ABSTRACT

Prawironegoro, Alwy Husein (2026): **The Lecturers' Perceptions and Awareness in Assessing EFL Students' Oral Proficiency: World Englishes Perspective**

This study aims to describe how EFL lecturers perceive and interpret students' oral proficiency from a World Englishes perspective and to explore how they implement their World Englishes awareness in assessing students' oral proficiency. This research was motivated by the frequent presence of non-native pronunciation patterns and varied communicative strategies in Indonesian classrooms. It was also motivated by the limited attention given to how lecturers' awareness of English diversity relates to their assessment decisions. This study employed a qualitative multiple-case study approach, conducted at an Islamic state university in Bandung with two EFL lecturers of Public Speaking selected through purposive sampling. Data were collected through semi-structured interviews and assessment-document analysis, supported by follow-up clarification, then analyzed using thematic analysis together with within-case and cross-case comparison. The findings show that both lecturers treat pronunciation as an important indicator of oral proficiency, but they place it differently in their priorities and interpret its relationship with intelligibility, correctness, and accent in different ways. Lecturer 1 maintains a distinction between intelligibility and native-oriented pronunciation correctness, particularly for English Education students, while Lecturer 2 organizes oral proficiency around communicative understanding. In addition, both lecturers reported selecting and adapting assessment criteria independently rather than using one program-provided framework. However, only Lecturer 2 explicitly connected these assessment decisions with her World Englishes awareness. These findings indicate that World Englishes awareness is layered rather than uniformly present or absent, and that it relates to reported and documented assessment implementation rather than directly observed rating behavior. This study is expected to provide practical insights for EFL lecturers in clarifying how pronunciation is judged, as well as a basis for future research on World Englishes-informed oral proficiency assessment.

Keywords: World Englishes, Oral Proficiency Assessment, Lecturers' Perceptions and Awareness, Qualitative Multiple-Case Study