

Text-Based Approach to EFL Teaching and Learning Activity

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Abstract

Text-based approach to learning English as a foreign language using text as a basis for developing learning programs. This approach has been used in Indonesia since the application of the Competency Based Curriculum. This approach was developed from Waliday Functional Linguistics and refers to the provision of information about the development of effective texts for specific purposes in the context of real language usage. In this text-based approach, learning is carried out in two cycles namely the oral and writing cycle. Each cycle consists of four stages, namely building context, modeling, constructing guided texts, and constructing independent texts. This framework can accommodate new thoughts and innovations in learning English as a foreign language in Indonesia. Thus it is very suitable to be applied by teachers who are creative and innovative for improvement and improvement of learning English as a foreign language in Indonesia.

Keywords: text, text based approach.

INTRODUCTION

Text-Based Instruction explores the interaction between the learner and the text. The purpose of this approach is to enable learners to become competent, confident, critical readers, writers, viewers and designers of text. TBI involves analysing texts to understand how they are produced and how they impact on their audiences; producing texts for particular audiences and purposes – information by an understanding of how texts are constructed.

Texts are produced for particular contexts. Follow particular structural, grammatical and vocal conventions which divide them into genres. May be less or more formal in register reflect the cultural; social and politica; contexts in which they were created- therefore are not neutral.

Emilia (2011: 21:22) mentioned some key principles in text-based instruction/Genre-based instruction.

The principles are as follows:

- a. Emphasizing the importance of developing students' awareness that each text is a unique creation of a unique author as well a s relative to a particular group of people and particular context (Hyland, 2002).
- b. Considering learning language as a social activity. This requires dependence between students and society, which in this case can be friends, teachers or other adults, including parents, who can help students achieve better learning outcomes. Through this principle it is expected that students learn languages, students learn through language, and students learn about languages (Feez & Joyce, 1998).
- c. Emphasizing that learning will work more effectively if the teacher explicitly explains the competencies expected to be mastered by the students after the learning process (Feez and Joyce, 1998).

- d. Affirming that students are studying under the guidance of teachers within the framework of apprenticeship. Students act as those who are trained and teachers act as experts in language systems and functions. Therefore, in the learning process the teacher should act as an expert who can help students to learn the language.
- e. Believing that grammar instruction is an important part of guiding students to the knowledge of how a language works. However, it should be born in mind that grammatical teaching in text-based learning is not a teaching of traditional language but a grammatical teaching at the text level when personal intent is filtered through the commonly available forms of rhetoric to fulfill the social purpose of language use (Hicks cited by Kim & Kim, 2005). In other words, text-based learning believes that we do not just write, we write something to achieve some purpose (Hyland, 2002). Grammar teaching allows students and teachers to be able to write, read, listen, **and speak**, and judge a text written by a person in the types of texts to be taught.

LITERATURE REVIEW

What is a text ?

Systematic Function Linguistics (SFL) largely derives from the work of Michael Halliday and others who have continued his work on language as a social semiotic system (see Halliday 1985, Eggins 1994, Halliday and Matthiessen 2004, Martin 1992 and 2000). This approach to the study of language views language not as a set of fixed rules but as a complex resource from which language users make choice to construct texts which fulfil purposes within social contexts. A text can be any length, ranging from the word *Entrance* on the front of a building to *Harry Potter and The Philosopher's Stone* (Rowling 1997). It is the social purpose and unified structure of a text that matter, not its length.

Relationship between text and context

Texts are constructed according to different purposes and contexts of use. There is a reciprocal relationship between text and context. From a social and functional point of view, texts are socially constructed and purposeful and language learners use their knowledge about text structure and language features and their skills to work with texts to make meanings in various socio-cultural contexts.

Obviously, learning a language is not simply a matter of learning a whole book of grammar and a dictionary. But from a social and functional view of language, it has more to do with making meanings with language. Language learning is considered a process of making meanings, weaving these meanings together coherently, and shaping them into purposeful wholes, or texts in a social context (Butt et al 2000).

Language teaching, from a functional and social perspective, is therefore concerned with what learners do with texts in context. Viewing language learning from the social and functional perspective of texts, it is essential to find a relevant methodology which enables students to develop their knowledge and skills to work with texts, to empower them with their competence to respond to and compose texts in various social contexts.

Learner Roles

1. Must be able to understand and produce a range of genres using format, layout, structure, grammar and register appropriately.
2. Must be able to interpret and respond to values, attitudes and indigenous knowledge systems reflected in texts.
3. Must explain how language and images may shape and reflect values and attitudes, identify and explain socio-cultural and political values, attitudes and beliefs that are implicit or explicit in texts.
4. Need to be able to understand meta-language in order to have the words to discuss texts.

In text-based approach, learning is carried out in two cycles namely the oral and writing cycle.

In a oral activity or in a written task there is a considerable degree of negotiation between the teacher and students and between students themselves regarding the appropriateness of the staging of the text, choice of words and language features while they construct to the text together. They share the work of drafting the text and editing the text in pairs, group or with the teacher.

From Vygotsky's point of view (1978), students' interaction with more competent peers in this goal-oriented, socially constructed text activity is vital in facilitating their language production and development.

Implementing of TBI

1. Phase 1 : building the contexts
2. Phase 2 : modelling and deconstructing the text
3. Phase 3 : joint construction of the text
4. Phase 4 : independent construction of the text
5. Phase 5 : linking to related texts

A common instructional approach using TBI would include the following steps

1. Built the Context.
This means providing a background about the reading through sharing necessary information for an understanding of the topic of the text. This can be done verbally, visually, a combination of both, etc. Schemata refer to 'knowledge already stored in memory' (O'Malley et al, 1996); Brown (2001) distinguishes two types of schemata.
2. Deconstructing the text
This involves comparing the writing of the text the students are using with another similarly written text. For example, comparing the structure of tonewspaper articles.
3. Joint Construction of text
Derewianka (1995) states that before students write independents texts, it is useful for them to participate in the group writing of a text in the chosen genre. Students, with the support of the teacher, develop their own example of the text they were reading. For example, if the text was a newspaper article. The class develops a sample newspaper article with teacher support.
4. Independent construction of text
Same as 3 but now the students work alone. The character building is implied. For instance, "cooperative" is developed in joint construction stage; "critical thinking", 'hard working', and 'creativity' are developed during constructing the text (Kemendi knas,2010: 20-24).
5. Reflection
Students discuss how what they learned can be used in other contexts

Learner Texts

There are four examples learner texts that can be used as a reference for both students and teachers in the Text-based approach to language teaching. In each learner text, there is a summary of text structure and language features (due to the layout density, typical language features are highlighted on a few items in the text, not on all of them) that can be used by teachers in class as model texts. learner texts are a collection of benchmark texts produced by students of various language levels from post-beginner to intermediate ones.

These include the following text types: below is a summary of text types with their purposes, text structures and language features which can be used as a text -type reference for teachers and students.

Text Types	Purpose	Text Structure	Language Features
Procedure	To tell how to do something.	-goal:what to be done -materials:list of things needed -steps:list of steps to do in sequence	- Noun groups - Quantity - Adjectives - Technical words - Imperatives - Verbs of action - "if" clause

			<ul style="list-style-type: none"> - Adverbs of - Time/place - Conjunctions
Recount	To retell past events experiences.	<ul style="list-style-type: none"> - Orientation: Identifying who, what, where, when. - Series of events (record of events): events in sequence - Re-orientation: rounding of events. - Coda: Personal opinion/evaluation of events. 	<ul style="list-style-type: none"> - Past tense verbs - Action verbs - Noun groups - Conjunctions - Connectives - Adverbs of time and place - Specific participants - Evaluative language
Exposition	To argue from one side of an issue.	<ul style="list-style-type: none"> - Statement of position: identifying writer's opinion and previews of arguments. - Series of arguments and elaboration: arguments to support the position/opinion. - Reinforcement of statement of position restatement of writer's position/opinion. 	<ul style="list-style-type: none"> - Attitude words - Modality - Emotive language - Generic participants - Specific participants - Thinking verbs - Action verbs - Complex sentences
Postcard	To present information recount experience/events.	<ul style="list-style-type: none"> - Postcard layout and conversations - Salutations - Brief message/sequence of events - Closing 	<ul style="list-style-type: none"> - Information in proper space - Formula in language - Incomplete sentence structure - Informal language - Colloquial expressions - Clichés

Figure 1: summary of common text types

Assessment in the Text-based approach

Assessment is an essential component that no course of study can be completed without. Assessment is made to find out whether students have achieved the learning outcomes set out in the course objectives. It is therefore considered an integral part of the whole teaching and learning process.

In the process of assessing students' performance, information about their progress towards achievement of a course's learning outcomes is put together and analysed. Each of the Learning Outcomes is a general statement of what students can do with texts in social contexts. Course objectives, which contain Learning Outcomes, are points of frequent reference throughout teaching, learning and assessment. In other words, assessment should be based on the Learning Outcomes of a

course which describe in general what students can do with texts for a purpose in various social contexts.

Once information on assessment is gathered and analysed, it serves as a basic to make an appropriate revision and planning of teaching and learning experiences in a course.

- a. Course learning outcomes and language proficiency rating scales.
- b. Assessment is on-going in the text-based working cycle
- c. Criterion-referenced assessment.

CONCLUSION AND SUGGESTION

The purpose of this resource is to provide an overview of language teaching from a social perspective based on recent developments. It suggests a practical teaching methodology inside a language classroom with specific guidance in designing a language course and strategies to conduct assessment in the Text-based approach. The content of this resource offers various benefits to postgraduate students, beginning teachers and teacher trainers since it presents a new functional approach to language and language teaching in an introductory and readable way.

Text-based Language Teaching is a helpful, sufficient guide and relevant response to the need for English language teachers to teach the whole text in light of current developments in systemic-functional linguistics which focuses on the purposes and uses of language in a social context.

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