

**The title of the article, do not capitalize the initial words unless proper nouns and do not exceed 20 words [Times New Roman 14, bold]**

Author's name(s) [Times New Roman 12]

author's email [Times New Roman 11, italic]

*Affiliation: write the faculty or department at the first line,  
the organization/institution at the second line [Times New Roman 11, italic]*

### **Abstract [Times New Roman 12, bold, centred]**

The article addresses the development of English language education (ELE) and explores perspectives to develop better English learning climates in the higher education settings in Indonesia. It firstly outlines the development of ELE theories worldwide influenced by the growth of constructivism theory. Then, it particularly views the relationship between the development of ELE theories worldwide and the reality of English language policy within the Indonesian context. It is to argue that the national policy and its implementation have been somewhat inferior to providing strong fundamentals for ELE in the higher level of education—the higher education. Thus, this article proposes ideas to develop curriculum, pedagogy, and assessment in a coherent manner to create more engaging learning environment in order to cater for dynamic growth of academic and professional contexts. [Times New Roman 11]

*Keywords: English language education, higher education, curriculum, pedagogic discourse [Times New Roman 11, italic]*

### **Introduction [Times New Roman 12, bold]**

[No margin for the first paragraph after the sub titles] The development of English language education (ELE) worldwide is currently enlightened with the concerns of postmodern philosophies and practices that are more sensitive to the complexity of socio-cultural contexts of learning.

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### **The reality of ELE in Indonesia [Times New Roman 12, bold]**

In the ASEAN context, the approaching of the AEC (ASEAN Economic Community) 2015 is believed to have a considerable impact on academic and professional communication within a nation and across the nations.

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### **Opportunity to develop ELE in HE [Times New Roman 12, bold]**

Students of university in Indonesia could generally have various English learning (EGP and ESP) experiences through 3 main pathways: *formal*, *non-formal*, and *informal*. Students of university in Indonesia could generally have various English learning (EGP and ESP) experiences through 3 main pathways: *formal*, *non-formal*, and *informal*. Students of university in Indonesia could generally have various English learning (EGP and ESP) experiences through 3 main pathways: *formal*, *non-formal*, and *informal*.

Students of university in Indonesia could generally have various English learning (EGP and ESP) experiences through 3 main pathways: *formal*, *non-formal*, and *informal* (Figure 1).



Figure 1. The pathways of English learning [Times New Roman 11, italic, central]

## Conclusion [Times New Roman 12, bold]

The teaching of English in the HE is characterised by its nature that closely relates to particular academic and professional settings. The teaching of English in the HE is characterised by its nature that closely relates to particular academic and professional settings.

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**Appendix [Times New Roman 12, bold]**