



# ANNUAL REPORT 2009

SEAMEO  
QITEP  
LANGUAGE



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





**A** Centre of professional excellence in the area of language for teachers

and education personnel within the framework of sustainable development.



## MISSION



**To** provide relevant and quality programmes of professional excellence for language teachers

and education personnel through capacity building activities, resource sharing, research and development, and networking.



Cooperation  
Customer  
Satisfaction  
Commitment  
toward Quality



**A**s a new regional centre, SEAMEO QITEP in Language prepared itself to become a Centre for the competence enhancement of language teachers and education personnel. The preparation was realized into programmes, some of which were workshops. Generally there were two kinds of workshops held. First, workshops on the development of necessary documents for the legalization of the Centre. Second, workshops on the preparation for training.

Before its launch, SEAMEO QITEP in Language has conducted a workshop in cooperation with SEAMEO Secretariat and two other newly established Centres (QITEP in Science and Mathematics) on the development of memorandum of agreement, enabling instrument, and staff rules and regulations. This workshop was held again prior to the launch to finalize the three documents.

In Fiscal Year 2009, SEAMEO QITEP in Language also held a number of training for teachers of Indonesian, Arabic, and Chinese

(Mandarin). They were Training on Teaching Indonesian Language for Foreign Learners, Training on Teaching Methodology for Arabic Language Teachers, and Training on Teaching Methodology for Chinese Language Teachers. Prior to training, workshops on the development of training and teaching materials were conducted.

Through the above programmes, networking with universities or other institutions have been created. Furthermore, networking was established through study visits to several institutions in Singapore, Philippines, China, and India.

SEAMEO QITEP in Language has also been given a chance to participate actively in a programme entitled “Mother Tongue” which is funded by World Bank and managed by SEAMEO Secretariat. Therefore, the Centre has organised three workshops that geared to develop proposal and/or term of reference (TOR) to be funded by SEAMES. []





## SEAMEO QITEP in Language is a new Centre which was

launched on 13 July 2009. The Centre focuses on the quality improvement of language teachers in Southeast Asia, particularly Indonesian/Malay, Chinese, Arabic, German, and Japanese. In addition, this Centre aims to enhance the quality of education personnel in the region.

In Fiscal Year 2009, this Centre has conducted several activities which can be grouped into five different Key Result Areas (KRA). Parts of KRA1 are training, workshops on teaching and training materials, as well as on Mother Tongue. In addition, Training Needs Analysis and Socialisation of English Master Teacher Programme are part of this KRA. Under KRA2 are workshops on Technical Working Committee, the Development of Monitoring and Evaluation Instruments, as well as In-house Training, for the Centre's staff. KRA3 is the explanation on the Centre's funding source, followed by the Centre's activities in promoting its programmes in KRA4. In the last KRA, the programmes to establish networking are illustrated. []



## A. Training

Under this KRA, SEAMEO QITEP in Language organised various activities geared to improve the competences of language teachers namely Indonesian/Malay, Arabic, and Chinese. The Centre has conducted several training for the teachers. Aside having classes, these teachers also had cultural visits and class observations during training. The following is the explanation of each training:

### 1. Teaching Methodology of Indonesian Language for Foreign Learners

This training was held twice, on 12-25 July and 9-22 December 2009. This training was aimed to enhance the knowledge and skills of Indonesian/Malay in teaching the language. The

first training was participated by 25 teachers in which five of them were from SEAMEO Member States and the rest were from Indonesia. Meanwhile in the second training, there were 30 participants. Two of them were from Thailand and Philippines.

### 2. Methodology for Chinese Language Teachers

Similar to training for teachers in Indonesian/Malay, training on Methodology for Chinese Language Teachers was also conducted twice. The first training was on 2-15 August 2009 and participated by 15 Chinese language teachers from Indonesia and 7 Chinese language teachers from SEAMEO

Number of Participants Attending Training			
No.	Title	Date	Number of Participants
1.	Teaching Methodology of Indonesian Language for Foreign Learners	25 July	25
		9-22 December	30
2.	Teaching Methodology for Chinese Language Teachers	2-15 August	22
		9-22 December	20
3.	Teaching Methodology for Arabic Language Teachers	30 November-12 December	17
Total Number of Participants			114



SEAMEO Member States Involved in Training		
No.	Title	SEAMEO Member States
1.	Teaching Methodology of Indonesian Language for Foreign Learners	1. Cambodia 2. Indonesia 3. Malaysia 4. Philippines 5. Thailand
2.	Teaching Methodology for Chinese Language Teachers	1. Cambodia 2. Indonesia 3. Malaysia 4. Philippines 5. Thailand 6. Vietnam
3.	Teaching Methodology for Arabic Language Teachers	1. Indonesia 2. Philippines 3. Thailand

Member States. The second training was conducted on 9-22 December 2009. There were 20 participants in which four of them were from SEAMEO Member States, namely: Malaysia, Cambodia, Philippines, and Thailand.

For this training, the Centre invited experts in the language from in and outside Indonesia. Experts from Indonesia were from University of Indonesia, Jakarta State University, Indonesian Police Language School, Darma Persada University and Jakarta Training Centre. Experts from overseas came from Northeast Normal University, Jinan University, and University of Hongkong.

### 3. Teaching Methodology for Arabic Language Teachers

This training was held on 30 November-12 December 2009. There were 17 Arabic language teachers participating in this training. Out of seventeen, one was from Philippines and two from Thailand. Meanwhile, fourteen participants were from Indonesia. Experts on Arabic language teaching from various institutions, such as from Bandung Indonesian Education University and LIPIA were invited in this training.





## **B. Workshops**

Besides training, SEAMEO QITEP in Language also has conducted several workshops for language teachers and on language. These workshops are on:

1. The Development of Materials for Training on Methodology for Indonesian, Chinese, Arabic, German, and Japanese language Teachers

The objective of these workshops was to provide training materials for teachers of Indonesian, Chinese, Arabic, German, and Japanese. The participants were experts from various institutions/universities in Indonesia. For each language, one workshop was conducted, as the following:

- a. The Development of Materials for Training on Methodology for Teachers of Indonesian and Chinese Language, held in four stages for each language.

The first stage was conducted on 12-15 May aiming to develop the structure of training programmes and training syllabi. The second stage was on 18-20 May and 25-27 May in which the outcomes were the designs of curricula and syllabi. These stages were followed by the third stage, on 1-4 June, 15-18 June, 24-27 June. These workshops were aimed to develop materials, media, and instruments for assessment. The final workshops were held on 29 June-2 July. Instruments for assessment were the outcomes of the workshops.

- b. The Development of Materials for Training on Methodology for Teachers of Arabic language, German language, and Japanese language.

These workshops were conducted three times for each language. The first workshop was conducted on 20-23 November in which the results were training programmes and syllabi. The second workshops were held on 30-31 October. The results of these workshops were training materials. The last workshop was conducted on 23-27 November and test items for each language were the outcomes.

## 2. Mother Tongue

Workshop in this area has been held three times. The first workshop was held on 22-23 June 2009, the second





one on 2-4 July, and the third one on 22-23 December. These workshops aimed to develop proposal on the use of Mother Tongue as a bridge language on the teaching and learning process in kindergarten and primary schools in Indonesia. SEAMEO QITEP in Language is planning to conduct this Mother Tongue project in four provinces, namely West Java, Yogyakarta, West Nusa Tenggara and South Sulawesi. Therefore, three proposals on the use of Mother Tongue as a bridge language, which will be proposed to SEAMES, were obtained.

SEAMEO QITEP in Language expects that the proposals concerning regional and national training workshops could be funded by SEAMES in 2010.

### 3. The Development of Teaching Materials for teachers of Indonesian, Arabic, Chinese, German, and Japanese Language

SEAMEO QITEP in Language held three workshops on this subject. First it

was on 17- 21 November, then on 30 November – 4 December, and on 11-15 December 2009. The objective of the workshops was to provide training materials for teachers of Indonesian, Chinese, Arabic, German, and Japanese. Accordingly, the results were materials for the respective teachers.

### 4. The Development of Handbook for Learning Indonesian and Chinese at Secondary Schools.

There were four workshops conducted for each language. The first workshop was held on 22-25 October. The second workshop was on 4-6 November, followed by the third one on 10-12 November, ended with the fourth one on 16-17 November. In these workshops, lecturers from respected universities were invited, e.g. Jakarta State University and University of Indonesia. The results of this workshop were learning handbooks for Teaching Indonesian to Foreign Learners and for Chinese language.



### **C. Training Needs Analysis (TNA)**

Aside from having the above programmes, in Fiscal Year 2009 SEAMEO QITEP in Language also had TNA activity. This activity was aimed to analyse the needs of teachers of Indonesian, Chinese, Japanese, French, German, and Arabic language in Southeast Asia.

To realise the activity, the Centre developed the TNA instruments held in June to August. Then these instruments were distributed on 2 November to 19 December 2009 to various schools in 9 SEAMEO Member States, namely Indonesia, Timor Leste, Malaysia, Brunei, Thailand, Laos, Philippine, Vietnam, and Cambodia. Initially it was also planned to be







conducted in Myanmar. However, due to various reasons, the TNA activity in that country was terminated.

From the activity, it was discovered that not all of those six languages were learnt in schools in SEAMEO Member States. Thus, mapping of the teachers' needs can be identified. By and large, the respondents chose of high importance to the rank of sub competencies that could be included in the Centre's programmes. Accordingly, training programmes suitable with the teachers' needs could be attained and would be inserted as the Centre's programmes in the near future.



## **D. Socialisation**

SEAMEO QITEP in Language also had a programme on Socialisation of English Master Teacher Programme. This activity was conducted on 4-5 December 2009. It aimed to disseminate information on Master Teacher programme to the Head of Education in 11 provinces and 45 regencies in Indonesia. []







**P**arts of this KRA are programmes for enhancing the effectiveness and quality of the Centre's management, including workshops on Technical Working Committee (TWC), The Development of Monitoring and Evaluation Instruments, and In-House Training.

## A. Workshops

To enable the Centre working appropriately and properly, a set of documents, namely Memorandum of Agreement, Enabling Instrument, and Staff Rules and Regulations are needed. Thus, workshops on TWC were held. The first TWC was conducted on 27-28 April 2009 in Jakarta before the launch of the Centre. It was followed by the second TWC on 9-11 September 2009 in Solo.

Some of the invitees were delegates from SEAMES, Ministry of Education Malaysia, Thailand, Brunei Darussalam, Cambodia, Vietnam, Laos and Timor Leste, as well as existing SEAMEO Centres in Indonesia.

Aside from the TWC, SEAMEO QITEP in Language also conducted a workshop on The Development of Monitoring and Evaluation Instruments. The objective of this workshop was to develop monitoring and evaluation system for language training leading to the improvement of the Centre's training quality management. This workshop was conducted on 14-18 December 2009.





## **B. In-House Training**

In addition to the above programmes, In-House Training for the Centre's staff was carried out to assist them in conducting their duties. The In-House Training was:

### 1. In-House Training on English

IHT on English for front liners was held on 26 October to 10 November and participated by 30 staff. The resource persons for this training were from University of Indonesia Language Centre.

### 2. In-House Training on Office Management

The IHT was conducted on 7-10 December with an aim to enhance the participants' knowledge and skills on office management. There were 10 staff attending this training.

### 3. In-House Training on Protocol and Master of Ceremony

There were 10 participants for this IHT held on 1-4 December. Through this training, it was expected that the participants were well informed on protocols, particularly on welcoming international delegates. Some of the resource persons were from Bureau of Planning and Foreign Cooperation, Ministry of National Education and Ministry of Foreign Affairs. []



All activities of the Centre for Fiscal year 2009 were fully funded by the Government of Indonesia. []





**To** promote its programmes and activities, SEAMEO QITEP in Language applied various strategies, as follows:

- Display: The Centre displayed its products (materials and programmes) on events, such as workshop, conferences, etc. organized by SEAMEO or other organisations.
- Printed materials: The Centre published leaflets, teaching materials, annual report, etc.





- c. Video publications: To facilitate its stake holders on obtaining more information, the Centre published video publications to introduce its programmes and products.
- d. Visits: Delegates of the Centre visited other institutions or represented the Centre as a means to introduce the Centre and to create cooperation with the institutions. []





**U**nder this KRA are study visit programmes to various institutions in Asia. As a new centre, SEAMEO QITEP in Language felt the need to conduct study visits to institutions having similar functions. As a result, benchmarks such as on programme development and implementation, human resource development, facilities can be attained which eventually lead to the betterment of the institution. In these study visits, cooperation between SEAMEO QITEP in Language and host institutions were discussed.



The study visits were conducted from 2 – 26 November 2009 in several institutions in Singapore, Philippines, China, and India. Initially, the programme was also planned to be conducted in Qatar. However due to the difficulties in contacting the targeted institutions, the study visit was cancelled.

On their first day of the study visits, the delegates of SEAMEO QITEP in Language had a courtesy call to Indonesian Embassy or Consulate General in each country.

The following are the details of each study visit:

#### 1. Singapore

On 2 – 6 November 2009, SEAMEO QITEP in Language delegates visited two institutions in Singapore. They were Singapore Centre for Chinese Language (SCCL) and National

Institute of Education (NIE) focussing on the professional development of teachers. Besides the two institutions, the delegates had the opportunity to visit Indonesian school in Singapore.



SCCL is an institution whose objectives are enhancing the effectiveness of teaching Chinese as a second language and meeting the needs of non-Chinese speakerlearners. This institution focuses on promoting the language and culture in the country, researching innovative teaching and learning strategies.

As the sole teacher training institute in Singapore, NIE's vision is to be an institute of distinction and its mission is to excel in teacher education and educational research. This institution has been acknowledged internationally as a teacher training institution. Their programmes are developed based on the result of research used by the Government to develop curriculum and educational management.

From the visits, the delegates learned, for example about their facilities. One of which was classroom of the future. It is a teaching laboratory for teacher candidates or teachers who want to innovate in their teaching and learning process by utilizing information and communication technology.

## 2. The Philippines

The study visit in Manila was held on 2-6 November 2009. The Centre's delegates visited Confucius Institute at the Ateneo de Manila University



(ADMU), SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH), and Partners for Universal Literacy (PULL) Foundation.

SEAMEO INNOTECH is a SEAMEO Centre whose main programs are on training, research and evaluation, and information and communications technology. This Centre was located in the University of the Philippines in Diliman, Quezon City.





Similar to SEAMEO INNOTECH, Confucius Institute at ADMU also conducts training. However, it is particularly aimed for Chinese language teachers at higher education institutions. Confucius Institute at ADMU is one of the Confucius Institutes around the world aimed for the promotion of Chinese language and culture.

Different from the two institutions, PULL Foundation is a foundation producing innovative language learning aids for students. Accordingly, an enjoyable and fun learning could be attained.

Through the visits to the three institutions, the delegates learned about human resources development, administration, supporting facilities for teaching learning process, and etc.

Besides visiting those institutions, the delegates also visited St. Stephen's High School, one of Chinese Filipino Schools offering courses for students of Pre-nursery to high-school. During the visit, the delegates observed the teaching and learning process.

### 3. China

In China, the study visit was held in Beijing on 2-6 November 2009 in three institutions, namely Beijing Language and Culture University (BLCU), School of Continuing Education (SCE), Tsinghua University, and Hanban. At first, it was expected that the visit also could be conducted in Beijing Normal University. However due to the bird flu epidemic in the area, the study visit was cancelled.





BLCU is a university under the Ministry of Education, People's Republic of China whose main task is teaching Chinese language and culture to foreign learners. Aside having classes on the language, this university also has a research centre on Chinese as a foreign language.

SCE, Tsinghua University also conducts training for Chinese language teachers. There are two kinds of training offered, namely face to face and distance training. The facilitators come not only from Tsinghua University but also renowned universities in China. Amongst the universities are Beijing Normal University, Beijing University and Beijing Language University.

The last institution that the delegates visited were Hanban or Confucius

Institute Headquarters. This institution is under the Ministry of Education, People's Republic of China. It commits to the development of resources for teaching Chinese language and culture, the fulfilment of Chinese language learners' needs.

In the study visit, the SEAMEO QITEP in Language delegates discussed about the cooperation possibilities with the institutions, as they focus on the empowerment of Chinese language teachers, for example, providing training for the teachers. In addition, these institutions give assistance in teaching and learning for Chinese language, e.g. the dispatch of Chinese language teachers and book provision as offered by Hanban.







#### 4. India

The study visit to India was conducted at three institutions in New Delhi on 22-26 November 2009. The three institutions were National University of Educational Planning and Administration (NUEPA), National Council of Educational Research and Training (NCERT), and Central Institute of Educational Technology (CIET).

NUEPA is an organisation focussing on capacity building and research in planning and management of education not only in India but also in South Asia. It was established by the Ministry of Human Resource Development, Government of India. Meanwhile, NCERT is an autonomous organisation providing assistance and advice to the governments in their policy implementation. Part of this organisation is CIET, a premiere national institute of educational technology. It aims to promote the use of technologies either separately or in an integrated manner.

From the study visit, the delegates of SEAMEO QITEP in Language learned the programme planning and implementation of these institutions, effective use of educational technologies, and evaluation of training programme. []









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