

LECTURER INSTRUCTIONAL STRATEGIES IN EFL CLASSROOM: CLASSROOM MANAGEMENT PERSPECTIVES

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ABSTRACT

This research aimed at describing the instructional strategies used by the lecturers in knowledge and language skills subjects in English for both instructional and management talks. The method employed was an exploratory descriptive qualitative method in which the observation and open-ended interviews with individuals were conducted. The data resources were lecturer talk in knowledge and skill subjects consisting of seven lecturers. The result of this research shows that the lecturers both in knowledge and language skills employed whole class, group/pair, and individual instructional strategies. The reasons for utilizing them lied on the nature of the subject, the purpose and objectives of each sub course material to scan and see the general ability and the basic interpersonal communication skills of the students in English. Based on these findings, it implicitly takes into account that varying instructional strategies bridge the lecturers to manage their talks in EFL classroom interaction to foster and sharpen the students' English language development.

Key Words : Instructional Strategies, Instructional and Management Talk, Knowledge and Language Skills

INTRODUCTION

Efforts on English language teaching in Indonesia are then mainly generated from and intended for the effectiveness of classroom interaction, in the sense that students who learn English as a foreign language are expected to benefit from the classroom interactions both practising and using the language. Lecturer talk, functioning as the primary source of comprehensible input, becomes crucial in facilitating this process. For a start, the EFL students will get language input which also functions as the model from their lecturer talk. Recent studies reaffirm that teacher talk shapes classroom interactional patterns and has a direct impact on students' language development (Sistyawan et al, 2022; Goestina and Sugirin, 2024; Tao and Chen, 2024). From this starting point, the students will creatively develop their English throughout their learning the language. However, speaking of the effectiveness of EFL classroom, the EFL students will most of the time face considerable hindrances in learning English as a foreign language.

There are many causes for this apprehensive condition coming on the surface. At present, at the university level the phenomena in question are the language input in the forms of instructional and management talks. In terms of students' language development undertaken in formal educational background, EFL lecturers play important roles as language input providers and language models to be imitated by the students in teaching and learning processes. It cannot be denied that a lecturer in teaching carries out some specific communicative acts such as lecturing, explaining, asking and responding questions, giving instruction or direction. These activities will inevitably facilitate the students to perform the same or similar things in communicating with each other accordingly. In line with this, the effectiveness of EFL classrooms depends on how lecturers deliver instructional and management talk to support students' acquisition. Recent Indonesian-based research also highlights that lecturer talk and interactional strategies continue to play a central role in shaping classroom climate and learning engagement (Rido et al,2020; Ibrahim et al., 2024)

On the contrary, when such instructional language is rarely or never performed and undertaken effectively by lecturers, the students' English achievement will be low as the result. Some questions may appear calling for answers why they occur. The answers of course may vary because of many influencing factors such as lecturer, students, material, and context of time and place. Often, of all the factors mentioned above, lecturers in this case will become the main target of criticism. Therefore, lecturer talk should be dealt within a good classroom management in the form of place context. If the EFL classroom is organized well, the best learning atmosphere can possibly be created to facilitate the students to learn the language. It makes sense that the lecturer can help students use language more effectively and productively by organizing a physical setting, focusing on the form and function of language, implementing flexible language learning groups, and employing questioning strategies that stimulate students' high order thinking and talking.

Basically, a lecturer viewed from the task to carry out in the classroom plays three interrelated roles namely, managerial, instructional, and investigating roles. *The managerial role* is the sum total of the many attitudes and behaviors that a lecturer employs to create the best possible condition under which learning can take place. The primary function of the EFL lecturer in this managerial role is to motivate the students who are de-motivated and to nurture those who are already well-motivated to the task of EFL learning. *The instructional role* of an EFL lecturer is described as the goal-oriented, task-dependent, and knowledge-based role in which he performs various things to facilitate the students learning e.g. a lecturer as a language use model is required to give such as the correct model of pronunciation, and sentence construction. *The investigating role* of an EFL lecturer is meant to develop and enhance the effectiveness of the managerial and instructional

roles. An EFL lecturer should investigate, for example, the classroom climate, the preferred group work patterns, and who likes what and who likes whom.

In relation to the lecturer roles in teaching English as a foreign language, English Education Program of Faculty of Languages and Literature, State University of Makassar, has the mission to prepare and equip its graduates with good competence and performance in EFL teaching as their teaching carrier in the future. Therefore, the investigating points of this present study will be on the instructional strategies used by the lecturers in both knowledge subjects and language skills subjects in English. In line with the case, the writer formulates the core question to be answered in this research are (a) What instructional strategies are used by the lecturers for both instructional and management talks in knowledge and language skills subjects in English? and (b) why do the lecturers use the instructional strategies for both instructional and management talks in knowledge and language skills subjects in English?

The objectives of this research are to find the answers of these two research questions, namely (a) the instructional strategies are used by the lecturers, and (b) the reasons why the lecturers use the instructional strategies for both instructional and management talks in knowledge and language skills subjects in English. These findings are expected to give contributive enrichment in English language teaching and learning theory, as part of Applied Linguistics. In EFL teaching, the findings are contributive to the improvement of lecturer talk which pedagogically and socially, applying the principles of classroom management as the conveyance to provide students with language input and model.

METHOD OF THE RESEARCH

The method employed was descriptive qualitative method known as exploratory study in which the observation and open-ended interviews with participants were conducted. This study aimed at describing instructional strategies used by the lecturers in teaching knowledge and language skills subjects in English for both instructional and management talks in classroom interaction in the frame of classroom management scheme. The data resources were lecturer talk both in knowledge and language skills consisting of seven lecturers at English Education Study Program of Faculty of Languages and Literature, Universitas Negeri Makassar. This study had single variable, namely the instructional strategies of lecturer talk referred to the preferred way or ways of lecturers in delivering their teaching materials to the students which may be in the form of whole class strategies, small group strategies; pair works strategies, individual strategies or the combination among of those strategies.

This research employed two kinds of instrument, namely direct observation, and interview. Direct observation with video-tape recording was used to obtain data on the instructional strategies used by lecturers in

knowledge and language skill subjects in English for both instructional and management talks. Interview was used to get data on the reasons why the lecturers applied the instructional strategies in teaching. These two data were analyzed qualitatively.

FINDINGS AND DISCUSSIONS

1. The instructional strategies used by lecturers in knowledge and language skill subjects

The data taken from direct observation showed that all the lecturers employed similar instructional strategies in classroom interaction, namely (a) whole class, (b) group/pair, and (c) individual. The difference lies in the sequence of the applied instructional strategies. In line with input hypothesis, these findings serve as resources showing the real application of classroom management element as the conveyance used by the lecturers to manage and put their talk as comprehensible input for the students.

To make the lecturer talk more comprehensible input for the students, the lecturers managed their instructional strategies based on the principles and elements of classroom management, namely choosing the right interaction in language classroom. All the employed classroom interactions influenced their instruction within the use of three codes in teaching as they knew the strong and weak point of each instructional strategy and they varied with one another to create the comfortable classroom interaction, to engage the students' participation, and to nurture the students' motivation in learning as well. Besides, the instructional strategies applied in classroom interaction came along with the objectives of teaching and learning oriented.

2. The reasons for using the instructional strategies

The results of interviews on the lecturers showed that each lecturer had their own reasons for using the instructional strategies. The use of instructional strategies depends on the nature of the subjects and the objectives to achieve cited as in the following lines.

a. The instructional strategies used in knowledge subjects

The lecturers' reasons for using instructional strategies in delivering the English knowledge subjects can be seen in the following extracts:

Extract 1 (L1: Language Assessment)

"The use of instructional strategies depends on the purpose and objectives of each sub-course materials. If it requires individual development of the students, they are given individual assignment. If it requires in depth discussion, the students are grouped into small or large groups to discuss or work out the material together. If the materials require only lecturing, the instructional strategy used is the whole class that is the interaction between the lecturer and the students, starting from material delivery and followed by discussion".

The extract 1 simply means that the use of instructional strategies depends on the purpose and objectives of each sub course materials. If it requires individual development of the students, they are given individual assignment. If it requires in depth discussion, the students are grouped into small or large groups to discuss or work out the material together. If the materials require only lecturing, the instructional strategy used is the whole class that is the interaction between the lecturer and the students, starting from material delivery and followed by discussion.

Extract 2 (L2: Methods of Teaching)

...based on the nature of the subject which is knowledge subject; the whole class instructional strategy was used to disseminate concepts, ideas, opinions, and practices in the sense that the whole class got information at the same time. The group instructional strategy was used to give the students opportunity to discuss concepts, ideas, opinions, and practices in depth to get more insights. And the individual instructional strategy was used to assure that the individual student benefits from both whole and group class”.

The extract 2 obviously figures out that the nature of the subject which is knowledge subject; the whole class instructional strategy was used to disseminate concepts, ideas, opinions, and practices in the sense that the whole class got information at the same time. The group instructional strategy was used to give the students opportunity to discuss concepts, ideas, opinions, and practices in depth to get more insights. And the individual instructional strategy was used to assure that the individual student benefits from both whole and group class.

Extract 3 (L3: Curriculum and Material Development)

“The whole class and group work could enable him to skim and scan the general ability of students in English and to see the basic interpersonal communication skills of the students. And the individual instructional strategy guided him to see and evaluate the individual progress in English foreign language/second language learning strategies and communicative academic language proficiency level”.

The extract above slightly reveals that the whole class and group work could enable him to skim and scan the general ability of students in English and to see the basic interpersonal communication skills of the students. And the individual instructional strategy guided him to see and evaluate the individual progress in English foreign language/second language learning strategies and communicative academic language proficiency level.

Extract 4 (L4: Second Language Acquisition)

“The use of three instructional strategies employed in her class is very important to create a good and effective classroom management for

teaching knowledge subject. Whole class was useful for her to initiate interaction, draw the students' attention, and introduce a new topic and for the students as well to empower the flow of the classroom discussion where they had to present the topic given. Group work was used to maximize the language learning process where the students interacted with each other and they might find their high self-confidence to talk a lot in English to share information concerning the topic discussed in the classroom. And, individual instructional strategy was used to establish interaction with certain students particularly the ones who have good competence and performance in English. It came on the surface since she personally believed that this situation can encourage other students who are reluctant to communicate in English class. In other words, she kept trying to create an environment through the implementation of the three instructional strategies to facilitate the students to use their English".

The extract 4 clearly points out that the use of three instructional strategies employed in her class is very important to create a good and effective classroom management for teaching knowledge subject. Whole class was useful for her to initiate interaction, draw the students' attention, and introduce a new topic and for the students as well to empower the flow of the classroom discussion where they had to present the topic given. Group work was used to maximize the language learning process where the students interacted with each other and they might find their high self-confidence to talk a lot in English to share information concerning the topic discussed in the classroom. And, individual instructional strategy was used to establish interaction with certain students particularly the ones who have good competence and performance in English. It came on the surface since she personally believed that this situation can encourage other students who are reluctant to communicate in English class. In other words, she kept trying to create an environment through the implementation of the three instructional strategies to facilitate the students to use their English.

Extract 5 (L5: ESP)

"Classroom management framed by the implementation of instructional strategies needs variation to make his class meaningful for every stage of teaching presentation. Therefore, he classically managed and talked to the students as a whole to give them information to be discussed and correction to both points and mistakes they made during the group presentation. Group instructional strategy was intentionally applied to give an opportunity with high interaction among the students to discuss a topic or topics. Besides that, many students found a way of establishing their self confidence in expressing their ideas in English when they were in group. In some cases, the students were treated individually to give chance in expressing their personal ideas or feeling. In addition, some students who felt

anxious to express their ideas in class or group might be asked individually to verbalize their ideas or feeling about the topic or lesson they learned. Furthermore, he assumed that individual treatments were good to prepare the students to follow the lesson in which they focused their attention to the topic discussed since he (the lecturer) would address some questions relating to the topic in the following meeting before continuing to the next topic as part of ongoing evaluation for his teaching and learning process”.

The extract 5 slightly means that Classroom management framed by the implementation of instructional strategies needs variation to make his class meaningful for every stage of teaching presentation. Therefore, he classically managed and talked to the students as a whole to give them information to be discussed and correction to both points and mistakes they made during the group presentation. Group instructional strategy was intentionally applied to give an opportunity with high interaction among the students to discuss a topic or topics. Besides that, many students found a way of establishing their self confidence in expressing their ideas in English when they were in group. In some cases, the students were treated individually to give chance in expressing their personal ideas or feeling. In addition, some students who felt anxious to express their ideas in class or group might be asked individually to verbalize their ideas or feeling about the topic or lesson they learned. Furthermore, he assumed that individual treatments were good to prepare the students to follow the lesson in which they focused their attention to the topic discussed since he (the lecturer) would address some questions relating to the topic in the following meeting before continuing to the next topic as part of on-going evaluation for his teaching and learning process.

b. The instructional strategies used in language skills subjects

The lecturers' reasons for using instructional strategies in delivering the English language skills subjects can be seen in the following extracts:

Extract 6 (L1: Speaking)

“The whole class was his general instructional strategy in teaching speaking skill. It was to check the students' home-made assignment given every week to have classroom presentation within some learning activity steps in one meeting. The first step was pair work where the students were given an opportunity to share their opinions on the given assignment. The second step was individual presentation in which every student must present his/her assignment. And the whole class reoccurred to improve the grammatical mistakes and mispronunciation made by the students during the presentation”.

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work where the students were given an opportunity to share their opinions on the given assignment. The second step was individual presentation in which every student must present his/her assignment. And the whole class reoccurred to improve the grammatical mistakes and mispronunciation made by the students during the presentation.

Extract 7 (L2: Listening)

"I personally believe that teaching skill subject such as listening skill is quite difficult in large class. Concerning the large number of the student in the classroom, I first of all put the students into pair work to learn and to work cooperatively on the given exercises before presenting my teaching materials using CD to the whole class. In order to give adequate opportunities to the students, I furthermore use several strategies to get the students involved in the classroom activities such as whole class, pair, and individual to make sure they pay attention to the lesson, and do the exercises in a right and appropriate manner".

The extract 7 clearly describes that that teaching skill subject such as listening skill is quite difficult in large class. Concerning the large number of the student in the classroom, the lecturer put the students into pair work to learn as the first activity in order for them to work cooperatively on the given exercises before presenting the teaching materials using listening tools to the whole class. In order to give adequate opportunities to the students, the lecturer then use several strategies to get the students involved in the classroom activities such as whole class, pair, and individual to make sure they pay attention to the lesson, and do the exercises in a right and appropriate manner.

DISCUSSION

The findings that lecturers apply whole-class, pair/group, and individual instructional strategies align with current pedagogical trends. Recent systematic reviews confirm that these modes of instruction remain central in creating balanced interactional opportunities (Zou et al, 2024), and contribute significantly to learner motivation and agency (Oga-Baldwin & Nakata, 2017). Additionally, it is reasonable that the arguments above emphasize the importance of varying the instructional strategies in classroom interaction. Variation is a need in foreign language teaching, and the fulfillment of the need will engage the students' interest in the activities to keep them away from boredom (Johanson: 2007; McLeod, Fisher, and Hoover, 2003; Suryati, 2015).

The crucial role of the lecturer instructional strategies in EFL classroom management bridge into the emergence of portraying an effective talk for the lecturer to engage and motivate the students to get better achievement. Effective teacher talk has several practical implications for engagement,

motivation, and broader educational achievement (Islam et al, 2024). The findings of this research also culminated to the use of differentiated classroom strategies which pay attention to the students' needs. The different instructional strategies used by the lecturers or teachers depend on their target based on the subjects or materials being taught (Haris et al, 2024). The specific instructional strategies for specific teaching circumstance led to the future success of the students in acquiring the knowledge (Mardhatillah and Suharyadi, 2023; Hasibuan et al, 2025).

CONCLUSION

Based on the findings and discussion, the researchers have come to the conclusions that the lecturers of English Language Education Study Program, whether teaching knowledge or skills courses consistently use a variety of learning strategies, that is whole-class instruction, group/pair work, and individual assignments. The instructional strategies that the lecturers use was to match with the nature of the subjects and the objectives to achieve, and varying instructional strategies in classroom interaction was essential. This aims to align the lecturer's teaching process with learning, the achievement targets of learning objectives, the characteristics of the material, and the student profile. All of these learning strategies have empirically been able to create a more dynamic learning environment, increase student engagement, and enrich forms of interaction that contribute to the development of their English language proficiency. Therefore, the lecturers in using instructional strategies should consider the importance of grouping students in regard to the individual differences the students have such as motivation, interest, attitude, learning styles, and learning strategies in order to keep the boredom away.

The results of this study have very significant pedagogical implications. First, lecturers need to design learning materials with a differentiated approach (differentiated instruction), so that the chosen strategies can accommodate various learning styles and levels of student readiness. Second, effective classroom management must be supported by the use of collaborative strategies such as group work and pair work to ensure that interactions are productive and not merely administrative. Third, lecturers need to consciously use their lectures as a source of meaningful linguistic input for students.

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