



Teaching **English** Asia

Transforming English teaching
across East Asia

blog.britishcouncil.org/teachingenglishasia



Does HE English Provision in Indonesia need reform?

A (very) brief summary of some approaches and challenges

Damian Ross

Director English for Education Systems

British Council Indonesia Foundation

Getting away from unattainable, undesirable, native speaker aspirations

- English as a professional skill
- English as an academic skill

English in Higher Education

- International outlook and links
- Studying abroad and scholarships
- Doing and publishing research internationally
- Jobs
- etc

English in Schools

- School Curriculum
- National Exam
- Teaching standards in schools
- Malaysia, Thailand investing heavily in reform

Short-term fixes

- Translation
- Pre-departure courses
- On-arrival courses
- Private language courses

Longer-term reform

Target levels:

- Entry requirements, yearly targets, exit requirements
- The same for all subjects?
- Levels required of lecturers, researchers, etc
- Post-grad study

Longer-term reform

Curriculum and assessment:

- Varied curriculum according to needs
- Integrated with degree courses
- Estimated 400 hours tuition needed for average students
- Assessment based on skills rather than passive knowledge

Longer-term reform

Teaching quality and professional development:

- **From** language knowledge **to** language use
- **From** language 'display' **to** meaningful practice
- **From** language accuracy **to** language fluency
- **From** teachers as 'instructors' **to** 'facilitators'
- **From** passive learners **to** active participants

Terima Kasih!

- For further discussion:
damian.ross@britishcouncil.org