



# INTERNATIONAL CONFERENCE ON ADVANCES IN HUMANITIES, EDUCATION, AND LANGUAGE

## Factors Affecting EFL Intentional Teaching

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### Abstract

*Intentional teaching is crucial because it can improve learning outcomes, particularly in mastering English as a foreign language (EFL). Teachers must adapt to technological advancements. The purpose of this narrative study is to determine intentional teaching in an EFL context, how to teach EFL intentionally, and the challenges and opportunities that arise while teaching EFL intentionally. This study draws on secondary data from 12 journal articles published between 2014 and 2024 that are the findings of research on intentional teaching at diverse levels of education and backgrounds. The articles were accessed using several databases available to researchers. All data were synthesized using three research questions. The study's findings indicate that EFL teachers can foster a positive learning environment that promotes students' language proficiency by intentionally teaching in an EFL classroom. Additionally, it was discovered that the ten components of the EFL teaching method—positioning, collecting, supporting, grouping, documenting, listening, demonstrating, informing, giving feedback, and shared problem solving had been purposefully separated apart. The evolving role of educators in the modern world, repetitive teaching strategies, and teachers' inadequate technological proficiency are obstacles to intentional EFL instruction. The chance is that educators need to become more proficient in using technology in the classroom and schools need to have sufficient facilities. Knowing these outcomes, this narrative insight might offer fresh perspectives on intentional teaching practices that benefit students' development.*

**Keywords:** *intentional teaching, EFL, narrative review, educators*



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