

Communicative Competence

Ag. Bambang Setiyadi, Ph.D.



INTRODUCTION

This module is the first module of Teaching English as a Foreign Language Three (TEFL 2). The first aim of this module is to discuss the concept of competence in communication. The second aim of this module is to relate the concept of communicative competence to language teaching and the last aim is to describe different models of communicative competence and the curriculum that has been developed from the communicative competence that is popularly known as the competence-based curriculum.

This module is meant to provide you with ideas related to communicative competence that are needed to understand the other eight modules in this subject. Without understanding this module you will probably find some difficulties in understanding the content of each other module since the contents of the following modules are related to some of the content of the first module. The other modules will provide you with some techniques in preparing materials and choosing techniques that have been developed from the concept of communicative competence, which has been presented in the first module.

After reading this module, you are expected to be able:

1. to describe the concept of communicative competence;
2. to relate the concept of communicative competence with language teaching;
3. to give examples of classroom models of communicative competence;
4. to explain competency-based curriculum.

By understanding this module, you as the English language teachers are also expected to be able to choose English teaching techniques that have been developed from the concept of communicative competence. You may prepare materials and teaching techniques or develop your own techniques in

teaching the components of the English: grammar and vocabulary and the four skills: listening, speaking, reading and writing based on the concept of communicative competence. You are also expected to be able to prepare materials and choose technique in teaching English through literature and teaching the language integratedly. Besides preparing materials and choosing teaching techniques, you may also identify the media that may be used in teaching the language.

In order that you will find it easy to understand the content of this module, you are suggested:

1. to carefully read the introduction so that you have a clear picture of the purpose of this module;
2. to read this module at glance to find difficult words or new terms and then consult your dictionary;
3. to understand all concepts presented in this module by reading the concepts yourselves and then discuss what you have understood with your peers, your teachers or your tutors.

UNIT 1

Competence in Communication

Noam Chomsky (cited in Hymes, 1983: 3) defines *competence* as the speaker and listener's knowledge of a language. The term "competence" is contrasted with "performance". The first refers to the tacit knowledge of language structure while the latter is understood as the processes in encoding and decoding. The knowledge of the language is believed to be commonly not conscious or available for spontaneous report and it is believed that the knowledge of the language (competence) that makes one produces and understands an infinite set of utterances (performance). However, the knowledge of the language is not necessarily related to the ability in encoding and decoding utterances. It may be the case that one knows a lot about the language but he/she is not a good speaker and listener of the language.

Communication within the classroom is really important in language learning since through communication students learn to interact with others by using the target or learned language: English. Realizing that communication plays an important role in encouraging the students to use the target language, English teachers should design learning tasks and the competence of the language use through which the students can practice receiving information, processing it, and producing it in the target language.

Widdowson (1983: 118) states that communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, and give orders. In learning a second language, it is important for teachers to provide students with an opportunity to use the target language. The classroom interaction can focus the language used in formal and informal conversations within a context that is meaningful and realistic (Hayes, 2004).

A. COMMUNICATIVE COMPETENCE

“Communicative Competence” has in recent years become a fashionable term in developing English syllabus and methodology of English teaching in

Indonesia. Some experts have introduced different concepts and they sometimes claim that their concepts are superior to others. In this section, only some are discussed to provide us with concepts of communicative competence that are believed to be popular among others.

Hymes (1983) defines communicative competence as a definition of what a speaker needs to know in order to be completely competent in a speech community. He lists four sectors of communicative competence. The first sector is whether and to what degree something is formally possible. The second sector is whether and to what degree something is feasible in virtue of the means of implementation. The third sector is whether and to what degree something is appropriate in relation to a context in which it is used. Hymes' final sector deals with the area that refers to something that is actually performed. The theory of communicative competence that Hymes suggests seems to show that communicative competence deals with possibility (grammatically right), feasibility (easily processed), appropriateness (contextual) and in fact done (not occur). A sentence may be possible, feasible but not appropriate and not in fact done. Or a sentence may be possible, feasible, and appropriate but not occur. A sentence should meet the four sectors in order to be classified under utterance of communicative competence. Competence, as suggested by Hymes (1983), is the most general term for capabilities of a person and it is dependent upon knowledge of a language and ability in using the language.

Another concept of communicative competence is also introduced by Holliday (cited in Richards and Rodgers, 2001: 160). Even though he does not explicitly state communicative competence of language, he describes that learning a foreign language as communication is similarly viewed as children learn their first language. He describes seven functions of learning a language. Learning a language is learning to use the language to get things, to control the behavior of others, to create interaction with others, to express personal feelings and meanings, to learn and to discover, to create a world of imagination, and to communicate information. This concept suggests that language is viewed from its functions and learning a foreign language focuses on the functions or uses of the language. To mention some, the functions of the language are to get things, to control others, to create interaction, to express feeling, to discover, to create imagination and to communicate information.

It seems that there are different traditions in linguistics that have placed emphasis on different things in viewing competence of a language. Some have placed emphasis on the knowledge of the language, some have placed it on the use of the language and some others may have placed it on other aspects of language. The way they conceptualize competence will underly language teaching in the classroom.

B. COMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING

1. Theoretical Issues

Communicative Language Teaching (CLT) is a language teaching tradition which has been developed in the United Kingdom in 1970's. This approach was said to be the product of educators and linguists who had grown dissatisfied with Grammar Translation Method and Audio-Lingual Method and it was also partly in response to Chomsky's criticism of structural theories of language. CLT is regarded more as an approach since the aims of CLT are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986 and 2001). CLT deals more with assumptions about language and language learning and Larsen-Freeman (1986 and 2001) names it the Communicative Approach.

The concept of CLT can be traced back by looking at the concept of communication itself. It implies that language teaching should be contextualized by presenting language items in situational settings in the classroom. In other words, in CLT language teachers should consider the formal structures in situational settings in the classroom. Even though it may be argued what type of contextualization (signification or value) can be provided to the students in the classroom, Widdowson (1983: 119) suggests that whatever the contextualization the teacher provides will help the students learn the communicative function of the language. Another way of teaching a foreign language as a means of communication is what Allen and Widdowson suggest (1983: 125). They consider the language as a medium of teaching another subject. Language as communication no longer appears as a separate subject, but as an aspect of other subjects. The target language should be presented in such a way as to reveal its character as

communication. Therefore, designing an English course, for students of science, should cover common topics in basic science and language items. The purpose of English teaching is to develop in the students an awareness of the ways in which the language system is used to express scientific facts and concepts. Their idea suggests that the target language is used in an immersion program, teaching subject matters in the target language, in order for the teaching of the target language to be communicative.

In Richards and Rodgers' s view (1986: 71), CLT has a rich theoretical base at the level of language theory. At least four basic assumptions about language are proposed.

- a. Language is a system for the expression of meaning.
- b. The primary function of language is for interaction and communication.
- c. The structure of language reflects its functional and communicative uses.
- d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The four basic assumptions of language suggest what aspects of the language should be taught, how language should be presented in language class and how language competence should be evaluated. The four assumptions mentioned above seem to derive from a single theory that emphasizes the use of language in daily life for practical reason: communication.

The assumptions about language discussed above also have impact on the language teaching (Brumfit, 1983: 183). Traditionally, language class has followed the tradition of procedure that starts from the presentation of language items, followed by drills that are used to internalize patterns of language, and ends with the practice in context. Contrarily, in the communicative model language learners are expected to communicate as far as possible with all available resources, this step is followed by the presentation of language items shown to be necessary for effective communication, and then language learners are provided with drills if necessary.

The movement of communicative approach has also given impact on what aspect of language and how they should be measured. The design and construction of the test to measure communicative proficiency should be different from that of the traditional approach. Morrow (1983: 145) argues

that the advocates of the behaviorist view of learning through habit formation tend to make language tests by posing questions to elicit responses which show whether or not correct habits have been established. In such language test correct responses are rewarded and negative ones punished in some way. The reward and punishment may be in the forms of scores given to language learners. As mentioned earlier that one of the characteristic features of communicative approach to language teaching is that it enables us to make assumptions about the types of communication that we will equip learners to handle. In language testing, consequently, there is unlikely to be a single overall test of language proficiency. However, Morrow suggests that there are three implications in this.

First, the concept of pass: fail loses much its force; every candidate can be assessed in terms of what he can do. Of course some will be able to do more than others, and it may be decided for administrative reasons that at certain level of proficiency is necessary for the awarding of a particular certificate. But because of the operational nature of the test, even low scores can be shown what they have achieved.

Secondly, language performance can be differentially assessed in different communicative areas. The idea of "profile reporting" whereby a candidate is given different scores on, for example, speaking, reading, writing and listening tests is not new, but it is particularly attractive in an operational context where scores can be related to specific communicative objectives.

The third implication is perhaps the most far-reaching. The importance of specifying the communicative criteria in terms of which assessment is being offered means that examining bodies will have to draw up, and probably publish, specifications of the types of operation they intend to test, the content area to which they will relate and the criteria which will be adopted in assessment.

The system and the criteria used in TOEFL, to some extent, may be similar to the suggestions. Whatever the TOEFL score one has cannot be used to judge whether he/she fails or passes and he will receive a certificate that shows the level of his/her proficiency. Moreover, we may decide whether we want to take Test of Written English (TWE) or TOEFL without a

writing section. The suggestions mentioned seem to have practical problems when implemented in the schooling system.

Richards and Rodgers (1986) argue that little has been written about learning theory of CLT. They state further that elements of an underlying learning theory may be discerned in some CLT practices. One of the elements of learning theory of CLT is that activities that involve real communication promote learning (Richards and Rodgers, 1986: 72). This implies that language learning will learn the target language optimally when they communicate in the language. They should use the language to carry out meaningful tasks, not just learn the language. Communication practice is believed to develop linguistic skills. It seems that the role of teacher is likely to be teaching communication via language, not teaching language via communication (Allwright, 1983: 167). Allwright (1983: 170) acknowledges that this strategy may be argued since absolute beginners cannot be expected to solve communication problems. Language beginners seem not to be able to use the target language for conveying meanings. They are in the process of learning to convey meanings by using the language. The problem that language learners are not yet able to use the language for communication need alternative techniques of CLT. The weak version of CLT discussed could be the answer to this problem.

Another principle of CLT which is related to learning theory is the meaningful task principle, meaning that activities in which language is used for carrying out meaningful tasks promote learning (Richards and Rodgers, 1986: 72). However, language tasks performed in interaction are not necessarily meaningful. Pair work, which is often considered as the main element of CLT, does not always produce meaningful tasks. Pair work makes learners work together and help each other but in the interaction in the pair work may not convey meanings. In meaningful communication there must be information gaps. Language teacher should create situations in which information gaps exist among learners. The attempt to create information gaps in the classroom, thereby, producing communication viewed as the bridging of the information gap, has characterized much recent communicative methodology (Johnson, 1983). These attempts may take many forms, for examples, identifying objects in a picture, providing uncompleted plans or diagrams, developing listening text and telling the content to others.

A principle that may be regarded as another assumption about language learning in CLT is that the grammar and vocabulary the students learn from the function, situational context, and the roles of the interlocutors (Larsen-Freeman, 1986: 130). Larsen-Freeman provides an example of the assumption by observing a class taught through CLT that after the role-play is finished the students elicit relevant vocabulary. This seems in accordance with the first assumption that the emphasis of teaching a language is communication. After communication, as well as games and role-play, is finished the students may discuss the elements of the language: grammar and vocabulary. The elements of the language come later after the first priority of language teaching: communication is over.

2. Classroom issues

Even though little has been written about theories of language learning underlying the principles of CLT, some writers suggest some techniques or procedures in the classroom that can support the goal of communicative teaching. The following principles are tips worth considering in communicative teaching suggested by Larsen-Freeman (1986: 128-130).

- a. Whenever possible language as it is used in real context should be introduced.
- b. The target language is a vehicle for classroom communication, not just the object of study.
- c. Students should work with language at the discourse level.
- d. Games are important because they have in common with real communicative events.
- e. Students should be given an opportunity to express their ideas and opinions.
- f. One of the teacher's major responsibilities is to establish situations likely to promote communication.
- g. The social context of the communicative event is essential in giving meaning to the utterances.
- h. Learning to use language forms appropriately is an important part of communicative competence.
- i. The teacher acts as an advisor during communicative activities.
- j. Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

No fixed procedure has been claimed to be typical procedure of CLT. Different writers have suggested different set of procedures and different writers have emphasized different aspects and skills of language. The CLT classroom procedure below is the one suggested by Finocchiaro and Brumfit (cited in Richards and Rodgers, 1986: 81).

- a. Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation (s) to the learners' probable community experiences) and a discussion of the function and situation—people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (at the beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue).
- b. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half class, groups, and individuals) generally preceded by your model. If mini-dialogs are used, engage in similar practice.
- c. Questions and answers based on the dialog topics (s) and situation itself. (Inverted Who or Yes/No questions).
- d. Questions and answers related to the students' personal experiences but centered around the dialog theme.
- e. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative use of the expression structure with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure...
- f. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points, e.g. "How about + verb + ing?"); its position in the utterance; its formality or informality in the utterance; and in the case of a structure, its grammatical function and meaning...
- g. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).

- h. Oral production activities-proceeding from the guided to freer communication activities.
- i. Copying of the dialog or mini-dialogs or modules if they are not in the class text.
- j. Sampling of the written homework assignment, if given.
- k. Evaluation of learning (oral only), e.g. "How would you ask your friend to ____? And how would you ask me to _____?"

The activities of the CLT procedure mentioned above do not seem to be exclusive to CLT classrooms. The procedure may be classified as the application of the weak version of CLT of teaching the oral language. The following is one of the basic procedures in teaching writing suggested by Finocchiaro and Brumfit (1983 : 151)

- a. Motivate the material by giving a brief summary or by asking preliminary questions relevant to the theme of the passage.
- b. Clarify any difficulty.
- c. Review the procedure you will follow.
- d. Read the material through two times at normal speed.
- e. Ask a question two times. Give the students time to write the answer.
- f. Continue until you have given all the questions.
- g. Read the passage or conversation again at normal speed.
- h. Say the questions again.
- i. Give the students about two minutes to check their own work and to make necessary changes.
- j. Correct the material as in the dictation.

Another application of the weak version of CLT has also been developed in teaching grammar (Thompson, 1994: 11).

Wherever possible, learners are first exposed to new language in a comprehensible context, so that they are able to understand its function and meaning. Only then is their attention turned to examining the grammatical forms that have been used to convey meaning. The discussion of grammar is explicit, but it is the learners who are doing most of the discussing, working out - with the guidance from the teacher- as much of their new knowledge of the language as can easily

and usefully be expressed. Behind this strategy lies the recognition that the learners may well have "understood" more about the language than they - or the teacher- can put into words. If the new language were introduced in the form of an apparently all- embracing (but actually pitifully incomplete) rule from the teacher, this would convey unspoken message that the learners had nothing further to understand about the language point and simply needed to practice it. If, on the other hand, talking about grammar is postponed until learners themselves can contribute by bringing to light what already in some sense 'know', the unspoken message is that the process of acquiring the new knowledge is one which takes place inside them and over which they have some control.

Some activities of the two procedures above may belong to the other methods that have been introduced earlier. As mentioned earlier that some writers regard CLT as an approach, not a method. As an approach, CLT is open for language teachers to develop their own activities based on the principles and the basic assumptions of CLT. It is not surprising that CLT and the other methods share similar activities or techniques; the activities or techniques may have been developed from the same assumptions about language or language learning. Each of the four skills may have different techniques even though they may come from the same assumptions.

Among the many activities which will promote our students' listening ability are the following (Finocchiaro and Brumfit: 1983: 138-54):

- a. Listening to you as you
 - 1) present sound sequences or model sentences;
 - 2) read a passage;
 - 3) describe simple or situational pictures;
 - 4) etc.
- b. Listening to other people speaking.
- c. Engaging in dialog dramatization.
- d. Listening to recordings
- e. Attending lectures, speaking clubs and other meetings conducted in the target language.
- f. Etc.

Speaking activities:

- a. Reply to directions or questions given by other people.
- b. Give directions for other people.
- c. Tell what objects appear in a picture or on a chart.
- d. Tell a story or retell an experience in their own words.
- e. Read a newspaper article in the native language and give a report on it in the target language.
- f. Etc.

Writing activities:

- a. Copy model sentences, dialogs, or anything that has been spoken or read.
- b. Write a summary of material which has been read.
- c. Complete an outline form of material they have read.
- d. Write a letter.
- e. Write a report on an article or book.
- f. Etc.

Reading activities:

- a. Ask the students to formulate questions on the passage.
- b. Have the communicative expressions, structures, and notions that were clarified before the reading used in original sentences.
- c. Engage in numerous word study exercises.
- d. Have students retell what happened in the passage from a list of key words you will place on the board.
- e. Have them look for the key words.
- f. Have them summarize the passage.
- g. Etc.

3. Interpretation of Communicative Competence

To develop the procedures of teaching, language teachers may consider the underlying principles of CLT developed by different authors. These principles are worth considering not only for preparing what learning-teaching activities are expected but the whole processes that cover the preparation of language materials, the sequence of the materials, the presentation, and the evaluation of the output. However, different writers

have different stresses of the principles of CLT. Howatt (cited in Richards and Rodgers, 1986: 66) states that there are a strong version and a weak version of CLT.

The weak version of CLT stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication... If the former could be described as “learning to use English,” the latter entails “using English to learn it.”

The two different versions need not be contrasted. CLT principles may be a continuum. One side of the interval of CLT is the weak version and the other side of the interval is the strong version. The procedure developed based on the principles of the weak version of CLT may be the starting point of teaching a foreign language communicatively. Then, the procedure of CLT ends with the activities developed based on the strong version of CLT. It seems impossible to teach English by using the target language to learn it in a setting where English is really a foreign language, such as Indonesia. Probably, the procedure of the strong version of CLT may be introduced without considering the weak version in countries where the target language is the second language, or where the target language is used in an immersion program.

CLT emphasizes on using a language instead of knowing the language. The goal of teaching a foreign language is the actual use of language in real situations. This is a response to traditional methods that are concerned with what so called linguistic competence. As mentioned earlier, linguistic competence is understood as concerned with the tacit knowledge of language structure, that is, knowledge that is commonly not conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say (Hymes, 1983: 7). This concept is used to contrast it with linguistic performance, which is mostly concerned with the processes often termed encoding and decoding. This practical goal gives a direction to language teaching activities. The activities done to present language materials should be oriented to the ability to use the target language in communication. This principle is related to the first principle that CLT sees errors as a natural

outcome. The main concern of teaching is communication with ease in the target language without being occupied with error correction. One of the characteristic features of communicative approach to language teaching is that it enables us to make assumptions about the types of communication that we will equip learners to handle (Morrow, 1983: 155).

As mentioned earlier that the activities developed for life skills related to English teaching seem to be taken from Communicative Language Teaching (CLT). If compared to the principles suggested in the Contextual Teaching and Learning (CTL), the activities for CLT belong to those of the CLT. The newly introduced curriculum, the competence-based curriculum, will not surprise English teachers as long as the English teachers are the advocates of communicative approach. The English teachers should believe that the primary function of language is for interaction and communication. They should also believe that their students learn the target language optimally when they communicate in the language, their students should use the language to carry out meaningful tasks, not just learn the language. The teachers should believe that communication practice is believed to develop communicative competence. It seems that the role of the teachers is likely to be teaching communication via language, not teaching language via communication.



EXERCISE

To get more understanding on what you have learned please do the following exercise!

- 1) Using Chomsky's term, how do you differentiate competence from performance?
- 2) Communication is believed to be correlated with students' communicative competence. How do you explain this statement?
- 3) Why is the Communicative Language Teaching (CLT) often called an approach, not a method or technique?
- 4) Different people may put emphasis on different principles of CLT and consequently, the implementation of communicative teaching in the classroom may be different for different people. Mention two versions of the implementation of CLT and explain them!

- 5) In implementing the principles of CLT, can you have discussion on grammar? Give your reason!

Key to Exercise

- 1) Competence refers to the tacit knowledge of language structure and the knowledge is commonly not conscious or available for spontaneous report, and performance refers to the processes in encoding and decoding or the ability to produce and understand an infinite set of utterances.
- 2) Through communication students can learn to interact with others by using the target; if their learning tasks are meant to practice receiving information, processing it, and producing it in the target language, their communicative competence will increase.
- 3) No fixed procedure of CLT has been introduced and different experts have introduced different procedures or techniques of CLT. They have developed their procedures based on the principles of CLT. CLT only has principles or assumptions about the nature of language and the nature of learning a language so that CLT is believed as a teaching approach.
- 4) There are two versions of the implementation of CLT: the weak version and the strong version. The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes so that learning activities are meant for students to learn to use English as the target language. The strong version of CLT believes that the target language is acquired through communication and students' learning activities are meant to use English in communication starting from the beginning of the course in order for the students to master the language.
- 5) Yes, we can. If we believe that the communicative competence can be gained through the weak version, we may have grammar discussion as long as the understanding of grammar is not the goal of our teaching and the goal of student's learning the target language is communicative competence.



SUMMARY

In teaching a foreign language there are two terms related to the linguistic skills that are often contrasted, namely linguistic competence and linguistic performance. Competence refers to the tacit knowledge of language structure which is believed to be commonly not conscious or available for spontaneous report. Performance is understood as the processes in encoding and decoding and this skill makes one produce and understand an infinite set of utterances. However, the distinction between the two does not bother some experts and they try to introduce different concepts of linguistic or communicative competence. In consequence, they have placed emphasis on different things in viewing competence of a language. Some have placed emphasis on the knowledge of the language, some have placed it on the use of the language and some others may have placed it on other aspects of language. The way they conceptualize competence will underlies language teaching in the classroom.

The most common way of teaching English is Communicative Language Teaching or CLT. This approach was said to be the product of educators and linguists who had grown dissatisfied with Grammar Translation Method and Audi-Lingual. This approach is believed to make language learners to gain communicative competence of the target language. Since CLT is an approach, different people may develop different techniques of presenting language materials and there are two main versions of CLT, namely weak version and strong version of CLT. The weak version of CLT stresses the importance of providing learners with opportunities to use their English for communicative purposes while the strong version believes that language is acquired through communication. Its is often believed that the weak version is described as learning to use English and the strong version is defined as using English to learn the language.



FORMATIVE TEST 1

Choose the right answer A, B, C or D!

- 1) Who contrasted competence from performance?
 - A. Noam Chomsky.
 - B. Widdowson.
 - C. Hymes.
 - D. Halliday.

- 2) If competence is contrasted from performance, what is meant by competence?
 - A. The processes in encoding and decoding.
 - B. The tacit knowledge of language structure.
 - C. The knowledge that a speaker needs to know.
 - D. The knowledge of the language and the use of the language.

- 3) Which one of the following was not the reason of the introduction of Communicative Language Teaching?
 - A. Being dissatisfied with Grammar Translation Method.
 - B. A response to Chomsky's criticism of structural theories of language.
 - C. Communicative competence as the goal of language teaching.
 - D. A means for expressing scientific facts and concepts.

- 4) Who suggests that communicative competence deals with grammaticality, feasibility, appropriateness of using a language?
 - A. Chomsky.
 - B. Hymes.
 - C. Widdowson.
 - D. Halliday.

- 5) Who describes that we learn a foreign language similarly as children learn their first language and should master the functions of language?
 - A. Widdowson.
 - B. Halliday.
 - C. Hymes.
 - D. Chomsky.

- 6) According to Richards and Rodgers, what is not an assumption of language suggested in the Communicative Language Teaching?
 - A. Language is a set of grammatical rules and vocabulary.
 - B. Language is a system for the expression of meaning.
 - C. The primary function of language is for interaction and communication.
 - D. The structure of language reflects its functional and communicative uses.

- 7) What way of teaching is suggested in the Communicative Language Teaching?
 - A. Grammar discussion.
 - B. Role play.

- C. Repetition.
 - D. Individual work.
- 8) Which of the following is one of the criteria of meaningful communication?
- A. Language teacher should be less passive.
 - B. Students should learn to speak.
 - C. Students work in-groups.
 - D. There must be information gaps.
- 9) Which role of the teacher is expected during communicative activities?
- A. The teacher acts as a director.
 - B. The teacher acts as an observer.
 - C. The teacher acts as an orchestra leader.
 - D. The teacher acts as an advisor.
- 10) What of the following strategies is not suggested in the Communicative Language Teaching?
- A. Giving directions for other people.
 - B. Writing letters.
 - C. Questions and answers related to the students' personal experiences.
 - D. Memorizing vocabulary.
- 11) Which way of teaching may not be suggested in the Communicative Language Teaching?
- A. Drill.
 - B. Singing.
 - C. Poetry reading.
 - D. Role play.
- 12) Which one of the following principles does not belong to the Communicative Language Teaching?
- A. Contextual.
 - B. Situational.
 - C. Communicative.
 - D. Habit formation.

Check your answers with the Key to Formative Test which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

Formula:

$$\text{Level of achievement} = \frac{\text{Scores of the right answers}}{\text{Total score}} \times 100\%$$

Meanings of level of achievement:

90% - 100% = very good

80% - 89% = good

70% - 79% = average

< 70% = bad

If your level of achievement reaches 80% or more, you can go on to the next unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 2

A Classroom Model of Communicative Competence

Communicative Competence can be classified under four main models, namely grammatical, sociolinguistic, discourse and strategic competence. Considering the models of communicative competence, the classroom interaction and teaching approaches can also be classified under the models accordingly. The following section will discuss each model.

Grammatical Competence. Grammatical competence is used to refer to the ability to recognize and produce the distinctive grammatical structures of a language and use them effectively in communication. The competence includes the ability to recognize and produce vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. Even though some people may disagree that grammatical competence will help students to gain communicative competence of the target language, there is still a trend of teaching a language communicatively through grammar mastery. This way of teaching may be understood as the implementation of the weak version of CLT, as mentioned earlier. It may be argued that without knowledge of grammatical basis of the target language learners are in possession of nothing more than a selection of communicative phrases. Consequently, the materials are arranged in a structural or grammatical syllabus (see Module Nine). The structural syllabus does not necessarily mean that the language learning is grammar oriented but the syllabus only tells us how the learning materials are arranged and the final goal is communicative competence. The grammatical syllabus only emphasizes the accuracy of using English and then continuing the process of learning to the level of fluency.

Sociolinguistic Competence. Sociolinguistic competence refers to the ability to produce utterances and understand them appropriately in different contextual factors such as status of participants, purposes of interaction, and norms or conventions of interactions. The content of the language teaching is a collection of imaginary contexts where the language is used in the community. This arrangement of teaching materials is popularly as situational syllabus (see Module Nine). Examples of the content of the

syllabus are "at a restaurant," "at school," "meeting a new neighbor" and "seeing a doctor". The communicative competence refers to what a speaker needs to know in order to be completely competent in a speech community. In language teaching, teachers should consider at least three factors, namely grammaticality, feasibility, and appropriateness with contexts, suggested by Hymes.

Discourse Competence. Discourse, which is also called textual competence, refers to the ability to understand and construct monologues or written genres, such as narratives, procedural texts, expository texts, persuasive texts, descriptions, and others. In other words, discourse competence deals with how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. The teaching materials seem to be arranged in a combination between grammar syllabus and situational syllabus. This may also imply that the teaching materials can be arranged in a content-based syllabus. A Content syllabus in language teaching is actually not a language syllabus. The primary purpose of instruction is to teach some subjects or information using the target language. The subject is primary and language learning occurs automatically while language learners are studying the subject. An example of a content-based syllabus is a science class that is taught in the target language.

Strategic Competence. Strategic competence is used to refer to the ability or mastery of verbal and non-verbal communication strategies. Communication strategies relate to the process of communication between interlocutors (Tarone, 1988: 65). The interlocutors are involved in using a language which they are in the process of learning or may already have learnt. Communication has two types, namely strategies that relate to grammatical competence and those that relate to sociolinguistic competence (Canale and Swain, 1980). Consequently, teaching materials seem to be a combination between a grammatical syllabus and situational syllabus (see Module Nine). The materials may also be arranged based on either a task-based syllabus. In a task-based syllabus the content of the language teaching includes a series of purposeful tasks that language learners need to perform. Examples of a task-based syllabus may include applying for a job, ordering food via the telephone and getting housing information over the telephone. If the materials are arranged based on a skilled-based syllabus, the content of the language teaching will be a collection of specific skills in using the target language. Examples of skills in using the target language may include

reading for the main idea, writing good paragraphs, and listening for the main idea.

English teachers may develop their own ways of teaching based on the concepts of communicative competence and communicative teaching. The following modules will address different ways of teaching English based on the language skills and components.

COMPETENCE-BASED CURRICULUM

Competence-based curriculum (CBC) or Kurikulum Berbasis Kompetensi (KBK) has been recently introduced throughout the country. The new curriculum has been developed and introduced because the government has assumed that the educational system (or practice) in this country has produced human resources who are not ready to face the future. The graduates have fulfilled the requirements of their schools but they are not provided with the skills that are needed by the community. The schools tend to teach school subjects in the level of theory and the students tend to learn the subjects cognitively. This condition seems to happen to all school subjects. Even, the English subject, which is expected to be mastered as a life skill, is also taught and learned as a science. Some students can perform very well in their school tests and the national test but they can hardly use English for practical purposes as expected. The competence-based curriculum is introduced to give a solution to this condition.

The term "competence" in the competence-based curriculum introduced in Indonesia seems to be defined in a different way. Competence in the curriculum refers to knowledge, skill and attitude that are reflected in a daily life (Pusat Kurikulum, 2002). It implies that our students' learning outcomes should cover the three domains that have been popularly as Bloom's taxonomy (1956). The learning taxonomy can be classified as cognitive, psychomotoric and affective domains. These three domains should be considered when the teacher wishes to evaluate the process of learning and teaching. The new tradition of evaluation may be relatively new for some teachers of other school subjects but for English teachers it is not new at all. It may call for a long discussion to determine how a test of other subjects, such as social sciences, can cover the three domains. Ideally, in learning English our students should be evaluated not only based on their mastery of

language components such as vocabulary and grammar, but also their language skills: listening, speaking, reading and writing.

The Competence based curriculum is a systematical and strategic plan for linguistic and discourse competence. It covers what competence the students should master, what learning outcomes they will produce, what learning teaching process is needed, how their competence will be evaluated, and how the school will manage the available human resources to develop school based curriculum (Pusat Kurikulum, 2002). The competence-based curriculum is more than competence-based syllabus, which consists of the arrangement of learning materials that students should master and the indicators of the learning evaluation. The new curriculum consists of curriculum and learning outcomes, class-based evaluation, learning teaching activities, and school-based curriculum. Based on the Competence-Based Curriculum (Pusat Kurikulum, 2001), the competence from which the students are expected by learning English at school is as follows:

1. Elementary school

With the mastery of vocabulary at the level of 900 words and the suitable grammar, the students are able:

- a. to understand short and simple oral texts in the forms of conversation, narration and description;
- b. to have a conversation to express their feeling;
- c. to understand simple written texts in the forms of conversation, narration, and description;
- d. to present simple information and ideas in a written form of 100 words at length.

2. Junior High school

With the mastery of vocabulary at the level of 1500 words and the right grammar of the available themes, the students are able:

- a. to understand and interpret short and simple oral texts in the forms of conversation, narration and description;
- b. to have a conversation, express their feeling and share ideas fluently about certain topics;

- c. to understand and interpret simple written texts in the forms of conversation, narration, description, and other forms such as schedule, ticket, notice, brochure, and content of books;
- d. to present simple information, concepts and ideas in a written form of 200 words at length;
- e. to use English for pleasure and self-enrichment.

3. Senior High School

With the mastery of vocabulary at the level of 4000 words and the right grammar of the available themes, the students are able:

- a. to understand and interpret short and simple oral texts in the forms of conversation, narration and description;
- b. to have a conversation, express their feeling and share ideas fluently and appropriately about certain topics;
- c. to understand and interpret written texts in the forms of conversation, narration, description, argumentation and other forms such as schedule, ticket, notice, manual guide, brochure, content of books, table, diary, and leaflet;
- d. to present information, concepts and ideas of various topics in a written form of 500 words at length;
- e. to use English for pleasure and self-enrichment.

If we compare the English skills of the three levels, which the students are expected to master, there is almost no difference. The difference is that there is a continuum of skills that are introduced from the elementary school to the senior high school. Starting from the elementary school, the students are already expected to have language skills that can be used for practical purposes. The skills, which can be regarded as life skill or communicative skill, are then improved when they continue their studies at higher levels. The continuum will range from *performative*, *functional*, *informational* and *epistemic* competence. Having performative competence, one can read and write in the target language. She/he will acquire functional competence when she/he is able to use the language for daily activities. Informational competence is acquired after one has the skill to use the language to get information, and epistemic competence is acquired when the language is already used to transform knowledge. The graduates of the Junior High

School (SMP) are expected to master survival or functional competence of English and then they will develop it into informational competence at the Senior High School (SMA). The graduates of SMP are expected to use English for daily life while the graduates of SMA are expected to use it to get information.

In the competence-based curriculum recently introduced, learning-teaching interaction is meant to reach *the competence*, which is measured through *indicators of sub-competence*. Different from a traditional curriculum, the new curriculum does not focus on teaching materials. The *teaching materials* are only used to reach the *sub-competence*, which is usually called *indicators*. The materials provided in the curriculum refer to types of discourse, which are often in the forms of conversational interaction. The example below illustrates their relationship (Kurikulum 2004: mata pelajaran Bahasa Inggris, 2003).

Competence expected from the students:

To understand interpersonal discourse

Sub-competence:

To respond interpersonal discourse appropriately

One of the indicators of the sub-competence:

To show attention, surprise and happiness

Materials (spoken):

Really? Oh no. Oh not again!

Wonderful! Unbelievable! Terrific!

To reach the objective stated in the sub-competence, a teacher should plan learning tasks in order for the students to experience communicative activities. The teacher should decide what materials and activities that are needed to make the students have learning experiences in order for them to reach the objective. The objective is his/her priority in teaching and he/she will no longer think what grammar or vocabulary she/he has to teach as many teachers used to. The learning-teaching interaction moves from *product of learning* to *process of learning*. The process of learning is monitored starting from the beginning of the course. The students are not only evaluated from

their product of learning, namely English scores, but also the progress of their learning should be assessed, monitored and recorded. The assessment is not instantly conducted but the indicators of sub-competence that the students have acquired should be recorded in what so called portfolio: a filed record of individual achievement. The record can tell us how fast or slow our students acquire the sub-competence that is expected in the curriculum. The record will give us a better picture of the development of the students' progress. This type of assessment seems to be a new way to evaluate students' learning process. The portfolio helps a teacher to monitor and picture his/her students. Since the students are expected to learn the target language at their own speed, the teacher can guide the students properly. The implementation of the competence-based curriculum makes it possible for some students to reach a certain sub-competence before the others can do it; the teacher can provide the faster students with extra works or continue working on the next competence. Those who have problems with a certain sub-competence need to work more with remedial teaching.

In implementing the competence-based curriculum, the teachers should develop continuous authentic assessment that will guide the teachers to provide suitable learning experiences for individual students. The assessment of the students' progress becomes a part of instruction and no single assessment can be used to have valid authentic assessment; we have to assess students' progress through different ways so that we can have a holistic evaluation.

As mentioned earlier, the competence-based curriculum introduced in Indonesia is meant to provide the graduates of schools with competence that cover cognitive, psychomotoric, and affective skills. The skills can be assessed or evaluated through different ways of assessment. Pusat Penilaian Pendidikan (2003) has suggested different ways of assessment. Some may be relevant in the context of learning English in Indonesia and some others may be not. The following are some of the ways that can be considered.

1. Written Test

A written test is a common test that is classified under the verbal test. A question and answers are provided in this test. In answering the question, students may give oral responses; they do not necessarily write their responses. Students' responses may be written in the forms of signs, diagrams, graphics, and others. This test may have some purposes. It can be

used to diagnose students' competence and to see the strengths and weaknesses of the students, to select students, to monitor educational standards, and others. The test may be given in the forms of objective tests, such as multiple choice, Yes/No questions and matching. The test can also be designed in the forms of non-objective tests, such as short answers, essays, and completion. This type of test, which is often called a paper and pencil test, is suitable for measuring cognitive competence of the students.

2. Performance Assessment

Performance assessment is done by providing situations and contexts and asking students to demonstrate their knowledge and use their knowledge in responding to the situations and contexts. This type of assessment is often considered as an authentic assessment because the students are involved in more real situations. There are at least two methods of performance assessment, namely the holistic method and the analytic method. In the holistic method a rater or teacher only gives a single score of a student's performance while in the analytic method the rater gives different scores for different aspects. For example, in speaking test a teacher may give different scores to some aspects, such as fluency, pronunciation, grammar and other aspects of speaking. Performance test is good for English teachers to assess students' psychometric competence of English.

3. Attitude Assessment

As mentioned earlier the skills that the competence-based curriculum expects are cognitive, psychometric and affective skills. The affective skill can be measured through attitude assessment. Attitude is considered important since students with positive attitudes towards the target language are believed to be more motivated to learn the language than those with more negative attitudes. In turn, attitude evokes motivation, and motivation is the key to success in second language learning. The teacher can assess students' attitude from both individual students and the class. By considering students' attitude an English teacher will revise the process of teaching since attitude is not an innate factor and it can be learned or changed. Related to English learning at schools, there can be some domains of attitude, namely attitude to English, attitude to English teachers, attitude to English learning and attitude to certain topics in the English lesson. Attitude assessment is often developed

by using Likert Scales and the result of the assessment usually classify the students' attitude under positive, neutral and negative.

4. Project Assessment

Project assessment is meant to assess students' competence by giving a project or task to the students and they have to finish the project in a certain time. In completing the project the students should do some investigation and then report the result of the investigation in a written form. By doing the project the students learn to collect data, organize the data and report the result. The result of assessment will tell us how deep our students understand certain topic, how far they use their understanding and how skillfully they can communicate their information.

5. Portfolio

Portfolio is a filed record of individual progress in learning. Portfolio is meant to get a more authentic picture of students' learning. This way of assessment is not meant to evaluate students' achievement but it functions more as information for teachers, parents and students themselves. The information about students' progress will tell us how students experience learning English and what problems they face in learning the language. Students can make portfolio individually or in-groups, depending on the aspect that the teacher will evaluate. In observing and evaluating portfolio, English teachers should keep in mind that the aspects to evaluate should be in accordance with the sub-competence or indicators of competence to measure. This test may be good for English teachers to evaluate the process of students' writing, which deals with grammar, vocabulary, diction, and other components of the writing skill.

In order for our students to have enough learning processes that are expected in the competence-based curriculum, *Contextual Teaching and Learning* (CTL) is suggested in learning teaching activities at school. CTL has been developed in USA and Department of education has sent some teachers from six provinces to learn this approach and then disseminated this approach throughout the country. CTL has the same "soul" as Student Active Learning or CBSA, Process Approach, Quantum Learning, Meaningful Learning, Problem -Based Learning, Cooperative Learning and Work-Based Learning (Direktorat Pendidikan Lanjutan Pertama, 2002).

Principally, CTL approach can be used to teach any subject and any curriculum. Teaching through CTL can be seen from at least its seven components. The seven components of CTL are Constructivism (process of acquiring knowledge is more important than the knowledge itself), Inquiry (students themselves do and find the knowledge), Questioning (questioning can be used to trigger the students to think and to evaluate students' learning process), Learning Community (working in groups helps learning), Modeling (the teacher can be the model and not the only one), Reflection (the students think about what they have learned), and Authentic Assessment (evaluation is not only the product but also the process of learning).

Teaching English through CTL is relatively the same as communicative teaching. The underlying principles of teaching English through CTL (DMAP Paket A, 2003) will be addressed below.

Teacher's role

The teacher functions as a facilitator and a motivator. Even, the teacher may be involved in learning interaction with students.

Students' role

The students should be actively involved in learning activities.

Roles of mother tongue

The mother tongue can be used as a medium to learn English.

View of language

The target language cannot be separated from the context.

View of learning

Learning should take place in-groups, tasks and sharing.

Language skills focused

Language skills must be integrated and related to life skills or authentic/real experience.

Language aspects focused

Language is not only dealt with sentences but also discourse.

The nature of teacher-student interaction

The interaction between teacher and students is interactive and the teacher is not the only learning resource.

Attitude towards errors

Errors are considered as a process of learning.

The Competence-Based Curriculum, which is believed to be more effective in preparing students to have life skills for their future, may face potential problems in the level of implementation. The following problems may appear:

1. Whatever the English teacher teaches and no matter how she or he teaches the language based on the competence-based curriculum, the result will be far from expected if the evaluation (UAN or EBANAS) is not based on the curriculum itself. It is not questionable that any English teacher expects his/her students to have good scores in the test. If the test is more dominated with language aspects (grammar and vocabulary), the teacher will teach English accordingly. As a consequence, the students will not be provided with opportunities to learn to use the language and the competence-based curriculum will be left behind. The evaluation tends to **backwash** the process of teaching at schools.
2. An English teacher will not teach maximally if his/her headmaster or supervisor keep asking him/her how far the materials of the curriculum have been taught and how he/she has put his/her teaching in a lesson plan, not how the students have learned the materials.
3. Teaching English through the Communicative Approach makes English learners more active in practicing English. This condition may be considered as a noisy class by other teachers of other subjects and it sometimes makes English teachers feel uncomfortable. Teaching English based on competence-based curriculum needs tolerance of the teachers of other subjects.
4. Communicative Language Teaching requires more preparation than others do. Teachers with more than 6 hours a day of English teaching may not have sufficient time to prepare each lesson. Teachers with a lot

of teaching loads may not employ it all of the time. However, this is still much better than never do they employ it at all.



EXERCISE

To get more understanding on what you have learned please do the following exercise!

- 1) If you are interested in preparing students to have accuracy in using English tenses, which model of communicative competence may you support?
- 2) If you want to know whether the topic you have chosen has satisfied your students or not, which test or assessment will be appropriate?
- 3) What are the advantages of portfolio in teaching English?
- 4) What is meant by authentic assessment?
- 5) Give one important reason that in the context of language teaching the Contextual Teaching Learning (CTL) is similar to Communicative Language Teaching (CLT)!

Key to Exercise

- 1) You may support what so called grammatical competence. The advocates of the grammatical competence model believes that using the grammatical syllabus students will reach the accuracy of using English and then continue to the level of fluency.
- 2) Attitude assessment will be very appropriate. Using this assessment, you can assess their attitude from both individual students and the whole class. You may also assess their attitude towards English, English teachers, or English learning.
- 3) It may function as information for teachers, parents and students themselves about students' progress. It may also tell us the teachers what problems the students face in learning the language. Portfolio may also be good for English teachers to evaluate the process and the progress of students' writing.
- 4) Assessment that involves not only the product of learning (scores) but also the process and the progress of learning the target language. The

progress of learning is monitored and not instantly conducted but the progress of gaining the sub-competence of the language should also be evaluated.

- 5) CTL emphasizes on learning community or working in-groups; it refers to communication and activities that involve real communication in CLT are believed to promote learning the target language. There are some other similar assumptions of CTL and CLT that you could compare, such as the role of students and the teacher, the perception towards errors and view of the target language.



SUMMARY

Communicative Competence can be classified under four main models, namely grammatical, sociolinguistic, discourse and strategic competence. If grammatical competence refers to the ability to recognize and produce the distinctive grammatical structures of a language and use them effectively in communication, sociolinguistic competence refers to the ability to produce utterances and understand them appropriately in different contextual factors. And, discourse competence deals with how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres while strategic competence refers to the ability or mastery of verbal and non-verbal communication strategies.

Competence in English teaching is also defined differently. Competence in the competence-based curriculum refers to knowledge, skill and attitude that are reflected in a daily life. It implies that learning outcomes should cover the three domains: cognitive, psychomotoric and affective domains. Consequently, the three domains should be considered when the teacher wishes to evaluate the process of learning and teaching, and this needs different types of evaluation. Some types of evaluation are suitable for measuring cognitive competence, some are good at measuring affective competence and some others are better used in evaluating psychomotoric competence.

In order for our students to have enough learning processes that are expected in the competence-based curriculum, the approach that is called *Contextual Teaching and Learning (CTL)* is believed to be effective teaching. Teaching English through CTL is relatively the same as communicative language, which emphasizes on interaction and communication using the target language.

**FORMATIVE TEST 2**

Choose the right answer A, B, C or D!

- 1) What is meant by grammatical competence?
 - A. The ability to understand the status of participants, purposes of interaction, and norms or conventions of interactions.
 - B. The ability to recognize and produce the grammatical structures of a language and use them in communication.
 - C. The ability to understand and construct monologues or written genres.
 - D. The ability to use verbal and non-verbal communication strategies.

- 2) What does discourse competence refer to?
 - A. The ability to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres.
 - B. The ability to recognize and produce vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics.
 - C. The ability to produce and understand utterances expressed in different sociolinguistic contexts.
 - D. The ability to understand and use both verbal and non-verbal communication strategies.

- 3) What is meant by competence in the Competence-Based Curriculum of English subject?
 - A. Grammatical understanding and vocabulary mastery of English language.
 - B. Knowledge, skill and attitude to English reflected in a daily life.
 - C. The processes in encoding and decoding in English.
 - D. The tacit knowledge of English structure.

- 4) What may the Competence-Based Curriculum not cover?
 - A. What competence should be mastered.
 - B. What learning outcomes will be produced.
 - C. What learning tasks are needed.
 - D. What books will be used.

- 5) What level is expected to master 1500 words and the right grammar of the available themes?
 - A. Elementary school.
 - B. Junior High School.

- C. Senior High School.
 - D. None of them.
- 6) What is meant by epistemic competence?
- A. The ability to read and write in the target language.
 - B. The ability to use the language for daily activities.
 - C. The ability to use the language to get information.
 - D. The ability to use the language to transform knowledge.
- 7) What competence is expected from Senior High School graduates?
- A. Per formative competence.
 - B. Functional competence.
 - C. Informational competence.
 - D. Epistemic competence.
- 8) If you assess students' mastery of English by providing situations and asking students to demonstrate their knowledge and use their knowledge in responding to the situations, what types of assessment do you use?
- A. Project assessment.
 - B. Portfolio.
 - C. Performance assessment.
 - D. Attitude assessment.
- 9) What is meant by portfolio?
- A. a filed record of individual progress.
 - B. a paper and pencil test.
 - C. a test used for affective domain.
 - D. an analytic test.
- 10) What is not the characteristic of Contextual Teaching Learning?
- A. Working in-groups.
 - B. Authentic Assessment.
 - C. Emphasis on process.
 - D. English scores.
- 11) Being able to understand short and simple oral texts in the forms of conversation is the competency expected from
- A. the graduates of the Elementary School
 - B. the graduates of the Junior High School
 - C. the graduates of the Senior High School
 - D. all of them

- 12) Students have ability in communicating with native speakers of English is categorized under ...
- A. cognitive skill
 - B. psychomotoric skill
 - C. affective skill
 - D. all of them

Check your answers with the Key to Formative Test which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

Formula:

$$\text{Level of achievement} = \frac{\text{Scores of the right answers}}{\text{Total score}} \times 100\%$$

Meanings of level of achievement:

- 90% - 100% = very good
- 80% - 89% = good
- 70% - 79% = average
- < 70% = bad

If your level of achievement reaches 80% or more, you can go on to the next unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

Key Formative Test

Formative Test 1

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)

Formative Test 2

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)

Reference

- Allen, J.P.B. and H.G. Widowson. (1983). Teaching the Communicative Use of English. In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Allwright, Richards. (1983). Language Learning through Communicative Practice. In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Brumfit, C. J. (1983). 'Communicative' Language Teaching: an Educational Perspective. In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Canale, Michael and Merrill Swain. (1980). Theoretical bases of communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, Vol. I, No.1.
- DMAP Paket A. (2003). *Materi dan Suplemen*. The Department of Religious Affairs: PPA Consultants.
- _____. (2002). *Pendekatan Kontekstual*. Direktorat Pendidikan Lanjutan Pertama. Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional.
- Finocchiaro, Mary and Brumfit, Christopher. (1983). *The Functional-National Approach From theory to Practice*. New York: Oxford University Press.
- Hayes, Lenora M. (2002). Communicative Competence in Second Language Acquisition. Retrieved March 30, 2004, from http://www.arches.uga.edu/%Ehayes/communicative_competence.html
- Hymes, D. H. (1983). On Communicative Competence (extracts). In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.

- Johnson, Keith. (1983). Communicative Approach and Communicative Processes. In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- _____. (2003). *Kurikulum 2004*. Standard Kompetensi Mata Pelajaran Bahasa Inggris. Jakarta: Departemen Pendidikan Nasional.
- _____. (2002). *Kurikulum Berbasis Kompetensi*. Jakarta: Pusat Kurikulum-Balitbang Depdiknas.
- _____. (2001). *Kompetensi Umum Pendidikan Dasar dan Menengah*. Jakarta: Pusat Kurikulum-Badan Penelitian dan Pengembangan.
- Larsen-Freeman, Diane. 1986 and 2000. *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Morrow, Keith. (1983). Communicative Language Testing: Revolution or Evolution? In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- _____. (2003). *Penilaian Tingkat Kelas: Pedoman bagi Guru SD/MI, SMP/MTs, SMA/MA, dan SMK*. Jakarta: Pusat Penilaian-Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional.
- Richards, Jack C. and Rodgers, Theodore S. (1986) and 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Thompson, Geoff. (1994). *Some Misconceptions about Communicative Language Teaching*. Error. Bookmark not defined.
- Widdowson, H. G. (1983). Teaching the Communicative Use of English. In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Wilkins, D. A. (1983). Grammatical, Situational, and Notional Syllabuses. In C. J. Brumfit and K.Johnson (Eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.