
HIGHER EDUCATION INTERNATIONALIZATION AND ENGLISH LANGUAGE PRACTICES: ACADEMICS PERSPECTIVES

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Abstract

The process and outcomes of higher education's internationalization have been enhanced in this internet era as the world becomes increasingly connected. The phenomenon of "internationalization of higher education" has emerged over the past 30 years, including in Indonesia. Internationalization refers to the integration of an international perspective into a university or college's teaching and learning, research, services, and overall operations. This study was conducted at Sriwijaya University and aimed to explore English language practices within the institution, as well as the perspectives of study program coordinators and lecturers regarding the internationalization of higher education. A qualitative method was employed to gather data through semi-structured interviews, and the data were analyzed using thematic analysis. The results showed that English is a vital component of instruction, communication, and institutional development, playing a significant role in promoting the internationalization process. Moreover, the findings indicated that language barriers remain a major obstacle to the globalization of higher education, particularly in integrating international students into classroom environments. However, consistent exposure to English through classes, conversations, and institutional programs, such as international seminars and bilingual academic events, significantly improves students' language engagement and proficiency.

Keywords: academics' perspectives; English language practices; higher education; internationalization

Introduction

In this digital age, the world is becoming increasingly connected. Lin (2019) states in her study that global citizens can be created through international education, which also makes it easier to engage people from different countries. Moreover, the process and results of higher education's internationalization are maximized in this internet era. Wit (2019) states the phenomenon of "internationalization of higher education" has arisen over the past 30 years, and this phenomenon of internationalization also happened in Indonesia. Similarly, Sakhiyya (2022) states that the trend and process of internationalization are not an exception in our country. Internationalization is viewed as a beneficial strategy to improve the higher education sector by gradually increasing global awareness and prestige for Indonesia's leading universities (Sakhiyya, 2018). Indonesia has experienced different reform agendas in recent decades, and internationalization has emerged as one of the key determinants of how modern Indonesian higher education is being reconfigured. Furthermore, it is often referred to in conjunction with terms like "world class universities," "international recognition," and "global orientation." Dewi (2018) states universities are thought to play a significant impact in increasing a

nation's competitiveness level by becoming "world-class" and mentioned in the global ranking. Here, the main tool to accomplish that goal is the internationalization of higher education.

There are many understandings to define what is meant by internationalization. Knight (1994) states the process of incorporating an international perspective into a university or college's teaching/learning, research services, and overall operation is known as internationalization of higher education. A perspective, activity, or service that introduces or incorporates an international/intercultural/global outlook into the core competencies of a higher education institution is referred to as having an international dimension. From an economic perspective, internationalization equips individuals with the necessary skills to thrive in the globalized workforce, fostering national development and competitiveness. Moshtari and Safarpour (2024) state this process also opens up opportunities for personal financial gain beyond traditional domestic avenues. Politically, internationalization plays a crucial role in promoting global understanding, peace, and security in the world. By fostering intercultural exchange and collaboration, it cultivates a sense of global citizenship and encourages individuals to become active participants in shaping a more just and equitable world order. Moreover, Moshtari and Safarpour (2024) also state in their study that as the need for scientific advancement and technological innovation grows, internationalization can play a vital role in helping developing countries address pressing issues like poverty, climate change, and educational inequality. By fostering global collaboration and knowledge sharing, these nations can access the resources, expertise, and financial support necessary to implement sustainable solutions and improve the lives of their citizens.

There have been many studies investigating the interconnection of higher education internationalization and English language practices. Abduh et al. (2022) indicate in their study that implementing language policies on bilingual education in higher education environments enhances the preservation of local and national identities, fosters intercultural pedagogical engagement, and promotes university internationalization. García and Vázquez (2018) state the process of internationalization at universities has become one of the goals of these institutions' strategic plans in Spain. Over the last two decades, this goal has included the provision of English-language studies as a means of raising institutions' international prominence. Furthermore, Wit (2019) states there is a push to focus on international research and publication, international student and scholar recruitment, and the use of English as a language of research and education becoming one of the challenges faced by the institutions.

There is an increasing need for graduates to be able to communicate effectively in English in academic and professional contexts due to an environment that is becoming more internationalized. As a result, ESP lecturers face the problem of adapting to an increasingly internationalized atmosphere while preparing university students to participate successfully in a variety of shifting academic and professional environments (Arnó-Macià et al., 2020). Moreover, foreign language as one of the academic programs proposed by Knight (2019) also plays a significant role in process of internationalization. Many colleges these days are integrating it more frequently as the medium of instruction in international programs. Similarly, Wit (2019) states there is pressure to concentrate on worldwide research and publication, on enlisting foreign academics and students, and on using English as a research and teaching language.

It is no doubt that there are interconnections of higher education internationalization and English language practices. Finardi and Guimaraes (2020) state in their study that the adoption of bilingual language policies in higher education environments can aid the internationalization of

institutions, curricula, and academic programs in the context of internationalization. Bilingual language policy implementation appears to be able to enhance the development of international and global language competence, give possibilities for building intercultural competence, and promote an internationalization climate within higher education contexts. Similarly, [Abduh et al. \(2022\)](#) state bilingual language policy demonstrates how bilingual language policies can improve instructional content, multilingual and multicultural exchanges, short and long-term multicultural involvement, and social functions.

Although the internationalization of higher education has been the subject of many studies, the majority of the literature currently in publication concentrates on national policy frameworks, student mobility, or institutional methods. Research particularly examining how academic staff view and apply English language practices in the context of internationalization is still lacking; in particular, there remains limited understanding of how such practices are implemented and perceived at the faculty level, especially in non-English-speaking contexts. Therefore, given the scarcity of studies on internationalization activities that are closely connected to the use of languages, the author tried to provide a deep insight of the interconnections of higher education internationalization and English language practices. Specifically, this study aimed to explore how English is practiced in an institution striving for international accreditation, and to examine the perspectives of study program coordinators and lecturers regarding higher education internationalization. To guide this research, the following questions were asked: how is English used in the internationalization process and what are the academic staff's views on internationalization?

Literature Review

English is being used more in teaching and communication at many universities as a result of internationalization in higher education. Employing English facilitates worldwide connections, draws in foreign students, and equips graduates globally. As a result, English is now directly related to how universities organize their instruction, policies, and global objectives. The following literature regarding the issue is described clearly.

Internationalization of higher education

In the era of globalization, which then transitioned into the era of the Industrial Revolution 4.0, internationalization in the field of education is not a new phenomenon and has even become a phase confronted by universities both domestic and international in increasing the quality of universities and graduates. Similarly, [Buckner \(2019\)](#) states higher education institutions (HEIs) are increasingly being asked to prepare young people for global job markets and society. Many people have responded by incorporating international and intercultural ways of knowing into their work, a phenomenon called internationalization. Moreover, as stated by [Altbach and Wit \(2018\)](#) in their study, the unrestricted expansion of all forms of internationalization, including significant global student mobility, the creation of branch campuses, franchised and joint degrees, the use of English as a medium for teaching and research globally, and many factors.

Over the previous 20 years, internationalization in European higher education has progressed from a minor point of interest to a fundamental factor. Without a doubt, the globalization of our society and economy has increased the influence of competition and market processes on how

internationalization is done. However, reality is less encouraging, despite the fact that the international dimension is becoming increasingly important in higher education. Still, there is a mostly activity-oriented, if not instrumental, attitude to internationalization, which leads to significant misunderstandings regarding the nature of this development (Wit, 2011).

Lambey et al. (2023) state in their study that many Indonesian universities aspire to achieve world-class status, aiming to elevate their global standing and competitiveness. The Indonesian government has actively supported this ambition through initiatives such as the 2003-2010 Higher Education Long-Term Strategy (HELTS). This strategic plan emphasized the importance of internationalization, encouraging universities to enhance their quality and competitiveness to meet global standards. By fostering international collaborations, attracting international students and faculty, and promoting research with global impact, Indonesian universities seek to establish their presence on the world stage. This pursuit of international excellence aims to contribute to the nation's economic growth, technological advancement, and cultural exchange.

Internationalization of higher education is also not an exception of Indonesia's education agenda. Simbolon (2021) states in the fiercely competitive landscape of global higher education, Indonesian universities are actively pursuing international recognition. As stated by Sakhiyya (2022) in her study that to bolster research capabilities and facilitate internationalization initiatives, the government increased the higher education budget from 40.3 trillion in 2018 to 41.2 trillion in 2019. These funds will be allocated to various international programs, including inter-university collaborations, postgraduate scholarships abroad, and faculty and student exchange programs. This shift towards internationalization has profoundly transformed the higher education landscape. While traditional higher education was rooted in democratic, cultural, and moral values, the contemporary model is driven by corporate principles such as efficiency, competitiveness, and individualism. This transformation has reshaped the nature of teaching and research practices within universities.

Sakhiyya and Rata (2019) state that academic institutions and nations are increasingly pressured to establish themselves as global leaders in research and education. Moreover, a key performance indicator for achieving this recognition is the publication of research articles in prestigious international journals, and this requirement significantly impacts local academics, particularly those pursuing doctoral degrees or seeking career advancement. Furthermore, by publishing in top-tier journals, researchers demonstrate their expertise, contribute to global knowledge, and enhance the reputation of their institutions and countries. This emphasis on international publication fosters a competitive academic environment where researchers strive to meet rigorous global standards.

The landscape of quality assurance in higher education has shifted significantly as universities increasingly prioritize international accreditation over national standards. While international accreditation can enhance a university's reputation and marketing appeal, it requires substantial financial investment. This trend reflects the growing ambition of Indonesian universities to achieve global recognition. As Royono and Rahwidiati (2013) aptly observed the aspiration to attain international excellence has driven institutions to allocate significant resources towards meeting global standards, often at the expense of other priorities.

There is considerable misunderstanding about what internationalization actually means despite the widespread use of the term to describe the international dimension of higher education. Knight (1994) states internationalization of higher education is the process of incorporating an international perspective into a university or college's teaching/learning, research services, and overall operation. Afterwards, Knight (2003) revises the definition of internationalization as at the national, sector, and

institutional levels, internationalization is described as the process of incorporating an international, multicultural, or global dimension into the purpose, functions, or delivery of postsecondary education. Dewi (2018) states the process of internationalization itself includes a variety of programs that range from international student recruiting to student and staff exchange programs, international teaching partnerships, collaborative research partnerships, and curricular internationalization.

English language practices

The increasing interconnectedness of the world has led to English becoming a common language for international communication. Simbolon (2018) states this is largely due to the fact that most scientific, technological, and academic information is stored electronically in English. Consequently, individuals from non-English-speaking backgrounds must acquire English language skills to access this vital information. Moreover, the English language is known to be used dominantly across the world and become one of the significant aspects of internationalization in higher education. Andayani (2022) states that given the prevalence of English in academic research, proficiency in the language is crucial. Students who possess strong English communication skills can benefit significantly, not only in scientific advancement but also in sociopolitical discourse, economic activity, cultural exchange, and everyday life. Consequently, all university students, regardless of their major, are mandated to take at least one English course. García and Vázquez (2018) state despite widespread interest in devising a strategy to provide English instruction, scholars' attention has repeatedly been drawn to the problems of such a program, with an emphasis on how to successfully implement it. However, the emphasis has not been on the development of a general policy to ensure the quality of these programs, nor on the development of a language policy that goes beyond English instruction. As part of the university language policy, the bilingual policy has been implemented. In many Indonesian universities, for example, English is used alongside Indonesian as a medium of instruction in bilingual and international class programs. Bilingual language policies can improve instructional content, multilingual and multicultural exchanges, short and long-term multicultural involvement, and social functions. Teachers can utilize the translanguaging technique to enable multilingual engagement in the classroom as a pedagogical means for switching from one language to another. The multilingual method can provide opportunities for educators and students to interact while learning about other cultures.

English language practices are not limited to English-speaking countries; rather, they offer unique pedagogical insights when taught in multilingual contexts such as Indonesia (Lestari et al., 2024). Institutions frequently choose English as the primary language for documentation, user interfaces, and communication channels to facilitate internationalization. English is also used as the default language for many worldwide institutions and organizations' products, websites, and user interfaces that enables them to reach the worldwide audiences. The English language can also improve communication. English is a common language used for international communication. When institutions choose English as the language of instruction, students, faculty, and staff from various linguistic backgrounds can communicate more successfully. This is critical for worldwide collaboration and idea exchange. The next is increasing the number of international students: English-language programs can increase the number of international students. Many students seek education in English-

speaking nations, believing that it would lead to improved job possibilities and exposure to a global viewpoint.

The interconnection of higher education internationalization and English language practices

The internationalisation of higher education has gotten a lot of attention over the last three decades, and it has evolved into a strategic aim in its own right. Education is one of the major drivers of international mobility. The continual rise in the number of Asian international students enrolled in US higher education can be attributed to globalization, the expansion of the Asian economy, and the aggressive internationalization efforts of US colleges (Silvhiany, 2019).

As a result of internationalization, Yildiz (2022) states higher education institutions have had to adjust their language policy in order to compete in the global market while also promoting progressive principles like collaboration and harmony. Moreover, Yildiz (2021) states the approaches taken by higher education institutions in adopting and enforcing language policy appear to have varied significantly. To demonstrate, several higher education institutions have chosen English as the medium of instruction. Moreover, these modifications may have a favourable impact on short-term mobility patterns, since exchange students will have additional course options to choose from when studying abroad.

In this global competition of higher education, Indonesian universities are seeking for global recognition. Therefore, Silva and Santos (2020) states it is also vital to analyze how universities approach internationalization of higher education in order to determine the value placed on foreign languages. Because English is widely used as a global language, English language practices play an important part in internationalization as it enables us to reach the worldwide audiences.

Moreover, there is use of English as medium for the instruction happened in the classroom. As stated by Abduh et al. (2022) the internationalization of universities and the acquisition of global competency is the primary motivation for implementing bilingual education in Indonesian higher education and to prepare students to compete and collaborate with others on a national and international scale by teaching them global language competencies. The goal is also to improve the language skills of university students, and as the result, it works to improve language teaching in institutions by investing in teacher development, and it is concerned with research improvement because learning other languages facilitates access to more scientific texts and conferences, as well as being beneficial to the dissemination of findings and studies. Also, it is hoped the program's activities, among other things, prepare students for academic mobility and the ability to read and publish articles and books in other languages.

In short, English language as the international language is used to promote the process of higher education internationalization by engaging students to participate in the global scale through the teaching/learning process, research publications, and others in the institution while internationalization happened. Therefore, this article wanted to seek the English practices in the institution striving to achieve international accreditation and the perspectives of faculty and department coordinator and lecturers regarding higher education internationalization.

Methodology***Research design and approach of the study***

Qualitative case study research was used as the design of conducting this research. Creswell (2012, p. 16) states qualitative research investigates a problem and gains a comprehensive understanding of a central phenomenon. Creswell and Poth (2016) state case study research is a qualitative approach in which the investigator investigates a bounded system (a case) or multiple bounded systems (cases) over time, collecting detailed, in-depth data from multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reporting a case description and case-based themes. Therefore, the implementation of a qualitative case study was in accordance with the objectives of the study to find out the perspectives of faculty and department coordinator and lecturers regarding higher education internationalization and the English language practices.

Research site and participants

Sriwijaya University, a state university in Palembang, South Sumatra was chosen as the institution to conduct this research. The focus were the internationally accredited study program in the faculty of teacher training and education which are Indonesian and Mathematics Education. The participants were the faculty and department coordinators, also the lectures. The participants consisted of three study program coordinators and three lecturers. They were selected based on the consideration that coordinators play a significant role in the success of internationalization, while lecturers serve as key agents in the teaching and learning process within the classroom.

Data collection and analysis

The researchers conducted a semi-structured interview aiming to gather the data about students' perceptions of nominalization. Adhabi and Anozie (2017) discuss one of the data collection strategies used by qualitative researchers in the interview. Moreover, Creswell (2012) states that in qualitative research, interviewing is just as prevalent as an observation in which asks questions to one or more participants in general and records their responses in a qualitative interview. Some of the questions in the interview were derived from the IAU 5th Global Survey Questionnaire to guide the exploration of internationalization. The questions explored the role of English language in supporting higher education internationalization, institutional efforts and policies related to language use, the expected goals and benefits of internationalization, and the strategies for enhancing lecturers' professional development through international opportunities.

The interview was conducted through face-to-face interaction, and after conducting a semi-structured interview, the researcher used thematic analysis in order to interpret the transcribed data of the interview. Clarke et al. (2015) define thematic analysis as a technique for analyzing and interpreting the data collection of qualitative research. In addition, participants' lived experiences, ideas, and perspectives as well as figuring out what they think, feel, and do can be done by using thematic analysis.

Braun and Clarke (2006) present six-phase guidance for conducting thematic analysis, and the researchers followed these six steps. First, the researchers thoroughly read and reviewed the data

transcription to gain familiarity with its content. Second, after having a preliminary idea about the relevant data of the research question, generate the initial codes then involved. Third, the theme would be identified. Forth, the identified theme would be reviewed and developed. Fifth, the theme was defined and refined. Last, the final report and analysis would be written. Moreover, to ensure trustworthiness, the study applied member checking and triangulation to enhance credibility, provided contextual details for transferability, maintained an audit trail for dependability, and practiced reflexivity to support confirmability.

Findings

This section presents the findings of the study based on the participants' responses regarding English language practices and their perspectives on higher education internationalization.

The perspectives of coordinators of study program and lecturers regarding internationalization of higher education and English language practices

Four key themes emerged from the thematic analysis of the interview data that reflect the perspectives of the participants regarding internationalization of higher education and English language practices, and the results were presented with detailed descriptions of each theme:

Table 1. *The prespectives of coordinators of study program and lecturers regarding internationalization of higher education and English language practices*

Themes	Sub-themes
English Language Practices	Level of importance of English language The ways to promote English language
Expectations and Benefits	The expectations, benefits and positive impacts
Teaching and Learning	The challenges and the changes in the attitudes and perspectives of students
Professional Development	The policies or strategies made by the institution to enhance lecturers' proffessional development

More detailed descriptions of the themes are outlined below.

English language practices

The participants acknowledge the crucial role of the English language in advancing the internationalization of higher education, with several of them emphasizing its importance. They noted,

“In my view, proficiency in English is essential in the internationalization. As the term suggests, it requires individuals to master a language that is globally used.

Relying solely on the Indonesian language would undoubtedly pose challenges to participate or compete at the international level.” (P1, P4, P5)

“Some lecturers gradually implement English in their teaching by initially using a mixed-language approach to accommodate students with limited English skills. Efforts toward internationalization include requiring English-language presentations, preparing English-based lecture plans, using English references, and encouraging students to participate in international seminars and produce English content.” (P1, P2)

English proficiency is considered vital for internationalization, as it enables participation in global academic and professional contexts as the lecturers adopt a gradual bilingual approach and promote activities that enhance students' use of English in academic contexts.

Expectations and benefits

The participants acknowledge benefits of having the activity of internationalization in higher education and their expectations regarding it in the future. They noted,

“To participate in worldwide activities, a top university's accreditation is crucial since it certifies that the curriculum satisfies international criteria. Both students and lecturers gain a lot from this recognition when they participate in foreign programs and receive leadership assistance.” (P3)

“In pursuit of worldwide recognition, ongoing efforts are made to improve English proficiency and participate in international research collaborations. By encouraging them to advance their language proficiency as part of their professional growth, these programs have a good effect on lecturers.” (P2)

In order for higher education to be recognized globally, accreditation and international cooperation are essential. By encouraging English proficiency and active participation in international activities for both students and lecturers, these initiatives improve academic quality and professional development.

Teaching and learning

The participants acknowledge the challenges facing while teaching and learning process happened in the classroom as well as the changes of attitudes and perspectives of students. They noted,

“Indeed, at the beginning it was not easy for students because they were not used to it, so the use of Indonesian was still more dominant. Students' attitudes toward speaking English gradually improved from being shy at first to become more confident as they see mistakes as part of the learning process.” (P1)

“Students' English ability in the classroom remains limited, so lecturers employ Indonesian to help support comprehension and learning process in the classroom.” (P3)

“Both English and Indonesian are used in the classroom aimed to accommodate students' limited English skills while gradually enhancing the use of English in academic settings.” (P5)

The use of both Indonesian and English in the teaching and learning process helps facilitate student comprehension as they gradually become accustomed to English and succeed in their learning.

Professional development

The participants gradually think of the way to enhance their own skills in order to support the internationalization higher education. They noted,

“Individual improvement primarily occurs through self-awareness, enabling lecturers to engage in independent learning and professional growth.” (P2)

“One key effort comes from the department, which actively supports lecturers through participation in seminars, trainings, and international conferences. This support aligns with the department's goal to implement international accreditation.” (P3)

“Both English and Indonesian are used in the classroom aimed to accommodate students' limited English skills while gradually enhancing the use of English in academic settings.” (P5)

The use of both Indonesian and English in the teaching and learning process helps facilitate student comprehension as they gradually become accustomed to English and succeed in their learning.

Discussion

The role of human agency within the framework of Indonesia's higher education system is crucial. Sakhiyya (2022) states while the system itself may impose certain limitations, it is ultimately the decisions and actions of individuals that shape and influence its development. Moreover, she also mentions that these individuals, acting as agents within the system, have the power to both reinforce and challenge existing structures and policies, thereby driving change and innovation in higher education. All participants unanimously agreed on the paramount importance of English in international higher education. As the world's lingua franca, English serves as the primary language of academic discourse, research, and global communication, making it an indispensable tool for scholars and students alike. The practical application of English in higher education is evident in various academic endeavors. Firstly, the publication of research articles in reputable international journals necessitates a strong command of English. Authors must effectively convey their research findings

through clear and concise writing, adhering to specific academic writing conventions. Secondly, the majority of academic resources, including textbooks, scholarly articles, and online databases, are primarily available in English. This reliance on English-language resources underscores its importance for students seeking to deepen their knowledge and conduct in-depth research. Lastly, oral presentations, a crucial component of academic conferences and seminars, often require participants to communicate their ideas fluently in English. This practice enhances public speaking skills, critical thinking, and the ability to engage with a diverse international audience.

Furthermore, [Abduh et al. \(2022\)](#) state in their study that internationalization of academic programs, curricula, and institutions can be facilitated by the implementation of bilingual language policies in higher education settings. [Fishman \(2016\)](#) argued that implementing a bilingual language policy in universities has significant social and cultural consequences. From a sociological perspective, this policy can foster intercultural exchange and understanding among students from diverse backgrounds enrolled in bilingual programs. These students, hailing from various cultures and linguistic traditions, have the opportunity to interact and learn from one another, creating a more inclusive and multicultural campus environment. From an anthropological standpoint, bilingual programs provide students with firsthand experiences of different cultures. By immersing themselves in a bilingual learning environment, students develop a deeper appreciation for linguistic and cultural diversity. This exposure to multiple perspectives broadens their horizons and enhances their intercultural competence.

The internationalization of curricula can facilitate the establishment of collaborative partnerships between universities. These partnerships may involve joint degree programs, student exchange initiatives, and collaborative research projects. Such collaborations not only enhance the academic offerings of participating institutions but also promote global citizenship and intercultural understanding among students and faculty. One significant challenge in integrating international students into higher education is the language barrier. Many students may struggle to understand lectures, participate in class discussions, and complete academic assignments. However, with time and consistent effort, international students can overcome these linguistic hurdles. Exposure to the target language through academic coursework, social interactions, and cultural immersion significantly improves their language proficiency. As students become more comfortable with the language, they are better equipped to engage with their peers, faculty, and the broader academic community.

As students engage in frequent English-language interactions, they gradually develop a deeper understanding of the language and its nuances. Through presentations, discussions, and written assignments, students are encouraged to practice their English language skills, leading to improved fluency and accuracy. This exposure to English not only enhances their academic performance but also prepares them for future professional opportunities in a globalized world. The institution's commitment to internationalization is evident in its emphasis on global engagement for students. The expectation of attending international seminars underscores the importance of cross-cultural exchange and exposure to diverse perspectives in the field of study. Additionally, initiatives like the "Casual Talk in Mathematics" podcast demonstrate a proactive approach to fostering language proficiency and international communication among students. Furthermore, the bilingual nature of academic documents, including thesis exams, results seminars, and proposal seminars, reflects a deliberate effort to align the institution's practices with international standards. This dual-language approach not only facilitates seamless communication with the global academic community but also equips students with the linguistic skills necessary for future international collaborations and research endeavors.

International accreditation is a significant achievement that brings numerous benefits to the institution. It serves as a testament to the program's high quality and global recognition. This recognition can enhance the institution's reputation and attract talented students, both domestically and internationally. Additionally, it can open doors to various opportunities for students, such as international exchange programs and collaborations with foreign researchers. The impact of international accreditation extends to faculty members as well. To maintain the high standards required for accreditation, lecturers are motivated to continuously improve their teaching and research skills, particularly in the area of English language proficiency. This fosters a culture of academic excellence and professional development within the institution. Ultimately, international accreditation contributes to the overall advancement of the institution's academic standing and its ability to compete on a global scale. Sakhiyya (2022) states in her study that the discussion unfolding in the forum suggested the university administrators' biggest challenge was: how to make people also 'see' and share the vision of internationalization. The speaker emphasized the importance of communicating internationalization vision to the whole university members and society.

The institution has implemented several policies and strategies to enhance lecturers' professional development and research capabilities. One key strategy is to create a strong emphasis on internationalization. This involves encouraging lecturers to participate in international conferences, workshops, and collaborative research projects. By exposing lecturers to global trends and best practices, the institution aims to elevate the quality of teaching and research. Additionally, the institution may offer opportunities for international exchange to motivate lecturers to pursue advanced studies and research. Zheng and Choi (2024) state that the university should actively pursue opportunities to enhance and develop teachers' English proficiency. In addition, it is important to provide more programs focused on delivering subject-specific content in English, as these can support teachers in becoming more aware and capable of effectively tailoring their English instruction to suit students' characteristics. To further support professional development, the institution may provide opportunities for lecturers to acquire new skills and knowledge. This could involve organizing training programs, workshops, and seminars on topics such as research methodology, academic writing, and language proficiency. Furthermore, the institution may encourage self-directed learning by providing access to online courses, e-learning platforms, and a well-stocked library. Similarly, as stated by Assegaf et al. (2022) that there is a need to have the international class activities. Additionally, supporting programs are used to carry out guest lectures, joint degrees, and student exchanges. Professional professors, international activities, thesis supervisors, English classes, and classrooms with advanced multimedia features are all offered to students.

Given the results and discussion, this study is limited in several ways. The number of participants was relatively small, drawn from only two study programs in one institution. It also focused mainly on the perspectives of academic staff and coordinators, without including administrative leaders or students, whose insights could provide a broader understanding of internationalization practices.

Conclusion and Recommendations/Implications

Taking into account all the information and explanations on the internationalization of higher education presented in this paper, and considering the current stage of internationalization maturity, the need to track the success and quality of internationalization efforts cannot be overstated. This

study found that the English language plays a significant role in promoting the internationalization of higher education, as it has become a key element in teaching, communication, and institutional development. However, several issues continue to hinder the process including language barriers. Moreover, the strengthening of language policies and continuous professional development are essential. Future research is recommended to further explore the perspectives of higher-ranked elites and students on English language use in internationalized higher education settings across different faculties or departments.

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