PEDAGOGICAL INSIGHTS INTO CLASSROOM INSTRUCTION PRACTICES OF ENGLISH LANGUAGE TEACHER TRAINING (ELTT) TEACHERS IN SOUTH KALIMANTAN

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ABSTRACTS

Classroom instruction involves how teachers deliver lessons, engage students, and convey information and also involves pedagogical considerations to support students' learning. This study investigates the instructional practices employed by English Language Teacher Training (ELTT) teachers in South Kalimantan. Through a mixed-method sequential explanatory design encompassing depth semi structured interview and non-participant classroom observation, the study explores 19 ELTT Madrasah teachers in South Kalimantan. The findings shed light on the teachers' ways in giving instruction such as the preparation before the instructions, teachers write the instruction for developing lesson plan, arrange the classroom and grouping the students, getting students' attention and communicating lesson goals, the time for instruction, language choices, classroom activities, modelling the activities, using extra-linguistics devices, checking students' understanding and monitoring students' activities. ELTT Program also shape the instructional practices of teachers in terms of their preparation, the use of more English as a medium of instruction, their engagement with technology, their confidence and creativity, and more students' participation. This study contributes valuable insights to the realm of language education, offering implications for teacher development and improved student outcomes in South Kalimantan.

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INTRODUCTION

Teaching is more than just sharing knowledge but it is a process of transformation that requires the ability to connect with students and support their learning journey truly. One key part of this process is giving clear and effective instructions. No matter what activity occurs in the classroom, good instructions help students understand what's expected, stay on task, and feel confident participating. In language learning settings, this becomes even more important, as students are often navigating both new content and a new language at the same time (Fitriati et al., 2020).

Research shows that instruction is not just about telling students what to do but it is also about how we say it when we say it, and how well students understand it. Teachers give instructions when starting new activities, organizing group work, explaining goals, or setting expectations. If students are not clear on what to do, the entire lesson can quickly become ineffective or frustrating. That is why teaching clear instructions is considered one of the most essential classroom skills.

In English language classrooms, giving clear and simple instructions is essential for student understanding and engagement. Teachers need to explain tasks using language that is both accessible and familiar to their learners. Effective classroom instructions guide students on several aspects, including how much time they have, how they should work (in pairs, groups, or individually), what materials they need, what the task involves, and why the task matters (Lindsay & Petrick, 2019).

Since classrooms are diverse and learners progress at different speeds, teachers must adapt their instructions to support all students in achieving the best outcomes (Suwastini et al., 2021). To support student engagement and motivation, teachers often rely on reinforcement strategies. As (Fitria, 2019) notes, these strategies may include oral praise, intangible rewards such as recognition, or token-based systems like points or cards. Even though such rewards may lack inherent value, they can be highly meaningful to students and help maintain motivation in the classroom. Instructional practices can be viewed as a three-stage process: preparation, delivery, and post-delivery. Each stage is critical in supporting effective teaching and successful student learning outcomes.

The preparation stage includes the actions a teacher takes before delivering instructions. These may involve writing and organizing instructions in advance (Nilson, 2016), arranging the classroom and forming student groups to encourage participation (Guardino & Antia, 2012), gaining students' attention before beginning the lesson (Nguyen, 2007), and clearly stating the lesson objectives and purpose of the task (Kayi, 2006). As Rock et al., (2008) argue, this stage lays the groundwork for effective teaching and helps create a more structured learning environment.

The delivery stage is when the teacher presents the lesson and gives directions to students. This stage requires the teacher to be clear, organized, and responsive to student needs. According to Chi & Wylie, (2014), a strong delivery not only supports comprehension but also helps build student motivation and active participation. To be effective, teacers may distribute materials at the appropriate moment to promote student independence (Lage et al., 2000) and give directions in English to support language development (Rajprasit & Hemchua, 2016). Using a calm and appropriate tone, clear speech, and familiar vocabulary helps students follow instructions more easily (Ali et al., 2022). In addition, giving commands using simple base-form verbs such as "listen," "repeat," "ask," or "find" can prevent confusion and maintain focus on the task (Aydin & Yildiz, 2014).

To further aid understanding, complex instructions can be broken down into smaller manageable steps (Huang & Soman, 2013), teacher speaks clearly and pauses appropriately when giving instructions (Carmichael et al., 2018), supported by repetition (Enfield, 2013) and the use of brief, clear language (Dunlosky et al., 2013). Teachers may also model the task to provide a visual example (Hume et al., 2009) and incorporate gestures, visuals, and actions to strengthen comprehension (Lucas & Freedson-gonzalez, 2014). Providing a time limit can help students stay on track and manage their work efficiently (Appana, 2008). Before students begin the activity, checking for understanding through follow-up questions or instruction-checking questions (ICQs) ensures that expectations are clear and potential misunderstandings are resolved Cooper & Robinson, (2000) and Radeva & Yoan, (2013).

The post-delivery stage occurs after the activity has started and focuses on teacher support and follow-up. During this stage, teachers observe students' progress, offer

encouragement, and provide clarification when needed. This phase also allows teachers to give praise and recognize good work, which can boost motivation and reinforce learning (Partin et al., 2009). Being available to clarify instructions or guide students mid-task ensures that learners remain on track and make the most of the learning opportunity (Ibrahim, 2016). Rosenshine, (2012) highlights that reflecting on this stage can help teachers adjust and improve their instructional strategies over time.

Interaction plays a crucial role in the language classroom. It not only improves students' linguistic skills but also strengthens social bonds and communication abilities. According to Nisa, (2014), interaction allows students to learn from one another, receive peer feedback, and develop stronger connections with their teachers. These interpersonal and communicative exchanges are vital for language development and a positive classroom environment.

The English Language Teacher Training (ELTT) program, supported by the U.S. Embassy's RELO and Indonesia's Ministry of Religious Affairs (MORA), aims to strengthen English teaching in *madrasah*s and pesantrens across Indonesia. Through the ELTeach platform, teachers complete self-paced online courses and work in small collaborative groups called Peer Learning Hubs. These hubs provide space to share, practice, and reflect on new techniques. The program has reached hundreds of teachers across different regions, helping build both language and teaching skills.

But while we know the program is designed to improve teaching quality, one question remains: How has the ELTT program influenced how teachers give classroom instructions? Giving instructions may seem like a small detail, but it is a cornerstone of effective teaching. From preparing a lesson to delivering it clearly and supporting students along the way, instruction plays a central role in student success.

This study focuses on exactly that how ELTT teachers prepare and deliver classroom instructions, and how their participation in the program has shaped those practices. Drawing on the three-part framework of classroom instruction which are preparation, delivery, and post-delivery (Sowell, 2017), this research aims to better understand the real classroom impacts of the ELTT program.

A growing body of research explores how broader changes in education such as the COVID-19 pandemic, the integration of technology, and language policy reforms have affected teachers' professional development. For instance Lo & to, (2023) studied how the pandemic reshaped the roles and professional identities of secondary school teachers in Hong Kong. Nazli & Yahya, (2023) examined how technology, particularly computer-assisted language learning (CALL), plays a role in supporting teachers' growth. Meanwhile, Nur et al., (2023) explored how English as a medium of instruction is perceived in Indonesian classrooms, revealing a mix of optimism and concern. Similarly, Moorhouse, (2023) reported positive outcomes when applying active learning strategies in Japanese language classrooms. These studies highlight important themes in education today consisted of adaptation, professional growth, and pedagogical change but they do not zoom in on the everyday practices teachers use to guide students during lessons, especially when it comes to giving clear instructions. This is where our study comes in.

While there has been extensive research on instructional strategies in education Cheng et al., (2019), Dignath & Veenman, (2021), Mahmood, (2021), most of it tends to focus on general approaches rather than practical application in specific teaching contexts. What remains underexplored is how teachers implement these strategies after participating in professional development programs. To address this gap, the present study investigates how English teachers give instructions in the classroom and explores the specific impact of their participation in the English Language Teacher Training (ELTT) program on their instructional practices.

This research aims to explore how teachers involved in the ELTT program give classroom instructions and to assess how the program has influenced their instructional practices. By focusing on this often-overlooked but critical teaching skill, the study fills a gap in the literature and offers practical insights for improving language teacher training in Indonesia.

RESEARCH METHOD
Research Design
The researchers employed mixed-method sequential explanatory design. According to Subedi, (2016) the mixed- method sequential explanatory design, consist of two distinct phases, which is quantitative followed by qualitative. In this design, the researchers first collected and analysed the quantitative (numeric data) by using questionnaire and it includes teachers' personal information, the practices in giving instructions and the impact of the ELTT program on teachers' instructional practices. A sequential explanatory design is most appropriate for this study as it allows for the collection of broad quantitative data on teachers' instructional practices, followed by qualitative insights to deepen the understanding of the impact of the ELTT program on these practices. The qualitative data enriched the quantitative findings by providing deeper context and personal perspectives from teachers, which helped explain the patterns observed in the quantitative results, such as the reasons behind specific instructional practices and how the ELTT program influenced their teaching.
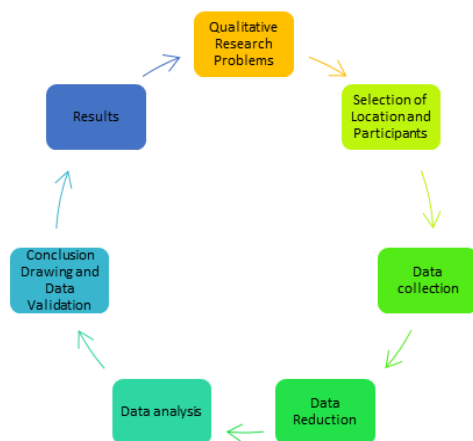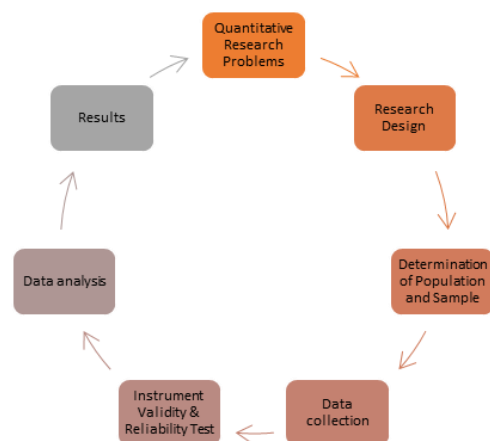

Figure 1. Diagram Phase of Qualitative   Figure 2. Diagram Phase of Quantitative

Subject
The questionnaire involved 19 *Madrasah* teachers who were part of the ELTT Program in South Kalimantan. While the sample size may seem modest, it was intentionally focused on a specific group with shared experiences and context. Because all participants were directly involved in the program, their responses provide meaningful insights into how the ELTT initiative is perceived and experienced on the ground.

Although the findings are not meant to be generalized to all teachers or regions, they offer a valuable snapshot of this particular cohort. In studies like this where the aim is more about understanding a specific group than making broad generalizations a smaller, focused sample can still yield useful and credible results.

There are some benefits of ELTT program such as teachers get credential a certificate detailing activities and number of hours from U.S. Embassy and International NGO, they have experience with in-person and online interactive teaching methods, there are some improvements in teachers' confidence, readiness, performance, creativity and ability to teach English using English, they get deepened understanding of professional terminology and

learner-centred, communicative methodology for English language teaching, and of course they can improve their professional networking.

Table 1
Demographic Profile of ELTT *Madrasah* Teachers (N = 19)

Demographic Category	Sub-category	Number of Participants	Percentage (%)
Gender	Male	5	26. 3 %
	Female	14	73.7 %
Teaching Experience	1–5 years	8	42.1 %
	6–10 years	6	31.6 %
	11+ years	5	26.3%
Educational Background	Bachelor's Degree	17	89.5%
	Master's Degree	2	10,5%
Teaching Location	Urban *Madrasah*	7	36.8%
	Rural *Madrasah*	12	63.2%

Based on a sample of 19 teachers, a demographic profile of ELTT *Madrasah* teachers showed several important characteristics. First, the majority of teachers are female, accounting for 73.7 % of the participants, while male teachers make up 26. 3 %. The largest group of teachers with teaching experience is 42.1%, with a teaching experience of 1 to 5 years, and teachers with teaching experience of 11 or more represent a teaching experience of 1 to 5 years. A smaller but significant portion, 10.5%, hold a Master's Degree. Finally, the teaching locations of these *Madrasah* teachers are more frequently in rural settings, with 63.2% teaching in rural *Madrasah*. Urban *Madrasah* account for 36.8 % of the teaching locations.

Instruments

This study adopted a mixed-methods explanatory sequential design, beginning with quantitative data collection through a closed-ended questionnaire, followed by qualitative methods, including in-depth interviews and classroom observations. The purpose of this approach was to first gather general patterns from a broader group and then explore those patterns more deeply through individual perspectives. As Ivankova et al., (2006) suggest, qualitative data can serve to refine and enrich quantitative findings by offering a closer look at how participants experience and interpret the phenomena under study. In this case, the mixed-methods design was particularly useful for examining the ways teachers give instructions in the classroom and how those practices may have evolved as a result of their participation in the ELTT (English Language Teacher Training) Program.

The questionnaire, consisting of ten closed-ended items, was designed to capture key elements of instructional behavior and teacher perceptions related to the ELTT experience. Item development was grounded in the existing literature on effective instruction and teacher professional development, and reviewed by two ELT experts to ensure content validity. To test clarity and reliability, a pilot version of the questionnaire was distributed to a small group of teachers with similar backgrounds who were not part of the main study. Feedback from this pilot led to minor adjustments in item wording and format. Reliability was confirmed through internal consistency testing using Cronbach's alpha, which yielded a value of 0.82, indicating acceptable reliability for the instrument.

The questionnaire was distributed to 19 *Madrasah* teachers from South Kalimantan who had taken part in the ELTT Program. While the sample size may appear limited, it was purposefully selected to represent a specific group of teachers sharing a common professional development experience. As such, the findings are not intended for broad generalization but

instead provide a focused, context-rich understanding of how instructional practices are shaped within this particular cohort.

To complement the quantitative findings, semi-structured interviews were conducted with ten teachers from the same group. These interviews were designed to explore more deeply the instructional changes teachers experienced after participating in the ELTT Program. Topics included how they planned lessons, organized their classrooms, attracted and maintained student attention, distributed learning materials, modelled activities, checked for comprehension, and monitored student work during tasks. Additionally, teachers were asked to reflect on their use of language during instruction whether they relied more on English or their native language and the kinds of gestures, visuals, or other non-verbal supports they used to enhance understanding. Each interview lasted between 45 and 60 minutes and was conducted in a comfortable setting chosen by the participant. With consent, all interviews were recorded and later transcribed for thematic analysis.

In addition to interviews, classroom observations were carried out to gain insight into how instruction unfolded in real teaching contexts. Observations focused on three stages of instruction: preparation, delivery, and post-delivery. During the preparation stage, attention was paid to how teachers organized the classroom, grouped students, captured attention, and set the purpose of the lesson. The delivery stage focused on how teachers gave directions, including their use of language (clear voice, appropriate tone, simplified structure), modelling, breaking down complex instructions, and employing tools like gestures and visuals to aid comprehension. Particular attention was also paid to whether teachers used Instruction Checking Questions (ICQs) to confirm student understanding. In the post-delivery stage, the focus shifted to how teachers monitored student engagement and provided follow-up support when needed. Each teacher was observed during two class sessions, each lasting between 40 and 60 minutes. Observations were guided by a structured rubric to ensure consistency and relevance. To enhance reliability, a second trained observer reviewed a portion of the observations independently, and any discrepancies were discussed and resolved collaboratively.

Altogether, this combined approach allowed for a well-rounded understanding of how teachers' instructional practices were influenced by their professional development experience and how those practices played out in the real-life dynamics of their classrooms.

Data Analysis

Data analysis in this mixed-methods study followed a convergence approach, which involves integrating results from both the quantitative and qualitative phases to form a unified and comprehensive set of conclusions (Celo et al., 2008). This approach is particularly appropriate when research questions are clearly defined and the aim is to either validate findings from one phase using data from the other, or to explore both convergence and divergence in participants' responses (Palinkas et al., 2015). In this study, the initial quantitative data collected through the closed-ended questionnaire provided a broad overview of instructional practices and perceived changes among ELTT participants. These results served as a foundation for developing the interview and observation protocols used in the qualitative phase.
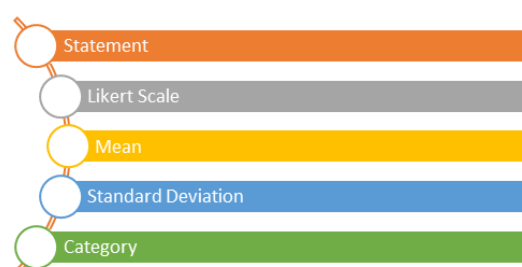

Figure 3. Analysis of Quantitative

For the qualitative data analysis, the researchers employed thematic coding, a technique that involves identifying, analyzing, and reporting recurring patterns (themes) within the data. Transcripts from interviews and observation notes were first read multiple times to ensure familiarity with the content. An initial round of open coding was conducted to label key phrases and ideas, followed by axial coding to group related codes into broader categories. Themes such as "instructional clarity," "use of English versus native language," and "visual and gestural supports" emerged during this process. NVivo software was used to assist in organizing and managing the coding process, enhancing both efficiency and consistency.

To integrate the quantitative and qualitative findings, the researchers used triangulation by comparing patterns that emerged from each dataset. For example, quantitative data revealed that a high percentage of teachers reported increased confidence in giving instructions in English after completing the ELTT Program. This finding was triangulated with qualitative data, where several teachers described specific strategies they adopted such as simplifying sentence structures, using imperative verbs, and incorporating gestures to make their instructions more comprehensible. One teacher, for instance, explained how they began to break instructions into smaller, manageable steps and pair them with modeling and visual cues practices that were directly observed in their classroom sessions. This alignment between self-reported improvements and observed behaviors strengthened the validity of the findings.

In cases where discrepancies emerged such as a teacher reporting frequent use of English during instruction but being observed relying heavily on the native language the convergence approach allowed the researchers to explore these contradictions further. Rather than treating them as inconsistencies, such cases were examined as opportunities for deeper interpretation, shedding light on contextual factors such as student proficiency levels or classroom management needs.

By combining the breadth and structure of quantitative results with the depth and nuance of qualitative insights (McKim, 2017), the convergence approach offered a rigorous, holistic understanding of how the ELTT Program influenced teachers' classroom instruction. This integrated analysis not only validated key findings across methods but also revealed meaningful subtleties that would not have emerged through a single-method approach.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

In this section, the researchers provide insight into the significance of the research and its potential impact on a particular field. By exploring the data in-depth and analysing its meaning, researchers can gain a more comprehensive understanding of the research question, draw conclusions, and offer recommendations for future research. In this section, we will delve into the findings of our study and discuss their implications for the field.

The questionnaire's total number of participants is 19, consisting of 14 females and 5 males. Officially, they have come from two provinces, which are South Kalimantan and Central Kalimantan but almost from South Kalimantan. Based on the participants' city most of them are from Banjarmasin. As a teacher in the school, most of them teach middle or high school grades, however, there is a teacher from a university or tertiary school. Then, almost the teachers have been teaching English for 1 – 5 years with different experiences.

Table 2
Number of participants

Demographic Category	Sub-category	Frequency (n)	Percentage (%)
Gender	Female	14	73.7%
	Male	5	26.3%
Province	South Kalimantan	Majority*	-
	Central Kalimantan	Minor portion	-
	Banjarmasin	Majority	-
Teaching Level	Middle School	-	-
	High School	-	-
	University (Tertiary)	1	5.3%
Teaching Experience	1–5 years	Almost all	-
	Other durations	Few	-

The teachers' ways in giving instructions in their classroom

Effective instruction is a key element of successful teaching, and the way that teachers give instructions in their classroom can greatly impact student learning. Whether it's through verbal communication, written materials, or hands-on demonstrations, the methods that teachers use to convey information can make a significant difference in how well students understand and retain the material. Therefore, it is important for teachers to be intentional and thoughtful in their approach to giving instructions in the classroom. There are three stages of giving instruction in the classroom based on the findings of ELTT Teachers and explained below.

a. Preparation Stage

1. The ways the teachers write the instruction for developing their lesson plan.

When teachers develop their lesson plan, they write the instructions as part of the plan. The way the instructions are written will depend on the teacher's personal style, the needs of their students, and the goals of the lesson, as they have explained below:

"When planning learning activities, I take into consideration the types of activities that will enable students to develop the necessary skills and knowledge to effectively learn the course material. In order to make my instructions clear and easily understood by my students, I write them in English, taking into account the level of my students. I usually develop my lesson plan the day before a class or at least an hour before, making sure to write it in a concise manner and organizing the instructions based on the stages of the activity. This approach helps me to ensure that my students are able to understand the instructions and engage in the activities effectively."

2. Arranging the classroom and grouping the students' group before giving instruction.

The arrangement of the classroom and the grouping of students before giving instruction can have a significant impact on the effectiveness of the instruction. Teachers typically arrange the classroom and group students in a way that supports the goals of the lesson and the needs of the students.

"When arranging students into groups, I consider their skills and knowledge in order to create balanced and effective groups. I ask students to pair up and then use counting to divide them into groups, ensuring that each group has a mix of stronger and weaker students. This approach helps to set clear expectations and encourages all students to actively participate in the learning process by bringing their own thoughts and experiences to the table. Before giving instructions, I make sure to have a clear understanding of the activity and topic, which helps my students to feel prepared and ready to follow my

instructions. To get their attention, I first point to the stage on the corner of the board and then give clear, concise instructions both verbally and through gestures."

3. Getting the students' attention and Communicating lesson goals

Based on the result of the questionnaire in giving instructions, most teachers did get attention from the students. Getting students' attention is an important part of the instructional process. Teachers use various strategies to get their students' attention and ensure that they are engaged and ready to learn. As they said:

"To engage my students and make the class more enjoyable, I like to combine their interests with the lesson. For example, if the topic is about ability, I might ask them if they can play football and relate it to the topic. To get their attention, I use a combination of oral and gestural cues. For instance, I'll say "Can I have your attention please!" while raising my right hand. Additionally, I might ask the students to sing their favourite song together or play a game related to the lesson. By incorporating their interests and using interactive methods, I find that students are more engaged and involved in the learning process."

Confidence is also an important factor in getting students' attention because it helps to establish the teacher as a respected authority figure in the classroom. Students are more likely to pay attention and follow instructions from a teacher who they perceive as confident and knowledgeable. Additionally, a confident teacher is better equipped to handle disruptions or distractions in the classroom, which can help to maintain a positive and productive learning environment. The teacher believes that:

"As a teacher, I believe that confidence is a key factor in creating a positive and productive learning environment. To get my students' attention, I begin by projecting a sense of authority and command in the classroom. This may involve using a clear and assertive voice, making eye contact with my students, and establishing clear boundaries and expectations for behaviour. Additionally, I am always looking for ways to adapt my teaching approach to better meet the needs of my students. This may involve modifying the pace of the lesson, using different instructional strategies, or providing additional support or guidance to students who require it".

Before giving instructions, teachers typically take several steps to prepare as they have explained below:

"To ensure that my students are paying attention when I am giving instructions, I first ask for their attention and do a quick check to make sure everyone is focused. If needed, I may redirect their attention and repeat the instructions to ensure that all students understand what they need to do. To further support understanding, I write the assignment directions on the board and on the assignment sheet so that students can refer to them as they work. I also carefully prepare the activities for each class, including the English sentences I will use to instruct my students, using easy words that they can understand. Additionally, I write a short lesson plan in the corner of the board to give students an idea of what activities they will be doing that day and what the learning goals are for the lesson".

The second step which most of the teachers did do does communicate lesson goals with the students. The goal of these preparations is to ensure that the instruction is clear, effective, and relevant to the needs of the students. By taking these steps, teachers can help their students learn in the most effective way possible.

This preparation is also very close to readiness in giving instruction which refers to the teacher's preparation and ability to effectively convey information to students. Readiness involves a combination of factors, including the teacher's knowledge of the subject matter, familiarity with the instructional materials and techniques, and understanding of the needs and abilities of the students. One of the teachers stated:

> "I believe that readiness in giving instruction is essential to ensuring that students are able to learn and engage with the material effectively. To prepare for each lesson, I begin by reviewing the curriculum and identifying the learning objectives and any potential challenges that students may face in understanding the material. I then develop a lesson plan that outlines the key concepts, instructional strategies, and assessment methods that I will use".

b. Delivery Stage

1. The time of the teachers of giving the materials to the class.

The timing of when a teacher gives materials to the class can depend on various factors, including the goals of the lesson, the needs of the students, and the teacher's teaching style.

> "As a teacher, I believe that preparation is key to creating an engaging and productive learning environment for my students. Before each class, I take the time to observe my students and prepare power point presentations to present in class. To ensure that the students are ready to learn, I start each class with a little warm-up activity and a discussion of a related or easy topic in English. This helps to create a relaxed and inclusive atmosphere, which promotes effective learning. I also provide the materials either before the learning activity or during the class, to support the students' understanding of the topic. By taking a well-rounded approach to preparation and delivery, I aim to create an enjoyable and impactful learning experience for my students".

2. The types of teachers' choices of languages in giving instructions.

The language that a teacher uses when giving instructions can depend on various factors, including the students' language background, the language policy of the school, and the goals of the lesson. In some cases, teachers may use English as the primary language of instruction, especially if the students are being taught in an English-medium school or if English is the common language used in the classroom. In other cases, teachers may use the students' mother tongue, or a combination of the mother tongue and English, as a way to support their language development and to ensure that the students understand the instructions.

> "As my students are at the beginner level and just starting to learn English in junior high school, I adopt a mixed language approach in my teaching to make it easier for them to understand. I start with English, but if the students appear uncertain about the meaning, I switch to the language they are more familiar with, such as Arabic or Indonesian. I believe that using the mother tongue is important to prevent misunderstandings. For simple and common instructions like "repeat after me," "fill in the blank," or "think about your life," I use English. However, for more complex instructions that may be challenging to convey, I use the mother tongue, and sometimes I translate it to English to maintain an English-speaking environment. This approach helps my students understand the instructions more effectively".

The way a teacher presents their class activities can have a significant impact on student engagement and learning. In the interview, the teachers also told that:

> "To keep my classes interesting and engaging, I incorporate fun activities such as games and songs. This helps my students absorb and retain information more effectively. I present the activity by giving clear explanations and

demonstrating how it is done. Additionally, I arrange the activities to include different integrated skills. For example, when greeting my students, I ask them about their conditions in English, which requires them to speak. Then, I review previous activities, which may involve some students speaking directly while others read from the book. The main activity usually involves listening to words related to the topic, expressing opinions, and making simple sentences related to the topics. This approach helps my students use different language skills and reinforces their understanding of the material".

"I believe that effective presentation of instructions requires a combination of clarity, adaptability, enthusiasm, and feedback. By following these principles, I am able to create a positive and engaging classroom experience that promotes student learning and success. As a teacher, I believe that effective presentation of classroom activities is critical to promoting student engagement and learning".

Overall, a teacher's performance in presenting classroom activities is a critical component of effective teaching. By being well-prepared, providing clear and concise instructions, and demonstrating enthusiasm for the material, teachers can create a positive and engaging classroom experience that promotes student learning and success.

3. Teachers model the activities in the classroom

Modelling is an important teaching technique that helps students understand the steps involved in completing an activity. When teachers model an activity, they demonstrate how to complete it, often in a step-by-step fashion, so that students can see what they need to do and understand how to do it.

"In my teaching, I use various media to keep my students active and increase their motivation. I encourage participation by asking simple questions about their other activities and interests. To further engage my students, I ask for volunteers to come forward and demonstrate the activity for the others. I also utilize body language frequently, pointing to materials in the book or on the whiteboard, and speaking clearly when giving examples. These techniques help me create a dynamic and interactive learning environment that keeps my students engaged and motivated".

By modelling activities in this way, teachers can help students understand the material, build their skills, and engage with the content of the lesson in a meaningful way. The goal is for students to be able to complete the activity independently and with confidence, using the steps and strategies modelled by the teacher. There are some types of extra-linguistic devices used by the teachers and the ways of use them for teaching activities in the classroom.

"In my teaching, I utilize extra-linguistic devices such as gestures and visuals to support language learning. I also use terms in Arabic, which is the language my students are more familiar with, to explain concepts in English. For example, when teaching grammar, I explain that the terms subject, verb, and object are equivalent to fa'il, fi'il, and maf'ul bih in Arabic".

"I also use other extra-linguistic devices to enhance my students' motivation and understanding, such as: warming-up stage at the beginning of the lesson, which includes a discussion on a particular topic, such as the importance of learning English as young generations. This helps to motivate my students. In addition, I also use gestures, which help clarify instructions and make it easier for students to understand, such as waving a hand or using body language to indicate certain words".

By using extra-linguistic devices, teachers can provide multiple ways for students to understand the material, build their skills, and engage with the content of the lesson. The goal

is to create a rich, engaging, and interactive learning environment that supports student understanding and reinforces the key concepts and skills being taught.

> "As a teacher, I believe that incorporating extra-linguistic devices into classroom instruction can be an effective way to engage students and enhance their understanding of the material. In my classroom, I try to be creative in my use of these devices to make the learning experience more engaging and interactive. I also like to incorporate multimedia tools into my instruction, such as videos and slideshows. These can be especially helpful for introducing new concepts or providing background information, and they can help to make the learning experience more interactive and engaging. By being creative in my use of these devices, I am able to create a dynamic and engaging learning environment that promotes student success."

Overall, creativity in giving extra-linguistic devices in the classroom can help to create a dynamic and engaging learning environment that promotes student success. By incorporating a variety of visual, auditory, and interactive elements into their instruction, teachers can help students better understand and retain the material, and make the learning experience more enjoyable and rewarding.

4. Teachers check the students' understanding

Checking for understanding is an important part of the instructional process, as it helps teachers determine if students are grasping the material and provides an opportunity for teachers to address any areas of confusion or misunderstanding. One of the teachers stated:

> "To ensure that my students have a clear understanding of the lessons, I use a few different techniques. First, I ask individual students to repeat the explanations I have given. As they talk, I walk around the class to listen in and make sure they have a firm grasp on the main points. If I see that they appear to not have a clear understanding, I ask other students to talk it out as a group. Additionally, I ask my students to answer questions both in writing and orally, and I use their expressions as well as their responses to gauge their comprehension. To further confirm their understanding, I ask them directly, "Is my explanation clear?" and "Can you please re-explain what you have understood?" and I also give them tests, either orally or written. If the results are good, I move on to the next stage of the lesson, but if not, I will ask certain students who had trouble with certain questions to discuss their problems in solving the questions".

By checking for understanding in a variety of ways, teachers can get a comprehensive understanding of student learning, identify areas of difficulty, and provide targeted support to help students succeed. The goal is to ensure that students have a deep understanding of the material and are equipped with the skills and knowledge they need to succeed.

c. Post Delivery Stage

1. Teachers monitor students' activities

Student monitoring refers to the process of observing and tracking student behaviour and progress to assess their understanding and ensure they are on track to meet their learning goals. This is also stated by the teacher in the interview session:

> "In monitoring my students' learning progress, I use a combination of feedback, encouragement, and adjusting my instruction in class. I take the time to walk around the class and observe their progress with the activities, and I'm always approachable for students who have questions. To give individual attention to each student, I visit their seats one by one to check on their understanding and provide guidance if necessary. I never hesitate to give positive feedback to students who show good understanding and I keep

encouraging them to improve. Additionally, I adjust my instruction in the entire lesson to ensure that all students have a firm grasp of the critical points being taught".

By monitoring their own activities, students can take an active role in their own learning and build their skills in self-reflection, goal setting, and self-assessment. This can help them better understand what they know, what they still need to learn, and what they can do to improve.

The ELTT program shape the instructional practices of teachers
a. Teachers have more preparation for teaching

One observable outcome is that teachers engage in more thorough preparation. They put in extra effort in planning, choosing materials, and anticipating challenges. The program encourages a more organized and effective teaching approach, improving the overall quality of instruction.

"Now, I try to write specifically my instructions, modify the existing lesson plan as it helps me to ensure that the information is organized, clear, and easy to understand".

b. Use more English as a medium of instruction

Another impact of the ELTT program is an increased use of English as the medium of instruction. Teachers undergoing this program tend to incorporate more English into their teaching practices. This shift emphasizes the importance of immersing students in the language, fostering an environment where English is not only taught as a subject but is also actively used to convey information and facilitate classroom interactions. The goal is to enhance students' language proficiency by creating more opportunities for them to engage with and use English in various contexts, contributing to a more immersive and effective learning experience.

"During the trainings, I learn a lot of new useful phrases & expression for teaching…now I tend to use more English when giving instruction".

c. Technology Engagement

The teachers become more engaged with technology in their instructional practices. This involves incorporating digital tools and resources into the teaching and learning process. ELTT participants embrace Eltech technologies as interactive and educational apps to enhance their lessons. This increased integration of technology aims to make the learning experience more dynamic, interactive, and relevant to the digital age. Teachers, through the ELTT program, are encouraged to explore and leverage technological tools to create a more engaging and effective learning environment for their students.

"I am more familiar with the use Eltech technologies and it helps me to show examples of situations that cannot be found in textbooks through a phone or laptop, and explaining them to the students. These techniques help create a dynamic and engaging learning environment that supports my students' understanding and retention of the material."

Technology-using teachers are aware that this gives them the chance to differentiate instruction and transform their classrooms into interactive learning environments. When used properly, technology integration improves student learning, comprehension, and accomplishment as well as their enthusiasm to learn, fosters collaborative learning, and helps them develop their critical thinking and problem-solving abilities.

d. Confidence and Creativity improved

Confidence is also an important factor in getting students' attention because it helps to establish the teacher as a respected authority figure in the classroom. Students are more likely to pay attention and follow instructions from a teacher who they perceive as confident and

knowledgeable. Additionally, a confident teacher is better equipped to handle disruptions or distractions in the classroom, which can help to maintain a positive and productive learning environment. The teacher believes that:

> "As a teacher, I believe that confidence is a key factor in creating a positive and productive learning environment. To get my students' attention, I begin by projecting a sense of authority and command in the classroom. This may involve using a clear and assertive voice, making eye contact with my students, and establishing clear boundaries and expectations for behaviour. Additionally, I am always looking for ways to adapt my teaching approach to better meet the needs of my students. This may involve modifying the pace of the lesson, using different instructional strategies, or providing additional support or guidance to students who require it".

Overall, confidence in getting students' attention is an important aspect of effective teaching. By projecting a sense of authority and command, while also being approachable and engaging, teachers can create a positive and productive learning environment that fosters student engagement and success.

e. More Students' participation

One notable impact of the ELTT program is an increase in student participation. As teachers undergo the ELTT program, they often adopt instructional strategies that actively involve students in the learning process. This could include implementing interactive activities, group discussions, and collaborative projects. The program emphasizes student engagement as a crucial element of effective language teaching, encouraging teachers to create a classroom environment that fosters active participation. By doing so, students are more likely to be motivated, contribute to discussions, and take a more active role in their own learning, ultimately enhancing the overall language acquisition experience

> "I encourage participation by asking simple questions about their other activities and interests. To further engage my students, I ask for volunteers to come forward and demonstrate the activity for the others.

Discussion

This study explored how teachers deliver classroom instructions and how the English Language Teacher Training (ELTT) program influences their instructional practices. The findings reflect the dynamic, responsive nature of teaching where giving instructions is not simply about delivering directions, but about connecting with students, adapting to their needs, and creating an environment that encourages learning and participation.

Teaching is more than just delivering content, it is about connecting with students and guiding them through their learning journey. One of the most visible ways this happens in the classroom is through how teachers give instructions. It may seem simple, but providing clear and effective instructions is a skill that requires thought, planning, and practice.

The teachers' ways in giving instructions in their classroom

The teachers in this study showed a strong awareness of how important clarity and simplicity are in giving instructions. They often used short, direct sentences, broke tasks into smaller steps, and made sure students understood each part before moving on. This approach resonates with earlier research emphasizing that clear communication supports student focus and reduces confusion (Harper & Jong, 2004; El Kemma, 2019). This becomes especially important when working with younger students or language learners, who may need extra clarity and repetition.

Beyond spoken language, teachers relied on gestures, facial expressions, and movement to reinforce meaning and guide student attention. These non-verbal cues helped bridge any gaps in understanding and created a more interactive, engaging atmosphere (Morales, 2015).

Interactive methods, including games, role-playing, and multimedia projects, further enrich the learning experience, and the instructional practices encouraged by the ELTT program prioritize student engagement through creative, communicative activities such as role-plays, games, and multimedia projects, aligned with contemporary language teaching methodologies (Grohman & Szmidt, 2012). In this sense, instruction becomes a full-body practice, where how teachers move, look, and express themselves matters just as much as what they say.

However, giving instructions is not just about speaking clearly, it is also about how teachers deliver those instructions. Body language, eye contact, movement around the room, and even tone of voice can help draw students in and keep their attention (Kruse et al., (2022). In other words, teachers often use a mix of verbal and non-verbal strategies to make sure their message is received.

Flexibility also emerged as a key trait. Teachers were not rigid with their directions; they paid close attention to how students responded and adjusted their approach accordingly. When students looked confused, teachers repeated instructions in different words or changed their tone to keep students involved. This adaptability aligns with the idea of scaffolding and differentiated instruction—helping each student move forward from where they are (El Kemma, 2019).

Another recurring theme was the balance between authority and approachability. Teachers who projected confidence while also being open and warm seemed to connect more effectively with students. This emotional tone helped students feel safe asking questions or admitting when they did not understand something, Furthermore, the ELTT program equips teachers with skills to balance authority with approachability, fostering empathetic and responsive classroom management that supports diverse learner needs (Wahyudi et al., 2017) So even while projecting confidence, good teachers also stay warm, welcoming, and supportive. That balance can make all the difference in how students respond to instruction. In other words, it is not only what teachers say but how they say it that shapes classroom dynamics.

Classrooms represent complex social environments, intricately shaped by the interactions between teachers and students as well as among students themselves. These social interactions function as critical agents of socialization, significantly influencing students' behavioral, emotional, and academic development (Curby et al., 2013). Effective classroom management practices, including the strategic arrangement of seating, thoughtful grouping of students, and overall classroom organization, play a vital role in optimizing the physical environment to support instructional goals (Yang et al., 2022). When teachers intentionally design the classroom layout and groupings to complement their instructional strategies, they cultivate a positive learning atmosphere conducive to student success.

Effective instruction demands that teachers exhibit both confidence and warmth, establishing a safe and supportive environment where students feel valued and motivated to participate (Wahyudi et al., 2017). Confidence in capturing and maintaining students' attention is paramount; by projecting authoritative yet approachable and engaging demeanors, teachers foster productive learning spaces that encourage active student involvement and achievement.

A foundational element of instructional effectiveness lies in the teacher's mastery of the content, coupled with an understanding of potential student misconceptions and challenges. Preparing clear, concise, and relevant instructional materials such as handouts and visual aids is essential to facilitating comprehension (Tomlinson et al., 2003). Teachers employ diverse pedagogical techniques to present lessons, including introductions, demonstrations, group and individual work, technology integration, and strategies to promote student engagement and

lesson closure (McDonald et al., 2013). Presenting material in an interactive and accessible manner enhances students' skill development and knowledge acquisition.

Material distribution strategies vary temporally, occurring before lessons as preparatory homework, at lesson onset to introduce concepts, during lessons to reinforce understanding, or after instruction to consolidate learning and provide practice opportunities, The ELTT program also highlights strategic timing and methods for distributing instructional materials to maximize their impact, emphasizing the importance of clear instructions on their utilization (Saban & Çoklar, 2013).

Regardless of timing, clear guidance on material usage and expected student actions is critical. Utilizing students' mother tongue, especially for young learners and those from non-English speaking backgrounds, supports comprehension and confidence, with teachers often employing bilingual or translanguaging approaches as dictated by learners' needs and lesson objectives. Moreover, it supports the judicious use of students' mother tongue as a scaffold for comprehension and confidence-building, particularly for young learners and multilingual classrooms, promoting flexible language use tailored to learners' needs (Goldenberg, 2013). The quality of teachers' presentation skills markedly impacts student engagement and outcomes. Effective presentation encompasses thorough preparation, clarity in communication, and enthusiasm (Zahid & Khanam, 2019). Instructions must be explicit, relevant, and accessible, guiding students clearly through task completion and submission protocols. Activities should be purposefully designed and sequenced to reflect authentic contexts that stimulate and sustain student interest (Atmojo & Nugroho, 2020). Instructional modeling typically includes preparation, explanation, demonstration, student practice, and feedback (Palomino et al., 2017).

Teachers must also be attentive to speech delivery, particularly when working with students who stutter. Clear articulation, deliberate pacing, vowel enunciation, segmentation of complex words, and strategic pausing contribute to effective communication that models fluent speech (Abutova, 2022). Imperative sentences, or commands, are fundamental for providing clear directions and managing classroom behavior (Fitria, 2019). Additionally, fostering students' self-regulation through reflection, goal-setting, progress monitoring, feedback-seeking, and self-assessment promotes autonomous learning (Aminatun & Oktaviani, 2019). Teacher support is dynamic, adjusting control and guidance in response to student performance. Greater scaffolding is provided when students struggle, gradually reduced as competence grows, thereby facilitating the integration of new knowledge into existing cognitive frameworks and the ELTT program emphasizes ongoing assessment and adaptive support, guiding teachers to modulate instructional control in response to student progress, thereby enhancing learning effectiveness (van de Pol et al., 2019).

In addition, teachers emphasized the importance of linking instructions to students' interests. When tasks felt relevant to students' lives, they were more willing to participate and stay focused. This supports the view that teaching is not just about transmitting information but also about creating meaningful experiences (Suwastini, 2021). It is no longer just about completing tasks, it becomes about discovering, exploring, and learning in a way that feels relevant and meaningful.

Lastly, many teachers used ongoing monitoring to ensure their instructions were effective. They didn't stop at giving directions, they watched how students responded, offered clarification when needed, and stayed available for questions. This cycle of explanation, observation, and feedback made instruction feel more like a dialogue than a one-way message (Maksymchuk et al., 2020).

The ELTT program shape the instructional practices of teachers

The English Language Teacher Training (ELTT) program appeared to play a significant role in shaping how teachers planned and delivered instructions. Many of the approaches

observed such as clarity in language, scaffolding, using student interests, and integrating digital tools were directly influenced by ideas introduced in the program.

One of the most valuable aspects of the ELTT program was how it encouraged teachers to think more intentionally about their lessons. Teachers described how the training helped them define clear goals, assess what students already knew, and anticipate challenges before stepping into the classroom (Isman, 2010). This preparation gave teachers a stronger foundation and made them more confident in adjusting their plans based on real-time student needs.

The ELTT program also helped teachers adopt a more student-centered mindset. Rather than relying on lectures or rigid routines, teachers began designing activities that encouraged student participation, collaboration, and creativity. This shift reflects a broader movement in education toward active learning, where students are not just listeners but contributors to the lesson (Kaya, 2015).

Technology was another key area of growth. Teachers trained through the ELTT program were more likely to use digital tools not just for presentation, but as a way to support collaboration, assessment, and interaction. Whether it was using slides, online quizzes, or digital games, these tools helped make instructions more dynamic and accessible.

The English Language Teacher Training (ELTT) program underscores the significance of comprehensive preparation as a prerequisite for effective classroom instruction and activity delivery (Zahid & Khanam, 2019). It advocates for clear and structured directions in English, enabling students to attain learning objectives while fostering communicative confidence (Rajprasit & Hemchua, 2015). A central tenet of the program is the integration of technology to transform traditional teacher-centered classrooms into student-centered learning environments, thereby promoting greater interaction and engagement (Kaya, 2015).

Perhaps most importantly, the ELTT program seemed to encourage a habit of reflection. Teachers did not just follow methods, they thought critically about what worked, asked for feedback, and adjusted their practices. This reflective approach helped them grow professionally and better meet the needs of their students.

Altogether, this study highlights the rich and nuanced ways teachers give instructions in the classroom. Instruction is not just about telling students what to do, it is about guiding, responding, encouraging, and adapting. Teachers who combine clarity with empathy, structure with flexibility, and confidence with warmth are more likely to create classrooms where students feel supported and motivated to learn.

At the same time, the ELTT program plays a vital role in preparing teachers to deliver effective instructions. By promoting intentional planning, student-centered teaching, and reflective practice, the program equips teachers with the tools they need to succeed in today's complex educational landscape. These findings suggest that when teacher training programs emphasize both practical strategies and thoughtful reflection, they can help shape not just how teachers instruct but how they connect with and inspire their students.

CONCLUSION

This study thoroughly investigates the instructional strategies used in the classroom by English Language Teacher Training (ELTT) instructors in South Kalimantan, emphasizing the various phases and pedagogical challenges of their classes. The results emphasize how difficult it is to educate effectively, which involves involving students in the process and effectively sharing knowledge through a variety of pedagogical components. Strong preparation was shown by the instructors' appropriate lesson planning, orderly classroom organization, and appropriate group distribution of students. Additionally, the study examined how they engaged students, stated lesson objectives clearly, managed class time, used language creatively, and included a variety of learning activities.

This research's findings of the ELTT Program's substantial influence on teachers' teaching strategies represents one of its significant characteristics. The program's participants included teachers who were more prepared, used English more frequently as a teaching language, used technology more frequently, were more confident and creative, and had a discernible increase in student participation. All of these results show how well the curriculum shaped and improved many aspects of teaching methodology. The research's implications go beyond the particular setting of South Kalimantan; it offers insightful information that advances the subject of language instruction more broadly. All things considered, this study is an invaluable resource for researchers, educators, and legislators, promoting a better comprehension of efficient language teaching methods and their possible effects on student learning.

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