

The Content of the English Subject in International Classes across the Global Mindset Inventory

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Background

Globalization has affected society all over the world, and its impact has penetrated all aspects of life, including education. To be able to compete globally, many countries in the world have implemented various actions and adaptations toward the challenge in the global environment. Similarly, Indonesia, in order to be able to compete in the international world, is currently developing its education system to become world-class. One of the actions and adaptations is by providing international classes in universities. Though all subjects are given in English as the language of instruction in the international classes, the English subject is still given as a core subject in the curriculum. The content of the subject is designed to meet students' need in facing global competitiveness.

In Indonesian universities, the subject of English language for students who major in non-English Language Department is given through an English subject offered in one (1) semester, with syllabus and textbooks specially designed to suit the needs of each field of discipline. Some universities conform to the rule of DIKTI (the Directorate General of Higher Education) to offer students a mandatory English subject of 2 or a maximum of 3 credits; some add two or more credits of English as electives. At Telkom University, for example, there is an English subject to be taken in a minimum of two semesters in each study program, including in the international classes.

This study is intended primarily to contribute to the institutional development in order to provide a way of studying and learning the English language that is practical, efficient, and effective. To be more specific, in order to find out whether the curriculum of the English subject implemented so far has fulfilled students' need to compete globally, this research was conducted with focus on:

1. Have the syllabus and materials of the English subject given at the international classes of the study program of Business Management and Informatics Engineering of Telkom University made students feel they are ready to go global?

2. Do the English syllabus/materials meet the students' expectation in order to be ready to go global?

The Survey

This study is a quantitative descriptive research to explore students' perspective towards the English subject in the international classes in relation to the Global Mindset Inventory (GMI). The study population consisted of students of the international class of Business Management and Information Engineering of Telkom University who are at their second semester. Questionnaires were distributed among a sample of 100 students, all of which were completed and returned. Yet, the researchers, using random sampling, took only 40 respondents as the sample based on two considerations: time efficiency and accuracy in processing and analyzing the data.

For the purpose of our research we have modified and adapted Thunderbird's Global Mindset Inventory (GMI) used in a previous research by Javidan et. al. (2013) into a set of twenty five (25) questions (see Table 1), inquiring students' attitude towards the English subject curriculum in relation to their preparedness in going global. Global Mindset Inventory is the world's first and only psychometric assessment tool that measures and predicts individuals and groups' performance in global leadership positions in terms of Psychological Capital (PC), Social Capital (SC), and Intellectual Capital (IC). It is an internet-based survey that takes an average of ten minutes to complete.

Table 1 List of attributes of Global Mindset Inventory applied in this research

A. Do the syllabus/materials of the English subject ...			
1	increase students' self-confidence?	13	make students have knowledge and understanding of how to build and manage global alliances?
2	increase students' optimism?	14	make students have understanding of partnerships and value networks?
3	increase students' resiliency?	15	make students have understanding other cultures and histories?
4	stimulate `students' curiosity?	16	make students respect cultural differences?
5	make students adaptable?	17	make students have understanding cultural similarities?
6	make students flexible?	18	encourage students to know other languages?
7	make students fearless?	19	make students willing to work across time and distance?
8	stimulate students' quest for adventure?	20	make students have passion for learning about and being in other cultures?

9	Encourage students to take risks?	21	make students open to cultural diversity?
10	stimulate students sense of collaboration?	22	make students willing to accept good ideas no matter where they come from?
11	make students have the desire to learn about other cultures and other parts of the world?	23	make students willing to adapt, learn, and cope with other Cultures?
12	make students have understanding of the global business and industry?	24	stimulate students to have the ability to connect with people from other parts of the world?
		25	make students have the ability to adjust behavior in a different cultural setting?
B. Open Question :			
In your opinion, what are the English language materials you need so that you are ready to go global?			

RESULTS & DISCUSSION :

Based on the submitted questionnaires, the result of questions in part A (as seen in Table 1) indicate that the majority of students find that the content/materials of the English subject listed in the syllabus have made them master English skills and hence ready to go global with 10 attributes showing 89%. There are also seven attributes showing percentage between 50% to 78%. Two obvious differences can be seen for attribute no. 18 about willingness to learn other languages with 78% saying NO, and attribute no. 21 showing a result of 100% students being open to cultural differences.

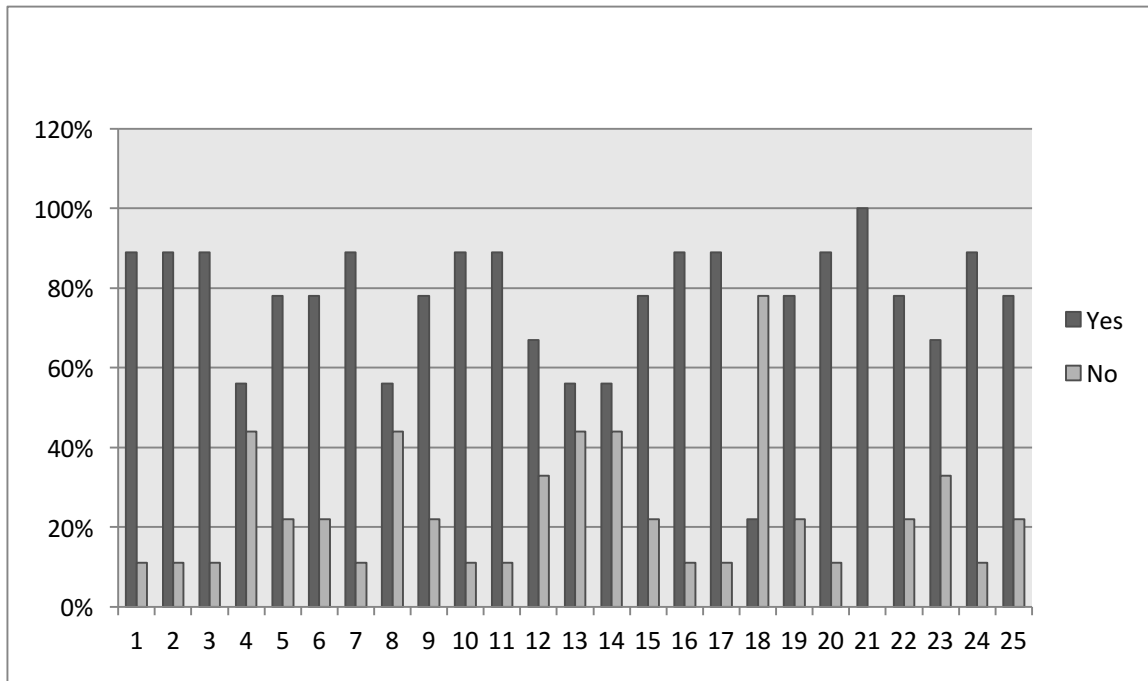


Figure 1 Students' response to questions A

As for question in part B, which is an open question, the result of the students' response is that the majority of the international class students answer that more materials are needed on culture shock, the do's and don'ts in others culture, and more materials for English for Business, Global English, English about culture, etc.

Conclusion

To conclude, the syllabus and materials of the English subject given in the preparatory semester at the international class of the study program of Business Management and Informatics Engineering at Telkom University have provided students with sufficient mastery of English and made them feel ready to go global. Moreover, the students also stated that the materials need to be developed and added with some more specific topics; the other important point the students mention is the need for more practice of language skills like play role and presentation. Over all, the English syllabus has met students' expectation in order to make them ready to go global.

References

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