GREETINGS FROM THE CENTRE DIRECTOR

Dear Respected Readers,

I am honoured for being appointed as the new director of SEAMEO QITEP in Language. It is a pleasure to advance the Centre's impacts to a wider stakeholders. Thus, taking into consideration the importance of language as a means to nurture literacy, SEAQIL has strategic mission to strengthen the mutual understanding among nations in SEA region through the improvement of education, science and culture.

Realizing the essential roles of language at all education levels, SEAQIL enforces the innovative and qualified programmes for the betterment of language educations. Related to this issues, readers will find reports on activities geared to enlighten teachers’ horizon. Various trending themes were discussed, for instance, the connection of language and culture, literacy movement and higher order thinking skills (HOTS).

Happy reading!

Bambang Indriyanto
Director

SEAMEO QITEP in Language is pleased to welcome Dr Bambang Indriyanto, as the Director from 2017 to 2019. He is quite familiar with SEAMEO, as he participated at the SEAMEO High Officials Meeting in 2009, 2012 and 2016 in Bangkok as one of the delegates of the Indonesian Ministry of Education and Culture. Moreover, he represented the Ministry again at the 45th SEAMEO Council Conference and the 5th ASEAN Education Ministers Meeting (ASED) in Cebu, the Philippines to contribute in the resolution of the establishment of the three SEAMEO QITEPs, including SEAMEO QITEP in Language.

He received his doctoral degree in 1992 and obtained his master degree of Education Administration and Policy Studies in 1989 from State University of New York at Albany. He graduated his Bachelor of Sociology from Universitas Gadjah Mada, Yogyakarta, in 1982.


Apart from his managerial and bureaucratic experiences, he is a researcher. He has been focusing his research and publication on education since 1996. Some of his latest publications are “The Education System of Indonesia: Its Features and Policies” in Guidebook to Education and Reforms in Southeast Asia and China (2016) and Indonesia: Overcoming Challenges of Decentralization Yan Wang (ed.) Education Policy Reform Trends in G20 Members (2013). In addition, he published his researches on Open Senior Secondary (2005) as well as Basic Education Funding (2004). In 1998, he published his researches entitled “The Impact of Indonesia’s Economic Crisis on Basic Education” (The World Bank) and “Characteristics of School Management and Managers” (Balitbang Kemendikbud). He also completed a research on the Six-Year Basic Education (1994-1996).
To implement the Memorandum of Understanding signed for Fiscal Year 2015-2019 between the Educational Office of Aceh Jaya Regency and three SEAMEO QITEPs, a training focused on school-based management was organised for school principal, vice school principal, head of laboratory and librarian from primary to junior high school levels.

The training which lasted for five days, 5-9 June 2017, gave opportunity to SEAMEO QITEP in Language (the Centre) to discuss and elaborate on the importance of literacy programme embedded with character building; a national programme from the Ministry of Education and Culture for all educational levels aiming to foster students’ reading habit. The initiated programme entitled “School Literacy Movement” is divided into three phases, namely Habit Forming (i.e. enforcing reading as a habit), Development and Learning. Each phase provides students with different types of reading materials from fiction to non-fiction. The highlight of this movement is for students to be lifelong learners and to obtain 21st century skills, particularly the critical thinking and communication.

During the training, 300 participants were grouped according to their schools. Led by the school principal, they developed a plan to implement literacy movement from points of view, such as duration of habit forming phase, number of books that students should read at that phase, weekly reading frequency, monthly special reading activity and how to include parents as well as other school stakeholders in the movement. For the development phase, the participants should plan the non-academic activities after reading. As for the learning phase, students are encouraged to explore supplement materials apart from their textbooks and in various types of mode (e.g. digital materials).

The School Literacy Movement (SLM) discreetly encourages participants to preserve local culture and wisdom. The discussion came up when the Centre’s resource persons asked them to share local folktales and folksongs. Thus, the SLM gives a great opportunity for all educational stakeholders to start writing and documenting local culture and wisdom.
As one of continuous programmes started in 2014, SEAMEO QITEP in Language collaborated with Forum Masyarakat Sinabung (FORMASI) as well as SEAMEO SEAMOLEC, SEAMEO QITEP in Mathematics and SEAMEO QITEP in Science to conduct a professional development programme for teachers. In addition, different with previous training, one additional party was involved in this collaboration, namely PT Indonesian Morowali Industrial Park (IMIP). The training, the first of three batches, was held in Morowali Regency, Central Sulawesi Province, last April. The next batch will be carried out in July and October 2017.

The Vice Regent of Morowali Regency, Mr Sumisi Marunduh, officially opened the training and delivered an opening remarks emphasized the significance of education in improving the quality of human resources in Morowali Regency. In the same occasion, the CEO of PT IMIP, Dr Alexander Barus, also attended and gave a speech on the importance of training for teachers since they are main actors involved in educating the next generation.

There are two trainings that have been conducted. The first training is for English teachers at Junior High School conducted from 3 to 5 April 2017. Then, the second training targeted for English teachers at Senior High School was held from 7 until 9 April 2017. Both trainings are held at the same place, namely the main building of PT IMIP.

Instructed by Ms Susi Fauziah and Ms Itra Safitri from SEAMEO QITEP in Language, 45 English teachers, teaching in junior (29) and senior high schools (16), learnt text based teaching of the 2013 Curriculum. During the training session, the participants gained knowledge on types of text. Junior high school teachers learnt five types of text, namely narrative, recount, description, procedure and report. Meanwhile, eight types of text were discussed with senior high school teachers, they are narrative, description, procedure, report, hortatory exposition, explanation, response and discussion. The participants in both trainings also acquired knowledge on stages of teaching text. To obtain deeper understanding on text types, they practiced to identify types, generic structures and language features of the text. Then, they were assigned to compose one text based on the provided theme. On the last day of the training, the participants were able to design their own lesson plans and did a teaching simulation.

In the closing ceremony, one of the participants, Mr Hermanto (SMAN 1 Bumi Raya) gave his impression. He mentioned, “This training is very useful and fun. I learn new things related to the example of text-based teaching and other methods in teaching English language. The resource persons also give impression that learning English language is enjoyable”.

TEXT-BASED TEACHING STRATEGIES FOR ENGLISH LANGUAGE TEACHERS
The Asian Festival of Children’s Content (AFCC) is an annual festival in Singapore that aim to celebrate and promote the creation and appreciation of children’s books and content, with a focus on Asian themes. For this year’s event, in which Indonesia becomes the country of focus, it was held from 17 to 21 May 2017 at National Library Building, Singapore. The five-day festival, which was first held in 2010, featured over 100 local and international speakers including authors, illustrators, publishers, and industry professionals from countries like Australia, Germany, Indonesia, Ireland, Israel, Japan, the Philippines, Malaysia, Netherlands, New Zealand, Thailand, United Kingdom and the United States of America.

In this year’s festival, SEAMEO QITEP in Language (the Centre) became one of AFCC supported partners. In collaboration with the Society for the Advancement for Children’s Literacy (SACL) or known as Kelompok Pencinta Bacaan Anak (KPBA), the Centre dispatched eight of nineteen speakers from Indonesia who presented the current situations of Indonesia children’s content. The eight speakers were Dr Murti Bunanta (Children’s Literature Specialist and President of SACL and INABBY), Ms Emilia Nazir (Secretary General of INABBY), Ms Galuh Larasati (author), Dr Ida Farida (Liaison Officer of INABBY), Dr Johnny Tjia (language researcher at Sulinaama Foundation), Dr Felicia Nuradi Utorodewo (lecturer and former Director of SEAMEO QITEP in Language), Mr Thomas Atasana (Literary Agent at Borobudur Agency) and Mr Remon Agus (Managing Director of Zikrul Hakim Bestari Publishing).

Dr Murti Bunanta, who is also an international award-winning author of 50 books published in Indonesia, Canada, and the USA, in her presentation entitled “The Place of Young Writers in Indonesia”, not only she discussed about the young writers in Indonesia in changing the face of Indonesia’s publishing but she also talked about the role of publishers, schools and parents in helping children to read well.
Ms Emilia Nazir and Ms Galuh Larasati with their paper entitled “Performing a Folktale”, tried to assure the participants that folktales can be conveyed through art expression while still reflecting their cultural beliefs. Because some of us think passing down folktales is tricky, but Ms Emilia and Ms Larasati explore an excellent way of doing so through art expression.

Telling stories can also be used as a medium of therapy for patients, as Dr Ida revealed in her presentation entitled “Please Tell Me a Story Again! - Bibliotherapy for Hospitalised Children with Cancer”. She explained about the therapeutic impact of telling stories using different mediums, especially books for hospitalised children with cancer in a public hospital in Jakarta.

As researchers, Dr Johnny Tjia and Dr Felicia Nuradi Utordewo have the same concern in mother tongue preservation. With their paper entitled “Mother Tongue in a Land with Over 700 Languages”, Dr Felicia explained on how SEAMEO QITEP in Language engages children and build the knowledge of their own tradition and culture, While Dr Johnny accentuated the necessity of telling children folktales in their Mother Tongue.

Mr Thomas Atasana and Mr Remon Agus with their paper entitled “Indonesian Children’s Publishing in New Era: Opportunities and Challenges” told us how Indonesian children’s books stand in the world. Specifically, Mr Remon Agus discussed the market and consumer trends in Indonesia and Mr Nung Atasana talked about Indonesian rights.

The Centre Director, Dr Bambang Indriyanto, also gave his presentation at this year’s festival, at the Teachers’ Congress which was held starting on the 20-21 May 2017. His presentation entitled “Pedagogical and Cultural: Character-Building in Students” explored how language lessons can facilitate interaction between teachers and students, and among students.

As Indonesia was the Country of Focus for AFCC 2017, this event celebrated Indonesian cultures and children’s books. At this Indonesian Night, two bilingual children’s books by authors and illustrators from Singapore and Indonesia were launched, namely “Sayur! Sayur! Vegetables for Sale!” and “CindeRilla”. There was also a performance of traditional folktale from Ambon, named Batu Badaong. In this musical performance, leaves and sounds of nature were used in a unique storytelling. With music and poetry, musicians from Ambon who also play as a storyteller began to show the story. ■ AD
The mission of education system comprises of pedagogical and cultural aspects. The pedagogical aspect intended to stimulate intellectual competencies of students are conveyed through the transfer of knowledge, while cultural aspect intended to stimulate affections and understanding of students are conveyed through transformation of cultural values. Both take place during teaching-learning processes inside classrooms. By taking into consideration these two pivotal missions of education system, the identify some feasible ways on how they are put into classroom activities result the cultural intelligence of student that encourages the establishment of Southeast Asia as a Holon.

Once the teaching-learning process serves as a standing point of analyses, the role of teachers will be the focus of analysis. Since teachers are not independent in deciding what they have to teach; curriculum are, therefore, will be considered as a concomitant factor when effective teaching as a strategy on how teachers ensure that what they teach can maximally improve students’ competencies both pedagogically and culturally.

Although teaching-learning process, as commonly known, takes place inside the classroom, teachers should not by default assume that students are sterile from their cultural backgrounds when they enter the classroom. This consequently may be a reminder for teachers that when they teach, they can not simply ignore cultural experiences of students, beside personal characteristics. These then suggest that when students get involved into teaching-learning process, they do not only expect to understand the concept they learn from their teachers, but also on how relevant their knowledge to the reality they face in their family and community. Furthermore, in their adulthood, they will involve with many people from different places with diverse cultural background.

Since teaching learning process, as argued the above, include two aspects, effective teaching should go through three curriculum tracts, i.e., intra-curricular, co-curricular and extra-curricular. They support each other to strengthen the efficacy of teaching method in supporting the development of cultural intelligence of the students. By having this cultural intelligence they will be able to promote cultural understanding and tolerance which it in turn serves as an investment to the establishment of Southeast Asia as a Holon.

The idea of pedagogical and cultural awareness in education to establish Southeast Asia as a Holon is presented by Dr Bambang Indriyanto at the 2017 International Conference of Institute for Southeast Asian Studies (ISEAS) that was executed at the Busan University of Foreign Studies, Indonesian Institute of Science, Humanities-Science Conversion Project on May 25 -27, 2017. This International Conference focused the theme on “Locating Cultural Characteristics of Southeast Asia as a Whole”.
FACILITATING HOTS THROUGH LITERACY

To respond to the SEAMEO Seven Priority Areas as Southeast Asian Education Agenda, especially on the area of revitalising teacher education and adopting a 21st century curriculum, SEAMEO QITEP in Language (the Centre) collaborated with SEAMEO Secretariat and SEAMEO SEAMOLEC in conducting SEAMEO Community Development: Online Lecture Series and Training Programmes. The programme focuses on the capacity building of policy makers, educators, practitioners, researchers, school administrators, lecturers, teachers and students in Southeast Asian countries facilitated by an online-platform especially WebEx and Edmodo.

In the programme, the Centre participated in three activities, namely online training on Higher Order Thinking Skills (HOTS) as Teaching Strategy (Improving HOTS through Language), online lecture on the Importance of Language for Educators at Primary School and online lecture on Literacy Development at Secondary School Level.

IMPROVE YOUR STUDENTS’ THINKING!

Having concerned with teachers’ capabilities in developing students’ thinking, the Centre focused its online professional development programme on Higher Order Thinking Skills (HOTS). Starting from 5 May to 19 June 2017, Ms E. Nilla Pramowardhanny (Deputy Director of Programme), Ms Talitha Ardelia Syifa Rabbani (Division of Research and Development Programme) as well as Ms Rina Dwiyana (Division of Partnership and Public Relations) deepened 23 teachers’ (from Indonesia, Malaysia and the Philippines) comprehension on HOTS. To achieve the aim, the participants had to attend three (3) sessions of video conference and do four assignments, two quizzes and one final assignment.

To facilitate the participants, the Centre utilised WebEx for video conference. Resource person’s presentation in the video conference enabled the participants to broaden their knowledge on HOTS. They could also indulge their curiosity by raising some questions. In addition, the participants had to actively participate in the programme by submitting the completed quizzes and assignments. For this activity, the Centre made use of Edmodo. The participants’ work and their attendance in the video conference would affect the resource persons’ assessment and determine certification.

As previously mentioned, there were three sessions of video conference. For the first session, Ms E. Nilla Pramowardhanny explained the importance of HOTS, particularly in facing the challenges in the 21st century. She further elucidated the importance of questioning as teaching strategy to foster students’ thinking. Most of the questions raised by the participants were on how to implement HOTS in the classroom. In the next session, she mentioned types of questions and provided samples of HOTS questions. After presenting the material, Ms E. Nilla Pramowardhanny responded to the participants’ enquiries on strategies used to develop HOTS questions, types of questions for each level of thinking and how to assess students’ ability based on HOTS questions. Prior to the last session, the participants were asked to watch two videos and classified types of questions presented in both videos, then, three participants had to present their work during the session. After the participants’ presentation, Ms E. Nilla Pramowardhanny described elements in a teaching scenario. From their questions, it was acknowledged that most of the participants needed some explanations or tips on how to develop HOTS-based teaching scenario/lesson plan. The last session of the video conference did not mark the end of the programme. The participants still had to develop their own lesson plan and submit it for their final assignment. The resource persons, then, provided feedback for their work.

By the end of the programme, the participants gave their evaluation and input for the conduct of the programme. They stated that the programme was useful for them. Ms Hafsah Bt. Mat Yusof (Malaysia) wrote, “The moderator and ‘teachers’ prepared very well for the discussion session, constantly went above and beyond to help the ‘students’ learning.” Ms Mariati (Indonesia) also wrote, “From reading the presentation material and actively participated in the assignment, we learnt a lot.” Nevertheless, they found some difficulties in participating in the video conference due to poor internet connection. Mr Fathkur Rozi (Indonesia) wrote, “The online training is very interesting, the problem is the internet connection is not so good.” In addition, they mentioned that they would want to participate should there be a face-to-face professional development programme related to HOTS.

So, fellow teachers, join our other programmes to enhance your competence and be a HOT teacher! • RD, AR
Language plays important roles in creating positive relationships between educators and students. This matter, hence, the Centre held an online lecture on 27 April 2017 through WebEx started from 2–4 pm (GMT+7). In the online lecture, the team of Centre’s staff consisting of Ms Itra Safi, Mr Reski Alam Gasalba as well as Dr Indrani Dewi Anggraini reviewed the importance of language for educators at primary school with thirty three participants from Cambodia, Indonesia, Malaysia and the Philippines.

This online lecture discussed essential functions of language embedded with three roles of educators, namely, transferring, transforming and transcending. The transferring role of educators is to develop the intellectual competence of the students, while the transforming role is to stimulate affective competence and the transcending role is projected to the characters improvement of believing in divine truth. These roles are executed through seven functions of language consisting of instrumental, regulatory, interactional, personal, heuristic, imaginative and representational. It cannot be denied that language used by primary school educators affects the development of students’ character building.

By the end of session, the participants came up with questions such as how to consider the effects of medium of instruction into character building and the appropriate age for children to learn English as a foreign language. Responding to those questions, Dr Indrani suggested that parents should not force their children to learn foreign language. In lower grade of primary school, teachers should use mother tongue as the instruction in class and then gradually teach using national language and foreign language.

Finally, it is expected that the participants taking part in the online lecture will improve their awareness and motivation in their roles through the use of language in classroom teaching and learning.
The second online lecture entitled “Literacy Development at Secondary School Level” was conducted via WebEx on 13 June 2017 started from 1-3 pm (GMT+7). The lecture was attended by primary school teachers, secondary school teachers, vocational school teachers, students, school principals, school supervisors, lecturers, research assistants, specialists as well as teacher educators. Totally, there were 58 audiences registered from six countries, namely Brunei Darussalam, Indonesia, Malaysia, Myanmar, the Philippines and Thailand.

The lecture was delivered by a team consisting of three Centre’s staff, namely Ms Rizma Angga Puspita, Mr Nirwansyah as well as Ms Susi Fauziah from the Division of Training and Development of Teachers and Education Personnel. Each of them has role as a presenter. They delivered material divided into three sub-topics; concept of literacy, concept of adolescent literacy and implementation of differentiated instruction.

In the beginning of the session, Ms Rizma Angga Puspita elaborated four different perspectives on literacy; as skills, applied, learning skills and text by referring to documents issued by UNESCO. Mr Nirwansyah continued by explaining the importance of adolescent literacy to develop basic literacy skills (reading and writing skills) obtained in the primary level. He also added that in order to optimize literacy skills, the teaching should be adjusted to the developmental phase of adolescent. Furthermore, Ms Susi Fauziah proposed the differentiated instruction as an alternative strategy to develop literacy skills of adolescent learners. In details, she elaborated how differentiated instruction could meet the needs of all students (including advanced and struggling students) in which the teacher adjusts the learning content, process, and product in response to the students’ readiness, interests and learning profile. She further explained the implementation of differentiated reading instruction to improve students’ comprehension.

In the Q & A session, three participants asked questions related to the differentiated instruction. Their questions revolved around how to acquire graded books for teaching in the classroom, ways to differentiate learning content and the effectiveness of the differentiated instruction in optimizing students’ potential. Overall, we may conclude that in general the participants were more interested with the practical side than the theoretical one.

NZ, RA, SF
JOYFUL AND FUN LEARNING WITH SMARTPHONE

In the 21st Century learning, technology, particularly smartphone, can be integrated into effective teaching media. In fact, the use of smartphone in language teaching conveys various benefits ranging from economics, pedagogy and psychology. Integration of smartphone helps teachers transfer their materials at any time, place and at low cost. Consequently, teacher and students would engage in a live, joyful and fun learning.

Realizing this, the Centre conducted Training on the Use of Smartphone in Teaching/Learning Process to improve teachers’ competence in utilising technology, particularly smartphone, to support their teaching. The training was convened from 14 to 17 March 2017 at Santika Hotel Cirebon, West Java.

On the training, the participant were given materials by the resource persons on basic knowledge of smartphone features, such as how to develop simple scripts, how to shoot video using smartphone and edit their captured video using VideoPad, a video editor application. Although with short period of the training the participant were enthusiastic to follow the training and they managed to develop their script into a short learning video.

At the end of the training, twenty Indonesian language teachers of secondary level can master the video recording feature on the smartphone. Optimistically, in the near future, they can develop more interesting and creative teaching materials using video.

BABY BIRTH ANNOUNCEMENT

Rahagi Dimitri Maheswara, born on 20 May 2017, is the second child of Ms Annisa Nuria Herayanti (Division of Human Resource and General Affairs) and Mr Indra Fajari.

Congratulations! The baby surely brings joy and happiness to the family.
DEVELOPING ILFL MATERIAL FOR ANDROID

This year, the Centre held a workshop on 20-26 March 2017 at ISOLA Resort, UPI Bandung, West Java. The workshop aimed to develop Android-based ILFL (Indonesian Language for Foreign Learners) learning material. Why Android? Android is a user friendly mobile operating system on a variety of modern devices, such as tablets and smartphones. As the most widely used operating system on tablets and smartphones, Android is easily accessible and thus learners could learn at any time and place convenient for them.

Twenty lecturers from Bandung, Depok, Jakarta and Yogyakarta participated in the workshop. In the workshop, they first reviewed and validated the previously created ILFL learning materials. This was to ensure that the materials fulfilled students’ needs. They also acquired in-depth understanding on all matters related to the digital platform and how to develop a learning materials using the platform. They, then, comprehended that a learning scenario and storyboard were essential in e-learning material development.

Therefore, at the end of the workshop, they had to make a learning scenario based on four themes, namely introduction, self-description, daily activities, and profession. Those themes were chosen because they were the basic topics in A1 level of CEFR and needed by vocational school students to develop their language skills. Furthermore, the participants had to create a storyboard based on the learning scenario.

In doing so, the participants were assisted by experts on ILFL and e-learning. They were Dr Liliana Mulia Stuti (Universitas Negeri Jakarta), Dr Nuny Sulistiany Idris (Universitas Pendidikan Indonesia), Ms Dien Rovita (Universitas Indonesia), Mr Iqbal Abdillah (Verticalabs) and Dr Bambang Indriyanto (SEAMEO QITEP in Language).

All in all, it was a fruitful workshop because they were able to produce the two important elements in developing the e-learning material. ■ HA, NP
WELCOME NEW STAFF!

We are delighted to welcome several new faces to our Centre.

Ms Lina Listiana joined us as a staff in the Division of Training and Development of Teachers and Education Personnel. She received her diploma degree in Chinese language from Universitas Indonesia, Depok, and now she is continuing her study at Universitas Darma Persada, Jakarta. With over eight years’ experience as a Mandarin teacher, she has extensive knowledge in Mandarin teaching. In her spare time, she enjoys travelling and playing badminton.

We also have two new staff in the Division of Finance, namely Mr Gibran Ramadhani and Ms Novita Dewitri. Mr Gibran Ramadhani is a graduate of Universitas Gunadarma in Depok, where he earned his bachelor degree in Management. Outside work, he loves reading and listening to music. As for the second staff, Ms Novita Dewitri received her diploma degree at Sekolah Tinggi Ilmu Ekonomi Keuangan dan Perbankan Indonesia (STEKPI), Jakarta. In her free time, she enjoys travelling and spending time with her family.

Lastly, Ms Triasuci Putri Ramadhanty is a new staff of the Division of Human Resource and General Affairs. She obtained her bachelor degree in Chinese language from Universitas Indonesia, Depok. She enjoys reading and listening to music in her leisure time.

We wish everyone success as they settle into their roles. Welcome and congratulations for being a part of our team.

Lina Listiana
Gibran Ramadhani
Triasuci P Ramadhanty
Novita Dewitri

“Supporting the Enhancement of Critical Thinking Skills through Language Teaching”

Jakarta, 18-19 October 2017

http://aisofoll.qiteplanguage.org/