

ABSTRACT

Teachers' Classroom Management Techniques to Foster a Communicative Speaking Environment

Classroom management techniques play a vital role in shaping an effective, communicative speaking environment, especially in classes with diverse proficiency levels. Effective management not only supports active interaction but also enhances learners' confidence and participation in speaking activities. This study aims to identify the classroom management techniques used by English teachers at the Language Center of a State Islamic University and to explore their perceptions of how these techniques help foster communicative speaking environments.

This research employs a qualitative case study design, involving questionnaires, classroom observations, and semi-structured interviews with five English teachers. These methods were selected to provide a comprehensive understanding of classroom practices and to capture teachers' insights regarding the implementation and effectiveness of classroom management strategies in speaking classes.

The findings indicate that teachers consistently implement communicative-oriented activities such as interviews, information-gap tasks, pair work, and invitation-based role-play to promote authentic interaction. Teachers also manage learning effectively by utilizing digital resources, authentic materials, clear classroom rules, and proportional time allocation. However, communicative seating arrangements are rarely applied, even though other components of classroom management such as motivation and feedback are well maintained.

In conclusion, the study shows that effective classroom management fosters a communicative, student-centred speaking environment. Teachers perceive classroom management as essential for accommodating students' varied needs and encouraging active participation in speaking tasks. These findings highlight the importance of strategic classroom organization in improving communicative competence and can serve as a reference for enhancing EFL speaking instruction at the university level.

Keywords: Classroom management techniques, communicative speaking environment, teachers' perception, speaking learning.