

**PLENARY SESSION 2**  
**Puri Asri 2 Room**  
**12 March 2015**  
**13.00 – 14.00**

Moderator : Damian Ross  
Director English for Education Systems – British Council Indonesia Foundation

Speakers of the session:

1. Damian Ross (Director English for Education Systems – British Council Indonesia Foundation)
2. Sisilia S. Halimi, S.S., M.A., Ph.D (Manager for Cooperation, Ventures & Alumni Universitas Indonesia)
3. Nguyen Tien Dzung, M.A. (Dean Foundation Studies Department – Hanoi University)

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

*The first speaker is Damian Ross. He has worked as Director of English for Education Systems at British Council Indonesia and British Council Indonesia Foundation since November 2013. His 15 years in ELT have covered a range of roles, most recently as manager of the British Council teaching operation in Lebanon and the Regional English Development Manager across non-EU Europe and Central Asia. Despite a background in Latin and Ancient Greek, his passions are supporting development systems for teachers and running on Sudirman on car-free day.*

**English in Higher Education – a British Council Perspective  
(Damian Ross)**

- The current purpose of British Council is different with long years ago. Looking back at World War II period, English was still fighting for its first position, competing with other European languages. Now, everyone admits that English skill is necessary. Around 2 million people all over the world speak English. I find out that English is used in education systems anywhere.
- British Council has no single approach. British council is now seeing English not as national language but as communication skill applied internationally.
- We have teachers all around the world with no special requirement for nationality. We see that it is not necessary anymore to use native speaker approach because many non-native speakers speak English very well. The essential thing is someone has good ability in English regardless their nationality.
- Higher Education has slightly different case. Indonesia has huge number of potential higher education institution where English is as immediate needs. We have to support universities to overcome this long term issue. We need a community to be stronger, to work together. It

can be a lot easier to have international interest with national support, for example from UK universities. What we can do is to present a group of individual skills...so universities might be interested to support English teaching in Indonesia. British Council can support it by giving the international link.

- Regarding the situation, we should meet the English needs: a) there should be clear and regularly reviewed English course and enforced language policy, b) we also put concern on our teaching quality and c) curricula that meet varied need of the students as well. We conduct survey in different areas to see the curriculum of Indonesian universities. We also consider the interrelation between English courses and the other subjects. d) We provide adequate time allocated to language learning, and e) appropriate assessment on the skills the student have.
- British Council has much information about English for Higher Education provided on our website. Here you can find the Knowledge Centre. Hopefully, it will equip you about English for Higher Education.

*The second speaker is Mrs. Sisilia S. Halimi, S.S., M.A., Ph.D. She is a senior lecturer in the Department of Linguistics, Faculty of Humanities, Universitas Indonesia. She earned her B.A. in linguistics from Universitas Indonesia, her M.A. in English Language Teaching (ELT) from the University of Warwick, U.K. and her Ph.D in ELT from La Trobe University, Australia. Her field of interests includes Language Assessment, English for Specific Purposes, English Language Teaching and Teacher Education, and she has facilitated various teacher training workshops on various ELT topics. She has been an active member and the Vice President of the Association of Teaching English as a Foreign Language in Indonesia (TEFLIN) since 2003.*

***Pre-departure English Programme for Indonesian Lecturer; Problems and Solutions  
(Sisilia S. Halimi, S.S., M.A., Ph.D)***

- Research 1  
Starting from 2008, DIKTI has provided scholarship for lecturers from all over Indonesia. In this respect, DIKTI expects to send 1000 lecturer as per year. In 2008-2009, there was no problem at all in recruiting candidates for the scholarship. But then in 2010, DIKTI had no enough candidates. It is the background condition of why finally DIKTI offers the idea to give the candidates an IELTS preparation with 360 hours course for those whose TOEFL score are 500 and 480 hours for those whose TOEFL score are 450.
- This program is basically good but considering the hours allocated for the course, we see that it was an impossible task. We were requested to improve the TOEFL score, converting the TOEFL score into 6.5 IELTS score only within 360 hours. We, government's universities (ITB, UGM, UI, Unhas, Unsri) were asked to conduct the IELTS program yet we realize that EPT is still needed to be put in order to complete the needs of the participants.

- The inhibition at that time was DIKTI never gave clear blueprint about what should be in the course. It caused the six universities had different design of training content.
- In 2012, the output showed that the existing program – 360 hours course – only succeeded 10%. The percentage was actually not really surprising since at the very first place the allocated time for the course has not been agreed.
- Within the same year, by the assistance of many sides, including Australian Language Center (ALC), DIKTI has successfully been convinced to increase the length time of the course from 360 to 720 hours. The target is 5.0, as the entry test. It is mentioned as 'prediction test', why? Because many institutions that hold IELTS test have their own assessment and standard, so there is no standardization. DIKTI wants to recruit as many candidates as it can, but the participation decreased significantly.
- This presentation would not be detail on the study but on the findings. The data needed for the study was collected by assistance of lecturers and head of language centers of ITB, UGM.
- The problem, there has been no study proves appropriate allocated time, is it better for hours 480 or 720 hours. Based experiences, we refer to Australian Language Center (ALC), to increase 5 to 6.5, the students need 720 hours.
- After the course ended, there was no programme evaluation. The things to evaluate, such as:
  - 1) The class consisted of 25 participants which was not ideal enough to handle.
  - 2) Financial problem because the participants had to cover all financial needs, DIKTI had no funding to help.
  - 3) The schedule of the study did not fit with the lecturers' availability. The study was usually conducted in the mid of the academic work. It is very hard for the lecturers to focus on the course. There was no clear information about when the class was going to be started. I concluded that DIKTI had no clear plan.
- When the duration of the course was 360 hours, DIKTI was still capable to give full subsidy for living allowance and transportation cost. However, after the duration increased to 720 hours, DIKTI only covered transport cost. It emerged problem for the lecturers, especially for those whose domicile is outside Jakarta. As a result, they preferred to choose another place to study.
- What caused DIKTI not cover the funding fully could not be separated from the fact of the below expectation result of the course, that 720 course hours only resulted in 36% success participant passing the IELTS preparation test.

- I observed that the low result was caused by the anxiety on living allowance. While the lecturers had to focus on the course, on the other hand they also had to look after their family, earn money for their own living during the course running. Sometimes they had to go back to their origin to deliver lecture. They were focused on increasing the IELTS score only without longer vision to improve their academic performance though IELTS course.
- The solutions that might be taken by the government:
  - 1) There must be programme evaluation
  - 2) If there is a new programme, do not only provide the preparation stage, but also looking to English for Academic Purpose (EAP)
  - 3) There should be expert in ELT. Expected that DIKTI could make a program that will set certain standards for all universities in conducting IELTS preparation course.
  - 4) Government should consider the academic calendar well. It aims to gain the participants' focus in joining the course. The program should not be held in the middle of academic work.
- Research 2: Blended Learning

According to the previous experience, DIKTI was not responsible for lecturers whose IELTS score were still under 5. This situation urged me to utilize the grant I got from DIKTI to establish an online course. The purpose is to serve the lecturers whom I know they have difficulties to manage the schedule or leave their family.
- In 2013, I conducted needs analysis to find out the suitable time to conduct the study, the most available time for the participants to be online. I found that for face-to-face session, it requires 20 hours for maximum in January or August.
- The problems of this programme's implementation have not disappeared. The facts show:
  - 1) There are many of the lecturers who are experiencing technology-illiteracy. Most of them get panic easily during the online course process.
  - 2) There is limited time to use online course.
  - 3) Very low commitment and motivation of the participants. Most of them want to have good ability in English with less time and effort. It was too hard to have face-to-face meeting online with them. From around 300 participants, I got only 52 participants with serious commitment.
- For this study, I offer some solutions:
  - 1) If the online course needs to be continued, there should be a clear guidance to anticipate technology-illiteracy.
  - 2) In the beginning of the program, the tutor should explain about the nature of the program activity. By doing so, we hope their willingness to join the course seriously increased.
  - 3) Time management and discipline should be taught.

- Making online course community. This community might facilitate the participant to communicate each other. We could also maximize the community to scrutinize the reason of why the online course ineffective.
- It is important to realize that we do not merely have to be reminder for the lecturers to join the courses, but also for the institutions. In this respect, the institutions are expected to encourage their lecturers to join the course seriously.
- The implication of the issues discussed:
  - 1) We should add credits for English subject, in order for increasing the needs of the number of hours in learning English.
  - 2) It could be applied in many universities, as Faculty of Economics of Universitas Indonesia has begun recently: to deliver some non-English subjects in English and oblige the students to take at least one subject with English as the instruction language.

*The last speaker of this session is Mr. Nguyen Tien Dzung, M.A. He is the Dean of the Foundation Studies Department, Hanoi University, Vietnam. He holds a MA degree in Applied Linguistics from the Australian National University (2002). He is a frequent visiting professor for several joint-training business programs conducted through the medium of English. Mr. Nguyen has designed English teaching materials for his university and been in charge of the Ministry-level Research Project on "Designing the Curriculum of English Training for the Vocational College level for 4 majors: Restaurant – Hotel Training, Receptionist Training, Accounting and Supermarket Management (2014).*

***English Learning and Teaching at Hanoi University, Vietnam  
(Nguyen Tien Dzung, M.A.)***

- I would like to thank British Council for the opportunity given. It is a great honour. We have the same interest in promoting English. What Hanoi University has been doing in this respect is the thing I am going to tell you today. The structure of presentation: background of English learning and teaching in Vietnam, overview about Hanoi University and Foundation Studies Department, and findings to see the correlation between English proficiency and academic performance.
- Background: Formerly, Vietnam has poor English learning and teaching. Seeing that fact, Vietnam's Prime Minister made decision (1400/QD-TTg) on 30<sup>th</sup> September 2008 to promote English learning and teaching in Vietnam. Vietnam requires standardization and innovation in English learning and teaching. Following the decision, we have Mega Project 2020, a project to improve teaching and learning English. Accordingly, the aim of this project is English should be seen as skill subject. This project is also emphasizing the shift from

traditional grammar to translation approach. By using CLT approach, our goal is to see students not only to know and understand English but also to use the language properly.

A lot of changes in Vietnam: we have had 412 programmes co-delivered locally through 78 Vietnam educational institutions and over 200 international universities from 30 countries and territories. Local universities in Vietnam have started to deliver the academic program in medium English. We expect that in the near future there will be rapid growth of these programs. We believe that those are the results of our 2020 Project.

- About Hanoi University, Vietnam: Our past name is Hanoi University of Foreign Studies which meant we are mainly foreign languages teaching. This name had been used until 2002. This university changed from foreign languages university into multi-discipline university. Now we have 6 undergraduate programs in Business, International Studies and Computer Science with English as the instruction language. We also have undergraduate joint-degree programs (with La Trobe University – Australia and IMC-Krems - Austria) in Tourism and Leisure Management)
- The CLT saw the needs to train the students majoring 6 undergraduate programs, to help them with the learning of subject through medium English. It resulted in the establishment of Foundation Studies Department in 2005. The English Department is in charge of training English for those who major in non-English subjects so students who will study Business Administration, Accounting, and Banking and so on in English would have to spend one year study program in the Foundation Studies Department. There are 3 training courses, namely:
  - 1) Basic English Language Course (BEL)
  - 2) English for Academic Purposes (EAP)
  - 3) English for Specific Purposes (ESP)

The courses are from Monday to Friday, morning and afternoon. We learn English fully for 1200 hours. The amount of our teaching hours is as a proof of our serious commitment to enhance the students' English skills.

Missions:

- Help students build and consolidate English foundation knowledge;
  - We focus on training of key macro language skills: listening, speaking, reading, writing;
  - Provide other skills: self-study, autonomous learning, presentation skill, research skills, team work, computer-aided learning skills...
  - Offer students basic major-related knowledge. We have face-t-face and online session.
- There are 3 English Training Courses:
    - Duration: 300 teaching hours/course. We have to fulfil those to pass.
    - Required entry & exit levels for each course  
BEL: A1 → A2

- EAP: A2 → B1  
ESP: B1 → B2  
There will be final test to see the eligibility of the students.
- Blended learning; face-to-face and online. There is a fast track programme.
  - Small-sized classes. Not easy because we are financially self-sufficient.
  - Specialized teaching
- Approaches:
    - Learner-centered approach
    - Autonomous learner
    - Encourage learning by doing
    - Major-oriented learning.
  - We apply on-going assessments: tests, take-home assignments, presentation tasks, vocabulary portfolio, reading journals, and independent-study journals. We encourage them to make journal to monitor their own progress.  
End-of-term tests: they should have at least 80% class participation and complete at least 80% online learning.
  - The study:  
The participants of the study come from 4 programs Business Administration, Tourism Management, Finance & Banking, and Accounting. Within this study, English is used in instruction and assessment.  
  
The sample is 747 students in the final sample majoring Business Administration (183), Tourism Management (99), Finance & Banking (286), and Accounting (179).  
  
We use ELP and AP. The ELP is measured by GPA of an intensive English as a Second Language (ESL) program (3 semester, 1200 hours), institutional-based ELP test, and English language skills (i.e., reading, listening, speaking and writing). The AP is measured by overall GPA, GPAs in different disciplines and GPAs across course levels.
  - The findings on the correlation of English Language Proficiency (ELP) and Academic Performance (AP), Based on the statistic, the findings show that there is strong correlation between the four language competencies and the overall English GPA. English GPA in the first year of study explained a large amount of variance in the student's overall college GPA.
    - 1) English competencies related to knowledge acquisition (i.e. reading and listening) are more important than those related to information transfer (i.e. writing and speaking) for students' academic success.
    - 2) English proficiency is equally important across the years in college.

- 3) English competency is more important for disciplines which require a higher level of verbal skills (e.g. Management and English Literature) and is less important for disciplines which require stronger quantitative skills (e.g. Finance and Banking and Accounting).
- Recommendation: there should be placement tests to put the students on the right track before starting the course, more focus on the knowledge acquisition skills in English training, varied assessments and ELP maintained during the whole programs.
- 

### **Question and Answer Session**

#### **[Nur Amaliyah] Question to Ibu Sisilia:**

- 1) We are running a program similar to your research, which is IELTS Preparation Course. The objective of the program is to let the participants be able to pass the IELTS test. How is the way to change our mind into EAP minded, not merely to achieve a certain score?
- 2) Would you like to visit solo and help the English lecturer?

#### **Answer:**

- 1) IELTS and EAP are different. IELTS Preparation Course is for preparing the participants for the test, while EAP is to succeed in academic context. You can equip yourself about EAP by attending many sessions about EAP and its design for the study conducted in your university.
- 2) For the invitation, I would love to but we need further communication to arrange the schedule.

#### **[...] Question to Damian:**

- 1) I think different nationalities have different difficulties in engaging with English. Do you have any research data on which one is easier to learn English, Indonesian or Vietnamese, Javanese or other subculture in Indonesia?
- 2) Do native speakers also attend EAP course for their master degree program?

#### **Answer:**

- 1) I am not really sure whether differences of background lead to different difficulty in studying English.
- 2) Have not been answered due to time constraint.

#### **[...] Question to Ibu Sisilia:**

The entry score used for IELTS preparation held by government is TOEFL Score but then the preparation is conducted for IELTS. Which one is easier, IELTS or TOEFL? How many students are ideally being taught in a class?



**Answer:**

In the very beginning, DIKTI did so in order to recruit many candidates for IELTS preparation test. IELTS is more integrated than TOEFL.

There has been no study to determine the ideal number of students in a class for effective learning. According to my experience, 16 students are ideal number for a class.

**[..] Question to Nguyen:**

Would you like to elaborate more on this point: "speaking and writing are less important"?

**Answer:**

There is a correlation between the EP and AP. Students whose reading and listening skills are better tend to have higher score in their Academic Performance. In this regard, respective skills (reading and listening) are more relevant in helping them to have better performance and product. But this does not mean that the productive skills (writing and speaking) are less important.

---

