



GREETINGS FROM THE CENTRE DIRECTOR

Dear respected readers,

In the first semester of 2018, the Centre had several engagements related to its academic activity as well as human resources.

Firstly, in relation to human resources, there were changes in the Deputy Director positions. Ms Endang Nilla Parowardhany who had served as Deputy Director for Programme since 2009 ended her tenure in 31 December 2017. She was succeeded by Ms Esra Nelvi Siagian. Moreover, Dr Sumharmoko is now taking the responsibility as Deputy Director for Administration since Dr Indrani Dewi Anggraini ended her five year term (2013-2017).

Next, related to programme development, the Centre conducted Focus Group Discussions (FGD) in 12 provinces in Indonesia and in Myanmar to get information on the needs of language teachers. The results indicated that the foreign language teachers tend to use LOTS instead of HOTS in their teaching practices. Therefore, the Centre developed syllabus for HOTS-based training on language teaching methodology which will be used for HOTS-based programmes for teachers.

Lastly, there were several collaboration activities in the last six months. Such activities included (1) SEAQIL Goes to School (in collaboration with Ministry of Education of Brunei Darussalam); (2) Workshop of Integrating ICT in HOTS-Based Language Teaching (in collaboration with Ministry of Education, Culture, Science, Sport, and Technology (MEXT), Japan); and (3) a preliminary discussion for exploratory co-operation with four language institutions, such as Confucius, Goethe Institut, IFI and Japan Foundation.

This is to recap our activities for the first semester. Have a good read!

Bambang Indriyanto
Director

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Materials Development

BRUNEI DARUSSALAM: FIRST SGTS WORKSHOP IN 2018



Enjoyable learning and sustain learning motivation are some things that all language teachers want to apply in their class, right? However, the two things require creativity of a teacher. That being the case, to support language teachers to create their learning becomes enjoyable learning, the Centre plans to create a book entitled "Compilation of Language Teaching Techniques from Teachers of Southeast Asia". The book contains a collection language teaching techniques written by teachers in Southeast Asia. This can be done by conducting SEAQIL Goes to Schools workshops.

In 2018, the first SGTS workshop was conducted in collaboration with the Ministry of Education of Brunei Darussalam. The workshop was convened from 23 to 29 April 2018 at the conference hall of the Ministry of Education of Brunei Darussalam, Bandar Seri Begawan, Brunei Darussalam.

Forty-five teachers consisted of fifteen Arabic, fifteen Malay and fifteen Mandarin language teachers participated in the workshop. The participants were asked to write language teaching techniques that they have practiced in their classroom. Each teacher is allowed to write more than one draft of good practices on language teaching. Ten resource persons (six from Brunei Darussalam and four from the Centre) guided the participants throughout the workshop. At the end of the activity, the participants presented their writing results. Afterwards, they were given comments and suggestions regarding the results of the writing.

Finally, 61 drafts of good practices were completed by the participants. There were 29 for Arabic language, 21 for Malay language and 11 for Mandarin language. The drafts were to be reviewed and selected by the Centre and eventually to be compiled in the book. ■HH, AF

INTEGRATING ICT IN HOTS-BASED LANGUAGE TEACHING



In this digital era, Information and Communication Technology (ICT) opens up the opportunities for learning since it enables learners to access information, extend learning resources and share ideas as well as make a communication and interaction with experts and other learners. Related to language education, the ICT plays an important role in the process of language teaching and learning. It assists teachers to promote students-centred learning and to implement critical thinking, creative thinking and problem solving skills in their teaching process. In other words, using of ICT is an effective way for teachers to promote Higher Order Thinking Skills (HOTS) in their language teaching and learning process.

To enhance teachers' knowledge and skills in utilising the ICT to support HOTS development specifically in language teaching and learning, the Centre conducted a workshop entitled *Workshop on the Use of ICT to Support HOTS Development through Language*, from 23 to 25 January 2018 at the HB Jassin Building, PPPPTK Bahasa, Jakarta.

The workshop was organised in collaboration with the Ministry of Education, Culture, Science, Sports and Technology (MEXT) of Japan. Mr ONO Yuichi from Tsukuba University, Japan, an expert in Computer-Assisted language Learning (CALL) and Technology-Enhanced Language Learning (TELL), led the workshop as the resource person. Sixty-three participants consisted of language teachers of higher-secondary school level and language teacher trainers took part in the workshop, as well the academic staff of the Centre.

During the three-day workshop, the participants learned things related to lesson plan and test administration for task-based language teaching instruction with focus on picture description task to measure validity and reliability of rubrics. They also gained knowledge on how to construct a lesson plan for flipped classroom teaching model supported by ICT. The workshop also covered technique on how to create a digital movie or digital storytelling project in a foreign language teaching by using an application called *Explain Everything*. The final session of the workshop was devoted to make an online session (Skype) with students in Japan. The session was aimed to give an example of the use of ICT to support HOTS integrated teaching practices by using communication application to conduct classroom-to-classroom discussion session.

One of the workshop participants, Ms Dian Widyasari from SMAN 21, Bekasi, West Java, gave her comments on the conduct of the workshop. "The workshop has been an enlightening experience for me. I just realise that the use of ICT can assist me to apply HOTS-based language teaching and create joyful learning in the classroom." The Centre truly hoped that the programme would bring new insights for the language teachers on their language teaching and learning process. ■ ES



SEAQIL TO MAKE BIG COLLABORATION ACTIVITY

In today's world, collaboration is important as it can bring out the best ideas and skills one can have. A good collaboration happens when those with similar mind-set but have different skills and experience work together. It is where the involved parties could attain a common goal that could not be done by working individually.

As a regional centre, SEAMEO QITEP in Language understands that it cannot work alone to reach all language teachers in Southeast Asia (SEA). Nor it cannot attain its goal by single-fighting providing quality improvement programmes for all SEA countries. Working alone may eventually get the Centre somewhere, but it will take a very long time. The Centre needs to team up with other institutions to faster the development of language education in SEA.

Realising the abovementioned reasons, the Centre is eager to collaborate with other institutions which have similar scope of work and join together with them to reach more beneficiaries. Accordingly, the Centre invited five institutions to meet and discuss the possibility of having a collaboration activity with them. The institutions were selected for they cater the languages which the Centre focuses on, i.e, Arabic, France, German, Japanese and Mandarin. The institutions were Al-Haramain Saudi Academy, Confucius Institute, Goethe Institut, Institut Français Indonesia and Japan Foundation. All invited institutions were present except for Al-Haramain Saudi Academy since they had another equally important agenda.



The meeting was held in Artotel-Jakarta on 7 May 2018. The present institutions, represented by their delegates (Confucius Institute by Ms Yu Yi; Goethe Institut by Dr Raymond Selke; Institut Français Indonesia by Mr Francois Rolland Gosselin and Ms Karita Asri Moulia; and Japan Foundation by Ms Mari Hiruta and Ms Wannahari Nasution), first shared their programmes and activities. From the presentations, it was revealed that the four institutions have assisted not only language learners, but also language teachers in Indonesia to learn and explore their languages as well as their cultures. Their contributions to the advancement of language teaching, particularly in Indonesia, are very much appreciated.

After the presentation session, the Centre and all the delegates discussed the possibility of having collaboration. The discussion session, as the main agenda of the meeting, was very stimulating. This is because different institution has different point of view and each came up with interesting ideas to plan a collaboration programme. Some ideas on the possible collaboration activities were arose during the discussion. The programmes include research, resource sharing and innovation programme that will involve teachers not only from Indonesia, but also from SEA as the main partaker. These programmes are set to be launch in 2020.

The five institutions then agreed to have a follow-up meeting to discuss the planned programme in a more detail in early 2019. Until then, the five institutions will remain supporting each other. ■ **AF**



Special Report



HOTS-BASED PROGRAMME DEVELOPMENT

In the era of globalization, individuals face a more complex challenges. Since one can easily accessed information and move from one country to another, an individual should have enough preparation to deal with the challenges or he/she will fail to compete. Therefore, in the 21st century, individuals are expected to have four skills, namely critical thinking, problem solving, communication and collaboration. These four skills can be possessed by students by using their Higher Order Thinking Skills (HOTS) in their daily lives.

As a SEAMEO Regional Centre that has the main task to improve the quality of language teachers in Southeast Asia, the Centre is always trying to organise various activities to match the needs of language teachers and in accordance with the current issues in education. In preparing students for the competition in the 21st century, teachers should have an active role in the classroom to facilitate students to use their HOTS. To equip teachers with such skills, the Centre is developing HOTS-based programmes for teachers.



Needs Analysis

As a first step, the Centre conducted needs analysis in a form of Focus Group Discussion (FGD), from November to December 2017. The activity was conducted in order to gather information related to teaching processes and strategies in the classroom from language teachers at the primary, lower-secondary and higher-secondary school levels in 12 provinces in Indonesia, namely West Sumatra, South Sumatra, Riau, Bangka Belitung, Banten, DI Yogyakarta, DKI Jakarta, West Java, East Java, West Kalimantan, South Sulawesi, North Sulawesi, as well as in one member country of SEAMEO (Myanmar). The results of this need analysis will be used as the basis for the development of HOTS-based programme from 2018 onwards.

FGD Results in 12 Provinces in Indonesia

The results of the needs analysis that have been conducted in 12 provinces in Indonesia indicate that the largest percentage of teachers who implemented teaching and learning process that facilitates students to use their HOTS is teachers in DI Yogyakarta, followed by teachers in West Java, East Java and North Sulawesi. Based on the information provided in the chart, it can be found that South Sumatra and Banten have the lowest percentage in implementing HOTS in their teaching and learning process. They are then followed simultaneously by Bangka Belitung, South Sulawesi, Riau and DKI Jakarta. The interesting fact from the results is that teachers in Jakarta, which is the capital city of Indonesia, and Banten, a province located near the capital city, have low percentage.

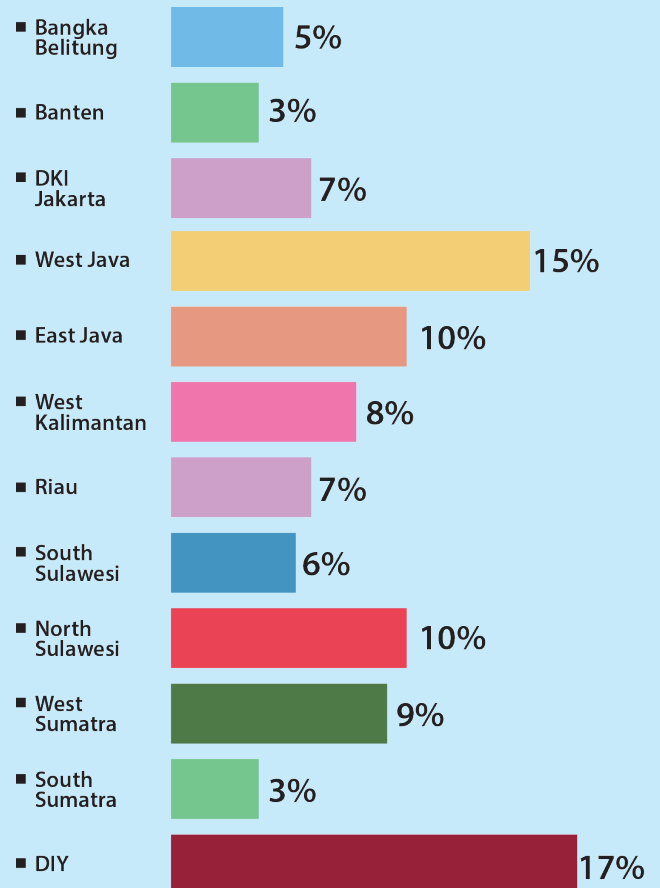
Furthermore, the research results indicate that Indonesian and English language teachers respectively have the highest percentage of teachers who implemented teaching and learning process that facilitates students to use their HOTS. The percentage of teachers who teach other foreign languages, such as Arabic, French, German, Japanese and Mandarin, as well as those who implement teaching and learning process that facilitates students to use their HOTS are still low. They argued that they have difficulty in facilitating students to use their HOTS with very simple material since these foreign languages are newly learned by students in the higher-secondary school level.

FGD Results in Myanmar

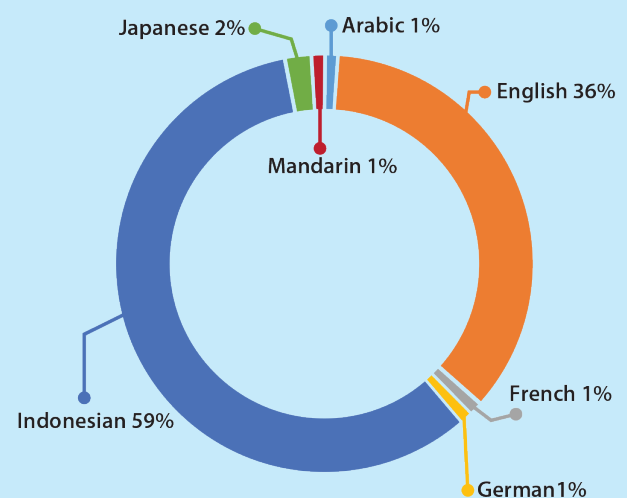
The FGD conducted in Yangon, Myanmar on 12 December 2017 indicated the same results with the one in Indonesia. The activity involved teachers of Burmese, English, French, German, Japanese, Korean, Mandarin, Russian and Thai languages as the respondents. The FGD indicated that English teachers implemented teaching and learning process that facilitates students to use their HOTS. In other hand, other foreign languages teachers, especially German and French, tend to implement teaching and learning process that facilitates learners to use their Lower Order Thinking Skills (LOTS).

The results of the needs analysis conducted in 12 provinces and one SEAMEO member country indicate that foreign language teachers tend to use LOTS instead of HOTS. They argued that it would be impossible to familiarise HOTS to students with simple materials. However, a creative teacher will be able to use simple materials that will enhance students' HOTS. Accordingly, to facilitate teachers to be more skilled and creative in the classroom, starting 2018, the Centre conducts HOTS-based professional development programmes that focused on teaching models.

The Frequency Distribution of Blooms Taxonomy Level for HOTS in 12 Province



The Frequency Distribution of Blooms Taxonomy Level for HOTS in Each Respective Language



Special Report



Syllabus Development

As a follow up of the needs analysis, the Centre, in its initial step, develop syllabus for HOTS-based training on language teaching methodology. For the HOTS-based training, the Centre focuses three language teaching methodologies, i.e., project-based learning, text-based learning, and discovery learning. The three syllabuses will be used as a guideline in for HOTS-based training on language teaching methodology. It is further expected that the use of various learning models can help teachers familiarise learners with critical thinking and use high-level thinking skills in problem solving.

In developing the syllabus, the Centre conducted two phases of workshop, namely designing and validating phase. The first phase was held on 2-6 April 2018 and participated by 13 language teachers of secondary school level from Bandung, Banten, Bogor, Jakarta, Malang, Semarang, Surabaya and Yogyakarta as well as seven Centre staff. In the workshop, the resource persons explained to the participants about the three learning models, HOTS and Classroom Action Research.

Prior to the workshop, the academic staff of Centre have prepared draft of syllabus. Thus, during the workshop, the resource persons along with the participants made commentaries and suggestions towards the draft. The Centre received various recommendations from the workshop participants. These recommendations can be used to refine the draft syllabus. The recommendations are, among others, the adjustment of the training duration with the complexity of material; the addition of material about assessment for students' learning result that can be used by teachers in each learning model; as well as teaching methods that should be used by trainee in the training. At the end of the workshop, the participants revised the syllabus based on the abovementioned recommendations.

The next phase was the validation phase which was conducted on 16-20 April 2018. The purpose of this second phase was to validate the draft of syllabus for HOTS-based training on the language teaching methodology. There

were 20 participants participated in this workshop. The 20 participants consisted of lecturers, teacher trainers and academic staff of the Centre with various language backgrounds, namely Arabic, English, French, German, Indonesian and Japanese languages.

The second workshop resulted a validated syllabus for the HOTS-based training on language teaching methodology. In addition, the Centre also received recommendations on the materials that should be contained in the module as well as the examples of the lesson plans. These recommendations are very useful for the Centre and can be used for the next activity, which is the design of module for the HOTS-based training on language teaching methodology.

For this syllabus development, the Centre would like to express its appreciation and gratitude for the following language experts who have helped the Centre in the two workshop.

1. Prof. Emi Emilia, PhD (Pusat Pengembangan Strategi dan Diplomasi Kebahasaan, Badan Pengembangan dan Pembinaan Bahasa, Jakarta)
2. Prof. Suwarsih Madya, PhD (Universitas Negeri Yogyakarta, Yogyakarta)
3. Prof. Nurul Murtadho (Universitas Negeri Malang, Malang)
4. Dr Sri Setyarini (Universitas Pendidikan Indonesia, Bandung)
5. Dr Tri Wiratno (Universitas Sebelas Maret, Surakarta)

The Centre expects that by developing programmes that will assist teachers in preparing students to compete in the 21st century, it will contribute to the fostering of students' enhancement in the 21st century skills, namely critical thinking, communication, collaboration and creativity. In addition, the Centre also believes that, as a part of SEAMEO, it will eventually (1) improve the quality of foreign language teachers in Southeast Asia and (2) contribute to facilitate the task of teachers in the habituation of students to think critically and use their HOTS. ■ LR

WITNESSING MOU SIGNINGS IN ICCM

Inter Center Collaboration Meeting (ICCM) has been conducted for the second time this year. As in previous meetings, the meeting was also attended by directors of SEAMEO Centres in Indonesia along with their deputies, staff and partners as well, such as (1) Mr HT Irfan TB (Head of Aceh Jaya Regency, Aceh Province), (2) Mr Rapidin Simbolon (Head of Samosir Regency, North Sumatra Province), (3) Mr Abubakar (Head of Early Childhood and Non Formal Education Development, Education Office of Aceh Jaya Regency, Aceh Province) and (4) Mr Rikardo Hutajulu (Head of Office of Education of Samosir Regency, North Sumatra Province).

The meeting, which successfully held at the Centre from 3 to 5 May 2018, discussed several issues related to the sustainability of the Centre programmes and possible cooperation with other institutions. Related to cooperation with other institutions, all the attendees of the ICCM witnessed the initial step of important cooperation between two SEAMEO Centres of Indonesia with two regencies in Indonesia with, namely Samosir Regency, North Sumatra Province and Aceh Jaya Regency, Aceh Province. The cooperation marked by the signing of a memorandum of understanding between Samosir Regency with SEAMEO

CECCEP as well as Aceh Jaya Regency with SEAMEO CECCEP and SEAMEO SEAMOLEC.

Another important agenda discussed in the meeting was the preparation of Governing Board Meeting (GBM) to be held in September in Bali, which will be implemented together with the seven SEAMEO Centres in Indonesia. The meeting also discussed the international seminar which is planned to be held as a series of activities together with GBM. The seminar is organized by SEAMEO Secretariat in collaboration with SEAMEO Centres in Indonesia. ■ LR



AISOFALL

Atria Hotel, South Tangerang, Indonesia | 17–18 October 2018

**“Bringing Multiliteracies
to Language Teaching”**

See You There...

CENTRE BID FAREWELL TO DEPUTY DIRECTORS FOR PROGRAMME AND ADMINISTRATION



The Centre recently bid farewell to Ms Endang Nilla Parowardhanny who served as Deputy Director for Programme (DDP) from 2009-2017 as well as to Dr Indrani Dewi Anggraini, Deputy Director for Administration (DDA) who ended her four-year tenure (2013-2017) effective 31 December 2017. For the Centre, it has been an honour to have a vastly experienced and dedicated professional as calibre as the former Deputy Directors.

Ms Endang Nilla Pramowardhanny's dedication and contribution has assisted the Centre to become what the centre is today. She was the first Centre DDP since its establishment in 2009. Her contribution particularly in designing and planning Continuous Professional Development programmes for language teachers and education personnel was exceptional. It was undoubtedly that during her nine-year contribution, she prepared all programmes goals and objectives including the evaluation and effectivity as well as provided support to all Centre staff

to successfully conduct all programmes within required timeframe. There is no doubt that many progress had been made by Centre during her tenure.

At the same time, Dr Indrani Dewi Anggraini finished her term as DDA since her appointment in 2013. As the DDA, she contributed in managing the overall daily office operations of the Centre, including office management, human resources, contracts and management of Centre's administrative and financial matters. Further, she provided administrative support to ensure sufficient funds were available for an effective and efficient implementation of the Centre's overall programmes.

Following the end of the term of the former Deputy Directors, since 1 January 2018 Ms Esra Nelvi M. Siagian has been appointed as the present DDP and Dr Sumharmoko as the DDA. The Centre is pleased to welcome them as the member of Board of Directors. As a centre for quality improvement of language teachers and education personnel, their expertise and experience in educational field are the major asset as the Centre is looking forward to expand its outreach.

As for Ms Endang Nilla Pramowardhani and Dr Indrani Dewi Anggraini, the Centre would like to extend its gratitude and appreciation to both of them for all of their dedication and other long-listed contributions that might as well take all day to name. We wish them all success in their future endeavours! ■ **ES**

Baby Birth Announcement

The Centre would like to extend its congratulations to its staff who have delivered healthy and beautiful babies to this world. Surely they would bring joy and happiness to their families.



Sean Atthar Yulianto (3 May 2018)
Proud parents: Kurnia Yulianto (Finance)
and Diah Wulaningrum



Kirani Euishana Reswari (5 May 2018)
Proud parents: Susi Fauziah (TDTEP)
and Sartono



Kamania Dhira Kinandari (30 June 2018)
Proud parents: Nanda Pramuchtia (PPR)
and Bayu Andri Subekti (ICT)