

NON-NATIVE ENGLISH TEACHER'S CHALLENGES AND STRATEGIES IN TEACHING ENGLISH FOR OFFICE MANAGEMENT AT AN INDONESIAN VOCATIONAL HIGH SCHOOL

Fabian Akbar Nugraha¹, Imam Wahyudi Karimullah², Sonny Elfiyanto³

^{1,2,3} English Education Department, Universitas Islam Malang, Indonesia

Email: ¹ 22101073017@unitsma.ac.id,

Abstract

This study searched for the challenges a vocational high school non-native English teacher came across in their time teaching for office management classes and the strategies they employed to deal with those challenges. Employing a qualitative single case study design, data were collected from a vocational high school teacher in Malang through a structured interview and document analysis of lesson plans. The findings show that the teacher came across challenges such as the constant changing of curriculum, industry standards, teaching methods, lesson plans, and the anxiety they felt with English fluency issues followed by the lack of available office management materials for English subjects. The strategies they have found and created include are to involve technological help, adapting general English and office management materials, constant encouragement for their students, and the use of simple instructions. A key finding was the lack of readily available material for office management classes in English causing the teacher to constantly adapt newer materials themselves with either non-translated office management materials or general English materials as they have no surefire way to gather ESP materials to this day. These results highlight a flaw in ESP teaching for office management classes as the vocational teacher are forced to work harder than general high school teachers whilst having to deal with other issues such as confidence and anxiety issues. Though the strategies listed still helped, they are still not to be considered a permanent fix for future vocational high school teachers teaching English for office management classes.

Keywords: non-native English teacher; ESP; vocational high school; office management

INTRODUCTION

The increasing demand for English language education worldwide has led to a growing number of Non-Native English Teachers (NNETs) across the world, particularly in non-English-speaking countries. Crystal (1997) said that without a common language between academicians from different nationalities, conversation would prove impossible in the world (as cited in Tosuncuoğlu, 2017). In the process of NNETs' integration, emerge challenges such as teaching new and unfamiliar vocabularies, uncomfortable learning environment, difference in students' characteristics, and managing student motivation to learn a new language (Hasanah & Utami, 2020).

Furthermore, Indonesia has a large number of vocational high schools (*Sekolah Menengah Kejuruan* or *SMK*) that focuses on English for Specific Purposes (ESP) learning. This, combined with the fact that many jobs often are in office environments or include office-like professional structures in their routine, results in many vocational high school students enrolling in office management classes that will need to learn English in this ever-evolving modern world (Muslim et al., 2023).

Office management classes require communicative competencies that are critical in industries where English serves as a lingua franca for administrative and business transactions (Zein, 2019). NNETs will have certain challenges when teaching in this specific environment of office management

classes in vocational high schools, and yet very few studies have looked into their specific struggles and the methods that they have used to alleviate them.

One of the most prominent challenge for NNETs teaching English for office management at a vocational high school can be seen in a previous study by Efendi et al. (2025) where they conducted a qualitative descriptive study titled "Needs analysis of English for specific purpose at engineering students in vocational high school" studying 25 vocational high school students and 1 English vocational NNET found that vocational high school students often think that English is the least of what they need in their vocational needs.

One of the biggest limitation of the study is finding the right participant for the research that can give the most accurate results possible. To do that, a major delimitation was used which is the participant's time working as a teacher as Yii et al. (2025) said that five years is around the time a teacher can discern the many challenges involved when it comes to teaching. The findings from the participant will help future NNET candidates better prepare themselves as the concept of English as a language to learn and also as a tool for engaging with academic and professional content is relatively recent. This is especially important as globalization has created a need for educators to access knowledge in English across many academic and professional fields (Jordan, 1997).

After analyzing the previous studies, the researcher found a discrepancy in which very few of them delved into the challenges NNETs face whilst teaching English for office management in Indonesia's vocational schools. Previous studies have only discussed the role of NNETs in Indonesia's ESP education fields. On top of that, their time of publish inform the need of an update to NNETs in Indonesia's current situation. Therefore, the objectives of the study is to find:

1. The challenges non-native English teachers faced teaching English for office management at an Indonesian vocational high school,
2. The strategies non-native English teacher teaching English for office management used to overcome the challenges at an Indonesian vocational high school.

METHOD

The research method used in this research is a qualitative approach and with a single case study method. Qualitative study method was used in order to get a much more intimate results with participant, resulting in the choice of a single case study method. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems (Hidayati et al., 2023).

A case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2018). A single case study is defined as a research method that involves detailed examination of an individual case to monitor and control work, aiming to demonstrate integrity and efficacy (Petermann & Muller, 2001). A difference between a single case study and a multiple case study is that researchers would study multiple cases to understand the differences and the similarities between the cases (Baxter & Jack, 2008; Stake, 1995).

The study was conducted in Indonesia and featuring a vocational high school teacher from Indonesia as well. The participant was chosen due to their status as an NNET working for seven years as Yii et al. (2025) said that five years is around the time a teacher can get a good understanding of the many challenges there are when it comes to teaching. The teacher taught both students in 11th grade and 12th grade, both of their taught subjects vary from general English to English for Specific Purposes (ESP).

The participant was a female teacher who is an English education graduate teaching English for an office management major at an Indonesian vocational high school. Their gender was not put into consideration when being chosen as a participant for this study as it is not important to find the general challenges she had discovered and strategies she had devised when teaching English for an

office management major. What was put into consideration was her status as an English graduate as an NNET needs to have an English major leaning towards education.

The sources of the data were collected from interview answers and lesson plans in the form of images of the participant's ESP teaching plans. Self-constructed interview questions and a structured interview model are used to collect the data from the participant. The interview questions were validated by an expert and was given the permission to use for this study. The use of a structured interview method is used for its straightforward nature and ease of organization of the findings (Qu & Dumay, 2011). Documentation was used as a supporting evidence as it is also listed as one of the six sources of evidence in case study research (Yin, 2018).

To begin with the data collection, a schedule for the interview was discussed to make sure the interview will be as thorough as possible without any interruption or done in a hurry. The interview itself was then conducted through a face-to-face interview to ensure the most time, interaction, and clarity as possible. The location of the interview was done at the participant's enrolled vocational high school as it was thought to have provided the easiest access of authentic materials and facilities. The interview started by introducing the participant and their background and setting, along with the title of the research and a brief explanation of the background of the research. The participant then provided a formal and vocal consent to be a part of the interview to ensure trustworthiness or false information in the data.

The questions of the interview used the constructed interview model made with the help of my advisor for this thesis with effort to fit the goal of understanding the challenges and strategies of NNETs teaching English for office management at an Indonesian vocational high school (see Appendix 2 and 3 for the original interview questions and the Indonesian-translated interview questions respectively). The interview lasted around 36 minutes and was recorded using an Android device. To end the interview, the participant was asked if she has any further comments that may benefit the research. Once the interview was done, the transcript was extracted and prepared in a Word document and ready to be analyzed.

The data was taken from the interview transcript and analyzed using a thematic analysis. Braun and Clarke (2006) described thematic analysis as a method for identifying, analyzing, and reporting patterns (themes) within data (as cited by Vaismoradi et al., 2013). The interview was done in Indonesia, therefore requiring the effort to manipulate the original transcript to be translated into English.

FINDINGS AND DISCUSSION

1. Vocational High School Teacher's Linguistic Challenges and Strategies

Ms. S spoke about how technology helped her in the classroom as she found students will get bored through just lecturing, especially when the lecturer lacks English fluency, and thus implemented technology to search authentic materials from native speakers all around the world as they can fill the gap from Ms. S's lack of fluency. The students' dislike of lacking fluency can also be seen from Moussu and Llurda's (2008) findings where they found most students idealize native-like level of skills. Zein's (2019) findings attest to the use of technology filling in gaps as presentation platforms helps replicate authentic professional communication environments.

When it came to the topic of English fluency affecting office management teaching, Ms. S claimed that she was not too fluent and needed the help of technology to fill the gap by finding authentic materials from native speakers. She was then asked if the lack of fluency affected her confidence while teaching in class, she said the lack of fluency gave her anxiety because she was only taught general English before working at a vocational high school and teaching ESP. On top of that, her anxiety grew as she was not given a choice on what major she would be teaching, the lack of fluency along with few knowledge on the major can cause many misunderstandings.

Rozimela et al. (2024) had found that, in general, Indonesian EFL teachers' speaking and writing skills were at a moderate level. Furthermore, Medgyes (2017) and Medgyes (2017) found that one of the most frequently reported challenge for NNETs in Indonesia is linguistic insecurity, particularly regarding pronunciation, accent, and oral fluency when compared to native-speaker norms.

2. Vocational High School Teacher's Cultural Challenges and Strategies

As said before, NNETs often struggled with balancing their own cultural identity while adapting to the expectations of an institution or a predominantly native-speaker culture. Even though Medgyes (2001) found that NNETs often share the same first language and cultural background as their students, Ms. S still felt anxiety when teaching her students. Vocational teachers were even more affected by this, because even though Ubaidillah et al. (2023) found that NNETs can employ teaching strategies that are more relatable to students due to cultural proximity it still doesn't mean much when the teacher was not familiar with the contents of the major they were teaching. Umamah and Cahyono (2022) findings related to Ms. S's use of technology because students and teachers often use technology such as YouTube or Instagram as a repository for English vocabulary. Ms. S had to rely on her status as an Indonesian NNET to provide a relatable atmosphere to quell student's native-like expectations.

3. Vocational High School Teacher's Psychological Challenges and Strategies

On the topic of confidence and anxiety, we moved on to the students' anxiety when learning English as observed by Ms. S. She emphasized that the students were not merely shy or anxious, some of them were outright scared to speak or initiate in any way using English even with topics of their major. The students were afraid to make mistakes and have difficulties separating from their mother tongue. Aside from the students who were already skilled at English, other students would constantly make excuses to not study or just accepted that they will get bad grades. As stated by Efendi et al. (2025) already, they found vocational high school students often thought that English was at the furthest edge of what they needed in vocational setting.

To deal with this, Ms. S had to constantly and thoroughly motivate her students as she knew the world gets increasingly more complex and the use of English becomes more and more common. On top this, Ms. S always invited students to speak any English whenever they wanted as long as it was not rude as this built their confidence along with added appreciation if they dared to speak English. These strategies were in line with Moussu's (2006) finding on NNETs experiences as language learners themselves allowed them to empathize with students and develop learner-centered pedagogies.

4. Vocational High School Teacher's Institutional Challenges and Strategies

Ms. S then shared her dissatisfaction to her school's form of support in the form of a laboratory as the laboratory is specific to a major and not a specific topic such as English and its use schedule could conflict. Problems regarding lacking facilities were seen in multiple studies by Eryansyah and Erlina (2023), Kumaravadevelu (2003), and Thuy (2025) where they found NNETs may have limited access to workshops and other technological resources designed to improve teaching methods or language skills. Averina and Kuswando (2023) even added that despite the importance of professional development programs, teachers still reported constraints such as a mismatch between available programs and their specific needs.

She was asked to delve deeper into the school's other form of support and how it affected office management classes, to which she said that the school often held Subject Teacher Conference (Musyawarah Guru Mata Pelajaran or MGMP) meetings to get a deeper understanding of the school's majors and other subjects through discussing with other teachers. These meetings were already useful

by themselves, but they also inspired Ms. S to be more outward and reach to other teachers outside of the meetings to consult and improve each other's teaching skills.

Tang (1997) found this to also be the case as they found the importance of fostering a supportive professional community where NNETs can share experiences and strategies for overcoming difficulties. Moreover, Zein (2017) found that professional development programs and teacher communities play a crucial role in equipping EFL instructors with the methodological flexibility required to address vocational learners' needs. Zeichner and Liston (1996) also emphasized the importance of seeking feedback from colleagues to reflect on their experience.

Ms. S found that the vocational school she worked for did not provide any materials specifically to teach English for office management classes. On top of that, the curriculum changes every year and there are still no effort to help with this issue, so teachers were forced to adapt by themselves. Ms. S still has no surefire way to gather relevant resources. This claim is in line with Thuy's (2025) findings where despite the inclusion of English for Specific Purposes (ESP) principles in the national curriculum, implementation remains inconsistent. Furthermore, Zacharias (2010) stated that challenges related to limited access to professional development and native-centric teaching materials further marginalize NNETs. Many teachers continue to rely on generalized or textbook-based materials that inadequately reflect vocational contexts. This mismatch reduces the practical value of instruction and complicates teachers' efforts to develop students' communicative skills.

The everchanging curriculum is shaped by industry standards constantly evolving and thus requiring teachers to follow suit as to be able to give students a chance for a long-lasting career as soon as they graduate. For now, many industries expect future recruits to master skills such as as writing business correspondence, handling phone conversations, welcoming guests, and managing documents using appropriate English, says Susilowati et al. (2024) as currently many people can travel the world. Ms. S's claim goes in line with this as she provided examples of job scenarios students should expect to do when they start working, along with the possibility of foreigners expecting service.

Vocational high school teachers have to deal with a different curricular environment than senior high school (Sekolah Menengah Atas, or SMA) teachers as materials relating to specific majors can be scarce for certain subjects, when it comes to English this is no different. Nur and Madkur (2014) explained that while English instruction in senior high schools is primarily oriented toward academic literacy and tertiary preparation, English in vocational institutions emphasizes communicative competence and workplace relevance.

5. Vocational High School Teacher's Pedagogical Challenges and Strategies

From what we have seen, vocational high school teachers and students needed to work together in order to create a smooth classroom learning experience and to reach the required standards of the industry to ensure a long and healthy career as soon as the students graduated. We have seen the various ways Ms. S of this research approach teaching methods for English office management classes in the form of roleplays and simulations. Thus, she was asked on the specific activities that are involved in office management. She answered that one of the most sought out skills for office management was service, meaning that students mostly learn to communicate properly to provide the best service. In order to teach proper English grammar for this skill, they learn through English applications or using Google so that they would be able to properly simulate roleplays like answering business calls.

This finding also relates to Susilowati's (2024) finding on industries expected new recruits to master handling phone conversations and welcoming guests. Another connection to Ms. S's claim can be found in a finding by Nasruddin et al., (2025) where they found that students also reported that

automatic translation tools like Google Translate helped speed up comprehension and vocabulary acquisition. However, they also cautioned that dependency and contextual errors could reduce depth of language understanding unless instructors guide usage appropriately.

With all these hurdles Ms. S experienced, she was then asked how she was able to manage order in an English class. She explained how she often began classes with icebreaking sessions with various collaborative activities with students such as singing and playing games in English. On top of that, after years of experience in an English class she managed to create multiple backup plans to prepare against unexpected events. These explanations coincide well with several findings, such as Johnson and Johnson's (1999) findings on collaborative activities which foster social interaction, increase language output, and improve learner autonomy. Another finding by Nisak and Masrurroh (2025) found that group discussions, peer corrections, and project-based tasks foster not only linguistic proficiency but also interpersonal and teamwork skills valued in vocational settings.

Yanamaneng et al., (2023) and Karimullah (2024) can confirm the use of games and singing to be very effective when used to teach English and motivate students. Finally, Ladson-Billings' (1995) discovered that by recognizing and valuing students' cultural identities, NNETs can enhance engagement and motivation, while simultaneously addressing the diverse needs of learners. The latter finding tied really well with what Ms. S expanded on the topic of backup plans as she said that including students' suggestion on what to do for activities could make them more excited as they were eager to show the rest of the class their creativity.

Diving further into the skills taught by Ms. S, she was first asked about the challenges and strategies teaching oral business communication. The main challenge that Ms. S encountered were students' fear of speaking English, which is detrimental to speaking classes. This matched with what Ambawani et al. (2024) found on traditional teaching methods and psychological barriers, such as speaking anxiety, impeding students' oral communication skills.

The strategy Ms. S devised were through enforcement on simple speaking instructions and speaking simulations with the help of technology using video-sharing media such as YouTube, TikTok, or Instagram. This perfectly relates to Johnson and Johnson's (1999), Zein's (2019), and Nasution et al. (2025) identification of effective approaches to teaching English speaking through the use of storytelling, technology integration, and creating collaborative communicative classroom environments. Coincidentally, Nugroho and Mutiaraningrum (2020) found that Indonesian teachers are shifting to recognize the importance of digital tools and are willing to commit to utilizing technology in education to enhance student engagement and learning outcomes.

Moving on to another skill, the main challenge of writing business communication Ms. S encountered were students feeling confused and frustrated with the use of English in writing invitations, requests, or job application letters. Related to this, Efendi et al. (2025) found vocational high school students often think that English is at the furthest edge of what they needed in vocational setting. Amin (1997) also found students would often express dissatisfaction towards NNETs in general and further complicating classroom dynamic.

When trying to reduce students' anxiety, Ms. S provided templates that she had already made beforehand and encouraged the students to also be able to use their own language in writing the letters. This matched really well with the findings by Yang (2025) that reported students felt more confident and self-efficient in writing. Students using their own language is supported by Addinna and Oktaviani (2023) as they emphasized the importance of critical thinking in fostering students' autonomy, confidence, and motivation.

Interestingly, Ms. S said that she never taught document management in her classes, which did not match with findings by Susilowati et al. (2024) and the Indonesian BNSP schematic that showed the required topics for teachers to taught in specific majors or subjects. Ms. S then explained how different industries require certain level of English skills to accomplish their goals. This relates to Zein's (2019) claimed that certain industries deem the previously mentioned communicative

competencies performed in English to be a critical component in their administrative and business transactions. Some institutions even take it very seriously as to favor native speakers in hiring despite there being non-natives that possess higher qualifications, as Van Canh (2017) found.

CONCLUSION

In conclusion, this study was made to find the various challenges that an Indonesian vocational high school non-native English teacher had when teaching English for office management classes and the strategies that she has devised to solve them. The questions that were asked revolved around topics such as teaching methods, cultural challenges, use of technology, school support, and confidence issues.

The researcher suggests that institutions such as Ministry of Primary and Secondary Education of Indonesia (*Kementerian Pendidikan Dasar dan Menengah Republik Indonesia* or *KEMENDIKDASMEN*) to focus on providing materials for subjects in a vocational major. Vocational school policymakers should also consider the probability of certain subjects not getting the amount of support they need because they only support based on majors. Subject instructors need to consider the possibility that some vocational schools assign teachers not based on their specialty and instead based on available slots.

This research is undeniably flawed and has many room for improvements to provide accurate and valuable information to future researchers. One way this research could be improved is to acquire more than one participant as different Indonesia vocational schools may have different challenges and strategies. Another way is to try and approach the data collection using a semi-structured interview method to gain as much information with more flexible questions. Finally, the research could be further improved through direct observation of Ms. S's teaching process to acquire the smallest detail of the challenge and strategies taking effect.

REFERENCES

- Addinna, A., & Oktaviani, L. (2023). Boosting critical thinking: A prominent aspect to uphold learners' autonomy in the EFL classroom. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 17(2). <https://doi.org/10.24036/ld.v17i2.123970>
- Ambawani, S., Astasari, I., & Rukiati, E. (2025). Overcoming barriers to EFL speaking proficiency: A multidimensional analysis of language learning challenges. *Journal of English in Academic and Professional Communication*, 11(1), 23-26. <https://doi.org/10.25047/jeapco.v11i1.5769>
- Amin, N. (1997). Race and the identity of the nonnative ESL teacher. *TESOL Quarterly*, 31(3), 580-583. <https://doi.org/10.2307/3587841>
- Averina, F. E., & Kuswandono, P. (2023). Professional development of Indonesian in-service EFL teachers: Perceived impacts and challenges. *Englisia: Journal of Language, Education, and Humanities*, 10(2), 71-91. <https://doi.org/10.22373/ej.v10i2.15589>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Efendi, M. Y., Mayasari, E., Iswanto, J., & Apriyani, L. (2025). Needs analysis of English for specific purpose at engineering students in vocational high school. *Issues in Applied Linguistics & Language Teaching (IALLTEACH)*, 7(1), 248-256. <https://doi.org/10.37253/ialltech.v7i1.9333>

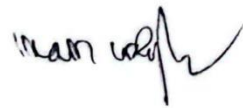
- Eryansyah, E., & Erlina, E. (2023). EFL teachers' perception of ICT integration in EFL teaching and the current practice of ICT in EFL teaching. *LEARN Journal: Language Education and Acquisition Research Network*, 16(2), 379-394.
- Hasanah, N., & Utami, P. T. (2020). Emerging challenges of teaching English in non-native english-speaking countries: Teachers' view. *English Language Teaching Educational Journal*, 2(3), 112-120. <https://doi.org/10.12928/eltej.v2i3.1134>
- Hidayati, S., Oktaviani, L., & Aminatun, D. (2023). EFL students' speaking anxiety: A case study at the first grade of Sma Al Huda Jati Agung. *Journal of English Language Teaching and Learning*, 4(1), 1-7. <http://jim.teknokrat.ac.id/index.php/english-languageteaching/index>
- Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory Into Practice*, 38(2), 67-73. <https://doi.org/10.1080/00405849909543834>
- Jordan, R. R. (1997). *English for academic purposes*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733062>
- Karimullah, I. W. (2024). Improving students speaking ability with English song. *Journal of Social Research*, 3(3), 888-900. <https://doi.org/10.55324/josr.v3i3.1959>
- Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, 22(4), 539-550. <https://doi.org/10.1111/j.1467-971X.2003.00317.x>
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159-165. <https://doi.org/10.1080/00405849509543675>
- Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 429-442). Heinle & Heinle.
- Medgyes, P. (2017). *The non-native teacher*. London: Macmillan. <https://doi.org/10.13140/RG.2.2.15837.95206>
- Moussu, L. (2006). Learning and teaching from experience: Perspectives on nonnative English-speaking professionals. *TESOL Quarterly*, 40(2). <https://doi.org/10.2307/40264534>
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315-348. <https://doi.org/10.1017/S0261444808005028>
- Muslim, M., Giatman, M., Syah, N., & Hidayat, N. (2023). The role of vocational education in the student career development process. *Indonesian Journal of Educational Research and Review*, 6(2), 330-342. <https://doi.org/10.23887/ijerr.v6i2.59294>
- Nasruddin, A. H., Rustandi, A., Gandara, A., & Nahar, I. A. (2025). Efektivitas aplikasi penerjemah otomatis dalam pembelajaran bahasa asing di perguruan tinggi. *Journal Education, Sociology and Law*, 1(1), 387-394.
- Nasution, M. A., Santoso, D., & Kembaren, F. R. W. (2025). Exploring Indonesian EFL teacher's strategies in teaching English to young learners. *Scope: Journal of English Language Teaching*, 9(2). <https://doi.org/10.30998/scope.v8i1.24407LPPMUnindraJournal>

- Nisak, K., & Masruroh, L. (2025). An analysis of teacher's strategies in teaching English speaking at vocational high school. *Professional Journal of English Education (PROJECT)*, 8(5), 1161-1167.
- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 304-321. <https://doi.org/10.30659/e.5.2.304-321>
- Nur, M. R., & Madkur, A. (2014). Teachers' voices on the 2013 curriculum for English instructional activities. *Indonesian Journal of English Education (IJEE)*, 1(2), 119-134. <https://doi.org/10.15408/ijee.v1i2.1340>
- Petermann, F., & Müller, J. M. (2001). *Clinical psychology and single-case evidence: A practical approach to treatment planning and evaluation*. John Wiley & Sons.
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative research in accounting & management*, 8(3), 238-264. <https://doi.org/10.1108/11766091111162070>
- Rozimela, Y., Fatimah, S., Adnan, A., & Tresnadewi, S. (2024). EFL teachers' perceived productive skills for effective teacher professional development program. *Studies in English Language and Education*, 10(1). <https://doi.org/10.24815/siele.v1i1.37277>
- Susilowati, E., Hardiany, D. R., & Savitri, I. (2024). Pengajaran English conversation bagi siswa SMK. *Jurnal Pemberdayaan Masyarakat Mandiri Indonesia (Indonesian Journal of Independent Community Empowerment)*, 7(1), 38-43. <https://doi.org/10.35473/jpmmi.v7i1.601>
- Tang, S. (1997). The role of non-native English-speaking teachers in the EFL classroom. *TESOL Quarterly*, 31(3), 495-500. <https://doi.org/10.2307/3587985>
- Thuy, B. N. P. (2025). Challenges faced by non-native English teachers: A phenomenological inquiry at Dong Nai University. *International Journal of Research and Innovation in Social Science*, 9(3s), 2961-2965. <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0223>
- Tosuncuoglu, İ. (2017). Non-native & native English teachers. *Journal of History Culture and Art Research*, 6(6), 634-638. <https://doi.org/10.7596/taksad.v6i6.573>
- Ubaidillah, M. F., Elfiyanto, S., Rifiyani, A. J., & Lee, H. Y. (2023). Indonesian EFL teachers' identity construction in a global Englishes Era. *JEELS (Journal of English Education and Linguistics Studies)*, 10(1), 199-235. <https://doi.org/10.30762/jeels.v10i1.1082>
- Umamah, A., & Cahyono, B. Y. (2022). EFL university students' use of online resources to facilitate self-regulation for writing. *Computer-Assisted Language Learning Electronic Journal*, 23(1), 108-124.
- Van Canh, L. (2017). A critical analysis of moral values in Vietnam-produced EFL textbooks for upper secondary schools. In *Situating moral and cultural values in ELT materials: The Southeast Asian context* (pp. 111-129). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-63677-1_7
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences*, 15(3), 398-405. <https://doi.org/10.1111/nhs.12048>

- Yanamaneng, N., Karimullah, I. W., & Mustofa, M. (2023). The implementation of vocabulary teaching technique at Darawittaya Islamic Boarding School in Thailand. In Conference on English Language Teaching, 194-204. <https://doi.org/10.24090/celti.2023.485>
- Yang, Y.-C. (2025). Enhancing EFL writing self-efficacy through templates and teacher feedback. *English Language Teaching*, 18(12), 55–70. <https://doi.org/10.5539/elt.v18n12p55>
- Yii, B. P. J., Zalli, M. M. M., Ahmi, A., Law, H. H., Benlahcene, A., Jamil, M. R. M., & Quah, W. B. (2025). From classroom challenges to scholarly insights: A bibliometric analysis of novice teacher research. *British Educational Research Journal*, 51(4), 1735-1766. <https://doi.org/10.1002/berj.4153>
- Yin, R. K. (2018). *Case study research and applications* (Vol. 6). Thousand Oaks, CA: Sage.
- Zacharias, N. T. (2010). The teacher identity construction of 12 Asian NNES teachers in TESOL graduate programs. *The Journal of Asia TEFL*, 7(2), 177-197.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Lawrence Erlbaum Associates.
- Zein, S. (2017). Professional development needs of primary EFL teachers: Perspectives of teachers and teacher educators. *Professional Development in Education*, 43(2), 293–313. <https://doi.org/10.1080/19415257.2016.1156013>
- Zein, S. (2019). *Teacher education for English as a lingua franca*. New York, NY: Routledge.

Malang, February 25 2026

Advisor I,



Dr. Imam Wahyudi Karimullah, S.S., M.A.

NPP. 130301198632110