

Parallel Session 2 – English Medium Instruction and Content and language Integrated Learning

Damian Ross

Ok, Hello again every one. Welcome to be to one of the most interesting topic we have today. We got three speakers. The first speaker is Hywel Coleman from Leeds University who we know already. He has a long background on English as a medium instruction including is going to be a big impact to Indonesia. It's great for having you here Coleman.

We have Maria from ITS. We heard couple of times today. She is going to speak on interactive learning. She is very passion on English medium instruction. And then we have Franklin over here from Binus who is going to introducing content and language integrated learning at Binus. To have really really nice mix panel, I'm thinking of the first speaker to begin for more generally and for experiences for the other two speakers. So, welcome Hywel. We have twenty minutes each and then we have questions.

Hywel Coleman

Ok, good afternoon everybody. Thanks for the invitation. I'm a little bit surprise to see this presentation as you may discover and I'll stop my presentation. My expectable probably be rather different with the second and third speaker.

I don't have much time to prepare this. I like questioning things anyway even though I don't have the answer.

So, I hope this would be an opportunity to questions some of our assumptions about English as medium instruction particularly in the context of the higher education. You see, English as a medium of instruction needs to be questioned in any context; I try to focus on higher education particularly in Indonesia. This is related to my institutional creation of university Leeds, actually looking into generic outcome.

So, I got six topics. There were questions: why use English as the medium instruction in university, what language use by world best university, is the English medium instructions in university of the world best university, English medium instruction across those countries of world best university, and I remind you what Indonesia has achieved in term of learn language, and then I end with two tiny recommendations.

Ok, I'm wondering why people talking about using English as medium of instructions in university in Indonesia. From the presentation just now, we leave with interesting presentation; I begin to see the reasons. One is to improve the students in English. It seems to me the any use of English with the purpose of improving somebody else's English is risky because if there are also try to learn the subject I think there is a risk for the acquisition of the subject, certainly in school use of English as Medium of Instruction in many context. Anyway, one reason that I often hear in Indonesia is to encourage of international students. Which is why? Very good argument. Increasing international students recruitment is a good idea because they can spend time with other students, this or that, which is fine but there is an interesting question, you want to recruit students one of the top in the world then there is a question who should be responsible to learn the language? Should the student learn the language where they were studying or should the institution change its language for the convenient of the students? It's a question. I'm going to show you examples later from the world. The solutions that Institution Bridge is that they have different ways to addressed it.

If the purpose is to recruit international students, then the question is can home students join classes? By commitment, two months ago I was writing an article, I need to look into these questions and find the answer from two or there's a university in Indonesia. And I found different answer. In some institutions, the international class is for really international students. In other institutions, so-called international classes can involve Indonesian students. So that seems strange, why Indonesian students use English in their home country. If using English as medium instruction is to encouraging their own students particularly when the students can be both, what the investment should be needed in order to build English competence for the lecturer. And the student is going to study in higher education. It is not going to be easy as we heard from Ibu Sisilia presentation. Try to get university lecturers have modest IELTS level is already hard enough. What about getting them to teach the subject in higher education through English? So then you want to recruit international students, what is the potential market? How many universities in Indonesia are really attracted to international market? Clearly there are some. I know that they're already recruiting students from part of the world. But realistically, how many Indonesia universities to be attracted to international students? Again about the investment needed, for bringing the lecturer up to the appropriate standards is going to justify the investment. So, that's my first question and there will be some possible answer.

Or, sometimes I have a feeling that the idea of introducing English as medium instruction not for complicated thing, it's a feeling that we want to be international. And being international means in English. When I studied on English as medium instruction in context of RSBI School in Indonesia, School has to be international. As to me the name of international is not easy. It's often just to be concept. Everybody wants to be International. Like one hospital, they use English, Rumah Sakit Pondok Indah. I took Amran who work at my house to hospital, and then I realize that everything is in English. The names, the departments, the directions, everything are in English. Immediately he is on his own or in Indoensia? Or orang Indonesia harus ditemanin orang bule to get treatmet in his home country.

So, is it the same with university? Want to be international then use English. A bit more question. So then, I look at the world best university. What they use for medium instruction? I think this is quite interesting. I used STSH for university ranking. I just look the first 75. This was just announced ten days ago, so it's very new. Among the 400, I could not find any from Indonesia. I knew that they had been in the past. We don't know why they aren't now it many, there are also possibilities: maybe the criteria is changed, maybe the university did not apply, maybe the STSH did not contact them, we do not know. I hope this is what the university is ranking is about. Anyway, among top 75, the first is, the two are from America: Caltex, Harvard, third is Oxford UK. So, there's a lot and lot of you can say. Obviously they use English. There are lots and lots from USA. Of course they are using English as a medium of instruction. Quite a few in Australia. There are two from Hong Kong. They use English not mandarin. But, what I found is that the twenty-two of the seventy-five best universities in the world, they don't use English as medium instructions, they use Dutch, or German, or France, or Italian, or Japanese, or Korean, or Mandarin or Swedish.

These are the best university in the world in Netherland, in Germany, in France, in Italy. That does not prevent them from being, becoming, and best university. They don't feel a need to change in order to achieve and come out to be the best. I'm going to show you the example form among three of them from their on line information on how to apply these university. ETH Zurich, rank 13 in the world. They said that the language of instruction on all bachelor degree progrmmme is in German. On master degree, the language is English or in German. University of Tokyo, it is 23rd of the best of university in the world. The majority of programme is in Japanese. So, if you click the link, the information is in Japanese. Master degree programmes are in Japanese. Most of lecturers conduct the lecture in Japanese. So the university of Tokyo is very Japanese. Number 29 is LMU in Munich. Of

course in Munich, all bachelor programmes are in German. All of it programme is in German, and so on and so on. So the 22 high ranking non-English speaking the world are still using their own languages except in some master programmes. So and then I thought let's look at country where English is as the first language. Are they guaranteed to have high-ranking university? Or country where English is in their high education is there any correlation? Jamaica. They have one language. It's English. Six universities, all are in English but you've got none of any Jamaican universities are in top forty. Papua New Guinea, English is the instruction in universities but there is no PNG Universities in the top forty, and so on. They all of use English, but none of them in the top 400. So, even using English as medium instruction does not guarantee that you're going to achieve high quality in your university. So, now you going to think, "what is" to make a high quality of so-called international university? And well maybe I think what make it become the high quality, so-called international university?

And then I thought maybe the possibility of the country. So, maybe it does relate to the country rich or not. So, here the statistic issued by an organization called URAP, University Ranking by Academic Performance. They rank the top 2000 universities in the world. And, are some Indonesian institutions. I'm reported it, 'don't you eat'.

UI is according to this organization is 1540 best university in the world. UIN them is 1190 best university in the world. IPB is 1676 best university in the world. Then, what happen next? Birmingham University in UK is even lower is 1934 best university in the world. Northampton University is even lower. Not his here is the university with far low most university in the world. I did not make this; I'm just reporting it to you. But, I have some interesting questions. So what is it to make it high quality university? It seems not English as medium instruction. France, Korea, Italian universities can get even high quality. It's not whether English to be the national language, it's not even whether you living in prosperous Western European country. There are other things. There must be many many factors that should be to university becoming what we'd like to become, as has have high quality. So in general, there are no correlation between quality and medium instruction. If we have time we can discuss this issue and all other factors. I think, there must be many. Maybe high quality university, attract high quality people. That means there is there's mobility of high quality academics. People move from one country to another, from one university to another because they are attracted by something, by the research facility by salary, by the support by university, by the security of tenure. People like to work on university in Singapore because they got pension, immigration status, other facilities, and so on.

Now, let me change the focus a little bit. Ever since Sumpah Pemuda in 1928, Indonesia has been developing their language. Since independence, it has done amazing things in making Bahasa Indonesia as language use the work in the parliament and for higher education. Sometimes when I said to others Bahasa Indonesia is used in higher education, they are amazed. But how? Why don't they use Dutch?

And that achievement that we do not aware of. Bahasa Indonesia is 12th now the most number of languages used in the world that comes between French and Korea. I'm not native, not first language speaker but second language speaker as maybe people like me, too. So it is a major work of language in terms of numbers. Joshua Fishman said that Bahasa Indonesia is probably the most imminent social language in the world. He has a very very high opinion of what Bahasa Indonesia has to achieve, by being able to achieve in all different fields as in, press, parliament, and high education research. Indonesia is the linguistic mirror of what it is in the world. If you have that why you leave it and why you stop using it. There are so many countries who would like to have their own national language. But, they're still burden with their colonial language. In Pakistan, let's look perhaps the language that anyone agrees and anyone understands like Urdu, and so on, many many countries.

Many that cannot use their national language. There's a quotation in response to a seminar last year, which is talking about developing Bahasa Indonesia as a language of ASEAN. The responses are very well but Indonesia is not a country seen the language by it means they aren't, people don't develop, they tend to think that English something is more prestigious. And then, I think we can close.

This is the decision of Mahkamah Konstitusi in 2013, but it is looking at RSBI programme. It, the decision is very long about 150 pages. All the reasons why RSBI is not constitutionally acceptable. And from that long discussion, there is an interesting thing: using English as the medium instruction can weaken the use of Indonesia national language. So confident passion, like Japan and Korea, don't feel to be to do it. They feel confident with their own language. So, this indicates, this wanting to abandon Bahasa Indonesia and use English as medium instruction indicates the sense of national ideology not national patriotic. And finally they said using English as medium instruction in schools is useless. They just don't talk about university. And therefore as we spoke ok finally, perhaps one of the arguments of wanting the University of using English is the pressure that they have to publish. That's clearly very important, it seems to me that it's time to develop competence in all S3, students, and lecturer in English to the point that they can write article and publication and journal in English, if you can see it's going to be huge. So my suggestion is if the government is serious about wanting what so Indonesian academic writings to be published in the world English in higher education, and I think they should, set up a dedicated, high quality, professional translation services when the academic is finished their research they can take it to the academic translation service and ask their help to translate in away to be appropriate. Expecting every lecturer here to do now by his/herself it's just not realistic. I think it's urgent. And then, we're going back about the one of characteristics of high quality institutions, they attract high quality people in the world. And consider the university to encourage higher scholar and how is the security when they go as scholars. I've been here for 26 years and I still have to renew my visa every year, want to be an Indonesian citizen but everything is not clear. When it is the case with Singapore, then everything is set. Ok that's it.

Damian Ross

Predictably provocative. So, I think two things to be bear in mind of what Hywel said that two distinctions one of them is to knowing English, and doing English as a medium instruction and the other thing is about university and institution as the media. University seems to work very much. I don't think Hwyl tries to say that English is not useful.

Hwyl Coleman

Oh no no no

Damian Ross

I think that's distinction does need to be made. English as a medium instruction are full issues and problems. But that does not necessary means we should take out all of this or that and begin with new.

Hwyl Coleman

No no

Damian Ross

So the next two speakers are trying, in different ways, to bringing experience from university. And I hope by doing that will see some responses to what Hwyl presented and probably as well one of the issues that you are encountering. So, first of all I invite Ibu Maria from ITS to talk about English as a medium of instruction programme that they are having.

Maria Anitya

Ok, I guess it's very hard for me to talk about this after a very interesting speaker.

Ok, everybody ladies and gentlemen we are going to give you a brief, an overview in term of what the administrative providing on English as the medium of instruction. Before I move forward, I like to address one more issue back to what Hwyl has mentioned, points that Hwyl made is exactly what so many senior professors, senior lecturers, in my university said that why we have to use English? We have to be proud of our own language. Do you think by using English will increase quality? Many professors in our university until now still oppose our initiatives and still disagree of using English as medium instruction. However, why we keep moving now with our own initiative, because with ASEAN community, which will be started 21st December next year, the language used until now is English. So when the skill and work can be mobile, transferred, free flow, if you can't speak English? It's not workable when foreign students are coming to the university, even though in one of aspect to consider, but what we think is how to increase the competitiveness of our students? There are about 18000 students, and every there is about 4000 graduate from university. If you don't equip them with English, they will be the second layer in the ASEAN. We won't be able to compete with other ASEAN workers or labors. At the end of day, if foreigner comes to Indonesia, because of the free flow, flow of worker, we won't be able to compete with them. So, that's the reason become the most important driver why we have to continue with equipping our students in English.

So this is the reason as why we at ITS want to have international reputation. By doing so, we have to make our research can be exposed to the international level. We have to make sure our researcher can communicate with international level, which is right now mostly is using English. For example, we come to a situation when our partner from overseas called us, and no lecturer who was able to picking up the phone, the staff who picking up the phone said 'halo, waduh. Ingris, Ingris.' Try to find some other. "Nggak ngerti, nggak ngerti" and then "Oooh , Sorry, sorry," After four times like that and then "Thank you", plup (close the phone).

We lost our opportunity of the lack of language. So what we can do in the situation like this? We cannot just to have training for our lecturer and student only, but also we need to improve proficient of our staff because now actually the academic staff is the front gate that should also be improved their language ability. For sure, we have 4000 lectures and 1000 academic staff. They are useful to do this. But, we need at least to move step by step to take the hold. This has been implemented. The first is the Indonesian contingency of the work to increase the language ability of our academic staff. I agree with you that English has little coloration with high quality of education, that's why we not only put the Indonesian framework into curriculum and learning process. Because if we just use English without improving the quality of itself, that's really lifting the quality of education. We have our lecture ability again on quality, we have our student's ability again on quality, and what we have our proficiency is proficiency for graduation, minimum score is 4.77. Not only English, we can switch with France, with Germany, with Arabic, with Mandarin, so we can least of list of languages that allows ITS for minimum requirement for graduation. Before we focus with any and all international activity for all international students.

Ok that's what we have. Actually, we focus on English because we want to become international exposure. And having international exposure somehow have to improve the communication. For example, we are from East Java, different with people from Jakarta. I met a student from Jakarta in conversation like this, they are very confident. For east Javanese is not common. We are 'nunsewu'. We have also a problem in communication. So, how to have international exposure? Send them overseas to exchange. So we have to attract international student to come. But we attract the international student to come not by financial benefit. We would like them to come, mingle with our

students. That's the reason why we want to have international exposure of our students. In order to do that we, at international office, we try to open up a new international cooperation. However, the basic of collaboration is mutual benefit. We cannot say would you please come. Or can we send our students without opportunity for them to come. So, we thought internationalization is we stand equally in international world. We cannot just get but also give. Giving the opportunity should be equal. If we want to have international students to come, we have to provide a class in English. The most barriers for the international student to come there is no class in English. To have some kind of opportunity, we have to increase possibilities by what means international coming is based on reciprocal agreement so that they can come we can send our students overseas. So that's the concept of equally.

And this is the evolution, evolution in our university. In 2008, it's time for the voluntary initiative to run elective class in many departments. For example, in mechanical engineering, there was one course or two courses as elective courses. In my department, industrial engineering, we have several courses in English, in informatics, something like that. In 2012, for my department, industrial engineering decided to open the whole programme in English. Until now we haven't declare that those, the programme we have are international programme. What we have is we have 100 until 200 students every year. We have divided into four classes: three classes in Bahasa and one class in English, semester 1 until 3. So, this class, we call it Q class or the international class, for the rest, they still will use Bahasa. However, we also use provide elective courses for those students to take, so have the opportunity to improve their English. And then 2013, each department in ITS commits to provide class in English as a medium instruction even though they don't provide for continue basis, but if there is international students join the class they commit "Ok bu, janji janj gitu ya" to provide class in English. And the latest update, based on the new curriculum typed in 2014 that for there are every department to open at least two possibilities, all departments. We actually proposed rector to set up minimum of credit to be taken for students in English but still hesitate to take that way. So right now the policy is still every semester and every department has to open the minimum two possibilities.

So, that is the classes for any department for industrial engineering we started in 2011. The students are recruited after they're having accepted as ID. So we are the public university so we go to international host, international recruitment mechanism after the students is accepted we announce that they have Q class. If you would like to apply the Q class you have to have minimum level and also parent's agreement because otherwise parents won't support their children in the class. We also provide exit gate, emergency exits gate. For example, they attend the first semester and the second semester, and then: "oh my goodness I couldn't follow this course, then at the end of second semester they can quit and the regular student can get in. So we have opportunity to the students to make decisions at the end of the first year. And in 2012, previously we have a minimum score of 477 and we find very hard. In the following year, we increase the minimum score into 500 TOEFL. We provide academic monitoring for students who are taking that programme by academic adviser and also we provide counseling for example students who are actually not bad in academic but because of the language problem they found problem they have counseling process with our academic and they can choose to go back to regular programme. And also in 2013-2014, we, the classes are open for the regular student to try, so previously what we have Q class no regular students can get joined. But then now we decide it's open for everyone even though the main students are from the Q class.

And then finding difficulties for the students who write the final project because it is the time to write the final project, we already run an additional English course with one English provider who are unfortunately could not help much because the English teacher is actually not familiar with engineering.

So, this is the finding. I invite my student, Billy Gunawan, from the first English batch of English class. He is one of the successful students who can cope with the situations. He would like to show you the findings of our process right now. He is very honest. We don't cover anything; I really hope you can learn from our experience.

Billy Gunawan

Thank you for the opportunity. I try to say everything from my experience and my point of view. The first thing is the class finding here I divided into negative and positive thing. In negative thing, the subject is not clearly delivered due to some terminologies used; the second one is the operative assessment between language and the matter itself. And the third one is sometimes the lecture sometimes actually better acknowledgement in Bahasa because they feel and more comfort to speak in Bahasa. And also the third, the student is more comfort to speak in Bahasa between themselves once the lectures are not in the class.

The positive thing of the international class here, the first one is teaching environment is more active with question. In here it's not really about the language we also adapt some educational method so the students are more active in the class. The second one, students are easier to find other materials and resources in Internet, and also other materials in the library are in English. The third one that lecturer encourage the student to be active. This actually quite similar with the first one. And the last point of the positive issue that the existence of international class attracts international students. For now, there are several international students in our department, one of them is from Malaysia and in other department is from South Korea. So, this is, these are the obstacles during coming from negative to positive. I divided into four main concerns: the first ability, human resource, facility and convertibility.

Sorry for the ability the first, ability, there still remains a gap between the student skill and ability in English between one to another. Student is lacking integrated with English, it is still lacking on speaking skill or communication skill. For human resource, lecturers are having limited experience in teaching English, although they have experience and been educated in English speaking country but they have limited experience to teach in English. And then, administrative staffs are not familiar also with English. The third one is facility. Not all book available for all courses. Many materials in Bahasa, the English ones are in 2011 so we have to change the material from Bahasa into English. And last point of the facility so in industrial engineering, an assistant runs the programme and not all assistant provides English for junior. So the condition is something like that. So comfort zone and not confident enough to speak in Bahasa some people having problem in teaching in English.

Here, I want to share some of my experience. I had been to two different countries because of this programme. Thanks to the international office, actually I had been to South Korea 2014, and also Malaysia on 2013. I'd been to San Dan Koek University in South Korea and University of South Malaka in Malaysia. I do some research, here; from IELTS test actually Malaysia has high score than South Korea. And in here, South Korea only have one language. For those who cannot speak Korea, it would be hard for them to live there. And Malaysia has several languages. Although they speak similar with Bahasa Indonesia, they also speak English, and Indian. They had been used to live with different ethnic.

Let's come to strength and weakness about these two countries. First come with the strength of each country. Korean are very good in writing and excellent in grammar. I can assure you that Korean is very exceptional in writing because, simply their writing is very fluent and their writing is simply great. And they are eager to learn and write journal. While on the other hand, Malaysian is good in speaking. Malaysian are good in communicating and dealing with people. They have

tendency to work in group or to be together. Also with accessibility, when students have problem, they always can go to the lecturers.

These are the negatives of each country ;for communication skill, Korea is not like Malaysia, are not very attentive in communication skill. And they're very individualistic. They don't want deal much with people. While in Malaysia, the negative or weakness is that they are relatively poor writing skill compare to Korea. Students are only listening to the lecturers and just do the tasks.

Maria Anitya

Thank you very much Billy. So to conclude that right now we have students from France, Malaysia, and also PNG. For our students, they can go to Malaysia, Thailand, Holland, so it becomes a trigger for more opportunity. Now we have postgraduate programme, master programme and doctoral programme in English and we have students from for Myanmar, Iranian, etc. That's what we are going to do that. That's all. We really want the initiative to be going on. We know that not all of them can be engaged but at least we give them opportunity, so by having such class they know that English is important.

Damian Ross

Ok, I really want to stay and go along with that but we really have to move quickly. In fact I just like to carry on this session for the rest of the day so I do not have to moderate the last session. We got Frank to speak. And more discussion at the end.

Franklin Talalue

Thank you Hwyl to try to underscore the using the EMI in higher education and thank you for ibu Maria for, I'm sorry for Billy too, for how EMI can be implemented in the educational level. Perhaps the discussion should be how CLIL or how English medium of instruction can be implemented in the classroom level. But, before I do this presentation, I would like to talk about Binus International. Binus international is start of Binus University, front runner, I may say in term of international collaboration. So, one major reason of how we use English is that we have a twining programme. English students study for three years on campus, and then they move to the university in here. Also we have a study abroad program. Student can take courses in some universities and when they're come back to campus, they're accredited for such course.

And also we are very active in term of international accreditation recently in country programme accredited by ECAST, which is a European centric accreditation system. I don't know why we are so European centric but this is basically our goal or the reason why we want English on campus. BTW, we are a small campus, we have about 1000 students and Binus as university as a whole have about 25.000 students. So, our campus basically delivers in English. But, I must say that the students coming from different country such as UK, Australia. So that's Binus International in general.

Let's talk about content and language integrated learning, which is sort we've been talking about EMI. The question is what makes it content and language integrated in learning? I would say is the happy marriage between language and content. I'm sure we all know because all about us here are mostly language teacher, but still need a discussion about CLIL. They say this is similar with ES English for Special purposes. From 2003-2009, there were basically an approach; it's not another content university, our courses were already cramped of. So, we don't want to have more language courses. So currently what we are offering in Binus is that we have academic English in the first two semesters, and that's about it. So, from semester 3 to semester 8 we used contact in term of encouraging and enhancing their English proficiency, so they were left of lecturer, these are our non-English speaker lecturer. All right, so, it's an approach. In addition to this, the definition has evolved

into a meaning focus learning method, And thank you Ms. Evan this meaning is come to the ...is the umbrella term to describe the language of my education situation. And 2009 is described as an evolving educational approach in which the particular content for language likes English which may not be the native language of students and the teachers. So, I think that is a very definitive definition of CLIL is to differentiate it from other school or pedagogical approach in term of language teaching.

So, CLIL of course, let's talk about the language component. We all know this. Language, in communication, subject matters in vocabulary, of course we emphasize on four language skills. And then of course, we have other than this CLIL from these courses, which I will be sharing with you later on: cognitive skill, communication and culture. So, What CLIL means for content vocabulary? We like to provide, our content lecturer for example, those who teach accounting the right way to emphasize content obligatory vocabulary for example or subjects vocabulary because obviously everything has to be in English.

CLIL aims itself to raise communication skill, develop cognitive skill, and raise awareness of cultural differences. So, that would be the components of CLIL. All right, so of course language in CLIL, there's a lot of discussion about speak language, there's a lot of discussion about content learning and the big lays on compatible inputs. It means that the student's level should be one much higher than the content lecturer or language teacher has to be at the level, but not too far from the level of students. That's why in language class or content class you should be able to provide stationing or some system to support the content for the students to develop their language skill. And of course CLIL classroom relies lot on spoken or output and also aims to develop the cognitive skill of the students.

Ok, so why do we have or why is it possible to learn in a medium that is not the native come of the teachers or the lecturers? This is the underline principle for responses of proficiency that in two systems of languages there are actually commonalities while in the technical language, in certain level, they have commonalities, the underline commonalities. And that is why for example, why Hong Kong University is in the top rank, or although of course language does not mean to match with the criteria. So, you'll see that a lot these programmes delivering in English, it relates more to cognitive perhaps. Ok.

Move on, for students this is what CLIL have described or outlined three models for CLIL. One is through language education, there's more than one language approach in curriculum. So, you may perhaps study in Bahasa for one semester and next semester move on to English or another language. Some business schools do actually overseas. They have to learn additional languages other than English and the native come, all right. So, that's for the language education. Level one is age of CLIL. Language and content in parallel. This is what we do in first semester and second semester in Binus. So, there are two credit courses for academic English, where we pay basically the students how to practice their English or how the students to be active. So, these to help students to survive other than content forces. They want parallel, but we cannot do that throughout the curriculum from semester one to semester eight. So, therefore, we're now trying to implement another model, which is language embedded model, in which content forces having language subjective. We'll talk about that. So, these are the curriculum frameworks. It's a new framework. So, as you see we have age in first and second semester, and for semester three to semester six we have language embedded content course. We have same programme on campus. Now, from each of this programme, starting from third semester, we'll choose one till high course although of course technically all of these courses deliver in English should be till overseas. However, there is an age of monitoring and evaluating the programme later on, that we would like to make sure that we only focus on content force for one semester for one programme, and this runs from three to six. We have run a merge shop already. For content lecturer, those lecturers teaching accounting for

example on how in the courses they can search in language subjective for subject specific vocabulary in their courses and how they can possibly assess. So, this is basically an ongoing project and you like to bring an assessment, and so on, later on, on how runs the programme.

So, as we move on trying to brain wash the different programme into content forces. And then of course, in order to sort of, what we've always thought is some sort of English tested for English proficiency. But, we found out that TOEFL is not a very very practical to measure students proficiency. So, what we're doing at the moment is now we're doing test-using English, some sort of proficiency in English, to measure of their writing in English before they're exit our programme. But before we do, we make it special for this time to make it more formal way of using IELTS/TOEFL for this time. So, that's what we've done at the Binus to make sure that our EMI courses are carried out properly and to make sure that our content lecturers do not forget that they're sort of English teachers as well. You're teaching a bit of English, somehow, somewhere in the classroom you have to talk about language, you have to help the students to present properly, you have to tell students how to write a report properly to follow up the skills that they have learn in semester one and semester two, which might be not very very sufficient. So, we like to have language awareness from semester one until semester eight so that the skills of English are followed up all through semester until they ended the university. I think that would be of me. Thank you so much.

Damian Ross

Thanks very much, Frank. Thanks for sticking to the time. We've got such a huge subject to discuss now. I'd like to first of all invite comments and questions, and give a chance to speak of any, if there's any. Ok.

Participant

If Binus, and if they has, other new students are carrying two baggage of the new, tell me your frustration.

Franklin Talalue

Ok. All rights. Ok. We still do have English score of 5.0. But, our minimum requirement is still for 7.5. If they don't, they won't fall beyond the DIKTI score, they will be in English programme. So, we're talking about 17 students or 30 students who join the English programme. A lot of times, we found students who can be in two academic, two courses in English, but even with the local from DIKTI, there are still students who are really struggle in writing. A lot of us estimate that a lot of these programmes require essay writings, report writings. And even in semester 4 or semester 5, these students we hear some complaints from content lectures telling that our students have not learned how to write essay in English properly and organize the report properly. And so, we like to a shifting tag a little bit more. This time is with the help of the content lecturer and the language teacher.

Participant

Another question is how do you develop the competence of your teachers?

Franklin Talalue

Ok, great. Most of our lecturers have comes from overseas. I mean they got their degree from overseas. So you know English entry in overseas could be around 6.5. And if they'd be in master, they might be in 7 or 7.5. So you see that the lecturers have relatively good level of English. But, the question is if they can properly teach in English. And so, in order to give this programme off, we put

them in some workshops. Recently, we've done a workshop with the English teachers and the content lecturers were invited. And there's a lot of concentration. There are about 25 people invited, and only 10 people showed up and 50% of that were language teachers. So, there're a lot of concentrations and there's a lot of doubts because they said that they are not a language teachers. We can be literate in English, but we may not assess students essay very well. Although they may assess the students essay, but how? So, perhaps, has can be the solution. So, I think in an ideal set up the content teacher and the language teachers have work closely to assess the students' work in content courses. If may even require a language teacher being teaching our students to prepare our students with their presentation properly.

Damian Ross

Thanks. I'm sorry. Do you want to say or add?

Participant

Ya. Thank you. So, there are kinds of paid attention actually. From our programme a lot. From our lecturer, the Q class I talked about. Previously, as I said, there's a lot of discussion, because the Q class, the English class have the same competitive with other class. So, there's no incentive for these lecturers. How can we have to prepare everything in English, but there's no incentive. For number of years, we have difficulties to convince lecturer to keep teaching in English. They lost their motivation because at the management level, we proposed for the incentive for the lecturer to teach in English, but still uncertain. And then honestly Pak, last semester, we are very very doubtful whether we want to continue or not because there are two lecturers, including me, were saying, "please, please stay until the first batch finished and then we can evaluate all over again." But, then again we got acknowledgement when the French student's coming and then international student's coming, so up till now the situation is up and down. In your case, the students have already applied international programme, in our case, they apply at ITS and then after they get in, they are offered the opportunity. So, the English level is not as high as you. There's a lot of problem in Higher education. Like me for example, I'm teaching industrial technique, they have to write the paper in English, and in the situation like that is hard to distinguish between analytical take it or language. So It's hard. from a lecturer one of you or from a teacher like you, parents called us, I really want my children to go to the international class. But, when we asked the students, they say "no, I do not have the skill". So, a lot of problem. And also the academic staff complaint because we commit non-academic staff also have to serve them in English and then when the students come to the secretariat, TU Bapak Ibu, and they are trying to find it English, and then "waduh, nyusah nyusahin aja". So, many difficulties and many hard times, but I guess it is worthed to continuing.

Participant

Ok. Thanks. I'm Stuard from Satya Wacana Salatiga. I just want to share the programme in my university under the faculty of Health Sciences.

It's actually related to Mr. Hwyl questions at the beginning whether English only a requirement. This faculty, faculty of health Science, quite new faculty, accepts all students, but they don't call it international programme. But, only public health. So, what they're doing with the students that they do not, they accept all type of students. Because in one year, they put all students in one room and they have come from different ethnic of Indonesia. And also, the course, the first three semesters, the first year is the dominant English course, So, they've learned a little about health science. What they've learned first is how they love English, and then later they write in English. I think this is what I get from my friend; it's not only about the language but also about social. So, it might not be about the language, but can be social. Thank you very much.

Damian Ross

Thank you. Interesting comment. Any responses to that. So, other questions?

Franklin Talalue

I have never heard the term international until I came to Indonesia in 2008. But maybe because it's a sexy term. International university, great. But university in Hong Kong, Singapore, and Malaysia offer programme in English, don't call themselves international. Because they said international is such a big term, are we going to use English only, of course they've got to be a lingua franca and English is only some. By international, it's such a huge huge term, I think; we have to talk about international collaboration, international research, international publishing, international students, having said that I think we have to use international all the way through.

Damian Ross

Ok, all right. Thanks. It's probably good point I know. I like, I'd be run a bit, and of course I have to moderate the closing. So, I can't. Just to the comment I know we raise more questions basically, but then the three speakers, all great and passion, all are very modest the way face difficulties, so we don't necessarily have an excuse are really good. I hope people will use as resources how EMI whether you have possibility on one side or in particular in different ways. I think it is very clear that EMI is very wide definition, within it, there're different kinds of stages and having the distinction in the aim of improving English, we just know what we are talking. We have been really clear of what we are going to do with EMI. There's a lot of new research on that. I know Hwyl probably stand on that. We made some research with some university. You can find out as you enter our website. I send a link on that. But, I'd just, I really want to say thank you for three, sorry four of you. It's great to have students. But, passions coming from all of you are really good to see, we at the British Council have one side or the other on EMI, everything comes on individual context, but we are really like to help people. Think about it and write the possible thing to support. But, anyway, thank you very much to all of you especially those who are coming to this.