



Southeast Asian Ministers of Education Organization (SEAMEO)  
Regional Centre for Quality Improvement of Teachers and Education  
Personnel (QITEP) in Language (SEAQIL)

# seaqilNews

2/X/July-December 2018

## GREETINGS FROM THE CENTRE DIRECTOR

Dear respected readers,

The second edition of 2018 seaqilNews points out our focus on programme development as well as its annual meeting. This edition thoroughly sums up our series of HOTS-based training module development to accommodate language teachers to have training on such topic. Indeed, the activity is meant to enhance teachers' competence in implementing effective strategies of 21<sup>st</sup> century learning and innovation skills.

In particular, the key aspect of the module development is the making of training material for HOTS-based language teaching. Comprehensively, we visited three provinces, i.e., D.K.I. Jakarta, North Sumatera and Central Java, to seek for inputs from language teachers towards the material development. In addition, a glimpse of the material can be found in this edition.

This edition also presents our commitment to strengthen our performance by continuously evaluating its conduct through Governing Board Meeting (GBM). Furthermore, you can also read our experience in conducting SEAQIL Goes to School in Philippines and Malaysia. By having this programme, we are to compile language teaching techniques from teachers of Southeast Asia.

Overall, we hope that this publication is not only to inform our best conduct, but also to engage and benefit our audiences with our programmes and activities.

Have a good read!

Bambang Indriyanto  
Director

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## Special Report

### SEAQIL DEVELOPS TRAINING MATERIAL FOR HOTS-BASED LANGUAGE TEACHING



Centre staff guide participants during their group work

The educational paradigm shift in the 21<sup>st</sup> century requires teachers to apply effective learning strategies that make students be accustomed to thinking critically, creatively, analytically on the data and information they obtain. These will enable students to achieve higher order thinking skills (HOTS). Hence, the Centre will orient its training on language teaching methodology toward HOTS. To achieve the purpose, the Centre began developing its training materials focusing on HOTS-based language teaching.

#### Materials' Development

Since early 2018, the Centre conducted a literature review on HOTS and three learning models (Discovery, Project-based, Text-based). It is expected that the use of the three learning models can help teachers familiarise learners with critical thinking and use high-level thinking skills in problem solving. Following the literature review, the Centre began to develop training syllabus and materials.

#### Checking Materials' Readability

Prior to publishing the materials, the Centre conducted a series of workshop to ensure their readability. The first phase of the workshop was convened from 6 to 9 August 2018 and attended by 19 language (Arabic, German, Indonesian, Japanese, and Mandarin) teachers from DKI Jakarta. The second phase, meanwhile, was held from 27 to 31 August 2018 and participated by the same number of language teachers from Bandung, Bogor and Banten. The two workshops applied similar procedures and activities. *continued to page 2*

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# Special Report

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In the workshops, Dr Bambang Indriyanto (the Centre Director) enlightened the participants on the concept of HOTS. Moreover, six Centre staff presented an overview of the developed training materials. The materials comprised the concept of the Revised Bloom's Taxonomy, three learning models (Discovery, Project-based, Text-based) and Assessment. After the presentation session, the participants completed the given readability instrument. The instrument required the participants to evaluate the presentation and content aspects of the materials. At the end of the workshop, each participant prepared an illustration of the learning models and presented it. The purpose was to check the participants' understanding on the training materials.

Results of the completed readability instrument were descriptively analysed. After the analysis process, it was acknowledged that the materials, with slight refinement on language aspect, would be helpful for language teachers. This was because the materials provided detailed information on the three learning models and strategies to implement them. These would then be used as the bases for revision of the training materials.

## ***Training Materials' Trial***

Upon revising, the Centre conducted a parallel workshop in two cities in Indonesia, namely Medan and Semarang

on 12–13 September 2018. In the workshop, the Centre performed a trial on its training materials. Eighteen language (Arabic, German, Indonesian, Japanese and Mandarin) teachers in Semarang and 23 language teachers in Medan provided necessary input and suggestions for the training materials.

Aside from criticizing the materials, the participants were exposed with the concept related to HOTS-based language teaching as previously mentioned. They also had the chance to make Indicators of Competence Achievement (IPK) based on a certain Basic Competence.

So, it might be appropriate to say that the workshops benefitted both parties; the Centre and participants. The Centre acquired valuable input for the materials. The participants, meanwhile, deepened their understanding on the subjects presented during the workshops.

## ***Experts' Approval***

To follow up the workshops, the Centre had some experts to carry out a final check. It aimed to perfect the training materials. After being ascertained on their quality, the Centre would organise a training on language teaching methodology in two cities, namely Jakarta and Pontianak. ■  
RD, HH

## **A Glimpse of the Materials**

The materials, in form of modules, consist of three chapters.

### ***Chapter One***

This chapter discusses the Revised Bloom's Taxonomy. Why do the modules put the taxonomy in the first part? The answer is that it serves as a reference for teachers to improve students' thinking skills. It is because the taxonomy depicts the thinking level, starting from remember (low) up to create (high). From the taxonomy table, teachers will know how to map learning goals and their achievement indicators.

### ***Chapter Two***

In this chapter, the Centre elaborates concept of the three learning models; including their stages, benefits and deficiencies.

### ***Chapter Three***

The last chapter presents concept of assessment in the 2013 Curriculum.

Each chapter provides concept and illustration for the learning models, tasks as well as reflection sections. The illustration for each model is prepared for different foreign languages. Arabic language learning is illustrated using discovery learning model. Illustration of German language learning applies project-based learning model. Illustration of Indonesian and Japanese language learning implements text-based learning model.

As for right now, the module is intended to foreign language teachers in Indonesia. However, the Centre is planning to vary and extend the module so that it is suitable for teachers in Southeast Asia as well.

## LANGUAGE TEACHING PRACTICES FROM THE PHILIPPINES AND MALAYSIA



The workshops involve experts from the respective countries

As a continuation to SEAQIL Goes to Schools programme, the Centre went to Manila, the Philippines (24-30 June 2018) and Selangor, Malaysia (8-12 October 2018) to gather practices on language teaching from teachers in the two respective countries. The activities were successfully organised thanks to the Department of Education of the Philippines and the Ministry of Education of Malaysia.

For these two countries, the Centre used a different method from the previous ones. This time, the Centre gave a questionnaire for the teachers to fill in. The in-depth questionnaire deals with teacher's practices in the classroom, including but not limited to their (1) understanding on Higher Order Thinking Skills (HOTS) and (2) classroom activities related to HOTS and culture. After the teachers filled in and discussed the questionnaire with their fellow teachers, they

presented their good practices on language teaching.

From the Philippines and Malaysia alone, the Centre collected 61 teaching practices from teachers of Arabic, English, Filipino, French, German, Japanese, Korean, Mandarin and Spanish. See table for the details.

No	Language Teaching Practices	The Philippines	Malaysia	Total
1.	Arabic	-	6	6
2.	English	4	-	4
3.	Filipino	1	-	1
4.	French	6	6	12
5.	German	6	5	11
6.	Japanese	5	6	11
7.	Korean	2	-	2
8.	Mandarin	5	7	12
9.	Spanish	2	-	2
<b>Total</b>		<b>31</b>	<b>30</b>	<b>61</b>

From the collected teaching practices, the Centre would have a selection process and carefully choose the ones to be compiled in the Centre's next publication "Compilation of Language Teaching Techniques from Teachers of Southeast Asia" which is set to be published in 2021. ■ AF, RG

Dear fellow teachers,

Let's join us and start making series of small actions to advance language education:

- Bringing HOTS for more innovative and effective teaching methods
- Implementing HOTS-based language learning modules to support students' learning
- Developing classroom action research for teacher's quality and classroom practices improvement
- Sharing good language teaching practices in our SEAQIL Goes to Schools programme
- Sharing research results and discussing current trends in language education in our scientific forum (AISOFOLL/Annual International Symposium for Language Learning) with other language teachers, practitioners and researchers from Southeast Asia

Please visit our website [www.qiteplanguage.org](http://www.qiteplanguage.org) and follow our social media to get the latest update.



## SEAQIL ENCOURAGES TEACHERS TO BE HOT

On 12–16 November 2018, the Centre began its first training on HOTS-based language teaching methodology. As an effort to extend its service, the Centre conducted the training in two cities, i.e., Jakarta and Pontianak. Twenty-six language (Arabic, English, German, Indonesian, Japanese and Mandarin) teachers from around West Java participated in the training held in Jakarta. Meanwhile, thirty language teachers (Arabic, English, German, Indonesian, Mandarin) attended the training in Pontianak.

In both cities, the participants were exposed with the same materials. They were first introduced to the Centre's programmes and services. They, then, broadened their knowledge on the paradigm of the 21<sup>st</sup> century learning and the teaching of HOTS in the context of national education system. They also learnt about Classroom Action Research (CAR). High appreciation was directed to the Centre Board of Directors for ensuring the participants' understanding on the said materials.

Aside from the aforementioned materials, the participants were also presented with the concept of HOTS in language teaching, three learning models (Discovery, Project-based and Text-based) and Assessment. They also got some ideas on how put the concept into practice. Thanks to the Centre staff, not only did the participants comprehend the concept, they also succeeded in making a lesson plan. The lesson plan illustrated the implementation of HOTS-based language learning.

In Jakarta, the participants were able to do a teaching simulation based on the lesson plan. In Pontianak, however,

representatives of participants (from the five languages) presented their lesson plan. During the simulation and presentation session, they received feedback from the resource persons and other participants.

At the end of the training, some participants voiced their opinions. They stated that they obtained many things from the training. They said that they finally understood the three learning models and how to implement them in their classes. From Pontianak, the Centre received a positive request. The participants suggested the Centre to hold a training that focused on developing HOTS test items.

Fellow teachers, wait for our next programmes and be a HOT teacher with us! ■ RD, RG



Teacher-participant presents her group work

## Baby Birth Announcement

The Centre would like to extend its congratulations to Mr Wendy Nur Falaq (ICT staff) and his wife, Ms Wuryaningsih, who have delivered healthy and beautiful baby to this world. Surely he would bring joy and happiness to the family.



Fahryan Satria Manggala  
(16 November 2018)

## ENHANCING ASSESSMENT SKILLS OF TEACHERS

Teachers play the critical role in students' learning and achievement. Therefore, we can take this assumption to assert that quality of education is only as good as the quality of their teachers. Considering the facts that quality of teachers impact to quality of education, the Centre takes a part to advance the quality of teachers by conducting programmes and activities for teachers' professional development.

One of the Centre's activity was Training on Thematic Learning Model for Primary School Teachers of Desa Cihideung Ilir, Bogor, West Java. The training was held on 13-16 August 2018 at SEAMEO BIOTROP and invited 27 teachers and school supervisors. The overall goals of the training were to enhance teachers' knowledge on the concept of the Indonesian 2013 Curriculum and to improve the teachers' competence in designing instruments for assessing attitude, knowledge and skills. The training was basically a part of STAR (Sustainable, Technology-equipped, Ability-rich and Responsible) Village programme that was launched in 2015 in Cihideung Ilir Village by six SEAMEO Centres in Indonesia.

Three resource persons of the training were Dr Sri Sumarni from Universitas Negeri Jakarta as well as Dr Bambang Indriyanto and Ms Hasanatul Hamidah from the Centre. Dr Bambang Indriyanto, in an initial session, presented the Concept of Higher Order Thinking Skills (HOTS) and its correlation to the 2013 Curriculum. As stated by Dr Bambang Indriyanto, teachers are supposed to have a competence to design HOTS-based teaching materials and applied those materials in teaching process. By implementing HOTS in the teaching process, teachers have provided students with one of the 21<sup>st</sup> century skills.



Ms Hasanatul Hamidah involves participants in stimulating activities

In other session, Dr Sri Sumarni brought together the participants for an overview of the correlation between curriculum, learning and assessment associated with the implementation of the 2013 Curriculum. Further, she shared a thought-provoking idea that assessment should not only viewed as assessment of learning, but it should be viewed as assessment for learning and assessment as learning as well.

Ms Hasanatul Hamidah, one of resource persons, gave training materials that was techniques for behavioural, knowledge and skills assessment as well as material on processing assessment. As Ms Hasanatul Hamidah stated, teachers should determine the objectives and indicator used for assessment before choosing assessment techniques. The training was designed to include hands-on sessions in which lecture-style inputs are kept to a minimum. In the hands-on session, participants learnt on how to process the data and make analysis of study results of their students guided by resource persons. In other words, each activity in the training was based upon participants' learning experience which make participants enthusiastically to complete given tasks to achieve the training objectives.

All in all, through the training, the participants gain knowledge and skills to support their teaching activities in the classroom and the implementation of the 2013 Curriculum. ■ ES, HH



Dr Sri Sumarni share her thought-provoking idea on assessment



## EXPLORING MULTI-LITERACIES IN LANGUAGE TEACHING



The 9<sup>th</sup> AISOFOLL bring together language teachers and experts to discuss the latest education trends

To meet challenges in the 21<sup>st</sup> century, students should have 21<sup>st</sup> century skills to survive and succeed in school and life. The 21<sup>st</sup> century skills are referred to 4Cs: Communication, Collaboration, Critical thinking and Creativity. In line with the 21<sup>st</sup> century skills, the integration of relevant content, skills and instructional support to enhance knowledge processes is required. By adopting multi-literacies, students are able to identify, interpret, create, and communicate meaning in various communication forms to support learning achievement. As for teacher, it encourage them to extend their conventional instructional practices. Further, it makes teachers to have the appropriate skills and strategies to support their students' learning achievement.

Considering the advantages of multi-literacies, the Centre took a theme on "Bringing Multi-literacies to Language Teaching" as a theme of the 9<sup>th</sup> Annual International Symposium of Foreign Language Learning (the 9<sup>th</sup> AISOFOLL). The symposium held at Atria Hotel Gading Serpong, Tangerang, Banten on 17-18 October 2018 and attended by 105 participants. This annual forum also provided the opportunity for 31 language teachers and researchers to present and disseminate their research results and share their best practices or ideas on multi-literacies and good practices in foreign language teaching.

Five topics for discussion in the symposium were: (1) Methods and Strategies in the Implementation of Multi-literacies, (2) Multi-literacies to Foster Multi-lingualism, (3) Multi-literacies to Build Learners' Character, (4) Multi-literacies to Enhance Learners' Critical Thinking and (5) ICT Utilised in Developing Multi-literacies.

For the 9<sup>th</sup> AISOFOLL, the Centre invited six keynote speakers to provide an in-depth insight on related themes. In his presentation entitled "Rethinking Language and Literacy Teaching in Schools and Universities; A Multi Literacies Model", Dr Andrew Miller from Flinders University, South Australia emphasized on the need to make language and literacy requirements and accessible to students and teachers. Meanwhile, Mr Junji KATAGIRI, PhD from Japan Foundation Jakarta with his presentation entitled "Using Thinking Tools for Enhancing Critical Thinking Skills: An Attempt of the Japanese-Language Speakers' Forum in Indonesia" underlined that teachers need to select appropriate thinking tools based on their strength in order to use them effectively. Keynote Speaker from National Institution of Education, Nanyang University, Singapore, Mr Libo GUO talked about the importance of multimodal literacies in his presentation entitled "Assessment of Multimodal Literacies: Some Proposals". As invited speaker from Goethe Institut-Jakarta, Dr Raymond Selke presented "The Impact of Language Literacy and Subject Literacy on School Students' Further Educational Career Evidences from Indonesia". In addition to aforementioned keynote speakers, Dr Bambang Indriyanto, the Centre Director, presented "Developing Literacy Competence through Effective Language Teaching" and Prof. Dr Dadang Sunendar from Badan Pengembangan dan Pembinaan Bahasa (Agency for Improvement and Development of Language, MoEC of the Republic of Indonesia) presented the policy of language education in Indonesia.

In light of the above, teachers can enhance students' critical thinking skills, which related to the 21<sup>st</sup> century skills, through multi-literacies in language teaching and learning.

■ ES



Dr Andrew Miller bring participants' attention on the importance of literacy

## BROADENING TEACHERS' PERSPECTIVE: GOOD PRACTICES ON HOTS IMPLEMENTATION



Speakers and participants have a fruitful discussion during the seminar

It is a great opportunity for the Centre and language teachers to have an activity focusing on the implementation of HOTS in language teaching. The activity on such topic is noteworthy for language teachers to broaden their knowledge towards 21<sup>st</sup> century learning, particularly by referring to the implementation of Indonesian 2013 Curriculum. The curriculum, in detail, emphasizes learning and innovation skills, i.e., critical thinking, communication, collaboration and creativity. In this case, teachers need to be assisted to have a learning environment which encourages students to develop the abovementioned skills. Hence, the Centre deliberately targets to disseminate good practices of HOTS-based learning model which is developed under Blooms Taxonomy thinking skills framework.

To achieve the target, the Centre invited language and education experts as well as experienced teachers to present their good practices in language learning focusing on three models, i.e., discovery learning, project-based learning and text-based learning. Respectively, the teachers are Ms Aini Ummu Syukriya (SMA Islam P.B. Soedirman 1 Bekasi), Ms Irmayanti (SMAS Annumanayah), Ms Shanty Lady Sianipar (Sekolah Menengah Cikal-Amri), Ms Yanti Rostianti (SMAN

1 Leuwiliang) and Mr Yulizar Komarawan (Darul Hikam Integrated School Lembang) who presented their inspiring story on the key topics during plenary session.

Before the plenary session, Dr Bambang Indriyanto, Centre Director, delivered his key notes on HOTS-based language learning that focuses on the context of education policy, learning perspective, language learning paradigm and empirical tendencies. He also highlighted the need of literacy competence in achieving the target of 21<sup>st</sup> century learning. Overall, he argued that there are some criteria for teachers to successfully implement HOTS in language learning. Among others, teachers should be able to (1) develop students' intelligence (intellectual, social and personal); (2) explain the target of national curriculum in the context of 21st century learning; and (3) develop learning and evaluation process based on the principle of HOTS.

These key criteria were well-described by the key speakers who presented their targets and strategies based on their selected learning models. The targets and strategies were, among others, differentiated strategy in project-based learning as well as critical and multimodal literacy in text-based learning. Furthermore, they also shared different context of teaching and learning approach, both in private school with international curriculum and public school with national curriculum. This comparison was greatly acknowledged by the participants, especially related to the different strategy that works for different students' ability. Along with good practices sharing session, the participants enthusiastically shared and compared their own experience in the same field of study.

Moreover, in the parallel session, the participants also did practicing in developing a simple lesson plan based on their selected learning model. The session was led by the experts from the Centre who master the frameworks of the aforementioned three learning models. During the session, they closely guided the participants throughout the development of the lesson plan.

In addition, the activity, which was held on 6 November 2018 in PPPPTK Jakarta, reached almost 1400 applicants on the third day of its registration dates. Unfortunately, due to the limitation of seating capacity, the Centre could only accepted 100 participants who meet the Centre's criteria and had a very strong motivation to participate in the seminar. They were respectively language teachers of Indonesian (34), English (31), Arabic (11), Japanese (8), Mandarin (6), German (4), French (3) and local language (3). ■MR



## 9<sup>TH</sup> GBM: A PRODUCTIVE WEEK IN BALI



The Centre's GB Members engage in activities to advance language education

The Centre's Governing Board Members and Representatives had a fruitful week in Bali, Indonesia during their stay on 16-21 September 2018. Their week was started with a two-day meeting for the Centre's 9<sup>th</sup> Governing Board Meeting (GBM). The Meeting was held on The Patra Bali Resort and Villas. During the Meeting, they approved the Centre's proposed programmes and budget as well as their reports for the previous year. They also discussed other important matters related to the academic and operational of the Centre.

Continuing last years' well-received agenda, this years' GBM also included a presentation session from the GB Members and Representatives. The presentation was intended to share knowledge and/or experience of the GB Members and Representatives in their respective country regarding the selected topic. The topic of the presentation were (1) The internationalisation of education in each country, (2) Report on the high impact language programmes, (3) International cooperation in language teaching and research, (4) Impact of ASEAN integration on language education and (5) The involvement of the private sector in language education. The presentation session gave the time to all attendees to learn about education related matter in Southeast Asian countries.

In the following day, the GB Members and Representatives joined in International Seminar 2018 organised by SEAMEO and Ministry of Education and Culture of the Republic of Indonesia. The seminar took "SEAMEO Education Agenda for Sustainable Southeast Asia" as its main theme. The seminar was conducted in order to (1) enhance awareness on regional and national programmes and action plans resulting from dynamic synergy of strengths, strategies and

standards developed by SEAMEO Member Countries and (2) promote regional understanding, commitment to shared action, mutual collaboration and closer cooperation among education actors and stakeholders in Southeast Asia in advancing the quality of learning and ensuring a wider access to education in the region. It was really a great chance for the GB Members and Representatives to engage with other leaders and educational experts from 11 SEAMEO Member Countries and New Zealand and discuss about education.

For the last activity, the Centre took all GB Members and Representatives to a public high school which has academic and extracurricular activities excellence, SMA Negeri 4 Denpasar. During the visit, they were warmly welcomed by the school officials and staff as well as the students. In the school, the GB Members and Representatives observed educational process in the school, from the activities in the classroom to the extracurricular activities. After the school visit, the GB Members and Representatives spent some time to enjoy the beauty of Bali and its culinary. On the whole, the week was productive and well-spent.

The Centre's GB Members and Representatives participated in the event were Mr Tith Mab (GB Member for Cambodia); Prof. Emi Emilia, PhD (Representative of GB Member for Indonesia); Mr Ketkeo Phanthanivong (GB Member for Lao PDR); Dr Nagalingam Karuppiyah (Representative of GB Member for Malaysia); Dr Aung Swe Htun (Representative of GB Member for Myanmar); Mr Cedric Kai Wah Leong (GB Member for Singapore); Assistant Prof. Nirada Chitrakara (Representative of GB Member for Thailand); Dr Caetano Oliveira de Jesus (GB Member for Timor Leste); and Ms Tran Thi Phuong (GB Member for Vietnam). ■ AF, MR