

PARALLEL SESSION 1 (ENGLISH FOR ACADEMIC PURPOSES)**Puri Asri 2 Room****12 March 2015****10.30-12.00**

A. English for Academic Purposes (EAP)

This session aims to look on how two Indonesian universities are dealing with low levels among new undergraduate students and some general criteria for designing strong English for Academic Purposes Program.

Moderator : Winda Wastu Koutronas (English Development Manager – British Council Indonesia Foundation)

Panel :

1. Golda Juliet Tulung, Ph.D (Head of English Department – Sam Ratulangi University, Manado)
2. Faisal Mustafa, S.Pd., M.A. (Secretary of Language Center, Universitas Syiah Kuala, Banda Aceh)
3. Colm Downes (English for Peacekeeping Manager – British Council Indonesia)

The session is opened by the moderator, introducing three panels of the session.

The first panel is Gold Juliet Tulung, Ph.D. She is a faculty member in the English Department of Sam Ratulangi University, Manado, Indonesia, where she holds the position of the head of the department. She also teaches at the Linguistics Study Program of the university's Language Center.

***The Need for English in Universities: A local Challenge for Global Opportunities
(Golda Juliet Tulung, Ph.D)***

- “The Need for English in Universities: A Local Challenge for Global Opportunities”; we all know that English is a need. I call it 'local' because I am going to talk about local challenge that Sam Ratulangi University (Unsrat) is now dealing with.
- Globalization keeps growing and engaging many sectors, including education. Globalization results in demand of global market, namely good English proficiency, which is definitely needed to provide good human resources and master English as international language.

This condition pushes us to recognize that mastery in TOEFL is very important. Many universities in Indonesia have realized it then put TOEFL standard score for their graduates. That is happening in Unsrat, Manado. Started in 2013, we have had target of our students' TOEFL score. The question is: How can university students' real ability be measured by TOEFL

Score? It can be answered by using TOEFL score as evaluation and reference-based for universities.

- How important and significant TOEFL is? This literature review shows us that TOEFL matters: "TOEFL is a test of English proficiency (generally includes four skills – speaking, listening, reading, writing) used by a lot of educational institutions as an indicator of students' proficiency." Brown (2007)

"TOEFL is an English test designed to measure a mastery of English for those whose mother tongue is not English, to measure test taker's ability to use and understand English at the university level (listening, structure, and written expression, and reading)." ETS (1999).

TOEFL is usually used by those who want to study abroad. It becomes the reason of why many universities set a TOEFL standard score for their graduates. In eastern part of Indonesia, Unsrat for example, there is no other types of TOEFL test. We have only ITP and TOEFL prediction-test.

- The main goal of TOEFL is not to test the use of daily English but to capture test takers' ability to function in an academic context which principally has its own genre, different from the daily language use. (Zareva, 2005)

We can also look at TOEFL score conversion to proficiency level (Carson, et al (1990)

Elementary : 310 up to 420

Low intermediate : 421 up to 480

High intermediate : 481 up to 525

Advanced : 526 up to 677

The level varies from elementary, low, high intermediate, advanced. Those are paper based TOEFL.

- Research Context (2013): I am going to present the result of my research. The research was taken place in Unsrat to see how the level of students' English proficiency is by conducting TOEFL Prediction test. We took 100 students in total from four different faculties: Faculty of Engineering, Faculty of Public Health, Faculty of Mathematics and Basic Sciences, and faculty of Law.

Student's TOEFL score by Faculty,

Minimum: 327, maximum: 520, average 402.5. Based on those results, we can conclude that the English proficiency of the sample taken in Unsrat is still low. We use the standard of TOEFL conversion that average 402.5 is categorized as low.

Student's TOEFL score by component, There is a huge gap between reading and structure. What do you think about this?

Students level of Proficiency: 71 % in Elementary, 24% in Low Intermediate, 5% in High Intermediate, 0% in Advanced.

This is the local challenge from global opportunities.

- The conclusion is English proficiency in Unsrat is low; it may be represent the condition of eastern Indonesia. I do not know whether universities in the western part of Indonesia have higher score and better result than this.
- We have recommendation as output of the research, as follows:
 - 1) Only having 2 credits for English course is never enough. Besides providing students with good English course, we should also provide English reading materials during their studies.
 - 2) We should encourage the students to take TOEFL preparation course before the test.
 - 3) Making or designing some changes in the curriculum.
- We have made some changes in curriculum and methodology as you can see on slides. We add credits allocation for oral and written English up to 8 SKS. We also emphasise on fun and interesting classes. From the comparison presented between the old and new curriculum, I can say that the new curriculum is more comprehensive than the old one.

The second panel is Faisal Mustafa, S.Pd., M.A. He completed a Master Degree in Linguistics at the University of Manchester in 2011. He started teaching at the Study Program of English Language Education, the Faculty of Teacher Training and Education, Syiah Kuala University upon completing the degree. He is currently the secretary of Syiah Kuala University Language Center.

English in University, is it important in realizing internationalization in Unsyiah?
(Faisal Mustafa, S.Pd., M.A)

- Speaking of TOEFL, it is often considered as a nightmare for senior student in Syiah Kuala University (Unsyiah). The question follows is: why should it be taught in Unsyiah?

The background is first, 477 is a high score to reach by the student. Second, according to our experiences, there were a lot of our students could not meet one of the requirements to pass the scholarship selection for studying abroad held by AAS, LPDP, DIKTI, which is English proficiency. In addition to that, graduate of Syiah Kuala University need around 500 of PBT to continue their study to a postgraduate program in Indonesia, even those who do not offer any scholarship. The last, many job opportunities require candidates to take TOEFL as a part of the recruitment process.

In this presentation, I am going to show you the problems Unsyiah is facing and how we are striving to solve them.

- The problems are: first, we have only two credits for English subject. Even though several faculties have organized additional courses to cover the need to learn English, like nursing faculty, math...The fact shows that it has never been enough to reach the target.

Second, we often organize tests for the students. As we can look at the table, our faculties has held many tests to train the student. Our goal is to prepare and enhance their performance in the factual TOEFL test. Unfortunately, from the tests that have been held, most of students joined the test without self-preparation. The average students' score is below our expected score, 400. Yet, we cannot deny that in spite of its low score phenomenon, the trend of the result is gradually rising. The highest score still belongs to Medicine Faculty.

- This failure has had impact on the university's accreditation. The impact of the failure is actually not only suffered by the university, but also the students. Since they fail the test, they have to spend more time in order to wait for the next test schedule. It brings detriment for their time efficiency. It is sadly said that the difficulty to pass the test has triggered new phenomenon. The phenomenon we have found is that several students faked the TOEFL score.
- Regarding this situation, there are several ways we do to overcome the problem. We are striving to deal with this problem collectively, started from university, faculty and international office level. These are the things we do:
 - In university level* : Making the Language Center offer more test schedules
 - In faculty level* :
 - (a) two faculties (Veterinary and Agriculture) conducted ToT for some of their lecturers to prepare them to teach TOEFL to their students, (b) integrating TOEFL courses into their curriculum (Teacher Training, Agriculture, Science, and Nursing), (c) Asking the Language Center to give their students training in order to pass the test.
 - International level, collaborating with the Language Center.*
focused on preparing the student for the test, not only organizing the test; creating awareness on how important English proficiency is, so that the students understand that they have to prepare themselves well; encouraging faculties and study programs to organize TOEFL training for their students; conducting ToT for lecturers; upgrading junior lecturers' English proficiency with 250 hours training.
- So far, the program is running well although there are still some remaining problems, such as: there is no significant result of the tests held; the lack of teaching staff to teach English; and the lack preparation of the students. Responding to the condition, we do not stop struggling by giving the students grant solution. First, we oblige the student to take TOEFL

test from the third semester. Due to the hectic schedule of the students in early semesters, we realize that the third semester is the right time for them to focus on their English proficiency training. Second, we encourage a system of: student teaches students. It is a system where a student with better capability in English becomes a tutor and shares his/her knowledge with other students. We hope it can bring huge effect for the university. The last inhibiting factor is the students' unpredictable schedule that conflicts with the agenda set for English training by the university.

- The main key is motivation. It belongs to roles of international office to invite native speakers from US or UK for giving motivation, public talks, raising awareness about globalization, exchange programme and many more.
- Final remarks: even though there have been a lot of tests conducted, there is still high possibilities of some students fail to obtain the passing score. However, we always tell the students that they have a choice: 477 or another (probably more painful) intensive training.

The third speaker is Colm Downes. He is the Peacekeeping English Project Manager at the British Council. He is the author of 'Cambridge English for Job Hunting'. Before moving to Jakarta Colm taught English for academic purposes at University College London for many years. He currently teaches regular EAP classes to students completing a MSc in Defence Management at the Indonesian Defence University (UNHAN).

Teaching English for Academic Purposes (EAP) – Perspective on EAP materials, resources and curriculum design (1)
(Colm Downes)

- Challenges faced by universities in Indonesia to teach English, as have been stated by the previous presenters, are not the same as what happened in the UK. Instead of passing the TOEFL tests, we tend to deal more with IELTS problems. Within 10 years, I have helped students from all around the world to improve their IELTS.
- For 15 minutes ahead, I am going to present my own experience in delivering English Academic Purposes both in the UK (University College London) and Indonesia (Defence University). I have been seven years specializing in English for Specific Purposes program or EAP. I have also written English for UN Military Peacekeepers. Based on those experiences, I will talk about syllabus, curriculum, activities, delivering class, and a lot of resouces as your reference when you teach the class.
- UCL offers four different courses, namely:
 - UCL Undergraduate Preparatory Certificates
 - UCL International Pre-Master's Course
 - UCL Pre-Sessional EAP course

- UCL In Sessional EAP course

Brief explanation about the courses, *UCL Undergraduate Preparatory Certificates* are for international students of high academic potential who are aiming to gain access to undergraduate degree programmes at UCL or other universities in UK, but whose education systems in their own countries do not offer qualifications suitable for direct admission.

UCL provides International Pre-Master's Course for graduate programme students, Pre-Master's Certificate in Architecture for architecture students and Pre-Sessional EAP Courses for students from graduate and undergraduate programmes – with 5 months running course in different starting period.

I am responsible for Pre-Sessional English Courses. The class is opened 5 months before the term begins in September. Usually, we have 5 very intensive weeks at almost the end of our courses. To improve IELTS Score from 6.5 to 7.0, a student needs 11 weeks of intensive programme. But for improving from 5.5 to 7.0, a student needs more time.

- I have thought in this: There is a rapid growth in EAP training in UK/globally. There are international students come from all across the world. Speaking of internalization of education that demands these skills, it realizes us that EAP is really important to equip not only students and teachers, but also everyone, including all Indonesian who plan to study abroad or take tertiary education.
- UCL has English language requirements for graduate study. The requirements vary for each faculty, as follows:
 - 1) Standard level (6.5): for most programmes in the Faculties of Built Environment, Engineering Sciences, Mathematics and Physical Sciences, Medical Sciences, Population Health Sciences, MFA in Fine Art
 - 2) Good level (7.0) : for most programmes in the Faculties of Arts and Humanities, Brain Sciences, Life Sciences, Social and Historical Sciences, Eastman Dental Institute, School of Slavonic and East European Studies
 - 3) Advanced level (7.5): for most programmes in the Faculties of History and Political Science.

The most difficult to achieve is advanced level where students have to achieve 7.5 IELTS Score. Because it is very hard task to accomplish, only those excellent students can do so.

- Take a look at the paragraph and identify the main features of EAP that we are going to teach in the class. This paragraph is about aims and objectives of English Language Skills for Academic Purposes.

"The course aims to further **develop awareness and use of the conventions of academic English** among students from other learning cultures. More specifically the course will further **develop reading and writing ability** in a **variety of academic registers** as well as **developing listening and speaking skills** through lectures, seminars and presentations within a university context. In doing so,

we aim to help advance the ability to perform in all four skills related to students' own degree programme..."

In conclusion, there are five features of EAP: Academic conventions (raising *awareness of the conventions of written academic literacy among students from other learning cultures*), academic reading, academic writing (improving writing ability in a variety text types), academic listening and academic speaking. The course will cover linguistic structures of relevance to academic study (with reference to a variety of styles and registers from a range of academic authentic material).

- Looking at my teaching schedule, there is specific area on Tuesday we use to learn oral presentation skill. On the other day, we have also specific class for reading academic test or training note-taking skills.
- To enrich our teachings, we need guide book (EAP Course Book). These books (*Writing Academic English, Academic Writing, Oxford EAP, Cambridge Academic English*) have different level. We do not only need course book, but also supplement books, such as *Inside Reading, Academic Vocabulary in Use*. These books are focused on reading skill.

Recommendation:

General EAP Course book – for designing curriculum

Specialist EAP Books – for specific training

Authentic EAP Materials - Need to supplement with authentic academic material relevant to the specific interests and needs of your learner

- Observing the content of an EAP Course Book "Academic Writing". This book contains these topics: background to writing, reading: finding suitable sources, reading: developing critical approaches, avoiding plagiarism, key points and note making, paraphrasing, summarising, references and quotations, organizing paragraph. Those things are academic skills. It is important to remember that EAP is not only about English for writing essay, but how to be a good postgraduate and academics. In this respect, students need to challenge their reading materials, give critics and give evaluation – these are the challenges in teaching EAP.
- **EAP Academic Reading**
Reading is an essential skill for education because it is the key to international academic research, articles, and books. So, we should train the students the strategy on how to:
 - 1) read and comprehend effectively,
 - 2) summarize, paraphrase and explain what they have read,
 - 3) criticize and evaluate the text.

Recommendation:

- 1) Lecturers and students should be encouraged to read for pleasures for 30 minutes per day.
- 2) Even if general reading is great, but academic reading or journal article are better.
- 3) Identify the key short academic articles in your subject matter.
- 4) Regular academic reading is the best way for student to:
 - be familiar with the vocabulary
 - improve academic writing

Initial training for EAP Academic Reading: find out interesting topics for you and your students to discuss on, for example: Indonesian and the Malay World (a book), online news like Strategy Review, the Guardian (www.guardian.com), etc.

- **EAP Academic Listening.**

The second receptive skill necessary to learn new information besides reading is listening. Listening skill is very essential to understand and interpret the spoken academic English. We should give the students access to listening sources and strategy of note taking. Good listening and note taking skills in English enable learners to access a wider variety of academic sources – often online, as well follow traditional lectures.

Recommendations:

1. Spend time explicitly teaching universities students note taking techniques.
2. Introduce students to a wide range of academic resources to develop their listening skills.
3. Encourage students to spend more time listening. BBC Radio and Podcasts are free.
4. Encourage students to listen and read at the same time – transcripts, subtitles, texts, online video.

Examples:

RSA Animate, an online source comprises of audio and visual teaching made by lecturers; TED's specific edition about Tana Toraja (www.ted.com) or TEDx talks about corruption in Ubud Bali; Many universities post lecturers and talks online (UCL, LSE, Cambridge); LSE which has been just established in Southeast Asia; Educational Podcasts – choose relevant topics for your student. A lot of sources provide the materials you can download for free.

- Discussion about Academic Writing will be conducted after lunch.

- **EAP Academic Speaking**

I have been teaching presentation skill for a long time, I know it is very challenging to deliver presentation in a second language. The problem I often face in doing presentation is I have too many slides to present within limited time.

Regarding this, we need to train students how to give presentations (the skill) and teach them the vocabulary to do this in English (the language). We give them the opportunity to

stand up and practice, and then we give them useful feedback. Encourage the students to analyse examples of best practice - academic lectures online – and identify why they're good. Our hope should not stop until our students can master the presentation skill, but to encourage the students to be more active and confident in giving contribution in any seminars and group discussions.

- Looking at the content of the UCL pre-master's and pre-sessional courses book: organisation and cohesion, content, register and lexis, grammatical accuracy, delivery part 1 &2, quality of statistical/visual support, handling question – these are the criteria used to assess a presentation in UCL's assessment way. These are also used by me as indicators while I am teaching the presentation. Your students need to know the indicator you use to assess their performance, so inform them.
- Presentation skill also talks about presentation slides design. Preparing figurative presentation design is not supposed to be problematic for our students because they are creative and fast. We can find out a lot of online sources that will help to decorate the presentation slides. There are also good books that can be used to train presentation skill; one of recommended books I suggest is *Slide-ologi*, specifically composed to be expert in slide.
- Here are some more resources for EAP teaching and learning: BALEAP (Get ready for great IELTS score), www.futurelearn.com (Understanding IELTS), British Council (English for University Students, Online Teaching Resources).
- Challenges (1): General low level of English of students / lecturers

Solutions offered: Use EAP material suitable for lower levels, adapt materials for lower levels – step by step.

Challenges (2): Lack of motivation for lecturers to improve

Solutions offered: Provide greater incentives to develop (financial / overseas study), provide better teacher training and resources

Challenges (2): Lack of quality pre / in sessional EAP courses in Indonesian Uni

Solutions offered: Learn from best practice at home and abroad, invest in the development of University lecturers EAP skills, work together (perhaps with BC) to develop such programmes.

- The Indonesian Governments should *provide scholarships every year to ELT professionals to undertake ELT related postgraduate degree programmes overseas. Especially for programmes offering specialist modules in EAP teaching and learning.*

Question and Answer session:**[Isyana, IR Department, President University] Question to Faisal**

One of the solutions to improve TOEFL Score in Unsyiah is by encouraging students to teach student. What kind of rewards has been provided by the university or the students who has been teaching voluntarily?

Answer:

Unsyiah calls them 'kakang asuh', tutor. For each meeting, we give them only Rp 30.000,- for transport. That is not even called salary.

[...] Question to Golda

Why the passing standard for TOEFL score is 477, why do not use the higher standard?

Answers:

The standard is based on university policy. The standard could be revised considering the capacity of students. If we set a high standard, there will be a lot of undesirable things, such as students who fake the test results as happened in Unsyiah. We need to remember that not all students need a TOEFL score to work.

[...] Question to Colm

Do you have any suggestions for alternative methods of teaching if we do not have enough time allocation (only 2 credits)?

Answer:

If the condition is so, the most important thing is there should be General Academic for English Purpose, such as basic readings with interesting topics. For example: engineering students should look for engineering topics. In other words, we adjust to the needs of the subject our students learn. In addition, show them the resources to read and explore. It is essential and relevant considering that now it is the time of people spending a lot of time online.
