Pelatihan Terpadu Berbasis Kompetensi

Basikin

2003

Philosophical and theoretical basis of language teaching

- ❑ Language as a means of communication
- ❑ Language and Context of culture, context of situation
- ❑ Stratification model of language
- ❑ Nuances of Meaning
- ❑ Discourse
- ❑ Oral and Written Language
- ❑ Literacy and Life skills
- ❑ Model of Communicative Competency
- ❑ Psychological Consideration

Language as a means of communication

- Language as a social semiotic (Halliday 1978)

  Language is a system of sounds which is bound to a specific culture

  Language is a means to build a social interaction

Language as a means of communication

- Language as a set of rules (Chomsky 1965)
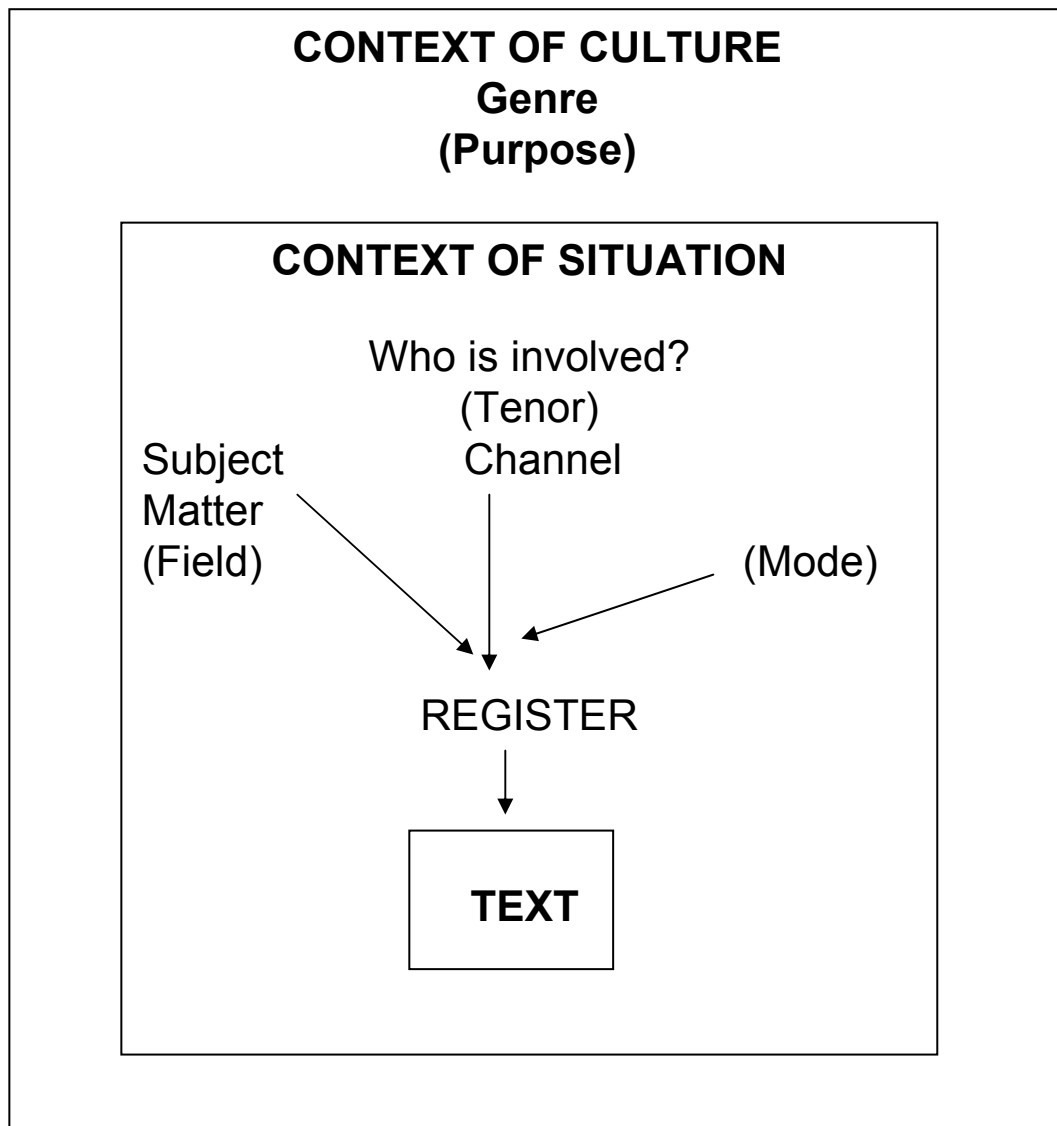
  Language is a formal system

  Competence vs Performance

How curriculum 2004 views language

- Curriculum 2004 views a language from sociolinguistic point of view and says

- Language is a social semiotic system

Language, Context of culture and context of situation

● Context of culture

CONTEXT OF CULTURE
Genre
(Purpose)

CONTEXT OF SITUATION

Who is involved?
(Tenor)
Channel

Subject
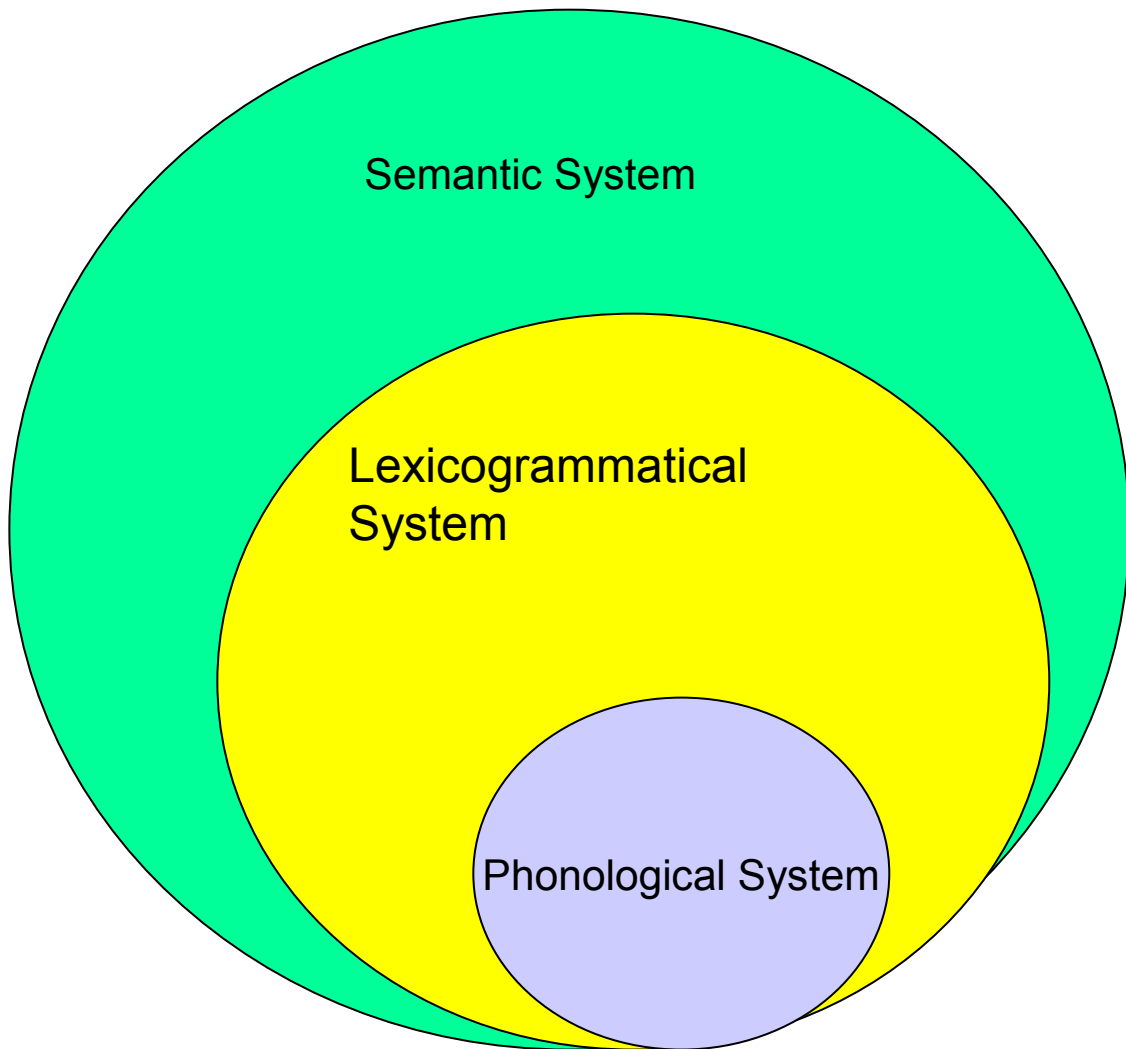Matter
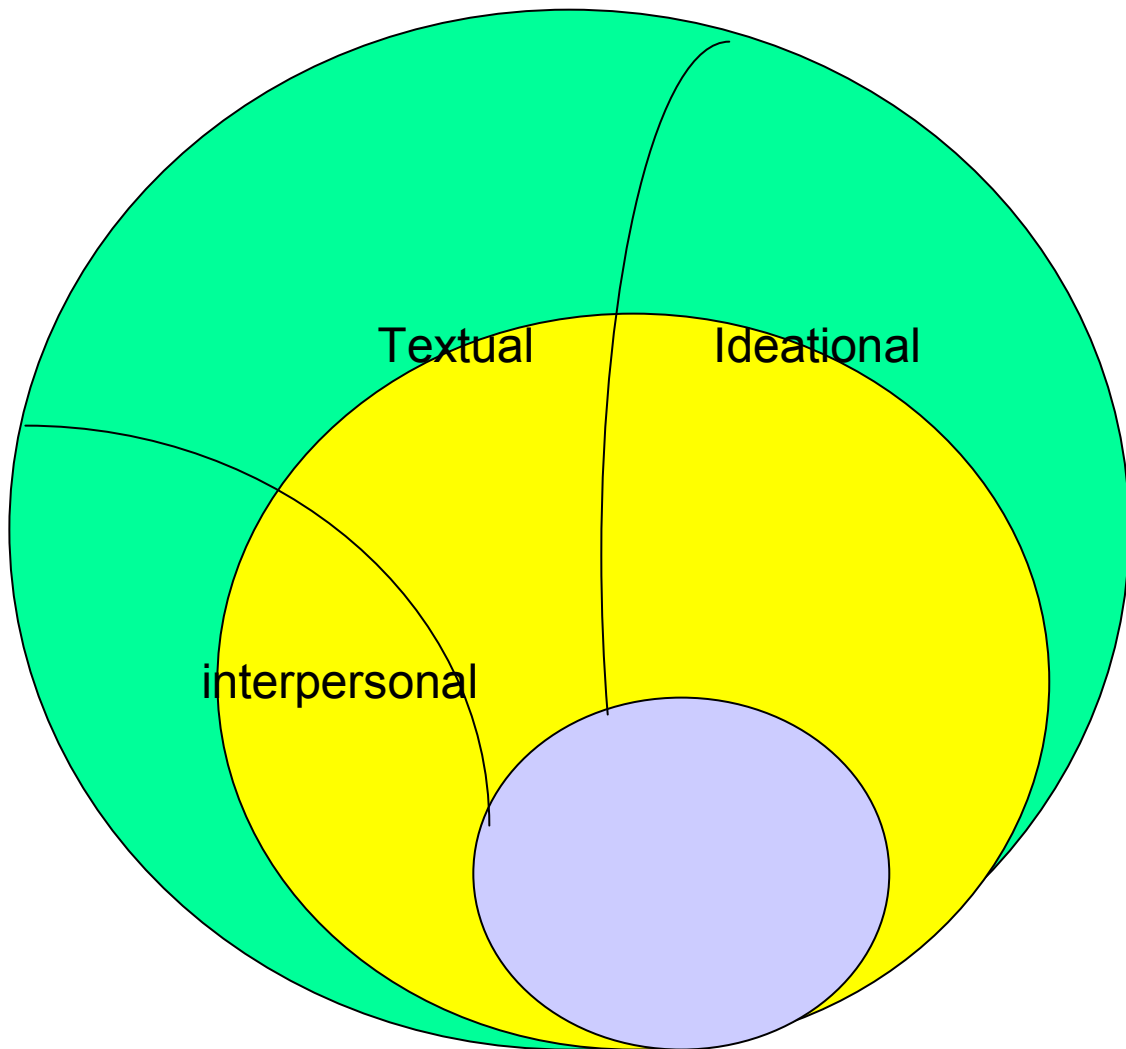(Field)

(Mode)

REGISTER

TEXT

Text as a semantic unit

- Text includes meaning expressed through both oral and written channel

- Communication (a social exchange of meanings) happens in the form of text building

Language Stratification Model

Semantic System

Lexicogrammatical System

Phonological System

Model of Meaning Nuances

Textual   Ideational

interpersonal

Functions of a language with respect to Nuances of Meaning

- Ideational function is a language function to construct or express ideas

- Interpersonal function is a function of a language to build a social interaction with other people

- Textual function is a function related to how a text is organized and the implication of a certain organization

Discourse

- Discourse can only be build based on the followings:

  1. context

  2. the structure of the text

  3. the language used in the
     text

- A good understanding of a context is also supported by good understanding about:

  1. cohesive and coherence

  2. the purpose of the communication

Spoken and Written Modes

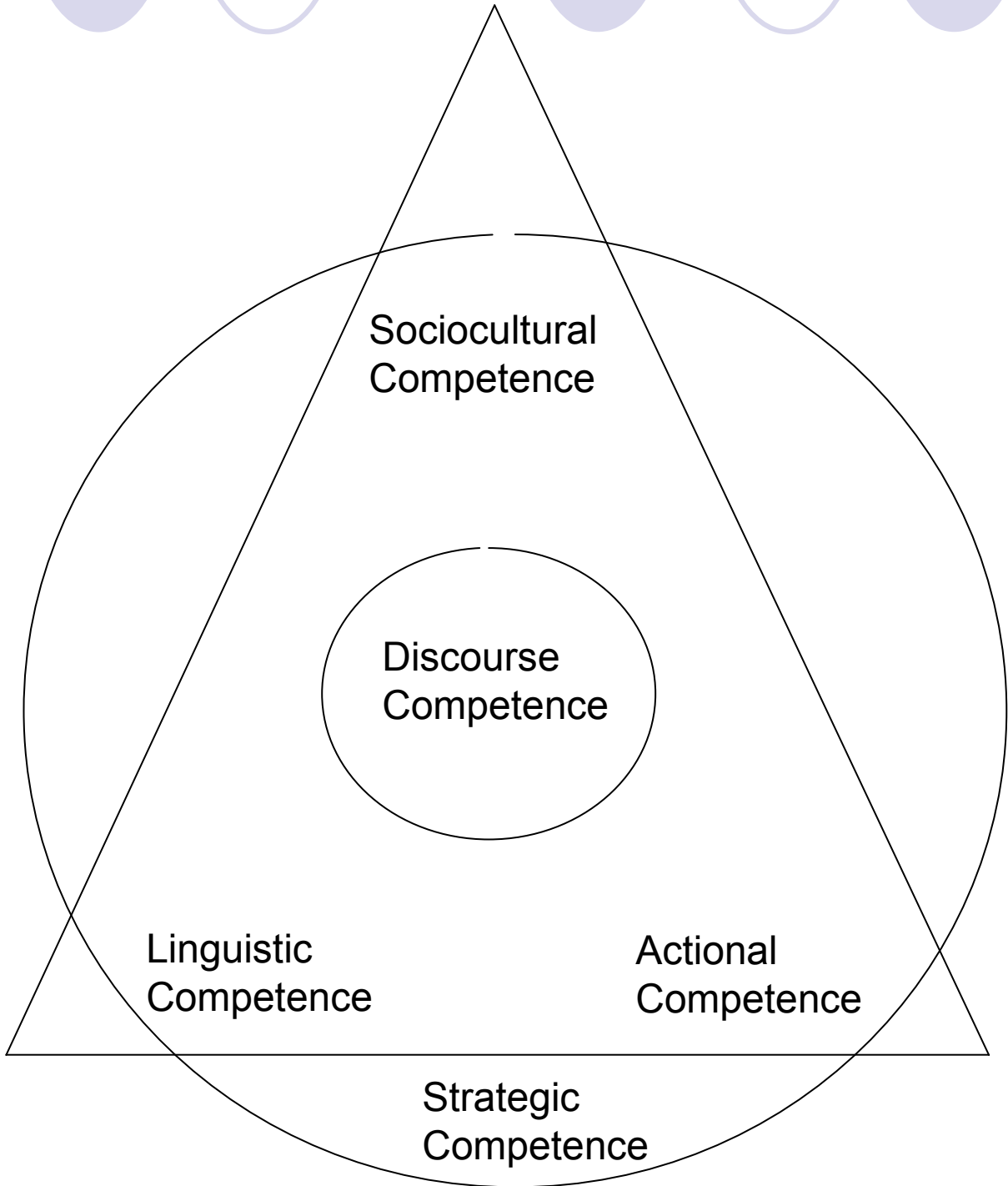| Linguistic implication of modes	
Spoken	Written
❑ Turn taking organization	❑ Monologic Organization
❑ Context dependent	❑ Context independent
❑ Dynamic structure	❑ Synoptic structure
❑ Spontaneity phenomena	❑ Final draft
❑ Everyday lexis	❑ Prsetige lexis
❑ Non-standard grammar	❑ Standard grammar
❑ Grammatical complexity	❑ Grammatical simplicity
❑ Lexically sprace	❑ Lexically dense

Literacy and Life skills

- Literacy is the use of socially, historically, and culturally-situated practices of creating and interpreting meaning through texts (Kern, 2000)

- Literacy involves interpretation, collaboration, convention, cultural knowledge, problem solving, reflection, and language use.

Language use dimensions

Structural	Communicative	Literacy
❑ Knowing	❑Doing	❑Doing and reflecting on doing in terms of knowing
❑ Usage	❑Use	❑Usage/use relation
❑ Language forms	❑Language function	❑Form-function relation
❑ Achievement in the form of knowledge display	❑Functional ability to communicate	❑Communicative appropriateness informed by meta-communicative awareness

Communicative Competence Model based on Curriculum 2004

Sociocultural
Competence

Discourse
Competence

Linguistic
Competence

Actional
Competence

Strategic
Competence

Psychological Consideration

- The implementation of Competence-based Curriculum also take the following three psychological considerations:

Piaget's

Children are active learners. Through the interaction with the environment, children manage to solve problems. The first linguistic aspect to develop, in the children development, is action. From this action, there happens the assimilation process in which there is no changes, and accommodation in which there are changes in the children to adapt with the environment.

At the beginning both assimilation and accommodation (later on restructuring in language learning) is a behavioral development, but later on it also involves thinking process.

Vygotsky's socio-cultural theory

- Children are often get involved in self talking or private speech in trying to organize information and use signs.

- Learning happens in social context. Children are active learners in social environment which is very influential to their development.

- Vygotsky's Zone of Proximal Development says that children will learn more with the assistance of adults compared to when they learn by themselves.

- ZPD offers new perspective about intelligence which says that intelligence is measured based on what children can do with proper help of other people.

- Internalization is a process of children development from being dependent on other people to more independent being.

Brunner's Scaffolding and Routines

- Scaffolding talk or language accompanying action is very useful for students learning a foreign language.

- Scaffolding talk can be done effectively through format and routines which strive to form habits in language learning.