COMMUNICATIVE COMPETENCE BASED ENGLISH

A Text Book of English

For PGSD

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PREFACE

Nowadays, English language education, especially for primary school students in Indonesia, has become English educators' interest. The educators are concerned with the teaching and learning of English, including English teaching and learning in the early childhood or elementary school level. It is also in line with the policy of the Department of National Education, No.0487/14/1992 chapter VIII and the decree of the Minister of National Education, No. 060/U/1993 which state that the English subject can be included into the local content of the curriculum of elementary schools.

State University of Yogyakarta (SUY), one of Indonesian institutions that are concerned with education, establishes and develops the program of elementary school teacher education to meet the increasing demands of elementary school teachers. SUY offers the Strata I (S1) or undergraduate program of elementary school teachers and the students of this program will have the qualifications as professional elementary school teachers. The Elementary School Teacher Department (ESTD) is the department that carries out this elementary teacher education program. This department is one of the three departments under the management of the Educational Sciences Faculty; they are Elementary School Teacher Education, Kindergarten Teacher Education, and Early Childhood Teacher Education.

The students of ESTD are expected to have the competencies as elementary school teachers with good English, both spoken and written, especially English skills for delivering instructional materials when they teach in the classroom. To achieve these competencies, ESTD trains students in acquiring professional skills and qualifications in elementary school teaching by providing them with general English, English for instruction, and English for the early childhood or elementary school

students. Hopefully, the students will acquire the competencies as professional teachers with good English and they can deliver materials or a number of subjects by using English as the language of instruction. This is in line with the needs of the elementary school students where they receive a number of subjects including English.

The successful language use for communication presupposes the development of communicative competence in the users of that language and the use of language is constrained by the socio-cultural norms of the society where the language is used. It has been over three decades since the communicative approach to language teaching first appeared in English language teaching. In various types of language programs, language educators and curriculum researchers have implemented communication-oriented teaching syllabuses to seek for more effective ways for improving students' communication skills to replace the traditional, grammar-oriented approach in the past.

Understanding the concept of communicative competence and applying it to language teaching is a hard work, especially in its adaptation and implementation such as: educational experience of the lecturers, the input of the students, and teaching and learning facilities in the department. Regarding the hard adoption of the current theory of communicative competence in developing English syllabuses in ESTD, it needs a transition from the old to the new version. The transition is in the form of the design of a proposed syllabus which combines the structurally based competence with the new perspective of communicative competence. It means that this transition model is not fully communicative competence. This model of the proposed syllabus design is the strategy for easing students' transition from the structurally based approach to the communicative competence based language teaching.

Based on the discussion above, it can be concluded that it is important to develop English language teaching including the curriculum, syllabus, course material, and assessment of the course based on empirical findings.

This text book is concerned with the development of an English syllabus which carried the learners' needs as the basis of the design. The aim of this book is to produce an English syllabus that is relevant to the needs of the students and also in line with the purpose of the department. The design of the syllabus is based on the current theory of syllabus design and based on the empirical findings by identifying the kinds of competences and tasks needed by the students. In addition, the syllabus provides students with the necessary and appropriate knowledge and skills as elementary school teachers in the future.

The English syllabus should provide students the necessary and appropriate knowledge and skills. ESTD should provide students specializing in teaching a number of subjects using English as the language of instruction in the classroom and therefore the English syllabus has to be adjusted to accommodate the needs of the students and should be set proportionally based on the purpose of the department.

Hence, the language program has to be designed in order to meet the needs. The syllabus design should involve identifying learners' needs and purpose of learning, establishing learning goals and objective, selecting and grading contents, organizing learning arrangements, and developing materials and assessment. Further, the syllabus has to take into account its relevance to a specific purpose of the department, which is to deliver professional elementary school teachers.

COURSE DESIGN

This English course design is organized under the discussion of English language syllabus designs (Nunan, 1988c, 1999; Widdowson 1984; Nation and Macalister, 2010), which emphasizes on communicative competence (Hymes 1972, 1974; Canale and Swain 1980, Canale 1983, Scarcella, Andersen, and Krashen 1990,

Savignon 1997), which involves four areas of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the socio-cultural norms of the society where the language is used. This book develops an English course design to seek for more effective ways for improving students' communication skills to replace the traditional, grammar-oriented approach in the past.

Understanding the concept of communicative competence and applying them to language teaching is a hard work, especially related with the adaptation and educational experiences of the lecturers and the students. Regarding the hard adoption of the current theory of communicative competence in developing the English syllabus in ESTD, a transition model is needed that is the transition from the old to the new version (August: 2002).

The transition curriculum model is in the form of the design which combines the structurally based competence with the new perspective of communicative competence. It means that this design is not fully communicative competence because it is influenced by structural linguistics. This model of the design, named '*competency-task based syllabus',* is the strategy for easing students' transition from the structurally based approach to the communicative competence based language teaching.

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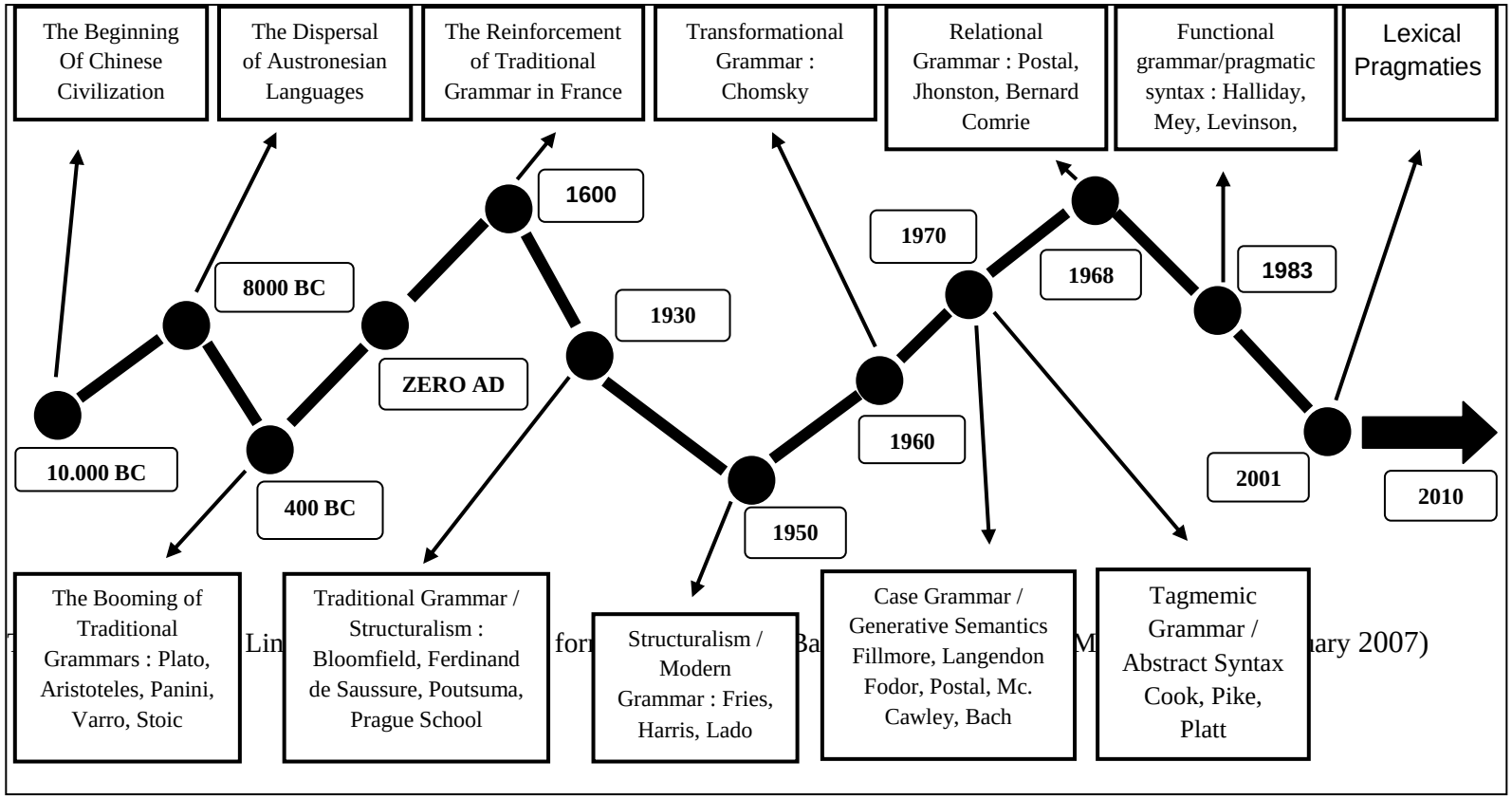
CURRICULUM

A curriculum is an educational ‘blue print’, which involves administrative factors contributing to the planning of a program (Allen, 1984). A curriculum is also defined as “the overall rationale for an educational program of an institution. It includes planning, procedures for the implementation of the plan, and student’s experiences in the learning process” (Kelly, 1989: 14). Further, a curriculum is defined as “an educational program which describes the purpose of the program, the content, teaching procedures, and learning experiences necessary to achieve the purpose, and ways for assessing the program” (Richards, Platt, and Platt, 1992: 94). The development of a language curriculum has been influenced by the evolution of the linguistic theories, which is initiated by the beginning of Chinese civilization and the booming of traditional grammars proposed by Plato and Aristoteles in 10.000-400 BC. Then, Bloomfield and Ferdinand de Saussure continue the theories by reinforcing the traditional grammar/structuralism in the year of 1930. The theories of traditional grammar are then criticized by Fries, Harris, and Lado with their views of modern grammar in 1950s, and by Chomsky who proposes a theory of transformational grammar in 1960s. Nowadays, the latest theory of linguistics which is known by lexical and pragmatic linguistics is actually initially proposed by Halliday, Mey, Levinson, and Gasdar in the year of 1983 with their views of the functional grammar/pragmatic syntax. The following figure shows the evolution of the linguistic theories.

Figure 1. The Evolution of the Linguistic Theories



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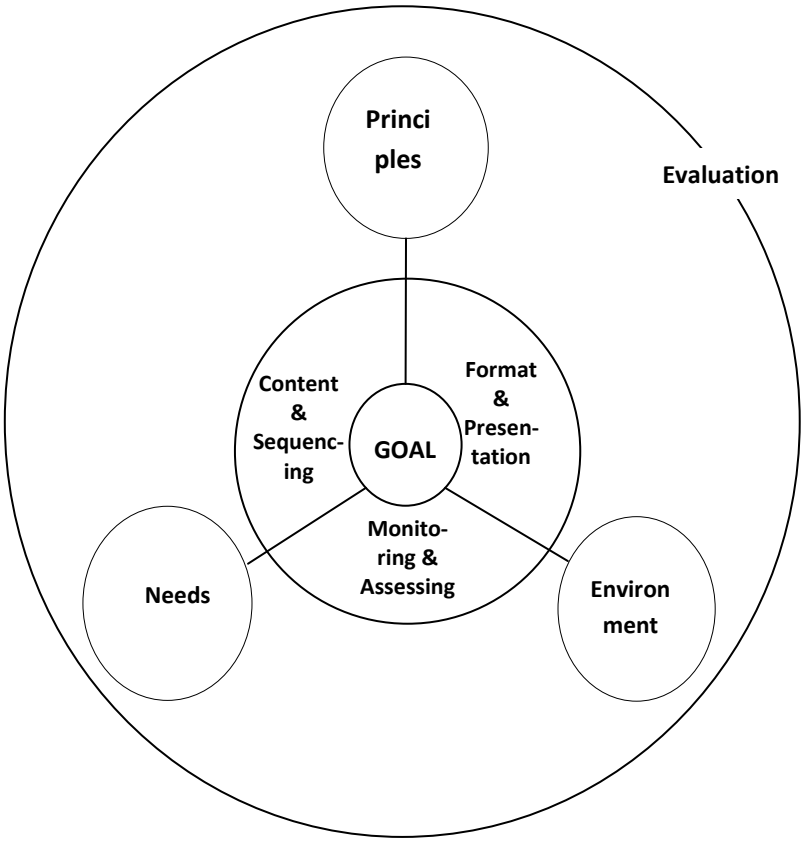
1. Language Curriculum

Based on these concepts, a language curriculum is an overall language program which includes teaching objectives, specification of contents, learning activities that aim to achieve the objectives, ways to measure learning achievements, and evaluation of each aspect of the curriculum.

A language curriculum design can be seen as a kind of writing activity and as such it can usefully be studied as a process. The typical sub-processes of the writing process (gathering ideas, ordering ideas, ideas to text, reviewing, editing) can be applied to the curriculum design, but it makes it easier to draw on the current curriculum design theory and practice if a different set of parts is used (Nation and Macalister, 2010: 1).

The following curriculum design model consists of three outside circles and a subdivided inner circle. The outer circles (principles, environment, needs) involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. There is a wide range of factors to consider when designing a course. These include the learners' present knowledge and lacks, the resources available including time, the skills of the teachers, the curriculum designers' strengths and limitations, and principles of teaching and learning. If factors such as these are not considered, then the course may be unsuited to the situation and learners for which it is used, and it may be ineffective and inefficient as a means of encouraging learning. In the curriculum design process these factors are considered in three sub-processes: environment analysis, needs analysis, and application of principles.

Figure 2. A Model of the Parts of the Curriculum Design Process



Source: A model of the parts of the curriculum design process, taken from; Nation, I.S.P., and Macalister, J., 2010: 3, *Language and Curriculum Design*. New York: Taylor & Francis

2. Curriculum Models

In language teaching, there are three common models of curriculum (Nunan, 1988c; Finney, 2002). The first is the content model. This model suggests that the focus of the curriculum is on the content of what is to be learned by the learner. In language teaching, this model is used in the structural linguistic based approach in which the syllabus contains grammatical knowledge or language forms. The purpose of this curriculum model is to teach the language system to the learners.

The second is the objective model. This model begins with the objectives of teaching. Learning is defined as a process which will result in observable behavioral changes which can be measured in terms of behavioral objectives. In language teaching, behavioral objectives imposes restrictions on the cognitive and affective aspects of learning (Tumposky, 1984) and it is difficult to determine the objectives of the expressive and creative functions of language (Clark, 1987).

The third is the process model. This model deals with humanity values as the focus in learning. The purpose of learning is to enable the students to develop self-fulfillment. It is concerned with the development of understanding, not just the passive understanding of knowledge or acquisition of specific skills. The goals of this curriculum model are defined in terms of the processes and procedures through which the individual develops understanding and awareness and acquires the skills for future learning. This model makes use of learner needs and interests in learning. This model underlies the process curricula such as those used in the Bangalore project (Prabhu, 1987) or task-based language teaching (Long and Crookes, 1992). This study follows this curriculum model as a general background framework from which the syllabus design is derived and developed.

3. Procedure for Developing a Curriculum

Curriculum development refers to a series of curriculum activities that will provide a framework that helps teachers to carry out teaching activities. The framework will also help the students to learn as effectively as possible in a given situation.

Theories for a curriculum development process may vary from one to another depending on the views and beliefs of the curriculum designers. In the field of education in general, the conventional view of curriculum development is one that is derived from Tyler and Taba (cited in Olive, 1982). Their models of curriculum development are prescriptive and linear covering several steps from formulation of

objectives, content selection, task analysis, design of learning activities, and evaluation as the end-of-process activity. In their framework, there is no feedback to each stage of the development process.

In language teaching, there are several language curriculum developments. Four of them are presented in the table below,

Table 1. Curriculum Development Process

NO	Richards (1984)	Nunan (1988c)	Johnson (1989)	Finney (2002)
1	Needs analysis	Needs analysis	Curriculum policy	Curriculum policy and objectives
2	Objectives	Goals and objectives	Needs analysis and objectives	Needs analysis
3	Syllabus design	Syllabus design	Syllabus design	Syllabus design
4	Methodology	Methodology	Methodology	Methodology
5	Evaluation	Evaluation	Evaluation	Evaluation

As the table shows, there are differences among the four frameworks. The differences are found in the initial steps. The starting point of a curriculum development process is the identification of needs analysis with an exception in the Johnson's and Finney's frameworks where needs analysis comes second after determining the curriculum policy. Program objectives come second in Richard and Nunan's model. However, in the Johnson and Finney's framework, the second step is determining needs, which, according to Johnson, includes the development of programme objectives.

The table also shows the similarities, the four frameworks of curriculum development consisting of the same process of the third, fourth, and the last steps.

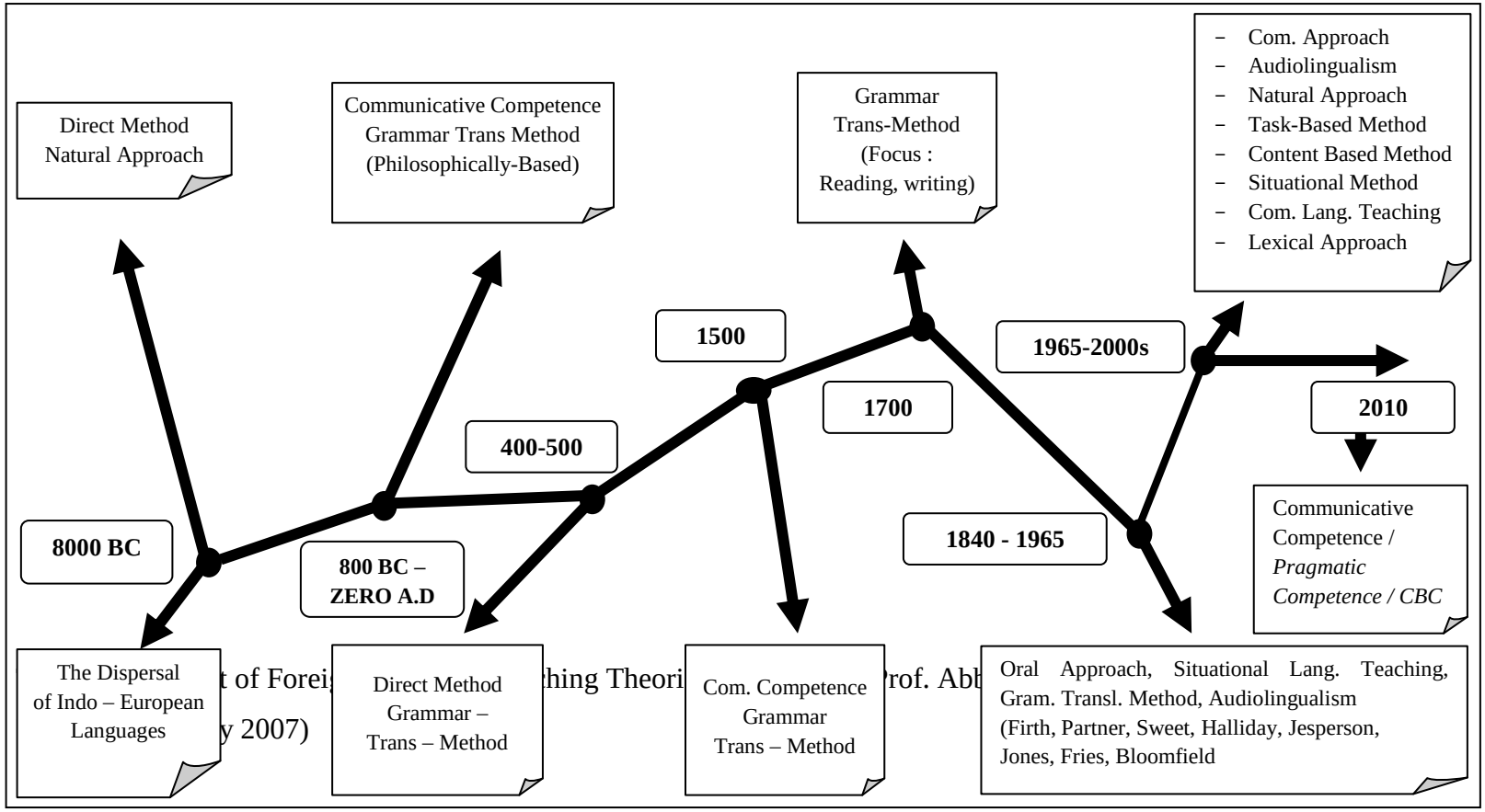
The third step in the models is the syllabus design. Methodology comes fourth in the models. In the four frameworks, evaluation is the last step.

In summary, the curriculum development process comprises activities such as determining curriculum policies, identification of learner needs, setting goals, and objectives, designing the syllabus, methodology, and evaluation. According to Johnson (1989), an evaluation process should be an on-going activity and must take place at all stages of a curriculum planning. It should be clear from the models above that a syllabus design is a part of the whole process of curriculum development.

COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE TEACHING

Communicative competence has been defined and discussed in many different ways by language scholars of different fields. The successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the socio-cultural norms of the society where the language is used. It has been several decades since the communicative approach to language teaching first appeared in print in the field of second language acquisition (SLA). In various types of language programs, language educators and curriculum researchers have implemented communicative-oriented teaching syllabuses to seek for more effective ways for improving students' communication skills to replace the traditional, grammar-oriented approach in the past. To some English educators, however, a Communicative Language Teaching (CLT) approach is challenging to adopt in their classroom.

Figure 3. The Development of Foreign Language Teaching (FLT) Theories



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As the current model, communicative competence, which is viewed as the basis of CLT, has been developed on native-speaker norms that are different socioculturally and educationally from those of the non native speaker (Samimy and Kobayashi, 2004).

The idea of communicative competence is originally derived from Chomsky's distinction between *'competence'* and *'performance'*. The former is the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language, and the latter is the actual use of language in concrete situations. By competence, Chomsky (1965) means the shared knowledge of the ideal speaker-listener set in a completely homogenous speech community. Such underlying knowledge enables a user of a language to produce and understand an infinite set of sentences out of a finite set of rules. The transformational grammar provides for an explicit account of this tacit knowledge of language structures, which is usually not conscious but is necessarily implicit. Hymes (1972) says that "the transformational theory carries to its perfection the desire to deal in practice only with what is internal to language, yet to find in that internality that in theory is of the widest or deepest human significance".

Hymes (1972) considers Chomsky's monolithic, idealized notion of linguistic competence inadequate and he introduces the broader, more elaborated and extensive concept of communicative competence, which includes both linguistic competence or implicit and explicit knowledge of the rules of grammar, and contextual or sociolinguistic knowledge of the rules of language use in contexts. Hymes views communicative competence as having the following four types: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs. Hymes (1974), retaining the idea of Chomsky's underlying grammatical competence, looks at contextual relevance as one of the crucial aspects of one's knowledge of language and claims that meaning in communication is determined by its speech community and actual communicative events. In addition,

Hymes was inspired by Noam Chomsky's distinction on linguistic competence and performance. He proposes that the speakers should study the knowledge that people have when they communicate. Just like linguistic competence which tells one whether a sentence is grammatical or not, communicative competence tells one whether an utterance is appropriate or not within a situation.

Hymes was among the first to use the term *communicative competence.* For Hymes, the ability to speak competently not only entails knowing the grammatical rules of a language, but also knowing what to say to whom in what circumstances and how to say it (Scarcella, Andersen, and Krashen,1990). Hymes was also among the first anthropologist/ethnographer to point out that Chomsky's linguistic competence lacks consideration of the most important linguistic ability of being able to produce and comprehend utterances which are appropriate to the context in which they are made. It is part of that ability to know when to use, *"Would you like to start now, Sir/Mom?"* and when to use, *"Hey, you wanna start now, Mike?"* The competence is that all the adult native speakers of a language process must include their ability to handle linguistic variation and the various uses of language in the context. It should encompass a much wider range of abilities than the homogenous linguistic competence of the Chomskyan tradition.

Canale and Swain (1980) define communicative competence in the context of second language teaching as "a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse".

Canale (1983) views communicative competence as "the underlying systems of knowledge and skills required for communication". The communicative competence is, then, distinguished from what Canale calls "actual communication", which is defined as "the realization of such knowledge and skills under limiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions, and interfering background noises"

(Canale, 1983: 5). As far as performance is concerned, Chomsky's performance and Canale and Swain's actual communication point to roughly the same phenomenon of uttering sentences in real communicative situations.

Hymes views communicative competence as having the following four types: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs. It is Canale and Swain (1980) who define communicative competence in the context of second language teaching. Their view of communicative competence is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse. Accordingly they explain the above-mentioned Hymes' four types of communicative competence in the following way.

The first type, 'what is formally possible', is the interaction of the grammatical system of competence. Hence the utterance *"the was cheese green"* is not grammatical. The second type, 'what is feasible', is the psycholinguistic system of competence. The utterance *"the cheese the rat the cat the dog saw chased ate was green"* is grammatical but not acceptable in that its multiple center-embedded clause is difficult to comprehend in terms of human information processing. To make it feasible, the utterance must be changed to the right branching structure common in English as in *"the dog saw the cat that chased the rat that ate the cheese that was green"*. The third type, 'what is the social meaning or value of a given utterance', is the socio-cultural system of competence. For example, if one says '*good-bye'* in greeting someone, it is inappropriate in a particular social context. And the last type, 'what actually occurs', is the probabilistic rule of occurrence that something is in fact done or actually performed.

Canale and Swain's framework brings together various expanded notions of communicative competence (Scarcella, Andersen, and Krashen, 1990). In their view, communicative competence involves four areas of knowledge and skills. These

include *grammatical competence,* which reflects knowledge of the linguistic code itself and includes knowledge of vocabulary and rules of word formation, pronunciation, spelling, and sentence formation. Grammatical competence means the acquisition of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Today it is usually called linguistic competence. Next, there is *sociolinguistic competence,* which addresses the extent to which utterances are produced and understood appropriately. Sociolinguistic competence refers to the learning of pragmatic aspects of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. They are the context and topic of a discourse, the participants' social status, sex, and age, and other factors which influence the styles and registers of speech. Since different situations call for different types of expressions as well as different beliefs, views, values, and attitudes, the development of sociolinguistic competence is essential for communicative social actions. Then, there is *discourse competence,* which involves mastery of how to combine grammatical forms and meanings to achieve a unified written text in different genres such as narratives, argumentative essays, scientific reports, business letters, etc. Discourse competence is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) of various types of discourse. Canale and Swain emphasize that sociolinguistic rules of use and rules of discourse are crucial in interpreting utterances for social meaning, particularly when the literal meaning of an utterance does not lead to the speaker's intention easily. And there is *strategic competence*, which refers to the mastery of the communication strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns in communication due to limiting factors in actual communication or to insufficient competence in one or more of the other components of communicative competence. Strategic competence is to do with the knowledge of verbal and non verbal strategies to compensate for breakdowns such as recognizing discourse structures, activating background knowledge, contextual guessing, and tolerating ambiguity.

As it is clear from the way their framework is described, their intention is to discover the kinds of knowledge and skills that an L2 learner needs to be taught and to develop the theoretical basis for a communicative approach in the second language teaching based on an understanding of the nature of human communication (Canale and Swain, 1980).

TRANSITIONAL MODEL

The transitional model, in English language teaching, refers to the transition for the prior English teaching which has been currently implemented and is now in a 'transitional' program where the new perspective is accommodated (August, 2002).

A transitional model is designed to improve the educational program which is placed at risk of educational failures because of significant problems such as: educational backgrounds of the teachers or lecturers, limited English proficiency of the students, financial and facility disadvantages, etc. Here, a transitional program refers to the English course program which has been implemented based on structural linguistic and is now in 'transitional' model where communicative competence (the current theory of English language teaching) is emphasized.

In this book, the new perspective is communicative competence, which is the new paradigm in English language teaching. A transition language program is needed in the English course in the ESTD, because there is a gap in the former syllabus design which is currently used and the current theories of English language teaching. The current syllabus which is used in the ESTD is structurally based, while the current theories of English language teaching are communicative competence oriented.

With regard to the adoption of the current theory of communicative competence in developing the English syllabus in ESTD, it needs a transition from the old to the new version. The transition is in the form of the design of a proposed syllabus which combines the structurally based competence with the new perspective

of communicative competence. It means that this transition model is not fully communicative competence because it is influenced by structural linguistics. This model of the proposed syllabus design is the strategy for easing students' transition from structurally based approach to communicative competence based language teaching, as well as for developing students' interest in pursuing language studies beyond the course.

Regardless of the nature of the transition, if it is not handled carefully, it can be problematic for the students (Ramirez, 1992). The goal of a transitional language curriculum program is to provide transitioning students with the support they need to effectively move from the former to the new perspective model in the English course and to adjust to a new academic environment.

COMMUNICATIVE SYLLABUS

A communicative approach in designing a syllabus is a broad way to language teaching that focuses on communication as the organizing principle for teaching rather than a focus on the mastery of the grammatical system of the language (Richards, 2001: 36). The emergence of ESP with its emphasis on needs analysis as a starting point in a language program design is an important factor in the development of this current approach to language curriculum development. A second influence is the communicative approach to language teaching that emerges in the late 1960s and 1970s as a replacement for the structural-situational method. Communicative language teaching is a response to the changes in the field of linguistics in the 1970s, as well as a response to the need for new approaches to language teaching. Linguistics moves away from a focus on grammar as the core component of language abilities to a consideration of how language is used by speakers in different contexts of communication. The communicative approach relates to communicative competence which refers to the capacity to use language appropriately in

communication based on the setting, the roles of the participants, and the nature of the transaction.

The communicative approach appears to have become synonymous with progressive and innovative language teaching. The communicative approach is then referred to as the identification of behaviors of people considered successful at what they do, specifically, the identification of the characteristics of good communicators (Savignon, 1997: 9). The communicative approach is a continuous process of expression, interpretation, and negotiation of meaning. In addition, it is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share something, or in other words, it can be said to be an interpersonal rather than an intrapersonal trait. Further, the communicative approach is closely related with competence and performance, where competence is a presumed underlying ability and performance is the overt manifestation of that ability. Competence is what one knows, while performance is what one does.

Hymes (1971) is concerned with the communicative approach as the integration between communication and culture, where members of the community will behave and interpret the behavior of others according to the knowledge of the communicative system they have available to them. This knowledge includes, but is not limited to, the formal possibilities of the linguistic code. So, an adequate theory of communicative competence must be sufficiently general to account for all forms of communication. And Halliday (1970) has another perspective to the elaboration of the communicative approach, that of the functions of language. Halliday concerns with moving away from the purely formal or structural preoccupations that have dominated linguistic theory toward a synthesis of functional approaches in the study of language.

Then, a theory of the communicative approach rests on a broad perspective of all culture as communication or meaning and it is the patterned relationship of social roles and social stetting to linguistic expressions. It is in line with Paulston (1974) who emphasizes the communicative approach. She points out that the communicative

approach is the social rule of language use. She views that communicative activities in language classroom are devoid of social meaning and it is impossible to engage successfully in interaction activities with no knowledge of the rules of the social use. A different perspective of the communicative approach is put forward by Widdowson (1978). He regards the communicative approach in language teaching as an ability to interpret discourse. The focus of an L2 study must be on the interpretation of discourse. The interpretation of discourse should relate directly to the needs and present knowledge of the learners. He adds that L2 acquisition will be most effective where the learners may rely on their existing knowledge of the world, that is, to interpret discourse or meaning.

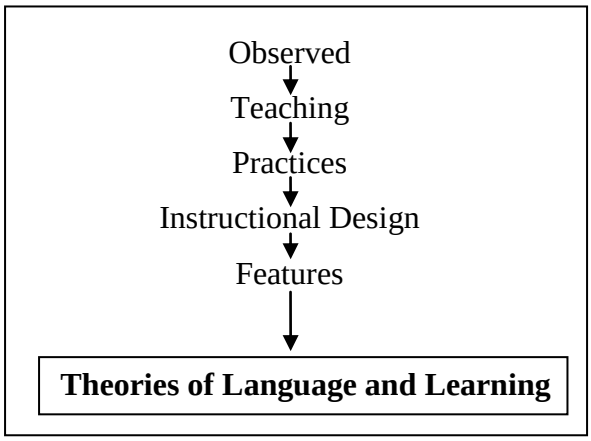
1. Competency-Based Syllabus

Kern (1990) found that a Competency-Based Syllabus, in which students competencies are required for the course as well as competencies to be developed during the course are outlined and explained, resulted in increased student performance. The Competency-Based Syllabus is taken into consideration to be an appropriate approach to specifying the objectives of a syllabus or curriculum of English Language Teaching (ELT) in Indonesian universities although it is quite late as this approach has been used long in other countries such as the United States and Australia. Since the emergence of this approach in 1970s in the United States and the world wide implementation in 1980s, language programs in those countries have still been using this approach now.

Competence actually resembles performance in a way of specifying objectives. However, competence is higher in terms of generality (Nunan, 1990). Both competence and performance-based objectives should consist of three elements: performance or task, condition, and criterion. Competency-Based objectives specify what the learners will be able to do with the English language they have learned. In order to achieve the objectives specified, there must be a need for a methodology,

which specifies how to teach the Competency-Based materials in the syllabus. In brief, there are at least two things for teachers of English to consider-'*what to teach'* (syllabus) and '*how to teach'* (methodology). Such theories are linked to various design features of language instruction, which might include stated objectives, syllabus specifications, types of activities, roles of learners, and teacher materials. Those features are then linked to actual teaching and learning practices (Rodgers, 2001). The followings are the components of language teaching methodology.

Figure 4. The Components of Language Teaching Methodology



The components as shown in the diagram are language teaching methodologies which cover: syllabus design, content/materials, teachers, learners, and procedure or activities used in the classroom.

Classroom activities for the Competency-Based Syllabus should reflect competencies the students will have at the end of the program. The emphasis here is on the real-world activities relating to the domain of life or according to the typical field of work the students will do. Some might argue that classroom activities are artificial. However, it is still believed that the theory of transfer still works in a sense that what the students learn in the classroom can be transferred to the real world beyond the classroom.

Based on the literature study, the principles underlying Communicative Language Teaching (CLT) are relevant to the Competency Based Syllabus. They are:

1. Learners learn a language through using it to communicate;
2. Authentic and meaningful communication should be the goal of classroom activities;
3. Fluency is an important dimension of communication;
4. Communication involves the integration of different language skills;
5. Learning is a process of creative construction and involves trial and error.

Based on the principles above, the Competency-Based Syllabus can be designed by referring to any syllabus, which has similar approaches. For example, a Skill-Based Syllabus, a Task-Based Syllabus, and a Notional-Functional Syllabus are syllabuses which are partly used to support the Competency-Based Syllabus. In other words, the Competency-Based Syllabus should not stick to a certain syllabus. The convenient term for this is eclecticism.

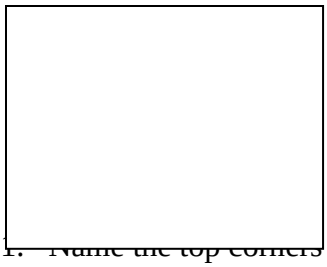
2 Task-Based Syllabus

The Task-Based Syllabus appears in the 1980s. With the shift to communicative language teaching in the 1970s, there was an increasing emphasis on using language to convey a message, and as a result increasing attention was given to the use of tasks in the classroom. Published experimentation with the Task-Based Syllabus largely began with the work of Prabhu (1987), and the interest in this syllabus type may be a result of the links that teachers and curriculum designers see between this approach and their own teaching and planning activities.

One of the questions that arise is: What is a task? Many different definitions have been proposed. Ellis (2000: 4-5) provides nine different definitions, one of which is especially useful for teachers: “A task is an activity which requires learners to use language, with emphasis on meaning to attain an objective”. Here is a sample

of a task from Prabhu (1987) which demonstrates how the learner needs to focus on and understand the meaning of the language in order to complete the task successfully.

Figure 5. A Sample of Task from Prabhu (1987)



1. Name the top corners of the square: B on the left and C on the right.
2. Name the corners at the bottom: D on the right and A on the left.
3. Continue AB and call the end of the line E.
4. Continue CD and write F at the end of the line.
5. Joint EC.
6. What should be joined next? (Nation and Macalister, 2010: 80).

This syllabus uses tasks as the unit of analysis rather than structure, notion, or function commonly used in the earlier syllabus types such as the Structural or Notional-Functional Syllabus. A lot of interest in the task of unit analysis or developing language syllabus has grown (Ellis 1998: 226). This interest has been stimulated by research in Second Language Acquisition (SLA), which claims that learners have their own 'built-in' syllabus that uses the linguistic items and the order in which linguistic items are taught in the classroom in line with the learners' "built-in" syllabus. The Task-Based Syllabus selects content in terms of a task rather than a linguistic structure.

A task may be defined in terms of a pedagogic task (Richards, Platt, and Weber, 1986; Nunan, 1989; Breen, 1987). Those different approaches to tasks lead to different approaches to the selection of classroom tasks. For example, Candlin (1987) chooses pedagogic criteria of selecting tasks, while Long (1985) chooses the form of

needs analysis for task selection. Candlin (1987: 9-10) suggests that among others, a good classroom class should have the following characteristics: (i) a task should promote attention to meaning, (ii) objectives of a task are drawn from communicative needs of the learners, and (iii) a task should promote sharing of information. Long (1985: 91), who uses needs analysis for selecting classroom tasks, suggests the following procedure to develop a Task-Based Syllabus:

1. Conduct a needs analysis to obtain an inventory of target tasks;
2. Classify the target tasks into task types;
3. From the task types, derived pedagogical tasks;
4. Select and sequence the pedagogic tasks to form a task syllabus.

Referring to this procedure, Long (1985: 44) suggests that, once target task has been identified via needs analysis, the next step is to classify them into (target) task types. Pedagogic tasks are then derived from the task types and sequenced to form the Task-Based Syllabus. It is the pedagogic task that the teacher and students actually work on in the classroom.

Step four in the procedure above is concerned with the issue of grading which is one of the most difficult steps in a syllabus design. Nunan (1988c: 48) states that "difficulty is the key factor in determining the ordering of items in a syllabus". Gardner (1992: 69) also points out that a rigorous method of grading tasks has not yet been found in most syllabus designers but they just rely on the intuitive judgment to grade and sequence syllabus items. Nunan suggests that the task needs should be presented to the learners according to their order of difficulty.

The problem of designing a task syllabus is to determine the degree of difficulty because there are many factors that affect task difficulties. Besides, there are also factors that are related to learners' characteristics. A particular task may be considered easy for some learners but difficult for others. Linguistic aspects conveyed in a task are not suitable to be used as the basis for grading the tasks since the problem of grading and sequencing tasks resides not only in the tasks themselves but also outside the tasks. The next factors are the number of steps involved in

completing the task, the number of solutions to the problems in the task, the number of persons involved in the task, the future in the task that requires learners' cognitive resources, etc.

There are three reasons why target tasks need to be classified into task types (Long, 1985). First, it is more effective to teach a more general task type because it can be transferred to several sub target tasks. Second, a task type is useful to a learner who may have different academic backgrounds. Third, a task type for easier the pedagogical tasks is the activity the teachers and learners will work in the classroom. It needs to be pointed out that pedagogical tasks should be made suitable to the learners' proficiency level. It has been pointed out that the design of syllabus types above requires needs analysis.

IMPLEMENTATION OF THE SYLLABUS

The implementation of the syllabus is based on what steps or stages the lecturer takes during the lessons. There are two strategies of the syllabus implementation. They are: 1) *Four Teaching-Learning Cycles* proposed by Helena (2003), adapted from Burns and Joyce (1991), and 2) *Three Muranoi's Interaction Enhancements*, cited in Doughty and Williams (1998: 241-242). These two strategies are being conducted according to the type of the tasks.

1. *'4 Teaching-Learning Cycles'*

The tasks, which implement this strategy, are those having relation with writing and reading competencies, e.g. constructing written text types (procedure, description, report, news item, narrative, recount, spoof, discussion, exposition, etc.). Following Helena (2003), adapted from Burns and Joyce (1991), classroom programming of those tasks is based on four stages in a *Teaching-Leaning Cycle* above which are aimed at providing support for learners. The four stages are; 1)

building knowledge of the field, 2) modeling of the text, 3) joint construction of the text, and 4) independent construction of the text. The stages involve the selection and sequencing of classroom tasks and activities. The teaching-learning cycle is based on the assumption that, in order to learn to study effectively, students first need to have an extensive understanding of and familiarity with the task or topic they are studying about. They also need models of what they are learning in order to have a clear idea of what they are working towards. The students need some support and guidance in learning how to organize what they know about the topic into an appropriate text or performance. And finally they need opportunities to apply what they have learned as they 'go it alone' and write or perform independently.

1. Building knowledge of field

The stage of building knowledge of the field is extremely important for learners, especially ESL learners, as it is the point at which overall knowledge of the cultural and social contexts of the task or topic is built and developed. It is at this stage that discussion of cross-cultural similarities and differences occur so that an understanding of the purpose of various societies can be developed. The range and nature of activities here depend on the extent of the learners' second language development and the degree of their familiarity with the task or topic before being expected to learn about it.

a. Classroom tasks and activities at this stage enable learners to:

- explore cultural similarities and differences related to the task
- practice grammatical patterns relevant to the task
- build up and extend vocabulary relevant to the task

b. Tasks and activities might include:

- use of audio-visual aids to build contexts
- 'hands-on' activities, such as making bread
- reconstructing and discussing 'hands-on' activities

- a range of communicative activities designed to enable students to share, discuss, and argue about the task
- language lessons focused on vocabulary or grammatical patterns
- introducing learners to a broad range of texts related to the task
- developing English skill strategies

2. Modeling of the text

This stage involves introducing the learners to a model of texts or performance they will be covering. In this stage, there is an explicit focus on analyzing and observing the model of texts or performance related to the task. The selection of the model depends on the lecturer's assessment of the learners. Generally, the selected models are those which reflect the learners' needs and the goals in their literacy development. Learners need to be able to see the concrete relevance of what they do to what they need to do.

a. Classroom tasks and activities at this stage enable learners to:

- read or observe the model
- develop an understanding of the overall organization or development of the task

b. Tasks and activities might include:

- the lecturer showing the model to the students
- sharing and discussing between the lecturer and students, or between students and students
- exchanging class experiences
- analyzing, practicing, discussing, or pointing out significant grammatical patterns.

3. Joint construction of the text.

At this stage, the aim is for the lecturer to work with the learners to construct a similar text or performance. The lecturer first needs to assess the extent of the learners' knowledge and understanding of the field. Further work may need to be

done before the actual construction of the text or performance begins. This may include, for example, gathering relevant information or preparing a series of notes to be used as the basis for the construction.

The emphasis of this stage is on the teacher providing guidance and support in order to convert and reshape language. The lecturer therefore provides explicit support to the learners through questions and elicitations and by modeling with the learners. The lecturer may want to complete several jointly constructed texts or several drafts before the learners attempt to construct or perform independently.

a. Classroom tasks and activities at this stage enable learners to:

- explore further the purposes of the task
- contribute knowledge of the field in the shared construction
- negotiate with the lecturer and other students
- draw on knowledge of linguistic features or schematic structure

b. Tasks and activities might include:

- revision and further discussion of purposes or contexts
- further field building activities where necessary
- summarizing in note forms
- negotiation between lecturer-students or students-students
- shared re-drafting and editing.

4. Independent construction of the text

Before moving on to this stage, the lecturer needs to assess if the learners are ready to construct independently. Generally, independent construction occurs only after at the group or pair construction has shown that the learners have gained control of the field. According to the needs of the learners, it may be necessary to recycle some of the tasks and activities at the earlier stages, for example, modeling or analysis of grammatical patterns.

a. Classroom tasks and activities at this stage enable learners to:

- incorporate knowledge into their own work
- produce texts, spoken or written

- read or observe other examples
- feel confident about doing the task

b. Tasks and activities might include:

- building and developing knowledge of the field through activities
- writing own texts, doing or performing the task independently
- consulting with the lecturer or sharing with the other students
- re-drafting and editing when necessary
- class discussion of any difficulties
- focus on language lessons, such as spelling, punctuation, lay-out, etc.

2. *'3 Muranoi's Interaction Enhancements'*

The tasks, which implement this strategy, are those tasks which have relation with speaking and listening competencies, e.g. self introduction, and being able to teach by using English as the language of bilingual instruction. The analysis of those tasks is based on what steps the lecturer takes during the lessons. The lecturer starts out with: 1) giving time to the students to prepare the activity, 2) asking the students to act out or perform the activity, and 3) discussing the problems that the sudents have during the performance, either at the sentence or discourse level. Following *3 Muranoi's interaction enhancements* cited in Doughty and Williams (1998: 241-242), the lecturer's step 1 is referred to as the rehearsal phase, step 2 the performance phase, and step 3 the debriefing phase. The three phases of the interaction enhancement are described below,

1. Rehearsal phase

During the rehearsal phase the lecturer gives the class a scenario that provides the students with a problem to be solved through interaction. Students form pairs and prepare for the performance.

2. Performance phase

During the performance phase, one student performs the scenario, and the entire class observes this performance. Interaction is enhanced by the lecturer by providing requests for repetition when a student performer makes errors.

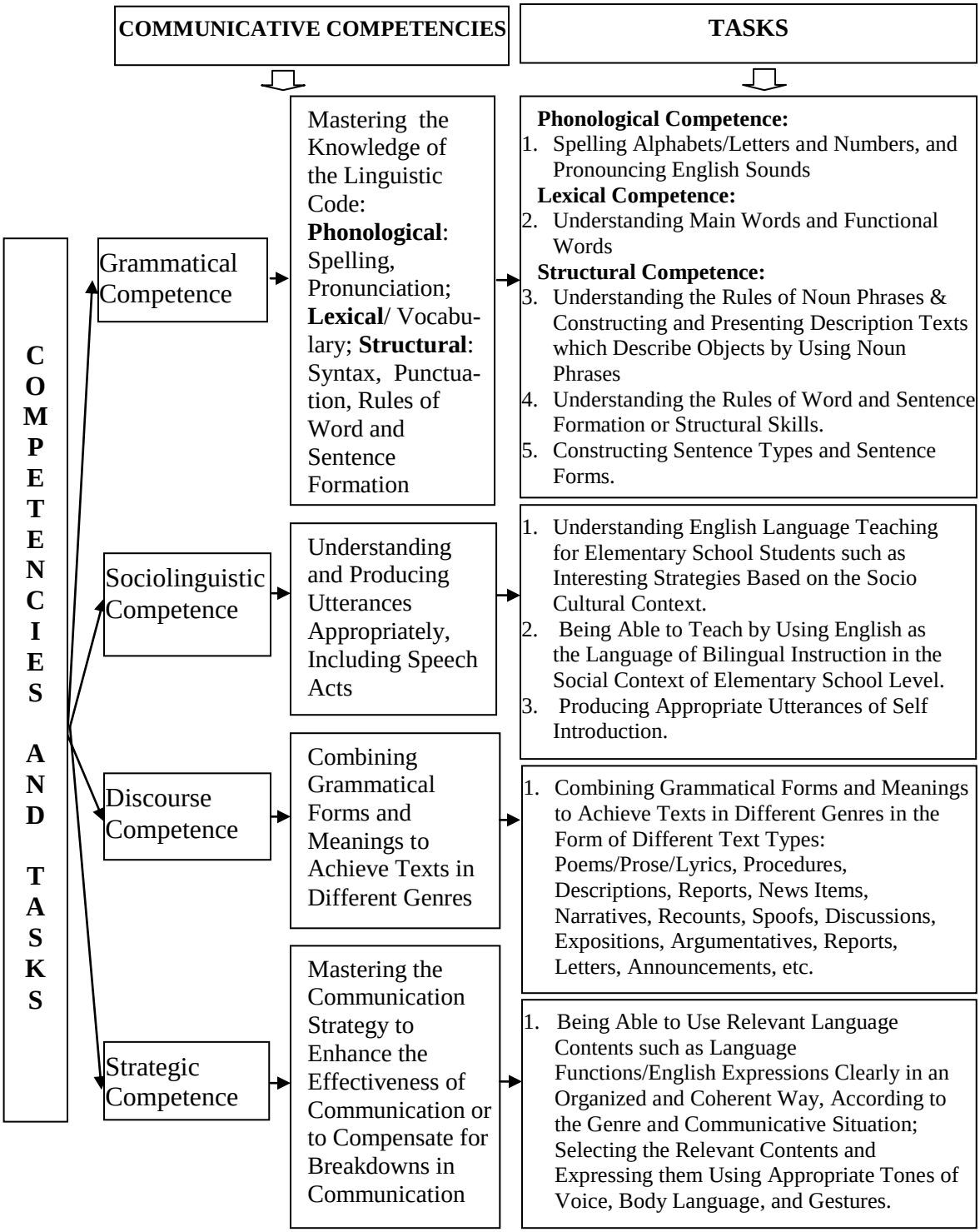
3. Debriefing phase

The lecturer and students evaluate how well the interaction is carried out. There are two types of evaluation: (a) form-focused evaluation, involving the accuracy of the target forms, that is, explicit grammatical explanation on the use of a particular grammar feature, and (b) meaning-focused evaluation, involving how successfully the intended communication is carried out. The focus is on the degree of accuracy in conveying the meaning and the accuracy of the target forms.

3
COMPETENCE AND TASK

The procedure for determining communicative competencies has been based on the current theories of English language teaching. The procedure for determining the tasks has been verified through needs analysis; they were classified into four competencies and ten task types. The figure below shows how the competencies and tasks, that has been identified in this book, are determined and classified into competencies and task types as the results of the needs analysis stage.

Figure 6. The Classification of Communicative Competencies and Tasks



As indicated in the figure, there are four major communicative competencies and ten major tasks carried out during the teaching and learning processes. The communicative competencies consist of: a) grammatical competence, b) sociolinguistic competence, c) discourse competence, d) strategic competence.

1. The competency of grammatical competence consist of five tasks: a) spelling alphabets/letters and numbers, and pronouncing English sounds; b) understanding main words and functional words; c) understanding the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases; d) understanding rules of word and sentence formations or structural skills: tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc., e) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statement, interrogative, imperative, request, and exclamation sentences.
2. The competency of sociolinguistic competence consist of three tasks: a) understanding English language teaching for elementary schools students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context; b) being able to teach by using English as the language of bilingual instruction in the social context of the elementary school level; c) producing appropriate utterances of self introduction.
3. The competency of discourse competence contain one task: combining grammatical forms and meanings to achieve texts in different genres in the form of different text types: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives, reports, letters, announcements, etc.
4. The competency of strategic competence consist of one task: being able to use relevant language contents such as language functions/English expressions

clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures.

For the purpose of analysis, each task is referred to as the competency with an understanding that the task was a part of the competency. Each task including the topics is integrated with the language functions/English expressions during the task completion.

Table 2. The Design of the Syllabus

No	Communicative Competence	Tasks	Topics	Indicators	Teaching Strategies and Methods	Media and Resources	Evaluation
1	Grammatical Competence	**Phonological Competence:** 1.Spelling alphabets/letters and numbers, and pronouncing English sounds. **Lexical Competence:** 2.Understanding main words and functional words. **Structural Competence:** 3.Understanding the rules of noun phrases & constructing and presenting description texts, which describes objects by using noun phrases. 4.Understanding the rules of words and sentences	a. Alphabets, numbers, English sounds: vowels, consonants, diphthongs b. Word building: main words, functional words c. Rules of noun phrases d. Structural skills: Singular and plural, Sentence components (main words, functional words), Adverbs of frequency (some, much, a little, many, a lot of , a few, any), relative clauses (who, that, which, whom, whose, where), tenses; active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and to infinitives, affixes and derivatives, conditional sentences, relatives/adjective clauses (who, which, that, whom, whose), Causatives (have, make, get), use of wish, etc.	1. The students are able to spell alphabet/letters, numbers correctly and to pronounce English sounds correctly 2. The students are able to understand main words and functional words 3. The students are able to understand the rules of noun phrases 4. The students are able to understand and master the rules of word and sentence formation or structural skills 5. The students are able to construct sentence types and sentence forms.	Strategies: 1. Four Teaching-Learning Cycles 2. Three *Muranoi*'s Interaction Enhancements Methods: - Lecturing and Discussion/ - Question & Answer - Practice - Performance; 1.Finding out & Mentioning Nouns, Verbs, Adjectives, Adverbs. 2.Spelling Alphabets/ Letters 3.Pronouncing Words	Media: 1. Multimedia (LCD) 2. Multimedia Computer /Laptop (Ms Power Point) 3. Audio aid (if necessary) 4. Pictures Resources; 1. Published Books 2. Modules/ Hand Outs 3. Pictures Sheets /Picture Compilations 4. E-Learning (Be-Smart) 5. Dictionaries	1. Writing Assess-ment - Gramma-tical aspect - Diction/ vocabula-ry - Cohesi-veness/ - The number of words /sentences 2. Perform-ance Assess-ment - Fluency of spelling and pronunciat ion - Accuracy of spelling and pronuncia-tion - Stressing - Intonation

		formations or structural skills. 5.Constructing sentence types and sentence forms	e. Sentence types: - Simple, compound, and complex sentences - Conjunctions and relative clauses - Sub clauses and main clauses Sentence forms: - Negative and positive sentences - Yes/no questions, wh-questions, and tag-questions - Orders, commands - Requests/asking someone to do something - Warning, prohibition.				2. Process assessment - Classroom activity.
2	Sociolinguistic Competence	1. Understanding English language teaching for elementary school students such as interesting strategies based on the socio cultural context. 2. Being able to teach a number of subjects by using English as the language of bilingual	a. English language teaching for elementary students such as interesting teaching strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on socio cultural context. b. Teaching a number of subjects by using English as the language of bilingual instruction in the social context of elementary school level. c. Personal & Family identities: names, dates of birth, addresses, hobbies, favorites, professions, etc.	1.The students are able to understand English language teaching for elementary school students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context. 2.The students are expected to be able to teach a number of subjects by using English as the language of bilingual instruction	Stages: 1. Three *Muranoi*'s Interaction Enhancements Method: - Lecturing and Discussion/ - Question & Answer - Practice 1. Peer teaching /Micro Teaching 2. Introducing Oneself	Media: 1. Multimedia (LCD) 2. Multimedia Computer /Laptop (Ms Power Point) 3. Audio aid (if Necessary) 4. Pictures Resources; 1. Published Books 2. Modules/ Hand Outs 3. Pictures Sheets /Picture	1. Perform-ance Assess-ment - Fluency - Accuracy - Pronuncia-tion; a. Stressing b Intonation 2. Process assessment - Classroom activity

		instruction in the social context of elementary school level. 3. Producing appropriate utterances of self introduction.	d. Saying hello e. Asking one's condition, one's names, dates of birth, addresses, hobbies, favorites, professions, etc. f. Leave takings: Saying thanks, Closing, leave taking	in the social context of elementary school level. 3. The students are able to produce utterances of self introduction.		Compilations 4. E-Learning (Be-Smart) 5. Dictionary	
3	Discourse Competence	1. Combining grammatical forms and meanings to achieve texts in different genres in the form of different text types.	Texts in Different Genres: - Poems / Prose / lyrics - Procedures, - Descriptions, - Reports, - News Items, - Narratives, - Recounts, - Spoofs, - Discussions, - Expositions, - Argumentatives, - Reports, - Letters, - Announcements, etc.	The students are able to create texts in different genres: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives, reports, letters, etc.	Stages: Four Teaching-Learning Cycles Method: - Lecturing and Discussion/ - Question & Answer - Practice of Performance 1. Constructing sentence types and sentence forms	Media: 1. Multimedia (LCD) 2. Multimedia Computer /Laptop (Ms Power Point) 3. Audio Aid 4. Pictures Resources; 1. Published Books 2. Modules/ Hand Outs 3. Pictures Sheets /Picture Compilations 4. E-Learning (Be-Smart) 5. Dictionaries	1. Writing Assess-ment - Gramma-tical aspect - Diction/ vocabula ry - Cohesive-ness/ - The number of words /sentences 3. Process assessment

4	Strategic Competence	1 Being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language, and gestures.	Language functions/English expressions: - Greeting/ Saying hello - Giving information - Asking questions - Giving responses - Opening speeches - Asking permissions - Reporting facts / giving information - Apologizing - Giving opinions - Expressions of agreement - Apologizing - Asking requests - Giving responses to the students' opinions or questions - Giving instructions/asking students to do something - Giving clarification - Giving advice - Closing and Leave taking Etc.	The students are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures.	Stages: Four Teaching-Learning Cycles Method: - Group Discussion - Individual understanding and practice	Media: 1. Multimedia (LCD) 2. Multimedia Computer /Laptop (Ms Power Point) 3. Audio aid (if Necessary) 4. Pictures Resources; 1. Published Books 2. Modules/ Hand Outs 3. Pictures Sheets /Picture Compilations 4. E-Learning (Be-Smart) 5. Dictionaries	1. Writing Assess-ment - Gramma-tical aspect - Diction/ vocabula-ry - Cohesive-ness 2. Process assessment - Classroom activities.

COMMUNICATIVE COMPETENCE AND TASK CLASSIFICATION

The communicative competencies have been identified based on the current theory of teaching and learning, while tasks have been identified through needs analysis in which they are classified into four communicative competencies and ten task types by grouping together those tasks that share common characteristics. The task types are also identified through the observation and field notes during the teaching and learning process, questionnaires, and interviews.

In addition, there are two strategies in implementing the competency and task in the teaching and learning process developed in the syllabus. The first is the "*4 Teaching-Learning Cycles"* that can be drawn from the observation of the teaching and learning process of those competencies and tasks. These include the following tasks: 1) spelling alphabets/letters and numbers, and pronouncing English sounds, 2) understanding main words and functional words, 3) understanding the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases, 4), understanding the rules of word and sentence formations or structural skills: tenses, active and passive voices, direct and indirect speeches, degrees of comparisons, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc., 5) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statements, interrogatives, imperatives, requests, and exclamation sentences, 6) understanding English language teaching for elementary school students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context, 7) combining grammatical forms and meanings to achieve texts in different genres in the form of different text types: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives,

reports, letters, announcements, etc., 8) being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language, and gestures.

The first point is that of '*building knowledge of the field'*. It is an important step that constrains the extent of information or knowledge that is delivered to the students. Therefore, a selection has to be made as to what information is important. Under this condition, the students' understanding of the competencies and tasks could be considerably important before they take the next three steps. The second point is that of '*modeling of the text'*. The focus of this step was that the lecturer gave models or examples to the students of how to act or how to do. The next step is that of '*joint construction of the text'*. In here, the students are working in groups, and the students' number of each group depends on the competencies and tasks. The last stage is that of '*independent construction of the text'*, where the students have to act or do the task independently or individually.

The second is "*3 Muranoi's Interaction Enhancement"* which is implemented in some competencies and tasks. The steps are rehearsal phases, performance phases, and debriefing phases. These three steps are carried out in two tasks. They are: 1) being able to teach a number of subjects by using English as the language of bilingual instruction in the social context of the elementary school level, 2) producing utterances of self introduction appropriately. These two tasks are carried out by implementing the *3 Muranoi's Interaction Enhancements* of 1) rehearsal phase, 2) performance phase, and 3) debriefing phase.

Based on the interview, all competencies and tasks are highly needed by the students. This is because the students would be elementary school teachers who would teach a number of subjects by using English as the language of bilingual instruction or it was possible that some of them would teach English subjects in their

elementary schools in the future. Based on the observation, field notes, and the questionnaires and interviews, those competencies and tasks are very important for the students.

The conversation and interaction between the lecturers and the students during the teaching and learning process occur in the classroom might vary depending on the students' background of knowledge and skills. Another factor that affects those competencies and tasks is time allotment. The time is only fifty minutes for one credit hour. Therefore certain tasks need extra time to cover.

The tasks of spelling alphabets/letters and numbers and pronouncing English sounds are affected by the students' needs of spelling and pronunciation skills. The students need to be fluent and accurate in spelling English letters and numbers, and in pronouncing English sounds. The analysis of this task is drawn from the observation and field note data during the process of the classroom teaching and learning, and from the questionnaires and interviews with the lecturers and students. The students need to be able to spell the alphabets/letters "*A*" until "*Z*", and to pronounce English sounds, where the students are expected to be able to pronounce consonants, vowels, and diphthongs, and also stresses and intonation correctly.

The second task is that of understanding main words and functional words. Word acquisition belongs to the important and basic competence in the teaching and learning processes. So in this case, the students' memory of vocabulary could affect how many words or vocabulary items could be produced or presented by the students in both spoken and written texts. The third task of the first competence is that of understanding the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases. This task is drawn from the classroom teaching and learning process, where the students needed to understand it well, because it is very useful in constructing texts both spoken and written, especially in composing description texts. For example when the students want to describe objects like people, animals, places, or things, they need to use noun phrases

because description texts usually consist of noun phrases such as the underlined phrase in the clause of '*the lion has strong claws'*.

The next task in the competency of grammatical competence is that of understanding rules of word and sentence formation or structural skills: tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc. Similar with the previous tasks, this task is analyzed from the students' needs and from the classroom teaching and learning process, where the students need to understand rules of word and sentence formation or grammatical/structural skills well. This was because it is useful in learning English and it is required in constructing texts both spoken and written.

The last task in the competency of grammatical competence is that of constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statements (positive and negative sentences), interrogatives (yes/no questions, wh-questions, and tag questions), imperatives (requests, orders, commands, asking someone to do something, etc.), requests, and exclamations (warning, prohibition, etc.). This task is characterized of the students' needs and the classroom teaching and learning process, where the students need to be able to construct sentence types and sentence forms. This was because they were useful in writing skills, especially in constructing text types: procedures, descriptions, reports, news items, recounts, narratives, spoofs, etc., both spoken and written.

The competencies and tasks discussed above are characterized by the short 'question-answer' between the lecturers and the students. The lecturer initiated the competencies by asking a question in the classroom and seeking information about the students' needs when they wanted to construct texts. The students answer the question that they need the skills of sentence formation in constructing texts. Then the lecturers give the feedback that the sentence is an important part of text making. So, the task of constructing sentence types and sentence forms are urgently needed.

The task of understanding English language teaching for elementary school students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context is the first task of the sociolinguistic competence. English language teaching for elementary students is very important especially for the students of ESTD, because they will become elementary school teachers who would teach English subjects or would use English as the language of bilingual instruction in the classroom. So, in ESTD, understanding English language teaching for elementary school students belong to the important and basic competence in the teaching and learning process. The students should know children's characteristics and what competencies, topics, and tasks they have to deliver. The students also should understand interesting strategies well: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context, and other aspects implemented in teaching English subjects or a number of subjects where English was used as the language of instruction.

The next task is that of being able to teach a number of subjects by using English as the language of bilingual instruction in the social context of the elementary school level. The analysis of this task is drawn from the questionnaires, interviews, and the observation and filed notes of the classroom teaching and learning process. It is highly required and become the foundation skills when they would teach in elementary schools where all teachers should teach a number of subjects by using English as the language of instruction. To get the maximum result, one of the lecturers carry out this task in a '*classroom action research'* entitled "*Improving Students Achievement of Speaking Skill through Role Playing in ESTD, Faculty of Education, State University of Yogyakarta.* In this case, the lecturer takes the students into the role as a teacher and as students. The result shows that there is a significant increase of the students' achievement of speaking. In addition, it could provide the

students with the competency of teaching a number of subjects by using English as the language of instruction.

Producing utterances of self introduction appropriately is the next task identified in the needs analysis. The students are expected to improve their speaking skills through this task. Speaking is very important especially for the students of ESTD because they will be teachers who would use English for bilingual instruction in the classroom. So, in ESTD, the speaking skills belong to the important and basic competence in the teaching and learning of English. There are some methods or strategies implemented in improving speaking skills such as producing utterances of self introduction, retelling stories, describing things or objects, etc. Producing utterances of self introduction appropriately has been chosen as one of the strategies in improving speaking skills because the lecturers and students think it is not so difficult to do, where the students explain or give some information related to the students' real conditions; for example, the names, dates of birth, addresses, status, professions, etc. Besides, it consist of some simple sentences and some English expressions/language functions such as greetings, opening/asking permission, informing facts, closing, leave taking, etc.

The competency of discourse competence consists of one task: combining grammatical forms and meanings to achieve texts in different genres in the form of different text types: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives, reports, letters, announcements, etc. This task is analyzed from the students' needs and the observation of the classroom teaching and learning process, where the students need to understand it well, because it is very useful for the students to combine grammatical forms and meanings to achieve texts in different genres both spoken and written. Combining grammatical forms and meanings to achieve texts in different genres in the form of different text types, both spoken and written texts, belong to the important skill in learning the English language. So in this case, the students are

expected be able to construct texts in different genres in groups or individually. The texts could be poems, prose, lyrics, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives, reports, letters, announcements, etc.

As elementary school teachers in the future, the students need a qualification, skill, or ability to make texts in different genres because some of them will teach a number of subjects by using English for bilingual classes or some of them would teach English subjects in their classroom.

The last is the competency of strategic competence, where there is one task: being able to use relevant language contents, such as language functions/English expressions, clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures. Relatively the same with the task of understanding English language teaching for elementary school students, this task does not carry the topics and language function independently like the other competencies, but they are carried out integratedly in every task of the previous competencies.

The analysis of this task is also drawn from the students' needs and the observation of the classroom teaching and learning process. At the beginning of every teaching and learning process, in every competency, and in every task, the lecturer give a slight general preliminary information about English expressions because it is needed and became the basic knowledge and skills when they will teach English subjects or a number of subjects where English is used as the language of instruction. So, in ESTD, mastering English expressions belongs to the important and basic competence in the teaching and learning of the English subject. The students should understand well about some English expressions, such as, how to greet someone, how to express what is in mind, etc. This competency focuses not only on English

expressions used by the lecturers, but also on those used by the students in the process of teaching and learning in the classrooms.

COMMUNICATIVE COMPETENCE AND TASK FRAMEWORK

As can be seen in the description above, the competencies and tasks are analyzed in terms of the real classroom teaching activities. The analysis of the competencies and tasks use the framework from current English language teaching perspectives: communicative competence in language teaching. Then, a task is defined as an activity, susceptible to brief or extended pedagogic intervention, which requires learners to use language with an emphasis on the meaning to attain an objective. A language learning task should meet the following criteria: a) the primary focus of a task is meaning, b) a task should have a goal, c) a task should be evaluated in terms of its outcome, and d) a task should have a real world relationship.

Using the definition and the criteria above, the classroom data in this study are analyzed into task types. The task types are those language activities which met the criteria above. The activities focus on language use, had a goal to achieve at the end of activity, and related to the students' perceived future needs in their job. The kinds of competencies, identified in the current theory of English language teaching, and tasks, identified in the classroom observations, are presented below:

1. Competencies: 1) grammatical competence, 2) sociolinguistic competence, 3) discourse competence, and 4) strategic competence.
2. Tasks: 1) spelling alphabets/letters and numbers, and pronouncing English sounds; 2) understanding main words and functional words; 3) understanding the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases; 4) understanding the rules of words and sentence formations or structural skills: tenses, active and passive

voices, direct and indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc.; 5) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statements, interrogatives, imperatives, requests, and exclamation sentences; 6) understanding English language teaching for elementary students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context; 7) being able to teach by using English as the language of bilingual instruction in the social context of the elementary school level; 8) producing appropriate utterances of self introduction; 9) combining grammatical forms and meanings to achieve texts in different genres in the form of different text types: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives, reports, letters, announcements, etc.; 10) being able to use relevant language contents such as language functions/English expressions in an organized and coherent way, according to the genre and communicative situation; selecting relevant contents and expressing them using appropriate tones of voice, body language and gestures.

The following is the description of each competency and task in the development of the draft of the syllabus.

4
DESCRIPTION OF COMMUNICATIVE COMPETENCE

1. Grammatical Competence

As mentioned earlier, this competency consisted of 5 tasks that the students had to cover during the process of the teaching and learning. The first task is that of spelling the alphabets/letters and numbers and pronouncing English sounds. The students were expected to be able to spell the alphabets/letters "*A*" until "*Z*", to pronounce English sounds: consonants, vowels, and diphthongs, and to use stresses and intonation correctly. Table 3 displays the settings, tasks, topics, and language functions utilized by the lecturers in carrying out the task.

Table 3. Setting, Tasks, and Language Functions in the Grammatical Competence.

Setting	Task	Topic	Language Function
In the classroom	1. Spelling alphabets /letters, numbers, and pronouncing English sounds. 2. Understanding main words and functional words. 3. Understanding the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases. 4. Understanding the	a. Alphabets, numbers, English sounds: vowels, consonants, diphthongs b. Word building: main words, functional words c. Rules of noun phrases d. Structural skills: Singular and plural, Sentence components, Adverbs of frequency, relative clauses, tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and to	- Greeting/ saying hello - Opening the lesson - Giving information - Explaining - Asking questions - Giving responses - Concluding - Closing and Leave taking

	rules of word and sentence formation or structural skills. 5. Constructing sentence types and sentence forms.	infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc. e. Sentence types: simple, compound, and complex sentences; and constructing sentence forms: statements, interrogatives, imperatives, requests, and exclamation sentences.	

Task 1: Spelling Alphabets/Letters and Numbers and Pronouncing English Sounds

This section discusses the first task; spelling the alphabets or letters and numbers and pronouncing English sounds. As displayed in table 4.3, the first task is that of spelling the alphabets/letters and numbers and pronouncing English sounds.

a. Topics presented in this task

There is one important topic presented in the competence of grammatical competence. It contains the alphabets, numbers, and English sounds: vowels, consonants, and diphthongs.

Table 4. Phonetic Symbols of Consonant Sounds

	Symbols	Key words	Phonetic writing
Consonant Sounds	/ p /	*p*art	/ pa: t /
	/ b /	*b*ed	/ bɛd /
	/ t /	*t*ell	/ tɛℓ /
	/ d /	*d*ark	/ da: k /
	/ k /	*c*at	/ kǽt /
	/ g /	*g*ap	/ gǽp /
	/ f /	*f*erry	/ fɛrɪ /
	/ v /	*v*ery	/ vɛrɪ /
	/ θ /	*th*igh	/ θaɪ /
	/ ð /	*th*e	/ ðə /
	/ s /	*s*ea	/ si: /
	/ z /	*z*oo	/ zu: /
	/ ζ /	*sh*oe	/ ζu: /
	/ ʒ /	rou*ge*	/ ru: ʒ /
	/ h /	*h*ead	/ hɛd /
	/ tʒ /	*ch*ain	/ tζeɪn /
	/ dʒ /	*J*ane	/ dʒeɪn /
	/ m /	*m*an	/ mǽn /
	/ n /	*n*ame	/ neɪm /
	/ ŋ /	si*ng*	/ sɪŋ /
	/ ℓ /	*l*ap	/ ℓǽp /
	/ r /	*r*ed	/ rɛd /
	/ w /	*w*et	/ wɛt /
	/ y /	*y*es	/ yɛs /

Table 5. Phonetic Symbols of Vowel Sounds

	Symbols	Key Words	Phonetic Writing
Vowel Sounds	/ i: /	*see*	/ si: /
	/ I /	*sit*	/ sIt /
	/ ɛ /	*set*	/ sɛt /
	/ ǽ /	*sat*	/ sǽt /
	/ ə /	*ahead*	/ əhɛd /
	/ ə: /	*bird*	/ bə: d /
	/ a: /	*father*	/ fa:ðə /
	/ ʌ /	*love*	/ ℓʌv /
	/ o /	*hot*	/ hot /
	/ o: /	*naughty*	/ no:tI /
	/ ʊ /	*pull*	/ pʊℓ/
	/ ú: /	*food*	/ fu: d /

Table 6. Phonetic Symbols of Diphthong Sounds

	Symbols	Key Words	Phonetic Writing
Diphthong Sounds	/ eɪ /	*day*	/ deɪ /
	/ oʊ /	*so*	/ soʊ /
	/ aɪ /	*high*	/ haɪ /
	/ aʊ /	*cow*	/ kaʊ /
	/ oɪ /	*boy*	/ boɪ /
	/ ɪə /	*here*	/ hIə /
	/ ɛə /	*there*	/ ðɛə /
	/ ʊə /	*your*	/ yʊə /
	/ oə /	*yours*	/ yoəs /

The topics of the alphabets/letters and numbers and English sounds are initiated by mentioning the needs of the students. The students, who will teach elementary students by using bilingual instruction, needed a qualification in the English language, especially the task of spelling the alphabets/letters *'A'* until *'Z'*,

spelling numbers, and pronouncing English sounds: consonants, vowels, and diphthongs, because they are the basic skills in studying English language.

b. Language Function Required in this Task

Language functions or English expressions in this task can be classified into eight types. They are: saying greetings/saying hello, opening the lesson, giving information, explaining, asking questions, giving responses, concluding, closing and leave taking.

Task 2. Understanding Main Words and Functional Words

Word acquisition belongs to the important and basic competence in the teaching and learning of the English language. So in this case, the students' memory of vocabulary could affect how many words or vocabulary items can be produced or presented in both spoken and written texts. The second task is that of understanding main words and functional words.

a. Topics Presented in this Task

There are two important topics presented by the lecturer. They are main words and functional words. The followings are the topics identified in the task of understanding main words and functional words: 1) main words (verbs, nouns, adjectives, and adverbs), and 2) functional words (determiners, prepositions, pronouns, conjunctions, enumerators, etc.

There are two kinds of verbs; regular verbs and irregular verbs. Those kinds of verbs are described in the following table.

Table 7. The Example of Regular and Irregular Verbs

	Infinitive / to infinitive	Verb 1 (..+s/es)	Verb 2	Verb 3	V-ing
Regular Verbs	walk love study etc.	Walks loves studies	walked loved studied	walked loved studied	walking loving studying
	Infinitive / to infinitive	**Verb 1 (..+s/es)**	**Verb 2**	**Verb 3**	**V-ing**
Irregular Verbs	Go write sing bring read cut put etc.	Goes writes sings brings reads cuts puts	went wrote sang brought read cut put	gone written sung brought read cut put	going writing singing bringing reading cutting putting

There are also two kinds of nouns: 1) countable nouns and 2) uncountable nouns. And those kinds of nouns were presented in the following figure.

Table 8. The Example of Irregular Nouns

	Class	Symbols	Examples
Nouns	1. Countable Nouns 2. Uncountable Nouns	N / n	• chair, girl, house, student, book, table, car, teacher, etc. • water, ink, milk, hair, salt, sugar, sand, ice, fruit, beef, spaghetti, butter, jam, ham, beer, wine, tea, oil, air, wind, gas, coffee, chocolate, blood, rice, flour, sauce, fur, snow, smoke, noodle, etc.

Besides, there are adjectives and adverbs, as described below.

Table 9. The Example of Adjectives and Adverbs

Adjectives

Class	Symbols	Examples
Adjectives	Adj / Aj	beautiful, easy, good, high, big, clean, smart, rich

Adverbs

Class	Symbols	Sub-class	Examples
Adverbs	Adv / Av	Adv. of manner	slowly, clearly, fast, frankly, hurriedly, beautifully, completely, etc
		Adv. of place	there, here, etc.
		Adv. of time	right now, tonight, morning, yesterday, next month, last year, etc.

The next topic was functional words. It consisted of determiners, prepositions, pronouns, conjunctions, enumerators, etc.

Table 10. The Example of Functional Words

Class	**Symbols**	**Examples**
Determiner	d	the, a, this, many, etc.
Pronoun	pn	they, we, I, you, he, she, it, them, us etc.
Preposition	p	on, in, at, of, to, from, for, etc.
Conjunction	cj	and, but, or, so, because, etc.
Interjection	ij	oh, ah, hey, ugh, ooh, etc
Enumerator	e	one, two, first, second, etc

The tasks of understanding main words and functional words are initiated by analyzing the needs of the students. The students, who will be elementary school teachers are expected to be able to teach by using English in bilingual classes. So, they need a qualification in English skills, especially the competency of understanding main words and functional words, because they belong to the basic skills in studying the English language.

It is concerned with the basic skills of English, in which it emphasizes the students' needs in mastering words as the basic skills, for example, in making sentences or texts. This is important for the students because they will teach in the elementary school by using English as the language of bilingual instruction in their teaching and learning process in the classroom.

Those are some topics presented in the task of understanding main words and functional words. The descriptions about the topics suggest several language functions.

b. Language Function Required in this Task

Similar with the language functions required in the previous task, the language functions required to accomplish the task of understanding main words and functional words also involve the use of some English expressions which are presented transactionally. The language functions required in this task are: greetings/saying hello, opening the lesson, giving information, explaining, asking questions, giving responses, concluding, closing and leave taking. Here is an interview with the students. Asking questions also belong to the language function in this task. This indicates that, besides explaining or delivering the materials, the lecturer should have the skills of how to give a response to each question, opinion, or idea from the students. It means that it is important to make the situation enjoyable or comfortable for both lecturers and students, so the lecturers have to know what the problem is and what action should be taken.

Concluding or how to conclude the lesson is the next language function. Making conclusion or concluding and leave taking are the last two language functions.

Task 3. Understanding the Rules of Noun Phrase and Constructing & Presenting Description Texts by Using Noun Phrase

This task is very useful for text construction texts both spoken and written, especially in composing description texts. For example when the students want to describe objects like people, animals, places, or things, they usually need to use noun phrases because description texts usually consist of noun phrases such as the underlined phrase in the following clause of '*the lion has strong claws'*. The students are expected to be able to understand the formula of constructing noun phrases correctly and to construct description texts which described objects by using noun phrases.

The topics and language functions in this task can be affected by anything happening in the setting (what was happening in the class). Besides, they can be affected by the students' characteristics which are beyond the control of the lecturers.

Figure 7 The Example of Noun Phrase Construction

She is *a girl.*
She has *smooth white skin.*
She has *a beautiful young oval white face.*
She has *a beautiful pointed nose.*
She has *a tall body.*
She has *beautiful thin red lips.*
She has *beautiful black eyes.*
She has *thin black eyebrows.*
She is *a beautiful young Indonesian model.*

a. Topics Presented in this Task

There are two important topics presented in the task of understanding the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases. The topics presented are the rules of constructing noun phrases and simple present tenses. The present tense is mostly used in constructing a description text, e.g. *The blue whale is a sea living mammal;* so the students are expected to understand it well. The following presents the rules of making noun phrases,

Table 11. The Rules of Constructing Noun Phrase

Rule 1		**Rule 2**		
[determiner – Headword]		[(det) – adjective – H]		
d	H	d	O Si A S C O M P H	
a	book	*a*	*good*	book
an	apple	*an*	*expensive red*	car
the	country	*the*	*rich big*	country
this	child	*that*	*young Indonesian*	artist
our	house	*this*	*round wooden*	table
many	students	*many*	*powerful new sport*	cars
Rule 3		**Rule 4**		
[(det) – verb+ing – H]		[(det) – verb 3 – H]		
a	*reading* book	*a*	*revised*	edition
the	*opening* ceremony	*the*	*estimated*	cost
this	*developing* country	*that*	*fallen*	tree
that	*moving* class	*this*	*corned*	beef
		the	*limited*	edition
Rule 5				
[(det) – noun – H]				
the	*bus station*			
a	*call emergency*			
that	*health organization*			

The topic of the rules of making noun phrases is initiated by identifying the needs of the students. The students, who will teach elementary students in bilingual

classes, need a qualification in the competency of how to construct noun phrases and how to make description texts by using noun phrases.

It is concerned with the needs of the ability of constructing description texts. The description emphasizes the students' needs in understanding the rules of constructing noun phrases. The students need to be able to describe objects. The objects can be people, animals, places, or things, and the noun phrases are used in composing description texts, both spoken and written.

There is also another topic in this task: describing objects. Like the previous task, the topic is initiated by identifying the students' needs. The students, who will be elementary school teachers, need to improve their speaking skills, for example by practicing how to describe objects.

It is concerned with the basic competence of the speaking skills. It emphasizes the students' needs in speaking skills, especially how to describe objects well. It is important for the students to be able to describe objects because it will help them to practice how to speak English well. This is because some of them would use English as the language of instruction or English for bilingual instruction. Describing objects is the topic presented in the task of understanding rules of noun phrases and constructing description texts which describes objects by using noun phrases.

b. Language Function Required in this Task

Like in the previous task, the interaction between the lecturers and the students show that their verbal interaction or conversations involve some utterances, which could be classified into eight types of language functions. They are: saying greetings/saying hello, opening the lesson, giving information, explaining, asking questions, giving responses, concluding, closing and leave taking. The first language function is that of saying greetings.

Describing objects, both spoken and written texts, belong to the important skill in learning the English language. So in this case, the students are expected to be

able to construct description texts which describe objects by using noun phrases and to perform how to describe objects by using noun phrases orally in front of the class. The objects can be people, animals, places, or things.

As teacher candidates who will use English for bilingual instruction in the classroom, the students should master the speaking skills. So in ESTD, the speaking skills belong to the important and basic competence in the teaching and learning of English. The students are expected to be able to speak English well. There are some ways implemented in improving speaking skills, such as introducing oneself, retelling stories, describing things or objects, etc. Describing objects has been chosen as one of the strategies in improving speaking skills because the lecturers and students think it is an important competence that the students should cover. In this task, the students also describe the real information or fact related to the real condition of the objects.

The description about the topic above suggests several language functions required to accomplish the task of describing objects. This involves the use of some English expressions such as greetings, opening the presentation, asking permission, reporting facts or giving information, asking questions, closing or concluding, and leave taking, in which the interaction is presented in a monolog. In this case, the students present their performance in the front of the class.

Task 4. Understanding the Rules of Words and Sentence Formations or Structural Skills

This task is also one of the students' needs, where the students need to understand the rules of word and sentence formations or structural skills well. This is because it is very useful in learning English, and it is required in constructing texts both spoken and written. This task consists of sentence formula, tenses, active and passive voices, direct and indirect speeches, degrees of comparison, conditional

sentences, gerunds and to infinitives, affixes and derivatives, causatives, relative/adjective clauses, use of wish, etc.

Although they have already studied grammatical or structural skills since the Junior High School and Senior High School, the students still need to learn and practice those skills. For the students who have good understanding, it is useful to refresh and remind them about the material.

a. Topics Presented in this Task

There are some topics presented in the task of understanding the rules of word and sentence formations or structural skills which are identified by analyzing the students' needs. The topics presented in the classroom are: singular and plural, sentence components, adverbs of frequency, relative clauses, tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and to infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc.

Table 12. The Example of Structural Patterns

Subject+Predicator+object/complement *Mr. Adam usually **reads** a news-paper in the morning.* *S P O C*
Singular and plural *There are 40 chair**s** in this room.* *Annisa write**s** a letter.*
Sentence components (main words, functional words, noun phrases, etc.) e.g. to be and auxiliary *She **is** a student.* *They **did** not see the accident.* e.g. Article determiner **an** *My mother buys **an** apple.* e.g. Countable and uncountable noun *My father has two **cars.***
etc.
Tenses

e.g. Simple present tense: *The student**s** always **go** to campus everyday.*
Active and Passive Voice e.g.. Simple past tense: *The victims of Merapi **were evacuated** to Sardjito hospital last month.*
Direct and Indirect Speech e.g. Statement *He said to me "**I do**n't have any money".* *He said to me that **he did**n't have any money.*
Degrees of Comparison (positive/comparative/superlative) e.g. Comparative *Cars are **smaller** than buses.*
Conditional Sentence (type 1, type 2, type 3) e.g. Type 2 If + S + V2, S + would + infinitive] → *Present Impossibilities* *If you **were** a flower, I **would be** the beetle.*
Gerund and to infinitive e.g. Gerund as a subject ***Reading** is my hobby* e.g. Infinitive with to (to + V1) → advise *My teacher **advises** me **to study** hard before the final exam.*
Affixes (prefix and suffix) and Derivative e.g. Negative prefix *il-, im-, in-, ir- → illegal, impossible, incorrect, irrational*
Causative; make/have/get e.g. make *My father **made** my brother wash the car.*
Relative/Adjective Clause (who/that/which/whom/whose) e.g. who → subject The girl walks alone. She is tall and beautiful. *The girl **who** walks alone is tall and beautiful.*
Use of Wish (want/hope/future reference/present reference/past reference) e.g. Present reference (S + wish + simple past tense) *I wish I knew.* Fact: I don't know now.
etc.

The students, who will teach elementary students in bilingual classes, need a qualification in the competency of understanding grammatical or structural

knowledge and skills. It emphasizes the students' needs in understanding the rules of word and sentence formations or structural skills. The students need to be able to understand sentence structures or sentence composition such as sentence formula, singular and plural, and sentence components. Besides, the students need to be able to understand grammatical patterns such as tenses in which there are three basic types of tenses: past, present, and future. The next is active and passive voices, direct and indirect speeches, degrees of comparison in which there are three types of comparisons; positive comparison, comparative comparison, and superlative comparison. Then the next is the conditional sentence, in which there are three types of conditional sentences: type 1, type 2, and type 3 with their rules. Then the next are gerunds and infinitives, affixes (prefixes and suffixes) and derivatives, causatives (have, make, and get), relative/adjective clauses (who, that, which, whom, whose), and use of wish, etc.

b. Language Function Required in this Task

This task involves some utterances, which can be classified into twelve types of language functions. They are: greeting/saying hello, opening the discussion, giving information, explaining, asking questions, giving responses, concluding, closing and leave taking, giving opinion, expression of agreements, apologizing, and asking for requests.

Task 5. Constructing Sentence Types and Sentence Forms

This task is characterized from the students' needs and the observation of the classroom teaching and learning process. The students need to be able to understand sentence types: simple, compound, and complex sentences. Besides, the students need to be able to understand sentence forms: statements (positive and negative sentences), interrogatives (yes/no questions, wh-questions, and tag questions), imperatives (requests, orders, commands, asking someone to do something, etc.), and exclamation

(warning, prohibition, etc.). This is because these competencies are useful in writing skills, especially in constructing texts both spoken and written.

There are three topics in this task: 1) rules of simple, compound, and complex sentences, 2) sub-clauses and main-clauses, and 3) conjunctions and relative clauses. Besides, there were four topics in this task. The topics are: 1) negative and positive sentences, 2) yes/no questions, wh-questions, and tag-questions, 3) requests, orders, commands, and 4) warning, prohibition.

In this task, there is a description of sentence types and sentence forms. The topics or language function can be affected by anything happening in the setting (what is happening during the lesson in the class) and the students' characteristics which are beyond the control of the lecturers.

Table 13. The Example of Simple, Compound, and Complex Sentences

1. Simple Sentence *Mr. Jono teaches at SD Tamansari.* *Mr. Jono is very happy.* **2. Compound Sentence** *Mr. Jono teaches at SD Tamansari and he is very happy.* **3. Complex Sentence** *Mr. Jono who teaches at SD Tamansari is very happy.*

Based on the example above, a simple sentence consists of only one main clause, while a compound sentence consists of two or more main clauses, and they are combined with a conjunction. Then, a complex sentence consists of one main clause and one or more sub-clause/s.

a. Topics Presented in this Task

In sentence types, there are three important topics: 1) the rules of constructing simple, compound, and complex sentences, 2) sub-clauses and main clauses, and 3)

conjunctions and relative clauses. The followings are the rules of making simple, compound, and complex sentences.

Table 14. The Formula of Simple, Compound, and Complex Sentences

Rule of Simple Sentence
1 main clause (1 subject and predicator)
Mr. Budi is an Elementary school teacher. *Mrs. Ani buys vegetable at the market.*
Rule of Compound Sentence
Main clause – conjunction – main clause
Anto is a student and he is very smart. *Cintya studies seriously and she goes to school every day.*
Rule of Complex Sentence
Main clause – relative clause (sub-clause)
The girl who wears a red shirt is my friend.

The topics of the rules of making simple, compound, and complex sentences are initiated by identifying the needs of the students. The students, who will teach elementary school students in bilingual classes, need a qualification in the task of how to construct simple, compound, and complex sentences and how to make texts by using simple, compound, and complex sentences. It is concerned with the needs of constructing simple, compound, and complex sentences. It emphasizes the students' needs in understanding the rules of making simple, compound, and complex sentences. The students need to be able to construct good texts by using simple, compound, and complex sentences.

In addition to those topics above, there are also four topics in sentence forms: 1) positive and negative sentences (statements), 2) yes/no questions, wh-questions, tag-questions (interrogatives), 3) orders/commands (imperatives), 4) requests/asking

someone to do something (requests), and 5) warning, prohibition, admiring (exclamation).

There are five important topics presented by the lecturer in constructing sentence forms. The lecturers initiate the topics by identifying the students' needs. The topics presented in the task are: 1) positive and negative sentences (statements), 2) yes/no questions, wh-questions, tag-questions (interrogatives), 3) orders/commands (imperatives), 4) requests/asking someone to do something (requests), and 5) warning, prohibition, admiring (exclamation).

Table 15. The Formula and Examples of Sentence Forms

<table>
<tr><th>Sentence Forms</th><th>1. Statement</th></tr>
<tr><td>1. Statement
a. Positive sentence
b. Negative sentence
2. Interrogative
a. Yes-No Question
b. Wh-Question
c. Tag-Question
3. Imperative
a. Imperative sentence (make someone do something)
b. Order /Command sentence
4. Request
a. Request (ask someone to do something)
5. Exclamation
a. Warning sentence
b. Prohibition sentence
c. Admiring</td><td>A. positive sentence:
1. S + Verb + O / C
2. S + to be + C

B. Negative sentence:
1. S + do/does + not + Verb + O / C
2. S + to be + not + C</td></tr>
<tr><th>2. Interrogative</th><th>3. Imperative</th></tr>
<tr><td>1. Yes/No Question
➢ Do/does + S + V + O/C + ?
➢ To be + S + C + ?

2. Wh-Question
➢ Wh + do/does + S + V + O/C + ?
➢ Wh + to be + S/C + ?</td><td>1. Order/command (make someone do something)
➢ Verb 1 + C
Example:
• Close the door!
• Pay attention to the instruction!</td></tr>
</table>

3. Tag Question ➢ Statement + tag + ?	• Make a sentence in a simple present tense. • Be yourself! • Go!
4. Request	**5. Exclamation**
1. Request (ask someone to do something) ➢ Noun/NP + please ➢ Verb + S + C + please ➢ Can/could you + V + S + please ➢ Will/would you + V + C +please • A cup of tea, please? • Give me a cup of coffee, please? • Can you show me your photo, please? • Could you tell me the truth, please? • Will/would you come to my house, please?	1. Warning ➢ Watch…+ ! ➢ Be + Adj + ! • Watch out! • Watch out! There is a snake. • Be quiet. The exam is in progress! 2. Prohibition ➢ Do not /Don't + V + C • Do not smoke here! • Don't smoke here! • No smoking area! 3. Admiring • How beautiful she is! • How come! • Wow!

The topics are initiated by analyzing the needs of the students. The students, who will teach elementary school students in bilingual classes, need a qualification in the competency of how to construct sentence forms: 1) positive and negative sentences (statements), 2) yes/no questions, wh-questions, tag-questions (interrogatives), 3) orders/commands (imperatives), 4) requests/asking someone to do something (requests), and 5) warning, prohibition, admiring (exclamation) sentences and how to make texts by using those sentences.

It is concerned with the needs of constructing sentence forms. it emphasizes the students' needs in understanding the rules of making positive and negative sentences (statements), yes/no questions, wh-questions, tag-questions (interrogatives), orders/commands (imperatives), requests/asking someone to do something (requests), and warning, prohibition, admiring (exclamation) sentences. They are in line with the students' needs: being able to construct good texts by using positive and negative

sentences (statements), yes/no questions, wh-questions, tag-questions (interrogatives), orders/commands (imperatives), requests/asking someone to do something (requests), and warning, prohibition, admiring (exclamation) sentences.

b. Language Functions Required in this Task

In this task, the interaction between the lecturer and the students shows that their verbal interaction or conversations in the teaching and learning process involve some utterances, which can be classified into ten types of language functions. They are: greeting/saying hello, apologizing, opening the lesson, giving information, explaining the material, asking questions, giving responses, rewarding, concluding, closing and leave taking.

2. Sociolinguistic Competence

The competency of sociolinguistic competence consists of three tasks. They are: a) understanding English language teaching for elementary students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context; b) being able to teach by using English as the language of bilingual instruction in the social context of the elementary school level; and c) producing utterances of self introduction appropriately.

Table 16. Setting, Tasks, and Language Functions in the Sociolinguistic Competence

Setting	Task	Topic	Language Function
In the classroom (individual performance in front of	a) Understanding English language teaching for elementary school students such as	- English language teaching for elementary school	- Greeting/saying hello - Opening/Attendance call/Starting the lesson - Asking permission - Giving opinion or

the class and group discussion) In the real elementary school classrooms (if necessary)	teaching materials, interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context; b) Being able to teach by using English as the language of bilingual instruction in the social context of elementary school level; c) Producing utterances of self introduction appropriately	students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context - English for bilingual instructions - Appropriate utterances of self introduction	information - Reviewing/previewing the lesson - Explaining the materials - Asking questions - Giving responses to the students' opinion or question - Giving instruction/asking students to do something - Giving clarification - Expression of agreement and disagreement - Giving rewards/feedbacks - Giving suggestion or advice - Concluding/summarizing - Closing the class - Leave taking

Task 1. Understanding English Language Teaching for Elementary School Students such as Interesting Strategies Based on the Socio Cultural Context

This task focuses on understanding the concept or educational theories of English language teaching for elementary school students, such as: knowing students' characteristics, choosing the competencies and tasks, choosing the course materials and resources, and being able to promote interesting teaching strategies, such as: singing songs, playing simple English film/drama, playing games/playing for fun, creating interesting media, etc. based on the socio cultural contexts.

English for the early-childhood or elementary school students is very important especially for the students because they will become elementary school

teachers who will teach the English subject or will teach a number of subjects by using English as the language of bilingual instruction in the classroom. So, understanding English for the early childhood or elementary level belongs to the important and basic competence in the English course. The students are expected to know children characteristics, competencies, tasks, and topics, course materials and sources, interesting methods or strategies, interesting media, and other aspects implemented in teaching English subjects or a number of subjects where English is used in the bilingual instruction. This task is very important for the students because in the future they will be elementary school teachers.

a. Topics Presented in this Task

The students' activity in this task is in group discussion. They discuss the topics of educational theories about English language teaching for elementary school students, elementary students' characteristics, and course materials including competencies, tasks, topics, and sources. Besides, they talk about determining interesting strategies and creating interesting media, developing interesting activities like playing games, singing English songs, playing simple English film/drama, etc.

b. Language Functions Required in this Task

The interaction between the lecturers and the students involves some utterances which are then identified as the language functions required in this task. The language functions required to accomplish the task of understanding English language teaching for elementary school students based on socio cultural contexts involve twelve types of language functions. They are: greeting/saying hello, starting the discussion, asking permission, giving opinion or information, asking questions, giving responses to the opinion or question, giving clarification, expressions of agreement and disagreement, giving suggestion or advice, concluding/summarizing, closing the discussion, and leave taking.

Task 2. Being Able to Teach by Using English as the Language of Bilingual Instruction in the Social Context of Elementary School Level

This task is drawn from the analysis of the data of the questionnaires, interviews, and the observation and filed notes of the classroom teaching and learning process. The students need this task because it is very important for them, especially in preparing themselves to be elementary school teachers with good English. They need to be able to teach by using English as the language of bilingual instruction in the social context of the elementary school level. This is because they will be elementary school teachers in the future where they have to be able to deliver course material by using English as the language of bilingual instruction.

There are four English basic skills. One of them is speaking. Speaking is very important especially for the students because they will become elementary school teachers who will use English as the language of bilingual instruction in the classroom. So, the speaking skills belong to the important and basic competence in the teaching and learning of English. The students are expected to be able to speak English well and they are expected to be able to teach a number of subjects by using English as the language of bilingual instruction.

There are some methods or strategies implemented in improving the speaking skills such as self introduction, retelling stories, describing things or objects, role playing, etc. Role playing is chosen as one of the strategies in improving the speaking skill because it can help the students to act as a real teacher and students. This means that the students act the roles of teachers and students.

This task consists of one topic. The topic is that of teaching a number of subjects by using English as the language of bilingual instruction. This task also consists of some English expressions or language functions such as: greetings or saying hello, attendance calls, opening or starting the lesson, asking for permission, giving opinion or information, reviewing or previewing the lesson, explaining the

materials, asking questions, giving responses to the students' opinion or question, giving instructions or asking students to do something, expressing agreement and disagreement, giving clarification, giving rewards or feedbacks, giving suggestion or advice, concluding or summarizing, closing the class, leave taking, etc.

The focus of this task is on the speaking skills of how to teach a number of subjects by using English as the language of instruction. In this task, the students have to perform individually in front of the class, delivering or teaching course materials/topics of a certain subject by using English as the language of instruction.

a. Topics Presented in this Task

There is only one topic presented in this task. The topic is that of delivering or teaching course materials of a certain subject by using English as the language of bilingual instruction.

Table 17. The Guidelines of English for Bilingual Instruction

1	The beginning of the lesson	Greetings	Good morning class/ my students. How are you today?
2		Starting the class	It's time to start our lesson. OK, now, let's begin our class.
3		Waiting to start	Are you ready to study now? Be quiet please/Pay attention please.
4		Attendance call/Roll call	I am going to call your names. When I call your name, say "Present." or "Here". Why were you absent last Friday, Agus?
5		Lateness	Why do you come late? What have you been doing?
6		Reviewing/Apperception	Let's talk about the last lesson. Do you remember what we have learned last lesson? Who can tell me?
7		Previewing the lesson / Introducing a topic	Today we are going to discuss…. Now, I am going to talk about … Today, the topic is…
8		Collecting homework	Submit your homework right now. Put your homework on my desk now.

9	During the lesson	Getting started	Open your books to page 31, please. Look at chapter 3 on page 35.
10		Monitoring readiness	Are you ready to move on?
11		Distractions / Interruptions	Pay attention, please. Please be quiet when I'm talking. Thank you.
12		Calling on students	Agus, do you know the answer? Agus, please share your answer with the class. Do you agree with him, Agus?
13		Verifying	Are you sure about that? So, you're saying that …, Is that right?
14		Clarification	What did you say? What do you mean? Could you repeat that?
15		Encouraging discussion	What do you think about…? Who would like to say something?
16		Responding (These follow high-quality students' comments)	Great. That's it. Excellent. Very good. That's a great idea.
17		Responding (These follow students' comments that are reasonable, but not correct)	Good answer, but not quite right. Ok, but it's not what we are looking for.
18		Responding (These follow students' comments that are not accurate)	I'm afraid not. Any other ideas? That's an interesting comment, but it's not the answer I'm looking for. Unfortunately, no.
19		Disagreeing with students	That's a good point, but … I see (understand) what you're saying (mean), but …. That's true, but ….
20		Pair/group work	Everyone, find a partner. Get into pairs, please. Do this assignment in small groups. Make groups of 4. Work in groups of 3.
21		Giving instruction	Come up and write it on the board. Could you try exercise two? I would like you to write this down.
22		Sequencing	Who hasn't answered yet? Right. Now, we will go on to the next exercise. Let me explain what I want you to do next.

23		Supervision	Look here. Look at the board. Stop talking. Listen to what … is saying. Pay attention!
24		Summarizing and concluding	The important points to remember are … The conclusion we can draw from this is.. The summary of this meeting is…
25	Leading a discussion	Encouraging feedback	Is there any question? Is that clear to everyone?
26		Responding to *correct* student answers	You are right! Good answer. Good thinking.
27		Responding to *incorrect* student answers	Good guess, but you haven't got the right answer. That's an interesting idea, but it's not quite right.
28		Encouraging the student to revise the answer	You're on the right track, but you haven't considered … If you do this, what do you think will happen?
29		Clarifying students' comments	I'm not sure I understand what you're trying to say. Could you restate your comment? Would you please repeat your thinking about?
30		Repeating or paraphrasing a question or comment for the rest of the class	Did everyone hear what Agus said? He wanted to know… According to Agus,…..
31		To be sure everyone understands	Is it clear? Do you all get the point?
32		Asking about students' progresses	Do you need any help with this? Is there any problem?
33		Interrupting or redirecting conversation	Let's get back to our main point. Your comment is related to our next topic.
34		Expressing an opinion	I think … I believe that …. In my opinion, …
35		Expressing agreement	I agree with your idea that …. I think you're right about that. That's a good point.
36		Expressing disagreement	I disagree with your point of view I'm afraid I don't agree with what you've just said because ….
37		Closing a discussion	Finally, … I'll summarize by saying … Are there any final questions?

38	Feedback and Clarifying Student Comments	Positive feedback	Very good. That's a great idea (example / question). That's correct.
39		Clarifying/redirecting the student	That's ok. Ask your partner (friend). Don't worry. You'll get better with more practice.
40		Restating/paraphrasing/ questioning	Agus expresses the view / opinion / idea that… Is there a better way of saying that?
41		Getting students to explain something/ redirecting after an error or mistake/clarifying comments	Can you …? Will you please …? Please…… Can you show how...? Would you demonstrate …? Show the distinctions between … Give (the) reasons for …
42		Polite disagreement	That's a good point, but … I see (understand) what you're saying (mean), but … I'm sorry, but I must disagree with you on that point.
43		Strong disagreement / Slightly confrontational	What ! How can you say that? Absolutely not.
44	The End of the Lesson	Signaling time to stop	It's almost time to stop. It's time to finish now.
45		No time to stop	There are still five minutes to go. Keep working, we still have a couple of minutes left.
46		Previewing next class	We'll do the rest of this chapter next time. We'll continue this chapter next Monday.
47		Homework	This is your homework for tonight. Do exercise 10 on page 23 for homework. Write a one-page summary of the ideas we discussed today.
48		Leaving the room and leave taking	Try not to make any noise as you leave. Be quiet as you leave, other classes are still working. See you next week, good bye.
49	Classroom English for Students	Asking for something	Could you lend a pencil, please? Do you have a calculator I could borrow? May I have a ruler, please?
50		Asking about words/terms	What's "(the word)" in English? What does "(the word)" mean? How do you say "(the word in your language)" in English? How do you spell "(the word)"? How do you pronounce "(the word)"?

51		Asking to repeat	I'm sorry, I couldn't understand that. Could you please repeat it? Would you mind repeating your last point, please? Could you repeat that, please?
52		Asking for help / apologizing	Excuse me, can you help me, please? I'm afraid I'll be late for next class.

The task of being able to teach a number of subjects by using English as the language of bilingual instruction is initiated by analyzing the needs of the students. The students, who will be elementary school teachers, needed to improve their speaking skills, especially the ability of teaching a number of subjects by using English as the language of instruction. It is concerned with the basic competence of speaking skills. It emphasizes the students' needs in improving speaking skills, especially how to teach in English.

It is important for the students to be able to teach a number of subjects by using English as the language of instruction because it is possible that some of the students will teach at elementary schools where the teachers had to use English as the language of bilingual instruction. It is the topic presented in the task of being able to teach a number of subjects by using English as the language of instruction.

b. Language Function Required in this Task

Language functions required to accomplish the task of being able to teach a number of subjects by using English as the language of bilingual instruction involve sixteen types of language functions. They are: greeting/saying hello, opening/attendance call/starting the lesson, asking for permission, giving opinion, giving information, reviewing/previewing the lesson, explaining the materials, asking questions, giving responses to the students' opinion or question, giving instruction/asking students to do something, giving clarification, expression of agreement and disagreement, giving rewards/feedbacks, giving suggestion, giving

advice, concluding/summarizing, closing the class, and leave taking. The interactions are done when the students take a role of a teacher and students.

Task 3. Producing Appropriate Utterances of Self Introduction

Active communication is the important aspect in studying English. It is very important especially for the students who will be elementary school teachers because they would use English as the language of bilingual instruction in the classroom. So, speaking skill belongs to the important and basic competence in the teaching and learning of English. The students are expected to be able to speak English well.

Self introduction is chosen as one of the strategies in improving the speaking skills because it is not so difficult to do. It means that the students explain some information related with the students' real conditions such as names, dates of birth, addresses, status, profession, etc. Besides, it consists of some English expressions/language functions such as greetings, opening/asking for permission, informing facts, closing, leave taking, etc. There is one topic in this task.

a. Topics Presented in this Task

The topic presented in this task is self introduction. The following presents the example of self introduction guide or format of self introduction.

Table 18. The Guidelines of Producing Appropriate Utterances of Self Introduction

1	Greetings	Good morning. Hello / Hi.
2	Addresses	The honorable…… Ladies and gentlemen. Dear brothers and sisters. Everybody/everyone. My friends/class/guys.
3	Opening	It is nice to be here. I am very happy to be here.

4	Asking for permission	Let me introduce myself. Allow me to introduce myself.
5	Complete name	My complete name is …..
6	Call name	My call name is …. / You can call me…. My friends usually call me…..
7	Origin	I come from …… I am from ……..
8	Place and date of birth	I was born in….. (name of month) I was born on…. (name of the day)
9	Address	I live in…… (name of the city/place) I live at….. (street–number)
10	Marital status	I am a single/married man/woman.
11	Educational status	I study …. My latest education is…. I was graduated from…..
12	Nationality	I am an Indonesian.
13	Occupation/profession	I am a teacher. I teach at….. I work at …..
14	Hobby	My hobby is/are ….
15	Interest	I am interested in ……
16	Telephone number	0274/081…….
17	Religion	I am a Moslem, Christian…
18	Family	My father's name is… He is a …….. I have... brother/sister/son/daughter, they are …
19	Spouse' name	My wife/husband's name is …
20	Name of children	My son /daughter's name is……
21	Favorite food	My favorite food is… because it is …..
22	Favorite artist	My favorite artist is…because he/she is….
23	Favorite song	My favorite song is….because it is …..
24	Pre-closing	It is nice to see you. I think that's all. Thanks for your attention.
25	Closing	See you. Good bye.

The task of producing appropriate utterances of self introduction is identified by analyzing the needs of the students. The students, who will be elementary school teachers, needed to improve their speaking skills, for example by practicing self introduction.

It is concerned with the basic competence of speaking skills. It emphasizes the students' needs in speaking skills, especially how to introduce oneself well. It is important for the students to be able to introduce themselves because it will help them to speak English well. This is because the students will use English as the language of instruction or English for bilingual instruction.

b. Language Function Required in this Task

The language functions required to accomplish the task of producing appropriate utterances of introducing oneself involve some English expressions such as greeting, opening, asking for permission, reporting facts or giving information, asking questions, closing or concluding, and leave taking. The interaction is done in monologs.

Another language function used is that of reporting facts or giving information such as; names, addresses, places and dates of birth, religion, profession, status, hobbies, interests, favorite, family, etc. After finishing the presentation, the presenter uses another language function such as asking questions to the audience related with her/his personal information. The last two language functions are: closing or concluding and leave taking.

3. Discourse Competence

This competency is very useful for the students, especially in improving their ability in constructing texts both spoken and written. As elementary school teachers in the future, the students need a qualification, skill, or ability to make different texts because some of them would teach a number of subjects by using English as the language of instruction. Some of them will teach the English subject in their

classroom. There are some kinds of text types in different genres, such as: poems, stories, lyrics, recounts, narratives, spoofs, descriptives, reports, news items, procedures, discussion, exposition, letters, announcements, etc.

Table 19. Setting, Tasks, and Language Functions in the Discourse Competence

Setting	Task	Topic	Language Function
In the classroom	Combining grammatical forms and meanings to achieve texts in different genres in the form of different text types, both written and spoken	Constructing and presenting poems, prose, lyrics, recounts, narratives, spoofs, description, reports, news items, procedures, discussion, exposition, letters, announcements, etc.	- Greeting/saying hello - Opening/Attendance call/Starting the lesson - Reviewing/previewing the lesson - Explaining the materials - Asking questions - Giving responses to the students' opinion or question - Giving instructions/asking students to do something - Giving clarification - Giving rewards/feedbacks - Giving advice - Concluding/summarizing - Closing the class - Leave taking - Asking permission of presentation - Giving information

Task 1. Combining Grammatical Forms and Meanings to Achieve Text in Different Genres in the Form of Different Text Types

In this task, the students are expected to be able to combine grammatical forms and meanings to achieve texts in different genres in the form of different text types, both written and spoken. The texts could be poems, prose, lyrics, recounts,

narratives, spoofs, description, reports, news items, procedures, discussion, exposition, letters, announcements, etc.

Constructing and retelling texts belong to the important skills in learning the English language. So in this case, the students are expected to be able to construct texts in groups and independently, then present them independently in front of the class. The texts can be a poem, prose, lyric, recount, narrative, spoof, description, report, news item, procedure, discussion, exposition, letter, announcement, etc.

a. Topics Presented in this Task

The task of combining grammatical forms and meanings to achieve texts in different genres in the form of different text types, both written and spoken emphasizes on writing, speaking, and reading skills because these skills dominate the task. The students are expected to be able to write, retell, and read English texts well.

Like the previous task, the topics in this task are initiated by analyzing the needs of the students. The topics are generic structures, parts of a paragraph, and grammatical forms. Besides, in combining the grammatical forms and meanings to achieve texts, coherent and cohesiveness are needed. In addition, the students, who will be elementary school teachers, need to improve writing, speaking, listening, and reading skills, for example by making and retelling texts.

It is concerned with the basic competence of writing and speaking skills. It emphasizes the students' needs in writing and speaking skills, especially how to construct and retell texts well. It is important for the students to be able to write a text and retell it because it will help them to improve their writing and speaking skills. This is because some of the students will teach at elementary schools in the future, where the teachers used English as the language of instruction or English for bilingual instruction. So they have to be able to write an English text and retell it well.

b. Language Function Required in this Task

Like the previous tasks, the language functions appearing in this task are verified from the interaction between the lecturers and the students, which shows that their verbal interaction or conversations in the teaching and learning process involve some utterances, which can be classified into twelve types of language functions. They are: greeting/saying hello, apologizing, opening the lesson, asking for permission, opening the presentation, giving information, explaining the material, asking questions, giving responses, rewarding, concluding, closing, and leave taking.

4. Strategic Competence

The following is the description of the strategic competence. There is one task: being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures.

Table 20. Setting, Tasks, and Language Functions in the Strategic Competence

Setting	Task	Topic	Language Function
In the classroom and at home	Being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice,	Relevant language functions or English expressions both in school and at home	- Greeting/saying hello - Opening/Attendance call/Starting the lesson - Asking for permission - Apologizing - Giving opinion - Giving information - Reviewing/previewing the lesson - Explaining the materials - Asking questions - Giving responses to the students' opinion or question - Giving instruction/asking students to do something - Giving clarification - Expression of agreement and disagreement

	body language and gestures		- Giving rewards/feedbacks - Giving suggestion or advice - Concluding/summarizing - Closing the class - Leave taking - Saying thanks, Etc.

Task 1. Being Able to Use Relevant Language Contents such as Language Functions/English Expressions

There is only one task in the competency of strategic competence. The task is that of being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures; and using English expressions in daily activities, both in the teaching and learning process in school and at home. English expressions are very important especially for the students because they will become elementary school teachers who will teach the English subject or will use English as the language of bilingual instruction in the classroom.

Besides, as professional teachers in the future, they need to master English actively in communication. So, mastering English expressions belong to the important and basic competence in the teaching and learning process of the English subject. The students are expected to understand well some English expressions such as how to greet someone and how to express what is in mind, especially in teaching English subjects or a number of subjects where English is used as the language of instruction. This task focuses not only on English expressions used by the lecturers, but also on those used by the students, especially in the process of teaching and learning in the classroom.

a. Topics Presented in this Task

The task consists of being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures; and using English expressions or selecting relevant language functions in daily activities, both in the teaching and learning process in school and at home. The students are expected to be able to communicate fluently and clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures, and using English expressions in daily activities, both in the teaching and learning process in school and at home. It is different from the previous tasks. This task does not only appear in the classroom activities but it also occurs in the students' daily activities out of the classroom, and also in daily activities at home. In the classroom setting, this task is embedded in every task in every competency above.

Like the previous task, the topics in this task are initiated by analyzing the needs of the students. The topics are related with the students' activity especially related with language functions/English expressions used by the students according to the genre and communicative situation and relevant contents in appropriate tones of voice, body language, and gestures in daily activities, both in the teaching and learning process in school and at home.

b. Language Function Required in this Task

Like the previous tasks, language functions appearing in this task are verified from the interaction between the lecturers and the students, which show that their verbal interaction or conversations in the teaching and learning process involve some utterances, which can be classified into some language functions. Language functions

required in this task are not only identified from the interaction between the lecturers and the students in the classroom settings, but also verified from the students daily activities both in the classrooms and out of classrooms and at home. They are: greeting/saying hello, opening/attendance call/starting the lesson, asking for permission, apologizing, giving opinion, giving information, reviewing/previewing the lesson, explaining the materials, asking questions, giving responses to the students' opinion or question, giving instruction/asking students to do something, giving clarification, expressing agreement and disagreement, giving rewards/feedback, giving suggestion or advice, concluding/summarizing, closing the class, leave taking, saying thanks, etc.

5
GOALS, INPUTS, AND STRATEGY

1. Competence and Tasks Goals

As seen in the types of competence and task above, the goal of teaching English ranged from developing structural knowledge to more communicative competence in English language teaching, and this is the general intention within the English courses. An examination of learning activities carried out in the classrooms indicates that there are more specific goals related to the competency and task discussed and carried out in the course.

The goals are reflected in the kinds of language activities that the lecturers and students did. For example, in the task of understanding structural skills which discuss tenses, the goal of the lesson as to develop the students' knowledge of tenses through explanations or building knowledge from the lecturer, then modeling, and joint construction, and finally independent construction. Similarly, in a more communicative task such as producing appropriate utterances of self introduction and being able to teach by using English as bilingual instruction, the goal is to develop and improve the students' communicative skills through such kinds of activities.

2. Competency and Task Input

Input refers to the materials that form the point of departure of the lesson of the competency or the task. The input for the lessons in this study is derived from the analysis of students' needs which is integratedly combined from different sources, such as modules, hand-outs, etc. In addition to the analysis of students' needs, modules, and hand-outs, the competency and task are also selected from in-house materials such as English for Elementary Schools or English for Bilingual Instruction, which the lecturers develop for the internal use.

In addition, the input for the competency and task are determined on the bases of: 1) the current theories of English language teaching, 2) the students' needs, and 3) the relevant factors of the students' jobs or professions in the future as elementary school teachers. The course materials are related to 'real-world' tasks, taken either from the related sources or locally made texts by the lecturers. Language classroom materials, among others, are characterized by communicative competence which is influenced by structural competence because the design is in the form of the transitional model. The following extracts, for example, have been selected from the materials used in the classroom. The first extract is a reading passage of a narrative text entitled *The Legend of Toba Lake,*

Orientation
Once upon a time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk.
Evaluation
Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He fell in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.
Complication
They married happily. They had two daughters. One day Batara Guru got very angry with his daughters. He could not control his madness. He shouted angrily and got the word of fish to his daughters. The daughters were crying. Then they found their mother and talked her about it.
Resolution
The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole.
Reorientation
People believed that the big hole became a lake. Then this lake is known as Toba Lake.*(taken from the student's work)*

As seen in the paragraph above, the structural skill of 'past tense' mostly dominates the text. This structural skill is repeated throughout the reading text.

In addition to the structurally based materials, there are also materials designed for more communicative competence practices for language teaching. The course material which focuses on communicative or speaking skills with the task of being able to describe objects, for instance, is carried out in active communication in the form of speaking presentation. The following presents the example of a students' speaking presentation in describing the Borobudur temple,

Identification
Borobudur is a great Buddhist temple in Indonesia. And it is very well known in the world.
Description
The temple is located in Magelang, on the island of Java in Indonesia. It is built in the 9^{th} century under the Sailendra dynasty of Java.
Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m high, and consists of eight step like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture. The upper three are circular with a circle *stupa*. The design of Borobudur is a mountain-temple symbolizing the structure of the universe. Borobudur was dedicated as an Indonesian monument in 1983.
(an example of the student's work)

Another course material for communicative skills is role-playing of teaching a number of subjects by using English as the language of instruction, in which the students take a role as teachers and elementary school students. Typically this section contains English for instruction, such as how to open or begin the class, how to greet the students, how to explain the material, how to respond to students' comments or questions, how to conclude the lesson, how to close the class, etc.

Those examples of teaching materials show that the language in the teaching materials have been adjusted for communicative teaching purposes. It means that the teaching process is directed to give communicative competence of English to the students both spoken and written.

3. Competency and Task Implementation Strategy

The implementation of the competencies and tasks is based on what steps or stages the lecturers took during the lessons. There are two kinds of steps implemented in the proposed syllabus. They are: *4 Teaching-Learning Cycles*, and *3 Muranoi's Interaction Enhancements*. These two steps are being conducted according to the type of the tasks.

1. *4 Teaching Learning Cycles*

The tasks, which implemented this step, are those of having relation with writing and reading competencies. They are: 1) spelling the alphabets/letters and numbers, and pronouncing English sounds, 2) understanding main words and functional words, 3) understanding the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases, 4) understanding the rules of word and sentence formations or structural skills: tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc., 5) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statements, interrogatives, imperatives, requests, and exclamation sentences, 6) understanding English language teaching for elementary school students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context, 7) combining grammatical forms and meanings to achieve texts in different genres in the form of different text types: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentative, reports, letters, announcements, etc., 8) being able to use relevant language contents such as language functions/English expressions clearly in an organized, coherent way, according to the genre and communicative situation; selecting the relevant

contents and express them using appropriate tones of voice, body language, and gestures.

The teaching strategy of those tasks is based on the four stages of a *4 Teaching-Leaning Cycles* which is aimed at providing appropriate supports for the learners. The four stages are: 1) building knowledge of the field, 2) modeling of the text, 3) joint construction of the text, and 4) independent construction of the text. The stages involve the selection and sequencing of classroom tasks and activities. Then at the end of those four cycles, the lecturer discusses the problems that the students have during the cycles, either at the group or individual level.

The *4 teaching-learning cycles'* strategy is based on the assumption that in order to learn and to study effectively; students first need to have an extensive understanding of and familiarity with the task or topic they are studying about. They also need models of what they are learning to, in order to have a clear idea of what they are working towards. They need some supports and guidance in learning how to organize what they know about the topic into an appropriate text. Finally, they need opportunities to apply what they had learned as they 'go it alone' and did it independently.

The following shows an example of the implementation of the *4 Teaching-Learning Cycles* in the task of achieving the text in different genres by constructing a narrative text type.

Task : Constructing written narrative text.

1. Building knowledge of the field.

First, the lecturer gives an explanation or *building knowledge of the field*, about a narrative text. In here, the lecturer explains the importance of narrative text types and also the rule in composing the texts, because every text type has its characteristics. For example if the students want to construct a description text, they have to use the simple present tense, and if they want to construct recount or narrative texts, they have to use the past tense in their

sentences. Besides, there is a generic structure in composing those texts. For example, a narrative text has orientation, evaluation, complication, resolution, and re-orientation.

2. Modeling of the text

After the lecturer gives an explanation, she conducts *modeling of the text* where the lecturer shows the example of texts. Then she shows example/s of good narrative texts including the characteristics, the rules of constructing them, generic structures, etc., which is explicitly written on the texts.

2. Joint construction of the text

Then, the lecturer encourages the students to practice how to compose narrative texts based on the rules under the guidance of the lecturers. The students do it in groups or in *joint construction of the text*.

3. Independent construction of the text

At the end of the process, the lecturer shows the students a short and simple film entitled "*Goldilocks and the Three Bears"* in front of the class. Then the students practice independently how to compose the narrative text based on the film or retell it.

2. *3 Muranoi's Interaction Enhancements*

The tasks, which implement the *3 Muranoi's Interaction Enhancements* step, are those tasks which have relation with speaking and listening competencies. They are: 1) being able to teach a number of subjects by using English as the language of bilingual instruction in the social context of the elementary school level, and 2) producing utterances of self introduction appropriately

The analysis of those tasks is based on what steps the lecturers take during the observation. The lecturers start with: 1) giving time to the students to prepare the activity, 2) asking the students to act out or perform the activity, and finally, 3) discussing the problems that the students have during the performance, either at the

sentence or discourse level. Following *3 Muranoi's interaction enhancements*, the lecturer's first step is referred to as the *rehearsal phase*, step 2 is a *performance phase*, and step 3 is a *debriefing phase*. The following shows an example of the implementation of *3 Muranoi's Interaction Enhancements* in the task of being able to teach a number of subjects by using English as the language of bilingual instruction.

Task: being able to teach a number of subjects by using English as the language of bilingual instruction.

a. Input for the task

The input for the task is the needs of the students who will become elementary school teachers. They are expected to be able to teach a number of subjects by using English as the language of bilingual instruction. So, the department should train them how to teach in English well.

In completing the task, the students are given an instruction in which they have to perform object here by taking the roles as a teacher and as elementary students in a peer teaching session.

b. Language activities

1. Proactive task activity

Prior to the task, the lecturer explains how to use English as the language of instruction. The lecturer gives some examples of how to teach in English such as how to open the class, how to explain the materials, how to conclude the lesson, how to close the class, etc.

2. Rehearsal phase

During this phase, the lecturer asks the students to choose the topic of a certain subject, including making a lesson planning form, media, choosing strategy, and so on. They are suggested to share with other students or consult with the lecturers.

3. Performance phase

Then the students have to perform role-playing in the form of peer teaching. The students perform or act as the real elementary school teachers who teach a certain topic/material of a certain subject in English in the classroom.

4. Debriefing phase

During the presentation, the lecturers make notes of the problems the students have in their performance. At the end of the role playing, the lecturers discuss the language problems with the whole class. The first problem is concerned with all the communicative competence aspects. Then the lecturers list the problems on the whiteboard and ask the class to point out what the problems are and how they are to be corrected or overcome.

FACTORS AFFECTING THE COMPETENCY AND TASK

This section presents a table summarizing the discussions of tasks identified in the English teaching and learning process, the topics within each task, and the factors that are likely to contribute to the tasks. The factors presented in the third column are based on the previous discussions about the competencies and tasks.

Table 21. Tasks, Topics, and Factors Affecting the Task

Tasks	**Topics**	**Factors Affecting the Task**
A. Grammatical Competence		
Phonological Competence: 1. Spelling the alphabets/letters and numbers, and pronouncing English sounds.	a. Alphabets/letters *'A' – 'Z'*, b. Numbers *'1'* - ..., c. English sounds: Vowel sounds, Consonant sounds, Diphthong sounds.	▪ Students' input skills of spelling the alphabets/letters, ▪ Students' input skills of spelling numbers, ▪ Students' input skills of spelling/pronouncing English sounds: Accuracy, fluency of spelling/pronouncing English sounds. ▪ Students' motivation,

		▪ Time allotment.
Lexical Competence: 2. Understanding main words and functional words.	Word building: a. Main words: verbs, nouns, adjectives, and adverbs. b. Functional words: pronouns, prepositions, conjunctions, determiners, enumerators, interjections, etc.	▪ Students' mastery of vocabulary, ▪ The accuracy of pronouncing words, ▪ The fluency of pronouncing words, ▪ Stress patterns and intonation problems, ▪ Students' motivation, ▪ Time allotment.
Grammatical Competence: 3. Understanding the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases	a. Rules of noun phrases b. Constructing description texts which describe objects by using noun phrases	▪ Students' mastery of vocabulary, ▪ Students' mastery of noun phrase formula, ▪ Students' speaking skills: pronunciation and fluency, ▪ Students' motivation, ▪ Time allotment.
4. Understanding the rules of word and sentence formations or structural skills: tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc.	a. Structural skills: Singular and plural, Sentence components (main words, functional words), Adverbs of frequency (some, much, a little, many, a lot of , a few, any), relative clauses (who, that, which, whom, whose, where), tenses; active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and to infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses (who, which, that, whom, whose), Causatives (have, make, get), use of wish, etc.	▪ Students' mastery of rules of word and sentence formations or structural /grammatical skills: tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc., ▪ Students' motivation, ▪ Time allotment.
5. Constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statement, interrogative, imperative, request, and exclamation sentences.	a. Sentence types: - Simple, compound, and complex sentences - Conjunctions and relative clauses - Sub clauses and main clauses b. Sentence forms: - Negative and positive sentences - Yes/no questions, wh-questions, and tag-questions - Orders, commands - Request/asking someone to do something	▪ Students' mastery of vocabulary, ▪ Students' mastery of sentence pattern of sentence types: simple, compound, and complex sentences; and sentence forms: statement, interrogative, imperative, request, and exclamation sentences, ▪ Structural skills, ▪ Students' motivation, ▪ Time allotment.

	- Warning, prohibition.	
B. Sociolinguistic Competence		
1. Understanding English language teaching for elementary students such as interesting strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural context.	a. English language teaching for elementary school students such as interesting teaching strategies: singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on socio cultural context.	▪ Students' understanding of English language teaching for elementary school students such as interesting strategies based on the socio cultural context, ▪ Students' skills of singing English songs, playing simple English drama, games / playing for fun, ▪ Students' creativity in making interesting media, ▪ Students' motivation, ▪ Time allotment.
2. Being able to teach a number of subjects by using English as the language of bilingual instruction in the social context of elementary school level	a. Teaching a number of subjects by using English as the language of bilingual instruction in the social context of the elementary school level.	▪ Students' mastery of vocabulary, ▪ Students' mastery of sentence production, ▪ Structural skills, ▪ The mastery of speaking skill: accuracy, fluency, ▪ Stress patterns and intonation problems, ▪ Students' mastery of English expressions, ▪ Students' motivation, ▪ Time allotment.
3. Producing utterances of self introduction appropriately	a. Personal & Family identities: names, dates of birth, addresses, hobbies, favorites, profession, etc. b. Saying hello c. Asking one's condition, one's name, dates of birth, addresses, hobbies, favorites, profession, etc. d. Leave takings: Saying thanks, e. Closing, leave taking	▪ Students' mastery of vocabulary, ▪ Students' mastery of sentence production, ▪ Structural skills, ▪ The mastery of speaking skills: accuracy, fluency, ▪ Stress patterns and intonation problems, ▪ Students' mastery of English expressions, ▪ Students' motivation, ▪ Time allotment.
C. Discourse Competence		
1. Combining grammatical forms and meanings to achieve texts in different genres in the form of different text types: poems, procedures, descriptions, reports, news items, narratives,	Text Types: - Poems / prose / lyrics - Procedures, - Descriptions, - Reports, - News Items, - Narratives, - Recounts,	▪ Students' mastery of vocabulary, ▪ Structural skills, especially tenses, ▪ Students' mastery of sentence types and sentence forms, ▪ The mastery of speaking

recounts, spoofs, discussions, expositions, argumentatives, reports, letters, announcements, etc.	- Spoofs, - Discussions, - Expositions, - Argumentatives, - Reports, - Letters, - Announcements, etc.	skills: accuracy, fluency, ▪ Stress patterns and intonation problems, ▪ Students' mastery of English expressions, ▪ Students' motivation, ▪ Time allotment.
D. Strategic Competence		
1. Being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures.	Language functions/English expressions: - Greeting/ Saying hello - Giving information - Asking questions - Giving responses - Opening speeches - Asking for permission - Reporting facts / giving information - Apologizing - Giving opinion - Expressing agreement - Apologizing - Asking for requests - Giving responses to the students' opinions or questions - Giving instructions/asking students to do something - Giving clarification - Giving advice - Closing and Leave taking - Etc.	▪ Students' mastery of vocabulary, ▪ The mastery of speaking skills: accuracy, fluency, ▪ Stress patterns and intonation problems, ▪ Students' mastery of English expressions, ▪ Students' understanding of coherence and cohesiveness, ▪ Students' motivation, ▪ Time allotment.

This table shows the tasks, topics, and factors affecting the task. As pointed out earlier, each of these four competencies subsumes into some tasks as can be seen in the table. Looking at the third column in the table, it appears that complexity of interactions varies according to the competency and task types.

Under the competency of grammatical competence, there are five tasks. The first task is that of spelling the alphabets/letters and numbers, and pronouncing English sounds. There are five factors affecting the task: students' input skills of spelling the alphabets/letters, students' input skills of spelling numbers, students' input skills of spelling/pronouncing English sounds: accuracy, fluency of spelling/pronouncing English sounds, students' motivation, and time allotment. It

meant that the task implementation varied according to those factors. For example, if some students do not spell fluently and accurately, this means that it is influenced by the students' input of spelling skills. The next is students' motivation, in which some students spell the alphabets/ letters and numbers insufficiently for example; it means that they do not spell the alphabets/letters and numbers confidently and fluently. Another factor is time allotment, where there is limited time available for this task. It means that there is limited time available for executing the task, including building knowledge of how to spell letters and numbers, modeling of how to spell, and independent construction of how to spell the alphabets/letters and numbers well. Similarly, there are some factors affecting the pronunciation of English sounds. For example, some students can not pronounce fluently and accurately. It means that it is influenced by some factors such as the students' input skills. So the lecturer intends to build the knowledge of how to pronounce vowels, consonants, and diphthongs correctly. The next is students' motivation, if some of the students pronounce vowels, consonants, and diphthongs insufficiently; it means that they do not pronounce vowels, consonants, and diphthongs confidently and fluently. Another factor is time allotment, where there is limited time available for executing the task, including building knowledge of how to pronounce vowels, consonants, and diphthongs, modeling of how to pronounce vowels, consonants, and diphthongs, and independent construction of how to pronounce vowels, consonants, and diphthongs well.

The second task is that of understanding main words and functional words. The task is influenced by some factors which are rather different from the previous task. With regard to other factors in the task of the previous one, the factors indicate in this task could be more complex because this task is on the level of words. In the task of understanding main words and functional words, there are six factors affecting the task. They are students' mastery of vocabulary, the accuracy of pronouncing words, the fluency of pronouncing words, stress patterns and intonation matters, students' motivation, and time allotment. For instance, some students can not

mention some examples of verbs, nouns, adjectives, or adverbs accurately. It means that it is influenced by some factors such as the students' mastery of vocabulary. So the lecturer intends to build the knowledge of understanding verbs, nouns, adjectives, or adverbs by giving the students some examples of words and how to pronounce those words well, because some students can not pronounce the words correctly and fluently, including the stress patterns and intonation matters. The next is students' motivation, if some of the students pronounce the words insufficiently; it means that they do not pronounce some words confidently and fluently. Another factor is time allotment, where the lecturer should use the time proportionally.

The next task is that of understanding noun phrases and constructing description texts which describe objects by using noun phrases and then presenting how to describe an object in front of the class by using description texts containing noun phrases. The task is determined by some factors. In the task of understanding noun phrases, there are five factors affecting the task. They are students' mastery of vocabulary, students' mastery of noun phrase formula, students speaking skills: pronunciation and fluency, students' motivation, and time allotment. In this task, some students are not able to construct or compose good noun phrases, especially on rule two accurately. It means that it is influenced by the students' understanding of the rules of how to compose noun phrases and also by the students' mastery of vocabulary. So the lecturer focuses on building the knowledge of understanding the rules of noun phrases and composing noun phrases well. Students' motivation also influences the students' ability in this task, in which some of the students are still unconfident when they construct noun phrases. Another factor is time allotment, where there is limited time available for executing the task, including building knowledge of understanding the rules of noun phrases, modeling of noun phrases, joint construction of how to make noun phases in groups, and independent construction of each student to make noun phrases individually.

In presenting the description texts, the factors affecting the task are dominated by the students' speaking skills because, in this task, students present or perform their speaking skills to describe a certain object in front of the class. In here the students have to do the task individually and without any texts. The objects can be people, animals, plants, or things.

The third task is that of understanding structural skills. This task is affected by some factors, where this task is on the level of sentences. There are three factors affecting the task. They are students' mastery of rules of word and sentence formations or structural/grammatical skills, students' motivation, and time allotment. For instance, some students do not understand well some structural skills, such as tenses, active and passive voices, direct-indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc. It means that it is influenced by the students' mastery of structural skills. So the lecturer intends to focus on building knowledge of understanding structural skills, modeling of the texts and joint construction of the texts by taking the students into a group discussion. In here, the lecturer implements the group discussion in order to make the students understand structural skills intensively. The next are students' motivation and time allotment, in which some of the students are unconfident in doing their job, and the time available also needed to be proportionally set.

The last task of the grammatical competence is that of constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statements, interrogatives, imperatives, requests, and exclamation sentences. In this case, the factors affecting the task are indicated by the following five factors. They are: students' mastery of vocabulary, students' mastery of sentence patterns of sentence types: simple, compound, and complex sentences, and sentence patterns of sentence forms: statements, interrogatives, imperatives, requests, and exclamation sentences, students' mastery of structural skills, students' motivation, and time

allotment. The students are expected to be able to construct sentence forms and sentence types. But in fact, not all students can write or construct good sentences based on the patterns of sentence structures. It is related to students' knowledge and skills such as students' mastery of vocabulary and structural skills. So the lecturer intends to build the knowledge of how to construct good sentence types and sentence forms. The other factors affecting the task are students' motivation and time allotment. Not all students can write well, and the time availability also contributes to the executing of the task.

The next task is English for the early-childhood. This task involves the understanding of the current educational theories of English language teaching for elementary school students such as understanding students' characteristics, choosing course materials, selecting sources, and being able to play interesting activities like singing songs, playing simple English film/drama, playing games/playing for fun, creating interesting media, determining teaching strategies, etc. There are some factors determining the tasks and they are rather different from the previous tasks because, in this task, the students' activity is in joint construction phase or in group discussion. There are five factors affecting the task. They are: students' understanding of English language teaching for elementary school students such as understanding students' characteristics, choosing course materials, selecting the sources; students' ability to play interesting activities like singing songs, playing simple English film/drama, playing games/playing for fun; students' ability in creating interesting media, determining teaching strategies, etc.; students' motivation; and time allotment.

In group discussions, if some students do not work seriously in their group work. It means that it may be influenced by the students' motivation and students' understanding of English language teaching for elementary school students.

The next task of the sociolinguistic competence is that of being able to teach a number of subjects by using English as the language of bilingual instruction. This

task is affected by some factors and in this task, the students have to present and perform the teaching skills of how to teach a number of subjects by using English as the language of instruction, or teaching English subjects in front of the class. The factors affecting the task are: students' mastery of vocabulary, articulation or production of utterances, structural skills, the accuracy of pronunciation, the fluency of speaking skills, stress patterns and intonation matters, English expressions, students' motivation, and time allotment. For example, some students can not speak fluently and accurately in their teaching practice. It means that it is influenced by the students' mastery of vocabulary, articulation or production of utterances, structural skills, and students' motivation. So the lecturers intend to build the knowledge of how to teach in English by giving the students some examples of English for bilingual instruction and taking them into more practices. This task also needs availability of sufficient time for the students to perform maximally, so the lecturers should arrange and set the time proportionally.

The last task of the sociolinguistic competence is that of producing appropriate utterances of introducing oneself. This task is determined by some factors, and they are almost the same with the previous task. In this task, students have to present and perform their speaking skills to introduce themselves in front of the class. In this case, there are some factors affecting the task. They are students' mastery of vocabulary, the accuracy of pronunciation and the fluency of the speaking skills, stress patterns and intonation matters, the ability of producing utterances, structural skills, students' motivation, and time allotment. For example, some students find difficulties in producing utterances of their personal data, so the lecturers intend to build the knowledge of understanding some utterances related to their personal data or personal identity by giving the students some examples of utterances and practicing how to pronounce those utterances well. This is because some students can not pronounce the words correctly and fluently, including the stress patterns and intonation matters.

The next is the task of discourse competence. There is only one task. It is combining grammatical forms and meanings to achieve texts in different genres in the form of different text types such as: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives, reports, letters, announcements, etc. This task is affected by the following factors: students' mastery of vocabulary and students' mastery of sentence formation or structural skills especially tenses. Besides, there are other factors affecting the students' performance such as: accuracy of pronunciation and fluency of speaking skills, stress patterns and intonation matters, students' motivation, and time allotment. The lecturers focus on building the students' knowledge of how to construct good texts. The lecturer also gives models of texts. Another factor affecting the task is students' motivation. If some students can not produce texts well, it means that they lack the abilities of creativity in creating and exploring texts, especially narrative texts.

The last competency, strategic competence, consists of one task. The task is that of being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures. There are some factors affecting the task: students' lack of selecting the relevant contents and expressing them using appropriate tones of voice, body language and gestures, students' mastery of vocabulary, students' mastery of English expression, accuracy of pronunciation and fluency of speaking skills, stress patterns, and intonation matters. Fore example, some students can not produce utterances or speak naturally; it means that their utterances seemed to be formal.

COMMUNICATIONS FROM THE PERSPECTIVES OF STUDENTS AND LECTURERS

Communication is considered the important language skill in the teaching and learning process. This includes how the lecturer deliver the message and meaning to the students and how the students express their mind to the lecturer or to other students. Many tasks involved verbal interactions in which the speaking skill was important. Other English basic skills such as writing and reading are also important because in the teaching and learning, especially language teaching, a qualification of writing and understanding texts is needed and there are some tasks involving writing or reading activities. Listening skills are also important and required as much as other skills. The students have to understand what the lecturers explain and the lecturers need to catch what the students say and express.

Although the importance of four English basic skills is well recognized, there is opinion with regard to the aspect of communication that is required in the tasks. The lecturers view that in the teaching and learning process, meaning is also important.

In real communication in a teaching and learning process, the purpose of communication and the way of communication are important. In other words, the aims of delivering and catching meaning are important. All the students in the interviews share this view. They consider conveying meaning or information is primary. The conveying of information emphasizes meaning and the way of communication between the lecturer and the students is necessitated from the needs of the students. Although in many cases, the students make grammatical mistakes in their utterances in the process of communication, it is still tolerated by the lecturer and in here the lecturer gives some corrections to the mistakes.

In a teaching and learning process, the way of communication and delivering or understanding meaning is important. It is in line with the educational perspective, where the expert argues that both delivering and understanding meaning and the ways of communication are equally important in teaching and learning.

The expert's view suggests that a teaching and learning of a language program should also include accuracy and fluency. These views between the expert and lecturer about communication and meaning point to the need for a syllabus that can integrate communication skills and linguistic features.

In a competency task-based language teaching perspective, tasks can be designed in the classroom to integrate communication skills and language features. Tasks required learners to utilize their language resources to engage in the language to achieve communication goals. Task-based language teaching recognizes the importance of language forms that can be brought into consciousness through provision of feedbacks from the lecturer.

The lecturers are more concerned with transferring information and their short-comings in the use of language are compensated for with non-linguistic aspects such as contextual supports or gestures. This, then, could result in lexicalized forms of communication, a form of communication that emphasizes fluency at the expense of language structures.

RECOMMENDATION

There are nine recommendations proposed in this book. These nine recommendations are as follows.

a. The focus of English teaching and learning at the department is on enabling the students to have the competency of good English communication both spoken and written, so the design has to pay more attention to the competency of speaking skills, especially pronunciation skills. For example, in the task of introducing oneself, describing objects by using noun phrases, and using

English for instruction, the students should be able to pronounce the words correctly and speak fluently in their practice of teaching. In the preliminary field testing, some students made incorrect pronunciation. So the design should emphasize the students' ability in pronunciation skills including intonation and stress patterns.

b. It is necessary for the teaching design to provide more emphasis on the proportional chances especially for the performance of the spoken tasks for all students. All students should be proportionally given a chance to perform and practice their speaking skills, for example in the task of introducing oneself, using English for instruction, etc. This communicative English needs classroom activities which encourage all students to get involved in the learning process actively. There will be varied communicative classroom activities so that the students will be braver to utter their opinion, advice, or ideas. It can be highlighted from the students' comments that they need more proportion of speaking proficiencies. This needs sufficient practice in speaking. Their speaking ability will lead to the improvement of their motivation and self confidence as teachers.

c. The next recommendation is that the design should cover the availability of visual supports. For example, for the task of constructing and describing objects by using noun phrases, it seems easier for the students to make the description text with a real object or a miniature of the object being described on hand as the visual support than that of only imagining the object being described. Describing an imaginary object is more difficult than describing a real object in terms of the availability of visual supports from contexts. The absence of referents is very evident in describing the object.

d. Besides, it is recommended that the task should be implemented by considering the strategy, because every task has its specific characteristics and is different from each other. So the implementation of the task in the process

of the teaching and learning in the classroom should consider the suitable strategy which matched the task. For example, the strategy of the "*4 Teaching-Learning Cycles"* for the task of understanding grammatical aspects is quite different from the task of self introduction and the task of being able to teach by using English as the language of bilingual instruction. So the strategy of *"3 Muranoi's Interaction Enhancements"* is the appropriate one.

e. To improve the students' speaking proficiency and to increase the students' motivation and self confidence in practicing their English skills both spoken and written, it is necessary to give them an activity or a real experience by bringing them into the real world in the elementary school classrooms with the real elementary school students. This book proposes 'micro-teaching' as one way to improve students' confidence, motivation, and English proficiency skills.

f. The micro-teaching program is proposed to improve not only students' speaking proficiency, but also their teaching skills which are related to real English experience in real elementary school classrooms. The micro-teaching program can also be used to improve students' English spoken and written mastery or to train students in the real and specific situations, especially when they are practicing teaching by using English as the language of instruction in the target setting.

g. The program should expand the students' writing and reading skills. It could be carried out by conducting an alternative media such as using e-learning programs. It is possible to have more practices by giving the students additional activities through e-learning programs to accomplish the tasks. The students can access the program, carry out the task, and send the answer through the e-learning program provided and organized by the lecturer and the department. Then, to check the students' accomplishment, oral or spoken presentation or question and answer can be conducted

h. The students need hand-outs, supplements, or course books that contain course materials related to English teaching. These kinds of sources should cover students' needs especially in improving their English language competency.

i. In addition, the design may provide a proportioned or sufficient time allotment for each task in order to encourage the students to have a maximum performance of the tasks especially for the competency and task which emphasizes the speaking skills such as self introduction, retelling stories/texts, describing objects, and using English for instruction

IMPLICATIONS OF THE COMPETENCY AND TASK TO THE CLASSROOM TEACHING

The competency and task are organized in the teaching design and it needs to be manipulated for real classroom use. Communicative interaction types are likely to be needed for the teaching and learning process of English in the classrooms.

For the practical use, the implementation of the competencies and tasks can be easier, more or less difficult, or more or less interesting by varying the elements of the exponent(s). This depends on the lecturer and the students in carrying out the product, for example by modifying the strategy or method, media, sources, etc. in the teaching and learning process. In addition, another aspect of the implementation of the proposed syllabus is the setting. In the classroom setting, the design involves two types of interactions: 1) two-way communication, the interactions between the students and the lecturer or among the students, and 2) one-way communication, the interaction between one student and the other students. It is due to the nature of interaction. Sometimes interaction will lead to natural communication.

From the perspective of language acquisition, tasks that required a two-way communication appear to be more beneficial than tasks that required one-way

communication. With regard to information exchange, performance can be improved through tasks that required learners to exchange information. There is a benefit of tasks that required a two-way communication in which learners can exchange information and modify their production.

Another aspect that affects the task is the availability of visual supports. For example, for the task of constructing and describing objects by using noun phrases, it seems to be easier to make the description text with a real object or a miniature of the object being described on hand as the visual support than that of only imagining the object being described.

Describing an imaginary object is more difficult than the other tasks in terms of the availability of visual supports from the contexts. The absence of referents is evident in describing the object. A task without referent supports is said to have a "there-and-then' condition. This kind of tasks is considered to have a high cognitive load because the language production requires the speaker to use the ability to encode events or objects that are not present at the time of writing or speaking. On the other hand, a task with visual supports is viewed to have a 'here-and now' condition. This task is considered to have a low cognitive load because performance is contextually-supported and the speaker can expect the listener to make inferences about the information from the context.

The availability of time allotment is another aspect of product finalization. Sufficient time allotment seemed to be a useful factor, where it can increase the learners' performances. The positive effect of time allotment is on the students' maximum performance. On the contrary, time pressure is an aspect contributing to the difficulty of the task. Time pressure referrs to how quickly a task has to be done and whether it is urgent that the task should be done. Time pressure has a direct impact to the students' work concentration, which resulted in an imperfect task result. Language use under time pressure can not access explicit and implicit knowledge for processing because conscious monitoring is difficult due to the time limit. From the

language point of view, this task is more difficult than those tasks in which time allotment is sufficiently available.

IMPLICATIONS OF THE METHODOLOGY

This section presents methodological implications of the preceding discussions. As discussed earlier in the theoretical bases of tasks, tasks employ activities that are aimed to promote language learning through interactions, either among students or between the students and the lecturer. Interactions during the completion of tasks should encourage or promote the development of the three aspects of language: fluency, accuracy, and complexity. To develop these aspects, it is necessary that the participants in the interaction determined the goals which they worked on during task completion.

The design of the teaching should consider the various factors that affected the task difficulty. In addition, the tasks should be sequenced from less to more difficult ones. It has highlighted some characteristics of tasks that promoted learning. There is suggestion that tasks that promote language learning are the ones that are carried out in small groups, provided opportunities for meaning negotiation, focused on meaning with meaningful contexts for grammatical features, provided much intake, and made use of different types of discourses. These characteristics need to be considered in the design and implementation of the teaching design.

The inputs or materials for the tasks should be related to the teaching and learning processes and relevant to the needs of the students. This is related to the issue of authenticity which points not only to the authenticity of materials but also to the authenticity of communication in the classroom setting. It is important to provide the learners with the opportunities to be engaged in real world activities to enable them to cope with language needs in the real world. Although there was a limitation in the classroom setting, it is possible to simulate those interactions taking place in

the classroom setting with an emphasis on transactional and interactional functions of the language and on the language skills that are required in the tasks.

Tasks which emphasizes the transactional functions of the language may take the form of description, understanding, or group discussion such as the task of understanding grammatical aspects which is set in a group discussion by implementing *Jigsaw Co-operative Method.* In addition, a task that emphasizes the interactional function of the language may take the form of a simulation or a role-play in group work or individually, such as the task of English for instruction which is carried out in a *Role-Play Method*.

As discussed previously, setting plays an important role with regard to the complexity of interaction among the students or between the students and the lecturer which entails complexity of language use. Facilities or objects in a setting are also a factor that can affect communication verbally or linguistically.

The implementation of a task in the classroom setting depends on the student's language skills and creativities. For example, the task of performing describing objects which use noun phrases can be simulated by using pictures or miniatures of objects that are very useful in bringing the imagination into the real world. A class presentation or a small group presentation methodology such as playing games, singing simple English songs, playing simple English drama, or creating interesting media will be applicable for the task of English for the early-childhood or elementary level where the students can explore and share their creativities.

Another factor that should be considered is an aspect of the setting. It is the psychological context where the students will teach in elementary schools. For example, for the task of spelling and pronunciation, the lecturer selects vocabulary words which are related to the elementary school student level such as the names of colors, the names of animals, etc. It meant that the lecturer wants to make closer to the future setting of the students who will be elementary school teachers.

The next factor that should be considered is the number of participants in a task. The tasks in this study always involve two participants: lecturers and students. It is necessary that classroom tasks varied the number of participants since group sizes will have different affects on language use of the participants in an interaction. Linguistic demands in an interaction will vary according to the number of students involved in the interaction. For example, a task of introducing oneself, introducing two or more people, and mastering English expressions can be carried out individually, in pairs, or in small groups of three, four or five students.

During the teaching and learning process at the department, background knowledge of the students in an interaction, for example, is rarely taken into consideration. The students are treated in a similar way regardless of their familiarity with the task. Background knowledge of the students is influenced by the speaker's language and affected the extent of information that is provided.

Tasks need to take into account what the students already knew of the task so that information exchange within a task is based on what the participant wants to know, not on what the speakers consider important or want to say. The examples of tasks related with this method are the tasks of understanding main words and functional words, understanding noun phrases, and understanding structural aspects.

A typical classroom interaction is characterized by the question-answer-feedback pattern without much development, or there is only monolog interaction where the lecturer only explains in one way communication without any real world experiences from the students. The students just understand what the lecturer explained or, in other words, they lacked real world experiences. This is certainly not a sufficient condition to achieve the level of interactional skills.

In the proposed design however, the task of English language teaching for elementary school students, for example, is conducted in a different method. This task is carried out by implementing a *Role-Playing Method* where the students take a role as a teacher and the others as elementary school students. This certainly needed

to be expanded by bringing them into the real elementary school classrooms to get the real world experiences.

Another characteristic of the tasks is that the tasks are always preplanned before students are expected to perform them. Although this pre-planning is useful to develop the aspects of communication, this should not be the only methodological alternative as far as planning time is concerned. It is important for the students because the student can prepare themselves before performing the task. For example, in the task of English for instruction, preplanning is quite important for the students before performing their roles of teaching. They need to be given sufficient opportunities to prepare and to practice first, composing a lesson plan, choosing a strategy, creating media, etc.

The teaching design also provides the students with English expressions that are useful for the students to cope with unplanned situation when they perform the task. When the students perform the task, for example the task of producing appropriate utterances of self introduction or describing objects, it is possible that the other students will ask some questions to the presenters. The students have to be able to answer or give responses, comments, opinions, or other expressions related to what is going on. So, the task of mastering English expressions is carried out integratively in other tasks and it is highly required in the task of teaching a number of subjects by using English as the language of instruction.

In the teaching and learning process, the feedback is on the content of the interaction or talk. The feedback is usually in the form of requests for clarification, confirmation, or for more information. Feedback to the implementation of tasks needs to focus primarily not only on language forms but also on meanings. Focus on language forms means paying attention to accuracy. To do this, the focus-on-form approach can effectively be used to provide feedback on accuracy in the classroom although the focus of communication is on meanings rather than language features.

In relation to this approach to feedback, a reactive stance to students' errors might be useful because errors or problems with the language during task completion can not be pre-determined. Therefore, it should be realized that in task-based language teaching, covering language functions become significant. There is indication that a number of language functions are intensively used in almost all tasks.

Following a syllabus definition as, "specification of what competencies and tasks would be taught", the departure point of the teaching design is that of the kinds of competencies identified through current theories of English language teaching analysis, while tasks are identified through needs analysis in the teaching and learning process. As discussed above, there are 4 communicative competencies and 10 tasks identified in this design. The competencies and tasks become the '*building blocks'* of the design of English teaching.

6
COMPETENCY-TASK BASED SYLLABUS

The following is the description of the competency-task based syllabus as the proposed syllabus in this teaching design. This section describes the concept and the strengths and weaknesses of the syllabus.

1. The Concept of the Competency-Task Based Syllabus

A competency-task based syllabus has been verified strongly from the theoretical justification of communicative competence in English Language Teaching (ELT) as the current theories in the perspectives of English language learning and acquisition (Long and Crookes, 1992; Ellis, 1998; Ellis, 2000). Long and Crookes (1992) state that a competency-task approach uses communicative competence as the basis of English language teaching.

Hymes (1974), retaining the idea of Chomsky's underlying grammatical competence, looks at contextual relevance as one of the crucial aspects of one's knowledge of language and claims that meaning in communication is determined by its speech community and actual communicative events. In this case, Hymes is inspired by Noam Chomsky's distinction on linguistic competence and performance. He proposes that speakers should study the knowledge that people have when they communicate. Just like linguistic competence which tells whether a sentence is grammatical or not, communicative competence tells whether an utterance is appropriate or not within a situation. For Hymes, the ability to speak competently entails not only knowing the grammatical rules of a language, but also knowing what to say to whom in what circumstances and how to say it (Scarcella, 1990).

Canale and Swain (1980) define communicative competence in the context of second language teaching. Their view of communicative competence is "a synthesis

of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse". Canale (1983) defines communicative competence as "the underlying systems of knowledge and skill required for communication".

The syllabus proposed here is in the same sense that the syllabus items (communicative competence and tasks) are organized in terms of the purposes for which the students at the department are learning the language and the kinds of language performance that the students are expected to be able to do at the end of the program. The purpose of learning the language for the students is to relate to the kind of profession they want to have at the end of the program: to be professional elementary school teachers with good English, where it is possible that some of them will teach a number of subjects by using English as the language of instruction. It is also possible that some of them will teach the English subject in their elementary schools. So, the purpose of the English course at the department is that of providing the students with the knowledge and skills of communicative competence both written and spoken, including grammatical competence such as phonology and structural skills, sociolinguistic competence such as English for elementary school students and English for instruction, discourse competence such as producing texts in different genres, and strategic competence such as using English expressions. It is in line with the students' needs as stated above.

Therefore, the syllabus contents are stated with reference to the kinds of language performance of how to speak, how to write, how to read, and how to listen derived from the analysis of the teaching and learning process in this study. These are the kinds of language performance the students are expected to do.

The main concern of this syllabus is the language use or language performance meaning that the design is focused on communicative English, not on 'passive' English. Therefore, the kinds of communicative competence or language

use and language structures are organized collaboratively to realize the competences and tasks in the form of a transitional model. It is a methodological matter that structural skills are brought into focus where they are combined integratively with the language use which is focused on communicative competence as the orientation during the learning activities. This is because competency and task are the bases for its methodology.

The role of methodology in task-based language teaching is to provide the opportunities for the learners to use the language as much as possible and to expose them with comprehensible input through communication during classroom activities.

2. The Strengths and Weaknesses of the Competency-Task Based Syllabus

The competency-task syllabus proposed here is research-based. The tasks reflected the kinds of activities that the students do in the teaching and learning process. Under this syllabus, the language learning has characteristics that can promote learning.

In the learning process, each student will have new information acquired through ‘real’ experience. Students can share and exchange that new information among each other through discussion or requesting and giving the information.

Language learning always has some goals to be achieved. Learners will work together to understand each other’s information and provide each other with feedback when problems arise while doing the task. In this way, there are opportunities to ask for information that is not clearly understood, to comprehend each other’s language, and to get feedback in order to clarify or explain what is said. As can be seen in the syllabus, there are transactional activities aimed at exchanging information and interpersonal activities aimed at achieving special purposes.

The different types of tasks are accomplished through various kinds of language use such as clarification requests and comprehension checks. Nunan (1999)

mentioned various studies in support to the use of tasks as units of learning. Among others, (i) tasks can produce greater quantity and variety of language in group work; (ii) learners will have opportunities to negotiate meaning, make clarification requests, and check comprehension to develop good comprehension; (iii) instruction that focuses primarily on meaning but allowed for a focus on grammar within meaningful contexts work better than grammar-only or communication-only instruction.

In spite of its advantages, the competency-task syllabus has the following drawbacks. Since the main focus of the competency-task syllabus is to develop students' literacy both fluency related with communication and accuracy related with structural aspects that are necessary for, it might raise methodological problems with regard to how to carry out any task and how to deal with students' errors.

According to Doughty and Williams (1998), there are two feedback strategies to students' language. The first strategy is called a *reactive stance*. This meant that the lecturer should prepare to handle any learning problems that will arise as the student is using the language. This does not mean that every mistake made by the students should be corrected. The lecturers should make a selection to those problems that are persuasive, systematic, and remediable at the time of learning (Long and Robinson, 1998; Long, 1996).

The second strategy is called a *proactive stance*. It meant that the lecturer selects in advance, before a task is introduced, certain language structures that might be necessary in order to accomplish the task. The structure chosen may be the one that will cause difficulty and it should be discussed before the task work. Loschky and Bley-Vroman (1993) suggest that the grammatical aspects should be determined in terms of their essentialness, meaning that tasks can not be successfully done unless the grammatical matter is used.

Another drawback with the syllabus proposed here is the question of sequencing and grading of task difficulties. Although the competencies and tasks in the syllabus have been ordered in the way they are carried out during the teaching and

learning process, there has not been any empirical evidence as to how those tasks should be ordered in order to maximize learning. It may be advisable just to follow the sequencing of the competencies and tasks in the syllabus before any empirical evidence is available.

Determining the competency and task difficulty is another problem in the implementation of the syllabus. However, the discussion of task difficulty should provide some useful criteria for task grading. Task difficulty varies according to task variation (participant, group size, etc.), interlocutor's effects, and complexity of the problem in the task, complexity of interaction, amount of help available, and speech mode required to complete the task.

The framework for determining task difficulty proposed by Brown and Yule (1988) can be used to decide on the grading of the task in the syllabus in their framework. Task difficulty varies according to the type of speech mode and the number of elements, properties, and relationships in a task.

The competency-task syllabus presented below has been designed based on the findings from the classroom setting. The competency and task identified from the teaching and learning process are manipulated in order to form task sequences by identifying task components.

As can be seen in the syllabus, there are six components of tasks:

1. Participant. It refers to the people who get involved in the task. In the teaching and learning process, the participants are the lecturer and the students. In the syllabus, the participant may vary according to the task types and implementation.
2. Setting. It refers to the place where the task is carried out. In the syllabus, the setting is classroom setting.
3. Purpose. Purpose refers to the goal of the task or what information or message needs to be conveyed. The purpose of the task use varies according to the task type.

4. Time. Time relates to the amount of time the students have in carrying out the task. In the syllabus, planning refers to time availability for preparing, performing, or carrying out the task.
5. Method. Method relates to the strategy the students have to carry out the task. In the syllabus, there are two types of methods. The first type is joint construction. It refers to a method where the students carry out the task by expecting the lecturer's advisory, or by joining with other students or in groups. The second type is independent construction. It refers to a method where the students carry out the task independently without the lecturer's advisory, or where the students carry out the task individually.
6. Topic. Topic refers to what is being talked or discussed about or the 'content' of talk, discussion, or speech.

These are the "building blocks" of the competence and tasks in the syllabus. The complexity of the task will depend on the variation within one component of the task.

In line with the design of the competency-task based syllabus proposed here, it is deemed necessary to discuss briefly the Decree of the Ministry of National Education, No.232/U/2000, and No.045/U/2002 regarding the curriculum of Indonesian higher education.

The aim of professional education programs is to prepare the students to acquire professional knowledge and skills in their perspective fields of specialization and the curriculum for such a program should be competency-based. This curriculum should be developed into a syllabus, which is also competency based. Competency is defined as a set of behaviors of knowledge or skills that have to be acquired in order to accomplish a particular task (Decree of Minister of National Education No.045/U/2002).

In English language teaching, the competency defined in the Decree is in line with communicative competence which included structural linguistic competence, social-cultural (sociolinguistics) competence, discourse competence, and strategy competence (Celce-Murcia, Dornyei, and Thurrell, 1995). These types of competences should form the bases for the competency-based syllabus suggested by the government.

The competency-task based syllabus that is proposed in this study is, in principle, in line with the curriculum above; that is to develop learners' language competence proficiency. In its application, the competency-task based syllabus should involve these four types of competences implicitly in the task components in order to complete a particular task. However, the competency-task based syllabus is different with respect to the organizing principle (i.e. task), which forms the basis for determining the syllabus items. A task may involve more than one language skill or sub-skill, which is considered as basic competencies (Depdiknas, 2003; Purwo, 2002; and Helena, 2004).

3. Learner Roles

A role, here, refers to the part that learners and lecturer are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The roles of the students in this study are influenced by the design of the instructional materials. As discussed earlier, the materials in the proposed syllabus are classified into competency and task types, while the materials in the former syllabus are classified into topics and language structures or language exercises.

The essential difference between the two types of material designs above is that competency and task in the proposed syllabus are designed for developing students' competence of English language use both spoken and written, while topics

and language structures or language exercises in the current syllabus are designed to develop students' knowledge about the language forms or the grammatical skills.

This difference in the materials design affects the methods of teaching as discussed in the section above. The teaching materials or the tasks are taught using the principles of the English competence approach. The difference in the materials design also determined the roles that the students have to assume in carrying out the tasks. They assume different roles depending on the type of tasks they work on in a particular class. This is an example of a teaching process on the task of spelling the alphabets and pronouncing English sounds. The lecturer supposes that the students are able to spell the alphabets and pronounce English sounds correctly. After the teacher's explanation or building knowledge, the students practice to spell and pronounce English sounds. The students practice to spell and pronounce letters and words with the prompts provided by the lecturer. Besides, the students also develop their spelling the alphabets and pronouncing English sounds into texts based on the lecturer's instructions. For example, the students spell their names or pronounced certain words related with the things around them. In here, the students take a role to understand the spelling or pronunciation correctly, practice how to spell and pronounce well, and explore the practice of spelling and pronunciation.

These roles of understanding, practicing, and exploring or developing students' skills in spelling and pronunciation are expected to be very useful for the students, i.e. to provide the students with enabling skills for communication that require the use of spelling and pronunciation skills, although the exercises do not get far enough to equip the students with the complete necessary skills to develop communicative competence. They need opportunities to implement their knowledge and skills of spelling and pronunciation in different contexts on their own language resources, not just in the context being discussed and practiced in the limited time in the classroom.

4. Lecturer Roles

As discussed earlier, the teaching materials or tasks determine the role of the students. Similarly, the role of the lecturer is also determined by what teaching materials or tasks are being carried out in the classroom. When the competence and task are carried out, the lecturer assumed a central and active role in the first stage, building knowledge of the field. She/he dominates most of the class interaction, controls the direction of learning, monitors the students' performance, and corrects the students' language.

In this stage, the lecturer takes a dominant role because she wants to make the students understand the rules of how to construct noun phrases. This teaching situation is a highly-structured teaching, in which the lecturer is very much in control of the instructional process. But in the last stage, the stage of independent construction, the students have more control over the content of learning or the process of learning. When the task is carried out, the lecturer's role is to facilitate the students during the process of teaching and learning. Meanwhile, in the low-structured teaching, the students have more portion of how to express themselves and they have much autonomy in the learning process.

The major part of the lecturer's job in completing the teaching and learning process is to assess the students' written or oral performance when they are carrying out the tasks. The function of the lecturer is to show where the students make a mistake, give comments, and provide feedbacks in the teaching and learning process. Related to this function, the lecturer has the role of an assessor or evaluator where she acts as supplier of feedback to the students' performance when they are carrying out the tasks.

In general, the roles played by the students and the lecturer are very much dependent upon the type of tasks being carried out. In other words, the roles depend on the stage of teaching-learning cycles or phases.

5. Task Selection

The materials or the topic in the former syllabuses are different from the tasks that are carried out in the proposed syllabus, where some contents of the former syllabuses are based on the structural skills, while the proposed syllabus is based on communicative competence. The reason is due to the fact that some contents of the English course in the former syllabuses are selected on the bases of the lecturer's personal experience, published books, in-house material, and intuition as discussed earlier. Although some materials might have been carefully selected to meet the purpose of the program, the selection of most course offering is not based on research or empirical findings.

On the other hand, the competency and task in the proposed syllabus are based on the analysis of the current theories of English language teaching and needs analysis of the students who will be elementary school teachers. In this case, it is very possible that some of the students will teach by using English as the language of instruction in the future. One of their needs is that of being able to teach a number of subjects by using English as the language of instruction.

6. Purpose and Setting of Tasks

As far as the purpose of the English course in the former syllabuses is concerned, the purpose of the competency and task in the proposed syllabus is that of providing the students with the knowledge and skills of English communication both spoken and written and giving the students knowledge and skills about English for young learners or elementary school students including the knowledge and skills of the teaching skills by using English as the language of instruction. The contents of the proposed syllabus include general English, English for specific purposes, English for elementary school students, English for instruction, and language functions. This purpose is drawn from the syllabus analysis, questionnaires, and interviews which are concerned with the students' needs of being able to communicate in English both

spoken and written and the needs of being able to teach by using English as the language of instruction. It is also in line with the needs of the students in the target setting where they will be elementary school teachers in the future.

In analyzing the needs of the students and the purpose of the tasks, the setting affected the way the lecturer uses the language and communicated with the students. In presenting English for instruction, for example, the target setting is an important factor that determines language use. In the setting, where the classroom is set as a real elementary school classroom, the student who acts or take the role as the teacher stand at the front facing the other students who act or take the role as real elementary students. They use language like in the real setting in the real elementary school classrooms. For instance, the student who takes the role as the teacher says, *"Good morning, students"* and the other students who take the role as the elementary students say, *"Good morning, Sir"*.

Another aspect of the setting that affects the tasks is the psychological context where the students will teach in elementary schools. For example, in the task of spelling and pronunciation, the lecturer selects the vocabulary words which are related to the elementary student level, such as the names of colors, the names of animals, etc. It means that the lecturer wants to take the setting into the future setting of the students who will be elementary schools teachers. So, the tasks need to take into account of these aspects of setting because they can affect language use, the competence of communication, etc. Different settings or different seat arrangements in the classroom should be designed because it will require using different types of language skills.

7. Interactional Demands of the Tasks

The design of the classrooms affects the language use. For example, the task of English for instruction where the student takes the role as the elementary school teacher can help the students to practice as the real elementary school teachers.

Different classroom design will be different demands on the language use. The tasks often challenge the student who takes the role as the teacher to deal with the other students who take the role as elementary school students who are not paying attention to the explanation presented. The teacher actor has to find ways to get the students interested in the explanation. The problem is that there is no authority to get the students to pay attention to what is being presented.

Language use is sometimes constrained by the time available. This is evident in some tasks such as those which need individual or independent practice, both spoken and written, such as producing appropriate utterances of self introduction, presenting description texts, using English for instruction, etc. The amount of time affected language use because the students sometimes perform hurriedly and did not perform naturally.

The interactional demands in the former syllabus mostly depend on the teaching materials, as seen in the syllabus analysis, while in the proposed syllabus, the interactional demands depend on the competency and task that the students have to cover, and the problem which may arise in the future setting when the students become elementary school teachers in the future.

8. Feedback in the Classroom

The main factor of feedback in the teaching and learning process is in its orientation. All task feedbacks in the proposed syllabus are competency-oriented, while the feedback in the former syllabus is linguistically oriented. The previous discussion demonstrated how the syllabus is implemented. The classroom activities are carried out with more emphasis on achieving students' competency.

The purpose of the activity is to prepare and do the task. During task performance, the role of the lecturer is to monitor and provide feedback after the task is completed. Feedback in this case belongs to the important parts to improve students' performance and reinforcement of the students' competence.

7
SUMMARY

This teaching design is organized under the discussion of English language syllabus designs based on the current theory of communicative competence in English Language Teaching (ELT) which involves four areas of competencies: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. This design develops a proposed syllabus to seek for more effective ways in improving the students' communication skills and to replace the structural competence in the former syllabus with communicative competence.

Implementing the theory of communicative competence to the language teaching in ESTD reveals several significant problems. This includes a) the educational background, qualification, and experiences of the lecturers; b) the adaptation and inputs of the students; c) project costing or financial supports; d) educational facilities or physical supports; and e) academic environment of English classrooms. Regarding the gap between the current theory of communicative competence and the field implementation, a transition model is probably needed that is the transition from the old to the new version.

A transitional model, in English language teaching, refers to the transition for the prior English curriculum which has been currently implemented and is now in a 'transitional program' where the new perspective is accommodated. In this design, the new perspective is communicative competence, which is the new paradigm in English language teaching. A transition model is relatively needed in the English subject if the former syllabus design which is currently used is structurally based, while the current theories of English language teaching are communicatively oriented.

The transition model is in the form of the design of a proposed syllabus which combines structural linguistics with the new perspective of communicative

competence. It means that this transitional model is not fully communicative competence based. This model of the proposed syllabus design, named '*competency-task based syllabus',* is the strategy for easing students' transition from the structurally based to the communicative competence-based language teaching.

This design identifies four areas of competencies and ten types of tasks. The competencies are: a) grammatical competence, b) sociolinguistic competence, c) discourse competence, and d) strategic competence.

The grammatical competence consists of five tasks. They are: a) spelling the alphabets/letters and numbers, and pronouncing English sounds *(phonological competence)*; b) understanding main words and functional words *(lexical competence)*; c) understanding the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases; d) understanding rules of word and sentence formations or structural skills: tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and infinitives, affixes and derivatives, conditional sentences, relative/adjective clauses, causatives, use of wish, etc.; and e) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statement, interrogative, imperative, request, and exclamation sentences (s*tructural competence)*. The sociolinguistic competence consists of three tasks. They are: a) understanding English language teaching for elementary school students including interesting strategies such as singing songs, playing simple film/drama, playing games/playing for fun; creating interesting media, etc. based on the socio cultural contexts; b) being able to teach by using English as the language of bilingual instruction in the social contexts of the elementary school level; and c) producing appropriate utterances of self introduction. The discourse competence had one task: combining grammatical forms and meanings to achieve texts in different genres in the form of different text types: poems, procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentatives, reports, letters,

announcements, etc. The strategic competence consists of one task: being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way according to the genre and communicative situation; selecting the relevant contents and expressing them using appropriate tones of voice, body language, and gestures.

As discussed in chapter four, the various tasks which are carried out by the students presented different degrees of complexity depending on the types of task demands. Identification of task complexity points to the needs of the students to have sufficient language ability in order to accomplish a particular task. Insufficient language mastery will result in communication and grammatical aspect problems as evident in some task performance. Visual aid supports sometimes have significant influence to the students in accomplishing the tasks. The ability of describing objects, for example, is even more evident in the setting where visual supports, which represented the objects being described, are not readily available.

The syllabus should reflect the real needs of the students in English teaching and learning. The design should be based on the current theories of English Language Teaching and based on empirical findings. So, it will meet the needs of the students. The language practice dealt with developing the language forms or language use, or in other words, it should focus on ‘active’ English.

The comparison between the structurally design and the communicative one indicates that there are mismatches between the two. The discrepancies are particularly evident in the content of the syllabus, where the first is structurally based while the second is communicatively oriented. These findings are significant in that they clearly point to the needs for an educational undertaking that can create a close correspondence between what is offered at the design and what is needed by the students in their future jobs. This education gap, then, will justify the argument for designing a proposed syllabus that can be offered to the department in order to

prepare students to acquire the necessary language skills needed in their job as future professional elementary school teachers.

This book provides a syllabus that can be more suitable and relevant to the students' needs, which is called a *'competency-task based syllabus'*. There are reasons for developing the syllabus. Based on the needs analysis, it is indicated that the students need competencies and tasks in the teaching and learning processes of English. The design of the syllabus should not be based on '*passive English*', but it should be based on communicative competence as the orientation of the organizing principle. It needs to be pointed out here that the teaching design only contains syllabus items of competences and tasks in the form of a transitional model.

This proposed teaching design is derived from the analysis of the current theories of English language teaching, students' needs, and teaching and learning observation. The implementation may not present many problems to the lecturers because they can draw on their experiences with some additional components. However, the proposed teaching design, the competency task based syllabus, would necessitate a different approach in the implementation because it comprises tasks as the syllabus items and task completion requires a number of structural items and communicative competence that support the tasks. The competency-task based syllabus would certainly require a change of approaches and attitudes toward teaching and learning as well as the role assumed by the students.

Based on the conclusions above, this teaching design suggests the following proposals:

a. The *Competency-Task Based Syllabus* is recommended to be adopted in the teaching of the English subject, because it has strong pedagogic justifications as described in the previous. In adopting the proposed design, the *grammatical competence* is integratedly carried out in every task. So, the grammatical items should be selected in such a way that only those relevant aspects that are needed for particular tasks are taught. This view points to the

needs to teach relevant structural items in a particular task. Similarly, vocabulary items should also be selected on the basis of their relevance. Then communicative competence should be the basis of every task so that the design can promote active communication or communicative English.

b. There are three pre-requisites that must be met before adopting the proposed design. First, the implementation of the *Competency-Task Based Syllabus* requires the lecturers and the students to have sufficient knowledge and understanding about competency-task based language teaching. If they are not familiar with it, a training program especially for the lecturers should be designed. The program has to include, among other things, the underlying current theories of English language teaching, concepts of competency task based language teaching, task grading and sequencing, teaching techniques, teaching media, materials design, and assessment or evaluation. Second, the department should support the program because the implementation of the proposed syllabus requires several physical supports such as visual aids, audio-visual or multimedia, comfortable classroom settings, etc. where the tasks can be carried out maximally. The third is time allotment. Sufficient time allotment should be proportionally available.

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