

Breakout session-1
From school to tertiary**Damian Ross**

Hello every one.

I'm Damian. I'm the Director to English for Education System in British Council. Welcome first of all, It's great to see so many of you're here. This session it's very close to my heart. I am a teacher by profession. My parents were teachers as well, my sister, my grandparents were teachers. So I'm really looking forward to talking about university and school interacts together, in a support of university to provide school. One of the problem in the work that I do, I try to log on to policy talking to ministry that Indonesia is really separate. It is quite hard to DIKTI to talk to DIKNAS in many ways, so I'm really interested to hearing on quite different ways providing link to school and university.

I will not introduce you all together. I'll do it one by one. I hope the session will be quite informal. So I hope you have quite a bit of discussion. I think most of us coming from teaching background. So, I imagine you might want many things to say. So, we got probably around an hour and twenty minutes, twenty-five minutes. And speakers got about 20 min each, and at end to the wider discussion for another 20 minutes, ok. Each presenter, as we go along, might find questions in the middle. I don't know if you want to do that. I leave that to individual.

Participant

Participants are agreed.

Damian Ross

Great. So if you feel having burning things to say something, you can say in here or we can talk outside. But we're trying to stick to that 20 min, 20 min, 20 min, 20 min, ok we get nice discussion at the end. Ok so, I'd take up too much time.

I met Pak Slamet to one of our programme in Surabaya, we had a small meeting looking at the future British Council work there trying to find our priority work in school actually working with university in Surabaya. He is a lecture in English department at Unesa. His background, he was studying in New Zeland and Australia. And he's an expert working on English linguistic in the university. I think his work is also around socializing English programme for school teachers.

Slamet Setiawan

Thank you Pak Damian. Good morning. Selamat pagi. Bapak Ibu I will not give you a lecturing but I would like to share something, the activity that me and my colleague do in English department in Surabaya. Hopefully that this information will give you an idea how to help teachers. And this is the title.

Here, with this statement: "professional required four competences: professional, pedagogical, personal and also social." It is quite obvious. And the question is that do the teachers meet all of these requirements. I had been to many regions and provinces in Indonesia to meet teachers from 2004 and 2013, I came to Medan, I'd been to Manokwari and also Pulau Buru to meet English

teachers in this area. In fact during my occupation to give training to teacher, there are many teachers with critical lack of pedagogical and professional competence.

I give you example. See, you can see this short paragraph. And you can see that in relation to professional competences, teachers have to keep improving their teaching quality in subject matters and teaching skill. For many teachers it is not a simple matter actually. This paragraph has been edited.

Now, this is the edited one.

Damian Ross

You edited?

Slamet Setiawan

Yes I edited.

Damian Ross

Yes but still, still, a mistake then.

Slamet Setiawan

Oh thank you, thank you.

Damian Ross

The school subject and so on and so on.

Slamet Setiawan

Thank you. Thank you. That's a sense, a lack of sentence. You know in a small component of language that is also problem in pronouncing the word like what is, they usually pronounce tarjet rather than target, and then determin usually pronounce it determain, actually determin.

Damian

The correct one is; Determine

Slamet Setiawan

Ya. And also here, there is some teachers pronounce 'awer' rather than 'hour'. And then kaut rather than caught, and then the two last one dead rather than debt, and diklain rather than decline.

And in relation to the pedagogical incompetency, you just have to keep improving the teaching quality such as professional one. Teachers should be nicely implement it and also for pedagogical is in relation to skill. But that really does not matter for the quite many teachers, why, because there are some obstacles. They have limited access and resources, you know to do one that is actually schools have no sufficient support and limited funding, I got a letter from a teacher that the problem in relation to access the informational, the newest information from the Department and government, and also from the government offers less practical solutions. Nah what can the higher education do then to assist the teachers? Of course then to answer you have to see two points whether it is pedagogical competence or professional competence. I know that, I mean the university levels aren't familiar with this that there are three missions of higher education's in Indonesia, teaching, research and giving service. So, there are three components that we have to do as lecturer in higher educations. Nah, in teaching, sorry, number one improving quality in service, of

course that we need to improving the quality of our students. Number two is to research. We can actually do by reaching out the teachers. In this case, my department does a little thing to reach out the teachers. Number one there's offering teachers' upgrading. Number two, providing teachers' forum journal, and number three sharing teachers' best practices. Here's the detail.

This is upgrading, the department at Unesa Surabaya, we offer some trainings and also some upgrading for teachers to enhance new issues and trends in teaching language and practical way in language assessment using the media, the writing language in research and use of language in teaching, and many more. Those are what we offer to teachers. And of course we use many media to communicate. We have announcement on the lab and have an association so just that we know who we need to contact.

Of course to do a test, we have to do something. Because sometimes we often offer things but we don't think of their school aspect. That is why we're trying to have a test in order to know what they need and do.

Nah this is the interesting one. You know that teachers have some works but they do not know where to put their works. They asked where to go, where to put you know their work. My department tries to accommodate by to provide a journal we're trying to publish biannually. The name is 'Teacher's voice'. That's the name. This is the cover of a journal. So hopefully everything who has the work, no matter whether the work based on some kind or not, the teachers can participate in here. It is the way the teachers to improve their English.

Of course then for the lecturers, we also provide the journal. The name is English Literature So, Bapak-Bapak and Ibu-Ibu if you produce any kind of work on English language and literature please send me and we try to publish it.

And here is the last probably the effective way then to have teachers. That is the teachers' most value. So, we believe that the practical way to improve teaching skill is by giving them direct teaching by model, it is very effective if we provide an example and to have engaged. Ok, please come together and then we select to be the model in teaching. Everybody can look at and if is good everybody can take the techniques or methods and apply in the class. One dedicated two men will be quote unquote persons using best practice teachers for the teachers. I'm sure can read it here from the brochure and our university website. They can contact the committee, and then who will be the speaker, who will be the moderator, these organize by the teachers. Of course then at the meeting, the lecturer who comes from that area will come to give some suggestions and comment and also solutions if there is problem. Because of free of charge, we don't provide anything. What we provide is only drink, only a mineral water.a glass, not a bottle of wine.

I believe that everybody in here knows how to work with the university. Our university, in our department is quite tight, so I cannot give more than a glass of water.

We do not provide the copy of the material but we use of file. I think it's more effective. They are very happy because it's free of charge. I'll show you because that is in brochure. The time is from one o'clock to four o'clock basically we cannot provide lunch. Luckily I'm very happy to have teacher across Surabaya come to the event because, it's not until I got acknowledgement on that, the number who are joined at this event.

Bapak Ibu, I think this is the good way, if can, to reach out the teachers. If you can to set up this activity in your university, it would be very useful for the teachers. We have to see possibility. Again a good communication is a key.

Bapak, Ibu, I'm sure you know how to run this easily. The beginning is of course so difficult and now I'm not in charge in this I try to delegatethis task to another lecture because we have, what's it, the SoP the Standard Operational Procedure so everybody can do that. I'll show you that.

(Trying to show)

Slamet Setiawan

Oh I'm sorry, it shouldn't be like that.

(Computer noise)

Slamet Setiawan

Ups! Ya, actually, you know, it's about how to contact the teacher, how to send the letter the headmaster because, you know, Wednesday is the effective day so we have to contact the headmaster for the last of this admission and also planning what they should do during their presentation. We cannot deal with many theories to this presentation, why, because it will take times to do that. We can deal with a model teacher, what we test with the model teacher, tell what you could do in the past and we try to directly practice the model or techniques.

Damian Ross

I'd just want to say we'll make all of it what you're trying to say today.

Slamet Setiawan

Oh, oh ya. Ok thank you. All rights. Actually I have some model, some video that they have some examples to do and some techniques, etc. But, because of the little time, so I cannot show it. This is our commitment that English Department of Unesa is to keep dedicating in assisting teachers if they needed so it can be the center for English language teaching. This is the English Department of Unesa. This is teacher to support.

Actually I do have the video to show you to answer the questions. But, I'm sorry I cannot. Thank you.

Damian Ross

Thank you very muchPak Slamet. This kind of programme is exactly the kind of programme that we're really interested to really interesting what can we do unless the answer is certain. I believe we have to disseminate that kind of programme. Tell me about this and see what we can do.

We'll come back again later with some questions. In the mean time, thank you very much. Next up we have Doctor Djoko. He is the dean and teacher training in education Universitas Widyamandala Surabaya. He got interesting background in high-energy physic Texas, right?

Djoko Wirjono

Yes

Damian Ross

As I said he starts of being teacher-training education. He is going to talk today about the work group of science teachers, I believe, small work of science teachers get them ready to go back to school.

Djoko Wirjono

Good morning every body. My pleasant to be here. I'm very appreciate to the British Council to get me for this opportunity to share our experience in this English higher education. First of all let me introduce myself. I work in a private university in Surabaya. It is a Widayamandala Catholic University. It was founded in 1961, about thirty-four years ago, so, our founding father realize that Indonesia need science and English so that the first department founded in our university are Physic education and English education. Now it becomes in teachers training and education faculty. And now we have about, we have 10 faculties and graduate schools but yet still have concern on teaching science and English that I want to share with you about what we are doing in this two department. So, as a higher education institution, a higher education institution we have egocentric because our backline as a Catholic university all our efforts, our programmes are dedicated to improve quality of life of our self and our society. In order to do that we do in many, thanks for the care, commitment of the university. We also try to form external academicians. As well as private university, we do not have many advantages like public university. Most of the talented students are attracted to public university. And we are left over with quote unquote not very talented students. So we have to deal with that. We have to accept the fact that we do not have many talented students in our university. What should be doing that? We started with some kind of short analysis. We try to find out what our strength; what our weak, so that we know in our department has potential human resources and we also have many facility that we can use. But, we have to accept that the incoming students are not so we expected. This is fact that we have to accept.

For the external, we see an opportunity to do collaboration with partner outside and attract to make change. It is getting very difficult for us to train our students to be one because of this weakness. What we do, we try to, to do this strategic using our strength to get the opportunity to strengthen partnership, we do collaboration schools where we send our students to do that practice. We also have a belief that later on many things to the teacher at secondary, later on we will get benefit also. We focus our effort also to strengthen our partnership with school we direct (*He pronounces dereck*) our research to address the language. For example, one of our lectures in our English department does research on fine line to check tenses at secondary school students. We hope by doing that we benefit, we get better student with better language. And we also do commune services at schools. We also invite teachers to use our facility. We also have staff service center to invite students to English teacher forum. We also be allow our student to do the teaching practice at even kindergarten and elementary school because we believe that the sooner they learn English, the students, they will get a better proficiency. We invite our student to do that. We also invite elementary school students and also kindergarten students to our campus to celebrate for example valentine, something like that, to attract students and promote our university because now it is more and more difficult for us to attract students to our university. We have to work harder for that. And we hope that in this kind of forum we can collaborate with other institution that can give us solution to cope with that problem. Ok, we also apply the strategic using our strength to cope with our weakness for example for English students in our curriculum, we apply intensive course. The first semester students take about 18-20 hours only for basic language skill in the intensive course. In the past, it was actually 24 hours for the first semester, but right now we have to reduce it to 18 because to give a room for other courses otherwise it will be very, the total hours, will be very too much.

And with the science, since in year 2000 we allow and encourage our students to learn English to take intensive course with the hope that we can teach science in English in school. We got good response for that. Every year we always have offers from the school, especially national class school, to ask our graduate students to teach science in English. We cannot satisfy the offer because we

cannot produce as many graduate as they need. But, we encourage our students to learn English. Actually the trend, we see the positive trends but still cannot submit the delivery.

The other one is create environment. Our university has a regulation to give some kind of bonus to lecturers to teach non-English courses in English, so the university gives a room, and there is no limit on the number of students as long as they open this course, it will be, I call it bonus or recognition from the rector. And also we do special treatment for students like English class, and this happen in science in physic study programme and invite students from English department. Basically we do trading for the students have them in math, and we help our students in English. So it will be like that. And also our university gives opportunity to students to be engaged to other university to visit a university abroad by selection. So, every student in every department, I'll invite to write an essay and they are invited to write the essay so those who are selected will have an opportunity to go abroad maybe a week or two. We, physic student also participated in this kind of competition and they do attract it. We also do, in the past, some of our students joined with English Department in debate, PDSA, in India.

I'm sorry I'm not from English Department

Ok. Those are what we do. This is not to show off. I said this with a hope that any of you can give us suggestion to make it better because I know I believe that all of you are more a better speaker than me. And also we do these extra curriculum activities that are join courses from English department and science department to do creativity programme run by DIKTI, PKM. We do the for example learning media and then students' bilingual to involve the students in this department with our student.

Ok actually there's "what they should and shouldn't" actually what are most our students right now. There's an apart to apply to the Y generation That is difficult problem to too focus on certain things. This also creates more difficulties in our learning programmes. Actually we have to know them better; it is not only the subject or course. They have a different behavior than the old students. So, we are a stranger come into the flock of the new generation and the communication is sometimes not good. We have to learn how to communicate with them. The next generation, the z generation is even harder to talk so it is not only the language and also the technology but also we have to learn how to interacting, so basically we need innovation. So we have to do along the way. So, the lesson learnt in this is listen, I would like to, in this, to find the correct formula and I believe it is not the fix formula. It will change from time to time. Indonesia is always need it, and a, because we deal with new generation, new technology. I think that's all. That's my end of my presentation. I'm sorry for my English.

Damian Ross

Thank you very much Pak Djoko. I think it's cached between the low level students coming to university and the time they're allowed to give instruction. We come back on that. But thank you very much for all of that. I think actually Fatona, she is going to talk some very similar. Fatonah is an English teacher in Politeknik Negeri Bandung. She teaches technical English in engineering and the subject is engineering. Her background is also English for education from University of Education in Bandung. All rights, we're looking forward how you cope with your problem.

Fatonah

Good afternoon everybody. Welcome to this meeting. I hope in this meeting we can share our experience in teaching English. Actually, similar with other speakers, we don't want to teach but we

want to share our new experience, what I do here in Polytechnic with English teaching. First of all, I need to give introduction of myself.

Ok. I teach English in Politeknik Manufaktur Negeri Bandung. We call usually Polnas. The kind of students studying in here is engineering, so the kind of subject that I teach to students is technical English. Actually, when students learn technical English, they should have good Basic English. But actually the reality is like this. The students coming to Politeknik have many English levels because the students coming have a test, English test. Here's the result 66.7% of the students have low level of English language and only 33.3% have high level. We divided the students into two levels because the students with low level need special treatment and the students with high level do not relatively need special treatment. And we follow the argument from greening that students with technical English usually have to have good quality in grammar and considerable comprehend in English. It means that before they continue the study English in higher education, English in higher education is usually English for specific purpose, it means that before they measure that they could general English. That's why when we meet the reality that most of the students are in low level, my friend and I thinking about what can we do with this reality?

Then, this is the programme of dealing with low level of English language in Politeknik. My friend and I have done in this many stretch. First of all we test the students, the new students, in Politeknik with Nelson Quick test check pack. We just use this test because it is easy to manage and well prepare test, usually use as placement test and it is easy for students to do and also for us to manage. So, after the test then, the result of the test is divided into high and low level. After that we manage the students with the low level. For low-level students, the English language is compulsory, but not for high level. But in reality, that students with high level pursuing in class also. They said that they want to study in the beginning because it is very important. And after that, after the programme, for the next, actually we did TOEFL test and Nelson test. But, the TOEFL test for us in Politeknik is not easy for new students. So we use Nelson test and TEFL test. TOEFL test is for students who want to continue the study. Actually in Politeknik, Politeknik is running Diploma 3 and diploma 4. So, we have to test to get more suitable then, it is getting 4 for having a special program.

And we are, we categorize the result of the test into A, B, C, D, E. Ya, the students with low level are in C, D, E. Those are the low level. And A, B are the grade in high students. We can see the percentage, only who have, who have grade A is only 10%. The students in Politeknik are only 250 students. It is basically very small in size. And we can see here that the low level is much bigger than the high one. These are the new classes in Politeknik. There are 10 classes in Politeknik, in one class the maximum, the students in one class the maximum is only 24 students. And these are the average of the score. This is the average score of pretest. The average score of pre test is only 48%. It is relatively very low for average. But when they have programme, it is getting a little bit higher, 59%. Because we have, in politeknik the programme is very full. The students study all day long from 7 until 3 every day. They have free on Saturday and Sunday. So, the English politeknik, programme is on Saturday, it is only for one semester because after that the students do other activities. Ok, we, do a lot of things for English for the students, these are some of them. The students were interested to join the programme because the programme increases their capacity to improve their English capacity/skill, although little increase in score, but they said that they are more educated after joining the program because students in high school, most of them do not realize that the important of English for their future career, or after their finished studying in Polnas. Usually they realize it when they start in university and they said that it is already too late. As if they don't have motivation to learn English. So that's why when they join English programme we try to make them realize the consequence (*She pronounces konsioun*) of English for the future and with this extra English programme with better motivation.

And ya ya, this programme is very important for institutions, for students, and for teacher profession with health data that it provide variable data. Usually DIKTI ask the students about TOEFL test, and they need also other data. For English teaching condition itself we feel that, we do hope that we can teach better than before by students have higher motivation. In this programme we hope that this programme will be held regularly. But actually it is now not held regularly now because related with budget. So when Politeknik have enough budget it will be held for regularly.

Ok, so my conclusion with this programme, the students found many advantages from the programme. And the recommendation is that the programme should be held regularly. Thank you for the attention.

Damian Ross

Thanks very much Fatonah for that. And that I think we're going to hear the same thing over and over again today. Lots of you raise the same issue. I think I don't have to summarize it. It is really nice of you here. I have a few things that I want to raise during the discussion. But, before I do I'd like to open this to the floor. For many of these presentations, are there any areas first of all you'd like to ask to the speaker?

Participants

Ok, my name is Widyowati, I 'm coming from Politeknik Jakarta. I'm a friend of Ibu fatonah. Politeknik Jakarta used to be Politeknik Universitas Indonesia but we change the name in1998 because of Ministry of Education degree. There are two questions that I want to ask to Ibu Fatonah. It's ok ya bu? Since we know that Politeknik has a very special curriculum, different with the university, 55% for workshop, and, oh I'm sorry 45%. It means that the students will spend more time in workshop. Also we have a different, what is that? Purposes of curriculum so we have EOP in curriculum, English for Operational Purposes. Not EAP. Because our purposes are in Politenik, they are working after graduate in Politeknik. So my first question is how do you cope with the problem because in slide there are about 24.9% are still in low level of English. How do you cope with this problem? Are they having again very special treatment? And then, another fact that English in Politeknik, English subject I mean, still minority. We just teach 2 hours per week. So how can you divide the time? Ya? It will be a very hard work for teachers, especially for English teachers. And you know only about two teachers available in one department and there are lots of departments that we have to teach. So how do you cope with this problem? The first one. And the second one, how do you manage the purposes before EOP, to reach the goal. English for operational purposes. Thank you very much.

Fatonah

Oh, ya. Actually, it is very the reality for me in Politeknik in Polman in Bandung and in PNJ, Politeknik Negri Jakarta. The students come with low level of English. That's why we try to know, ya, what can we do, as a teacher, for these students in Politeknik. That's why by having a test for new students and by having a programme, we did an extra programme by having a programme, English programme, the purpose of this programme is to strengthen their Basic English. Because when we study technical English, we don't teach again the Basic English or the general English. We hope that's why my friend and I by strengthen their basic English they will have better motivation, they will have better readiness with technical English. Ya, and we still do not we can still conduct this programme again and again, but actually because it is not easy to do for this programme this year or next year, it is also another programme, oh no another problem because related to funding. We have a

programme, but actually we can run the programme regularly. It is still a never ending problem for English teaching in Politeknik.

Participant

Simple question to Fatonah, why do you use TOEFL, and not TOEIC? Because the purpose of better readiness, looking at your explanation, I believe that in Higher Education in Politeknik are expected to have better skill for job. I mean in my opinion TOEIC is better than TOEFL for specific purpose.

Fatonah

Ok, thank you for the question. I know about it. Many Politeknik in Indonesia also can't English for communication. I also propose about that to my superior, but it is no still not approve. Maybe next time, Ya? Yes, we still take TOEFL test because it is a score that is needed by DIKTI. Again, and again because of that. So, when we're trying to make a project and that is the data, English data for listening in English.

Damian Ross

Sorry, sorry, if you can say that again. The DIKTI require a certain level or need you to require a report sometimes?

Fatonah

We need to give the data on showing the condition of English in Polman. Not only DIKTI actually. So when we are trying a project, to have Basic English is better.

That's why we test two kind of test. I and my friend realize that TOEFL test is not for dealing with low level, but actually in reality there are still coming students although only 2% or 5% who can reach until 500 or more than 500. So, by this than we know that for take the position in Polman for the students in Polman, but for grading students with high level or low level we still use the Nelson test. It is easy to test for very low level.

Participant

My name is Afida and I'm from Islamic state university in Surabaya. Thank you Pak Joko, Pak Slamet, dan Ibu Fatonah for your presentation. Since we are in the same department, English department Since we also have English Department in the university where I work, and since every higher education has the same basic responsibility which include teaching, research and community services; I see that when we can build partnership, especially in term teacher's capacity in delivering subject, especially English subject. It would be if we can have a partnership in term of community service how these two universities in Surabaya build a partnership with maybe having a state meeting to invite others especially what Unesa did in Java area.

Damian Ross

And you also have guru Bahasa as well?

Participant

Yes. There are basically semua guru bahasa in Surabaya. So, I don't know if there is again possibility a partnership for university for teacher especially.

Damian Ross

And that kind of suggestion is very much looked today. Slightly work like that. It's how working together not just by cities or by province but actually nationally. It'd be great if you can come up with s like that and maybe we can support. And Jenifer, you see, might give a free note for a competition.

Damian Ross

Those kinds of like these, bringing university working together is what we're really interested. We'd be talking a bit later; I'd be really keen to hear things already now as well as what will come out.

Are there any examples of batches of university supporting the school or community?

Participant

Well, I personally, I'm used to reach community a number of years from university. And at the moment, what I would be doing, I observe many teachers so far in the classroom. Of course there are stages that we can purpose. In that situation, what happen then, actually their experience and their competence never been better. Some of the people might have a lesson plan. And when you ask them why? I myself ask why? That's simple question. This is actually the problem. That's why we need to strengthen them the foundation right from the primary school. Many teachers in English, they are working with the working language. We should start right in the beginning, to direct method; those who teach in grade 1-6 have to be consistent with the method. Do not stop for 6 years and stop as working language. Because as I always said, we teach our students then we have to use English in teaching.

Damian Ross

Just go back to what university is looking for this situation now in investing and developing school in the community. That's really an adjustment so that's not just for us but you need to own a better policy on that. We're running a project in Tapanuli Selatan. Very remote area in Tapanuli Selatan. I worked there at Nusa Vilasun. So we tested the teachers. Some of them we have an assessment that we test that we use to benchmark teachers; it's based on common European benchmark if you're familiar with that. But about half of the teachers we're tested are on the scale, others are off the scale, 8.0 now. But we started doing training for them. And they're really really incredible, really enthusiastic, really keen. They have new teachers in English. By the end of the session, we manage to get DIKNAS to brief and listen for six weeks in three to two weeks blocks. And after the first two weeks, all of them, we observe all of them, can have lesson in English. It's a huge step. It's only through two weeks to train and the possibility is there. So, if we can get support from university, we have a lot of capacity to work on the teachers, we think will be different. I'm not going to comment on when people should start with English. It might be going to have a big debate. English should start in Primary or preschool. So, great and thanks for that. Any other one? I'm just interested to know in you approach as well in this programme to bringing together. Yes Jennifer.

Jenifer Uhler

Thank you. I really want to learn the initiatives and I think I have a couple of questions to fill in the gap. I'm interested to knowing the community service, is it a difficulty in getting university to support them? All those kind you mention are ad hoc based. Is your administration fled that the university is doing bringing out teacher then, and then I have two other really easy questions. One is could you find to facilitate those meetings? They're great speakers. And how many teachers come? I'm sorry three questions.

Slamet Setiawan

No, it's ok. It's on SOP. How many teachers come, the numbers are increasing five times. The first is I have fourteen, the second time is sixteen. There is the earlier, I'm sorry I could not remember, please come to Surabaya. Basically I have a small room and I accommodate only 16 teachers. That's a number of the teachers that I can accommodate. If the number is growing then I have to find another bigger room. And for the speakers, it's ok. In every meeting, you know, we try to find the speaker for next week. It's voluntarily. Everybody can say ok I'll do it. And I have again; I remember one good teacher and I asked can I invite him to come? That's actually two kinds of resource for model teachers. One is the idea of voluntarily model speaker and second I try to remember there's somebody or some teachers who I met who are really good and try to invite. So that's the way and for the lecturer who

Participants

Where the teachers come from? The teacher comes from the isolated area?

Slamet Setiawan

Oh no, from around east Java, but of course not from small and isolated area. Some of them is coming from Peace Corps. And, what is your other question?

Jennifer Uhler

Oh no, I 'm just wondering by now the community service is a big part of what your university do care, and if you invited me too, and I'm wondering how the wider university come up with this activity? Are they excited about it? How much support do you get? How difficult to organize it?

Slamet Setiawan

I haven't really communicated with my superior. He has other business. We just ok happy with this activity and we try to suggest my faculty. My concern is just for this activity.

Jenifer Uhler

So, it's really grasped?

Slamet Setiawan

Ya

Jenifer Uhler

Great.

Damian Ross

Is anything else you'd really like to add or to ask about?

Participant

One more issue especially in relation to, after listening, Politeknik. Similar level with this kind of institution in Indonesia, the very thing they should do is a concern material selection. How material is designed? Why is materials organized to teaching practices? I observed that some of the work in English Department is interested in material because there are also packages. The Politeknik is very different with general English because the general English is focusing on grammar. I think the major thing is in vocabulary, how is it in general term. According to the disciple of my technical skill or whatever, so what we should do is to organize this material other than grammar. Of course still

needed but is not necessary. The next is how to combine the two the use of grammar and the technical words. So, I had an experience in teaching English like this as well but my main problem is how to find the material English teaching material. Not many resources address this issue.

Damian Ross

I think this is related to making sure that the students have the decent learning on this. We actually have a session on other session discuss about this on curriculum and so on. The EASP how we could disseminate it I think one of the key things is that curriculum is linked from one context according to another context. English department in university needs to have capacity to respond to the lecture in other style because it will have lots of correlation in English. So we can have a discussion more about this but we don't have time for that. But this is a kind of issue that we'd take forward I know that some of you discussing it today. Certainly if there's a support we can give especially in getting people together.

Slamet Setiawan

Ah, ini ya, This is the SOP that I have told you before

Damian Ross

Oh you got it

Slamet Setiawan

Bapak Ibu this is the SOP I told you before. This is the D-day. So, in this activity is run the teacher.

(Slamet Showing the SOP)

Damian Ross

We have to close the session actually.

Slamet Setiawan

Yes. Here you go

Damian Ross

Great, thanks. Could I just say big thank you for all of the three speakers.

As I said, I really keen particularly to hear idea on how bring people from different university and also different sector here. So thanks very much. Looking forward to hearing more from you. Thank you.