



Teacher-Student Translanguaging Interaction: A Discourse Analysis of Eliciting Responses in EFL Classrooms

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Article Info	Abstract
<p>Received: 2026-03-28 Revised: 2026-06-26 Accepted: 2026-06-27</p> <p>Keywords: affective filter; classroom discourse analysis; elicitation techniques; translanguaging</p> <p>DOI: 10.24256/ideas.v14i1.10007</p> <p>Corresponding Author: Fadly Umadji fadlyumadji57@gmail.com Universitas Negeri Gorontalo</p>	<p><i>This study investigates the strategic utilization of translanguaging within teacher-student interactional sequences to elicit and facilitate student responses in the English as a Foreign Language (EFL) classroom of SMA Negeri 11 Gorontalo Utara. Set within the rural, multi-ethnic educational context of Gentuma Village, which is deeply characterized by the local sociocultural philosophy of Huyula (mutual cooperation), this research challenges traditional monolingual biases in language pedagogy. Employing a qualitative descriptive case study design oriented towards classroom discourse analysis. The analysis strictly integrates Doff's (2012) taxonomy of elicitation techniques encompassing questioning, visual aids, games, texts, and non-verbal cues, with contemporary translanguaging pedagogical frameworks. The results demonstrate that the teacher systematically orchestrates a sophisticated "symphony of languages," fluidly mobilizing English, Indonesian, Gorontalo, Javanese, Sanger, and Manado Malay to activate students' background knowledge, lower the affective filter, and prompt active verbal participation. Specifically, visual and game-based elicitation techniques proved highly effective when coupled with translanguaging, transforming the rigid Initiation-Response-Feedback (IRF) sequence into a collaborative, hybrid interactional space. The findings reveal that translanguaging elicitation is not a remedial necessity for linguistic deficits, but a culturally sustaining pedagogical strategy that leverages local linguistic repertoires to build global communicative competence. This study provides empirical evidence that</i></p>

validating multi-ethnic identities within the EFL classroom fosters an inclusive learning environment, significantly enhancing students' willingness to communicate and overall classroom interactional competence

1. Introduction

English has evolved from being merely an academic subject into an essential medium for global communication. In Indonesia, EFL classrooms remain the primary environment where students develop English proficiency. Therefore, effective classroom interaction plays a crucial role in promoting meaningful language learning. Effective language learning in this highly structured environment is fundamentally rooted in the quality, frequency, and depth of teacher-student interaction.

One interactional approach that has received increasing scholarly attention is translanguaging. Translanguaging refers to the flexible use of learners' complete linguistic repertoire to construct meaning rather than treating languages as separate systems (Li Wei, 2018). In multilingual EFL classrooms, translanguaging enables teachers and students to draw on English, the national language, and local languages to facilitate communication, scaffold learning, and encourage participation.

Another important interactional strategy is elicitation, which refers to techniques used by teachers to encourage learners to produce language by activating their prior knowledge through questions, pictures, games, texts, or non-verbal cues (Doff, 2012). Classroom interaction is commonly organized through the Initiation–Response–Feedback (IRF) sequence, where teachers initiate communication, students respond, and teachers provide feedback. Examining how translanguaging operates within these elicitation sequences provides a more detailed understanding of multilingual classroom interaction.

Recent theoretical shifts and empirical studies in applied linguistics have increasingly scrutinized the underlying mechanisms of classroom interaction, particularly focusing on the inherent tension between rigid, top-down monolingual instructional policies and the complex, inherently multilingual realities of the learners themselves. The practice of translanguaging, a paradigm in which bilingual or multilingual individuals do not restrict themselves to artificially separated language systems, but rather draw holistically on their entire integrated "linguistic repertoire" to maximize communicative and cognitive potential, has emerged as a central, transformative issue in language pedagogy.

To establish the state-of-the-art in this domain, it is vital to examine recent empirical investigations. For instance, Liando et al. (2023) conducted an extensive investigation into translanguaging practices within an Indonesian EFL classroom

in North Sulawesi. Their research empirically demonstrated that a teacher's strategic alternation among English, Indonesian, and various local languages functioned as a highly effective pedagogical mechanism that not only promoted deeper textual and conceptual comprehension but also built essential, trust-based rapport between teachers and students.

Similarly, a comprehensive case study by Sahib (2019) observed EFL classrooms in the Bulukumba Regency, finding that translanguaging events involving English, Indonesian, and the local Konjo language significantly facilitated the understanding of complex concepts and consistently encouraged greater classroom participation, particularly during moments of instructional breakdown. Furthermore, research by Yolandana et al. (2024) emphasized that when educators intentionally integrate students' diverse language backgrounds into their core pedagogical strategies, both student engagement and the critical affirmation of cultural identity are substantially and simultaneously improved.

Alongside these macro-level sociolinguistic inquiries, targeted research into specific micro-interactional mechanisms, such as Kaswan's (2014) quantitative study on elicitation techniques, has proven that strategic teacher questioning, specifically the deployment of elicitation, dramatically impacts students' communicative competence by successfully shifting the classroom dynamic from a traditional, teacher-centered transmission model to a highly interactive, learner-centered environment.

Despite the growing, robust body of literature surrounding both the macro-practice of translanguaging and the micro-mechanisms of elicitation, a critical contextual and theoretical gap remains conspicuously unaddressed in the current academic discourse. The vast majority of existing translanguaging research tends to focus broadly on general classroom practices situated almost exclusively within urban centers or tertiary educational settings, where students often already possess a functional baseline of the target language. Conversely, studies focusing on specific elicitation techniques, particularly those utilizing Doff's (2012) highly established taxonomy, which categorizes elicitation into asking fundamental questions, using visual pictures, integrating interactive games, employing reading texts, and utilizing non-verbal language, have predominantly been conducted within rigid paradigms that either assume a monolingual English environment or actively strive to enforce one.

Consequently, there is a distinct, profound lack of empirical investigation into how specific, structured elicitation techniques intersect with natural translanguaging practices in deeply rural, historically marginalized, and highly multi-ethnic secondary schools. This contextual gap is particularly pronounced in unique socio-cultural environments such as Gentuma Village in North Gorontalo. Gentuma Village operates as a complex "linguistic mosaic," home to six distinct ethnic groups: the Gorontalo, Kaidipang, Sanger, Minahasa, Arab, and Bugis. Crucially, the social fabric of this community of 1,766 residents is strictly governed

by the local, deeply ingrained philosophy of *Huyula*, a guiding principle of mutual cooperation, collective responsibility, and social harmony that encourages individuals to bridge ethnic and linguistic divides to achieve communal goals.

In rural educational settings deeply embedded in such philosophies, students frequently grapple with immense "affective filters" when confronted with foreign language instruction. These affective barriers include paralyzing language anxiety, a profound fear of making public mistakes, and highly limited English vocabulary repertoires, all of which actively silence them in strictly enforced monolingual English settings.

To directly address this glaring discrepancy between urban-centric linguistic theories and the complex realities of rural educational environments, this study investigates the phenomenon of "Translanguaging Elicitation" as a distinct, unified interactional construct. Based on the gap analysis presented, the primary research question guiding this exhaustive study is: How is translanguaging strategically utilized within teacher-student interactional sequences to elicit and facilitate student responses in the EFL classrooms of SMA Negeri 11 Gorontalo Utara?

Consequently, the overarching objective of this research is to rigorously investigate, describe, and theorize how translanguaging is strategically deployed within teacher-student interactional sequences to not only elicit but actively facilitate and sustain student responses in a rural EFL setting. Unlike previous studies that have examined translanguaging and elicitation as separate instructional practices, this study investigates how Doff's (2012) elicitation taxonomy operates through translanguaging during teacher-student interaction in a rural multilingual EFL classroom.

By integrating classroom discourse analysis with translanguaging pedagogy in the sociocultural context of *Huyula*, this study provides new insights into how multilingual resources support student participation and interaction. This integration constitutes the primary theoretical and pedagogical contribution of the study.

2. Method

2.1. Research Design

This study employed a qualitative descriptive case study with a classroom discourse analysis approach. A case study was selected because it enabled an in-depth investigation of naturally occurring translanguaging practices within a real EFL classroom.

2.2. Setting and Participants

The study was conducted at SMA Negeri 11 Gorontalo Utara, Indonesia. The participants consisted of one English teacher and 30 tenth-grade students representing diverse linguistic backgrounds, including Gorontalo, Javanese, Sanger, and Manado Malay speakers. The school was selected purposively because it represents a multilingual rural context where translanguaging naturally occurs.

2.3. Data Collection

Data were collected through classroom observations, semi-structured interviews, and field notes over four weeks. Two English lessons were audio-video recorded, while interviews with the teacher and selected students explored perceptions of translanguaging practices.

2.4. Data Analysis

The analysis combined the interactive qualitative analysis model of Miles, Huberman, and Saldaña (2020) with Classroom Discourse Analysis. Miles et al.'s model guided the overall analytical process (data condensation, data display, and conclusion drawing), whereas Classroom Discourse Analysis was employed to examine teacher-student interaction through the Initiation-Response-Feedback (IRF) framework and Doff's (2012) elicitation taxonomy.

Each IRF episode was then coded according to four analytical dimensions: (1) elicitation type based on Doff's (2012) taxonomy, (2) language choice employed during interaction (English, Indonesian, or local languages), (3) pedagogical function of the elicitation, and (4) interactional purpose reflected in the teacher-student discourse. The coding process enabled the identification of recurring translanguaging patterns across classroom interaction.

The findings obtained from classroom observations were triangulated with interview data and field notes to enhance the credibility of the analysis. Emerging themes were continuously compared across data sources until consistent interactional patterns were identified.

2.5. Trustworthiness

The credibility of the findings was ensured through methodological triangulation involving classroom observations, semi-structured interviews, and field notes. Data from these sources were continuously compared to verify the consistency of emerging findings. Dependability was strengthened by maintaining consistent coding procedures throughout the analysis and repeatedly reviewing the transcripts during the coding process.

Confirmability was established by maintaining an audit trail of coding decisions and analytical memos throughout the study. Transferability was enhanced by providing a detailed description of the research setting, participants, and classroom context to enable readers to determine the applicability of the findings to similar contexts.

3. Result

Analysis of classroom observations, interview data, and field notes revealed four recurring patterns of translanguaging elicitation in teacher-student interaction. These patterns include linguistic mirroring, visual elicitation, game-based elicitation, and peer translanguaging. To contextualize the results, it is first necessary to understand the linguistic landscape of the classroom as reported by the teacher during the interview phase.

Table 1. Student English Proficiency Distribution

Proficiency Level	Number of Students	Characteristics Described by Teacher
High Competency	3	Act as peer tutors; confident in basic English interaction.
Average Competency	17	Possess basic receptive skills; require scaffolding for production.
Low Competency	10	Exhibit high anxiety; severe vocabulary deficits; highly passive in English-only settings.

As detailed in Table 1, the classroom is heavily skewed towards average and low competency learners who, according to the teacher, "show not confidents, less vocabulary and feel worried to interact each other especially when they use English". To navigate this challenging terrain, the teacher intentionally activates a multilingual matrix to facilitate Doff's elicitation techniques. The results of this pedagogical approach are categorized below based on the specific structural elicitation techniques observed and the corresponding linguistic resources mobilized to force student participation.

Linguistic Mirroring

Classroom observations showed that linguistic mirroring was the most frequently employed translanguaging strategy during questioning activities. Rather than relying solely on English, the teacher shifted flexibly between English, Indonesian, and local languages to activate students' prior knowledge and encourage participation. This pattern occurred consistently during narrative and descriptive text lessons.

Excerpt 1. Linguistic Mirroring during Narrative Lesson

- Teacher : *Do you know the legend story?*
- Student : *Malin Kundang.*
- Teacher : *Wolo o tawamu legenda?*
- Student : *Silita lo mongopanggola.*

The excerpt illustrates that the teacher shifted from English to Gorontalo after students hesitated to respond. Once the local language was introduced, students participated more actively by providing culturally familiar responses. This distinct

pattern of linguistic mirroring was equally evident during rapid-fire vocabulary elicitation in the Descriptive Text lesson. When asking students to identify the specific color of a table shown in a picture, the teacher guided the entire class through a complex multilingual translation matrix to ensure universal semantic comprehension across the diverse ethnic groups present.

Table 2. Multilingual Vocabulary Elicitation Matrix Observed in Descriptive Text Lesson

Target English Word	Language Prompted	Teacher's Elicitation Prompt	Student Response
Brown	Javanese	"Brown in Jawa? Dalam Bahasa Jawa? Apa itu?"	"Coklat"
Brown	Gorontalo	"Brown dalam Bahasa Gorontalo?"	"Sakulati"
Brown	Sanger	"Brown dalam Bahasa Sanger?"	"soklate"
Beautiful	Javanese	"Apa indah atau cantik dalam Bahasa jawa?"	"Ayu"
Beautiful	Sanger	"Kalau dalam Bahasa sanger? Beautiful apa?"	"malenggihe"
Beautiful	Gorontalo	"Kalau dalam Bahasa Gorontalo?"	"gagada'a"

As demonstrated in Table 2, after establishing the target English word, the teacher sequentially elicited the term in Javanese, Gorontalo, and the Sanger dialect. This sequence proves that fundamental questioning is highly optimized in rural settings when the teacher explicitly validates and incorporates the specific ethno-linguistic identities of the student body, essentially using the L1 as a semantic anchor for the L2. Overall, linguistic mirroring enabled students from different linguistic backgrounds to respond more confidently while maintaining the continuity of classroom interaction.

Visual Elicitation

Visual elicitation frequently accompanied translanguaging during vocabulary instruction. Pictures of familiar local places and classroom objects were used to stimulate students' responses.

Excerpt 2. Visual Elicitation

- Teacher : *What beach is it?*
 Student : *Minanga Beach.*
 Teacher : *Apa yang kalian lihat?*
 Student : *Beach... Bongo.*

Students combined English and local vocabulary when describing familiar visual objects. The teacher accepted multilingual responses before guiding students toward English expressions. Overall, visual elicitation combined with translanguaging supported students in connecting visual information with familiar linguistic resources, thereby facilitating vocabulary comprehension.

Game-Based Elicitation

Doff (2012) posits that integrating elicitation with games or physical activities dramatically reduces anxiety and significantly increases a learner's willingness to communicate.¹ Game-based elicitation was employed to reduce classroom tension and increase student participation during vocabulary practice.

Excerpt 3. Guessing Game

Teacher : *Who am I? I have four legs.*
 Student : *Table.*
 Teacher : *Good. Stand up.*
 Students : *(laughing and participating)*

The game encouraged students to respond with minimal hesitation. Classroom interaction became more dynamic as students actively participated during the guessing activity. Overall, game-based elicitation reduced students' anxiety and encouraged wider classroom participation through collaborative interaction.

Peer Translanguaging

During group discussion activities, students naturally employed translanguaging while negotiating the meaning of English texts.

Excerpt 4. Peer Discussion

Student A : *Iki materine tentang opo?*
 Student B : *Malin Kundang.*
 Student A : *Oh... tentang anak durhaka.*
 Student B : *Let's write the answer.*

Students used Javanese and Indonesian to negotiate meaning before producing responses in English. The interaction demonstrated collaborative meaning-making during text comprehension. Overall, peer translanguaging functioned as a collaborative scaffold that enabled students to negotiate meaning before producing responses in English.

Teacher's Pedagogical Perspectives

Interview data revealed that the teacher intentionally employed translanguaging to encourage students' participation, particularly among learners with limited English proficiency. The teacher perceived local languages as temporary scaffolds that reduced students' anxiety and facilitated classroom interaction.

The teacher explained:

"They become more confident and respond faster when I use their local language." (Teacher Interview)

She further emphasized that English remained the instructional goal, while local languages functioned as pedagogical support:

"English remains the target language, but local languages help students understand the lesson." (Teacher Interview)

Overall, the interview findings indicate that translanguaging was deliberately implemented to promote students' confidence without replacing English as the target language.

4. Discussion

4.1. Translanguaging as a Pedagogical Scaffold

The findings indicate that translanguaging functioned as a cognitive scaffold by connecting unfamiliar English vocabulary with students' existing linguistic knowledge. Rather than increasing dependence on local languages, translanguaging facilitated meaning construction and reduced cognitive demands during classroom interaction. These findings support García and Wei's view that multilingual learners utilize an integrated linguistic repertoire to construct meaning.

4.2. Reconstructing Classroom Interaction through Translanguaging

Rather than following a rigid Initiation–Response–Feedback sequence, classroom interaction became more flexible as students were encouraged to respond using their available linguistic resources before gradually moving toward English. This finding extends previous studies by demonstrating that translanguaging can enrich the interactional function of elicitation rather than replacing it.

4.3. Sociocultural Dimensions

The findings demonstrate that translanguaging in this study was not merely a linguistic practice but also reflected the local philosophy of Huyula. Students collaboratively negotiated meaning across different local languages before producing English responses. This interaction illustrates how local cultural values supported collaborative learning within multilingual classrooms.

4.1 Pedagogical Implications and Challenges

The findings suggest that translanguaging should not be viewed as a sign of inadequate English proficiency. Instead, it can be strategically incorporated into questioning, visual activities, collaborative learning, and classroom discussion to encourage meaningful participation, particularly in multilingual rural classrooms.

Nevertheless, excessive reliance on local languages may reduce students' opportunities to communicate in English if teachers do not gradually increase English exposure. Translanguaging therefore requires careful pedagogical planning to ensure that local languages function as temporary scaffolds rather than

permanent substitutes for English.

This study contributes to classroom discourse research by integrating Doff's elicitation taxonomy with translanguaging theory within IRF analysis. Unlike previous studies that investigated these concepts separately, the present study demonstrates how elicitation techniques operate through multilingual interaction in rural EFL classrooms.

Practically, the findings provide guidance for EFL teachers working in multilingual settings. Teachers may strategically employ students' local languages during questioning, visual elicitation, games, and collaborative learning while maintaining English as the target language.

5. Conclusion

This study demonstrates that translanguaging functions as an effective pedagogical strategy for facilitating teacher-student interaction in multilingual EFL classrooms. By integrating Doff's elicitation techniques with students' multilingual repertoires, the teacher successfully promoted participation, reduced communication anxiety, and supported students in constructing meaning during classroom interaction.

The study contributes theoretically by integrating translanguaging, elicitation, and classroom discourse analysis within the IRF framework in a rural multilingual context. Practically, the findings provide guidance for EFL teachers to employ local languages strategically as temporary scaffolds while maintaining English as the target language.

Suggestion

The findings suggest that EFL teachers working in multilingual classrooms should integrate translanguaging strategically into questioning, visual activities, collaborative learning, and classroom discussions. Rather than replacing English, local languages should be employed as temporary scaffolds to facilitate students' participation and comprehension.

This study was conducted in a single rural senior high school involving one teacher and one classroom. Therefore, the findings should be interpreted within this specific sociocultural context and cannot be generalized to all multilingual EFL settings.

Future studies are encouraged to investigate translanguaging elicitation across different educational levels, urban and rural contexts, and various English proficiency levels. Quantitative or mixed-method studies may also examine the long-term effects of translanguaging on learners' English proficiency and willingness to communicate.

6. Acknowledgement

The completion of this comprehensive research was made possible through the immense cooperation, transparency, and dedication of the principal, the focal English teacher, and the tenth-grade students at SMA Negeri 11 Gorontalo Utara, whose willingness to allow their daily classroom interactions and multi-ethnic linguistic realities to be meticulously observed and recorded provided the invaluable foundational data for this study.

Deep gratitude is also extended to the community of Gentuma Village, whose enduring philosophy of *Huyula* provided the essential sociocultural framework necessary to contextualize and truly understand the profound dynamics of translanguaging in a rural educational setting. The appreciation was also addressed to the advisors and examiners of thesis at Universitas Negeri Gorontalo, especially for those who supported all the way of this thesis, English Language Education Study Program.

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