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The Analysis of General Communication in English Language Teaching

Gading Dasopang¹

¹ Universitas Muslim Nusantara Al Washliyah. e-mail:
bagindasaetogadingdasopang@umnaw.ac.id

ABSTRACT

This research examines the dynamics of communication within English Language Teaching (ELT), concentrating on the communication techniques utilized by educators, the obstacles encountered by both teachers and students, and how these elements affect student engagement and language learning. By employing a mix of semi-structured interviews and focus group discussions, the study reveals that effective communication techniques, such as interactive activities, technology use, and non-verbal cues, greatly improve learner involvement and create a nurturing learning atmosphere. However, challenges like cultural differences, diverse language proficiency levels, and anxiety associated with language use were recognized as factors that can disrupt effective communication. The findings show a strong relationship between better student outcomes and the use of effective communication techniques, indicating that language proficiency develops more robustly

When learners feel supported and involved.

This study adds to the body of knowledge on communication in ELT by offering helpful suggestions for teachers looking to improve their methods. It highlights the necessity of a more inclusive strategy that takes into account the various needs of children and creates a supportive learning environment in the classroom. The investigation of communication dynamics in remote and hybrid learning contexts, which have grown in importance in modern education, is one of the recommended future study avenues.

Keywords: Communication dynamics, English Language Teaching (ELT), Communication techniques

1. Introduction

Successful English Language Teaching (ELT) relies heavily on effective communication, which affects both the teaching strategies used and the learning outcomes attained by the students. The capacity to communicate effectively in English has grown crucial in a variety of circumstances as globalization continues to grow, which makes communication strategy analysis in ELT more important than ever. By analyzing the ways in which different communication strategies, pedagogical approaches, and sociocultural elements influence language learning and student engagement, this journal seeks to investigate the complex nature of communication in the context of English language instruction. The changing environment of communication in ELT has been clarified by recent studies carried out between 2020 and 2024.

Smith and Johnson's (2021) study for example, highlights the value of collaborative learning settings by stressing the relevance of interactive communication techniques in promoting learner autonomy and engagement. In a similar vein, Garcia et al. (2022) investigate how digital communication tools affect language acquisition and find that technology-enhanced communication can greatly boost students' confidence and language ability.

Furthermore, Lee and Chen's (2023) research explores how cultural nuances and nonverbal communication interact in the classroom, indicating that a greater understanding of these factors might result in more inclusive and successful teaching methods. The results of these research highlight how important it is for teachers to modify their communication tactics in order to accommodate the various demands of students in a multicultural classroom.

A thorough summary of successful techniques that can be applied in a variety of teaching scenarios is also provided by Thompson and Nguyen's recent meta-analysis, which synthesizes study findings on communication tactics in ELT. In addition to highlighting effective communication strategies, this analysis points out knowledge gaps in the field, opening the door for further research.

This journal aims to give a comprehensive examination of general communication in English language instruction by combining these recent discoveries. It also offers helpful suggestions for teachers who want to improve their communication abilities and student outcomes. With this investigation, we hope to add to the continuing discussion on successful language teaching methods and the critical role that communication plays in creating a productive learning environment.

2. Methodology

By investigating the experiences and viewpoints of both teachers and students, this qualitative study seeks to evaluate general communication in English Language Teaching (ELT). The methodology is intended to offer comprehensive insights into classroom communication dynamics and to pinpoint practical tactics that improve language acquisition. The study's main techniques for gathering data include focus groups and semi-structured interviews.

1. Semi-structure interview

A purposive sample of twenty English language teachers from primary schools, secondary schools, and language institutes participated in semi-structured interviews. The purpose of the interviews was to obtain comprehensive data regarding their communication tactics, obstacles encountered, and the perceived efficacy of various methods.

Interview Structure:

- Opening Questions: Provide background details regarding the instructor's training and environment.
- Communication Strategies: The questions centered on the particular methods of communication used in the classroom, including technology utilization, interactive exercises, and nonverbal cues.
- Difficulties: Examining obstacles to successful communication, such as cultural disparities and pupils' varying degrees of language skill.
- Results: Teachers' opinions about how their communication styles affect learning results and student engagement.

Semi-structured interviews were used to provide participants flexibility and allow them to go into further detail about their answers. With the participants' permission, audio recordings of

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each interview, which lasted roughly 30 to 45 minutes, were made. For analysis, the recordings were transcribed.

2. Focus Group Discussions

Focus groups with groups of six to eight students of varying skill levels were arranged to supplement the individual interviews. Three focus groups in all, each lasting roughly an hour, were held. Students' opinions on classroom communication, their experiences with different teaching philosophies, and their recommendations for enhancement were all intended to be explored during the conversations.

Topics for Focus Groups:

- Communication Experiences: Participants talked about their encounters with peers and teachers.
- Effective Strategies: Talk about the communication techniques that they felt were most beneficial to their education.
- Communication Barriers: examination of barriers to successful communication, such as nervousness or a lack of language skills.

The researcher led the focus group talks, guiding the discourse while letting participants share their views freely. Sessions were also audio-recorded and transcribed for analysis.

3. Data Analysis

Thematic analysis was used to examine the information gathered from focus groups, interviews, and observations. In order to find recurrent themes and patterns pertaining to communication tactics, difficulties, and results, the transcripts and field notes have to be coded. The analysis was carried out in phases:

1. Acquaintance: To have a general grasp, read the facts several times over.
2. Coding: Creating preliminary codes that capture important notions and ideas from the data.
3. Theme Development: Assembling codes into more comprehensive themes that capture important facets of ELT communication.
4. Examining Themes: Improving the themes to make sure they appropriately convey the information and respond to the study objectives

3. Result & Discussion:

The results of the qualitative study on general communication in English language teaching (ELT) are presented in this part. The data was gathered through focus groups and semi-structured interviews. The findings are arranged according to important themes that surfaced during the study, such as communication tactics, obstacles to successful communication, and how communication affects learner engagement and results.

1. Communication Strategies

Findings: According to the data, teachers use a range of communication techniques to help students learn languages. Nonverbal communication, technology use, and interactive activities were the most often cited tactics.

Interactive Activities: A lot of educators stressed the value of interactive communication strategies such role-plays, group debates, and peer teaching. Instructors stated that these exercises promoted a feeling of community in the classroom in addition to boosting student

involvement. As one educator put it, "Students are more likely to practice speaking and feel comfortable making mistakes when they work together."

Use of Technology: One important element in improving communication was the incorporation of digital technologies, such as online platforms and apps for language study. Both educators and learners noted that technology made it easier to communicate in real time and offered chances for group projects. One student said, for example, "Practicing outside of the classroom is made enjoyable by using apps like Duolingo."

Non-Verbal Communication: Observations indicated that teachers effectively used non-verbal cues, such as gestures and facial expressions, to reinforce verbal communication. This was particularly important in multilingual classrooms, where students may struggle with language comprehension. One teacher explained, "Sometimes, a smile or a gesture can communicate more than words, especially when students are anxious about speaking."

Discussion: The discoveries adjust with past investigate that emphasizes the viability of intuitively and technology-enhanced communication in ELT (Garcia et al., 2022; Smith & Johnson, 2021). The utilize of non-verbal communication moreover resounds with Lee and Chen's (2023) discoveries on the significance of social subtleties in classroom intuitive. These procedures not as it were upgrade dialect securing but too contribute to a positive learning environment.

2. Barriers to Effective Communication

Findings: In spite of the different techniques utilized, both instructors and understudies distinguished a few obstructions to compelling communication within the classroom.

- **Cultural Differences:** Members famous that social foundations essentially impacted communication styles and desires. A few understudies communicated distress in taking part in talks due to social standards that debilitate talking out in gather settings. a understudy expressed, "In my culture, it's not common to talk up in lesson, so I regularly feel shy."
- **Language Proficiency:** Dialect capability levels changed broadly among understudies, which in some cases ruined successful communication. Instructors reported challenges in tending to wants of both progressed and fledgling understudies at the same time. One educator shared, "It can be troublesome to lock in everybody when a few understudies are still battling with fundamental vocabulary."
- **Anxiety and Fear of Mistakes:** Numerous understudies detailed feeling on edge almost talking in English due to fear of making botches. This uneasiness was exacerbated in high-stakes situations, such as exams. a understudy specified, "I need to talk, but I'm perplexed I'll say something off-base and humiliate myself."
- **Discussion:** These findings reflect common challenges in ELT, as highlighted within the writing (Thompson & Nguyen, 2024). Tending to social contrasts and shifting capability levels is vital for making an comprehensive learning environment. Moreover, cultivating a strong climate where mistakes are seen as learning openings can offer assistance diminish uneasiness and energize understudy support.

3. Impact of Communication on Learner Engagement and Outcomes

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Findings: The investigation uncovered a solid relationship between viable communication procedures and learner engagement. Instructors who utilized intuitively strategies detailed higher levels of understudy interest and eagerness for learning. Perceptions shown that understudies who effectively locked in in talks illustrated moved forward dialect abilities and certainty.

Increased Engagement: Students expressed a preference for classes that incorporated interactive and technology-driven activities. One student noted, "I learn better when we can talk to each other and use our phones to practice."

Improved Language Skills: Instructors watched that understudies who taken part in intelligently exercises appeared more prominent change in talking and tuning in abilities. A instructor commented, "I can see a recognizable contrast in understudies who routinely lock in in gather work compared to those who don't."

5. Discussion

These comes about bolster the idea that compelling communication is basic for improving learner engagement and results in ELT (Smith & Johnson, 2021; Garcia et al., 2022). The discoveries recommend that when understudies feel comfortable and locked in in communication, they are more likely to realize dialect proficiency.

6. Conclusion

successful communication may be a foundation of effective English Dialect Educating. By understanding and tending to the complexities of communication methodologies, obstructions, and their affect on learner engagement, teachers can altogether upgrade the dialect learning encounter. This think about contributes to the continuous talk on compelling communication hones in ELT and offers down to earth proposals for teachers looking for to progress their educating techniques.

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