Language Learning Model Toolkit:

A Guidebook

Merdeka Belajar

Merdeka Belajar is an initiative programme launched by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, which provides freedom to educational units (schools, teachers, students) to make innovation, and have creative and independent learning. The goal of *Merdeka Belajar* is to create students that have characteristics of *Pancasila*, namely have faith and devotion to God Almighty, have noble character, ready for global diversity, able to cooperate with others, independent, as well as able to think critically and creatively. The goal can be attained through *Guru Penggerak*.

Guru Penggerak are teachers who not only have good capability in teaching, but also have the willingness to encourage students' development holistically. They must be able to become role models for other teachers within and outside their educational unit.

SEAQIL supports Merdeka Belajar, a policy of the Ministry of Education and Culture of the Republic of Indonesia, by running Guru Penggerak programme that is adjusted to SEAQIL's goal, i.e., increasing the competence of language teachers.

The following is the example of SEAQIL activities which cover Guru Penggerak.

- **Continuous Professional Development of Research Methodology of Language Teaching**

- **SEAMEO QITEP in Language Research Grants**

- **Annual International Symposium of Foreign Language Learning (AISOFOLL)**
  Through these three activities, teachers are being prepared to plan a research. Through research, teachers will continue to learn, improve and optimise the learning process.

- **Continuous Professional Development on HOTS Oriented Language Teaching Methodology**
  Teachers are expected to implement various learning models to hone students in becoming individuals who are able to think critically, solve problem, be creative, innovative, collaborative and also communicative.

- **Video Script Making**
  Teachers writes scripts based on their experiences on HOTS-oriented language learning. The videos are expected to inspire other teachers for better learning or even create their own learning videos.

- **Development of Compilation of Best Practice Books**
  Teachers write good practices in teaching their respective classes. These good practices will be disseminated to fellow teachers. Through these books, teachers are expected to foster a sense of innovation and become an inspiration for other teachers.

- **Development of Self-learning Modules**
  Teachers can take advantage of various self-learning modules as their alternative reference. Hence, teachers will be able to learn and improve their competence independently and continually.

FOREWORD

The Language Learning Model (LLM) Toolkit is designed as practical resources for teachers to apply effective teaching strategies to promote student's critical thinking through language learning. The toolkit consists of high-quality materials, including modules and videos, of language learning models (discovery, project-based and text-based), which teachers can learn from independently.

The modules inside provide teachers with essential and practical implementation of HOTS-based language learning in a formal education setting. Teachers can also find illustrations of the models (in various language classrooms in Indonesian contexts) through 20 learning videos.
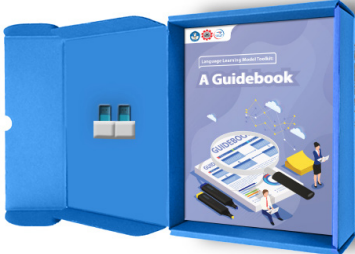
As this toolkit provides step-by-step guidance, SEAQIL expects that teachers can tailor their own HOTS-based language learning according to the needs of their unique classes. Ultimately, students, who are the main body of education, will receive the utmost impact of this toolkit.

With the belief that language learning trends are ever evolving, SEAQIL always strives to provide teachers with various products and programmes suitable and relevant with their needs. That being said, the LLM Toolkit is one of SEAQIL's contributions to language teachers in Southeast Asia. Please use, take advantage and share this toolkit with others.

Dr Luh Anik Mayani
Director of SEAMEO QITEP in Language

Overview of the Toolkit

The LLM Toolkit is designed to connect the teachers with the resources that assist them to update their capacity towards the latest trend in language teaching, i.e., Higher-Order Thinking Skills (HOTS). The toolkit consists of three modules (printed and digital) and twenty learning model videos as shown in the box below.

	Guidebook
	Language Learning Model Modules (Discovery, Project-based and Text-based learning)
	Learning Model Videos as visualization of implementing the three models for teaching Arabic, English, German, Japanese and Indonesian languages
	USB Drives

Who can use the toolkit?

Teachers	The LLM Toolkit targets language teachers of Arabic, English, German, Japanese and Indonesian.
Policy makers in the field of education, language experts, teacher trainers and education practitioners	They may have the toolkit as educational reference, collection and/or documentation to support their programmes and activities.

How to use the toolkit?

1. Read the booklet of the toolkit as manual book to find an overview of modules and learning model videos
2. Read the modules to comprehend the concept and illustration of the three learning models (discovery, project-based and text-based learning)
3. Strengthen your knowledge about how to implement the models for watching the learning model videos
4. Implement the learning models in your classroom (Yes, you may make some modifications if necessary.)

Overview of the Modules

The HOTS-based Language Learning Model (HLLM) Modules serve as a guidance for teachers to implement HOTS-oriented learning models. As suggested by their titles, the modules elaborate:
- What HOTS is,
- How you can establish learning goals using the Revised Bloom's Taxonomy,
- What kinds of questions you can ask to improve students' HOTS, and
- How you can ask the questions.

Apart from theories of HOTS, you will find concept of one of the three learning models, i.e.,discovery, project-based and text-based learning in each module. The modules also give you some insights on how to implement the learning models through illustrations of language learning practice.

The HLLM modules present several advantages gained by implementing the learning models. Not only that, the modules also explain some challenges you might face in applying the models. This will help you plan any necessary preventative acts.

In addition, you will also find some samples of aspects and formats that enable you to assess your students' learning in each stage of learning models

How to Use the Modules
Check the following steps to start your journey to the modules.

1.	Get one of the modules! For instance, If you want to deepen your understanding on text-based learning model, you can get the module entitled Text-based Language Learning Model Module in the toolkit.
2.	Read the theories and see how they are implemented in the illustration.
3.	Develop your own lesson plan to check your understanding on the concept

After taking those steps, you will see that, as you learn and practise to implement the model independently, the modules enable you to be an autonomous learner and a creative teacher.

Discovery Learning Model

Believing that understanding is an active process

Using existing knowledge to acquire new knowledge

Strengthening memory due to recalling knowledge

Discovering facts through experiment and hypothesis testing

Increasing student's self-reliance to solve problems

Project-Based Learning Model

Based on John Dewey's theory, i.e., learning by doing

Providing learning experiences based on the context of students' real world

Focusing on the process (not only the final results) since learning occurs through project making

Involving students in the project planning, execution and report

Project result is presented to audience

Text-Based Learning Model

The use of language in various contexts (Halliday/The Systemic Functional Linguistics (SFL))

Language features are not studied in an isolated way

Text as the learning focus.

Exploring purpose and organization of text as well as the language features used in specific contexts

Targeting students' competences in producing text

Module 1:
Discovery Learning Model

The discovery learning model is based on the theory "Understanding is an active process". To acquire new knowledge, the theory can be manifested through two important principles, namely students' active role and students' ability to utilize/associate prior knowledge. Through their active role, students are expected to easily understand the new knowledge and to be independent in solving problems. In addition, the students' ability to utilize/associate previous knowledge is expected to sharpen their memory, especially related to the knowledge that has been learned.

To achieve the said results, the following are the steps taken to apply the discovery learning model.

STEP 1	Stimulation	Students are given various stimuli, such as pictures, videos, texts and/or questions, to raise their curiosity about text that will be learned.
STEP 2	Problem Statement	Students find and formulate problems related to the social functions, structures and language features of the text.
STEP 3	Data Collection	Students collect data from various texts given.
STEP 4	Data process	Students classify important data/information to answer the problems.
STEP 5	Verification	Students check the results of their data processing.
STEP 6	Generalization	Students draw conclusions which are solutions to the problems.

Module 2:
Project-Based Learning Model

Project-based learning model is a popular learning model among teachers in various disciplines including language teaching. The learning model has seven principals, i.e.,
1. based on a challenging problem or question
2. promotes a sustained inquiry
3. promotes authenticity
4. develops student voice and choice
5. facilitates reflection
6. facilitate critique and revision
7. encourage publication of the product

These seven principles of project-based learning model not only promote the enhancement of students' language skills, but also develop students' soft skills which are essential for the 21st century, such as critical thinking and problem solving, creativity and innovation, collaboration, communication, etc.

The following table shows steps in conducting the project-based learning model in a language classroom.

STEP 1	Choosing project topic	Students discuss the topic that will be explored in the learning and project under the teacher's guidance.
STEP 2	Pre-communicative activities	Students learn about the language that will be used in the project.
STEP 3	Asking essential questions	Students are given some problems and essential questions to be the basis of the project. The questions should be answered through the project.
STEP 4	Designing project plan	Students design their project plan in their own group under teacher's facilitation and monitor.
STEP 5	Creating project timeline	Students set their groups' schedule in finishing the project.
STEP 6	Finishing the project	Students work together in groups to finish the project.
STEP 7	Assessing the project result	Students publish and/or present the result of the project to the audience.
STEP 8	Evaluating the project	Students reflect on the project activities under teacher's facilitation.

Module 3:
Text-Based Learning Model

Unlike the traditional learning models, text-based learning model does not teach grammar in isolation. Grammar is considered as part of a text, so it is taught through text analysis.

In text-based learning, teachers give scaffolding guidance which means the guidance will gradually decrease when students move on to the next step. This will prepare students to be independent and creative individuals.

Text-based learning model facilitates students to produce texts to communicate meaning. To achieve this, the following are the steps taken to apply the learning model.

STEP 1	Negotiating Field	Students do various activities such as watching a video, reading a text and answering questions. All activities are directed to build students' knowledge on the topic of the learning.
STEP 2	Deconstruction	Students analyse the kind of text being learnt, its social function, organisational structure and language elements used in the text.
STEP 3	Joint Construction	Students practise to write a text in groups or with the teacher and the whole class.
STEP 4	Independent Construction	Students write their own text independently.

Learning Model Videos

The toolkit is equipped with 20 learning model videos. The videos visualise the implementation of the three models in various language learning contexts (Arabic, English, German, Japanese and Indonesian). As the videos depicts the real-life classroom experience of teachers in upper-secondary school level in Indonesia, teachers from the region can adapt the learning process by adjusting learning conditions and outcomes based on curriculum applied in their respective countries.

List of the videos:

Discovery Learning Videos		
Language	**Title**	**Learning Material**
Arabic	ٱلْأَمْرُ وَ النَّهْيُ	Idiom to ask for permission (*isti'dz-an*), to order (*al-amr*), and to prohibit (*al-nahyu*)
English	What's Your Intention?	Transactional interaction text related to going to do action or event
	West Borneo Culinary Festival	Advertisement text
German	Etwas, das Schon Passiert Ist (*Sesuatu yang Sudah Terjadi*)	Transactional interaction text related to do action or event in the past about trip or tour
Japanese	学校の生活 Gakkou No Seikatsu (*Kehidupan Sekolah*)	Simple text about daily life at school (*gakkou no seikatsu*)
Indonesian	Pesona Kota Tangerang	Report of observation text

Project-Based Learning Videos		
Language	**Title**	**Learning Material**
Arabic	Instagrammable تَقْدِيْمُ السِّيَاحَةِ الرَّائِعَةِ فِي مَدِيْنَة بَاكَاسِي (*Obyek Wisata Instagrammable di Kota Bekasi*)	Simple text relating public building (*al-mabani al-'ammah*)
English	Cartoonize Your Great Holiday	Recount text
German	Wie War Deine Schulferien?	Perfekt sentence to express experience during vacation
Japanese	よくなにを食べますか。 Yoku Nani O Tabemasuka (*Biasanya Makan Apa?*)	Simple text about daily life at school (*gakkou no seikatsu*)
	レバランはいつですか LEBARAN WA ITSU DESUKA (*Kapan Lebaran?*)	Transactional text to inform and ask for information about date, month and year

Indonesian	Membaca Doa Orang Lapar	Poem
	Bijak Menggunakan Transportasi Publik	Procedure text

Text-Based Learning Videos		
Language	**Title**	**Learning Material**
Arabic	أَيَّامِي (*Hari-Hariku*)	Text expressing an action or event happen at present (*mudhari'*)
English	Historical Recount Text	Historical recount text
	How Hortatory Text is Integrated with HOTS Learning	Hortatory exposition text
German	Die Mahlzeiten (*Waktu Makan*)	Descriptive text about daily activity
	Meine Familie (*Keluargaku*)	Descriptive text about family
Japanese	幸せな家族 Shiawasena Kazoku (*Keluarga Bahagia*)	Transactional text about family (kazoku) and their character
Indonesian	Membaca dan Menulis Cerita Pendek	Short story text

Learning Model Videos

PRIORITISING LANGUAGES, ADVANCING EDUCATION

VISION

A Centre of professional excellence in the innovation of language education development within the framework of sustainable development in the region

MISSION

To provide quality programmes of professional excellence for language teachers through learning resources development, research and development, capacity building and networking.

GOALS

To improve the quality of language teachers through the learning resources development, capacity building as well as research and development

To maintain and strengthen extensive networks among SEAMEO Member Countries focused on the innovation of language education development

CORE VALUES

Innovative spirit
Commitment towards quality
Cooperation
Customer satisfaction