BRITISH COUNCIL

PRELIM 2

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Indonesia: TEFLIN (The Association of Teaching English as a Foreign Language in Indonesia) with The St Giles Educational Trust

August 2022

Project background

| Partnership overview		
Course overview	**ETA partner**	The Association of Teaching English as a Foreign Language in Indonesia (TEFLIN)
	UKI partner	The St Giles Educational Trust (SGET)
	Course length	10 weeks
	Number of groups/cohorts	4
Participant profile	**Total number of CPs**	80
	Language level(s)	A2 – C1
	CPs' teaching context	Secondary school
Mode of delivery	**Synchronous platforms used**	Zoom
	Synchronous session length	90 minutes
	Synchronous session frequency	1 per week (+ one repeat)
	Asynchronous workload	Approx. 2 hrs per week
Course content	**Language development focus**	The four skills integrating lexis, grammar and professional terminology
	Methodology focus	Skills frameworks and approaches to teaching lexis and grammar
	Technology focus	Zoom/WhatsApp/email/YouTube/Google Drive

Description of the partners

The **Association of Teaching English as a Foreign Language in Indonesia** (TEFLIN – https://teflin.org/ is a professional non-profit organisation which aims to promote quality in teaching English in Indonesia. Its supports over 1,900 individuals across 21 institutions through a range of academic and professional activities including conferences, seminars, training, journals and international networking.

The **St Giles Educational Trust** (SGET – https://www.stgiles-international.com/about/st-giles-educational-trust) is a registered charity linked to St Giles International Language school which provides training courses for teachers of English language. The SGET has run Cambridge and Trinity accredited courses as well as a range of customised programmes for trainee and practising teachers in 17 countries. It collaborates with both UK and international organisations.

Key features of the context

Indonesia is extremely diverse both ethnically and linguistically. Although there is recognition of the importance of English as a language for international communication and it has been a school subject since 2004, the quality of education, the skills and experience of the teachers and also technological infrastructure varies significantly across the regions. TEFLIN's overall support focuses on the differentiated needs of the regions because it recognises that many teachers outside the main provinces have had limited exposure to professional development.

Fig 1 shows the distribution of the PRELIM 2 CPs across four big islands and (Sumatera, Java, Kalimantan and Sulawesi) and the various provinces of Indonesia.
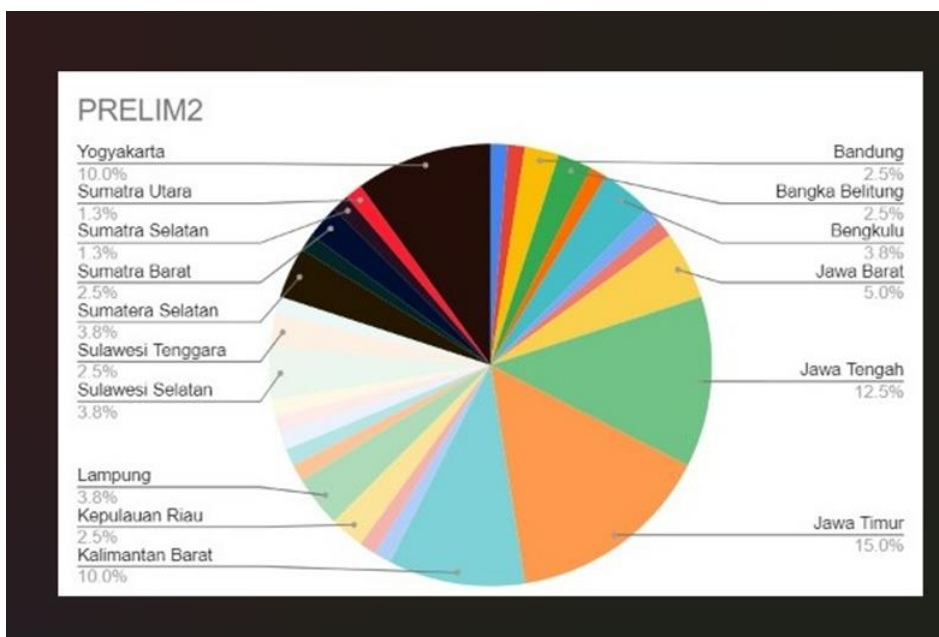
Though the gender balance for secondary school teachers is broadly even, 77% of the PRELIM 1 cohort were female.

TEFLIN has identified a particular CPD need amongst secondary school teachers relating to the teaching of reading skills.

Outline of the course and rationale

A cohort of 80 teachers was selected by TEFLIN: Criteria included the motivation demonstrated in CP applications, ensuring a strong representation of male teachers and young teachers, and a balance of urban and rural areas. The cohort was divided into 4 groups of 20 which rotated each week between active participation in and observation of the live input sessions. Each weekly input was created for 40 CPs, 20 active and 20 observing in rotation. It was then repeated for the other 40 CPs.

Fig 2 – CP breakdown

Groups	No. of Teachers	Male	Female	Age ranges			Currently teaching					
				20-30	30-40	40-50	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
4	80	40%	60%	26.25%	48.75%	25%	17.5%	15%	18.75%	16.25%	21.25%	11.25%

Formal pre-testing of language level of the applicant CPs was not undertaken: the reasons for this were a) a preponderance at A2 level was assumed and b) TEFLIN was keen to mix the groups so that teachers from different regions could share their experience.

The design of the programme was refined by consultation with the applicant CPs about their CPD goals (from a list of options) and their availability for the live sessions. The majority of the applicants identified improving their teaching methodology in relation to the four skills as their main CPD priority. However, some acknowledged that improving their own language skills was an integral part of this.

Programme structure

The focus of the language development programme was on teaching the four skills: the course aimed to improve teachers' own language skills by providing challenging texts across a range of genres. Work on language (including classroom language) and lexis was integrated throughout.

The 10-week programme ran from 3 February to 9 April and it was structured as four modules, one dealing with each of the four skills (two weeks per skill). The choice of topic for the final two weeks was deliberately left open and the decision to make this, 'teaching integrated skills', was a response to CP needs expressed through the WhatsApp groups (WAGs).

The programme consisted of:

- **8 X 90-minute and 2 X 60 minute live sessions** (with one repeat each week to accommodate the full 80 CPs as explained above)
- **Asynchronous materials linked to each module:** 8 X 40-minute videos, designed and recorded specifically for the PRELIM teachers. Each had a post-video task for which a 'model' answer was published once teachers had uploaded their completed tasks
- **Ongoing WhatsApp groups with weekly (timetabled) input from the St Giles tutors:** Whilst breakout rooms during the live sessions enabled group work to be conducted, the WAGs facilitated further (semi-structured) small group interaction

TEFLIN identified and inducted 4 post-graduate 'mentors' to support the CPs (e.g. helping them access the materials, chasing them to complete tasks, encouraging them to join the WhatsApp groups) as well as monitoring attendance. A TEFLIN representative was assigned to each of the groups and they joined the live sessions. CPs explicitly welcomed this and also the support they received from the mentors. The

effectiveness of this approach is demonstrated by the fact that 75% of the CP cohort remained involved in the programme until the end. **Learning point:** Support from a strong and engaged local partner hugely enhances the CP experience.

The fact that the SGET does not have a proprietary online learning environment was at first perceived by both partners to be a challenge. However, this did not prove to be a problem in practice. Videos were posted on the SGET's YouTube channel. Post-video tasks and alerts were sent to the CPs by email. Completed tasks were uploaded to a Google Drive folder for TEFLIN and the SGET tutors to review. **Learning point:** Small learning providers can deliver effective online learning programmes without investing in complex infrastructure.

Project findings

Working in partnership

The fact that both partners are well-experienced in transnational working as well as managing and delivering projects within a public funding framework resulted in a very positive collaboration. The partners were able to work together to identify priorities and challenges and to proceed swiftly to planning and implementation.

Learning point: Factors which contributed to successful delivery include: good communication (regular meetings and appropriate bilateral contact by email); a genuinely co-operative approach; willingness to compromise; clearly defined roles and responsibilities.

Working within the CoP

The rotating group model (described above) which was used by the partners to maximise participation was an invaluable **learning point** from PRELIM 1. Advice from another UKI during a CoP breakout session prevented us from attempting some practical project work which might have been over-ambitious with such a large CP cohort. We feel that the CoP was very well-structured and well-managed with just the right amount of support and information sharing. A suggestion for the future would be to include ETA partners and more members of the UKI teams within the CoP.

Designing/delivering the course and course outcomes

Feedback on the programme was provided by the CPs (with an overall response rate of 68.75%), the ETA and the SGET tutors. TEFLIN welcomed the relevance and range of materials, the approach used by the SGET tutors to delivering and managing the live sessions and the rapport which the tutors created with the CPs.

Fig 3: Summary of CP ratings

Course Modules: 1 = Not useful at all, 4 = Very useful
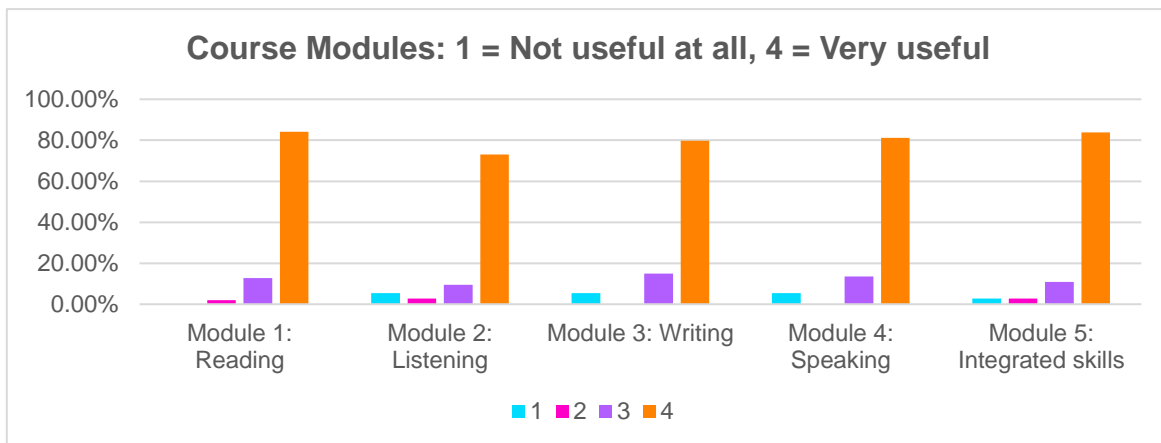
Responses to the content (videos/tasks and live sessions) from the CPs was overwhelmingly positive. Many CPs said this had given them new perspectives on teaching skills as well as ideas, tools and resources. An example is shown at **Fig 4** below.
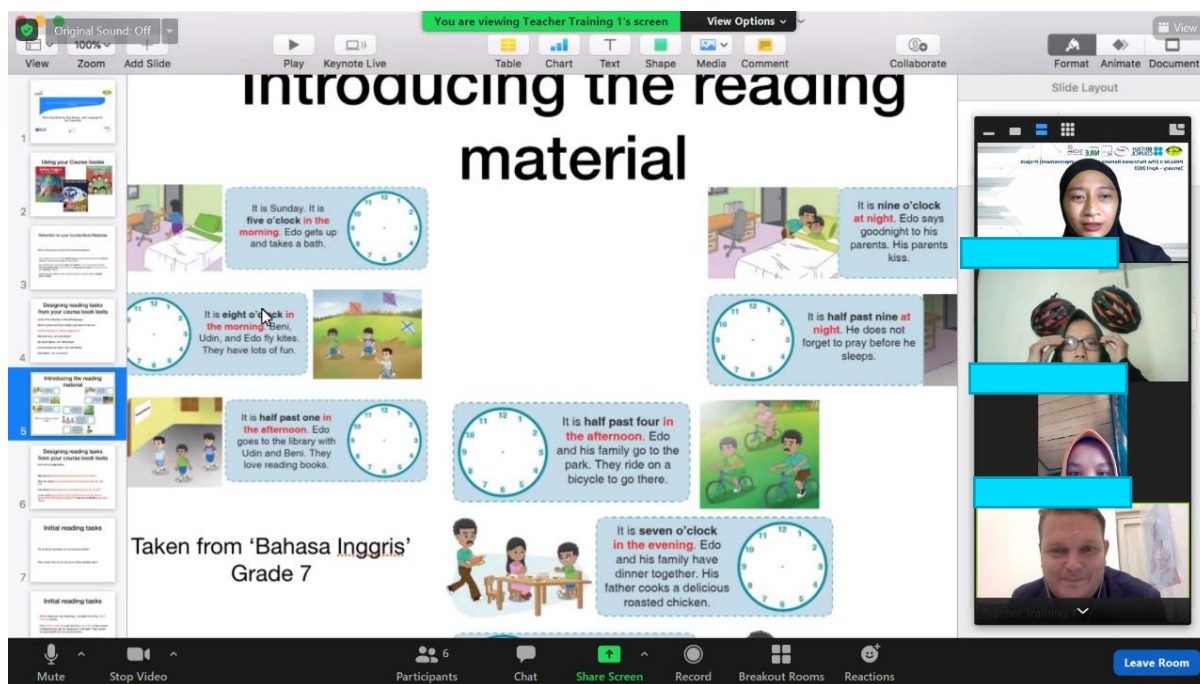
Some CPs explicitly acknowledged the way in which the improvement of their own skills, language and confidence had contributed to what they had learned overall on the programme.

"Actually, I was not so good in speaking in front of my students, but this video taught me that teaching speaking was not too hard.

CPs especially welcomed: 1. exploitation of local course books as well as the use of authentic texts and 2. language for giving feedback to students

"By knowing a new materials dealing with genre-text, I, as a teacher, have broader resources to be used in classroom. The knowledge of text choices is really help me to develop students skill in reading."

This confirmed a key **learning point** from the SGET's past experience: the importance of relating the programme content to the local context. In addition to authentic materials chosen by SGET, samples of materials from Indonesian course books (at 6 different grades) were used in the design of the programme. **Fig 5** shows an example of the course materials illustrating the above.

Only a very small number of CPs indicated that they found the focus of some of sessions less useful because in their areas, they have limited access to 'facilities' and the internet.

The main reason for using the rotational active-observer model of participation was to involve a larger number of teachers in the programme whilst ensuring that the live sessions were as interactive as possible. However, many of the CPs highlighted this arrangement as a specifically positive feature of their experience: for example, one (new) teacher explained that the opportunity to listen to more experienced teachers without the pressure to contribute was very useful. Others felt that the dual role

allowed them to reflect as well as putting forward ideas. **Learning point**: **I**f planned and managed well, this approach can yield tangible benefits for CPs.

Participation in the WAGs was a little inconsistent. A **learning point** for the PRELIM 2 partners is the need to consider how best to structure and sustain WAGs in this specific context. For many CPs, this was the first experience of any kind of online professional networking. Those who joined the WAGs regularly were very positive (e.g. they could ask specific questions of the SGET tutors, interact with other teachers, practise their English). As illustrated in **Fig 6** below the tutors encouraged both written and spoken contributions, an approach which worked well.

PRELIM II - GROU...
Mas, mba, Miss, Muham...

Do you use a correction code or band descriptors? Both save time
6:31 PM

NURAISYAH Group C
i use a correction code 6:31 PM

Indira,

I think you need to use model texts slightly higher than the level they can produce. You can create tasks for them to analyse these model texts and then build up to paragraphs.

Brainstorming of ideas is also very important.
6:33 PM

> i use a correction code

If you use a correction code for vocab and grammar me stakes you can write brief annotations to help with more global issues eg answering questions in a convincing way/ paragraphing etc.
6:35 PM

Alrif, gave you tried 'chain writing?' 6:35 PM

▶ ⬤||⊷|||||||||||||||||||||||| 🎤
0:38   6:36 PM

▶ ⬤|||||||||||||||⊷||||||||| 🎤
0:14   6:36 PM

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0:13   6:37 PM

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0:14   6:37 PM

...rtisipant
Excuse me, Arthur. I'm Aziz.
I wrote a question in the list but I think you haven't answered mine.
7:20 PM

I'll go up and check 7:22 PM

Hi Aziz, 7:22 PM

...artisipant

☺ Message 🖇 📷 🎤

An important overall **learning point** is the need to retain flexibility within a programme in order to respond to identified CP needs, both academic and practical: for e.g., discussions in the WAGs informed the focus of the 'flexible' final two weeks of the programme and also the timetable was adjusted slightly to accommodate the CPs' commitments during Ramadan. Despite a significant number of CPs having a higher language level than the A2 we had expected (some were C1), the tutors' experience enabled them to accommodate this within the sessions and the exploitation of the programme materials.

Internet connectivity proved to be a less significant problem than we had envisaged. The videos and tasks were pre-loaded on YouTube so that CPs could access these in their own time (the connectivity grants were valuable) and materials were mobile-friendly. Timetabling of the input sessions enabled some CPs to use school wifi connections and PCs/laptops at the end of the teaching day.

No formal assessment process was undertaken but TEFLIN and the SGET tutors reviewed the CPs' completed tasks throughout the programme. Individual CP certificates will reflect attendance. This is important for the teachers' national CPD records and the Ministry of Education. **Learning point:** This approach also provided an incentive for participation.

CPs were asked to assign a numerical rating to indicate the extent to which they had improved their own language skills and confidence (in terms of both general and professional use) and also their understanding of teaching in relation to the four skills .They were also asked to provide qualitiative responses to explain their ratings. The numerical ratings are summarised in **Figs 7 & 8**.
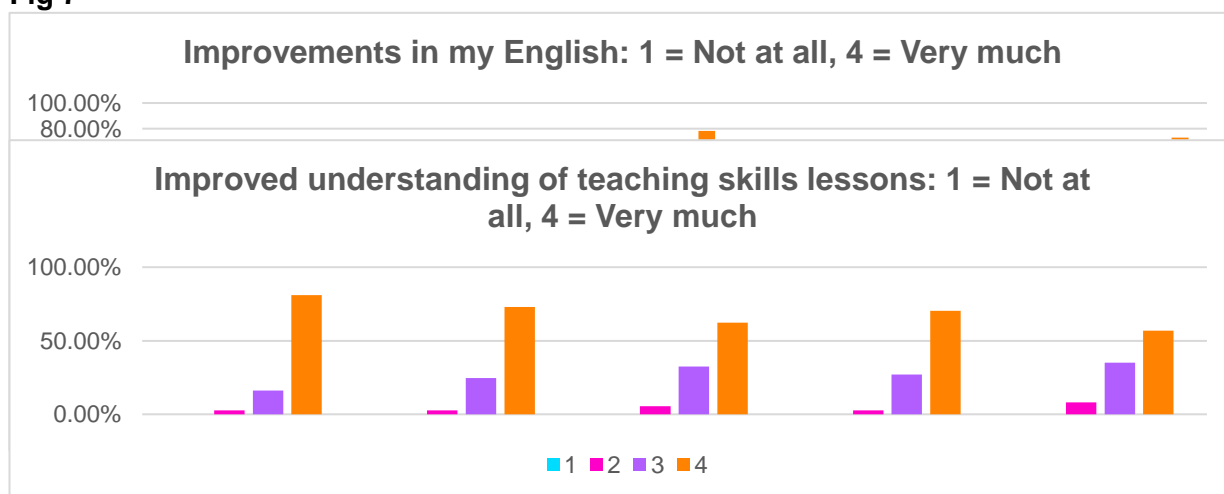
Fig 7

Improvements in my English: 1 = Not at all, 4 = Very much

Fig 8

The CPs gave

Improved understanding of teaching skills lessons: 1 = Not at all, 4 = Very much

enthusiatic feedback about how the programme had helped them to develop their language skills, confidence and understanding of teaching.

"Honestly i never practice my English long time . even i teach English subject at school, but i never using English when i explain to the student."

"I become more aware of student ability and how to direct them for a better class activities."

Many of the respondents (with different levels of English) emphasised how useful it had been for them to share experience with teachers from different parts of the country.

The SGET tutors felt that the CPs has made progress (especially in the areas of fluency development, speaking in English about their work and learning some new techniques). In fact, a number of the CPs reported that they had already been using what they had learned in their own classrooms, for example:

"I have tried some of the techniques in my class and it worked very well. I'm planning to share this knowledge on a teacher forum in my community."

The tutors also stressed the need to be realistic about what can be achieved within the constraints of a relatively short course and they unanimously recommended that the 'next steps', should include observed teaching practice/a cycle of classroom-based observation.

Changes/improvements for the future suggested by the CPs included: face-to-face or blended learning options; project work at the end (this was an option the PRELIM partners considered and reluctantly discarded for practical reasons); a narrower (and thus more intensive) focus (one of the tutors also suggested this). Many CPs wanted the course to be longer, multiplied and extended across the country!

To our surprise (given the primary emphasis on methodology in CPs' motivation for joining the course and the fact that their feedback on the course modules tended be defined in terms of improvement to their teaching), a very significant number of the evaluation respondents stated that they would like to further develop their own competence in one or more of the four skills as a 'next step'.

"In my speaking ability. I can't speak as fast as I expect. I can't speak naturally. So, I hope there will be more course on speaking & teaching speaking."

"To my personal experience, I would like to improve more on reading and writing skill. In addition, I would like to have more experience on how to teach reading and writing."

"Honestly, i need more training in all areas, because i have less abilities in English."

Perhaps this demonstrates that a key achievement of PRELIM 2 as a whole is to help teachers to identify and address their own language development needs within a supportive environment (i.e. in a learning situation with their peers). Acknowledging these needs in relation to a core professional skill can sometimes be a sensitive issue.

Both TEFLIN and the SGET are very pleased with the outcomes of the programme and we would like to conclude with our favourite quote:

"I think TEFLIN and the St Giles make continue program like this. I am ready to join PRELIM 3!