

Beyond Speaking Activities: Affective Safety, Diagnostic Differentiation, and Authentic Tasks in Indonesian PPG English Teachers' Practices

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ABSTRACT

In Indonesian EFL classrooms, the instruction of speaking skills is complicated by the issues of low student engagement, lack of confidence, and few chances for students to engage in meaningful verbal interactions. This paper analyzes the use of interactive speaking techniques by English teachers in Teacher Professional Education Programmes (PPG), focusing on their teaching practice and their pedagogical integration in junior secondary school. Using a qualitative multiple-case study design, this research focused on five PPG English teachers who undertook school-based practicum in junior secondary schools in Cirebon, Indonesia. Data were obtained via semi-structured interviews and non-participant classroom observations. Data were analyzed using reflexive thematic analysis. Findings indicated that interactive speaking instruction was realized through a web of connected pedagogical practices. To maximize students' oral participation, teachers used authentic task-based interactions, context and culture-based verbal prompts, flexible teaching that was informed by the use of classroom diagnostics, engagement of affective supportive practices in the classroom, and teaching technology. This study also found that the teaching of speaking skills in PPG classrooms was a situated pedagogical practice that was flexible and responsive to the needs and readiness of learners, the interactions that took place in the classroom, and the context of the instructional setting. Findings also indicated that participation in the PPG enabled teachers to not only use speaking skills, but also enhanced their ability to integrate interaction and participation into contextual teaching practices in a communicative classroom. This study adds to the literature on communicative EFL teaching and professional teacher education in that it examines the pedagogical integration of interactive speaking instruction in resource-poor educational environments.

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1. INTRODUCTION

The reputation of English education in Indonesia is less than favorable. Indonesia's English education is labelled as a failure based on literacy rates. When compared with other countries, the literacy of Indonesia's students is considered to be lower. Conservatism in teaching English ¹² arguably been through the use of older methods and approaches. This is evident in the teaching and learning of English, which is reflected in Indonesia's low English teaching proficiency [1].

Indonesian's English skills are shown to be low and continues to remain so. The most recent assessment from the global English education provider, English First (EF), has reported Indonesia in the not proficient category. According to the EF English Proficiency Index, by the year of 2025, Indonesia is predicted to be in the 80th rank out of 123 countries, and in the low proficiency category. In the Asia region, Indonesia is predicted to be in the 12th position out of 24 countries, and in the low proficiency category. This is by no means a satisfactory result. The blame has been put on the curriculum, the approaches used, and most of all, on the teachers.

Teachers' roles in education have been critically examined. They are seen as lacking competence and described as "unprofessional" [1]. They lack teaching methods, strategies, and techniques in teaching English. They are also seen as failing to embrace and utilize technology to aid their teaching in the digital age. To address all the aforementioned, the government of the Republic of Indonesia has formulated laws to develop projects for the improvement of teachers' competencies. The concern remains, with the introduction of the regulations, have there been improvements in the methods teachers employ to teach English? Most importantly, how does the introduction of the regulations, address the need to improve methods teachers employ to teach English speaking skills?

The importance of teaching English speaking skills in the EFL (English as a Foreign Language) context, has grown exponentially due to the fact that teaching of speaking skills is no longer regarded as an academic requirement, but rather as a social necessity in the contemporary globalized world. In Indonesian secondary education, several factors continue to impede the development of students' verbal skills, including limited vocabulary, low effort, weak self-confidence, and little chance for substantive verbal practice [2], [3]. These issues become more problematic after implementing a new curriculum that restricts students' exposure to the English language. This has proven to be a challenge for junior secondary students, as students learn English formally only after they have entered the SMP[4]. As a result, existing methods of verbal skill instruction in Indonesian EFL classrooms no longer involve the traditional approach of lecturing, as Indonesian EFL teachers now must adopt pedagogical strategies that enhance students' willingness to participate and interact, as well as instill confidence in the students to communicate verbally. Speaking is now viewed as a verbal skill that encompasses the ability to facilitate social interaction while verbally expressing one's thoughts beyond the mere production of utterances that are grammatically correct [5], [6], [7]. This has led to the rapid establishment of a communicative pedagogy, and has focused attention on interactive verbal skill instruction that promotes genuine communication within the classroom.

In addition¹⁰ to these instructional requirements, teacher professional education has developed as an institutional framework for enhancing the quality of teaching and the flexibility of instruction. In Indonesia, Teacher Professional Education (Pendidikan Profesi Guru/PPG) aim to develop teachers' pedagogical skills, professionalism, and readiness to teach through a combination of theory and practice [8], [9]. In the field of language education, teachers are expected to possess the skills to employ interactive, flexible, and responsive teaching methods to deal with the complexities of the modern classroom, focusing on communicative EFL teaching. Although there are many initiatives to develop teachers professionally and to teach oral communication⁴, research on this issue is very limited and highly fragmented. Much research on teacher professional development has focused on certification and teachers' beliefs and professional identity, and on general improvement of teaching [10], [11], while very few studies have focused on speaking and classroom interaction. Research on the teaching of listening and speaking skills has been dominated by the classification of teaching techniques and activities such as role play, drills, brainstorming, pair work, dialogues, and presentations [12], [13], while little research has focused on the pedagogical interplay of these activities during classroom interaction.

To fill this gap, the present research examines the interactive speaking methodologies incorporated by teachers of Teacher Professional Education Programmes (PPG). This study focuses on the ways PPG teachers integrate interactive speaking within their teaching, including the ways they combine this¹⁹ teaching with various teaching philosophies, methods, strategies, and classroom activities. This study employs a qualitative, multiple-case study. The study examines ways in which five PPG English teachers from Cirebon, Indonesia, incorporate interactive speaking into class instruction during teaching practice within junior secondary schools. Rather than counting strategies as independent categories, the study focuses on ways speaking activities are arranged, mediated, and merged into the dynamics of classroom interaction. This study aims to move the discussion of communicative EFL pedagogy within the context of professional teacher education away from theory and classroom practice and resource-poor contexts, particularly within Indonesia.

Interactive speaking instruction, as viewed from the context of communicative approaches, situates the teaching of the language as a socially negotiated activity instead of teaching activities as a socially isolated activity. From this perspective of teaching speaking, the teaching of speaking becomes highly socially engaged, interactive, and collaborative within the context of the activity, as opposed to a teaching process dominated by the teacher. Teaching techniques (in TESL/TEFL) relates to instructional methods that enact broader teaching methodologies [14]. Recent interpretations of Communicative Language Teaching (CLT) view learning activities as interactive and cooperative speaking tasks that promote learners' active role in constructing meaning, as opposed to being passive receivers of language [6], [15]. In this view, teachers assign the role of facilitator, organizing communicative engagement through cooperative tasks, relevant discussions, and a participatory approach to instructional activities that promote learners' meaning negotiation and collaborative oral participation. Further, there is growing advocacy for the use of multimodal resources in spoken instruction, such as audio, visual aids, and technology-mediated instruction to promote learners' speaking and participation.

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Professional teaching programs play a significant role in the development of teaching practice and pedagogical flexibility. Research has shown that professional development has a positive effect on teachers' participation in teaching, teaching adaptability, and their pedagogical and instructional skills [16], [17]. The Indonesian PPG incorporates pedagogy, ICT-integrated teaching and learning, peer teaching, teaching practice research, and school-based practicum to prepare teachers to address the real complexities of the classroom. However, previous research has explored oral teaching ⁶ methods and professional teaching practices separately. This research aims to bridge the gap in the existing literature and discusses the pedagogical integration of interactive speaking methods in the Indonesian junior secondary EFL teaching context. A question to answer is, how are interactive speaking methods pedagogically integrated into Indonesian junior secondary EFL teaching by PPG English teachers?

¹³ 2. METHOD

Research Design

This is a qualitative study, applying qualitative multiple-case study [18]. It was situated within the interpretivist epistemology. The focus was on the integration of interactive speaking techniques into the classroom practices of the PPG participants. The case study approach was justified in this study as the focus was on the specific context and lived experience of the participants rather than the measurement of specific variables. The five participants in this study were treated as five instrumental cases, which provided the opportunity to identify similarities and differences in pedagogical practices among the cases.

¹ *Research Context and Participants*

The study took place in Cirebon, West Java, Indonesia, during the February-May 2025, and was focused on the junior secondary school (SMP) English teaching contexts. There were 5 PPG teachers at school and they all agreed to join the study, so ⁵ the sample, or participants in a qualitative study, was taken completely from population. The participants in this study were five English teachers participating in the Teacher Professional Education Programme (PPG), and who were engaged in school-based teaching practice (PPL). The participants were purposefully selected based on three criteria: enrolment in the PPG, placement in teaching practice in SMP as English teachers, and consent to participate in interviews and classroom observations. The participants taught Grades 8 and 9 in the state junior secondary schools. The observation sessions were conducted for one to two class periods. As such, T1 taught Grade 8 and had two observation sessions (classes 8G and 8F), T2 had one observation session in class 9B and taught Grade 9, while T3, T4 and T5 taught Grade 8 and Grade 9 and had one observation session. All the participants had been anonymized and had been clustered in one PPG in the academic year of 2024-2025.

Data Collection

Semi-structured interviewing combined with systematic classroom observation was used for triangulation, per Norman K. Denzin. Five one-on-one interviews, estimated to last between 45 to 60 minutes, were conducted under the researcher's discretion in Bahasa Indonesia to

elicit responses to open questions. These questions were in relation to their teaching methods and practices, their approaches to assessment, and their PPG. Seven classroom observations were conducted, with each observation lasting one full lesson. The researcher took on the role of complete observer. Descriptive field notes were documented via a structured observation tool. This tool focused on classroom interactions and speaking-centered instructional methods.

Data Analysis

Thematic analysis of interview transcripts and observation records was conducted per the six-phase RTA procedure [19]. Initial coding was semantic and latent in the totality of the responses. This generated 247 codes, which were grouped and regrouped into candidate themes. These candidate themes underwent three rounds of thematic mapping. The result of this mapping was the identification of eight final themes for the study. Themes were named analytically, capturing the central interpretive claim, not topically.

Credentialing was achieved using triangulation of methods which entailed a systemized comparison of participant interviews and observation records, and also due to lengthy engagement in the field with the researcher attending a total of 7 observation sessions. Transferability is achieved through a detailed account of both participants and the setting. An audit trail of analytic memos documenting all coding and thematic decisions substantiated dependability and confirmability.

3. RESULTS AND DISCUSSION

3.1 Result

The findings suggest that interactive speaking instruction in the PPG classroom context was not applied through a sole, predominant method. Rather, it comprised interrelated patterns of flexible teaching shaped by classroom realities, learner characteristics, and the context within the school. Reflexive thematic analysis unveiled five candidate themes that account for the pedagogical enactment of speaking techniques across cases. Themes narrated the repeated comparison of the narratives of the teacher and the observed practices in the classroom. This showed the presence of flexible teaching patterns as well as the presence of different patterns in the practices. Table 1 shows a graphical representation of the speaking techniques, the supporting evidence, and the themes that were generated through analysis.

Table 1. Summary of Reflexive Thematic Analysis Findings

Speaking Technique Applied	Evidence	Coded Theme
Problem-Based / Task-Based Presentation	<u>Interview</u> ““I usually use problem-based learning, so all students are required to speak, and I have already assigned specific roles to each of them.” (T1) <u>Observation</u> “The teacher provided fragmented pictures and unsystematically arranged activity descriptions... Students were required to understand the meaning,	Coded Theme: Integrated Skill Activation through Authentic Task

Culturally Responsive Teaching (CRT) & Trend-Based Prompting	<i>pronunciation, and sequence of the poster before presenting it in front of the class.” (Obs. T1)</i> Interview <i>“I use methods that incorporate culture... including trends that are popular among the students. For example, games that are currently trending... ‘I play Mobile Legends with my friends.’” (T1)</i> Observation <i>“The teacher asked students about experiences they had encountered... ‘Have you ever slipped? Have you ever fallen?’ to relate students’ prior experiences to the lesson material.” (Obs. T5)</i>	Coded Theme: Contextual Relevance as Speaking Motivation
Diagnostic-Informed Differentiated Instruction	Interview <i>““I definitely conduct a diagnostic assessment at the beginning of the lesson. The instructional design is then adjusted based on the results of the diagnostic assessment regarding students’ needs.” (T3)</i> <i>“Differentiated instruction can be implemented... students whose knowledge is above that of their peers may receive different treatments or more advanced-level tasks.” (T2)</i> Observation <i>“Grouping in T5’s class was structured into three ability-based groups for role-play activities based on prior diagnostic assessment results. T1 circulated around the classroom to monitor individual progress and adjusted guidance accordingly.” (Obs. T1, T5)</i>	Coded Theme: Data-Driven Instructional Differentiation
Personal-Emotional Approach & Positive Affect Management	Interview <i>“I use a personal-emotional approach with students... it is a principle that I emphasize wherever I teach.” (T1)</i> <i>“Usually, I would ask them to participate... for students who are shy, I allow them simply to stand near their seats as long as their classmates can listen to them.” (T3)</i> Observation <i>“The teacher reaffirmed, ‘When learning with me, everyone can succeed; no one is smarter or less intelligent than others. Everyone is equal, and everyone is capable.’” (Obs. T1)</i>	Coded Theme: Affective Safety as Precondition for Speaking
Technology-Mediated Speaking & Listening Support	Interview <i>“For vocabulary learning, students searched using online dictionaries. So, they used online dictionaries, and pronunciation practice was also trained through those platforms.” (T1)</i> <i>“The students first listened without a script; the second time, they listened with the script. Then, they listened carefully again and matched it with the script.” (T5)</i> Observation <i>“The teacher asked the students to retrieve their mobile phones from the counselling room, as the phones would be used for learning activities... The teacher also provided a mobile hotspot for all students so they could access Google Translate.” (Obs. T2)</i>	Coded Theme: Technology as Adaptive Speaking/Listening Scaffold

1) Integrated Skill Activation through Authentic Task

This research theme incorporates the most comprehensive speaking technique identified in the research: the use of authentic, product-oriented tasks (posters constructed and presented) that activated vocabulary, listening, and speaking, all in one exercise, in a single classroom event. Unlike practice that drills and isolates pronunciation (e.g., role-play exercises and pronunciation drills), task-based exercises placed students in the role of problem-solvers, communicators, and representatives, using language in an active, collaborative, meaningful, and public way. Speaking, therefore, was a product of, and integrated with, action and interaction, as opposed to a mere exercise.

The poster-building task noted in T1's classes showcased the principles of Task-Based Language Teaching (TBLT) in that vocabulary and pronunciation were prepared in advance, the task was done, and a presentation was given. During the exercise, students negotiated the meaning of words, the order of their task, and the public explanation of their task and its results. The teacher assumed an active role as the circulator and provided on-the-spot interventions for pronunciation and meaning issues. The task also provided an audience and a purpose for the task in the presentation, which made the oral performance an act of communication, rather than a meaningless exercise of complying with routine classroom duties.

A task-based structure similar to the one described previously was used by T4 when conducting the recount text activity, however, there was a bit of a shift where the focus became on each student's oral output. Students were provided with a word bank and were tasked with writing a text, then reading it out loud, which created a writing-to-speaking bridge that alleviated the cognitive load when it was time to speak. Most importantly, both educators included culturally responsive elements when creating the tasks. T1 was able to relate the poster task to the students' previous school expo, and T4 used everyday recount situations when creating the tasks. This type of contextual relativeness was able to lessen the cognitive load for the students and allowed them to focus on producing language and participating in the oral activity.

In contributing to this theme, it was demonstrated that PPG educators are able to create and implement multi-skill integrated tasks, without relying on TBLT guided structures, by using their pedagogical instincts developed during their PPG training and practicum. The poster task in particular, was a clear intersection of TBLT, PBL, and CRT, within an 80-minute period, which was also observed during the second lesson with the same implementation. This leads to the conclusion that PPG training, creates the ability to use a variety of techniques when structuring lessons pragmatically.

2) Contextual Relevance as Speaking Motivation

In these classrooms, one aspect of interactive speaking pedagogy was the purposeful linking of speaking tasks to the students' contemporary interests and lived cultural experiences. This aspect, discussed here as Culturally Responsive Teaching (CRT) and trend based prompting, describes how students are more likely to engage when the speaking issues are built on the knowledge and values that they hold. Both T1 and T5 noted the CRT

framework in describing their teaching, indicating that their understanding of Professional Practice Growth (PPG) was meaningfully transferred to their teaching.

As it was enacted in their classrooms, CRT showed itself when the speaking content was ‘localized’ while the same lexical or grammatical goals were kept. In one of their classes, T1 included the mobile gaming vocabulary of “hero” and “super fake” in the speaking task. In the following, T5, inspired by the vocabulary of the students, asked them to share an event that had involved them slipping or falling, as a way of creating WH questions in the simple past. Speaking tasks became personally meaningful rather than abstract grammatical tasks.

Krashen’s Affective Filter Hypothesis suggests participants experience a reduction in anxiety with an increase in familiarity of the content. This theory appears to be applicable here and likely explains the results observed in speaking classes, CTS used, and the interactive classroom assessments designed. It is noteworthy that the CRT was used to create speaking prompts and classroom interactions and was used even more creatively to design classroom assessments. It appears that the incorporation of CRT into the teacher’s interactive speaking classes was a deliberate and conscious act and that the PPG program earned its participants more than just awareness of contextual pedagogy. This contribution to the discussion shows that in these particular PPG classrooms, CRT functions at two levels simultaneously. At the most basic/surface level, CRT may be speech topic or content localization (e.g., speaking about games, speaking about school events, or drawing from personal experiences and talking about them). At the more complex/structural level, CRT is evidenced in the design of classroom assessments (i.e., design of classroom assessment using culturally familiar stimuli in the form of diagnostic tools). In the available literature on Indonesian EFL, this combines CRT and TaR, is the first and shows a new integrated approach/framework for speaking instruction that if of classroom equity in under-resourced environments.

3) Data-Driven Instructional Differentiation

For the majority of participants, diagnostic assessments were not simply another bureaucratic formality. Rather, they were the foundational elements in determining speaking strategies, grouping, task demands, and the flow of instruction. Diagnostic details were constantly and instantly transposed into instructional choices. They were the basis for a specific type of differentiation. In four of the five cases, this highlighted a preference for an evidence-based approach to differentiation in the PPG. Specifically, diagnostic details were the basis for the differentiation of instruction. For instance, T5 divided the class into three groups for roleplays based on their speaking proficiency, and T3 opted for drilling or roleplays based on the needs of the students. T1 and T4 decided to support students by closely monitoring and providing scaffolding for the students that required the most support.

Furthermore, the diagnostic process in these classrooms went beyond assessing students’ cognitive skills. Teachers considered factors such as students’ learning styles, their confidence, and willingness to participate, as well as the context in which the speaking activities would take place. For instance, T5, included content that he knew was culturally relevant in the context of the students and spoke to the participants’ comfort level in the

environment in which they would be willing to participate. Therefore, diagnostic assessments were both a means to determine students' levels of proficiency in speaking and a tool to innovate differentiated, more flexible, and inclusive speaking instruction.

This theme suggests that rather than being an exercise for bureaucratic compliance, diagnostic assessments carried out in PPG classrooms are a part of a flexible pedagogy tool, focusing on the selection and adaptation of speaking techniques. The innovation included here is the employment of diagnostic information, which integrates several decisions made in succession, including decisions related to grouping, task complexity, teacher movement, and enrichment, with an understanding that diagnosis is not a scouting exercise. The fact that all four participants employed the practice indicates that PPG program training has successfully developed a data-use pedagogy mindset and has significant implications for the design of pre-service teacher education programs.

4) Affective Safety as Precondition for Speaking

Within the framework outlined in the PPG classrooms, speaking a foreign language has been conceptualized not only as a verbal, but also as a social, sensitive, and emotionally charged activity. Four of the five participants focused on the construction of a psychologically caring environment, placing emotional readiness in the foreground as a precondition for students' verbal participation. The personal-emotional aspect mentioned by T1 and reflected in the teaching practices of T2, T3, and T4, constituted the affective underpinning of the speaking activities. The participants of the practice placed emphasis on students' equality, and therefore aimed to lessen students' feelings of social inferiority and to minimize competitive classroom hierarchies by stating, "everyone is equal." This was done prior to speaking activities.

Several strategies were put in place as an extension of this emotional support in order to mitigate anxiety surrounding oral participation among the students. T3 allowed students who she considered shy to speak from their desks as opposed to making them come to the front of the room. Meanwhile, T2 made an effort to get closer to the students who were under more pressure to speak, in an attempt to ease their anxiety. Likewise, T4 also made a point to welcome all speaking attempts made by his students, regardless of whether or not they were accurate, thus putting a premium on participation. The end result of these strategies was a speaking atmosphere characterized by a low level of anxiety, making the students feel free to take the risk to speak without the fear of being judged or ridiculed.

According to the observation data, classroom interaction contained embedded emotional reinforcement. Before class, T1 used positive language to ease students' anxiety about failing. She aimed to create a positive and calm classroom environment. After each presentation, students were made to "give applause." This was a form of positive public reinforcement that signified a validating appreciation of classroom participation and a positive way of reinforcing participation, regardless of the quality of the presentation. Therefore, the success of classroom presentations was participation and engagement in classroom talks, rather than perfection of the spoken English.

The results show that emotional reinforcement forms a core part of the structure of participatory speaking in PPG classrooms. However, in these PPG classrooms, emotionally

based reinforcement creates a structure of speaking that is integrated and deliberate in both equitable and flexible reinforcement. The deliberate use of emotionally based reinforcement creates a tension that contradicts participatory frameworks. Speaking activities are safely emotional and supportive in PPG classrooms.

5) Constrained TPACK in Resource-Limited Settings

While all participants recognized the positive impact technology has on teaching speaking and listening, the participants noted various constraints within the school infrastructure. This situation has led to what can be termed constrained technology integration. For instance, teachers in these settings made use of available digital tools, such as smartphones, Google Translate, online dictionaries, and audio recordings, as well as Google Forms, despite having inadequate physical resources such as classroom space. Rather than abandoning the use of technology, teachers creatively used available resources to engage students in listening and speaking activities, and to conduct classroom exercises and activities focused on listening and speaking, within the constraints of the classroom environment.

Many teachers showed creativity in dealing with the constraints of inadequate resources. For instance, T2 managed to get students' smartphones into the classroom by working with the counseling office and provided students with a personal mobile Wi-Fi connection, so they could use Google Translate to get pronunciation assistance. T4 used Google Forms to carry out a listening activity and embedded audio to cite a listening assessment. In this way, students were able to get spoken input, despite the classroom's technology constraints. Finally, T5 employed a scripted listening activity in which students first did the listening task without a script, then did the task again with a script, and then engaged in the role play exercise. This instructional design shows that even in the presence of inadequate resources, the integration of technology to support classroom activities and the enhancement of classroom interactions can be achieved.

Interestingly, the only participant who didn't integrate technology (T3) argued that his practice did not reflect a pedagogical preference but was rather constrained by lack of infrastructural support. His argument suggests that the differences in technology use between participants were more a function of available resources than a function of the participants' willingness or pedagogical flexibility. Overall, the findings show that PPG teachers had enough pedagogical understanding and flexibility to integrate technology, but the integration of technology in the classroom was influenced by the constraints of the institutions and the available infrastructure.

The contribution of this theme is that it describes technology integration in PPG classrooms as having constrained TPACK: a situation where there is more technology (both in terms of equipment and professionally) than there is TPACK, and results in creative adaptive workarounds, as opposed to either the rejection of technology or the uncritical adoption of technology. This finding contradicts the binary frameworks of technology use (used/not used), and describes a rich, resource-dependent continuum. It also provides a critical policy insight: PPG graduates possess the pedagogical and technological means to

integrate technology, but work in schools where support is not yet available, and thus, infrastructure is the missing variable in the technology-enhanced EFL classroom.

3.2 Discussion

The results suggest that in the context of EFL PPG, interactive speaking pedagogy includes the integration of communicative, affective, contextual, and adaptive pedagogies, and does not include isolated teaching practices. In the five cases, speaking activities incorporated authentic interactive tasks, context-based prompts, emotionally supportive classroom settings, and instructional differentiation. These results support that oral skills support communicative channels, allowing the speaker to communicate and negotiate ideas, rather than solely relying on the reproduction of language [20]. In the same decade, speaking skills should include the willingness to participate, confidence, and being able to express themselves [7], [21]. Building on these studies, the results indicate that although traditional speaking skills pedagogy has dominated the teaching of English in Indonesian EFL classrooms, it has shown that PPG teachers simultaneously employed and integrated a variety of pedagogical practices in their classroom interactions.

The first two themes, Integrated Skill Activation through Authentic Task and Contextual Relevance as Speaking Motivation, suggest that students were more engaged in speaking when the meaningful tasks and speaking activities were placed in familiar contexts. Activities such as collaborative poster assembly, role-oriented presentation, and scaffolding recount positioned speaking as collaborative meaning-making, rather than as isolated oral drills. This is consistent with recent views of communicative language teaching, which place emphasis on speaking activities that are collaborative and interaction-based and on activities that help learners negotiate meaning, actively participate, and communicate in an authentic manner in classroom interactions [22], [23]. Similarly, speaking activities were embedded in various students' games, classroom activities, and autobiographical narratives, which eased the mental load of oral production. This evidence shows that familiar and meaningful contexts enhance learner motivation and engagement [24]. Most importantly, the contextualization in these classrooms goes beyond an engagement technique, and serves as an integrative teaching method that structures speaking and classroom communication.

The third and fourth themes refer to Data-Driven Instructional Differentiation and Affective Safety as Precondition for Speaking and illustrates how speaking instruction was adjusted based on students' readiness, speaking confidence, and their speaking participation. It appears that the diagnostic assessment guided the teacher to make decisions about grouping, scaffolding, pacing, and the complexity of tasks. This suggests that the teachers in this study viewed assessment as a tool to make pedagogical decisions and not as an administrative requirement. This study corroborates the findings emphasize that professional teacher learning is effective when it encourages adaptive pedagogy, flexible teaching, and learning-centered decision-making [16], [17]. Teachers, however, continued to create emotionally secure classrooms through verbal encouragement, proximity support, applause rituals, flexible participation for students who experienced anxiety. These findings support Krashen's affective filter hypothesis in that when speaking anxiety is decreased, speaking participation, and overall language acquisition is improved. Therefore, the criteria

for speaking success in the classrooms studied was not based on the perfection of the speaking production, but rather on the willingness of students to participate and on their ability to speak.

The closing theme, *Constrained TPACK in Resource-Limited Settings*, suggests that the infrastructural limitations on speaking instruction were more important than any pedagogical resistance. In the absence of various resources, teachers expressed attempts to use online dictionaries, smartphones, Google Forms, translation apps, and recorded audio. Modern continuing professional education has an increasing demand for flexible technological pedagogy [8], [25]. This study fills a gap in the pedagogical readiness literature, indicating that some degree of infrastructural equilibrium is required to modernize pedagogy in Indonesian public schools. Instead of avoiding technology, teachers showed adaptive improvisation by using mobile hotspots, shared access to smartphones, and remote audio listening support. These findings contribute to the TPACK body of knowledge by showing that technology in the classroom depends on the existing material conditions and institutional readiness.

In answer to the research question, PPG classroom interactive speaking pedagogy had the nature of situated instructional flexibility defined by communicative pedagogy, contextual responsiveness, affective support, and institutional realities. PPG classroom teachers did not simply use teaching points for speaking in isolation. In fact, speaking pedagogy was a dynamic blend of multiple teaching principles influenced by classroom interaction and the needs of learners. The research results therefore advance communicative EFL pedagogy by moving the focus away from the teaching technique taxonomy toward pedagogy integration and classroom interaction for resource-limited education systems.

4. CONCLUSION

The study concludes that interactive speaking instruction in PPG classrooms was implemented through the integration of communicative tasks, contextual responsiveness, differentiated support, affective scaffolding, and adaptive technology use rather than through isolated teaching techniques. In the five cases speaking activities were conceptualized as social and meaning-oriented processes which facilitated students to engage actively, make connections between language and lived experiences and work within emotionally supportive classroom settings. The results also show that PPG teachers did not apply theoretical approaches mechanically but rather adapted and combined pedagogical practices depending on the readiness of learners, the interaction in the classroom and the institutional constraints. However, the study implies that the teaching pedagogy of teachers in PPG is similar to their previous learning experience. The teaching methods, strategies and techniques used in the study were still not varied, e.g. role play (traditional).

Based on these findings, several recommendations are made. Practice-oriented pedagogical preparation, especially in interactive speaking instruction, affective classroom management, culturally responsive teaching and differentiated learning, should continue to be enhanced in PPG programmes. Schools and policymakers need to improve the technological infrastructure and the digital access to better support communicative EFL learning. Missing components in this study include the impacts of the techniques which has

been applied to students speaking fluency, communicative competence, and confidence, among others. Future research could further investigate the impacts of interactive speaking techniques on students' oral fluency, communicative confidence and participation in wider educational contexts and regions.

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