

PRELIM 3

Indonesia: TEFLIN
with
Pear tree Languages

August 2024

Project background

Partnership overview		
Course overview	ETA partner	TEFLIN (Indonesia)
	UKI partner	Peartree Languages
User profile	Context overview	English-for-tourism teaching resources for vocational secondary school classes
	Learner age group(s)	15-16 years old (Grade 10)
	Curriculum overview	Functional communicative resources to supplement core curriculum
Mode of delivery	Resource format and organisation	<ul style="list-style-type: none"> Five interactive pdf documents: <ul style="list-style-type: none"> Four <i>Talking Tourism</i> coursebook units One Teachers' Guide Five e-books: <ul style="list-style-type: none"> Four mini Project Plan e-books One Project Plan Omnibus e-book Designed for modular use to supplement curriculum (also as a coursebook)
	Resource content	<ul style="list-style-type: none"> A1+/A2-level functional communicative English for vocational school students (Tourism/Hospitality) All skills; focus on context-specific lexical development and awareness/control of relevant pronunciation features Four topics (1 per unit): <ul style="list-style-type: none"> International tourists Food Cultural attractions Beach/watersports destinations
	Resource sustainability	<ul style="list-style-type: none"> Digital resources (embedded documents/games/audio/video) designed for paperless use if possible Hard-copy printing from pdf <i>if needed</i>; suggestion for modular use as appropriate to context to mitigate over-printing
Course content	Methods	<ul style="list-style-type: none"> Downloadable country-wide via TEFLIN's website Informal cascading via Curriculum Leaders' local CoPs and teachers' groups
	Timeframe	March 2023-*April 2024 (*dissemination via TEFLIN website ongoing post-Apr 24)
	Number of teachers reached	*45-50 initially (*final numbers TBC following resource launch on TEFLIN website)

Description of the partners

The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN) is a professional organisation comprising 38 staff members. TEFLIN's main focus is fostering the professional development and collaboration of English Language Teaching professionals in Indonesia. TEFLIN membership consists primarily of volunteers, and includes institutions and individuals focused on teaching English in Indonesian contexts.

Peartree Languages is an independent language education and training consultancy based in Cardiff, Wales, specialising in online teacher training, one-to-one and small-group language coaching, and exam preparation. Staff numbers include up to 12 full-time contracted, as well as additional, staff engaged in delivering year-round course and service portfolios, and the ELEA junior summer programme. Overseas teacher training and materials development centred on environmental sustainability and 21st Century skills in EL contexts is a principal focus; in 2023, over 700 teachers were recipients of Peartree training courses.

Key features of the context

TEFLIN has 16 chapters spanning the seven geographical regions of Indonesia, a country which encompasses a multiplicity of socio-demographic and infrastructural contexts. As such, to help determine contextual features relevant to the resources, six Curriculum Leaders – educators involved in Tourism/Hospitality teaching at vocational schools – were selected from six different areas of Indonesia. Curriculum Leaders provided on-the-ground information and advice on key local factors, particularly:

- typical class sizes – range approximately 15-30 students
- gender balance – average male:female student ratio in vocational school classes is just under 3:2
- schools – resources are intended for secondary vocational schools focusing on Tourism/Hospitality, at Grade 10
- internet access – connectivity/device access vary widely according to region, with some areas having intermittent network coverage and non-widespread smartphone/tablet/laptop access, but most having a reasonable level of both across teachers and students.

Through discussions with TEFLIN about needs of teachers/students in vocational school contexts, it was decided resources would be aimed at A1+-A2 CEFR level as, notwithstanding the curricular aim of students attaining B1 by the end of Grade 10, low levels of English language confidence and proficiency would likely predominate. It was then agreed that the resource package would comprise:

- four coursebook units (see image): each centred around functional language connected to a different type/aspect of tourism in Indonesia (International Tourists, Food, Culture, Beach/Watersports)
- one Teachers' Guide (see image): containing guidance, differentiation ideas, useful links and suggested language focuses for each stage/activity in each unit
- five e-books (see image): four mini Project Plans and one Project Plan Omnibus providing templates and guidance for unit-ending projects.

Multimodality and digital literacy are core elements of the secondary school paradigm; hence, all resources are interactive and units incorporate audio, video, digital games and website links connected to unit language.

Due to heavy teaching loads (vocational institutions often have just one or two English teachers for the whole school) and strict curriculum requirements, it was decided a modular framework would be beneficial to teachers, who could then 'pick and choose' units, sections or even individual activities best suited to their learners' needs, contexts and available time/resources.

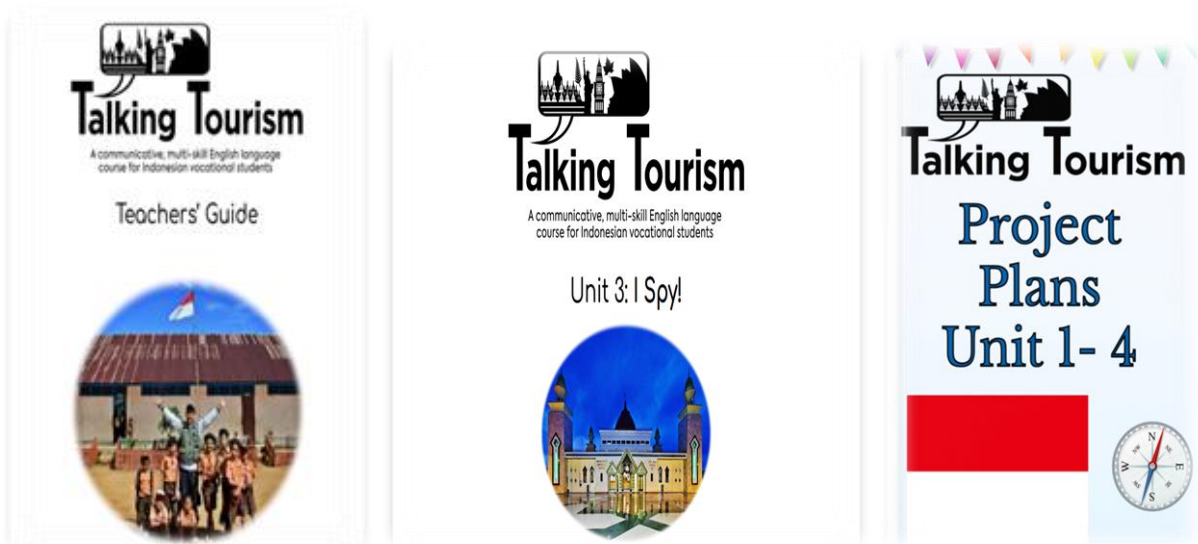


Figure 1: Images of the unit materials

Project findings

Working in partnership

Following matching, initial email exchanges were followed by Zoom meetings, which continued to take place semi-regularly throughout the project. In addition to project management meetings between Peartree and TEFLIN, various focus groups and workshop sessions (detailed later) took place with Curriculum Leaders between April and December 2023. These guided content, language level and structure during resource drafting. Regular information-sharing took place via a combination of email, Zoom and a dedicated WhatsApp group.

Main focuses and parameters for the resource package were agreed quickly and efficiently. This was aided by TEFLIN providing candid, clear information about the contexts/needs of Indonesian vocational school teachers and students, and selecting Curriculum Leaders, who – as on-the-ground vocational school teachers – were well-placed to help inform materials design from the start of the drafting process.

The Curriculum Leaders' role throughout was important, as their knowledge of learners' needs and feedback on piloting draft materials allowed us to develop an iterative feedback loop for resource design. This then ensured resources were both designed for and dynamically adapted to the needs and preferences of representative vocational school teachers.

The enthusiasm of TEFLIN at project co-management level and the Curriculum Leaders from teachers' perspectives helped make the project a fulfilling and instructive experience for all involved.

Designing the teacher support resources

Resources were developed iteratively with macro-level support and input from TEFLIN (scope, parameters, main linguistic and content focuses) and micro-level input from Curriculum Leaders (language level, unit structure, grading of learner/teacher instruction language, relevance of content to target learning/teaching contexts). Each of the following steps provided key learning opportunities:

- Initial meetings and email exchanges with TEFLIN built context knowledge (i.e. vocational school facilities, class sizes, language levels, curriculum)
- Subsequent discussions with TEFLIN on resource aims, scope and parameters highlighted the gap in vocational schoolteachers' SoWs for functional, communicative language relevant to learners' future tourism-related careers; information on potential curriculum constraints was instrumental in the modular resource pack design, giving teachers maximum flexibility in use
- Working with Curriculum Leaders both as classroom 'pilots' for the draft materials and as on-the-ground evaluators for salience/effectiveness was instructive; input and feedback via focus groups and workshops provided detailed awareness needed in the following main areas:
 - learners' (and teachers') language levels
 - teachers' preferences for unit structure
 - grading of instruction language (for coursebook units and Teachers' Guide)
 - relevance of content and language to learner's real-world needs/contexts.

This information shaped the functional, communicative, scaffolded approach underpinning coursebook units, and informed the decision to include a PBL activity which learners can undertake after each unit to build confidence, fluency and real-world critical connections with acquired language.

Disseminating the teacher support resources

Indonesia's size and large, dispersed population present challenges in terms of the multiple social, cultural and infrastructural (particularly for digital connectivity/device access) contexts present throughout the country. However, lines of engagement were largely smooth and sustained throughout the project – key factors in this were:

- embedding regular collaborative 'waypoints' in the form of focus groups and online meetings

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- using our WhatsApp group as a channel for more ad hoc/informal collaboration and info-sharing
 - having a dedicated project manager on both the UKI and ETA sides.

Thanks to conversations with TEFLIN and the Curriculum Leaders on the realities and feasibility of resource dissemination in Indonesian contexts, a combination ‘bottom-up/top-down’ framework presented itself as the most logical and equitable pathway.

The bottom-up element consisted of Curriculum Leaders cascading the draft (and later, final) resources they were piloting within their own staffrooms, CoPs and local teachers’ groups; thanks to this continuous cascading, we learned about the need for all materials to be printable as well as digital, and included ideas for physical classroom adaptation of digital activities/resources in the Teachers’ Guide.

The top-down, trans-regional, element consisted of TEFLIN presenting and promoting the resources at their annual conference, holding launch workshop events, and hosting the full Talking Tourism resource pack on their official website.

This bi-directional approach ensures resources can be promoted at a national level by leaders across TEFLIN’s 16 official chapters, while also being introduced and recommended directly to vocational school teachers via word-of-mouth interactions with colleagues and local teaching groups/CoPs, stemming from the Curriculum Leaders as initial cascaders.

Learning points

- The project has reinforced the importance of needs analyses, context, and relevance when it comes to maximising language learning and engagement in the classroom.
- Communicating effectively the purpose of resources to the stakeholder is paramount to the effective use and understanding of targeted resources.

Monitoring and evaluating resource use

Qualitative data on resource design and use was generated by, and collected continuously from, Curriculum Leaders from the project’s early stages through to end-stage M+E and gathered via the following checkpoints:

- four initial focus groups taking place over six months
- a workshop session shortly after the focus group stage
- a final ‘big review’ focus group three months later.

Focus group and workshop sessions were recorded and notes taken on Curriculum Leaders’ ‘live’ feedback/comments/questions during these sessions. Curriculum Leaders were then asked to provide additional feedback on each unit via a questionnaire. Informal/ad hoc questions and comments could also be added at any point via the WhatsApp group.

Each of the first four focus groups was connected to a specific draft unit of the coursebook; written qualitative feedback was also collected from Curriculum Leaders on these focuses via a dedicated Google Form. Feedback from these forms was then analysed and combined with ‘live’ notes from Zoom sessions to produce a summary document for each unit, comprising feedback on the unit’s strengths and areas for improvement, from both teacher and learner perspectives. Each document

then became a base for modifications to the unit, and informed the content and design of following units

(<https://drive.google.com/drive/folders/1XocPOBOL-uaFM68TGt04VA7mutMhTGIE?usp=sharing>).

A 'context-setting' Google Form questionnaire

(<https://drive.google.com/drive/folders/14WeueraTxM3cYwvx80-u04CDjpkEplGD?usp=sharing>) was used to gather information from Curriculum Leaders on Indonesian socio-cultural norms and practices to help inform resource development.

There were multiple benefits to integrating live and asynchronous feedback channels into the project architecture:

- iterative design process necessitated sustained feedback loops with Curriculum Leaders, whose dual role as context specialists and end-users was central
- live focus groups facilitated on-the-spot clarification of feedback/comments/questions, as well as spontaneous follow-up
- embedding regular and ad hoc collaborative spaces fostered ownership, trust and personal connection for all involved, encouraging honest and constructive feedback
- combining live focus groups with follow-up surveys provided a comprehensive dataset, building a holistic understanding of teachers' (and students') needs/preferences and helping align resources with these.

This mixed-methods approach generated useful data representing the authentic opinions/experiences of on-the-ground Indonesian teachers with the sole agenda of helping develop materials that would be engaging, relevant (e.g. when a dish chosen for Unit 2 turned out to have disputed – possibly Malaysian – origins, it was swiftly replaced!) and useful for themselves, their colleagues and their learners.

Project outcomes

- Data on total numbers of teachers/students/classes reached via TEFLIN's website is not yet available.
- Three Dissemination Workshops, reaching 45-50 teachers in Solo (Surakarta), Bandung and Malang; these locations represent three provinces on Java, Indonesia's most populous island, with one TEFLIN representative and one Curriculum Leader present in each province to manage dissemination.
- For wider – trans-regional – dissemination, the full Resource Pack has been made available via TEFLIN's official website, and physical copies are being sent to teachers (see images); (<https://teflin.org/prelim-3-materials-talking-tourism/>)

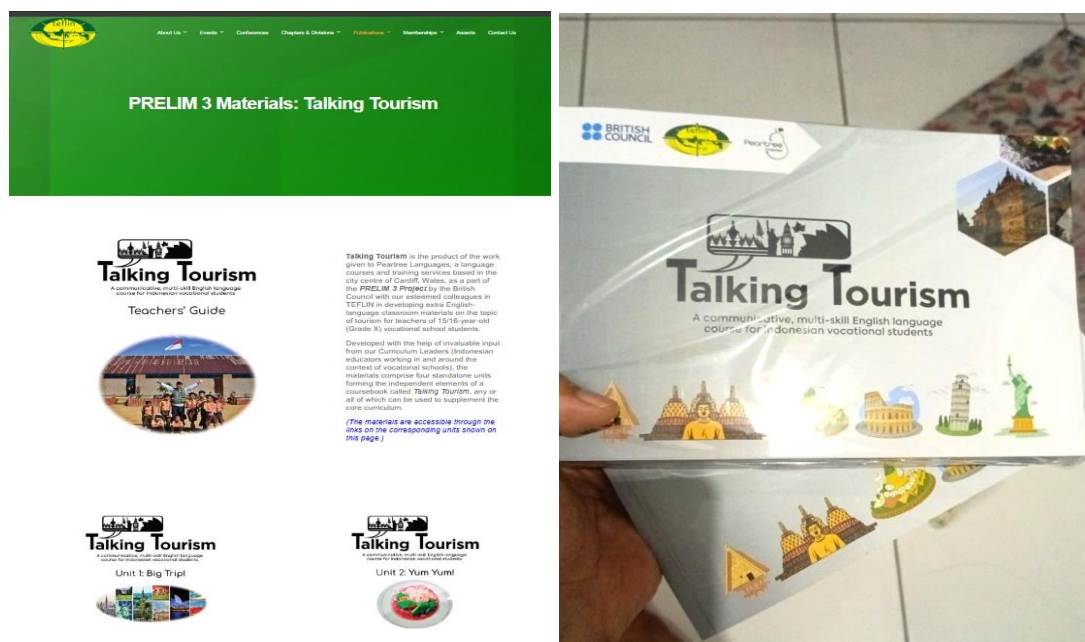


Figure 2: Example of the resources

- Curriculum Leader interview: Said Marjduki teaches Culinary Skills/Hospitality at a vocational school in Nusa Tenggara Timu. Having found Unit 2 (Indonesian Food) particularly impactful for his students, he agreed to an extended interview (<https://drive.google.com/drive/folders/1j-GQ5oAIXG78vAmMgr1LFDKOi7gqb-Gt?usp=sharing>) about his and his students' experiences of using the resources. He and his class found the unit's scaffolded structure and functional language focuses very helpful, leading to a significant rise in engagement, confidence and communicative ability in his learners. His learners also successfully completed the end-of-unit project, which Said felt significantly developed their language range, confidence and autonomy (<https://drive.google.com/drive/folders/1tJkoR5WKwQvG4KT1WNcRnJbmi9Og4OrF?usp=sharing>).
- 115 students across four classes provided qualitative and quantitative feedback on their experiences using the resources (<https://drive.google.com/drive/folders/1iMdVxcMnJgSsR742ntkwYXcXI50JlaV?usp=sharing>):
 - Overall results were very positive; students gave Talking Tourism an average rating of 8.9/10, with 22% of students rating it 10/10
 - The students' four most frequent comments on the resources were:
 - 'I learned new things that I previously did not understand.'*
 - 'I actively participated from the beginning to the end of the lesson.'*
 - 'Helped me understand more vocabulary in English.'*
 - 'After the lesson, I want to learn more.'*
 - Students' three most frequent self-descriptions of feelings about using the resources were: 'happy', 'enjoyable' and 'exciting'

- Curriculum Leaders reported that their students enjoyed using the resources to supplement the core curriculum (see images), providing numerous example videos: (<https://drive.google.com/drive/folders/1IR9-OKsBPIJ9EdV5pHwgZq3cpjC56BXI?usp=sharing>)

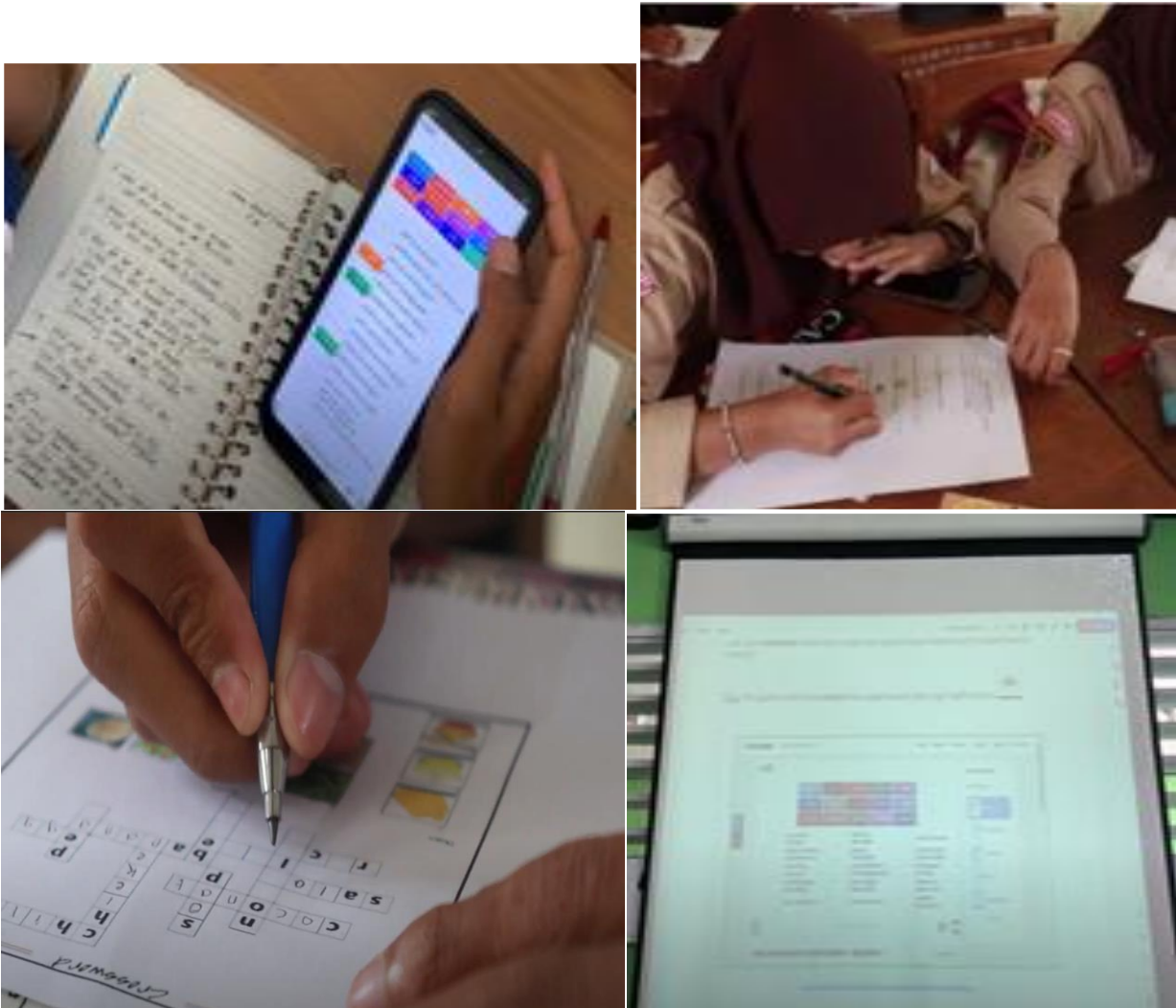


Figure 3: Example of the resources in use

Emergent learning

Piloting materials from the early stages helped avoid major course corrections later in the development process; scaling up the number of Curriculum Leaders involved and asking them to collect feedback directly from learners at the earliest opportunity would enhance this aspect of collaboration. This could present potential challenges in terms of language level, engagement and practical barriers (e.g. lack of digital infrastructure); however, if the UKI and ETA strategised for this at an initial stage, such issues could likely be quickly circumnavigated. Incorporating context-setting data earlier in the project architecture would also have been useful in terms of overall resource design and relevance.