

**EFL TEACHERS' PERCEIVED LANGUAGE PROFICIENCY AND
TEACHING EFFECTIVENESS**

Submitted in partial fulfilment of the requirements for a Master's degree in English
Education

A Thesis



By

**Ophelia Elisa Novita
NIM 1706424**

**ENGLISH EDUCATION STUDY PROGRAM
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2019**

EFL Teachers' Perceived Language Proficiency and Teaching Effectiveness

Oleh
Ophelia Elisa Novita

S.T Universitas Parahyangan, Bandung, 2002

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

© Ophelia Elisa Novita 2019
Universitas Pendidikan Indonesia
Oktober 2019

Hak Cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

PAGE OF APPROVAL

EFL TEACHERS' PERCEIVED LANGUAGE PROFICIENCY AND TEACHING EFFECTIVENESS

By


Ophelia Elisa Novita
NIM. 1706424

Approved by
Supervisor 1



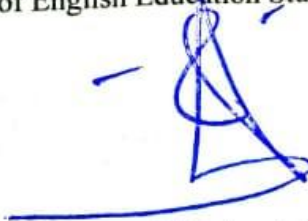
Prof. Fuad Abdul Hamied, M.A., Ph.D
NIP. 195005211974121001

Supervisor 2



Dr. Fazri Nur Yusuf, M.Pd
NIP. 197308162003121002

Head of English Education Study Program



Prof. Dr. Didi Suherdi, M.Ed
NIP. 196211011987121001

ABSTRACT

The importance of language teachers possessing high level of language proficiency has been extensively studied. On the other hand, studies related to teaching effectiveness (TE) have yet to define the concept of teaching effectiveness, and studies to relate teacher language proficiency (TLP) and TE, especially in Indonesian context are found to be scarce. Additionally, the lack of both clear guidelines on how to assess TLP and current or official data of TLP in Indonesia only exacerbate this matter. Thus, the objective of this study was to find the relation between TLP and TE in the context of a language school in Bandung and the perception of these teachers on the role of TLP in the effectiveness of their teaching process, using a mixed-methods sequential explanatory research design. The result of the data collection was then cross tabulated and analysed using Fisher-Freeman-Halton exact test. It was found that there was a strong positive relation between TLP and the two aspects of TE: managing the classroom, and understanding and communicating lesson content, but no relation between language proficiency and assessing students and giving feedback. This was further confirmed in the qualitative stage where it was found that teachers with lower language proficiency could also deliver lesson content, and assess students albeit with a lower degree of flexibility compared to their more proficient counterparts. This means that the relation between TLP and TE was complex and not straightforward, and that the mastery of one does not always entail the mastery of the other.

Key words: language teachers, teaching effectiveness, teachers' language proficiency

ABSTRAK

Pentingnya seorang guru bahasa memiliki tingkat kemahiran berbahasa yang tinggi telah dipelajari secara luas. Di sisi lain, studi yang berkaitan dengan efektivitas pengajaran (EP) belum dapat mendefinisikan konsep EP secara jelas, dan studi yang menghubungkan kemahiran bahasa guru (MBG) dan EP, terutama di dalam konteks Indonesia masih langka. Masalah ini diperburuk dengan kurangnya pedoman yang jelas tentang cara menilai MBG dan tidak adanya data resmi mengenai MBG di Indonesia saat ini. Dengan demikian, tujuan dari penelitian ini adalah untuk menemukan hubungan antara MBG dan EP dalam konteks sekolah bahasa di Bandung dan persepsi guru-guru di sekolah tersebut mengenai peran MBG dalam efektivitas proses pengajaran mereka dengan menggunakan metode riset *mixed-methods sequential explanatory*. Hasil pengumpulan data kemudian ditabulasi silang dan dianalisis menggunakan *Fisher-Freeman-Halton exact test*. Ditemukan bahwa ada korelasi positif yang kuat antara MBG dan dua aspek EP: mengelola kelas, dan pemahaman dan mengkomunikasikan isi pelajaran, tetapi tidak ada hubungan antara MBG dan aspek EP menilai siswa dan memberikan umpan balik. Hal ini lebih lanjut dikonfirmasi pada tahap kualitatif di mana ditemukan bahwa guru dengan kecakapan bahasa yang lebih rendah juga dapat menyampaikan isi pelajaran, dan menilai siswa meskipun dengan tingkat fleksibilitas yang lebih rendah dibandingkan dengan rekan-rekan mereka yang lebih cakap. Ini berarti bahwa hubungan antara MBG dan EP itu kompleks dan tidak langsung, dan bahwa penguasaan yang satu tidak selalu menjadikan penguasaan yang lain.

Kata kunci : efektivitas mengajar, guru bahasa, kemahiran bahasa guru

TABLE OF CONTENTS

CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	3
1.3 Purpose of the Study	4
1.4 Scope of the Study	4
1.5 Significance of the Study	5
1.6 Clarification of the Key Terms	6
1.7 Organization of the Paper	7
CHAPTER II LITERATURE REVIEW	8
2.1 Theoretical Perspectives of Teacher Language Proficiency and Teaching Effectiveness.....	8
2.1.1 Teacher Language Proficiency	8
2.1.2 Measuring TLP	10
2.1.3 Language Teaching Effectiveness (TE)	13
2.1.4 Measuring Language Teaching Effectiveness	18
2.2 Related Research Reports	20
2.2.1 Teacher Language Proficiency in the Asian and Indonesian Contexts	20
2.2.2 Descriptors of Teachers' Level of Language Proficiency and Teaching Effectiveness.....	22
2.2.3 Relation of TLP and TE	28
2.3 Concluding Remarks.....	29
CHAPTER III RESEARCH METHODOLOGY	31
3.1 Research Design	31
3.2 Research Site and Participants	32
3.2.1 Research Site	32
3.2.2 Participants' Profile	34
3.3 Data Collection	34
3.3.1 Questionnaires	35
3.3.2 Observations	37

3.3.3	Interviews	39
3.4	Data Analysis	40
3.4.1	Quantitative Data Analysis	40
3.4.2	Qualitative Data Analysis	44
3.5	Data Triangulation	47
	CHAPTER IV FINDINGS AND DISCUSSION	49
4.1	Findings	49
4.1.1	Relation between TLP and TE.....	50
4.1.2	Teachers' Perception on the Role of TLP in the Effectiveness of Their Teaching Process	66
4.2	Discussion	88
4.2.1	Relation of TLP and TE	88
4.2.2	Teachers' Perception on the Role of TLP in the Effectiveness of Their Teaching Process	91
4.3	Concluding Remarks.....	100
	CHAPTER V CONCLUSIONS AND RECOMMENDATIONS.....	102
5.1	Overview of the Study	103
5.2	Conclusions of the Study	102
5.3	The Implications of the Study.....	104
5.4	Limitations of the Study	105
5.5	Recommendations.....	106

LIST OF TABLES

Table 2.1 Subject teachers' competences in Indonesia (Permendiknas no. 16 Tahun 2007).....	23
Table 2.2 Descriptors of the First Teaching Domain: Professional Knowledge for Each Level.....	26
Table 3.1 Coding Frame of Teachers' Estimated Language Proficiency.....	39
Table 3.2 Coding Frame of Teachers' Estimated TE.....	40
Table 3.3 TLP and TE 1 Cross Tabulated Result.....	41
Table 3.4 Interpretation of Phi and Cramer's V value.....	42
Table 3.5 Summary of TLP Data Gathered from the Observations.....	44
Table 3.6 Summary of TE Data Gathered from the Observations.....	45
Table 4.1 Coding Frame of Teachers' General Background.....	50
Table 4.2 Compiled Data of Teachers' Perceived Language Proficiency.....	52
Table 4.3 Results of Internally and Externally Assessed TLP.....	53
Table 4.4 Compiled Data of TE 1.....	54
Table 4.5 Compiled Data of TE 2.....	55
Table 4.6 Compiled Data of TE 3.....	56
Table 4.7 Results of Internally Assessed TLP and TE 1.....	57
Table 4.8 Results of Externally Assessed TLP and TE 1.....	58
Table 4.9 Fisher-Freeman-Halton Exact Test Result of TLP and TE 1.....	59
Table 4.10 Cramer's V Value for TLP – TE 1.....	59
Table 4.11 Results of Internally Assessed TLP and TE2.....	60
Table 4.12 Results of Externally Assessed TLP and TE2.....	61
Table 4.13 Fisher-Freeman-Halton Exact Test Result of TLP and TE 2.....	62
Table 4.14 Cramer's V Value for TLP – TE 2.....	62
Table 4.15 Results of Internally Assessed TLP and TE3.....	63
Table 4.16 Results of Internally Assessed TLP and TE 3.....	64
Table 4.17 Fisher-Freeman-Halton exact test result of TLP and TE 3.....	65
Table 4.18 Teachers' General Background.....	67
Table 4.19 Aanya's Observed Language Proficiency.....	69
Table 4.20 Aanya's Observed Teaching Effectiveness.....	70
Table 4.21 Aryan's Observed Language Proficiency.....	72

Table 4.22 Aryan's Observed Teaching Effectiveness	73
Table 4.23 Priya's Observed Language Proficiency	76
Table 4.24 Priya's Observed Teaching Effectiveness	77
Table 4.25 Tara's Observed Language Proficiency	80
Table 4.26 Tara's Observed Teaching Effectiveness	81
Table 4.27 Vani's Observed Language Proficiency	84
Table 4.28 Vani's Observed Teaching Effectiveness.....	85

LIST OF FIGURES

Figure 2.1. Relations among language proficiency, teacher language awareness, and pedagogical content knowledge (Andrews, 2003)	9
Figure 2.2. LPATE classroom language assessment.....	12
Figure 2.3. The construct of English-for-Teaching	18
Figure 2.4. Minimum level of proficiency an English teacher needs to possess...	24
Figure 3.1. The process of becoming a teacher at the school.....	32
Figure 3.2. Triangulation by method for TLP and TE.....	46

LIST OF APPENDICES

Appendix A. Performance descriptors of the Language Proficiency Assessment for Teachers of English Language (<i>Handbook, The Language Proficiency Assessment for Teachers (English Language)</i> , 2011)	117
Appendix B. Classroom language assessment (Elder, 1993a)	120
Appendix C. Participants questionnaire part 1: general background	123
Appendix D. Participants questionnaire part 2: language proficiency	124
Appendix E. Participants questionnaire part 3: teaching effectiveness.....	126
Appendix F. Field notes used in observations	130
Appendix G. Framework of TLP used in observations	131
Appendix H. Framework of TE used in observations	132
Appendix I. Descriptors of Teachers' Level of Language Proficiency (adopted from (CEFR, Council of Europe, 2001, p. 24)).....	133
Appendix J. Descriptors of Teachers' Level of Teaching Effectiveness (adopted from (Australian professional standards for teachers, 2018, pp. 13, 10, 16)	134
Appendix K. The guidance for the questions asked to the academic team	137
Appendix L. The guidance for the questions asked to the participants of the qualitative study	138
Appendix M. A sample of a completed questionnaire	140
Appendix N. A sample of a completed field note	146
Appendix O. Coding frame of teachers' language proficiency	152
Appendix P. Coding frame of teachers' teaching effectiveness: managing the classroom	154
Appendix Q. Coding frame of teachers' teaching effectiveness: understanding and communicating lesson content	156
Appendix R. Coding frame of teachers' estimated teaching effectiveness (assessing students and giving feedback)	158

References

- Akoglu, H. (2018). User's guide to correlation coefficients. *Turkish Journal of Emergency Medicine*, 18(3), 91–93. <https://doi.org/10.1016/j.tjem.2018.08.001>
- Aliakbari, M., & Heidarzadi, M. (2015). The relationship between EFL teachers: Beliefs and actual practices of classroom management. *Cogent Education*, 2(1). <https://doi.org/10.1080/2331186X.2015.1039255>
- Andrews, S. (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness*, 10(2–3), 75–90. <https://doi.org/10.1080/09658410108667027>
- Andrews, S. (2003). Teacher language awareness and the professional knowledge base of the L2 teacher. *Language Awareness*, 12(2), 81–95. <https://doi.org/10.1080/09658410308667068>
- Andrews, S. (2006). The evolution of teachers' language awareness. *Language Awareness*, 15(1), 1–19. <https://doi.org/10.1080/09658410608668846>
- Aneja, G. A. (2016). Rethinking nativeness: Toward a dynamic paradigm of (non)native speaking. *Critical Inquiry in Language Studies*, 13(4), 351–379. <https://doi.org/10.1080/15427587.2016.1185373>
- Aoki, M. A. (2013). The role of testing language proficiency as part of teacher certification. *Modern Language Journal*, 97(2), 539–540. <https://doi.org/10.1111/j.1540-4781.2013.12018.x>
- Australian professional standards for teachers*. (2018). Sydney: NSW Education Standards Authority.
- Bailey, K. M. (2006). *Language Teacher Supervision: A Case-Based Approach*. New York: CUP.
- Banno, E. (2003). A cross-cultural survey of students' expectations of foreign language teachers. *Foreign Language Annals*, 36, 339–346.
- Bartels, N. (2009). Knowledge about language. In A. Burns & J. C. Richards (Eds.), *Second Language Teacher Education* (pp. 125–134). New York: Cambridge University Press.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). White Plains, NY: Pearson.

- Burke, B. M. (2015). Language proficiency testing for teachers. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1–7). <https://doi.org/10.1002/9781405198431.wbeal1468>
- Butler, Y. G. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. *TESOL Quarterly*, *38*(2), 245–278. <https://doi.org/10.2307/3588380>
- Canagarajah, A. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.
- Chambless, K. S. (2012). Teachers' oral proficiency in the target language: Research on its role in language teaching and learning. *Foreign Language Annals*, *45*(SUPPL.1), 141–162. <https://doi.org/10.1111/j.1944-9720.2012.01183.x>
- Choi, L. J. (2016). Revisiting the issue of native speakerism: 'I don't want to speak like a native speaker of English.' *Language and Education*, *30*(1), 72–85. <https://doi.org/10.1080/09500782.2015.1089887>
- Coniam, D., & Falvey, P. (1996). *Setting language benchmarks for English language teachers in Hong Kong secondary schools*. Hong Kong.
- Coniam, D., & Falvey, P. (2013). Ten years on: The Hong Kong Language Proficiency Assessment for Teachers of English (LPATE). *Language Testing*, *30*(1), 147–155. <https://doi.org/10.1177/0265532212459485>
- Coniam, D., Falvey, P., & Xiao, Y. (2017). An investigation of the impact on Hong Kong's English language teaching profession of the Language Proficiency Assessment for Teachers of English (LPATE). *RELC Journal*, *48*(1), 115–133. <https://doi.org/10.1177/0033688216687455>
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). California: SAGE Publications, Ltd.
- Cullen, R. (1994). Incorporating a language improvement component in teacher training programmes. *ELT Journal*, *48*(2), 162–172. <https://doi.org/10.1093/elt/48.2.162>
- Cullen, R. (2002). The use of lesson transcripts for developing teachers' classroom language. In H. Trappes-Lomax & G. Ferguson (Eds.), *Language in Language Teacher Education* (pp. 219–238). Amsterdam: John Benjamins Publishing Company.

- Cummins, J. (2003). Reading and the bilingual student: Fact and friction. In G. Garcia (Ed.), *English Learners: Reaching the Highest Level of English literacy* (pp. 2–33). International Reading Association.
- DeLong, M., & Winter, D. (1998). Addressing difficulties with student-centered instruction. *PRIMUS*, 8(4), 340–364.
<https://doi.org/10.1080/10511979808965909>
- Denies, K., & Janssen, R. (2016). Country and gender differences in the functioning of CEFR-based can-do statements as a tool for self-assessing English proficiency. *Language Assessment Quarterly*, 13(3), 251–276.
- Derrick, J., & Ecclestone, K. (2008). English-language literature review. In *Teaching, Learning, and Assessment for Adults: Improving Foundation Skills* (pp. 3–126). OECD Publishing.
- Dewaele, J. M., & van Oudenhoven, J. P. (2009). The effect of multilingualism/multiculturalism on personality: No gain without pain for Third Culture Kids? *International Journal of Multilingualism*, 6(4), 443–459.
<https://doi.org/10.1080/14790710903039906>
- Donmall, B. G. (1985). *Language awareness: NCLE reports and papers 6*. London: Centre for Information and Language Teaching.
- Edge, J. (1997). *Mistakes and Correction*. London: Longman.
- Educational Testing Service. (2019). Compare TOEFL Scores. Retrieved from <https://www.ets.org/toefl/institutions/scores/compare>
- Elder, C. (1993a). How do subject specialists construe classroom language proficiency? *Language Testing*, 10(3), 235–254.
- Elder, C. (1993b). Language proficiency as predictor of performance in teacher education. *Melbourne Papers in Language Testing*, 2(1), 1–17.
- Elder, C. (1994). Performance testing as benchmark for foreign language teacher education. *Babel: Journal of the Australian Federation of Modern Language Teachers Associations*, 29(2), 9–19.
- Elder, C. (2001). Assessing the language proficiency of teachers: Are there any border controls? *Language Testing*, 18(2), 149–170.
<https://doi.org/10.1177/026553220101800203>
- Etikan, I. (2016). Comparison of convenience sampling and purposive sampling.

American Journal of Theoretical and Applied Statistics, 5(1), 1.
<https://doi.org/10.11648/j.ajtas.20160501.11>

- Faez, F., & Karas, M. (2017). Connecting language proficiency to (self-reported) teaching ability: A review and analysis of research. *RELC Journal*, 48(1), 135–151. <https://doi.org/10.1177/0033688217694755>
- Faez, F., & Valeo, A. (2012). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Quarterly*, 46(3), 450–471. <https://doi.org/10.1002/tesq.37>
- Farrell, T. S. C. (2015). It's not who you are! It's how you teach! Critical competencies associated with effective teaching. *RELC Journal*, 46(1), 79–88. <https://doi.org/10.1177/0033688214568096>
- Field, A. (2013). *Discovering Statistics with IBM SPSS*. Newbury Park, CA: SAGE Publications.
- Fraga-Canadas, C. P. (2010). Beyond the classroom: Maintaining and improving teachers' language proficiency. *Foreign Language Annals*, 43(3), 395–421. <https://doi.org/10.1111/j.1944-9720.2010.01090.x>
- Fraser, B. J., Walberg, H. J., Welch, W. W., & Hattie, J. A. (1987). Syntheses of educational productivity research. *International Journal of Educational Research*, 11, 145–252.
- Freeman, D. (2016). *Educating Second Language Teachers*. Oxford: Oxford University Press.
- Freeman, D. (2017). The case for teachers' classroom English proficiency. *RELC Journal*, 48(1), 31–52. <https://doi.org/10.1177/0033688217691073>
- Freeman, D., Katz, A., Gomez, P. G., & Burns, A. (2015). English-for-teaching: Rethinking teacher proficiency in the classroom. *ELT Journal*, 69(2), 129–139. <https://doi.org/10.1093/elt/ccu074>
- Freeman, D., Katz, A., Le Dreaan, L., Burns, A., & Hauck, M. (2012). *ELTeach Global Pilot Report 2012*. Boston: Cengage Learning.
- Gathercole, V. C. M. (2010). Bilingual children: Language and assessment issues for educators. In K. Littleton, C. Wood, & J. K. Staarman (Eds.), *International Handbook of Psychology in Education* (1st ed). Bingley: Emerald.
- Glisan, E. W., Swender, E., & Surface, E. A. (2013). Oral proficiency standards and

foreign language teacher candidates: Current findings and future research directions. *Foreign Language Annals*, 46(2), 264–289.
<https://doi.org/10.1111/flan.12030>

- Gower, R., Phillips, D., & Walters, S. (2007). *Teaching Practice. A Handbook for Teachers in Training*. London: Macmillan.
- Griffie, D. T. (2012). *An Introduction to Second Language Research Methods Design and Data*. California: TESL-EJ Publications.
- Halim, T. (2013). *A study of certification of EFL teachers in Central Kalimantan, Indonesia*. The University of Newcastle, Callaghan, NSW.
- Hamied, F. A. (2017). *Research Methods: A Guide for First-Time Researchers*. Bandung: UPI Press.
- Handbook, The Language Proficiency Assessment for Teachers (English Language)*. (2011). Education Bureau and the Hong Kong Examinations and Assessment Authority.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Pearson Education Limited.
- Harris, M. (1997). Self-assessment of language learning in formal settings. *ELT Journal*, 51(1).
- Hatch, E., & Farhady, H. (1982). *Research Design and Statistics for Applied Linguistics*. Rowley: Newbury House Publishers, Inc.
- Hobbs, V. (2013). “A basic starter pack”: The TESOL certificate as a course in survival. *ELT Journal*, 67(2), 163–174.
- Hodgson, K. (2014). Mismatch: Globalization and native speaker models of linguistic competence. *RELC Journal*, 45(2), 569–582.
- Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60, 385–387. .
<https://doi.org/10.1093/elt/ccu074>
- Hopkins, D. (2008). *Teacher’s Guide to Classroom Research* (4th ed.). Berkshire: McGraw-Hill Companies, Inc.
- Cambridge Assessment English. (2019). International Language Standards. Retrieved from <https://www.cambridgeenglish.org/exams-and-tests/cefr/>
- Johnson, K. (2005). *Expertise in Second Language Learning and Teaching*.

Basingstoke: Palgrave McMillan.

- Kern, R. (1995). Students and teachers' belief about language learning. *Foreign Language Annals*, 28, 71–92.
- Kim, H.-Y. (2017). Statistical notes for clinical researchers: Chi-squared test and Fisher's exact test. *Restorative Dentistry & Endodontics*, 42(2), 152.
<https://doi.org/10.5395/rde.2017.42.2.152>
- Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. *Language Teaching*, 50(2), 155–188.
<https://doi.org/10.1017/S0261444817000027>
- Korompot, C. A. (2014). *Reformulating Indonesia's Professional Teaching Standards for English Language Teachers*. Presented at the the 61st TEFLIN Conference, Solo.
- Koulouriotis, J. (2011). Ethical considerations in conducting research with non-native speakers of English. *TESL Canada Journal*, (5).
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Lantolf, J., & Frawley, W. (1988). Proficiency: Understanding the construct. *Studies in Second Language Acquisition*, 10(2), 181–195.
- Lazaraton, A. (2004). Gesture and speech in the vocabulary explanations of one ESL teacher: A microanalytic inquiry. *Language Learning*, 54, 79–114.
- Lengkanawati, N. S. (2005). EFL Teachers' competence in the context of English curriculum 2004: Implications for EFL teacher education. *TEFLIN Journal*, 16(1), 79–92.
- Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *TEFLIN Journal*, 18, 1–14. <https://doi.org/10.15639/TEFLINJOURNAL.V18I1/1-15>
- Loewenberg Ball, D., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407.
<https://doi.org/10.1177/0022487108324554>
- Logan-Terry, A. (2008). Raising children bilingually through the “One-Parent-One-Language” approach: A case study of Japanese mothers in the Australian context. *Studies in Second Language Acquisition*, 30(02), 267–268.

<https://doi.org/10.1017/S027226310808042X>

- Lowe, R. J., & Kiczowski, M. (2016). Native-speakerism and the complexity of personal experience: A duoethnographic study. *Cogent Education*, 3(1).
<https://doi.org/10.1080/2331186X.2016.1264171>
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Thousand Oaks, CA: Corwin Press.
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN*, 19(1), 57–69.
- Martin, N. K., & Sass, D. A. (2010). Construct validation of the behaviour and instructional management scale. *Teaching and Teacher Education*, (26), 1124–1135.
- Martin, N. K., Yin, Z., & Baldwin, B. (1998). Construct validation of the attitudes and beliefs on classroom control inventory. *Journal of Classroom Interaction*, (33), 6–15.
- McLaughlin, B. (1987). *Theories of Second Language Learning*. London: Arnold.
- Meijer, C., Verloop, N., & Beijaard, D. (2002). Multi-method triangulation in a qualitative study on teachers' practical knowledge: An attempt to increase internal validity. *Quality & Quantity*, 36(1991), 145–167.
- Morton, T. (2018). Reconceptualizing and describing teachers' knowledge of language for content and language integrated learning (CLIL). *International Journal of Bilingual Education and Bilingualism*, 21(3), 275–286.
<https://doi.org/10.1080/13670050.2017.1383352>
- Muijs, D. (2006). New directions for school effectiveness research: Towards school effectiveness without schools. *Journal of Educational Change*, 7(3), 141–160.
<https://doi.org/10.1007/s10833-006-0002-7>
- Muth'im, A. (2014). *Reformation in teacher's recruitment in the effort of developing teachers' professionalism*. Presentation paper presented at the Teflin International Conference, Solo, Indonesia.
- Nakata, Y. (2010). Improving the classroom language proficiency of non-native teachers of English: What and how? *RELC Journal*, 41(1), 76–90.
<https://doi.org/10.1177/0033688210362617>

- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nhung, P. T. H. (2017). General English proficiency or English for teaching? The preferences of in-service teachers. *RELC Journal*, <https://doi.org/10.1177/0033688217691446>
- Norris, S. (1999). *Language Teacher Proficiency or Teacher Language Proficiency. An Environmental Scan of Information Relating to the Competencies/ Qualities/ Knowledges Required to be an Effective Language Teacher*. Australia: Nalsas Taskforce.
- Ortaçtepe, D., & Akyel, A. S. (2015). The effects of a professional development program on English as a Foreign Language teachers' efficacy and classroom Practice. *TESOL Journal*, 6(4), 680–706. <https://doi.org/10.1002/tesj.185>
- Pasternak, M., & Bailey, K. M. (2004a). Preparing nonnative or nonnative speaker: Issues of professionalism and proficiency. In L. D. Kamhi-Stein (Ed.), *Learning and Teaching from Experience: Perspective on Nonnative English-Speaking Professionals* (pp. 155–175). Ann Arbor, MI: University of Michigan Press.
- Pasternak, M., & Bailey, K. M. (2004b). Preparing nonnative or nonnative speaker: Perceptions of nonnative speaking students in a graduate TESOL program. In L. D. Kamhi-Stein (Ed.), *Learning and Teaching from Experience: Perspective on Nonnative English-Speaking Professionals*. Ann Arbor, MI: University of Michigan Press.
- Pearson, L. (2006). Advanced proficiency for foreign language teacher candidates: What can we do to help them achieve this goal? *Foreign Language Annals*, 39(3507–519).
- Peraturan Menteri Pendidikan dan Kebudayaan.* , Pub. L. No. 21, 162 (2016).
- Ponce, O. A., & Pagán-Maldonado, N. (2015). Mixed methods research in education: Capturing the complexity of the profession. *International Journal of Educational Excellence*, 1(1), 111–135. <https://doi.org/10.18562/IJEE.2015.0005>
- Punch, K. F. (2009). *Introduction to Research Methods in Education*. London: Sage Publications.
- Qiu, C., & Winsler, A. (2017). Language use in a 'one parent–one language' Mandarin–English bilingual family: Noun versus verb use and language mixing

compared to maternal perception. *International Journal of Bilingual Education and Bilingualism*, 20(3), 272–291.
<https://doi.org/10.1080/13670050.2015.1044935>

- Renandya, W. (2018). What kind of English proficiency is needed for effective teaching? Presentation paper presented at the Indonesian TESOL Summit, Jakarta, Indonesia.
- Renandya, W., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *The Journal of AsiaTEFL*, 15(3), 618–629.
<https://doi.org/10.18823/asiatefl.2018.15.3.4.618>
- Richards, H., Conway, C., Roskvist, A., & Harvey, S. (2013). Foreign language teachers' language proficiency and their language teaching practice. *The Language Learning Journal*, 41(2), 231–246.
<https://doi.org/10.1080/09571736.2012.707676>
- Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.
- Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RELC Journal*, 48(1), 7–30.
<https://doi.org/10.1177/0033688217690059>
- Richards, J., & Lockhart, C. (2007). *Reflective Teaching in Second Language Classrooms*. New York.
- Richards, J., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Harlow: Pearson Education Limited.
- Ross, S. (1998). Self-assessment in second language testing: A meta-analysis and analysis of experimental factors. *Language Testing*, 15(1), 1–20.
- Scheerens, J., & Bosker, R. J. (1997). *The Foundations of Educational Effectiveness*. Oxford: Pergamon.
- Scrivener, J. (2005). *Learning Teaching*. Oxford: Macmillan Education.
- Sharpe, D. (2015). Your Chi-Square Test is statistically significant: Now what? *Practical Assessment, Research & Evaluation*, 20(8), 10.
- Sherry, A., & Henson, R. K. (2005). Conducting and interpreting canonical correlation analysis in personality research: A user-friendly primer. *Journal of Personality Assessment*, 84(1), 37–48. https://doi.org/10.1207/s15327752jpa8401_09
- Soepriyatna, S. (2012). Investigating and assessing competence of high school teachers

- of English in Indonesia. *Malaysian Journal of ELT Research*, 8(2), 38–49.
- Spiller, D. (2009). *Assessment: Feedback to Promote Student Learning*. New Zealand: The University of Waikato.
- Stronge, J. H. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Stronge, J. H. (2007). *Qualities of Effective Teachers* (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339–355.
<https://doi.org/10.1177/0022487111404241>
- Sulistiyono, U. (2016). English language teaching and EFL teacher competence in Indonesia. *Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies*, 4, 396–406. Padang, Indonesia: ISELT.
- Sundayana, W. (2016). *Telaah Kurikulum dan Perencanaan Pembelajaran*. Bandung: Balai Bahasa Universitas Pendidikan Indonesia.
- Susilo, S. (2015). Curriculum of EFL teacher education and Indonesian Qualification Framework: A blip of the future direction. *Dinamika Ilmu*, 15(1), 11.
<https://doi.org/10.21093/di.v15i1.98>
- Thaine, C. (2010). *Teacher Training Essentials*. Cambridge: Cambridge University Press.
- Tsang, A. (2017). EFL/ ESL teachers' general language proficiency and learners' engagement. *RELC Journal*, 48(1), 99–113.
<https://doi.org/10.1177/0033688217690060>
- Turnbull, M., & Arnett, K. (2002). Teachers' use of target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, 22, 204–218.
- Undang Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen*. , Pub. L. No. 14 (2005).
- Valmori, L. (2014). How do foreign language teachers maintain their proficiency? *MSU Working Papers in SLS*, 5, 5–31.
- Van Canh, L., & Renandya, W. (2017). Teachers' English proficiency and classroom

language use: A conversation analysis study. *RELC Journal*, 48(1), 67–81.
<https://doi.org/10.1177/0033688217690935>

Van Lier, L. (2005). Case study. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. London: Lawrence Erlbaum Associates.

Walliman, N. (2011). *Research Methods: The Basics*. New York: Routledge.

Wallner, K. (2016). The effects of bilingualism on language development of children. *Communication Sciences and Disorders: Student Scholarship & Creative Works*, 33.

Yilmaz, C. (2011). Teachers' perceptions of self-efficacy, English proficiency, and instructional strategies. *Social Behavior and Personality: An International Journal*, 39(1), 91–100. <https://doi.org/10.2224/sbp.2011.39.1.91>

Young, J. W., Freeman, D., Hauck, M. C., Garcia Gomez, P., & Papageorgiou, S. (2014). *A design framework for the ELTeach Program Assessments*. Princeton, NJ: Educational Testing Service.