



TEACHER'S SPEECH ACTS AND CLASSROOM INTERACTION STRATEGIES IN AN EFL SETTING: A PRAGMATIC ANALYSIS OF ORAL DISCOURSE

Yoga Marcell Karosekali, M.Rafif Zaki Ramadhan, Jose Christian Sianipar,
Johannes Jefria Gultom

1-4 Department of English Language Literature, Universitas Negeri Medan, Indonesia
Jl. William Iskandar Ps.V, Medan Estate, Kec.Percut Sei Tuan, Kabupaten Deli
Serdang, Sumatera Utara 20221

*Penulis Korespondensi: yogakarounimed@gmail.com

Abstract. *This study investigates the pragmatic dimensions of teacher talk in an Indonesian EFL classroom at MAS Ponpes Darul Qur'an, a pesantren-based Islamic senior high school. Focusing on a complete lesson on descriptive text, the study examines two interrelated dimensions: (1) the types of speech acts performed by the teacher, analyzed through Austin's (1962) tripartite framework and Searle's (1969, 1979) illocutionary taxonomy; and (2) the teacher's questioning strategies, analyzed through Long and Sato's (1983) display–referential–echoic questioning framework. Data were collected via non-participant classroom observation and video recording, and analyzed using Miles, Huberman, and Saldaña's (2014) interactive qualitative model. Findings reveal that expositives and exercitives dominate the illocutionary repertoire, behabitives are strategically placed at affectively critical moments, and referential questions appear at a notably higher proportion than comparable studies report—attributable to the teacher's use of culturally resonant topics. Critically, the most acquisitionally significant moments arose from the convergence of referential questioning, echoic follow-up, and affective speech acts, constituting a cross-framework synergy uniquely situated within the pesantren classroom context.*

Keywords: *speech acts, classroom discourse, EFL, teacher talk, questioning strategies*

Abstrak. Penelitian ini menyelidiki dimensi pragmatis percakapan guru di kelas EFL Indonesia di MAS Ponpes Darul Qur'an, sebuah sekolah menengah atas Islam berbasis pesantren. Berfokus pada pelajaran lengkap tentang teks deskriptif, penelitian ini mengkaji dua dimensi yang saling terkait: (1) jenis tindak tutur yang dilakukan oleh guru, dianalisis melalui kerangka tripartit Austin (1962) dan taksonomi ilokusi Searle (1969, 1979); dan (2) strategi bertanya guru, dianalisis melalui kerangka bertanya tampilan–referensial–gema Long dan Sato (1983). Data dikumpulkan melalui observasi kelas non-partisipan dan perekaman video, dan dianalisis menggunakan model kualitatif interaktif Miles, Huberman, dan Saldaña (2014). Temuan menunjukkan bahwa ekspositif dan eksersitif mendominasi repertoar ilokusi, behabitif ditempatkan secara strategis pada momen-momen yang secara afektif kritis, dan pertanyaan referensial muncul dalam proporsi yang jauh lebih tinggi daripada yang dilaporkan oleh studi-studi sebanding—yang disebabkan oleh penggunaan topik-topik yang beresonansi secara budaya oleh guru. Yang penting, momen-momen yang paling signifikan secara akuisisi muncul dari konvergensi pertanyaan referensial, tindak lanjut ekogenik, dan tindak tutur afektif, yang membentuk sinergi lintas kerangka yang secara unik terletak dalam konteks kelas pesantren.

Kata kunci: tindak tutur, wacana kelas, EFL, percakapan guru, strategi bertanya

1. INTRODUCTION

Language in EFL classrooms serves as the primary vehicle through which knowledge is transmitted, negotiated, and constructed. Teacher language does not merely function as a medium of instruction; it is a rich site of communicative action where every

utterance carries pragmatic force that shapes the social and pedagogical dynamics of the learning environment (Drew & Heritage, 1992). Classroom discourse is characterized by asymmetrical participation rights, topic control by the teacher, and the prevalence of question-answer sequences in which the questioner already knows the answer—features constitutive of pedagogical interaction that have no counterpart in ordinary conversation (Mehan, 1979).

The present study is grounded in a complete EFL classroom interaction at MAS Ponpes Darul Qur'an—a pesantren (Islamic boarding school) in Indonesia—where a female English teacher conducted a lesson on descriptive text and Simple Present Tense review. The pesantren institutional context is analytically significant: its emphasis on religious discipline, respect for hierarchical authority, and Islamic communal values shapes classroom interactional norms in ways that distinguish this setting from secular EFL environments. Furthermore, the teacher code-switches fluidly between English and Bahasa Indonesia, adding a bilingual complexity that structures both speech act deployment and questioning strategy across the lesson.

Two analytical frameworks are applied. The first is Austin's (1962) speech act theory—systematized through Searle's (1969, 1979) taxonomy—which provides the apparatus for identifying the communicative functions of teacher utterances across locutionary, illocutionary, and perlocutionary levels. The second is Long and Sato's (1983) display–referential–echoic questioning framework, which enables principled classification of the interrogative strategies the teacher deploys to mediate student engagement.

Despite a growing body of research on teacher talk and classroom discourse, empirical studies situated in Indonesian EFL pesantren contexts remain underrepresented. Prior work (Sari & Purwati, 2021; Wulandari et al., 2023; Rahmawati & Kusumaningrum, 2022) has not applied Austin's complete tripartite framework alongside Long and Sato's full questioning typology within this specific institutional context. Two research questions guide the present inquiry: (1) What types of speech acts are performed by the teacher in the EFL classroom? and (2) How does the teacher employ questioning strategies to facilitate student participation?

2. LITERATURE REVIEW

2.1 Classroom Discourse as Institutional Communication

Classroom discourse is a distinctive form of institutional communication characterized by asymmetrical power relations and pre-allocated turn-taking structures. Drew and Heritage (1992) define institutional interaction as talk constitutively oriented to the core tasks, identities, and constraints of a particular social institution. Sinclair and Coulthard's (1975) Initiation-Response-Feedback (IRF) model is the foundational structural description of classroom talk: the teacher initiates an exchange, the student responds, and the teacher evaluates that response. This three-part architecture creates the interactional frame within which the teacher's speech acts and questions must be interpreted. In Indonesian EFL classrooms, code-switching adds further complexity: Hidayat and Nababan (2022) demonstrate that teachers systematically deploy Bahasa Indonesia for conceptually demanding explanation while maintaining English for directive and expressive functions—a bilingual pattern fully evident in the present dataset.

2.2 Speech Act Theory

Austin's (1962) foundational insight is that utterances do not merely describe the world but perform actions in it. His framework identifies three levels simultaneously present in every utterance. The locutionary act is the act of saying something; it comprises the phonetic act (producing sounds of a language), the phatic act (producing grammatically structured words in a recognized language), and the rhetic act (using words with a definite sense and reference). The illocutionary act captures what is done in saying something, and Austin's five-category taxonomy provides the analytical apparatus: verdictives (acts of evaluation or appraisal), exercitives (acts exercising institutional authority), commissives (acts binding the speaker to future action), behabitives (social-affective acts including thanking, praising, and expressing emotion), and expositives (acts of explanation and classification). The perlocutionary act captures what is achieved through an utterance—the consequential effect produced in the hearer, whether intended or not.

Research in Indonesian EFL contexts confirms the relevance of this framework. Pratama and Riyanto (2021) find expositives dominant in explanatory lesson phases while exercitives concentrate in task management phases. Rahmat (2022) identifies commissives as rare but interactionally consequential behavior-management tools. Nugroho and Lestari (2022) document the mitigation strategies Indonesian EFL teachers employ within exercitives to balance institutional authority with student face preservation. Wulandari et al. (2023) confirm that expressive speech acts (behabitives) correlate significantly with student engagement and willingness to communicate.

2.3 Long and Sato's (1983) Questioning Framework

Long and Sato's (1983) foundational study distinguishes epistemic questions—defined by the teacher's prior knowledge of the answer—from echoic questions that repeat or rephrase prior utterances to manage meaning negotiation. Within epistemic questions, display questions (teacher already knows the answer) serve knowledge elicitation, content specification, and comprehension checking; referential questions (teacher genuinely does not know the answer or multiple valid answers exist) serve opinion elicitation, personal experience sharing, and choice transfer. Echoic questions comprise comprehension checks (speaker verifying the hearer's understanding of the speaker's own utterance), confirmation checks (speaker verifying their own understanding of the hearer's utterance), and clarification requests (speaker requesting expansion of an insufficient or unclear contribution).

Long's (1983) interaction hypothesis provides the theoretical rationale: negotiation of meaning—the adjustments speakers make when communication is at risk—provides learners with comprehensible input and opportunities for modified output, both causally necessary for acquisition. Sari and Purwati (2021) confirm that referential questions generate student responses averaging 2.3 times the length of display question responses in Indonesian EFL classrooms. Anggraini et al. (2023) demonstrate that scaffolded display questions significantly reduce student anxiety while retaining the knowledge-elicitation function. Hasanah and Pratiwi (2024) show that confirmation checks frequently trigger bilingual elaboration in Indonesian EFL learners.

3. RESEARCH METHOD

This study adopts a qualitative single-case research design (Yin, 2018) situated within the tradition of classroom discourse analysis. The case is a single complete EFL classroom interaction at MAS Ponpes Darul Qur'an—a pesantren-based Islamic senior high school in Sumatra, Indonesia. Data were collected through three sequential techniques: non-participant classroom observation (Cohen, Manion, & Morrison, 2018), video and audio recording of the complete lesson (Silverman, 2013), and verbatim transcription following Atkinson and Heritage's (1984) notational conventions. The researcher serves as the primary analytical instrument (Creswell, 2014), applying the theoretical frameworks deductively to the transcribed data.

Five annotated transcripts were prepared: three addressing Research Question 1 (Locutionary Act, Illocutionary Act, Perlocutionary Act) and two addressing Research Question 2 (Epistemic Questions, Echoic Questions). Data analysis follows Miles, Huberman, and Saldaña's (2014) interactive model, comprising data condensation (selecting, coding, and organizing utterances according to framework criteria), data display (organizing coded instances in frequency tables and annotated matrices), and drawing and verifying conclusions. Conclusions are verified through four mechanisms: (1) cross-transcript triangulation—convergent findings across the five independent transcripts; (2) theoretical criterion checking—each classification verified against the formal definitional criteria of the applicable framework; (3) negative case analysis—ambiguous cases explicitly addressed; and (4) comparison with related empirical studies published 2021–2024.

4. RESULT

4.1 Locutionary Acts

Analysis of Transcript 1 identified 20 coded locutionary instances across four lesson phases. Phatic and rhetic sub-acts were equally distributed (9 each), while phonetic acts were minimal (2), both occurring at lesson boundaries. Table 1 presents the full distribution.

Locutionary Sub-act	Opening	Main Activity	Group/Pres.	Closing	Total
Phonetic Act	1	0	0	1	2

Phatic Act	4	2	1	2	9
Rhetic Act	4	4	1	0	9
TOTAL	9	6	2	3	20

Table 1. Distribution of Locutionary Sub-types Across Lesson Phases

The phonetic act is most analytically marked in the Islamic closing salutation—*Okay, bye. Wassalamualaikum Wr. Wb.*—whose Arabic prosodic contour is distinctively different from all preceding classroom speech, signalling a shift from English-medium institutional discourse to a culturally and religiously marked closing ritual. This phase-demarkation function of prosodic modulation is consistent with Sari and Purwati's (2021) observation that Indonesian EFL teachers use phonetic marking at lesson transitions.

Phatic acts reveal the teacher's strategic deployment of code-switching as a linguistic resource. The bilingual question *What is the function of Simple Present? Ayo, apa tujuan Simple Present? Kapan digunain?* represents a deliberate phatic choice—English for the formal academic question, Bahasa Indonesia for elaboration and motivational prompting—providing students double-access to the question's meaning. The full switch to Bahasa Indonesia for the learning objective narration (*Nah, today, kita itu belajar descriptive text*) signals that the content is conceptually demanding and requires full linguistic accessibility, consistent with Hidayat and Nababan (2022).

Rhetic acts are concentrated in the Main Activity, particularly in sequences requiring definite referential grounding. The corrective sequence *Remember ya, this is mammoth. This is different with elephant* deploys the demonstrative *this* twice with distinct ostensive referents, exploiting the shared classroom visual context to make a precise factual assertion. This illustrates how the rhetic act underpins knowledge correction sequences in EFL instruction—the propositional precision of the rhetic act is what makes the subsequent illocutionary act (a corrective verdictive) evaluatively consequential.

4.2 Illocutionary Acts

Analysis of Transcripts 1–3 yielded 61 coded illocutionary acts across Austin's (1962) five categories. Expositives were most frequent (19, 31.1%), followed by

exercitives (18, 29.5%), behabitives (14, 22.9%), verdictives (9, 14.8%), and one commissive (1.6%). Table 2 presents the distribution by lesson phase.

Illocutionary Category	Opening	Main Activity	Group/Pres.	Closing	Total
Verdictive	2	3	4	0	9
Exercitive	8	5	3	2	18
Commissive	1	0	0	0	1
Behabitive	5	5	3	1	14
Expositive	2	10	6	1	19
TOTAL	18	23	16	4	61

Table 2. Distribution of Illocutionary Act Types Across Lesson Phases

Verdictives (9) consistently occupied the IRF Feedback slot. The corrective verdictive Remember ya, this is mammoth deploys epistemic authority to revise a student misidentification. Positive verdictives (Apple, okay, good) co-occur with behabitives, illustrating the dual evaluative and affective function of the IRF feedback slot documented by Walsh (2011).

Exercitives (18) dominate the Opening Phase (8 of 18 Opening acts), reflecting classroom-management priority at lesson start. They range from direct commands (All of you, please stand up) to formal appointment (Please, the leader, lead your friends to pray) to permission grants (You may start now). Throughout, exercitives are mitigated via please, first-person framing (Mualimah ingin kalian kerjakan), and conditional structure—consistent with Nugroho and Lestari's (2022) documentation of face-preserving exercitive strategies in Indonesian EFL classrooms.

The single commissive—If you are wrong, you have to sing a song in front of the class—is the only utterance in the dataset that binds the teacher rather than the students. Its playful framing transforms a potential threat into a motivational tool, consistent with Rahmat's (2022) analysis of commissives as face-saving behavior-management devices. Austin's (1962) theory predicts commissives should be rare in institutional discourse; the present data confirm this.

Behabitives (14) are distributed across all four phases, with the most analytically significant instance—Oh my god, kenapa ga suka durian?—generating multi-voice student participation (Bau/wangi). This exclamation's placement at the most culturally

resonant moment of the lesson (the durian discussion) evidences strategic calibration of affective speech acts to interactional vulnerability moments—extending Wulandari et al.'s (2023) finding that expressive acts correlate with student engagement by demonstrating that within-lesson placement matters as much as frequency.

Expositives (19) dominate the Main Activity (10) and Group/Presentation (6) phases, corresponding to the knowledge-transmission function of these phases. The longest expositive sequence—Nah, the structure apa aja? The structure is two. Identification. Apa itu identification? Menganalisis atau memperkenalkan itu namanya identification. Lalu, description itu kita menjabarkan apasih bagian bagiannya—performs sequential affirm-classify-explain moves, with code-switching to Bahasa Indonesia serving as a meta-expositive marker signalling deeper conceptual elaboration (Sukmawati & Andayani, 2023).

4.3 Perlocutionary Acts

Transcript 3 identified 12 teacher-student pairs, evenly distributed across three types: niat (intention, 4 pairs), efek (effect, 4 pairs), and kausal (causal relation, 4 pairs). Niat is most clearly exemplified by the durian sequence, whose layered perlocutionary intention operates across three levels: immediate (elicit student opinion about durian), intermediate (create affective investment in the lesson topic), and distal (scaffold transition to group descriptive text production). The multi-voice Bau/wangi response confirms perlocutionary success across all three levels.

The most acquisitionally significant efek sequence is the confirmation check pair: Do you ever meet him? → S: No → T: You never meet him? → S: No, in TV. The student's elaborated response—volunteering in TV beyond the minimal No—represents unprompted, self-initiated output that Long's (1983) interaction hypothesis identifies as causally relevant to acquisition. This Efek Signifikan (significant effect) instance illustrates how an echoic move creates interactional space that students fill with extended language production. Kausal sequences are clearest in the scaffolded review—About Simple? → S: Present → T: Present berarti kapan? → S: Now—where each question produces a precise single-word response. The Islamic closing ritual produces a collectively coordinated perlocutionary effect (Walaikumsalam) that marks lesson

closure simultaneously as institutional and religious-cultural, a feature specific to the pesantren context.

4.4 Epistemic Questions

A total of 31 epistemic questions were identified. Display questions constituted 67.7% of epistemic questions (21 of 31). Table 3 provides the full sub-type distribution.

Category	Sub-function	Count	% of epistemic Qs
Display (21 total)	Knowledge Elicitation & Review	8	25.8%
Display (21 total)	Content Specification & Task Orientation	7	22.6%
Display (21 total)	Comprehension Checking	6	19.4%
Referential (10 total)	Opinion & Evaluation	4	12.9%
Referential (10 total)	Personal Experience	4	12.9%
Referential (10 total)	Choice & Preference	2	6.5%
TOTAL		31	100%

Table 3. Distribution of Epistemic Question Sub-types

Knowledge Elicitation questions (8) activated students' prior knowledge of Simple Present Tense through partial completions—About Simple? and Namanya aja udah Simple..?—a scaffolding strategy Anggraini et al. (2023) identify as an anxiety-reduction mechanism. Students' single-word responses (Present, Now) confirm the response-constraining effect Long and Sato (1983) predict for display questions. Content Specification questions (7) directed students to specific task materials before group discussion: The first picture is about Christiano Ronaldo, the second is Lisa Blackpink, the third? These functioned as task-setup directives in interrogative form—instances of indirect speech acts (Searle, 1975). Comprehension Checking questions (6) served as pre-transition procedural moves; students' brief responses (Yes, Nothing miss) confirm their ritual rather than genuinely epistemic character (Walsh, 2011).

Referential questions (10, 32.3% of epistemic questions) were concentrated in the Main Activity within culturally resonant topic sequences. Opinion and Evaluation questions (4)—Do you think he is handsome? and Durian ini bau atau wangi?—generated

the most affectively engaged student responses, including the multi-voice Bau/wangi chorus. Personal Experience questions (4) drew on students' lived knowledge unavailable to the teacher; Do you ever meet him? produced the spontaneous in TV elaboration. Choice and Preference questions (2)—What song do you want to sing? and Who wants to go first?—transferred genuine decision-making agency to students, generating immediate and willing responses that evidence the positive classroom climate built through the lesson.

4.5 Echoic Questions

Six echoic questions were identified (16.2% of all 37 questions). Table 4 presents the distribution.

Echoic Type	Negotiation Function	Count
Comprehension Checks	Verify hearer's understanding of speaker's utterance	3
Confirmation Checks	Verify speaker's understanding of hearer's utterance	2
Clarification Requests	Request hearer to expand insufficient contribution	1
TOTAL		6

Table 4. Distribution of Echoic Question Types

Three comprehension checks appeared at lesson transition points—Do you get it? Do you understand what I mean? after word-activity instructions; Nah, okay, do you understand until here? after the descriptive text explanation; and Before that, do you have a question? before distributing individual tasks. All three produced brief affirmative responses confirming their procedural character as pre-closing moves (Walsh, 2011).

Two confirmation checks were identified. The most pedagogically significant—You never meet him? (echoing S: No)—simultaneously verified the teacher's interpretation of the student's minimal response and implicitly invited elaboration, producing the student's spontaneous in TV explanation. This sequence is the clearest example in the dataset of a Long (1983) negotiation-of-meaning sequence generating acquisitionally valuable extended output. The second confirmation check—Dari Sabang Sampai Marauke? Okay—functioned as a receipt token publicly acknowledging the

student's song choice before acting on it, illustrating the genuine information uptake that characterizes referential interaction.

One clarification request was identified: Okay what group? What do you discuss about? (after S: Us), requesting expansion of an insufficient student contribution and eliciting the fuller Durian response. The rarity of clarification requests (1 of 37) is consistent with Anggraini et al.'s (2023) and Setiawan and Rohendi's (2023) findings, reflecting a broader Indonesian EFL pattern: the concentration of display questions in main instructional phases produces discourse structures in which genuine communicative ambiguity—the condition that normally triggers clarification requests—is rarely created.

5. DISCUSSION

5.1 Speech Act Findings

The dominance of expositives (31.1%) over exercitives (29.5%) constitutes a notable divergence from contexts where classroom-management demands typically elevate exercitives to the top position. In this pesantren setting—where institutional authority is culturally foregrounded—the relative balance toward knowledge-transmission may reflect a deliberate pedagogical prioritization of content explanation over behavioral governance, a finding not documented in comparable non-pesantren Indonesian EFL research (Sukmawati & Andayani, 2023; Pratama & Riyanto, 2021).

The strategic rather than uniform distribution of behabitives extends existing findings. While Wulandari et al. (2023) document the general positive relationship between expressive acts and student engagement, the present analysis reveals that behabitives concentrated at the ice-breaking activity and the durian sequence—precisely the interactional junctures at which student participation was most at risk. This within-lesson timing evidence suggests that pedagogical effectiveness of behabitives depends not merely on their frequency but on their strategic placement at affective inflection points in the lesson arc.

The niat-efek-kausal perlocutionary coding scheme proposed here offers a more analytically precise instrument than the binary intention/effect distinction employed by most prior studies (Hasanah & Pratiwi, 2024; Rahmawati & Kusumaningrum, 2022). Its even distribution across three perlocutionary types (4 pairs each) suggests a well-

diversified causal repertoire. The scheme is proposed as a replicable tool for future Indonesian EFL classroom discourse research, particularly in contexts where cultural and institutional mediating variables—such as the pesantren's communal norms—may influence the causal relationship between teacher acts and student responses in ways not captured by binary perlocutionary coding.

5.2 Questioning Strategy Findings

Display questions constitute 67.7% of epistemic questions—confirming Long and Sato's (1983) theoretical prediction of display question dominance, but at a notably lower rate than the approximately 78% Sari and Purwati (2021) report. The higher referential question proportion (32.3% versus approximately 22%) is interpretively significant: the teacher's use of culturally resonant stimuli—Cristiano Ronaldo, Lisa Blackpink, and durian—naturally generated a higher density of authentic-information-seeking questions than is typical when question sequences are anchored to abstract or decontextualized content. This finding suggests that referential question density is not solely a function of teacher questioning strategy but of the interaction between question type and the cultural salience of the lesson content to which questions are attached—a finding with direct implications for EFL lesson planning in Indonesian contexts.

The sparse echoic question repertoire (6 of 37, 16.2%) represents a shared developmental target across Indonesian EFL contexts. Long (1983) argues that echoic questions are the mechanism through which negotiation of meaning occurs, and that such negotiation is causally related to acquisition. In the present data, the most acquisitionally significant echoic sequence (You never meet him? → No, in TV) arose incidentally, not systematically, consistent with Setiawan and Rohendi's (2023) findings in West Javanese EFL classrooms. The rarity of clarification requests (1) further confirms that the predominant display-question architecture of the lesson rarely creates conditions for genuine communicative ambiguity—limiting opportunities for the kind of meaning negotiation Long (1983) identifies as acquisition-promoting.

The most novel finding is cross-framework synergy: the durian sequence deployed referential questions, a confirmation check, and behavior illocutionary acts simultaneously, producing the highest-quality student output in the entire lesson. Cross-transcript triangulation confirms this from five independent analytical perspectives—

locutionary, illocutionary, perlocutionary, epistemic question, and echoic question analyses all converge on this sequence as the most acquisitionally rich interactional moment. No study in the reviewed literature documents this specific cross-framework interaction. The finding suggests that instructional effectiveness in eliciting student output depends not merely on individual question type or speech act category but on the strategic co-deployment of complementary interactional strategies—a principle that should directly inform teacher education programs in Indonesian EFL contexts.

6. CONCLUSION

This study demonstrates that the EFL teacher at MAS Ponpes Darul Qur'an performed a functionally rich and contextually calibrated range of speech acts and questioning strategies across a complete lesson on descriptive text. Illocutionary acts were dominated by expositives and exercitives reflecting the teacher's dual role as knowledge transmitter and institutional authority, while behabitives were strategically deployed at affectively critical moments to sustain student engagement; the single commissive, playfully framed, served as a motivational tool rather than a threat. At the perlocutionary level, the repertoire was evenly distributed across intention-driven, effect-driven, and causally traceable modes, with the most acquisitionally significant moment—a student spontaneously elaborating beyond a minimal response—arising from a confirmation check rather than explicit elicitation. Display questions dominated the questioning repertoire, yet referential questions appeared at a notably higher proportion than comparable studies report, attributable to the teacher's use of culturally familiar and personally relevant topics; echoic questions were sparse but interactionally consequential when deployed. Most significantly, the highest-quality student communicative output emerged from the convergence of referential questioning, echoic follow-up, and affective behabitive expression—a cross-framework synergy uniquely situated within the pesantren's cultural and religious classroom context, underscoring the importance of integrated multi-strategy deployment in effective EFL pedagogy.

7. SUGGESTION

Based on the findings, the following suggestions are offered. For the observed teacher, echoic questioning strategies—particularly confirmation checks and clarification requests—should be deployed more systematically throughout lessons, as even a single

confirmation check generated spontaneous and extended student output that display questions alone did not produce; deliberate and repeated use of such moves could meaningfully increase the quality and quantity of student language production over time. For EFL teachers more broadly, anchoring lesson content to culturally familiar and locally resonant topics appears to naturally increase referential question density and authentic student participation without additional pedagogical effort, suggesting that culturally responsive lesson planning is not merely an equity principle but an acquisition-promoting strategy. For school administrators and teacher educators in pesantren and similar institutional contexts, professional development programs should address the integrated deployment of complementary speech act types and questioning strategies rather than treating questioning technique and speech act awareness as isolated competencies, given that the most productive classroom moments in this study arose from their convergence. For future researchers, multi-lesson, multi-teacher studies within the pesantren EFL context are needed to assess the generalizability of the present findings and to examine systematically how the pesantren's communal, religious, and hierarchical norms mediate the relationship between teacher discourse choices and student communicative output.

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