BRITISH COUNCIL

Landscape of University Language Centres in Indonesia

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Landscape of University Language Centres in Indonesia

24 January 2023

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Glossary

DUD   : Dunia Usaha dan Dunia Industri

ESP   : English for Specific Purposes

EAL   : English Additional Language

FGD   : Focus Group Discussion

ILO   : International Labour Organization

MOECRT   : Ministry of Education, Culture, Research and Technology

SMK   : Sekolah Menengah Kejuruan SMK-PK: SMK-Pusat Keunggulan

TOEIC   : Test of English in International Communication

UNICEF   : United Nations Children's Fund

Foreword

Foreword

Prof. Ir. Nizam M. Sc., DIC, PhD

was appointed Director General for Higher Education, Ministry of Education and Culture (MoEC) Indonesia in July 2020. Previously he was the Secretary of National Higher Education Council (2008-2013) and the head of Education Assessment Centre, MoEC. He was involved in drafting several bills on education such as the Higher Education Law 2012, the Medical Education Law 2013, and the Engineer Profession Law 2014. Prof Nizam retains a professorship in civil engineering at Gadjah Mada University (UGM), Yogyakarta, Indonesia. He received his MSc in coastal engineering and PhD in civil engineering from Imperial College London.

The Indonesian government is committed to advancing the internationalisation of the Indonesian academic community. Various types of support have been given towards international research collaborations - different scholarships to study abroad, and incentives to disseminate research in a global context, among others. English language skills are essential for Indonesian academics, not only to expand their knowledge and communicate with international academics, but also to grab opportunities to study abroad and collaborate in international research. Therefore, strong English language competency amongst faculty members and students are essential.

Language centres play a significant role in supporting the Indonesian academic community to increase their English language skills through various programmes such as English language courses, workshops and events which allow the academic community to communicate in English actively. I hope that language centres not only become a place to learn and practice English, but that they also function as a backbone for international collaborations. Language centres can promote internationalisation of higher education through intensive communication and collaboration with overseas partners.

Publication of this research, entitled "Landscape of University Language Centres in Indonesia", is a result of the Indonesian Ministry of Education and Culture's commitment to collaborate with The British Council and other stakeholders to identify the capacity of language centres in Indonesia and further support them.

This research was conducted by a team of Indonesian and UK researchers from various universities. The research team used a mixed-methods design covering national, institutional and student perspectives. The methods used include desk-based research of 4500+ universities, a survey which includes 100 universities, interviews with experts and policymakers, FGDs with 11 language centre heads/representatives, in-depth interviews with five language centre heads/representatives, and FGDs with alumni of language enrichment programmes.

I welcome this robust and timely publication. As highlighted in the research findings, language centres have a key role to play in supporting English language development in the Indonesian academic community. Therefore, it is crucial to continue developing their capacity. There are some challenges faced by language centres in Indonesia, and there is no easy fix to tackle these challenges. However, as we can see in this report, there have been some positive initiatives from national associations and language centres.

Thus, the government, higher education institutions, LCs, and other stakeholders, such as the British Council, can continue to work hand-in-hand to further support language centres across Indonesia.

Prof. Ir. Nizam, M.Sc., DIC, Ph.D., IPU, Asean Eng.
(Acting) Director General of Higher Education, Research and Technology
Ministry of Education, Culture Research and Technology of the Republic of Indonesia

Summer Xia

is the British Council Country Director for Indonesia and the Head of South East Asia region, managing the overall portfolio of the British Council across ASEAN.

Summer brings more than 19 years of international cultural relations experience, having worked in China, Turkmenistan, Indonesia, Thailand, Singapore, Azerbaijan, and Jordan, as well as the British Council Headquarters in London. Summer has held a variety of roles in Education, Marketing, Change Management, and Country/Regional Leadership.

A strong believer in Equality, Diversity, and Inclusion, Summer thrives on building long-lasting partnerships, connections, and trust through people-to-people engagement. Having previously served in Indonesia in 2013, Summer is excited to be back and lead the British Council team to strengthen links between the people of Indonesia and the UK.

In 1985, a survey of Civil Service English Needs (the Sinclair-Webb survey) estimated that 60% of overseas scholarships offered to civil servants in Indonesia were not taken up due to insufficient levels of English of candidates. Responding to this finding, the British Council launched the English Communication Skills for the Civil Service Project (ECSCSP) which helped give birth to 21 university language centres in Java, Sumatera, Sulawesi, Papua and Nusa Tenggara.

Fast forward to 2023, as the world expert of English language teaching, learning, and assessment, our commitment to supporting Indonesian teachers and students to learn English remains strong. As Indonesia prioritises human capital development to support economic and social growth, the role English language plays as an enabler for Indonesians to access global opportunities and connections continues to grow. English language teaching and learning at university level is an important response to that demand.

To better understand what more can be done collectively in this space, we commissioned this research to identify the role of university language centres in supporting Indonesian academics and students to participate in global knowledge and research networks with English as a tool.

The report of this research will attempt to map out university language centres across Indonesia;

measure the current capacity of language centres nationally to serve both universities and the public; assess the strengths of language centres using a SWOT analysis; and identify the benefits and gaps of scholarship preparation programmes.

The report also generates recommendations that will be useful to language centre managers, university leaders, national government, regional authorities, and international partners in the planning and implementation of English language teaching, learning and assessment in the Indonesian higher education sector.

As we celebrate the British Council's 75th Anniversary in Indonesia, we reflect on how we have shared the UK experience and expertise to strengthen the cultural relations between our two countries and English is a core part of that. Therefore I hope that following the publication of 'Landscape of University Language Centres in Indonesia' in 2023, we will continue to work together with all stakeholders including government, universities, language centres and language centre associations, as well as other international partners to take the report recommendations forward, and create a more enjoyable and effective learning experience for students and teachers.

Summer Xia

Country Director Indonesia & South East Asia Lead

British Council

Executive Summary

Executive Summary

This report was commissioned to identify the role of university language centres (LCs) in supporting Indonesian academics and students to participate in global science and knowledge networks. The four aims of the study were to:

1. Map the LCs in the country
2. Identify the current capacity of LCs nationally (to serve both universities and the public)
3. Evaluate the current capacity of a sample of LCs using a SWOT analysis
4. Identify the strengths and weaknesses of scholarship preparation programmes (especially the LPDP Language Enrichment Program)

The purpose of the study was to generate findings that will be useful to LC managers, HEI managers, local governments, national level policymakers and international HE partners in the planning and implementation of English language teaching, learning and assessment in the Indonesian HE sector.

Summary of findings

Language centres (LCs) have a key role to play in raising the English language proficiency level of the Indonesian academic community. They offer customised teaching (English for Academic Purposes, English for Specific Purposes, Scholarship Preparation) and proficiency testing, primarily for staff and students at their own higher education institutions (HEIs). This helps lecturers and students access overseas scholarships and participate in international science networks more effectively (participation in conferences, staff/student exchange programmes, journal publications). LCs also have a key role to play as teacher training providers in their local communities. By enhancing the quality of English language instruction at the primary and secondary level, they are addressing the problem of unequal access to English language learning at the pre-university stage. Thus, they can help improve the pipeline of proficient English speakers participating in university.

However, the impact of LCs is currently limited by their relatively small number (11% of all HEIs) and their relatively small staff sizes. LCs need material and professional support to scale up their activities, so that they can reach a wider pool of learners in the higher education sector and in their local communities.

National level findings
- Only 11% of Indonesian HEIs have a LC, and half of these HEIs are in Java
- 307 LCs offer English courses and / or testing
- 41% of LCs conduct teacher training for external clients such as schools, thus helping to improve English proficiency levels in the general population
- The most common types of courses at the surveyed LCs are General English (85%), Exam Preparation (73%) and English for Academic Purposes (60%)
- Staff sizes at the surveyed LCs tend to be small (1-5 full-time teaching staff) and two-thirds of LCs have to recruit externally either always or sometimes
- LCs can access capacity building opportunities through national associations such as FILBA, KPB-PTKI, and TEFLIN as well as foreign partnerships such as the US RELO Centres for Excellence in Academic Writing scheme.
- Only 30% of the surveyed LCs currently offer their teachers professional development activities via national associations (e.g. FILBA), while 20% do not currently offer any professional development for their teachers at all
- FILBA and KPB PTKI are developing a quality framework in order to standardise the quality of teaching and testing across LCs

- Organising regional or national capacity building has been a challenge since the COVID-19 pandemic

Institutional level findings
- LCs need autonomy to develop their capacity. LCs need to be able to hire qualified staff, diversify their course offerings, and even innovate customised proficiency tests.
- LCs need to develop their capacity to run online classes and/or provide online proficiency testing.
- LCs need support to access and/or develop teaching materials, especially for EAP and IELTS preparation.

LPDP Scholarship Preparation (LEP)
- Students appreciate the quality of teaching materials and dedication of their teachers.
- The curriculum is focussed on test preparation, i.e. reaching the required score in the relevant proficiency test (IELTS, TOEFL). It does not include wide-ranging modules such as customised academic writing skills (how to write a research proposal), intercultural skills, or information literacy skills.
- While learners are equipped with textbooks, they have limited access to adequate self-study resources. Because they are visiting students attending the residential LEP programme, they do not

necessarily have access to the university's wider resources (library, study centre).

- Differentiated courses are needed to target the different proficiency levels of scholarship applicants. Some applicants are missing out on the opportunity to apply for LPDP scholarships because their entry level of English is too low.
- Providers of the LEP tend to be based at HEIs in Java. LCs beyond Java could also be utilised (either in a teaching or proficiency testing capacity) to support a wider pool of students and staff in accessing the LPDP scholarship.

Recommendations
National level

- Agree on a national English proficiency framework
- Build consensus on a national roadmap for developing LCs
- Ensure that capacity building programmes extend to all provinces and institution types

Institutional level

- Give LCs financial and managerial autonomy
- Make use of online resources and encourage collective materials design
- Organise regular regional events

LPDP Scholarship preparation (LEP)

- Expand the LEP curriculum and self-study environment
- Ensure harmonisation of LEP at the national level
- Introduce a feeder course to target students with low English proficiency

Introduction

1. Introduction

1.1 Rationale for the study

This study on university language centres in Indonesia has been commissioned by the British Council Indonesia as part of its wider portfolio of research and capacity building programmes for higher education systems. This study supports the British Council's Going Global Partnerships (GGP) and English Programmes (formerly English for Education Systems or EES). The main objective of these initiatives is the strengthening of English language education and outcomes in higher education (HE) and tertiary and vocational education and training (TVET). The primary focus of this study is the role of language centres (LCs) in enhancing English proficiency levels of staff and students, and thus advancing internationalisation of the Indonesian academic community by expanding their participation in global science and knowledge networks. As a secondary aim, the study also seeks to clarify the role of LCs in enhancing English proficiency levels of the wider community beyond the campus.

The Indonesian higher education system operates on a massive scale. Over 4,500 higher education institutions (HEIs) accommodate approximately 9.3 million students, taught by just over 286,000 academics (Pangkalan Data Dikti, 2022). Yet, the contribution of the Indonesian higher education sector to global science and knowledge partnerships is not relatively strong, given its large size. For instance, it is estimated that Indonesia contributed about 27,000 scientific and technical journal articles in 2018 (see Table 1 below). Meanwhile, Malaysia, which has a much smaller higher education system comprising only 123 higher education institutions, contributed at least 23,600 articles.

Rank	Destination country	Number of students
1	Australia	12,852
2	Malaysia	9,902
3	U.S.A	8,039
4	Japan	4,772
5	U.K.	3,420

Table 1: Scientific and Technical Journal Articles, 2018, selected countries.
Source: World Bank (2022)

One contributing factor to Indonesia's relatively low share of global science output may be its comparatively low proportion of internationally mobile students and staff. For instance, the UNESCO Institute for Statistics estimates that 55,961 Indonesian students are currently studying abroad. This is a small figure compared to other countries with a population over two million: Brazil (89,151), Nigeria (71,753); and Pakistan (64,604) (UIS 2022). The top five destination countries for Indonesian students are shown in Table 2 below. Previous research has also pointed to the insularity of Indonesian universities in terms of staff recruitment and research culture (Rakhmani & Siregar 2016).

Rank	Destination country	Number of students
1	Australia	12,852
2	Malaysia	9,902
3	U.S.A	8,039
4	Japan	4,772
5	U.K.	3,420

Table 2: Top 5 Destination Countries of Indonesian Students Abroad Source: UIS (2022)

There are nationally-funded post-graduate scholarship schemes in place to boost the numbers of overseas-qualified Indonesian academics. The largest is the Endowment Fund for Education (*Lembaga Pengelolaan Dana Pendidikan* or LPDP), which is discussed in detail in section 4.3 of this report. Approximately 10,000 students have obtained a postgraduate degree abroad under the LPDP scholarship scheme (Yamin, 2022). The Ministry of Religious Affairs (MoRA) also has a scholarship scheme to obtain a PhD abroad. Previously it was called the 5,000 Doctors (5000 Doktor) scholarship. Since 2022, the scholarship is offered under a joint MoRA-LPDP scholarship scheme (MoRA, 2022). In addition, Indonesian HEIs may have their own bilateral partnerships with overseas institutions and scholarship schemes in place for their students and staff. Neighbouring countries Australia and New Zealand have their respective post-graduate scholarship schemes - Australian Awards Scholarship and NZ Aid Scholarship. Indonesians can also access scholarships to the U.K. and the U.S.A via the Chevening and Fulbright Scholarship schemes. At undergraduate level, the Indonesian government also promotes internationalisation through their exchange scholarships under the IISMA (Indonesian International Student Mobility Awards) and IISMAeVO (Indonesian International Student Mobility Awards edisi Vokasi – for vocational students).

In all these efforts, one key barrier to access is inadequate English proficiency levels required to participate in international conferences, research partnerships, staff/student exchange programmes, English medium instruction (EMI), undergraduate and postgraduate scholarship programmes. There are several providers of English teaching and testing who could play a role in addressing this policy problem, such as international development organisations, or overseas HEIs partnering with Indonesian HEIs. This report focuses specifically on the potential role of language centres (LCs) at Indonesian HEs in plugging the English skills gap of Indonesian lecturers and students. The assumptions behind this focus are that: (1) LCs probably represent an accessible source of English skills support to university staff and students due to their location on campus; and (2) LCs may have more experience delivering English for Academic Purposes (EAP) and English for Specific Purposes (ESP) curricula compared to private English language providers. However, there have not been any recent studies assessing the current capacity of LCs to provide English teaching and testing. This report aims to fill this gap.

1.2 Aim and purpose of the study

In order to evaluate the role of university language centres (LCs) in supporting Indonesian academics and students to improve their English proficiency, it is necessary to research their current capacity and identify their strengths and weaknesses in relevant English training (General English, EAP, ESP, Exam Preparation, scholarship preparation and testing (IELTS, TOEFL, other proficiency testing). In line with this, the four main aims of the study are to:

1. Map the language centres (LCs) in the country
2. Identify the current capacity of LCs nationally (to serve both universities and the public)
3. Evaluate the current capacity of a sample of LCs using a SWOT analysis
4. Identify the strengths and weaknesses of scholarship preparation programmes (especially the LPDP[1] Language Enrichment Program)

The purpose of the study is to generate findings that will be useful to LC managers, HEI managers, local governments, national level policymakers and international HE partners in the planning and implementation of English language teaching, learning and assessment in the Indonesian HE sector.

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[1] *Lembaga Pengelolaan Dana Pendidikan* (LPDP), or the Endowment Fund for Education, has a mandate to manage the endowment fund in the education sector, including: (1) education; (2) research; (3) higher education; and (4) culture (Presidential Regulation 111/2021).
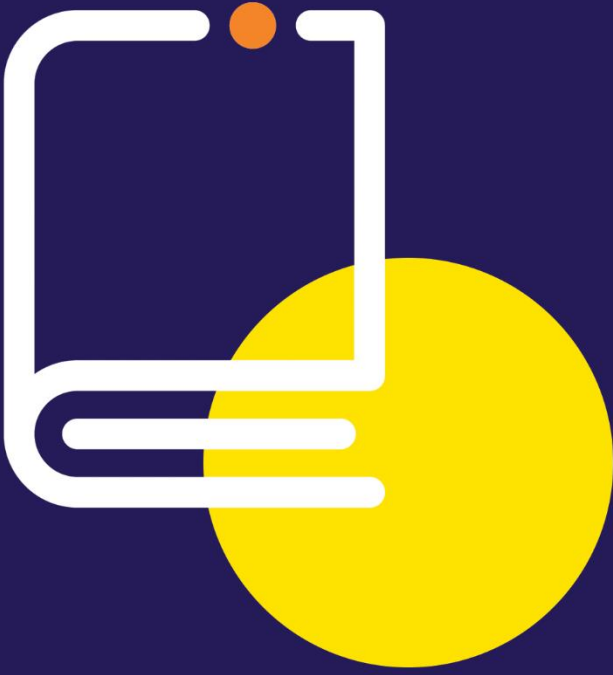
Background

2. Background

2.1 The role of English in Indonesia's "superglossia"

The teaching and use of English in Indonesia needs to be understood in the context of its linguistic and socio-cultural diversity. With over 700 languages spoken (Badan Bahasa 2022) across six major faith groups, Indonesia has been termed a 'superglossia' (Zein 2020). In other words, the "high" or dominant language, Indonesian, is continually interacting and competing with regional lingua francas, religiously important languages (Arabic, Sanskrit), majority indigenous languages (e.g. Javanese, Sundanese), minority indigenous languages, as well as English (Zein et al 2020). Societal attitudes to English vary widely. For some, English poses a threat to indigenous cultural life and knowledge systems. For others, it represents positive ideals such as upwards social mobility, fuller participation in professional life, and global interconnectedness.

In this report, we do not attempt to resolve the ever-evolving debate on the role of English in Indonesia. We do wish to emphasise, however, that acknowledging the multilingual reality of Indonesia is the first step in beginning to understand national and institutional approaches to English language instruction. It is also helpful to make a distinction here between English as a Foreign Language (EFL) and English as a Lingua Franca (ELF) or English as an International Language (EIL). Because the report pays special attention to the use of English in the academic community as a conduit to participation in global science and knowledge networks, it makes more sense to align our definition of English instruction with the perspective of ELF and EIL. To summarise, we do not present policy recommendations for improving English proficiency levels as an "either-or" choice to institutions, where they are expected to improve proficiency in one language to the detriment of another. The question for HEI leaders is rather a question of how to maintain Indonesian academics' own voice and authenticity, while at the same time supporting them to engage with global science and knowledge networks via the medium of English.

2.2 The primary-secondary-tertiary trajectory of English study

The national curriculum in Indonesia has a difficult task of balancing the need for language instruction in Bahasa Indonesia, with language instruction in local mother tongue languages, as well as foreign languages (e.g. Arabic, English). Since 1997 and the move toward decentralisation, the national policy framework has allowed provinces and schools more flexibility in accommodating curricular content based on local priorities (*muatan lokal*), including the teaching of mother tongue languages. Related to

this, the policy framework does not prioritise English language instruction at any early age. The 2006 National Curriculum included 4 hours of English instruction per week at primary level (equivalent to Indonesian instruction), but in the subsequent 2013 National Curriculum, English was dropped as a compulsory subject. Consequently, access to English instruction is currently inconsistent and unequal across the country. At the secondary level, English instruction is compulsory across all school types (lower secondary, academic upper secondary and vocational upper secondary). However, there are large gaps in the proficiency levels reached at the end of secondary schooling, given that English instruction at the entry point (primary level) varies so much.

The government has shown an interest in expanding and improving English language instruction in the country. For instance, the National Education System Law 20/2003 introduced a new policy for English-medium instruction (EMI) in a selection of secondary schools across the country (*Rintisan Sekolah Berstandar Internasional*). However, the policy was abandoned both for pedagogical reasons (concerns about ineffective learning outcomes) and ideological ones (concerns about the system worsening socio-economic inequalities) (Lamb et al 2021). Another area of government interest has been the type of English language instruction received. The 2013 National Curriculum places an emphasis on language for communication, spontaneous

expression, and use of different writing genres, whereas the previous curriculum emphasised grammar and structure (Ministry of Education and Culture, 2014). However, the 2013 curriculum proved challenging and has not been implemented widely. In 2014, the Minister of Education & Culture (Anies Baswedan, 2014-2016) allowed schools to revert to the 2006 curriculum (Education and Culture Ministerial Regulation 160/2014). Research suggests that the new curriculum has mainly been used in elite state schools (Kirkpatrick & Liddicoat 2017), which in effect means that only children of affluent families are benefitting from it. In sum, access to English language instruction at both primary and secondary levels is limited, implemented in a non-standardised way across the country, and influenced by socio-economic factors.

Yet, at the tertiary level, institutions place quite high expectations of English proficiency on both students and staff. English remains a compulsory subject (*mata kuliah umum*) for all undergraduate students. An increasing trend is for institutions to stipulate a minimum English proficiency level (e.g. a TOEFL score of 500) as a condition of graduation from undergraduate study programmes. Thus, a lack of proficiency in English can very literally become a barrier to obtaining a higher education degree. More commonly, institutions place minimum English proficiency requirements on entry to postgraduate study programmes and for selection to student/staff

exchange programmes or scholarship programmes. Government policy also incentivises the use of English in academia indirectly - for example by rewarding professors who publish in international (in effect, English-language) journals (Research, Technology and Higher Education Ministerial Regulation 20/2017) or by rewarding internationalisation practices in accreditation instruments and funding formula.

In sum, there is a mismatch across the primary-secondary-tertiary education trajectory, whereby high levels of English proficiency are expected at the top, but inconsistent English instruction is provided at the bottom. In effect, the onus is placed on students and their families to use their own resources to plug the gap in English language instruction.

2.3 Features of university language centres

Before discussing the methodology and results, it is helpful to first define the features of university LCs. Firstly, LCs can be found at all higher education institution types - universities, polytechnics, institutes, colleges (*sekolah tinggi*) and academies. This study included all such institution types in its search, not just universities. Secondly, LCs offer a range of languages depending on the priorities of their mission, student body and local socio-economic landscape. The most

common languages offered are English and Arabic, while Indonesian for foreigners (BIPA), local languages, and other Asian or European languages are also offered.

LCs differ in their legal status and remit from university English departments or private language centres. Not all LCs share identical features, but their common characteristics are summarised in Table 3 below. It is important to note that although LCs primarily serve their staff and student body, they may also forge commercial partnerships with government agencies or private sector clients outside their campus. Another significant point is that their financial and managerial autonomy is not straightforward. Rather, it depends on institutional arrangements. They all have a mandate to serve the public good mission of their institution, but they may also have permission to function as an income-generating unit.

There is also an alternative LC model. For example, the Indonesia-Australia Language Foundation (IALF) was established in the 1980s as a joint initiative from the Australian Department for Foreign Affairs and Trade (DFAT) and Indonesian authorities. IALF was established specifically to serve the need for pre-departure language preparation for overseas scholarship recipients (Australia, Canada, U.S.A.). It has since evolved to take on a commercial remit, and expanded its operations with two additional

language centres. The IALF LCs offer English courses for the public (GE, EAP, Exam Preparation), customised scholarship preparation courses, in addition to serving as official English Exam centres (IELTS, Pearson). IALF has run intensive scholarship preparation programmes for numerous ministries and government scholarship schemes (e.g. Directorate for Higher Education or DIKTI scholarships). Although not formally part of the Indonesian HE sector, they hold valuable experience in running scholarship preparation programmes for the Indonesian academic community.

	English department	University language centre	Private language centre
Language	Only English	English, can also offer other languages	English, can also offer other languages
User	Mainly serve their staff and student body	Mainly serve their staff and student body	Mainly serve private individuals (children, teens, adults)
	May also serve the local cummunity (local government and private sector clients)		
Course Offerings	• BA and MA degree programmes (English, English Literature, English Education)	• General English, English for Academic Purposes, English for Specific Purpose courses • Exam preparation courses	• Early Years, Children and Adult Courses • Mainly General English, Business English courses • Some exam preparation courses • Some customised courses (business, ESP)
	Compulsory English language module for all 1st year students		
	Other English teaching or training for external clients (e.g. professional development for primary school English teachers)		
English Exam	• May serve as an official test centre	• May serve as an official test centre	• May serve as an official test centre
		• May also offer their own, customised proficiency test for internal use	
Legal Status	• Department under a Faculty (e.g. Linguistics, Literature, Cultural Studies) • Financial and managerial autonomy always follows the faculty, institutional and national regulation on staffing and curriculum	• Can be a under a Faculty or a seperate operational unit (unit pelaksana teknis) • Financial and managerial autonomy depends on institutional arrangements	• Can be run as a private company • Can be as an education foundation (Yayasan) • Complete autonomy in financial and managerial affairs
Accountability	• Accountability to non-profit good mission of the institution • Often accountable to local community needs (local government, business)		• Accountable to market requirements and preferences • May also be accountable to local community needs

Table 3: Features of a university LC compared with English Departments and private LCs

2.4 Current capacity building opportunities for LCs

Indonesian LCs have a growing number of opportunities to network with each other and to access capacity building activities (see Figure 1 below). The Forum for Language Service Institutions (*Forum Institusi Layanan Bahasa*, FILBA) is open to LCs based at all HEI types, private or state. A more recent initiative set up in 2020 is the *Konsorsium Pusat Bahasa - Perguruan Tinggi Keagamaan Islam* (KPB-PTKI), a consortium for LCs belonging to Islamic HEIs under MoRA. Another way that LCs can access training and development opportunities is via professional associations in the field of English Language Teaching (ELT) generally. The oldest and most important player in Indonesia is The Association of Teaching English as a Foreign Language in Indonesia (TEFLIN)[2]. There are also two national associations for university English teachers. The English Studies Association Indonesia (ESAI)[3] focuses more on English Literature and English studies, while the Association of English Education Study Programmes (Asosiasi Program Studi Pendidikan Bahasa Inggris, APSPBI)[4] focuses on English education. These two above-mentioned associations have been initiated by teachers on English degree programmes, so it is not clear how relevant they are for

LCs. AsiaTEFL[5] and IATEFL[6] are also well-known organisations where members can benefit from a more regional and international reach.

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[2] https://teflin.org/
[3] https://www.esai-indonesia.org/
[4] https://apspbi.or.id/
[5] https://www.asiatefl.org/
[6] https://www.iatefl.org/
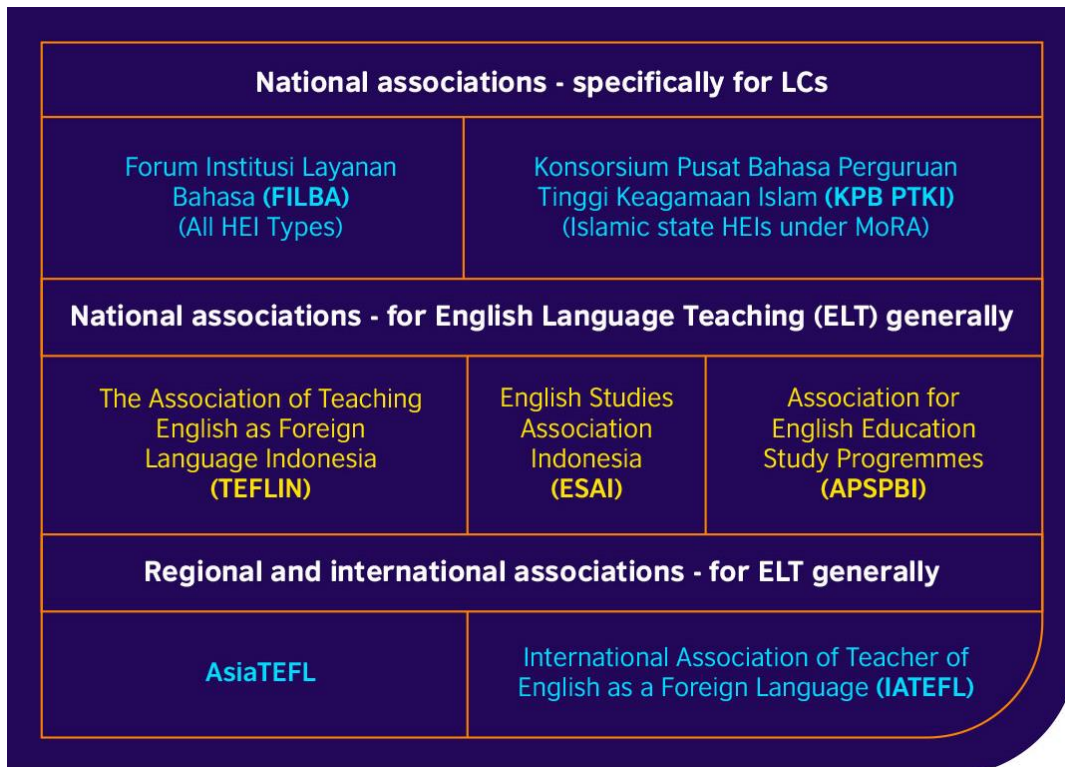
Figure 1: Professional Associations Supporting English Language Teaching

The main contribution of these associations is to provide knowledge dissemination in the form of workshops, conferences and journal publications. However, there has also been a recent example of TEFLIN taking on responsibility for English proficiency testing nationally. TEFLIN and the Association of Indonesian Psychologists (Himpunan Psikologi Indonesia, HIMPSI) have jointly formed a testing agency Pusat Layanan Tes Indonesia (PLTI) , which has been authorised by the MoECRT to run standardised English Competency and Academic Aptitude Tests respectively.

It is important to note two key things regarding the role of national associations in capacity building for LCs. Firstly, prior research has not yet established how far-reaching their membership is. Therefore, their role might be limited, or skewed to certain institution types. Secondly, these associations offer their members non-material benefits. Financially, LCs remain dependent on institutional arrangements to secure budgets to cover teacher professional development and other capacity building activities, as well as to cover material needs.

International development and education agencies have been involved in providing both material and non-material support to Indonesian LCs. The British Council has been involved in supporting the development of Indonesian LCs in many forms for several decades. In the 1990s, grants were awarded to nine HEIs to help establish LCs. A follow-up survey in 2009 found that this support has contributed to the creation of some well-resourced and reputable LCs capable of delivering a wide variety of English programmes (Coleman, 2009). In 2022, the British

Council also facilitated a capacity building programme for enhancing EMI and Academic English instruction at four Indonesian universities[7]. These programmes aim to generate a wider impact on the quality and relevance of English language instruction at Indonesian HEIs nationally. Another important initiative to note is from the U.S.A. Regional English Language Office (RELO). They are currently supporting a batch of four Indonesian LCs to become Centres of Excellence in Academic Writing. Similarly, the aim of these centres is to benefit the English teaching community in the HEI sector more widely, via seminars, conferences and other forms of knowledge exchange.

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[7] A list of the participating HEIs and an overview of the projects is available at: https://www.britishcouncil.id/en/programmes/education/8-digital-innovation-grants

Methodology

3. Methodology

3.1 Overview

The study used a mixed-methods design covering national, institutional and student perspectives. The data collection methods are mapped against the four study aims and related research questions in Table 4 below.

Study aim	Related research questions	Method of data collection
1. Map the language centres (LC) in the country	How many institutions have a LC? What is their breakdown by province and institution type?	Desk-based research
2. Identify national trends in LCs' capacity (both for universities and the public)	What kind of English teaching and testing do they provide?	Desk-based research National survey of LCs (n=100)
	What is their legal status? How many staff do they employ? What types of English teaching and testing do they provide – both for the university and for the public? What are their teacher recruitment and professional development practices? What teaching resources do they use? What kind of assessment do they use?	National survey of LCs (n=100)
	What capacity building requirements do they have?	Policymaker/expert interviews (n=4)
3. Evaluate the current capacity of a sample of LCs using a SWOT analysis	What are their strengths / weaknesses/ opportunities / threats in terms of: - teacher quality? - curriculum and resources? - assessment?	FGDs with heads of LC (n=11) In-depth interviews with case study LCs (n=5)
	What are their strengths / weaknesses /opportunities / threats in terms of: - managerial and financial structure? - types of English teaching and testing?	In-depth interviews with case study LCs (n=5)

4. Identify the strengths and weaknesses of scholarship preparation (especially the LPDP Language Enrichment Programme)	What are the strengths and weaknesses of the programme, in terms of: • teacher quality? • materials and study resources? • learning outcomes? • relevance for future study?	In-depth interview with case study LCs (n=2) FGDs with scholarship preparation alumni (n=8) Policymaker/expert interviews (n=4) Desk-based and survey research

Table 4: Overview of the Research Design

In brief, the study was divided into four phases. First, we used desk-based research to identify the number of HEIs with LCs. Second, we carried out a national survey of LCs to identify their current capacities, specifically for LCs which offered English language teaching or testing. Third, we conducted a strengths – weaknesses – opportunities – threats (SWOT) analysis of LCs' capacity through Focus Group Discussions (FGD) with heads of eleven language centres and in-depth interviews with the heads of five case study LCs. Fourth, we conducted interviews with policymakers/experts and FGDs with alumni of scholarship preparation programmes (LPDP and Australian Awards Scholarship). A detailed account of the desk-based research and survey methodology is included in Appendix I. A breakdown of the participating LCs, FGD participants and interviewees is presented in section 3.2 below.

Data collection spanned from 1 May 2022 to 30 September 2022. Detailed sets of research questions for the survey, FGDs and interviews were devised in Indonesian collectively by the research team in consultation with the British Council Indonesia team. This step allowed us to minimise misunderstandings or unclear terminology. Data collection and analysis was conducted in Indonesian, with the exception of one English-language expert interview (representative of IALF). All FGDs and interviews were conducted online (Zoom video call), except for one institutional case study interview, which was conducted in person on site at the university. The 11 LC FGD participants were divided into three groups, based on participants' availability, not characteristics. The eight alumni FGD participants were divided into two groups, also based on availability. Results presented in this report have been translated by the researchers into English.

Written consent was obtained from all survey respondents, FGD participants (heads of LC, scholarship preparation alumni), and interview participants (heads of LC, policymakers/experts). FGD and institutional case study participants were given two options regarding anonymity: a) full disclosure of the institution's name; or b) institution identified only by general characteristics (HEI type, geographical area). We asked the policymaker/expert interview participants to disclose the name of their ministry or organisation, and they all consented to this. Two interviewees also wished to disclose their names, so we have done so in their cases.

3.2 1.1 Characteristics of the research participants and LCs

A survey invitation was sent to all LCs that had been identified in the desk-based research phase as LCs offering English teaching or testing. 100 LCs responded to this survey. Figure 2 displays the LCs by HEI type; 60% of the LCs were at state HEIs, while 40% were at private ones. Table 5 shows the geographical distribution of LCs according to the two official regional divisions:

1) Western Indonesia, including Sumatra, Java, and Kalimantan; and 2) Eastern Indonesia, including Bali, Nusa Tenggara, Sulawesi, Maluku, and Papua (Ministry of Transport, 2020). Approximately two-thirds of the LCs are based in Western Indonesia, while a third are based in Eastern Indonesia. At least one LC per province responded to the survey.
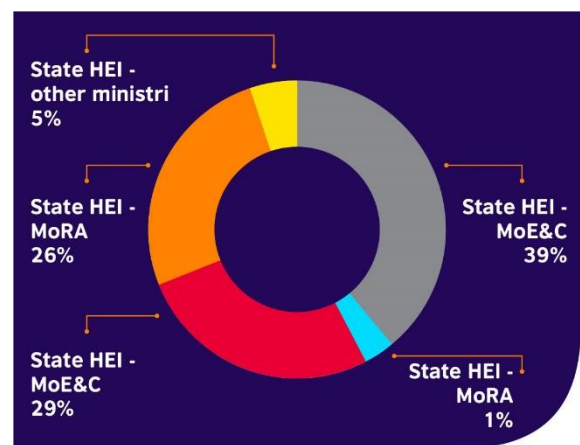
Figure 2: LCs responding to the online survey by HEI type (n=100)

Western Indonesia	
Java	37
Sumatra	24
Kalimantan	7
Total	**68**

Eastern Indonesia	
Sulawesi	13
Bali and Nusa Tenggara	12
Papua	4
Maluku	3
Total	**32**

Table 5: LCs responding to the online survey by geographical area (n=100)

We conducted Focus Group Discussions (FGDs) and in-depth interviews with a purposive sample of 16 LCs, selected to represent a range of characteristics: HEI type; province; age (from newly established to well-established); range of English teaching and testing offered; and experience running the LPDP Language Enrichment Programme (yes/no). Descriptions of the 5 case study institutions and the 11 FGD institutions are presented in Table 6 and 7 below. Seven of the LCs are based in Western Indonesia, while nine are based in Eastern Indonesia. The sample includes slightly more state universities (10) than private ones (6). This is the result of having to balance the criterion of HEI type against several other selection criteria (such as province).

Case Study	Name	HEI type	Geographical area	LEP (Yes/No)
1	Anonymised	Islamic state university	Western Indonesia	No
2	Universitas Cendrawasih	State university	Eastern Indonesia	No
3	Universitas Bina Mandiri Gorontalo	Private university	Eastern Indonesia	No
4	Universitas Pendidikan Indonesia	State university	Western Indonesia	Yes
5	Universitas Negeri Malang	State university	Western Indonesia	Yes

Table 6: Characteristics of the 5 case study institutions

FGD	Name	HEI type	Geographical area
1	Universitas Khairun	State university	Eastern Indonesia
1	Universitas Teknologi Sumbawa	Private university	Eastern Indonesia
1	Universitas Warmadewa	Private university	Eastern Indonesia
2	Anonymised	State university	Eastern Indonesia
2	Universitas Negeri Gorontalo	State university	Eastern Indonesia
2	Universitas Nahdlatul Ulama Kalbar	Islamic private university	Western Indonesia
2	Anonymised	Private university	Eastern Indonesia
3	Universitas Airlangga	State university	Western Indonesia
3	Universitas Negeri Medan	State university	Western Indonesia
3	Universitas Hasanuddin	State university	Eastern Indonesia
3	Anonymised	State university	Western Indonesia

Table 7: Characteristics of the 11 FGD institutions

We also conducted two FGDs comprising four participants each with alumni of scholarship preparation programmes. We used a screening survey to identify a purposive sample of participants with mixed characteristics: gender, province of residence, and country of studies. The characteristics of the alumni are presented in Table 8 below. We included alumni of both the LPDP Language Enrichment Programme (LEP) and the Australia Awards Scholarship (AAS) pre-departure course to generate comparative findings. Due to the small sample size we cannot make generalisations about these two scholarship preparation models. Rather, the findings serve to highlight some similarities and differences between them, and in this way evaluate the LEP in a more meaningful way.

	Gender	Province of residence	Country of studies	Scholarship
Participant 1	F	Lampung	Indonesia	LPDP
Participant 2	F	Jakarta	UK	LPDP
Participant 3	F	Yogyakarta	Australia	AAS
Participant 4	F	West Kalimantan	Australia	AAS
Participant 5	M	Jakarta	Australia	AAS
Participant 6	M	South Sulawesi	Australia	LPDP
Participant 7	M	Maluku	Indonesia	LPDP
Participant 8	M	West Nusa Tenggara	UK	LPDP

Table 8: Characteristics of the FGD alumni

Lastly, we conducted interviews with five policymakers or experts to gain national-level insight into the role of LCs in improving English proficiency. The participants were selected to reflect a variety of organisations each with experience relevant to the capacity building of LCs and to scholarship preparation programmes. The five organisations and rationale for selection are summarised in Table 9.

Organisation	Name and job title	Rationale for participant selection
Ministry for Religious Affairs (MoRA) – LPDP Scholarship Division	Anonymised	Coordinates scholarship preparation programmes (LPDP)
Konsorsium Pusat Bahasa Perguruan Tinggi Keagamaa Islam (KPB-PTKI)	Nurul Azkiya, PhD Chairperson	Coordinates capacity building for LCs based at state Islamic HEIs

Forum Institusi Layanan Bahasa (FILBA)	Joko Priyono, PhD Chairperson	Coordinates capacity building of LCs nationally; represents the interests of LCs nationally
Indonesia Australia Language Foundation (IALF)	Anonymised	Designs and implements scholarship preparation programmes for both Indonesian and overseas scholarship schemes
Ministry for Education & Culture, Directorate General for Higher Education	Anonymised	Coordinates capacity building for HEIs in general at the national level

Table 9: Policymaker and expert interviews

While we were able to collect data from (1) LPDP LEP alumni, (2) LCs that offered LPDP LEP, and (3) a representative from MoRA who oversees the LPDP-MoRA scholarship, we unfortunately were not able to interview a representative from LPDP. To compensate for this limitation, we refer to official publications and data from LPDP instead. We should bear in mind that this data was from 2021, meaning it might not be up to date.

Results

4. Results

4.1 National level findings

4.1.1 Desk-based research results

4.1.1.1 How many language centres are there?

We identified 509 LCs, which equates to 11% of Indonesia's HEIs. Out of these 509 LCs, we were able to confirm that 98 do not offer English teaching or testing, but offer other languages such as Arabic or Indonesian for foreigners (BIPA). Data was available to confirm English teaching or testing at 307 out of these 509 LCs. Meanwhile, a further 104 LCs were missing available data and we could not verify whether they offer English teaching or testing during the data collection period. Thus, the number of LCs that offer English is at least 307, but could be as high as 411.

4.1.1.2 Where are the language centres based?

The majority of LCs are concentrated on the island of Java - 59% of all LCs (n=509) and 53% of those offering English teaching and testing (n=307). This reflects the high concentration of HEIs in Java more generally. The geographical distribution of the 307 LCs with confirmed English teaching or testing is shown in Figure 3 below. Table 10 shows the distribution of the 307 LCs by province. A complete table showing the distribution of all 509 LCs (either with or without English) by province is included in Appendix II.
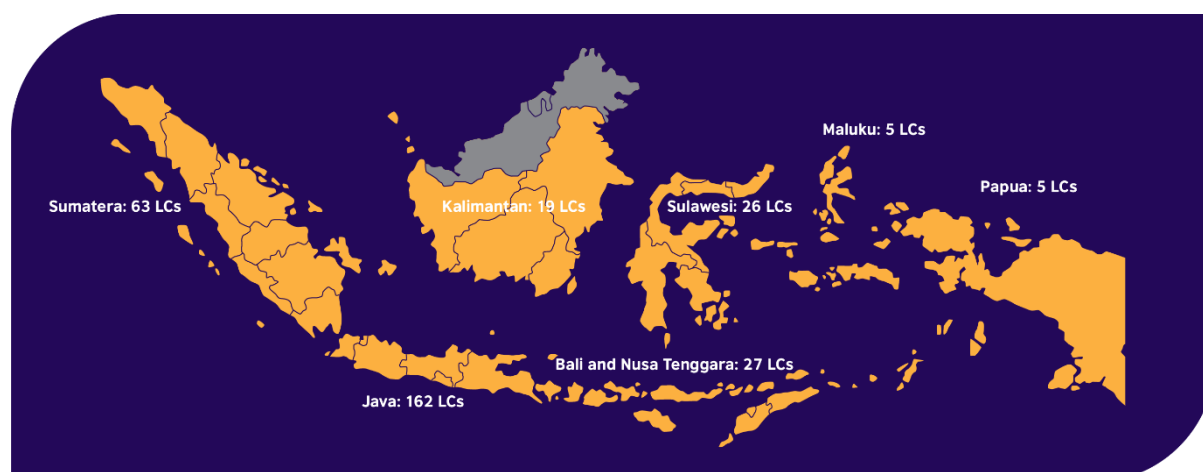
Figure 3: Geographical distribution of LCs with confirmed English teaching or testing

Western Indonesia (244 LCs)

Sumatera

1	Aceh	7
2	North Sumatera	15
3	Riau	12
4	Kepulauan Riau	2
5	West Sumatra	6
6	Bangka Belitung	2
7	Jambi	2
8	Bengkulu	6
9	South Sumatera	2
10	Lampung	9
	Total	63

Java

1	Banten	7
2	Jakarta	20
3	West java	32
4	Central Java	30
5	Yogyakarta	16
6	East Java	57
	Total	162

Kalimantan

1	East Kalimantan	5
2	South Kalimantan	5
3	Central Kalimantan	3
4	North Kalimantan	1
5	West Kalimantan	5
	Total	19

Eastern Indonesia (63 LCs)

Bali and Nusa Tenggara

1	Bali	8
2	West Nusa Tenggara	12
3	East Nusa Tenggara	7
	Total	27

Sulawesi

1	South Sulawesi	11
2	Gorontalo	5
3	North Sulawesi	3
4	Central Sulawesi	1
5	Southeast Sulawesi	4
6	West Sulawesi	2
	Total	26

Maluku

1	Maluku	2
2	North Maluku	2
	Total	5

Papua

1	West Papua	3
2	Papua	2
	Total	5

Table 10: The distribution of the 307 LCs by Province:

4.1.1.3 What types of institutions have language centres with English teaching or testing?

The majority of LCs (59%) were found at institutions owned by private foundations and the remainder (41%) at state institutions.

This reflects the larger share of private HEIs in general. An interesting finding is that English language centres are not only found at comprehensive universities. Rather, they are found at the full range of institution types, such as religious institutes, colleges of education and polytechnics. A detailed breakdown is given in Table 11 below.

	number	%
HEI type		
Private	181	59
State (both MoECRT and MoRA)	126	41
total	*307*	*100*
Institution type		
University	193	63
College	55	18
Polytechnic	32	10
Institute	26	9
Academy	1	<1
total	*307*	*100*

Table 11: Institutional characteristics of LCs with English teaching or testing (n=307)

4.1.1.4 What kind of English teaching and testing do they provide?

The desk-based research phase highlighted the difficulty of finding publicly available or up-to-date information about the types of English language teaching and testing provided by language centres. Below we summarise some interesting trends identified, but we must bear in mind that these findings give an indicative picture of language centre activities, not a definitive account.

The findings suggest that Indonesian LCs' activities tend to revolve around English proficiency testing. As many as 70% of LCs offer English exams. TOEFL exams (either TOEFL ITP, TOEFL Prediction, or TOEFL-Like) dominated, available at 54% of LCs.

Unsurprisingly, the most common type of English language course identified was exam preparation (66%). In comparison, we identified relatively smaller numbers of LCs teaching GE (54%) or EAP/ ESP (30%). Subsequent data collection and analysis (survey, FGD, interview) point to the fact that LCs do in fact teach a variety of customised English language courses, although these courses are not publicised as widely as exam prep ones. This might explain why we did not identify higher figures for GE/EAP/ESP courses via desk-based research.

The majority of LCs primarily serve the needs of their internal immediate academic community (students, lecturers). However, 41% also served the external general public. Examples included GE classes, exam preparation classes, translation and proofreading services. Therefore, the findings confirm our assumption that LCs have a role to play in enhancing

English proficiency levels in the general population, thus building the pipeline of future English-speaking professionals and academics as shown in Figure 4 below.
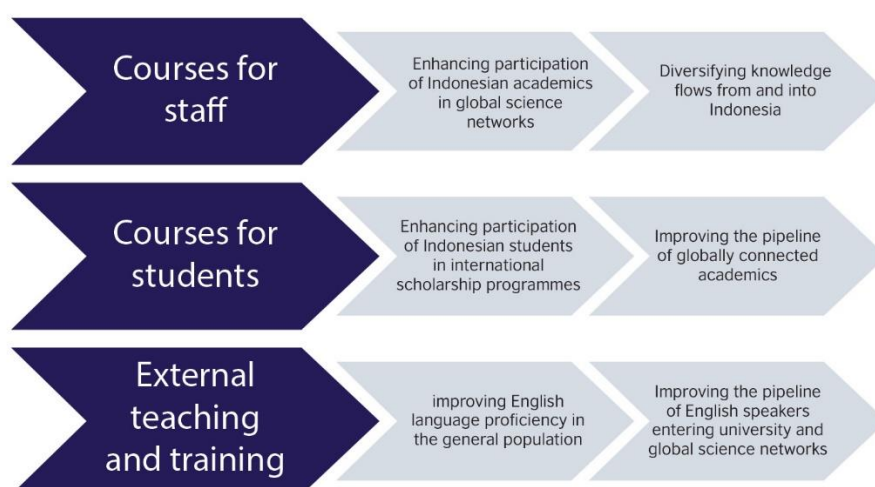
Figure 4: How LCs support English proficiency in the academic community

4.1.2   Survey results

This section reports the results of the online survey of LCs. 100 LCs responded to this survey, including at least one LC from each province in Indonesia.

4.1.2.1 Structure and size of the language centre

We asked respondents to identify the position of their LC in relation to the overall organisational structure of their HEI. This information can provide useful context as to which institutional players hold important levers over LC operations, when it comes to approving budgets and programmes. Table 12 below summarises the different institutional arrangements of the LCs. Two-thirds of LCs operate as a separate unit under the vice-rectorate for academic affairs or equivalent, (e.g. vice-directorate for academic affairs at a smaller college). In other words, the majority of LCs are embedded in the institution's broader academic affairs development plans and budgetary processes. About a fifth of LCs answer directly to the senior management (23%). Institutional FGD data for this study (see section 4.2) suggests that these LCs enjoy greater flexibility and autonomy in their operations, although further research with a wider sample is needed to verify this. In either case, LCs are positioned quite clearly as units supporting the whole institution. Only a very small minority (n=4) operate under the relevant English Faculty (e.g. Faculty of Arts & Literature). Finally, an important finding regarding LC autonomy is that 70% hold technical service unit (*unit pelaksana teknis*) status. In theory, this status should allow a LC

autonomy in financial and human resource planning, even though it is still subject to approval and oversight from the senior management.

Position of the LC	Number (all HEIs)	private HEI	state HEI
under vice rectorate for academic affairs	65	23	42
directly under senior management	23	11	12
under other vice rectorate (e.g. human resources, research collaboration)	6	3	3
under relevant English Faculty	4	2	2
under Quality Assurance Department	1	0	1
separate business unit under HEI foundation	1	1	0
total	100	40	60

Table 12: Position of the LC in the institution's organisational structure

In general, the LCs reported modest numbers of teaching and administrative staff. For both full-time and part-time teaching staff employed, the most common response was between 1 and 5 people, and the second most common response was between 6 and 10 people. (See Figures 5 and 6 below for a full breakdown). The survey responses show very clearly that it is much more common for LCs to hire part-time teaching staff than full-time staff. Indeed, just over half of the LCs (51%) do not currently employ any full-time teaching staff. Out of these 51 LCs, 38 do employ part-time English teaching staff, but 13 do not employ any English teaching staff, whether full-time or part-time. In some cases, respondents gave a clear reason for this situation, namely 'currently only offering English testing, not teaching' (n=3) or 'teaching staff are lecturers seconded from English faculty' (n=2). Another reason could be that the COVID-19 pandemic has resulted in many LC activities being reduced or cancelled. These three reasons may explain why the survey captured relatively small numbers of teaching staff.
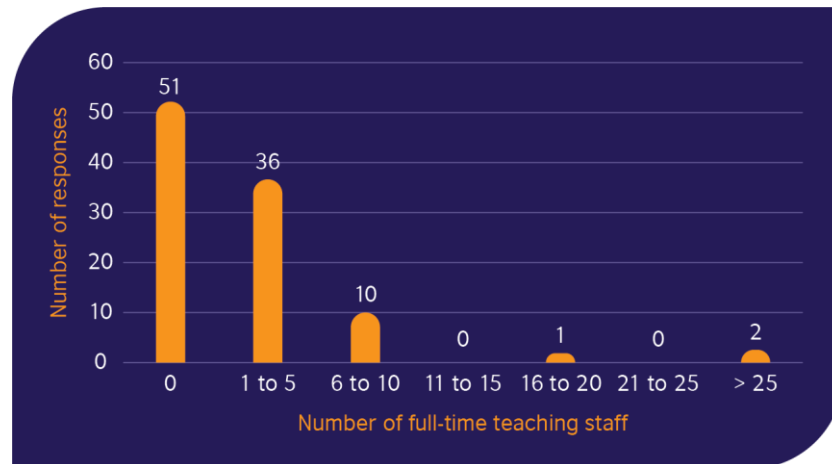
Figure 5: Full-time English teaching staff
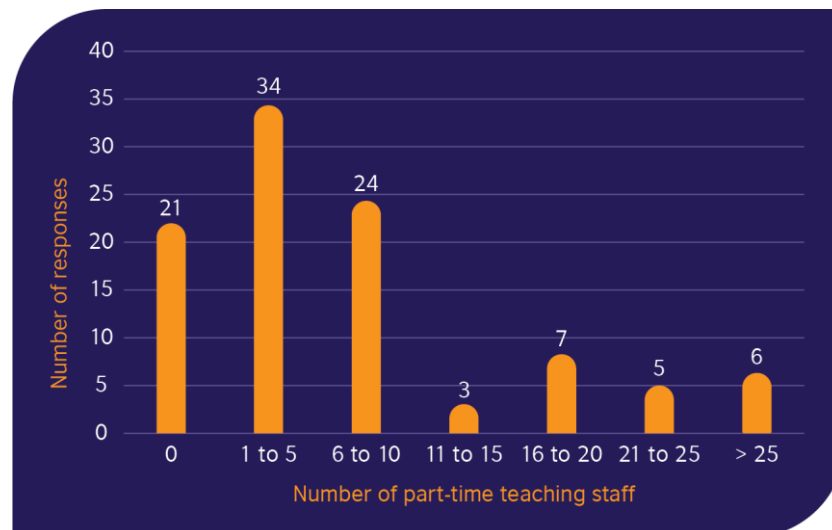
Figure 6: Part-time English teaching staff

Survey responses also reflect small numbers of administrative staff. The most common response for both full-time and part-time staff is between 1 and 5 people. (See Figures 7 and 8 for a full breakdown). It is more common for LCs to employ administrative staff on a full-time than a part-time basis. Nevertheless, almost a fifth (19) have no full-time administrative support. Of these 19 LCs, 7 are at least supported by a number of part-time staff, while the remaining 12 have no administrative staff support at all. It is possible that the administration work is handled by the language teacher themselves. These findings suggest that securing adequate administrative support is a common challenge for LCs.
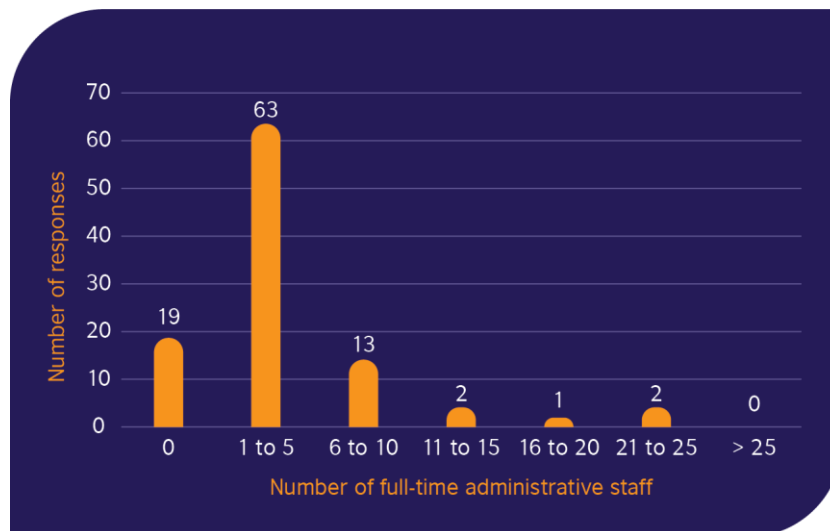
Figure 7: Full-time administrative staff
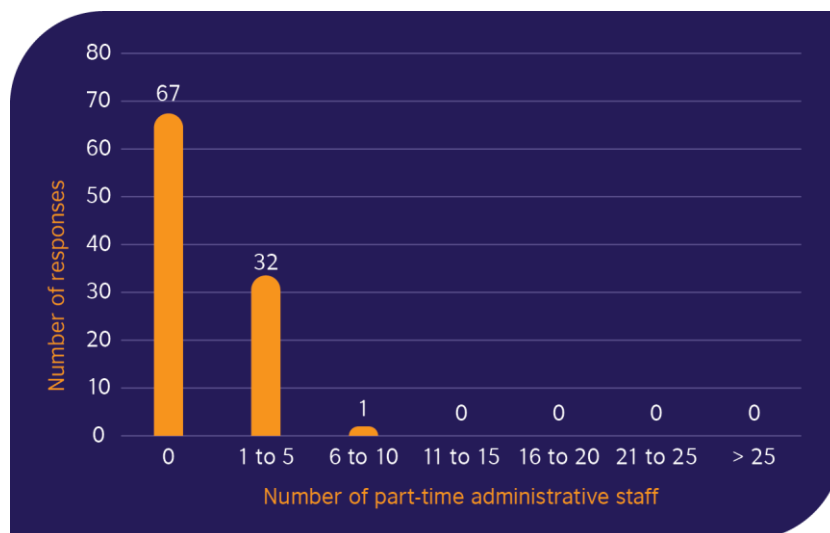
Figure 8: Part-time administrative staff

4.1.2.2 Types of teaching and testing activities

The LCs that participated in this survey offer a wide range of English teaching and testing activities (see Figure 9). The two most common course types are GE and Exam Preparation (e.g. for IELTS or TOEFL). Many LCs also offer specialist courses for an academic context. As many as 60% offer EAP and almost half (47) offer ESP, such as English for tourism. 38% of the surveyed

LCs offer scholarship preparation programmes to support their staff or students to pursue overseas study. Additionally, a quarter of the surveyed LCs offer English language support for students or staff on EMI programmes. In most cases the teaching targeted EMI lecturers (15 LCs), but some also offered classes to support EMI students (10 LCs) and other staff (4 LC).
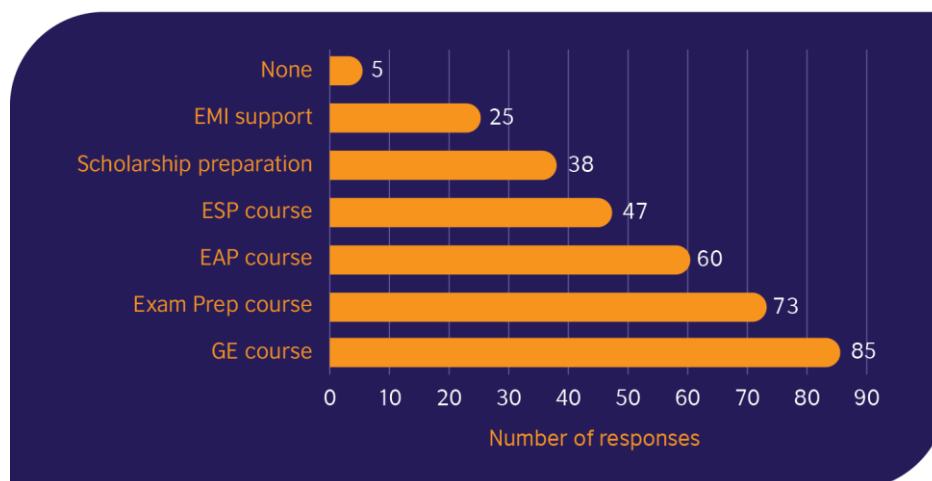
Figure 9: Types of English teaching offered by LCs

The overwhelming majority of LCs (89%) also conduct English proficiency testing (see Tables 13 and 14). These include global brands such as TOEFL (85%), IELTS (25%) and TOEIC (19%). An important trend to note is that almost a quarter of LCs (23%) use tests that they have designed themselves. This includes customised tests to fit the needs of their student body and their institutional mission. For example, State Islamic University Syarif Hidayatullah offers with their own test designed for the context of religious education - English Test for Islamic Community (ETIC).

Type of exam	Number of responses	TOTAL
TOEFL ITP	57	
TOEFL IBT	12	
TOEFL Prediction	11	
TOEFL-Like	5	
subtotal all TOEFL exams		**85**
IELTS	24	
IELTS Simulation	1	
subtotal all IELTS exams		**25**
TOIEC	17	
TOIEC Prediction	2	
subtotal all TOIEC exams		**19**

Table 13: English exams offered by LCs – TOEFL, IELTS and TOIEC

Type of exam	Number of responses
LC's own proficiency test	23
English Score	5
Test of Oral English Proficiency (TOEP)	2
Marlins Test English for Seafarers	1
Tes Kemampuan Bahasa Inggris (TKBI) Pusat Layanan Tes Indonesia (PLTI)	1

Table 14: English exams offered by LCs - other types

A secondary aim of this report is to establish what role LCs play in their local communities as potential hubs for English language development. Indeed, our findings suggest that LCs have an important role to play in meeting English language training needs in their local communities. 43% of the surveyed LCs offer some form of English language training to clients outside their institution (See Figure 10). For instance, Universitas Sam Ratulangi (UNSRAT) in North Sulawesi provides annual English training to in-service English teachers at schools across the province, both in online and face-to-face formats. The survey responses reveal how teacher training is split quite evenly between local government clients (26 responses), such as state-owned schools in the municipality, and private sector clients (28 responses), such as privately-owned education foundations or private companies. It is also important to note that LCs from both state (56%) and private (44%) institutions are involved in public teacher training. Hence, this is a phenomenon that represents the whole education sector, not just state education institutions.

Figure 10: Proportion of LCs offering English language training for public clients

We also asked LCs whether they are directly involved in training pre-service English language teachers, i.e. students on Post-Graduate Certificate in Education (Pendidikan Profesi Guru) study programmes. Only three LCs are actively involved in preparing materials and teaching on PPG programmes, while one LC supported the PPG students by making their language lab facilities available to them. Two LCs are planning to run PPG training in the future. To summarise, the majority of LC's teacher training activities are currently targeted at in-service, not pre-service English teachers.

4.1.2.3 Recruitment and professional development of teaching staff

The ability to secure enough teaching staff with appropriate qualifications and experience is key to the success of any LC. We asked LCs whether they were able to meet their staffing requirements internally, i.e. by 'sharing' or seconding teaching staff from within the institution (see Figure 11). Anecdotally, we know this is common practice when the institution has a large English department. A third of LCs responding to our survey (32%) said yes, they are able to meet their staffing needs internally. The remaining two-thirds either sometimes or always rely on teachers recruited externally.
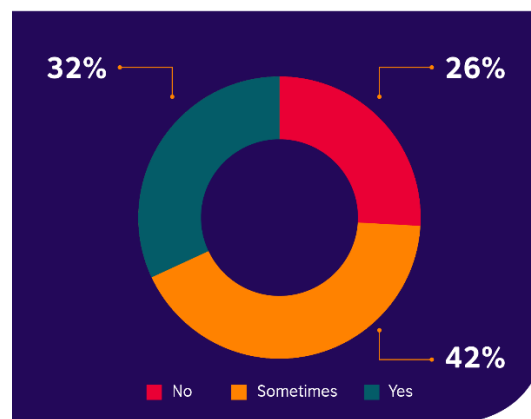
Figure 11: Ability of LCs to meet teaching staffing needs internally

Almost all LCs have minimum qualification, teaching or proficiency requirements in place for recruiting teaching staff (95). Meanwhile, 5 LCs either did not have the authority to hire staff independently or did not need to hire staff, because teachers were seconded from the institution's English Department. The majority of LCs (91 out of 95) have minimum qualification requirements, and two-fifths (42 out of 95) have minimum teaching experience requirements. (See Table 15 for a detailed breakdown). A bachelor's degree in English is the most common requirement (48), although a significant number (41) require a master's degree. LCs may also vary the requirements depending on the course in question. For instance, the Universitas Negeri Gorontalo Language Centre requires a BA to teach on General English courses up to intermediate level but requires an MA in Applied Linguistics or TESOL to teach on other advanced courses. In addition, an interesting finding is that 27 out of 95 LCs also stipulate minimum English proficiency requirements, ranging from IELTS 6.0 to 7.0, TOEFL 450 - 575, or TOEIC 800.

Minimum qualification requirements		Minimum teaching experience requirements	
none (relevant work experience or proficiency test score used instead)	4	none	53
BA English	48	1 year	6
MA English	41	2 years	21
PhD in English	1	3 years	1
Certificate of English expertise	1	not specified	14
subtotal - all LCs with minimum qualification requirements	**91**	**subtotal - all LCs with minimum teaching experience requirements**	**42**
N/A (eg no authority to hire, teachers are seconded from faculty)	5	N/A (eg no authority to hire, teachers are seconded from faculty)	5

Table 15: Minimum qualification and teaching experience requirements

In terms of methods used in the recruitment process, the most common approach is to use a combination of CV, interview and demo lesson (57 out of 95) (See Figure 12). A small number of LCs (4) even add other criteria or assessment methods on top of this: internal training; 2-month probation period; assessment of candidate's work ethic; or academic aptitude test. Only 2 LCs skipped a formal recruitment process, relying instead on their existing staff or contacts to fill positions (word-of-mouth, secondment of lecturers from the English department). Looking at both the minimum requirements and selection methods collectively, it appears that the competition for jobs at LCs is increasing, as evidenced by LCs adding multiple layers to recruitment criteria or to the selection process.
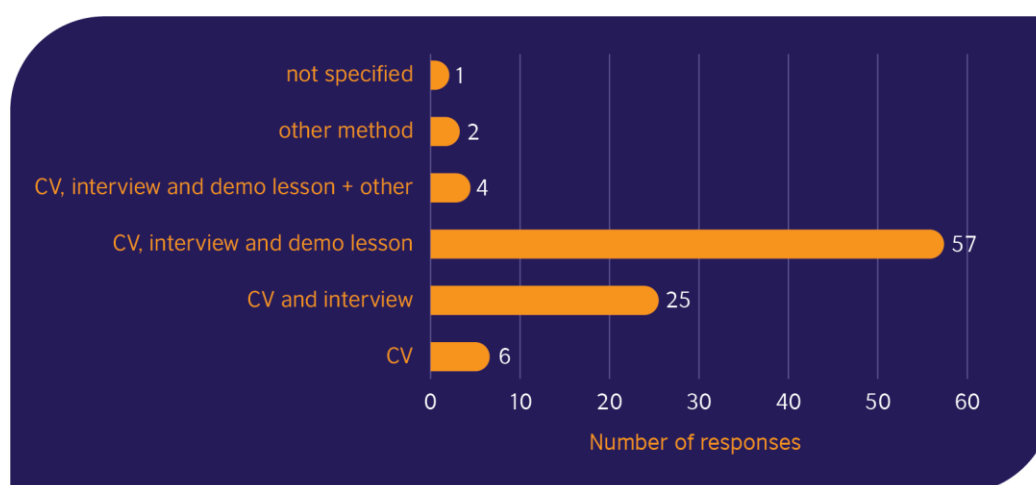
Figure 12 Methods used for selecting English teachers:

In addition to screening for quality staff at the recruitment stage, LCs are also responsible for continuing professional development (CPD) of their staff and quality enhancement of their course offerings. A positive finding is that LCs do currently have access to multiple capacity building opportunities for their English teachers, as shown in Figure 13 below. About two-thirds (62) organise capacity building for their teachers internally at the LC. About a third also have access to training run by the English Department at the relevant Faculty. However, figures for capacity building organised by national associations, such as FILBA, KPB-PTKI, or the English Studies Association Indonesia (ESAI) are not that high (28 and 15 responses respectively). International organisations (such as ASIATEFL) have a similar reach as national associations (31). This suggests that more can be done to boost membership of these associations and increase the frequency of training provided to its members.
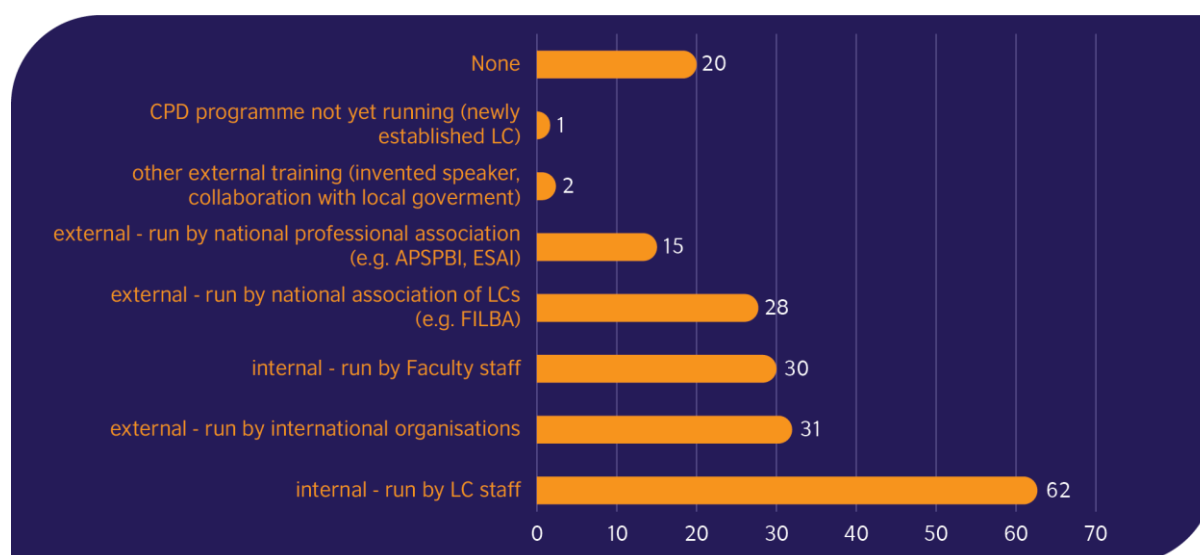
Figure 13: Capacity building available for English teachers

Finally, it is worrying to note that 20% of LCs do not currently have any capacity building programmes in place. The most frequently cited reason for this (16 responses) was that the LC either lacks a budget for this type of activity entirely or the budget is very limited. Other individual reasons cited were: lack of human resources; lack of time; impact of the pandemic; capacity building not included in the LC strategic plan yet; or that the teaching staff are already covered by a CPD programme run by the English Department at the relevant Faculty. There is a clear policy implication here; future capacity building programmes will need to be funded either via additional budgets from the LC's own institution or via national/international partners. It also implies that membership costs for LC/ELT associations should be kept to a reasonable level, in order to widen access to as many LCs as possible.

4.1.2.4 Teaching resources, curriculum and assessment

Table 16 shows the types of resources used by LCs on their English courses, both overall and according to the type of course (GE, EAP, ESP, English Exam Prep). We also asked LCs explicitly whether they used Content and Language Integrated Learning (CLIL), as this is a methodology that is particularly relevant to EAP and ESP instruction. (LCs may use a combination of resources on a single course, so the figures do not add up to 100). The three most common types of teaching resources are: standardised materials prepared by the LC (89 responses); materials prepared by individual teachers (73); and English language publications (70). A comparatively lower number of LCs

(61) are utilising online resources, suggesting that LCs still need more support in identifying and using relevant online resources. About a third of LCs are using CLIL instruction. Indonesian-language publications are the least common type of resource (31).

Within individual categories of English class, there are some notable differences. Unsurprisingly, CLIL is most commonly used in ESP courses (20). English-language textbooks are more commonly used on Exam Prep courses compared to EAP and ESP courses. Instead, online resources are more common on these two courses. This could indicate either a preference for online resources (more up-to-date, more user-friendly, more relevant content) or a difficulty in obtaining English-language textbooks (price, availability).

Type of teaching resource	total	GE	EAP	ESP	Exam Prep
Standardised teaching materials prepared by the LC	**89**	73	40	40	44
Teaching materials prepared by teachers individually	**73**	53	47	36	22
Textbooks: English-language publications	**70**	48	30	26	34
Online resources	**61**	50	36	30	26
Content and Language Integrated Learning (CLIL)	**33**	17	13	20	4
Textbooks: Indonesian-language publications	**31**	21	12	10	9

Table 16: Types of teaching resources used by LCs

LCs use a variety of assessment methods to test their learners' proficiency, both at the start and end of courses. The most common methods are standardised tests developed by the LC, both for placement testing and end-of-course testing (see Table 17 below). About a third of LCs also use branded English exams, namely TOEFL ITP or IELTS or mock IELTS. Just under a quarter of LCs (23) currently use online proficiency tests. This suggests that there are still major challenges in terms of trust, awareness or experience when it comes to utilising online assessment.

Assessment method	Number of responses
Internal assessment methods	
Standardised placement test developed by LC	77
Standardised end-of-course assessment developed by LC	51
End-of-course assessment developed by teachers individually	29
Placement test developed by teachers individually	18
Branded assessment methods	
TOEFL ITP	34
Online proficiency test (e.g. British Council English Score, Cambridge Test Your English)	23
Mock IELTS	21
IELTS	11

Table 17: Assessment methods used by LCs

4.1.3 Policymaker and expert interviews

4.1.3.1 What is desired at the national level?

Based on the policymaker and expert interviews, there is a strong desire to have good quality LCs across Indonesia that offer three services: (1) language/exam preparation courses; (2) testing centres; and (3) translation services. Therefore, a standardised quality assurance framework to cover aspects such as curricular standards, testing processes, and teacher qualifications is needed for the provision of the three services. In addition, there should also be a framework to evaluate institution-level aspects, such as the management of the LC.

In addition, there is a general aspiration to widen the impact of LCs. While some LCs offer their services to the general public, most LCs' main focus is to fulfil the university's needs. Both representatives of the MoRA-LPDP division and the chairman of FILBA explained that LCs can play a bigger role by collaborating with government institutions in increasing the language capacity of civil servants who are not necessarily university-based.

Furthermore, the representative from the MoRA-LPDP division added that LC courses should not only limit their remit to language skills, but also develop other soft skills which are linked to language skills. For example, courses should aim to develop critical thinking skills, which helps to build academic writing skills. The interviewee from the MoECRT also stressed that LCs can play a bigger role in driving international collaborations between Indonesian HEIs and overseas partners. This is because LCs provide a supportive environment for lecturers and students to develop their foreign language competency. Foreign language skills, and particularly English skills, are considered a national priority at the Directorate for Higher Education and Research in order to facilitate internationalisation of Indonesian HEIs.

4.1.3.2 What are the challenges facing LCs?

We identified four main challenges for LCs: (1) the lack of an agreed standard on provision of LC services; (2) the lack of national acknowledgement of the LCs' status; (3) inequalities of resources and capacities within the country; and (4) the challenges posed by the Covid-19 pandemic.

The first key challenge at the national level for English language development in general is the lack of a nationally recognised English proficiency framework. Currently, LCs offer English language courses at various levels (i.e beginner, intermediate, and advanced) but there is no agreed proficiency

framework that they each refer to. As a result, a beginner level course in institution A may not have the same outcomes as a beginner level course in institution B.

The situation does not just affect teaching, but also testing. Currently, HEIs and government scholarship schemes rely on a variety of assessment methods which are designed for different purposes and therefore not necessarily comparable. Some LCs have developed their own proficiency tests (see section 4.2). In addition, HEIs also rely on a variety of branded exam scores as their benchmark of 'sufficient' English proficiency (such as TOEFL ITP and TOEP). These various internal and branded assessment scores have not been benchmarked against an agreed set of proficiency standards at the national level (for instance pre-intermediate, intermediate, upper-intermediate, advanced), so their results are difficult to compare. As one interviewee (IALF) explained: *"TOEFL ITP is a useful snapshot, but it's not adequate. It doesn't relate to an agreed proficiency level with descriptors so that we're all talking about the same thing."* A further complication is the fact that HEIs and scholarship schemes set different minimum English language requirements. For example, to apply for a master's degree programme at Universitas Gadjah Mada in the 2022/2023 academic year, applicants were required to have at least IELTS 4 / TOEFL ITP 400, or equivalent (UGM, 2022). Meanwhile, the LPDP scholarship requires a

fixed minimum score of IELTS 6.0/ TOEFL ITP 500/ PTE Academic 50 to do a masters degree programme in an Indonesian university (LPDP, 2022).

The second challenge is the lack of national acknowledgement of the LCs' status. According to both Chairpersons of KPB PTKI and FILBA, LCs around Indonesia have varying legal status in their organisational structure. Some LCs which are attached to large HEIs benefit from a *lembaga* (foundation) status, which allows them to have a degree of independence to run the LC. Other LCs have a technical service unit or *unit pelaksanaan teknis (UPT)* status, which has a more limited degree of independence. Some LCs are run by the English Department of the institution, while some others do not receive any proper acknowledgement by their institution. The different degree of autonomy experienced by LCs influences their operations and funding, and subsequently their ability to develop their capacity.

Third, there are inequalities in teaching capacity and resources across the country. While big cities may benefit from a larger pool of qualified English instructors, and to some extent, ability to hire native speakers, LCs which are located in a more rural areas struggle to hire permanent teaching staff. Often, teachers are borrowed from the institution's English faculty, who are already overworked. In terms of the quality of teaching resources, the development of technology certainly

helps in providing online resources. For example, The British Council offers free online resources on their website. However, inequalities in access are evident again in the urban-rural divide. Online resources can only be enjoyed by those who have a good internet connection. In some parts of Indonesia, access to learning technology such as computers, laptops, or smart phones and the internet might be limited, so staff and students are not able to benefit.

Lastly, the Covid-19 pandemic has posed a significant challenge to LCs. Due to social distancing restrictions, many of the LCs could not open their classes and therefore saw a sharp drop in terms of their income. (The cancelling or postponing of English language courses was corroborated in the desk-based research and survey findings). For those LCs that did manage to keep classes running by transitioning to online teaching, the transition was still challenging and time-consuming for teachers. As the Chairperson of FILBA explained, in general most teachers prefer to teach a face-to-face class. Furthermore, the Covid-19 pandemic has also posed a challenge for LCs in terms of English proficiency testing. Cheating was the biggest challenge for test providers because they have limited resources and facilities to ensure that test participants do not cheat when taking the test. In addition, both the Chairperson of FILBA and KPB PTKI admitted that it is difficult for their national associations to organise capacity building events or to fulfil their

respective organisation's plans of creating a standardised framework for LCs because the committee members and participants have been busy dealing with the pandemic.

4.1.3.3 What strategies are in place to overcome those challenges?

FILBA and KPB PTKI have each been working on addressing the challenges mentioned above. Both are currently creating a national standard for LC service provision in Indonesia. FILBA's framework will encompass standards for language programmes, testing, and translation services. Each standard refers to the *Standar Nasional Pendidikan Tinggi* (National Higher Education Standards) which include, among others, instructor qualifications, curriculum, programme delivery, facilities, funding, and programme evaluation standards. Acknowledging the differing capacity of LCs, the Chairperson of FILBA explained that some of the LCs may not be able to fulfil all the standards at once. Nevertheless, having a clear set of standards will help LCs to work towards achieving them. Similar to FILBA, KPB PTKI is also working on a national set of standards for LCs among the Islamic HEIs. It will encompass quality of language programmes, testing, and translation services. For testing, the Chairperson highlighted the importance of context in developing LC's own proficiency tests. For example, UIN

Syarif Hidayatullah Jakarta is currently developing the English Test for Islamic Community (ETIC). ETIC adheres to CEFR but also considers Indonesia, Islam, and academic contexts. General knowledge and Muslim's habits around the world can be embedded in the test to contextualised the test (Azkiya and Abdurrosyid, 2020, p.2942).

To address the problem of varying levels of autonomy of LCs, the Chairpersons for both FILBA and KPB-PTKI are lobbying their relevant ministries (MoECRT, MoRA) to issue national recognition of LCs status, so that all LCs can enjoy the same level of autonomy. To help with LCs' capacity development and access to resources, both FILBA and KPB PTKI offer workshops, training, and sharing sessions, where LCs can share their best practices to help other LCs develop their capacity. In addition, some of the well-resourced LCs within FILBA and KPB PTKI sometimes organise their own training and workshops and invite other members of their association. Thus, the initiatives do not always have to come top-down from the association committee. Both associations are planning to create resources that are accessible for their members to use.

4.2 Institutional level findings

In the previous section we have mapped the LCs and identified their current capacity nationally (to serve both universities and the public). In this section we evaluate the current

capacity of a sample of LCs using a SWOT analysis. We collected data through two methods: FGDs and interviews. Eleven LCs participated in the FGDs and five LCs participated in the FGDs.

4.2.1 SWOT analysis: FGDs with 11 LCs

We analysed 11 LC's strengths, weaknesses, opportunities and threats in three aspects; (1) quality of teaching staff, (2) quality of curriculum and resources, and (3) quality of assessment. A central theme identified in the SWOT analysis of the 11 LCs was the need for autonomy. This echoes the findings from our survey and expert interviews. If the LC has both legal and symbolic status at their HEI, it allows them to hire staff with diverse and relevant experience. This in turn allows them to diversify their course offerings and even in some cases to develop unique proficiency tests. Both these activities enhance their reputation within the HEI and in the local community, thus generating further opportunities to partner with clients (local government, local schools, private sector companies). LCs expressed a common need for support in developing online teaching resources and online proficiency testing. The results of the SWOT analysis are summarised in Table 18, 19, and 20 below.

Strengths

LCs have competitive selection criteria and use induction, on-the-job training and mentoring to ensure the high quality of their teaching staff. Well-staffed LCs can allocate teachers to courses based on relevant experience, e.g. teachers with IELTS and overseas study experience to teach IELTS Preparation courses.

Weaknesses

For those LCs based in the provinces of Kalimantan, Sulawesi and Papua, recruiting enough qualified staff externally is still a challenge. Instead, LCs rely on using English lecturers from within the institution. Furthermore, newly established LCs still need time and support to develop regular in-house professional development.

Opportunities

LCs can access professional development opportunities via external organisations (professional associations, the British Council). Achieving financial and managerial autonomy within the HEI can strengthen the LC's ability to attract and maintain a high-quality teaching force.

For example, the LC at Universitas Hasanuddin is positioned directly under the senior management in the university hierarchy. The LC has the authority to formulate its institutional policy on compulsory English proficiency testing for all students. This creates reliable and sustainable demand for courses and teachers, thus guaranteeing satisfaction and commitment from teaching staff.

Threats

Many teachers are employed on a parttime/freelance basis. This makes it difficult to build continuity and establish professional development training that is relevant to everyone. Low motivation and commitment of part-time teachers will cause sustainability problems in the future.

Table 18: FGD SWOT Analysis – Quality of teaching staff in LCs

Strengths

Most LCs undertake regular curriculum reviews. LCs invest significant time into producing standardised curricula and planning materials in response to needs analysis or placement testing.

Highlight an LC at a state university in Eastern Indonesia uses an evolving syllabus with various swappable modules. Teachers can draw on the most relevant materials (plan A, plan B) depending on the needs and preferences of their students. Teachers are briefed not to teach to the book but rather to teach to the students.

Weaknesses

Developing their materials for EAP, ESP and Exam Preparation is challenging, especially for listening skills. Adapting to sudden changes to the curriculum or other ad hoc requirements is a challenge, especially adjusting to online modes of teaching during and after the COVID-19 pandemic. LCs need further support not only in developing but also in evaluating teaching materials.

Opportunities

Demand for English study from the general public creates opportunities to run a greater range of courses. Institutional policies from senior management on proficiency testing for students and/or staff generate demand for LC courses.

Threats

There is the possibility that teaching materials developed at the LC will be used by freelance staff elsewhere. This may dilute the value or unique selling point of their course offerings.

Table 19: FGD SWOT Analysis – Quality of curriculum and resources in LCs

Strengths	Weaknesses
LCs are acknowledged test centres (TOEFL, IELTS) and course providers for their institutions and the public. By offering recognised proficiency testing and accompanying exam preparation courses, they can enhance the reputation of the LC and build partnerships with staff from different faculties, with local government or private sector clients. *Highlight:* *The LC at Universitas Teknologi Sumbawa is a trusted partner of the 1000 Scholars (1000 Cendekia) programme with the West Nusa Tenggara Local Government*	LCs face several obstacles in running IELTS exams. Some might have the capacity to run the exam and the preparation course, others might not. In some cases, such as in North Maluku, the high exam cost means low demand for IELTS at Universitas Khairun's LC. Alternatively, the public may perceive that IELTS can only be trusted by long-standing test providers such as IALF, thus making it difficult for LCs to compete as IELTS test centres. Such case can be found at Warmadewa University, Bali.
Opportunities	Threats
Well-resourced LCs have developed their proficiency tests, such as Universitas Airlangga and Universitas Negeri Medan. This can lead to further external partnerships and business opportunities. *Highlight:* *The EPITA proficiency test developed by the LC at Universitas Negeri Medan has been proposed as one of the accepted tests for the Indonesian lecturer certification programme (sertifikasi dosen).*	Test security, especially for online testing, is a significant challenge. HEIs that mandate English proficiency scores as a condition of graduation for undergraduates create a strong demand for testing at the LC, which is positive. At the same time, however, this puts pressure on students with low levels of English proficiency to cheat in order to graduate from their study programmes. Institutional policies that mandate English proficiency requirements should also make provisions for adequate English tuition to support such students.

Table 20: FGD SWOT Analysis – Quality of assessment in LCs

4.2.2   SWOT Analysis: 5 institutional case studies

We chose five LCs as our case studies to look at each of their strengths, weaknesses, opportunities, and threats. The LCs were chosen to represent private and state HEIs, faith-bases and non faith-bases HEIs, HEIs in Western and Eastern Indonesia as well as newly and well established HEIs. The case study summaries are shown in Boxes 1 – 5 below.

Balai Bahasa Universitas Pendidikan Indonesia (UPI)

The LC was founded in the 1970s. Balai Bahasa UPI offers a variety of services including language training and testing, translation, publication, and training programmes for MGMP (Subject Teachers Working Groups). Language training programmes include GE, English for Teenagers, English for Young Learners, ESP, and exam preparation classes (IELTS, TOEFL, TOEIC). In addition, Balai Bahasa also manages the journal IJAL (Indonesian Journal of Applied Linguistics) which has been indexed in Scopus with a Q2 rating. Meanwhile, the types of tests offered are: IELTS (in collaboration with IDP); TOEFL ITP (in collaboration with IIEF); PTESOL (Proficiency Test of English to Speakers of Other Languages), developed by Balai Bahasa UPI basen on the TOEFL prediction test model; ECCA (English Communicative Competence Assessment), which is a TOEIC Prediction test; and PLTI, which is intended for lecturer certification.

Strengths: Teaching capacity, ability to offer wide range of testing services, a curriculum tailored to the needs of learners, and support from UPI.

Weaknesses : The LC is bound by university norms and regulations which are often derived from goverment regulations. Thus it has limited authority in terms of staffing and financial management, resulting in less flexibility in formulating necessary policies. In addition, there are still difficulties in obtaining teaching staff with excellent English language proficiency.

Opportunities: The LC has opportunities to develop the quality of its testing, online learning materials, and a curriculum that further characterizes the uniqueness of Balai Bahasa.

Threats: The move to online testing can be a threat because of inadequate security mechanisms to prevent fraudulent practices.

Box 1: Case Study SWOT Analysis – Balai Bahasa UPI

Balai Bahasa dan Budaya Universitas Negeri Malang

The Language Centre is managed by the Faculty of Letters. It offers a wide range of language courses (including GE. ESP, Report Writing. and TOEFL Preparation). language tests (TOEFL, IELTS and UKBIng or Ujian Kemampuan Berbahasa Inggris), as well as a translation training program (for secondary school teachers) and other customised programmes. It also has an Academic Writing Center (AWC) which delivers academic writing workshops, and writing consultations.

Strengths: Well-known official test centre. with the capacity to develop their own language proficiency test Uji Kompetensi Berbahasa Inggris (UKBIng). They have built a strong partnership with the Regional English of Office (RELO) of the U.S. Department of State by establishing the Academic Writing Center (AWC).

Weaknesses: Do not provide in-service teacher training (forHE level) especially EMI programmes. It takes the LC a considerable amount of time to publicise their customised course offerings.

Opportunities: They have enough resources to expand their course offerings futher. especially customised EAP or ESP programmes.

Threats: Preventing fraudulent practices in testing.

Box 2: Case Study SWOT Analysis – Balai Bahasa dan Budaya UM

UPT Pelayanan Bahasa; a public university in Eastern Indonesia.

The LC was established in 1990 under the management of the Faculty of Teacher Training and Education. However, many of the programmes offered by the LC could not be properly managed as the LC is being by the precariousness of its statute. Since 2010, the statute of the language center was removed and as a consequence. they have no funding support, cannot hire permanent staff, update their educational resources or develop ther programmes and curncula. Due to the void of the unversity statute, currently. the UPT is managed by only two staff and borrows teachers who are lecturers at the English Faculty. The UPT offers GE for a wide range of ages. from children to adults with different proficiency levels, For the institutions own staff and students, the LC runs English as a Compulsory Subject or Mata Kuliah Umum (MKU) for several faculties, and TOEFL preparation classes. The UPT also offers the ITP TOEFL test.

Strengths: Most of the 'borrowed' teachers are overseas graduates. It is the only recognised test centre for civil servants in its region.

Weaknesses: Most of the programmes cannot be developed due to its uncertain legal status. This particularly impacted their financial situation as they did not receive the allocated budget from the university. They not hire permanent staff. reopen their resource center/library. or establish cooperation with other external institutions to seek funding or expand their course offerings.

Opportunities: The rector has promised to reinstate the LC's legal status. Once this has been achieved, they have opportunities to resume and expand their operations.

Threats: The LC must compete with the growing number of English course providers that offer various test preparation courses and tests.

Box 3: Case Study SWOT Analysis – UPT Pelayanan Bahasa at a Public University in Eastern Indonesia

Pengembangan Bahasa at an Islamic University in Western Indonesia

Prior to 2018, the LC offered GE. EAP and ESP courses. However, a university policy was introduced which only allows affiliated lecturers to teach at the LC. As a result, the LC is no longer able to externally recruit teachers with specialist experience. The LC now only offers programmes for language proficiency tests aimed at lecturers. students. and university Staff. Its position within the university's organisational structure is such that the LC receives financial support, although it is also allowed to seek funding from outside the institution through partnership schemes.

Strengths: The LC has developed its own English Proficiency Test since 2012. The test is cheaper than TOEFL and is accepted in many universities under the Indonesian Ministry of Religious Affairs network.

Weaknesses: Lack of ability to offer online classes during the Covid-19 pandemic. Language centre is not allowed to recruit teacers on its own and can only rely on faculty lecturers.

Opportunities: The LC is in the process of being recognised by IIEF to serve as an official ITP test centre. This potentially helps facilitate the demand for proficiency testing for scholarship preparation programmes (the MoRA-LPDP Scholarship.International Student Mobility Awards).

Threats: Overburdened lecturers may not have the time to prepare updated or customised teaching materials.

Box 4: Case Study SWOT Analysis – Pusat Pengembangan Bahasa
at an Islamic State University in Western Indonesia

The Centre of Cooperation Development, Language and Career Centre (CCLC), Universitas Bina Mandiri Gorontalo

The CCLC was established in 2017 and comprises 3 sub-sections; the Centre for Collaboration Development, the Language Centre, and the Career Centre. The CCLC's position is directly under the private foundation management, which owns two universities in the same province: Bina Mandiri University and Bina Taruna University. The LC offers TOEIC, IELTS, and TOEFL tests.

Strengths: The LC is supported by the Foundation and has been given autonomy tu run its activities. This allows them to create tailored programmes and adapt quickly to the students' needs, including online learning.

Weaknesses: Limited number of staff with very high teaching workload, lack of qualified IELTS instrutors, and limited exam preparation teaching materials created by the teachers. Teachers still rely on resources published by the official test providers.

Opportunities: The head of the LC, a UK alumna, has a wide network, opening opportunities for future collaborations between institutions. In addiiton, the LC itself has grown ro be a recognised LC in the area, opening more opportunities for future collaboration with other institutions in the province.

Threats: While the LC can adapt to online learning quite quickly, it was not easy to introduce online learning to students in the beginning of the Covid-19 Pandemic. The number of students were significantly low.

Box 5: Case Study SWOT Analysis – CCLC Universitas Bina Mandiri Gorontalo

4.3 Scholarship Preparation Programmes

4.3.1 Types of scholarship preparation programmes

The desk-based research was not able to yield reliable data on the number of LCs offering scholarship preparation programmes. However, the survey findings give us an indicative picture of the most common types of scholarship preparation programmes that LCs run. 38% of LCs reported that they currently offer a scholarship preparation programme. Out of the 38%, 55% are state HEIs and 45% are private HEIs spread across the country. The LCs offer at least one type of scholarship preparation programme, broken down as follows:

- Customised programme for the HEI's internal scholarship scheme: 25 LCs
- Language Enrichment Programme (LEP) for national scholarship schemes (LPDP, MoRA): 15 LCs
- Scholarship preparation for foreign scholarship scheme (e.g. AAS): 4 LCs

Specifically in terms of the LEP for LDPD and MoRA scholarships, the survey and desk-based research combined indicate that there are 20 LCs that have either delivered the programme in the past or are currently delivering it this year (see Table 21). Thirteen HEIs are under the MoECRT and seven are Islamic HEIs under MoRA. Although there are participating LCs in several provinces, they are nonetheless concentrated in Java.

We acknowledge that there are more HEIs that offer LEP for LPDP and MoRA scholarships which are not listed in Table 21. This is because some LEP programmes are run by the English Faculty instead of the LC, such as the LEP at Universitas Negeri Malang. Because this study only examines the role of LCs, we only report participating LCs here, not English faculties. We also acknowledge that some LCs outside of Java support candidates in other ways, even if they don't deliver the LEP. For instance, Universitas Pattimura in Ambon provides access to TOEFL testing for LPDP candidates.

HEIs under the MoECRT	Islamic HEIs under the MoRA
1. Universitas Diponegoro	1. Universitas Islam Negeri Syarif Hidayatullah
2. Universitas Sebelas Maret	2. Universitas Islam Negeri Sunan Kalijaga Yogyakarta
3. Universitas Indonesia	3. UIN Maulana Malik Ibrahim Malang
4. Institut Teknologi Bandung	4. Universitas Islam Negeri Alauddin Makassar
5. Universitas Pendidikan Indonesia	5. UIN Sultan Syarif Kasim Riau
6. Universitas Negeri Yogyakarta	6. IAIN Curup
7. Universitas Gadjah Mada	7. IAIN Sorong
8. Universitas Sultan Ageng Tirtayasa	
9. Universitas Hasanuddin	
10. Universitas Lampung	
11. Universitas Muhammadiyah Makassar	
12. Universitas Muhammadiyah Sorong	
13. Universitas Negeri Gorontalo	

Grey = based in Java   Blue = based outside of Java

Table 21: LCs that deliver the LEP for LPDP/ MoRA Scholarship

Based on the survey responses, the curriculum for the MoRA LEP is fairly standardised across participating LCs. It is also holistic, covering a wide range of English skills, academic skills, intercultural skills, as well as info and sharing sessions with PhD candidates. For instance, the curriculum at the Language Development Centre, Sultan Syarif Kasim Riau Islamic State University comprises the following modules:

- Writing a Research Proposal
- Cultural Awareness and Familiarity with Overseas Study
- Nationalism and Moderating Religious Expression
- Sharing and Info Sessions
- English Language Instruction (IELTS and EAP)

It is interesting to note that the 5000 Doctors programme (now discontinued) incorporated input from previous cycles. The curriculum and evaluation methods were based on FGDs with participating LCs. This is a good practice to carry forward as the management of MoRA scholarships shifts to LPDP.

4.3.2   LPDP Language Enrichment Programme (LEP)

This report aims to evaluate the strengths and weaknesses of the LPDP (Education Endowment Fund) Language Enrichment Programme (LEP) in particular, as it is the largest of the national scholarship schemes. LPDP has a mandate to manage the endowment fund in the education sector, including: (1) education; (2) research; (3) higher education; and (4) culture (Presidential Regulation 111/2021). The post-graduate scholarship scheme has reached just under 30,000 Indonesians (see Table 22 below).

Total endowment funds managed (up to 2021)	Proportion dedicated to education endowment fund (up to 2021):	Total number of LPDP scholarship recipients (up to 2021):	Proportion of affirmative action recipients 2013	Proportion of affirmative action recipients 2021
IDR99.107 Trillion	80% (IDR81.117 Trillion)	29,872	2.5%	33%
				Source: LPDP (2021a)

Table 22: LPDP in Key Figures

As of December 2021, there were 5,934 ongoing LPDP scholarship recipients. Two-thirds of them (68,5%) studied at Indonesian universities, whereas 31,5% studied abroad. The top three destination countries for overseas LDPD awardees are all English-speaking countries: the U.K (10.4%), Australia (5.8%), and the U.S.A (5.6%) (LPDP, 2021a). This illustrates that adequate English language preparation is vital for the success of the scholarship scheme, as there is a strong demand for accessing post-graduate degree programmes in English-speaking countries. Acknowledging the disparity of English language proficiency levels in the country, LPDP offers *program pengayaan bahasa (LEP)* for affirmative action scholarship recipients who have not fulfilled the LPDP or university entry requirements. The proportion of affirmative action recipients is growing, meaning that the demand for English language training is also expected to grow.

The LPDP LEP is flexible where each LPDP approved LC is given the flexibility to design its curriculum and programmes. For example, the LEP syllabus described by participants in the alumni FGD were varied. An alumni who took the LEP at Bandung Institute of Technology recounted that there were mostly four sessions per day: vocabulary, structure, listening and reading. Each session was one and a half to two hours long. TOEFL simulation exercises were done once a week. Meanwhile, another student recounted that at UIN (Islamic State University) Sunan Kalijaga Yogyakarta, the LEP covered

academic writing, structure, reading, and listening. Practice tests were done every other week. The flexibility of the curriculum was corroborated in the survey findings; curricular content varied significantly, from exam-based preparation (2 LCs) to comprehensive English instruction in all 4 skills (2 LCs), to entirely customised curriculum based on learner needs analysis (2 LCs). Some aspects of the LEP are nevertheless standardised. The duration of the course depends on the participants' entry level of English. Some will have to do a six-month course; others may only do a three-month course. The programme is always full time, i.e. five days a week. Many awardees will have to relocate to do their LEP as most of the LCs are based in Java. During their studies, LPDP will cover their relocation cost, living allowance, and tuition fees (LPDP, n.d).

4.3.3 Strengths and weaknesses of the LEP from the students' perspective

Based on the FGDs, all LEP alumni acknowledged that they had dedicated teachers to support them. This is one of the strengths of the LEP. While they did not have native speaker teachers, some of the teachers were overseas graduates. One FGD participant praised how friendly and approachable her

teacher was. "M*y teacher was very welcoming and friendly. She said, "there are no stupid questions". She made me feel more confident in asking questions in class*". Another participant said he received helpful feedback on his writing exercises and was able to improve his writing score at the end of the programme. Reflecting on their LEP experience, all alumni said they had an excellent overall experience. However, one FGD participant admitted that she did not complete her LEP programme because she had achieved the required score midway through. According to LPDP (2021b), students are allowed to withdraw from the LEP provided they have received an unconditional letter of acceptance from their university and have passed the LPDP minimum language requirement.

Another strengths of the LPDP LEP is the materials used in class. All participants stated that they had access to various textbooks during the LEP. A participant said that in her class, she used books published by Longman, Pearson, and Headway, among others. The teachers also provided additional materials, and the LCs had some textbook collections she could use. She found access to such resources useful.

A key weakness that FGD participants highlighted regarding the LEP curriculum is the fact that it is heavily based on TOEFL and IELTS preparation. However, passing an IELTS or TOEFL exam does not guarantee that students will do well in their postgraduate studies. One

student explained how her LEP teachers gave many tips on tackling specific IELTS questions and how to write the "IELTS way". While this helped her pass the IELTS test, the tips were not useful for her master's studies. She wished she was better prepared to write an academic essay. *"I passed my IELTS […] I was still struggling to do my essay assignment. […] It's completely different to writing for the IELTS test"*. Another participant who pursued a master's degree in Indonesia said she was expected to write a journal article at the end of her Master's degree programme. She wished the LEP also covered the skills needed for writing a journal article. This shows that there is room for improvement in the LPDP LEP syllabus. Although the stated aim of the LEP programme is to improve student's language skills, in reality, most LEPs aim to get the score that the students need. This can be seen clearly in the policy where students can withdraw from the LEP once they have fulfilled the language requirement.

Another weaknesses is access to resources beyond the materials used in class. One alumni stated that she did not have access to the university's library, which had more English language resources. Access to the university library would have helped. In addition, another participant acknowledged the limited access to audio resources during his

LEP. Thus, access to a broader range of learning resources could improve the LEP.

4.3.4 IALF Scholarship preparation programmes

The model for scholarship preparation programmes devised by the Indonesia Australia Language Foundation (IALF)[8] can serve as a useful point of comparison. IALF has devised a range of courses targeting learners with different entry levels of English (see Figure 14), including the ELTA feeder course. As explained by a senior representative of IALF, the complexity and range of the curricular content increases as learners' English proficiency rises. Only basic study skills and an introduction to IELTS task types are covered with pre-intermediate learners. By the time students are at an upper-intermediate or advanced level, they cover advanced academic writing tasks and informational literacy skills, as well as intercultural skills and preparation for adapting to a different academic culture. Participants must pass the end-of-course assessments to progress from one level to the next. The course assessments evaluate participants in all 4 skills and classroom participation.

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[8] A detailed description of IALF's language centres is provided in section 2.3

IELTS 6.5 — 6-week refresher course — +advanced IL skills / +advanced academic writing / +intercultural skills, preparation for life abroad

IELTS 6.0 - 6.5 — 20-week course — +introduction to information literacy (IL) skills / +introduction to intercultural skills

IELTS 5.5 - 6.0 — 6-month course — +EAP / +intensive IELTS prep

IELTS 5.0 - 5.5 — 9-month course — +basic study skills

IELTS 4.0 - 4.5 — ELTA Feeder course — General English / basic IELTS Prep

entry score

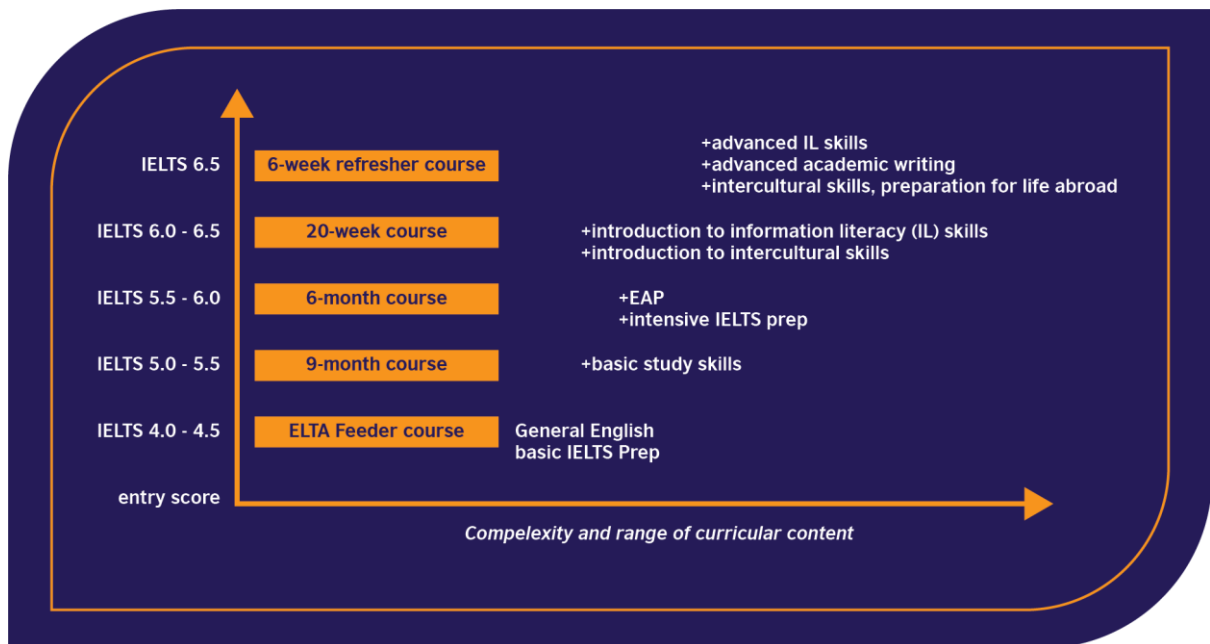*Compelexity and range of curricular content*

Figure 14: IALF Scholarship Preparation Model

A key feature of this model is that it includes a feeder course, the ELTA, which targets candidates with very low English proficiency levels in specific provinces that have historically had low uptake of scholarship awards (Papua, West Papua, East Nusa Tenggara, West Nusa Tenggara, Maluku, North Maluku). As reported by a senior representative of IALF, in provinces where access to quality English language instruction is limited, scholarship quotas cannot be met because potential awardees do not have the initial level of English required to apply for an overseas scholarship (usually IELTS 5.0). Therefore, a customised approach is needed to target this group. If they reach a sufficient level to apply for scholarships and their scholarship application is successful, their language development needs can then be met by providers further down the line (either at their home institution or via national scholarship preparation programmes).

The IALF programme does not only offer English language classes but other relevant skills. One alumni explained that besides learning English, he also had a social and cultural class, an information literacy class, as well information technology class. In the social and cultural class, students learnt practical skills such as how to open a bank account, register a SIM card, and get a bus card. These practical skills help students to adapt to the Australian context more easily. In the information literacy class, students learnt how to access international journals through various online databases, which is very important for preparing for their postgraduate studies. In the information technology class, students learnt how to create a presentation and a poster, as well as learn data analysis skills. The holistic approach of the

IALF curriculum allowed students to be better prepared before arriving in Australia for their postgraduate studies.

IALF also provides a conducive learning environment for self-study. This includes: (1) multimedia facilities such as computer labs for self-study, multi-media workstations for self-study, Computer Assisted Language Learning – CALL; (2) a library which has language learning and teaching resources, general and reference collections, a wide range of current periodicals, leisure reading section, group discussion rooms; (3) "hangout" spaces such as a cafeteria (in Bali) or student common room (in Jakarta) (IALF, 2022). One alumna explained how the conducive learning environment helped her to do self-study activities. She particularly appreciated the multimedia facilities where she practised her listening skills after class. In addition, she also mentioned how everyone continued speaking in English outside the classroom, for example, while they had their lunch break. Such an environment enabled her to immerse herself in the language more effectively.

According to a senior representative of IALF, the strength of the IALF model is evidenced in the high success rate of their learners in their overseas studies, resulting in trust and satisfaction from the scholarship donor organisations. Admittedly, running these courses is costly and requires serious commitment from participants to carry out an intensive, full-time, in-person course that may last up to 9 months (IELTS entry level 5.0). However, feedback from course participants has shown that the intensive in-person course format has many benefits, namely peer-to-peer support, access to relevant study resources, and ability to focus on language study away from their full-time work duties. Recent experiences of running the course remotely during the COVID-19 pandemic indicate that there is no appetite for switching to an online model, as the peer support and opportunity to practise English daily are key benefits of the in-person format.

Summary of Findings

5. Summary of Findings

Language centres (LCs) have a key role to play in raising the English language proficiency level of the Indonesian academic community. They offer customised teaching (English for Academic Purposes, English for Specific Purposes, Scholarship Preparation) and proficiency testing, primarily for staff and students at their own higher education institutions (HEIs). This helps lecturers and students access overseas scholarships and participate in international science networks more effectively (participation in conferences, staff/student exchange programmes, journal publications). LCs also have a key role to play as teacher training providers in their local communities. By enhancing the quality of English language instruction at the primary and secondary level, they are addressing the problem of unequal access to English language learning at the pre-university stage. Thus, they can help improve the pipeline of proficient English speakers participating in university.

However, the impact of LCs is currently limited by their relatively small number (11% of all HEIs) and their relatively small staff sizes. LCs need material and professional support to scale up their activities, so that they can reach a wider pool of learners in the higher education sector and in their local communities.

Below we summarise our findings into three categories: national, institutional, and LPDP scholarship preparation (LEP).

5.1.1.1 National level findings

- Only 11% of Indonesian HEIs have a LC, and half of these HEIs are in Java
- 307 LCs offer English courses and / or testing
- 41% of LCs conduct teacher training for external clients such as schools, thus helping to improve English proficiency levels in the general population
- The most common types of courses at the surveyed LCs are General English (85%), Exam Preparation (73%) and English for Academic Purposes (60%)
- Staff sizes at the surveyed LCs tend to be small (1-5 full-time teaching staff) and two-thirds of LCs have to recruit externally either always or sometimes
- LCs can access capacity building opportunities through national associations such as FILBA, KPB-PTKI, and TEFLIN as well as foreign partnerships such as the US RELO Centres for Excellence in Academic Writing scheme.
- Only 30% of the surveyed LCs currently offer their teachers professional development activities via national

associations (e.g. FILBA), while 20% do not currently offer any professional development for their teachers at all

- FILBA and KPB PTKI are developing a quality framework in order to standardise the quality of teaching and testing across LCs
- Organising regional or national capacity building has been a challenge since the COVID-19 pandemic

5.1.1.2 Institutional level findings

- LCs need autonomy to develop their capacity. With technical service unit (UPT) status, they can hire qualified staff, diversify their course offerings, and even innovate customised proficiency tests. Without these, their potential contribution to the Indonesian academic community and the public is limited.
- LCs need to develop their capacity to run online classes and/or provide online proficiency testing.
- LCs need support to access and/or develop teaching materials, especially for EAP and IELTS preparation.

5.1.1.3 LPDP Scholarship Preparation (LEP)

- Students appreciate the quality of teaching materials and dedication of their teachers.
- The curriculum is focussed on test preparation, i.e. reaching the required score in the relevant proficiency test (IELTS, TOEFL). It does not include wide-ranging modules such as customised academic writing skills (how to write a research proposal), intercultural skills, or information literacy skills.
- While learners are equipped with textbooks, they have limited access to adequate self-study resources. Because they are visiting students attending the residential LEP programme, they do not necessarily have access to the university's wider resources (library, study centre).
- Differentiated courses are needed to target the different proficiency levels of scholarship applicants. Some applicants are missing out on the opportunity to apply for LPDP scholarships because their entry level of English is too low.
- Providers of the LEP tend to be based at HEIs in Java. LCs beyond Java could also be utilised (either in a teaching or proficiency testing capacity) to support a wider pool of students and staff access the LPDP scholarship.

Recommendations

6. Recommendations

6.1   National Level

Agree on a national English proficiency framework

HEIs should adopt a national framework with specific descriptors of English proficiency, so that all stakeholders (HEIs, domestic and foreign scholarship schemes, employers) are able to identify learners' proficiency in a meaningful way. In other words, they can know what type of language the learners are able to comprehend or produce, either in general or academic contexts. Box 6 below shows an example of the Common European Framework of Reference for Languages (CEFR) which is a framework that is adopted by European countries. For Indonesia to agree on a national English proficiency framework, it will require collaboration between the MoECRT, MoRA, FILBA, KPB-PTKI, and other HE stakeholders.

The Common European Framework of Reference for Languages (CEFR) was devised in Europe in response to the need to have clear equivalents of proficiency levels between countries where the same languages are used, either as mother tongue or additional languages. The CEFR has also been successfully adopted in multilingual countries outside Europe where English is a lingua franca (ELF) or an international language (EIL), such as in Timor Leste.

An example of a proficiency descriptor from the CEFR:

INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Box 6: Common European Framework of Reference for Languages (CEFR)

Build consensus on a national roadmap for developing LCs

FILBA has already initiated a strategic plan to standardise the quality of LCs nationally, based on its member feedback. This plan could be scaled up so that a broad consensus is reached on the national goals for LCs including input from all stakeholders (MoECRT, MoRA, KPB-PTKI, education development organisations). LCs also need regular monitoring and evaluation of their strengths and weaknesses. Professional associations and/or regulator should conduct routine member surveys (every 1-2 years) so that appropriate capacity building interventions can be designed in response to current LC needs.

Ensure that capacity building programmes extend to all provinces and institution types

Government as well as international education and development organisations should support LCs with material needs in those provinces and institutions where the language teaching infrastructure is poor (e.g. internet connectivity, computer equipment, access to printed and digital ELT resources, subscriptions to academic databases).

6.2 Institutional Level

Give LCs financial and managerial autonomy

HEI leaders should support the autonomy of LCs by granting them at least technical service unit (*unit pelaksana teknis*) status and by ensuring that institutional policies and budgetary processes support LC activities. The MoECRT and MoRA can support this process by issuing a ministerial regulation or by using indirect incentives (e.g. rewarding LCs with UPT status via internationalisation policies or accreditation policies). LC teaching staff should be awarded appropriate employment contracts and be recognised as a valuable investment to the long-term flourishing of the institutions' academic community.

Make use of online resources and encourage collective materials design

The COVID-19 pandemic exposed a lack of preparedness among LCs for online or blended learning formats. Instead of each LC starting from scratch, a nationally representative committee or professional association working group could be tasked with designing open access lesson plans or MOOCs that LC staff across the country could use for GE, EAP, ESP, Exam Preparation and scholarship preparation courses.

Organise regular regional events

HEI and LC leaders should be proactive in creating regular opportunities for LC staff to engage with peers in the same region. This could take the form of more formal workshops, webinars or in-person training, or more informal reading groups or sharing sessions among LCs.

6.3 LPDP Scholarship Preparation (LEP)

While the LPDP LEP alumna found that the programme is useful, there are ways to improve the programme.

Expand the LEP curriculum and self-study environment
The focus from an exam score-oriented curriculum should shift to improving students' language, academic and intercultural skills more broadly. The expansion of the curriculum should also be accompanied by enhancements to the self-study environment. Students should be given the opportunity to explore English audio-visual material and reading material in way that supports their independent learning. A conducive study environment should also be supported by creating opportunities to use English outside the classroom (such as discussion clubs, extracurricular activities), so as to maximise peer interaction and fluency in English.

Ensure harmonisation of LEP at the national level
LPDP, MoECRT and MoRA partners should monitor the consistent implementation of LEP guidelines, to ensure that all LEP participants receive the same breadth and quality of English language and academic skills training. They need to give all LCs running LEP the opportunity to give feedback on the strengths and weaknesses of previous cycles, and to share best practice with each other. Having a stock of online and easily sharable teaching resources to accompany the syllabus would also help to standardise the learning experience for students.

Introduce a feeder course to target students with low English proficiency
Many potential scholarship applicants lose out even before the scholarship application process begins because they do not have the initial English level required to apply (e.g. IELTS 5.0). Therefore, a pre-LEP course is needed to support such students. This course should prioritise provinces where access to English language training is limited.

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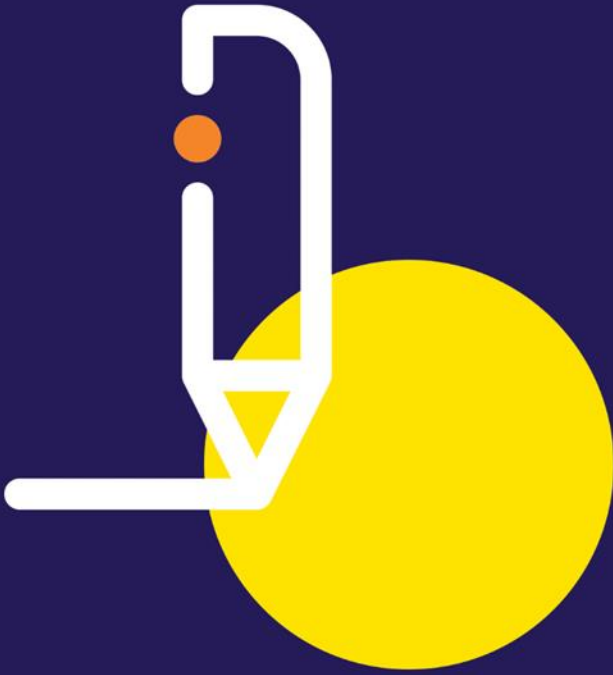
Appendix I

Detailed Account of

Methodology

8. Appendix I Detailed Account of Methodology

Desk-based research

The desk-based research aimed to map all the language centres (LCs) in the country, including all HEI types. The first step was to establish a complete list of Indonesia's HEIs. The research team used the national database of HEIs published online by the Ministry of Education and Culture (MoE&C) (Pusdatin Kemdikbudristek, 2022). The advantage of this database is that it lists the name of each HEI along with important characteristics, namely province, legal status (state-owned or private) and institution type (academy, college, institute, polytechnic, university). Each entry also shows updates on the HEI status (closed temporarily, closed permanently, merged with institution X, changed name to X). Hence, our researchers

were able to remove duplicate or redundant entries. The disadvantage is that the dataset does not distinguish between state institutions under the MoE&C and the MoRA. These are both listed as 'state-owned'. The database is also missing other potentially interesting characteristics such as the National Accreditation Body (BAN-PT) ranking.

A team of 16 researchers completed the desk-based research phase. The eight core research team members were aided by eight research assistants recruited from the provinces included in one of three geographical sub-groups. The aim of this approach was to utilise our research team's local knowledge and contacts.

The aim was to identify which HEIs currently have a language centre, and if yes, to collect some basic descriptive data about English language provision in the following areas:

General English	English Exam testing
English for Academic Purposes	Support for EMI study programmes
English for Specific Purposes	Scholarship preparation programmes
English Exam Preparation	English teaching or testing for the public (clients outside the institution)
Curriculum and resources used for all of the above	

The researchers used online methods in the first instance, namely: official HEI websites; internet searches for mentions of the HEI name in local and national media; and internet searches of the institutions' social media accounts (Facebook, Instagram, Twitter and YouTube Channels). The researchers also used telephone, email and WhatsApp to contact representatives of the institution/language centre directly.

The desk-based research generated a dataset of 509 language centres (see table below). We classified the LCs (No English teaching or testing / English teaching or testing / data not available to confirm English teaching or testing) according to information obtained from online search methods and personal contacts. After the survey phase of the research, we updated the classifications to account for additional LCs which confirmed to us (via participation in the survey) that they do indeed currently offer English teaching or testing. This brought the total of LCs offering English teaching or testing up to 307. Despite this, there were still 104 LCs with no data available. This demonstrates that a sizable proportion of LCs (104 out of 509 = 20.4%) are hard to reach and do not have an online presence, which makes it difficult to collect accurate data on LC needs.

Desk-based research results	number	
All language centres	509	
No English teaching or testing	98	
English teaching or testing	307	subtotal 411
No data available to confirm if LC runs English teaching or testing or not	104	

Survey

The survey was designed to capture data on the activities and resources of the language centre as a whole, not to collect perspectives of individual staff members. An original survey was devised to capture data on four main areas:

1. Capacity of the language centre (status within the HEI, number of staff)

2. Types of teaching and testing activities (e.g. GE, EAP, Scholarship preparation)
3. Recruitment and professional development of teaching staff
4. Curriculum, resources and assessment

The survey items were translated into Indonesian by the lead researchers in consultation with the British Council and Saraswati ED Hub team members, in order to ensure that accurate terminology was used.

We also included a section to collect data on the province and legal status of the HEI (state-owned MoE&C, state-owned MoRA, private foundation). This was important, because the desk-based research did not distinguish between MoE&C and MoRA institutions.

The survey was conducted online from 18/05/2022 to 12/08/2022 using Google Forms. We targeted all the LCs identified in the desk-based research phase, except for the ones which had been confirmed not to offer English teaching or testing (e.g. LCs that only offer Arabic or Indonesian for foreigners).

A survey invitation (including a link to the online survey) was addressed to the head of the language centre or closest equivalent representative. A detailed participant information sheet was included and participants had to click an option to consent before beginning the survey. In return for their time and effort, participating language centres were invited to a free online webinar on EAP organised by the British Council and Saraswati ED Hub.

Four different contact methods were used to maximise the number of responses (see table below). After exhausting steps 1-4, we were still unable to reach 82 language centres due to missing, inaccurate or out of date contact details. Therefore, we added Step 5 (email promotion via national mailing lists) as a complementary method to try and capture the harder-to-reach language centres. In addition, respondents spread news of the survey by word-of-mouth to their colleagues at other institutions.

Step	Contact method	Rationale
1	Official language centre email	Reliable and official
2	Generic institutional email (e.g. public relations department or directorate for academic affairs)	If language centre email not available or attempted email delivery unsuccessful
3	Telephone/WhatsApp contact for the language centre or the public relations/research directorate of the institution	If steps 1-2 unsuccessful
4	Personal email or telephone contact of a representative of the language centre	If steps 1-3 unsuccessful, and if a personal email/tel contact was available
5	Email promotion via mailing lists which were known to include language centre representatives (FILBA, MoRA Consortium of Language Centres, British Council English Teaching Mailing List)	To complement steps 1-4, especially to capture those institutions whose publicly available contact details were missing or out of date

After removing duplicate entries, we obtained a total of 100 valid survey responses. This represents a response rate of 33%, i.e. 100 of the 307 language centres with *confirmed* English teaching or testing. If we take into account all 411 language centres with either *confirmed* or *unconfirmed* English teaching or testing, the response rate is lower, i.e. 24%, but still typical for this method of research (online survey, no monetary incentive).
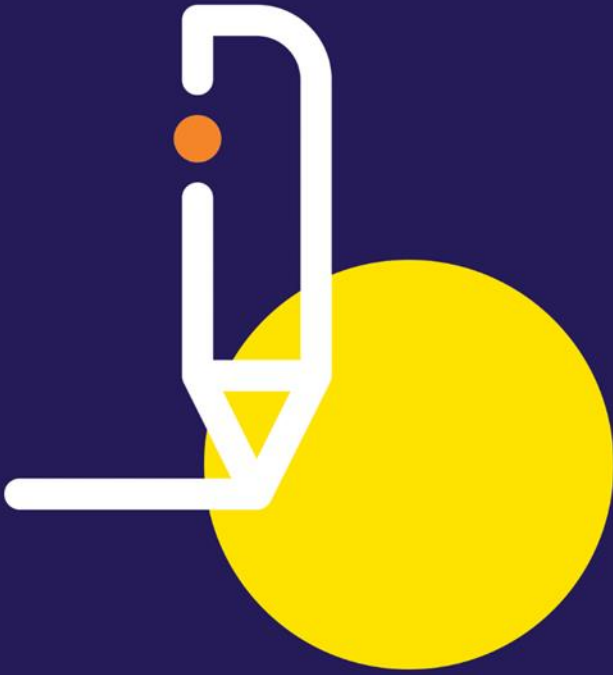
Appendix II

Distribution of LCs by Province

9. Appendix II Distribution of LCs by Province

Province	All Language Centres (LC) (n=509)	% of all LCs	LCs with confirmed English teaching or testing (n=307)	% of LCs with confirmed English teaching or testing
East Java	91	17.88	57	18.57
West Java	66	12.97	32	10.42
Central Java	63	12.38	30	9.77
Jakarta	43	8.45	20	6.51
Yogyakarta Special Region	23	4.52	16	5.21
North Sumatra	22	4.32	15	4.89
Aceh	18	3.54	7	2.28
Riau	16	3.14	12	3.91
West Nusa Tenggara	15	2.95	12	3.91
South Sulawesi	14	2.75	11	3.58
Banten	12	2.36	7	2.28
South Kalimantan	12	2.36	5	1.63
Bali	11	2.16	8	2.61
West Sumatra	10	1.96	6	1.95
East Nusa Tenggara	10	1.96	7	2.28
East Kalimantan	10	1.96	5	1.63
South Sumatra	9	1.77	2	0.65
West Kalimantan	9	1.77	5	1.63
Lampung	7	1.38	9	2.93
Bengkulu	6	1.18	6	1.95
Central Kalimantan	5	0.98	3	0.98

Province	All Language Centres (LC) (n=509)	% of all LCs	LCs with confirmed English teaching or testing (n=307)	% of LCs with confirmed English teaching or testing
Southeast Sulawesi	5	0.98	4	1.30
Gorontalo	5	0.98	5	1.63
Maluku	5	0.98	3	0.98
North Sulawesi	3	0.59	3	0.98
West Sulawesi	3	0.59	2	0.65
Papua	3	0.59	2	0.65
Riau Archipelago	2	0.39	2	0.65
Bangka Belitung	2	0.39	2	0.65
Jambi	2	0.39	2	0.65
Central Sulawesi	2	0.39	1	0.33
North Maluku	2	0.39	2	0.65
West Papua	2	0.39	3	0.98
North Kalimantan	1	0.20	1	0.33
	509	**100**	**307**	**100**