**English in Higher in Indonesia**

**Le Meridien Hotel Jakarta**

**12 March 2015**

Parallel Session -1 Alternative approaches

**Tim Moore**, Director English-British Council Indonesia Foundation explain the objective of session in high education context to have alternative approach, method and case studies. We will have presentation of case studies. Tim represent speakers. First, Yudi Effendi, head of English and Literature department from Universitas Terbuka  Jakarta who will look at online teaching. Second, Primadona Hapsari, English teacher and secretary of Unit of International affairs, ISI  from Jogjakarta  who will present case study from ISI, and Risa R Simanjuntak head of program English department Universitas  Bina Nusantara, who will have  presentation on another approach of e-portfolios and project work. I am really glad to have you this morning.

Speaker will have Short presentation of 15 minutes and question, and we will have larger warp up at the end. It is realistic view of we have been talked. The question is  how you might to consider using approach in the context, and  how we can share knowledge and teaching in education sector in Indonesia.

I kept on track the time, and facilitate question.

**Yudi**, present Universitas Terbuka UT, the only open university in Indonesia. He represents also her colleague, Ibu Yanti. The distance education has different method than face to face method. We have more than 500 thousand students from all over Indonesia.  Our student lives in the  remote area, we communicate through email and internet. It is unique one.

We will explore what we have done 1 year with  MOOC method with several courses, started in 2014, started 2 English courses related to teaching, English for children and English of transition.

Yudi  presents  implementation of MOOC showing the Brief description, and show the course online. Yudi plays  moocs.

What is mooc? Massive open online course. It is to refresh  information  everywhere. Internet give access to learn in participatory. It is not just online course, but it is the way to connect and collaborate in learning process

The course is open. We  read reflection and comment without paying. The result is  shared between students. All material is  negotiable. The process is  participatory. We design  assignment that  engage

material with each other. It is to connect idea and network. It is distributed, to create network course. There is no right way or single path, but building and distribute knowledge step on the road. Students create authentic network and choose how to participate.

We are free to choose, free subject, do whatever we want and share. In UT, we arrange students has assignment and certificate.

MOOC's UT started with 5 online courses, in 4 faculties, and now we have 10 courses, 1 post graduate and 2 of them related to teaching English. We creates different subjects and make something mre interesting. The course is open for public n free, we can click mooc and join.

The duration course is 8 weeks. They are tutorial students. We don't have face to face meeting Student learn modules and we have learning support, not compulsory but contribute, and tutorial online.

Yudi presents open education resources.

To get certificate, students have to attend 70% discussion forum and fulfill the task.

The Course English for children were offered to 648 participants from English teachers to common people. We have students in Hongkong and Korea. They are Indonesian migrant workers who want to improve in higher education. Our target is English teacher who teach n elementary school. We have activities and material discussion. There are 150 students who are active in the forum. They have assignment in week 3 and 5.

The English translation course started in second semester 2014, semester 2 in the faculty of politic and social science for English learners and those who are interested in translating. 500-3000 students.

12 students from 25 participants of English teacher and student receive certificate 12. And we started new MOOC in 2015.

Yudi connect the internet to give the example of MOOC with the help of Rahayu Dwi Arianti (Yanti).

Yanti explain that tutorial online is different. Usually students has modules and depend on it, here they do not have anything. They do not have to have certain knowledge.

We figure out who will be our participant, so we use Indonesia to present but material in English. We want to attract as many as people possible, as simple as possible. We need to create activity to engage our participant. We cannot just put the material. We have to think about material. We set schedule to chat with students and to ask question for 1 hours. In the discussion forum, we do not interfere much. We provide topic and let them discuss by themselves, it's better than online tutorial. They exchange material.

For example, we talk about theory of teaching children, some said we don't need this, other debate and give additional information. In the beginning we put introduction, because we do not know each other.

There is picture of lecture. We have to introduce participant about who we are. In the discussion, they started calling by first name and know each other with the same interest.

We try to make it theoretical based and also use their own experience. Only less than 10% students submit task but the number increase in final test to take certificate.

We do not set certain score. We do not mention pass or fail. We just mention that student has done 8 weeks courses, it can't be transferred to other university but we will make certificate transferable.

Yudi present the course English translation. We have a lot of lectures in our department and work as a team. There are introductions, initiation to read, collaborate, work n join, written in Indonesia but material is in English. The content is how to analyze and translate text and student practice to translate certain text. We have slide to learn, and open educational course link to YouTube and other sources.

There are descriptive text and assignment in the third meeting and final test in the end.

The conclusion, Mooc is providing effective learning package. It is encourage free online learning, and promote long live learning. With video and slides, students understand material, and will be transferable to other university.

Tim facilitates interactive session.

Lecture from Gorontalo share global access learning and global access Asia. It is about how to develop communication, how to give feedback, how to improve, and how to develop it to become formal. We should work together.

Yudi explain that UT is different from Conventional University or other public university. We use open resource since 2005,with tutorial online. We have period of March- April, and September-October. We provide learning support for student. Lectures communicate to student through chat. Both have to be online, we discuss online, each week of 8 months. Students have 1 week to learn the material. For example, we give material and exercise Monday, they will answer it Sunday. It is very tiring, if we have many students. Imagine students registered subject, and 200 students sent their answer together in a week. They will be happy when lectures answer question. The first week only 10 students will ask question, the following week will increase to 50 students.

Tim closes the question and invite next speaker.

**Prima Dona Hapsari** thank you for the opportunity to share experience. Our students is different because they are specialized in art education. It is good opportunity to talk the method used to performing art student.

A project based approach

My background is project based approach. We think about appropriate method. The level of student's competency is poor.  English is not supporting subject, just compulsory for first semester, and not a must to get master degree. But this is  a  chance to search appropriate method.

The current issues

ISI Yogyakarta as an art institute provides the academic challenge of innovation for an art education in Indonesia.

ISI Yogyakarta serves scholars, academicians, and art expert to be involved in supporting the art education.

Collaborative program initiatied with some overseas partners have been successfully developed.

We need to have more advances in strategies to develop life skill. It is  very challenging to search strategy to support education Students need to have selfconfidence with overseas partners.

Hopes, strategies, and achievement.

We are expected to be assistance or partner to students, their most barrier things is English. We need analysis, develop character, to be reputable art expert. Students should perform potential skill, strong in art, theatre, dance, karawitan, music, puppetry.

We are completing and influencing material in learning English. We need to know what they want to know more about English.

The Strategies for English specific purposes ESP and specification is presented in a tree diagram. We should understand why they need to learn, and what they need by using English. ESP is an approach to language teaching based o learner's reasons for learning.

ESP may be related to or designed for specific disciplines, specific teaching situation, a different methodology from that of general English.

ESP is likely to be designed for adult learners, either  at tertiary level institution or in a professional work situation. It could however be used for learners at secondary school level.

ESP is generally designed fr intermediate or advances student. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

My students is in intermediate level,  ESP help them to build curiosity.

We can differentiate ESP and general English. The  learners of ESP  specially designed for adult while GE is for high school students. ESP has objective to meet the need of particular learners while GE is to improve over all English. ESP concern is to design suitable courses for different type of groups of learner's accordance with their needs. GE concern is designing course targeting certain skill.

Project based approach is being implemented more often in foreign language classes. These projects provide opportunities for students to engage with the language authentically. It is also a chance for students to use their language skill while researching and presenting the final product.

They have to pass grade and it is after three years. There is purpose of student's process. After 6 meeting, they do project after midterm test. They know details of process, broaden understanding and sight, that they will need after graduate. It is also used to explore potential and involve in current issues.

Appropriate approach is ESP that is involving for occupational and academic purposes, to assist students to become expertise and researcher, and develop self confidence in producing English.

For example, Music department student compose music in English, during the process, we write lyric in English, add note to improve that is suitable with music and so on.

Other example by karawitan student. ( Prima shows video of students). Music department student search for foreign visitor, interview, and explore about opinion. ESP is used in higher education context, and give motivation for learners.

Tim facilitate 5 minutes question and answer.

Question : Do you compare the result of project based with conventional teaching, how do you cope different English capacities?

Prima : before project, I use conventional method, I failed. They do not understand at all. There are 10 departments. Student in music has intermediate and above capacities, other department has lower competency. When I search project, I compare abilities with other department. For example, I make pretest and discussion about Indonesian culture, music department understand, while other students did not know what to say or what to think.

Project is to measure abilities of students; low standard, elementary or advanced. Music department have project interview, asking about opinion, but karawitan, dance, theater have different project. The most difficult thing is to search project for lower level. Karawitan students compose English song

Question : is there any interaction with foreigner student or just between local student, what is other obstacles?

There are Darma siswa or foreign student and regular student., I teach only for Indonesia. Students are not closely related to international student. Student have lack of self-confidence, although they are belong to university.

They need to push themselves to do project. I give week plan, 7th week to 14th weeks and follow different progress each week, to have review and evaluate what they had done so far.

Tim close question and invite the next speaker

**Risa Simanjuntak** present E-portfolio as new evaluation tool in English education : managing technology in 21'st century education.

Good morning.

The presentation is a review and share module developing with initial studies related to e-portfolio. The practice of e-portfolio in English Department Binus, still new, has been considered as successful, fulfilling and more relevant to the needs of learners.

Propose is to argue that that text based is not enough and graduates even with high GPA are not considered ready for industry.

The using based test is not enough. The approach in writing use element style has been there more than 3 decades and out of date. A lot of lectures has lose the touch of what is going on especially new generation; they love to update status in social media with a lot of friends and partners only online. Lectures cannot see it clearly and make them perform writing or perform speaking like in text book. It is not enough to challenge students to collaborate with us.

The research in 2012 in incongruity shows that practice, test and evaluation are incongruent with real demand. We should use ESP with flow material, or commercial material that serves negotiation in the real world

Social media, is another pressing area, student should show their competence in writing, show identity, we don't usually let them to show identity in class, we just to ask to show what we want.

When we are using social media or practice global English, the choice of words is different. Our assessment cannot accommodate this.

Testing and conventional assessment is not enough because identity of learner is not accommodate, which is the most important capital in global world. You need to be unique, locally rooted, in business and academic competition. Our assessment d not provide hat

In class room, we provide material, if they cannot move around and show creativity, they will have low investment and just behave politely in 100 minutes, but they said it not part of evry day life

Test like IELT and  TOEFL shows that most of question is not related to the condition of learner, for example 10 years ago, they asked Indonesian where do you usually take holiday?  Incongruity is not about competence but also about social background n identity, They fail the test because of lack of commit with test item.

Current assessment should have different approach, e- portfolio is collection of product create by learner, experience, achievement, process of learning. Previous process do not care about this, only about final result.

The initial model develop in Binus is quite new.

We discuss continuously in with supporting unit like IT department to have more integrated system. We will have as many snap shot as possible, especially in written and spoken performances. For example students make collection of English proverb and we Ask them to upload in YouTube; 'English department Binus, collection of proverb'. The idea is to give you focus on pronunciation. With the use of this recording, we can focus the sound accurately.

From the class of pronunciation, Drama class is unique combination of theory, analysis of the play, and adaptation, they have to be on stage and combine abilities in a performance.

There is also evidence of learning, provided with phonetic analysis, 'I m Belinda from one PAG'. It is about pronunciation, it shows explicitly which part to be develop in the aspect of pronunciation through diagram. Student start very low, so it is evidence to evaluate performance.

The model is integrated I department website, for example collection of students writing, Learning portal is also folders of writing assignment. We still have link to develop, I asked question to 105 students of second year, about their preference and perception on online on initial e-portfolio. Result shows that students like project based portfolio, because it allow them to collaborate, personalized, and to be authentic. Now, student wants to be 'existing' or different, so they like the chanche to show who they are.

Result shows that they engage in technology, and perform themselves in the interaction in the masculinit, it is understandable because technology is not design for women. E-portfolio gives feeling of success, enjoyment and comfort even as senior, we said it is no longer importance, and we only focus on final result.

The initial project need integrated platform. British has Strong funding and experience related to student performance, with server and possibility to store.

Portfolio needs to be integrate in d personal development plan, it is not just about achievement but it must be design in the beginning of the course.

Finally we need efficient approach to make e portfolio works.

Tim facilitating questions about presentation

Question: e-portfolio is challenging because it change paradigm, curriculum, students, and all system. We should start in primary education, so parents see progress of achievement started from writing simple, cartoon, and publish in the bulletin. So parents can be proud. We use partial portfolio, I agree we need to change approach because it is time consumption especially with 40 students in one class is difficult.

Answer: I cannot agree more but e portfolio is a Supplement of original testing

Question: interesting presentation, I also tried to use technology also. I tried with messengers, use our class. How is the evaluation of progress, what we need to pay attention to? To make it more efficient, what should we plan more?

Answer : we need to start small, lecture do not want to be cut down, lectures writing, lectures sit together, start with something simple, easy to monitor, focus on only 1-2 indicators, if not, it is difficult to finish the project.

Tim appreciates speakers  and hope that the presentation will  connect people together.