# Critical Issues in the Implementation of Genre-based Teaching

**Anita Triastuti**
**Yogyakarta State University**

## Abstract

In practice, the implementation of genre-based curriculum in Indonesia has raised various problems that closely relate to wider issues in the field of applied linguistics and TEFL/TESOL. Problems, that in this paper are interpreted as challenges, encountered by teachers will be able to be anticipated if teachers know what the right things to do.

This paper is a reflective paper that aims at identifying and analyzing common problems that teachers do in implementing genre-based teaching. The points of analyses were taken from my identification and analysis on a number of teachers' lesson plans made for teacher trainings for the national teachers certification program.

## A. Introduction

Along with the implementation of genre-based curriculum for the English language teaching in Indonesia, some major critical issues on how the curriculum should be taken into action have raised. These critical issues are particularly triggered by teachers' insufficiency understanding of both the theoretical and practical aspects underlying the implementation of the genre-based curriculum that is greatly influenced by systemic-functional language. The curriculum which only offers a list for learning and developing English language skills does not outline a systematic guideline on how to interpret, plan, and execute the plan into classroom practices.

This paper aims to scrutinize the potential problems that possibly occur in the execution of the genre-based curriculum in Indonesian EFL classrooms. The points of analysis are taken from the results of my critical analyses on lessons plans made by teachers for the micro-teaching sessions in the teacher trainings organized for the national teachers certification program. These critical and potential problems have been predicted to be the major weaknesses of Indonesian school teachers in conducting genre-based teaching so as to hinder them to develop students' expected literacy level. In the long term, these problems should be able to be anticipated by English Education study program to better prepare their student-teachers for being real professional teachers.

**B. The Critical Issues in the Implementation of Genre-based Teaching**

**1. The Interpretation of the Standards of Content into Appropriate Input Texts**

The standards of content of the 2007 English Curriculum of Indonesia contain a series of language skills that must be developed based on various English text types. Each of the four English macro-skills has been allotted their own standards of competence (SK) and several basic competences (KD) that need to be interpreted into a systematic language course design in accordance with a particular level of language literacy. In order to be able to interpret a certain SK and its KDs, teachers, therefore, need to sufficiently equip themselves with the understanding of various spoken and written text types. They need to fully beware of specific characteristics of text types so as to enable them to provide sufficient models of text and to transform the input texts into appropriate learning materials.

What has happened in real practices is that some teachers fail to provide suitable and appropriate input texts as required by the curriculum. They are incapable of choosing texts that are in line with the selected SKs and KDs. The following are the examples of teachers' inappropriate selection of input texts for a particular number of SKs and KDs.

1. Case 1

Grade/Semester: VII/1

Skill: Speaking

Standard of Competence:

*Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

Basic Competence:

*Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana (misalnya instruksi, daftar barang, ucapan selamat, pengumuman, dll.) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar terdekat.*

The teacher's selection of input text:

In this case, the English teacher did not provide any text. Instead, she only gave the students a list of expressions for giving instructions, such as close the window, clean the board, raise your hand, etc.

The crucial issues in this case are doubled. In addition to the fact that the teacher failed to provide a relevant input text as expected by the SK and KD, she also demonstrated very poor understanding on the nature and characteristics of spoken short functional input texts. As a result, she failed to provide a relevant and appropriate spoken short functional text for the 7th grade of junior high school students.

2. Case 2

Grade/Semester: VII/1

Skill: Speaking

Standard of Competence:

*Mengungkapkan makna kata dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk* descriptive *dan* procedure *untuk berinteraksi dengan lingkungan terdekat*.

Basic Competence:

*Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk* descriptive *dan* procedure.

The teacher's selection of input text:

In this case, the teacher did not provide any text. What he did was simply presenting relevant vocabulary and expressions for describing people in isolation. He did not give the students a real and complete model of spoken text in which the students would be able to learn how the presented vocabulary and expressions for describing people should be operated in a relevant context so that the students would be able to identify the participants (tenor) of the text, the relation of the participants, the setting of place, the topic (field) of the text, and the channel (mode) of the text.

3. Case 3

Grade/Semester: VIII/1

Skill: Writing

Standard of Competence:

*Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan.*

Basic Competence:

*Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan.*

The teacher's selection of input texts:

In this case, the English teacher did provide several different forms of a short functional text in the form of invitation. She presented various written modes of invitation, such as letter and card, which had been adapted. The point to ponder in this case is the teacher's decision in providing different written modes of invitation. This decision can be accepted if the teacher is able to present and explore different modes of the same text sufficiently. Otherwise, it may create confusion among the students since different written modes of invitation contain different rhetorical steps and language features. Thus, teachers are strongly recommended to provide the same mode of a particular text and explore the rhetorical steps, the language features, and other writing mechanics sufficiently.

## 2. The Selection of Input Model Texts

The second critical issue in implementing genre-based teaching is the selection of input texts. This issue correlates to, among others, three common problems, i.e. the selected input text does not comply with the chosen SK and KD, the judgment on the complexity of the text is not right, and the authenticity of the model text is inappropriate.

The most common teachers' misjudgment when selecting the types of text is teachers' misconception toward report and descriptive texts. Some teachers, in my field experience, have difficulties in distinguishing the characteristics of report and descriptive

texts; and a recount text and a text that contains the language function of describing routines. A recount text is defined as a tell what happened text. There are two types of recount, i.e. factual and literary recounts. A factual recount has a purpose to present a series of events and measure their significance in some way. Another type of recount, a literary or story recount has a purpose to entertain readers through its sequence of events. Special expressions of attitude and feeling about the events are embedded (K-6 Module, 1998). Thus, a recount contains a series of events that one does not experience regularly. It is, therefore, slightly different from a describing routines text which contains a series of daily activities that one has to do everyday. The other common misjudgment occurs when teachers distinguish the differences between spoken and written texts. In my experience, some teachers are still in the darkness in distinguishing spoken and written texts. For example, once, a teacher intended to explore a spoken short functional text in the form of announcement for the VII grade students. In his effort of providing a model text, he presented an announcement that was written in nature, but was read aloud as if it was a spoken announcement. In dealing with this challenge, teachers should realize the continuum of spoken and written language. Spoken text serves as language accompanying action, while written one functions as language as reflection. In between, there is a particular text that is written, but must be spoken in nature. The example of this in between text is prayers. Hence, some texts are obviously written texts, while some others are spoken ones in nature. While, a few others are in between texts that need critical awareness in determining whether these particular texts actually belong to spoken or written texts.

The second challenge in selecting input texts is measuring the level of complexity of texts. Teachers indeed have come up with varied judgments on the level of text complexities and sophistication. Even though the standards of content have outlined the key hints for determining the level of text complexity as follows::

> *Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat* functional *yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat* informational *karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi.*

> *Ruang lingkup mata pelajaran Bahasa Inggris di SMP/MTs meliputi:*

*1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi functional;*
*2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk procedure, descriptive, recount, narrative, dan report. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;*
*3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).*

teachers still demonstrate various judgments. Some judgments are appropriate and relevant to the expected level of literacy, while some others are the other way around. The following are the examples of various range of teachers' judgments on the level of text complexities:

1. Case 1

   Grade/Semester: VII/1

   Skill: Writing

   Standard of Competence:

   *Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk* descriptive *dan* procedure *untuk berinteraksi dengan lingkungan terdekat.*

   Basic Competence:

   *Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana berbentuk* procedure *dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.*

   The teacher's selection of input text:

   How to Make a Steamed-Cake

   Things you need:

   8 eggs

1 kg of flour

1 kg of sugar

1 bottle of sprite

Steps:

First, put sugar in a bowl and break the eggs in it.

Then, beat the sugar and the eggs.

After that, add the flour in it.

Mix the things well.

The next, pour sprite in it.

Finally, steam it for about 15 minutes and your cake is ready.

2. Case 2

   Grade/Semester: VII/ 2

   Skill: Reading

   Standard of Competence:

   *Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk* descriptive *dan* procedure *yang berkaitan dengan lingkungan terdekat.*

   Basic Competence:

   *Merespon makna dan langkah retorika secara akurat, lancar, dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk* descriptive/procedure.

   The teacher's selection of input text:

   How to Make Omelette

   Tools:

   A bowl, a fork, a frying pan, a spatula

   Things you need:

   3 eggs, a pinch of salt

   ¼ teaspoon of pepper, cooking oil

Steps:

First, break the three eggs into a bowl.

Then, season with salt and pepper.

Then, beat the eggs well.

Heat some cooking oil in a frying pan.

Next, pour the mixture into the pan.

Fold the omelette.

Finally, serve the omelette.

3. Case 3

Grade/Semester: VIII/1

Skill: Writing

Standard of Competence:

*Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

Basic Competence:

*Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan.*

The teacher's selection of input texts:

Text 1

Komplek Jalan Raya
Jl. Bangunan Baru No. 10
Bandung
September 10, 2005

To: Santi
Jl. P. Diponegoro No. 4
Purbolinggo

Dear Santi,

We are going to have a one week holiday, aren't we? Could you come and visit us? Let's go to Pasir Putih Beach and champ there. I think the weather would be nice. We'll have lots of fun. Could you please reply soon?

Your truly,
Miranda

Text 2

---

Student's Organization
SMP NEGERI Jl. Pemuda No. 2 Palembang

To: Ratih

We invite you to attend our meeting. It will be held:
- on Wednesday, October 29$^{th}$, 2010
- at 11 a.m.
- in the school hall

Agenda:
- Final Preparation for wall magazine competition 2010

Please come on time.
See you there

Diana                                    Burhan
Secretary                              Chair Person

---

Text 3

---

We wish to share this time with you to laugh,
       to smile and to cry because,
before we realize precious years may go by …

Please join us in celebrating
Mary Anne Johnson's
graduation from Troy High School
on Saturday, August twenty-eighth
at four o'clock in the afternoon
School Auditorium
First Street

Reception immediately following at the Johnson's Home
458 Wellington Avenue

Gail and Marion

RSVP by August 20$^{th}$ to Marion at 564-4565

---

4. Case 4

Grade/Semester: X/2

Skill: Writing

Standard of Competence:

*Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk* invitation *dalam konteks kehidupan sehari-hari.*

Basic Competence:

*Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk* invitation.

The teacher's selection of input texts:

The teacher provided ten authentic input texts that she downloaded from internet. The downloaded authentic input texts are for various occasions. Here are two of the selected input texts:

---

It's a Ladies Day out!
We'll do a little shopping,
We'll do a little lunch
We'll do a little relaxation at the spa
We'll do a little celebrating for
Carly Jo Smith
Before her wedding day!

Meet at Laura's house
42 Kingston Court
Montrose

R.s.v.p.
555-543

---

Kathy is Graduating!
Let's all get together for a Luncheon celebration
on Sunday, May fifteenth
two thousand and seven
at two o'clock in the afternoon
14 Peachtree Drive
Welleslay, Massachusetts

Gerald and Chris Hanlon

Please reply by April 13
814722

---

The first and second cases show that the level of complexities of the selected texts seems in reverse. The how to make a steamed-cake text is likely more appropriate to be given for the VII grade students in the 2$^{nd}$ semester instead of for the VII grade ones in the 1$^{st}$ semester. On the contrary, the how to make omelette text seems more suitable for the VII grade students in the 1$^{st}$ semester instead of the VII grade ones in the 2$^{nd}$ semester. This phenomenon indicates that teachers' judgments in weighing the complexities of the texts can be slightly different. Indeed, the key words 'sederhana' and 'sangat sederhana' as stated in the standards of content for junior high school (SMP) cannot really guide teachers to determine to what extent the selected texts are really simple or very simple. To anticipate this problem, teachers need to find common references proposed by any ELT proponents or to make their own criteria in evaluating the complexities of texts. As input is part of the task components, Nunan (1999) classifies some factors that influence the complexities or difficulties of task that to some extent can be used as the common reference for weighing the complexities of input text. Those factors are: 1) the data on what kinds of tasks learners need to work on, 2) the data on the tasks themselves, and 3) the data on the internal capacity of learners. The first factor deals with such issues as how dense/complex are the texts that learners are required to process?, how abstract/concrete is the content in relation to the learners' experience?, how much contextual support is provided?. The second factor is concerned with how many steps are involved in the task?, how relevant and meaningful is the task?, how much time is available?, what degree of grammatical accuracy is provided?, how much assistance is provided?, how clearly is the task set up for the learners?, and how much practice or rehearsal time is available?. Finally, the last factor highlights such considerations as the level of confidence and motivation of learners, prior knowledge of content, degree of linguistic knowledge and skill, extent of cultural knowledge, and the degree of familiarity with the task (text) type itself. In overall, Nunan (1999) summarizes the factors affecting task difficulty, in which input text is embedded in it, as follows:

- the degree to which the language event is embedded in a context that facilitates comprehension
- the degree to which the language event makes cognitive demands on the learner
- the degree to which background knowledge can be used

- the amount of assistance provided to the learner

- the complexity of the language that the learner is required to produce

- the degree of emotional stress involved  in completing the task

- the interest and motivation of the learner

The third and fourth cases are also interesting to discuss since they touch not only the issue of the text complexities but also the text authenticity. In the former case, the teacher intended to provide model texts for the the VIII grade students and in the latter one, the teacher provided model texts for the X grade students. The main question being advanced in response to these cases is that "how can the teacher in the former case decide to present some texts, one of which indicates a different level of complexities compared to the other provided texts. As a matter of fact, the level of complexity of this text (text 3) seems similar to the ones provided by the teacher of the X grade students since all these texts (text 3 and the texts in case 4) are simply downloaded from internet and do not undergo any adaptation or modification.

When teachers deal with the issue of text authenticity, they have to measure to what extent their selected text must be authentic. Nunan (1999: 79) defines authenticity as follows:

> "*Authentic texts are those that have been produced in the course of genuine communication, not specially for purposes of language teaching. They provide learners with opportunities to experience language as it is used beyond the classroom. Of course, there is a great deal of language generated within the classroom itself that is authentic, and this can very often be used for pedagogical purposes.*"

Departing from this definition, it can be inferred that providing authentic texts will very much encourage learners to train them to successfully cope with genuine communication outside the classroom. However, this practice must consider, as Nunan said, the data on the internal capacity of learners that include such factors as the level of confidence and motivation of learners, prior knowledge of content, degree of linguistic knowledge and skill, extent of cultural knowledge, and the degree of familiarity with the task (text) type itself. It is always possible for teachers to select authentic texts as long as the selected texts are appropriate to their students' needs, interests, and proficiency level. In the context of ELT in Indonesia, teachers are, therefore, suggested to take these points into account by evaluating the continuum of text authenticity. Brown and Menasche

(1993) as cited by Nunan (2004: 69) propose the continuum of input text authenticity as follows:

> *"1) genuine: created only for the realm of real life, not for the classroom, but used in the classroom for language teaching, 2) altered: while there is no meaning change, the original has been altered in other ways (for example, the insertion of glosses, visual resetting, the addition of visuals), 3) adapted: although created for real life, vocabulary and grammatical strucrures are changed to simplify the text, 4) simulated: although specially written by the author for purposes of language teaching, the author tries to make it look authentic by using characteristics of genuine texts, 5) minimal/incidental: created for the classroom with no attempt to make the material appear genuine."*

It has been clear that teachers are required to evaluate the degree of the complexities of the input texts and then make some necessary changes and adaptation as a result of their evaluation. Now, the question in response to this challenge is "Have teachers been equipped with sufficient knowledge and skills for evaluating and adapting their selected input texts?" To cope with this challenge, teachers, therefore, need to learn the process of materials evaluation and adaptation so as to enable them to present suitable input texts; input texts that qualify some criteria generated from teachers' beliefs, teachers' articulation of the theories of learning and language, and teachers' analysis on their teaching contexts.

## 3. The Sufficiency of Task Designs

Designing tasks is something that teachers do not practice sufficiently in preparing the language course. Some critical issues related to insufficiency task designs, based on my field observation, are: 1) monotonous and inappropriate designs of tasks, 2) unclear sequence of tasks, and 3) unclear principles for grading tasks.

The first issue relates to the fact that the vast majority of teachers are incapable of designing varieties of tasks when preparing their language lessons. Varieties of tasks for teaching listening, speaking, reading, and writing are often monotonous and therefore are not successful in providing as many opportunities as possible for students to use their language in the classroom activities. The following are common varieties of tasks that teachers usually design on their lesson plans and learning materials:

| No. | English Skills | Common Varieties of Tasks |
|-----|----------------|---------------------------|
| 1. | Listening | - Filling in missing gaps of dialogues<br>- Filling in gaps in a particular text |
| 2. | Speaking | - Role play<br>- Pair works |
| 3. | Reading | - Open-ended questions (comprehension questions)<br>- Multiple choice questions |
| 4. | Writing | - Free-production essay writing |

In order to be able to design appropriate and relevant tasks for developing students' English skills, teachers need to have sufficient knowledge on the nature of task, its varieties, and how tasks must be sequenced and graded based on certain principles. Richards (2001) defines task as "an activity which learners carry out using their available language resources and leading to a real outcome." There are two types of task: 1) real-world/target task, and 2) pedagogical task (Nunan, 2004). In their simple definitions, real-world/target task refers to the uses of language in genuine communicative events beyond the classroom and pedagogical task refers to what students will do with their language in the classroom. Thus, when teachers intend to design tasks for learning English, they may replicate what people really do in their lives and bring those real activities to their classrooms. In that way, teachers may get inspirations of what tasks they can create for developing their students' English skills. The following are the examples of varieties of tasks, taken from Chitravelu (2002), teachers may design for teaching their students the four-macro skills of English.

*Listening Tasks*

| Text-type | Reasons for Listening | Activity-types most commonly used |
|-----------|-----------------------|-----------------------------------|
| Instructions Directions Descriptions | Help people to get things done | 1. Listen and draw or complete a picture diagram/map, etc.<br>2. Listen and trace a route<br>3. Listen and select the correct picture (of the person/object, etc. the listening input describes)<br>4. Listen and make, play or operate (e.g. a kite, a game, a gadget) |

| Stories | To derive pleasure and get moral education/ values | 1. Predict how the story will end<br>2. Draw a picture of the main character/the setting of the story<br>3. Mime how a character did something (e.g. strutted across the room and slapped the heroine)<br>4. Arrange pictures in the correct order to show the sequence of events<br>5. Complete a time-line to show sequence of events<br>6. Write a summary or fill in gaps in a summary of the story<br>7. Act out the story using students' own words<br>8. Answer comprehension questions including some on students' evaluation of the story/characters/moral issues/cause-effect relationships |
|---|---|---|
| Action rhymes Songs | For enjoyment | Listen and do actions, e.g. 'Simon says' (e.g. stretch your arm); 'If you're happy and you know it (e.g. shake your head)'. |
| Public Announcement Weather Forecast News | Recognize details necessary for carrying out various jobs | 1. Fill in empty slots in flight/train/bus schedules<br>2. Answer questions or fill forms with important details: Who? When? Where? How?<br>3. Fill in weather information on a map |

*Speaking Tasks*

| Text types | Activity types most commonly used |
|---|---|
| Conversations | 1. Filling in gaps in dialogues which are typical of different social situations.<br>2. Structured conversations where speakers are told what they should do, e.g. Greet, Say the person is not at home, apologize.<br>3. Students substitute personal particulars in existing shell, e.g. What's your name?<br>Where do you live? Etc. |
| Stories | 1. Retell stories told by teacher, heard on tape, read in the newspaper, etc.<br>2. Make up parallel story to the one heard or read<br>3. Tell the story told in a series of pictures, a film clip, a group of photographs, etc. |

| | |
|---|---|
| | 4. Say aloud the repeating structures in repeated structure stories. |
| | 5. Expand notes to tell a story. |
| | 6. Make up an ending for a story. |
| | 7. Do a round robin story. For example, teacher starts a story and each student adds one sentence to the story that seems a logical follow-up to the story up to that point. |
| | 8. Give a summary of the story heard or read. |
| | 9. Work in groups to put together story heard in jigsaw listening exercise. |
| | 10. Add descriptive details to existing outline of story. |
| Instructions | 1. Give one step (Come here), two-step (Pick the pencil and put it on the table, etc.) instructions for others to obey. |
| | 2. Sing action rhymes like 'If you're happy and you know it, shake your head/clap your hands, etc.' 'Here we go round the mulberry bush' or games like 'Simon says'. |
| | 3. Use a series of pictures/ a flow chart to give instructions on how to do something. |
| | 4. Speaker instructs listener how to reproduce a diagram/picture, etc. on his task sheet, but not on the task sheet of the listener (information gap activity). |
| Descriptions | 1. Use pictures/photographs to give descriptions of people, objects, places. |
| | 2. Information gap activity in which one partner has information the other does not and so they are forced to talk to one another to arrive at a complete picture. |
| | 3. Comparing pictures. |
| | 4. Giving eye-witness accounts of, for example, traffic accidents/robberies shown in a series of pictures/film clips. |
| Discussions | 1. Given a problem situation, members of groups make suggestions/recommendations. Groups discuss recommendations to arrive at an agreement. |
| | 2. Information gap activity in which discussion arises from need to share information to achieve a common purpose, e.g. find the cheapest supermarket to visit; the best way of travelling to Taman Negara. |
| | 3. Establishing priorities or ranking, e.g. group discusses which five among the twenty items listed they would take on their camping trip. |
| | 4. Role play. Different students take on different roles in a given situation. For example, role of a policeman, eye-witness, the two motorists in a traffic accident. |
| | 5. Given controversial statements (e.g. Teenagers today do not how to use their free time well), members of groups discuss how they |

| | |
|---|---|
| | can modify the statements so that they can all agree with them. |
| | 6. Opinion gap. Different students express their views on issues (e.g. Work in groups. Take turns to ask for and give opinions on what should be done in the following situations: <br> You hear a child crying and screaming and the sound of a cane being used. This happens three or four times a week. |
| Talks | 1. Students are given an outline of a talk and asked to flesh it out. <br> 2. Students are given the full text of a talk and asked to add features that would make the organization clearer to the listener, e.g. 'I will begin with … Next, I will discuss … I will end the talk with some suggestions …'. <br> 3. A written text is given to students and they are asked to make it suitable for oral presentation. |
| Plays | 1. Students are asked to play read. This forces them to see the role of intonation, tone of voice, stress, pause, etc. as conveyors of meaning. <br> 2. Students are asked to act out situations they have heard about or read about. They have to convert indirect into direct speech and act out descriptive statements like *He ambled slowly across the room*. |

## *Reading*

### *Reading aloud practices*

| Activity types | Description of Tasks |
|---|---|
| Reading-while-listening | Learners listen to a good reading of the text while they look at the words being read. |
| Reading for diagnostic purposes | Learners read the text for exercising reading aloud. |
| Play-reading | Learners read parts in plays; reading the way the character is supposed to say. |
| Choral reading | Learners read together. |
| Individual reading to teacher | Teachers get learners to periodically read the text individually. |
| Audience reading | Teachers get learners to select something of their own to read to the class. |
| Reading aloud as part of feedback | This task is done to accompany silent reading. Students read relevant bits from the text to support their answers or argument during discussion. |

*Silent Reading Tasks*

| Activity Types | Description of Tasks |
|---|---|
| Open-ended questions | This type is usually designed for comprehension tasks in which students formulate their own answers and/or express their interpretation of the meaning of a text. |
| Multiple-choice questions | This type is also commonly made for achieving comprehension on the text. What is most important in MCQ, as indeed in all reading activities, is not the correct answer but the means of arriving at the correct answer. |
| True-False Questions | True/false questions are often used in the teaching of reading in two ways: <br> a. As a quick comprehension check <br> b. As a stimulus to encourage interpretation and discussion of the text |
| Placement of questions | a. Questions given before a student reads the text. This tasks determine the way students have read the text and the text-processing strategies they use. For example, a question that requires the location of a detail makes a student scan the text. <br> b. Questions placed in the margin can guide students to pay attention to important aspects of the text. <br> c. Questions placed at breaks in a continuous text that has been broken at pedagogically strategic points can help pupils to see reading and comprehension as simultaneous processes and teach them to view comprehension as simultaneous processes especially when the questions asked require prediction of the content of the on-coming text on the basis of evidence in the text up to that point. <br> d. Questions placed after the text can focus the learners' attention on any one point in the text, but most especially they can marshal the pupils' attention to those understandings that can only come when the text is seen as a whole, e.g. what the main point of the writer is, |

| | what the structure of the object described is, etc. |
| | e. Questions on text raised by students |
| Reconstruction: Making a distorted text whole | a. Filling in gapped text |
| | b. Reordering jumbled sentences |
| | c. Completing an incomplete text |
| | d. Jigsaw reading |
| Replacement: Making changes to existing text | This task is to help students creatively interpret the text and understand its organization. There are 3 tasks teachers may design: |
| | a) Changing point of view |
| | b) Paraphrasing, e.g. write a summary in reported speech of a dialogue that took place in the text read by students. |
| | c) Providing different examples (e.g. change the details of a description of a home in England by substituting details of a home in Indonesia. |
| Expansion: Making explicit some implicit or assumed information | In this task, students should add more details or provide specific instances of a general idea. This kind of task helps students understand that a text does not actually say everything; that the reader is often expected to put in missing details and links. |
| Comparison: Relating one text to another or to one's own previous knowledge | This kind of task forces students to read with discrimination, with conscious attention to details. |
| Serialization: Presenting the text in installments | a) Asking recall questions based on earlier installments |
| | b) Predicting future installments. |
| Problem-solving: Spoken or written discussion | This kind of exercise makes students enjoy reading and therefore nurtures positive attitudes to reading. It also improves evaluative comprehension. |

### *Writing*

The pragmatic approach towards developing composition writing skills amongst students is to design activities along a continuum like this:

Controlled ⟶ Guided ⟶ Free writing

Below are the examples of writing tasks teachers may assign to students.

*Controlled Writing Tasks*

| Activity Types | Description of the Tasks |
|---|---|
| Controlled writing | These are writing tasks that provide pupils practice in writing error-free sentences or paragraphs on a given topic. |
| Parallel writing | The degree of control can be varied greatly in parallel writing. |
| Question and answer technique | This type of writing activity can range from very controlled to almost free writing. To make it very controlled, students are given notes or a text to read, then they are asked to write answers to a series of questions. |
| Filling-in blanks | This is another technique used in controlled writing. The kinds of words blanked out determine the writing skill or language feature they learn. |
| Dictation | This is useful technique to provide models of sentence structures and text organization that are commonly used in writing. |

*Guided Writing Tasks*

| Activity Types | Description of the Tasks |
|---|---|
| Writing from class-generated guidelines | This task gets students to suggest what they would write about. |
| Picture composition with skeleton outline | Displaying a picture series telling a story, students are asked to suggest a story line and description based on the pictures. |
| Writing from short notes | The short notes could be made as students participate in an oral composition activity in a narration about the preparation for a certain topic. |

*Teaching the Building Blocks of Composition*

| Activity Types | Examples of the Tasks |
|---|---|
| Focus on sentence building | a) Work in groups. You want to improve students' behavior in school. Think of ideas for posters to pin up around the school.<br>b) Write captions for the pictures you have painted in Art class today. |
| Focus on paragraph writing | a) Order the pictures in any way you like. Then order the sentences to tell your story.<br>b) Underline the linking words in each paragraph.<br>c) Find the topic sentence in each paragraph. |
| | d) Look at the cartoons and complete the story. Use the linking words in the box.<br>e) Imagine you are from Papua. You have come to visit Japan for a student exchange program.<br>Use the pictures and notes to write a composition on 'A day I shall never forget.'<br>f) Here is an incomplete composition on boats. Complete it with the ideas in the box. The pictures will help you too. |

Thus, task is relevant when the task is carefully designed in accordance with the macro and micro-skills of English, and task is claimed appropriate when the design of task has demonstrated the nature of task in which the components of task, i.e. goals, input, teacher role, learner role, procedures, and settings have been clearly defined so as to enable the task to contribute to the students' development of English language skills.

The second and third issues regarding to the sufficiency of tasks, i.e. how tasks must be sequenced and graded relate to important issues in the areas of ELT approaches and methods that will further define the stages (procedures) of teaching. Task grading deals with how the designed tasks are placed in a certain order (what task comes first and what comes later). While, task sequencing relates with how the designed tasks are sequenced based on a certain governed set of principles. There are varieties of certain governed sets of principles, that actually define the

stages of teaching, for sequencing tasks or learning activities teachers may adopt, such as the four-stages of genre-based teaching (BKOF, MOT, JCOT, and ICOT), and PPP. Below are outlined the teaching stages, aims, and activities that teachers have to comply with when applying the four-stages of genre-based teaching and PPP.

**PPP within the Framework of Genre-based Approach**

| Stages | Aims |
|---|---|
| Presentation | a. To enable learners to recognize the relevance and usefulness of what they are about to learn<br>b. To enable them to learn the language - words, structures, pronunciation – that they need to learn<br>c. To make them aware of the contexts in which the language can  be appropriately used |
| Practice | a. To give students intensive practice in the target language but within naturalistic, although still highly controlled contexts<br>b. To build up students' confidence in their ability to use the target language to a level that allows them to participate in the freer communicative situation they would meet in the final phase of the lesson |
| Production | a. To provide a context in which the new language learnt would naturally occur. This kind of activity provides learners or students with an opportunity to recognize the relevance and usefulness of the new language they have learnt and this can be very motivating.<br>b. To enable the teacher to evaluate her own teaching and the students learning and to prepare for further practice or remedial work<br>c. To enable students to integrate the new language they have learnt with language they already know<br>d. To build greater fluency and ability to cope with features of real communication, e.g. unpredictability and creative use of language. |

(taken from Chitravelu, 2002)

In contrast to the above aims of PPP, Spratt et al. (2005) outlines a language lesson that is sequenced by the real and original nature of PPP:

**PPP**

In the Presentation, Practice, and Production (PPP) lesson:

- The lesson has a language aim.
- The teacher first contextualizes the new language, i.e. puts it into a situation which shows what it means. (Step 1)
- The teacher then makes sure that the students remember previously studied language needed to practice the new language by eliciting it, i.e. asking students to say the language rather than giving it to them, and by doing a choral drill (getting the students to repeat as a whole class what he/she says). (Step 2-3)
- The teacher next presents the new language and the students just listen. (Step 4)
- The students then say sentences including the new language in a very controlled or restricted practice activity, i.e. one in which they can use only the new language and without making mistakes. (Step 5)
- The teacher tells students about the grammatical use of the new language. (Step 6)
- The teacher asks the students concept questions, i.e. questions that check their understanding of the use of the new language. (Step 7)
- The students then carry out another controlled practice activity. (Step 8)
- The students do less controlled or freer practice (i.e. where they can use their own ideas using the new language. (Step 9)

While, Feez and Joyce (1998) present the stages, purposes and focuses, and the activities of genre-based teaching as follows:

**The Four Stages of Genre-based Teaching**

| Stages | Purpose and Focus |
|---|---|
| Building Knowledge of Field (Building the Context) | In this stage students:<br>a) are introduced to the social context of an authentic model of the text-type being studied<br>b) explore features of the general cultural context in which the text-t ype is used and the social purposes the text-type achieves<br>c) explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need |
| Modelling of Text (Modelling and Deconstructing the Text) | In this stage students:<br>a) investigate the structural pattern and language features of the model<br>b) compare the model with other examples of the text-type |
| Joint Construction of the | In this stage: |

| | a) students begin to contribute to the construction of whole examples of the text-type |
|---|---|
| Text | b) the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently |
| Independent Construction of the Text | In this stage:<br>a) students work independently with the text<br>b) learner performances are used for achievement assessment |

## Kinds of Activities in Each Stage of Genre-based Teaching

| Stages | Activities |
|---|---|
| Building Knowledge of Field | An exploration of register involves:<br>a) building knowledge of the topic of the model text and knowledge of the social activity in which this text is used<br>b) understanding the roles and relationships of the people using the text and how these are established and maintained<br>c) understanding the channel and communication being used<br>Context-building activities include:<br>a) presenting the context through pictures, audio-visual material, realia, excursion, field- trips, guest speakers etc.<br>b) establishing the social purpose through discussions or surveys etc.<br>c) cross-cultural activities<br>d) comparing the model text with other texts of the same or contrasting type |
| Modelling of Text | Text-level activities:<br>a) presentation activities using devices such as OHTs, charts, big books, board work, etc.<br>b) sorting, matching, and labelling activities, e.g. sorting sets of texts, sequencing jumbled stages, labelling stages, etc.<br>c) activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference. e.g. semantic maps, vocabulary networks, cloze, transparency overlays, etc.<br>Clause-level activities:<br>a) presentation and practice activities relating to the grammatical features of the text<br>Expression-level activities:<br>a) oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text-type |
| Joint Construction of Text | Joint construction activities include:<br>a) teacher questioning, discussing and editing whole class construction, then scribing onto board or OHT<br>b) skeleton texts<br>c) jigsaw and information gap activities<br>d) small group construction of texts |

| | e) dictogloss |
| | f) self-assessment and peer assessment activities |
| Independent Construction of Text | Independent construction activities include:<br><br>a) listening tasks, e.g. comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions<br><br>b) speaking tasks, e.g. spoken presentation to class, community organisation, workplace, etc.<br><br>c) listening and speaking tasks, e.g. role plays, simulated or authentic dialogues<br><br>d) reading tasks, e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, answering questions<br><br>e) writing tasks which demand that students draft and present whole texts |

In addition to those above teaching methods and their following procedures, there are some other models, such as ARC (Authentic Use, Restricted Use, and Clarification Focus) proposed by Jim Scrivener (1994), and ESA (Engage, Study, and Activate). In general, however, teaching procedure is sequenced into three teaching stages, i.e. introductory activities, main activities, and post activities. For the teaching of speaking, for example, the three general teaching stages are called lead-in, practice activities, and post-activities (Spratt et. al., 2005). Lead-in is defined as "an introduction to the topic of the lesson plus, sometimes, activities focusing on the new language". Practice activities are tasks given to learners in which they have opportunities to use the new language. Finally, post-task activities are "activities in which learners discuss the topic freely and/or ask the teacher questions about the language used".

In conclusion, various frameworks within particular blends of methods and appproaches offer wide opportunities for teachers to systematically grade and sequence their designed tasks. Teachers nowadays are therefore given autonomy and authority to skillfully prepare their own teaching recipes. What is more important now is not what best method teachers have to employ, instead what series of tasks or activities governed by certain principles teachers have to design to develop their students' expected literacy. In so doing, teachers should be more innovative, creative, resourceful, and flexible in planning, managing, executing, and assessing their teaching.

## C. Summary

To sum up, the implementation of genre-based teaching at this moment has really challanged teachers to be curriculum developers. The fact that the ELT curriculum of Indonesia only offers a general guideline in the form of the standards of content has required Indonesian teachers to do, among others, the following practices to prepare a more profesional language course design:

1. Understanding the nature of teaching the four skills of English, i.e. Listening, Speaking, Reading, and Writing
2. Knowing how to interpret the standards of content (SKs) and the basic comptences (KDs) into a consistent lesson plan
3. Interpreting the SKs and KDs into relevant input texts and learning materials
4. Measuring the complexities of input texts and learning materials appropriately
5. Making some necessary changes or adaptation on the selected authentic input texts and learning materials
6. Designing various interesting and challenging learning tasks for practicing the determined English micro-skills
7. Designing relevant assessment instruments and rubrics or scoring guide for assessing students' learning achievements

Those practices will be successfully done by teachers if they have strong willingness to keep learning and catching up with current ELT theories and practices. In that way, teachers will not only elevate their own professional and pedagogical competences, but also develop their profession. Indeed, ongoing teachers' professional development is one of the crucial factors, if it is not the only one, that warrants the success of the implementation of ELT curriculum of Indonesia.

# REFERENCES

Chitravelu, Nesamalar, Sithamparam, Saratha, Choon, The Soo. (1995). *ELT Methodology: Principles and Practice*. Malaysia: Laser Press Sdn. Bhd.

Feez, Susan, and Joyce, Helen. (1998). *Text-Based Syllabus Design*. Sydney: Macquarie University

Goh, Christine C.M. (2007). *Teaching Speaking in the Language Classroom*. Singapore: SEAMEO Regional Language Centre

Nunan, David. (1999). *Second Language Teaching & Learning*. Massachusetts, USA: Heinle & Heinle Publishers

_____. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Companies

_____. (2004). *Task-Based Language Teaching*. New York: Cambridge University Press.

Spratt, M. et al. (2005). *The Teaching Knowledge Test Course*. Cambridge: CUP.