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ABSTRACT

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Designing Contextual and Competence-based English Language Teaching Syllabus,
Curriculum and Instructional Strategies in Relation to East Nusa Tenggara Cultural and
Tourism Development

Competency-Based Education (CBE) is educational movement that focuses on the outcomes or outputs of learning not on the inputs to learning. English language teaching syllabus designed based on CBE does not focus on subject knowledge of English and skills constituting that knowledge but on competencies or learning outcomes underlying the syllabus framework, that is, on how well the learners can perform on specific learning skills. Competencies here reflect the description of skills, knowledge, attitudes, and behaviors required for effective performance of a real world task or activity (Docking, 1994, cited in Richards and Rogers, 2001) which should be related to cultural and tourism development. Elements of competencies should contribute to successful performance of a task, job, function, or activity in an academic setting and a work setting in relation to cultural and tourism development in the East Nusa Tenggara region constituting multicultural ethnic groups in safana and smaller islands. The present condition in Indonesia "KTSP" or competency-based standard in curriculum is decentralized autonomy to provinces or regions. Have East Nusa Tenggara regions designed such curriculum? In the past when it was centralized in Jakarta, the syllabus, learning activities, materials, role of students and teachers, the writing, printing and distribution of materials, the in-service training for the teachers, the national tests from secondary levels (to universities) were centrally designed and decided in collaboration with the Office of Education, provincial educational offices, and the leading state universities. There are curricular branches and universities and association of (English) teachers in Nusa Tenggara with whom we can collaborate. There are SMK, SMEA, SMT or vocational high schools and state and non-state universities. And we can follow example in Australia of the three stages of the competency-based curriculum framework of Certificates in Spoken and Written English, each of which is divided into four domains: 1) knowledge and learning competencies, 2) oral competency, 3) reading competency, and 4) writing competency (Burns and Hood, 1994).

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