



Scaffolding through Interaction: A Discourse Analysis of Directive Speech Acts in a Guided Discovery EFL Classroom by Jim Scrivener

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Abstract

This discourse analysis investigates the types of directive speech acts employed by a teacher and their pedagogical functions add as scaffolding tools within a guided discovery EFL classroom. A qualitative descriptive method was used to analyse YouTube video of Jim Scrivener teaching eight adult EFL learners. Data were collected throughout the observation and transcript analysis. The findings revealed the three main types of directive speech acts: questions, requests, and commands. questions emerged as the most frequent type, serving to elicit responses, monitor comprehension, facilitate corrective feedback, and guided learners toward the independent discovery of lexical and grammatical forms. Requests encouraged students to make sentences, while commands helped direct attention and increase participation. The study also found that these directive speech acts functioned as scaffolding tools by promoting learner discovery, self-correction, peer feedback, and collaborative learning . The study underscores the significant role of directive speech acts in facilitating interaction and supporting language development and learner-centred EFL contexts .

Keywords: EFL, Directive speech acts, Guided Discovery, IRF, Scaffolding.

الخلاصة:

يبحث تحليل الخطاب هذا في أنواع أفعال الكلام التوجيهي التي يستخدمها المعلم وتضيف وظائفها التربوية كأدوات سقالة داخل فصل دراسي موجه لاكتشاف اللغة الإنجليزية كلغة أجنبية. تم استخدام طريقة وصفية نوعية لتحليل فيديو يوتيوب لجيم سكريفنر وهو يدرس ثمانية متعلمين بالغين للغة الإنجليزية كلغة أجنبية. تم جمع البيانات خلال المراقبة وتحليل النصوص.

كشفت النتائج عن الأنواع الرئيسية الثلاثة لأفعال الكلام التوجيهي: الأسئلة والطلبات والأوامر. ظهرت الأسئلة كنوع أكثر شيوعاً، حيث تعمل على استنباط الاستجابات، ومراقبة الفهم، وتسهيل التغذية الراجعة التصحيحية، وتوجيه المتعلمين نحو الاكتشاف المستقل للأشكال المعجمية والنحوية.

شجعت الطلبات الطلاب على تكوين جمل، بينما ساعدت الأوامر في توجيه الانتباه وزيادة المشاركة.

وجدت الدراسة أيضاً أن أفعال الكلام التوجيهي هذه تعمل كأدوات سقالة من خلال تعزيز اكتشاف المتعلم، التصحيح الذاتي، وردود فعل الأقران، والتعلم التعاوني. تؤكد الدراسة على الدور الهام لأفعال الكلام التوجيهي في تسهيل التفاعل ودعم تطوير اللغة وسياقات اللغة الإنجليزية كلغة أجنبية التي تركز على المتعلم.

Introduction:

In the teaching and learning process, classroom instruction services an essential function, since language does more than just transmit knowledge, it also organizes participation, negotiates meaning, and facilitates learning. In learning environments, language is used by teachers to explain concepts, manage classroom activities, encourage participation, and support learners throughout the learning process. Consequently, classroom discourse has become an important field of study in applied linguistics and language education. In EFL classrooms, English is both the language students learn and the language teachers use in a class. In EFL classroom, interaction between teachers and students is very important for learning. It helps students understand the lessons and join classroom activities. Alawiyah

(2024) emphasise that teacher talk plays a central role in shaping learning experience. as it supports students access to knowledge and engagement in Classroom activities. during these interactions, teachers use different speech acts to achieve teaching goals and maintain effective communication. Speech act theory developed by J. L. Austin and John Searle(1969), explains that language can perform actions as well as communicate information. among the major categories, directive speech acts such as commands, requests, suggestions, and questions are particularly important in classroom discourse because they are used to learner's responses and behaviour, besides its support students' engagement in learning process.

Directive speech acts are particularly significant and learner-centred approach such as guided discovery. Guided discovery is teaching method where students learn by exploring and finding answers themselves. in this approach, the teacher act as a guide and uses questions, promotes and feedback to help students discover meanings and rules by themselves. The concept of scaffolding, derive it from socioculture theory and closely associated with the work of Lev Vygotsky(1978), refers to the temporary support teachers provide to help learners complete task that they cannot do alone. in a classroom, this support is often given through language, particularly through teacher questions, promotes and directives that gradually facilitate learners' understanding and participation. researches such as Leo van Lier (1978) and Neil Mercer (2000) emphasise the importance of interaction and dialogic support in the learning process, while Steve Walsh(2011) highlighted the role of classroom interactional competence in creating learning opportunities. Alghamdy (2024) also stated that scaffolding strategies help students participate more effectively in EFL classroom. From this prescriptive, directive speech act can be understood as a scaffolding. tools that guide learners through processes of discovery, interactions, and participation learning in classroom discourse. Although previous research has investigated directive speech act in a classroom discourse, most of them mainly focused on identifying and categorizing the speech act used by teachers during interaction. However, few studies examined how directive speech act work as a scaffolding. tools guided discovery EFL classrooms. moreover, earlier studies have not adequately integrated speech act theory with scaffolding and classroom discourse perspectives to explain how teachers directives facilitate learner discovery and interaction. therefore, further research is necessary to investigate not only the different types of directive speech acts used in EFL classroom, but also their pedagogical functions and learner-centred teaching contexts. Accordingly, this study aims to identify the types of directive speech acts used by the teacher during a Guided Discovery EFL lesson and to examine how

these directive speech acts function as scaffolding tools in facilitating students' discovery. To achieve this aim, the study addresses the following research questions:

1. What types of directive speech acts does the teacher use to support students' discovery in a Guided Discovery EFL classroom?
2. How do these directive speech acts function as scaffolding tools during different stages of the lesson?

Pragmatics:

Pragmatics is one of the subfields of linguistics. It is important because it studies the meaning beyond literal meaning including the context and how the language used in social interactions. It explores the speakers intentions and how social and cultural environments impact the communication Stephen Levinson(1983). He says pragmatics is considered with "those principles that will account for why a certain set of sentences are understood in a certain way in a certain context." Pragmatics helps to understand how humans communication is built where meaning is joiningly developed through alignment and contextual cues. This makes pragmatics significant(Levinson, 1983). Having a soild foundation of pragmatics plays an important role to establish understanding cultural differences by individuals, effective communication and to avoid misconceptions in different settings of communication according to Levinson (1983).

Speech Acts Theory:

It is a theory in the philosophy of language. This theory was originally created by Austin and later improved by John Searle. In the book "How to Do Things with Words" by Austin (1962), argued the common idea that the language can display the reality emphasizing that it can also perform actions known as "illocutionary acts" with only delivering meaning. Sealer (1969) integrated this theory defining speech acts as "the basic or minimal units of linguistic communication." He divided the speech acts into three:

- Locutionary Act: performing the utterance with a certain meaning
- Illocutionary Act: The implied meaning of the utterance (e.g., requesting, promising, commanding).
- Perlocutionary Act: the utterance's impact on the listener(e.g., convincing, persuading).

Locutionary acts were also categorized by Sealer(1969) into five types: expressives, assertives, commissives, declarations and directives. Understanding this concept is crucial for how words cannot only deliver meaning but also perform actions in social contexts.

Directive Speech Acts:

Directives are one of the five classifications of Sealer. These are known as the intended utterances made by the speaker to the hearer in order to make them perform certain actions. They affect on how the listener behaves as they are displayed requests, commands, questions and advice (Ibrahim, 1993 as cited in Suryandani & Budasi, 2021) also prohibitives to prohibit (Suryandani & Budasi, 2021). In addition, they can elicit, get attention, advice, threat, suggest, condition and to act tactfulness according to Amalsaleh (2004 as cited in Suryandani & Budasi, 2021). Directives are related to the classroom discourse. The educators may use them in order to manage the learning environment, lead the students to share and extract certain responses. For example, a teacher may ask a question in order to activate the learners to react or instruct them to do a task (Suryandani & Budasi, 2021).

Furthermore, requests, questions and requirements are commonly used by educators resulted in the study of Sari(2018 as cited in Suryandani & Budasi, 2021). Furthermore, prohibitives, suggestions, Invitation, persuasion are used to introduce an activity (Etikasari, 2012 as cited in Suryandani & Budasi, 2021). Directives may take different forms. In classroom interaction, communication is powerfully shaped by the context of teaching, social values and cultural factors. The teachers use requirements and requests mostly because they hold a higher social status than their learners (Suryandani & Budasi, 2021). They made utterance mainly to show engagement in learning and teaching process (Suryandani & Budasi, 2021). Schleppegrell (2004 as cited in Suryandani & Budasi, 2021) highlighted that the teacher used directive to motivate the students to be active in the classroom activity since these activities contain to complete tasks and doing exercises.

Classroom Interaction:

Classroom interaction is the powerful communication between the teacher and the students and also among students themselves within the learning environment. This interaction is essential because it supports learning, co construction of meaning and plays a central role in language development (Darong, 2024). Teacher talk using different speech acts significantly shapes the learners' education experience by supporting knowledge construction and stimulating active involvement as Alawiyah (2024) argued. Efficient classroom interaction assures students to participate actively in the language acquisition process not only to act as information passive receivers.

Guided Discovery

It is an inductive approach where students are guided to uncover grammatical rules, meanings and language patterns by themselves instead of given an explanation directly by the educator. Therefore, it is a learner-centered teaching approach. The teacher influences the students to discover the forms or meaning of the language instead of presenting them directly by questioning and guiding them. The teacher's role shifts to be a guide rather than a director giving them opportunity to ask questions and discuss ideas. Guided discovery provides opportunities for collaboration among the students themselves because they can share, discuss and negotiate the answers which impacts on the understanding effectively.

The first stage of guided discovery is to expose the learners to spoken or written

language, the teacher asks a question related to the task and the students start to analyze the language before the teacher clarifies or provides feedback (Colquhoun, 2023).

IRF (Initiation-Response-Feedback)

emphasizes the teacher's role in classroom discourse and plays a role in shaping turn taking process (Naja et al., 2025). Its structure provides analysis of classroom interaction which is occurred in three stages: the educator initiation, learners' response and the teacher's feedback (Tabios, 2025 as cited in Naja et al., 2025). In more details, the first stage is initiation (I) as the interaction starts with a question or prompt led by the teacher (Hashmi, 2025 as cited in Naja et al., 2025). Its aim to motivate students' response or engagement by provoking them to participate as Dayag (2013 as cited in Naja et al., 2025) explains. The second stage response (R) refers to the students act to the initiation of the teacher (Nasution, 2022 as cited in Naja et al., 2025). The responses show that the students are engaged to the teacher's prompt or question (Dayag, 2013 as cited in Naja et al., 2025). The last stage which completes the cycle is feedback (F). On the stage, the teacher examines the students' response in order to prove it or provides changes as Dayag(2013 as cited in Naja et al., 2025) highlights. In addition, by asking for clarification, assessing comprehension and checking confirmation, teachers can help students in understanding meaning (Mathieu et al., 2021 as cited in Naja et al., 2025). Therefore, classroom interaction is crucial for supporting the communication between the learners and the teachers during the learning process specially for higher education to shape students' confidence and adjust to the environment (Naja et al., 2025).

Scaffolding:

Scaffolding originally came from constructing buildings as a temporary structure. This phrase uses as a metaphor to refer to the provided temporary support in order to help the students to construct independent learning and establish the learning goals in a sociocultural environment. Scaffolding was concluded from many educational and philosophical perspectives from Vygotsky's sociocultural theory and Bakhtin's Dialogism (Pathan, et al.

2018; Teo, 2019 as cited in Awadelkarim, 2021). Language hold a crucial role as learning is a social process (Vygotsky, 1978 as cited in Awadelkarim, 2021). He presented the Zone of Proximal Development (ZPD). It illustrates the gap between what the learners are establish by with receiving guidance from teachers or peers and what they can solely perform.

Scaffolding is the given support to the learners towards the independence progression.

Learning progresses through interaction, meaning making in a collaborative way as Bakhtin prompted (1981 as cited in Awadelkarim, 2021). He emphasized that these serve as scaffolds supporting students' education. In EFL context, the teacher plays a role as a guide who guides learners in the beginning stage by asking questions, providing explanation and giving feedback. Therefore, scaffolding is crucial for classroom interaction (Vygotsky, 1978 as cited in Awadelkarim, 2021). Learners can also support each other through collaboration (see Donato, 1994; De Guerrero and Villamil, 2000; Ohta, 2001 as cited in Awadelkarim, 2021). Khamwan (2007 as cited in Awadelkarim, 2021) emphasized that scaffolding serves as an instructional tool in EFL classrooms. Students may not have sufficient use of language outside the

classroom thus scaffolding is considered to be valuable (Charttrakul, 2009 as cited in Awadelkarim, 2021). Tajeddin and Kamali said that scaffolding have functions in different forms; emotional development, linguistics, cognitive, learners support and meta scaffolding. Scaffolding assists learners to proceed heading to the language use independently through support and interaction gradually (Hammond & Gibbon, 2005 as cited in Awadelkarim, 2021).

Previous Studies:

There are previous studies that examined how directive speech acts form and function in an EFL classroom context providing insights of pedagogical implications. Prasetyo and Mulyani in 2018 investigated directive speech acts made by the teacher in high school teaching training interactions using classroom discourse analysis. The study revealed social contexts from different dimensions including; teacher's high social status, formality, social distance and affective/ referential functions interactional context which includes predictable and unpredictable interactivity and individual agency which also includes subject mastery, ability of delivery and the ability to interact. The study displayed the use of directive speech acts by the teacher reflecting classroom management ability and the teacher's authority.

There was a recent study in Indonesian language learning at SMA Negeri 15 Padang conducted by Sunsanti and Liuisti in 2025. The analysis identified six types of directives: telling, inviting, asking, pleading, advising and forbidding. The type "telling" mostly appeared while other types such as "asking" and "inviting" were used as tools to lead the process to the last stage of the lesson.

English teachers at SMKN 1 Sawan were in a study conducted by Suryandani and Budasi in 2021 as they investigated the directive speech acts that were presented by those teachers. Six types were found: permissive, prohibitive, requirement, requisite, question and advisory. Questions dominated in the study frequently mostly used functioned as elicitation and instructions function reflected teacher's authority. Another study located in SMAN 1 Kediri in 2017 by Sulistyani who examined teacher's directive speech acts. He identified three types (commands, suggestions, questions). Pedagogical functions also existed in the study which functioned as elicitation, understanding checking, ordering, instructing and correcting. The last study was in high school in Kuningan in Indonesia in 2015 by Wulansari and Suhartini as they discovered directive speech acts produced by an EFL senior teacher. Commands were mostly found and other types such as suggestions and requests. In addition, five functions of directive were found including elicitation, instruction, advice, threat and attention gainer

Research gap:

Studies such as Sunsanti and Liuisti (2025) and Suryandani and Budasi in 2021 study focused mainly on the frequency of the directives. In addition, other studies previously identified the directive speech acts and their types uses by teachers in EFL classrooms (e.g., Prasetyo and Mulyani, 2018). Despite some of the previous studies have investigated the functions of the directives in pedagogical settings such as elicitation, instruction and correction, their focused limited to the teacher-centered classroom interactions. Particularly, few if any studies have examined how directives functioned as scaffolding tools within a Guided discovery EFL classroom since guided discovery requires the teacher to act as a guider or facilitator rather than directors. Moreover, there was a integrating theoretical concepts which include speech acts theory, Scaffolding theory and IRF discourse structure to identify how directives serve during the learning process. Thus, this creates a gap in understanding how teachers can utilize directive speech acts to encourage learning independently and support the learners instead of limiting their use to manage behavior or elicit answers.

Therefore, this study will identify what types of directives speech acts are used in an EFL guided discovery classroom and analyze how these directives function as scaffolding tools during the lesson.

Methodology:**1. Study design.**

This study will analyze the data and use qualitative approach to describe the results. Qualitative research is a descriptive method that emphasizes meaning, interpreting social phenomena and is considered with understanding. Qualitative research provides a deeper understanding of an event through interpretive processes that investigates observational method closely (Aspers & Corte, 2019). This study is considered to what type of directives that are produced by the teacher and how they function as scaffolding tools. To provide a meaningful answer, qualitative approach was selected for the discourse analysis to achieve authentic and meaningful results.

2. Participants

On the video via YouTube, there is the teacher who is named Jim Scrivener. He is the author of the book 'Learning Teaching' and 'Classroom Management Techniques' and he is known as an ELT (English Learning Teaching) expert (British Council, n.d). There are also his students in a guided discovery English class which contains eight students. There is no provided information about them, however, they seem to be in the adulthood stage and they are foreigners.

3. Data collection

The data of this study for the discourse analysis was a YouTube video titled 'Teaching English: Guided Discovery Teaching (Jim Scrivener)'. It was chosen due the richness of directive speech acts produced by the teacher, the interaction that occurred between the teacher and the how scaffolding took place. The data was collected through observing the video to visualize the interaction and gain a general understanding for

the analysis. In addition, analyzing the transcript selecting what types of directives were produced by the teacher mapping to the functions as scaffolding tools.

4. **Data analysis**

This section will focus on the directive speech acts that originally developed by J. L Austin and John Searle defining what directives the teacher used during the lesson, for example, suggestions, questions, commands and requests mapping them to Vygotsky's sociocultural theory which is scaffolding. The following is the process this study will include:

4.1, Identifying the directive speech acts produced by the teacher:

This study will identify what types of directives the teacher used generally during the lesson(e.g., requests, suggestions, commands and questions).

4.2. Analyzing Students Response:

This study will analyze how they responded to the teacher's directive including their attempts to answer

4.3. Mapping the Directives to Scaffolding:

After that, the study will explain how the directives functioned as scaffolding tools during the process including lexical elicitation and guiding discovery of the grammar rules.

4.4.Contextual Interpretation:

Interpreting the interaction within broader classroom discourse.

Analysis of Directive Speech Acts:

The teacher maintained on using directive speech acts during the lesson enabling the student to discover their learning as scaffolding tools and also encouraged collaborative learning by sharing and peer correction.

The teacher on the first seconds of the video starts with the question "What word come in front of food to describe different kinds of food?",(00:20) brainstorming the vocabulary. One of the students responded with "delicious" as the teacher proves the answers by saying "good". Then he asked "can you think of some more?", encouraging the students to share. The students started providing different answers "spicy", "salty", "sweet" and "healthy". He was writing the words on the board with active listening to their answers. In the first minute (1:08), the teacher starts leading the students to the word "fatty" with saying "Sometimes food got a lot of... something bad in it what is that?". The students started providing answers to the question by saying words like "terrible" and "fast". The teacher made another question promoting them to say the word without directly saying the answer "Chips and hamburgers have got alot of what? What got inside of them?" The students replied with "fat". Once they did not know the correct word "fatty", he said, "you can say fatty food." Questions functioned as elicitation guiding the students to the correct answer.

The teacher shifted from promoting students to form words to sentences. He said, "Can you make a sentence comparing two different kinds of food?" (2:28). He guided the students to use the words he wrote previously on the board to make sentences. He also asked a question promoting them to provide an answer, "Can you compare ice cream and tomatoes?". One of the students said, "tomatoes is more healthy than ice cream." To form the correct structure, the teacher used questions to elicit the student to form the sentence.

He started with "First word?" and she said "tomatoes" before he approved it moving to the next part. The student said "is" which was not the correct verb. The teacher in a respectful way showed that "is" was not the correct answer. Other students participated in saying "are". Then, she said, "more healthy". The teacher replied, "you said more healthy. Can you make that in one word?" He both used the directive "question" to emphasize correction and elicitation. Another student was encouraged to form the full sentence. The teacher said, "can you tell her?" promoting peer correction and collaborative learning. Then, the first student attempted to say the full sentence. The teacher made a command, "everybody, listen." (3:34) to gain students' attention to the pronunciation of the word "healthier" and every student repeated after him. After that, the teacher added pronunciation awareness and checking understanding by asking "How many syllabus in that? two or three or four?".

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students provided answers as the teacher pronounced the word in three parts "heal... the..ir" guiding them to the correct answer. Then, they said "three" before he approved their answer. Finally, the encouraged the student to form the sentence with the correct structure and pronunciation.

In addition, in the minute (4:03) He asked, "Can you make another sentence comparing ice cream with tomatoes maybe Boa, make a sentence.", then she said, "Tomatoes are delicious than ice-cream.". The sentence was grammatically incorrect. The teacher provided feedback, "Nice idea, we need to correct the grammar." He used the same technique by encouraging the student to form word by word, "what is the first word?". She started to form the sentence. She self corrected her mistake by saying "more" and he approved it. He encouraged the student to form the full sentence, to say it quickly and to say it to others to ensure communication among them (4:44 to 44:55). Boa said the sentence confidently. He commanded "Tell everybody" for supporting scaffolding and confidence.

Jim emphasized peer review by asking "Is she right?", relating to Boa's sentence. One of the students showed disagreement and he told her to form the sentence, "can you tell her what do you think?" (4:59). She said, "Ice cream are more delicious than tomatoes." With body language, he elicited the student to repeat the sentence word by the word as done previously. When she began to form it word by word and said "are", he bit his finger giving a sign that "are" was not the correct verb. She did not know the answer so he shifted to other students and one of them answered with "is" as he approved her answer. He backed to the previous student and encouraged her to repeat the sentence. He noticed the pronunciation error for "than". He asked "what is this word?" encouraging participation. He asked, "how do you spell that word?" (5:25). They all attempted to spell it. "Listen to the pronunciation.", another command was produced by the teacher for students' engagement to the pronunciation. Finally, she managed to form the sentence in the correct form and pronunciation as he asked

for other's feedback. The video ended with, "Okay now, let's make a sentence comparing pizza and cake."

In conclusion, the teacher utilized directive speech acts to support students' scaffolding by applying guided discovery method leading them to the answers without directly explain or provide feedback. He used "questions" for elicitation and correction, he also used, "commands" to engage the students for pronunciation correction and sharing and "requests" to encourage the students to form words and sentences. Directives also managed to build interaction in forms of peer feedback, students' responses and sharing answers.

Discussion:

The findings revealed that the teacher predominantly employed the questions commands and request as a directive speech acts throughout the guided discovery lesson. These questions were used to elicit responses, check students' understanding, provide correction, and help learners discover vocabulary and grammatical forms independently. This finding is similar to previous studies. Suryandani and Budasi (2021) found that questions were the most common directive speech act and were used to get response from students. Similarly, Sulistyani (2017) emphasised the rule of questions in correction and comprehension monitoring, while Sunsanti and Liusti (2025) demonstrated their importance in guiding learners through successive stages of a classroom interaction. Therefore, the present finding support previous research that highlights questioning as an essential instructional strategy in EFL teaching, specially in learner-centred classrooms.

Another significant finding relates to the pedagogical functions of directive speech acts within the guided discovery classroom. The analysis revealed that directives were used not only to elicit responses but also to correct errors, attract learners' attention, encourage participation, and promote peer interaction. This finding is similar to previous studies. Sulistyani (2017) and Wulansari and Suhartini (2015) found that directives were used for elicitation, instruction, correction, and gaining attention. Similarly, Suryandani and Budasi (2021) highlighted the instructional rule of directive speech act in classroom discourse. nevertheless, this study found that directives were not only used for classroom management but also helped students participate actively and learn together. This suggests that directives play a broader pedagogical role in learner-centred environments, where interaction and engagement are integral to the learning process.

The research found that directive speech acts like asking students to evaluate and correct each other's answers encourage peer correction and collaborative learning. By using peer correction it supports the idea of learner-centered teaching which will make students more confident. This study, highlights how directives promote collaborative learning and student autonomy. The most significant finding of this study is that directive speech acts functioned as scaffolding tools throughout the guided discovery lesson. Questions, requests, and commands were strategically employed to provide temporary instructional support, guide learners toward target responses, facilitate self correction, and gradually for independent language use. While previous studies such as Prasetyo and Mulyani (2018), Suryandani and Budasi (2021), Sulistyani (2017), and Wulansari and Suhartini (2015)

Mainly focused on the types and functions of directive speech acts . While the present findings are consistent with their identification of instructional functions, this I study further demonstrates that directives can serve as a scaffolding strategies that assist learners in constructing knowledge and developing autonomy.

Conclusion:

This is study examined that directive speech acts employed by the teacher in a Guided Discovery EFL classroom and analysed their pedagogical tools. The findings show that the teacher mainly use questions, requests, and commands, with questions being the most common. These directives were used to elicit responses, check understanding, provide corrective feedback, encourage participation and promote peer interaction. Furthermore, they functioned as scaffolding strategies that guided learners toward the independent discovery of linguistic forms, promoted self-correction, and enhanced collaborative knowledge construction. Findings show that directive speech acts are important in learner-centered classrooms because they help student become more active and independent learners.

Limitation

However, this study was limited by the use of short six-minute classroom video, which did not allow for a full observation of house scaffolding developed throughout the lesson.

Recommendations

Future research should incorporate direct classroom observations and longer teaching sessions to generate richer data and a more comprehensive understanding of the directive speech acts as a scaffolding tools. in addition, EFL teachers are encouraged to use directive speech act strategically within Guided discovery lessons to support interaction, participation, and independent learning.

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