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Investigating the Integrated Theoretical and Pedagogical of English-Speaking Performances (ITPoESPs) among Non-Native English-Speaking Teachers (NNEST)

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ABSTRACT

The application of theoretical and pedagogical in English-speaking classes was seen as disconnected principles, including non-native English-speaking teachers (NNEST). Integration is one of the factors that can overcome those problems. However, investigating the integrated theoretical and pedagogical of English-speaking performances (ITPoESPs) including personal principles and positive psychology in Indonesia, is still limited, especially in terms of approach and challenge features in a classroom interaction context, and methodology. This research aimed to investigate and to portray deeply on transmittal of ITPoESPs from NNEST during teaching English-speaking based on personal principles and positive psychology, and how the ITPoESPs proposed challenges for better teaching English-speaking. A qualitative case study includes 8-qualified NNEST from East Java, Indonesia through observation and Stimulated Recall Interviews (SRI) to confirm awareness of NNEST. Results indicated All NNEST delivered theoretical even some tried pedagogical. However, by considering positive personal principles and positive psychology most of them are still backed to theoretical to continue the English-speaking class, apart from that implementing the proposed challenges based on the ITPoESPs for NNEST is important. The conclusion highlighted that the theoretical principle was mostly applied by NNEST, there were positive contributions of personal principles and positive psychology to improve English-speaking performances, and the proposed challenges on the ITPoESPs for NNEST are to upgrade skills on regular training on

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better pronunciation, to increase interaction management between NNEST and English-students, and to avoid classroom domination. It is recommended that the concepts of ITPoESPs, positive personal principles, and positive psychology should be provided through improved training, and the proposed challenges based on the ITPoESPs for NNEST.

Keywords: The Integrated Theoretical and Pedagogical of English-Speaking Performances (ITPoESPs); NNEST; Theoretical; Pedagogical

1. Introduction

Teaching English-speaking effectively, especially for non-native English-speaking teachers (NNEST) requires a set of theoretical and pedagogical principles ^[1]. In this research, those principles referred to the integrated theoretical and pedagogical of English-speaking performances (ITPoESPs), and inherently are linked to NNEST's personal principles and positive psychology.

ITPoESPs for the NNEST are the application of a direct or controlled approach as integrated theoretical and an indirect or transfer approach as integrated pedagogical during teaching English-speaking in the classroom ^[1-5]. Meanwhile, the personal principles referred to the academic qualification ^[6], intersection of personal construct ^[7], immediacy, credibility, and willingness to communicate with the target language ^[8], different cultural backgrounds ^[9], teaching competence ^[10], and positive psychology ^[11]. In addition, ITPoESPs is the recent path to answer and to propose obstacles that so far, the set principles of theoretical and pedagogical in English-speaking classes were seen as disconnected principles. The mastery of ITPoESPs is greatly should be applied when teaching English-speaking in the classroom as the place where English-students learn and practice the language.

The previous research on NNEST's perspective found some limitations. The limitation was about approach, challenge features, and methodology. In terms of approach and challenge features, research ^[12] interviewed NNEST to analyse their identity through personal and professional contexts and research ^[13] explored undergraduate students' perceptions of NNEST and showed that NNEST was rather teaching-dominated. From both previous research, there was no consideration to investigate NNEST in a classroom interaction context based on the theoretical and pedagogical of English-speaking performances and challenge the best way to teach English-speaking with positive personal principles and positive psychology. A class-

room interaction context is a distinct and concrete instance of interaction, communication, or activity that takes place within the classroom setting, which can be observed, analyzed, and interpreted. In terms of methodology, research ^[8] asked undergraduate English as a Foreign Language (EFL) learners to complete a questionnaire about the perception of NNEST evaluation. One of the indicators was a willingness to communicate in English. In this research, to notice English-speaking performance in the classroom context, especially willingness to communicate with the target language, observation in the classroom must be carried out and the level of awareness of all activities carried out by NNEST must also be ensured. So, in terms of methodology, the previous research has not touched on the methodology of observation and Stimulated Recall Interview (SRI).

This research fills a void that the previous research has not discussed yet. It was by applying a new approach challenge feature, and methodology. Therefore, the research aimed to investigate and to portray deeply on transmittal of ITPoESPs from NNEST during teaching English-speaking based on personal principles and positive psychology, and how the ITPoESPs proposed challenges for better teaching English-speaking.

2. Literature Review

2.1. Defining ITPoESPs for NNEST

Defining ITPoESPs as the integrated theoretical and pedagogical with additional personal performances and positive psychology for NNEST is an important thing to answer most problems of English-speaking class. In the Indonesian context, most of the teaching English-speaking activities in the classroom receive less attention. It was found that English-speaking activities are often meant only to prepare English-students for different main language learning interactions in the classroom. English-students may be asked to speak up about ideas related to the theme

as a pre-reading activity, however, it is not for English-speaking class activity, after which the ideas are used to produce a piece of reading context. Meanwhile, setting up contexts for English-students to speak in the English-speaking classroom is not the same as teaching students in a second language. In this case, NNEST plays a huge role in bringing success to gain the goal of an English-speaking class.

ITPoESPs is not a dichotomous principle. It refers to and is related to theoretical and pedagogical which are modified with the additional principles and positive psychology for NNEST as the guidance for English-speaking class. Theoretical and pedagogical are indeed valuable, however, seeing NNEST as the individual person is also more important. It is to see how far their performances are in teaching English-speaking. Therefore, the additional personal principles and positive psychology should be inherently interacted with by NNEST, they are academic qualification^[6], intersection of personal construct^[7], immediacy, credibility, and willingness to communicate with the target language^[8], different cultural backgrounds^[9], teaching competence^[10], and positive psychology. Positive psychology refers to strategies on how to maximize and maintain personal as well as professional benefits to gain a sense of purpose and create a positive classroom environment, especially on NNEST's well-being and mental health^[11].

In English-speaking classrooms, there is much the NNEST can help English-students improve their English-speaking competencies. This not only English-students practice English-speaking through engaging in classroom activities but also learn about the nature of English-speaking in a second language and ways to manage English-speaking development^[14-16]. In the same sense, the ITPoESPs' proper delivery will give and contribute experience, and create new perspectives for NNEST through theoretical and pedagogical challenge features^[1-3,17].

In addition, ITPoESPs for NNEST activities are theoretical and pedagogical. At first, the theory is concerned with structural accuracy and emphasizes the practice of language form, such as the pronunciation of the sounds in English, which aims to raise learners' awareness about the grammar of the target language^[18,19] and as well as discourse structures and routines. On the other hand, pedagogical is concerned with the fluency of speech. It engages

in functional language use by getting English-students to talk, communicate, and interact between NNEST and English-speaking students and English-students to English students in the classroom. Both performances in teaching English-speaking classes were introduced by the researchers^[2] as cited in the research^[1] for detail (see **Table 1**).

Table 1. The ITPoESPs and their activities for teaching English-speaking.

Indicators	Theoretical	Pedagogical
Aim	Develop enabling skills	Develop interaction strategies
Focus	Accuracy	Fluency
	Language analysis	Language for communicate
Characteristics	Controlled language use	"Authentic"/functional language use
	Skill getting	Skill using
	Pedagogic	Real life
	Pre-communicative	Communicative
Activities	Drills	Discussions
	Pattern practice	Information gaps
	Structure manipulation	Project work
	Language awareness	Role plays
	Consciousness-raising	Simulation; taking circles

To link and match the ITPoESPs at the stage of first-language use to benefit second-language learning and the near native-like competence, the ITPoESPs should be in balance between language theory and language use^[19]. So far, the traditional theory is language as a structural system. However, if the NNEST whose primary function is to enable communication and advocated the development of teaching English-speaking in the classroom with the stages on awareness raising, it would be beneficial to input theoretical and pedagogical. Moreover, that perspective never happened. Therefore, engagement in such activities that demonstrate a degree of autonomy in and outside the English-speaking classroom should be seriously proposed to NNEST^[5].

2.2. Some Challenges on The ITPoESPs for NNEST

The ideals challenge for NNEST should apply and deliver the ITPoESPs to propose the perspective that those ideals are important to be transmitted for better teaching English-speaking, to develop, and to achieve better teaching English-speaking competence. For NNEST, there must

be the use of appropriate speech-enabling skills and, at the same time, produce language that is intelligible and fluent, especially in intonation pattern and meaning ^[20,21].

English-speaking competence for NNEST is complex cognitive which consists of smaller parts of theoretical and pedagogical such as sub-skills indicators, strategies, and simultaneously and interdependently communication goals ^[22]. The ability of NNEST to use English-speaking for communication improves when more of the cognitive processes underlying the use, practicing a combination of various sub-skills and producing linguistics theoretical that is applicable through its various contexts ^[17]. Hence, there are three broad challenges selection of the ITPoESPs based on the Indonesian context (see **Table 2**) as proposed by ^[1].

Table 2. Some challenges of the ITPoESPs for NNEST.

The ITPoESPs	Challenges Specific Theoretical and Pedagogical of ITPoESPs	Symbol of ITPoESPs
Pronunciation	Articulate the vowels and consonants and blended sounds of English clearly	ITPoESPs/p-1
	Assign word stress in prominent words to indicate meaning	ITPoESPs/p-2
	Use different intonation patterns to communicate new and old information	ITPoESPs/p-3
Speech function	Request: permission, help, clarification	ITPoESPs/Sf-1
	Express: encouragement, agreement, thank, regret, good wishes, disagreement, disapproval, complaints, tentativeness	ITPoESPs/Sf-2
	Explain: reasons, purposes, procedures, processes, cause and effect	ITPoESPs/Sf-3
	Give: instructions, directions, commands, orders	ITPoESPs/Sf-4
	Offers: advice, condolences, suggestions, alternatives	ITPoESPs/Sf-5
	Describe: events, people, objects, settings, moods	ITPoESPs/Sf-6
Interaction management	Initiate, maintain, and end conversations	ITPoESPs/Im1
	Offer turns	ITPoESPs/Im2
	Direct conversations	ITPoESPs/Im3
	Clarify meaning	ITPoESPs/Im4
	Change topics	ITPoESPs/Im5
	Recognize and use verbal and non-verbal cues	ITPoESPs/Im6

Notes: (p-1) refers to pronunciation number 1; (Sf-1) refers to speech function number 1; (Im-1) refers to interaction management number 1 in specific theoretical of ITPoESPs, and so forth.

3. Materials and Methods

3.1. Methodology

This research was a qualitative case study with 8 qualified NNESTs from Indonesia, and observation and Stimulated Recall Interviews (SRI) were applied to answer research questions ^[23]. In addition, it proposed ITPoESPs as challenged features, especially the theoretical and pedagogical in an English-speaking classroom context ^[1-4,17].

3.2. Participants and Context

The participants were 8 NNESTs. They are teachers' pseudonyms (TP) from two Public Junior High Schools in East Java (the second most populous province), Indonesia (see **Table 3**). They are the Civil-Servant (See: <https://sscasn.bkn.go.id>), professional certified teachers ^[24,25], experienced teachers for more than 3–29 years, and bachelor of English education from reputable universities such as NNEST. They were not only the best graduates with their bachelor of English education degree but also the best graduates from The Teacher Professional Development Program known as the PPG (See: <https://ppg.kemdikbud.go.id>). **Table 3** below is relevant demographic information related to the research participants and research topic.

Table 3. Demographic information participants of NNEST.

Teacher's Pseudonym	Gender	Teaching Experience	Teaching grade
Raras/ TP-1	Female	29-years	9 th grade
Rina/ TP-2	Female	19-years	8 th grade
Rika/ TP-3	Female	13-years	9 th grade
Roni/ TP-4	Male	3-years	7 th grade
Budi/ TP-5	Male	8-years	9 th grade
Betty/ TP-6	Female	28-years	9 th grade
Bella/ TP-7	Female	7-years	7 th grade
Bitha/ TP-8	Female	3-years	8 th grade

3.3. Data Collection Procedure

The research started first by delivering consent forms which were approved by 8 NNESTs and schools' authorities. The observation was conducted by exploring NNEST's teaching schedule from each school. Second, to investigate the ITPoESPs delivery that was applied by the

NNEST when teaching English-speaking in the classroom, the English-speaking lesson plan from each NNEST was explored to match the English-speaking skill as a subject lesson, then constructed 2 phases of observation with 2 English-speaking skill lesson from each NNEST (See **Table 4**). Third, then the data was coded and reduced based on the decision of the ITPoESPs delivery from NNEST when teaching English-speaking in the classroom. The data coding and classification were based on NNEST's activities of ITPoESPs (see **Table 1**). It was theoretical and pedagogical in terms of application in the English-speaking classroom, and some specific challenges theoretical and pedagogical of ITPoESPs (see **Table 2**). The last, proposed some challenges among NNEST for better teaching English-speaking competence based on the ITPoESPs results.

In addition, in terms of the phase of observation. The first, 8 NNESTs taught English-speaking two times and followed with some steps by researchers: first, an observation checklist was conducted and the researchers aided audio recording permission during NNEST teaching in the classroom. Second, synchronize the data from the observation checklist and audio recording to make a clear description of theoretical and the pedagogical. The last decided on the ITPoESPs that are mostly applied by the NNEST and their implications in the classroom.

The second mark focused on proposing challenges to the ITPoESPs for NNEST, including their pronunciation, speech function, and interaction management. This involved some steps: first, gathered and synchronized all data from the observation checklist and audio recording. Second, explained the specific ITPoESPs that are mostly applied by the NNEST. Third, proposed ITPoESPs for the NNEST for better teaching English-speaking competence. Lastly, by considering SRI, before and after the observation checklist and data from the audio recorded were finished and interpreted. The researchers confirmed to each NNEST to make sure and aware that each ITPoESP was delivered while teaching English-speaking in the classroom consciously.

Table 4 below is the English-Speaking lesson topic distribution obtained from NNEST. The English-speaking lesson topic is derived from the Indonesian national curriculum for English subjects, especially English-speaking

lessons.

Table 4. English-Speaking topic distribution during the classroom teaching from the NNEST.

Teacher's Pseudonym	Observation	Speaking Lesson Topic
Raras/TP-1	Phase 1	The expression of the duration of time (for)
	Phase 2	The expression of the duration of time (since)
Rina/TP-2	Phase 1	The expression of using: there are
	Phase 2	The expression of using: there is
Rika/TP-3	Phase 1	The expression of the duration of time (for)
	Phase 2	The expression of the duration of time (since)
Roni/TP-4	Phase 1	The expression of using: there are
	Phase 2	The expression of using: there is
Budi/TP-5	Phase 1	Describing folktale: Sangkuriang
	Phase 2	Describing folktale: character and lesson from Sangkuriang
Betty/TP-6	Phase 1	The expression of past activity
	Phase 2	The expression of the duration of time (for)
Bella/TP-7	Phase 1	The expression: the taste of the drink
	Phase 2	The expression: the texture of food
Bitha/TP-8	Phase 1	The expression of using: there are
	Phase 2	The expression of using: there is

3.4. Data Analysis

The data taken from the observation checklist, audio recorded, and SRI were analyzed based on the research questions. First, to investigate and to portray deeply on transmittal of ITPoESPs from NNEST while teaching English-speaking based on personal principles and their implications in the classroom. The data is seen as a part of theoretical and pedagogical. It was reflected in 4 indicators such as aim, focus, characteristics, and activities.

To establish the most ITPoESPs that were delivered by NNEST, a checklist and interpretation of implications were made to assess the ITPoESPs that were mostly delivered or performed by each NNEST while teaching English-speaking in the classroom, and interpreted with referred personal principles such as academic qualification,

intersection of personal construct, immediacy, credibility, and willingness to communicate with the target language, different cultural backgrounds, and teaching competence.

Second, how the ITPoESPs proposed challenges for better teaching English-speaking. The data that were seen and reflected in ITPoESPs such as pronunciation, speech function, and interaction management then investigated and interpreted through observation checklist, audio recording, and SRI to decide items of specific theoretical and pedagogical proposed challenges based on the classroom interaction context of findings.

3.5. Trustworthiness of the Inquiry

The researchers considered confirmability, credibility, dependability, and transferability to ensure trustworthiness^[26]. To verify the quality of the data interpretation, the collected data was triangulated by discussing the results with professors and doctorates independently to compare the findings. To concentrate on credibility, the participants were given access to read the interpreted data so they could assess the results for better evaluation.

The triangulation process includes several steps, they are: 1) after the data was interpreted by the authors based on the research aims and the findings, the data was given to professors and doctorates to compare interpretation. 2) Data in the form of analysis results from the authors, classroom observation checklists, audio recordings, and SRI were compared carefully to check their trustworthiness.

For example, the questions of “Who was Sangkuriang?”, “Who was Dayang Sumbi?” from Budi (TP-5/th/md) was in pedagogical principle and it was approved by the professors and doctorates. Meanwhile, “If you were Sangkuriang, what would you do?” was in theoretical principle and approved. 3) After all adjustments and comparisons of the analysis results from the authors compared to the analysis results from the professors and doctorates, the final data analysis is ready to be published.

4. Results

The data was taken based on the research questions of investigating and portraying deeply the transmittal of ITPoESPs from NNEST during teaching English-speaking based on personal principles and how the ITPoESPs proposed challenges for better teaching English-speaking.

Table 5 below illustrates the distribution pattern of the theoretical and pedagogical principles usage including the distribution and tendency of 4 indicators that have been manifested by all NNEST when teaching English-speaking (see **Table 1**). The usage pattern is based on the findings in the classroom observation checklist.

Table 6 below illustrates the distribution pattern of theoretical principal usage including the most delivered and undelivered classroom interaction context that has been manifested by all NNEST when teaching English-speaking. The usage pattern is based on the findings of the classroom observation checklist.

Table 5. The distribution of the ITPoESPs on theoretical and pedagogical from NNEST (TP-1 to TP-8).

Theoretical and Pedagogical		Obs.	TP-1	TP-2	TP-3	TP-4	TP-5	TP-6	TP-7	TP-8
Aim	Develop enabling skills	Ph. 1	V	-	V	V	-	V	V	-
		Ph. 2	V	-	V	V	-	V	V	-
	Develop interaction strategy	Ph. 1	-	V	-	-	V	-	V	-
		Ph. 2	-	V	-	-	V	-	V	-
Focus	Accuracy	Ph. 1	-	-	-	-	V	-	-	-
		Ph. 2	-	-	-	-	V	-	-	-
	Language analysis	Ph. 1	V	-	V	V	V	-	-	V
		Ph. 2	V	-	V	V	V	-	-	V
	Fluency	Ph. 1	-	-	-	-	V	-	-	-
		Ph. 2	-	-	-	-	V	-	-	-

Table 5. Cont.

Theoretical and Pedagogical		Obs.	TP-1	TP-2	TP-3	TP-4	TP-5	TP-6	TP-7	TP-8
Focus	Language for communicate	Ph. 1	-	V	-	-	-	-	-	-
		Ph. 2	-	V	-	-	-	-	-	-
Characteristic	Controlled language use	Ph. 1	-	V	-	V	V	-	-	-
		Ph. 2	-	V	-	V	V	-	-	-
	Skill getting	Ph. 1	V	V	V	V	-	-	-	-
		Ph. 2	V	V	-	V	-	-	-	-
	Pedagogic	Ph. 1	V	-	V	-	-	-	V	V
		Ph. 2	V	-	V	-	-	-	V	V
	Pre-communicative	Ph. 1	-	V	-	-	-	-	-	-
		Ph. 2	-	V	-	-	-	-	-	-
	Real life	Ph. 1	-	V	-	-	V	-	-	-
		Ph. 2	-	V	-	-	V	-	-	-
	Communicative	Ph. 1	-	-	-	V	V	-	-	-
		Ph. 2	-	-	-	V	V	-	-	-
Activity	Drills	Ph. 1	V	V	V	V	V	V	V	V
		Ph. 2	V	V	V	V	V	V	V	V
	Pattern practice	Ph. 1	V	V	V	V	V	V	V	V
		Ph. 2	V	V	V	V	V	V	V	V
	Structure manipulation	Ph. 1	V	-	V	V	-	-	V	V
		Ph. 2	V	-	V	V	-	-	V	V
	Language awareness	Ph. 1	-	-	-	V	-	-	-	-
		Ph. 2	-	-	-	V	-	-	-	-
	Consciousness-raising	Ph. 1	-	-	-	-	-	-	V	-
		Ph. 2	-	-	-	-	-	-	V	-
	Discussions	Ph. 1	V	V	-	-	-	-	-	-
		Ph. 2	V	V	-	-	-	-	-	-
	Project work	Ph. 1	-	V	-	-	-	-	-	V
		Ph. 2	-	V	-	-	-	-	-	V
	Role plays	Ph. 1	V	V	V	V	V	V	V	V
		Ph. 2	V	V	V	V	V	V	V	V

Notes: (ph. 1) means phase 1; (ph. 2) means phase 2; (obs.) means observation; (TP-1) means teacher pseudonym number 1, and so forth; (V) means available; (-) means unavailable.

Table 7 below illustrates the distribution pattern of context that has been manifested by all NNESTs when the ITPoESPs usage on pedagogical principle including teaching English-speaking. The pattern of use is based on the most delivered and undelivered classroom interaction the findings of the classroom observation checklist.

Table 6. The distribution of the ITPoESPs on theoretical for the most delivered and undelivered classroom interaction from NNEST.

Teacher's Pseudonym	The Most Delivered	Teacher's Pseudonym	The Most Undelivered
Raras (TP-1/th/md)	Aim: develop enabling skill Focus: language analysis Characteristic: skill getting, pedagogic Activity: drills, pattern practice, structure manipulation	Raras (TP-1/th/m-ud)	Aim: - Focus: accuracy Characteristic: controlled language use, pre-communicative Activity: language awareness, consciousness-raising
Rina (TP-2/th/md)	Aim: - Focus: - Characteristic: controlled language use, skill getting, pre-communicative Activity: drills, pattern practice	Rina (TP-2/th/m-ud)	Aim: develop enabling skill Focus: accuracy, language analysis Characteristic: pedagogic Activity: structure manipulation, language awareness, consciousness-raising
Rika (TP-3/th/md)	Aim: develop enabling skill Focus: language analysis Characteristic: Skill getting, pedagogic Activity: drills, pattern practice, structure manipulation	Rika (TP-3/th/m-ud)	Aim: - Focus: accuracy Characteristic: controlled language use, pre-communicative Activity: language awareness, consciousness-raising
Roni (TP-4/th/md)	Aim: develop enabling skill Focus: language analysis Characteristic: Controlled language use, skill getting Activity: drills, pattern practice, structure manipulation, language awareness	Roni (TP-4/th/m-ud)	Aim: - Focus: accuracy Characteristic: pedagogic, pre-communicative Activity: consciousness-raising
Budi (TP-5/th/md)	Aim: - Focus: Accuracy, language analysis Characteristic: Controlled language use Activity: drills, pattern practice	Budi (TP-5/th/m-ud)	Aim: develop enabling skill Focus: - Characteristic: skill getting, pedagogic, pre-communicative Activity: structure manipulation, language awareness, consciousness-raising
Betty (TP-6/th/md)	Aim: - Focus: Accuracy, language analysis Characteristic: Controlled language use Activity: drills, pattern practice, structure manipulation	Betty (TP-6/th/m-ud)	Aim: - Focus: accuracy, language analysis Characteristic: controlled language use, skill getting, pedagogic, pre-communicative Activity: language awareness, consciousness-raising
Bella (TP-7/th/md)	Aim: develop enabling skill Focus: accuracy Characteristic: pedagogic Activity: drills, pattern practice, structure manipulation, consciousness-raising	Bella (TP-7/th/m-ud)	Aim: - Focus: language analysis Characteristic: controlled language use, skill getting, pre-communicative Activity: language awareness
Bitha (TP-8/th/md)	Aim: - Focus: language analysis Characteristic: pedagogic Activity: drills, pattern practice, structure manipulation	Bitha (TP-8/th/m-ud)	Aim: develop enabling skill Focus: accuracy Characteristic: controlled language use, skill getting, pre-communicative Activity: language awareness, consciousness-raising

Notes: (th) means theoretical; (md) means most delivered; (m-ud) means most undelivered.

Table 7. The distribution of the ITPoESPs on pedagogical for the most delivered and undelivered classroom interaction from NNEST.

Teacher's Pseudonym	The Most Delivered	Teacher's Pseudonym	The Most Undelivered
Raras (TP-1/pd/md)	Aim: - Focus: - Characteristic: - Activity: discussions, role play	Raras (TP-1/pd/m-ud)	Aim: develop interaction strategies Focus: fluency, language for communication Characteristic: functional language use, skill using, real life, communicative Activity: information gaps, project work, taking circle
Rina (TP-2/pd/md)	Aim: develop interaction strategies Focus: language for communication Characteristic: real life Activity: discussions, project works, role plays	Rina (TP-2/pd/m-ud)	Aim: - Focus: fluency Characteristic: functional language use, skill using, communicative Activity: information gaps, taking circle
Rika (TP-3/pd/md)	Aim: - Focus: - Characteristic: - Activity: role plays	Rika (TP-3/pd/m-ud)	Aim: develop interaction strategies Focus: fluency, language for communication Characteristic: functional language use, skill using, real life, communicative Activity: discussion, information gaps, project work, taking circle
Roni (TP-4/pd/md)	Aim: - Focus: - Characteristic: communicative Activity: role plays	Roni (TP-4/pd/m-ud)	Aim: develop interaction strategies Focus: fluency, language for communication Characteristic: functional language use, skill using, real life Activity: discussion, information gaps, project work, taking circle
Budi (TP-5/pd/md)	Aim: develop interaction strategies Focus: fluency Characteristic: real life, communicative Activity: role plays	Budi (TP-5/pd/m-ud)	Aim: - Focus: language for communication Characteristic: functional language use, skill using Activity: discussion, information gaps, project work, taking circle
Betty (TP-6/pd/md)	Aim: - Focus: - Characteristic: - Activity: role plays	Betty (TP-6/pd/m-ud)	Aim: develop interaction strategies Focus: fluency, language for communication Characteristic: functional language use, skill using, real life, communicative Activity: discussion, information gaps, project work, taking circle
Bella (TP-7/pd/md)	Aim: develop interaction strategies Focus: - Characteristic: - Activity: role plays	Bella (TP-7/pd/m-ud)	Aim: - Focus: fluency, language for communication Characteristic: functional language use, skill using, real life, communicative Activity: discussion, information gaps, project work, taking circle
Bitha (TP-8/pd/md)	Aim: - Focus: - Characteristic: - Activity: project work, role plays	Bitha (TP-8/pd/m-ud)	Aim: develop interaction strategies Focus: fluency, language for communication Characteristic: functional language use, skill using, real life, communicative Activity: discussion, information gaps, taking circle

Notes: (pd) means pedagogical; (md) means most delivered; (m-ud) means most undelivered; (-) means unavailable.

Table 8 below illustrates the distribution pattern of the proposed challenges based on ITPoESPs including the specific theoretical and pedagogical challenges that have been manifested by all NNESTs when teaching English-speaking. The pattern of use is based on the findings of the classroom observation checklist.

Table 8. The distribution of proposed challenges based on the ITPoESPs from NNEST.

The ITPoESPs	The proposed ITPoESPs	Obsrv.	TP 1/pc	TP 2/pc	TP 3/pc	TP 4/pc	TP 5/pc	TP 6/pc	TP 7/pc	TP 8/pc
Pronunciation	ITPoESPs/p-1	Ph. 1	-	-	-	V	-	-	-	-
		Ph. 2	-	-	-	V	-	-	-	-
	ITPoESPs/p-2	Ph. 1	-	-	-	V	V	-	-	V
		Ph. 2	-	-	-	V	V	-	-	V
	ITPoESPs/Sf-1	Ph. 1	V	V	V	V	V	V	V	V
		Ph. 2	V	V	V	V	V	V	V	V
Speech	ITPoESPs/Sf-2	Ph. 1	-	-	-	-	V	-	V	-
		Ph. 2	-	-	-	-	V	-	V	-
	ITPoESPs/Sf-4	Ph. 1	V	V	V	V	V	V	V	V
		Ph. 2	V	V	V	V	V	V	V	V
	ITPoESPs/Sf-6	Ph. 1	V	-	V	-	V	V	V	-
		Ph. 2	V	-	V	-	V	V	V	-
	ITPoESPs/Im-2	Ph. 1	-	-	-	-	V	-	-	-
		Ph. 2	-	-	-	-	V	-	-	-
	ITPoESPs/Im-3	Ph. 1	-	-	-	V	V	-	-	-
		Ph. 2	-	-	-	V	V	-	-	-
Interaction	ITPoESPs/Im-4	Ph. 1	-	-	-	-	-	-	V	-
		Ph. 2	-	-	-	-	-	-	V	-
	ITPoESPs/Im-5	Ph. 1	V	V	V	V	V	V	V	V
		Ph. 2	V	V	V	V	V	V	V	V

Notes: (ITPoESPs/p-1), (ITPoESPs/Sf-1), and (ITPoESPs/Im-2) refers to information in **Table 2**; (TP1/pc) means proposed challenges from TP-1 and so forth; (-) means unavailable.

5. Discussion

5.1. The ITPoESPs for NNEST during Teaching English-Speaking

The discussion focused on the results of the ITPoESPs for NNEST during teaching English-speaking in the classroom is managed into findings, interpretation, and its implications.

5.1.1. Findings

All NNEST mostly used theoretical principles in the ITPoESPs (see **Tables 5 and 6**). It was proven that theoretical principles dominated every interaction that occurred in the English-speaking class. The absence of positive feedback from English-students indicated minimal interaction between them. However, it cannot be separated from the need for evaluation to improve NNEST in the context

of academic qualifications^[6] and teaching competence^[10], even though all NNEST were professionally certified and experienced teachers.

5.1.2. Interpretation

The most delivered performances of interaction in English-speaking classrooms from Raras (TP-1/th/md) to all NNEST (see **Table 6**) were pattern practice and drilling. Even Raras (TP-1/th/md) is the most experienced NNEST, however during English-speaking class with the topic of the expression of the duration of time (for) and the expression of the duration of time (since), she insisted on explaining grammatical patterns rather than developing interaction strategies. The findings showed that English-students memorized English grammatical patterns all the time and they were drilled in certain pattern practice with no functional language usage then English-students imitated the pattern by pronouncing it together.

Rina (TP-2/th/md), Rika (TP-3/th/md), and Roni (TP-4/th/md) dominantly delivered the indicators of skill getting. It means that in their classroom, the focused lesson was purposed to introduce the ability how to answer certain grammatical English problems and errors rather than English-speaking. They realized that English-speaking lesson subject was their lesson in the classroom. However, the target curriculum based on the language syllabi was founded on skill getting and it was the ability to solve grammatical problems and errors. There was lost pedagogical development that the NNEST wanted to develop in English-speaking classes.

At the same time, Rina (TP-2/th/md) also conducted the class rather pedagogically. She explained the English-speaking topics about the expression there is and there are. By practicing the language for communication and real-life connection, she opened the class by throwing and developing interaction strategies, such as “What do you see around the way you go to school?” and “What do you see around the class?”. It worked and the class was alive, however, that was only in the opening class. Further, in the middle of the English-speaking class activity, the whole class became silent. Surprisingly, she continued English-speaking class by writing some pattern practice.

Bitha (TP-8/th/md) tried to bring up the ideas on pedagogical. She managed the class by handling the role

plays. She engaged the English-students to be more involved in the classroom interaction. It was found that she gave pictures related to the topic discussion to elicit English-students on real-life bounding. She developed interaction and expression, and she divided the class into several groups to have a communicative perspective (see TP-8/pd/md and **Table 7**). Nevertheless, she still controlled language usage by controlling language analysis, using pattern practice and drilling on the expression of there is and there are.

Budi (TP-5/th/md) discussed the Indonesian folktale, Sangkuriang. He developed interaction strategies for communication and real-life (TP-5/pd/md). It was by proposing the question “Who was Sangkuriang?”, “Who was Dayang Sumbi?” and “If you were Sangkuriang, what would you do?”. Many English-students were interested in those interactive and communicative English-speaking classes. It can be seen from varied responses from English-student. However, to the question “If you were Sangkuriang, what would you do?”, the English-students remain silent. There was a gap in information and no language for communication. In this condition, Budi (TP-5/th/md) should keep insisting by filling in some new information and new language input on discussion and communication, but he did not do that. He backed to theoretical principle of pattern practice and drilling. It was the grammatical concepts of conditional sentences. He explained the English pattern and wrote the pattern on the whiteboard in the classroom. It was impacted that most of English-students got confused with the material of the English-speaking lesson.

Betty (TP-6/th/md) managed her English-speaking class with pattern practice and structure manipulation instead of developing interaction strategies communication, for example, asking English-students with “What did you do last weekend?” or “Was it awesome?” and “How long have you been studying English?”. She practiced writing the pattern of grammatical function on simple past and present continuous tense (see **Table 6**). Teaching English-speaking topics on the expression of the taste of drink and food was practiced by Bella (TP-7/th/md). She delivered mostly the accuracy of new vocabulary. The activity was conducted by pertaining such words as tasty, bitter, sour, sweet, salty, texture, and taste. The class tended to be under-controlled.

The result of this research reflected that all NNESTs continued delivering theoretical principles, and even some NNESTs tried to deliver pedagogical. However, most of them still backed to theory of continuing the English-speaking class activities. This research also confirms that the previous research from ^[8,12,13] still requires new insight into approach and challenge features such as ITPoESPs for the NNEST in a classroom interaction context, and methodology (SRI) because it has been able to investigate and clearly portray the role of NNEST in improving English-speaking class performances.

In the context of positive personal principles and positive psychology, the results of this research support the previous research from ^[6,10] that improving academic qualification and teaching competence is essential to improve NNEST's English-speaking class performances. In this context, NNEST needs content knowledge of English-speaking development. On the one hand, most of the NNEST in Indonesia graduated from the English Department–Faculty of Teacher Training and Education. It is assumed that they are familiar with things related to the topic in English-speaking class. However, based on the findings and discussion, there is still a need to increase academic qualifications and teaching competence, and professional development is a part of the recommendation to be fulfilled and implemented. In addition, the concept of willingness to communicate with the target language ^[8] is important for being managed seriously to create opportunities for positive classroom interaction and to increase functional language use in communication. There needs a concept of openness in interactions which is a part of the English-speaking cultural background ^[21] that NNEST must have. Moreover, understanding the positive role in the intersection of personal constructs ^[15] is also important. It was a dual role, namely NNEST as an English-teacher (to teach English-speaking as professional practice) and as an individual (with a personal perspective, including well-being and mental health support) to shape positive behavior in a classroom.

Personal principles in the context of the intersection of personal constructs ^[7] must be possessed by every NNEST to bring a positive impact on English-speaking class performances. This is in line with the concept of strategic positive psychology that NNESTs must have self-re-

flection by recognizing their potential to enhance personal well-being and professional practice ^[11]. Feeling aware of the function and role of an NNEST is important because an atmosphere of positivity will emanate from the soul when teaching English-speaking in the classroom. There is an emotional engagement, there is no barrier between NNEST and English-students in classrooms.

5.1.3. Implications

The application of theoretical in English-speaking classes gave some implications, they are: 1) The NNEST tended to be monotonous in teaching English-speaking, non-communicative, and one-way communication. Those were dominated by NNEST's explanation during teaching English-speaking. In addition, it was found that most NNEST merely focused on language analysis, accuracy, structure manipulation, and skill getting. The implications were no room for English-students to develop interaction, no language for communication usage, and no real-life learning, even English-speaking classes were for project work and role play. Project role and role play are the most effective ways to initiate English-speaking communication ^[17]. 2) The NNEST ignored engaging functional language and language for communication to speak English in the English-speaking classroom. And 3) The ITPoESPs activities merely emphasized drilling and practicing some English patterns. Meanwhile, the research found the effort from NNEST to use pedagogical, however with some limitations. There were some efforts of trying to connect with real life while teaching English-speaking by involving project work and role play (see **Tables 5 and 7**). However, the English-students delivered communication only in the second phase of English-speaking interaction and then got problems when the English-students tried to interact with some events of communication in the classroom.

5.2. The Proposed Challenges on The ITPoESPs for NNEST

As reflected in **Table 8**, the NNEST in the Indonesian context mostly delivered the ITPoESPs on performing speech functions of requesting (permission, help, and clarification), and giving (instructions, directions commands, and orders) and infrequently on performing pronunciation

and interaction management.

By focusing on performing speech functions (requesting and giving), the classroom interaction context remains in one-way communication with no positive feedback between NNEST and English-students. Those give some implications, they are: 1) limited ITPoESPs on the pronunciation of the target language impacted less English-students' improvement of English-speaking competence to gain near-native. 2) Limited ITPoESPs on English-speaking interaction management impacted negative interaction strategies for English-speaking communication. 3) focusing on speech function merely on requesting and giving instruction impacted on negative power relation between NNEST and English-students rather than on developing interaction strategies.

In the Indonesian context, those ITPoESPs level abilities are bound inherently in NNEST for some reasons, however, typically because of the minor input knowledge of academic qualification^[6] from NNEST.

The proposed challenges from the research for NNEST are first, there should be an upgrading skill and regular training which will be focusing on better pronunciation for its accuracy and fluency for NNEST, including its impacted meaning. Regular training should be held by involving stakeholders (local government, related education offices, NNEST, and English-lecturers from reputable universities). Second, proposes additional challenges to English-speaking interaction management which are still limited to requesting (permission, help, and clarification), and giving (instructions, directions commands, and orders). ITPoESPs should perform more useful activities in English-speaking classrooms by adding more activities on interaction management such as English-speaking project work, English role-play, and English-speaking classroom discussion. Last, avoid classroom domination. There was an unbalanced power relationship between the NNEST and English-students. In Indonesia's context, the NNEST tended to be more dominant in the classroom. It was supported by the observation in the English-speaking classroom that NNEST spoke more than the English-students should do. It was even NNEST speak Bahasa Indonesia more during English-speaking class.

6. Conclusions

The significant investigation of integrated theoretical and pedagogical of English-speaking performances (IT-PoESPs) revealed that theoretical principle was mostly applied by NNEST in East Java, Indonesia. NNEST focused merely on language analysis, accuracy, structure manipulation, skill getting, ignored the engaging functional language of a personal construct, drilling, and pattern practices in the classroom interaction context. Meanwhile, some NNESTs tried to deliver pedagogical. However, most of them still backed to theoretical of continuing the English-speaking class activities.

There were positive contributions of personal principles and positive psychology to improve English-speaking performances for NNEST. This is through the improvement of academic qualification, teaching competence, willingness to communicate with the target language, creating the openness concept of interaction between NNEST and English-students in a classroom, maximizing the positive role in the intersection of personal constructs, and recognizing self-reflection to enhance professional practice and personal well-being.

In the context of the proposed challenges on the ITPoESPs for NNEST, there needs skill upgrading and regular training on better pronunciation, increasing interaction management between NNEST and English-student, and avoiding classroom domination.

The concepts of ITPoESPs, positive personal principles, and positive psychology should be provided through improved training and proposed challenges based on the ITPoESPs for NNEST. The suggestion for the next research would be to explore deeply which focused on all ITPoESPs with more participants of research, especially those subjected to countries with NNEST to make comparisons among countries.

Author Contributions

Conceptualization, M.D.I. and S.S.; methodology, M.D.I.; software, M.D.I.; validation, S.S. and A.M.; formal analysis, M.D.I.; investigation, M.D.I.; resources, M.D.I.; data curation, M.D.I.; writing—original draft preparation,

M.D.I and A.M.; writing—review and editing, M.D.I and S.S.; visualization, M.D.I. and A.M.; supervision, S.S and A.M.; project administration, M.D.I.; funding acquisition, M.D.I and S.S. All authors have read and agreed to the published version of the manuscript.

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The informed written consent form was obtained from all participants of the study, schools, and universities.

Data Availability Statement

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Conflicts of Interest

The authors declared no conflicts of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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