

ABSTRACT

Raden Aghnia, Teacher Strategies of Teaching Speaking to Facilitate Student Engagement: A Case Study of Third-Grade and Fourth-Grade Teachers in an English Club

This study investigated teachers' teaching speaking strategies, how these strategies facilitated students' engagement, and how teachers perceived their facilitative role in an English Club. Employing a qualitative case study design, the study involved two teachers within the same English Club as the bounded case. Data were collected through six classroom observations and semi-structured interviews with the two teachers. Observation data were analyzed to identify teaching speaking strategies, their enactment, and students' observable engagement, while interview data were analyzed through three perception components: understanding, interpretation, and evaluation. The findings show that teachers employed various strategies, including modeling, drilling and repetition, pattern practice, rehearsal, pair work, teacher questioning and interview, information gap and jigsaw, group work, feedback, and corrective feedback. These strategies facilitated engagement by creating conditions for oral participation, guided practice, peer interaction, communicative exchange, and continued participation. Student engagement was evident across behavioral, emotional, cognitive, and social dimensions, although its manifestation varied according to the activity. The findings further indicate that facilitation was not inherent in a particular strategy but depended on its enactment, learner characteristics, activity demands, and teacher responses. The study contributes an empirically grounded account of facilitation by connecting established teaching speaking strategies with multidimensional student engagement at the level of classroom enactment, while teacher perceptions provide an additional interpretive perspective.

Keywords: teaching speaking strategies; student engagement; teacher perceptions; English Club; young EFL learners