



Factors Affecting EFL Intentional Teaching

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Abstract. Intentional teaching is essential because it can improve learning outcomes, especially in English as a foreign language (EFL) acquisition. Teachers must adapt to technological advancements. The purpose of this narrative study is to determine intentional teaching in the EFL context, how to teach EFL intentionally, and the challenges and opportunities that arise when teaching EFL intentionally. This study used secondary data from 6 journal articles published between 2014 and 2024 which are research findings on intentional teaching at various educational levels and backgrounds. The articles were accessed using several databases available to researchers. All data were synthesized using three research questions. The study findings suggest that EFL teachers can foster a positive learning environment that improves students' language proficiency by teaching intentionally in EFL classrooms. In addition, it was found that there are various ways that can be used to teach students intentionally. The evolving role of educators in the modern world, repetitive teaching strategies, and teachers' lack of technological skills are barriers to intentional EFL teaching. It is likely that educators need to be more professional in using technology in the classroom and schools need to have adequate facilities. Given these results, these narrative insights may offer new perspectives on intentional teaching practices that benefit student development.

Keywords: Intentional Teaching; Teaching EFL; Teaching Method.

1. BACKGROUND

Education is a very valuable foundation for the development of individuals and society as a whole. Education is an effort carried out in a learning environment with a learning process that allows students to actively develop their potential in terms of religious spirituality, self-control, personality, intelligence, noble character, and skills that are useful in life [1]. It is important to develop a student-centered learning environment with the support of technology that can make it easier for students to adapt to a more interactive learning environment where students will more easily get a better learning experience. With the development of technology, this can cause the way teachers teach their students to change.

Pedagogical teaching practices include educators who take the time to reflect 'carefully, thoughtfully, collaboratively, and reflectively' [2]. Teachers must pay

attention to the diversity of words used by children to learn and communicate their thoughts. This is in line with the philosophy of a child-centered program, which prioritizes children's voices, interests, and ideas. These values are also commonly used in early childhood education settings. The examples from these two articles show that effective education is not just about delivering information, but also involves the active role of teachers in designing learning experiences that allow students to be actively and deeply involved in understanding the subject matter.

In this article, a narrative review is needed to summarize and analyze previous research. A narrative review can also help prevent research duplication by identifying previously conducted research and presenting a comprehensive picture of what is known and what is still unknown about "Intentional Teaching in EFL". English is a universal communication tool which after technological advances can bring people from various cultures and countries closer to each other [3]. English is the most widely used international language in the academic world [4]. Therefore, the importance of English language proficiency in the field of education. Changes in globalization are increasing rapidly, causing people to become aware that learning a new language is important [5]. The teacher is the most significant and powerful component in classroom instruction [6]. This implies that an educator needs to be able to create and refine their pedagogical strategies in the classroom.

Intentional teaching as a deliberate approach to educator action that includes employing teachers' professional knowledge and skills to plan and implement meaningful, developmentally appropriate education for all children in Early Childhood Education (EYFL) [7]. The intentional conceptual method focuses on active engagement between educators and learners, with educators actively engaging in conversations and queries with students [8]. This is in contrast to traditional learning methods which tend to be more directed towards one-way delivery of information from educators to learners without any two-way interaction. This causes learners to be more passive recipients rather than active participants in the learning process. In intentional teaching, caution and clear goals are required in making decisions and actions [9]. Because intentional teaching encourages educators to make informed and intentional pedagogical decisions about every step and aspect of their practice in teaching students in the classroom [10].

In the Early Childhood Education Curriculum in Australia, there is a strong emphasis on intentional teaching which includes teachers' careful, intentional and thoughtful approach to selecting and implementing learning activities [11]. This is why intentional teaching does not mean abandoning student-centered approaches, where teachers know students well, but teachers can use knowledge in an intentional way to inform planned, in-the-moment decisions about teaching interactions. Therefore, to avoid traditional teaching, every teacher should come up with ideas to create an intentional learning environment to motivate and energize students in the classroom. However, not all strategies can be done easily by EFL teachers. In implementing intentional teaching, sometimes educators are often faced with several challenges including teachers not only being used as educators but teachers are also required to be facilitators, in the process of teaching and learning, teachers primarily employ repetitive teaching methods, and the lack of teachers' ability to master technology. This causes the effectiveness of

intentional teaching to be reduced, hinders the creation of an optimal learning environment, and affects student motivation and engagement in the learning process.

Until now, there have been several studies that examined intentional teaching, but the previous studies only focused on explaining intentional teaching at a certain school level (Early Childhood Education (ECE)). In addition, there are still some researchers who have not comprehensively explained intentional teaching in the context of EFL. This creates a gap in the literature that addresses how the principles of intentional teaching are applied by EFL teachers to enhance the effectiveness of language teaching. Therefore, this narrative review seeks to connect the results of previous research with a view to providing a solid foundation and in-depth understanding of the intent and implementation of intentional teaching by EFL teachers. As such, it is hoped that this review will enrich the existing literature and provide practical guidance for EFL teachers in implementing teaching that is more intentional and focused on students' needs and potential. To fulfill the above objectives, this narrative review will explore: Therefore, to fulfill the above objectives, this narrative review will explore:

1. What is intentional teaching in an EFL setting?
2. How to teach EFL intentionally?
3. What are the challenges and opportunities in teaching EFL intentionally?

2. METHOD

In using a narrative review design, the author began to explore various literary and academic channels, including well-known databases such as Google Scholar, Scopus, ScienceDirect, Tandfonline, and Citation evaluation. Their search aimed to unearth studies that explored “Factors Affecting EFL Intentional Teaching”. Within the limits of this paper, the term “Intentional Teaching” covers all discourse related to English as a foreign language educator in various educational fields. The articles are carefully structured through the use of keywords such as “Intentional Teaching,” “Teaching EFL,” “EFL Teacher,” “Teachers’ Role,” “Deliberate Teaching,” and “Deliberate Practice” with a particular focus on peer-reviewed journals covering the time span of 2014 to 2024. The author read the articles, then filtered the articles, and only selected relevant articles that fit the “EFL intentional teaching” topic. Each article undergoes rigorous research, evaluates its empirical nature, and describes intentional teaching factors. Initially found 27 articles that used keywords. Through a systematic synthesis process, the author distills relevant insights, assembling various findings to answer research questions in depth and clearly. The author decided that 6 articles were worthy of analysis. The following is a list of the articles analyzed: [4], [5], [7], [12], [13], [14].

No	Authors	Year	Title	Setting	Method	Participants/ Sample
1.	Achieng, S. A.	2023	Exploring Effective Teaching	From four different universities	Qualitative	14 participants

			Approaches for English as a Foreign Language (EFL) Instructors: Best Practices and Future Directions.	in France		
2.	Alzeebaree, Y., & Zebari, I.	2021	What makes an effective EFL teacher: High school students' perceptions.	Iraqi Kurdistan region province of Duhok	Quantitative	One of high school
3.	McLaughlin, T., Aspden, K., & Snyder, P.	2016	Intentional Teaching as a Pathway to Equity in Early Childhood Education: Participation, Quality, and Equity	New Zealand, Australia and the United States	Qualitative	Teacher in New Zealand, Australia, and US
4.	Wiseman, T.	2021	Applying Deliberate Practice to Learning English as a Foreign Language	The main focus is on the development of effective teaching strategies and analysis of teaching quality.	Conference paper	This study links Ericsson's theory with real teaching practices in language learning.
5.	Utama, D. D. P., Affini, L. N., & Sodik, J.	2022	The Challenges and Opportunities of Teaching EFL in Revolution 4.0 Era	BBC Tlogosari	Qualitative	Teachers from several levels of education as follows SD/MI, SMP/MTs, SMA/SMK/MA
6.	Grant, D.	2022	Becoming an Expert on Purpose : How	The databases used are ERIC,	Systematic review of the literature	This systematic review analyzed nine

			Deliberate Practice Informs Teacher Effectiveness	Academic Search Premier, PsycARTIC LES, PsycINFO, Social Sciences Full Text (H.W. Wilson), and Google Scholar.		studies spanning the publication period from 1999 to 2019 that specifically focused on the implementation of deliberate practice in the context of K- 12 teachers.
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3. RESULTS AND DISCUSSION

Intentional teaching is a subset of classroom activities based on knowledge of students, student development, curriculum, and appropriate teaching practices. Teachers need a comprehensive set of teaching strategies and the ability to apply them in both planned and unplanned situations [15]. In order to guide the planning of the children's learning, planned teachers possess a set of instructional methodologies in addition to certain goals and outputs. It aims to achieve clear learning goals for children by using teaching strategies that can help children achieve those goals, assessing progress and adjusting strategies based on those assessments. In order to set clear objectives and goals for students' learning, the intentional teacher has a clear list of teaching techniques. This allows the teacher to make sure that every learning activity is planned to meet both the demands of the students' developmental stages and the intended educational goals [16].

The synthesis of the narrative review will be analyzed through three subchapters, namely the definition of intentional EFL teaching settings, intentional EFL teaching, and challenges and opportunities in intentional EFL teaching.

3.1. Intentional Teaching EFL Setting

The effectiveness of EFL teaching depends on several key factors as revealed in Achieng's research including a well-designed curriculum and comprehensive teaching materials covering the four basic language skills of reading, writing, listening, and speaking are needed, teachers' English communication competence is also important followed by the ability to motivate students to enhance effective EFL learning, pedagogical training for new EFL teachers and postgraduate students assigned to teach, EFL teachers' ability to adapt teaching methods and materials to meet the various needs and interests of students in the classroom, especially in the context of English language teaching [4]. In line with these findings, Wiseman's research emphasizes the importance of deliberate practice in learning that deliberate practice can be a reliable indicator to predict the development of one's abilities over time, which ultimately leads to the development of expert-level performance, regardless of the domain being studied

[12]. If this principle of effective practice is applied in foreign language learning, it can provide invaluable guidance for EFL educators in planning lessons and interacting with students to achieve optimal results. Therefore, the quality of students' efforts is a major determinant of their learning progress, where the higher the quality of the efforts made, the more significant the growth that can be achieved.

3.2 How to teach EFL Intentionally

Achieng's research identified several teaching approaches that are most effective for students in language learning. These approaches include blended learning that combines face-to-face and online learning, scaffolding that provides gradual support to students, flipped classroom that allows students to learn the material before class, student-centered learning that places students at the center of learning, differentiated pedagogy that accommodates the diversity of students' learning styles, and formative assessment that allows for continuous evaluation of students' understanding [4]. Another important aspect of effective teaching is expressed by McLaughlin et al., who emphasized that building strong relationships with students is a major foundation in teaching practice. Positive teacher-student relationships not only create a conducive learning environment but also support students' academic and social-emotional development [7]. This shows that the success of learning does not only depend on teaching methods, but also on the quality of interactions between teachers and students. Wiseman further emphasized the importance of establishing clear guidelines for educators in analyzing the quality of their explanations which serve as a framework that allows teachers to evaluate and improve the effectiveness of their teaching in the classroom [12]. These findings are reinforced by Alzebaree et al., in the research involving students' perspectives as respondents. The study underlines the importance of teachers' mastery of learning materials. Students identified that teachers' ability to understand and deliver learning materials comprehensively is a key factor in the success of the teaching and learning process [5].

3.3 Challenges and opportunities in EFL Teaching Intentionally

- Challenges in EFL teaching Intentionally

Utama et al., in the research identified several critical challenges faced by teachers in the contemporary era include a shift in the role of teachers who are no longer just educators but are also required to be learning facilitators, limited access to resources, both from the government and schools, many teachers still apply monotonous teaching strategies, there is still a gap in technology mastery, especially among senior teachers who show obstacles in improving their digital skills, which are caused by age factors and low understanding of technology. [13]. This finding correlates with the results of research by McLaughlin et al., which also underlines the problem related to limited resources in supporting teachers' understanding of pedagogy which can have a significant impact on the quality of teaching and teachers' ability to develop effective learning methods [7]. This shows that adequate resource support is an important factor

in improving teachers' pedagogical competence. Grant expands the understanding of teaching challenges by identifying two main factors: environmental constraints and motivational constraints [14]. Both aspects are significant obstacles for teachers in managing learning in the classroom. Furthermore, Achieng identified several specific challenges in teaching English intentionally, including difficulties in motivating students, helping to understand grammar, maintaining students' focus and attention, and overcoming the gap in English language proficiency levels between students in one class [4]. This shows that teaching English requires a more comprehensive and adaptive approach to overcome these challenges.

- Opportunities in EFL teaching Intentionally

Despite the various challenges in teaching, Achieng found several creative approaches that can be applied by teachers to improve the effectiveness of learning where the use of interactive media such as games and videos from various websites can help students understand grammar more easily [4]. This strategy has proven effective in creating a more interesting learning environment and making it easier for students to understand complex language concepts. Furthermore, Achieng emphasized the importance of differentiating learning activities that are tailored to the various levels of student ability, allowing each student to develop according to their respective capacities. [4]. In line with these findings, Utama et al., put forward several important recommendations to overcome challenges in modern teaching including teachers need to develop an open attitude towards change and actively adapt to the latest technological developments, the importance of the government's role in ensuring equal education by providing adequate facilities, and the urgency for teachers to continue to update their abilities and skills, especially in terms of mastery of learning technology [13].

4. CONCLUSION

Intentional teaching is a method of teaching that demands the teacher to be aware and plan carefully before offering instruction to students. It entails not just conveying the subject knowledge, but also careful consideration of how to attract students' attention and keep them motivated in the learning process. An intentional teaching approach enables teachers to create learning approaches that are specifically suited to satisfy the diverse needs of their pupils in the classroom. Intentional teachers should also maintain and improve their abilities through ongoing professional development.

Based on the findings of this narrative review, the authors advocate that teachers, particularly foreign language teachers, pay closer attention to how they teach their students in the classroom so that intentional teaching can be developed. The current study analyzed 6 empirical research articles on the topic of intentional teaching. Because the number of papers analyzed is small, the findings may not reflect patterns across all contexts and settings. There is also a need to review more newly published publications to determine consistency or variation in findings.

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