

Recontextualisation of genre-based pedagogy: The case of Indonesian EFL classrooms

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ABSTRACT

Genre-based pedagogy has been adapted to the Indonesian national curriculum for subject English since 2004. There has been reports of its success and it now remains as an important part of the language curriculum at schools. However, there is a couple of considerations need to be taken seriously in relation with genre-based adaptation. First, genre-based pedagogy, based on systemic functional linguistics (SFL) theory, was developed in Australia in English as a mother tongue and ESL classrooms. Indonesian classrooms are different from those in Australia, not least because they teach English as a foreign language. Secondly, the Indonesian curriculum is prescribed from the centre, and though teachers are required to follow the genre-based approach that has been adopted, it is not clear how well teachers have understood it or implemented it. This article aims to discuss critically the recontextualisation of genre-based pedagogy in the EFL classrooms in Indonesia by investigating the ways teachers interpret and implement the teaching of English under the genre-based pedagogy. The study reported here was drawn from an action research project and involved observing one teaching learning unit of the teachers trained to implement the genre-based pedagogy. The findings indicate that the genre-based pedagogy in Indonesian EFL classrooms has been recontextualised only in part, because the influence of other teaching methods tends to prevail. This is problematic to the interest of the national curriculum to improve students' English literacy. The main goal of genre pedagogy which aims to uphold social justice through equal distribution of knowledge will not prevail if the principles of the pedagogy itself is not recontextualised properly.

Keywords: EFL; English curriculum; genre-based pedagogy; recontextualisation

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INTRODUCTION

In the Indonesian context, English is considered the most important foreign language (Hamied, 2012). Subject English is positioned in the national curriculum as a key subject in that it is part of the junior and senior high school national exam process and university entry exams. (Pujianto, Emilia, & Ihrom, 2014). The importance of English is said to keep up with the rapid socio-economic development of the world which requires high stakes English competence. The curriculum is standardized and

teachers in public schools are required to teach the same curriculum content, expected to achieve similar competence in an ESL/EFL orientation framework, and structured around contemporary methods/approaches to respond to the current curriculum mandates (Pujianto, et. al, 2014). This can be seen from textbooks published by the Ministry of Education and Culture which contextualise the curriculum for both teachers (e.g. Wachidah, Gunawan, Diyantari, & Khatimah, 2017a) and students (e.g. Wachidah, Gunawan, Diyantari, &

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Khatimah, 2017b). In general, teaching/learning activities in classrooms are left for teachers to design and implement. Local governments provide in-service training workshops to assist teachers in interpreting the curriculum content into syllabus design, and they also encourage innovative teaching/learning practices (e.g. Suherdi, 2012).

The centrally standardized curriculum is evident in the standardized textbooks in schools, and teachers and students follow the practices and activities as prescribed in them. Thus, teaching/learning practices align with organisation of the textbooks. For example, in the Year 7

student book of the 2013 Curriculum, “practising greetings” is addressed before learning to introduce oneself – as sequenced in the sections in Chapter 1 (see Wachidah, et al, 2017b, p. 2-10). The general activity and its intention tend to imply that a communicative teaching method is expected to be used. In fact, the English curriculum framework in Indonesia has experienced a number of changes, reflecting international changing trends in EFL education over some years (see figure 1) Virtually every emerging perspective has influenced the English curriculum as can be seen in its diachronic representation in Figure 1.

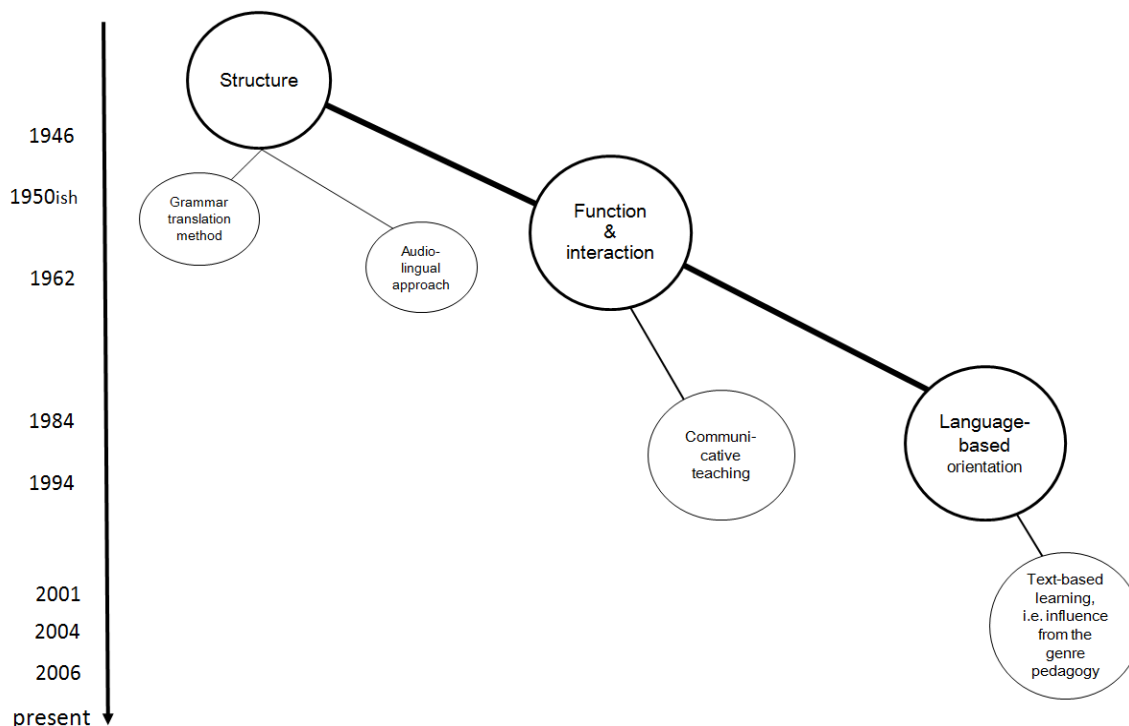


Figure 1. English Curriculum Development from 1946 to present

As early as 1946 a year after Indonesian independence, the structure-based period was used, marked by the use of the grammar translation method, and later in 1962 the audio-lingual approach (Emilia, 2011a; Komaria, 1998). During 1946 - 1962, the content of the curriculum emphasised sentence structure practice and translation of short reading texts including additional activities such as drilling, dialogue practice, and writing short sentences as part of the audio-lingual approach in the curriculum (e.g. Quirinus, 1966)

In the 1980s, the shift from the structure to function and interaction influenced the curriculum, in that communicative teaching was promoted to improve oral communicative competence (Kasihani, 2000 in Emilia, 2011a; Komaria, 1998). To achieve this goal, many tasks involved communication practices – for example listening comprehension and dialogue rehearsal among other learning activities (see Karnaen, 2002). This orientation was dominant until early 2000.

In 2004, a new curriculum, the competence-based curriculum, was introduced – marking the beginning of a

more language-based orientation and an introduction to genre-based approach, or GBA (Emilia, 2011a). The government has stipulated in the English curriculum are more challenging than in the past, in that development of high stakes literacy is now required in language teaching. Literacy thus became a more important part of subject English (Emilia, 2011b). During this period, as indicated in the content of the curriculum framework, emphasis was placed on writing different kinds of texts under the influence of the Sydney School and its conception of various text types (or genres) – including narratives, procedures and descriptions (see Gebhard & Martin, 2010; Gebhard, Gunawan, Chen, 2014; Gebhard, Chen, Graham, & Gunawan, 2013; Martin & Rose, 2008) The focus of English language teaching shifted from the sentence level and oral practice (short texts) to written text-based approaches (Kadarisman, 2014). This can be seen in the use of model reading texts and writing activities in the textbooks (e.g. Wardiman, Jahur, & Djusma, 2008). Text types have remained a key focus of the content in the English curriculum since the

government aims to improve the students' literacy in English, catching up with the global changes.

The involvement of the text type influence in the curriculum follows the beginning of the genre-based pedagogy teaching model drawn from its original source, Australia. Genre-based, drawing on systemic functional linguistic theory (thus often called as SFL GBA in Indonesia to distinguish from other genre traditions such as ESP (e.g. Hyon, 2016) and the New Rhetoric, (e.g. Bawarshi, 2016)) was developed by Martin and his colleagues (e.g. Martin, 1999; Rothery, 1994) for the Australian context. The method involves a comprehensive model of language and language development as the core focus of the pedagogy (Derewianka & Jones, 2012; Rose & Martin, 2012). Language in this tradition is modelled differently from other language teaching traditions, in that language is said to function differently depending on different social contexts of use (Martin, 1992; Martin & Rose, 2008; 2007). Each context generates a different "text type" or genre, and because of this the tradition is often referred to as a "text-based" in that a text is a basic unit of meaning designed to achieve a specific social purpose (de

Silva Joyce & Feez, 2012; Derewianka & Jones, 2013; Humphrey, Droga & Feez, 2012).

The principles underpinning the language-based pedagogy are translated into purposeful teaching procedures, creating a teaching/learning cycle (TLC) (see Figure 2 below). Over the years, TLC has evolved and each stage has been given different names (Rose & Martin, 2012). In the Language and Social Power model (Murray & Zammit, 1992), for example, the stages include Negotiating Field, Deconstruction, Joint Construction and Independent Construction of Text. Each stage involved different activities, all orienting to control of genre. Negotiating field focuses on providing access to the field knowledge of the teaching topic, including students' familiar knowledge, introduction and organization of new information through exploring the field and most commonly reading various texts related to the field. Deconstruction involves study and analysis of a sample text for writing, serving as the model of the final task. This includes explicit teaching of the social purpose of the target text, unpacking the generic structure of the particular text type, and learning specific lexical items, use of conjunction and grammar of the text.

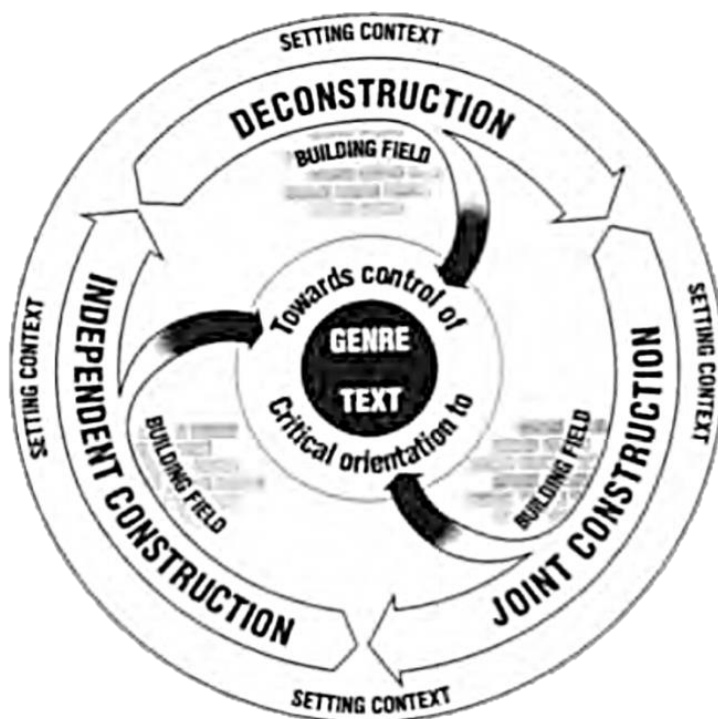


Figure 2. Teaching/Learning Cycle (Rothery, 1994)

Joint Construction involves a group or whole class construction of the text, guided by the teacher, based on the model text given in Deconstruction. In this stage, the teacher leads the writing of a new text and the students contribute to the discussion by proposing ideas and wordings. The teacher assists in shaping the ideas, revising wordings and scribing on the board. Independent Construction is when the students are expected to write on their own, achieving independent writing of the target text or genre as the ultimate goal of the cycle.

TLC is a language-based pedagogy and has always involved intensive work with teachers in actual classroom situation and observed the impact of the pedagogy for the students. An important point in relation to EFL teaching should be raised. The research project for developing the Sydney School was started in disadvantaged schools in New South Wales, Australia; many of those consisting of students from migrant (Rose & Martin, 2012) and Indigenous background (Rose, Gray & Cowey, 1999). Research involving ESL students has

still continued until now, spreading to other parts of the world implementing the genre pedagogy in ESL settings (e.g. Brisk, 2015; Schleppegrell, et al., 2014).

There are however several important points to note. First, those studies of the genre pedagogy involve ESL learning environment of L1 and L2 students which is often strictly monolingual, very different from the Indonesian social conditions. The Indonesian context requires that it be adopted and adapted for an audience of students of English as a foreign language, where schools and prior teaching practices have been very different as well. Secondly, recontextualisation (Bernstein, 2000) is inclusive in Sydney School genre pedagogy in that “a detailed set of procedures” is prepared for teachers during the teacher training and in the actual teaching in class for students (Rose & Martin, 2012, p. 321). It is possible that the recontextualisation, or the ways teachers interpret and implement genre-based pedagogy, has been rather minimal and less than satisfactory, though it might have been argued to commence well in some cases.

To this point, it is now timely to consider and understand the interpretation of the pedagogy in Indonesian EFL classrooms in which English is not spoken as part of the society’s every day and specialised discourse. That is if it is a success what are the key recontextualization to inform other similar EFL settings, and if not what can be improved to enable similar success to its ESL counterparts. This paper’s main objective is to discuss critically the interpretation of Sydney School genre-based literacy programs (hereafter genre pedagogy) in the Indonesian context. It seeks to paint a broad picture of how EFL teaching/learning under the genre pedagogy is interpreted and implemented by the English teachers.

METHODS

Context of study

The study reported here was drawn from a larger action research project involving action research, which formed the basis for an intervention, in which students were taught to write (Kartika-Ningsih, 2016). This study sought to investigate the extent to which, and the ways in which, genre-based pedagogy in the Indonesian context had been implemented. The study was conducted in one state junior high school in Bandung, West Java, Indonesia, selected because it was considered one of the top tier schools in the region. It was also regarded as a model for curriculum implementation for genre-based pedagogy at the time of data collection. Two classes of Year 7 and one class of Year 8 agreed to take part in the study (Year 9 students were not able to participate in the research due to the upcoming national exam). These year levels were selected since the students were in their adolescence in which their language development moves “towards the more complex uncommonsense experiences of new knowledge and ideas” (Christie, 2012, p. 105), a suitable stage to experience the new curriculum. At the time of the study, the Year 7 students had studied one text type, a Description, and at the time of the research, they

were studying Procedure texts. Year 8 students had learned those two text types and were studying about Recounts at the time of the research. All three text types were prescribed in the national curriculum.

Participants

Three different classes of Years 7 and 8 were involved in the study. There were two Year 7 (12 – 13 years old) classes and one Year 8 class (13 -15 years old). Each class had about 30 to 33 students. The teachers were about 40 to 50 years old, and the three of them had been teaching English for more than 10 years. The teachers had participated in teacher training programs for new curriculum implementation held by the local government and/or a university in research-based programs. At the time of the research, each of the teachers taught several classes and chose one to take part in the study. Their selection was mainly to do with schedules which suited the completion of one teaching unit.

Data collection and analysis

The study collected data mainly through classrooms observation and document analysis. Observation of the teaching learning practices was conducted through classroom observation and document analysis. Data collection was done by 1) attending classroom sessions of each class for one complete unit of teaching and learning activities; 2) recording classroom interactions using videotapes, audio recordings, note taking; and 3) post-teaching discussion with teachers. The study was conducted over six weeks and in each class and there were two ± 90 minutes lessons, all of which were recorded.

Document collection involved collecting and examining relevant curriculum documents and text books. Those materials included:

- Text books for students;
- Teaching guide books for teachers;
- The syllabus and teaching materials used by the teachers;
- Students’ written tasks;
- Curriculum documents and other documents distributed to schools by the government.

Each of the documents mentioned above is an important source of information and these were not easy to obtain. Many of those formed the basis of the teaching/learning for public school teachers. In a centralized curriculum orientation, the teachers rely on these documents to implement and report their teaching practices. In this study, these data then formed the basis of the analysis and interpretation of the ways of recontextualising the genre pedagogy. The analysis involved coding processes throughout the observed teaching practices to systematically see the connection and disconnection and define it as the process of recontextualization with the concepts and principles of genre based pedagogy. The analysis of the documents which include curriculum documents, teaching guide, syllabus, students’ written tasks were focused on

information that shows the process of recontextualization of genre pedagogy practices in the Indonesian context of English teaching. Both of the analytical processes yielded to the construction of themes as indicated in the findings of this study.

FINDINGS AND DISCUSSION

The model of GBA in Indonesian classrooms

Throughout its development, as indicated in the analysis, GBA has experienced a shift of teacher interpretations. Initially GBA was understood as simply introducing new units for teaching writing in English and the text-types were often treated as the 'topics' of a curriculum unit. This means that most GBA practices did not involve teaching stages as outlined in the original pedagogy. The teachers usually placed GBA in writing skills, neglecting other aspects of language such as speaking and listening. For example, it was found that some teachers taught students to write a procedure without using the stages in teaching and learning cycle. The teaching usually started with the teachers explaining a procedure text in terms of its generic structures. It is then followed by asking the students to write a procedure text, usually a favourite food recipe as a final task.

This issue was reported as misinterpretations of the GBA and was addressed in a national congress of English teachers (Musthafa & Hamied, 2014; TEFLIN, 2011). Since then, a lot of attempts have been made to assist teachers in implementing the GBA properly (Agustien, 2014; Emilia & Christie, 2013), which include explicit modelling of GBA teaching stages in teacher trainings and reshaping the national text books by involving different kinds of text types for each schooling years (e.g. Emilia, 2011a, Wardiman, Jahur, & Djusma, 2008; Priyana, Irjayanti, & Renitasari, 2008).

Teaching learning cycle of the Indonesian GBA

In general, the teaching learning cycle (TLC) adopted in the Indonesian context is taken from the Language and Social Power project (Murray and Zammit, 1992) with variant names for some stages – *negotiating field* is known as *building knowledge of the field* (BKOF), *deconstruction* is known as *modelling of the text* (MOT or simply modelling) and *joint construction* is known as *joint construction of the text* (JCOT). The Language and Social Power model is preferred to other models because its distinct BKOF stage is seen to be significant for scaffolding the needs of Indonesian students (Emilia, 2011a), particularly for building unfamiliar EFL knowledge. Other stages tend to follow the activities suggested in the genre pedagogy, with some further recontextualisation as far as data are concerned.

Indonesian GBA has set out its own model, influenced by the past methods and believed to be more suitable to the EFL classroom contexts. The stages in GBA seem to serve a rather different role in that it functions to assist teachers in sequencing their teaching activities and each stage becomes a medium to cater different demands of teaching language skills. At best the GBA approach is used only partially, where the genre pedagogy certainly has some role to play, and even those teachers who have studied the GBA appeared to implement it in a rather eclectic fashion. An account of the GBA model used in some Indonesian schools can be proposed (see Figure 3). As the figure suggests, the broad outline of BKOF preparatory to reading and writing is followed by modelling of relevant texts, which is then followed by joint construction of text, which is followed by independent construction. Where this approach is used, the methodology is spread out successfully over a sequence of several lessons.

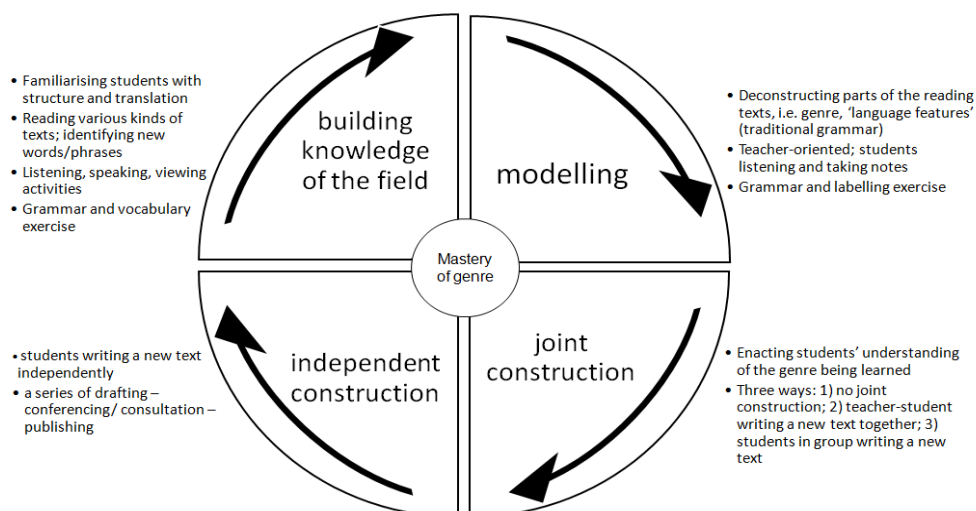


Figure 3. A model of teaching/learning cycle in the Indonesian GBA

A range of practices have emerged for each stage in the cycle of GBA, some more traditional than others. In the next sections, the focus in each stage will be on 1) revealing typical teaching learning activities found, and

2) demonstrating the strong influence of past EFL teaching methods often combined uneasily with more regular genre-based pedagogy.

Building knowledge about language

An important part of GBA as it is developed in Australia is that the teaching of its genres begins with familiarizing students with field of information (in several models of GBA this stage is called Field Building). This usually involves a series of lesson in which the development of the field is a necessary part of preparing for reading and writing. Hence, in a curriculum unit in which the unit of work involve teaching students how to write a descriptive report, for example, the work would begin within introducing the topic about for example endangered birds and that could last for several lessons. The topic would be introduced, discussed, and a model of descriptive report would be given to the student for guided reading and discussion.

In practice, BKOF, which is supposed to revolve around field knowledge, focuses more on the knowledge about language particularly to do with vocabulary and grammar. The main features of this stage often include 1) learning activities which are related to the development of language skills, and 2) the use of different teaching methods such as reading aloud, video watching, impromptu speaking, etc. The activities involve reading various kinds of texts which are not necessarily the same genre they need to write in Independent Construction. During the reading, students are often guided to identify unknown words or phrases which can be useful for their writing. The words/phrases and expressions found in the reading text are also discussed and translated into Bahasa Indonesia so that language interference can be minimised. Listening and speaking activities can also be involved to achieve understanding of the topic. This stage is often repeated with different activities to ensure better understanding of the topic.

As an example, when the teaching/learning goal is to write a recount about holidays (Year 8 class), the BKOF stage involved vocabulary and grammar exercises in a traditional sense. It is implemented by giving students a reading text, and their task was to point out ‘verbs’, write down their past tense forms and define the meaning of each verb found. The emphasis on grammar is argued to assist students in understanding English writing expressions along with the equivalent meaning in Indonesian (Nurhayati, 2014). Table 1 is reproduced from a student’s notes for a vocabulary focused exercise of this kind during BKOF stage.

Following the grammar exercise, the same reading text was used to learn sentence construction. The students were required to reproduce the text sentence-by-sentence in a table. A grammar column was added as a guide to source the specific structures found in each sentence. In teaching the recount genre, the formation of ‘past tense’ was in focus since the genre discusses past events – and so it is considered important for students to be able to recognise the past tense pattern through parsing sentences. Other ‘patterns’ found in the reading text may be highlighted and parsed. The derivation pattern for adverbs, for instance, might be formalised into the rule of ‘adjective + suffix -ly’. Table 2 presents an excerpt from the same student’s notes, focusing on grammar learning.

Table 1. A student’s note on vocabulary during BKOF stage

No.	Verb 1	Verb 2	Meaning
1.	Go	Went	<i>Pergi</i>
2.	Visit	Visited	<i>Mengunjungi</i>
3.	Sit	Sat	<i>Duduk</i>

Table 2. A student’s note on grammar during BKOF stage

No.	Examples	Grammar
1.	Last holiday I went to Thailand	The simple past tense (Verb 2)
2.	I didn't write	Formulas S + did + not + Verb 1
3.	My holidays passed very quickly.	Adverb Adjective + -ly = Adverb

In another class (Year 7 class 1), video watching activity was involved in BKOF. The students were asked to watch a video about an experiment of walking on top of cartons of eggs without breaking them. After watching the video, they were asked to look up to a dictionary to translate a list of words used in the video into Indonesian (see Figure 4). The teacher considered that these words from the video were unfamiliar words which might impede students’ understanding. By translating them into Indonesian, it is expected that the students would have better understanding of what is going on in the video.

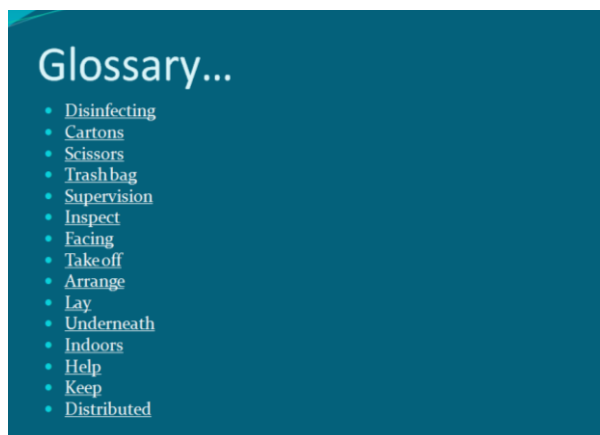


Figure 4. A list of new words to be translated

This activity was then followed by a series of exercise involving filling out the words in sentences and arranging sentences into a meaningful paragraph (see Figure 5). The sentences and the paragraph were part of the video in which the teacher had extracted for the exercise purposes. The activities were done collectively in that the students could jump in to offer their answer and the teacher could evaluate directly whether the answer was correct. At the end, the teacher gave the correct answers and explanations.

Field of knowledge is taught quite minimally, deviating from the original function of the stage to explore and study new knowledge of the field. This problem can be illustrated by the practice of teaching of exhaustive labelling of ‘language features’ in the beginning of the teaching cycle. Field in this stage is

interpreted as knowledge about English language which emphasizes on studying English sentence structure in a formal sense and learning vocabulary through word-for-word translation. However, this concern leads us to think what teaching/learning activities in Modelling stage looks like - will the language features be dealt with more

detailed and to what extent? If the aim was to enable students to write a recount text about their holidays, is teaching language features in the BKOF stage effective in 'building the knowledge about language' for writing a recount text?

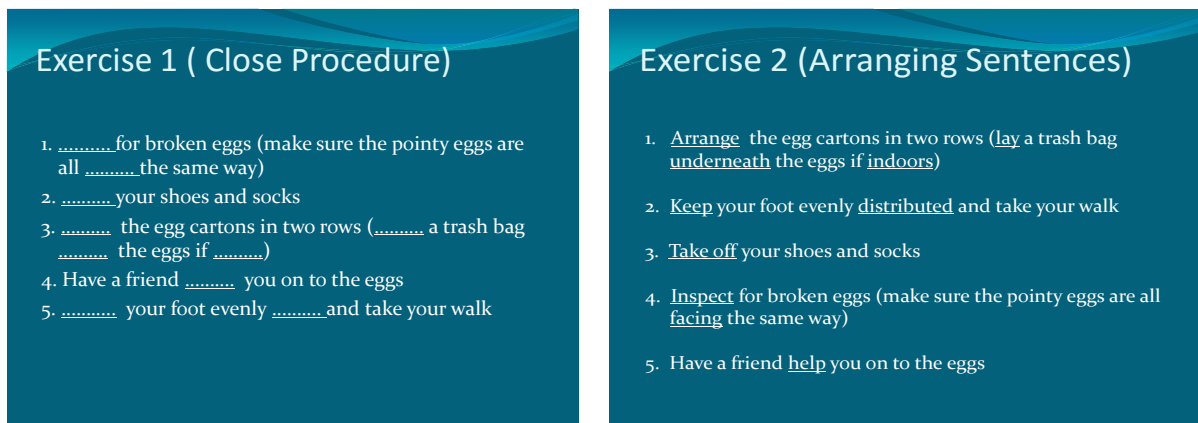


Figure 5. Exercises at BKOF stage

Modelling: a shift towards functional grammar

The broad outline of BKOF preparatory to reading and writing is followed by modelling of relevant texts. Modelling aims to provide a model of the text expected to be written and explicitly outline the standard of the text to be written by the students. Modelling uses one model text of the genre being taught to be unpacked for its context and language. The teaching activity often starts with explicitly stating the purpose of the text and the generic structure of the text, before unpacking other typical features of language within the model text such as conjunction use and other important grammatical features specific to the genre being taught.

In practice, Modelling stage often took the shortest time to be implemented among other stages, completed mostly in only one teaching unit. It often involves the use of lecture-like teaching and the activities are more teacher-oriented. The teacher usually unpacks a model text of the genre being taught on the board, explaining the detailed part of the text such as the generic structure and the use of grammar. The students copy what was displayed on the board into their notebooks. Sometimes, the unpacking of the model text is followed by a few exercises to check students' understanding. The activities are more teacher-oriented and to do with deconstructing parts of the texts. It is also important to note that there is a small shift to the terminology used in grammar. As noted in BKOF, the knowledge about language has been quite thoroughly involved sourcing from the traditional

grammar. In Modelling, KAL draws on functional grammar based on Halliday and Matthiessen (2014), but often recontextualised for teaching purposes through the use of more accessible terms such as 'thinking verb', 'saying verb', 'noun group', 'verb group' (see Derewianka & Jones, 2013; Humphrey, Droga & Feez, 2012; de Silva Joyce and Feez, 2012).

As an example, the teacher teaching recounts in one class (Year 8) presented the reading text in a power point slide and pointed out its generic structure alongside language features. The students were required to copy the slide in their note books. Table 3 presents an excerpt from a student's notes (the relationship between the two sentences in the orientation was not explained though apparently the teacher chose them). As far as language features are concerned, bold font indicates action verbs influenced from functional grammar to represent material processes, and underlining shows the use of past tense.

To take another example, in a class where the teaching of the science experiment procedure genre took place (Year 7 class 1), the teacher employs a power point to provide explanation what procedure genre is. The teaching starts with the teacher specifying the social function of procedure genre, then followed by outlining the generic structure involving Goal ^ Material ^ Step. In the next slide, important grammatical features in procedures such as 'material process', temporal conjunction', and 'human agent' are presented (see Figure 6).

Table 3. A student's copy on the teacher's note on unpacking a reading text

Schematic structure	Recount text	Language features
Orientation	Postcard always spoils my holidays. Last holidays I <u>went</u> to Thailand.	<u>Past Tense</u>
Event	I <u>visited</u> some temples and a museum, and I <u>sat</u> in a restaurant.	Action verbs
...

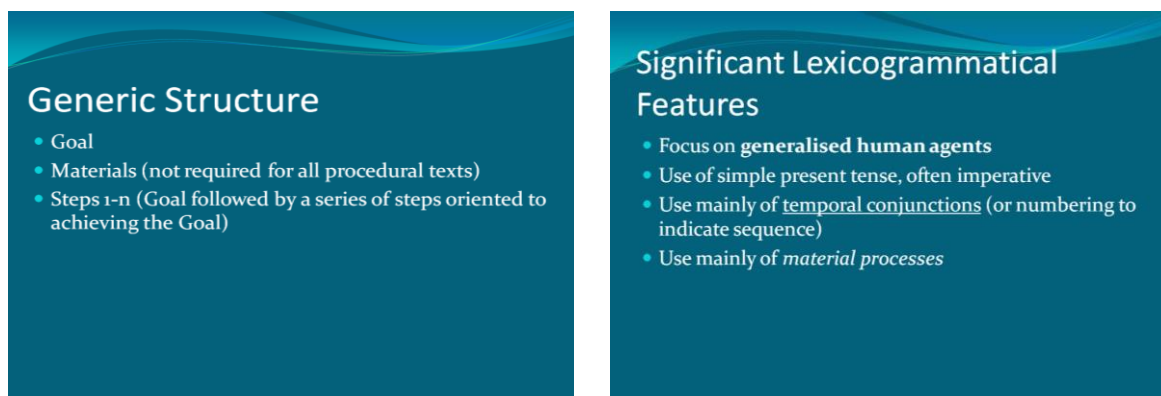


Figure 6. Genre and grammar features in Modelling

After the explanation of the genre, the activity moved to an exercise to test students' understanding of the genre and its language features. The exercise involved labelling the grammatical features in a text given by the teacher (Figure 7). The teacher went on each number, asking students to spot which one is the human agent, temporal conjunction and material process. The exercise was aimed to assist students in memorising language features of the genre being learned.



Figure 7. Exercise in Modelling stage

Modelling stage is done by explicitly unpacking the structures of the model text in terms of its generic structure and the language features, which allow students to learn how texts with different purposes are built. Only after some well-established of the meaning of the text is present, the teacher and the students can talk about the aspect of the language, assisting students in making sense of different use of verbs or processes and tenses. However, the activities in this stage tend to overemphasize on solely the structures of the text and exclude the consideration of how texts make meaning. If there is a concern to do with grammar, why is there a shift from traditional grammar labelling into adopted functional labels in the later stage? Or does it make the grammar 'more meaningful' by shifting from traditional to functional ones?

The multiple interpretations of Joint Construction

In principle, Joint Construction is the stage in which teacher and students work in collaboration to create a

new text of the same genre (Dreyfus, McNaught & Humphrey, 2008). In this stage, teacher is the expert leading the writing, scribing and editing, and students are the apprentices offering suggestions for a jointly constructed text (Rose & Martin, 2012). The idea here is for teachers to support students, guiding them by revising their suggestions and scribing for them on behalf of the class.

In the Indonesian GBA, Joint Construction is recommended as the core activity, i.e. teacher-student collaboration with the teacher as the expert (Emilia, 2011a, p. 62). Its main function is similar to the principle outlined in the TLC, that is to get all students to enact their understanding of text model into a writing a new topic assisted by the teacher. However, in practice, many teachers observed Joint Construction quite differently, depending on their teaching needs. Among other stages, the recontextualisation is the most obvious in this stage in that it is expanded into several options of implementation. There are three options available for teachers to choose for their teaching activities outlined as follows.

1. No Joint Construction is implemented. This is suggested to be done under the condition that students are considered to already understand the generic structure and the linguistic features of the texts. This suggestion arises since time may not allow the teachers to do so, especially teachers new in implementing GBA.
2. Teacher acts as the scribe. This is the typical Joint Construction as suggested in the original pedagogy (see Rose & Martin, 2012; Hunt, 1994). Typically, the teacher and students jointly write a new text on the board. The teacher then writes down the suggested sentences contributed by the students and at the same time giving feedback and editing the suggested sentences.
3. Joint Construction as group writing. The students form a group of two, three or four and jointly write a text. Each group is usually given a sort of writing plan which is an outline of the title, the generic structure following the text type being taught. The teacher approaches each group, discusses with the students in the group

and gives feedback. Sometimes, the teacher requires each group to present in front of the class and the rest of the students can comment on the group's work.

As far as the second variation is concerned, Joint Construction is done as modelled in the teaching/learning cycle. Where this occurs the teacher and students jointly

write a new text on the board; and the teacher maintains her role as the expert in the field – guiding students in terms of language, revising the students' grammar and vocabulary, and checking the scribe's spelling on board. In this type of practice, the teachers often draw on a genre template to help scaffold joint writing process, such as that reproduced as Figure 8, making explicit of the abstract KAL terms and assisting joint writing process.

Recount Plan	
Topic:	
Orientation: Setting = who, where, when, what, why	
Events: in order	
Orientation	
Event 1	
Event 2	
...	
Re-orientation	

Figure 8. An example of template for teaching recount

Another class observed did joint construction as group work (Year 7 class 1). Students were grouped to jointly construct a written text with the teacher providing only occasional support. Sometimes, the results in the group were presented in front of the class so the teacher could check their work. In a class learning the science experiment procedure, group work involved viewing an image in groups before co-construction of a procedural text. In this class, the teacher asked the students to form groups of three. Each group approached the teacher's desk to view an image of a science experiment (see

examples in Figure 9). The group needed to write down the steps, the language features, and the materials of the experiment as shown in the image.

After all groups viewed the images, they were given a few minutes to do an in-group discussion and a representative from each group took a turn to write down the result of the group discussion on the board. As the steps were written, the teacher and the students discussed its language features. The teacher then proceeded to edit and revise the joint text, as well as translate difficult words into English.

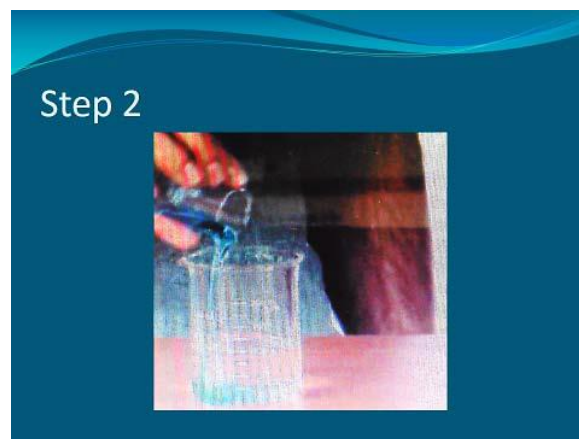


Figure 9. Steps 1 and 2 of the experiment in the Joint Construction stage

In another variation, also dealing with a science experiment procedure, the role of the teacher was quite different. The teacher served as a facilitator instead of an expert. To begin, the teacher asked the students to form pairs and search for a science experiment video online. The video was then transcribed following the schematic structure of a procedure given in modelling – i.e. Goal ^ Materials ^ Steps ^ (Explanation). 'Explanation' here means that the teacher asked the students to write what they have done.

As far as this range of variation in implementation is concerned, teachers' knowledge and experience may be the main reason for the different interpretations. The main issue arising here has to do with whether group work with minimal intervention from teachers, or joint revision of a text activity, can assist in transferring the control of language to students. All the activities discussed above might well assist students in writing their own texts. However, it is doubtful the variations are as effective as the original conception of joint

construction. In the case of the three classes being observed, the teachers, particularly in group work Joint Construction, needed to provide constant support and revision for the same errors in grammar or wordings to many students. Control of relevant language was not always properly transferred, and where it was, the process took a much longer time. The teacher occasionally interacted with the groups by visiting their desks and checking their work. The teacher then revised the writing, group by group, with a focus on language features.

The variation of activities in the joint construction stage is based on at least two reasons. Firstly, Joint Construction is a relatively new pedagogic “concept” for Indonesian teachers, making the stage rather difficult to implement. Secondly, there is a possibility that joint construction, and perhaps even other stages in the GBA, is not considered as a functional stage of teaching, rather it is ‘a sequential stage’. Thus, it is highly likely that different methods are accommodated in each stage for as long as the stages appear in the correct order. The choice of varying the activities in Joint Construction stage then opens up, since there are many methods having a similar idea of ‘joint work’, such as work in groups or peer editing.

Independent Construction of the Text

Independent Construction is the final stage which aims for student to write a text individually of the same genre as taught in Modelling but of a new topic. The students are expected to do their own research and produce drafts of their written texts which will be consulted and edited through the help of their teacher and sometimes their peers. The writing process is usually done at home as homework and the lesson hours in class are mostly used for the consultation time, which may include revision and grammar and spelling checks. Its activities consist of students making their first draft and reporting their draft to the teacher for comment. After a few drafts and consultation, students can submit their final pieces of writing as an assignment and the teacher give them marks.

In the GBA, Independent Construction is done similarly, aiming students to write on their own with various degree of teacher’s assistance in editing the students’ work. Peer support was only found at a quite minimum level, checking the spelling of their friends’ work. One class learning procedure, however, did Independent Construction quite differently in a number of ways.

First, the final task, which was supposed to be done individually, was done in a group of two rather than individually. When it was done, it was mixed up of different texts as final results. The whole teaching unit is to prepare students for writing a procedure. Each group was required to work on the written procedure text first, which was edited and commented by the teacher. Yet at the end, after the group finished their final approved texts, they were asked to perform the procedure texts in front of the class using the text as a script memorized to

perform the science experiment performance in front of the class.

Furthermore, additional activities related to listening comprehension, and grammar and translation were still found after the students finished writing their own texts. This was done by the students who were not experimenting, watching their peers’ performance. They required to transcribe their peer’s oral presentation in their books as a procedure text and translate it into Bahasa Indonesia. Their transcripts were later checked and marked by the teacher. The teacher argued that it assisted students in developing their listening and translating skills, and at the same time managing the students to pay attention to the lesson.

Lastly, the emphasis of the ‘correct language and genre features’ is still found since at the end of the students’ writing task. They were still asked to mark the KAL, explicitly labelled in the students’ independent construction texts. In Figure 10, an example of a group’s final text from Independent Construction stage is presented (Year 7 class 2). The written text had been revised by the teacher and was ready to be marked, and was used as the script for the performance. It tells us about the procedure of doing a water flip experiment. The stages of procedure genre and language features were explicitly outlined as required by the teacher – i.e. Goals (sic.) ^ Materials ^ Steps. The students used formatting (bold, italic and underline) to highlight the language features used. This way of labelling is also found in the students’ listening comprehension texts as they wrote down their peers’ performing science experiments. This way of writing a final version of the written task perhaps serves as a way to emphasise language features in learning writing learned from the whole stages.

This way of implementing Independent Construction is not common. Most teachers usually do the regular editing, consultation and marking the final texts, sometimes putting selected texts on display in class to be read by other class members. In this particular class, there seems to be other reasons concerning students’ learning condition. It was noted that the students in this class were more noisy than other classes visited. Presumably the teacher attempted to create a conducive learning environment by keeping the students busy during class. Surely, the choice of using listening and grammar exercise provides another evidence of an influence from the past teaching methods.

Prominent influence of two EFL teaching methods

Throughout the observation of the teaching learning activities, it becomes clear that GBA is interpreted in Indonesian context by using the past methods as the available pedagogic resources for enacting teaching/learning activities in all GBA stages. Such has been exemplified by the prominent use of grammar translation method, emphasising the grammatical patterns and translation, as opposed to the communicative teaching, focusing on the L2 exposure and drilling. The grammar translation method is indicated in activities such as parsing sentences or translating

words. The communicative approach is indicated by students viewing a video clip and answering a set of questions believed to be listening comprehension; speaking practice including students memorising a model

text and rehearsing it in front of the class in the modelling stage. Sometimes these learning activities are subject to marking and equipped with a set of questions to test students' abilities in different language skills.

Goals: How to do water flip experiment
Materials:
<ul style="list-style-type: none"> • Invisible glass • water • Paper • Pen
Steps:
<ul style="list-style-type: none"> • <u>First</u>, prepare the invisible glass, water, paper, and pen. • <u>Second</u>, draw an arrow with pen in paper. • <u>Third</u>, put a paper behind the invisible glass. • <u>Finally</u>, drop the water into the invisible glass, and look at the arrow with <i>your</i> eyes. It is flipped.
Bold: material processes
<i>Italic:</i> human agent
<u>Underline:</u> temporal conjunction

Figure 10. A student's independent procedure text

Visually, the relationship of the GBA with the influential past teaching methods can be represented as a circle surrounded by overlapping segments (see Figure 11). Figure 11 demonstrates the relations of past methods with the contemporary practices of teaching/learning. The text-based learning which includes GBA is placed in the circle representing the contemporary method. The circle is outlined with a solid line to represent the method as suggested in the curriculum. The grammar translation and the communicative teaching methods overlap the

circle, dividing it into segments, indicating that the communicative model and the grammar translation model continue to have some impact on the GBA. This leaves the four quadrants represent possible relations of methods in teaching/learning practices, – i.e. the GBA with communicative teaching, the GBA with grammar translation method, the GBA with communicative teaching and grammar translation methods, and the GBA with little to minimum influence from the past methods.

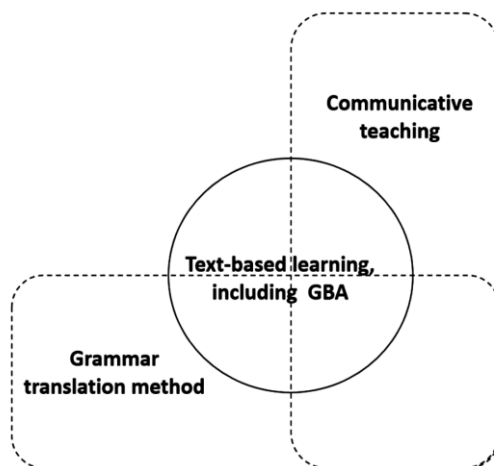


Figure 11: The GBA in contemporary teaching/learning practices

CONCLUSION

A critical point arises concerning the influence of the past methods on the GBA. The teaching/learning stages in the GBA are indicated to be a medium for teachers to sequence their teaching/learning activities, neglecting the functions of each stage along with the meaningful activities designed to fulfill the function of each stage. The involvement of these various methods from the past seem to contradict the principles of the genre pedagogy. EFL teaching methods per se arguably are treated as a

collection in that teachers can pick one method that can assist in achieving the teaching tasks. It is thus possible that GBA has actually become an additional part of the collection.

The main interest of genre pedagogy is implementing social justice in classrooms, providing equal access to knowledge through the control of genre. This is a shared interest with the national curriculum for EFL subject in Indonesia. From the historical standpoint, its recontextualization does attempt to address important

issues such as classroom needs and curriculum demands. However, it is quite unlikely that social justice in EFL teaching can be achieved by way of leaving out the principles and overly involving past teaching methods. It is still doubtful that combining different methods is effective in achieving high stakes literacy as stipulated in the national curriculum.

To this point, it is important to start reconsidering the prominent influence of the past method; whether it is useful and effective for teaching and learning – if it is to what extent, and if it is not, how it can be minimised. This is an important point to reflect on these recontextualised GBA, since what genre pedagogy can offer, in terms of its principles and pedagogic practices, is beyond these existing practices.

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