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ELT, Linguistics, Literature and Translation (ICELLT)

2nd-3th of June 2017



Place : Campus of HKBP Nommensen University

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MAGISTER OF ENGLISH EDUCATION PROGRAM
GRADUATE SCHOOL OF NOMMENSEN HKBP UNIVERSITY
MEDAN – NORTH SUMATRA – INDONESIA

2017

Schedule *International Conference 2nd-3rd June 2017 at the Library hall NHU – Medan*

Time (Friday, 02 June 2017)	Activity
08.00-09.00	Registration
09.00-09.30	<ul style="list-style-type: none"> - Singing National Anthem - Prayer - Welcoming Speech 1. MC 2. Chairman of Committee 3. Head of English Department 4. Rector of Nommensen HKBP University 5. Photo Session & Documentation
09.30-11.30	<p>Session I: <i>A Brief Introduction to IELTS</i></p> <p>Speaker : Peter Clark, M.App Ling (TESOL)</p> <p>Moderator: Asido Tuahta, S.Pd</p>
11.30-12.30	<p>Session II: <i>Ambivalent Language Policy on English in Indonesia.</i></p> <p>Speaker: Prof. Dr. Himpun Panggabean, M.Hum</p> <p>Moderator: Edward Panggabean S.Pd</p>
12.30-14.00	Lunch
14.00- 15.00	<p>Session III: <i>Media Discourse Analysis: The Combination of Appraisal Theory (AT) and Critical Discourse Analysis (CDA)</i></p> <p>Speaker: Dr. Arsen Nahum Pasaribu, M.Hum</p> <p>Moderator: Amando Sinaga, S.S</p>
15.00-16.00	<p>Panel Discussion:</p> <ol style="list-style-type: none"> 1. Strategies for Translating Cultural Terms of Senina Speech Texts Weeding Ceremony of Karonese Society into English (Dr. Milisi Sembiring) 2. The Effect of Small Group Discussion to the Reading Comprehension on Analytical Exposition Text. (Batman Surbakti) 3. An Analysis of Students' Ability in Identifying Hyponym in SMP Negeri 14 Medan (Sri Ninta Tarigan, SS, M.Hum) 4. The Role of Small - Group Discussion To Improve

	<p>Students' Achievement in Writing Hortatory Exposition on Grade XI Students of SMA Negeri 2 Pematang Siantar (By Ika Purnama Sari)</p> <p>5. Teaching Speaking in Communicative Skills through Snowball Throwing. (Hotnida Irawaty Simanjuntak)</p>
Time (Saturday, 03 June 2017)	Activity
08.00-10.00	Try Out IELTS
10.00-10.15	Coffee Break
10.15- 11.15	<p>Session I: <i>Generic Teaching Skill in Introduction to ELT in NNs Setting</i></p> <p>Speaker : Dr. Tagor Pangaribuan, M.Pd</p> <p>Moderator: Emi Gulo, S.Pd</p>
11.15-12.00	<p>Panel Discussion</p> <ol style="list-style-type: none"> <i>An Analysis of Verb Phrases in English and Karones (Asido Tuahta)</i> <i>Factors Affecting Students' Speaking Performance at SMK Bukit Cahya Sidikalang (Edward Panggabean)</i> <i>An Analysis of Imperative Sentences As Found in Holy Bible of New Testament (Amando Sinaga)</i> <i>Improving Students' Speaking Ability through Drama Performance at Eleven Grade of SMA Negeri 17 Medan (Mey Diana Pasaribu)</i> <i>An Error Analysis On Translation Made By The Second Semester Students Of English Department FBS - NHU In The Year 2015/2016</i> Rotua Elfrida Pangaribuan, <p>Sondang Manik , Immanuel Gintings</p>
12.00 - 12.30	Closing Ceremony + Giving Certificates

Welcome Speech

Your honor,

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Generic Teaching Skills

An Introduction to ELT in NNs Settings
In Indonesian Quality Framework Perspectives

Dr Tigor Pangaribuan MFU

Abstract

Teaching is an educational function. It is the tour of duty how to empower learners to arrive at a given achievement for their future prospects. How does teacher realize this? Since Plato's "*no scholae sed Vitae discimus*", Schooling is to empower learner even in the survival of the fittest platforms. Learners expect to be a meaningful person, with prospects, to help make through learning and the love of learning one's dream into reality. This paper is a meta-theory on challenged by ELT trilogy in Indonesian settings-the teaching, the learning and the learner's competence. In one way all ELT methods respect ELT heretical views on what language faculty is and how language including English are developed in NNs learners. Every teacher makes model. The models to certain extent, are similar or different to other ELT teachers. One ELT model may generate as many models and teachers are. The goal is to develop NNs learners to acquire English communicative competence at their host. It is in Indonesian settings following Indonesian Quality Framework (KKNi). It posits the problem of what model a candidate teacher is to master to do his/her professional services in line with Indonesian Quality Framework (IQF). It is a continuation based and grounded on the research finding upon on language generic faculty. For quite long, ELT methods have once undergo diversities until approach, method and technique are accepted to to make instructional lingua franca viable in ELT. It is fine for the last 4 decades. But now, there are a lot of changes, views on the profile of communicative competence, teaching, and language philosophy. Similarly, ELT methods follow those philosophy upon which its ontological status is rooted upon. ELT methods for long grow as autonomous. Teachers today are not sure of those. But meanwhile, they are doing what they are doing, and how and what they are doing what they are doing. Those teachers in general, their instructional model is enlightened in three basic trends, the heretical matters and holistic nature English Communicative competence of TEFLIN, generic competence from European schools, and Instruction on the basis of science of teaching as conceived by Reigluth 1983, 1999, 2009.

Grounded on those trends and perspectives, this paper offer a metatheory model of ELT instruction – a generic perspective. Instructional model are beginning its roadmap as instruction It is expected as congruent to a method a teacher use. What is the truth in classroom reality? With generic prescriptive and descriptive function teachers accommodate to realize how to demonstrate its principles (prescriptive) and how to put it in action (dewscriptive), a set of teaching techniques with its lesson for 40 minutes, then what is the reality as teaching outcomes and learning outcomes? Generic teaching skill is the teacher's function to apply prescriptive and descriptive hypotheses in classroom lesson planning and action to accomplish achievement as learning outcomes. A teacher may apply the natural approach, community language learning (CLL) or others but instruction may use the instructional model. The model offers first principles, enriched by instructional first principles as to how teacher's method at hand can be more enlightening and empowering better learner-centeredness.

Do they understand what they read?

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

Introduction



Education functions to develop humanity. Learners through schooling expect to be a meaningful person, with prospects. They want us to offer a better life and to attain smart life in their ventures for prospects, the future and its webs. So how is the state of the arts? In one or the other our congruency is depicted by our learners. We are teaching foreign languages. We admit some learners in non native speaker NNs setting learns well, but these are some of the learners' performances in observations, the learner's experiential learning outcomes.

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

Performance every morningsession : Good morning, teacher!

b. A tourist Guide in Thailand on the bus:

Performance: We al going to Pattaya, two auel thel. Thel is vely beautiful beach. We ll be thel thli hours.

c. Context: Northsumatran students:

Performance: Hi. Where are you going Bro?

d. Context: Japanese classroom:

Performance: the gerule ise coming to sechoole. Look.

e. Context: Singaporean Vendors, offering his trade.

Performance: Haya... I don mindlah, two handet dale good pltdelah, it ik beautifuck lah, buylah.

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

Problem

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

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

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

1.1. ELT Methods' The State of Affairs

What the ELT are doing—following the debates.

Schools of Socrates and Plato and others Discerning the world

Educators learn philosophy. Philosophy discerns realities for human benevolence. From Plato to Einstein, the reality configuration still last. Philosophers are great peoples although we hardly configure how and what they count. For this matter, Searle assist us with "what counts",² So, **what is the state of affairs?**

Following the Debates in ELT

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

In the beginning philosophers debate if the world is flat or round. They follow either-or principles. The mindset with flat view assumes the end of the edge as the hell. The round view questions that. Then what is reality? Plato claims that **man is born with innate capacity** with which they are knowledgeable. This is developed with the philosophy "*no scholae sed viate discimus*", to educate the ideal man, **arête**. This becomes schooling generic principle until today.

◁> Is the world flat or round?



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

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

² JR Searle, **Philosophy of language**, Oxford University Press, 1971.

principles and codes in preparing their futures? Until now, the debates last, and even expands to heretical views.

Cannon of Science

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

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

<3> Truth: The world is one.

Discerning the Problems

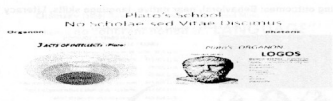


The three acts of intellect is categorical thinking, propositional thinking, and reasoning inferential thinking. Plato develops "**sentencia**" as a *meaningful idea*, a statement of reality as substance and accidentia, and to arrive at truth, it tests an entity what it is. For example,

- <4> a. Man is mortal.
Socrates is a man.
So, Socrates is mortal.
- Now test the truth:
- b. My head can be in my hat.
My hat can be in my pocket.
So, my head can be in my pocket
- c. Jane is beautiful.
I like Jane.
I come to her this week end.

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

<5> Organon: Three acts of intellect



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

- <6> Language Communication mastery
 - a. Preparation
 - b. Presentation
 - c. Association
 - d. Systematization
 - e. application

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

1.1.2 Behavioristic Schools

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

problem-solving competency (John Dewey)

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


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

Analogy

TEACHER	student	comments
like the cream and I like early as well	1. I like the cream and I like early as well	1. I like the cream and I like early as well
orange	2. I like the cream and I like early as well	2. I like the cream and I like early as well
Apple	3. I like the cream and I like early as well	3. I like the cream and I like early as well
"manger... Baker"		

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

John Dewey's Global Literary Competence



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

- ID 13 128 129 What do we know?
- ID 13 128 130 Why create me?
- ID 13 128 131 Why can't?
- ID 13 128 132 Where do we come from?
- ID 13 128 133 How can we be understood by the many next year?
- ID 13 128 134 What can we do to make a better being for a day?
- ID 13 128 135 How can we do it for the whole being?
- ID 13 128 136 What to do in general form?
- ID 13 128 137 What enjoyment have I experienced I have to learn
- ID 13 128 138 What intention do I have to know for the next generation
- ID 13 128 139 Is the party any bigger?

The common classroom language learning are pattern practices.

rejoinder

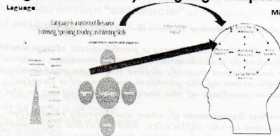
Standard

Comments

What is the main message?
Character analysis
Abstract summarizing
Social context
Character type
Fill out student opinion
address

The goal of education is genuine literacy competence that with the science taxonomy and standard language society can achieve genuine mastery of information on reality. One particular note in structural behavioral approach is that the linguistic relativity hypothesis. It predicts that language shapes mind, and those in minds become precondition to interpret the next in thinking process, such as the phenomenon of idiosyncretics.

Linguistic Relativity: Language shapes mind

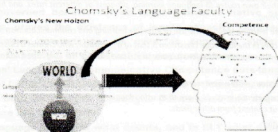


1.1.3 Chomsky Generative Linguistics

Chomsky since 1955 **questions the homo-sapiens** thesis in language faculty and **proves again Plato's innate** capacity as fairly works in language faculty, as he proves it with competence-performance analysis with generative and transformative rules in phonology, morphology, syntax and semantics right in the classic TG 1955, standard theory, 1965 and to Extended Standard, to revised extended standard theory, Government binding, Barrier theory³, and finally new horizon in language and mind.

³ Tagor Pangaribuan, 2010, **Paradigma Bahasa** (Language Paradigms), The University of Michigan. ISBN: 9797563359; 9789797563356; first published, 2007 Graha Ilmu, Jogyakarta Indonesia..

Chomsky (2000) New Horizon on Language and Mind
there is **no coherent notion of "LANGUAGE"**



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

1.1.4. Communicative Schools⁴

With respect to **Austin, Searle, Grice and Hymes**, experts in communicative language teaching like Munby, Krashen, Byalystok, Long and the like⁵, new approach to Language Teaching arises as a school, communicative language teaching. In this approach, **Meaning as priority**. Human is born with innate capacity.... Competence ... communicative competence

CLT target is communication. Communicative competence is the learners' ability to speak cohesively and coherently in oral and written speech acts and discourse⁶. The goal is to master communicative competence (Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence) in the target language.

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

LEARNING

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

ACQUISITION

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

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

1. Second Language Learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning task and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is, purposeful, interesting and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

⁴ Tagor Pangaribuan, **TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills** Ministry of HE, Research and Technology, Grand Research, 2014-2016.

⁵ Tagor Pangaribuan, 1992, dissertation, Perkembangan kompetensi kewacanaan berbahasa Inggris di LPTK Pasca Sarjana, PPS, IKIP Malang.

⁶ Tagor Pangaribuan, 1992, dissertation, Perkembangan kompetensi kewacanaan berbahasa Inggris di LPTK Pasca Sarjana, PPS, IKIP Malang.

Page | 45 8. Language learning is a gradual process that involves, creative use of language, and trial and error, although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.

9. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivation for language learning.
10. Successful language learning involves the use of effective learning and communication strategies
11. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
12. The classroom is a community where learners learn through collaboration and sharing.
13. Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields.
14. CC is context-sensitive

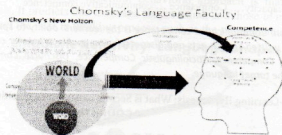
CLT target is communication. Communicative competence is the learners' ability to speak cohesively and coherently in oral and written speech acts and discourse⁷. The goal is to master communicative competence (Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence) in the target language.

1.2. ELT Reflection

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

Chomsky (2000) *New Horizon on Language and Mind*

there is **no coherent notion of "LANGUAGE"**



What Chomsky concludes is a truth, a reality⁸. **ELT Reflection** today's tour of duty is to appreciate and embrace those values for pedagogic function, especially with the area of instruction is *scientific and the paradigm is learner-centeredness*. On these, we can embrace an eagle-eye view over these alien ideas upon the trilogy-of-teaching—the teaching as a scientific quest, the learning of the learner and the learning outcomes in a **goal-means-end analysis**, with the following thesis summary.

1. **Traditional linguistic philosopher: the Arete With the thesis Innate Capacity, language faculty is Genuine Communication in literature and science, Renaissance model, like literature, generic communication competence in arts and science to configure reality.**
2. **Behavioristic schools, With the thesis tabula rasa, language faculty is language skills, and the goal is global literacy. The Learning outcomes is behavioral, and FLT**

⁷ Tager-Flusberg, 1982, *Acquisition, perkembangan kompetensi komunikasi berbahasa inggris di UPTK Pince Serpong, FPM, IEF Malang*

⁸ Chomsky, *New Horizon on Language and Mind*, 2000.

parameter is near native, and mastering a FL is mastering the basic vocabulary and common language structures and pronunciation.

3. **Transformational Generative Linguistics.** Language as Competence-performance, a well-rule-governed behavior of an ideal, educated native speaker, his/her tacit knowledge, proves the existence of innate capacity, language faculty, either as communicative competence, or even as cognitive systems of competence, taxonomic or holistic, all construct literacy competence.
4. **Dell Hymes' Language as Communicative Competence puts language functionality in all webs of life at context-sensitive levels and articulation, with meaning as priority. Human is born with innate capacity.... Competence and acquire a communicative competence in a community**
5. **Searle, language faculty is what counts, and in ELT what counts a communicative competence.**

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

2. Generic Communicative Competence⁹

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

Every human possesses it but no one knows where it is in the soul body articulation. As human, it goes with civilization. For instance, in the 17th century, the Americans in their industrious behavior value terms such as *the dollar, the hero, the cowboy, the gold, the phi beta kappa*, and the like. Learners say "I don't understand". Today people talk about *laptop, hang, the nobody, the somebody, not loading and empty vessels*. Every civilization develops their language and the language serves as equilibrium for communication. With all those phenomena from denotative to metaphor language phenomena, is the child language faculty the same or different to that of adult, or is monolingual brain the same or different to bilingual? Experts frame different propositions as to what it is.

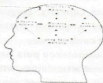
Human being possesses innate capacity as default and when it is exposed to a civilization it acquires a system communication with respect to one's life experience, the individual interlocutor's language proper. It functions subjects to the interlocutor experiential acts. Meanwhile, language by functions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

The term generic, generative, skills and competence are pedagogic. The stem "gen" means power, generative means capacity to produce power, skills mean ability to do an operation set quite well, and competence as a holistic capacity of knowledge, skills, attitude to do a well-define performance, such as dancing ballet, writing a poem, reading a poem, making a design, designing a car, and the like. The term generic skill is first introduced by Reigluth¹⁰ to embrace a set of cognitive

⁹ Findings in Tagor Pangaribuan, **TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills** Ministry of HE, Research and Technology, Grand Research, 2014-2016.

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

Photo: What is human being?
Intimate Capacity



AMEFE → Ideas



Generic: Holistic Competence



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

Generic Competence

Generic Competence

GENERIC COMPETENCE



Constituents

A means to an end

Inter-
personal

Ability to work in team

Systemic

Ability to transform an
institute

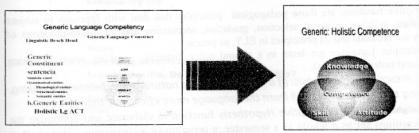
In a more elaborate description, the generic competence comprises the power of science in *modi essendi, modi intelligendi and modi significandi* meaning perspectives. For language teaching pedagogy, the generic competence is designed as generic communicative competence¹¹, as follows.

¹¹ Research Findings, in Tagor Pangaribuan, **TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills** Ministry of HE, Research and Technology, Grand Research, 2014-2016.

ACCENT
ARTS
DISCOURSE
SPEECH ACT
PROPOSITION

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

instrumental,
sh a problem in
am and to lead
GC is a subject



For professional implementation, they are accommodated as follows.

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

wer of science
For language
communicative

3. Generic Teaching Skills in ELT

For Reigluth, teaching is a scientific venture¹². A pebble in the pond. Teaching is a scientific work. The function is to help teachers to be a better classroom teacher with all his works, and in particular the teaching proper. As a scientific work, it follows the first principle, a goal-means-end analysis. A scientist since Plato ask what is the truth in reality? And here, what is the truth in classroom reality? When a teacher demonstrates its principles, a set of teaching techniques with its lesson for 40 minutes, then what is the reality as teaching outcomes and learning outcomes? Or as a truth? This can be restated as hypotheses, prescriptive and descriptive. Generic teaching skill is the teacher's function to apply prescriptive and descriptive hypotheses in classroom lesson planning and action to accomplish achievement as learning outcomes.

Principle-1

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

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

The Principle-1 $A = f [I] \rightarrow$ prescriptive hypotheses ($H_1 \dots H_2 \dots H_n$)

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

prescriptive function.

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

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

H_1 ELT Prescriptive Hypothesis: If a teacher applies a natural order, listening, speaking, reading, writing then the learners will learn the language more effectively than it is not.

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

Further, a prescriptive hypothesis H_1 can be realized in a set of descriptive hypothesis $H_{1.1} H_{1.2} H_{1.3} \dots H_{1.n}$)

prescriptive hypotheses $H_1 \rightarrow$ descriptive hypothesis $H_{1.1} H_{1.2} H_{1.3} \dots H_{1.n}$)

$H_1 \rightarrow H_{1.1} H_{1.2} H_{1.3} \dots H_{1.n}$)

H_1 = prescriptive hypothesis

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

Example $H_{1.1}$

Hypothesis: If a teacher uses techniques $t_1, t_2, t_3, \dots, t_7$, the learners will master to express a discourse in a paragraph orally and in written form comprehensively.

¹² Charles M Reigluth, Vol I (1983), *Instructional Design Theories and Models*, Routledge, Taylor & Francis Publishers, New York. Vol II (1999) *Instructional Design Theories and Models*, Routledge, Taylor & Francis Publishers, New York. Vol III (2009) *Instructional Design Theories and Models*, Routledge, Taylor & Francis Publishers, New York.

t1: Demonstrate (meaning)

Browse
See
Read
Write
Review

t2: Demonstrate pronunciation (meaning-based)

Browse
See
Read
Write
Review

t3: Demonstrate again more (meaning-based)

Browse
See
Read
Write
Review

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

I browse
See
Read
Write
Review

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

I browse my life
See
Read
Write
Review

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

I browse my life. Do you browse your life?
See
Read
Write
Review

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

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

See
Read
Write
Review

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

Principle-2 Subject Specific Pedagogy – A Meta Theory

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

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

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

Challenges for Teacher Training institutes¹³

IQF Undergraduate Q1-Q6



- Mampu mengembangkan ELT riset dengan pendekatan inter atau multi disiplin hingga menghasilkan karya yang teruji dan berpotensi untuk diaplikasikan dalam memecahkan masalah IPTEKS.
- Mampu mengusulkan solusi masalah ELT kontekstual pada lingkungan yang kompleks dan dinamis dalam berdaya saing, berdasarkan kajian keilmuan dan atau praktik profesionalnya.
- Mampu memimpin organisasi ELT, dan menyusun, mengimplementasikan serta mengevaluasi strategi menerapkan prinsip-prinsip keilmuan ELT di lapangan.
- Mampu berkontribusi dalam perencanaan peta jalan dalam bidang ELT dan atau mengelola riset di aneka implementasi (bisnis).
- Mampu memediasikan kajian ELT yang akurat dalam bentuk publikasi ilmiah pada jurnal ilmiah yang terakreditasi.
- Menguasai metode riset dan metode pemecahan masalah serta pengambilan keputusan ELT dengan (kebijakan dan strategi ELT, organisasi, implementasi, operasi dan aplikasi bisnis).

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

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

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

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

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

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

Some Try-out

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

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

Generic Communicative Competence	
constituents	
Generic entities	
accent	
Arts	
Discourse	
Speech acts	

¹³ Tagor Pangaribuan, Indonesian Quality Framework—KKNI in TEFL-1 Generic Teaching Skills, TEFL-2 Transformative Teaching Skills Ministry of HE, Research and Technology, Research Grand, 2014-2016.

...ners will
...prehensively.
...ity as stated in

	proposition sentencia		
	Generic CC	Instrumental?	Interpersonal? Systemic?

- Basics BICS (Rivers1972a) Speaking Communicative Purpose** (Núria Ferrer, Colleen Furlong, 1979: 93-94)
1. Establishing & maintaining social relations
 2. Seeking information
 3. Giving information (about oneself, a well-known subject, etc)
 4. Learning to do to make something
 5. Expressing reactions: to a TV show, movie, slide-presentation, An exhibition, a single picture
 6. Hiding one's intention from others
 7. Talking one's way out of trouble
 8. Problem-solving
 9. Sharing leisure activities
 10. Connecting on the telephones
 11. Entertaining
 12. Displaying one's achievements

...digs with its
...ces domains to
... and strategic
... and launching
... performance
...rself work, in
...der supervision
...ng English for
...ne
...ompetence

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

Doing DA

- What people are doing when they are speaking/communicating?
- What benefits are deriving when they are doing something/communicating?
- What people are doing when they are doing what they are doing in speaking/communicating?

Teaching Bank GM

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

Thematic approach

The WHO

- 10 - 1
- Very busy
- Terms and conditions
- Topics ... Problems
- Code: Rough and edgy, uncermive
- Time: 10 seconds (60 minutes; I mean business, time is money)

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

Variables

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

Terms and CONDITIONS

- 1 Who
- 5 GM MEDAN, BNI, Ji
- Merdeka, peruda, etc
- WHAT FOR
- CUSTOMER
- Loan
- Briefing
- outline
- contract

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

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

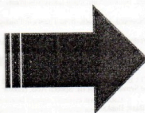
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4. Conclusion

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

1. Language Generic Function → Literacy Competence

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



Bung Karno (Kita harus mencari kemenangan sebesar-besarnya dari musuh kita belanda Jepang dari keadaan terjah kita sekarang ... Gross zeln heesiat massen bewoengen konen ... tokoh-tokoh terkemuka dari seluruh kepulauan ... yang beresandinya ... andai kata... orang-orang terpelajar yang berpikiran sempit

Internationalisme ... itu bukanlah Indonesia Liber Allies Indonesia hanya satu bagian kecil dari dunia... nasionalisme tidak dapat hidup subur kalau tidak hidup dalam taman sarinya internasionalisme

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

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