



Reducing Language Anxiety through Scaffolding in EFL Classrooms

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Abstract

Anxiety in foreign language learning is a common challenge that frequently hinders students from actively participating in classroom activities. For instance, feelings of nervousness, fear of making mistakes, and worry about negative judgment often occur in English as a Foreign Language (EFL) classrooms. If not appropriately addressed, this anxiety can impact on students' motivation and self-confidence in the long term. From this issue, this study aims to explore how teachers' scaffolding can help students lower this anxiety. To obtain a comprehensive understanding of this issue, a case study design was employed, utilizing qualitative data collection approaches. This study utilized the FLCAS questionnaire, adapted from Horwitz et al. (1986), as an initial instrument to identify students' anxiety levels. To thoroughly address the research objectives, primary data were collected through semi-structured interviews with eight students and three teachers, selected through purposive sampling, as well as classroom observations. From the interview section, the data findings revealed that scaffolding techniques such as corrective feedback and collaborative learning were considered effective in creating a more supportive learning environment. As a contribution to the language teaching field, this study is expected to serve as a foundation for developing more responsive pedagogical practices and opening opportunities for future research into the effectiveness of scaffolding in various contexts.

Keywords: *English as a Foreign Language (EFL) Learning; Foreign Language Anxiety (FLA); Language Learning; Scaffolding*

Introduction

In the context of foreign language learning, especially English, students frequently face difficulties because it requires both language mastery and emotional readiness. Emotional factors significantly influence students' learning processes, academic achievement, and their overall experience within the school setting (Bai, 2023). One of the common challenges in this context is foreign language anxiety (FLA) (Wu, 2010). Horwitz et al. (1986) described FLA as a feeling of uneasiness that occurs when someone is learning or utilizing a foreign language. It is generally characterized by nervousness, self-doubt, fear of making mistakes, and negative judgment. Among the emotional barriers faced by learners, FLA is a significant emotional component that influences students' motivations (Ofiaz, 2019).

To address this anxiety, teachers are focusing more on learning strategies in order to create a supportive learning environment. The search for suitable approaches for learning English as a second language has been extensive, as it is a challenging task (Ying et al., 2021). One of the solutions that is considered effective in supporting students in dealing with anxiety is scaffolding (Pol et al., 2015; Zhang et al., 2023). In daily teaching practice, scaffolding strategies are used as a gradual form of support provided by teachers to help students achieve higher learning goals (Wood et al., 1976). In line with Vygotsky (1978), who later developed the concept of the Zone of Proximal Development (ZPD). This highlights the importance of temporary assistance from more experienced people in the learning process to guide students toward independent learning. Scaffolding is an effective strategy in language learning as it fosters collaboration among students during the learning process (Yildiz & Celik, 2020).

Based on the background explained above, the researchers decided to conduct the research at an Islamic State Senior High School in East Java, Indonesia that offers two English subjects: English Compulsory and English Literature. Through initial observations and student questionnaires, the researchers found that many students experienced high levels of anxiety during English lessons, particularly in English Literature classes. This class is designed to provide more advanced and in-depth material, as well as equip students with the skills needed to take several standardized English language tests. As a result, the academic load and assignment demands in this class are relatively higher than those in Compulsory English classes. In some cases, this pressure leads to feelings of hindrance, lack of motivation (Pascoe et al., 2020), fear of failure, academic stress, or burnout (Pham Thi & Duong, 2024). This study is unique in that it focuses on the learning context in English Literature class, which is rarely explored in depth at the high school level in Indonesia.

In response to this situation, teachers at the school began implementing various scaffolding techniques to create a more supportive learning environment for their students throughout the learning process. This strategy aims not only to increase student participation but also to reduce their anxiety (Rezai et al., 2025). Therefore, the primary focus of this study is to explore the scaffolding techniques used and assess their effectiveness in reducing students' English learning anxiety. This study also aims to identify which techniques are considered most effective based on students' and teachers' perceptions, experiences, and classroom observations during the learning process. Thus, understanding how significantly learners perceive and value English as a foreign language serves as essential for developing their language skills (Iftanti & Maunah, 2021). It is expected that the findings of this study can make a meaningful contribution to the development of English teaching practices and serve as a valuable reference for Indonesian novice and pre-service teachers in designing learning strategies that are more adaptive and responsive to students' emotional needs. Accordingly, this study is guided by the following research questions:

RQ 1: How do teachers and students perceive scaffolding techniques applied in the EFL classrooms?

RQ 2: Which scaffolding techniques are most effectively implemented to reduce students' language anxiety?

Research Methods

This research utilized an explanatory case study design. Case studies are used to acquire an in-depth understanding of a specific phenomenon within an actual setting, especially when the boundaries between the phenomenon and its context are uncertain (Yin, 2018). This approach was chosen to explore how scaffolding techniques can be utilized to reduce student anxiety in English learning. The research was conducted at a State Islamic Senior High School located in East Java, Indonesia, involving students

and English teachers as participants. Following that, these observations were also conducted in the English literature classes.

Prior to primary data collection, researchers conducted preliminary observations and distributed a questionnaire adapted from Horwitz et al. (1986) Foreign Language Classroom Anxiety Scale (FLCAS). This questionnaire was not used as the primary data source, but rather as an instrument to determine students' anxiety levels and identify the most common anxiety dimensions (e.g., communication anxiety (CA), test anxiety (TA), and fear of negative evaluation (FNE)). The questionnaire results were then used to purposefully select student participants, specifically 11th-grade students with different levels of anxiety. The primary data for this study were gathered through semi-structured interviews with students and teachers, as well as classroom observations. The selection of teachers was also based on similar considerations or purposefully due to their direct involvement in teaching English literature classes. The interviews were designed to gather in-depth perceptions from students and teachers about the implementation of scaffolding techniques, while observations directly evaluated how the technique was applied in learning practices and students' responses. In this regard, a qualitative approach remains crucial to the research design, as suggested by Creswell and Poth (2018), emphasizing the necessity of understanding the meanings that individuals build within their social context.

Qualitative data collected through interviews and observations were analyzed using thematic analysis approaches based on the Braun and Clarke (2006) model. Thematic analysis was chosen because it is flexible (Purnawan et al., 2025) and allows for the profound implications and patterns that arise from participants' experiences, especially in the context of foreign language learning. To ensure the credibility and validity of the findings, this study employed data triangulation, which involved aligning information from various sources, including questionnaire results, interviews, and classroom observations. This method enabled researchers to assess data consistency and gain a broader view. Furthermore, the researchers verified initial results with the participants to ensure that data interpretations were accurate. To improve dependability and confirmability, the research process was documented in detail, and reflective notes were taken.

Results

In this section, the analysis of the questionnaire was conducted to identify the prevalent types and levels of FLA among students. The results revealed that students experienced varying levels of anxiety across the three FLCAS dimensions (CA, TA, FNE) which reflect students' emotional responses throughout English learning activities.

Table 1. Questionnaire Analysis of Students' Anxiety Scores

Type of Anxiety	Scores
Communication Apprehension	58.6%
Test Anxiety	42.4%
Fear of Negative Evaluation	30.4%

It was found that the most dominant type of anxiety experienced by students was CA, accounting for 58.6%, followed by TA, 42.4%, and FNE, 30.4% at the highest level. These findings served as the foundation for the purposeful selection of student participants for the interview phase, considering the characteristics of students who demonstrated a high tendency toward speaking anxiety, such as fear of speaking without preparation, anxiety when asked to answer in front of the class, and anxiety about negative evaluations from peers and teachers. The primary data collected through interviews and classroom observations were then analyzed using a thematic approach, resulting in three main themes:

1. Students' Perspectives on Teachers' Scaffolding Techniques

In a foreign learning process involving scaffolding techniques, this theme refers to how students perceive and respond to the use of different scaffolding techniques in English language learning implemented by their teachers. This perception encompasses the extent to which students feel supported, safe, and able to overcome learning difficulties as a result of the constructed support. Understanding students' perspectives is important because it can reflect the effectiveness of teaching strategies in bridging ability gaps and reducing anxiety when communicating.

Excerpt 1

S1: *"I feel more confident when the teacher helps me and gives me feedback at the end after the activity."*

In excerpt 1, student 1 (S1) stated that she felt more confident when she received assistance from the teacher, especially after getting feedback once the learning activity was fully completed. The feedback provided at the end of the exercise is seen as the most important factor in boosting the student's confidence. The statement emphasizes the importance of feedback in shaping a student's learning experience. This suggests that personalized teacher support has a significant impact on enhancing students' confidence and proficiency in learning.

Excerpt 2

S2: *"...if we make mistakes, the teacher will give feedback or correct us. Yes, the impact is very significant for the student's development in learning English, especially when they are continuously guided in this way. So, it is really very important"*.

The quote demonstrates how the student correlates mistakes with opportunities for teacher assistance. Feedback and correction are shown as consistent responses by the teacher to errors. The student sees these actions as having a significant impact on language skill development. Continuous guidance is emphasized as an important aspect of the learning process. The notion suggests that teacher presence and assistance extend beyond individual activities and contribute to long-term learning progress.

Excerpt 3

S3: *"For example, when I have difficulties in translating a reading text or writing from Indonesian into English... I will get some help, especially in arranging the sentences."*

The excerpt illustrates that student 3 (S3) identifies translation and writing tasks as moments of difficulty. The role of the teacher appears in the form of direct assistance, particularly in structuring and organizing sentences accurately. This assistance provides immediate support during the task, reducing the complexity faced by the student. The student attributes this assistance to a smoother learning process, indicating that teacher guidance is effectively embedded within specific language activities, such as translation and sentence construction.

Excerpt 4

S4: *"Usually, I ask the teacher to help me translate the text that I don't understand, and I think it really helps... Because when the teacher helps, the fear of making mistakes disappears."*

In the following excerpt, student 4 (S4) shared her experience in class, describing her tendency to seek teacher assistance when encountering unfamiliar or challenging texts. Translation support from the teacher serves as a form of guidance that clarifies meaning and facilitates comprehension. The student connects this help with an emotional response, noting a decrease in fear or anxiety about making mistakes. The statement indicates that teacher involvement contributes to a more comfortable and reassuring learning atmosphere during challenging language tasks.

Excerpt 5

S5: *"When I get help, I feel more confident... usually I'm also assisted in translating texts from Indonesian to English, or vice versa."*

Based on the statement above, student 5 (S5) experiences increased confidence when receiving assistance from the teacher. The support provided involves translation activities between Indonesian and English. The student's statement highlights the link between teacher assistance and the sense of assurance that arises during language learning tasks. Based on classroom observations, such assistance was frequently given when students faced difficulty expressing ideas in English, where the teacher guided them through vocabulary selection and sentence construction to complete the task more effectively.

Excerpt 6

S6: *"There is help available in translating or showing how to pronounce words. So, when the pronunciation is correct and the teacher also confirms it's correct, there's no feeling of embarrassment about being wrong. On the other hand, if it's wrong, the teacher will tell us the correct pronunciation, and then our friends will also know that it was a mistake. So, when the pronunciation is correct and the teacher also says it's correct, there's no feeling of embarrassment for being wrong. Besides, if it's wrong, the teacher will tell us the correct one, and then our friends will also know that it was a mistake."*

Based on student 6's (S6) statement indicates that the student receives assistance related to translation and pronunciation during classroom activities. Correct pronunciation is validated by the teacher, reducing the sense of embarrassment associated with errors. When pronunciation mistakes occur, the teacher provides correction openly, allowing both the student and peers to recognize the correct form. Based on classroom observations, pronunciation guidance was often conducted through repetition and modeling, where the teacher demonstrated the correct articulation and students followed in unison. This approach created an interactive environment in which correction was accepted naturally as part of the learning process.

Excerpt 7

S7: *"I once received some feedback... because we are always encouraged to try speaking in English. Even if we make mistakes, it's okay — but when we do, the teacher will give the correct version afterward."*

According to student 7 (S7), he shared his experience of learning English in the classroom, where he received input or feedback from his teacher. He explained that during the learning process, students are encouraged to practice speaking English actively. Although mistakes can happen, this is considered normal. However, if mistakes occur, the teacher will still provide corrective feedback so students understand the correct form and usage. It revealed similar classroom practices, where students were encouraged to speak freely, and corrective feedback was provided after activities to maintain high engagement and confidence.

Excerpt 8

S8: *"I can't do it without help because I don't really understand the material. I understand a little, but not the whole thing, so I still need assistance... For example, in reading materials, sometimes I know the meaning of a few words, but when it comes to the difficult ones, I just can't understand them."*

Based on the quote from student 8 (S8) above, it's understandable that he faces partial understanding of learning materials and relies on teacher assistance to overcome comprehension. He admitted to only understanding a small portion of the material, but not the entire material. This is especially relevant when working on reading assignments, where he only understands the meaning of simple words but struggles with more complex vocabulary. Therefore, he still requires assistance in the learning process. Classroom observations also showed similar situations, where the teacher provided vocabulary explanations and contextual examples when students encountered unfamiliar terms during reading activities.

2. Teachers' Perspective on Scaffolding Techniques Practices

From the teachers' interviews about their classroom experiences, this theme refers to teachers' pedagogical perspectives and considerations in selecting and implementing scaffolding techniques in the classroom. The focus is on how teachers adjust their support to meet students' language and emotional needs, particularly those experiencing FLA during their learning process. Through such perspectives, teachers share their experiences in creating supportive learning environments, as well as their efforts to build students' confidence gradually.

Excerpt 9

T1: *"Because each student has different prior knowledge... So, with scaffolding, I think it also helps those who feel less confident. Usually, at the beginning, I try to map out which students are more advanced than others. Then, during activities, I group them so that at least each group has one capable student. If there is a student who tends to feel nervous when asked to perform in front of the class, I approach them personally and give feedback without others knowing."*

Based on the statement by teacher 1 (T1), it is understandable that each student has a different background of prior knowledge. Therefore, the implementation of scaffolding is considered very helpful, especially for students who lack confidence or feel inferior. The teacher explained that in the initial stages of learning, she usually maps students' abilities to identify those with more prominent abilities. Then, during the activity, the teacher will group students in such a way that each group contains students who are more capable. This grouping is used to balance abilities while maintaining peer support within each group. For students who tend to feel afraid or nervous when asked to perform in front of the class, the teacher provides a personal approach and direct, confidential feedback, so that these students do not feel embarrassed or stressed in front of their peers. In the classroom observations, it was revealed that this personalized interaction contributed to a more inclusive and safe environment for the students.

Excerpt 10

T2: *"If I correct the students while they are speaking, it will make them lose confidence. So, I usually take note of their mistakes first, and then at the end, I give some modeling on how to pronounce the words correctly. With the use of scaffolding techniques, students become more motivated that's the most important thing. Through visual support, collaborative learning, or corrective feedback, the students can focus more on the material and think more critically. If I only explain*

verbally, they usually don't understand... It's better when I invite them to talk or have discussions in class."

From the statement of teacher 2 (T2) above, she realized that directly correcting students while they were speaking could negatively impact their self-confidence. Therefore, the teacher chose first to note the errors made by students, then provide corrective feedback in the form of modeling at the end of the session, so that the corrections did not feel embarrassing. The teacher also mentioned that scaffolding techniques such as visual support, collaborative learning, and corrective feedback were very helpful in increasing student motivation. These techniques were considered effective in making students more focused on the learning material and developing critical thinking skills. The teacher emphasized that delivering material verbally alone was not compelling enough, as students often struggled to understand. Conversely, if the material was delivered through discussions or interactive conversations in class, student understanding tended to improve.

Excerpt 11

T3: "If a student asks about a word they don't know the meaning of, I usually give them a synonym or an equivalent word that is more familiar to them, or I explain the definition in English using simpler words that are easier to understand... when given an indirect explanation like that, it can eventually help enrich their vocabulary."

Following the Teacher 3's (T3) explanation above, it can be understood that in helping students understand new vocabulary, the teacher does not immediately provide direct translations. Instead, she prefers to provide synonyms that are more familiar to students or explain the meaning in English using simpler vocabulary. This approach aims to enable students to understand the meaning of words contextually without relying entirely on translations. This strategy also indirectly enriches students' vocabulary by introducing them to more equivalent words. In other words, the assistance provided not only answers students' questions but also opens up space for their broader language development.

3. Effective Scaffolding Techniques in Reducing FLA

In accordance with the previous themes, this theme explores specific techniques that students and teachers believe are most effective in helping students overcome FLA in English literature classes. The primary focus is on forms of support that can encourage students to be more confident in speaking, understanding material, and interacting without fear of negative judgment. Identifying these techniques is crucial for providing teachers with practical guidance on selecting strategies that are appropriate to the class characteristics and student needs.

Excerpt 12

T1: "By grouping the students, I think it is effective... because they become more motivated by their group members and tend to help each other."

In this excerpt, T1 stated that the strategy of grouping students or creating collaborative learning activities is considered effective because it can increase their motivation. The teacher stated that when students are placed in groups, they tend to be more motivated to participate actively, especially due to the positive influence of their groupmates. Furthermore, this grouping also fosters a collaborative atmosphere where students can help one another understand the learning material. Thus, this method not only strengthens social interactions among students but also supports a more inclusive and supportive learning process.

Excerpt 13

T2: *“Basically, when they are given group assignments, they all become more confident... and working in groups actually helps support their confidence, which can reduce their anxiety. I notice that in groups, their motivation increases, and they can help each other and engage in discussions.”*

In line with the previous excerpt, according to the T2's explanations, assigning tasks in the form of group work or collaborative work has a positive impact on student self-confidence. The teachers observed that when students study in groups, their self-confidence increases because they feel supported by their peers. This condition also helps reduce the level of anxiety that usually arises when they have to complete assignments individually. Furthermore, group learning also increases student learning motivation because students can discuss and help one another. Thus, group work not only strengthens cognitive aspects but also supports students' emotional comfort in the learning process.

Excerpt 14

T3: *“I will definitely help or give support until they become more confident. So, giving them group assignments is quite helpful.”*

The following excerpt indicates that T3 actively strives to provide assistance and support to students until they demonstrate improvements in their self-confidence. The teacher recognizes the importance of support in the learning process, particularly for students who may feel uncertain about their abilities. Furthermore, the teacher also mentioned that giving group assignments is an effective strategy in supporting this process. Through group work, students can help each other and feel more comfortable participating, thus gradually building their confidence in learning English.

Excerpt 15

S1: *“When I'm given feedback or corrected, I feel like, ‘oh no, I made a mistake,’ and it sticks in my mind. Later, during exams, I usually remember, ‘oh, this was the one that was corrected before,’ so it tends to stay in my memory.”*

In the S1's statement, the emphasis is on the fact that teacher correction or feedback has a significant impact on students' memory and learning process. When students receive correction, it makes it easier for them to recall the mistake. As a result, when facing exams or similar situations in the future, students will immediately recall the moment of correction and are less likely to repeat the same error. This demonstrates that corrective feedback not only helps improve understanding but also strengthens students' long-term memory of the material they have learned, and can gradually lead to the students' future learning independence.

Excerpt 16

S2: *“Maybe having more group discussions, being given group tasks in class, talking in English like that, and also mixing English with Indonesian during lessons.”*

Based on these statements, S2 highlight several forms of support that were considered effective in the English learning process. He believed that frequent group discussions and group assignments in class increased his engagement in the learning process. Furthermore, interactions such as speaking English in a relaxed atmosphere were also considered beneficial. Students also mentioned the importance of alternating English and Indonesian during the lesson. This suggests that a translanguaging approach—

which flexibly combines two languages—can help students feel more comfortable and confident in understanding the material and actively using English in class.

Excerpt 17

S3: “...*I feel more comfortable when feedback is given at the end of the activity rather than being interrupted right away.*”

In the following excerpt, S3's statement indicates that S3 feels more comfortable when feedback is provided after the activity is completed, rather than directly during the process. This suggests that interruptions or corrections during learning activities can disrupt concentration or even lower students' self-confidence.

Excerpt 18

S5: “*We are helped in translating reading texts... the teacher helps us translate unfamiliar words into Indonesian.*”

This excerpt illustrates how S5 felt helped when teachers provided support in translating the reading texts, especially on the vocabulary they considered unfamiliar or difficult to understand. This demonstrates that teacher assistance in the form of translanguaging, which involves transferring meaning from English to Indonesian, plays a crucial role in overcoming students' linguistic barriers. In the classroom observations, similar patterns were observed, with the teacher taking time to explain complex vocabulary before continuing the reading session.

Excerpt 19

S7: “*Yes, I'm given suggestions, more like advice. When I have difficulties, I'm guided on how to do it correctly, like, 'this is how it should be.'*”

In the excerpt above demonstrates that students benefit from the teacher's guidance or suggestions when they encounter difficulties in their learning. The phrase "more like suggestions" suggests that the teacher's approach is guiding, rather than judgmental. When students are unsure of an answer, the teacher provides clarification or explanations on how to proceed. This type of assistance reflects a form of scaffolding, namely corrective feedback, which not only corrects errors but also builds students' understanding in a supportive manner.

Excerpt 20

S8: “*Like being given feedback and guidance, then group tasks so we can have discussions together, and if there are difficulties, the teacher still helps.*”

In the following excerpt indicates that S8 felt the benefits of the scaffolding techniques provided by the teacher. S8 believes that giving feedback or direction, which involves providing students with clear guidance on what needs to be corrected or improved, can be helpful in their learning process. Furthermore, through group assignments, students have the opportunity to discuss and learn collaboratively with their peers, which can reduce individual stress and increase self-confidence.

Discussions

From the students' viewpoint, scaffolding is perceived as a form of strategic support that empowers them to participate more confidently in English learning, particularly in overcoming linguistic challenges. Many students reported that techniques such as translanguaging, modeling, corrective feedback, and collaborative learning helped them build understanding and emotional resilience when facing complex language tasks. For example, in the interview, several students noted that corrective feedback after the activity can improve their confidence and understanding. These supports are not seen as fostering dependence, but as transitional aids that reduce fear of failure and build speaking confidence. This aligns with Thao & Trang (2022), who found that well-applied scaffolding strategies can activate students' cognitive engagement and foster language acquisition.

Moreover, students reported that techniques like pre-teaching vocabulary, teacher correction, and group-based tasks facilitated more contextual learning and long-term retention. This suggests that scaffolding extends beyond momentary help, shaping autonomous learning behavior and reflective language use (Damanhour, 2021). Additionally, some students relied on the teacher's assistance when dealing with complex vocabulary, especially in reading activities. This highlights the importance of immediate support during learning tasks, which can boost students' confidence and encourage active participation in classroom discussions. This supports the idea that learners frequently depend on teacher-provided vocabulary support when encountering complex words in texts, and such assistance facilitates comprehension during reading tasks (Astuti & Barratt, 2021).

Furthermore, from the teachers' perspectives, scaffolding is viewed as an adaptive and essential component of responsive and inclusive teaching in EFL classrooms, assisting students with their diverse linguistic abilities, language proficiency levels, and emotional needs of learners. Based on their classroom experiences, teachers indicated that no single method suits all students; instead, they emphasize adaptive scaffolding that accounts for learners' backgrounds and needs (Bogale & Wale, 2024). For instance, rather than offering direct answers, many teachers opt for providing hints, vocabulary prompts, or rephrased sentences to guide students while maintaining active participation. Additionally, scaffolding is also used to create a psychologically safe classroom atmosphere, where students are encouraged to make mistakes and receive feedback without feeling embarrassed or anxious. Teachers shared that they often provide corrective feedback after tasks are completed, allowing students time to reflect rather than feeling pressured during the activity, which reflects the belief that affective factors play a critical role in language development (Chen & Liu, 2021; Faqihi, 2024).

Both students and teachers identified several scaffolding strategies that are particularly effective in reducing FLA, especially during speaking activities. Delayed corrective feedback emerged as a preferred technique, as it enables learners to express themselves freely without fear of immediate correction, which aligns with findings by Tariq and Shah (2024). Although research by Fu & Li (2024) suggests that postponing feedback can increase mental load, this study found to be more effective for maintaining emotional comfort during language production. Additionally, translanguaging practices, where teachers and students utilize both English and the native language, were found to lower anxiety by enhancing comprehension and validating students' linguistic identities (Dryden et al., 2021). Collaborative learning was another key factor, as group discussions encouraged peer support and reduced performance pressure (Ha et al., 2022; Liu & Wang, 2023). These results highlight that effective scaffolding is not merely instructional but is also profoundly connected to fostering emotional safety and learner autonomy in the EFL classroom.

Conclusion and Suggestions

The findings of this study underscore the significant role of scaffolding techniques in creating a psychologically safe and inclusive EFL classroom. Students perceived various forms of teacher support, such as (delayed) corrective feedback, translanguaging, and collaborative learning, as essential not only for improving comprehension but also for reducing their fear of making mistakes. The use of group-based learning further promoted peer collaboration, boosting students' confidence and encouraging active class participation. From the teachers' perspective, scaffolding was described as a flexible and responsive strategy to accommodate students' varied linguistic backgrounds, ability levels, and emotional readiness. Methods such as visual support, collaborative learning, and vocabulary pre-teaching were consciously employed to adjust the learning process to students' real-time needs, to minimize communication apprehension, and promote engagement.

Furthermore, the combination of perspectives from students, teachers, and classroom observations highlights three scaffolding strategies, such as corrective feedback, collaborative learning, and translanguaging, as the most impactful in reducing foreign language anxiety. These techniques enabled students to express themselves more freely and comprehend learning materials more effectively, contributing to their emotional security in the classroom. In addition to its theoretical implications, this study provides valuable practical guidance, particularly for pre-service and novice teachers, on designing emotionally responsive and student-centered instruction. By adopting scaffolding approaches tailored to students' emotional and linguistic conditions, beginner educators can foster supportive interactions, reduce anxiety, and develop a more productive language learning environment that supports learners' confidence and autonomy.

Despite offering valuable insights, this study has several limitations that should be acknowledged. The research was conducted with 11th-grade students at an Islamic State Senior High School, which narrows the generalizability of its findings. Furthermore, classroom observations and interviews were limited in scope and time, potentially omitting variations in scaffolding practices across different sessions or contexts. Given these boundaries, future research is encouraged to explore a broader range of learning environments, including online or bilingual settings, and adopt longitudinal or experimental designs to examine the long-term impact of scaffolding strategies on learners' emotional and linguistic development.

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