

TOWARDS LITERACY EDUCATION

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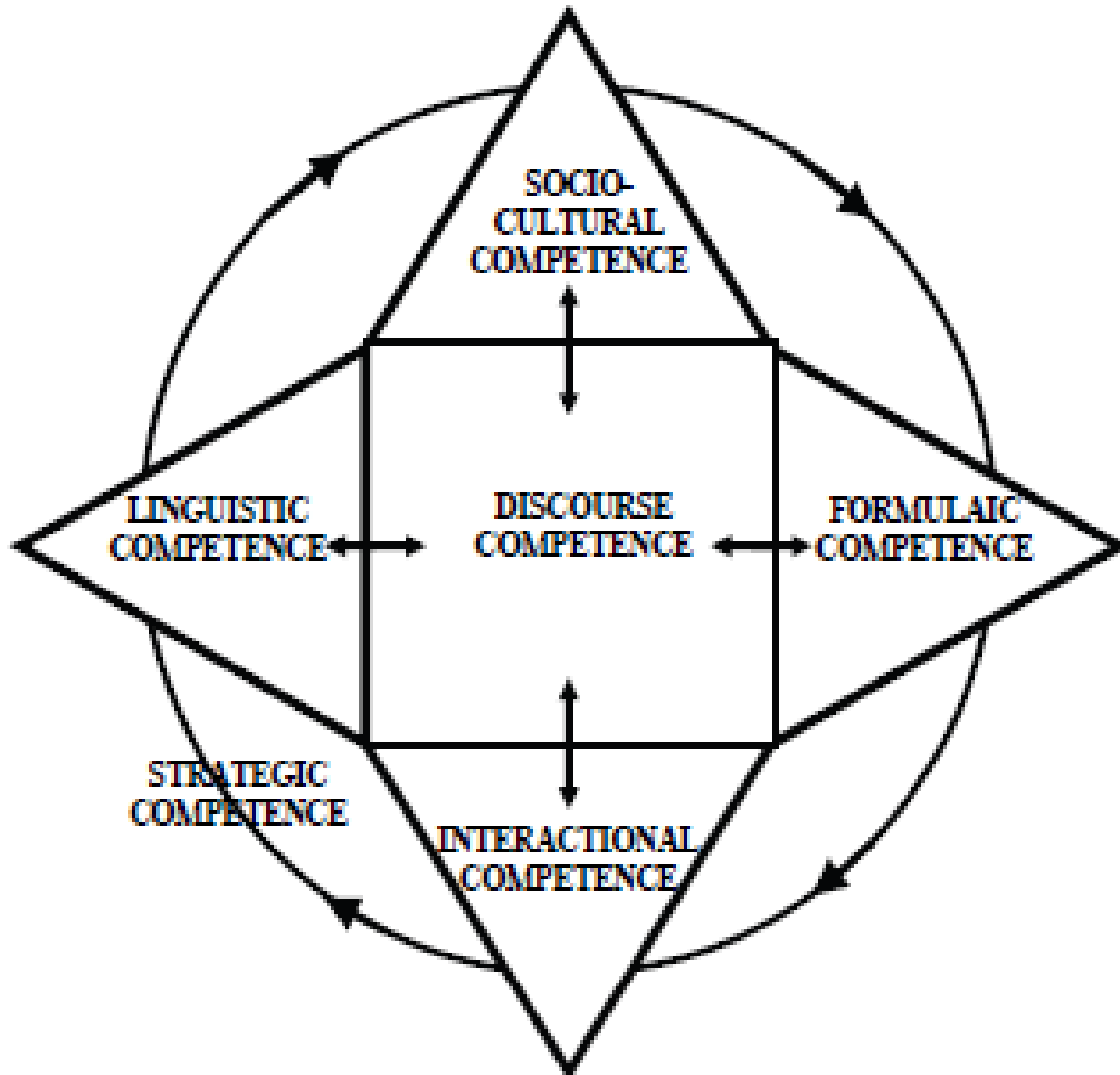
THE GOAL OF ENGLISH EDUCATION IN INDONESIA

The Indonesian government regulation, no. 17, 2010 regarding high- school education states that

- ▶ high-school education is aimed at preparing the students, mentally and physically, to continue their education in tertiary education.
- ▶ The preparation needs to be adjusted to meet the learning needs in universities

IN OTHER WORDS...

- ▶ The main aim of English education in Indonesia is to develop the learners' literacy.
- ▶ At the end of senior high school students are expected to reach what Wells (1991) calls **informational level**.
- ▶ At informational level, the students are capable **of communicating knowledge, particularly discipline-based knowledge**.
- ▶ Students are expected to be able to use English to learn different subjects at in higher learning.



WHAT ABOUT THE TEACHING MATERIALS?

Reading

- ▶ A lot of reading passages and exercises;
- ▶ The text types include short functional texts and essays in various genres.

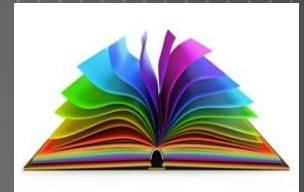
Writing

- ▶ There are tasks, but they are mainly focused on the social functions, generic structures and linguistic features of the targeted texts.
- ▶ **HOWEVER**, some basic scaffolding that helps students develop the written language (style) cannot be found in the course books.

WELLS' LITERACY LEVELS

- ▶ **Performative** level (to be able to decode written language into speech and to encode spoken language in writing)
- ▶ **Functional** level (to be able to cope with the demands of everyday life that involve written language)
- ▶ **Informational** level (to be able to communicate accumulated knowledge, particularly discipline-based knowledge)
- ▶ **Epistemic** level (to “have available ways of acting upon and transforming knowledge and experience that are in general unavailable to those who have never learned to read and write”)

FROM ORACY TO LITERACY



THE DIFFERENCES

SPOKEN LANGUAGE

- ▶ Context dependent
- ▶ Based on clause, phrase, words,
- ▶ About you and I
- ▶ Lexically sparse
- ▶ Uses small words/casual
- ▶ Dynamic structure

WRITTEN LANGUAGE

- ▶ Context independent
- ▶ Based on sentence
- ▶ About 'it' (not about you and I)
- ▶ lexically dense
- ▶ Uses big words/formal
- ▶ Synoptic structure

SPOKEN AND WRITTEN LANGUAGE CONTINUUM

Most Spoken

Most Written

Language accompanying action

Language as reflection



Spoken Language

Written Language

SPOKEN AND WRITTEN LANGUAGE

- Written language is not simply speech written down.
- They are different because they evolve to serve different functions.
- Spoken language is more context dependent; written language tends to be more independent of its immediate context.

THE CONTINUUM

▶ **Most Spoken**

- ▶ Context dependent
- ▶ Language in action
- ▶ Language as process
(dynamic)

▶ **Most Written**

- ▶ Context independent
- ▶ Language as reflection
- ▶ Language as product
(synoptic)

DIFFERENT FEATURES

- ▶ **Everyday lexis**
- ▶ **Non-standard grammar**
- ▶ **Grammatical complexity**
- ▶ **Lexically sparse**

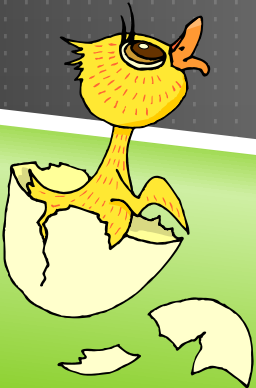
- ▶ **Prestige lexis**
- ▶ **Standard grammar**
- ▶ **Grammatical simplicity**
- ▶ **Lexically dense**

CONTEXT DEPENDENT

- ▶ Meanings are recovered by context
- ▶ Not everything should be explicitly stated
- ▶ Stating everything may result in “overexplicitness”, thus, unnatural
- ▶ Language choice depends on context of situation (tenor, field, mode)

CONTEXT INDEPENDENT

- ▶ Meanings and context are created and presented by writers.
- ▶ Everything should be presented for clarity.
- ▶ Completeness is necessary.
- ▶ Language choice is based on the imagined readers



THE SPOKEN WORLD

DUNIA LISAN

- ▶ People speak in words, phrases and clauses.
- ▶ Some meaning is expressed by language; some are 'expressed' by the context.
- ▶ People can ask for clarification when needed.
- ▶ People share the context of situation.
- ▶ Orang berbicara menggunakan kata, frasa dan klausa.
- ▶ Sebagian makna diungkapkan lewat bahasa; sebagian lainnya diungkapkan oleh konteks.
- ▶ Orang dapat meminta klarifikasi jika perlu.
- ▶ Orang berada dalam konteks situasi yang sama.

SPOKEN: GRAMMATICAL INTRICACY (G&W 1995:162-163)

I can't mind the kids today

Because I must go to fotball training

And can't leave early

Because we've got an important game on Saturday

And if we win it

We go into the finals

Because I don't have training

So I can mind them then

If that's Ok with you



WRITTEN FORM: LEXICAL DENSITY (P.164)

Due to the importance of a win in Saturday's football game as a pre-requisite for a final appearance, the necessity of my training attendance diminishes my child minding capacity tonight

However, the lack of an attendance requirement on Wednesday allows my availability consequent upon your approval.

How does it happen?
Bagaimana itu terjadi?



- Look at that... a frog... cute isn't it... sitting on a leaf
- Look... the small ones... could be the offsprings.
- But they look like fish.
- They do, don't they?



- Look at this... must be the eggs
- Looks like it... transparent like glasses
- Look! The babies are visible...
- Look... the eyes are so clear.
- They stick to each other, why not separated?
- How can they stick together?
- Maybe they've got glue or something...



- eh... liat nih... ada kodok... lucu ya, naik di daun
- liat tuh... ada yang kecil-kecil... anaknya kali
- tapi kok kayak ikan...
- iya ya...



- liat ini... ini pasti telunya
- kayaknya iya sih... transparan kayak kaca
- liat tuh bayinya kelihatan...
- liat.. matanya jelas banget
- ngumpul jadi satu, nggak nyebar ya?
- kok bisa ngumpul kepapa ya?
- ada lemnya kali...

WHAT IS HAPPENING?

APA YANG TERJADI?

- ▶ The text are created jointly
 - ▶ Every participant take turn to create the text.
 - ▶ The participants do not speak in sentences.
 - ▶ Some parts of the meaning are left unsaid or taken for granted.
 - ▶ Some of the meanings are recovered by the context.
 - ▶ The participants share the burden of communication.
- ▶ Teks diciptakan bersama.
 - ▶ Tiap partisipan menciptakan teks bergiliran.
 - ▶ Partisipan tidak berbicara dalam kalimat-kalimat.
 - ▶ Sebagian makna tidak diucapkan atau dianggap sudah saling mengerti.
 - ▶ Sebagian makna tersampaikan oleh konteks
 - ▶ Partisipan berbagi beban komunikasi

ENGLISH

- Look at that... a frog... cute isn't it... sitting on a leaf
 - Look... the small ones... could be the offsprings.
 - But they look like fish.
 - They do, don't they?
 - Look at this... must be the eggs
 - Looks like it... transparent like glasses
 - Look! The babies are visible...
 - Look... the eyes are so clear.
 - They stick to each other, why not separated?
 - How can the stick together?
 - Maybe they've got glue or something...
- ▶ Yesterday, my friend and I visited the Botanical Garden. In the garden we found a quite big fish pond. On its surface there were a lot of lotus leaves. On one of the leaves we saw a frog enjoying the beautiful weather.
 - ▶ We squatted by the pond, and we saw a lot of things. There were frog eggs, baby frogs, juvenile and adult frogs singing loudly.

HOW ABOUT THE WRITTEN WORLD? BAGAIMANA DENGAN DUNIA TULIS?

- eh... liat nih... ada kodok... lucu ya, naik di daun
- liat tuh... ada yang kecil-kecil... anaknya kali
- tapi kok kayak ikan...
- iya ya... liat ini... ini pasti telunya
- kayaknya iya sih... transparan kayak kaca
- liat tuh bayinya kelihatan...
- liat.. matanya jelas banget
- ngumpul jadi satu, nggak nyebar ya?
- kok bisa ngumpul kepapa ya?
- ada lemnya kali...

Kemarin saya dan teman-teman mengunjungi Kebun Raya. Di kebun itu kami menemukan sebuah kolam ikan yang cukup besar. Di permukaannya terdapat banyak daun teratai. Di atas sebuah daun, kami melihat seekor katak yang sedang menikmati cuaca yang indah.

Kami berjongkok di tepi kolam dan kami melihat banyak hal. Ada telur katak, bayi katak, katak remaja dan katak dewasa yang sedang berbunyi nyaring.

WHAT DO PEOPLE EXPRESS? APA YANG DIUNGKAPKAN ORANG?

Spoken language

People express the

content

Written language

People express the

**context and
the content**

WHAT TEXT TYPE IS CREATED? JENIS TEKS APA YANG TERCIPTA?

- ▶ Text type: recount
- ▶ Communicative purpose: telling interesting past events
- ▶ Linguistic features: past tense, material processes, temporal conjunctions, etc.

HOW CAN THE SKILLS BE IMPROVED? BAGAIMANA KETERAMPILAN INI DIKEMBANGKAN?

- ▶ Challenge the learners to write the same topic but in a more challenging genre/text type.
- ▶ For example they can be asked to write about frog but in a report text.
- ▶ They need a model text at the start.

Katak (bahasa Inggris: *frog*) adalah binatang amfibi pemakan serangga yang hidup di air tawar atau di daratan, berkulit licin, berwarna hijau atau merah kecokelat-cokelatan, kaki belakang lebih panjang, pandai melompat dan berenang; sedangkan **kodok**, nama lain dari **bangkong** (bahasa Inggris: *toad*), memiliki kulit yang kasar dan berbintil-bintil atau berbingkul-bingkul, kerap kali kering, dan kaki belakangnya sering pendek saja, sehingga kebanyakan bangsa kodok kurang pandai melompat jauh.

Kodok dan katak mengawali hidupnya sebagai telur yang diletakkan induknya di air, di sarang busa, atau di tempat-tempat basah lainnya. Beberapa jenis kodok pegunungan menyimpan telurnya di antara lumut-lumut yang basah di pepohonan. Sementara jenis kodok hutan yang lain menitipkan telurnya di punggung kodok jantan yang lembap, yang akan selalu menjaga dan membawanya hingga menetas bahkan hingga menjadi kodok kecil. Sekali bertelur katak bisa menghasilkan 5000-20000 telur, tergantung dari kualitas induk dan berlangsung sebanyak tiga kali dalam setahun.

Telur-telur kodok dan katak menetas menjadi **berudu** atau kecebong (b. Inggris: *tadpole*), yang bertubuh mirip ikan gendut, bernapas dengan insang dan selama beberapa lama hidup di air. Perlahan-lahan akan tumbuh kaki belakang, yang kemudian diikuti dengan tumbuhnya kaki depan, menghilangnya ekor dan bergantinya insang dengan paru-paru. Setelah masanya, berudu ini akan melompat ke darat sebagai kodok atau katak kecil.

WHAT HAS CHANGED?

- ▶ Text type: Information report
- ▶ Communicative purpose: to describe a phenomenon based on systematic research / observation
- ▶ Linguistic features: The simple present tense, relational processes, adjectives, etc.
- ▶ Technical terms.
- ▶ More formal language.
- ▶ No or less personal pronouns.

FORMAL ACADEMIC ENGLISH

GAYA FORMAL AKADEMIK

Diet

Newly hatched tadpoles are mainly herbivorous, feeding on algae, detritus, plants and some small invertebrates, but they become fully carnivorous once their back legs develop, feeding on small water animals or even other tadpoles when food is scarce.^[4] Juvenile frogs feed on invertebrates both on land and in water but their feeding habits change significantly throughout their lives and older frogs will eat only on land.^[3] Adult common frogs will feed on any invertebrate of a suitable size, catching their prey on their long, sticky tongues,^[3] although they do not feed at all during the short breeding season.^[3] Preferred foods include insects (especially flies),^[4] snails, slugs and worms.^[3]

BAGAIMANA AGAR TRNASFORMASI TERJADI?

- ▶ Diperlukan pelatihan yang serius dan eksplisit (persekolahan)
- ▶ Pelatihan dimulai pada tingkat kalimat, paragraf sampai tingkat teks.
- ▶ Keterampilan menulis teks diperlukan untuk memenuhi ekspektasi pembaca.
- ▶ Skripsi yang baik adalah skripsi yang mudah dipahami pembaca, skripsi yang memenuhi ekspektasi pembaca (bukan sekehendak penulis).

WHAT DOES WRITING ENTAIL?

PELATIHAN MENULIS MENCAKUP APA SAJA?

- ▶ Clause writing
- ▶ Sentence writing
- ▶ Paragraph writing
- ▶ Genre writing (factual, literary and critical genres)
- ▶ Academic writing

CLAUSE WRITING

- ▶ Clause structures, especially the Mood : Subject + Finite, because they express the writer's feelings, attitudes, judgments.
- ▶ In Indonesia, Finite is the source of many grammatical problems.
- ▶ Punctuations

**STAY POSITIVE.
STAY FIGHTING.
STAY BRAVE.
STAY AMBITIOUS.
STAY FOCUSED.
STAY STRONG.**

...MENTALITY IS EVERYTHING.

SENTENCE WRITING

- ▶ Coordination and subordination
- ▶ Logical relations: elaboration, expansion, enhancements
- ▶ Conjunctives / conjunctions

When one door

of happiness closes, another opens;
but often we look so long
at the closed door
that we do not see the one
which has been opened for us.

Unknown

Think Positive Words



PARAPHRASE WRITING

- ▶ Communicative purpose
- ▶ Generic structure
- ▶ Linguistic features
- ▶ Topic sentence
- ▶ Supporting details
- ▶ Information flow
- ▶ Cohesion
- ▶ Coherence

Genre: Prayer

Dear God.

I pray for your support all the day long,
until the shadows lengthen and the evening comes,
and the busy world is hushed,
and the fever of life is over, and my work is done.

Then in your mercy, grant me and my family
a safe lodging, and a holy rest, and peace at the last.

Amen

Good Night

Think Positive Words



GENRE WRITING

Factual

- ▶ Descriptive
- ▶ Information report
- ▶ Recount
- ▶ News item
- ▶ Explanation

Etc.

Literary

- Narrative
- Poems
- Short stories
- Novel
- etc

Critical

- ▶ Discussion
- ▶ Exposition
- ▶ Review
- ▶ Etc.

ACADEMIC WRITING

Style

as described above

RECOMMENDATIONS

- ▶ Reorganize the writing courses.
 - ▶ Redefine the writing course descriptions.
 - ▶ Make the writing micro skills explicit.
 - ▶ Reexamine the writing syllabus.
 - ▶ Address the meta-language.
 - ▶ Make students see what is expected of them.
- 