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**PENELITIAN INTERNAL DOSEN**  
**Program Studi Administrasi Publik Fakultas Ilmu Sosial dan Politik**



**PERSPECTIVES OF INDONESIAN LECTURERS TOWARDS ENGLISH  
TEST FOR CERTIFICATION ON INDONESIAN HIGHER EDUCATION  
IMPROVEMENT: A NARRATIVE STUDY**

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*Universitas Bojonegoro*  
*Periode 1 Tahun Anggaran 2023/2024*

**Nomor Kontrak:**  
**014 / LPPM-LIT / UB / IV / 2024**

**UNIVERSITAS BOJONEGORO**

**2024**

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**HALAMAN PENGESAHAN**  
**PROPOSAL PENELITIAN PENDANAAN PERGURUAN TINGGI**

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7.	Dana Diusulkan	:	3 juta
<b>Mengetahui,</b>			Bojonegoro, 27 April 2024
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## **KATA PENGANTAR**

Alhamdulillah ala kulli hal.

All praises due to Allah, the one who has given His Hands in writing this research proposal. I am so grateful that Allah has involved in every single word that I wrote here. Therefore, I am able to complete this proposal with the title “Perspectives of Indonesian Lecturers on English Test for Certification Requirement; A Narrative Study”. Peace and salutation is always given to the last messenger of Islam, Prophet Muhammad SAW, who has brought us from the jahiliyah era this scientific era. This research proposal is to fulfill one of Tri Dharma responsibilities as lecturer.

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## **ABSTRACT**

As part of higher education quality improvement, the lecturers are encouraged to take professional certification. Some assessments are used to certify the Indonesian lecturers, such as a test of English. However, as more lecturers are applying for getting certified and require English assessment, the study of non-English lecturers' pedagogical experiences toward the English test has not been investigated until current times. By implementing Sun (2023)'s theory on her study of lecturer's English professionalization, this study is to investigate the substance of lecturer professionalization concerning EMI (English Medium Instruction) ability, the criteria of lecturer professionalization and mode of English certification. This study employed qualitative research with narrative inquiry design and used semi-structured interviews. Braun and Clarke's (2006) thematic analysis used to analyze the data. The outcome of this study reveals that the skill of English is not relevant with lecturer certification. Furthermore, being certified lecturers does not mean they fulfill the criteria of lecturer professionalization. Besides, the English certification mode (TOEFL test) is too general to measure the ability of lecturers' EMI (English Medium Instruction). The implication of this study is valuable for Indonesian lecturers and policy makers of higher education in determining new policies.



# **BAB I**

## **PENDAHULUAN**

### **1.1 Latar Belakang**

The various attempts are conducted to achieve the standardized quality of lecturers in all over Indonesia. Improvement of lecturer quality in university is always conducted by the Indonesian government, one of which is through certification. Furthermore, lecturer certification involves issuing certificates to educators to evaluate their professional competence. This process is intended to assess whether lecturers meet the required standards, safeguard their role as instructional professionals in universities, enhance both educational processes and outcomes, and expedite the achievement of educational objectives (Mariya & Anwar, 2021). The purpose of this certification is to set an equality for every lecturer competence in terms of teaching, research and community involvement. Thus, lecturers' certification is an appreciation given to the lecturers in the form of an educator certificate through various assessments.

Being a certified lecturer is becoming many lecturers' ambitions in Indonesian universities. As part of the career path, the certification for lecturer is required to prove professionalism in academe. Haryanto (2016) stated in his research that "the measure was mandated by the Law No. 20/2003 about National Education System, Law No. 14/ 2005 about Teacher and Lecturer, and Regulation No. 19/2005 about National Education Standard, which require teachers or lecturers to possess professional certificates to be able to teach".

A series of criteria, a system, and a process to evaluate and certify lecturers were created. Under the lecturer certification program, those who are considered fulfilling the competency standards are entitled to certificates and opportunities for career advancement. In addition, the certified lecturers will receive a profession allowance from the government (Laili & Nashir, 2020). In addition, Lubis and Harahap (2017) affirmed that lecturer certification drives to increasing the prosperity of lecturers, in which lecturers gain a professional salary worth the minimum monthly fee. Appraisals of lecturer certification are in accordance to the implementation of *Tridharma Perguruan Tinggi*, which is education, research, and community service.

This certification is annually open for lecturers who have become the professor assistant or better known as AA (Asisten Ahli). Based on the new regulation from Education Ministry about operational lecturer certification, to apply for lecturer certification, applicants require to pass two primary tests called

TKDA (*Tes kemampuan dasar akademik*) or academic basic competence test and TKBI (*Tes kemampuan Bahasa Inggris*) or English competence test which is shown through TOEP (Test of English Proficiency) result. TOEP is generally followed by Indonesian lecturers as an effort to fulfill the administrative requirements for certification. TOEP is swiftly different from TOEFL. TOEP has two sessions (listening and reading) while TOEFL has three sessions (listening, structure/writing, reading). However, both assessments are considered crucial for lecturers. TOEFL is needed to acquire scholarships to pursue higher levels of education in overseas universities and TOEP is employed as a lecturer certification requirement.

The lecturer profession requires English competence. The various reasons are grounded, one of which is related to writing scientific papers and publishing in either national or international publications. Moreover, the reputable international journal is highly selective with their manuscripts in English. Although the English translation service can assist lecturers in translating the articles, the translation costs a lot of charge. Besides, English skill has become the urgency to always develop the knowledge in relevant fields of study by reading international books or papers and pursuing doctoral degrees abroad.

Furthermore, a quality of university in Indonesia can be defined by the number of the certified lecturers (Laili & Nashir, 2020) because certification portrays the professionalization of the lecturers in the institutions in terms of pedagogy, research and community service. However, the relevancy of English assessment in lecturer certification towards the Indonesian lecturers' professionalization has not been addressed. Therefore, to fill the gap of this issue, this study aims to investigate the point of views of Indonesian lecturers towards English tests for the certification on their work performance.

## **1.2 Rumusan Masalah**

Several researchers have investigated the lecturer certification and its implications on their performance. However, a study that addresses the issue of Indonesian lecturers' certification on specific English tests toward their work quality has not been conducted. Therefore, this study proposes two research questions:

1. How is the content professionalization of certified Indonesian lecturers in terms of English (language, communicative, pedagogical and multicultural competence and EMI awareness)?

2. What are the criteria of professionalization of Indonesian lecturers in the context of English?
3. How is the Indonesian lecturers' English certification mode (format, evaluator and perception)?

### **1.3 Tujuan Penelitian**

The objectives of this study are stated as below:

1. To investigate the content professionalization of certified Indonesian lecturers in terms of English (language, communicative, pedagogical and multicultural competence and EMI awareness)
2. To outline the criteria of professionalization of Indonesian lecturers in the context of English
3. To find out How is the Indonesian lecturers' English certification mode (format, evaluator and perception)

### **1.4 Manfaat Penelitian**

This study is firstly significant for faculty of social and political science because this research is related to public administration, which shows by the variable of administrative stuff for lecturer certification in Indonesia. Secondly, since this study is multidiscipline research, which crosses between English education and public administration, it seems to have more opportunities to be selected and published in national or international journal. It can thus increase the research reputation for Unigoro and it will affect on university accreditation in future. Thirdly, for stakeholder and Indonesian people in general, this study can be one of references to recommend or (not) recommend to employ English test for lecturer certification.

## **BAB II**

### **TINJAUAN PUSTAKA**

#### **2.1 Landasan Teori**

##### **a. English Language Proficiency Assessment**

Language testing is a different from testing other fields of study since language teachers possess many evaluation options to examine their students' English level (Brown & Ryan, 2003). There have been varied English assessments to test the English skills for non-native English such as TOEFL (Test of English as Foreign Language), TOEIC (Test of English as International Communication), IELTS (International English Language Testing System), SAT (Scholastic Aptitude/Assessment Test), Graduate Management Admission Test (GMAT), CAE (Certificate of Advanced English), PTE (Pearson Test of English). In addition, currently, Duolingo English test has adhered on the list of language assessments.

TOEFL is the most common English test used in the United States. This series of tests is a preeminent English-proficiency test for adult learners with the objectives of measuring and evaluation the students' English skills with confidence (ETS, 2023). The TOEFL itself has varieties such as TOEFL PBT (Paper-based-test) that is rarely employed nowadays and has changed to be TOEFL ITP (Institutional Testing Program). Furthermore, the TOEFL iBT (Internet-based test) is also massively used as American university admission document. The TOEFL ITP and IBT are somehow dissimilar in the appliance. For instance, TOEFL ITP evaluates the three English ability such as listening, structure and reading. The questions are in the form of multiple choice style with the score range of 200-680. However, the TOEFL IBT evaluates the test-takers on their practical English skills such as listening, reading, writing and speaking. The assessed skills are likely focusing more on the English usage for the daily life and the score could be within 0-120. TOEFL is therefore common English test taken for lecturer certification instead of another option like IELTS.

##### **b. Lecture Certification**

Lecturer certification is not only an award but also the evaluation in the term of quality improvement of national education. The additional stipend as reward for certified lecturer has not been maximally utilized. The systematical evaluation of lecturer quality is still needed every semester through administrative report like BKD. It should be centered and integrated so the lecturer can be supervised (Nusantari, 2022). In general, a study shows the positive relation

between lecturer certification and work motivation, performance and discipline (Listyarini, 2017). Another research reveals the positive and significance effect of lecturer certification, professionalism, commitment and competency towards lecturers' performance with 49,1% and 50,9% is influenced by another variable (Utami & Yuliatmojo, 2023).

**a. Penelitian Sebelumnya**

Here is the list of previous studies related to this current study.

**Table 2.1 Previous Studies**

No.	Name and Research Year	Research Method	Variable or instrument	Research Result
1	The professionalization of English medium instruction lecturer: content and certification (Sun, 2023)	Literature review	Articles	The certification in current can be divided into two categories depending on whether they include a training program. Certification that consists only of tests usually focuses more on the teacher's English proficiency in teaching. Another certification usually has the essential English requirement for the participants and pays more attention to the pedagogical methodology. The paper concludes
2	Assessing English-Medium Instruction Lecturer Language	Mix method of quantitative and qualitative	Questionnaire and interview	MFRM results suggested no significant bias, or interaction, between raters and

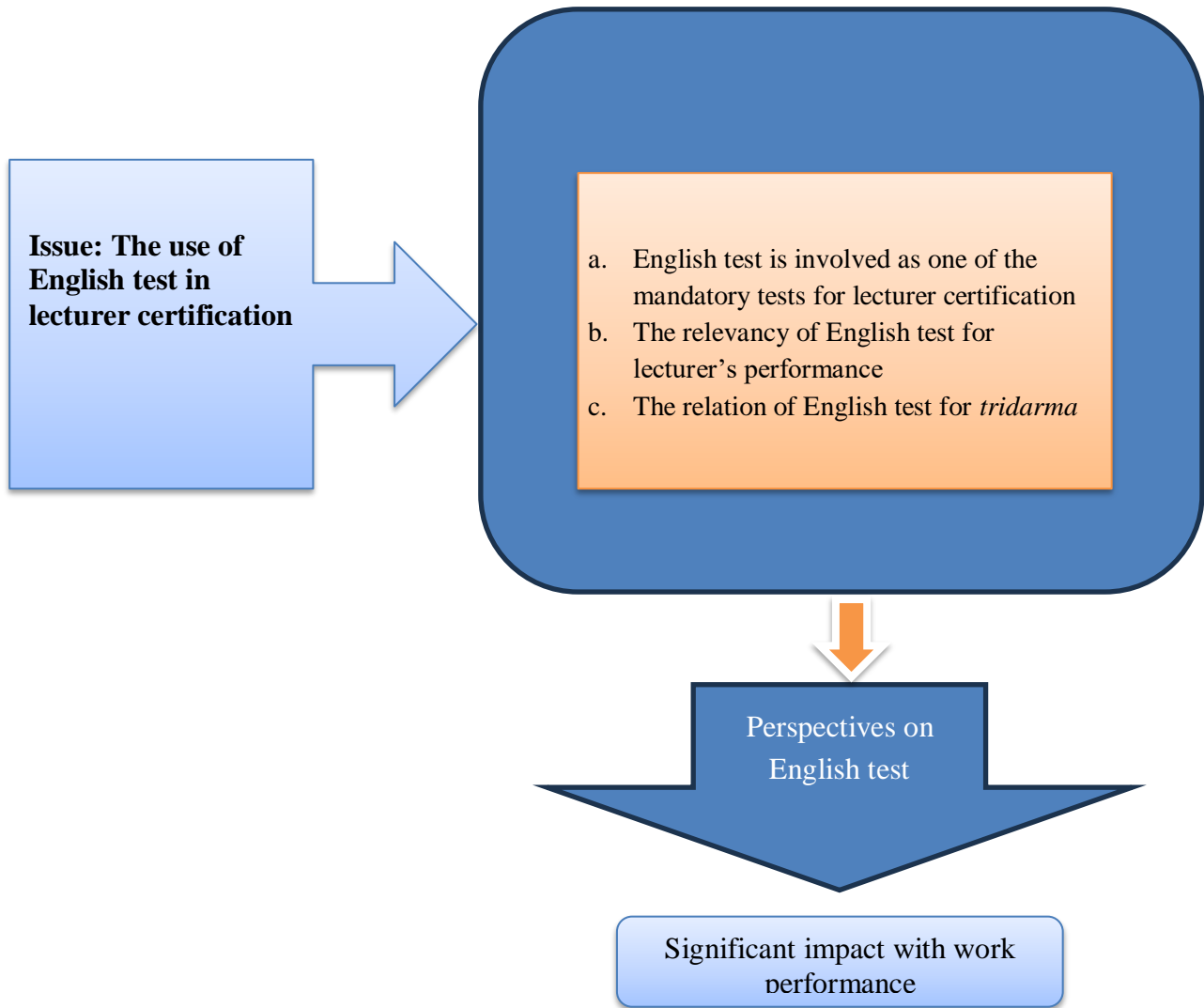
	Proficiency Across Disciplines (Dimova & Kling, 2018)			departments. In the written formative feedback, raters referred to linguistic aspects of pedagogy (e.g., “utilization of stress and intonation to convey pragmatic meaning”) rather than to lecturers’ classroom behavior. As for vocabulary references, results suggest that the identified problems align with general rather than domain-specific vocabulary. Interview findings suggest that, despite awareness of their lack of nuanced vocabulary, lecturers’ content knowledge and teaching experience facilitate their language performance.
3	Life after oral English certification: The consequences of the Test of Oral English Proficiency for Academic Staff for EMI lecturers (Dimova, 2017)	Qualitative	Interview	Convergence of intended and actual uses of TOEPAS results, though the alignment of the expected outcomes and the actual consequences was not complete, especially in

				relation to the uses of the formative feedback
4	The Test-Taking Strategies to Improve Test of English Proficiency (TOEP) Scores for the Participants of Lecturer Certification Program at University of Potensi Utama Medan (Swondo, 2017)	Classroom Action Research	Pretest and posttest	At the pre cycle, only 10 % or 6 participants reached the standard score, at the first cycle 50% or 30 participants reached the TOEP target scores. Finally, at the second cycle 80 % or 48 participants passed the standard scores. The finding shows that the Test-Taking Strategies significantly improved the participants' TOEP test scores.
5	Lecturers' English proficiency and university language policies for quality assurance (Dimova & Kling, 2013)	Qualitative	Interview	The general findings in relation to teaching EMI programs and university language policy

*Sumber: Hasil penelitian sebelumnya diolah (2022)*

**b. Kerangka Konsep Penelitian**

Gambar 2.1 Kerangka Konsep Penelitian





### **BAB III**

## **RESEARCH METHOD**

### **3.1 Jenis dan Pendekatan Penelitian**

This research focuses on the issue of lecturer certification relevancy in Indonesia with their English competences in pedagogical quality. This study used narrative inquiry design to investigate and reveal the research subjects' experiences in regards with lecturer certification and English skills. Narrative inquiry design is a qualitative research methodology that focuses on understanding and interpreting human experiences through the stories people tell. This approach emphasizes the importance of narratives—personal stories, accounts, and experiences—as central to constructing knowledge and making sense of the world (Clandinin, & Connelly, 2000).

### **3.2 Lokasi Penelitian**

The research participants were taken from certified lecturers who are teaching in private universities in small city, Universitas Bojonegoro. There are four participants who teach in different departments and faculty with diverse academic backgrounds and teaching exposures.

### **3.3 Populasi, Sampel dan Teknik Pengambilan Sampel**

Table 3.1. Participants' backgrounds

<b>Name (code)</b>	<b>Gender</b>	<b>Roles</b>	<b>Educational Background</b>
T1	Female	Lecturer of Environmental Study	Doctorate candidate of Environmental Study
T2	Female	Lecturer of Economics	Master of Economics
T3	Male	Lecturer of Public Administration	Doctorate of Public Administration
T4	Male	Lecturer of Industrial	Doctorate Candidate of Industrial Engineering

		Engineering	
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In addition, the researchers selected the research subjects using a purposive sampling method in order to gain the participants with relevant characteristics, knowledge and experience as certified lecturers (Berndt, 2020; Suri, 2011). This process included purposely opted for certified lecturers from various faculty backgrounds and have been teaching for more than five years.

### **3.4 Jenis Data dan Teknik Pengumpulan Data**

To collect the data, the participants were interviewed in person using semi-structured interviews. This is to explore the pedagogical quality of the participants related to English competence and their certification. To fulfill the research ethics, the direct interviews also require the consent of the participants. The researcher came to their office in each faculty and conducted the interview. The interview was also recorded to ensure the scripting and analyzing the data. There are three main questions related to pedagogical professionalization, English medium Instruction/skills and English assessment as part of lecturer certification, which were broken down into several questions.

### **3.5 Analisis Data**

In this narrative inquiry study, we analyzed participants' stories to explore their experiences related to [specific phenomenon or context]. The data analysis process followed a systematic approach to interpret and understand the narratives effectively. The data for this study were collected through in-depth interviews and personal narratives from four participants. Each interview was transcribed verbatim to ensure the authenticity of participants' voices (Clandinin & Connelly, 2000). We conducted initial readings of the transcripts to immerse ourselves in the data and identify preliminary patterns.

The initial stage of analysis involved open coding. We identified significant segments within the narratives and assigned preliminary codes based on their content and meaning. We used thematic analysis to group related codes into overarching themes. Themes were developed inductively, allowing patterns to emerge from the data rather than imposing pre-existing categories (Braun & Clarke, 2006). To provide a comprehensive understanding of participants' experiences, we constructed narrative profiles for each individual. These profiles synthesized key themes and presented a coherent account of each participant's story, reflecting their personal and contextual factors (Clandinin, 2013). This

approach allowed us to contextualize individual experiences within broader themes and patterns.

Interpretation involved analyzing how the themes related to the research questions and theoretical frameworks. We examined how the narratives illustrated broader concepts such as identity formation or resilience (McAdams, 2013). Reflexivity was crucial in this process, as we continuously reflected on how our perspectives might influence the interpretation of the narratives (Finlay, 2002). To ensure the validity and reliability of our findings, we implemented several strategies. Member checking was used to verify the accuracy of the narratives and interpretations with the participants (Lincoln & Guba, 1985). Peer debriefing involved discussing the analysis with colleagues to ensure consistency and credibility (Sandelowski, 1993). Detailed documentation of the coding process and theme development was maintained to provide transparency.

The initial stage of analysis involved open coding. We identified significant segments within the narratives and assigned preliminary codes based on their content and meaning. For instance, codes such as "challenges faced," "coping strategies," and "emotional responses" emerged from the data (Riessman, 2008). These codes were then organized into broader categories to facilitate deeper analysis.

We used thematic analysis to group related codes into overarching themes. Themes were developed inductively, allowing patterns to emerge from the data rather than imposing pre-existing categories (Braun & Clarke, 2006). For example, codes related to "social support" and "community engagement" were combined into the theme "Support Networks and Community Integration." To provide a comprehensive understanding of participants' experiences, we constructed narrative profiles for each individual. These profiles synthesized key themes and presented a coherent account of each participant's story, reflecting their personal and contextual factors (Clandinin, 2013). This approach allowed us to contextualize individual experiences within broader themes and patterns.

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Table 3.2 Sample of Data

<b>Data</b>	<b>Code</b>	<b>Sub-themes</b>	<b>Themes</b>
<i>...a lot of literature and resources are in English. In the beginning of my time as a junior lecturer at the environmental study department, many references were not in Indonesian language so I must read the English books or papers before I made the teaching materials.</i>	English	Language	Content Professionalization
<i>If I see myself, I think (as certified lecturer) my English skill is just so-so</i>	English skill	English lecturer's competencies	Criteria of professionalization
<i>...I used the direct TOEFL test...</i>	TOEFL	English test for certification	Mode of certification in English

## **BAB IV**

### **HASIL DAN PEMBAHASAN**

#### **4.1 Hasil dan Pembahasan**

The results of this research are divided into three themes; professionalization contents of certified lecturer in English Medium Instruction (EMI), criteria of professionalization in the context of English competences and certification mode of English.

##### **4.1.1 Contents of English Professionalization of Certified Lecturer**

When discussing the substances of certified lecturer professionalization, particularly in English, Sun (2023) elaborated into several key points such as language, communicative, pedagogical and multicultural competence and EMI awareness. The lecturers presented a variety of viewpoints. In the interview, all participants pointed out several significant hurdles encountered in their teaching process, particularly using English in their classroom. Therefore, each context of English professionalization is elucidated as follows.

##### **Language skills**

The participants detailed their perspectives on this language context to their pedagogy in university. Most of them have similarity in the responses such as using English for their academic process, especially in teaching resources and journal publication. T1 mentioned that

*For me, English competence, especially for lecturer' publication, is very crucial because in my study program, the primary literature is mostly in English. The multidiscipline of environmental study such as ecology, social science which is related to hydrological physical environment, climatology are also using English. Many literatures and resources are in English. In the beginning of my time as junior lecturer at the environmental study department, many references were not in Indonesian language so I must read the English books or papers before I made the teaching materials. If I see myself, I think (as a certified lecturer) my English skill is just so-so except for my reading skill. My listening is standard and my speaking is still lacking. I understand someone' speaking but for the lexical resource and structure are still not good*

The extract pointed to that T1 highlighted the significance of English for the research publication demand. English finds a more crucial role in exploring papers and appropriate teaching materials. However, T1 indicated that the English skill possessed has not been adequate as a certified lecturer. T1 rates the reading skill which is reading because of the habits of seeking English literature.

This finding is similar to previous research by Rubio-Alcalá and Mallorquín (2020) that English teachers' language proficiency can be defined as their capability to effectively use the diverse language tools necessary for successful teaching in the classroom. Furthermore, T2 shows the analogous response. T2 mentioned that English is undeniably important. Many articles and journals, which serve as literature and reviews for teaching and other academic purposes, are all in English even though as certified lecturer, T2 is also doubtful with his English competence. Like T1, T2 is more confident in reviewing and understanding the English articles in his field of study than having direct speaking or conversation in English.

Meanwhile, T3 emphasized that using English in the classroom could be more occasions as the students' necessary and condition. It shows in the response as follows.

*In Industrial Engineering itself, English is quite important. This is because some materials and courses, including their terminology and content delivery, refer to international book references. However, the delivery is adjusted according to the students' conditions. So, it's not always used, as it depends on the students themselves.*

T3 then added about his English skill as a certified lecturer which is not really active and depends on other experts in dealing with English. As T3 stated that

*I tend to be more passive. When I usually go to articles, I rely more on translators.*

T3 stated that he would mostly use the expertise of an English translator in translating the papers to explore the knowledge of his study program. T3 normalized his passivity in English and felt sufficient in relying on English experts. In accordance with T3, T4 also found that knowing little in English is acceptable as long as T4 gets the key points of her field of study. In the Economics department, T4 needs to understand the global economics situation, even if it is not specific. However, personally, since T4 is not very proficient in English, T4 usually just focused on the main points and the essential terminology. This finding is contrary to the previous study that most of the teachers or lecturers

consider English language proficiency to be an essential professional skill and feel that they need to enhance their abilities in this area (Helm and Guarda, 2015).

### **Communicative competence**

The second substance of certified lecturers' English professionalization is communicative skill. Communicative competence pertains to an instructor's skill in teaching in English and effectively delivering information (Crespo and Tojeiro, 2018). It can also be viewed as pragmatic competence, which involves using language effectively and appropriately according to the context, audience, or reader (Carrió-Pastor, 2020). Regarding the communicative skill in English, all participants have a resemblance in answering this question. Based on the gathered data, T1, T2, T3 and T4 agreed that they do not use English as communication in their teaching and learning process. For example, T1 mentioned that

*For me, the reason is that our students are not yet at that level of English communication. There might be some interest, but when we want to deliver knowledge or information using English, we first need to understand the audience (students)*

The excerpt of T1 is supported by T2's statement that the use of English for daily teaching has not been necessary since most students in private universities where they teach are using Indonesian language and only one or two students who are capable in comprehending English. Therefore, T2 decided not to employ English as a communication language. T3 and T4 show the likeness in responding to this point. In their interview, they acknowledge that English is not the main option to deliver their courses except to explain some particular terminologies.

The result of this communicative content of lecturer professionalization in English is against the former notable finding that Studer (2015), via a student survey, discovered that positive classroom experiences often highlighted the teacher's communicative competence. This was the case even if the teacher's language skills in this area might have been somewhat lacking. All participants who are certified lecturers did not practice English as part of their classroom communication and somehow they have generalized that all students are not competent in English. So, they did not perceive whether the students would be excited if they delivered their teaching materials in English.

### **Pedagogical and multicultural skill**

Pedagogical competency is described as teachers' capability to effectively organize and plan learning activities that facilitate high-quality and efficient

knowledge acquisition for students (Rubio-Alcalá and Mallorquín, 2020). It is interesting that teaching skill using English is still accountable to measure the lecturer's professionalization. In this case, the participants conveyed various perspectives. Most of them express similar teaching experiences. T1 asserted that

*I have not used English yet. I just used it to students mostly for publication guidance in the final year*

T2 affirms the T1 by declaring that T2 implements Indonesian language in most of the teaching enterprise and only utilized English in reviewing papers or discussing specific terms in the subject area. Meanwhile, T3 described a different situation in her pedagogical role as certified lecturer. T3 pointed out more to the use of International journals for the students' assessment so that the students can have deeper understanding with the current knowledge. T3 mentioned that

*In my class, assignments require the use of international journals or Sinta 1-2 journals, which are typically in English. Consequently, when students use PowerPoint presentations, they will need to translate and understand the content. English-language sources are still recommended because we aim for meaningful learning and change*

In the post-teaching process, T3 highlighted more on students' assignments which use international papers as the primary references to gain better and more advanced resources. However, this finding is not in line with the previous research that English should entail all aspects in the teaching process, not just evaluation. Tsui suggested that the development of teaching skills should encompass a range of areas, including English presentation, lesson planning and delivery, classroom management, task-based and cooperative learning, case teaching, managing both large and small classes, flipped classrooms, and assessment (Tsui, 2017). Unlike previous participants, as engineering lecturer, T4 declared that he often used English in his classroom since most of the engineering terminology is in English and sometimes cannot be roughly translated into Indonesian language. T4 stated that

*For example, in manufacturing topics, some of the material is presented in English. Additionally, there are references from articles that are easier to understand in English. When I ask my students to find international articles, as these address the issues more effectively, they are ultimately directed towards those English-language sources*

Although T4 shared similarity with T3 in using international journals for their students' tasks. In the collected data, for several times T4 assured that he



employed English in his classroom activity more often compared to other lecturers. This is due to the specific terms in the engineering field which are not possible to translate literally in Indonesia. A study affirmed this current outcome that teaching subjects in English involves more than just translating classroom material into a second language. Teachers should not be expected to automatically know how to teach effectively in English without proper guidance and techniques (Dafouz et al., 2007; Cots, 2013).

Alongside the aforementioned language and pedagogical skills, intercultural communication skills are also regarded as crucial for lecturers to effectively convey subject knowledge and conduct successful classes (Wang, 2023). The T1 started by expressing her intercultural and interpersonal skill in promoting the multicultural in the class as T1 mentioned that

*In that class, if there are students who are financially disadvantaged but talented, I will make an effort to support them even financially. First, we usually try to apply for scholarships. If that doesn't work, I help cover the shortfall. I also strive to create a pleasant classroom environment so that social disparities are not apparent.*

The T1 shows her integrity in implementing multicultural values in the classroom with the students who varied in the terms of economics background, education and intelligence. This study confirms that teacher or lecturer is associated with intercultural communication ability as Crespo and Tojeiro (2018) stated the teacher plays a crucial role in assisting students with learning the language as well as understanding the cultural beliefs, values, and principles underlying it. Through the knowledge acquisition process, both the teacher and students contribute to fostering intercultural communication. T2 also adds the points of multicultural skill by giving motivation, especially to the passive students in the classroom and involves them in the discussion with other students. While T3 declared that T3 is open for discussion and objectively accepts critics or suggestions from the students

*I strive to improve myself from year to year. It's common for me to feel this way, especially when I see students who are silent or unresponsive. In the classroom, I sometimes take on the role of a comedian to lighten the atmosphere and reduce tension.*

The T4 also displays the positive feedback in giving the activity example of his interpersonal skill. T4 believed that the role of a lecturer is to accompany students in their learning process, not to be the sole source of guidance. The

teacher-centered system was the system in the past, but now it is more about accompanying students' learning and facilitating discussions. So, T4 reaffirms that being a lecturer is more about being a facilitator—stimulating, sparking, and guiding the acquisition of knowledge. Additionally, lecturers need to consider the classroom dynamics. If students seem less engaged, the lecturer might ask them to read something or review materials to spark their interest. This yield is in accordance with the study of Wilhelm (2007) that describes the facilitative role of teachers in collaborative settings and provides practical examples and strategies for implementing this approach in secondary education.

### **EMI (English Medium Instruction) recognition**

English Medium Instruction is one of the crucial substances in the English professionalization of certified lecturers. The four participants somehow shared similarities and differences of this content. Regarding the issue of EMI, T1 stated that it is highly encouraged to possess EMI skill as a certified lecturer. T1 then included the research as part of the primary goals of a lecturer. The minimum publication requirement for lecturers is either Sinta 2 or Scopus which are in English. If a lecturer does not understand English at all, it would be unreasonable, so at the very least, they should be able to teach, even if not perfectly. Knowledge should not be at the same level as the students; therefore, lecturers must stay updated by reading literature and international journals. For teaching, T1 considers the needs and abilities of the students, such as their proficiency in English to understand instructions in the language. Thus, lecturers must continually improve their own English skills, and it is important for lecturers to encourage their self-improvement.

In collected data, T2 reinforces the T1's opinion by emphasizing the use of understandable languages to the students. T2 highlighted the Indonesian or local language as main communication between the lecturer and students. The excerpt of T2's supporting statement is as follows:

*The key to effective teaching is pedagogical skill. It's important that students understand what the lecturer is conveying. For me, the main focus is ensuring that students comprehend the material. Therefore, when we talk about international languages, we need to be sure that students can speak English. However, understanding something doesn't necessarily require using English. If using English makes it harder for them to understand, it's better to use a language that is more accessible, such as Indonesian or Javanese.*

The result of this study is contrary to the former research that teachers' understanding of EMI teaching has a direct impact on the effectiveness of students' learning (Jiang et al., 2019). This current study shows that using English in the classroom is not always effective and appropriate for most students with low English skills. T1 and T2 agreed that English medium instruction can be a crucial part of the lecturer profession. However, English does not mean becoming the only measurement of lecture professionalization since lecturers must first understand and consider the English level of their students. T3 integrated by emphasizing the role of English for the lecturer's actual life.

*When we talk about professionalism for a lecturer, it is essential to be proficient in English. Mastery of English is a fundamental requirement for being a lecturer, not just for certification purposes. In reality, lecturers need English to keep up with advancements in their field and to stay informed about the latest developments in their area of expertise.*

In addition, T4 appended the EMI factor as a very essential substance for lecturer professionalization. He also gave an example of another university in a big city which is using full English in the big classroom. However, like other participants, T4 underlined the fact that not all university students are ready for having English medium instruction in their classrooms. Therefore, applying English in the teaching process must be followed and balanced with the learning objects' capability in English.

#### **4.1.2 Lecturer Professionalization Criteria**

With regards to the criteria of lecturer professionalization, especially in teaching capability in English, the research subjects hold similar views. The English criterium used by the Indonesian government to define a certified lecturer is using TOEFL (Test of English as Foreign Language) or TOEP (Test of English Proficiency) which consists of the same sections; listening with 50 questions, structure with 40 questions and reading with 50 questions. Furthermore, this test is a very common English assessment in Indonesia and has been used for years as a lecturer certification requirement. T1 mentioned that she took the TOEFL test in person at one of the location centers in another city 5 years ago. T2 aligns with T1's statement of using TOEFL. However, he shared his personal experience in doing this English test as he stated below.

*I took the TOEFL test three times because I hadn't yet reached the required score, so I kept trying until I achieved it. In the past, I had to travel back and forth to the test location, whereas now you can take the test online and even*

*use 'TOEFL test-taking services' (asking someone to do the test for another person). Back then, I did everything on my own.*

Surprisingly, T2 had to take several times to gain a standardized score of TOEFL in order to fulfill the requirement. He had to compare the different conditions of the test in the past and recent, especially in the context of online media. Further, T2 mentioned the current existing job that can inappropriately help a lecturer to get desired score of TOEFL by paying another person to do the test under the lecturer's name. This TOEFL service practice is absolutely not allowed and illegal. However, T2 emphasized that many people might use this test-taking offer currently. Meanwhile, T3 and T4 did not share much of their individual narratives in taking this English assessment for their lecturer certification. Both of them only stated that they took TOEFL in person and coincidentally in the same test location.

In contrast to earlier findings, however, there is no agreed-upon standard for English proficiency among EMI (English Medium Instruction) teachers or lecturers (O'Dowd, 2018). Moreover, the yield of TOEFL score minimum as English assessment for Indonesian lecturer certification is 450 which is in CEFR range of B1. The result differs from Dimova (2021) that level C1 on the CEFR scale is generally regarded as the minimum proficiency in English needed for effective teaching in EMI classrooms, though this expectation lacks empirical backing. It has been suggested that the meaning of the standard is evolving. Initially, many universities used internationally recognized academic English tests, such as the IELTS or the Common European Framework of Reference (CEFR), as the primary benchmarks for assessing the language proficiency of EMI teachers. These standards were the most frequently employed measures of English proficiency (Klaassen and Bos, 2010; Martínez and González, 2017).

#### **4.1.3 Mode of Lecturer's English Certification**

In this study, the definition of "certification" is broadened to include evidence of the specific competencies required to teach a particular subject in a specific manner. All four research participants showed the most obvious finding regarding the English certification. The current investigation as mentioned above found that TOEFL has become a common English assessment used by Indonesian lecturers to gain the title of certified lecturer in the past, present and probably in the future. The implementation of TOEFL as direct test mode is broken down into three substances; the format, evaluator and perception towards the English certification.

### **Certification format**

The simplest form of an accreditation program is a test. Pertaining to the issue of certification format, the participants (T1, T2, T3, T4) responded with the same answer. Since the certification used is TOEFL, the format of TOEFL is commonly known as a set of English test which examines the 3 skills of English (listening, structure and reading) as T1 mentioned in the interview that

*We used TOEFL test to measure our English ability and the format is multiple choice questions with 3 sections; listening, structure and reading*

As aforementioned excerpt stated by T1, the general form of TOEFL is applied to define the skills of English for Indonesian lecturers. The T2, T3 and T4 illustrated the same response as T1. Concerning the format test, there is not much difference in individual experiences since the format of TOEFL has been decided and organized by the English test system (ETS).

However, the study by Dimova (2020) contradicts this recent result that existing English tests like the International English Language Standards tests (IELTS), Test of English as Foreign Language (TOEFL), Oxford placement test and other similar test are not particularly designed for English Medium Instruction (EMI) teachers, therefore, these standardized tests only assess teachers' general English proficiency. For example, one of the formats of appropriate tests for EMI lecturers or teachers is Higher Education Learning Accreditation (HELA) assessment. In contrast with Indonesian lecturers who implement TOEFL as a standard English test to become a certified lecturer, Delft University of Technology offers a skill-focused program tailored for the EMI lecturers. The assessment includes a 30-minute online written test and a 30-minute oral test structured into four parts: an introductory talk, a 5-minute presentation, analysis of a disciplinary trend based on a picture, and interaction involving a role-play scenario between a student and a lecturer (Klaassen & Bos, 2010) and the evaluation team observed the lecturer's performance directly in the classroom setting (Kling & Hjulmand, 2008). Therefore, unlike Indonesian lecturers using TOEFL, certification programs that include training are more comprehensive, encompassing both robust training sessions and rigorous certification exams thereafter.

### **Evaluator of certification**

Since accreditation requires authority, language proficiency training and certification are typically overseen by a language expert from the same country or another expert whose first language is English. In this context, the research

participants share the similarity of their perspectives towards TOEFL evaluators. T1 believed that TOEFL evaluators are the language institutions who possess the right to correct and evaluate someone's English proficiency. Similarly, the T2 also aligns by stating that

*I think TOEFL is assessed by the English experts inside the test holder or institution and they are given the authority to state a score of English test based on the answers of the TOEFL questions*

Additionally, T3 includes the advanced technology that can assist in evaluating and automatically correcting the test-takers' answers which is done virtually. Furthermore, T4 views TOEFL as the simplest and easiest mode of English test for lecturers who might not know much of English or do not major in the English department.

Nevertheless, the current finding is not in line with the former yield. EMI lecturer or teacher preferred to have Evaluators originate from external sources, such as outside the college or native speaker because assessor's job in the certification is not just to score the test takers (Sun, 2023). Furthermore, the internal assessor from the institution may face potential conflicts of interest, making it challenging to guarantee the impartiality of supervisors or managers during evaluations (Airey, 2015; Macaro et al., 2019). Meanwhile, the TOEFL as a general test for certified lecturers in Indonesia can be accurately predicted by seeing the table score of the quantity of correct answers. In contrast to the outcomes of numerous standardized tests, the role of evaluators in the direct evaluation goes beyond simply scoring test takers. Evaluators are tasked with offering teachers detailed feedback on both strengths and areas needing improvement exhibited by the test takers (Sun, 2023).

### **Perception of the certification**

Regarding the perspectives of English certification and the faculty members, there is a possible disconnect between faculty views on English accreditation and their feelings about it. The views of research participants towards the English professionalization through a standardized test are surprisingly diverse. The T1 connected the need for active-English lecturer certification with the condition of each university. The excerpt of T1 stated that

*I think (certification for EMI lecturers) is necessary, but not for all lecturers, as it depends on the needs of the university. If the class is at an international level, then it's essential to have lecturers who are proficient in English. So, I*

*believe this certification should be specifically targeted at lecturers who only teach international classes.*

In accordance with T1, T2 elaborate the point of views by considering the need of English lecturers in international collaborations or internationalizing the university. T2 mentioned that

*If the need is only for lecturer certification, I think TOEFL is enough but if our need is beyond that, maybe we can have another specific certification. Based on my knowledge, in some public universities, if they want to go international, they generally need lecturers who have strong English communication skills. This is important not only for teaching international classes but also for activities such as international collaborations and seminars. In such cases, having lecturers with competence in English communication is essential. If a university lacks lecturers with good English communication skills, it can be quite challenging for the institution to go international*

Interestingly, the result of data from T1 and T2 is in line. This finding is somehow supported by the former research that discovered EMI through a survey of 133 Chinese faculty that most respondents considered EMI accreditation to be significant at the personal, institutional, and international levels (Macaro & Han, 2020)

On the other hand, T3 has different thoughts about the issue of EMI lecturer certification. Unlike T1 and T2 who still agree if there needs to be another accreditation for lecturer who can teach in English, the T3 perceives that it is unnecessary due to each lecturer' urgency in English. T3 commented that

*If there needs to be another English test besides TOEFL, I don't think it's necessary, so there should be no need to differentiate. Each lecturer's need for active English proficiency varies. For me, it's sufficient if lecturers know the basics of English, especially if they can review English journals*

In the same vein with T3, T4 also refuses the idea of another particular English certified lecturer. T4 argued that using English in the classroom requires the students who are proficient in English as well. Thus, not all lecturers need particular English Medium Instruction (EMI) certification. T4 reasoned that

- 5 *If there is a new certification specifically for lecturers who can teach in English, it would depend on the Ministry of Education and Culture. However, personally, I don't think it's necessary yet; I believe TOEFL is sufficient*

*because we need to accommodate diverse students. We have previously brought in international lecturers, but our students didn't understand, so we had to go over the material again.*

Based on the participants' narratives above, T3 and T4 declined the concept of EMI certified lecturers which they think is not urgent for lecturers. This outcome is reinforced by the former study that mentioned the negative react to EMI certification, approximately a quarter of professors believed that EMI certification was "not at all important" for themselves, their departments or universities, whether at the national or global level (Park et al., 2022). This current outcome is also contrary to the former study that investigated through a survey conducted across seven countries, that found some respondents regardless their university not offering accreditation held a positive view of accreditation or expressed a preference for having a standardized system (Macaro, Akincioglu, & Han, 2020)



## **BAB V**

### **PENUTUP**

#### **5.1 Kesimpulan dan Saran**

This narrative study explored Indonesian lecturers' perspectives on English assessment for lecturer certification, revealing a nuanced understanding of its implications and relevance. The findings highlight that while there is considerable support for the integration of English proficiency assessments in the certification process, opinions vary significantly based on individual experiences and institutional contexts.

Lecturers acknowledge the importance of English proficiency in enhancing their teaching effectiveness and aligning with international academic standards. However, there is also a clear recognition that the existing assessment methods, particularly standardized tests like TOEFL, may not fully capture the practical language skills required for teaching in diverse academic settings. The study identifies a need for more contextually relevant and practical assessment tools that better address the real-world demands faced by lecturers.

Moreover, the study underscores the need for a more nuanced approach to certification, one that considers the diverse linguistic backgrounds and teaching contexts of Indonesian lecturers. The desire for a more tailored and flexible certification process reflects a broader call for educational reforms that accommodate the varying needs of institutions and educators.

In conclusion, while English assessment for lecturer certification is seen as a valuable tool for promoting academic excellence and international competitiveness, its implementation requires careful consideration of local contexts and practical needs. Future research and policy developments should aim to create more inclusive and effective assessment frameworks that support lecturers in achieving their professional goals and enhancing the overall quality of higher education in Indonesia.

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