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Classroom Interaction and Teacher Scaffolding in Multi-Grade Arabic Instruction: Supporting SDG 4 Inclusive Quality Education at an Islamic Boarding School

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ABSTRACT

Objective: *Research on classroom interaction and scaffolding in foreign language learning has predominantly focused on age-homogenous settings, leaving a gap in understanding how interactional patterns unfold in cross-grade environments. This study aims to investigate classroom interaction dynamics, Initiation-Response-Feedback (IRF) patterns, and teacher scaffolding strategies within a competency-based, multi-grade intermediate Arabic class combining junior high (grades 7–9) and senior high (grades 10–12) students at Pondok Pesantren Al-Mumtaza.* ***Method:*** *Employing a descriptive qualitative design rooted in Classroom Discourse Analysis (CDA), oral interactions were audio-recorded during interactive instruction, transcribed verbatim, and analyzed using Sinclair and Coulthard's IRF framework alongside Vygotsky's Zone of Proximal Development (ZPD).* ***Results:*** *The findings reveal four key insights: the IRF cycle functioned as a predictable structural anchor for real-time speech production; intensive oral drilling and choral response enhanced phonological memory and speech automaticity; instructor scaffolding through mediational prompting and vocal encouragement overcame cognitive hesitation and lowered affective filters; and adaptive discourse management ensured inclusive participation regardless of age hierarchies.* ***Novelty:*** *The study is the first to document Classroom Discourse Analysis in a competency-based, cross-grade Arabic-as-a-foreign-language class within a Pesantren context, demonstrating that such grouping directly advances SDG 4 (Quality Education) by providing inclusive, equitable, and effective foreign language instruction when supported by active, contingent, and responsive teacher scaffolding.*

INTRODUCTION

Elementary education constitutes a critical phase in children's linguistic development, particularly in school settings where more than one language is taught simultaneously. In the context of foreign language instruction, active and responsive real-time oral interaction serves as a primary foundation for developing fluency and mastering Arabic grammatical structures as a Foreign Language (AFL) (Ellis, 2008; Lightbown & Spada, 2013). Interaction is central to instructed second language acquisition (Loewen & Sato, 2018), and classroom talk creates opportunities for pushed output that drives more accurate and fluent production (Swain, 1985, 1995). Communicative approaches likewise place such interaction at the center of instruction (Nunan, 1987; Richards & Rodgers, 2014). The communicative construction of students' grammatical understanding and vocabulary requires dynamic classroom interaction and the systematic implementation of scaffolding strategies (gradual support) by the instructor (Van de Pol et al., 2010; Van de Pol et al., 2019). However, the dynamics of this interaction become complex when applied in learning environments that implement competency-based grouping, where students from various educational levels and age groups are placed together in the same classroom.

Most of the literature on classroom interaction and scaffolding strategies in second and foreign language learning has thus far remained focused on homogeneous learning

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