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Empowering English Language Students' Entrepreneurship Competence By Creating ELT Based Business Plan

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Abstract: Since there are many vacancies of directors of studies/ managers of ELT/language teaching and learning centre or institutions that cannot fulfill by many expert teachers or let alone fresh graduate, English Department of Adibuana University has conducted ELT Management for the last five years. Starting 2013, this subject become four credits from previously two credits. Based on the course outline, the writer assigned the students of batch 2011 to make business plan consisted of location, layout of rooms, resource room for students, which client group to target, how to find your clients, marketing, resources and equipment, how to find your teachers, admin and support staff, drawing up contracts, legal aspects, competition, fees, accounts, book keeping and financial aspects, business plan, level and tests, storing information. Before they made business plan, they have attended several meetings in the classroom with the lecturer and business practitioners from Indonesia and overseas. This semester, when they are completing their business plan raging from setting up private English course for kids, students, professionals, public and software house for teaching and learning English, they will also attend the success story by their senior or alumni. These efforts are considered enough for them to build their entrepreneurship competence.

BACKGROUND

Mastering teaching English language and managing the class well today is not enough for experienced English teachers to be a good ELT managers, directors or facilitator. Meanwhile the master teachers are always nominated but many of them are not successful in the leadership and facilitating jobs. Such this ill-fated moment should not be experienced if they know about ELT Management which is specifically intended for ongoing professional development. It caters for those who want to become directors of studies/ managers of ELT/language teaching and learning centre or institutions. ELT Management is blended science which is consisted of leadership, management, business, English Language Teaching and teacher change. Thus they can Reflect on leadership styles and roles and be aware of important skills to develop as leaders and administrators. Besides that they can understand and apply the process and the goal of strategic planning in language education. Finally they are successful to reflect on their beliefs about teacher supervision and to learn about different approaches to teacher supervision and teacher observations.

In many developed countries like in UK, USA and Australia, ELT Management study and training program have been provided ranging from diploma to MA level which caters their career progression. Some are provided online and blended learning, like the International House Diploma in ELT Management Skills (online), the International Diploma in Language Teaching Management (IDLTM) by the Cambridge ESOL Examinations in UK, SIT Graduate Institute in USA and the like in University of Queensland (Australia). Diploma in ELT Management (DELTM) is also offered in UK for ELT managers working in the UK. In the University of Adibuana, ELT Management has been given for the last 5 years and today this course are arranged in 2 semester of which is 2 credits for the students of English language department.

For students, teacher or master teacher ELT Management is very significant because when they came to work in an organization, they can be easily promoted because they are really aware and observe its growth pattern. If they work in a small – ten teachers or so, it is likely to be healthily growing business and teaching affair, with a clear hierarchy, from director to director of studies to teachers, and a small admin team. Communications and decision-making will be easy and cooperative because the meetings are small and involving everybody. The responsibilities and

duties will be clear. However if they are in a large organization, they will recognize the patterns of departments having some numbers of heads. The tasks and the chain of command may be less clear and communications are complex by making rechecking and auditing. It is a must to ensure that everyone knows who does what and what they should be doing. In this case, they have to recognize and familiar with characteristics and culture of their organization in order not to make mistakes when ordering, delegating or organizing.

ELT Management In UNIPA Surabaya

Last but not least, in English Language Department of University of Adibwana Surabaya, the students taking the course of ELT Management are gradually familiar with the above atmosphere as they are required to create and present their complete ELT business plan as their final project of the course. They are formed into 4-6 students to create a business organization of ELT Business organization like an English course of school, teaching and studying English software house, translation agent, English Language assistant agent creatively. They have to present their business proposal in front of their friends and lecturer in order to improved so that during the improvement after the presentation they have to learn more about business organization, leadership, instructional design, management to make their final and perfect business plan as their final exam. Therefore they are also forced to comprehend the overall course syllabus which include organisational structures and system, staff recruitment procedures, English programme development and management, planning for quality, marketing in education, business plans, important aspects of management, how to develop specific management competences relevant to their own positions and finally how to work with fellow professionals from a range of educational settings and countries in educational management and the management of English language teaching operations.

ELT BUSINESS PLAN

The writer selected the tips from Lucy Pollard in order to set up a language school which surely not far different with general business plan. She included location, layout of rooms, resource room for students, which client group to target, how to find your clients, marketing, resources and equipment, how to find your teachers, admin and support staff, drawing up contracts, legal aspects, competition, fees, accounts, book keeping and financial aspects, business plan, level and tests, storing information.

For location, the writer reminded to choose an area that is close to or easily accessible to the target market. Her students could choose their English course or ELT Business close to their competition or in the area that did not have a language school. They should consider public transport facilities. If they want to open an English course for young learners, parents also need facilities for dropping off and picking up children. They should think about the possibilities the parents could join the course as well.

In addition to that, the students business plan need to consider about how many students they will have in each class and plan the space needed in classrooms. They might decide to target business clients which means some of their classes will be taught in their company. The advantage for them is that less room is needed on their premises. They also need to consider how much room they need for teachers and resources. Administration staff need a work area, too. Furthermore, they need a reception area for receiving clients and giving them information.

In order to give better service to the students, the writer also suggested to have a self-access centre for students to learn independently. The self access is also known as a multi-media centre. This can be a good selling point for the school. Busy clients might appreciate the opportunity to drop-by and study at times other than those set out for them in the traditional classroom setting. Teachers can be timetabled to oversee the centre which can be seen as a bit of "downtime" for them. It can function without the presence of a teacher which makes it more economical. To

solve technical difficulties, this self-access center also need somebody to take care and assisting anyone visiting this place.

Curriculum and teaching need to be focused on. The students of the writer needed to focus and specialize in certain business clients or teaching. They may choose on exam preparation, children or teenagers. If they choose children as their client, they have to think about the additional considerations e.g. security in the building and supervision at all times for the younger ones. The type of work they do will also contributes to their corporate image. Therefore they have to start thinking about it since very beginning. This decision will influence how to find your teachers, admin and support staff, drawing up contracts, legal aspects, competition, fees, accounts, book keeping and financial aspects, business plan, level and tests, storing information.

STUDENTS BUSINESS PLAN RESULT

The writer has two classes to make this business plan and the results are as followed:

1. Private English course located complex catering families in and around the complex who wish to improve their English as well as the companies which need to improve the English competence.
2. Private English course helps graduated and undergraduated students who want to learn and improve their English skill especially speaking, both formal and informal English conversation
3. Private English course tutors elementary school children in order to have English language and having good character.
4. Private English course cooperate with schools and academic organization to help their students to improve their English competence by profit sharing.
5. Private English course helps students of senior high schools and vocational high school to improve their English.
6. Software house of Studying and teaching English helps both teachers to teach English easier and students to learn English effectively.

The above result has made her students of the fifth semester of batch 2011 to study seriously and really learn about business because they realize they have to consider many things in business. In addition to that they have to be independent and focused to their business. Since they have to make a business plan for 5 years they also need to calculate and predict their margin, risk and revenue. In this case, their entrepreneurship competence are built and sharpen. Since most of the students do not have business background, it is a good chance for them to learn and dig their potential to create business.

Many of the alumni of the previous batch like those who graduated in 2007, 2008, 2009, 2010, 2011, 2012, 2013 and many more have set an English language school in their home town. Some of them will be invited to share their success story for their junior who is still studying in campus

In addition to that they have to attend several meetings led by businessman from Indonesia and overseas to give their international business background information. These programs will motivate them to have entrepreneurship spirit and character.

SUMMARY

To make students aware the importance of having entrepreneurship character and spirit needs serious effort and support by the alumni and teaching staff. Making business plan is consider successful to make them realize about how to start and conduct ELT business. This is obvious because in making business plan that they have to do it in a group, they have to location, layout of rooms, resource room for students, which client group to target, how to find your clients, marketing, resources and equipment, how to find your teachers, admin and support staff, drawing up

contracts, legal aspects, competition, fees, accounts, book keeping and financial aspects, business plan, level and tests, storing information.

Before they made business plan, they have attended several meetings in the classroom with the lecturer and business practitioners from Indonesia and overseas. This semester, when they are completing their business plan, they will also attend the success story by their senior or alumni. These efforts are considered enough for them to build their entrepreneurship competence.

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