

English in Higher in Indonesia
Le Meridien Hotel Jakarta
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Plenary Session-1
09.00

Winda Wastu

Bapak dan Ibu itu safety briefing, Kalau itu safety briefing, I hope you'd be paid attention. In case we have emergency. So I don't have to pass a sentence. So, you know, I have to make sure that my passengers are safe. All rights, I think the missing part is we know where the exit is, the emergency exit is actually just over there and then you go down stair and the you go down to the lobby, if I'm not mistaken. And then if you want to go to the rest room, it's just right over there, from the front door, just on the right side where there is an enter to this floor and then when you enter this floor, there is a toilet. So, any questions while we have Bapak security ada disini? Ada yang kurang jelas? Ok, if not then, Makasih banyak Bapak, terima kasih.

All right, so good morning every one. We will conducting this conference, this seminar, in English, and probably I'm going to be mix with a bit of Indonesian But, as I mentioned already, we have an interpreter that sitting in the booth that if you want to use the head set, you can check the outside and then you can just use your ID card or KTP as an exchange.

All right, so we will start this conference from relatively on time at nine until four in the afternoon. We will have a plenary session that we have all speakers coming from all over Indonesia, ASEAN, UK, and who are from here, we are very happy to have you here and coming to this conference.

So, ok, I need to introduce myself. I'm Winda Wastu Koutronas. I'll be hosting you this conference and also to moderate two parallel sessions. So, we also have speakers who will speak in plenary session. Let's just get started with our opening remarks from Sally Goggin, Ms. Sally Goggin, country director British Council Indonesia.

Sally Goggin

Selamat pagi. Good morning, I'm the director of the British Council here. I am also in the Yayasan Dewan Ingris Indonesia, in which we also have English component. So, I'm here going to discuss two topics in this morning.

In all of our work in education in English, we're always inducted to all of you in your institutions but particularly to the Ministry of Education and Research that would like to come. I know the distinguish other speakers from when I visited Malaysia but also from tour around Indonesia. So, I thank all of you not only for today, but actually for the collaboration that we have with you over years of fine we hope for the years to come. I'm really delighted to be able to arranging this workshop. Let's look what's really important area of role in English in higher education. Just for the last two weeks, this has been said to quite of few key discussions that had been happening here. Last week, we had a delegation of 17

translators or provide translator from UK come on do a tour around Indonesia and many had been to the institutions, and English came up to time to time again.

We're also very privilege to be part to the discussions at the national planning meeting with the Ministry with there's a lot focus on increased articles looking at the publications and citation and again within the current field of research, English does interlink. But, this theory is far from the new conversations one here today that we're picking up really to look at with the current Indonesia in higher education and environment. And I have to say that I always nervous talking about this sector because I'm not an expert. Indonesia has full of experts so I just share some thoughts with you this morning.

It was back in 1817 that John Adams set in precedents, one of the founding fathers of the US, he said that English is destine to be the next language more generally as at the language of the world when Latin was in the past and French was in the present. I think, well that thought is continue to grow. It was not until the end of 18 century that that preachment became true. That grow wasn't fuel really by the ease of learning English, but actually by political power, whether it was through colonialization, through technological power through industrial revolution, but also that linking it that see as been part of economic power as well.

So that the English through politics, through economics, was then further broaden by the use of media in advertising, broadcasting, film, music, and travel and definitely through education. I think in modern science, the work in English is in the Internet. And, the statistic was range; estimate that English is the most wide used language. So given that English is the global language and in this sense no longer own by those who speak it as the first language, language can be even bedemocratising. Democratizing skill, once you learned it, you immediately you have right in it. You can act to it, modify it, play with it, created, and ignored of it. Fashion counts in language, as well as with other areas.

So we have seen for example our neighbor has English, we have Jamaican fatwa, and I think this will continue. And this perhaps and maybe the answer whether English remains to be a global language in the future. So, where the higher education come in? Global relates with the estimate of four million of the international students studying outside their home countries, or the numbers of joined published research papers. Language is an issue within this. And for most, that language is still English. We found the world top twelve study destinations being where English as the first language or to country such in Europe and again our neighbor in Malaysia where English as first media of instruction is used continue to grow. So our challenge today is to look at the issues that relate both to teaching but learning English as well how this can be used to be supportive to be developed and how can Indonesia in higher education own the development of English in trading sector here.

I'm very please now to be handing back to the experts.

But I do want to say I hope you find today useful. We're really very much looking forward today; a lot of these have been set up into quite of interesting sessions, so more as exchange than people are resorting in you. But we actually want to use this back in the UK as well. So we don't want this to be talking and shut, but we want this to be a call for action how we can take this further into the next step. Thank you very much for coming. I hope you find today of used and also enjoyable. Thank you.

Winda Wastu

Thank you Sally for the opening remarks. So I guess now we know what we expect to get from this workshop. If you haven't read the terms of reference, the general idea of what this workshop is to discuss the content or issues around the use English around university context such as how can you cope with the low level of English among high school graduate, and then English for academic purposes on how the curriculum look like, how we cope with students adequacy to win a scholarship and to study abroad, and how to reach on publish level internationally, what are issues around English medium instructions, when and what are appropriate to take, what are the skills needed by teachers in this context. So please don't miss any of our parallel session this afternoon or this morning as well of course we want to hear from our experts what we should do to cope with those issues.

All rights, so for the first runner session, we have the first speaker, Doctor John I Pariwono, expert staff from to the Director for Human Resources Development at DIKTI. He's going to present Internationalization in Indonesian Higher Education. Sudah baca semua kan? Ada dibukunya? Ok then, I'm going to mention a little bit about Pak John. Pak John is an expert in the Directorate General of Higher Education or DIKTI, advising the Director of Human Resource on scholarship and also part of the selection team for DIKTI scholarship, including many years with Australian Development scheme and three years facilitating research proposal writing workshops the Australian awards. His background is in Earth and Marine Sciences, and he has been a lecturer at the Department of Marine Science and Technology, Bogor Institute of Agriculture, IPB, Betul ya Pak? Dari tahun '79, saya belum lahir Pak. Mari kita sama-sama persilahkan Pak John untuk memberikan presentasinya.

John I Pariwono

Distinguish guests ladies and gentlemen. Good Pagi, Selamat morning.

Well, on the title in this booklet is a little bit different with the one that I actually provide. Why it is like that? It is because currently the Directorate General of Higher Education is in the process of amalgamation with the Ministry of Research and Technology. It's a huge task. Still ongoing until now, hopefully will be finalized the end of this month so we can work. Now, we at DIKTI as can be seen by see the British Council, formally by seeing the British Council the logo is sign by seven Gods, or 49 Gods, now it becomes 44 Gods of British Council. That means it is reduced in numbers but its increase in the volume. If people can look it like that. That might happen also with the amalgamation between DIKTI and Ministry of Research and Technology. And there is a new name on that, we call it KRITING. Kementerian Riset, Teknologi, dan Pendidikan Tinggi.

Ok, how about the internationalization in Indonesia Higher Education. I would like to go into the discussion. Now, the topic is English proficiency at academic performance in academic matters you see it in the case for Indonesia. And this is based on our experience for about 8 years, starting from 2008 until 2015 now. And hopefully, they're saying that the DIKTI scholarship will end this year. And the following year, in 2016 it will also be numerous with LPDP. But that is still in the discussion. We don't know the future, but still until now it is a DIKTI scholarship. Based on this experience, now I would like to provide a thing. If we see that the premise education is the key to do lots of things, among others well performance and mobility, you can name it more, but at least I would like to stress on those three things.

(Showing a presentation)

This is a study of the Federal Reserve Bank of Saint Louis. It is just recently updated in 2013 I'm just cited. We look at the American population. Let's see comparison 1989 and 2013, between white American, African American, Hispanic American, Asian American and also the median wealth of American family in 2013 the second one the third group. The highest is the white American. The second highest is the Asian American 94,400. Apparently the African American and Hispanic American are far less lower than the other two. Why? Some of them mentioned because the group age with the four years college degree. Look at the comparison, for the white American about 42% of the population hold at least a college degree. For the African American 46% for Hispanic 36% and Asian American 65%. Those different, we call it, why that is such disparity in the median wealth of the American. And it is also believe that in the near future the Asian American will be in parity with the white American in term of wealth.

And now, this is about Indonesia. The number of publication from median population in Indonesia versus other developing countries. We are at the bottom of the list. Developing country is increasing exponentially we are increasing linearly. It's a huge difference. We cannot really like that. The question is, at the Ministry of Higher Education, what shall we do? Do we have to wait or we act? Of course we choose we act. What we do is to provide scholarship, and is beginning in 2008. And just for your information that this is the first time after for about 65 years of indecency, Indonesia provides scholarship from its own pocket. That's I think from 2008. And starting from 2012 or more, there is an LPDP. And also from the Indonesian tax payer's money. That's an example that we choose to act, to be part with the others. Of course we are worried.

Now, what are the strategic objectives of DIKTI in order to do that? This is for 2015 until 2019, there are about five. We would like to enhance our quality that means our institutional benchmarking and so on at higher education. We would also like to enhance the relevance the collaboration between university and industry, research based to applied base technology. That's what we want to conduct. And, also like to enhance accessibility, number of scholarship that we would like to increase, and we would also like to increase the intake capacity of the each university in Indonesia. The fourth one is to enhance the competitiveness. And then we have also, what we call it 'the work of five hundred gram' from DIKTI that is actually to make the university in Indonesia to be the top of 500 ranks university in the world. And we can get that. That is for competitiveness and also for the governance, the legal aspect, and also the budgeting. That is the strategic objective of Dikti from 2015 until 2019 when we are merging with research and technology.

So, based on that, this is what we have done. For the academic mobility, we have at least two activities: there is a degree programme and a non-degree programme. The degree programme is of course masters and PhD degree perusing that for all Indonesian lecturers. It could be conducted in country and overseas. And also there's also a non-degree programme. We call it the SAMI programme stands for Scheme for Academic Mobility and Exchange that is for professor and PhD also going abroad, we provide that. And the other one is the non-degree programme. We call it EIP. It stands for enhancing international proficiency that is for in-country doctoral degree. Remind you, that there's a lot of in country doctoral students that never been overseas before. We provide the funding, to provide that we give them a chance to oversee for one semester get experience for the academic atmosphere. That is what we have done so far from 2008.

This is about communication and research that I just want share. What is it about? We would like to extend the networking, we would like to increase the ability of the academic institutions, also the quality we would like to increase that the number of the Indonesia publication in the international journal. That is the aim of our research activity at DIKTI for 2015 and 2019. So, what we have done that so far? It's, we act upon it how and we have to wait how the outcome is. In order to make one successful what are the requirements? I can say a lot of things, but I just want to stress those three things: English proficiency is one, academic competence, we cannot send someone overseas if they're not compatible enough. And also, the third one is publication.

Now, I would like to stress on English proficiency.

(Showing a presentation)

This is from the ITC or the International Track Center. Comparing between the Indonesian and the Thailand. That is one between 1992 until 1995, and I think about the age about the 33 and about the 30th, what do we see? Apparently the tweak scoring from 900 down to 495 Thailand is higher, much much higher, and consistently higher. But I would like to say also Indonesia is consistently higher on the lower rank.

I think. Score between 300 and 395 we are higher than Thailand. Between 200 and 295 we also higher down to the bottom. But, is that sufficient to have a better performance? It's surely not. Unfortunately, we would to, of course like to move from the lower rank to the upper rank. That is one. The other one is we also think, I think, the English proficiency, the requirement for PhD degrees among the English speaking universities, in the English speaking countries and the non-English speaking university. You see the minimum requirement is between 6.5 and 7.05. Non-English speaking country 5.5, 6.0. Now we also like to think that ok then the performance of the graduate from the non-English speaking university might be lower because the English proficiency is lower. We checking that and this is the result. The premise is the students and graduate won't perform better in English and in the academic. That's the premise. Ok, this the graduate performance of Indonesian lecturer from the English speaking countries, there are a lot. I would like to see what is the ratio between the index by focus on journal index and the graduate from that country. The highest is apparently not coming from the English speaking country. It comes from Czech republic 0.6, the second one is from English speaking country and non-English speaking country: New Zealand but Russia, Saudi Arabia. The third one is Belgium, which is non-English speaking country. The fourth one is Netherland. Where is UK? It ranks at the 7th with 0.33. France is lower. USA is even lower than UK in the graduate performance of that. Now, that makes us thinking whether English proficiency is the only factor for the graduate performance?

This is the second one publications published by index focus journal. The bottom line is the X exit. That means the graduate with published more than five. The second one is more than 10, the more than 15, and more than 20. Now, this is from the Index Focus. Who is the highest? The Netherland, the second one is Canada, the third one Japan; please remind you that in Japanese university, they don't ask us the IELTS of 6.0, 5.5 would be enough. And that is Indonesians, in country here. Well of course, at the moment is at the bottom. But, we don't want to be forever at the bottom. Although we have perhaps, we have the edge of syndrome, but we won't like to include that. Why? Proficiency in English language is not

positively correlated with English performance. And we believe motivation is to be another element in academic performance. Questions: are there influencing elements? Now, could be then investigate and apply these elements for improving Indonesian academic performance.

It is your tasks. I am not an English teacher. Now if we could do that based on that I think we could achieve much much faster. Thank you.

Winda

Thank you Pak John. Thank you. I think you still have some more minutes. Anyone want to ask questions to Pak John?

Participants 1:

No, I'm just wondering how many Indonesian students went to Czech Republic? Because if we compare it to UK and USA, if we could possibly look of those countries number of students speaking Bahasa most of the time compare to the Czech Republic. The believe it would be convenient for them to speak bahasa

John I Pariwono

That is a very good question. The answer is the number went to Czech republic is small. That's why we cannot directly compare; this is based on other numbers and so on. But, on the second, is it possible to take, the answer is yes but the number is wrong. If you look at this, here, this is you can't get to the Czech Republic because the number is small but the other is sizeable number of those who graduate from those countries. This is more valid. Thank you. But, I'm going to say that New Zealand, Russia, the number is small. The Netherland, 0.4, there are lots of Indonesians are studying in this country. Perhaps this should answer your question.

Respond from participant 1:

No more question. In the Netherland, its students, they may enter with IELTS score in order to show be able to talk in English.

John I Pariwono

That might happen in their country as well. We look at on how many publish, papers. Perhaps all of the other country after the completion of their degree, IELT is 7.0. But, what we want is not only the proficiency in English but also academic performance. And that is from the criteria is the publication. It is what we are looking.

Participant 2:

Thank you Pak John for your presentation. I'm Maria from ITS. We met co-partner from Malaysian University, and they said actually that the Ministry of Higher of Education in Malaysia set out a standard that all universities should run their courses in English. That's why they call for all students and lecturer took in English and the impact of that policy is used. I just wonder if DIKTI have something like that or plan to set up a rule that all

universities, they should start to have courses in English in the future in order to improve English proficiency. Thank you.

John I Pariwono

Well, that's like two sides of coin. One of course when we start to have a course in English, we might forget our Bahasa Indonesia. We don't want to happen. Indonesia courses can be conducted for international class where there is a foreign student. But for our local, the domestic students, I myself prefer to be Indonesian. That is my answer. So, Malaysia is different because they are under British colony at that time.

But, please, we have one reminded, if we compare between us and our father who were educated under Dutch education system, my parents or other who are graduate from secondary, not even secondary but primary school, they could speak two foreign languages: Dutch and English. And if you graduated from secondary school, you can speak three languages: Dutch, English, and you can choose whether it French or German. That happened to our parents. Why can't we do that? That's why there is something wrong in our education system. But, this is I do not why with our education system. And we now only have two languages, only Bahasa Indonesia and English. That's far less than our parents or our great grandparents. Why can't we do that? So, to be right, I cannot answer that one.

Respond from participant 2:

Thank you Pak John. What we have done in ITS, we have parallel classes for its intake on that. What we do, we provided three classes in Bahasa and then one class is dedicated for English class. By doing so, we still accommodate the students with low English proficiency but we also provide opportunity for students who want to improve their English. At the same time, we attract overseas students to come to do full degree in Indonesia because we have class in English, and also the student's mobility is also accommodated by some kind of arrangements. Maybe if DIKTI can encourage university in Indonesia the same mechanism or structure, I believe that it will influence our students' and lecturers' mobility to attract international students. Thank you very much, Pak.

John I Pariwono

One Final comment on that is perhaps if we start the higher education to do train English, it is somewhat too late. It should be not in the lecturing education. It should start, in my opinion, from the primary. There we need to bring up the strength.

Participant 3:

Ya, thank you very much. I'm Hasanudin from state university of Gorontalo. Pak John has already explained on publication of article and journal especially for high education especially in this focus. Today, I want to know how many Indonesian journal can be upgraded according to the standard of regulation of international. How many journals is that in index focus? The second one, today that Indonesia, especially in High Education, to know how to use English in our lecture. So, maybe English can be used here in English department like today. And then, also for the English for specific purposes. But, how about the other discipline? So I suggest to Higher Education, how about the publication of article and journal,

Indonesia I think we have a lot. But, how-to translate that into English and then publish? Because, this is, we are also at the bottom, low level, according to the index, but we can develop to translate the journal into English then publish the journal. It's the problem that in Higher Education know way how to develop it only related to the English, but something other to develop journal especially journal in Indonesia in Higher Education. I think that's all Pak John.

John I Pariwono

Pak, I think that is a DIKTI then. We have programme in the Directorate of Research. That means trying to increase the Indonesia journal to be in Index by focus. Yes, we have that programme. It's just a matter of us, DIKTI, how to develop it. Yes, Pak we have tried that as well, even human resource at DIKTI, what we do is trial to the candidacy of the lecturer to apply to study abroad what we call it "chance scouting". There we conducted in Bahasa Indonesia, but more focus on how to write theses performance. How is the result? We are going to discuss that but that would be another topic.

Participant 4:

Thank you. My first question Pak, this is the right moment for me, the right moment for any one of us here because most of us are lecturers. I would like to purpose about the age, for those who actually should be provided with scholarship from age of 50 or 55 a bit higher, because the Indonesia, we cannot said that, and then, of course lecturer, because the lecturer hold benefit. There is a correlation between the economy and the have of the lecturer.

Let me give one example Pak. I'm now, my grade is for C, I want to do my PhD. Last time actually I could get opportunity to study independently for my PhD. But, when I'm entering my data, DIKTI said sorry you are failed because you are higher than DIKTI. And then I say to myself, and I also talk to the people at the department of Finance, you are the right person today Pak to talk about to our Minister, Pak Nasir or Pak Annis, age is not a big problem. Because I think each of us should be, could be that not longer in education. We have long stop study, Pak. It's very very important. We can compare, there are so many senators in America, they're even on the wheel chair, but still going on to campus. So age is not a problem. I can guarantee to you Pak, if we give me a chance.

I can guarantee. I even said to my vice counselor and lecturer in USU, if you give me a chance Pak, I can get my PhD for two and half year. Because I know what I'm going to do. I've been teaching for 33 years, I've been lecturing for 33 year in university. So, why age? Nothing to do with age. All of us here who were still masters; you have a great possibility to do your PhD courses. It was two years ago I was offered to be a lecturer from another university. But, I was not allowed because I just completed my two years assignment as the director of tourism.

So please, I met Pak Annis last night, but he has a very tight schedule. Actually I was going to propose that. So, please propose to Pak Annis, to change the nomenclature. So please pass my proposal to Pak Nasir or to Pak Annis Baswedan. That's the first one Pak.

One more, one more because it's very important. Because we are talking about English in higher education in Indonesia, in Malaysia, this is also the second language in Malaysia, Pak. Nah is it possible to make English as the second language in Indonesia? I'm from Nias Pak. I'm still a native speaker of Nias, and I still don't forget my native language. According to the language decision theory, the best age, the best time for learning English, is I agree with you Pak, I think you have just mentioned, let's go back to much lower in the primary school. Now, I'm observing 135 schools Pak because I'm lecturing in campus. I have to observe every English teacher. I come to a classroom, and observe that.

Now, we have so many professional teachers. I'm talking about professionalism Pak. What is professionalism? I ask the teacher, one teacher, not one actually about ten and I give a recommendation to every English teacher at school right from the primary, junior and senior, I wanted to start with direct method. But only 10% know English, and then there's also principal who give instruction to the teachers: "please do not teach them in English, teach them in Indonesia because they're coming from remote area. And I said, which one is more remote? Is it Nias Island or Medan? Medan is the last after Java and then they're just speechless. I was a product of teaching English year 7, 8, and 9. Back around 40 years ago Pak and I never forget my native language. I never forget my Indonesian. And I can say English my first language now.

So, yes, my recommendation today in our forum we have to strength them the teaching of English on primary and secondary levels. If we want to a better quality, according to the theory of language of decision we have to strength the foundation. The foundation, Pak. When they come to tertiary education, of course they can speak academically they might be very proficient, so we have to strength them in primary and secondary education. Thank you very much, Pak.

John I Pariwono

Ya, the only thing, perhaps, English is not our second language. It is our third language. Do you think as the third language is not tweak? That's all. If English as the third language. That's all. But, anyway Pak, your suggestion, ok I can pass it on. It is not me who decide that. If I my superior support, I will just pass it on, finally whether we can improve the age or not that is I cannot say for the moment.

Participant 5:

Thank you. My name afriza from Univerity of Jambi. I'm interested in one of your slide talking about the strategic plan of DIKTI Pak. One of each is about the management of accessibility through a partnership. I think, I hope that DIKTI is consistence with the programme in term of our national budgeting. I remember that there's only one source of money, one source of funding, if we would like to make collaboration, international collaboration. I am talking about institutional collaboration. That's ok you bring it from foreign university, but sometime there's national money to make international collaboration, there's only one source, that is from our international research and publication. That's only one source of funding. But, we are talking about institutional collaboration. There's no funding at all, Pak. Nothing about that source of funding, Pak. Remember our national budgeting system, they ask to cut about 43%, how we could make PKKL, our budget to make source of funding if they ask you to cut 43%. Thank you Pak.

John I Pariwono

Well, yes, of course we are discrepancy. But, my answer to that is Indonesia is very creative. If you ask for 100 million rupiah for your research and you only get 50 million rupiah, you can do that. Definitely. But, so, that one on one side. Again, DIKTI doesn't have, the funding is not unlimited. There's priority and so on. My currency on behalf of Director of Research, why it is just for publication but not for the institution, we don't know. We are now is, again, amalgamation, how is new structure? That one is still ok, but how is it in technical platform, we do not know yet.

Winda Wastu

Thank you banyak Pak John. Terima kasih. Thank you every one who ask questions.

Terima kasih Pak John. Pak John, will stay until the afternoon or?

John I Pariwono

No. I don't have time.

Winda Wastu

Oh, so probably during the break you can ask questions. And we also have a follow-up form in your goody bag if you want to ask question and information; you can just forward it to us. Thank you banyak Pak John. I don't have to summarize everything because I think everyone knows what it's all about.

Let's have our second speaker. Ms. Christine Ennew right? She's going to present the Language, Knowledge Exchange and Higher Education. Let me say something about her. Ms. Christine Ennew is from university of Nottingham Malaysia Campus and Pro Vice Chancellor at the University of Nottingham. Christine graduated from Cambridge University and completed her PhD at Nottingham. She was appointed to lead UNMC in January 2013 and is responsible for the university of Nottingham's first international campus, which is located to the south Kuala Lumpur and is home for 5000 students and around 550 staff. Over the previous five years, she managed the university's ambitious international strategy, which attracted students and academic staff from almost 150 nations to research and teaching campuses in both Britain and Asia. She also serves as the university's Manager for the Universitas21 network.

So, Please welcome Ms. Christine Ennew.

Christine Ennew

Thank you. Selamat Pagi. Thank you British Council for an invitation. It's good to be back in Jakarta and always nice to do this kind of short trip and stay on. Sally earlier made a confession that she was not an expert of English language communication. I would also confess that I'm also not an expert in English language education. I know a bit about English, and I know a bit about education and more of these two have to provide you a bigger picture of where English language is stick in within higher education. I'm really focus on

context; I'm going to, with a little bit back about history, I'm not going to start with John Adams. But it's also interesting to listening comments made about English, about the world English is. And I'm just very conscious that in two years in Malaysia, I can see the way I speak English changing.

My command language is improving considerably. So, just, as I bit picture speech I want to focus around the notion that in higher education what we concern about is knowledge, we are in the knowledge business. And the very nature thing that we do is communication and interactions like to be grown. Some of that require mobility and its mobility of students do attract highest interest in higher education. But of course we shouldn't forget the key role of language. If go back in history, we'll see that all the evident is that in higher education does need some form of lingua franca. I like just to think about some of those issues and explore what need to be prior in the future of higher education. Let's start with the past, which I'll see we can play the start. Arguably we might trace the origin of international education back to the Hellenic world to ancient Greece. I think a colleague in India will perhaps argue that it goes back three days in Greece and back in ancient India.

Certainly if we look back we do see a tremendous significantattach to the mobility of scholars. And said scholar, I'm not distinguishing teachers and learners, both teachers and learners moving around. And if you do go back as far as ancient India then the Brahmanas, Sramanas, and other "wandering group of scholars" on ancient India, or the Shihin Han Chinawere half of the origin international higher education and leded Asian language communication: Sanskrit, mandarin. Some of the most possible Trans perhaps come in the Greek in the Mediterranean world. The Sophists probably in 5 century (BC) were perhaps because they had been paid in higher education something around Greece charging for their services. Plato's academy and Aristotle's lyceum also as attractive for scholars who want to learn and work the best. The first public investment in research was probably in line with Alexandria, which search as a magnet for the scholar to grow together. And what people share at that time was a language Greece, Greek. And Greek, I must say, as a medium for scholar activity.

Fast forward a little bit, move on to 7thand8th century, the emergence of Islam and in particular The Abbasid caliphate based in Bagdad. The Abbasid plays a huge important role in preservation, translation and dissemination of the Greek intellectual provision, translating from Greek to Arabic, but also investing heavily in language in observatory, a great observatory in Tarakan and hospital. And Bagdad, under the Abbasid, was home for scholars regardless of faith or origin, attracted around the world to work there and Arabic was the common language for science and education. Now, the fact that the world has such a geographic spread may travel easier, trade easier, with travel and trade easier, moving scholar is easier. But, the key is again a single language for science and a single language for education.

Overlapping perhaps with science in Islamic world, we go to the middle ages, the emergence of university that we recognize it today as distinguishing with European phenomenon, a small number universities Paris,Pholonia,Oxford, Cambridge, Ebert , they shared a common curriculum to make the mobility easier. They shared the common language, Latin. And interestingly, many-many Latin versions of Greek learning came to Latin by Arabic. So, the translation from Greek to Arabic and then Arabic to Latin.

We also made some references to colonial era took empire. And for obvious reasons, I made reference particularly to British Empire but really empire has a magic impact on language on

higher education. Dominance language, several people referred earlier to Malaysia and of course one of the reasons why English has significant role in Malaysia is that it was the language brought by the British that used to manage trade and administration. The reason forced by tradition that as a kind of many colonial power of taking the colonized country a lead and educating them in their home country. And if you look, we have Benazir Bhutto, Nehru, Najib, Kenyatta, Gandhi, all brought from colonial dependency educated in UK educating English. And of course, along side that, the empire also look till domestic education capacity, school and university. If you look at some very well-known school in Malaysia or in India, or Pakistan, you'd see school that very clearly resembles the English public school system. In fact perhaps do it far better than it is in UK. You'll see the English university system replicated in country such as India, Pakistan, and Bangladesh.

But again, bring that system to colonized country brought up language. And while the research environment and their empire was complex, it was still one characterized by considerable mobility where the country such of over the location such as UK bringing in research student, or sending out, or the building of network across empire, but all of those searched to reinforce the decision of English as emergence language for science and education. And if you look at the fact that there're consider to why incline emergence English as a global language, colonialism and its legacy, the one that I had just mentioned, has been huge significant. The result that the English is becoming the national language to a number of different countries as well as is becoming the language of authority. So Bahasa Malaysia may still be the national language in Malaysia, but the language of authority is very much English. You need English in order to really affect the country.

As I mention the emergence of US in economic, political, scientific, technological dominance certainly post the European world war one, we see the US very much emerging as a super power particularly at the Second World War and naturally with English as the dominance language in the US, although interestingly it has not only US. English was actually practice in emerging, but also all the way US enforce their relations. The reason why the government see English as an important group and, which is turn into an example here in Indonesia, as increasingly government taking responsibility for promoting and diplomating English as the dominant language. So even where it is not an official language, there are probably just to make to another cross-country where English is either dominance or even compulsory language thought in school. You'd see tremendous spread of English.

Globalization, what every you may think of and whichever aspect you may have on globalization there is so much need for a common language. That was evident in Greek world, Mediterranean World, in Arabic World, and evident now. The Internet. It's not just in English but English remain the dominant language of the Internet. Talent war. Not my very authorities but somebody else is. But, as country compete to attract the best talents, the most able students, the most or the best academics, and particularly non-English speaking country looking to attract that talent realize there's a need to deliver or to spread more in English. It's not surprising the most strategic provision where English language is more widely used. And more and more the higher education institutions responding to the talent war teaching in English particularly true in is TNE institutions and traditional higher educational providers has start to engage in transnational education see more provisions outside the traditional English speaking destination that take place in English. So you've got a lot of pressure on higher education, whether it is happening in English speaking destination or whether English speaking delivering in higher education.

We heard again Pak John about the issue of research, research performance and publication. These tables are driving our concern about quotation, about index focus on ISI, and one known there are growing known English journals and the proportion of English journal is actually decline but the high citation journals, the high impact journals, continue to be dominant to be published in English. So, where do we stand currently on higher education? I have took some works recently done by some Academic Corporation Association in Europe, we're looking particularly on the growth of English language teaching, English Medium Instruction, sorry I forget the term, English Medium Instruction in Europe, and they are prorating a number of trend, the growth of number of institution teaching in English particularly postgraduate level, they've looked at motivation of the institutional level. Most institutions claim their decision to teach in English, using English as medium of instruction, is about protocol of internationalization, about helping the development partnership, is about helping the domestic students built competences but also about brain game, about attracting the most talented students. But they're also acknowledging that increasingly there're recruitment focus angle to use English as medium instruction. About attracting international students, we go back to the example of Czech Republic that the Czech republic is where it is able to speak a bit of English is going to attract talent students from country such as Indonesia; you probably couldn't go PhD even with Czech language.

So, there's a notion using English basically for attracting talent. And indirectly in many countries in Europe where there's of number university students are declining is a way of addressing declining domestic demand by attracting foreign students. These are the figure of associate survey. It is the proportion of higher education taught in English. So it's actually blue column is the proportion institution and the blue column is the proportion of programme. So, most on the left hand side is the Nordic countries. The vast majority of institutions in Nordic country are offering programme in English but probably the most select best programme. Baltic and also center-west Europe also has very significant provisions taught in English. The right and central east, southwest and southeast Europe have low level of provisions. If we compare 2014 and 2007, the blue is 2007 and the red is 2014, so the Nordic country so far you can see most of institutions offering programme in English is doubling for seven years, double also in central and western Europe much less change in south and east Europe.

What about the decision in Asia? More about eastern and South East Asia, rather than all of Asia, so there is estimated something like 25% of the world languages are in East and South East Asia. So, there's a massive degree of diversity and a massive of language divisions but there's also many significant colonial legacies: Pakistan, India, Bangladesh, Srilangka and in countries in South Asia have tremendously strong traditions of English medium instruction in higher education as consequences of those legacies. There's been a very significant amount of language variation of higher education in East and South Asia and that has been taught rather than English as a medium instruction. Malaysia, little bit with Indonesia, you see, very migrant significant cross sector. Thailand has over 600 programmes taught in English dominantly across graduate level but not exclusively. Malaysia, Singapore, you can tell much about Malaysia because I manage to raise it twice, just in case.

Yes, but Malaysia do and Brunei, all have higher education systems that dominantly encourage the use of English. Vietnam and Indonesia, those areas we're starting to see a growth in English medium provision. So, you see changing quite dramatically.

The numbers of internationally mobile students is growing. See, half that broken rate is slowing down but strong underline demand for international higher education. And where are these students going? Well, let's find the destination, the traditional English speaking destinations: UK, Australia, US, New Zealand, Canada, they are the dominant destinations. Interestingly, although OECD growth of 2000 to 2012 and marking degree significant of Europe, none of OECD destination under G20 country they're very stable in aggregate, but a big shift one of the big shifts over that time period has been Malaysia and there has been a dramatic growth in international students. They're all find teaching programme in English. There's a final thought on that process, it is interesting if you look at who comes where, you can see the legacies of empire. So, UK students' come, we exclude China by the way because China distorts everything,

but it appears in all of those, except perhaps Russia, but you can see the destination to UK very strong association appears with history, same with France the top source of destinations are first taking from Africa, the US is a bit more complicated but you do see very strongly a relationship between the US and its political ally, and you see Russia is very definitely pact of expand. So, history legacies do matter.

Ok, let's think about the future. Let me begin by looking how other people think about the future. If we look at somewhat British Council do around Higher education to 2020, do call everything we can't, that highlight some continue but slow growth, some changing pattern in term of resource country, but looking at the fact, mobility and destination will continue to be dominated by the Anglophone countries. That point to continue dominated TNE in those occasions dominance of English medium delivery.

If you look the Australians and Canadians, they came out with conclusion highlighting the importance of Anglophone destinations at least up to next, in the next, five to ten years. So, there is a massive growth that the decision of English is strong will continue to grow, will continue to be important. But, I just want you to reflect on regional damages because increasingly we do trading block looking into higher education as basis for building regional competitiveness. And that has been particularly evident in the EU and it extremely focuses on research but also students' mobility programme. And the EU extreme particularly on colonial process, which is harmonize future higher education tried to facilitate mobility has attracted a considerable amount of interest. I know couples of initiatives in this part of the world which are important to the work that APEC has been doing, which hasn't focus on harmonization but has a broad expectation on mobility to encourage students research and even institutional mobility and that broken mobility will depend on a shared language. Similarly in ASEAN, with the mobility speed of students, which underpin a lot of what the ASEAN economic community, is about, there again to major challenges on higher education system and language and in those prices ASEAN is looking very closely on the colonial process in term of harmonization system.

So, we are getting to the end of the session. So, I can just perhaps brought some of these conclusions. We are in higher education concern about the generation dissemination of knowledge. Mobility and language, they form here an enabling factor and while technology has unable to grow in different form of mobility, there is still that need for a common language of communication. Historically that has always been an evident whether it was Greek, Arabic, Latin, and possibly French although Britain first one who argues back against that.

I think Britain and French is like Malaysia and Indonesia, a lot of love and hate relationship.

So, English is the most recent lingua franca. Where there passion mobility grows it doesn't matter because the communication is going growth and there's a need to interact that will increase. We will see the operate educational trend even if the students mobility doesn't grow, other educational trend will try that need to maintain as a common language. And for researcher, dynamic of research and publication, again create a narration form of English. There is a densely continued for students study in Anglophone countries and that taught English dominantly be a medium of instruction but has been reinforced by the fact that many none traditional destination are also promoting English medium of instruction. And the triumph, I don't know, concern this group throughout today are really challenges to deliver the capacity for effective delivering, and that particularly if we start thinking about the idea that really cloud language acquisition start for this group still, if that process doesn't start earlier, then it is difficult to build capacity to deliver in English, it can be English, or perhaps one of the many English they have. Thank you
(Participants clapping)

Winda Wastu

Thank you for the presentation, Christine Ennew. You can just stay there, in case some is asking. We only have one opportunity to ask a question unfortunately because the parallel session should start very soon. Yes please, Bapak.

Participant

Thank you. My name Afrizal from university of Jambi. And talking about the human resources, human resources in many universities in Indonesia, we are, we consist of those who are graduated not from English proficiency with a little bit aware of English especially for those who are graduated from other, right? Look at this fact and also learning from Malaysia, what would you suggest in order to accelerate English awareness and proficiency in order to make international cooperation? Thank you.

Christine Ennew

So, I think a real challenge for Indonesia, this s the massive country with massive number of languages and it seems to me that the higher education system develop well delivering international language, there's a kind of system is increasingly making use of English if so for profitable. But, given again this again country and system, then there's a massive demand for sufficient English language and that I think this issue of capacity comes in. For me, I like to take a long-term perspective, because it should not up to me, it should be in two, three, or four years. It is about increasing use in store, it's about having more English languages teaching available, getting in school system earlier, but supporting people throughout and encouraging the use of language. But I think it has to be a gradual transition. Because I think there is very dangerous trying to push the use language if the capacity just isn't there. There isn't, I don't know, easy way of saying this suddenly got all of this or that, I wonder also to attract lecture from overseas, attractive promoting, but particularly academic staff because that brings in additional capacity beyond what exist domestically. But that's often a sense of issue, but it is more thinking about how you may get short-term increases in capacity.

Winda Wastu

Ok, thank you very much.

Thank you very much Ms. Christine Ennew. Thank you so much. So, that was our plenary session, the first one. So thank you so much Dr. John I. Pariwono and Ms. Christine Ennew. I think it is time to think after our history, our English history, is also related to our quality in English and like to you know connecting one to another. I hope the Indonesian government, be then, have a better policy in term of the use of English in higher education. So ladies and gentlemen, thank you so much for the first plenary session. The second one after break, we will have like probably five to ten minutes, and you can choose which of the plenary session oh I'm sorry parallel session that you want to attend. I'm sure you've already chose which one to attend.

So, for the English academic purposes is in Puri Asri 2, over there, and we will have Colm Downes, Golda Juliet Tulung, and Faisal Mustafa. And then in Puri Asri 3b we will have Yudi Effendi, Prima Dona Hapsari, and Risa M. Simanjuntak, and moderator Tim Moore, and then finally in plenary 4 and 5, will be with Damian Ros with Bapak Slamet Setiawan, Djoko Setiawan, and Fatonah.

You can have your coffee. You can take your coffee or teato your parallel session. And for those who are going home to Surabaya today please see Stefy and Maria in ruang Puri Asri 3. Those who are going home to Surabaya today, see Stefy or Maria in Puri Asri 3. Thank you so much and we will continue after 5 to ten minutes. Thank you so much.