



English-Speaking Instruction Techniques Used by an English Teacher in an Islamic Boarding School: A Descriptive Qualitative Study

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Abstract. Speaking is a central component of English language learning because it requires learners to use linguistic resources while expressing meaning in real time. In English as a foreign language (EFL) settings, teachers therefore need to provide speaking activities that combine opportunities for communication with appropriate linguistic support. This study aimed to identify the speaking instruction techniques used by an English teacher in an Islamic boarding school. A descriptive qualitative approach with a case study design was employed at Ma'had Bakkah Putri, Banjarbaru, South Kalimantan, Indonesia. The data relevant to the research question were obtained from one classroom observation, a semi-structured interview with one English teacher, and supporting documentation. The data were analyzed through data reduction, coding, categorization, data display, and conclusion drawing and verification. The findings identified four main speaking instruction techniques: discussion, pronunciation and vocabulary practice, corrective feedback, and presentation. Discussion emerged as the primary technique because it provided opportunities for students to exchange ideas and use English interactively. Pronunciation and vocabulary practice functioned as linguistic preparation, corrective feedback addressed problems in pronunciation, vocabulary, and grammar, and presentation provided opportunities for organized oral production. The teacher combined the techniques according to the activity and students' language needs rather than relying on a single technique. The study provides a context-specific description of classroom speaking instruction in an Islamic boarding school.

Keywords: EFL; English Teacher; Islamic Boarding School; Speaking Instruction; Speaking Techniques.

1. INTRODUCTION

Speaking is an important part of communicative language ability because learners must produce language while expressing ideas, responding to others, and managing meaning in real time. Speaking is therefore more complex than simply producing grammatically correct sentences; learners need to coordinate vocabulary, grammar, pronunciation, fluency, and the social use of language during interaction (Bygate, 1987; Brown & Lee, 1994; Richards, 2008). From a communicative perspective, language learning should provide opportunities for learners to use the target language to exchange meaning and participate in interaction rather than only study linguistic forms (Canale & Swain, 1980a; Savignon, 2002).

In EFL classrooms, meaningful speaking opportunities may be limited by students' language resources and by the amount of English available outside the classroom. Vocabulary knowledge is particularly important because learners need sufficient lexical resources to express ideas, while pronunciation affects the comprehensibility of spoken messages (Nation, 2001; Celce-Murcia, & Brinton, 2010). Teachers consequently need to organize speaking instruction so that students receive both opportunities for oral communication and preparation that enables them to participate successfully. Harmer (2001) emphasizes the importance of

providing learners with opportunities to use English, while Bygate (2009) highlights the need to consider how speaking pedagogy is organized to support oral language development.

Speaking instruction may take different forms, including discussion, presentation, role play, and other communicative activities. Discussion can support interaction and the exchange of ideas, while presentation can provide more extended oral production and public-speaking practice (Widiarti & Astuti, 2023; Mabuan, 2017). In addition, corrective feedback can be integrated into speaking activities to help learners notice and improve problematic language forms (Lyster & Ranta, 1997). These practices do not necessarily function independently. Teachers may combine language preparation, interaction, feedback, and oral performance within the same instructional sequence, depending on the objectives and classroom conditions.

The Islamic boarding school is a particularly relevant setting for examining speaking instruction because English learning occurs within an institutional environment that combines formal academic instruction with boarding-school routines and other language practices. Previous research has described English-speaking activities and teaching strategies in Islamic boarding schools. Aneski (2022) examined the implementation of English-speaking activities at Modern Al-Furqon Islamic Boarding School, while Bukhori and Irsyad (2025) investigated Community Language Learning activities in an Islamic boarding school speaking program. More recently, Assad et al. (2025) examined strategies used by EFL teachers to develop students' speaking competence in a boarding-school context. Pahrurrozi et al. (2025) also reported the use of communicative activities such as group discussion, presentation, and simulation in an Islamic boarding school. These studies demonstrate the importance of examining speaking instruction within the specific context in which it is implemented.

Other studies have examined particular aspects of English teaching in boarding schools. Arbain and Ramadani (2024) highlighted the experiences of English Education students in a school field introduction program, while Perkasa (2025) examined elicitation strategies used by English teachers at an Islamic boarding school. Putri et al. (2025) discussed English language teaching in Islamic boarding schools in relation to the digital era. Although these studies contribute to the understanding of English teaching in boarding-school contexts, there is still value in providing a detailed classroom-based description of the techniques implemented by one English teacher, particularly when the analysis is focused specifically on speaking instruction rather than students' responses or program outcomes.

Based on this gap, the present study focuses only on the first research question of the original thesis: What speaking instruction techniques are used by an English teacher in an Islamic boarding school? The purpose is not to evaluate the effectiveness of the techniques

quantitatively or to generalize the findings to all Islamic boarding schools. Instead, the study describes how the teacher implemented speaking instruction techniques in one bounded classroom context and relates the findings to previous literature on speaking pedagogy.

2. LITERATURE REVIEW

Speaking as communicative practice. Speaking involves the ability to communicate meaning through spoken language and to respond appropriately during interaction (Richards, 2008). Bygate (1987) views speaking as a complex skill that involves both knowledge of language and the ability to use that knowledge in real-time communication. Brown and Lee (1994) similarly emphasize that speaking instruction should not be reduced to grammatical accuracy because learners also need to organize ideas and respond appropriately in communicative situations. From the perspective of communicative competence, Canale and Swain (1980a) argue that successful communication requires more than grammatical knowledge; learners also need resources for using language appropriately in communication. Savignon (2002) further emphasizes communication as the central orientation of communicative language teaching, while Susanto (2012) highlights communicative competence as an important basis for teaching speaking.

Speaking instruction techniques. Speaking instruction techniques are classroom practices through which teachers create opportunities for learners to develop oral language. The choice of technique should be related to the learning objective, learners' needs, and classroom conditions (Harmer, 2001; Bygate, 2009). In communicative classrooms, teachers may use activities that require interaction, information exchange, oral production, and preparation before speaking. Such activities can help learners move from language preparation toward meaningful use of English.

Discussion. Discussion is an interaction-oriented technique in which learners exchange opinions, share information, and respond to other speakers. It creates opportunities for spontaneous language use and collaborative meaning-making. Widiarti and Astuti (2023) describe discussion as a speaking activity that can foster social interaction and active language use. In the context of Islamic boarding schools, discussion is also relevant because students may need structured classroom opportunities to use English when their everyday environment provides limited English exposure (Aneski, 2022; Bukhori & Irsyad, 2025).

Pronunciation and vocabulary practice. Vocabulary and pronunciation provide important linguistic resources for oral communication. Nation (2001) explains the central role of vocabulary knowledge in enabling learners to understand and express meaning. Pronunciation

is also important because intelligible production supports successful communication (Celce-Murcia, & Brinton, 2010). Therefore, teachers may provide vocabulary explanation, pronunciation modeling, repetition, and guided practice before asking learners to perform more extended speaking tasks. This preparation can be especially useful for EFL learners who have limited opportunities to use English outside the classroom.

Corrective feedback. Corrective feedback is another technique that may be integrated into speaking instruction. Lyster and Ranta (1997) demonstrate that corrective feedback can draw learners' attention to problematic forms during communicative classroom interaction. In speaking lessons, feedback may address pronunciation, vocabulary, grammar, or other aspects of oral production. The teacher's role is not simply to identify errors but to provide information that helps learners notice and improve their language while maintaining opportunities for communication.

Presentation. Presentation provides learners with opportunities to organize ideas and deliver spoken language to an audience. It differs from small-group discussion because it usually requires more extended and organized oral production. Mabuan (2017) found that presentation activities can support English speaking and oral presentation skills and build confidence in speaking before an audience. Presentation can therefore function as a way for learners to integrate vocabulary, pronunciation, grammar, organization of ideas, and oral delivery within one speaking task.

Speaking instruction in Islamic boarding schools. Research in Islamic boarding-school contexts indicates that speaking instruction can take different forms. Aneski (2022) described English-speaking activities in a boarding-school setting, while Assad et al. (2025) examined teacher strategies for building speaking competence. Bukhori and Irsyad (2025) found that an Islamic boarding-school speaking program incorporated repetition, free conversation, listening practice, and daily speaking exercises. Pahrurrozi et al. (2025) reported communicative practices involving group discussion, presentation, and simulation. These studies support the view that speaking instruction in boarding schools needs to be understood in relation to local classroom conditions, available resources, and students' opportunities to use English.

Based on the literature, the present study treats speaking instruction techniques as observable classroom practices rather than as a fixed list of methods. The analysis therefore focuses on the techniques that actually appeared in the teacher's practice: discussion, pronunciation and vocabulary practice, corrective feedback, and presentation. This focus is consistent with the descriptive purpose of the study and avoids assuming in advance that all speaking techniques described in the literature were used in the observed classroom.

3. METHOD

This study employed a descriptive qualitative approach with a case study design. A qualitative approach was appropriate because the study aimed to describe speaking instruction practices in their natural classroom context rather than measure students' speaking performance numerically (Creswell & Creswell, 2017). The case study design was used because the research focused on a bounded setting involving one English teacher in one Islamic boarding school (Yin, 2018).

The research was conducted at Ma'had Bakkah Putri, a private Islamic boarding school in Banjarbaru City, South Kalimantan, Indonesia, from May to June 2026. One speaking lesson was observed because the data collection took place near the end of the semester and only one relevant speaking lesson remained available before the examination period. The participant analyzed in this article was one English teacher who was responsible for teaching English and implementing speaking instruction in the classroom. The teacher was identified as T to maintain confidentiality.

Three data sources were available in the original study: classroom observation, semi-structured interviews, and documentation. Because the present article focuses exclusively on Research Question 1, only data relevant to the teacher's speaking instruction techniques were analyzed. The classroom observation provided direct information about how techniques were implemented. The semi-structured interview with the teacher provided information about the techniques she used and the purposes of those techniques. Documentation, including the lesson plan and classroom-related materials, was used as supporting evidence.

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2019). First, the researcher reduced the observation notes, teacher interview data, and relevant documents by selecting information related to speaking instruction techniques. Second, the selected information was coded and grouped into categories. Third, the categorized data were displayed in narrative form and summarized according to recurring patterns. Finally, conclusions were drawn and verified by comparing information across observation, interview, and documentation. The analysis resulted in four main themes: discussion, pronunciation and vocabulary practice, corrective feedback, and presentation.

Trustworthiness was strengthened through comparison of information from different data sources. The teacher's descriptions were compared with classroom observation and supporting documentation to determine whether the identified techniques were reflected in actual classroom practice. This source comparison was consistent with the qualitative case-study orientation of the research (Creswell & Creswell, 2017; Yin, 2018).

4. FINDING AND DISCUSSION

The analysis of the teacher interview, classroom observation, and supporting documentation identified four speaking instruction techniques: discussion, pronunciation and vocabulary practice, corrective feedback, and presentation. The teacher did not rely on a single technique; instead, different techniques served complementary purposes within speaking instruction. Discussion emerged as the primary technique, while pronunciation and vocabulary practice, corrective feedback, and presentation supported different stages or needs of oral language learning.

Table 1. Main functions of the speaking instruction techniques. Source: Researcher's analysis.

Technique	Main function in the teacher's instruction
Discussion	Provides opportunities to exchange ideas and use English interactively.
Pronunciation and vocabulary practice	Prepares students with vocabulary, expressions, and pronunciation.
Corrective feedback	Addresses pronunciation, vocabulary, and grammar problems.
Presentation	Provides opportunities for organized oral performance.

Discussion as the Primary Speaking Instruction Technique

Discussion was the most frequently used speaking instruction technique identified in the teacher's practice. The teacher explained that she used discussion more often because it encouraged students to express opinions, exchange ideas with classmates, and actively participate in classroom interaction. She also used discussion as an opportunity to observe how students used English before providing further support or corrective feedback.

The classroom observation supported the teacher's explanation. Students were divided into small groups and asked to discuss an assigned topic before carrying out other speaking activities. They exchanged ideas and prepared responses collaboratively while the teacher moved between groups, monitored the discussion, and provided assistance when necessary. Students were encouraged to use English; when they could not express an idea in English, they were temporarily allowed to use Indonesian and then received the appropriate English expression from the teacher. This practice allowed the communication task to continue while providing linguistic support.

The use of discussion reflects the communicative orientation of speaking instruction. Richards (2008) explains that communicative language learning involves using language to exchange meaning and interact with others. Similarly, Canale and Swain (1980a) emphasize that communicative competence extends beyond grammatical knowledge and includes the

ability to use language appropriately in communication. In the present study, discussion gave students a concrete classroom space to use English for exchanging ideas rather than only producing isolated sentences.

The finding is also consistent with Widiarti and Astuti (2023), who describe discussion as a speaking activity that promotes social interaction, active language use, and opportunities for learners to respond to peers. The collaborative nature of the observed discussion also corresponds with the broader communicative and social orientation described by Savignon (2002). In addition, Pahrurrozi et al. (2025) reported that group discussion was among the communicative strategies used to support speaking development in an Islamic boarding school. Bukhori and Irsyad (2025) similarly documented interactive speaking practices in an Islamic boarding-school program.

An important contextual feature of the present finding was the teacher's flexible use of Indonesian when students experienced difficulty expressing an idea in English. This practice should not be interpreted as the replacement of English with Indonesian; rather, it functioned as temporary support that enabled students to continue participating. Such adaptation is relevant to the boarding-school context because previous studies have shown that teachers need to respond to the specific conditions of learners and the language environment (Arbain & Ramadani, 2024; Perkasa, 2025). The teacher's practice therefore demonstrates how a communicative technique can be adjusted to students' current linguistic resources.

Overall, discussion functioned as the central interaction-based technique in the observed classroom. It created opportunities for students to exchange ideas, use spoken English, collaborate with peers, and reveal areas in which they needed linguistic support. The finding supports the view that speaking instruction should include meaningful opportunities for learners to communicate, not merely controlled language practice (Bygate, 1987; Harmer, 2001).

Pronunciation and Vocabulary Practice as Linguistic Preparation

The second technique identified was pronunciation and vocabulary practice. The teacher used this technique to prepare students before or during speaking activities. She explained that students were often asked to read a text, identify unfamiliar vocabulary, learn the meaning and pronunciation of selected words, and practice common English expressions. She also explained pronunciation patterns such as the pronunciation of -ed endings. In some activities, learning videos were used to provide examples of spoken English before students practiced the language themselves.

Classroom observation supported this description. Before speaking tasks, the teacher introduced unfamiliar vocabulary, modeled pronunciation, and asked students to repeat words or expressions. This pattern shows that speaking instruction in the observed classroom was not organized as immediate free production. Instead, the teacher first provided linguistic resources that students could draw on during later speaking activities.

This finding is consistent with Nation (2001), who emphasizes the importance of vocabulary knowledge for understanding and expressing meaning. Without sufficient vocabulary, learners may have difficulty expressing ideas even when they understand the topic. Pronunciation also contributes to intelligible spoken communication. Celce-Murcia and Brinton (2010) emphasize the importance of pronunciation for successful oral communication. In the present classroom, vocabulary and pronunciation practice therefore functioned as preparation for communication rather than as isolated language exercises.

The finding also reflects Harmer's (2001) view that speaking activities need to be supported by appropriate language resources. Bygate (2009) similarly highlights the importance of considering how speaking instruction develops learners' capacity to produce spoken language. In this study, the teacher's practice of introducing vocabulary and pronunciation before speaking provided students with resources that could be used in discussion and presentation.

The technique is particularly relevant in the boarding-school context. Aneski (2022) showed that English-speaking activities can be developed through organized school activities, while Assad et al. (2025) found that boarding-school EFL teachers used different strategies to support students' speaking competence. The present finding adds a classroom-level description by showing that language preparation was directly integrated into speaking instruction. It also corresponds with Pahrurrozi et al. (2025), whose study identified communicative speaking practices that combined preparation with opportunities for oral use.

Thus, pronunciation and vocabulary practice served a preparatory function in the teacher's instructional sequence. The technique helped establish a linguistic foundation before students were expected to participate in more extended speaking. This supports the idea that meaningful speaking opportunities are more likely to be productive when learners receive sufficient linguistic support (Brown & Lee, 1994; Richards, 2008).

Corrective Feedback as Support for Spoken Accuracy

Corrective feedback was another technique consistently integrated into the teacher's speaking instruction. The teacher explained that she monitored students while they were speaking and provided corrections when she noticed problems in pronunciation, vocabulary,

or grammar. She described discussion and corrective feedback as the techniques she used most often. Rather than treating errors as reasons to stop communication, the teacher used correction to help students recognize problematic language and continue speaking.

Observation supported this finding. During speaking activities, the teacher listened to students' performance and provided corrections when needed. She generally explained the appropriate pronunciation or language form and then encouraged students to continue the activity. The teacher also established a classroom agreement that students should not laugh at classmates who made mistakes. This created a supportive environment in which correction was incorporated into ongoing communication.

The finding is strongly related to the work of Lyster and Ranta (1997), who demonstrate the role of corrective feedback in drawing learners' attention to problematic forms during communicative interaction. In the present study, feedback was not treated as a separate grammar lesson; it was embedded in speaking activities. This allowed the teacher to respond to problems that emerged naturally while students were using English.

Brown and Lee (1994) emphasize that feedback can help learners recognize problems in their developing language system. The present study illustrates this principle at classroom level: students first attempted to communicate, the teacher identified a problem, and corrective information was then provided. Such a sequence allowed accuracy work to occur without eliminating the communicative purpose of the activity.

The finding also relates to the broader context of teacher strategy use in boarding schools. Assad et al. (2025) found that EFL teachers in boarding-school settings employ different strategies to develop speaking competence, while Perkasa (2025) showed that teachers in a boarding school may need to use flexible strategies to encourage students to produce English. In the present study, corrective feedback was one of the mechanisms through which the teacher supported students while they were speaking.

Overall, corrective feedback functioned as a complementary technique rather than as the central speaking activity itself. Discussion created opportunities for communication, while feedback addressed linguistic problems that became visible during that communication. This combination illustrates the principle that speaking instruction can balance fluency-oriented interaction with attention to language form (Bygate, 1987; Richards, 2008).

Presentation as an Opportunity for Organized Oral Production

Presentation was the fourth technique identified in the study. Compared with discussion and corrective feedback, presentation was used less frequently and mainly for particular topics or classroom activities. The teacher explained that students were asked to prepare a topic,

organize their ideas, and deliver the material orally in front of their classmates. Observation also showed that students could prepare the content collaboratively before presenting, and presentations were followed by questions and teacher feedback.

Presentation served a different instructional purpose from group discussion. While discussion emphasized interaction among classmates, presentation required students to organize information and produce a more extended stretch of spoken language for an audience. This provided an opportunity for students to apply vocabulary, pronunciation, grammar, and ideas that had been prepared through earlier activities.

The finding is consistent with Mabuan (2017), who found that presentation activities can support ESL/EFL learners' speaking and oral presentation skills and help build confidence when speaking before an audience. Presentation therefore represents a useful bridge between controlled preparation and more extended oral production. Brown and Lee (1994) also emphasize that speaking involves organizing ideas and communicating meaning appropriately, not simply producing grammatically correct sentences. Salem (2019) likewise reported that presentation-based activities can support oral presentation skills and vocabulary retention while influencing learners' confidence and speaking anxiety.

The use of presentation in the present study is also consistent with recent research in Islamic boarding schools. Pahrurrozi et al. (2025) reported presentation as one of the communicative strategies used to support speaking development. Bukhori and Irsyad (2025) similarly found that speaking development in a boarding-school program involved activities designed to create opportunities for active language use. These findings suggest that presentation can complement more interactional activities by giving learners a different form of oral performance.

The teacher's use of presentation was selective rather than routine. This is important because the findings do not support the conclusion that presentation was the dominant technique. Instead, presentation had a specific function within a broader combination of speaking practices. The teacher used discussion for interaction, pronunciation and vocabulary practice for preparation, corrective feedback for language development, and presentation for organized oral performance.

Overall, the four techniques can be understood as complementary components of speaking instruction. Pronunciation and vocabulary practice supplied linguistic resources; discussion created interaction; corrective feedback addressed problems that emerged during speaking; and presentation provided a more organized opportunity for oral production. This combination is consistent with communicative views of speaking instruction, which emphasize

meaningful language use while recognizing the need for linguistic support and teacher guidance (Savignon, 2002; Harmer, 2001).

Summary of the Findings

The findings indicate that the teacher did not follow a single, fixed speaking technique. Instead, the techniques were combined according to their different instructional functions. Discussion was the most frequently used technique and served as the main space for interaction. Pronunciation and vocabulary practice prepared students with language resources. Corrective feedback was integrated into speaking to address pronunciation, vocabulary, and grammar problems. Presentation provided a more organized form of oral production.

This pattern is compatible with the communicative view of language teaching. Communicative competence requires learners to use language for meaningful purposes, while successful oral production also depends on sufficient linguistic resources and guidance (Canale & Swain, 1980a; Richards, 2008). The observed teacher practice therefore illustrates how communicative interaction and language-focused support can coexist within the same lesson.

The findings also correspond with previous studies in Islamic boarding-school settings. Aneski (2022), Assad et al. (2025), Bukhori and Irsyad (2025), and Pahrurrozi et al. (2025) all demonstrate that speaking instruction in boarding schools can involve multiple activities and strategies. The present study contributes a more focused classroom description of four techniques used by one teacher and shows how each technique served a different function within the instructional process.

At the same time, the findings should be interpreted within the boundaries of the case. Only one teacher and one speaking lesson were directly observed. The teacher interview and documentation provided additional information, but the study remains a small qualitative case. Therefore, the four techniques should not be presented as a universal model for English-speaking instruction in Islamic boarding schools. Rather, they describe the practices identified in this particular setting.

5. CONCLUSION AND SUGGESTION

This study examined the speaking instruction techniques used by an English teacher in an Islamic boarding school, focusing exclusively on the first research question of the original thesis. Four techniques were identified: discussion, pronunciation and vocabulary practice, corrective feedback, and presentation. Discussion was the primary technique because it provided opportunities for students to exchange ideas and use English interactively. Pronunciation and vocabulary practice functioned as linguistic preparation, corrective feedback

addressed problems in pronunciation, vocabulary, and grammar, and presentation provided opportunities for organized oral production.

The findings show that the teacher combined different techniques rather than depending on one method. This combination reflects the communicative nature of speaking instruction while also recognizing students' need for linguistic preparation and teacher support. The study therefore highlights the importance of selecting speaking techniques according to instructional purpose, students' language needs, and the conditions of the boarding-school classroom.

Because the study involved one teacher and one observed lesson, the findings are context-specific. Future research could examine more lessons, involve additional teachers, and compare speaking instruction across different Islamic boarding schools. Such studies could provide a broader understanding of how speaking techniques are selected and combined in different educational contexts.

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