



Exploring The Elementary School Teachers' Communication Styles and Their Strategies for Overcoming Communication Barriers in English Classes

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Abstract

Teachers' communication styles are crucial in facilitating language acquisition among students. It is a fundamental component of the learning process that shapes students' overall success in acquiring a new language. This study aims at finding out communication styles the elementary school teachers utilize in English classes, and strategies the elementary school teachers use in overcoming communication barriers in English classes. This study employed a qualitative approach. It used questionnaires and interviews to collect the data. To analyze the data gained from the questionnaires, the researcher used the rubric of the *UFS Communication Style Questionnaire*. The researcher used reflexive thematic analysis by Braun & Clarke to analyze the data gained through the interviews. The respondents in this research were all (five) English teachers at SDIT Izzuddin Palembang, South Sumatra. The findings show that 80% of English teachers are categorized as having *considerate* communication style in their English classes. Only 20% is categorized as having *direct* communication style in her English class, and no English teacher is categorized as having *spirited* and *systematic* communication styles. The strategies the teachers used for overcoming communication barriers are active clarification and repetition, speech and delivery modification, interactive confirmation and feedback, and engagement and motivational support.

Key Words: Communication Barriers; Communication Styles; Elementary School Teachers

Abstrak

*Gaya komunikasi guru merupakan hal yang krusial dalam memfasilitasi pemerolehan bahasa siswa. Gaya komunikasi merupakan komponen fundamental dalam proses pembelajaran yang membentuk kesuksesan siswa dalam menguasai bahasa baru secara keseluruhan. Penelitian ini bertujuan untuk mengetahui gaya komunikasi yang digunakan guru sekolah dasar dalam kelas Bahasa Inggris, serta strategi yang digunakan guru sekolah dasar dalam mengatasi hambatan komunikasi di kelas Bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Untuk menganalisis data yang diperoleh dari kuesioner, peneliti menggunakan rubrik dari UFS Communication Style Questionnaire. Peneliti menggunakan analisis tematik reflektif dari Braun & Clarke untuk menganalisis data yang diperoleh melalui wawancara. Responden dalam penelitian ini adalah seluruh guru Bahasa Inggris di SDIT Izzuddin Palembang, Sumatera Selatan, yang berjumlah 5 orang. Temuan menunjukkan bahwa 80% guru Bahasa Inggris dikategorikan memiliki gaya komunikasi *considerate* dalam kelas Bahasa Inggris mereka. Hanya 20% guru Bahasa Inggris yang dikategorikan memiliki gaya komunikasi *direct*, dan tidak ada guru Bahasa Inggris yang dikategorikan memiliki gaya komunikasi *spirited* dan *systematic*. Strategi yang digunakan guru Bahasa Inggris untuk mengatasi hambatan komunikasi adalah klarifikasi dan pengulangan aktif, modifikasi ucapan dan penyampaian, konfirmasi dan umpan balik interaktif, serta dukungan keterlibatan dan motivasi.*

Kata Kunci: Gaya Komunikasi, Guru Sekolah Dasar, Hambatan Komunikasi

INTRODUCTION

In today's interconnected world, teaching English to young children in elementary school is incredibly important. English has become a global language, acting as a vital tool for communication across different cultures and countries. According to Simanjuntak (2024), starting kids early with English gives them essential skills that go beyond just geography, helping them engage in a wide range of global conversations. This foundational education also prepares students to navigate various situations, from social interactions to academic pursuits, fostering a sense of inclusivity and cultural awareness.

Additionally, the ability to communicate effectively in English is increasingly recognized as a key skill in the global job market. Employers often look for individuals who can collaborate and interact with diverse teams, and strong English language skills are frequently a prerequisite for many professional opportunities. By prioritizing English language education in elementary schools, teachers are not only enhancing students' immediate learning experiences but also equipping them with the tools necessary for success in their future careers. It is in line with Mauliska & D'Angelo (2024) that integrating effective English language teaching strategies in elementary education is vital for ensuring that students are well-prepared to meet the challenges of an increasingly globalized society.

The way teachers communicate plays a pivotal role in shaping students' learning experiences, as it significantly influences the classroom environment and the dynamics of teacher-student interactions (Wu & Wang, 2025). Effective communication fosters a positive atmosphere where students feel valued and understood, which is essential for promoting active participation and engagement. When teachers use clear, concise, and encouraging language, they create a supportive space that motivates students to express themselves, ask questions, and engage in discussions. This interactive environment not only enhances students' confidence but also facilitates a deeper understanding of the language being taught.

Furthermore, the way teachers communicate can directly impact students' motivation and interest in learning (Zhang & Hu, 2025). Various studies have shown that teachers who utilize diverse communication strategies, such as storytelling, questioning techniques, and interactive activities, tend to capture students' attention more effectively. By adapting their communication styles to meet the varied needs of their students, teachers can foster a sense of curiosity and enthusiasm for learning (Rahiem, 2021); (Nair & Yunus, 2021); (Abraham et al., 2025). As students become more engaged in the learning process, they are more likely to develop positive attitudes toward the subject matter, which ultimately contributes to their overall language acquisition.

In addition to enhancing engagement and motivation, teachers' communication styles are crucial in facilitating language acquisition among students. Clear guidelines and empathetic language were critical for collaborative success (Shaddad & Jember, 2024). Some studies also have shown that teachers who effectively utilize digital tools such as discussion forums, video conferencing, and interactive platforms—can create engaging and supportive online learning communities (Kilinc & Altinpulluk, 2021); (Bajaj, 2020); (Banat et al., 2024); (Balalle, 2024).

Recent studies have highlighted the diverse communication styles teachers employ in classroom settings, particularly in the context of language instruction. Research indicates that

teachers often utilize a mix of verbal and non-verbal communication techniques to enhance student comprehension and engagement. For instance, the use of gestures, facial expressions, and body language has been shown to complement verbal explanations, making complex language concepts more accessible to young learners (Munkova et al., 2023); (Stitzinger, 2025); (Zhou et al., 2024); (Moradi, 2018). This multimodal approach not only aids in clarifying meaning but also helps to maintain students' attention, fostering a more interactive and dynamic learning environment.

Furthermore, the literature reveals that cultural factors significantly influence teachers' communication styles and their effectiveness in diverse classrooms. Studies have shown that teachers who are culturally responsive in their communication—by recognizing and valuing students' backgrounds—can create a sense of belonging and relevance for learners (Susilo et al., 2025); (Chao et al., 2025); (Pai, 2025); (Ituma, 2025). This culturally informed approach not only enhances engagement but also positively impacts language acquisition, as students feel more connected to the material being taught. Collectively, these research findings illustrate the critical role of teachers' communication styles in shaping language instruction and highlight the need for ongoing professional development in this area to optimize educational practices in diverse learning environments.

The previous studies are contextual to the current research by highlighting the critical role of this issue and the need for ongoing professional development. This elevates the study from a mere observation to a pragmatic investigation with actionable outcomes. The study's findings on effective styles and strategies can directly inform the professional development programs called for in the literature. In essence, the previous studies provide the *why* and the *what* that the researcher's study applied to a specific *who*, *where*, and *how* (How elementary school teachers actually enact this in real-world English classrooms, and what specific strategies they use to overcome barriers that hinder it).

To sum up, limited research has examined how teachers' communication styles are adapted to suit the specific challenges and opportunities of teaching English at the elementary level. This research addresses a critical gap in the literature, as most studies focus on secondary or higher education settings, leaving primary education underexplored. This research was conducted in Integrated Islamic Elementary School Izzuddin Palembang. It was established in 2002 and all classes are Al-Qur'an classes so that graduates can achieve the target of memorizing 5-7 *juz* of the Al-Qur'an, have the intelligence to perform worship properly and correctly, and have good character.

The problems of this research are formulated into the following questions: (1) What communication styles do the elementary school teachers utilize in English classes?; and (2) What strategies do the elementary school teachers use in overcoming communication barriers in English classes? The research problems are significant for several reasons. First and foremost, understanding these communication styles is crucial for enhancing the educational experience of young learners, as effective communication can substantially influence student engagement, motivation, and overall language acquisition.

METHODS

Research Design

This study employed a qualitative approach based on Gay et al. (2012) which focused on participants' lived realities. The research settings intensively answered *how* and *why* things operate as they do. The research design is a *case study* which investigates phenomena within their real-life context, in depth. This is the characteristic of a case study.

Participants

The participants in this research were all English teachers at SDIT Izzuddin Palembang, South Sumatra, totaling 5 teachers. This study focused on one school because this is a case study. This study is exploratory and explanatory, not just descriptive. The "how and why" suggests the study digs into processes, relationships, and underlying reasons within a specific bounded system (in a particular school, a set of classrooms).

Data Collection

1. Questionnaire

To gather data on the teachers' communication styles, the researcher distributed questionnaires to the respondents (*UFS Communication Style Questionnaire*). The questionnaire had been validated through a try out by UFS Organizational Development and Employee Well-Being. It resulted the twenty valid self-report questions with five options, and the respondents had to answer the questions honestly by choosing one of the answers that best to their real conditions and feelings.

2. Interview

The researcher also conducted a structured interview to gather data on strategies for overcoming communication barriers. The interview consisted of 10 questions about what strategies the respondents employed to overcome the communication barriers they faced in their English classes. According to Gay et al. (2012), in qualitative research, formal interviews are sometimes used to collect data. These structured interviews involve predetermined questions designed to obtain the same information from all respondents. Gay et al. (2012) stated that the key distinction from interviews is that respondents provide written answers on the form, allowing rapid collection of large datasets. The interview took 30 minutes for each respondent by recording their answers. To maintain the originality of the interview data, the researcher transcribed the *entire* interview word-for-word, including filler words ("um," "uh"), false starts, repetitions, and notable non-verbal cues (e.g., "[long pause]," "[laughs nervously]"). This step is called "verbatim transcription."

Data Analysis

To analyze the data from the questionnaires, the researcher used the rubric of the *UFS Communication Style Questionnaire* (2011). Then, based on the respondents' answers to the statements in the questionnaire, the teachers were categorized as having *spirited* communication style when they answered "Always" or "Mostly" to statements 1, 5, 9, 13, and 17; as having *direct* communication style when they answered "Always" or "Mostly" to statements 2, 6, 10, 14, and 18; as having *systematic* communication style when they answered "Always" or "Mostly" to statements 3, 7, 11, 15, and 19; and as having *considerate*

communication styles when they answered “Always” or “Mostly” to statements 4, 8, 12, 16, and 20.

The researcher used reflexive thematic analysis by Braun & Clarke (2012) to analyze the data gained through the interview. The researcher determined the themes and subthemes for the data gained from the interview by doing the following things: First, the researcher got to know the data really well by diving into it and transcribing where needed. Next, she started spotting and labeling important bits of information. Then, she grouped these labels into initial themes that seem to fit together. After that, she took a closer look at these themes, tweaking and refining them to make sure they truly represent what the data was saying. Once she was confident in the themes, she gave each one a clear and meaningful name that captured its core idea. Finally, she brought everything together in a written report, telling a compelling story that interpreted the themes and linked them back to what others had found before.

RESULT AND DISCUSSION

This part discusses (1) the communication styles the elementary school teachers utilize in English classes, and (2) strategies the elementary school teachers use in overcoming communication barriers in English classes.

The Communication Styles the Elementary School Teachers Utilize in English classes

Out of 5 respondents, 4 teachers, who are teachers 1, 2, 4, and 5, are categorized as having *considerate* communication style and only one teacher categorized as having *direct* communication style as shown by the following graph.

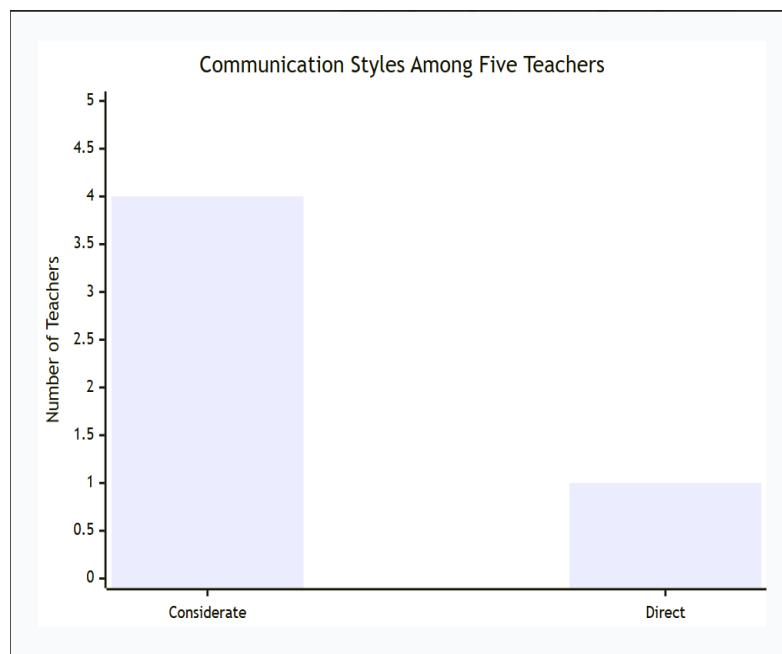


Chart 1. Communication Styles the Elementary School Teachers

The teachers are categorized as having *considerate* communication styles when they answered “Always” or “Mostly” to statement 4 (I like to listen to and get to know something about my students in my English class as individuals), statement 8 (I like to understand how my students feel about things when the English teaching and learning process is occurring), statement 12 (I prefer my students to be friendly and warm to each other when the English

teaching and learning process is occurring), statement 16 (I can find myself acting as a 'peace-keeper' in conflict situations or discussions when the English teaching and learning process is occurring), and statement 20 (I like it when my students listen and are respectful of each other when the English teaching and learning process is occurring). According to Rubin et. al. (2009), a 'considerate communication style' can be characterized as a pedagogical orientation defined by its profound relational and affective dimensions. This style transcends a purely transactional focus on knowledge delivery, instead prioritizing the establishment of a supportive and interpersonally sensitive classroom ecology. Its principal characteristics, as extrapolated from the endorsed statements, are as follows: firstly, this style is distinguished by its affective orientation and empathetic engagement. The consistent endorsement of Statement 8 ("I like to understand how my students feel about things...") indicates a communicative practice rooted in empathy. Secondly, it is characterized by a deliberate relational investment, evidenced by the high value placed on Statement 4 ("I like to listen to and get to know something about my students... as individuals"). Thirdly, this style involves the active cultivation of a collaborative socio-emotional climate. The strong agreement with Statements 12 and 20, which emphasize peer warmth and mutual respect, reveals that the teacher's communicative responsibilities extend beyond dyadic teacher-student interactions. Finally, a defining feature is the assumption of a harmonizing and mediatory role. The self-identification as a 'peace-keeper' in Statement

To sum up, the considerate communication style constitutes a holistic pedagogical approach where the facilitator's communicative acts are consistently leveraged to build rapport, demonstrate empathy, orchestrate a positive peer culture, and sensitively manage group dynamics. It is fundamentally premised on the understanding that effective learning is contingent upon a secure, respectful, and interpersonally connected classroom environment.

Only one teacher out of 5 respondents, who is teacher 3, is categorized as having *direct* communication style when they answered "Always" or "Mostly" to statement 2 (I project a no-nonsense and business-like communication style in my English class), statement 6 (I like to explain things clearly and back things up with evidence when the English teaching and learning process is occurring), statement 10 (I prefer my students to stick to the facts and the subject when the English teaching and learning process is occurring), statement 14 (I have strong opinions and can express them clearly when the English teaching and learning process is occurring), and statement 18 (I like it when my students get straight to the point when the English teaching and learning process is occurring).

According to Rubin et. al. (2009), a 'direct communication style' can be characterized as a pedagogical approach predicated on principles of cognitive clarity, transactional efficiency, and epistemic authority. This style prioritizes the unambiguous transmission of information and the logical structuring of classroom discourse. Its defining characteristics, as delineated by Teacher 3's endorsed statements, are as follows: Firstly, this style is fundamentally instrumental and task-oriented, as evidenced by the affirmation of a "no-nonsense and business-like" approach in Statement 2. Secondly, it is distinguished by a commitment to epistemic clarity and evidential support. The strong agreement with Statement 6, which emphasizes explaining things clearly and backing them with evidence, reveals a valorization of logical rigor and verifiability. Thirdly, this style imposes stringent

discursive expectations, demanding conciseness and relevance from students. The endorsement of Statements 10 and 18, which express a preference for students to "stick to the facts and the subject" and "get straight to the point," establishes a normative framework for participation. Finally, a core characteristic is the assertive expression of a strong subjective stance. The teacher's self-perception of having "strong opinions" and the ability to express them "clearly" (Statement 14) indicates a comfort with occupying a position of declarative authority.

In summary, the direct communication style constitutes a pragmatic pedagogical paradigm where clarity, efficiency, and logical coherence are paramount. It positions the teacher as a central authority who manages the cognitive load of the classroom by filtering discourse through a lens of relevance and evidence, thereby aiming to optimize the procedural and intellectual efficacy of the teaching and learning process.

Thus, 80 percent of teachers who teach English at SDIT Izzuddin Palembang, South Sumatra (4 out of 5) are categorized as having *considerate* communication style in their English classes. Only 20 percent (1 out of 5) is categorized as having *direct* communication style in her English class, and no English teacher is categorized as having spirited and systematic communication styles.

Strategies the Elementary School Teachers Use in Overcoming Communication Barriers in English Classes

Strategies used by the primary school teachers in overcoming communication barriers in English classes are: (1) active clarification and repetition, (2) speech and delivery modification, (3) interactive confirmation and feedback, and (4) engagement and motivational support which will be described in detail below.

1. Active Clarification and Repetition

Based on the analysis of data from five primary school teachers, the strategy of active clarification and repetition emerges as a foundational and frequently deployed pedagogical practice. This strategy encapsulates a range of deliberate, immediate interventions teachers employ to resolve communicative ambiguities by engaging in a cyclical process of information verification. The underlying principle governing this approach posits that many communicative failures can be remedied by reintroducing the original message into the discourse, a process that serves as a primary countermeasure against misunderstanding. Its efficacy lies in its procedural simplicity and its direct engagement with the semantic content of the exchange, establishing it as an initial and essential remedial action. This is in line with Walsh's framework that focused on the micro-level decisions teachers make to manage interaction and facilitate learning. A core skill he identifies is the use of "contingent questioning" and "repetition" to clarify student contributions, scaffold understanding, and promote participation (Walsh, 2011).

The most predominant manifestation of this strategy is the direct solicitation of student-led repetition. The unanimous and reflexive application of this tactic was observed across the entire cohort when teachers encountered ambiguous student utterances. For instance, the explicit verbatim responses from Teachers 1, 2, 4, and 5 confirmed a uniform practice of "asking them to repeat it." This technique strategically reallocates the responsibility for message fidelity to the student, operating on the premise that a second attempt will yield greater articulatory clarity. This protocol was further institutionalized during interactive pedagogical

moments, as evidenced by its reported use in managing unclear student inquiries during question-and-answer sessions.

Conversely, the teachers also demonstrated a propensity for self-initiated reiteration of instructional content. This represents a critical counterpoint within the strategy, wherein the teacher assumes accountability for the communicative breakdown and seeks to bridge the comprehension gap through a renewed delivery of the original information. The dataset confirms that Teachers 1, 2, 4, and 5 explicitly engaged in this practice, with one teacher's commitment to "explain again until they understand" underscoring the perception of repetition as a persistent and iterative instructional loop, rather than a one-time corrective measure.

A more sophisticated iteration of this strategy involves its fusion with qualitative enhancements to delivery, creating a hybridized strategy. This evolution moves beyond mere verbatim repetition to incorporate paralinguistic or semantic adjustments aimed at increasing comprehensibility. For example, a directive to "repeat the question slowly," while rooted in clarification, intrinsically modifies the delivery parameters. Similarly, Teacher 1's approach to "repeat the explanation slowly and in a simpler way" illustrates an instinctive transition from simple reiteration to a form of scaffolded explanation, where the repeated message is strategically refined for greater efficacy.

In conclusion, the collective evidence firmly establishes active clarification and repetition as an ingrained and versatile pedagogical protocol. Its fundamental strength resides in its low-threshold application and its bilateral utility; it is effectively mobilized to disentangle confusion originating from either the teacher or the student. The pervasive recurrence of specific lexical markers—such as "ask to repeat" and "explain again"—across all participant transcripts not only confirms its reliability but also signifies its deep embeddedness in professional practice. It functions as the essential mechanism upon which the continuous flow of comprehensible input in the language classroom is maintained.

2. Speech and Delivery Modification

The strategy of speech and delivery modification encompasses the deliberate adjustments teachers make to the paralinguistic and modal qualities of their communication to enhance clarity and comprehensibility. This strategy moves beyond the recycling of content inherent in the first strategy (active clarification and repetition) to focus on the qualitative transformation of the message's delivery. The collected data reveal a conscious effort by teachers to alter auditory and visual channels of communication, thereby adapting their instructional discourse to circumvent and overcome perceptual and cognitive barriers among learners. This approach is characterized by its focus on the form of the message as a critical variable in the learning process. It is in line with Sert (2017) in his finding that the teacher creates opportunities for language learning by successfully managing learner initiatives and emergent knowledge gaps; evidenced through the appropriate use of resources like embedded correction, embodied repair, and embodied explanations.

A primary dimension of this strategy involves the direct intervention in students' paralinguistic output. Teachers consistently reported instructing learners to modify specific acoustic features of their speech to improve intelligibility. This is evidenced by the recurrent strategy of asking students to "speak slowly," as cited by Teachers 1, 2, 3, and 5, which aims to

decelerate the rate of information delivery. Furthermore, the directive to "speak louder," explicitly mentioned by Teachers 1, 2, and 5, addresses issues of audibility and signal strength. These interventions represent a proactive shaping of the student's communicative contribution to facilitate successful decoding by the teacher.

Concurrently, the teachers also engaged in self-modification of their own instructional delivery. A prominent technique involved augmenting verbal explanations with kinetic or visual supports. For instance, Teachers 1, 2, 3, and 5 all reported that they would "explain with gestures," thereby creating a multimodal representation of the content. This strategy was significantly advanced by Teacher 3, who described employing "visual teaching aids, such as digital media, symbols, and pictures," and Teacher 4, who utilized "physical movements and concrete concepts." These actions demonstrate a strategic shift from a purely auditory mode to a visuo-kinesthetic one, catering to diverse learning preferences and reinforcing semantic meaning.

The data further illustrate a nuanced, context-sensitive application of this strategy through the strategic use of physical proximity. Teacher 2 and Teacher 4 reported resolving the issue of a student's low voice not by a verbal command alone, but by physically moving closer to the student. This tactic, "I come closer to them," serves a dual purpose: it improves the acoustic signal for the teacher and reduces the communicative pressure on the student, representing a non-verbal, environmental modification that supports the overall goal of clear communication.

In synthesis, the evidence positions "Speech and Delivery Modification" as a sophisticated and adaptive pedagogical skill set. Teachers demonstrated a capacity to dynamically alter both their own and their students' communicative output across multiple dimensions—including pace, volume, modality, and physical context. The consistent application of these techniques across the cohort underscores a shared understanding that effective communication in the language classroom is not merely a function of what is said, but fundamentally of how it is delivered. This strategy highlights the teachers' role as active engineers of the communicative environment, strategically manipulating its variables to optimize understanding.

3. Interactive Confirmation and Feedback

The strategy of interactive confirmation and feedback, represents a strategic shift from mere repetition or modification of messages toward a dialogic process of mutual understanding. This strategy is characterized by the use of diagnostic, bidirectional exchanges where the teacher actively probes for the root of a communicative breakdown rather than applying a surface-level correction. The evidence illustrates a pedagogical move from transmitting information to co-constructing meaning, positioning the teacher as an investigator of student cognition and a facilitator of metacognitive awareness. According to Robinson (2008), dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments, empowering students for lifelong learning and democratic engagement. Being collaborative and supportive, it confers social and emotional benefits too.

A central technique within this strategy is the deployment of strategic questioning to diagnose the precise locus of confusion. This extends beyond simply asking for repetition; it

involves inquiries designed to illuminate the student's mental model. For instance, Teacher 3 explicitly engaged in this by "respond[ing] with probing questions," creating a reciprocal feedback loop where "we respond to each other." Similarly, Teacher 2's and Teacher 4's strategy to approach a student and "ask their condition" when faced with confusing gestures demonstrates a diagnostic impulse to understand the cause behind the unclear nonverbal communication.

A further dimension of this interactive process is the practice of reflective clarification, where teachers engage with student contributions to refine and solidify meaning. Teacher 5's method of providing commentary following a student's explanation exemplifies this, as it serves to validate, correct, or elaborate on the student's output in a collaborative manner. This is distinct from a simple evaluation; it is an interactive act of sense-making. The directive from Teacher 5 to "translate the gestures" similarly forces a meta-communicative exchange, requiring the student to explicitly verbalize the meaning of their nonverbal cues and thereby making their thinking visible.

The most advanced manifestation of this strategy is evident in practices of adaptive remediation, where teacher introspection is informed by student feedback. Teacher 3 provided the most salient example of this by describing a process to "assess understanding, [use] different approaches, and reflection on my teaching." This statement encapsulates the full cycle of interactive confirmation: the teacher first gauges comprehension interactively, then adapts pedagogical strategies accordingly, and finally engages in professional self-reflection, using student confusion as a catalyst for improving instructional practice.

In conclusion, the collective data establish interactive confirmation and feedback strategy as a sophisticated pedagogical orientation centered on dialogue and diagnosis. It encompasses a repertoire of strategies—from diagnostic questioning and reflective clarification to adaptive remediation—that are fundamentally relational and inquiry-based. The presence of these strategies, though varying in depth across the cohort, underscores a shared recognition that overcoming communication barriers often requires uncovering the underlying cognitive or affective challenges students face. This strategy ultimately positions the classroom as a dynamic communicative ecosystem where understanding is collaboratively negotiated.

4. Engagement and Motivational Support

The strategy of engagement and motivational support, delineates the socio-affective strategies teachers employ to overcome the psychological and relational barriers to communication. This strategy transcends the technical adjustments of message delivery to address the foundational learning conditions of student confidence, safety, and willingness to participate. The evidence reveals a pedagogical commitment to cultivating a classroom ecology where students feel psychologically secure to engage in linguistic risk-taking, a crucial element for language acquisition. This approach recognizes that communicative competence is as much a function of emotional state as it is of linguistic ability. This growing field moves beyond reducing negative emotions (anxiety) to actively promoting positive emotions (enjoyment, flow, pride) as drivers of engagement and success. It validates your finding that teachers must cultivate a "psychologically secure" environment conducive to positive emotional states (Dewaele et al., 2019).

A primary tactic within this thematic domain is the direct application of verbal encouragement and positive reinforcement. Teachers explicitly leverage affirmational language to bolster student morale and mitigate the apprehension associated with speaking a foreign language. This is most directly evidenced by Teacher 2's and Teacher 5's straightforward commitment to "motivate them," and further elaborated by Teacher 3, who described creating an environment where students "feel comfortable sharing their ideas" through "positive reinforcement." These strategies are designed to build self-efficacy and frame participation as a positive, valued act within the classroom community.

Beyond immediate encouragement, teachers demonstrated a strategic use of temporal accommodation to alleviate learner anxiety. This involves deliberately deferring intensive instruction to mitigate frustration and preserve student self-esteem. Teacher 2's, Teacher 3's, and Teacher 4's nearly identical strategies of promising "more explanation at another time" or "later" illustrate a shared understanding that pressuring a confused student in the moment can be counterproductive. This practice effectively decouples struggle from failure, communicating patience and a long-term commitment to individual understanding.

A more profound manifestation of this strategy is the practice of personalized outreach, which involves initiating individual contact to address reticence. Teacher 4's approach of making "an appointment and talk personally with them" signifies a move beyond whole-class management to a tailored, diagnostic intervention. This one-on-one engagement seeks to identify and address the unique roots of a student's reluctance in a private, lower-stakes setting, thereby building trust and demonstrating a genuine investment in the student's well-being and academic progress.

In synthesis, the collective evidence positions "engagement and motivational support" as an indispensable, human-centered dimension of pedagogical practice. The strategies documented—from verbal encouragement and positive framing to temporal accommodations and personalized interventions—collectively function to engineer a low-anxiety, high-trust learning environment. By systematically addressing the affective filters that hinder communication, teachers not only facilitate immediate classroom interaction but also foster the intrinsic motivation and resilience necessary for long-term language development. This theme underscores the principle that effective communication is predicated on a foundation of psychological safety and relational trust.

CONCLUSION AND RECOMMENDATIONS

Eighty percent of teachers who teach English at SDIT Izzuddin Palembang, South Sumatra (4 out of 5) are categorized as having *considerate* communication style in their English classes. Only 20 percent (1 out of 5) is categorized as having *direct* communication style in her English class, and no English teacher is categorized as having *spirited* and *systematic* communication styles.

This study elucidates a predominant preference for a considerate communication style among primary school English teachers, characterized by its relational, empathetic, and community-oriented approach. This foundational disposition is operationalized through a repertoire of four core strategies for overcoming communication barriers: active clarification

and repetition, speech and delivery modification, interactive confirmation and feedback, and engagement and motivational support. Collectively, these strategies form a pedagogical framework that prioritizes the co-construction of meaning and the establishment of a psychologically secure learning environment. The findings affirm that effective language instruction in this context is not solely a linguistic endeavor but a complex interplay of affective, social, and cognitive supports, where teacher communication is the critical mediating variable for student comprehension and participation.

Recommendations

Based on the findings of this study, teachers are recommended that they:

Strategically integrate and systematize strategy use

While the identified strategies are already in use, their efficacy can be enhanced through more deliberate and integrated application. Teachers are encouraged to move beyond reflexive use and develop a systematic approach, consciously selecting strategies based on a diagnostic assessment of the barrier's nature. For instance, pairing active clarification with speech and delivery modification (e.g., not just repeating an explanation, but deliberately simplifying its syntax and supporting it with gestures) can create a more potent intervention than either strategy used in isolation.

Cultivate a dialogic classroom through interactive confirmation

It is recommended that teachers intentionally foster a classroom ecology rooted in interactive confirmation and feedback. This involves shifting from a default mode of correction to one of inquiry, using probing questions to uncover the root of student confusion. Prioritizing dialogic exchanges that "make thinking visible" transforms communication barriers from obstacles into opportunities for deeper metacognitive engagement and collaborative problem-solving.

Formalize reflective practice for adaptive remediation

Teachers should institutionalize reflective practice as a mechanism for adaptive remediation. The process of assessing understanding, experimenting with different approaches, and reflecting on teaching efficacy—as exemplified by one teacher—should be structured into regular professional practice. Documenting which strategies resolve specific barriers can build a personalized and evidence-based pedagogical toolkit, enhancing long-term instructional agility.

Balance considerate approaches with direct communication elements

To ensure that the supportive considerate style also fosters academic rigor and cognitive efficiency, teachers may incorporate select elements of the direct communication style. This does not necessitate abandoning an empathetic stance but involves explicitly teaching and modeling the value of conciseness, evidential support, and staying on topic. Clarifying expectations for discursive precision can empower students to communicate more effectively within the secure environment you have established.

Differentiate motivational support through personalized outreach

The powerful strategy of Engagement and Motivational Support should be differentiated to meet diverse student needs. Beyond whole-class encouragement, teachers are advised to

leverage personalized outreach for persistently reluctant students. Initiating private conversations to understand individual anxieties and co-create participation goals can build trust and investment in a way that generalized encouragement cannot, addressing the unique affective filters that hinder individual learners.

Engage in peer observation and collaborative inquiry

Finally, it is recommended that teachers seek opportunities for peer observation and collaborative analysis of practice. Given that 80% of the cohort shares a considerate orientation, creating structured forums to observe and discuss the implementation of the four strategies can yield rich, context-specific insights. Sharing successful techniques for, say, integrating visual aids or facilitating conflict resolution can accelerate collective expertise and contribute to a more robust, shared pedagogical framework within the institution.

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