal the descriptive and explanatory adecuacy of the languageas what one says as performance and what one does think as rule-governed behavior and how they construct human language acts. One respect to Chomsky approach is descriptive and explanatory adequacy of linguistic science as consensus gentium of any science, the scientific code.
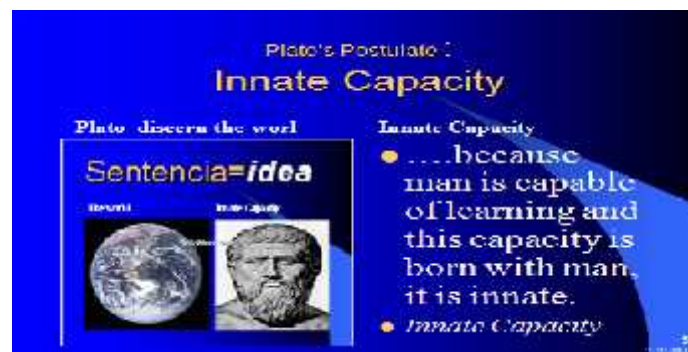


Chomsky claimed that linguistics as a science is to be plausible to account for what language is, descriptive adequacy, and how human being acquired it. He claimed the fact that every human being is capable of acquiring language, acquiring inadequate data from his surrounding, the mass data, and put a creative-construction hypothesis in a generative and transformative process to gain his tacit knowledge of the language, in such a short time, by the age of five, master his language tacit knowledge For him, this is the evidence as linguistic account of what language is and how it is acquired, and exprts claim as language age.

Although not absoutely arriving at consensus gentium, TG Linguistics challenges more linguistic researches. Language studies substantively developing researches such as psychological realities as what one does think in psycholinguistics, what one does say in sociolinguistics, schools of psycholinguistics and of sociolinguistics on language, maintenance and language development as a consecuences of free variations and language changes, and interlanguge constructs as

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critical period hypothesis of children in L1; approximative system in language learning and acquisition, and discourse competence in van dijk (1980). All these studies more or less defined what language acquisition is and how it applies to inputs, intakes, language learning and language acquisition in classrooms and outside.

One significant contribution of Chomsky in linguistics is that when he deals with language primary linguistic data, he consistently test his argument with a propositional truth, how innate hypohesis is generic in generative projection principles to yield a testable language rule, and how the **competence** in the logics of deep structures are processing to transform th competence into **performance** language as surface structure of what one does say. He shows in his arguments how to test proposition to arrive at descriptive and explanatory adequacies. He develops linguistic epistemology on truth-tests, to reveal with enlightenment, Plato's innate capacity.

One more further important contribution of TG Linguistics is that it reveals language as generative and transformative competence. From the classic theory (1956) .. to standard.. to Government Binding ... to Barrier in Language, Chomsky eloquently revealed language innate capacity as how it is, a generic competence in the human *an sich.* He argued consistently on generic entity of language ***at linguistic context, not extralinguistic context.***

<3a> School of Transformational Generative Linguistics
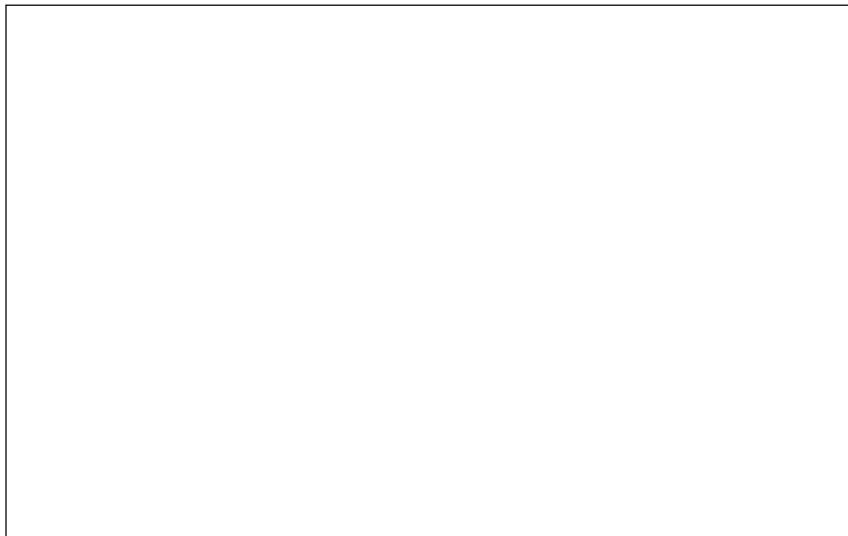
Chomsky's postulate on language as competence-performance behavior provoked lot of researches. Many focus on language as quality and even congruent communication as language notion. Communicative aproach in English Langauge Teaching (ELT) accommodates as many consensus gentium as much in its praxis, from Chomky's competence and its creative-construction hypothesis of generative and transformative competence, Hyme's speech act ethnography, Hjemsleve's sentence context as process-participant circumstances to Wittsgenstein's the grammar of science syntax-semantic-pragmatics, William James pragmaticsm, Carnep's semiotics as syntax-semantics-pragmatics, to Grice's Pragmatics and Plato's rhetoric genre. With respect to semiotic studies and inspired by Austin (1963) with ***How to Do Things with Words***, Searle 1969 lauched the construct **speech act**,[13]and Grice ***logics in Coversation (1972)[14] an Pragmatics (Carnapp, 1941) by*** Language teachers get interests. Dell Hymes, contributed the notion by introducing ***communicative competence***[15] how speaker of a given language functions as genuine if not congruent communicator in his/her speech community. With styles, communicative competence are more identified as to restricted, or elaborate model types, and with discourse and genre more construed as to delicacy of speech acts, pragmatics, and discourse. Meanwhile, Hjemsleves[16] in his time reflected that with his thesis *"a prolegomena of linguistics"* put a reflective solution *"universitas et humanitas"* reviewed linguistics again, identified language of Plato as *Sentecia →* *Onoma Rhema* with its constituent *nomen, verbum (process), adjective*

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[13]Ibid, Pangaribuan, Tagor , 2010, ***Paradigma Bahasa (Language Paradigms)***

[14] Cole, Peter and Morgan, Jerry L***., Syntax and Semantics*** (Vol.3) : SpeechActs, Academic Press, 1975.

[15] Hymes, Dell H. 1978. ***What is Ethnography?***; Working Paper. Texas: Southwest Educational Devel¬opment Laboratory; .....1974. Foundations in Sociolinguistics An Ethnographic Approach. Philadelphia: Pennsylvania Press.;

_____, **On Communicative Competence,** 1972, Working Paper. Texas: Southwest Educational Devel¬opment Laboratory.

[16]Pangaribuan, Tagor, 1989, ***IKIP Tinggal Landas, Sebuah Prolegomena Akontabilitas***, Graduate Paper, Graduate School, IKIP Malang, 1989; Pangaribuan, Tagor, in ***UHN dalam Tindak dan Layahan Pendidikan***, HKBP Nommensen University Nommensen Golden Year Jubilee,October-7,1950-2004:17;.

*and adverbia,* by looking it clearly from physical process as substance, process, situation and condition. As for symbolical meaning, Saussure approached them with the science semiotics of the time, that every science constitutents consists of syntax the core rules, semantics gthe concepts, and pragmatics the praxis; and Saussure's **semiotics of la langue, la parole and langage as semiotic process of meaning**, and restated a **sentence paradigm** of Plato's *sentencia* in new way: **sentence → process + actor + situation.** For Hjemsleve, studying lamguage from meaning erspective is a sound approach to lanugage studies, to make the reseacrh onto its roadmap vision of*"universitas et humanitas",* not a *prolegomena.* As for Vygotsky, studying such meaning is to be congruent with the learner's capacity to absorb the *signifi'ie-signifiant* dichotomy a, a zone of proximal development from the learner's perspective.[17] Carnap (1941) redefined semiotics syntax as the essence from sign-sign relation, semantics as sign-object relations and pragmatics as sign-users relations, all constitute what meaning means.

All over, language is understood as multilayered competencies, just like an iceberg, in every individual interlocutors. Dell Hymes put an ethnographic interpretive design of speech acts[18], and conceived the construct of communicative competence in a four-dimensional holophrase structure of competence as psycholinguistics, sociolinguistics, discourse and strategic competence, and simplified in variables *SPEAKING* (setting, participant, end, act, key, intent, norm and genre). For Hymes the end of a speaker's capacity is latent in his Discource Competence while the aorther dimensions funcion at processing. Since then, the SPEAKING construct and Halliday's students chosed genre function of text-context in ELT. The genre aspect is favored and incorporated as (iff) panacea in language learning materials, among others, descriptive, narrative, essay, exposition, spoof, recount paragraph models and the like following rhetoric models of Plato's school and accomodate it to quest text generic strucures but get loosen in the logical aspect of rhetoric *inergia*, and its underlying enlightenment. Unlike functional schools, Van Diijk (1985) developed discourse deep structure as competence.[19] Again, Plato's conception of

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[17]

[18]Dell Hymes, ibid.

[19] Van Dijk, **Handbook of Discourse Analaysis**, Vol I-IV; Disciplines of Discourse, Academic Press, 1985. London.

meaning as sentencia with its constituents *substance, process, situation and condition,* became the goldmine of language learning materials of its writers as today irrespective of they realized it or not.

Performative Philosophy

Performative Philosophy is rooted in Wittsgenstein tractacus logico philosophicus with his grammar of science. Tractacus are those principles and paradigms that fulfill consensus gentium principle, that it is truth, and statement of truth. Evevery science possess such as axioma, theories, paradigms, thesis and hypothesis. Logico is the method of truth on the basis of three acts of intellect, categorical, propositional and reasoning acts following coherence principles—azas koherensi. Philosophy is the wisdom why the science is worth learning, for the benevolence of mankind. So every science is to contribute to human welfares.

The Grammar of Science

Then the grammar of science. Every science has its constituent components in one systematic structure and unity, folowing coherence principles.

The Grammar of Science

- Syntax
- Semantics
- Pragmatics

The three components help map science structure as an integrated body of knowledge. In general, a science is rooted on a given philosophy school. The Syntax is the core paradigm, theory and principles including its axiom. The Semantics is the total body of knowledge of the science, th state of the arts. The Pragmatics is the science praxis, how it functionally work for a goal-means, means ends and goal-end analysis and its real gadgets. Usually, this is carried out in the science laboratory.

All science test its truth on proposition. Following Austin How to Do Things, with words, Searle develops performative philosophy, and those its predecessors as descriptive philosophy. Performative is the grammar of action, including communication.

Searle develops the thesis speech acts to account language faculty as communication or locution.

Dell Hymes launched the thesis communicative competence as human discourse in ethnographic communication.

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## <4 > State of the arts: A View on Language
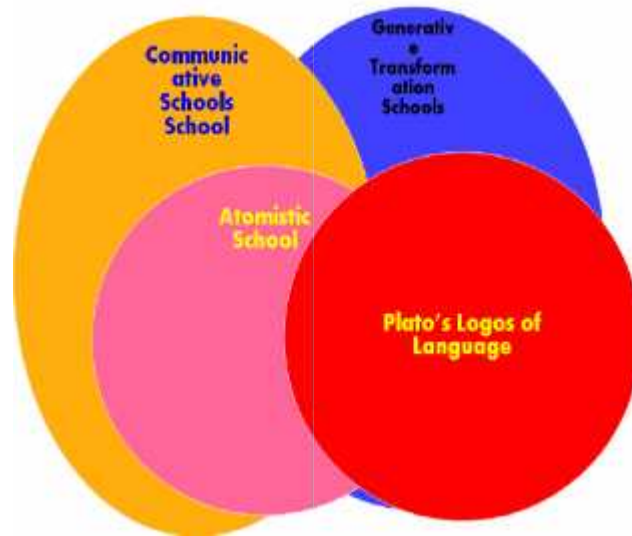


All the elites in language science are offering fresh view in their time dispite their debates and differences, and these transforms to lnguage teaching pedagogy. But, How could a language classroom teacher take into account this state of the arts? Is there any *consensus gentium* on linguistics paradigm to account for language? Will its studies fall into prolegomena as what Hjemleve reminded? Innate capacity is there in the human as the miracle being among the world livers, but how to account it is not ending yet.



Indeed, there are some general trends of language acquisition path, just like -- natural way of acquisition from listening-speaking to

reading and writing; and in more minutes ways from silence-to staccato-to fluency-to-accuracy and to natural near native communicative competence. Every individual learns and acquires English in his/her own path and terms. But many classrooms shows that the methods being practiced did not work well.

One important contribution of functional linguistics is that they reveals *discourse* at ***linguistic context, and more at extralinguistic context.*** From Firth to Hjemsleve, to Carnap, Charless Fillmore, grice, Austin, Searle, Van Dijk, especially Hymes' ethnography of speaking Communicative competence, they all make an enlightenment, eloquently revealed **language Competence**. *But whether it is a competence or a skill no-one is certain; they have not defined it. Especially with Halliday-an school, they have not arrived at consensus gentium,* **what language is, and what language teaching is.**

<4 a> School of Communicative Competence
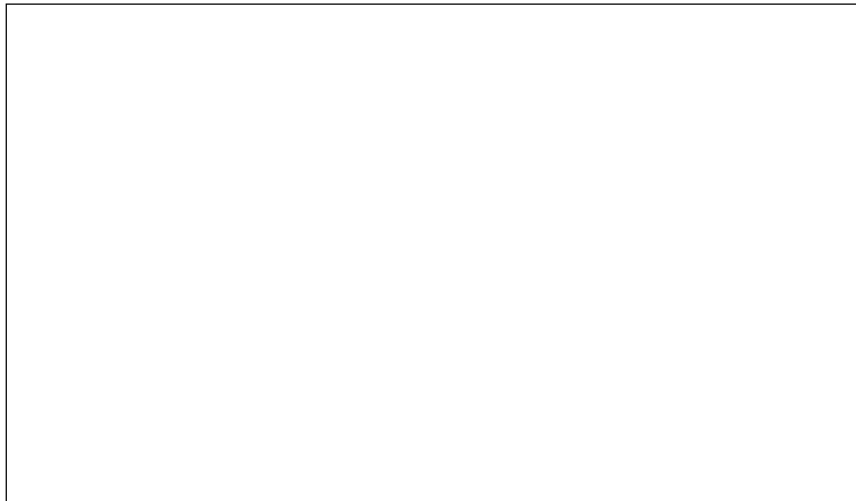
In one or the other way, pioneers and experts introduced or reintroduced natural approach as communicatitve approaches, and accommodated various past constructs such as rhetorical competence, genre (from literacy), educational pedagogy, and all these amalgamated in FLL discourses. Until the advent of M3 (millenium-3), experts and FLL learners realized that the methods do not yield what they claim taht teachers are search for better teaching learning, from the FLT Methods to more general pedagogy, to reach generic understanding of

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the pedagogy itself. In one or the other ways, FLL teachers either practiced grammar-trasslation method, audio-lingual, functional approaches compiled under communicative competence paradigms,or begin to resort general education paradigms like Nunnan and others, and now now to generic pedagogy such as problem-based, inquiry based, task-based approaches[20], and the like, originated in Reigluth generic skills[21]. As teachers we admire the science elites, school founders and the like; but as the bus is going on any way, we are limited to our *idiosyncretic world view*. *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**.[22]



Empty Vessels: **Idiosyncretic Worlds**

Bung Karno 1 Juni 1946  Cymir Adams, Gandi Selazina Petra, Bung Karno Penyambang Lahd Rakyat, 2014 Hp190, 238-2x1  Tamanin Enny Barran,

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**

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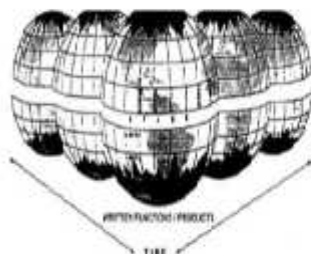
[20] Global Text, 2012
[21] Charless M Reigluth, 1983, Instructional Design Theories and Models, New Yersey: Lawrence Erlbaum Associates, Publishers; 1999, Basic Methods of Instruction; 1983, Instructional Design Theories and Models, New Yersey:Lawrence Erlbaum Associates, Publishers.
[2222] Einstein.

*Language Education*
**A discovery and rediscovery processes
of transformation**

By nature, Indonesia is bilingual. This due to its historicity. Besides the vernacular, Inonesian peoples use Malay as lingual franca, for trade transaction and contacts, right since the era of Sriwijaya and Majapahit. Then it is by truth discovered as a unity function that makes one people one nation and then stated as Indonesia language and constitutionally stated as the national language Indonesia. Now, Indonesia in common are bilingual people, the use of Indonesia and the vernacular language altogether. Since the independence then the study of English in Education system becomes a part of the basic curriculum for nationalism, one nation one people with its understanding of international affairs as meaning based. So, teaching English in Indonesia is different. It is a substantive art of Indonesian education. In one, it is a professional service as all TEFL professional are doing. But in the other, it merits a difference, building the foundation of Indonesianhood, that is the unity in diversity character of an Indonesian citizen, and the basic comprehensive mastery of civilization at universal-international roots to tune-up the Indonesian character, the nation-building formation, a better human being. It is a transformative process, to strengthen Indonesian national character. In Indonesia it is. Since the declaration of Independence, Indonesian Education has bluntly stated the Indonesian Formation by the Founding Father Bung Karno[23] as follows.

[23] Cyndy Adams, Guruh Sukarno Putra, *Bung Karno Penyambung Lidah Rakyat*, 2014 Pp190, 239-241 Yayasan Bung Karno.

With respect to its historicity, bilingual and multilingual brains are common phenomenon. The older generation learn Dutch and German as their foreign languages for literacy purpose and the younger generation English. Literacy means as Bung Karno the founding father says is to discern internationalism to tune up Indonesian nationalism in the world perspectives.

So, the the bilingual and multilingual phenomenon are common. This natural phenomenon if overviewed merits some points. The first is the position, compound and coordinate bilingual. The people are mostly compound multilinguals meaning that the Indonesian and the vernacular are more dominant than the international language. In other words, the interlocutors is much more attached to his vernacular and Indonesian due to its educational degree and functionality status and use in life concerns.

The coordinate bilingual use and comprehend the vernacular national language and the international one equally well. The more educated tend to be coordinate bilingual due to inherent needs of international use the language for professions, business, international affairs and the like. They merits quality people.

<5 c > Einstein

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)

The Monolingual Bilingual Brain … Multilingual Brains …Revisited
Whorf-Sapir Hypothesis

Q: Is there any difference between monolingual brain and bilingual brains?

Some synopsis
1. Monolingual brains are the conditions when an interlocutor speaks only one language. Bilingual brains attach to a person/interlocutor when s/he speak two languages. There are two positions, coordinate bilingual or compound bilinguals. Multilingual brains attach to a person speaking more than two languages.
2. Q: Is there any difference between monolingual brain and bilingual brains?
3. In 1997, a lot of researches are developing brain exploration, and they arrived at the findings left and right hemismephere.Research on left hemispheres do mention that language works more on right hemisphere and logics and mathematics on left hemispheres.
4. More over the introduction of the existence of IQ - EQ again does explain the EQ is much substantiated by language capacity such as emphaty, commucation flexibility, poetic language use and metaphors, and various aspedts of literacy competence such as literary appreciation, language as arts and the like.
5. Although it is difficult to design experiment on monolingual and bilingual-multilingual brains, observations of teachers and experts make some tentative interpretive conclusions based on the nature of SLL and acquisition.

| | aspects | Monolingual brain | Bilingual/Multilingual brains |
|---|---|---|---|
| 1 | Logical thinking and mathematic | In monolingual brain, because of the L1 Acq, the thinking system tend to dominate how the language works. Language becomes automatic and functioning to serve the thinking process. Consequenly logic and math governs. The latest finding in Economy… customer are basically effifficient or economical, to buy the least price. | In bi-multilingual brain, learners esp I the coordinate BiL, operates two ways to accommodate the thinking system and sense meaningful, the analogy, siginificant and contrastive or opposite differences, and each language is autonomous to serve the thinking, and how they may differ and makes solution, and execute the solution. |
| 2 | Value systems | Functioning more left hemisphere, to solve problem, Logic and mathematic is the system of intellect, and perhaps, due to  linguistic relativity (Whorf Sapir Hyp), in one way the logics shapes the language and the other the language shapes the logic. Such as the meaning of breakfast and serapan pagi. When subject is little in the SL and strong in the first language, he accommodates the meaning of breakfast the the dominant semantic system  (model ofr compound bilingual) | Bilingua; brains are using and 3xercising left nd right H interchangably and altogether. They are more considerate develops solideraity and demonstrate tolerance, emphaty, and sometime more on comorehensive views, and the more communicative, More understanding |
| 3 | Anomy | Anomy  is the temperament system.  The more monolingual a person, the higher is /her temper, a tough person | The more bilingual a person, the his EQ, and god at emphaty  --lower in anomy …less temperate and more patient u ntil to get to the point of conflict |
| 4 | IP C | A monolingual tend to be a tough person | A multilingual is sincere, friendly, understanding |

| | aspects | Monolingual brain | Bilingual/Multilingual brains |
|---|---|---|---|
| | | In SLLL adult learning SL a lot of L1 constraints and interference. | and tolerant. |
| 5 | SLL | Speech is more governed by sur of necessity and so by situation and rationality | Acquisirion is coordinate bilingual that Left Right Hemispheres operate altogether. |

| | | scientist | Mathematician |
|---|---|---|---|
| | aspects | Monolingual brain | Bilingual/Multilingual brains |
| 1 | accent | Acquire accent system at home an locals | Developed as to meaning |
| 2 | Meaning | intutive | Well-defined |
| 3 | Expression | sponatenous | Standard, Poetic from formal to casual |
| 4 | Speech act | habituated | Strong awarness and funtional cngruency |
| 5 | discourse | funcional | Well-defined |

Corollary akibat2

Interlocutors responds to a foreign language differently. Their world view tends to make meaning basis. For instanc, French does not like to speak English, not German not Jugoslavia. America and Australia choose Ind as the FLEd… Ind Malaysia Thay Wand China choose English and Indonesia Canada chooses French.

But almost every country today agree to learn at least one FL.Indonesia chooses English as the First FL, others OK. Formation of transformative acquisition state the nature of its success. In general, ELT teachers assume and take it fo granted that the ELT matrials they have at hand and the process of classroom activities they are doing may yileds expected outcomes.

Language is a center of human activity, human action gravity and even life processing. Language characterize the human with respect to its home-socieal peers. So the models of the mindsets around, the nature of social situations, and the life pressures within the communicty

makes up the speeches. Language shapes the identity and ienvironment ramakes the interlocutors adapt. In character education  learning is to build an understanding mind, in one way  to do identitity formation, and in the other  integrated personality.

Homeworks
1.  Find techniques and  materials that offer learning experiences that integrate IQ and EQ altother particularly in teaching conversations. Is this possible  ( poetry, songs, nitizen
2.  Find step by step procedures and elaborate teaching tourists information for guide tourist interpreter.
3.  Samosir Island when you go around $360^0$ you have difficulties to solve where to get meals, offer practical solutions a. to the local regency center, to tourists hotels and the like.

Communicating is human daily affairs. They contact people, share and chat, send messages and do interactions and negotiation. The following are important in transactional and inreractional communication. Anticipate how meanings are operating in the following.

01 Building relationship
02 Telephoning
03  Presentation
04  Meetings
05  Negotiation

Elaboration

01 Cultural Diversity and Socializing
      a.  Building relationship
      b.  Cukture and entertainment
02 Telephoning
      a.  Could I leave a message?
      b.  Good to hear from you again
      c.  Unfortunately there is a problem
03  Presentation
      a.  Planning and Getting Sytarted
      b.  Image, Impact and Impressions
      c.  The middle of Pre
      d.  The end … This is the end

04  Meetings
   a.  Making meeting effective
   b.  Sorry to interrupt but
   c.  What do you mean by
05  Negotiation
   a.  Know what you want
   b.  Getting what you can
   c.  Not Getting what you don t want

Knowing such and such events, interlocutors acquires the essence ho eanings operate in human speech and speech communication. They are some basics in communicaion that kearners may get a starter when they have experiences to articulate what they have learned and practiced in classroom.

*Generic Schools*
*The Pilgrim Quest Beyond ELT*

Schools are at the cross-roads. Schools of linguistics and studies on laguage has not arrived at its censensus gentium, diste how industrious the predesesors had been doing their research studies. But for teachers, the classroom is to be going on, for whatever costs, although every pne expect not to miss the bus, whether following the "communicative schools", the Hallidayan genre style, or others. Anyway, those studies are previous and have endowed some notions, as embryo and new possibe hybrid.

Generic schools searched and researched fruits of generic learning as enlightenment and strived to do it with ***tough-minded thinking*** *and* ***tender-hearted feeling[24].*** Heraclitus (536 BC) reminded that***for the wake, the world is one, sleepers, each makes one of his own***. How to educate the ARETE? How to scaffold the human innate capacity? In the beginning meaning in linguistics and in physics oriented from the same plain, how to mean. Language and language learning is the oldest science of quest why human being is a language-species-specific[25], perhaps even before Plato launched *sentencia as onoma rhema*. Plato put the study as ***logos*** that meaning is natural as the physical process.

<5> Sentencia, Meaning is—A Generic View



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[24] R Lessem   ***Total Quality Learning*** 2000:5
[25]Parngaribuan, Tagor, ***Paradigma Bahasa*** (Language Paradigms***)***, 2010, ibid.

But, sometimes a school with is paradigm that rose in routine isolation. In reality they are bound to the teacher's enterpreises in one aspect to lay the A-path road map for success. This is to empower learners and teachers for learning outcomes. The learners re presumed to learn following the processes expecting the learner to engage along. This is the assumed empowerment. Now this empowerment is a quest to reach for the educational ideals, or resudued to empty vessels. This latter was what many professors and teachers lament today, the students does not reach the genuine A-path. Wehn the learners are to land to the society, many learning communities realizes this N an analogy to Toyn Bee's the *survivals of the fittest*, the Batak proverb reminded that *ijuk-dipara-para hotang di parlabian, na bisuk nampuna hata, na oto tu pargadisan*, meaning that the quality speech owner possesses words and authorizes speech, power and platform, *the somebody*, or othe other hand get lost and sold, a *no-body*. The Javanese defines them *priayi* or *wongcilik*, and the England the common and lords. Students never acknowledge a loser status irrespective of history proved their ascendants as captive servants. As survivals of the fittest, the globe divided human beings as somebody, anybody and nobody as their fates of doing. Every universe community indeed struggled to define what enlightenment is for their fulfilment of hopes. Montesque rejected such social discrimination and defined human as equal and that reclaimed Plato's enlightenment on *republic* as a sound basis for humanity, and defined state power as executive, legislative and judicative constituents on the basis of Deity Law, Intellectual Law, Natural Law, Beast Law and civil law, and for its praxis, French revolution define humanity as *liberte, egalite and fraternite* that *human being is born equal--enlightenment*.[26]

Classroom offers experiential learning and its practices. They are going on at whatever cost. Any grand teacher may agree or disagree. Quest went to the deepest at the advent of this M3. Why does Einstein view the Chinese *Tao, I Ching, bagua, hexagram, octagram?* Literacy generic competence reveals **enlightenment**. As what Thomas Jefferson said,**"to design a seal for the new nation, the self-*educated the self-learning citizen nutshell, every person learning is finally his own teacher.*"[27]

[26]Anthology of Philosophy, 1956.

[27]Pangaribuan, Tagor, Tagor Pangaribuan, 1998, **Nommensen Identity of Education and Paradigm**, in **UHN dalam Tindak dan Layahan Pendidikan**,

Global waves shake, and more. It shakes human with complexities that they are exposed to it, and then the loneliness capture the human being. Generic learning perceives realities in information that it makes reachable the information of the very day and when they are fit, they see how challenges works, how the matter possibly fosters enlightenment. Due to the complexity of the global platforms, experts search for how generic lerning and transformative process lead to viable and cngruent learning, teaching and education. Altogether, universe universities are launching their researches to discern how to discern such global complexity. Einstein enlightenment quests such.

< 5 b > Einstein :Children Educational Formation

*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)*

<5 c> Science Paradigm

*If a theory corresponds to the facts but does not cohere with some earlier knowledge, then this earlier knowledge should be discarded. (**Popper**, 1975).* As for the world futures, Einstein said:

<5 c > Einstein



*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)***

*The notion that mattes, all these fragments is separately existent is evidently an illusion, and this illusion cannot do other than lead to endless conflict and confusion. Indeed, the attempt to live according to the notion that the fragments are really separate is, in essence, what has led to the growing series of extremely urgent crises that is confronting us today. Thus, as is now well known, this way of life has brought about pollution, destruction of the balance of nature, over-population, world-wide economic and political disorder and the creation of an overall environment that is neither physically nor mentally healthy for most of the people who live in it. Individually there has developed a widespread feeling of helplessness and despair, in the face of what seems to be an overwhelming mass of disparate social forces, going beyond the control and even the comprehension of the human beings who are caught up in it. (**David Bohm**, Wholeness and the Implicate Order, 1980)*[28]

Einstein reminded that we live all in one single world, just like the way we are now, computer, laptop, internet, website, blogs as now one, and as for scientific endeavors we are doing with, he did say such that .... *the significant problem we face cannot be solved at the same level of thinking we were at when we created them.* Einstein reminded advanced thinking to seriously warn cultivated minds of possibles

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[28] Barr& Tagg, 2007

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stupidities within paradigms. In the beginning peoples and educators did not notice what Einstein did. By 1974, when crises began to arise among nations, Khun advanced the thesis of **scientific revolution,** and this as paradigm revolution. For millwni, grand teachers learn such **enlightenment**, a leaner-teacher is an autodidac-learner to discern complexity as Jefferson said, to design a zeal for a sovereign nation, the learning citizen nutshell, every body must be his own teacher.[29] A teacher every day of classroom learning is to make decision and solve classroom problems that classroom teaching learning is to empower in general how individual learners learns personally, develop their innate capacity and acquires generic literacy competence by mastering communicative competence in his own pace and acquisition path. In almost all subjects, Eropean schools, America, etc from primary to University are restructuring their pedagogic generic competence in classroom not only by questioning its cultural and philosophical basis of education but also the classroom run-down acts of teaching oupon its onthology, epistemology and axeology constructs[30]. For example, European universities (2012) are restructuring adult competencies as follows.

<5 e > European Schools: Orientation[31]

1. Understanding the theoretical and epistemological basis of the discipline.
2. Knowledge of the research methods in the field.
3. Ability to analyse and interpret information. Willingness to learn

<5 d > Overall constitutive review of onthology, epistemology and axeology of Economic Science[32] -- A Generic View

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[29]Tagor Pangaribuan, UHN dalam Tindak dan Layanan Pendidikan, Nommensen HKBP U iversity 1954-2004.
[30]Manuel Salas Velasco, María Teresa Sánchez Martínez & Noelina Rodríguez Ferrero ,**European Journal of Education**,Vol. 47, No. 2, 2012
*Developing Generic Competences in the European Higher Education Area: a proposal for teaching the principles of economicsejed_1525 462..476*
[31]Manuel Salas Velasco, ibid
[32]Manuel Salas Velasco, ibid
*Developing Generic Competences in the European Higher Education Area: a proposal for teaching the principles of economicsejed_1525 462..476*

Experts in the discipline are working hard, and make a substative work. They browsed all possible theorieticcl paradigms of economics ever available, and made a critical review in order to settle up the model of generic teaching fit to the millenium era today, in the advent of the 3rd millenium. Doing an overall constitutive review of onthology, epistemology and axeology of Economic Science, the European Universities are recommending the following generic competence:

<17 > Generic Competency
1. Critical Thinking
2. Capacity to solve problems
3. Decision making
4. Public speaking
5. leadership
6. Interpersonal abilities
7. Recognition of and respect for diversity
8. Autonomous learning
9. Use of ICT
10. Capacity for work
11. Capacity to criticise and self-criticize
12. Capacity for negotiation

Education is normative. There are age formation for every classroom community. Researches stated that there are learners relatively systematic development[33] even learning English in non native setting (NNs) like English in East Java at University Level, and at institute level up to state, in the hands of the master[34], *is a **prolegomena** (with respect to Firth and Hjemsleve term, Universitas et Humanitas).*[35]It is a prolegomena, for in one way, the paradigm reaches its limit—not at *consentius-gentium level* yet, on the other the environement, school, institutes or even states, have not settled a congruent policy. For instance, Until now, expert learners of language are still on the pilgrim quests, **what language is**, the oldest millenial quests, and they arrived at contemporary paradigms, not a consensus gentium like Einstein's **e=mc2** in physics hard sciences. Physical sciences became outstanding of its generic consentius gentium from Jules verne, to maxwel, to Newton, to Einstein, and to www-information today. Chinese for millenia conceive the universe as **Tao**, developed *Bagua*, octogram, and Japanese does the **Zen and Motorcycle**.

<5 g> Problem Solving Paradigm:

*step-1: **The individual confronts a problematic situation that causes confusion or puzzlement she must resolve.***
*step-2: **The individual exactly define with the problom 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.***

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[33]Graduate School, Malang Institute of EducationPangaribuan, Tagor, *IKIP Tinggal Landas, Sebuah Prolegomena Akontabilitas*, Graduate Paper, PPS, IKIP Malang, 1989; in **UHN dalam Tindak dan Layahan Pendidikan**, HKBP Nommensen University Nommensen Golden Year Jubilee, (pp: 169-175),October 7, 1954- october 7, 2004.Tagor Pangaribuan, 1992; Pangaribuan, Tagor, 2010, **Paradigma Bahasa (Language Paradigms),**The University of Michigan. ISBN: 9797563359; 9789797563356; first published, 2007 Graha Ilmu, Jogyakarta Indonesia.
[34]Ibid.
[35]Ibid.

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

The tongue never lies as for food tastes. The world changes. The changes are faster than we can think. The Chinese with I Ching has been trying to capture how it changes. Learners are the future actors and leaders of the universe. Changes in community will prepare, perhaps, yield winners, and loosers. But as for hopes, this less power learners in their formative ages are authorized by their parents and community to code, *faith in small, faith in big, the future stars*.

It is authorized to them, *learning and acquisition*, a tour of sacrosanct noble duty that every classroom teaher is addrsssing on and on. Star education is the dream in every community, as the Batak said in their **bintang maratur**, *heavenly order celestial being, I Ching* in Chinese, *Pane-na Bolon* in Batak[36], *Bende* in Mataram Javanese. But, Gandhi said, "given", the world is capable of prospering all the world community, but is not for a crook, or greedy person. They are three types, *somebody, any body, and nobody*. Discerning these learners and its types, transformative schools make analogy. The tongue never lies as to food taste, marvellows or bitter. As for for learners, there are three analogical types, *the peasant* at Lake Toba, *the athlete* in training center, or the US *marine* in Pacific, with all their *resilience* competence. The peasant **wait** for months to acknowledge happiness at harvest time, *a waiting candidate.* The athlete wait for the platform, by training expected to win, the best winner, *a hoping candidate.* The marines in the Pacific, with its wonderful tender captain, *to be or not to be*, look over how to survive, and land into the Guadacanal (the Pacific). In the end, they foght, sacrificed, **survived** whatsoever, and win—*a well-trained designed winning candidate.*

For classroom, teachers are going on not to miss the bus[37]. Every community searched for better problem-solving. When Greek learners started with **ARETE**, in one or the other domain approaches, the chronicles of pilgrim quests for what competence/innate capacity is that makes human being a genius actor, or a perfect human being

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[36]*Tombaga Holing, the Batak Sacred Book, unknown, transcribed by Dr Inghwer Ludwig Nommensen from the Batak Buku Laklak (Old Batak Scripts with Batak Writing system Book I – Bok Vii).*
[37]Japanese proverbs, state of the arts, "don't miss the bus."

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master? Now the German and Erupean continent does with generic competence, for millenia Hindi discerns and deals with the **Guru's** and his *Budhist Chakra*, Chinese struggled them as their *I Ching-Tao-octagram with great-dragons* mysteries, the Batak as *parhalaan* (*the timing*) *desa naualu-Pane Na Bolon (pane n bolon\) -- Tao Toba*, Javanese as *Bende Mataram*, all arepast endowmentsasuniversal pilgrim quests of the universe grand learners in communityupon how to define and resolve the changes, and Bung Karno with his *marhaen*[38]. Indeed, there are hidden grand learners in every community that every scholar holds as learnings, and now *the world-universe universities* are tuning-up with **generic competence**.

How could it apply? One morning, a North Sumatra Manager of CFC were sharing with me. How is the CFC future? There are three workers typology in your corporate, the peasant-type who is waiting, the athlete-type, or the marine-type, all with their terms. The challenge in every store in North Sumatra is your market, the mi-goreng (Chinese Sphagetti), the Capjae (Chinese Vegetable) and the Bakso (Javanese Noddle). As had been said, the tongue never lies as for food tastes. So only, and only iff, the CFC win the other competitive tastes (with *andaliman* the Batak unique spicies) could CFC taste wins the global market, global food with the local spicies-- competitive and comparative advantages—*the excellence*. Try it.

### *Generic Perspective*

School paradigms are getting into an amalgamated construct, generic competence, but noone knows if they will arrive at a single consensus gentium. Generic schools in the beginning developed sporadically. They question what is human value, and possible innate capacity is, and what should they account? They are defining generative and transformative competence that the generative competence is the capacity to reconstruct knowledge from one's prior knowledge and inputs in classroom, and the transformative competenceas praxis to

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[38]Bung Karno: Who am I? Am I beong to God? *My father is a Balinese Budhist, my Mom is Javanese moslem, but the Womb I was born, is God's very ownerhood, SOVEREIGN Ownership. That is congruent, that is **Belief in God**, Pancasila.*

world profesisial situation.[39] Americans develop their schools of competence and their benchmarking positions, such as curriculum perspective researched and strived to a roadmap to a consensus gentium. The European developed the Eurupean view of generic competence and tuning-up them as a holistic continent construct, and developed their Eruopean paradigms. So are other universe continents, they are getting gaining a consensus on generic competence, as the ARETE for this 3rd millenium, to be pursuit in the learners through schools.

*Transformative Views[40]*

<5 h>So what have we learned?

School studies, to make learner's learning today[41] at Quality Processing, founded that (i) learning has physiological, social and emotional, cognitive, and developmental dimension; (ii) learning is characterized by a flowing process in which students acquire, analyze, and place information into pre-existing pattern of meaning, often expanding or altering that pattern; (iii) it is impossible to separate learning, development, and context; (iv) powerful learning transforms how students view themselves and the world. So, in our quests for learning and learning outcomes, there were at least two basic cores that generic schools had to accomodate, the global vision, and the regional vision.[42] Regional vision defined that school institutions strived direct praxis to direct-local solution upon its onging problem in unity-in-diversity perspectives. Global vision challenged school institution and

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[39] Tagor Pangaribuan, first presented to Nommesen independent team, Authorized by Letter of HKBP Synod 1998, Nommensen Reformtion, HKBP Crises, Indonesian Crises, May 20, 1998, Reformation Day, Nommensen Identity of Education and Paradigm, in **UHN dalam Tindak dan Layahan Pendidikan**, HKBP Nommensen University Nommensen Golden Year Jubilee,October-7,1950-2004:17;.

[40] Miller & Seller, **Curriculum Perspectives and Practice,** Longman, New York, 1985.

[41] Keeling, Richard P, 2006, Learning Reconsidered 2, Implementing a Campus-Wide Focus on Student Experience, ACPA, ACUHO, et all,USA.

[42] Pangaribuan, Tagor, *IKIP Tinggal Landas, Sebuah Prolegomena Akontabilitas*, Graduate Paper, PPS, IKIP Malang, 1989; in **UHN dalam Tindak dan Layahan Pendidikan**, HKBP Nommensen University Nommensen Golden Year Jubilee, (pp: 169-175), October 7, 1954- october 7, 2004.

its policy on the mission: (i) graduate quality to accomodate information values (ii) Competence in transforming local and interlocal cultural and economic vendors and centers for better sustainability and productivity, (iii) accountability to anticipate and respond to information revolution, (iv) to develop the construct of highly and congruent productive graduate, and (v) competence to construct new industrial elite profiles with respect to sustainable local-global values.

Now adays, quality schools are accomodating such views, such as TQM schools. *TQM not only represents a successful marriage between **product and people**, but also between **tough-minded thinking** and **tender-hearted feeling**[43].*

## <5 i> TQM Schools

*.... capable of adapting to change with extra-ordinary rapidity ........ a line of thought, feeling and actio whereby quality and learning are interlinked in the pursuit of a new management order: ONE which, while reaching forward into the information age, also reaches **the ancient GREECE "ARETE" ... they focus on the** cultivation of ARETE which as we shall soon see was the equivalent of what is **called today "excellence".**[44]*

Now, the world at Millenium-3 era are changing so fast with information technology. M3 G-Platforms: The significant problem we face cannot be solved at the same level when we create them (Einstein)[45], that they elaborate as follows.

Education and teaching change. Education and teaching are in quests with respect to problems of 1970s where many pedagogy are not satisfied the enterprise to accomplish quality in the world of learnings. Since the university reflects and take reference to the pedagogy paradigm to renew better solution, they do the generic paradigm as in quest for solution. It views to accommodate various generic pedagogy all over the world to conceive teaching for Millenium-3. Information

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[43] R Lessem  *Total Quality Learning* 2000:5

[44] Miller & Seller, **Curriculum Perspectives and Practice,** Longman, New York, 1985.p6

[45] In Barr& Tagg 2012. From Teaching to Learning: A New Paradigm Shift in Undergraduate Education

makes almost all university teaching resort to reflect pedagogy in all parts of the world and outlines the roadmaps to teaching learning.

*Gandhi, with Omega Point,* (Gandhi, Capra dan Huxley,1970)[46] posited transformative *thesis and see the universe as a holophrase system[47], and human being is to learn to acquire a holistic universal competence:Systems theory looks at it the world in terms of interrelatedness and interdependence of all phenomena, and all these framework an integrated whole whose priorities cannot be reduced to those of its arts is called a system. Living organisms, societies and ecosystems are all systems.[48]*

Generic model is a reflection, a total renewal model of learning outcome in the 3rd millenium. In one way it goes deep into the very basic of academic essence to multi-dimensional aspects of academic learning: **.... *capable of adapting to change with extra-ordinary rapidity ........ a line of thought, feeling and actio whereby quality and learning are interlinked in the pursuit of a new management order: ONE which, while reaching forward into the information age, also reaches* the ancient GREECE "ARETE" ... they focus on the *cultivation of ARETE which as we shall soon see was the equivalent* of what is called today "excellence".[49] *Its principle conceives the realities as follows.***

*<5 j> Transformative School*

1. *The interconnectedness of reality and the fundamental unity of the universe*
2. **The intimate connection between the individual's inner self and this higher unity**
3. *The cultivation of intuition and insight through contemplation and meditation in order to SEE THIS UNITY more clearly*
4. *The realization of this unity among human beings leads to social action designed to encounter injustice and human suffering.*

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[46] Ibid 119

[47] Miller & Seller**,** *Transformation Position: the Context,(**Curriculum Perspective & Practice**, 1985:p 120)*

[48] Fritjof Capra (n Miller & Seller, 1985 p117-118)

[49] Sanchez & Ruiz, 2008, ***Competence Based Learning***, p6

As for learning, Individuals have witness themselves vast reources for self understanding, for alter their self-concept, basic attitudes, self-directed behhavior: these resources can be tapped a definable climate of facilitative psychological attitudes  provision.

Generic competence model is just a beginning stage and try-outs. Generic competences in FLL are formulated from 2000-2010 ... up till now. First the model recognize the generic competence defined in European or American or Asian hemisphere. Then the teacher or the school develops various learning constituents and constructs to run the whole target competence.  Generic model accomodate pedagogy right from the essence of education *no scholae sed vitae discimus--* Learning is for the benevolence of mankind wheresoever. Plato's Organon as three acts of intellect, categorical thinking, propositional thinking and reasons with ineferential thinking. On categorical thinking, the first act of intellect, Plato's schools develop the construct of idea (sentencia) as consists of ONOMA-RHEMA, and an idea is a statement of reality. Such becomes testing proposition as either true or false, by testing its truth, the second at of intellect. Obama is an American President is a truth and  Sutono is American President a false proposition. This is known as either-or approach. By introducing deductive-inductive propositional test, propositional thinking develops if a, then be; if b then c and  thus iff a, then c, as the 3rd act of intellect. Developing reasons that way, learns learn to search and restate *sentencia* as governing idea on propositional-truth base or thesis. Further, all these are construed in essay, speech and writing known as rhetoric.

Learning is asssumed as the learning of logic, reason and truth. This is academic value, as the normative essence in Plato's Academy. In short, the grammar of logic is assumed as correlated to language grammar, and basic and constitutive for the mind development and enlightenment. Logic focuses on the devine truth.  The rhetoric and the grammar become the pivotal tradition  where every learners learn logic, rhetoric, literacy, with essay and oration as prominent competency outcomes. Literature becomes the peak of congruent and generic learning outcomes, and normativeas pedagogic tradition, and fine model of language materials. The mastery of doing logic, essay, rhetoric and oratio become prominent target of teachers of the time.Logic and logical structure becomes the profile  it addresses, whereas truth-false becomes its prominent problems. Its significant data are truth-statement or proposition. Systematic thinking in deductive or inductive ways

becomes its strategies, and its achievments as its practical solutions. Such is communicated in essay or oratio.In general, the literature heritage becomes its peak development, such as Romanticism Era, Elizabethan Era, and the like, recognized as fine arts. This is ARETE since Plato's era developed for millenial literacy.

Transformative schools view human intellect and all its variants as holistics. Our classroom teachers in general see ideas—SENTENCIA as discrete and atomistic. They capture in partial. They realised it partially. The following is how cognitive domain is construe as a total congruent oneness.

<5 k> Bloom Taxonomy, Cognitive domain in a holographic structure of generic view.
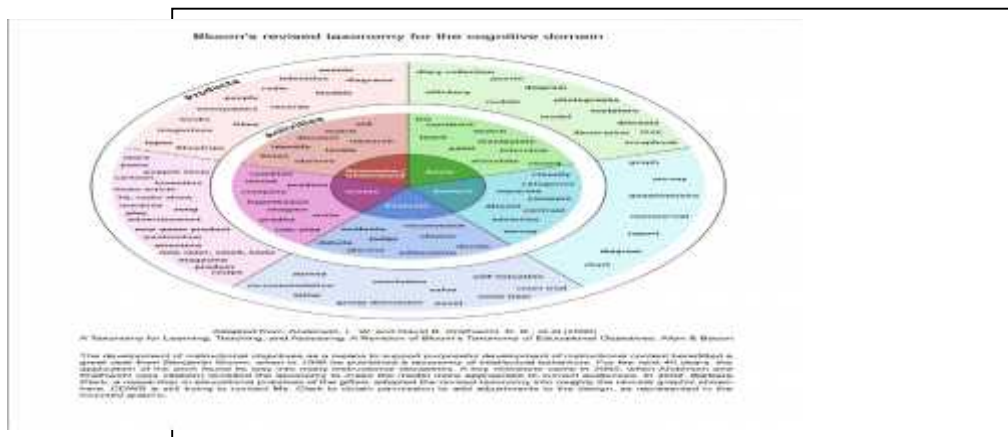


*Transformative Constructs*

Transformative schools review schoolsand relearn the pedagogic paradigms. It discerns the education road-map in the curriculums, developed transfersal knowledge and educate learners on the basis of holistic holograph competence with knowledge, ability, skills, attitudes and values to fit to millenium demand in a borderless world[50]. Itaccomodate **unity in diversity construct** the principle to conceive human being as a total meaningful whole with his or her innate capacity in the total universe, that every children of the world are brothers and sisters, as what Korean history speaks, " a nation

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[50] Miller and seller, ibid, 1985

Kooguryo, is there, and *let every nation rises, to be benevolence for mankind*[51] *(Year-880)*. Now Korea enjoyed the nation capacity to benchmark with standards modern states. Along with all the quests, **Generic Teaching Competence** *functions to do learning as 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.* In this way, a school is an intimate holding home of learning where s/he can enjoy learning events and experience to make him fit and congruent to the global platform by equipping him/her with generic competence.School with its school paradigm is to be ethically and morally right that universe education becomes humankind enterprises wheresoever, and its noble function is to bring up Children enjoy schooling from day-to-day state of affairs along with the state of the arts. This is what *no scholae sed vitae discimus, ARETE.*School will be a homely learning for kids, students and all learners. At its school graduates they possess a perfect balace of competence by mastering literacy generic and professional generic competence in life, and in such processing they are happy in their classrooms, as follows.

Transformative schools and many universities discerned these in human capacity as skills, knowledge, attitudes and values in one total set as holistic, generic competence, [52] as follows.

<5 t>World Universities Summary: Generic Competence[53]



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[51]*Dae Joo Young*, Film, *the Founding of Korea from Kogooryoo*, 2013.
[52]Sanchez & Ruiz, 2008, *Competence Based Learning*
[53]Sanchez & Ruiz, 2008, *Competence Based Learning*,

Generic competence is disigned as human capacity at world works.Generic competence[54] paradigm sums up epistemological competences in a cross-disciplinary approach. Set up around educational ideals, generic model deeply dig the nature of learning as problem-solving schemata but transform it to the global context demands as sets of meaninful whole global competence. Generic model from the very basic construes how knowledge, skills, attitudes and values become competence in quality learner, that a learner can professional achieve maxims in life with it. Experts first define generic competence as skills, knowledge, attutudes and values and its dimensions set as to instrumental, interpersonal and systemic as follows.

<5 u>The Construct of Generic Competence

| Generic competence | Def Good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and | | | | |
|---|---|---|---|---|---|
| **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 competence[55] 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 struggles to discern the world by prevous predecessors, all their revealed enligtenment banked to one paradigm competence.

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[54] Miller, ibid
[55] Miller, ibid

*<5 v >*Transformative Review➔ Generic Competence
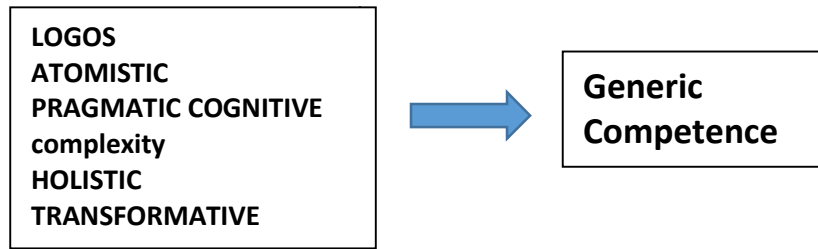


Transformative teaching reviews total learning  as a process, a meaningful whole global experience, a rich profound paradigm construct. It link congruently human conscientisation and empowerment to job profession, first by doing  a review of the chronicles of the pedagogical paradigm schools then making a congruent construct for the advent of this millenium. 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 metaprocess right from relevant physicl capacity, knowledge and understanding, experiential training, skills, and values and all those applied at work  as follows.

<5 x> The Generic Competence Model

| Generic Competence is congruent with job | | |
|---|---|---|
| | | |
|  |  |  |
| | | |
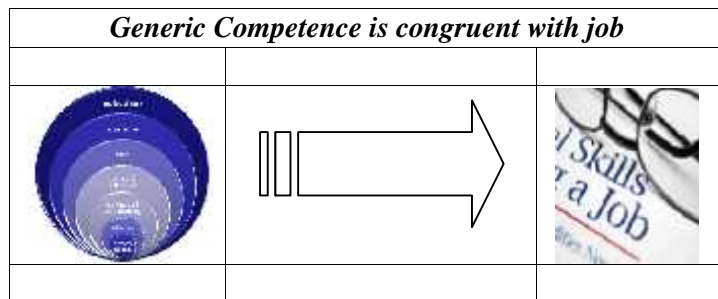
<5 aa>   Educational Transformation



For the ongoing chronicle quests, Generic schools discern and strive to design the paradigm of the construct of generic competence ang 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 tryinity-in-one to hold the educating-host processes.  And now, generic schools transtlate 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 they, define them fits to jobs at global platforms, and fit to happy life as well.

Generic schools reviewed learnings as a continuum from the very school to jobs, works and professions with all its generic culture, pedagogy praxis up to the students' success in the universe global platforms. They put a premium on pedagogy and redefine Education again to hold a noble  position that human being are key, especially younger generations. World communciaties, especially learned citizens put priorities, the *seven educational ideals*:

WORLD PEDAGOGY

- Pematangan & pewarisan ilmu sbgi tata tertib pikir (disciplin) & pewarisan tata nilai
- Kebangkitan kecerdasan spritual
- Kecerdasan kemaslahatan berbangsa bermasyarakat bernegara
- Kecerdasan memahami diri
- Kecerdasan membuat keputusan taktis & bijak
- Kecerdasan memajukan diri
- Kecerdasan membangun bangsa dan watak bangsa dg paradigma baru

Jalan pendidikan



Generic Linguistics — An Introduction

## *Indonesian Transformative Philosophy*


Borobudur
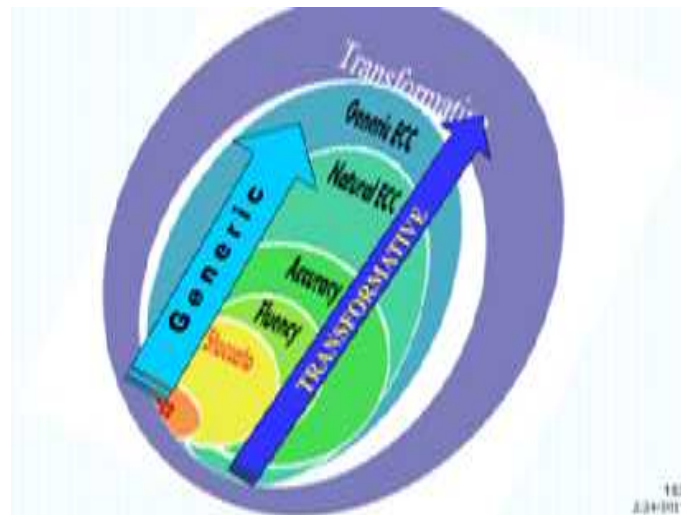
Transformative teaching is a process. In Indonesia it is. Since the declaration of Independence, Indonesia is a sovereign country, and this conceives Indonesian Indonesian as sovereign being, and that Education function is the formation its people to be sovereign through education, as messaged by the Founding Father Bung Karno[56]:



This is the plausible basic values why English as an international language is chosen as a compulsory subject across the curriculum since the Independence Day. Bung Karno did know very well indonesian are religious and respect-living in peace and did mention that the Borobudur Temple symbolized this thesis in Indonesian's Unity in Diversity how thousands of Indonesian tribes, religions, languages, cultures, islands and even mindset are to be enlightened and refined to realize how an Indonesian settle his/her

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[56] Cyndy Adams, Guruh Sukarno Putra, *Bung Karno Penyambung Lidah Rakyat*, 2014 Pp190, 239-241 Yayasan Bung Karno.

position across the world as a sovereign being. Indonesia has long stated integrity of the universe as the founding father said, Indonesian world view on universe integrity has last long, since the founding father. At least .......I m obsessed what enlightenment is as Socrates sated it "gnauthe seathon". Global waves shake. It shakes loneliness in human being. And so, let's dig our well, the great endowment: what is Indonesian Sovereignty? Indonesia put World Eternal Tranquility as the holy basis foundation of its country constitution when Bung Karno debated with his colleagues: After a painful three continous days debates, Bung Karno said, " My father is a Javanese, Moslem, my mother is a Balinese, Buddha, then, who is my God?" The womb from which I was born, is very God Ownership, that is *Belief in God, Pancasila*    and the globe is a world of wars, and so all schools teach their descendants **problem-solving**, his *NonBlock Problem Solving Paradigm* ( Speech address, 1 Nov 1961) ....

## 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.*

(i) first settle both conflicting sides to sit in tranquility, (ii) settle to really sit down  to make true tranquil/ peaceful solution for both (iii) settle that both conflict of interests have a problem, (iv) that both has a difference (v) that both sides commit to clear & eliminate all prejudies in both sides, (vi) clear all those intrests that cause the confliects and (vii) settle true peace. This is peace on Earth in Bung Karno's Paradigm socialized to all non-Block Countries. Congruency is a truth demand in Plato's logic, a *consensus gentium*. This matches to truth-condition and principle of coherence in Plato's logos as well as speech act backgrounded within performative philosophy on Wittsgenstein's Tractacus-Logico-Philosophicus as to meaning perspectives *"what counts?"* As for education, the Indonesian

Pedagogy, he said: ***Biarlah bunga cempaka, bunga melati, bunga mawar, semua mekar,  di taman sari, Indonesia*** (Pangaribuan, Paradigma Bahasa, 2007, 2010, Univ of Michigan)-- ***Let the cempaka, the melati, the mawar, all flowers, are blooming and  blossoming, in nuclear schools, Indonesia***; transformed Inonesian primitives post colonial society with school and schooling as a home for learning for children.

<5l> Who is my God?  ***Belief in the Supreme God, Pancasila***,  that is ***CONGRUENT.***
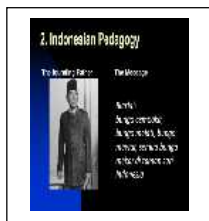


This is teaching English in Indonesia—Teaching Indonesian with an international mindset. This the very plausible and universal valid reason  why it is English an essential critical subject in schools and a critical subject matter. Being an Indonesian is to respect international diversity as *Indonesian code*, as Bung Karno stated,

Indonesian is a holistic system of sacrosanct values. The founding father messaged it that it s constitutive, normative and standard. Being an Indonesian is anIndonesian quality kitemark standard.  It marks the attude to the Supreme God that man is born equal as his present living services in one way irrespective what religion s/he is and wheresoever as well. Internattionally, they sustain for truth and stand firm on it, this is the non-block status, not a neutral one. So,  it is not a local-simple minded by its founding as a state, it is a constitutive state with its rule of law for the people. History continuum has proved those international understanding mind that Indonesian international affairs have been world historical history and records since millenial, as in the era of Singosari, Sriwijaya and Majapahit, until now, and an Indonesian comprehend his universal standing. For this mission Indonesian Universities such as universities of Gajah Mada, Airlangga, Sri Wijaya, Brawijaya and the like are inaugrurated in those sacred specific-Indonesian names to potrait Indonesian vision.

Teaching in Indonesia is holistic. It means that learners are to be educated blooming naturally as flower plotted in fertile soil wih those sacrosanct values. The whole man is to be enlighted and transform to possess his/her Indonesianhood.

<5 m>*school is a nuclear institute to make children blooming*[57]

| | *Indonesian:*<br>*Biarlah*<br>*bunga cempaka,*<br>*bunga melati,*<br>*bunga mawar,*<br>*semua mekar,*<br>*di taman sari,*<br>*Indonesia.* | *English:*<br>*Let*<br>*The cempaka,*<br>*The melati, the mawar,*<br>*All flowers,*<br>*Are blooming*<br>*blossoming*<br>*In nuclear schools,*<br>*Indonesia* |
|---|---|---|

This is a challenging educational mission and task. By nature every human being is brought-up at home. There are four transformative circles the learner will go mmaturally, the home,
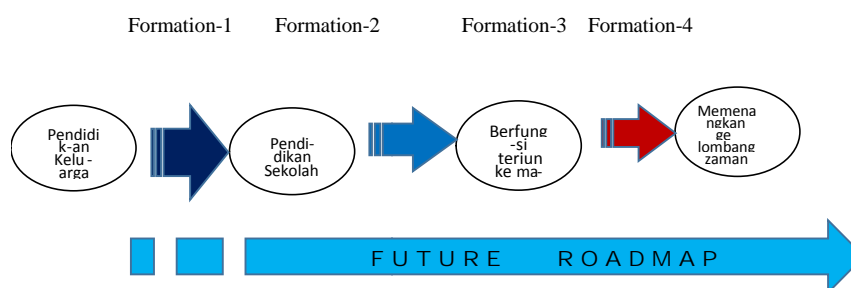


the school, the community he is situated, and the global platform.

Naturally, a learner at large will first with the mother tongue develops his discourse communicative competence as his home-made mindset. Schools funcon to empower the learners the endowed talents within. Then society functions to help the formation to be fit nd proper to society. Then his/her quality is to ready to discern the herrretic global

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[57]Tagor Pangaribuan, *Reformation(1998),* **UHN dalam Tindak dan Layahan Pendidikan Nommensen 50 years Golden Jubilee,October-7,1950-2004:17.**

platforms. So, wheresoever Indonesian innthe universe platforms at large, *is* he an Indonesian, and *does* what an Indonesian is to do.

In then formation of the learner vision, the teacher is to scaffold the home mindset how Indonesian it is.



The challenge then, what kind of teacher is to deal with the learners? How to educate such teachers? The Founding Father[58] says:

He is a man of vision as Indonesian with international horizon.

[58] Cyndy Adams, Guruh Sukarno Putra, *Bung Karno Penyambung Lidah Rakyat*, 2014 Pp190, 239-241 Yayasan Bung Karno.

*Indonesian Transformative View*



Generic schools regenerate educational ideals from the grand teachers of the past. School is a palace of learning, as what Clinton said, let us clean the tears from our kid's eyes and American launched "no child left behind" paradigms, and Nelson Mandela Chaeros, Peace in Justice, and John Dewey's principle , school is a moral Fabrics. Generic teaching accomodates Barr and Tagg statement that .... the significant problem we face cannot be solved at the same level of thinking we were at when we created them.

Indonesia has long stated integrity of the universe as the founding father said, Indonesian world view on universe integrity has last long, since the founding father. At least .......I m obsessed what enlightenment is as Socrates sated it "gnauthe seathon". Global waves shake. It shakes loneliness in human being. And so, let's dig our well, the great endowment: what is Indonesian Sovereignty? Indonesia put World Eternal Tranquility as the holy basis foundation of its country

constitution when Bung Karno debated with his colleagues: After a painful three continous days debates, Bung Karno said, " My father is a Balinese, Buddha, My mother is a Javanese, Moslem, who is my God?" The womb from which I was born, is very God Ownership, that is **Belief in God, Pancasila**and the globe is a world of wars, and so all schools teach their descendants **problem-solving**, his *NonBlock Problem Solving Paradigm* ( Speech address, 1 Nov 1961) .... (i) first settle both conflicting sides to sit in tranquility, (ii) settle to really sit down to make true tranquil/ peaceful solution for both (iii) settle that both conflict of interests have a problem, (iv) that both has a difference (v) that both sides commit to clear & eliminate all prejudies in both sides, (vi) clear all those intrests that cause the confliects and (vii) settle true peace. This is peace on Earth in Bung Karno's Paradigm socialized to all non-Block Countries. As for education, the Indonesian Pedagogy, he said: *Biarlah bunga cempaka, bunga melati, bunga mawar, semua mekar, di taman sari, Indonesia* (Pangaribuan, Paradigma Bahasa, 2007, 2010, Univ of Michigan)-- *Let the cempaka, the melati, the mawar, all flowers, are blooming and blossoming, in nuclear schools, Indonesia*; transformed Inonesian primitives post colonial society with school and schooling as a home for learning for children.
<5 o> IQF

DIAGRAM PENYUSUNAN KOMPETENSI



Pencapaian Level KKNI Melalui Berbagai Jalur



What a *translationship* between the world of work and education?
Indonesian Law, No 14 year 2005

INDONESIAN PEDAGOGIC PARADIGM          LOCAL-GLOBAL DEMAND

<5  p> Generic Competency IQF Model

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IQF Competency Models

1. *Competency models that identify the skills, knowledge, and characteristics needed to perform a job….. (A. D. Lucia & R. Lepsinger / Preface xiii)."*
2. *Competency comprises knowledge and skills and the consistent application of that knowledge and skills to the standard of performance required in employment. (Competency Standards Body Canberra 1994).*
3. *Competency is combination of knowledge, skills and abilities to perform them in the job context which are expected by related industries .*

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IQF Q1-Q9

1. bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius ;
2. menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika;
3. memiliki kepribadian dan jati diri bangsa;
4. berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila;
5. berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa;
6. menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;
7. bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;
8. taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara;
9. menginternalisasi nilai, norma, dan etika akademik;
10. menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
11. menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan

The roadmap design develops in Higher Education from undergraduate to graduate levels and standard process, as follows[59].

*< 5 r> Higher Education Roadmap*



DIAGRAM PENYUSUNAN KOMPETENSI

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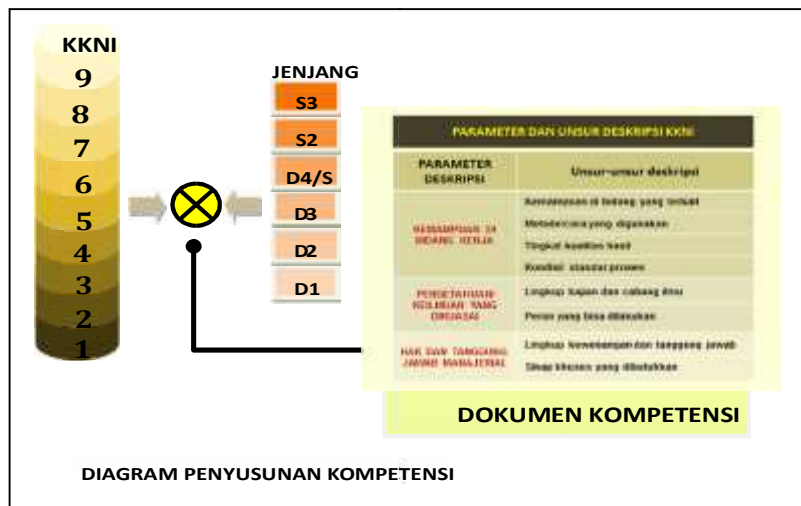
[59]Ibid, , *Indonesian Quality Framework*.

In principle, transformative teaching skill functions to empower learners learn. The teacher facilitates and substamtiate things for empowerment. In the end, the learner changes her/his mind set that s/he knows what to learn, how and why.



Teacher designs the materials relevant and congruent to his ongoing and future needs.[60]



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[60]Tagor Pangaribuan, 2016, Payap University, *Challenging ELT teacher developing materials for generic teaching skills.*

It generates generic learning in learners altogether. In its very basic tenet, classroom teaching is a means to an end for a session, a meeting, or a plenary set of acts. In short, it defines the frontline sets of framework in terms of *goal-means, means-end and goal-end analysis* in a problem-solving paradigm. In this way teaching is rational meaning that all the basic tenets empower learners for effective learning and effective acquisition. For this, even a novice teacher is to be trained to master basic generic teaching skills:



1. **Teaching Micro-program → lesson Plan**
2. **Teaching Macro-program → a periodical teaching plan**
3. **Designing facilitating context for teaching**

## Cannon of Science

1. **Logic and Philosophy, Philosophy → world View**
2. **Schools of Philosophy**
    1. **Descrptive 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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1/6/2017

### Language Characterization

For millenia  language shapes and is shaping minds.  Language capacity is a human endowment specific. This is the nature and human nature specific. This capacity in one way is a miracle and in the other it is a mistery. As a miracle, almost after an infant is born, she is growing with meanings in this wonderful world that only its mother could sensitize what it means. Whether she is still in the womb, or here on this blue world-skies, people speculates the being speaks, at least with her other. This way, people says the language as mother tongue, and the world where she is born as mother-land. There she grows in the mother's gracefulness, and makes her a person. Such meaning formation in human is very personal and the mother strives to communicate with her all along the life till she reaches her communicative  beachhead that she has capacity to share meanings with all around in her immediate contexts. There she enjoys the world we are exploring in day-to-day state of affairs, all these wonderous world. She talks to her mom and all those she loves. She loves what she likes and solves and settles upon the problems of what she does not.  All these with her mom shapes her character. Problem-solving becames and always becomes her day-today diets.There she begans to look at the world, and begins to have a look.Then, she enjoys the pilgrims of life.

**<1> Innate Capacity**

**<2> Millenial Classrooms: School is a nuclear institute to make children blooming**



How is this possible? How can it work? What is the best to educate this small kid? This miracle has been the quests of all world genius perhaps since man is. When the problem is so crucial, there she makes a tough decision. For such an essential state of affairs, US makes a decree, "no child left behind" to welcome the Y2K, M3. Then, the world question how education can work best to acknowledge and welcome this millenium-3? What are the answers?

**<3> Global Educationl Paradigm**





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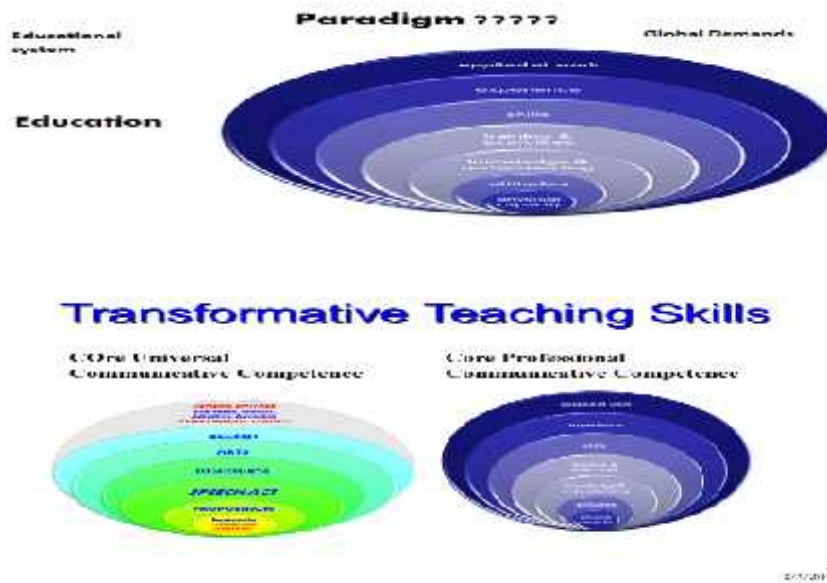
# Pedagogic Paradigm
## Transformative Teaching Skills



# Transformative Teaching Skills

# International Competence

| Indonesian Code | Scientific Code |
|---|---|
| **Bung Karno's Paradigm**<br>Transforming with NonBlock CONGRUENT Problem Solving Paradigm (: Nov 1961)<br>1. *first settle both conflicting sides to sit in tranquility*<br>2. *settle to really sit down to make true tranquil/ peaceful solution for both*<br>3. *settle that both conflict of interests have a problem.*<br>4. *that both has a difference*<br>5. *that both sides commit to clear & eliminate all prejudices in both sides*<br>6. *clear all those interests that cause the conflicts*<br>7. *settle true peace.* | **problem-solving competency (John Dewey)**<br>step-1: *The individual confronts a problematic situation that causes confusion on puzzlement she must resolve.*<br>step-2: *The individual exactly define with the problem is*<br>step-3: *Clarification of the problem consists of a careful examination and pies of the factors contributing to the problem*<br>step-4: *Develop hypothesis if, then statements that offer possible solution to the difficulty, and solution alternative.*<br>step-5: *The individual select ONE hypothesis and implement if it works, continue. If it does not, choose from the alternatives.* |

## Transformative curriculum

- Pematangan & pewarisan ilmu sbgi tata tertib pikir (disciplin) & pewarisan tata nilai
- Kebangkitan kecerdasan spritual
- Kecerdasan kemaslahatan berbangsa bermasyarakat bernegara
- Kecerdasan memahami diri
- Kecerdasan membuat keputusan taktis & bijak
- Kecerdasan mamajukan diri
- Kecerdasan membangun bangsa dan watak bangsa dengan paradigma baru

That through educational efforts, children acquire generic competence at *(1) maturation at logical thinking, common sense and value system, (2) spritually rise, (3)competence fo continuous survival as citizen of the nation,(4) power for sound self understanding, (5) strategic and tactical decision making (6) self-development and (7)power to renew state the paradigm state and character.*
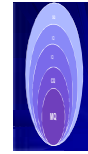
Teachers are at the center of all cultures and all the future cultures. Schools is the state miniatur

< 5 ac >*Educational ideals*

<5 a l>*The Paradigm of Generic Competence*

...ems theory looks at
...n terms of interrelatedness
...endence of all phenomena



Pencapaian Level KKNI Melalui Berbagai Jalur

## *Teachers at Frontliners: Human Character Formation*

**Teachers are at the center of all cultures and all the future cultures.**

*..... 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 knowledgable about the rest of the tree. ...................*

*David Nunnan, 1999.*

**Schools is the state miniatur**



Indonesia

- *ability to express appreciation of the aesthetic qualities of works of literature, including knowledge of literary forms and genres and the ability to recognize and to produce good writing*
- *ability to relate individual texts to their historical and cultural contexts*
- *ability to situate texts in their cultural and historical contexts*
- *appreciation for the aesthetic qualities of literary texts awareness of influential critical and interpretive methods*

- *general understanding of the conventions of literary genres and of the major developments in literary history*
- *general understanding of the historical developments of at least two literatures*
- *acquisition of analytical and critical thinking skills and ability to express oneself orally and in writing in a clear, coherent and persuasive manner*
- *ability to construct interpretive arguments*
- *comparative understanding of national literatures in the contex of a globalizing world*
- *comprehend factual knowledge of a variety of different classical literary*
- *comprehend knowledge of classical matter, rhetoric, literary convention, and religion*

**Generic competence in ELT is rooted in various aspects as follows.**

*A.Language ability*
- *ability to read, speak, write, and listen in English. In addition to these four modalities, students also develop and improve their ability to work with texts in a different language/from a different culture.*
- *ability to communicate effectively in the language of the target country in a linguistically and culturally appropriate manner*
- *attain fluency in reading and translating classical literatures, familiarity with epic, archaic.*
- *Advanced skills in oral and written communication, including the ability to use principles of composition, style, rhetoric, and bibliographic reference*

*B.Cultural literacy*
- *ability to function in a non-native cultural and linguistic context as well as an ability to work with texts in a*
- *different language/from a different culture.*
- *can recognize cultural differences and similarities and embrace them and develop cultural competence in a globalized world.*

*C.Analytical and argumentative skills*

- *analyze texts representing different genres and develop and improve their abilities in argumentation by distinguishing between opinions, facts, analysis, and argument. D.Factual Knowledge:*
- *A broad understanding of literatures written in English, especially the British and American traditions, including representative authors, major literary periods, and the history of the language.*
- *understand the different fields within english studies. They are familiar with the key writers, texts, and figures and their historical contexts as well as with the linguistic realities within the target cultures.*

*E.Writing development*

- *produce well-written academic texts in English, display an awareness of audience and an understanding of how*
- *textual choices reflect coherent argumentation.*
- *know how to conduct research and understand the value of multiple draft-writing.*

**For ELT undergraduates they are framed as follows.**

1) *ability to utilize analytic tools, formal procedures, argumentation, and critical thinking used in linguistic investigation.*
2) *comprehend the general knowledge of the nature and structure of human language, including its diversity, that might prove to be valuable in a liberal arts and sciences education, and as a part of a more general education for citizenship.*
3) *attain fluency in reading classical English (epic, archaic, and Attic English)*
4) *comprehend in-depth knowledge of three central areas of the field.*
   - *Within sound structure: knowledge of key properties of sounds as physical (phonetic) entities and linguistic (phonological) units.*

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- *Within syntactic structure: knowledge of the fundamental aspects of transformational generative analyses of natural human language.*
- *Within semantics: knowledge of key aspects of semantic and pragmatic systems in natural language, including logic and formal systems, reference / co-reference, and text analysis.*

5) *ability to apply and enhance their knowledge of the field, such as at colloquia and workshops, and experiential practice.*

6) *ability to explore the importance of language in a variety of areas of human life*

7) *capacity to enrolled in the graduate study of linguistics or related disciplines, and to apply linguistics in their coursework with background relevant to teaching English as a Second Language, especially in an international setting.*



To reach success, a set of basic communicative competence need to be acquired as basis to acquire other functional competences, as follows.

**Linguistics Beach Head**

Generic Language

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

Establishing & maintaining socil relations
Seeking information
Giving information (about oneself, a well-known subject, etc)
Learning to do to make something
Expressing reactions: to a TV show, movel, slide-presentation. An exhibition, a single picture
Hiding one's intention from others
Talking one's way out of trouble
Problem-solving
Sharing leisure activities
Connecting on the telephones
- Entertaining
- Displaying one's achievements

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The co oetence is to be further developed in functional competencies as follows.



**Communicative Beach Head**

Generic Language

Speech acts: Generic Teaching Skills

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

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1/30/2017

Schools are at the cross-roads. Schools of linguistics and studies on laguage has not arrived at its censensus gentium, diste how industrious the predesesors had been doing their research studies. But for teachers, the classroom is to be going on, for whatever costs, although every pne expect not to miss the bus, whether following the

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"communicative schools", the Hallidayan genre style, or others. Anyway, those studies are previous and have endowed some notions, as embryo and new possibe hybrid. So, what is the basic notion of Language Generic Competence in transformative school perspective as pedagogical Linguistic praxis?

Since, **Socrates**launched his dialectical method **"Gnauthe Seathon" / KNOW THYSELF ,** and **Plato with "sentencia",** two basic constituents always genereate from **sentence as meaning,** to view meaning as *linguistic context* in which meaning is inherent in language or language *extra-linguistic contexts* where meaning is in realities. The linguistics take position at **"sentencia", and** at structural philosophysometimes dealt with communication, rhetoric, essay and literature with its character, scerario, genre, themes, etc.But other learners like physics, mathematics, and the like *develop meanings* from Plato's LOGOS ,<< from (1) Sentencia → Onoma Rhema; (2) and hereby stated realities as Category, proposition, reason ( p-truth tests); communication of truth as → rhetoric; and (4) all are deloyed in Philosohy structure onthology, epistemology and axeology as problm-solving how to discern reality → object, process, situation →and doing pilosophical function < (Goal→ means; means →Ends; .... GOAL→End). >>. This *language extra-lingistic context as meaning* quite fertile in Plato's school as the grammar of science as logos. Backgrounded with renaissance back to LOGOS, in the 18th century rose many new disciplines, and generated as *science semiotics-the grammar of science -- a consensus gentium--* with its constituents *syntax* as the conceptual basis and logic structure of science--, or system of construts, hypothesis, principles and paradigms, and its data; *semantics* as elaboration of reality as total conceptual system in the experts' terms and world views; and *pragmatics* as meaning communication of those. State of th arts at the time fonded structural philosophy that discerned realities as discrete entities, up to molecular levels.

Each functional cometencies can be realized as to its functional demands in a holistic nature, from accent to reality, with sentencia as its breath.

A functional competence is a speech act. It merits a meaning upon reality, the sentencia, the proposition, the oral functional speech act, the discourse context, the accent how an interlocutor communicates the language sounds and the reality he addresses in the world at large. In every communicative acts it works that way, altogether consitituting speaker's meaning as o reality.

## Transformative Perspectives

Transforatibg learning leads the learner to acquire his functional commands of the English in real situation congruent to the reality meaning he is con ceiving and communication to his addressee. The acquisition process is natural—A-path, from silent... to staccato ... to natural and genuine communication[61]. It is a process. Jack Mezirow states the learning in a conscientious process, as follows.



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[61]Tagor Pangaribun, 2012, Psycholinguistics: Some Aspects of Classroom Implementation, Graduate School, NHU, Indonesia..

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Transformative learning is a generic process, mastering the totality of knowledge and its praxis for a congruent performance, out of habitual errors attch to common idiosyncretic learning by the learner. The learner process the disorienting dilemma, begins with Plato's enlightenment understanding reality in its here-and-now context and principle. In today's psychological view, human mental capacity possess a set of inherent process for meaning realiation, as follows.



Transformative process then merges from learning, unlearning, learning and learning again to understand the essence of the skill target for acquisition.
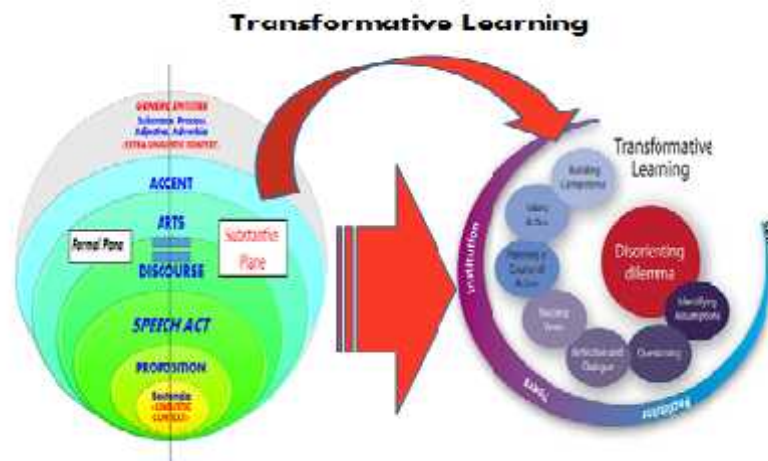


Rather than trial-and-error, the learner strives to learn read his road-map as the reality strategic acts to make the learning premium. Teacher facilitates the learner and step-by-step help the learners intuit to strategic acts to make the learning not halting i a conscientious

process. The competence they are learning in the first place, a goal-means-ends analysis to problem solving, then socializing in interpersonal, and then disorient the statusquo mindset to a renewal one.



GENERIC COMPETENCE
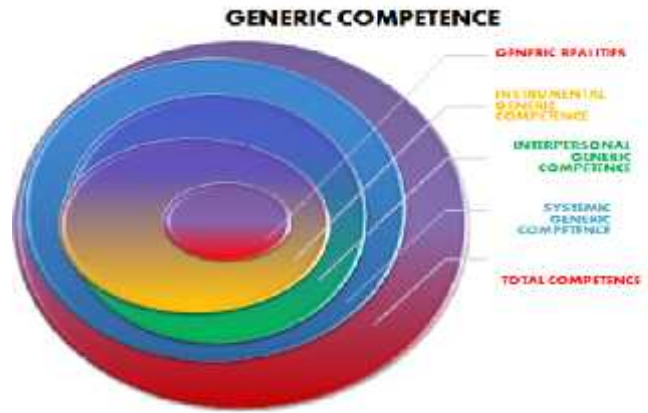
Transformation takes place to master the generic competence. With respect to its complexity, teachers frame them from simple to complexity in a pedagogic notion. They are framework quality, elaborated as follows.

| Def Good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and | | | | |
|---|---|---|---|---|
| | Constituent ASPECTs skills, knowledge attitudes and values | | | |
| | SKILLS | KNOWLEDGE | ATTITUDES | VALUES |
| A means to an end | | | | |
| Ability to work in team | | | | |
| Ability to transform an institute a value or paradigm | | | | |

|  GENERIC COMPETENCE | Multifunctional, transversal across social fields, a higher-order meta-complexities, multidimensional |
|---|---|
| | good performance in diverse, authentic context based on integration and activation of skills, knowledge, attitudes and values. |
| | *Description of action to the extent that a person strives to perform it as a particular type of activity<br>*A performance in specific situations, incorporating the idea of judgement<br>*Capacity to interpret followed by decision-making<br>*Integration and relations in specific contexts and fundamental tasks which, like intentional acts, are central part of professional practice<br>*Recovery, as a key to competent performance, ethics and values<br>Context and transfer to diverse situations<br>1. To be employed three years after graduation<br>2. To be on permanent (rather than temporary) employment contracts<br>3. To have full-time (rather than part-time) employment contracts |
| | 4. To spend less time in job search activities |
| | 5. To obtain their jobs by applying for advertised vacancies |
| | 6. To make more use of their higher education institution's careers officer |
| | 7. To start their job search prior to graduation |

## Generic Competence

**Generic Competence**



| | Constituents |
|---|---|
| Instru-mental | A means to an end |
| Inter-personal | Ability to work in team |
| Systemic | Ability to transform an institute |

# INSTRUMENTAL GENERIC COMPETENCE
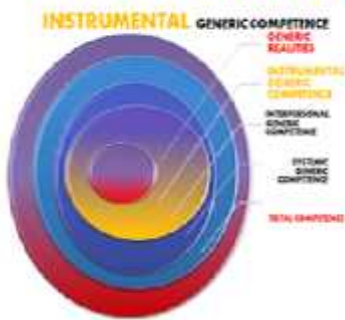


## A means to an end

1) Analytical thinking
(2) Systemic thinking
(3) Critical thinking
(4) Creative thinking
(6) Reflective thinking
(7) Logical thinking
(8) Analogical thinking
(9) Practical thinking
(10) Deliberative thinking
(11) Team thinking
(12) Time-management
(13) Problem-solving
(14) Learning-orientation
(15) Planning
(16) Computer skills
(17) Database management
(18) Oral communication
(19) Writing skills
(20) Foreign language proficiency

# INTERPERSONAL GENERIC COMPETENCE



## Ability to work in team

(1) Self-motivation
(2) Diversity and interculturality
(3) Adaptability
(4) Ethical sense
(5) Interpersonal communciation
(6) Teamwork
(7) Conflict management and negotiation

# SYSTEMIC GENERIC COMPETENCE



## Ability to transform an institute

(1) Creativity
(2) Enterprising spirit
(3) Innovation
(4) Objectives-Based Management
(5) Project Management
(6) Quality orientation
(7) Achievement Orientation
(8) Leadership

**ROADMAP Generic Competence**
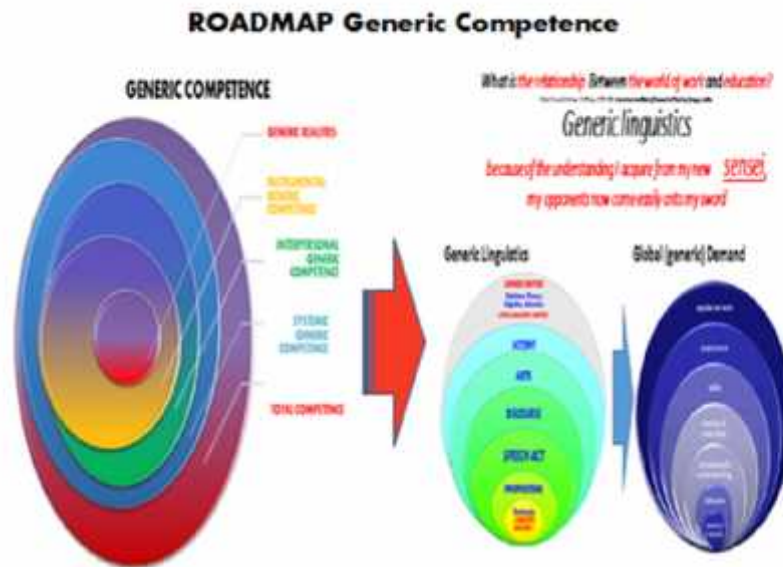
This point posits a problem of "fit" between five streams of reform and prevailing configurations of teachers' professional development. It argues that the dominant "training" model of teachers' professional development--a model focused primarily on expanding an individual repertoire of well-defined and skillful classroom practice--is not adequate to the ambitious visions of teaching and schooling embedded in present reform initiatives. Emerging alternatives to the training model, though small in scale, embody assumptions about teacher learning and the transformation of schooling that appear more fully compatible with the complex demands of reform and the equally complex contexts of teaching.

The essay begins by posing some of the ways in which current reform movements shape challenges, possibilities, and constraints for teachers' professional development. Section two frames a policy dilemma that revolves around the limitations of the dominant training paradigm for purposes of achieving the reform agenda. A third section introduces principles that seem especially congruent with reform requirements, together with examples of four options that appear to hold promise. The final section outlines selected issues that bear on the fit between reform imperatives and teachers' professional development and that thereby inform the criteria for assessing professional development policy choices.

Two caveats preface the broader argument. First, the discussion concentrates exclusively, or nearly so, on teachers. For principled and pragmatic reasons it places teachers at the center, even while acknowledging the ways in which entire institutions, and all the roles and relations they encompass, are implicated in any reform effort. Second, the essay reflects certain reservations about any stance that places teachers solely or largely in the role of "implementers" of reform. To be sure, reforms pose certain technical demands demands on the knowledge, skill, judgment, and imagination of individuals. In that sense, the implementation problem at the level of the classroom is real. But reforms also convey certain values and world views. They communicate a vision of what it means to learn, and what it means to be educated; they communicate a vision of schools and teaching, of students and teachers. They are to greater or lesser degrees compatible with the organizational structures and cultures in which persons work. In these crucial ways, powerful reform ideas engage teachers in a broader consideration of the educational enterprise both in and beyond the classroom.

Professional development in the service of "implementation" may obscure questions related to purpose, and may mask the internal contradictions and tensions within and across reform initiatives. To make sensible critiques of proposed reforms requires getting at their underlying assumptions, their social and historical context, the degree to which they are congruent or not with teachers' existing beliefs, commitments, and practices, their probable consequences for students, and the ways in which they vary or converge across communities. By this argument, one test of teachers' professional development is its capacity to equip teachers individually and collectively to act as shapers, promoters, and well-informed critics of reforms. The most robust professional development options will locate problems of "implementation" within this larger set of possibilities.

### *Professional Development and the Reform Agendas*

Five streams of reform, both singly and in combination, present complex challenges to teachers as individuals and as members of a wider professional community. Those challenges are illustrated, though not exhausted, in the descriptions that follow. The test of teachers' professional development opportunities resides in their capacity to engage teachers in the kinds of study, investigation, and

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experimentation required to understand and undertake the multiple challenges described here, and to grasp the relationships among them.

**Reforms in subject matter teaching (standards, curriculum, & pedagogy)**

Reforms in subject matter standards, curriculum content, and pedagogy increasingly aspire toward more ambitious student outcomes. Among them one would count the shift to a whole language and literature-based approach to language arts, the new mathematics standards, proposals for integrated science curricula and the like. Among them, too, one would place conceptions of "authentic achievement" that require a fundamental change in the nature of students' intellectual tasks and teacher-student relations (Newmann, 1990). These reforms constitute a departure from canonical views of curriculum and from textbook-centered or recitation-style teaching. They demand a greater facility among teachers for integrating subject content, and for organizing students' opportunities to learn. They represent, on the whole, a substantial departure from teachers' prior experience, established beliefs, and present practice. Indeed, they hold out an image of conditions of learning for children that their teachers have themselves rarely experienced.

In addition, individual teachers may be pressed to move on many fronts at once (see Hargreaves, 1990, 1992; Little, 1992a). Elementary teachers must absorb the changes in content and method associated with an entire spectrum of the elementary curriculum. The rotating "curriculum adoption" schedules for the California state frameworks, for example, could keep elementary teachers permanently in "implementation of innovation" mode an exhausting prospect. Secondary teachers are asked to consider possibilities for interdisciplinary curricula at precisely the time they are asked to reconsider their approaches to subject matter teaching the latter reinforced by new state curriculum frameworks, standardized test protocols, subject-specific university admission requirements, textbook design, and the like. Meanwhile, reforms aimed at "critical thinking" sit in tension with the basic skills reforms that began in the 1960s and are still a prominent part of the urban school improvement landscape (Carlson, 1992).

## Reforms centered on problems of equity among a diverse student population

Equity reforms respond to the persistent achievement disparities among students from differing family backgrounds, and are aimed at altering both the demonstrated achievement and school completion rates of the lowest achieving groups. Over the past decades, such reforms have centered largely on remedying individual student deficiencies. Although more recent analyses have pointed with increasing specificity and persuasiveness toward institutional structures and norms that define and contribute to student failure (for example, Fine, 1991; Oakes, 1985, 1992), programmatic remedies continue to focus on students' individual skills (and deficits). (We could ask the question, for example, Why does tracking in the high school persist despite so much discrediting evidence?) There are a few exceptions in which reforms in school organization target specifically the structures of students' opportunity to learn; these range from the charter schools experiment in Philadelphia high schools (Fine, 1992) to a single teacher's efforts to "untrack" an Advanced Placement English class (Cone, 1992). By comparison to individualistic remedies (to what is arguably a systemic and structural problem), these efforts are few in number; most school "restructuring" proposals are founded on other assumptions and strategies.

Advances in professional development, too, have centered on problems of diversity and equity in individual classrooms assisting teachers to identify and alter classroom practices that contribute to student failure and that undermine "equal opportunity to learn." The most promising of these efforts engage teachers collectively in studying classroom practices in ways that sometimes lead to more systemic changes at the school level (Cochran-Smith and Lytle, 1992; Cone, 1992). They do so by building a norm conducive to the close scrutiny of well-established practices and by building a capacity for organizational change.

## Reforms in the nature, extent, and uses of student assessment

Reform proposals argue for more widespread and rigorous use of authentic assessment. Yet the technical advances in assessment have typically lagged behind the formulation of standards and the advances in curriculum design. State and local policy makers continue to judge the success of reform efforts on the basis of standardized test scores. Components of statewide tests that strike teachers as most "authentic"

(for example, writing samples or open- ended math reasoning items) are also those most difficult and expensive to develop and to score. In areas other than language arts and math, they may also be relatively underdeveloped especially where they call for synthesis across subject areas, as in the "exhibitions" favored by the Coalition of Essential Schools. At the local level, teachers' expressed interest in and commitment to alternative forms of assessment far exceeds their professed skill and confidence in constructing, evaluating, or incorporating such alternatives and also exceeds the resources presently available from the research and test development communities. Yet local discussions do not and cannot wait upon the psychometricians advances. In schools embarked upon reinventing, redesigning, and restructuring themselves, teachers wrestle with the criteria for good work, and the forms in which it might be expressed.

## Reforms in the social organization of schooling

The recurrent strains of criticism throughout the 1980s culminate in the widespread agreement that business as usual will not suffice. The convergence of interest (and funds) around the broad image of "school restructuring" has been quite astounding. The call to more systemic reform permeates initiatives in "school restructuring" supported by states, private foundations, and, to a lesser extent, projects sponsored by teachers' associations in concert with local schools and districts.

The most ambitious of these initiatives have in common that they are oriented toward principles, not programs or specific practices. The Coalition of Essential Schools, for example, is united by a commitment to nine principles for the "redesign" of secondary schools (Sizer, 1992). Predictably, teachers' commitments to these principles are provisional and uneven in that regard, we have what might appear to be a conventional "implementation of innovation" situation. But the dilemma for school leadership and for professional development goes far deeper in this instance: there is no well-developed picture of what these principles look like in practice. In the scramble to define a model, isolated cases of success become the focus of lore Central Park East springs to mind, but few others (Meier, 1992). And no matter how persuasive the precedent set by any success story, broad principles require close attention to each local context. To fit opportunities for professional development to a campaign for the principled redesign of

schooling is arguably a different matter indeed from organizing the training and support to implement a program or a set of readily-transferable practices. Yet we lack descriptions of restructuring initiatives that supply a detailed portrait of the learning demands on teachers and the corresponding professional development responses.
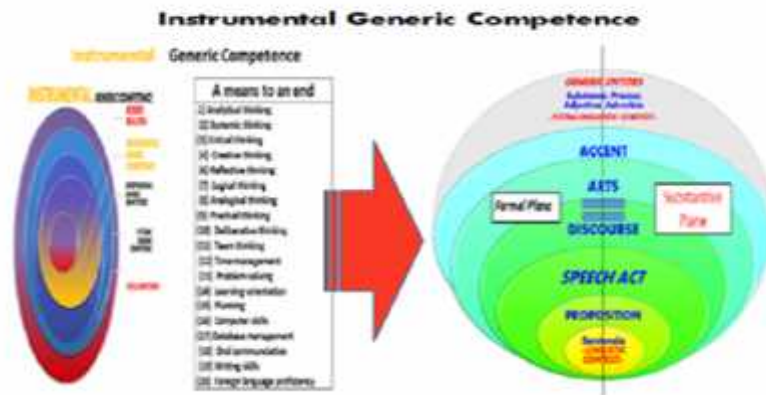
**Reforms in the professionalization of teaching**

The "professionalization" reforms at the national and state levels center on teachers' demonstrated knowledge base (as reflected in standards for preparation program accreditation and candidate assessment), on conditions surrounding teacher certification and licensure, and on the structure of career opportunities in teaching. At the local level, professionalization tends to take the form of extended assistance to new teachers, expanded career opportunities for experienced teachers, and experiments in site-based decision making. For purposes of this paper, these reforms are interesting principally for the way in which they bear upon the four reform movements discussed above that is, for the way in which they equip teachers both individually and collectively to play an informed and active role in defining the enterprise of education and the work of teaching.

This is not the place to repeat all the major arguments surrounding the professional standing of the teaching occupation, although the reforms have spawned a large and growing literature. Two comments seem germane. First, state and local policy makers seem most readily disposed to support appeals to "professionalization" where they see it as (1) sustaining a reasonably well-prepared and stable teacher workforce; and (2) coupled with assurances of local accountability for student outcomes. Second, initiatives that promise "professionalization" of teaching increasingly expand opportunity and reward in exchange for increased obligation. Teachers are expected to contribute to the support of beginning teachers and to participate in other ways in the improvement of schooling and teaching.
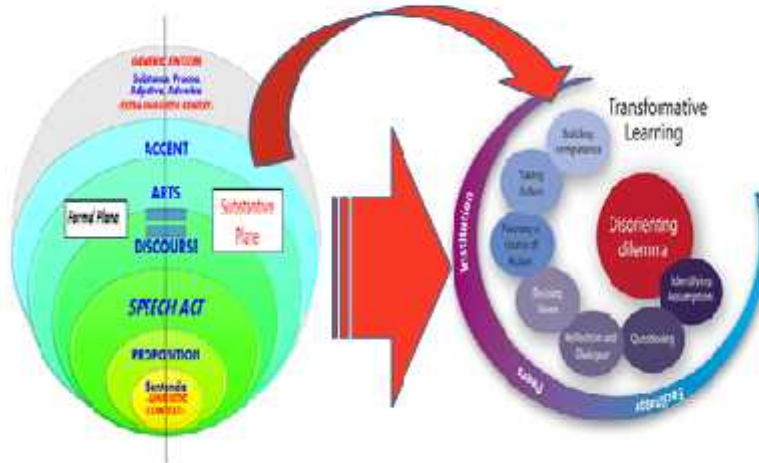
These five streams of reform cannot be done well piecemeal, nor are they reforms that succeed if attempted only in isolated classrooms. As Fine (1992) puts it, the present ventures pursue the "big systemic, educational question..." of transforming whole systems into "educationally and emotionally rich communities of learners" (p. 2). This suggests quite a different organization of learning opportunity (and obligation) than one that supplies teachers with measured increments in

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knowledge, skill, and judgment from a known pool of "effective" classroom practices.

What is the relationship Between the world of work and education?

# Generic linguistics

because of the understanding I acquire from my new sensei, my opponents now come easily onto my sword
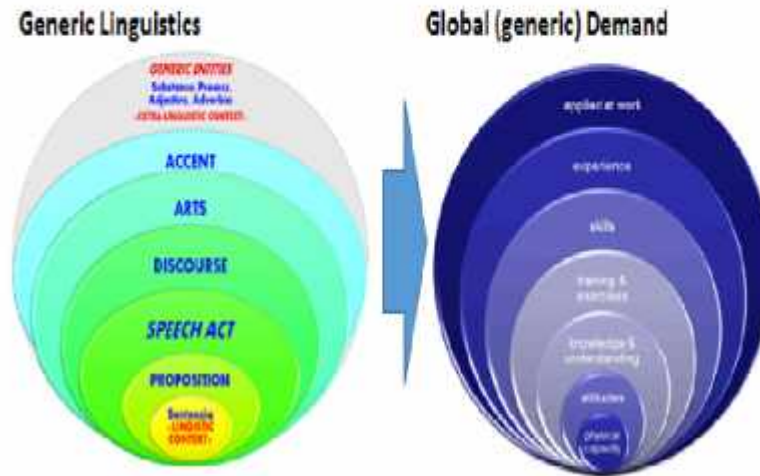
**Generic Linguistics**

**Global (generic) Demand**



## CONSTRUCT OF GENERIC COMPETENCE



GENERIC
REALITIES

INSTRUMENTAL
GENERIC
COMPETENCE

INTERPERSONAL
GENERIC
COMPETENCE

SYSTEMIC
GENERIC
COMPETENCE

TOTAL
COMPETENCE

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What is the relationship Between the world of work and education?

Generic linguistics

because of the understanding I acquire from my new *sensei,*
my opponents now come easily onto my sword

In language communication, generic competence constitutes as follows. It emerges upon a generic world view upon language first, as how it functions and fosters infields and professions, doing communication, transactions, interations, and meaning communication. A language interlocutor in general operates some of the generic language constituents in communication altogether, the meang as sentencia, a proposition, a sentence, a speech act, a discourse, the accent and all capture a given reality entity.

<1> A Language Worldview→

1. Generic entities
2. Sentencia
3. Proposition
4. Speech Acts
5. Discourse
6. Arts
7. Accent

&lt;2&gt;  Philosophy ➔ problem solving
　　　　　Goal ➔ means
　　　　　　　　　　Means  ➔ end
　　　　　Goal　　　　　　　➔  End





2.1. Formal Plane➔ Constructs
      a.   Generic entities
      b.   Sentencia
      c.   Proposition
      d.   Speech Acts
      e.   Discourse
      f.   Arts
      g.   Accent
      h.   realities

2.2 Substantive Plane➔
      Generic entities + concrete referents
      a.   Generic entities
      b.   Sentencia
      c.   Proposition
      d.   Speech Acts
      e.   Discourse
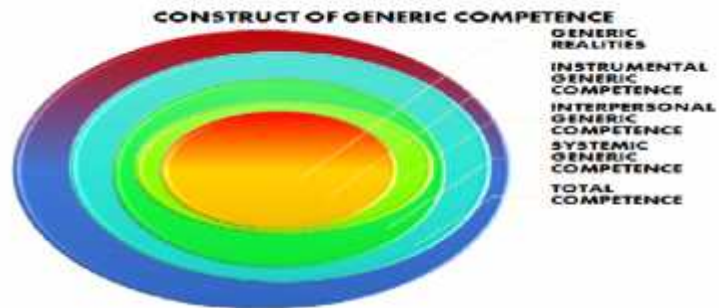      f.   Arts
      g.   Accent
      h.   realities

3. Pedagogic Praxis➔ Reflection



Semantic Interactive Nature of language faculty
bottom-up & topdown processes

Instructional ROADMAP

1. Thematic ELT Materials

THEMES ➜ who are my learners?
1. Self
2. Home
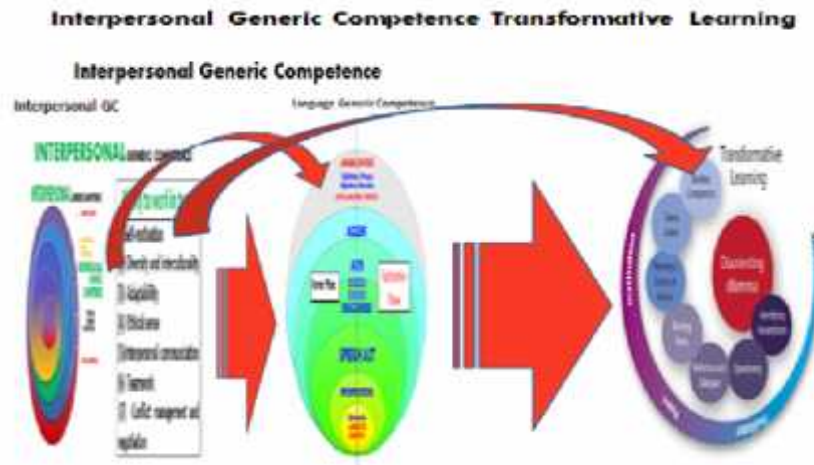3. Life-style
4. Family
5. Family life
6. Community
7. etc

THEMES
1. Self
    a. Who am I
    b. What do I like
    c. How do I learn
    d. What is my ideals
    e. My future
    f.
2. Home
    a.
3. Life-style
4. Family
5. Family life
6. Community
7. Etc

THEMES ➜ who are my learners?
8. Self
9. Home
10. Life-style
11. Family
12. Family life
13. Community
14. etc

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Interpersonal Generic Competence Transformative Learning

THEMES

8.     Self
   a. Who am I
   b. What do I like
   c. How do I learn
   d. What is my ideals
   e. My future
   f.
9.     Home
   a.
10. Life-style
11. Family
12. Family life
13. Community
14. Etc

*CLASSROOM PRAXIS* ....................

1. *All great learners possess commitment to learn and resilience competence, capacity to endure hard times in all situations for a real success*[62].

---

[62] Peter Drucker, Self-Management, 2010

2. *Learners need to know the rule of thumb: Learning is a must, prominent and paramount to a generic understanding.*

3. *Successful learners realize that success is a self-business state of affairs, a struggle of its own to strive and gain better with all its state of acquisition-path and scales.*

4. *teacher functions to lead well-organized learning with respect to curriculum learning,values and problems of learning.*

5. *Teacher is to make learning appeal as a key to learner's success.*

6. *With respect to a learner's self-business state of affairs, learning English is very subjective-individual concern; andso, teachers need reorient upon how learning-acquisition success will account for each individual learners in their own pace and terms.*

7. *Well-organized learning are crucial for every motivated learners to besuccessful.*

8. *Methods function make learning appeal and successful,*

9. *Learners are now challenged in survivals of the fittest by M3 knowledge-based society as M3 G-Platforms, NNs Learners, More FLs, Global NNs Learners.*

# Chapter 7

## Steps in Transformative Learnings

***Scaffolding Teaching***
*Ethnographic Perspective in ELTL Profession*

What is the teacher's world view? He deals with pupils, schools, society, and the future. From infant schoolings they trust their teachers. In the following are presented various lesson plans. They are for ELTL students. The lesson plans are the ongoing world vies on ELTL put by various teachers.

Language Faculty development



Transformative ECC Learning and Acquisition
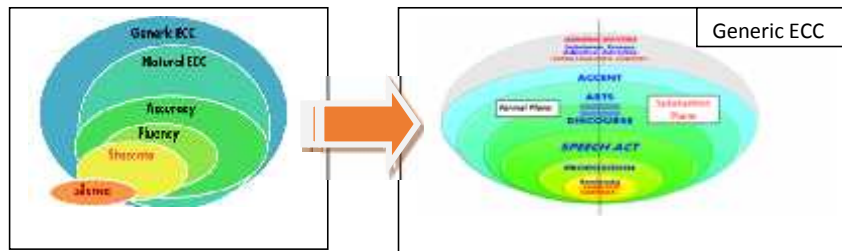


Generic Model of Language Faculty

2.1. Formal Plane→ Constructs

        i.    Generic entities
        j.    Sentencia

k. Proposition
l. Speech Acts
m. Discourse
n. Arts
o. Accent
p. Realities

2.2 Substantive Plane➔
        Generic entities + concrete referents
        i. Generic entities
        j. Sentencia
        k. Proposition
        l. Speech Acts
        m. Discourse
        n. Arts
        o. Accent
        p. realities

3. Pedagogic Praxis➔ Reflection



Instructional ROADMAP Generic Model

Transformative Generic Language

Meaning is transformative, form is generic. Meaning can be expressed in various ways but form follows language constitutive rules.
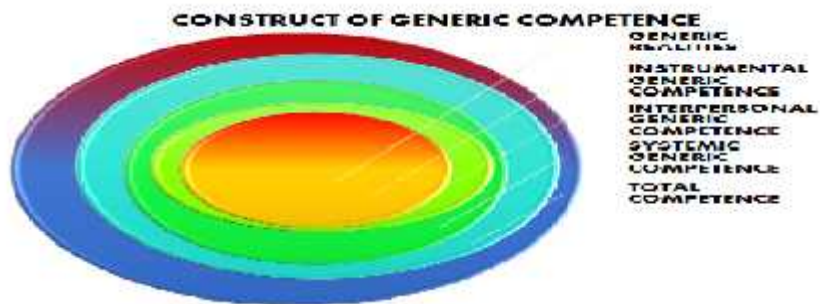
What is the relationship. Between the world of work and education?
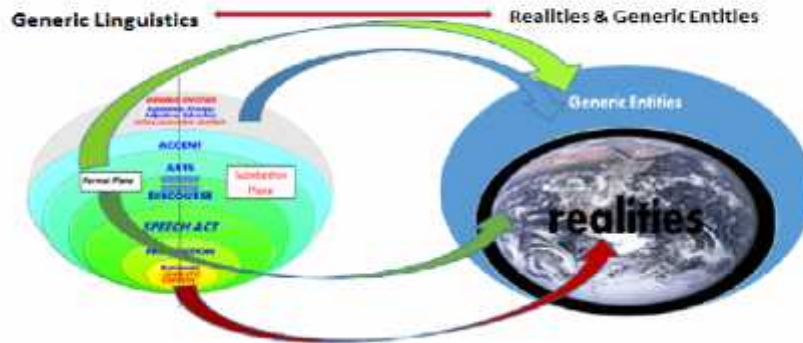
## Generic linguistics

because of the understanding I acquire from my new *sensei*, my opponents now come easily onto my sword

1. Thematic ELT Materials



CONSTRUCT OF GENERIC COMPETENCE

GENERIC REALITIES
INSTRUMENTAL GENERIC COMPETENCE
INTERPERSONAL GENERIC COMPETENCE
SYSTEMIC GENERIC COMPETENCE
TOTAL COMPETENCE

*SENTENCIA* → REALITIES + *Generic Realities*
*Holistic lingistic-context extra-linguistic-context*

*Measuring Linguistic Beach Head*
*On English Communicative Competence*



In the following you are going to study acquisition path. Mean while you are going to practice to test English communicative competence and communicative quality as well. So first, find the meaning of communicative competence for you, then get the gist what quality and English quality does mean.

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100
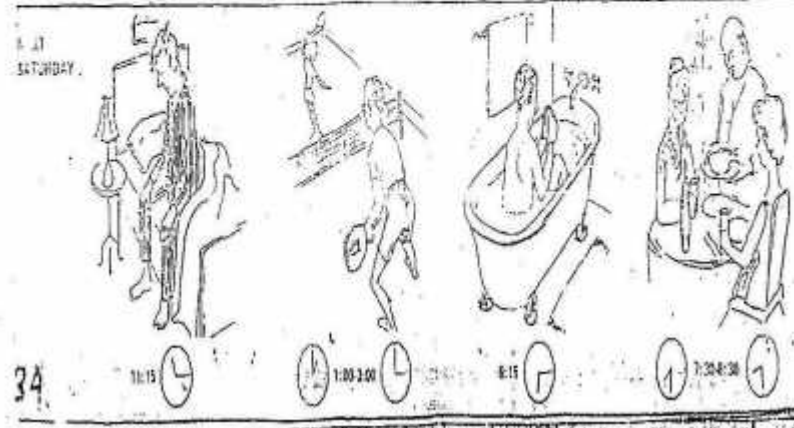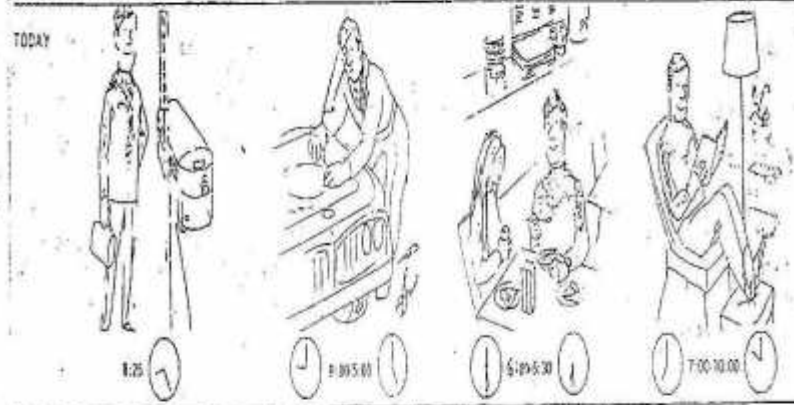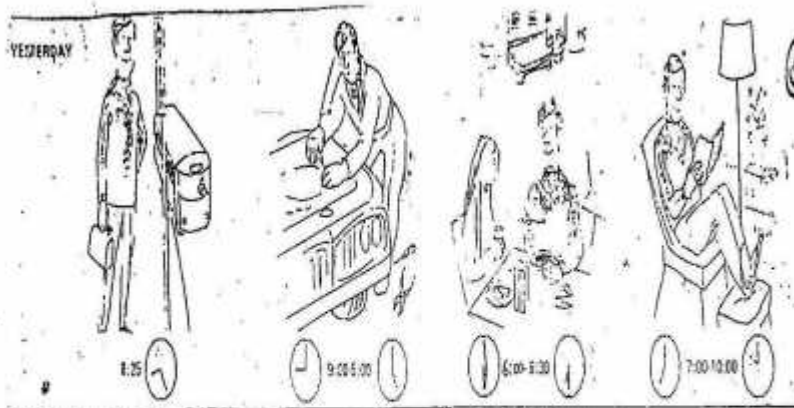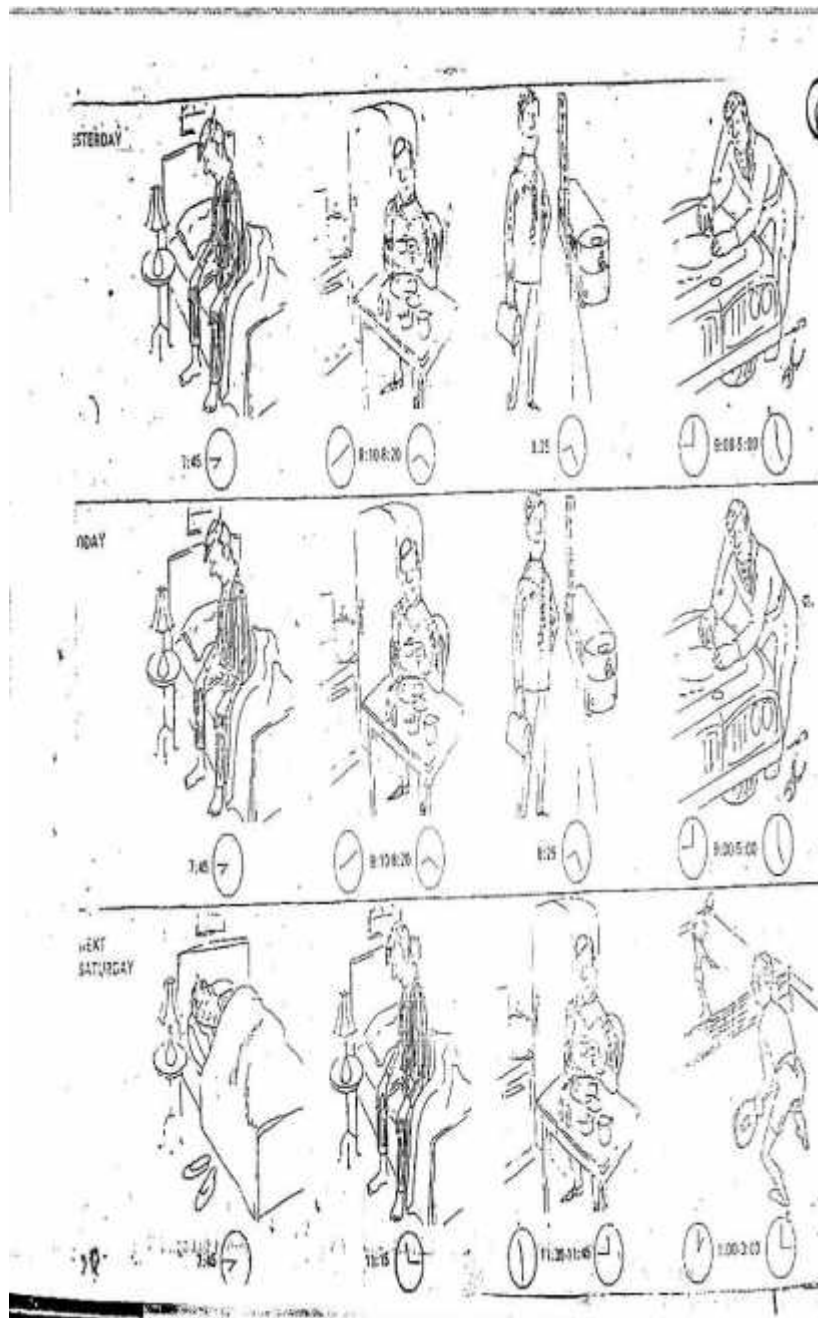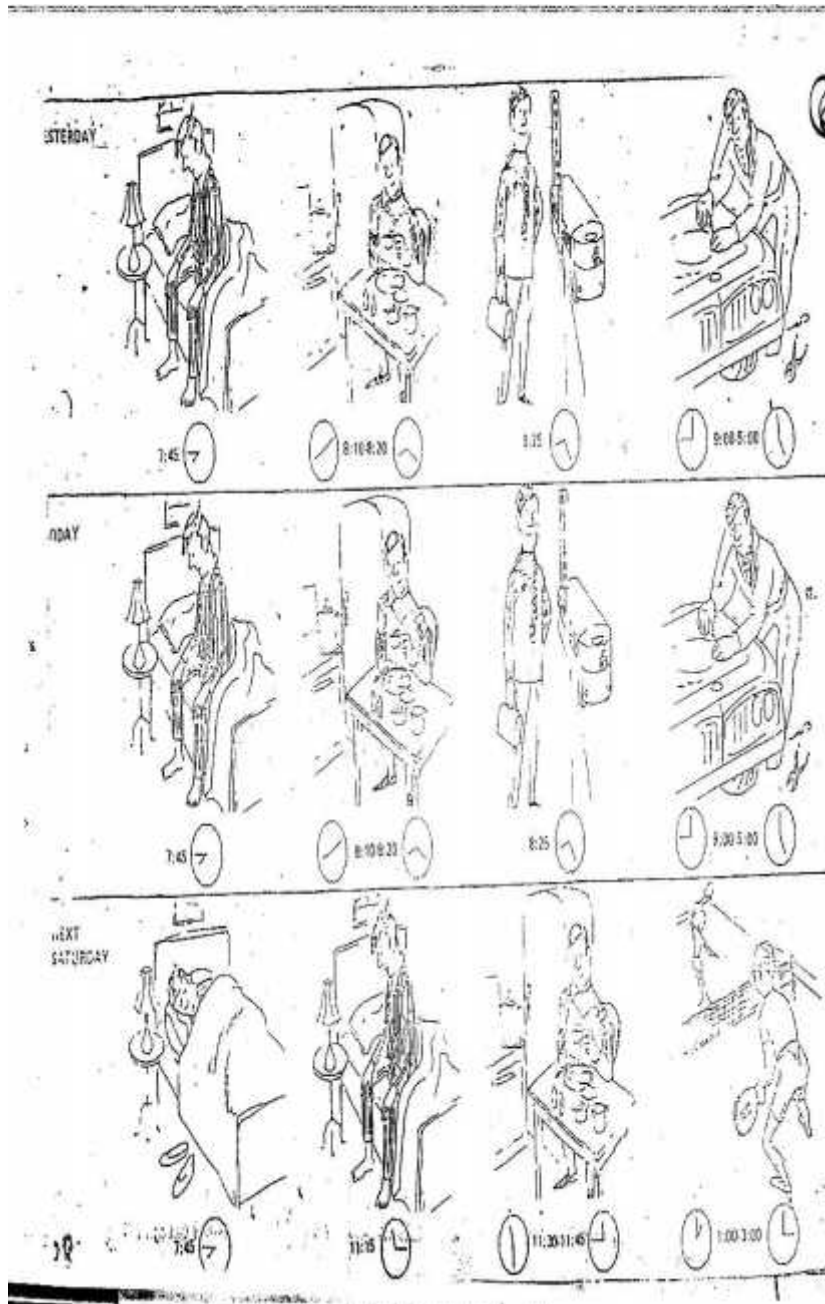
Practice

Look at Picture-1.

1. This is Tom . He goes to work at..... He is working at.... At 6.15
   He is with his girl friend.

Now Answer my questions.

What time does Tom go to work?

What does he do at 6.15 pm?

Etc

| No | Questions | Scores | | | | |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
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| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

| No | Questions | Scores | | | | |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
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| 21 | | | | | | |
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*Chapter 9*

*Introducing*
*Transformative  Competence*

> *..... 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.  ...................*
>
> *David Nunnan, 1999.*

**David Nunnan, 1999[63]**

<5t>World Universities Summary: Generic Competence[64]



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[63]Nunnan, David, Second Language Learning and Teaching, 1999, USA, Heinle & Heinle Publishers.
[64]Sanchez & Ruiz, 2008, *Competence Based Learning*,

Experience is the best teacher; the wise proverb says. How are our doing and meaning in our daiy speech acts yieds our meaning? We are learning as a being humanto understand the meaning of our experience in eference to why we are doing what we are doing. We reflect our " interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Facilitating such understanding is the cardinal goal of adult education. Transformative learning develops autonomous thinking"[65].

### Transformative Learning Theory

Transformative learning is the process of effecting change in our mind set, its *frame of reference*

**Table 1**
**Mezirow's (1978a, 1978b)  Ten Phases of Transformative Learning[66]**

| Phase 1 | A disorienting dilemma |
|---------|------------------------|
| Phase 2 | A self-examination with feelings of guilt or shame |

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[65]Jack Mezirow, 2012, *Transformative Learning theory*,  Athabasca University, USA.; Andrew Kitchenham,University of Columbia, *Journal of Transformative Education* 2008 6: 104
[66]Jack Mezirow, 2o12, Mezirow's *Ten Phases of Transformative Learning*, Univ of Columbia.

| Phase 3 | A critical assessment of epistemic, sociocultural, or psychic assumptions |
| Phase 4 | Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change |
| Phase 5 | Exploration of options for new roles, relationships, and actions |
| Phase 6 | Planning of a course of action |
| Phase 7 | Acquisition of knowledge and skills for implementing one's plans |
| Phase 8 | Provisional trying of new roles |
| Phase 9 | Building of competence and self-confidence in new roles and relationships |
| Phase 10 | A reintegration into one's life on the basis of conditions dictated by one's perspective |

**Table 2**
**The Influences on Mezirow's Early Transformative**
**Learning Theory and Its Related Facets**

| Influence | Transformative learning facet |
| --- | --- |
| Kuhn's (1962) paradigm | • Perspective transformation |
| | • Frame of reference |
| , | • Meaning perspective |
| | • Habit of mind |
| Freire's (1970) conscientization | • Disorienting dilemma |
| | • Critical self-reflection |
| | • Habit of mind |
| Habermas's (1971, 1984) domains of learning | • Learning processes |
| | • Perspective transformation |
| | • Meaning scheme |
| | • Meaning perspective |

**Figure 2**
**Diagrammatic Representation of the Three Types of Reflection,**
**Their Related Actions, Transformations, and Depths of**
**Change (Mezirow, 1995)**
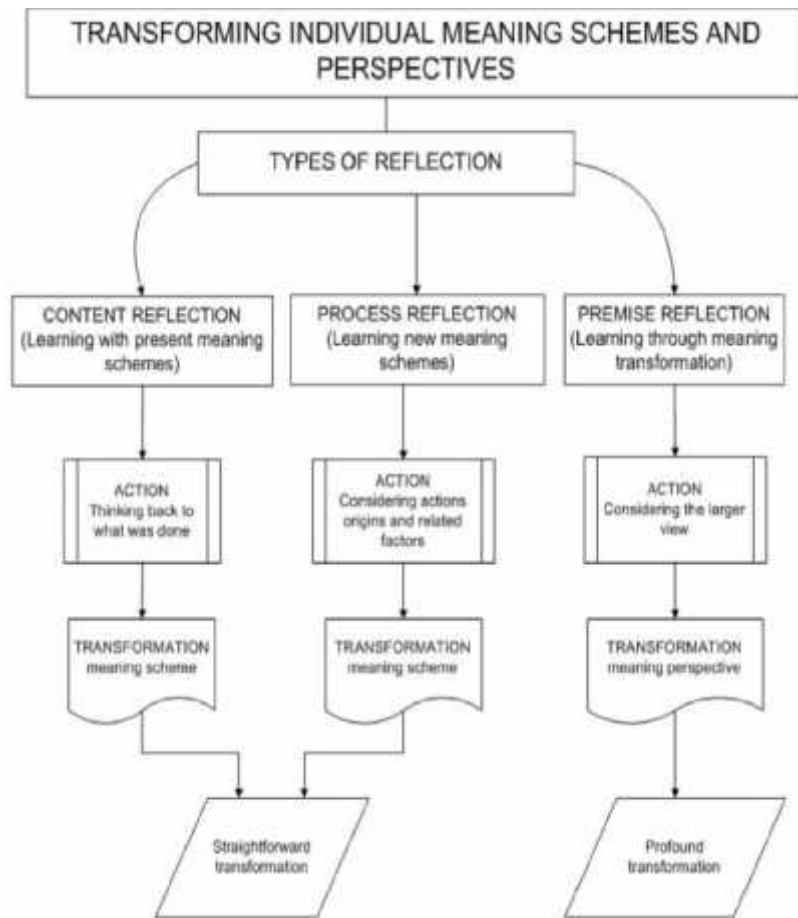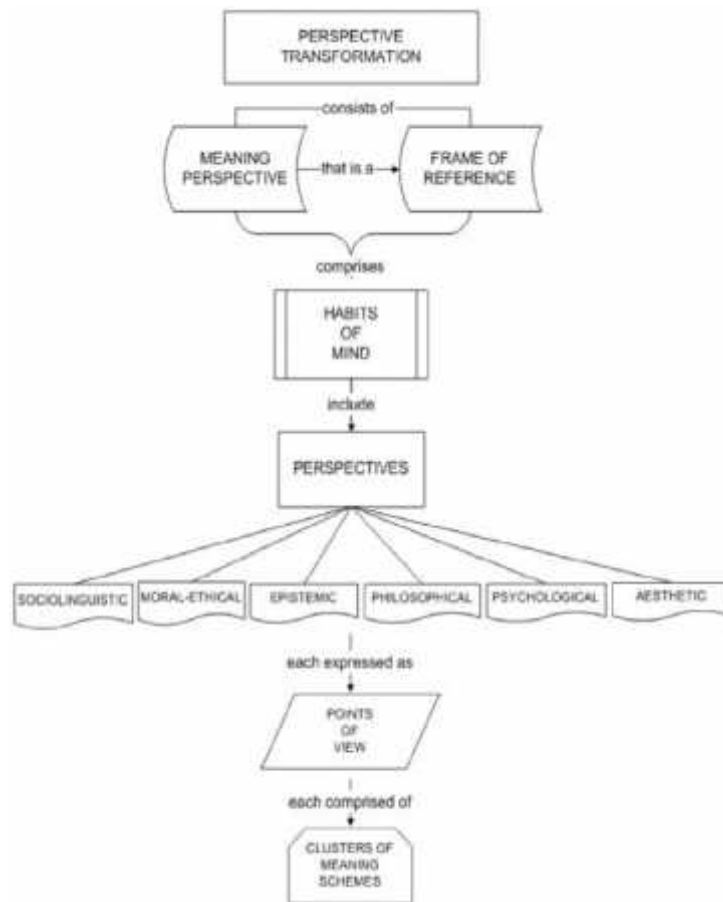
<11> Classroom Instructional Design
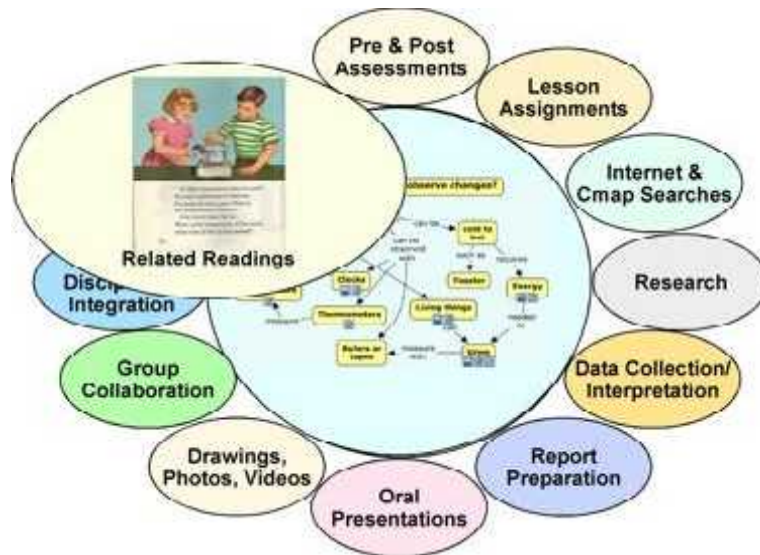
Teacher believes that all leaners will grow. They are the front liners on helping learners, their core tour of duty. They believe experts will settle problems beyond their reach for a classroom belongs to state. So in general, teachers take it for granted that school institutes will be facilitated with essential resources to empower them, all at its best. In that way, they can power all the capacity to empower the classroom learners to discern the world whatsoever. In this, teaching is a nobility.

<12> Global Multiperspective world
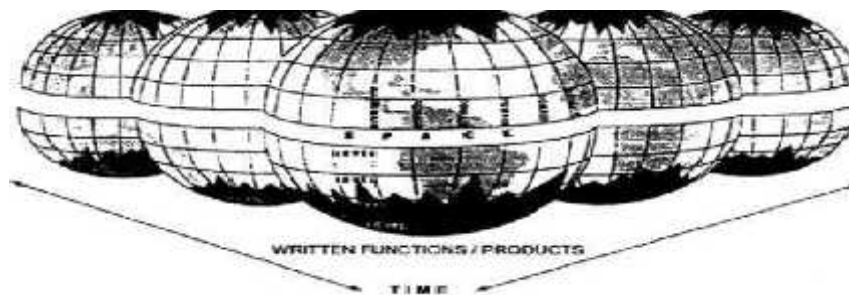
**Diagrammatic Representation of Mezirow's (2000) Four Types of Learning,Reflecting the Revised Theory of Transformative Learning**
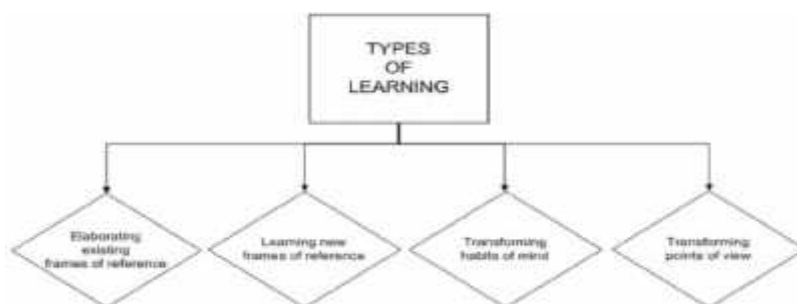
Transformation is a process. It generates generic learning in learners altogether. In its very basic tenet, classroom teaching is a means to an end for a session, a meeting, or a plenary set of acts. In short, it defines the frontline sets of framework in terms of *goal-means, means-end and goal-end analysis* in a problem-solving paradigm. In this way teaching is rational meaning that all the basic tenets empower learners for effective learning and effective acquisition. For this, even a novice teacher is to be trained to master basic generic teaching skills:

4. Teaching Micro-program → lesson Plan
5. Teaching Macro-program → a periodical teaching plan
6. Designing facilitating context for teaching

Transformative teaching skills help learners develop self-efficacy to do the right things and to do things right towards a learner's defined goal. It is communication traning how the learner learn and do communication strategy to express his/her vision in ELT. It is doing a comprehensive acquisition of English Communicative Competence in Elt that the learner acquires his/her mindset by knowing aqnd fairly appreciating international culture, ethics and communicative code. At her/his best he knows how to self-characterise rules of communciation such as respect others, equality, rules of privacy, democratic speaking, free of prejudice and positive thinking.

Transformation

Begin                                    Outcomes

Idiosycretic Communicative Competence → Professional Communicative competence

Demonstrate Public Speaking Competence

Step-1: Practice
   ***Reformation***
   ***What is reformation? I reform myself. You reform yourself.***
***Do you want to reform yourself? I do. I reform myself. That is***
***rfeformation.***
   ***Reformation.***
Step-2: *... suggestopedia and Thinking Alound Strategy.*
   Rehearse.
   Thinking alod.
   Demonstrate again.

| Sumatra Provinces | |
|---|---|
|  | This is Sumatra. Create conversations about provinces and practice with peers. |

| Indonesia My Lovely Country | |
|---|---|
|  | This is Indonesia. Create conversations about your places, how big the country is, and practice with peers. |

Explain mindset. How do you elaborate your mind works.

| Lake Toba | |
|---|---|
|  | |

| From Medan to Pematangsiantar | |
|---|---|
|  | |
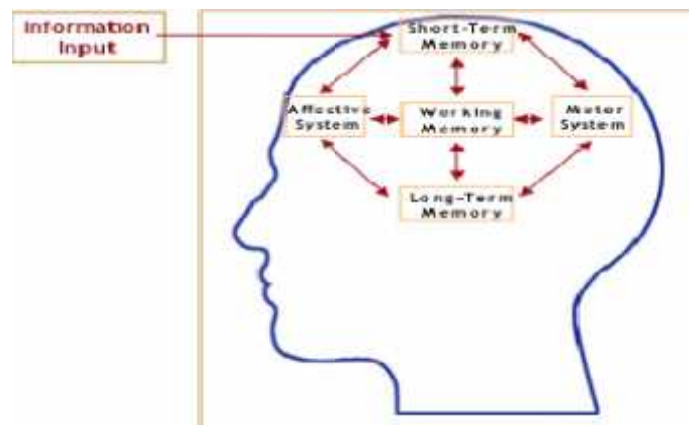
*Transformation at Q1 grade-9*

| 1 | Step-1 Demonstrate (meaning) | action | L's defined goal. |
|---|---|---|---|
| 1.1 | Browse See Read Write Review | Meaning in action | Understanding vocabulary in experiential process |

Step-2:

| 1 | Step-2 Demonstrate pronunciation (meaning-based) | Action | L's defined goal. |
|---|---|---|---|
| 1.2 | Browse<br>See<br>Read<br>Write<br>Review | Accent | Experiencing accent |

Step-3:

| 1 | Step-3 Maturation: Demonstrate again more on meaning in action and pronunciation(meaning-based) | action | L's defined goal. | |
|---|---|---|---|---|
| 1.3 | Browse<br>See<br>Read<br>Write<br>Review | | Experiencing accent and meaning altogether | |



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

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

| 2 | Step-4 Demonstrate (meaning) | action | L's defined goal. |
|---|---|---|---|
| 2.1 | I    Browse<br>  See<br>    Read<br>     Write<br>       Review | Meaning sentencia in action | Understanding vocabulary in experiential process towards the formation of sentencia |

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Step-5

| 2 | Step-5 Demonstrate (meaning) | action | L's defined goal. |
|---|---|---|---|
| 2.2 | I    Browse   my life<br>    See<br>Read<br>Write<br>Review | Meaning sentencia in a complete proposition in action | Doing sentencia based on experiential processes |

Step-6. Demonstrate more (meaning-based) in a pair-dialog.
I       browse my life. Do you browse your life?

| 2 | Step-6 Demonstrate (meaning) | action | L's defined goal. |
|---|---|---|---|
| 2.3 | A: I     Browse my life. Do you browse your life?<br>    See<br>     Read<br>      Write<br>       Review | Meaning sentencia in a complete proposition in action | Understanding vocabulary in sentencia experiential process |

Step-7

| 2 | Step-7 Demonstrate (meaning in short dialogue) | Action | L's defined goal. |
|---|---|---|---|
| 2.4 | A: I    Browse my life. Do you browse your life?<br>B: Yes I do. I browse my life.<br>     See<br>      Read<br>       Write<br>        Review | Meaning sentencia in a dialog. | Initiating a simple dilaogue as experiential processes Doing sentencia based on experiential processes |

Step-8: Demonstrate more (meaning-based)

| 3 | Step-8 Demonstrate (meaning in a discourse dialog)) | action | L's defined goal. |
|---|---|---|---|
| 3.1 | 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 because it is th first step to a successful life<br><br>    See<br>     Read<br>      Write<br>       Review | Doing Meaning sentencia in turn-echange dialogue | Understanding and demonstrating simple communication in experiential processes. |

Step-9: Practice analogy in Discourses

| 3 | Step-9 Demonstrate (meaning in a discourse dialog)) | action | L's defined goal. |
|---|---|---|---|
| 3.2 | 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 because it is th first step to a successful life<br><br>    See<br>     Read<br>      Write<br>       Review | Doing Meaning sentencia in turn-exchange dialogue | Understanding and demonstrating simple communication in experiential processes. |

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Step-9: Demonstrate meaning in a simple discourse with analogy experiences.

| 3 | Step-9 Demonstrate meaning in a simple discourse. | action | L's defined goal. |
|---|---|---|---|
| 3.3 | I    Browse my life. Why? Why do I browse your life?<br><br>It is simple.  I browse my life because it is th first step to a successful life<br><br>See<br>Read<br>Write<br>Review | Doing Meaning sentencia in turn-exchange dialogue | Understanding and demonstrating simple communication in experiential processes. |

Step-10 More Analogy: From word to world

| 3 | Step-10 Demonstrate meaning in a simple discourse. | action | L's defined goal. |
|---|---|---|---|
| 3.4 | 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. | Doing Meaning sentencia in turn-exchange dialogue | Understanding and demonstrating simple communication in experiential processes. |

Step-11 More Analogy: From word to world

| 3 | Step-11 Demonstrate meaning in a simple discourse. | action | L's defined goal. |
|---|---|---|---|
| | I think everyday because it is important and I want to be successful. | | |

Step-12 More Analogy: From word to world

| 3 | Step-11 Demonstrate meaning in a simple discourse. | action | L's defined goal. |
|---|---|---|---|
| 3.5 | 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.<br>    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, | Doing Meaning sentencia in turn-exchange dialogue | Understanding and demonstrating simple communication in experiential processes. |

*Teaching Reflection*

So far, let us see what the teacher is doing in teaching. When ebaroated, 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

**Competency**

IQF ➔ Q1-Q6

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 ($S_1$)

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 ($D_3$)

Q4 Competent to articulate critical problems in own disciplinary domains and launching strategic solutions and assesment responsibly ($D_2$)

Q3 Competent to articulate a set of task of procedure using in standard quality performance independently, accountably and responsibly individually or in teamwork ($D_1$).

Q2 Competent to articulate a set of procedure task using operationally, do-it-yourself work, in standard quality performance independently, accountably and responsibly ($G_{12}$).

Q1 Competent to DOa set of routine task in standard quality performance under superision accountably and responsibly. ($G_9$)

## Communicative Beach Head

**Generic Language**

**Speech acts: Generic Teaching Skills**

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

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1/30/2017

*Ethnographic Practice*
*Understanding Teaching in a disorienting dilemma*

Teaching in a transformative learning is to foster and facilitate the learner capble of problem solving in a framework of goal-means-ends analaysis nas how a scientist does his learning.

Here you are watching what the teacher is doing in the classroom. You are making observation.

Knowling teaching to see how learner's learn is not always easy. Learning by doing and doing by learning is a cooperative enterprise to discern the teaching complexity and how notional reality affects learnrs

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growth, iddiosyncretic process, ... and getting the heart of learning a given competence.

1.  Observation on A TEACHER's teaching:.

The following is an analysis of teaching learning competence o the basis of run-down classroom data. The purpose is to  expose what happens in the classroom, in the very teaching-learning acts,  the data in context.

Step-1: data

| Data: Date ........... | | Teacher:  Mr/Mrs | | |
|---|---|---|---|---|
| | | Teaching: Grade 10. IPA1; session 3-4 | | |
| | Minutes | *Classroom interactions* | | |
| | | *What teacher is doing* | *What students are doing* | |
| 940 | 9:40-45 | Good morning students.<br><br>Okay, now open your book English in Mind page 88 unit 12.<br>1.       English in Mind unit 12 page 88, okay?<br>        We start from unit 12 part 2, grammar on conditional.<br>        Okay, we know that conditional have 3 types.<br>        How many types of conditional? | Listen<br><br>Good morning, sir | |
| | | Ya, there 3 types of conditional, | | |
| | | Aduh, where is the marker?<br>    Ok, now we continue. | (class chairman ran to the adm center to take white board marker) | |
| | 945-50 | 10.       Conditional type 1, 2, and 3, the formula S + had + V3<br>11.       Look at your book, question number 1<br>12.       Ok, all of you look at | | |

| | | your book page…<br>Example:<br>1. If I had money, I would have bought a car<br>2. If I knew the homework, I would have done it<br>3. If I had a bicycle, I would have done my morning hanging around<br>13.　　Why we said like that? | | |
|---|---|---|---|---|
| | | etc | follow | |
| | | | | |

Product from Step-1

 Classroom events

STEP-II ➔exposing the data in context:  Explicate the data as a teaching process; Transforming the data in teacher-student interaction run-down

Browsing the data scrpt,  INTERACTION, transforming as interaction unit (s)

1 LESSON ➔ + > 2 INTERACTIONS

　　1　　LESSON 80 Minutes (2 sessions)

　　　　= ......  *interaction*

*DATA1    = ____  SPEECH ACTs*

Transforming the data in teacher-student interaction run-down

Browsing the data scrpt,  INTERACTION, transforming as interaction unit (s)

Phase-1  Classroom Discourse

1 LESSON ➔ + > 2 INTERACTIONS

INTERACTION ANALYSIS

Lesson ➔ how many interactions .....

　　And how many transactions, move and acts

Phase-2:interactions .....,  transactions, move and acts ➔

TEACHER SPEECH ACTS

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Phase-3: Classroom events

| Data: Date | | Teacher: ....Teaching: Grade 10. IPA1; session 3-4 | | 1.*Observing Speech Acts and Interaction* |
|---|---|---|---|---|
| | Minutes rundown | **Classroom interactions** | | *2. Doing in terpretive as instructional strategies are done.* |
| | | *What teacher is doing* | *What students are doing* | *3. Interpretive process from ELTL methods as INUTs, INTAKEs, LEARNING, ACQUISITION* |
| | Rd time | Rd t act | Rd st act | |
| 940 | 9:40-45 | 7 | Listen<br><br>Good morning, sir | |
| | | Ya, there 3 types of conditional, | | |
| | | Aduh, where is the marker?<br>Ok, now we continue. | (class chairman ran to the adm center to take white board marker) | |
| | | | | |
| | 945-50 | 10. Conditional type 1, 2, and 3, the formula S + had + V3<br>11. Look at your book, question number 1<br>12. Ok, all of you look at your book page…<br>Example:<br>1. If I had money, I would have bought a car<br>2. If I knew the homework, I would have done it<br>3. If I had a bicycle, I would have done my morning hanging | | |

|  |  | around | | |
|  |  | 13. Why we said like that? | | |
|  | 950-55 | Ya, Question number two?<br>15. Because the formula is S + had +V3 and S+ would +had+V3<br>16. You can write in your book,<br>17. Please see the formula to complete the question<br>18. Okay, all of you please show me your dictionary?<br>19. Sudah ?<br>20. Ok, conditional type 3<br>21. Once again read the question!<br>22. Next<br>23. What is the formula of conditional type 3?<br>24. And the might is modal<br>25. So might is..?<br>26. Now page 80-89 | follow | |
|  | 955-10.00 | Etc ........ | | |

Etnographic Questions:
1. The teacher is teaching oriented?
2. The teacher is lerning oriented?
3. The teacher is competence oriented?
4. The teacher is learner oriented?
5. The teacher is target oriented (curr 2013, character education)?

In the following you are doing TEACHING SIMULATION IN SMALL GROUPS.

*Activities*

*Activity-I  in group.*
*Group maximum: 7 members.*
> 1. **Choose one of the following lesson plans; You may improve it if you critically analyze, and find some more techniques for improvements.**
> 2. **After, do the teaching simulation. Do teaching in simulation first 5 minutes.**
> 3. **Record your teaching with your tablet.**
> 4. **Then Do an ethnograhic classroom analysis.**

*Activity-II  in group.*
> *Group maximum: 7 members.*
1. **In group, watch your record on your simulation.**
2. **Discuss in your group if any further improvements.**
3. **Make and do group reflection.**
4. **Choose another lesson plan. You may improve it if you critically analyze, and find some more techniques for improvements.**
> i. **do the teaching simulation. Do teaching in simulation first 5 minutes.**
> ii. **Record your teaching with your tablet.**
> iii. **Then Do an ethnograhic classroom analysis.**

5. **Do an Classroom ethnograhic  analysis.**
> **Lesson plan--type-i**

*IDEAL TG Com Generic Orientation*

**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 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 trigonometrical functions are, how and why they work, and when the can and cannot be used. (what, why, how, when, and where questions)
• Link making questions: e.g. what is the same and what is different between sins and cosines? What is the same and what is different between fractions, ratios, and trigonometrical functions.
• Problem solving: Doing problems th at 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 of procedure could be, and could not be used for.
• Teaching by asking: that is the teacher gives students an unfamiliar problem or procedure, with it's 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, then the teacher discusses the students views.

• Self -assessment, Using model answers with a marks cheme (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, programme or course?**
☐☐What do students have repeated difficulty with?
*IDEAL TG Com Generic Orientation*

☐☐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?

**Strategies to teach the process for Generic Skills in my subject include:**
**Process:**
(How it's made or done. The process required for effective use of the skill.)
☐☐What is the process required to carry out this skill?
☐☐How could you make this process clear?
☐☐How can you get students to improve their use of this process?
☐☐How can you find faults and fix process skills?

If you can, adopt a team approach with colleagues.
**Product:**
(What is made or done. The characteristics of the end result.)
☐☐How can you make clear the characteristics of good work?
☐☐How can you give feedback on student's attempts?
☐☐How can you find faults and fix?
☐☐How can you give students more corrected practice in the skill?

**Strategies to teach the product in my subject(s)**
**Report writing process: Help Sheet**
**GNVQ Health and Social Care team**
Use this process for all reports in all units. When you can use this process well, write your report without this helpsheet, *but still using the process.*

**Draw conclusions and get evidence**
What do you want your report to say? For example, what are the strengths and weaknesses of what you have been investigating?
Classify: Use an ordered set of headings or mindmaps to sort your information into groups. E.g: <1> topics and sub-topics, <2> strengths and weaknesses; <3> arguments for, and arguments against etc,
The categories you use will depend on the report title, so re-read it before you start classifying. Look at the material with different key 'spectacles' or questions in mind.
Check relevance: Check your information for relevance. Reread the assignment brief.
Research and brainstorm:: Gather information relevant to the topic
Use:Library; CD Rom; internet; visits; ask people; etc Re-read the assignment brief!
Read think and plan
Read the assignment brief or title and make sure you understand it thoroughly. Re-read it often. What will it include? Where could you find information? When must you hand it in? Plan the report writing process.
*IDEAL TG Com Generic Orientation*
Page | 17
 **Self Assessment:**
 **Health and Social Care: Report writing process**
 **Assignment:                              Name:**
 **Self-assessment: including what you found most difficult**
 **Read think and plan**
 Did you read the assignment often?
 Did you Plan the report writing process?
 Did you leave yourself time to do a good job?
 **Research and brainstorm**
 Did you gather enough relevant information
 using relevant sources such as the Library; CD Rom; internet; visits; asking people; etc?

**Check relevance**

Did you re-read the assignment and check your information for relevance?

**Classify**

Did you find an appropriate and logical way to group your material and ideas? E.g.

• topics and sub -topics,

• strengths and weaknesses;

• arguments for, and against etc,

**Draw conclusions and get evidence**

Did you:**Summarise** your main conclusions?

• Get **evidence** for each of your conclusions?

**Plan the report**

Did you plan your report by making a mind-map or series of headings? Did you note key points under these headings?

**Proof-read the report**

Did you leave the report after writing it and then proof read, and make changes?

**Present the report**

Did you present your report on time?

Teaching is a process. It looks simple, butteacher needs a good look. Classroom teaching is one of the school functions. With respect to *No Scholae Sed Vitae Discimus*, classroom functions as the learner's intellectual palace, the center of formation power for enlightenment, that every school is a state miniature12. This value in transformative school constructs classroom as a basic trinity-in-one constituents--the learner, the process and the teacher, all constituting teaching-learning communication as one. As a consequence, a classroom is the nuclear central learning formation and learning outcomes for the learner, hosting him every learner responsible for well-organized profound system of knowledge, skills, attitudes, values, to make him accomodate all environmental inputs, to empower him for meaningful learning for identity, to settle him in timeline perspectives. But dispite this grand idea, doing teaching is like sending your email/facebook/u-tube to the **hearts** of a community of learners, and unlike ITC when the message is to arrive to the learners is not instant, but a quest. Pedagogy orientation today among the experts have been trying to uncover the underlying pedagogy and all its paradigms, and now have been a critical scientific

crusade enterprise today among all world universities. The value put all learners as a holistic global community, as what Einstein meant: how to make a better world for every body.

So how do the teacher realize them in day-today teaching business in classroom affairs? In viewing teaching as a process, teachers do lesson planning, and use lesson plan as the reoadmap for the realization.

### *Scaffolding Teaching*

*Ethnographic Perspective in ELTL Profession*

What is the teacher's world view? He deals with pupils, schools, society, and the future. From infant schoolings they trust their teachers. In the following are presented various lesson plans. They are for ELTL students. The lesson plans are the ongoing world vies on ELTL put by various teachers.

Teacher's world view: ***GLOBAL COMPETENCIES***

Etnographic Questions:
1. The teacher is teaching oriented?
2. The teacher is lerning oriented?
3. The teacher is competence oriented?
4. The teacher is learner oriented?
5. The teacher is target oriented (curr 2013, character education)?

**Based on the analysis on the teaching process, for conscientisation and empowerment:  VIA REFLECTION,**

> **1. Teachers had not completed ELL communities of his classroom; who are the learners, what they want to be, how would they be there, and the like.**

**VISION → 2021 the learners  will settle for jobs**

> **2. Teachers favors explanation ad do not  analyze yet experiential learnings to master the conditionals**

**Developing *learning strategies* for:**
> **Input**
> **Intake**
> **Learning**
> **Acquisition**

**3. The teachers have not developed the use of if clauses for imaginary functions and communicative functions in speech acts relevant to life**

**Relevance and Here and Now principles**
**<discourse, speech acts, and oral comm + accent>**

    **a. Choices possibilities**
    **b. Imaginary functions and dreams**
    **c. Regrets**
        **i. Possibility:**
        **Ii.** *I am sucessful someday ...*
        **ii. Now: If I have a car..**
        **iii. Regret: If I was not sick**

**Meaning and Meaning Creation, learner derive meaningfulness**

    **4. the techers have not developed possible thematic orientation to speech acts and discourse.**

Some Group Discussion Points

1. The teacher put activities more on student-student interactions rather than teacher-student interaction,  you please.
2. The teacher plans the interactions.
3. People talk about hopes, dreams, hesitations, regrets, teacher put such for students to demonstrate.
4. The teacher makes the competence target more concise in terms of learning outcomes.

*Research Finding*[67]

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[67]Pangaribuan, A Path, English A-Path in NNs Settings, International Seminar, Kopertis Wil I, Directorate of HE North Sumatra Indonesia, 2009
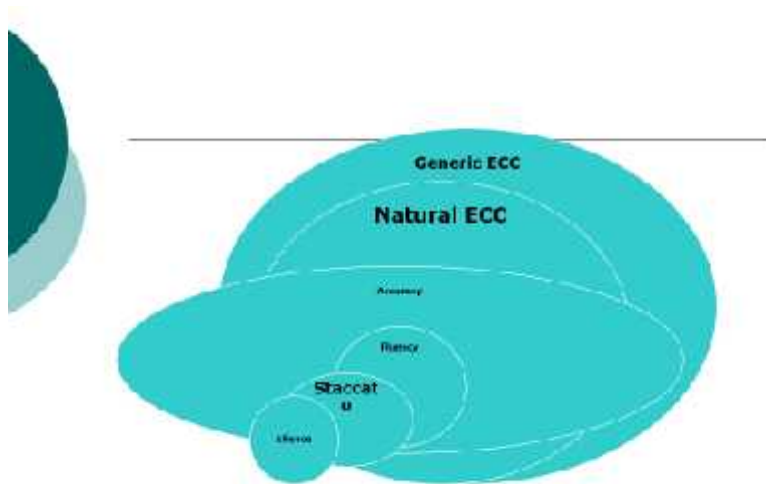
*A-Path Development*[68]

| TATARAN KECERDASAN KEWACANAAN | | | | |
|---|---|---|---|---|
| (to be describe in the next) | | | | |
| Tataran Kemanggalaan | | Hakikat dan watak tipologi kecerdasan | | |
| Tataran | Konstruk Kecerdasan Kewacanaan | Def | Penyakit bahasa | Amanah/ acuan |
| tataran-7 | *Blessed* | *Karunia,* | | Amanah Sumber penyinaran |
| Tataran-6 | *Graceful* | *Indah berkharsa dan arif* | 0 | Filsafat hidup, kebangkitan, moral, seni, estetika |
| Tataran-5 | *Natural* | *Kecerdasan wajar* | Bebas penyakit bahasa | Filsafat transformatif |
| Tataran-4 | *Accuracy* | *Cermat* | Cermat kadang kadang melukai hati | Logics, rhetoric |
| Tataran-3 | *Fluency model* | *lantam* | Ngakak, Lantam | Audiolingual |

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[68]Paradigma Bahasa p 260

| | | | Kurangajar | |
|---|---|---|---|---|
| Tataran-2 | *Staccato* | *Batuk-batuk* | Menyebar virus | |
| Tataran-1 | *Silence* | *Silence is golden* | Diam-diam makan dalam | |
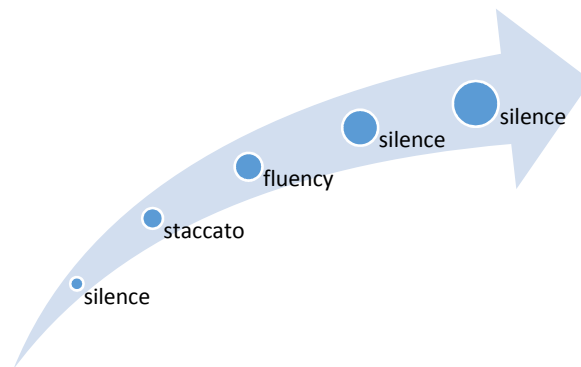


Basis to interpret

1. Coulthart

   ➔ classroom interaction is a discourse= lesson

   a. lesson = > (more than) (one or two more interactions)
   b. 1 interaction = > (one or two more transactions)
   c. 1 transaction => (more than) 1 Move
   d. 1 move    = > (more than) 1 act

Searle (1963) from Austin (1963)

   ➔ : *How to do thingswith words*

2. GRICE' PRAGMATICs ➔
   quantity,
   quality,
   RELEVANCE,
   MANNER
3. Dell Hyme's    SPEAKING

131
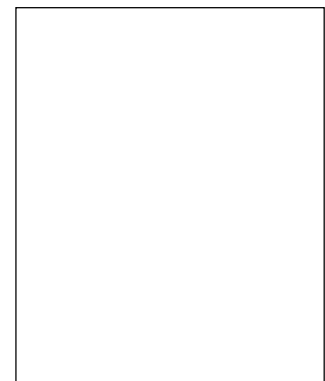
SETTING
PARTICIPANT
END
ACT
KEY
INTENT
NORM
GENRE

THE THEORY
    **a. Coulthart**
    Coulthard analyze lesson as discourse as speech acts in terms of
    classroom interaction is **a discourse= a lesson**
          One lesson= > (more than) (one or two more
                    interactions)
          1 interaction = > (one or two more transactions)
          1 transaction => (more than)  1 Move
          1    move      = > (more than)  1 act

a.      Searle (1963)  from Austin (1963)

    ➔   : *How to do thingswith words*
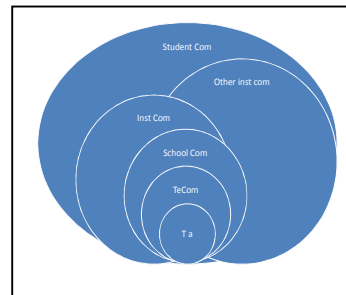    (5) five types of speech acts

b.      GRICE' PRAGMATICs ➔
        quantity,
        quality,
         RELEVANCE,
        MANNER

c.      **Dell Hyme's     SPEAKING, SETTING, PARTICIPANT,**
      *END, ACT,KEY, INTENT, NORM, GENRE*, ➔

Final Interpretation:

Based on the analysis on the teaching process, for conscientisation and empowerment: VIA REFLECTION,

5. Teachers had not completed ELL communities of his classroom; who are the learners, what they want to be, how would they be there, and the like.
6. Teachers favors explanation ad do not analyze yet experiential learnings to master the conditionals
7. The teachers have not developed the use of if clauses for imaginary functions and communicative functions in speech acts relevant to life
   d. Choices possibilities
   e. Imaginary functions and dreams
   f. regrets
8. the techers have not developed possible thematic orientation to speech acts and discourse.

Are the teacher based on classroom Englih instructions doing the following in developing learners' experiential learning?

Input:
   a. explanation
   b. problem solving
   c. problem inquiry

Intake:
   a. Asking yes-no question
   b. Drills
   c. Practice
   d. Examples
   e. Guided practice
   f. Directed discussion
   g. Small group led discussion
   h. Analogy practice
   i. Peer partner communication practice
   j. Small group conversation
   k. Classroom individual performance in front of the class
   l. Chorus repetition (in groups)
   m. Group interactions

Learning:
  a. Assignment
  b. Homework
  c. Project
  d. Reports
  e. Others:
Acquisition:
  a. What are the teacher's efforts so that the learner's mastery is optimal?
  b. What the student's optimal efforts to master the on-going lesson?
Conclusion:
  1. The teacher is teacher-centered?
  2. The teacher is teaching oriented?
  3. The teacher is learning oriented?
  4. The teacher is competence oriented?
  5. The teacher is learner oriented?
  6. The teacher is target oriented (curr 2013, character education)?

Some Key Points for further improvements

### *Functional Communicative Models*

The functional schools follow material developments,from functional linguistics with genre as its basis point, and develop their communcative models by paragraph genres. A genre consist of its purpose, its realization in paragraph, and then follws its generic structure. This model introduces the generic structure of the genre for the learners to develop their language skills, such as narrative, descriptive, spoof, recount, report, exposition, argument. Other aspects of this category follow what is common in learners textbooks.

### *Communicative Competence Model*

Communicative competence models are common in US school texts, from grade 0-12. The models 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.

Grammatical Competence
Sociolinguistic competence
Discourse Competence
Strategic competence

**Speech Acts**

Speech act is the notion of speech and act. It follows Austin 1963, how to do thinkgs with wods.In general, speech acts is a minimal functional unit in human communication. It is an act that the speaker performs when they make an utterance. It is the basic unit of communication. 'Speech' means how people communicate: what they say, what they mean and how they are able to say that and 'Acts' means the way or manner of the speaker said. Speech act theory attempts to explain how speakers use language to accomplish intended actions and how hearers infer intended meaning from what is said. Furthermore, speech act according to Austin in Horn (2006) "is an utterance that serves function in communication". A speech might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: I'm sorry I forgot your birthday, I just let it slip in my mind". Speech acts include real life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture.

Speech acts, utterance defines propositional or locutionary meaning; illocutionary meaning, namely, the social function that the utterance or written text has, and te perlocutionary meaning, that is, the result or effect that is produced by the utterances in the given context

The **Locutionary act** is *" the literal meaning what is said. It is* the acts of speaking, acts involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn. This act performs the acts of saying something. It formulates as *S* say to *H* about *X*, in which *S* refers to *speaker*, *H* refers to *hearer*, and *X* refers *to the*

*certain word spoken with a certain sense and reference*. He asserts this act as the basic act of utterances.

**Illocutionary act** is *"what is done in uttering the word"*. It is the function of the word, the specific purpose that the speaker's have in mind. An illocutionary act is complete speech act, made in typical utterances that consist of; the delivery of the propositional content of the utterance (including references and a predicate); a particular illocutionary force, where by the speaker: *asserts, suggest, demands, promises, and vows*. The formulation of illocutionary act is in saying *X, S* asserts that *p*. *P* refers to the proposition or basic meaning of an utterance. For example: Boy says: *"I swear to give it back next time"* to merry. It is used to perform the illocutionary act of *promising*. In saying that, the speaker makes a promising to the hearer.

**Perlocutionary act** is *"what is done by uttering the word"*.It is the effect of utterance or listener's reaction. A perlocutionary act is a consequence or by product of speaking whether intended or not. As the name is designed to suggest, perlocutions are act performed by speaking. Austin said that, perlocutionary act consist in the production of effects upon the thoughts, feeling or actions of the addressee(s), speaker, or other parties such as causing people to refer to a certain ship as the Joseph Stalin, producing the belief that Sam and Mary should be considered man and wife, convincing an addressee of the truth of a statement, causing an addressee to feel a requirement to do something, and so on.

Searle had studied under Austin and proposes *five basic constitutive speech acts, as folows.*

## Assertives/Representatives

Assertives are those kinds of speech acts that state what the speaker believes to be the state or not. It has a truth value; show words-to-world fit, and express the *speaker's belief about the proposition*. Statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. It includes: *(assert, claim, affirm, state, deny, disclaim, assure, argue, rebut, inform, notify, remind, object, predict, report, suggest insist, conjecture, hypothesize, guess, swear, testify, admit, confess, accuse, blame, criticize, praise, complain, boast, lament).*

**Commissives**

Commissivesare those kinds of speech acts that speakers use to commit themselves to some future action. It commits the speaker's to some future course of action, so they show world-to-words fit, and speaker expresses the intention that speaker do the action. They express what the speaker intends. They are (**commit, promise, threaten, vow, pledge, swear, accept, consent, refuse, offer, bid, assure, guarantee, warrant, contract, covenant, bet**). They can be performed by the speaker alone, or by the speaker as a member of a group.

Directivesare those kinds of speech acts that speakers use to get someone else to do something. It attempts to get *hearer* to do something, therefore they show world-to-words fit, and express *speaker's* wish or desire that *hearer* do something. They express what the speaker wants. They are (*direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, pray*), and they can be positive or negative, as illustrated in these Examples:

1. Give me a cup of coffee. Make it black. = This is an order
2. Could you lend me a pen, please? = This is a request
3. Don't touch that. = This is a prohibit

1. **Declarations/Declaratives**

Declaratives are those kinds of speech acts that change the world via their utterance and via words. They change the state of the world in an immediate way. It brings about the correspondence between the propositional content and the world; thus direction of fit is both words-to-world and world-to-words. Searle recognizes no psychological state for declarations.

They are (*declare, resign, adjourn, appoint, nominate, approve, confirm, disapprove, endorse, renounce, disclaim, denounce, repudiate, bless, curse, excommunicate, consecrate, christen, abbreviate, name, call*).

**Expressives**

Expressivesare those kinds of speech acts that state what the speaker feels. It expresses *speaker's* attitude to a certain state of affairs specified (if at all) in the propositional content. There is no direction of fit; a variety of different psychological states; and propositional content

must be related to speaker or hearer. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow, complimenting, congratulating, thanking, welcoming.

**Classroom Interaction**

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers. Jack C. Richards (1985) define classroom interaction in these words:

> The patterns of verbal and non-verbal communication and the types of social relationships which are occur within classrooms. The study of classroom interaction may be a part of studies of classroom discourse, teacher talk and second language acquisition.

Brown (2007) defined classroom interaction as the interaction between teachers and learners in the classroom. He further highlighted that interaction is the heart of communicative competence. He proposes that interaction is the best method for those beginning to learn English language. During interaction learners receive input and produces output. In this context, learners get opportunity to use the language naturally rather than memorizing dialogues and pattern practices. Classroom language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning.

Ellis (2005) says, *"Interaction contributes toacquisition through the provision of negative evidence and through opportunities for modifiedoutput."* Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors. Studies on interaction between learners focus on the interactive discourse between learners engaged in foreign language learning tasks where negotiation of meaning is the focal point. Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the break down of the communication. They

add that negotiation of meaning is the central discourse structure. The learners in the classroom should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. Negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like To sum up, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

*Chapter 10*

*Conclusion*
*Teaching English in Indonesia*

***The Core***

Since the independence then the study of English in Education system becomes a part of the basic curriculum for nationalism, one nation one people with its understanding of international afairs as meaning based. So, teaching English in Indonesia is different. It is a substantive art of Indonesian education. In one, it is a professional service as all TEFL professional are doing. But in the other, it merits a difference, building the foundation of Indonesianhood, that is the unity in diversity character of an Indonesian citizen, and the basic comprehensive mastery of International civilization to tune-up the Indonesian character, the nation-building formation, a better human being. It is a transformative process, to strengthen Indonesian national character.

Since its independence Indonesia has stated itself as a democratic country. But how every Indonesian characterizes it is a matter.

<5 c > Einstein

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)**

Teaching English in Indonesia is different. It is a substantive art of Indonesian education. In one, it is a professional service as all TEFL professional are doing. But in the other, it merits a difference, building the foundation of Indonesianhood, that is the unity in diversity character of an Indonesian citizen, and the basic comprehensive mastery of International civilization to tune-up the Indonesian character, the nation-building formation. It is a transformative process. In Indonesia it is. Since the declaration of Independence, Indonesian Education has bluntly stated the Indonesian Formation by the Founding Father Bung Karno[69] as follows.




:1>

*The learning: The Multilingual Brain*
*To err is human. A better mind set a balance of EQ-IQ competencies.*

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[69]Cyndy Adams, Guruh Sukarno Putra, Bung Karno Penyambung Lidah Rakyat, 2014 Pp190, 239-241 Yayasan Bung Karno.
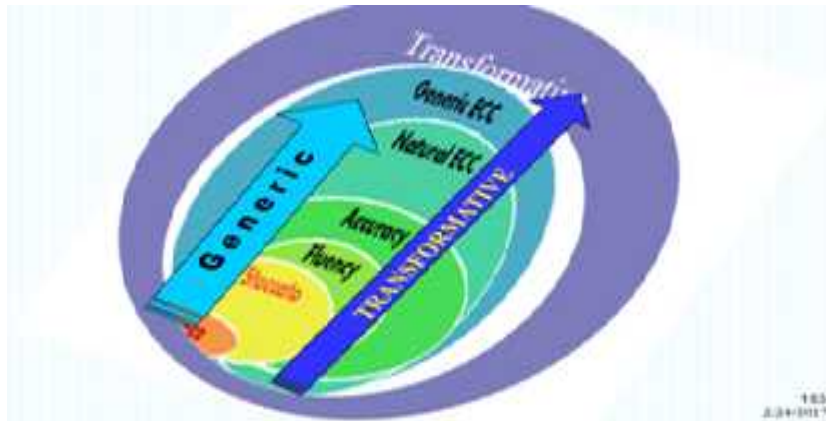
Congruent

The **CRITICAL** CROSS-ROAD DISCILINEs DEBATEs
Who is my God?  **Belief in God, Pancasila**,
that is **CONGRUENT.**

*The FUTURES*
*Indonesian ELT Transformative Generic Pedagogy*
*Indonesian Transformative Philosophy*



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# International Competence



| Indonesian Code | Scientific Code |
|---|---|
| **Bung Karno's Paradigm** | *problem causing competency (John Dewey)* |
| Transforming with NonBlock CONGRUENT Problem Solving Paradigm (1 Nov 1951) | *step-1: The individual confronts a problematic situation that causes confusion or puzzlement, the most trouble.* |
| *1. first settle both conflicting sides to sit in tranquility;* | *step-2: The individual exactly define with the problem is.* |
| *2. settle to really sit down to make true tranquil peaceful solution for both.* | *step-3: Clarification of the problem consists of a careful examination or analyses of the factors contributing to the problem.* |
| *3. settle that both conflict of interests have a problem.* | *step-4: Develop hypothesis if, then statements that offer possible solution to the difficulty, and solution alternative.* |
| *4. that both has a difference.* | |
| *5. that both sides commit to clear & eliminate all prejudices in both sides.* | *step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.* |
| *6. clear all those interests that cause the conflicts* | |
| *7. settle true peace.* | |

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2/5/201*

<4> The Generic Competence Model-1



Back to the beginning of millenial language studies, teachers may function the oneness of *Language as* **"sentencia"as meaning inlinguistic-context and extra-linguistic contexts,** to see integrity of generic English communicative competence in the learners from the learner's world-view, and classroom as empowerment basis with all its moble efforts.

The needs of English for literacy and people development by the assistance of global informations and networks are the dreams from country to country that peoples especially educators are expecting that dare youngsters more and more become enlighted, cultivated learners students and citizens better and sooner in a possible efficient time. Inspite of these, learning English, struggles, and teaching English actions from country to country up to from classroom to classroom are not always giving promising perspective and successful acquisition as many methodologies expert provises in their approches they claim in

their time. [70]Oller even claim "redemption" (Oller 1983: xii). In one way, this statement reminded us to propositions we are holding in teaching English, and accomodating our learners, engaging in learning, excercising and practicing the English their dream in a foreign and/or non native settings. We need to reflect our English teaching working strategies in order to fulfill better upon what our learner dreams, the English.

In the real of varieties of dicipline, substantive changes take place, not only in the field of learning, teaching, education, language, psychology, but almost in every science, in every dicipline, substantive changes. Hard scientist are living the postulate on atoms to particles and particles fractions and visions that they lead now genetic codes, digital information, that lead to and are leading information technology today to transform the world as a developing an interconnected system of entities. Pragmaticsm are more linear to atomistics structuralist world paradigm by putting the principle of cost and management cash value for every propositions they want to postulates. Teaching, learning and educating meters are know swinging among these grand pardigms the atomistics and the cognitive prgmatics and relatively subsume that the present propositions their holding lack some they perhaps do not know. Learning, teaching and educating, in particular they reconsive as much more complex than just a simple set of three acts intelects of 'Plato', more complex than stimulus respond engagement of John Locke, Skinner and Thorndike, more complex and more ideal than 'Chomky' ideal native speaker and more meta than 'Jim bowens' metacognitive, and perhaps a system of supra meta teaching and its learning outcomes.
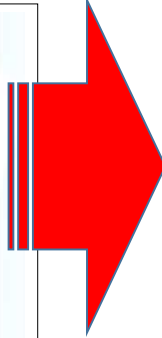
Anyway the future is a prospect. It is a prospect with global challenges. Today people and community of education subsumes that every learners with their futured competencies need capacity that substantively they can function in the global platform, growinng better in the global demand and pursuit of of better happiness, such competencies and mastery better/ more congruent English competencies are badly required. Upon these requirement educators, educators and teachers are networking to give responses to fill the gap. One of the leading school today is, as they propose, is generic pedagogy paradigm that invite learners and teachers to develop gain and acquire generative and transformative competencies to pursuit strategic capacity, to fit on

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[70] Oller and Amato. 1983. Newbury House Publishers. Tokyo and Massachusetts.

the ongoing global platforms works, and to grow better and better by consuming available strategic intelectual tool and their accompaning/ supporting IT and meanwhile producing necessary new intelectual knowledge and competence for successful sustainability and accountability that the global platforms are the dreams intimate to every world citizens. These educational ideals are getting eco almost all over regions in the realm of teaching and learning state of the arts. In these way the ELTL professions are demanded every where perspective road map for every learners and congruent teaching learning acts to fulfill the global dreams.

As a matter of fact, today English users are NNs learners all over the world where they are using English in internet, website, facebook, twitter, and path. These learners make contact sometimes from Japan to Indonesia to Irak, etc although they don't know each other personally and just contact by network. There are more and more such learners and now millions of them are googling to get the benefit from English for their own personal or professional need fulfillment.
To substantiate the future of the learners, ELTL professions are on essential demand to possess the road map competency and ELTL paradigms for generative and transformative competencies to deal with present and future fulfillment of the learners dream, the generic pedagogic paradigm for the ongoing global platforms. So far, the ELTL is to develop paradigm in the learners' educatonal timeline roadmap from family institution, to school, to the environment, an finally to the global platforms happily.
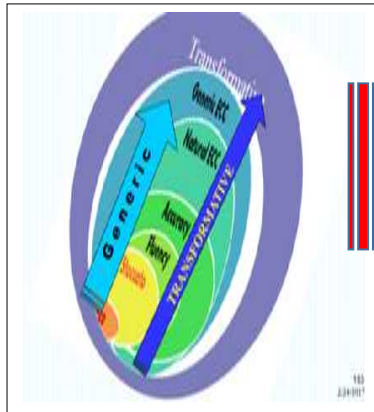
**Bung Karno** (Cyrily Adam, Chaul Adlattar Putra, Resgi Karni Penyardrator Ukad Rahym, 20.4151PU.239-241 SBW891 DOBJ RAID0.
Kita harus mencari kemenangan sebesar-besarnya dari musuh kita belanda ..... jepang dari keadaan terjajah kita sekarang ...
*Gross zein heissat massen bewegen konen* ....tokoh-tokoh terkemuka dari seluruh kepulauan nusantara.. 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 internasionalisme*

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# Appendices
# Tools for Transformative Practices

*Making Homing with a foreign tongue*

**Getting A Taxi**

**1. Calling A Taxi**
**2. Bargaining**

**Getting a taxi**

Calling a taxi

Context : You plan to have a hotel to stay for the day.

Smith : Excuse me. Can you take me to Hyaat hotel,
please?
Taxi : Apa Pak ?
Smith : I mean "Hyaat" hotel please
Taxi : Oh…. Hotel Hiat." Yes, Sir. Please

Context 2 : Bargaining a taxi ( if not argometer )

Smith : Do you have argometer ?
Taxi : No, Sir. Ten thousand to Hyaat Hotel.
Smith : $ 25, please.
Taxi : $20.
Smith : O.K.

a) Paying a Taxi
Smith : Do you have a change for a ten?
Taxi : …….
Smith : Thank you,

Sure. Here it is.
Here you're
I'm sorry, I don't
No.

b) In case you know the destination : Giving Direction

Smith : Excuse me. Do you know Jl. Sudirman?

Taxi : Yes, please.

Smith : How much is it ?

Taxi : We have argo.

Smith : Fine. Let's go.

……

Smith : Wait. Is this the road, it's getting farther. We go through that traffic light and turn right to Jln. Gatot Subroto?

Taxi : Well, you're right. But at thishour, there is a traffic jam. So, we have to go through smaller streets but less traffic.

Smith : Oh, I see. It's changed a lot. Tenyears ago, it wasn't that bad. We managed to/could get there for an hour and a half.

Taxi : Yes. Even through we have high ways besides the main ones, still there are traffic jam, especially during this rush hour.

Taxi : This is Jln. Sudirman, Sir. Where do you want to get off ?

Smith : Embassy, Metropolitan building Please.

Taxi : Here we are. Which gate?

Smith : The first gate. I'll get off at the entrance

Taxi : Please.

| Smith | : | Here you are |
|-------|---|--------------|
| Taxi | : | Your change, Sir. |
| Smith | : | Keep it for your tips |
| Taxi | : | Thank you. Till we meet again |
| Smith | : | Bye. |

## Setting Up Accomodation

1. **Finding a hotel**
2. **Booking A Hotel**
3. **Getting Your Dormitory**
4. **Checking Rooms**

Setting Up Accomodation

a) Finding a Hotel.

| Receptionist | : | Can I help you, Sir? |
|--------------|---|----------------------|
| Smith | : | I need a room with one bad. |
| Receptionist | : | Do you prefer AC (air condition) or fan ? |
| Smith | : | AC, please, with heat control. |
| Receptionist | : | $ 45.00 a night, check out at 1:00 PM. |
| Smith | : | I'll take it. |
| Receptionist | : | Please fill out this form. |
| Smith | : | Here you're. |
| Receptionist | : | Thank you. Here is your key, room 34. The bellboy will take youthere. |

b) Booking a Hotel

| Receptionist | : | Purnama Bandung, can I help you ? |
|--------------|---|----------------------------------|
| Smith | : | I'm Smith from ATT company, now in Jakarta. I need a room, AC with heat control, for a week |
| Receptionist | : | I'm sorry sir, we only have suitrooms left. |
| Smith | : | How much is it ? |
| Receptionist | : | $ 85.00 a night. |

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| | | |
|---|---|---|
| Smith | : | OK, for a time being. But if there is a room available, I would like tomove. |
| Receptionist | : | Fine. When will you check in ? |
| Smith | : | Friday tomorrow. |
| Receptionist | : | How will we know you ? |
| Smith | : | Frank Smith, ATT company, Vice President. |
| Receptionist | : | Thank you. We're looking forward for your coming |
| Smith | : | Thank's. Bye. |
| Receptionist | : | Bye. |

c) Getting your Dormitory

In some aituation, you might need a dormitory. Hence, you are to know how to get it, to talk to the dormitory staf (DS), and to deal with contrast, and to claim things with the manager. This conversation happens in the dormitory office.

| | | |
|---|---|---|
| Student | : | Good morning. I would like to have a single room. |
| DS | : | What floor ? |
| Student | : | First floor |
| DS | : | Here is the key. Room One Oh Two (102). Please review thiscontract and return after you sign it as soon as possible. |

Apartment

You are hiring an apartment. You expect to get that suits you. You meet the apartment manager ( AM ) and sign for a contract

| | | |
|---|---|---|
| Smith | : | Is there any apartment ? |
| AM | : | Studio with two or three rooms, furnished or not ? |
| Smith | : | Furnished, two rooms, with kitchen and bath-room. |

| AM | : | $ 500.00 a month. Water and electricity are not included. You could review this contract, if you have question, don't hesitate to ask. |
|---|---|---|
| Smith | : | Thank you |
| Smith | : | Excuse me, here says " pay $ 100.00 for deposit ". Does it include in $ 500.00 monthly bill ? |
| AM | : | I'm afraid not. This deposit you mustpay in advance, as soon as you moved in please sign the contract and pay the deposit. But, this deposit will be returned if there isn't any claim of damaging properties. |
| Smith | : | May I look around first ? |
| AM | : | Of course. I'll take you around, please. |

**Your Travellers Checks**

**1.   Money Changers**
**2.   Bills , Dolars and Rupiahs**

Banking and Money Changers

Situation:You are at the bank and you want to do a number of bank activities, such as opening an account, checking accounts, saving accounts, money order, Cash travel cheque, and currency, and problems as well as their claims.

a)  Opening CHECKING Accounts
Context:Here you are at the bank. You are dealing with bank tellers to open and withdraw an account. The deposit, withdraw

| Smith | : | Good morning. |
|---|---|---|
| BETTY | : | Good morning. Can I help you ? What can I do for you? |
| Smith | : | I'd like to open a checking account. |
| BETTY | : | Fill this form, please. |
| Smith | : | Thank you. ( Ngisi …… ) Here it is.  ( ……. Here you are. ) |

| | | |
|---|---|---|
| BETTY | : | ( Baca …… ) Good |
| Smith | : | I would like to deposit this travel cheque for $ 3,700.- and ( would take ) $ 300 for currency. |
| BETTY | : | Please endors here. ( Please sign here ) |
| Smith | : | ………. ( sign ) |
| BETTY | : | How do you like rhe currency ? |
| Smith | : | One $ 100, 2 fifties, 8 fives, and 10 one-dollar bills. |
| BETTY | : | ( give money ) One hundred, fifty, fifty, two hundred, forty, and ten, three hundred. |
| Smith | : | Thank you, goodbye. |
| BETTY | : | No problem, have anice day ( smile ). |

*Exercise:Cari contoh form yang perlu diisi untuk masing-masing, travel check, money order, cheque, mengisi dan membayar dengan form check, indoors. ( tanda tangan dibalik )*

b) Opening Saving Accounts

| | | |
|---|---|---|
| Context | : | The same with A, but with a saving |
| Smith | : | I would like to open a saving account for $ 2,000. |
| BETTY | : | Fill this form, and endorse here. |
| Smith | : | Here you're. |
| BETTY | : | Thank you. Do you have a passport? / What is your pasport number? |
| Smith | : | Yes, here it is. (B 97709). What is the interest? |
| BETTY | : | 1 % per year, direct transfer to your account. Here is the brosure. You can review. If you have questions or problems, you can call this number.... It is a 24-hour service. |
| Smith | : | When can I have my card? |
| BETTY | : | About a week. It will be mailed to you. |
| Smith | : | Is it all set? |
| BETTY | : | Yes. |
| Smith | : | Thank you Bye |
| BETTY | : | You are welcome. Bye |

c) Saving accounts

| | | |
|---|---|---|
| Context | : | Smith just got a transfer from his home country and now he wants to put it into his account. |
| Smith | : | Good morning. |
| BETTY | : | Good morning. What can I do for you? |
| Smith | : | I would like this bill transferred to MyAccount. |
| BETTY | : | Alright. May I see your bank card? |
| Smith | : | Here you are. |
| BETTY | : | A moment please. ..... Here you are. |
| Smith | : | Can I have my Journal? |
| BETTY | : | A moment please. You can wait there. |
| Smith | : | Ok. |
| BETTY | : | Mr. Smith, please. Here is yours. |
| Smith | : | Thank you. |
| BETTY | : | You are welcome. |

d) Money orders

| | | |
|---|---|---|
| Context | : | Mr. Smith is going to Bandung the next week. His company has just signed a contract and now he wants to transfer a down payment (panjar). |
| Smith | : | Good morning. |
| BETTY | : | Good morning. May I help you? |
| Smith | : | Yes. I would like to make money order. |
| BETTY | : | OK. Please fill this form then. |
| Smith | : | Here it is. |
| BETTY | : | A moment please? After you restore this amount to the cash, we need this form for money cable, please. |
| .................. | | |
| Smith | : | Good morning. Here is the money. Can you count them with the counting machine? |
| BETTY | : | Sure, a moment please. Yes, $15,000 Sir. Here is the form. |
| Smith | : | Thank you. |
| BETTY | : | you're welcome. |

e)  Transfers, deposits and withdrawal.
    Context  :  Smith is leaving for another town for three months. He wants to move his account to the target town.
    Smith   :  Good morning.
    BETTY   :  Good morning, what can I do for you?
    Smith   :  I'm leaving for another town next week. I would like to transfer my account to Boston.
    BETTY   :  What is your account number, sir.
    Smith   :  100324
    BETTY   :  Write your new address here.
    Smith   :  .....
    BETTY   :  One moment please.
    Smith   :  .....
    BETTY   :  OK, all set. We will sent your new card and a new account number within a week.
    Smith   :  Thank you. Bye.
    BETTY   :  You're welcome. Bye.

f)  To Cash travel checks
    Context  :  Mr.Smith has just got a new travel cheque from his company for the business he is handling. He went to the bank again.
    Smith   :  Good morning.
    BETTY   :  Good morning. May I help you?
    Smith   :  I would like to deposit this travel check to my account and to take some.
    BETTY   :  How much do you want to draw?
    Smith   :  $300, and the rest for my account.
    BETTY   :  Fill in this form please, and endorse.
    Smith   :  Here you're.
    BETTY   :  A moment please.
    ...............
    BETTY   :  Here you are, please. Endorse the check.
    Smith   :  Thank you. Bye.
    BETTY   :  Bye.

h) Closing accounts

Context : You are going to move to another country/area and you want to close your bank account.

Smith : I would like to close my account.
BETTY : What's your account number?
Smith : C1026.
BETTY : Wait a moment, please? Can I have your card please?
Smith : Here it is. I would like all traveler cheque.
BETTY : Sure. How would you like them?
Smith : Fifties and tens.
BETTY : Wait a moment please.
...............
BETTY : Here you are.
Smith : Thank you. Bye.
BETTY : You're welcome. Bye.

i) ATM - Changing machines,

Context : You have your bank card for money withdrawal with ATM machine and would like to have a note cash of $50, but you donot know where it is. You want to ask someone (SO).

Smith : Excuse me, where can I find an accoun online?
SO : Follow this alley; turn right, near JC Penny.
Smith : Thank you.
SO : No problem.
Smith : Excuse me. How can I operate this machine?
SO : Insert your card, follow the instruction. OK.
Smith : I mean to change for coins only.
SO : You have to use another ATM over there.
Smith : Thank you.

***Doing Teaching and Simulation***

In the following you are doing TEACHING SIMULATION IN SMALL GROUPS.

*Activities*

*Activity-I  in group.*
*Group maximum: 7 members.*
5.  *Choose one of the following lesson plans; You may improve it if you critically analyze, and find some more techniques for improvements.*
6.  *After, do the teaching simulation. Do teaching in simulation first 5 minutes.*
7.  *Record your teaching with your tablet.*
8.  *Then Do an ethnograhic classroom analysis.*

*Activity-II  in group.*
*Group maximum: 7 members.*
6.  *In group, watch your record on your simulation.*
7.  *Discuss in your group if any further improvements.*
8.  *Make and do group reflection.*
9.  *Choose another lesson plan. You may improve it if you critically analyze, and find some more techniques for improvements.*

*i.* ***do the teaching simulation. Do teaching in***
***simulation first 5 minutes.***
*ii.* ***Record your teaching with your tablet.***
*iii.* ***Then Do an ethnograhic classroom analysis.***

**10. Do an Classroom ethnograhic analysis.**

*Car Ethnography DA*
*in Action*

Step-1: data

| Data: Date ........... | | Teacher: Mr/Mrs Teaching: Grade 10. IPA1; session 3-4 | | |
|---|---|---|---|---|
| | Minutes | ***Classroom interactions*** | | |
| | | ***What teacher is doing*** | ***What students are doing*** | |
| 940 | 9:40-45 | Good morning students. Okay, now open your book English in Mind page 88 unit 12. 1. English in Mind unit 12 page 88, okay? We start from unit 12 part 2, grammar on conditional. Okay, we know that conditional have 3 types. How many types of conditional? | Listen Good morning, sir | |
| | | Ya, there 3 types of conditional, | | |
| | | Aduh, where is the marker? Ok, now we continue. | ( class chairman ran to the adm center to take white board marker) | |
| | | | | |
| | 945-50 | 10. Conditional type 1, 2, and 3, the formula S + had + V3 11. Look at your book, question number 1 12. Ok, all of you look at your book page… Example: 1. If I had money, I would have bought a car | | |

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| Data: Date ........... | Teacher:  Mr/Mrs  Teaching: Grade 10. IPA1; session 3-4 | | |
|---|---|---|---|
| | Minutes | *Classroom interactions* | | |
| | | *What teacher is doing* | *What students are doing* | |
| | | 2. If I  knew the homework, I would have done it  3. If I had a bicycle, I would have done my morning hanging around  13.   Why we said like that? | | |
| | 950-55 | Ya, Question number two?  15.   Because the formula is S + had +V3 and S+ would +had+V3  16.   You can write in your book,  17.   Please see the formula to complete the question  18.   Okay, all of you please show me your dictionary?  19.   Sudah ?  20.   Ok, conditional type 3  21.   Once again read the question!  22.   Next  23.   What is the formula of conditional type 3?  24.   And the might is modal  25.   So might is..?  26.   Now page 80-89 | follow | |
| | 955-10.00 | ......... | | |
| | 10.00-05 | 27.   What is "certain" in Indonesia language?  28.   You can write in your book  29.   Would for certain nor agree, Wouldn't for uncertainly  30.   Finish? Next part B  31.   Combine the sentences using conditional type 3  32.   The formula in conditional type 3? | Chorus | |
| | | 33.   Please see the formula to complete this sentence  34.   Oktavia, please write on the white board V1,V2 and V3 | | |

| Data: Date ........... | Teacher: Mr/Mrs Teaching: Grade 10. IPA1; session 3-4 | | |
|---|---|---|---|
| | Minutes | **Classroom interactions** | |
| | | **What teacher is doing** | **What students are doing** |
| | | from get! | *Octavia: yes sir* |
| | | **Ok, thank you oktavia** 36. No.2 if tom hadn't want to watch a game 37. What is the answer? 38. Okay, translate into English | |
| | | 39.Once again, read the text, use the underline to complete the expression | |
| | 11.00-11.20 | 40. For your homework page 89 part B discusses in group, 41. One group consists of 4. 42. I divide your group 43. Please discuss it with your group and then collected to me next week 44. Okay that's all for today 45. See you next week. | |

Step-2 Explicate the data as a teaching process

| Data: Date ........... | Teacher: Mr/Mrs Teaching: Grade 10. IPA1; session 3-4 | | |
|---|---|---|---|
| | Minutes | **Classroom interactions** | |
| | | **What teacher is doing** | **What students are doing** |
| | rundown time | | |
| | | Run-down teacher acts | Rund-student acts | *Class proceeding* |
| 940 | 9:40-45 | | Listen | |
| | | Good morning students. | Good morning, sir | |
| | | Okay, now open your book English in Mind page 88 unit 12. | | |
| | | 1. English in Mind unit 12 page 88, okay? We start from unit 12 part | | |

| Data: Date ........... | Teacher: Mr/Mrs | | |
|---|---|---|---|
| | Teacher: Grade 10. IPA1; session 3-4 | | |
| | Minutes | **Classroom interactions** | |
| | | **What teacher is doing** | **What students are doing** |
| | | 2, grammar on conditional. Okay, we know that conditional have 3 types. How many types of conditional? | |

Product from Step-1

Classroom events

| Data: Date ........... | Teacher: Mr Ibrahim Manalu | | |
|---|---|---|---|
| | Teaching: Grade 10. IPA1; session 3-4 | | |
| | Minutes | **Classroom interactions** | |
| | | **What teacher is doing** | **What students are doing** |
| | rundown | | | |
| | time | Run-down teacher acts | Rund-student acts | *Class proceeding* |
| 940 | 9:40-45 | | Listen | |
| | | Good morning students. | Good morning, sir | |
| | | Okay, now open your book English in Mind page 88 unit 12. | | |
| | | 1. English in Mind unit 12 page 88, okay? We start from unit 12 part 2, grammar on conditional. Okay, we know that conditional have 3 types. How many types of conditional? | | |
| | | Ya, there 3 types of conditional, | | |
| | | Aduh, where is the marker? Ok, now we continue. | ( class chairman ran to the adm center to take white board marker) | |

STEP-II ➔

X exposing the data in context:

Transforming the data in teacher-student interaction run-down

Browsing the data scrpt, INTERACTION, transforming as interaction unit (s)

1 LESSON ➔ + > 2 INTERACTIONS

   2    LESSON 80 Minutes (2 sessions)

       *= ...... interaction*

| Data: Date 18 may 2015 | Teacher: Mr Ibrahim Manalu Teaching: Grade 10. IPA1; session 3-4 | | |
|---|---|---|---|
| | Minutes | ***Classroom interactions*** | |
| | | ***What teacher is doing*** | ***What students are doing*** | |
| | rundown | | | |
| | Rd time | Rd t act | Rd st act | ***Class proceeding*** |
| 940 | | Good morning students. Okay, now open your book English in Mind page 88 unit 12. <br>1.  English in Mind unit 12 page 88, okay? <br>We start from unit 12 part 2, grammar on conditional. <br>Okay, we know that conditional have 3 types. <br>How many types of conditional? | Listen <br><br>Good morning, sir | |
| | | Ya, there 3 types of conditional, | | |
| | | Aduh, where is the marker? <br>  Ok, now we continue. | ( class chairman ran to the adm center to take white board marker) | |
| | | | | |
| | 945-50 | 10. Conditional type 1, 2, and 3, the formula S + had + V3 <br>11. Look at your book, question number 1 <br>12. Ok, all of you look at your | | |

| | | | | |
|---|---|---|---|---|
| | | book page…<br>Example:<br>1. If I had money, I would have bought a car<br>2. If I knew the homework, I would have done it<br>3. If I had a bicycle, I would have done my morning hanging around<br><br>13. Why we said like that? | | |

3    LESSON 80 Minutes (2 sessions)
   = ...... *interaction*

STEP-III ➔
exposing the data in context:
Transforming the data in teacher-student interaction run-down
Browsing the data scrpt, INTERACTION, transforming as interaction unit (s)

*1*    LESSON ➔ + > 2 INTERACTIONS
*2*

4    LESSON 80 Minutes (2 sessions)
   = ...... *interaction*

INTERACTION ANALYSIS
Phase-1:

Lesson ➔ how many interactions .....
   And how many transactions, move and acts

5    LESSON 80 Minutes (2 sessions)
   = ...... *interaction*

STEP-IV ➔ exposing the data in context:

Transforming the data in teacher-student interaction run-down
Browsing the data scrpt, INTERACTION, transforming as interaction unit (s)

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1 LESSON ➔ + > 2 INTERACTIONS

6    LESSON 80 Minutes (2 sessions)
     = ......  *interaction*

INTERACTION ANALYSIS
Phase-1:

Lesson ➔ how many interactions .....
    And how many transactions, move and acts

INTERACTION ANALYSIS
Phase-2:
interactions ....., transactions, move and acts ➔

TEACHER SPEECH ACTS

7    LESSON 80 Minutes (2 sessions)
     = ......  *interaction*


STEP-V ➔
 exposing the data in context:
Transforming the data in teacher-student interaction run-down
Browsing the data scrpt, INTERACTION, transforming as interaction
unit (s)
1 LESSON ➔ + > 2 INTERACTIONS
    8    LESSON 80 Minutes (2 sessions)
         = ......  *interaction*

INTERACTION ANALYSIS
Phase-1:

Lesson ➔ how many interactions .....
    And how many transactions, move and acts

INTERACTION ANALYSIS
Phase-2:
interactions ....., transactions, move and acts ➔


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TEACHER SPEECH ACTS

DATA INTERPRETATION

### *DATA1 = _____ SPEECH ACTs*

How to interpret data? ➔
DATA INTERPRETATION

Questions:

1. The teacher is teaching oriented?
2. The teacher is lerning oriented?
3. The teacher is competence oriented?
4. The teacher is learner oriented?
5. The teacher is target oriented (curr 2013, character education)?

============ ➔

Basis to interpret

4. Coulthart

➔ classroom interaction is a discourse= lesson

e. lesson = > (more than) (one or two more interactions)
f. 1 interaction = > (one or two more transactions)
g. 1 transaction => (more than) 1 Move
h. 1 move       = > (more than) 1 act

Searle (1963)  from Austin (1963)

➔  : *How to do thingswith words*

5. GRICE' PRAGMATICs ➔
    quantity,

    quality,

     RELEVANCE,

    MANNER

6. Dell Hyme's    SPEAKING
SETTING
PARTICIPANT
END
ACT
KEY
INTENT
NORM
GENRE


THE THEORY
### b. Coulthart
Coulthard analyze lesson as discourse as speech acts in terms of
classroom interaction is **a discourse= a lesson**

One lesson= > (more than) (one or two more
                    interactions)
1 interaction = > (one or two more transactions)
1 transaction => (more than)  1 Move
2   move      = > (more than)  1 act

d.      Searle (1963)  from Austin (1963)

➔   : *How to do thingswith words*
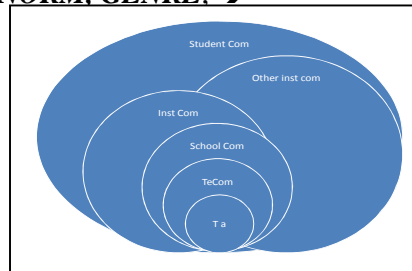(5) five types of speech acts

e.      GRICE' PRAGMATICs ➔
            quantity,

            quality,

             RELEVANCE,

            MANNER


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f. **Dell Hyme's    SPEAKING, SETTING, PARTICIPANT,**
   *END, ACT,KEY, INTENT, NORM, GENRE*, ➔



Final Interpretation:

Based on the analysis on the teaching process, for conscientisation and empowerment:  VIA REFLECTION,

9. Teachers had not completed ELL communities of his classroom; who are the learners, what they want to be, how would they be there, and the like.
10. Teachers favors explanation ad do not   analyze yet experiential learnings to master the conditionals
11. The teachers have not developed the use of if clauses for imaginary functions and communicative functions in speech acts relevant to life
    g. Choices possibilities
    h. Imaginary functions and dreams
    i. regrets
12.  the techers have not developed possible thematic orientation to speech acts and discourse.

Basis:

   Are the teacher based on classroom Englih instructions doing the following in developing learners' experiential learning?

Input:
   d. explanation
   e. problem solving
   f. problem inquiry

Intake:
   n. Asking yes-no question
   o. Drills
   p. Practice

q. Examples
r. Guided practice
s. Directed discussion
t. Small group led discussion
u. Analogy practice
v. Peer partner communication practice
w. Small group conversation
x. Classroom individual performance in front of the class
y. Chorus repetition (in groups)
z. Group interactions

Learning:
f. Assignment
g. Homework
h. Project
i. Reports
j. Others:

Acquisition:
c. What are the teacher's efforts so that the learner's mastery is optimal?
d. What the student's optimal efforts to master the on-going lesson?

Conclusion:
3. The teacher is teacher-centered?
4. The teacher is teaching oriented?
2 The teacher is learning oriented?
3 The teacher is competence oriented?
4 The teacher is learner oriented?
5 The teacher is target oriented (curr 2013, character education)?

Some Key Points fr further improvements

| What teacher is doing | What students are doing | |
|---|---|---|
| Teacher: Mr Ibrahim Manalu<br>Teaching: Grade 10. IPA1; session 3-4 | | |
| *Classroom interactions* | | |
| ***What teacher is doing*** | ***What students are doing*** | |
| | | |
| Rd t act | Rd st act | *Class proceeding* |
| | Listen | |
| Good morning students. | Good morning, sir | |
| Okay, now open your book English in Mind page 88 unit 12.<br>1. English in Mind unit 12 page 88, okay?<br> We start from unit 12 part 2, grammar on conditional.<br> Okay, we know that conditional have 3 types. How many types of conditional? | | |
| Ya, there 3 types of conditional, | | |
| Aduh, where is the marker?<br> Ok, now we continue. | ( class chairman ran to the adm center to take white board marker) | |
| | | |
| 10. Conditional type 1, 2, and 3, the formula S + had + V3<br>11. Look at your book, question number 1<br>12. Ok, all of you look at your book page…<br>Example:<br>1. If I had money, I would have bought a car<br>2. If I knew the homework, I would have done it<br>3. If I had a bicycle, I would have done my morning hanging around<br><br>13. Why we said like that? | | |
| Ya, Question number two?<br>15. Because the formula is S + had +V3 and S+ would +had+V3<br>16. You can write in your book,<br>17. Please see the formula to complete the question<br>18. Okay, all of you please show me your dictionary?<br>19. Sudah ?<br>20. Ok, conditional type 3<br>21. Once again read the question! | follow | |

| | | |
|---|---|---|
| 22. Next<br>23. What is the formula of conditional type 3?<br>24. And the might is modal<br>25. So might is..?<br>26. Now page 80-89 | | |
| ......... | | |
| 27. What is "certain" in Indonesia language?<br>28. You can write in your book<br>29. Would for certain nor agree, Wouldn't for uncertainly<br>30. Finish? Next part B<br>31. Combine the sentences using conditional type 3<br>32. The formula in conditional type 3? | Chorus | |
| 33. Please see the formula to complete this sentence<br>34. Oktavia, please write on the white board V1,V2 and V3 from get! | *Octavia: yes sir* | |
| **Ok, thank you oktavia**<br>36. No.2 if tom hadn't want to watch a game<br>37. What is the answer?<br>38. | | |
| Once again, read the text, use the underline to complete the expression<br>39. | | |
| 40. For your homework page 89 part B discusses in group,<br>41. One group consists of 4.<br>42. I divide your group<br>43. Please discuss it with your group and then collected to me next week<br>44. Okay that's all for today<br>45. See you next week. | | |
| Okay, translate into English | | |

# TEFL-2 ELT TRANSFORMATIVE TEACHING SKILLS

This book *TEFL-2 Transformative Teaching Skill*s aims at such. Learning English is to get to the window of the world, to understand reality of our time. Every citizen, especially young learners, is in a hope to live well, and a litle better among survivials of the fittests. Educating is to empower *no scholae sed vitae discimus*. But to make meaning in education including English education for communication is an individual enterprise, and a teacher is to define his/her paradigm to accomplish this meaning. Wtihin this book, the teacher is enlighted to understand the very ground of learning as generic from time to time, teaching as generic skill, and teaching English as well. Further, theyr learn transpormation as to mind-set framework. Indonesian education has defined Indonesia Quality Framework (KKNI). Through transformation this quality is to accomplish.

With all the enterprises, the writer expresses his gratitude for the Grand Reseach (Hibah Bersaing 2015-2017) funded by the Ministry of Science and Technology that their funding is substantive to empower teachers to develop English Communicative Competence among teachers and Lerners in Indonesian Non Native Settings (NNs) through this book.With their comprehensive understanding and generousity this research and book come into existence.It s motivated and in motivation to as to what *the Founding Father of Indonesia said, nationalisme yang tangguh hanya mungkin bila berakar pada pemahaman tamansari internasionalisme.*English education functions to accomplish this, transforming teacher in doing learning and empowering leaener for transformative processes as Indonesian

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