

Investigating English Teachers' Communicative Strategies and Learning Feedback in Constructing Classroom Discourses of EFL Learners

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Abstract

Communication refers to the process of exchanging information between individuals, namely the sender and the receiver, with the aim of achieving mutual understanding. In an educational setting, communication strategies serve as a blueprint for how information is exchanged. In particular, the use of effective communication strategies by teachers is critical in constructing classroom discourse in English as a Foreign Language (EFL) classrooms. Such strategies and feedback from teachers are indispensable for students to enhance their abilities and performance in the classroom. Classroom discourse plays a vital role in the learning process, and teachers should consider it during the teaching and learning process. Consequently, this study aims to investigate the communication strategies utilized by teachers in constructing classroom discourse in EFL classrooms, as well as the types of feedback they employ to maintain interaction with their students during teaching and learning processes. To collect the required data, the researcher conducted qualitative descriptive research, using interview notes, note-taking, and observation. The participants were male and female English teachers who taught at different grade levels, including tenth and eleventh grades. The researcher interviewed English teachers regarding their communication strategies and the types of feedback they use during teaching and learning processes. The findings revealed that teachers employed five types of communication strategies, including literal translation, code-switching, nonverbal signals, fillers and hesitation-gambits, self and other-repetition, and appeals for help. The results indicate that the use of such strategies is effective in improving students' performance and ability in class. Additionally, the feedback that teachers use during teaching and learning processes can be categorized into two types, namely oral and visual feedback, which can be given on an individual or group basis.

Keywords: communicative strategies; classroom discourse; teachers' feedback

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INTRODUCTION

Effective teacher strategies are essential for facilitating the learning process, particularly in the context of English as a Foreign Language (EFL) classrooms (Ardasheva et al., 2017; Bruen, 2020). Such strategies are crucial in assessing students' understanding of the English language. In this regard, communication strategies play a vital role in ensuring effective communication between teachers and EFL students. However, teachers may encounter difficulties in communicating in English, as they may struggle to identify appropriate expressions to convey their ideas and emotions, and may use inappropriate

utterances when delivering messages (Anabel & Simanjuntak, 2022; Kinasih & Olivia, 2022). This breakdown in communication is often attributed to a lack of knowledge of the target language, which is particularly challenging for second-language learners. As a result, these learners may avoid using unfamiliar expressions or switch to their native language to circumvent any potential misunderstanding.

Communication strategies refer to potentially conscious plans devised to solve communication issues that an individual may encounter in reaching a specific communicative objective (Borghetti, 2013; Celce-Murcia, 2007). These strategies are crucial in bridging the communication gap that may arise between interlocutors, thus enhancing mutual understanding. Communication is a multifaceted concept that can be defined in various ways. In essence, communication is the process of transmitting information through verbal or nonverbal messages, which individuals exchange through a shared system of symbols, signs, or behavior (Anwar et al., 2021; Czura, 2016). People utilize communication to express their ideas and convey information to others. Effective communication strategies are therefore essential in ensuring that individuals accurately and comprehensively communicate their intended message to the target audience (Afifah & Devana, 2020; Aprianoto & Haerazi, 2019). This is particularly crucial in EFL contexts where learners face significant linguistic barriers and require effective communication strategies to overcome them.

The role of language in communication is crucial, regardless of whether individuals are using their mother tongue or a foreign language, such as English in Indonesia. Effective communication is not possible without good language and communication skills (Chiocca, 2020; Czura, 2016). Communication breakdowns can occur when individuals fail to adjust their language to that of their communication partner, resulting in misunderstanding. To avoid such breakdowns, individuals often accommodate their language and communication patterns to those of their partners (DeWitt & Chan, 2019; Dinh, 2019). This is especially important in teaching and learning interactions, particularly when using English as a foreign language. Research has identified numerous types of communication strategies used by EFL students in the classroom, such as the use of fillers, self-repetition, code switching, appeals for help, self-repair, asking for confirmation, message abandonment, omission, approximation, and literal translation (Azevedo et al., 2004; Binbasaran Tuysuzoglu & Greene, 2015; Green & Wei, 2016). These strategies are used by students to bridge communication gaps and ensure effective communication. Teachers can play a vital role in guiding students on how to effectively use these strategies (Fauziyah et al., 2023; Kenza Tacarraoucht et al., 2022), thereby enhancing their communication skills and improving their ability to express their ideas and convey information in the classroom.

Learning English as a foreign language (EFL) can pose a significant challenge for learners with limited English proficiency (Arndt & Woore, 2018; Augustyn, 2013), which also creates challenges for their teachers. This challenge is particularly evident in hospitality schools, which often have students from diverse educational backgrounds. Effective communication between teachers and students is essential for successful learning outcomes, especially when introducing hospitality terminology during the teaching and learning process (Haerazi et al., 2019). Schools are a place where students build connections and interact with their peers and teachers. During the teaching and learning process, knowledge is transferred from the teacher to the students. Therefore, effective communication strategies are crucial to ensure that the learning process is efficient and effective. This study aims to investigate English teachers' communication strategies to construct classroom discourse in the EFL classroom, based on the theoretical background presented in the literature. The research method employed in this study is qualitative

descriptive research, which is an appropriate method for obtaining reliable information about English teachers' communication strategies to construct classroom discourse.

The effectiveness of classroom discourse is crucial for successful teaching and learning. However, achieving this effectiveness may pose difficulties for both teachers and students. In order to overcome these difficulties, various types of communication strategies can be used by both parties. Some communication strategies, such as approximation, literal translation, and code switching, belong to the compensatory strategies category and can be used to clarify meaning (Lantto, 2015; Olson, 2016). On the other hand, some communication strategies, like topic avoidance and message abandonment, can actually create problems in the teaching and learning process. Therefore, the role of communication strategies in the classroom must be further explored in research to shed more light on their impact on teaching and learning outcomes. In this study, the researchers aim to investigate the role of communication strategies in constructing effective classroom discourse. The study will employ a qualitative descriptive method to gather reliable information about the communication strategies used by teachers in EFL classrooms.

Classroom discourse analysis is an essential aspect of classroom process research that aims to understand how teachers use language in the classroom (Baicchi & Iza Erviti, 2018; Danilina et al., 2019). It has been studied by numerous researchers to improve the quality of teaching and learning. The recent studies have emphasized a shift towards more self-selection by students, moving away from predetermined turns by the teacher towards more localized management of turn-taking during speaking (Williamson, 2022). With this shift, classroom talk becomes more like informal conversation, but not entirely the same because there is still a large group of potential speakers, and an educational agenda must be followed. Furthermore, Mateoz-cortes and Diez (2017) claimed that the previous pattern of classroom discourse, which was the initiation, response, and evaluation, has been the default or unmarked pattern that seems natural to some teachers. In this pattern, learners are often limited to a responding role with only one opportunity to speak, and there may be few chances for them to practice communicative strategies. Hence, analyzing classroom discourse is crucial for teachers to ensure that learners have opportunities to practice and develop their communicative skills, leading to a more effective teaching and learning process.

The significance of communication strategies in education cannot be overemphasized as it plays a crucial role in the success of the teaching and learning process (Fantini, 2020; Mostafaei Alaei & Nosrati, 2018). Therefore, it is essential for teachers to comprehend the importance of communication strategies and incorporate them into their teaching method. This study aims to contribute to the body of knowledge in this area and provide valuable insights and information to all teachers. By investigating teachers' communication strategies in EFL classrooms, this study seeks to identify effective strategies that could be used in English language teaching to enhance the learning outcomes of students. The research questions formulated for this study are designed to shed light on the communication strategies used by teachers in constructing classroom discourse and the type of feedback they provide to maintain interaction with students during the teaching and learning process. The answers to these questions would enable teachers to gain a better understanding of communication strategies and how they can be used to improve their teaching practice.

METHOD

Research Design

This study employed a descriptive qualitative study. Descriptive qualitative research is a valuable research method when the goal is to obtain a detailed and in-depth understanding of a particular phenomenon (Cohen et al., 2018). In this study, researchers chose to use descriptive qualitative methods because they were interested in gaining a deeper understanding of the experiences, beliefs, and attitudes of students and teachers. By exploring the subjective experiences and meanings of the participants, the researchers hoped to gain a more nuanced understanding of the phenomenon being studied. This approach is particularly valuable when attempting to capture the complexities of human experience, as qualitative methods allow researchers to delve deeper into the individual experiences and perspectives of participants. Moreover, while quantitative methods may provide valuable numerical data, they may not fully capture the subjective experiences and meaning-making of individuals, which is an essential aspect of this study (Fahmy El-Sabaa et al., 2017). Overall, this descriptive qualitative study provides a rich and detailed understanding of the phenomenon, shedding light on the experiences and perspectives of the participants in a way that quantitative research methods may not be able to achieve.

The communication strategies employed by teachers in the classroom have a significant impact on the quality of teaching and learning. In this study, the researchers aimed to gain an in-depth understanding of how teachers construct classroom discourses in senior high schools. By examining the communicative strategies used by teachers in the classroom, the researchers aimed to provide a detailed and contextualized picture of the discourse phenomenon in the learning-teaching process. This approach is particularly important because it enables researchers to gain a comprehensive understanding of the complex and dynamic nature of classroom communication, including the various factors that influence the discourse process, such as the teacher's pedagogical approach, the learning environment, and the students' attitudes and experiences. Through the use of detailed case studies, the researchers hoped to uncover the nuances of teacher communicative strategies, including the language choices, feedback techniques, and questioning strategies used in the classroom. The findings of this study have the potential to inform teacher training programs and contribute to the development of effective communication strategies that enhance student learning outcomes in the classroom.

Research Subjects and Instruments

In conducting research, the selection of appropriate research participants is a critical aspect that can greatly impact the quality and relevance of the research findings. In this study, the researcher carefully selected English teachers from senior high schools in Lombok Barat who had the subject knowledge and expertise to answer the research questions and provide essential information for the study. The selected participants were chosen because they had the capacity to provide full and sensitive descriptions of the experience under investigation, which was the construction of classroom discourses.

To ensure that the selected participants were representative of the larger population, the researchers used purposive sampling, which is a non-random sampling technique. Unlike random sampling, purposive sampling does not require underlying theories or a set number of informants. Instead, researchers identify the specific information needed and seek out individuals who can provide that information based on their knowledge or experience. In this study, the researchers chose two English teachers, one male and one female, who taught tenth and eleventh grade at MA Muwahhidin Lelede.

By selecting English teachers with the requisite knowledge and expertise, the researchers were able to gather rich and detailed data on how teachers construct classroom discourses in senior high schools. This approach allowed the researchers to gain a comprehensive understanding of the communication strategies used by teachers in the classroom, which can inform the development of effective teaching practices and teacher training programs. Overall, the careful selection of research participants is crucial to the success of any research study and ensures that the findings are both relevant and meaningful.

In order to collect rich and detailed data for this research study, researchers employed a range of different instruments, including interviews, observations, and video lessons. Interviews were used to gather data from participants about their opinions, beliefs, and feelings regarding specific situations. The use of interviews allowed the researchers to gain a deeper understanding of the experiences of the participants and the meaning they create in their own words. This approach facilitated the gathering of comprehensive and detailed information that was essential to the research. In this study, the researchers chose to use semi-structured interviews, which allowed for a flexible and conversational approach. The use of open-ended questions ensured that participants were able to provide detailed responses, providing valuable insight into the subject under investigation. The interview sheet was designed to capture the information required for the study, while note-taking ensured that all relevant information was recorded accurately. Observations and video lessons were also employed as research instruments.

These mentioned tools were used to capture the communicative strategies used by the English teachers in the classroom, including language choices, feedback techniques, and questioning strategies. Observations provided a real-time account of the classroom discourse process, while video lessons enabled the researcher to review and analyze the data in detail. By using multiple research instruments, the researcher was able to gather comprehensive and detailed data that provided a rich understanding of the communication strategies used by English teachers in senior high schools in Lombok Barat. The use of different instruments also ensured that the data gathered was triangulated, reducing the potential for bias and increasing the reliability and validity of the findings. Overall, the use of a range of research instruments is essential in providing a detailed and comprehensive understanding of complex phenomena such as classroom discourse.

Data Analysis Technique

In this study, the researchers utilized qualitative data analysis techniques to analyze the data collected from the interviews, observations, and video lessons. Qualitative data analysis is a multistep process that involves selecting, organizing, and interpreting data in a way that allows for the identification of patterns and themes. The three key steps in this process are data condensation, data display, and conclusion drawing and verification. Data condensation involves selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full body of interview transcripts, documents, and other empirical materials.

In this study, the researchers utilized various techniques to condense the data. For example, notes were taken during the interviews to identify the most important or appropriate data. The researchers also focused on selecting data that connected to the two research questions that were formulated prior to the study. Additionally, the researchers chose the English teachers who met specific criteria and noted the most important points from their interviews. They also made note-taking from teachers and students who demonstrated improvement in conversation. Data display is the process of organizing and

presenting the condensed data in a meaningful and accessible way. In this study, the researchers used various techniques to display the data, such as creating tables and graphs to present patterns and trends. They also utilized diagrams and matrices to illustrate relationships between the data.

The final step in qualitative data analysis is conclusion drawing and verification. Researchers involves interpreting the data taken from the initial processes to draw conclusions and verify the research findings. The researchers utilized various techniques to draw conclusions and verify their findings, such as examining patterns in the data, comparing data across different sources, and seeking feedback from participants. Overall, the use of qualitative data analysis techniques in this study provided a rigorous and systematic approach to analyzing the data collected. By following the three key steps of data condensation, data display, and conclusion drawing and verification, the researchers were able to identify patterns and themes in the data and draw reliable and valid conclusions.

RESULTS AND DISCUSSION

Research Results

The data that researchers obtained was from interview sessions and observation with some subjects of the study. All of the subjects answered ten questions from the researchers. In answering the question of the research, they are asked to give responses related to what are teachers' communication strategies to construct classroom discourse in EFL classroom.

Teachers' Communication Strategies Used by Teachers

Based on the data obtained from both interview and observation, researcher found that there were six communication strategies used by the teachers during teaching. i.e. literal translation, nonverbal signals, code switching, fillers, hesitation and gambits, appeals for help, self and other repetition. Each of the findings would be explained in the following explanation.

Literal Translation

The present study aims to investigate the use of literal translation strategy by male and female English teachers during teaching and learning processes in a senior high school context. This strategy is indicated when the teacher gives instructions in English that the students do not understand, prompting the teacher to translate the sentence into the students' second language, Indonesian. The female teacher reported using literal translation as a way to facilitate the students' comprehension of learning materials, given that most students find it easier to understand the material in their native language. Interestingly, the researcher found that the teacher automatically translates the instruction into Indonesian language, reflecting her assumption that the students' English proficiency is still limited. The male teacher, on the other hand, reported using literal translation to provide students with deeper explanations related to the learning materials. This approach, he believed, helped students to gain a better understanding of the subject matter. The findings of this study shed light on the use of literal translation as a communicative strategy in EFL classrooms, highlighting the different rationales that may underlie its use by teachers.

Nonverbal Signals

The male teacher in the study employed a particular strategy to explain the learning material to the students, as well as to maintain smooth communication with them. Specifically, when he encountered difficulties in expressing himself, he would use physical

gestures such as moving his hand or touching his head, and allow the students to guess the meaning of the gesture. This strategy was found to also be used by the female teacher, who utilized it to convey emotions or expressions and assess students' ability to understand them. The researcher noted that this technique appeared to be effective in promoting students' engagement and understanding of the material. By employing such nonverbal cues, the teachers were able to communicate with the students in a more interactive and engaging manner, while also assessing their knowledge and comprehension. This approach exemplifies the importance of creative and adaptable teaching strategies that can enhance the learning process and encourage students' participation.

Code Switching

In the context of teaching and learning English, the use of code-switching communication strategy by teachers has become a significant research topic. This study aimed to investigate the use of code-switching by both male and female teachers in providing explanation to their students. The female teacher used code-switching as a way to adjust to the students' level of English proficiency, switching between English and Indonesian languages in delivering the material. Similarly, the male teacher used this strategy to maintain interaction with the students and to avoid conversation breakdown. According to the male teacher, the students were more dominant in using their second language (Indonesian language), and the use of code-switching made it easier for the students to understand the material. The findings of this study support the effectiveness of code-switching as a communication strategy in facilitating effective teaching and learning of English. Further research is necessary to investigate the use of code-switching by teachers in different contexts and with different language proficiency levels of students.

Fillers Hesitation and Gambits

The present study found that the female teacher in the research used a communication strategy that involved pauses and vocalized hesitation markers during the process of providing explanations and instructions to the students. The teacher tended to take a moment to reflect on the next word or phrase before continuing the explanation, using sounds such as "eee" or "mmm" during this pause. Similarly, the male teachers in the study also used hesitation markers like "eee," "mmm," and "aaa" in their instruction-giving process. These sounds were used by the teachers to temporarily fill the gaps during communication difficulties or to gain some time to think about the next word or phrase. The use of such hesitation markers, in both male and female teachers, was found to be effective in maintaining communication and keeping the flow of interaction going in the classroom.

Appeals for Help

The present study revealed that female teachers commonly utilized appeals for help strategies in situations where they could not recall a particular word or phrase. This was evident when the teacher would ask the students for assistance in determining the meaning of the sentence that was conveyed in the Indonesian language. Similarly, male teachers employed the same strategy when they encountered difficulties in remembering certain English words. It was also suggested that the teacher's fear of making mistakes during the teaching-learning process might have contributed to the use of this technique. The researchers observed that teachers thought it would be beneficial to involve students in the production of the missing words, thus promoting a collaborative learning environment in which both teachers and students actively participated in the teaching process.

Self and Other Repetition

The use of memory aid strategies was observed in the teaching practices of both female and male teachers. The female teacher applied this strategy when she had to recall certain information to explain a topic during the teaching and learning process. The teacher would use verbal fillers such as "um" and "ah" while taking a moment to recall the relevant information. In contrast, the male teacher used this strategy to repeat certain words or phrases to help students understand the material. The teacher would also occasionally ask students to repeat the explanation to gauge their comprehension of the topic. The researchers found that these memory aid strategies helped to facilitate effective communication in the classroom by enabling teachers to recall information and students to better understand the material being taught.

Teachers' Feedback Use to Maintain Interaction with Students

In order to address the second research question, the study focused solely on the oral feedback utilized by the teachers at MA AL-Muwahhidin Lelede. Specifically, the researchers examined the targets of this feedback. Based on the analysis, the feedback was categorized into two types: individual feedback and group feedback.

Individual Feedback

In this study, the perspectives of male and female teachers were examined and categorized based on their approaches to providing oral feedback to students. Male teachers reported using individual feedback as it was deemed easier for students to comprehend. Furthermore, the teachers provided oral feedback in the form of constructive suggestions to students who were apprehensive about making errors in their assignments and classroom performance. It is anticipated that by providing such suggestions, students will feel more confident in their abilities and be motivated to improve their performance. On the other hand, female teachers provided oral feedback in the form of encouragement and motivation to students in order to help them identify and correct their mistakes. This motivational approach aimed to assist students in overcoming learning difficulties they may face.

Group Feedback

In this study, the researcher found that male teachers tend to use group feedback in providing better understanding towards the students. The group feedback provided by the teacher aims to give students motivation to not be afraid of making mistakes or engaging in conversation during teaching and learning. On the other hand, female teachers tend to use group feedback to explain the material to the students at the classroom level. The teacher provides group feedback related to the ability of the students and motivates them to improve their performance in the class. The use of group feedback by both male and female teachers highlights the importance of providing feedback in a collective and supportive manner, which can lead to improved learning outcomes for students.

Discussion

This study provides insights into the communication strategies employed by teachers and the feedback they utilize to facilitate interaction with their students during the teaching and learning process. These communication strategies include literal translation, nonverbal signals, code switching, fillers, hesitation gambits, self and other-repetition, appeals for help, and teacher oral feedback. The researcher highlights the significance of these strategies in maintaining effective communication between teachers and students, which is essential for promoting a positive and productive learning environment. These findings could be of great value to educators in enhancing their instructional practices and improving their interactions with students. Further research in this area could explore the

effectiveness of these strategies in different educational settings and with diverse student populations.

Achievement or Compensatory Strategy

In this study, researchers found out three of five categories which belong to the achievement or compensatory strategies that are employed in the observe and interview activities. Those strategies are literal translation, nonverbal signals, and code switching. Literal translation strategy was used by both female and male teachers during teaching and learning process. In order to construct classroom discourse, the indication of this strategy was when the teachers give an instruction to the students using English but at the same time, the students did not understand the instruction in which, this situation put the teacher into decision to translate his/her sentence into students' second language (indonesian language). Both male and female teachers use this strategy but what distinguishes between male and female teachers is the tendency when using this strategy. The strategies encourage students to imitate teachers' speaking fluency and accuracy in EFL classes. It is in line with Abdullah et al. (2021) who state teachers' roles in EFL classes give literal translation and nonverbal communication.

Teachers use literal translation strategy in translating sentences, teachers translate sentences as a whole (Kinasih & Olivia, 2022). Teacher said that when using the literal translation strategy, the impact was that it was easier for students to understand the material presented and the teacher explain the material as a whole (Anabel & Simanjuntak, 2022; Ariani & Tawali, 2021). When on occasion there are students who do not understand and ask questions, the teacher then translate the explanation into Indonesian language so that students can understand the material or instructions conveyed in class. The other teacher used literal translation to give the students deep explanation in certain case such as in idiom, structure, from Indonesia language to English language this happened simply because the teacher wants to adjust with the students' ability.

Male teachers tend to use the non verbal signals when give the explanation (Ait Bouzid, 2019; Mousavi & Ketabi, 2021). The researcher found that this strategy used when the teachers give an instruction or materials to the students using English but when the students could not find out the meaning of the word that teacher has been explain, the teacher give such an instruction like moving his hand and made facial expression, and asked students to guess the meaning of the gestures that teacher made. Female teacher use body language, eye contact, gestures, postures, and facial expression to communicate with students. The use of these help students understand the teachers' discourse (Hidayatullah et al., 2022; Hidayatullah & Haerazi, 2022). When teachers wants to portray being happy, sad, or confused. Hidayatullah et al. (2022) argue that gestures accompanying speech have a dual role of helping the speakers to express their thoughts and helping the listeners or viewers understand what is being said. This strategies help the teacher and students maintain the conversation become smooth when they really do not know the utterance and the sentence they want to say (Amador & Carter, 2018; Bjuland & Helgevold, 2018). The teacher intends to tell the meaning of the word confused by moving his hand and touch his head like the one who get headache. Students ask to guess the meaning of the hand moving that teacher made. When there are word that students' did not know the teacher corrected directly in front of the class to. This strategy makes students do the brainstorm which is good for students to generates the idea. Brainstorming success can be seen in a free atmosphere without criticism to explore creative ideas or alternative solutions without limits.

The female teacher when presented the material in classroom she used the code switching. Teacher will choose to switch the language into L2 (Indonesian language) so

that students can understand the material or instructions teacher has been given in the class. The female teacher said that when using the code switching strategy the impact was that it was easier for students to understand the material presented. Code switching as communication strategy by teacher to overcome communicative difficulties as well as an effective communication strategy to achieve the different needs of the learners (Al-Janaideh et al., 2021; Green & Wei, 2016). This happens when there is need to explain an idea but students do not understand the words.

Communication strategies can be used as communication strategies to facilitate the learning process. Celce-Murcia (2007) argues that if learners and even teachers are disable in the language that is used as a medium of instruction, then the learning process cannot take place effectively. To avoid gaps in communications which results from the lack of fluency in the students, teachers use various code switching. It is an important tool for explanations and intrusions (Kemende Wunseh & Charamba, 2023). Teacher said this strategy is effective to make students easier to understand the materials during teaching and learning process.

In the learning process, teachers applied time strategies. It was divided into two i.e. fillers haesitation-gambits, and self other-repeatation. The teachers used simple sound such "aaa,mmm,eee" in making conversation with students. These words just sounds without any particular meaning and were used by the teachers to fill in the gaps to gain some time at times of difficulty while keeping the communication going (Williamson, 2022). When speakers want to "buy time" during their speech, they use phrases like "ehm, uhm", and these are the characteristics of natural and unscripted speech. In addition, the occurrence of hesitation gambits indicates that teacher does not give up but keeps trying in giving their response. The use of fillers is one of the useful startegies in oral intercations so that learners put in the utmost effort to speak in the target language (Ellis, 2010; Gula, 2022; Ha et al., 2021).

The present study explores the use of repetition as a communication strategy employed by English teachers during classroom instruction. Through observation, the researcher notes that teachers repeat specific words or phrases when they require additional time to recall information or to allow for cognitive processing. Furthermore, the study identifies a consistent teaching strategy utilized by both female and male teachers, despite differences in the material taught and classes instructed. Specifically, female teachers focused on biographical content and directed students to read and memorize passages before retelling them, while male teachers emphasized lessons on relative nouns and instructed students to concentrate and remember key points. In both cases, the use of repetition was a recurring element in the instruction process.

Of particular interest is the use of the self and other-repetition strategy, a form of cognitive processing used by teachers to fill gaps in speech and gain time for planning their next utterance or recalling specific words or phrases (Fauziyah et al., 2023; Suparlan, 2021). The study found that this strategy was employed by English teachers to construct classroom discourse when experiencing difficulty finding or remembering English words. The findings of this study are consistent with the theoretical framework of repetition as fillers, which posits that repetition is a cognitive process used to avoid non-filled pauses and maintain speaker turn during communication.

Interactional Strategies

The present study investigates the use of explicit questioning and indirect elicitation of help by English teachers during classroom instruction as a communication strategy to facilitate language learning. This strategy is commonly employed when a teacher encounters a gap in a student's L2 knowledge and needs to elicit help either verbally or

nonverbally. This strategy is also used to test the student's ability to answer questions and evaluate their understanding of the material. Moreover, teachers may use this strategy when they are unable to recall specific words, structures, or idioms (Assauri et al., 2022; Kenza Tacarraoucht et al., 2022). The study identifies a consistent approach to classroom discourse construction by both female and male teachers who frequently ask related questions to the learning material to assess students' understanding of the concepts taught. However, differences in the frequency and tendency of employing this strategy exist between male and female teachers.

Female teachers employ this strategy more often to test student abilities and to enhance their brainstorming skills. Conversely, male teachers tend to use this strategy less frequently and with less emphasis on its effectiveness in classroom discourse construction. The results of this study underscore the significance of effective communication strategies in promoting a productive learning environment (Syarifuddin et al., 2022). Further research could investigate the effectiveness of explicit questioning and indirect elicitation of help in different educational contexts and with diverse student populations. Such research could provide insights into the impact of these strategies on student learning outcomes and further inform instructional practices in language teaching.

Feedback teacher use to maintain the interaction with students

The teacher discusses the student's assignments in class to be given oral feedback. Oral feedback that the teacher gives when teaching biography in the classroom is by using the whiteboard as a place for delivering the feedback. The teacher focused on giving oral feedback is on the ungrammatical error made by the students in their assignments (Bitchener, 2018; Ellis, 2010). The teacher calls the students to rewrite their assignments on the blackboard for correction. The teacher's protocol of providing oral feedback is as follows: Oral Feedback Protocol such as The teacher identifies errors in student writing, Explain error, and Suggest revision.

After the students called by the teacher to rewrite their assignments, the teacher immediately identified errors in the student's writing. Then the teacher explains the location of the student's mistake by giving a circle to the writing of students who experience errors in their writing. After that the teacher gives suggestions for writing the correct words related to the circled word on the blackboard. In addition, the teacher invites students to identify their friends' writing on the blackboard. With the teacher providing opportunities for students to express their opinions about the writings of their friends who have errors, it leads to students' self-confidence to express their opinions (Ha et al., 2021). The strategy implemented by the teacher is very good for student development.

Moreover, the teacher provides oral visual feedback to students in front of the class can make it easier for students to understand grammar when writing assignments (Boggs, 2019; Fadli et al., 2022). In addition, the teacher explains the material in front of the class using 2 languages, namely English and Indonesian. The teacher explains the material to students in English and directly translates it into Indonesian. Because of that the explanation given by the teacher is very easy for students to understand. Other teachers give feedback to students orally in front of the class, feedback that the teacher gives regarding the learning material explained by the teacher. After explaining the learning material, the teacher immediately asked the students about their understanding of the material that had been delivered. If there are no students asking questions, the teacher will give assignments to test the student's understanding. Thus, the teacher can find out whether all students understand related to the learning material that has been delivered.

Teacher use individual feedback because this is easier to understand by the students because the teacher approach the student individually and use the simple words when she

gives the feedback. The teacher also provides individual feedback to students who have low motivation in learning. The teacher gives advice and motivation to students so that they want to learn and do the tasks given by the teacher (Csizer & Kormos, 2009) and students improve a lot after getting feedback because they finally know their mistakes and tried to fix their mistakes (Bahari, 2021), even though sometimes each student takes a different time to improve, yet this feedback helps student to make an interaction among each other and help the other to keep maintaining the interaction about the lesson during teaching and learning process.

Beside the teacher's also provide individual feedback because he wants to know the understanding among student about the material that delivered by the teacher and the positive impact that the students got from this type of feedback is the students and have different understanding which could help them to share an idea about their understanding towards each other. Teacher tends to use the group feedback this aims to provide better understanding towards the students. Teacher used individual feedback to give the students motivation which is to motivate student to not afraid in making mistakes or conversation during teaching and learning process. Other teacher used group feedback to explain the material in the class room level to the students this also is expected to be able to provide the better understanding towards the students to learn and be able to correct their mistakes. The purpose of the teacher giving this is so that students have plenty of time to ask questions related to the problem (Bjuland & Helgevold, 2018; O'Riley, 1999). The motivation that given by the teacher aims to solve the problems that student experience during teaching and learning process. And it is seen when students could help their friends to explain the materials that has been given by the teacher.

CONCLUSION

The researcher's findings on communication strategies used by teachers and feedback given to students during the teaching and learning process highlight the importance of employing compensatory or achievement strategies. These strategies include literal translation, nonverbal signals, and code switching. The literal translation strategy is used by both male and female teachers to explain the material by translating sentences as a whole or in specific cases, such as in idioms, from Indonesian to English language, making it easier for students to understand the material presented. Nonverbal signals are used by male teachers, such as hand gestures and facial expressions, to help students guess the meaning of words. Female teachers, on the other hand, use body language, eye contact, and facial expressions to express emotions, making the conversation smoother when encountering difficulties.

Code switching, another strategy, is used by both male and female teachers to switch languages, mainly from English to Indonesian language, to help students understand the material better. This strategy is effective in achieving different learning needs and overcoming communication difficulties. By using communication strategies, such as code-switching and literal translation, teachers can facilitate the learning process effectively. These strategies are essential in avoiding communication gaps resulting from the lack of fluency in students. In conclusion, the findings from the research demonstrate that effective communication strategies are critical for maintaining interaction and enhancing understanding between teachers and students. The employment of stalling or time-gaining strategies, such as fillers, hesitation gambits, self-other repetition, also helps keep the communication going while buying time to clarify doubts. Therefore, it is crucial to use these strategies to maintain effective communication, increase confidence, and promote the learning process, ultimately resulting in academic achievement.

RECOMMENDATION

The study highlights the importance of effective communication strategies in maintaining interaction with students during the learning process. The findings suggest that using compensatory strategies, such as literal translation, nonverbal signals, code switching, fillers hesitation gambits, self other-repeatation, appeals for help, and teacher oral feedback can improve student understanding and enhance the learning process. Further research in this area can provide valuable insights into the most effective communication strategies that teachers can use to improve student learning outcomes.

There are several areas of further research that can be explored. Firstly, a comparative study can be conducted to determine the effectiveness of different communication strategies used by male and female teachers. This study can investigate which strategies are most effective in maintaining interaction with students and improving their understanding of the material. The study can also explore the factors that influence the choice of communication strategy by teachers, such as teacher gender, student proficiency level, and the content being taught. Such a study can provide valuable insights into the most effective communication strategies that teachers can use to enhance the learning process.

Secondly, further research can be conducted to investigate the effectiveness of compensatory strategies in language learning. This can be done by conducting a longitudinal study to measure the impact of compensatory strategies on student learning outcomes. The study can investigate the extent to which these strategies improve student performance in language acquisition, and whether these strategies can be generalized across different content areas. Additionally, the study can explore the effects of compensatory strategies on student motivation and confidence in language learning. Such a study can provide valuable insights into the role of compensatory strategies in facilitating language learning and improving student performance.

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