



How Can Scaffolding Activities Enhance Self-confidence in EFL Learners during Oral Performances?

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Table of content

Acknowledgment.....	2
Abstract.....	6
Chapter 1: Introduction.....	7
1.1. Problem Research	7
1.2.1. General Objective	8
1.2.2. Specific Objectives.....	8
1.3. Justification	9
Chapter 2: Review of the Literature.....	10
2.1. Literature Review	10
2.1.1. Anxiety in Language Learning.....	10
2.1.2. Scaffolding as a Pedagogical Strategy.....	11
2.1.3. Empirical Evidence on Scaffolding Effectiveness	12
2.1.4. Enhancing Self-Confidence.....	12
Chapter 3: Methodology.....	14
3.1. Research Methodology	14
3.2. Phases of the Action Research	15
3.3. Description of Setting	16
3.4. Description of Subjects	16
3.4.1. The First School.....	16
3.4.2. The Second School.....	17

3.5. Data Collection	17
3.5.1. Instruments of Data Collection	17
3.5.2. Lesson plan Implementation: First and Second Cycle of Action Research	18
3.5.3. Student Audio Recordings	19
3.5.4. Activity Samples	19
3.5.5. Unstructured Interviews	19
3.5.6. Ethical Considerations	22
3.6. Data Analysis.....	22
3.7. Limitations.....	23
Chapter 4: Results and Discussions.....	24
4.1. Interviews.....	25
4.2. Lesson Plan Implementation: First Cycle observations	31
4.3. Lesson Plan Implementation: Second Cycle of Action Research Observations.....	41
4.4. Impact After Scaffolding.....	52
4.4.1. Anxiety Reduction and Emotion Regulation	52
4.4.2. Greater Oral Participation and Willingness to Take Risks	53
4.4.3. Correct Use of Scaffolding Tools.....	53
4.4.4. Peer Collaboration	53
4.5. Comparison of Observations of Cycles 1 and 2	55
4.5.1. Experience of Emotion and Anxiety	61
4.5.2. Participation Patterns.....	62

4.5.3. Peers' Presence and Aids.....	62
4.5.4. Use of Scaffolding.....	62
4.5.5. Indicators of Language Development.....	63
4.6. Follow-up Interviews	64
4.7. Teachers' Reflections	74
Chapter 5: Conclusions and Recommendations.....	76
5.1 Recommendations	77
References	78
Appendix A	83
Appendix B	90
Appendix C	95
Appendix D	106
Appendix E	116
Appendix F.....	119
Appendix G	122

Abstract

A great number of students in public schools in Cali, Colombia, encounter many troubles in the moment, they needed to speak English. While they have been taking lessons in English for a couple of years now, the little amount of exposure to the language beyond the classroom and the socio-emotional problems make them anxious and result in low self-confidence, especially when it comes to perform in oral tasks. The group of students who it is aimed to investigate in this study are ninth graders with A0- A1 levels and the purpose is to investigate how scaffolding can be employed to reduce anxiety and build confidence during oral activities.

The work was undertaken in two public schools, with qualitative action research methodology. An action plan was put in place to involve supportive, graded strategies, such as modelling, repetition, and peer involvement. Interviews of students before and after the intervention provided a way to assess changes in confidence and emotions. The findings suggested that when students have emotional and academic support, they are encouraged to take risks, to take part actively in english class and trust that they can learn. The findings imply that scaffolding could significantly contribute to the construction of a classroom space in which students can feel comfortable to talk and grow as language learners.

Key Concepts: Scaffolding strategies, anxiety in EFL speaking tasks, psycho-social factors, self-confidence

Chapter 1: Introduction

English (especially speaking) for EFL learners is not only important, but also, many EFL learners have great difficulty in speaking before others due to shyness and inadequate confidence. Fear of making errors and feelings of insecurity in being judged while presenting may hinder a student's desire to actively participate, which in turn limits practice time and therefore limits the progress of their language skills. As self-confidence is fundamental in oral communication, it is important to study the ways that help EFL learners develop self-confidence during these speaking activities. To address this issue, this study was conducted with a view to exploring the effects of scaffolded activities to enhance students' confidence in oral presentations, which might contribute to the successful implementation of language teaching in the classroom. The participants in the study were ninth graders with an English level of A0-A1 from two public schools: Inem Jorge Isaacs, sede principal, and Ciudad Córdoba, sede Enrique Olaya Herrera, in Cali, Colombia. The research question is: how can scaffolding activities enhance self-confidence in EFL learners during oral performances. The study has the overall aim to examine how scaffolded activities improve students' confidence in their oral performances.

1.1. Problem Research

This study investigated the potentiality scaffolding practices to impact how ninth-grade students approached making oral presentations in English within the class. During the learning process in EFL, particularly at the low levels (A0–A1), learners seem to be apprehensive. This anxiety may stem from worries about screwing up, being scrutinized by classmates, or not having practiced enough beyond the classroom, or making mistakes. Those feelings can diminish self-esteem, rendering students less industrious as learners and turning them off.

Effective scaffolding in a nurturing manner can mitigate emotional blockades for students as it is indicated in this study. With small, manageable steps, teachers can also help students

to feel confident and secure when it comes to speaking activities. Fostering a positive and welcoming atmosphere in a classroom helps learners to be able to picture themselves in others, and feel comfortable taking language risks.

The strategy of action plan customized and used in two public schools was used with the intention of investigating the link among scaffolding, self-efficacy and speaking. It positions teachers beyond providers of language and as emotional coaches who lead students through their fears and confidence deficits.

1.2. Research Question

Our research was conducted to respond the following question: how can scaffolding activities enhance self-confidence in EFL learners during oral performances?

1.2.1. *General Objective*

To investigate the efficacy of scaffolding activities in increasing self-confidence among students in oral communication activities.

1.2.2. *Specific Objectives*

1. To identify scaffolding activities that support the development of self-confidence during oral performances in EFL settings.
2. To design and implement an action plan incorporating selected scaffolding strategies tailored to learners' needs.
3. To examine changes in students' self-confidence through pre- and post-intervention interviews.

1.3. Justification

The overall aim is to investigate the benefits of scaffolding techniques in boosting self-esteem of ninth graders with poor English background during the oral English classroom communication. The present study is performed in two public schools in Cali, Colombia.

As English teachers of state schools, we have noticed that EFL learners are embarrassed and insecure when they have to speak and perform in oral activities. In this scheme, scaffolding techniques were created as a promising pedagogical approach. Zarandi and Rahbar (2016) demonstrated that scaffolding remarkably guarantees the improvement of speaking and fosters learner autonomy by gradually transferring responsibility from teacher to student. In light of this evidence, this research identifies the impact of scaffolded techniques on students' self-confidence during oral activities. The findings aim to inform instructional practices that foster confidence, lowering anxiety levels, and promoting more effective engagement in speaking tasks within the English classroom.

Chapter 2: Review of the Literature

In educational settings, scaffolding is like providing support structures that help students reach higher levels of understanding. Teachers or more experienced peers offer guiding assistance, such as hints, prompts, or demonstrations, especially when a task feels just beyond what the student can do alone. As learners become more confident and skilled, this support is gradually withdrawn, encouraging independence. This process of gradually reducing help is known as fading. The core idea is that, with the right assistance, students can tackle and understand more challenging tasks than they could by themselves.

2.1. Literature Review

In this literature review, we begin by exploring the issue of anxiety in language learning, followed by a discussion on scaffolding as a pedagogical strategy to mitigate such anxiety. We then review empirical evidence demonstrating scaffolding's effectiveness and conclude with an analysis of its role in enhancing self-confidence in EFL learners.

2.1.1. *Anxiety in Language Learning*

Building on this theoretical foundation, in our daily experiences as English teachers, we often find that many students have difficulty conveying their ideas in spoken English in the classroom. This realization led us to conduct further research, revealing that speaking anxiety manifests through several dimensions. For instance, Hashemi (2011) highlights how learners' self-perceptions and fears of cultural loss can turn language activities into high-stakes experiences. Similarly, Mamun (2021) identifies physical symptoms of anxiety, such as trembling hands or hesitant speech, as common signs of fear of negative evaluation.

These emotional, social, and cognitive barriers to language learning are further elaborated in the literature. In our experience, students often express anxiety when speaking due to make mistakes or being judged by their classmates. This fear undermines their self-

confidence and enjoyment through their learning language process. Weda and Sakti (2018) reinforce this observation, showing how even minor errors or confusion can magnify anxiety, making it difficult for learners to speak up. Likewise, Rajitha and Alamelu (2020) demonstrate how peer behaviors, such as judgmental looks, can silence a student for the remainder of a lesson. Sadiq (2017) adds that such anxiety hinders fluency, while Ahmetović et al. (2020) establish the negative connection between communication anxiety and overall English proficiency. Most recently, Syahbani and Apoko (2023) confirm that elevated anxiety levels are associated with reduced oral test performance, supporting our classroom observations.

2.1.2. Scaffolding as a Pedagogical Strategy

To address these challenges, scholars advocate for scaffolding not simply as a tool to ease pressure, but as a means to build learners' competence and autonomy. Alnuzaili and Uddin (2020), along with Rosmayanti, et al. (2023), argue that boosting self-confidence is just as important as teaching language skills. This notion supports our interest in scaffolding as a strategic framework for reducing anxiety.

Van de Pol, et al. (2015) define scaffolding as a balanced approach where instructors provide guidance while gradually transferring responsibility to learners. This promotes student ownership of learning while maintaining necessary support. Reinforcing this view, Belland, et al. (2013) describe scaffolding as timely support that enables students to perform tasks they could not otherwise complete alone. As learners develop proficiency, this support gradually fades, allowing for independence. Chou (2018) adds that scaffolding helps learners manage complex assignments without feeling overwhelmed, reducing anxiety and supporting both cognitive and emotional growth. Importantly, such scaffolding can come from teachers, peers, or technology.

2.1.3. Empirical Evidence on Scaffolding Effectiveness

Turning to the empirical literature, we find diverse studies validating the effectiveness of scaffolding in various contexts. Ginaya, et al. (2018), in Indonesia, shows how scaffolded group activities enhance fluency and vocabulary while simultaneously reducing fear of making mistakes. Complementing this, Alwahibee (2019) reports improved speaking skills and classroom interaction through scaffolding in Saudi classrooms. Sari and Rozimela (2021) find that well-facilitated small group discussions promote learner success, while Boonmoh and Jumpakate (2019) demonstrate that individualized feedback scaffolds enhance self-efficacy. Adding a metaphorical perspective, Almeida, et al. (2024) liken scaffolding to a 'bridge' that helps learners transition from anxiety to autonomy.

2.1.4. Enhancing Self-Confidence

To investigate whether these findings apply across educational levels and cultures, other scholars offer broader insights. For instance, Sarmiento, et al. (2022) and Setiawan and Hasim (2018) both found that collaborative scaffolding significantly increases student confidence in secondary-level learners. Similarly, Pitura and Chang (2023) observe that peer feedback and digital scaffolding tools support university learners in Poland and Australia, emphasizing the importance of adaptability in diverse contexts. Yildiz and Celik (2020) further highlight four principles crucial to student-centered scaffolding: continuity, contextual support, intersubjectivity, and fluency. Their findings show that a collective classroom culture helps transform challenging tasks into positive learning experiences.

Likewise, Tubón and Rodríguez (2023) report notable improvements in grammar, vocabulary, pronunciation, and interaction after implementing a 14-session scaffolding-based intervention with novice learners. These improvements are particularly relevant, as our ninth-grade students function at a similar A0-A1 level.

Given this strong evidence, we are encouraged by the potential for scaffolding to enhance self-confidence and oral language performance in public secondary school learners. Despite its demonstrated success, few studies have examined its use among low-proficiency learners in resource-constrained Latin American settings. Thus, we developed an action research plan aimed at observing the impact of scaffolding strategies in our ninth-grade EFL classroom.

On the basis of an extensive review and analysis of the literature, we conclude that scaffolding offers a promising path toward reducing speaking anxiety and enhancing learner confidence. This literature review ultimately affirms our research question: How can scaffolding activities enhance self-confidence in EFL learners during oral performances?

Chapter 3: Methodology

Our research outlines the methodological approach utilized to investigate how scaffolding activities can enhance self-confidence in EFL learners during oral performance. To ensure methodological rigor and enrich the trustworthiness of the findings, a triangulated and collaborative action research design was implemented. As part of the triangulation process, we two teacher-researchers collaboratively designed and carried out the action research cycles in two public schools. Although the institutions were different, they shared comparable characteristics: similar English proficiency levels (A0–A1) and a noticeable reluctance among students to participate in oral activities. Each class session was carefully co-planned and delivered in our respective contexts. After every implementation, we shared observations and engaged in reflective discussions to contrast what was happening in each setting. This collaborative process not only deepened our understanding but also strengthened the credibility and validity of our findings, allowing for a more holistic and contextually grounded view of the students' emotional and linguistic responses to the scaffolding strategies. The research was led by the following objectives: To identify and characterize scaffolding activities that support the development of self-confidence during oral performances in EFL settings. To design and implement an action plan incorporating selected scaffolding strategies tailored to learners' needs. To examine changes in students' self-confidence through pre- and post-intervention interviews.

3.1. Research Methodology

Our research was based on the philosophical framework of interpretivism and employed qualitative research to explore learning English. Specifically, we examined how scaffolding activities can enhance self-confidence in EFL learners during oral performances. To explore this dynamic, we adopted an Action Research methodology with an inductive method, enabling a deeper understanding of classroom interactions and the potential of scaffolding to reduce

speaking anxiety. This approach was chosen because it is well-suited to capturing the complexity of students' experiences and supporting responsive, adaptive teaching practices. The study was conducted over a longitudinal time horizon to observe changes and growth across two cycles of intervention.

3.2. Phases of the Action Research

This action research followed an eight-phase cyclical process to address students' speaking anxiety and low self-confidence in English classes at two schools.

The process began with diagnosis, where classroom observations and informal conversations identified fear of mistakes, low self-esteem, and anxiety as key barriers to oral participation. A literature review then informed the theoretical foundation, selecting scaffolding as the central strategy to support language development and reduce anxiety.

In the planning phase, two intervention cycles were designed using progressive scaffolding techniques, including visual aids, sentence starters, group work, and peer support. During Cycle 1 implementation, these strategies were introduced, accompanied by pre-intervention interviews. Although initial improvements were noted, reflections revealed the need for more explicit modeling and structured practice.

Cycle 2 incorporated refined strategies such as rehearsed dialogues and guided peer interactions, which led to greater participation and reduced anxiety level. A final comparative analysis of both cycles and schools showed steady progress, especially through collaborative learning and gradual release of responsibility.

The process concluded with pedagogical recommendations, confirming that scaffolding significantly enhances student confidence and oral performance, making it a valuable tool for EFL teaching contexts.

3.3. Description of Setting

The research was done in two public schools in Cali.

The First institution located in Comuna Four in La Flora Industrial neighborhood; it is a diversified secondary education institution with seventeen technical modalities. The school's facilities encompass 106 classrooms, 37 computer rooms, 6 fields of soccer, 1 laboratory of languages, (English and French), and an innovative library, which are essential component of its infrastructure.

The second Institution is in Comuna Fifteen, El Vallado neighborhood. This institution is categorized as an Ethno-institution with two modalities Systems and Accounting. The school's facilities, encompassing 15 classrooms, 1 computer room, and 1 covered court, are essential components of its infrastructure. Despite facing challenges such as the absence of a dedicated library, the school strives to provide a conducive learning environment.

3.4. Description of Subjects

3.4.1. *The First School*

The population was approximately thirty students with an age range between 13-15 years, sixteen females and fourteen males in ninth grade. Some strengths are that students like learning English, but few of them like interacting with each other or doing oral activities because sometimes they can't stand each other or don't like speaking English. They have 3 hours of English classes per week, which are scheduled in the morning, this population is multiethnic, afro-descendants, Indigenous, mestizos, and Venezuelan students. Students' parents are employees and others are independent.

3.4.2. *The Second School*

The population was ninth-grade students, aged 13 -17 with approximately thirty-one individuals. This dynamic group, comprising fourteen males and seventeen females with varying English proficiency levels categorized as beginners (A0-A2). Many of their families have been displaced due to violence or economic situations, contributing to the socio-economic dynamics within the school community. Additionally, the student body reflected a rich diversity, comprising Afro-descendants, Indigenous, mestizos, and Venezuelan students. This unique blend of backgrounds enhanced the cultural mosaic within the school, presenting both challenges and opportunities for educational practices. Most families associated with experience low-income circumstances, with a significant portion originating from the Pacific region.

The teachers who conducted the research have a degree in Modern Languages with a vast experience in Secondary education, they both love teaching English.

3.5. Data Collection

Our study was qualitative action research grounded in an interpretivist paradigm, which seeks to understand participants lived experiences and perceptions within their educational context. The research strategy was action research, the approach was inductive, permitting themes and patterns to appear from the data rather than imposing predefined categories and the time horizon was longitudinal. Data were analyzed using thematic analysis, which facilitated a nuanced understanding of how students and parents perceived the scaffolding strategies implemented to support oral performance in English.

3.5.1. *Instruments of Data Collection*

Data were collected through the following instruments:

Observation and Note-Taking

Throughout both cycles of the intervention, the teacher-researchers conducted systematic classroom observations, supported by detailed note-taking. These notes focused on student behavior, emotional responses, levels of participation, and changes in oral engagement. The observational data provided real-time insights into how students interacted with scaffolded activities, as well as the classroom dynamics that shaped their speaking confidence

3.5.2. Lesson plan Implementation: First and Second Cycle of Action Research

The participants were 41 ninth-grade students aged 14-17, with an A-0, A-1 English level, who were selected based on their regular attendance at classes and their informed consents on time accepting the research without conditions. In the first school, the population were thirty students and the participants were twenty-three, in the second school, the population were thirty-one and the participants were eighteen.

Throughout both intervention cycles, teachers conducted systematic and detailed classroom observations, during each class session, supported by meticulous note-taking. These observations focused on student behavior, emotional responses, engagement levels, and changes in oral interaction. The data gathered offered real-time insights into how learners responded to structured activities and how classroom dynamics influenced their spoken language use. Special attention was given to ensuring the accuracy and consistency of these observations. Notes from both schools were later compared, allowing the researchers to identify common patterns as well as context-specific differences in student performance and classroom interaction. This comparative process provided a comprehensive understanding of the impact across different educational settings. See Appendices A and B for full lesson plans for cycles 1

and 2, Appendices C and D for activities in each cycle and Appendices E and F summarize the teachers' observations.

3.5.3. *Student Audio Recordings*

As part of the classroom activities, students were asked to record their own audio responses during the corresponding oral tasks. These recordings served a dual purpose: they were both a pedagogical tool and a data source. The audios allowed for analysis of students' pronunciation, fluency, vocabulary range, and coherence. They also revealed emotional changes, such as increased willingness to speak and reduced anxiety during oral production.

3.5.4. *Activity Samples*

Work samples, including written reflections, dialogue scripts, and scaffolded oral tasks were collected regularly. These artifacts served as evidence of students' language development and their engagement with scaffolding tools. Recurrent themes in student reflections such as risk-taking, peer support, and motivation offered deeper understanding of affective changes (see Appendix G).

3.5.5. *Unstructured Interviews*

A total of 30 unstructured interviews were conducted before and after the action research intervention: 20 with students (10 in each school) and 10 with parents (5 in each school). These interviews aimed to explore participants' perceptions of English oral performance, speaking anxiety, and the support provided through scaffolding strategies. Conducted in a flexible, conversational format, the interviews encouraged participants to share freely their feelings, observations, and personal experiences. This data was essential in capturing the emotional and cognitive shifts experienced by learners and their families, hesitation, and greater autonomy over time.

3.5.5.1. Unstructured Interviews for Parents

Two unstructured interviews were applied for ten parents who were selected voluntarily to participate in the interviews. The parents' questionnaires were conducted in Spanish to facilitate the participation since they did not have any knowledge of the English language. They were interviewed by the English teachers through telephone calls and person-to-person meetings with previous appointments. The recording method was Note-taking and the time for applying each interview was 10 minutes. The first interview was conducted in the second week of february before starting the study and the second one was applied in the third week of april after finishing the action research implementation.

Table 1

This chart presents the first and second interview parents' questions

First parents' questionnaire	Second parents' questionnaire
1. Do you observe your child studying at home?	1. Have you observed any change in your child's behavior while doing English tasks at home?
2. Does your child do English homework at home?	2. What does he/she do to prepare the English oral activities?
3. Does your child seem motivated when preparing oral activities for English class	3. How does he/ she prepare the oral activities?

3.5.5.2. Unstructured Interviews for Students

Two unstructured interviews for twenty participants, (ten from each institution), who were selected based on their regular attendance at classes and their informed consents on time accepting the research without conditions. The first interview was applied in the second week of february to assess how they felt when performing in oral activities in English class, and the

second one was applied in the third week of April, after finishing the research implementation, to know how they were impacted in their levels of anxiety and confidence.

The first questionnaire included 3 Open-Ended Questions on general feelings, the fourth was a Likert scale question on anxiety and confidence, in the fifth question, students explained the Likert scale choice, and the sixth was a multiple-choice question on oral activities preference in the class. Students' questionnaires were conducted in Spanish to obtain more reliable information. They were interviewed during English classes or during the recess. The recording method was Note-taking and the time for applying was 10 minutes.

Table 2

This chart presents the first and second interview students' questions

First students' Questionnaire	Second Students' Questionnaire
1.How do you usually feel before engaging in speaking activities in English class?	1. Have you felt in English class for the last three months? And why?
2.How do you usually feel while engaging in speaking activities in English class?	2. Do you feel anxiety levels during oral activities have decreased? If the answer is affirmative, what do you think has helped to enhance your self-confidence?
3. How do you usually feel after participating in oral activities in English class?	3. What kind of oral activities have you liked the most? And why?
4. On a scale from 1 to 5, where one is "Not at all confident" 5 is "Very confident" and " How confident do you feel about speaking in English during class activities?	
5. Can you explain why you chose that number?	

6. Which type of oral activities do you prefer the most? a. Group discussion b. Peer work conversation c. Individual presentation d. Acting out dialogues or role-play. e. I do not like any oral activities.

3.5.6. *Ethical Considerations*

Informed consent was given by all the participants before data collection. They participated in a voluntary way, and all data were anonymized to protect student identity. Ethical principles such as confidentiality, respect, and transparency were strictly followed.

3.6. Data Analysis

In this section, a thematic analysis is presented of qualitative data gathered from two Action Research cycles held in two state secondary schools. Data sources were field work observations and notes in the classroom as well as direct observation of students, student participants' audiotapes, and interviews, all these were unstructured with ten parents and twenty students. The analysis was guided by an inductive interpretivist approach and Braun and Clarke's (2006) six-stage process, resulting in patterns emerging in relation with speaking anxiety, oral performance, emotion regulation, peer collaboration, and interest in learning. By looking at the data from these different perspectives, we were able to triangulate answers to have a clearer understanding of the students' developing self-confidence throughout this project.

3.7. Limitations

It was discovered that there were some difficulties during the enhancement of self-confidence and the reduction of anxiety in oral activities; the highest difficulty was time to apply the study (just two months); class hours were short (three hours per week).

For the purpose of this study, two cycles of action research were set forth, since due to limiting factors, its implementation was sometimes complicated (from February to April, and more specifically) such as meetings with parents to discuss academic progress, meetings with school principals, and others.

Furthermore, a two-day national teacher strike and activities and meetings for the PIAR (Research and Development Program) organized by the Secretary of Education made it impossible to implement more than two cycles. Despite these setbacks, the implementation of the first and second cycles offered valuable insights and laid the groundwork for future cycles under more favorable circumstances.

Chapter 4: Results and Discussions

In this chapter, we presented a deep analysis of results, as well as concrete evidence of findings derived from two cycles of action research applied at two public secondary schools in Cali, Colombia. The fundamental aim of the study was to examine how scaffolded activities impacted students' self-confidence in oral communication in various EFL contexts. This analysis closely aligned with the study's purpose, which is to investigate how these scaffolding activities can enhance the level of esteem that EFL students possess when they speak English fluently.

Within this context, the study had three specific purposes to accomplish, each of which was tested through a structured analysis of the data to reach the principal aim.

First, the research aimed to identify and characterize scaffolding activities that support the development of self-confidence during oral performances in EFL settings. From classroom observations and thematic analysis, several effective scaffolding techniques were identified, including the use of visual supports, modeling, task collaboration, repetition, guided task developments, and emotionally supportive feedback. These gradual strategies significantly lowered anxiety and motivated participation, especially when adapted to both the affective and linguistic needs of students.

To address the second aim, a plan to act was formulated to design and implement an action plan incorporating selected scaffolding strategies tailored to learners' needs. The applied format was refined through two action research cycles, which established the design of classroom activities focused on both scaffolding and emotional support. Notably, some scaffolding activities, such as role-play, reflective speaking, emotion drawing, and peer group work, were incrementally implemented to provide linguistic inputs and emotional securities. Consequently, the students began taking more chances; they reported speaking more confidently and participating in the classroom more frequently.

In relation to the third specific objective, and to provide evidence that students were confident with the action plan, researchers examine changes in students' self-confidence through pre- and post-intervention interviews. The testimonial data collected from student and parent interviews indicated that students' emotional responses and oral communication behaviors had greatly improved. Initially, preliminary interviews suggested a high degree of speaking anxiety, which manifested in symptoms such as trembling, avoidance, and fear of peer evaluation. In contrast, follow-up interviews revealed higher self-confidence, increased motivation, and a positive orientation towards oral English tasks. Moreover, parents reported that their children had become more independent, responsible, and eager to learn a language.

These findings indicate that, in addition to serving as a linguistically supportive device to compensate for verbal difficulties, scaffolding is an important pedagogical tool for addressing emotional factors that hinder oral language. Furthermore, the structured support offered through scaffolding strategies created a positive classroom environment where students felt relaxed expressing themselves, making mistakes, and developing confidence as English speakers. In this chapter, we elaborated on these findings, detailing how they emerged from the interviews, classroom observations, and comparisons of both action research cycles.

4.1. Interviews

The following table presents the answers given to the first parent interview.

Table 3

The first parents' interview

Participants	Do you observe your child studying at home?	Does your child do English homework at home?	Does your child seem motivated when preparing oral activities for English class?	Comments

1	No, yo no lo he visto hacer inglés.	Si, a veces, hace y ya.	No, no se ha visto nada motivada para hacer actividades orales, ni antes ni ahora.	No hace tareas de inglés.
2	No, se observa que está estudiando.	No, hace tareas de inglés.	A veces, aunque dice que le gusta.	Le gusta pero no hace.
3	A veces	A veces	Si, pero no todo el tiempo, sobre todo en actividades de hablar siente pánico.	Poco motivada.
4	No, nada.	Algunas veces.	No, porque dice que no sabe pronunciar bien.	No pronuncia bien.
5	Creo que no.	A veces.	Le da miedo y siente nervios.	Siente nervios.
6	A veces, como no tiene celular dice que le preste el mío.	Inglés, eh, si pero pues él dice que es muy duro, porque no entiende, yo veo que termina rápido y se pone a jugar, y se lo quito.	La verdad profesora, no, es que a él no le gusta, yo veo es que es cerrado para esa materia.	No, le gusta el inglés.
7	Si, ella es muy juiciosa, ella llega come y hace sus tareas.	Si profe, ella hace todo, lo que pasa es que en inglés ella se demora más.	Yo si la veo con ganas cuando hace lo de esta materia, pero es como estresada, para hablar porque de pronto se le rien.	Hace tareas pero se estresa.
8	La verdad yo no sé mire que me madrugo, y el queda solo, pero él me dice que sí, yo le creo él es muy juicioso.	La verdad dice que inglés es muy chévere, y usa Duolingo y esas cosas para estudiar.	Uf, si él es feliz cuando hay clases de inglés, es que vea le digo que es muy juicioso de aprender eso.	El inglés es muy chévere.
9	Ella es una de esas niñas que como le digo hace todo pa cumplir, es que es muy responsable.	Las de inglés, claro que sí, pero le da mucha nerviosidad, porque eso si es más durito pa ella	y yo no sé de eso, como le digo si es motivada porque ella quiere aprender, pero si le da como angustia pa hablarlo, porque se equivoca	Hace tareas para cumplir

			y se le burlan, es maluco.	
10	No sé porque me voy a trabajar temprano y llego ya de noche.	A veces, dice que es muy difícil y no entiende.	Mi hijo tiene miedo que los compañeros se le burlen y es muy feo profesora.	Miedo a las burlas.

During the first interview with the parents, it was found that students were not highly motivated to learn English as well as participate in English oral activities. Most of the parents indicated that their children did not study English routinely at home and that they did not perform homework in a consistent manner. Home assignments were either superficial, or not put down at all, frequently teaching and learning not in the least affected. Although a few parents reported that their children were responsible or motivated, most of them mentioned a lack of study habits or discipline. Some parents cited logistical obstacles like being at work that kept them from overseeing or assisting with their children's learning. But even when homework was completed, it was often out of obligation rather than genuine interest or because they enjoyed it. With respect to oral tasks, the interviews identified an emotionally charged episode that seemed to be common. Parents spoke of being fearful, anxious, and overly reluctant to use English aloud, typically mentioning fear of being mocked, trouble pronouncing, and anxiety as significant barriers. These beliefs were stated in comments like: "siente pánico," "se le burlan," and "no le gusta el inglés," expressing a strong emotional resistance towards oral participation. Even in the case of some individual learners, who showed a certain amount of concern for English, they had difficulty in speaking. This widespread emotional discomfort underscored the urgent need for strategies that could foster psychological safety and promote students' confidence in speaking English.

The following table summarizes the students' answers from the first interview.

Table 4

This table shows what the students answered in the first interview before starting the action research implementation

Participants	Before an activity	While an activity	After an activity	1 to 5 Scale	Why do you choose this number?	Preferences of activities
1	Con mucha ansiedad, miedo an equivocarme, como algo de pena, uno se equivoca y los compañeros se burlan	Pues un poco de inseguridad, salir a pararse, pero ya conforma pasa me suelto un poco más.	Bien de haberlo hecho y haber cumplido con el compromiso y poder lograr las cosas	3	La inseguridad lo detiene a uno, lo hago o no lo hago, Siento temor o angustia	Cantar, hacer diálogos con los compañeros uno habla y otro contestan.
2	Con miedo a cometer errores y que se burlen de uno, muy ansioso empiezo a sentir frio y a temblar.	Siento lo mismo frente a mis compañeros, más fuerte, tiemblo más, y empiezo a sudar todo el cuerpo	Ya me siento un poco bien, porque ya lo hice con esfuerzo y a pesar de que tengo esas condicioness salgo, pero si me da nervios.	3	Porque no estoy seguro si los estoy haciendo bien, por los nervios uno se equivoca	Me gusta la participación en los puestos, exposiciones en grupo, participar en grupo.
3	Me pongo muy nerviosa, me empieza a dar ganas de llorar, siento miedo	No sé me pongo más nerviosa y me da como pena hablar, es que me da miedo todos esos ojos viéndome a mí, umm eso.	Ya me siento más tranquila, aunque tiemblo.	2	Porque yo siento que mis nervios no me dejan pronunciar bien, o hablar bien.	Con los diálogos, me puedo desenvolver mejor.
4	Me dá nervios, me dá miedo y me dá pena	Me sigue dando pena como hablar, primero tengo que	Me siento un poco tranquila, y ya no	Escojo el 3,	Estoy aprendiendo para estudiar la carrera	Me gustaría escribir lo que siento y decirlo en

	porque yo soy nueva, me da tembladera.	pensar lo que voy a decir para no pasar penas con mis compañeros.	siento nervios.		que es ser profesora de inglés.	inglés. Leer en voz alta
5	Me pongo un poco nervioso, pues también estoy en una academia de inglés y así también estoy perdiendo el miedo a hablar.	Me siento menos nervioso ya que antes de exponer siempre me pongo nervioso y ansioso, muevo los dedos y los tronos sacándome yucas.	Ya siento pura tranquilidad, nada de nervios y felicidad de terminar eso.	Creo que 4,	Me siento seguro ya que he aprendido a pronunciar y al hablar sobre un tema, ya que lo único que debo hacer es mejorar mi vocabulario y pronunciación.	A mi gustaría exponer sobre nuestros sueños, hablar de uno mismo, como proyectos de vida y exponer talentos.
6	Nervioso, me empieza a sudar las manos, me empieza	Me pongo más nervioso todavía, me trabo, me muevo de un lado para otro.	Ya estoy tranquilo más relajado, estoy más relajado.	Me parece que 2.	Porque no tengo buena pronunciación y entiendo el inglés solo cuando lo leo.	Me gusta cantar, lo de exponer no me gusta mucho y no quiero hacerlo.
7	Nerviosa y me estreso, me comienzo a desesperar y si me preguntan algo respondo de mala manera.	Con mucha pena y nerviosa.	Aliviada y se me quita el estrés	2	Porque siento que puedo hacerlo mejor, pero lo hago mal, por falta de interés.	Me gustan las exposiciones, puedo repasar más y puedo mejorar la pronunciación, además que es en grupo.
8	Al principio me siento nerviosa, ansiosa, empiezo como a sudar, como a temblar.	Ya pierdo el miedo, estoy frente a mis compañeros hablo con ellos.	Me siento feliz por haber hecho la actividad.	Me parece que 1	Yo no entiendo casi el inglés y cuando no entiendo algo, me pongo como nerviosa.	Hacer preguntas entre nosotros, decirnos cosas en inglés, trabajar en parejas o en grupos, también

					cantar en inglés.
9	Un poquito nerviosa, porque de la nada empiezo a sobre pensar, si se me olvida algo cuando estoy frente a los compañeros	Me siento más segura, siento que el sobrepensamiento me ayuda a mejorar mis cosas y así ser un ejemplo para los demás.	Mucho mejor que la primera pregunta, siento que ya hablé fue un alivio.	3	A mí los profes siempre me han dicho que tengo buena pronunciación, siento que tengo buena memoria.
10	Sinceramente muy nerviosa, el año pasado tenía mucho pánico escénico y ya.	Si tengo mucho pánico y sentiría que los otros me están juzgando, realmente siento mucha ansiedad por eso.	Ya me sentiría mal, porque a veces siento que lo hice mal, el año pasado me ponía a llorar porque pensaba que lo había hecho mal.	Me pongo un-2	Porque Se me olvida lo que tengo que decir, digo que pronuncio bien y no lo hago.
					Canciones y pruebas de complementar con esas canciones.

The first interview of students was administered in the second week of February, and this was a diagnostic instrument to measure their initial self-confidence to anxiety levels in their oral performance in English. The research results revealed that most learners experienced high anxiety levels, which were reflected through physical symptoms in the form of shaking, sweating, crying, and blocking of speech. The motivations related to fears of peer criticism, pronouncing wrong or forgetting expressions when speaking. For instance: "I get very nervous; I feel like crying." "I feel cold and tremble." This was the case for the oral activities before, during, and after questions. On a Likert scale, they indicated on a scale of 1 to 5 how confident they were using self-frames, for the fourth question, students reported having the most self-

confidence between 2 and 3, indicating low self-confidence. They also felt more at ease in group work, songs, dialogues, and pair work in the final question. By doing so, they shared responsibility and lowered their personal exposure, covering both anxiety and confidence. This initial phase revealed the emotional barriers faced by students and indicated the potential of concepts like scaffolding for addressing them.

4.2. Lesson Plan Implementation: First Cycle observations

The students showed signs of nervousness, fear, and anxiety during the first activities of this cycle action research. Most of them were silent at the beginning, others were surprised, and while some expressed a desire to participate, they were concerned about making mistakes, and be judged. However, some participants seemed a little more confident as the teacher broke down each activity into simple, manageable steps to develop speaking activities.

Understanding Mental Habits

Activity 1: Mental Habits Matching (Date: February 24th, 2025)

Implementation: The scaffolding strategy used was pair group to support each other, and share ideas in a collaborative setting because it reduces the pressure on individual students and provides opportunities for peer learning. Students worked in pairs to match pictures of mental habits with corresponding words. Despite lack of the vocabulary, group collaboration helped reduce anxiety, and most students began engaging with the activity when they worked in pairs; they said to it was easier in the group than individually, they felt comfortable, they learned a lot of vocabulary.

Observations:

School number 1: In this activity the students did not pay attention. They were talking in Spanish; they seemed pressured. Then, the collaborative activity decreased a little the

pressure, allowing students who were not confident to take part in the activity. They relied on peers to clarify meanings and practice vocabulary and expressions; some of them wanted to participate.

School number 2: It was difficult to develop this first activity because it coincided with the time they were supposed to go to the school restaurant to receive their food rations. While working in pairs to match pictures of mental habits with corresponding words, some participants were whispering in Spanish “Esa no es,” Preguntas a la profe”, “Yo no puedo pronunciar eso”, and others asked for help. Despite the group collaboration and the visual aids and the teacher support, most students seemed anxious and avoided participating.

Activity 2: Talk on Simple Habits (Date: February 25th, 2025)

Implementation: The scaffolding strategies were a teacher-led discussion and visual aids, because visual aids help for a better comprehension and remembering new vocabulary and concepts, even if their English proficiency is limited. In this activity, the teacher introduced basic mental habits like smiling, taking deep breaths, and saying positive words and sentences. Then, the teacher provided a list of phrases and vocabulary related to the topic worked on the video before watching it. After that, students watched the video and repeated simple phrases and practiced pronunciation by repeating phrases individually and in groups.

Observations:

School number 1: At first, the participants were hesitant, but some of them did not understand the video. After the feedback, some of them seemed to feel a little more comfortable and tried to say something and began asking for help with pronunciation of the phrases that appeared in the video.

School number 2: For this activity, students paid more attention; some of them practiced pronunciation by repeating phrases individually and in groups. Some seemed engaged with the

video and tried to repeat and pronounce although very shy, while others remained mute and some of them were doing something different. When the activity finished some of them asked for the link to watch it again at home.

Activity 3: Drawing Emotions (Date: February 27th)

Implementation: In this activity, the scaffolding strategies were visual and substitution tables because they help students to understand the task and give them a reference for expressing themselves in a meaningful way. Students were given a substitution table chart where they had examples of images to draw faces to express their emotions (happy, angry and sad) and how to describe their feelings with a simple word or sentences. For instance, "I feel happy because I'm with my friends." They worked individually and then shared their feelings with the group. This activity was complemented with visual and material resources. Students drew faces on cardboard or sheet of paper showing their feelings and emotions.

Observations:

School number 1: The playful work of the faces and their emotions engaged the students, reducing a little the anxiety and fear, since they did not feel self-conscious, and it did not matter if they made mistakes, as the feedback was positive and emotionally supportive.

School number 2: Most of the students participated in this activity, they used the substitution table to create their own template for expressing their emotions. At the end, more than half of the participants shared their feelings in front of the class using their templates and the others stayed in their chairs, showing their work while making gestures, laughing and whispering. They enjoyed using faces to express their emotions. Before leaving the classroom, the teacher observed some students that continued trying to talk about their emotions using the provided substitution table.

Benefits and Goal Setting

Activity 1: Benefits of Being Happy (Date: March 3rd, 2025)

Implementation: This activity involved two scaffolding activities: Listening to and using repetitive multimedia content, which helped to reinforce vocabulary and comprehension. For this activity students watched a short video “Five ways to well-being” with mental health tips to encouraged discussion and repetition of phrases relevant to the personal question (How are you feeling today?) which was answered in a sticky note, then it was shared with the group and pasted on the board.

Observations:

School number 1: The students were motivated by the video and expressed great interest in it. This was demonstrated when most began to participate. They asked questions and shared personal experiences, using very simple phrases or keywords. Although they were concerned about mispronunciation, most of them wanted to participate.

School number 2: Most of the students participated answering the question and shared it with the group before pasting it on the board. Then, they watched the video and started sharing their ideas with very simple sentences or just a word, helping themselves with gestures. Others were very nervous, used L1 or combined L1 and L2 trying to share their experiences.

Activity 2: My Happiness Goal (Date: March 6th, 2025)

Implementation: In this activity, the scaffolding strategies were visual aids and group sharing. The visual aids support vocabulary recalls and idea generation, while group sharing promotes spoken interaction and expression of personal preferences. Students expressed things that made them happy and described their drawings using simple English phrases or

words. Interaction between peers was encouraged, as they worked in pairs, with one partner expressing their feelings to the other.

Observations:

School number 1: The students showed interest in the activity and were animated to participate. Students seemed to be comfortable expressing their emotions and feelings in small groups and most students wanted to speak in front of the group.

School number 2: This activity seemed interesting because most of the students participated. They looked more comfortable expressing themselves in small groups; however, when the teacher invited them to talk in front of the class, some of the participants showed signs of anxiety like sweating, babbling, and trembling hands.

Activity 3: Happy Moments Reflection. (Date: March 10th 2025)

Implementation: The scaffolding strategies were written reflection and partner sharing because written reflection allows students to organize ideas and to express themselves at their own pace, while partner sharing promotes spoken interaction and reinforces vocabulary and sentence structures. For this activity, the teacher started talking about the happiest moment of her life, to exemplify how to carry out their task step by step. Then, the students organized their ideas and expressed them in a short text and shared it with a partner. They used simple sentences to describe their experiences.

Observations:

School number 1: It was a difficult activity because some students didn't want to talk about their happiest moment. They said they did not have a happiest moment. But then, students organized their ideas and shared them with peers. A little confidence was generated, allowing them to speak more freely. It was noted that many of them were pronouncing their

words better. Despite this, the nervousness persisted, although at times during the class it diminished as students realized they were not being judged or laughed at.

School number 2: Some participants used one or two simple sentences to express their happiest moment while other students wrote more elaborate texts. Then, they shared it with the group. It was a very special moment because the partners were silent and paid attention to their classmates' reflections.

Practicing Positive Mental Habits

Activity 1: Happy Thoughts Circle (Date: March 13th, 2025)

Implementation: The scaffolding strategy was verbal participation in a circle because it encourages equal participation and spoken interaction, fostering confidence in using English in a group. Students participated in the circle activity to practice and reinforce simple positive mental habits. The teacher provided a colored flower, which had in the core an invitation "Give yourself permission to..." and on each petal, there was a positive mental habit. So, each student looked at the flower and chose one positive habit that they wanted to reinforce and share with the class.

Observations:

School number 1: The students were quite motivated to talk with their partners. They were drawn to the flower image, which was given to each pair, creating a supportive environment that fostered equal participation. At first, the students struggled to express their ideas, but gradually, they connected with their partners, interacting and supporting each other. It was evident that each pair was interconnected, and when it came time to express their ideas, they did so without hesitation, as the change of space in the classroom allowed them greater confidence and freedom.

School number 2: After explaining the activity, the group formed a circle, and the teacher began saying "I give permission to myself to make mistakes". Then, the students took their turns and participated animatedly, except six students who kept silent, avoiding eye contact with the teacher.

Activity 2: Deep Breathing Exercise (Date, March 17th 2025)

Implementation: In this activity, the scaffolding strategy was teacher-led demonstration, to ensure comprehension and providing language input, allowing students to participate in a physical activity that relaxed and focused on language production. Before the activity, the teacher provided a vocabulary of the video, then the teacher used a video called "Belky Breathing exercise: Calm body and mind" to guide the deep breathing exercise with instructions in English, and when students did not understand the instructions, it was necessary to demonstrate the action to be performed. The students practiced breathing and described their sensations afterward and how they actually felt during the deep breathing exercise.

Observations:

School number 1. As the activity began, the students began to relax and improve their concentration. Despite initial hesitation and lack of attention, most followed the instructions and shared their experiences with simple phrases, saying, "I felt good," "normal," "sleepy," or "relaxed."

School number 2: When the activity began, most of the students were very talkative but little by little, they got calm and began following the instructions. During the exercise, there were some participants that did not follow the instructions. They seemed to be distracted paying attention to what their partners did. At the end of the activity, most of them expressed feelings of well-being.

Activity 3: Faces Expressions Game (Date, March 24th 2025)

Implementation: In this activity, the scaffolding strategies were prompt cards and gestures. Using prompt cards helped students understand the task and provided vocabulary support, and gestures to facilitate comprehension and communication, especially for visual learners. The students played a guessing game that consisted in dividing the participants into small groups. Each group took a turn to make facial expressions, and the others guessed what emotion they were representing.

Observations:

School number 1: All groups appeared organized and creatively working on their expressions. There was collaboration between them, and they were observed to be very focused on their feelings, appearing less nervous and less stressed, which allowed even the shyest students to participate and improved their confidence level. Most students actively participated directly using expressions in English; everyone was happy to show their artwork and wanted to participate.

School number 2: During the activity, most of the participants were engaged and attentive to their partners' expressions to state the right answer. There was a moment that the teacher stopped the activity to remember the importance of respecting turn taking to participate because they were speaking aloud and laughing, so it was difficult to understand what they were saying. They seemed relaxed and enjoying the game while expressing their ideas in English, using words and very simple sentences in a more confident way.

The following table presents a thematic analysis of Cycle 1 of the lesson plan implementation, with the specified themes and sub-themes about learning anxiety, particularly in EFL contexts.

Table 5

The main themes and observations from Cycle 1

Theme	Sub-theme	Activity	School 1 Observations	School 2 Observations	Key Insights
Factors Leading to Anxiety	Initial Hesitance	Mental Habits Matching	Students were initially silent and nervous; some expressed a desire to participate after peer support.	Students were talking in Spanish and seemed pressured; group collaboration helped reduce anxiety.	Initial anxiety can be mitigated through peer support and collaborative activities.
	Levels of Anxiety	Talk on Simple Habits	Some students were hesitant but began asking for help with pronunciation after feedback, reflecting anxiety about speaking.	Students paid more attention and practiced pronunciation, though some remained mute due to anxiety.	Gradual engagement improves with structured support and visual aids, fostering a more comfortable learning environment.
Impact of Anxiety on Performance	Speaking Anxiety	Drawing Emotions	The playful nature of drawing helped students feel less self-conscious and more willing to share.	Most students participated actively, using templates to express emotions; some were shy but engaged through gestures.	Creative activities can reduce anxiety and encourage self-expression among students.
Interplay Between Anxiety and Scaffolding	Supportive Environment	Mental Habits Matching	Group collaboration helped students clarify meanings and practice vocabulary, leading to increased participation.	Collaborative work allowed students to rely on peers for help, though some still whispered in Spanish.	Collaborative learning environments promote confidence and reduce individual pressure.
	Supportive Environment	Drawing Emotions	Positive feedback created an emotionally	Students enjoyed using visual aids and templates,	A supportive atmosphere enhances student

			supportive atmosphere, encouraging expression.	leading to more participation and laughter.	participation and emotional safety.
Strategies to Reduce Anxiety	Classroom Solutions	Talk on Simple Habits	Students practiced vocabulary through repetition and visual aids, leading to improved engagement.	Some students practiced with gestures and simple phrases, but many remained shy.	Structured vocabulary activities can enhance recall and confidence in language use.
	Scaffolding Techniques	Drawing Emotions	Students engaged in drawing to express emotions, which reduced anxiety and improved their willingness to share.	Many students used templates to express emotions, which helped them feel comfortable sharing.	Implementing scaffolding strategies effectively reduces anxiety and enhances speaking proficiency.

Cycle 1 data provided evidence that students in both schools suffered from high levels of speaking anxiety, particularly when they started an activity. But peer cooperation and activities like drawing, working with visual aids, substitution tables, modeling and emotional support, helped reduce anxiety and motivate participation. School 2 was a bit more active about it, but all in all, a few students remained shy. In both sites, structured scaffolding, were pivotal in creating an encouraging learning space in which the students felt more comfortable involving themselves in speaking activities.

4.3. Lesson Plan Implementation: Second Cycle of Action Research Observations

Healthy Habits and Giving Advice

Activity 1: Identifying Healthy Habits (Date: March 27th 2025)

Implementation: In this activity two scaffolding strategies were employed: visual aids and pair discussions. These strategies supported A1 learners by providing visual context and peer support, which made it easier for them to recall vocabulary and communicate their ideas. This approach encouraged peer learning and built confidence. Students observed images of daily activities (e.g, exercising, eating healthy, sleeping well). Then, the teacher asked: "What do you do every day?" and encouraged the discussion telling them about her daily routine highlighting positive habits. Then in pairs, the students worked on their daily routine and presented them to the class.

Observation:

School number 1: Most students interacted with the visuals and confidently responded to the initial question. When they watched the video, they showed interest and connected the visuals with the previously presented vocabulary and the expressions in the video. It concluded that most students were able to clearly articulate at least one healthy habit using given expressions and they looked less stressed.

School number 2: Most participants observed the images and began to give opinions, some of them in Spanish and other students said "Spanish? No, in English, please, cierto, teacher?", then, they laughed and most of the participants started answering the personal question "What do you do every day to be healthy?" After that while they worked on their daily routines, some participants called the teacher to ask questions about habits. Many students were very interested in the topic but several students also asked for the pronunciation of the words, and some lower-level students required prompts and examples from the teacher.

Activity 2: Giving Advice with "Should" (Date. March 31st 2025)

Implementation: In this activity, video support, sentence starters, and pronunciation practice were used as scaffolding strategies. These approaches provided multimodal input, reinforcing understanding through visuals and audio and helped students organize structured sentences, reduce cognitive load, and improve accuracy in speaking, finally enhancing their confidence. The teacher presented some advices using modal verb "should" and its negative form "shouldn't." To motivate students, a grammar song was played "Should and shouldn't." Students were allowed to listen to key structures and write down examples in their notebooks, such as: "You should eat vegetables." "You shouldn't eat too much candy." and so on. Then, based on a list of should and shouldn't situations, students worked in pairs to complete a frame chart, giving advice on good and bad habits.

Observation:

School number 1: Students showed a connection to the musical activity, as they liked the rhythm of the song and requested that it be repeated several times, which helped reinforce structure and pronunciation, especially with auditory and visual students. When they worked in pairs, most students were able to construct simple but grammatically correct advice sentences. The peer interaction encouraged the shyest students to participate. It was evident that some students struggled with the pronunciation of "shouldn't," often omitting the final "t" sound. However, with repetition and modeling by the teacher, improvement was observed.

School number 2: Students were animated with this activity because they liked listening to music in English, as they liked the rhythm of the song. Some of the participants tried to sing it while the others seemed to enjoy it. Some students asked for the link because they wanted to listen to it again at home. The song helped to reinforce structure and pronunciation, especially with auditory and visual students. When they worked in pairs, most students were animated to

construct simple sentences with modal should and when completing the chart. The peer interaction encouraged the shyest students to participate a little more. With repetition and modeling by the teacher, most of the participants got engaged.

Activity 3: Role-Play Advice Giving (Date: April 3rd)

Implementation: In this activity, two scaffolding strategies were integrated: Teacher modeling through dialogue and guided role-play to help students feel more confident in speaking situations. Two model dialogues were presented, using expressive intonation, body language, and linguistic cues given in the context of emotions, they focused on common adolescent situations, such as feeling tired or failing an exam, situations relevant to the students' daily experiences. Students were then asked to listen carefully and observe the structure, vocabulary, and intonation patterns. The dialogues were read to highlight useful expressions such as "You look tired," "I think you should..." to help students improve their understanding and carry out oral interactions in their real context. Later, in small groups, they created their own dialogues and performed them in front of the class.

Observation:

School number 1: Throughout the implementation of this activity, less anxiety was observed, less doubt in the activity, and an increased desire to participate. Although initially, some students were shy and hesitant, saying, "I'm a little afraid to go out, that I might have made a mistake." However, with the help of repeated modeling and peer practice, participation was activated. Although some students used the same dialogues, practiced them, and finally performed them in front of the class, each group received positive feedback, when they were allowed to use their scripts and were praised for their effort and fluency, rather than their grammatical accuracy.

The students became more active, and the structured dialogues offered a clear linguistic framework that helped them feel more confident with the guidance and repetition. They imitated the teacher's modeling and incorporated natural expressions into their performances. Some of them took the initiative to adapt their dialogues to reflect their own situations.

A comparison with previous unstructured speaking activities: the students were less nervous and more willing to act and showcase their skills. Achieving these results was not so easy; the presence of a script and repetitive modeling helped them alleviate the fear of making mistakes.

School number 2: Although some students showed signs of anxiety, most of them participated in the role-play. There were students that used the same dialogues while others created their own based on their daily life situations. When students performed in front of the class, some of them were allowed to read their scripts to help them because they were very anxious. At the end of the activity, they seemed to feel comfortable with the positive feedback.

Mental Well-Being and Expressing Opinions

Activity 1: Understanding Stress and Relaxation (Date: April 7th 2025)

Implementation: The scaffolding strategies were visual support and drawing emotions, which helped students to express emotions even with limited vocabulary and provided a non-verbal way to process and discuss feelings. Teacher showed images of people, some stressed and others relaxed, then the students expressed what they observed. The teacher asked: "What do you do to relax?" Doing a quick brainstorm with students to provide answers like, "What bad habits make people feel stressed?" Then they listed habits that caused stress and those that caused relaxation. A word bank was created for those who had difficulty with vocabulary, allowing students to share their ideas orally.

Observation:

School number 1: High participation was observed with visual elements, as the images presented created clear ideas about the context. Therefore, they responded enthusiastically to the visual information. Even those who were previously reluctant to speak felt more comfortable expressing their emotions through short spoken phrases. Although some students initially used the present tense, repeated modeling in the sentences allowed for gradual improvement, with many students able to produce simple sentences in the past tense by the end of the activity. The non-verbal component, using contrasting pictures, acted as a bridge, allowing them to connect personal experiences in English in a low-stress environment. Through mutual support, they increased their vocabulary and took into account the efforts of others, which fostered a positive classroom climate.

School number 2: It is important to say that the majority of the participants got engaged with this activity through the images although they looked nervous. Some students began expressing their ideas in Spanish, but their classmates animated them to do it in English. It was a sense of comfort.

Activity 2: The importance of healthy habits (Date: April 10th 2025)

Implementation: In this activity, the scaffolding strategies were a chunking reading, pronunciation practice and teacher support. They helped students have easier comprehension, support fluency and confidence, and clarify difficult sections. Students worked in pairs, reading about Martin's story, a teenager who used to have unhealthy habits that negatively impacted his well-being. Each section described different stages of Martin's process. First, they organized the sections and glued them on a blank sheet of paper. The teacher modeled the reading aloud while the participants followed along mentally. Then, they prepared the reading, emphasizing pronunciation, intonation, and correct pauses. Students were then asked to read it in turns, highlighting negative and positive habits. Finally, to deepen comprehension and support

speaking development, the pairs answered questions about the text, using recognized modeled sentences. The questions were:

1. What were Martin's bad habits?
2. Why did he decide to change these habits?
3. How does he feel now?

Observation:

School number 1: Most participants showed many areas of improvement in interaction with the text, as breaking it down into smaller chunks made the activity more accessible and less overwhelming. Students felt more confident tackling shorter, clearer sections, especially those who often struggle with reading in English. The teacher was able to verify this when students took time to accurately organize the ideas in the text, eventually achieving their goal, and they were very happy with it. Therefore, pair reading allowed more proficient students to support their partners with pronunciation and comprehension. Sentence-based pronunciation and modeling helped students to express their ideas, improving fluency and pronunciation, and reducing fear, stress, and hesitation in front of the class.

School number 2: Most of the participants were more confident while working in small groups on the activity. They worked collaboratively to organize the sections, and most students were eager to do it well, trying to be the first in achieving the task. Because of their age, they tend to be competitive. However, it is important to highlight that there was a minority of students reluctant to participate. They showed insecurity by avoiding reading aloud or expressing their ideas about the text.

Activity 3: Personal Reflection and Opinion Sharing

Implementation: The scaffolding strategies were speaking frames and peer feedback, helping students structure their ideas before speaking and encouraging collaboration and

confidence. Students were organized into pairs and then given structured repetition-based phrases such as: "When was the last time you felt stressed?" or "What caused it?" This support helped reduce cognitive overload and anxiety. They organized their responses and then produced their respective reflections in an audio recording.

Observation:

School number 1: During the activity, most students actively participated, as the use of speaking frames was effective in helping students articulate their ideas more fluently and coherently. Students were more willing to share personal experiences, and those without recording devices took a greater interest in seeking peer collaboration, which demonstrated a reduction in anxiety when speaking and expressing their ideas. Peer feedback fostered mutual respect. Students listened attentively to each other's recordings and provided supportive feedback, which seemed to boost their peers' confidence. Some students who were initially hesitant became more engaged after receiving positive feedback from their peers.

School number 2: In this activity, the students were animated, and most of them took time to write the reflection before sharing it with their peers. Some students decided to share their reflection in front of the group and most of them recorded the audio. It was observable that shy students interacted a little more thanks to peer collaboration and the teacher's support.

Class 3 Future Goals and Healthy Lifestyles

Activity 1 Imagining the Future

Implementation: In this lesson, the scaffolding strategy focused on the use of visual aids to enhance understanding and retention of ideas. The teacher showed a video titled "7 Habits That Will Kill Your Future" and students were asked to share what the video was about. This step activated their prior knowledge and encouraged critical thinking. Students watched the

video carefully and were asked to list the seven bad habits mentioned. This note-taking task helped them focus on specific information and improved their active listening skills.

Students took turns expressing their opinions on each of the habits mentioned, which encouraged oral expression in a relaxed environment. Informal dialogue frameworks were encouraged between students using expressions: "in my opinion," "I think," and "I believe." In pairs, they created a poster illustrating their future mental and physical health habits, guided by the question: "What will you do to improve your well-being in the future?" The students presented their posters to the class. The poster served as visual scaffolding to encourage idea generation and linguistic production, reinforcing their confidence in speaking in a meaningful context.

Observations:

School number 1: In the class, students demonstrated a high level of engagement, especially during the pre-viewing prediction and while getting ideas to do their posters. The video's title stimulated their curiosity, and many students actively discussed potential habits even before watching it. During the video, students were attentive and took notes on habits they needed to improve. Some students needed to repeat certain parts of the video, but the visual cues helped compensate for listening comprehension difficulties.

The personal poster activity was particularly effective. It allowed students to externalize their ideas through drawings and short written notes, making the abstract topic of future well-being more relatable. Students were motivated and proud to share their work, and the visual component reduced their speaking anxiety.

School number 2: At the beginning of the activity, some students (boys) were distracted, maybe because there were schoolmates next to the classroom playing football and they love it, but most of them seemed to be happy and engaged, especially with the video's title "Seven bad

habits that will kill your future”, and they participated animatedly, guessing what it was about. Then, while watching it they seemed calm and focused taking notes and asking questions when they did not understand. Some participants asked to repeat some parts of the video because they said it was harder than the other videos in previous activities. After they saw the video. Most of the students worked actively on their personal poster with the teacher’s support, and many volunteers presented their artwork in front of the class, sharing their plans to have better well-being in the future, although some of them were very shy. Only three people were observed doing a mathematics’ task.

Activity 2 Future Plans Using "Will"

Implementation: In this activity, the teacher used guided peer discussions as a scaffolding strategy to promote structured oral interaction among students. The teacher began by reviewing the use of "will" to express plans, providing model sentences and useful expressions such as "I will eat more vegetables" and "I will exercise more often." This linguistic scaffolding supported students in their production of sentences. Students were organized into pairs and asked to answer the question, "What will you do to be healthier and happier?" They were encouraged to use complete sentences with "will" structures. After the pair discussions, each pair shared one or two of their plans with the entire class.

Individually, students wrote down two habits they would like to change to feel better on small pieces of paper, which then they posted on the "Our Wellness Goals" board. The guided language structures and peer collaboration helped foster confidence, fluency, and motivation among the students.

Observation:

School number 1: During pair work, most students remained focused on the task, using model sentences to express their ideas. Some students resorted to their native language to

organize their ideas; however, they were redirected back to English, with positive feedback, pointing to the provided visual aids. The connection was observed between students; they seemed more comfortable talking with a partner, which seemed to reduce their anxiety about making mistakes. Most students were willing to share at least one idea with the entire class, keeping in mind that less proficient or more hesitant students benefited from hearing their partners' ideas, generating spontaneous conversations among students.

School number 2: During this activity, good participation was observed. Most of the students paid attention and gave examples on good and bad habits related to well-being. The interaction among them was much better when they were asked to discuss the question: "What will you do to be healthier and happier?" However, there were still students reluctant to participate. It could be observed that a good part of the group engaged with the oral activity without caring if they made mistakes.

The following table outlines the thematic findings from Cycle 2, highlighting the role of interactive strategies in reducing anxiety and enhancing speaking confidence.

Table 6

Thematic Analysis Table: Cycle 2

Theme	Sub-theme	Activity	School 1 Observations	School 2 Observations	Key Insights
Factors Leading to Anxiety	Initial Hesitance	Identifying Healthy Habits	Most students interacted confidently with visuals and responded well to the discussion, indicating reduced anxiety.	Some students started in Spanish but were encouraged to switch to English; they gradually engaged with the topic.	Initial engagement can be fostered through visual aids and peer encouragement, reducing levels of anxiety.
	Levels of Anxiety	Giving Advice with "Should"	Students enjoyed the musical activity, which	Students were animated by the song, leading to	Engaging activities, such as music, can significantly

			helped them construct grammatically correct sentences, reducing anxiety.	increased participation in pair work and sentence construction.	lower anxiety levels and enhance participation in speaking tasks.
Impact of Anxiety on Performance	Speaking Anxiety	Role-Play Advice Giving	Students showed decreased anxiety and increased confidence throughout the role-play activity.	While some students exhibited anxiety, positive feedback and structured support helped them feel more at ease.	Structured activities can enhance performance by reducing anxiety and fostering confidence in speaking.
Interplay Between Anxiety and Scaffolding	Supportive Environment	Giving Advice with "Should"	The music and structured practice created a relaxed atmosphere, facilitating peer interaction and reducing anxiety.	Students felt more comfortable sharing advice in pairs, with some asking for clarification when needed.	A supportive environment enhances student comfort, confidence, and performance in speaking activities.
Strategies to Reduce Anxiety	Classroom Solutions	Role-Play Advice Giving	Students expressed their ideas more freely after engaging with the song and structured activities, reducing anxiety.	Many students shared their ideas confidently, encouraged by the supportive atmosphere created by peers.	Implementing scaffolding strategies effectively reduces anxiety and enhances speaking proficiency.
	Scaffolding Techniques	Identifying Healthy Habits	Students articulated healthy habits using given expressions and showed improved vocabulary recall.	Some students struggled with vocabulary but relied on peers for support, which helped them engage more fully.	Scaffolding strategies significantly improve speaking abilities and self-confidence in EFL learners.

Cycle 2 demonstrated notable improvements in students' oral participation and emotional comfort. Anxiety levels dropped as learners responded positively to engaging, scaffolded activities such as songs, role-plays, and visuals. Structured support and a relaxed, peer-friendly environment empowered students to speak more confidently and creatively. While School 2 students initially showed more hesitation, both groups benefited from scaffolding techniques, which boosted vocabulary use, fluency, and willingness to communicate in English. These findings confirm that combining emotional safety with interactive strategies effectively enhances language performance.

This thematic analysis table includes relevant themes and sub-themes that reflect factors influencing anxiety, levels of anxiety, and the efficacy of scaffolded strategies in improving students' oral abilities and self-confidence.

4.4. Impact After Scaffolding

After the introduction of scaffolding strategies-modes, repetition, collaboration, and recording in both schools, gains in affective and linguistic outcomes were observed.

4.4.1. Anxiety Reduction and Emotion Regulation

At School number 1, learners demonstrated more composure, smiled more and volunteered to engage more often. This fact is in line with Ginaya, et al. (2018) that refers to scaffolding decreasing fear of making errors. In School number 2, participants were emotionally resilient: they would recover from mistakes rapidly and they could feel pride over their performances, as seen in Almeida, et al. (2024).

4.4.2. Greater Oral Participation and Willingness to Take Risks

in School 1 during pair and group work also led to greater participation of students as there were more who were willing to volunteer with the more confident using sentence starters. School number 2 also had a higher rate of spontaneous speech in role plays and conversations, consistent with Pitura and Chang's (2023) findings regarding peer support for fluency.

4.4.3. Correct Use of Scaffolding Tools

In both schools, it was more systematic when the teacher implemented visual prompts, performed modeling, and self-recorded audios, which corresponds with findings of Van de Pol, et al. (2013) regarding support-authority balance.

4.4.4. Peer Collaboration

It was used as a social scaffolding strategy where collaborative learning seemed to occur in both schools, as students practiced together, gently correcting each other and building up dialogues together, as reported by Sarmiento, et al. (2022).

The advantages of unified implementation on language development of pronunciation, fluency, and complexity of student answers were found to have improved, in line with the conclusion of Tubón and Rodríguez (2023) for beginning learners.

Following the introduction of scaffolding measures in the first cycle including models, repetition, collaborative work, and audio recording both schools demonstrated positive changes in affective and linguistic outcomes.

This table summarizes key classroom observations during Cycle 2, emphasizing student responses to scaffolded activities and emotional support.

Table 7

Summarizes key classroom observations during Cycle 2

Theme	Sub-theme	Activity	School 1 Observations	School 2 Observations	Key Insights
Factors Leading to Anxiety	Initial Hesitance	Identifying Healthy Habits	Most students interacted confidently with visuals; reduced anxiety.	Some began in Spanish but gradually engaged in English.	Visuals and peer encouragement lower anxiety.
Factors Leading to Anxiety	Levels of Anxiety	Giving Advice with "Should"	Students enjoyed the musical activity; improved grammar use and reduced anxiety.	Song led to active pair work and sentence creation.	Music lower anxiety and increases participation.
Impact of Anxiety on Performance	Speaking Anxiety	Role-Play Advice Giving	Less anxiety, more confidence in speaking roles.	Some anxiety present; structure and feedback helped.	Structured speaking boosts confidence and performance.
Interplay Between Anxiety and Scaffolding	Supportive Environment	Giving Advice with "Should"	Relaxed atmosphere through music; promoted interaction.	Students felt more comfortable and asked for clarification.	Supportive spaces build comfort and performance.
Strategies to Reduce Anxiety	Classroom Solutions	Role-Play Advice Giving	Students shared ideas more freely after structured tasks.	Peer support encouraged confident sharing.	Scaffolded speaking tasks improve proficiency.
Strategies to Reduce Anxiety	Scaffolding Techniques	Identifying Healthy Habits	Students articulated habits well using expressions.	Some struggled but used peer support effectively.	Peer scaffolding boosts vocabulary and confidence.

Cycle 2 observations show a clear reduction in student anxiety and a notable increase in engagement and oral participation in both schools. Visual aids, music, and role-play emerged as effective tools to lower stress and promote interaction. Peer collaboration and structured

scaffolding through modeling, repetition, and supportive feedback helped students feel more confident and take linguistic risks. School 2 students initially showed more hesitation but gradually responded well to scaffolding strategies. Overall, a supportive classroom environment, paired with engaging tasks, significantly improved students' comfort and oral language performance.

4.5. Comparison of Observations of Cycles 1 and 2

This section demonstrates the implementation of scaffolding strategies in english teaching, in which notable variations have been observed in affective and linguistic performance in oral communication tasks. The comparative data presented in Tables 8, 9, and 10 provide an overview of the evolution of emotional, participatory, and linguistic indicators among students in two public schools over two intervention cycles. These indicators reveal a clear trajectory of progress, suggesting that step-by-step scaffolding significantly contributed to fostering students' autonomy, confidence, and linguistic comprehension.

The following table provides a comparative overview of student emotional, participatory, and linguistic indicators across the two cycles in both schools. Below is a summary chart of the progress seen in the students from the first to the second cycle.

Table 8

Below is a summary chart of the progress seen in the students from the first to the second cycle

Category	Indicator	First Cycle (School 1)	Second Cycle (School 1)	First Cycle (School 2)	Second Cycle (School 2)	Contrast Summary
Emotional Response	Anxiety	High: visible hesitation, silence	Reduced: calmer, more relaxed	Moderate: some fear, but attempts made	Low: students relaxed and expressive	Both schools show decreased anxiety; greater in School 2
	Emotional regulation	Low: frustration and withdrawal	Improved: more persistence	Moderate: inconsiste nt but present	Strong: students manage mistakes well	School 2 shows stronger emotional growth
Participatio n	Voluntary speech	Rare and teacher- dependent	More frequent, even from shy students	Occasiona l, effortful	Regular and natural	Participatio n improved significantly in both, especially in School 2
	Group task engagemen t	Passive, off-task behavior	Cooperative : more interaction	Engaged, some collaborati on	Fully collaborati ve	Both improved, School 2 was more consistent
Use of Scaffolding	Dependen ce on tools	High: relied heavily	Moderate: started using tools independen tly	Moderate: balanced use	Strategic: used tools efficiently	Both moved toward autonomy; School 2 faster
	Attempts at autonomy	Minimal independen t speech	Frequent short independen t utterances	Emerging attempts	Regular, fluent responses	Strong contrast: School 2 reached autonomy faster
Language Developme nt	Fluency	Halting, unclear speech	More fluent with basic accuracy	Improving: short but accurate phrases	Smooth speech, connected ideas	Fluency improved in both; School 2 more fluent
	Vocabular y and grammar	Frequent L1 use, basic English	Increased vocabulary use	Used taught expressions with errors	More correct use of new vocabulary	Both schools show improvement; greater

Confidence and Comfort	Risk-taking	Rare and cautious	Students try full sentences	Present but hesitant	Confident and creative use	range in School 2 Risk-taking improved, stronger in School 2
	Peer support	Minimal collaboration	Peer scaffolding increasing	Occasional help given	Active peer help and interaction	Peer collaboration increased significantly in School 2
Student Voice	Self-perception	Silent, doubtful	Some signs of pride and satisfaction	Some reflection on progress	Open sharing of enjoyment and improvement	School 2 students show clearer personal growth

Note. Contrast Matrix between Cycle 1 and Cycle 2 (School 1 and school 2).

The contrast matrix shows significant emotional, behavioral and linguistic gain in both schools over the cycles. Both improved positively but School 2 improved more rapidly and homogeneously particularly in terms of emotion regulation, autonomy and fluency. Students were more confident, collaborative and engaged, less anxious and more willing to take risks. This suggests that scaffolding strategies were successful in creating a supportive setting that enabled learners to engage more actively and independently in oral English activities during the intervention.

This table presents a summary of how scaffolding impacted students in both schools.

Table 9

Observation and contrast matrices EFL Scaffolding study. (Cycle 1 and Cycle 2) Matrix Cycle 1

Theme	Sub-theme	Activity	School 1 Observations	School 2 Observations	Key Insights
Factors Leading to Anxiety	Initial Hesitance	Mental Habits Matching	Students were initially silent and nervous; some expressed a desire to participate after peer support.	Students were talking in Spanish and seemed pressured; group collaboration helped reduce anxiety.	Peer support and collaboration reduce initial anxiety.
Factors Leading to Anxiety	Levels of Anxiety	Talk on Simple Habits	Some students were hesitant but began asking for help with pronunciation after feedback.	Students practiced pronunciation, though some remained mute due to anxiety.	Visual aids and structured support improve engagement.
Impact of Anxiety on Performance	Speaking Anxiety	Drawing Emotions	Drawing helped students feel less self-conscious and more willing to share.	Most students used templates to express emotions; some engaged through gestures.	Creative tasks enhance self-expression and reduce anxiety.
Interplay Between Anxiety and Scaffolding	Supportive Environment	Mental Habits Matching	Group collaboration helped clarify meanings and increased participation.	Collaborative work allowed peer reliance; some still whispered in Spanish.	Collaborative environments promote confidence.
Interplay Between Anxiety and Scaffolding	Supportive Environment	Drawing Emotions	Positive feedback created a supportive emotional atmosphere.	Students used visual aids and laughed, encouraging participation.	A supportive atmosphere fosters emotional safety.
Strategies to Reduce Anxiety	Classroom Solutions	Talk on Simple Habits	Repetition and visual aids improved vocabulary use and engagement.	Some practiced with gestures, others remained shy.	Structured vocabulary tasks boost confidence.
Strategies to Reduce Anxiety	Scaffolding Techniques	Drawing Emotions	Drawing reduced anxiety and increased willingness to share.	Templates helped students' express emotions comfortably.	Scaffolding through visuals improves speaking.

In both schools, structured support such as peer collaboration, visual aids, and emotional scaffolding helped students gradually overcome fear and engage more confidently. While School 1 showed greater reliance on teacher prompts, School 2 demonstrated slightly more spontaneous use of tools and peer support. Overall, the data suggests that scaffolding, particularly through creative and collaborative tasks, created emotionally safe spaces where students could express themselves and develop oral language skills with increasing autonomy.

This table contrasts thematic developments across both cycles and schools, illustrating the evolving impact of scaffolded, interactive instruction on student outcomes.

Table 10

Thematic Analysis Table: Cycle 1 vs. Cycle

Theme	Sub-theme	Activity	Cycle 1 - School 1 Observations	Cycle 1- School 2 Observations	Cycle 2 - School 1 Observations	Cycle 2 - School 2 Observations	Key Insights
Factors Leading to Anxiety	Initial Hesitance	Mental Habits Matching	Students were initially silent and nervous, indicating high levels of anxiety.	Students were talking in Spanish, showing discomfort; group collaboration helped reduce anxiety.	Most students interacted confidently with visuals, reducing initial anxiety.	Some students started in Spanish but were encouraged to switch to English; they gradually engaged with the topic.	Addressing initial anxiety is crucial; peer support and visual aids can mitigate anxiety levels effectively.
	Levels of Anxiety	Talk on Simple Habits	Some students were hesitant but began asking for help with pronunciation after	Students paid more attention and practiced pronunciation, although some	Students enjoyed the musical activity, which helped them overcome	Students were animated by the song, leading to increased participation and	Engaging activities can lower anxiety levels and improve participation in

			feedback, reflecting anxiety about speaking.	remained mute due to anxiety.	anxiety and construct grammatically correct sentences.	reduced anxiety.	speaking tasks.
Impact of Anxiety on Performance	Speaking Anxiety	Drawing Emotions	Students engaged in drawing to express emotions, which reduced anxiety and improved their willingness to share.	Most students participated actively, using templates to express emotions; some were shy but engaged through gestures.	Students showed less anxiety and increased willingness to participate in role-play activities, enhancing performance.	Some students were anxious but participated in role-play, using scripts for support; positive feedback helped.	Structured activities can enhance performance by reducing anxiety and fostering confidence in speaking.
Interplay Between Anxiety and Scaffolding	Supportive Environment	Drawing Emotions	Positive feedback created an emotionally supportive atmosphere, encouraging expression and reducing anxiety.	Students enjoyed using visual aids and templates, leading to more participation and laughter.	The music and structured practice created a relaxed atmosphere, facilitating peer interaction and reducing anxiety.	Students felt more comfortable sharing advice in pairs, with some asking for clarification when needed.	A supportive environment enhances student comfort, confidence, and performance in speaking activities.
Strategies to Reduce Anxiety	Classroom Solutions	Role-Play Advice Giving	Students showed decreased anxiety and increased confidence throughout the role-play activity.	While some students exhibited anxiety, positive feedback and structured support helped them feel	Students expressed their ideas more freely after engaging with the song and structured activities, reducing anxiety.	Many students shared their ideas confidently, encouraged by the supportive atmosphere created by peers.	Implementing scaffolding strategies effectively reduces anxiety and enhances speaking proficiency.

		more at ease.				
Scaffolding Techniques	Giving Advice with "Should"	Students practiced vocabulary through repetition and visual aids, leading to improved engagement and reduced anxiety.	Some students struggled with vocabulary but relied on peers for support, helping them engage more fully.	Students articulated healthy habits using given expressions and showed improved vocabulary recall, aided by scaffolding.	Some students struggled with vocabulary but relied on peers for support, which helped them engage more fully.	Scaffolding strategies significantly improve speaking abilities and self-confidence in EFL learners.

This table highlights how scaffolding strategies and engaging activities effectively reduced students' anxiety in speaking tasks across two schools. Initial hesitance and verbal silence diminished as visual aids, structured support like role-plays, and enjoyable activities such as singing, created a positive and relaxed climate. These approaches not only lowered students' anxiety in the class but also fostered increased participation, self-confidence, and language performance. Overall, targeted scaffolding and emotional support proved crucial to help students reduce speaking anxiety and improve their oral skills.

4.5.1. *Experience of Emotion and Anxiety*

In Cycle 1, students from School 1 displayed high levels of anxiety, including visible hesitation, silence, and signs of frustration, indicating difficulties with emotional regulation. In contrast, students in School 2, while still affected by anxiety, appeared slightly more willing to attempt answers and engage with tasks. This difference may be attributed to classroom dynamics, particularly peer influence, which as Rajitha and Alamelu (2020) note, can either suppress or encourage learners. By Cycle 2, both schools showed emotional progress, yet School 2 demonstrated a greater reduction in anxiety, with students becoming more relaxed,

expressive, and better at managing mistakes. These responses align with findings by Hashemi (2011) and Mamun (2021), who highlighted the negative evaluation's fear as a central cause of learning anxiety in EFL learners. The improvement observed, especially in School 2, underscores how targeted scaffolding strategies and emotionally supportive environments can significantly reduce anxiety and promote student confidence during oral tasks.

4.5.2. Participation Patterns

Both schools showed increased participation by Cycle 2, but School 2 demonstrated more consistent and confident engagement. While School 1 saw more volunteer responses, these tended to be brief and less developed. In contrast, School 2 students participated more naturally and took greater oral risks, often engaging actively in group tasks. This contrasts with Sadiq's (2017) observation that learners tend to rely on teacher-led interaction, suggesting that with appropriate scaffolding, students can develop greater autonomy in oral participation.

4.5.3. Peers' Presence and Aids

While peer scaffolding was initially limited in both schools due to students' fear of making mistakes or mispronouncing words, an obstacle also noted by Weda and Sakti (2018). Cycle 2 revealed noticeable progress, particularly in School 2. There, students began helping one another more actively and confidently, showing that peer presence became a positive emotional and academic support over time when scaffolded appropriately.

4.5.4. Use of Scaffolding

Initially, students in both schools showed uncertainty and dependency when introduced to scaffolding tools, with some even expressing discomfort or confusion. This initial reaction aligns with Chou's (2018) observation that unfamiliar or absent scaffolds can heighten anxiety in language learners. However, as students became more familiar with the tools, particularly in Cycle 2, their use became more autonomous and purposeful. Belland, et al. (2017) emphasize

that problem-solving scaffolds help learners approach challenging tasks without experiencing panic, a finding reflected in this study. The strategic use of scaffolding by the end of the intervention, especially in School 2, significantly contributed to lowering anxiety in speaking and supporting students' willingness to take part more confidently in speaking tasks.

4.5.5. Indicators of Language Development

Although many students still spoke slowly and occasionally reverted to their L1, signs of vocabulary expansion and improved fluency became evident, especially in School 2. This supports the findings of Ahmetović, et al. (2020), who link speaking anxiety to limited language performance. As anxiety decreased, students' linguistic output became more accurate and confident, suggesting a strong link between emotional readiness and language development.

This table displays a concise comparison of student progress between Cycle 1 and Cycle 2 across core emotional and academic indicators.

Table 11

The comparative analysis illustrates the transformational impact of scaffolding

Category	Cycle 1	Cycle 2
Anxiety	Reluctance to speak, symptoms	More relaxed, smiling, risk-taking
Participation	Teacher-guided, low oral output	Voluntary participation, long responses
Peer Support	Rare, embarrassment factor	Frequent collaboration, mutual support
Deployment of Scaffolding	Implicit or absent	Strategic independent use of tools
Fluency Level	Halting, heavy L1 reliance	Smoother speech, wider vocabulary
Regulation/Emotion	Withdrawn, upset	Perseverance, positive self-affirmation

Across both cycles, students showed a clear shift from anxiety and limited participation to greater emotional comfort, confidence, and oral engagement. Cycle 2 featured more voluntary speech, strategic use of scaffolding, and stronger peer collaboration resulting in smoother, more fluent English use and improved emotional regulation.

4.6. Follow-up Interviews

This table presents the second round of parents' interview and their perceptions of the children's attitudes toward English class after the intervention.

Table 12

The second parents' interview

Participants	Have you observed any change in your child's behavior while doing English tasks at home?	What does he/she do to prepare the English oral activities?	How does he/she prepare the oral activities?	Comments
1	El hace las tareas de inglés, y le gusta más.	Repasarlas, él me pregunta, me explica yo le ayudo.	Saca del mismo cuaderno de la guía y hace las actividades.	Se ve más involucrado.
2	Ha estado bien en ese sentido, ha mejorado, está más sueltica.	Ella practica más en este año, cuando se para al frente de los compañeros.	Ella hace directamente, va grabando lo que habla de una vez.	Más sueltica.
3	Si se ven cambios, le gusta hacer las tareas de inglés, él es juicioso.	Estudia y practica mucho cuando hace presentaciones.	Consulta en internet, busca videos para la pronunciación, así es que él hace.	Le gusta hacer tareas de inglés.
4	Se ha visto un poquito más de interés, maneja	El año pasado estaba más despreocupado,	Me pregunta mami como se pronuncia esta	Le gusta hacer presentaciones.

	un poquito más de vocabulario. Lo veo más seguro, no como en años anteriores, maneja un poco más el conocimiento en inglés.	este año está más animado.	palabra, busca en internet, como es la pronunciación, repasa.	
5	Si he visto cambios lo veo más dedicado a realizar las tareas y le gusta un poco más el inglés.	Se pone a practicar, busca las palabras en el diccionario o por internet.	Organiza las palabras, las escribe y las pronuncia en el celular, luego vuelve y las pronuncia.	Está más juicioso con las actividades de inglés.
6	Si ha tenido cambios, se sienta a ver programas en inglés, o a escuchar diálogos.	Ella repasa, como a ella le da miedo hablar, ya está más suelta.	A veces llego tarde y no me doy cuenta, sin embargo la veo más contenta con las actividades de inglés que el año pasado.	Más contenta que el año pasado.
7	La verdad ella ha mejorado mucho, le se facilita más la pronunciación, la verdad es que estoy contenta con el inglés del colegio.	Ella cuando tiene algo oral se pone a leer a mirar la pronunciación, yo veo que su pronunciación es buena.	Primero que todo investiga, busca en el diccionario, en el celular, se pone a decir cosas en inglés. Estamos contentos con clase de inglés, ella ya decidió escoger la modalidad de idiomas.	La mejoría en inglés es notoria.
8	Los cambios son que hace las tareas de inglés solo, yo no tengo estudios en inglés, no sé. Esta más independiente.	Trabaja mucho con los compañeros y hace n video llamadas y planean las actividades de grupo.	El escucha videos, escucha música, usa el internet, sino hay usa el diccionario.	Independencia.
9	Pocos cambios, está perezosa.	Repasa, escucha canciones, apunta.	Escribe y empieza a repetir frases.	Está perezosa.

10	Si se han visto cambios, le gusta más hacer tareas de inglés,	Repasa y repasa repitiendo las mismas palabras.	No entiendo, a ya busca en internet la pronunciación.	Le gusta más el inglés.
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The second interview conducted with the same parents who participated in the first, after the classroom implementation, revealed a meaningful shift in their perceptions of their children's emotional engagement and behavior toward English learning, particularly in relation to oral activities. Parents consistently observed that their children were more willing to speak in front of others and showed noticeable gains in self-confidence. Many reported that their children no longer exhibited the same levels of fear, hesitation, or distress when asked to speak in English. While trembling, avoidance, or crying had been commonly mentioned in the first interview, these reactions appeared significantly diminished. Parents attributed this positive change to a more supportive and emotionally safe learning environment, shaped by classroom strategies such as peer collaboration, modeling, and positive reinforcement.

In addition, parents described an increase in their children's motivation and responsibility toward English learning. They noticed that their children spoke more favorably about English, felt proud of their progress, and approached oral tasks with greater ease and enthusiasm. Several parents highlighted how group work, teacher encouragement, and step-by-step guidance helped their children feel more capable and less afraid of making mistakes. This change in attitude was particularly evident when comparing the stress and avoidance behaviors reported earlier with the more relaxed and proactive responses seen after the intervention. From the perspective of the parents, their children felt more comfortable in English class and seemed more engaged with the oral activities.

Table 13

This table shows the contrast between the first and second parents' interviews

Aspect	First Interview (February)	Second Interview (April)
Study Habits at Home	Most parents reported their children did not study English regularly; some never observed them studying.	Majority of parents noted positive changes; students showed more responsibility and were seen actively completing tasks.
Homework Completion	Homework was inconsistently done or avoided; often completed out of obligation.	Students were more consistent; parents observed greater dedication and initiative in completing English homework.
Motivation for Oral Activities	Low motivation was common; fear of speaking, pronunciation issues, and peer ridicule were major barriers.	Motivation increased significantly; students practiced pronunciation, rehearsed presentations, and demonstrated more enthusiasm for oral activities.
Preparation Strategies	Rarely mentioned or non-existent; students relied heavily on memorization or avoided preparation due to fear.	Preparation became more strategic: students used dictionaries, online tools, audio recordings, and practiced repeatedly to improve pronunciation and fluency.
Emotional Reactions	Anxiety, fear, and embarrassment were frequently mentioned by parents.	Parents noticed emotional improvement; students were more relaxed, happier, and less afraid to speak.
Parental Involvement	Limited due to work scheduled, lack of knowledge, or children's disinterest.	Parents felt more involved; some helped with pronunciation or saw their children independently engaging with content.
Use of Tools and Resources	Little to no use of external resources was noted; students often avoided English outside school.	Increased use of technology and digital tools (e.g., internet, videos, Duolingo, recordings) was observed.
Autonomy and Independence	Students were often described as passive or resistant toward English learning.	Students displayed increased independence, initiative, and enjoyment in completing English tasks.
General Attitude Toward English	Many students disliked the subject or felt overwhelmed; only a few expressed any enjoyment.	A more positive attitude emerged; students showed interest and some even considered continuing with English beyond the classroom.

Comparing the two interviews shows a remarkable shift in how parents view their children's attitudes toward learning English, especially oral skills. In the first interview, most

parents described their children as unmotivated and emotionally blocked, often anxious about mistakes and afraid of failure. Many students skipped English homework, rarely asked for help, and approached assignments passively, mainly out of obligation. Parental involvement was limited by outside factors or their own limited English proficiency.

The second interview, however, revealed noticeable progress. Parents reported that their children now prepare more thoroughly for speaking tasks, using strategies like watching videos, recording themselves, looking up words, and practicing pronunciation. Equally encouraging were the positive emotional changes, students appeared more relaxed, engaged, and even expressed genuine enjoyment of English. These improvements were credited to the students' own efforts, supported by the systematic help they received in class. As teachers-researchers, we see these stories as strong evidence that the scaffolding strategies in the intervention laid a solid foundation for both academic and personal growth.

In this table, we present responses from students in the second interview.

Table 14

This table shows what students answered in the second interview after finishing the action research implementation

Partici Pants	How have you felt in English class for the last three months? And why?	Do you feel anxiety levels during oral activities have decreased?	If the answer is affirmative, what do you think has helped to enhance your self- confidence?	What kind of oral activities have you liked the most? And why
1	Me he sentido bien, son actividades entretenidas.	Si, ya me siento un poco más segura.	con las charlas de la profe que los errores son parte del avance.	Me gustó la actividad de las caritas felices, de acuerdo al sentimiento uno como que decía lo que sentía.

2	Me he sentido divertido, feliz y tranquilo porque las actividades me parecen diferentes a las que hacemos.	Si un poquito.	pues hablar al frente de muchas personas, al público y en los trabajos orales.	Las actividades de las emociones, porque era una actividad divertida, y nos pudimos expresar en esa actividad.
3	Me he sentido bien cómoda, con todas actividades porque me han ayudado a recuperar mi confianza.	Si, ha bajado un poco.	porque yo antes no era capaz de mirar a mis compañeros en el momento de hablar y a veces hasta lloraba. Las distintas actividades me ayudaron.	Me gustaron la de los diálogos salir a interpretar.
4	Bien estoy aprendiendo mucho, dejé el miedo de salir al tablero a exponer.	La ansiedad un poquito, pero el miedo sí.	Me ayudaron las actividades de grupo porque podía hablar con mis amigos expresarles el miedo que sentía al salir adelante y así mejoré.	La de los texts escritos divididos, me ayudaron a pronunciar mejor.
5	Me sentido bastante bien, sin aburrimiento, me gustaron las actividades, bastante divertidas.	Si, señora.	Las actividades me ayudaron a no tener miedo a las críticas de los demás y a lo que diga la gente.	Presentación de los sentimientos y de uno.
6	Bien, ya más confiado, porque al principio si fue más difícil salir	Si	Me ayudó lo de salir más al frente, el trabajo en grupo y que otras personas también salieran.	Exponer nuestros hábitos, las de trabajo en equipo, la de las caritas que se ponían en el tablero.
7	Pues un poco más confiada, más segura para decir las cosas, aunque aveces las decía mal.	Si, un poco.	Solamente en la mente se me viene lo que pueden decir los demás, pero tengo más confianza consigo misma.	Las de dibujar y organizar las ideas del texto.
8	Cómodo, divertido en las actividades, me ha ayudado a tener confianza en mí mismo y con el grupo, aunque aveces me dá pena exponer.	Si.	Me ayudaron las actividades de salir al tablero a hablar y las actividades en grupo.	La actividad de salir al tablero y exponer la emoción, la de las caritas felices y decir cómo se sentía.

9	Me he sentido bien, más tranquila, con mejor creatividad.	Si.	Como son actividades que me gustan me ayudaron a no pensar en otras cosas y a no sentir ansiedad.	Trabajar en parejas y exponer las emociones.
10	Me he sentido bien, las actividades fueron interesantes.	Pues, diría que un poquito, todavía siento miedo a equivocarme.	Ese poquito fue porque soy nerviosa pero si me siento mejor al hablar.	Lo de actuar las emociones, el role play, la de organizar los textos.

The second interview session occurred in the third week of April following completion of the action research intervention in which a major change was described in the perception of anxiety, stress and fear by students. When asked, most of the students reported that there was enhancement in self-confidence and a decrease in anxiety during oral presentations. Students attributed the various interactive, emotional and cooperative tasks in the pair work-supported, mediated classroom to a more pleasant, friendly and supportive class environment, which decreased fear and enhanced motivation and bridged the gap between hesitant and productive behaviour. Most participants reported that they felt more comfortable speaking in English, even when they made errors. The above findings seem to indicate the scaffolded structure led to a reduction of the affective filter, a theoretical construct related to teacher modeling and emotional support, based on the idea that errors are seen as a part of learning process Chou (2018). Additional evidence of student engagement: I feel comfortable and have funny activities; it has helped me get confidence in myself and with the group,” or “I enjoyed the dialogues when I went out to interpret.” In this way, the progressive assistance of scaffolding encouraged the students to prepare and perform in a psychologically safe environment, enabling them to use language without worrying that they might make a mistake.

Table 15

This table shows the contrast between the first and second students' interview

Aspect	1st Interview (February)	2nd Interview (April)
Timing	Conducted in the second week of February	Conducted in the third week of April
Purpose	Assessing initial self-confidence and anxiety levels	Evaluate changes in perceptions after implementing an action plan
Anxiety Levels	High levels of anxiety noted, manifested through physical symptoms (trembling, sweating, crying, speech blocks)	Decreased anxiety levels reported; significant improvement in self-confidence
Reasons for Anxiety	Fear of peer criticism, making pronunciation errors, and forgetting phrases	Students felt more supported; understanding that mistakes are part of learning
Self-Confidence Ratings	Predominantly rated between 2 and 3 on a scale of 1 to 5 (low self-confidence)	Improved self-confidence; students felt more capable of expressing themselves
Comfort in Activities	More comfortable in group tasks, songs, dialogues, and pair interactions	Enjoyed interactive, emotional, and cooperative tasks, leading to a supportive environment
Effective Strategies Identified	None identified; highlighted the need for interventions	Scaffolding strategies: peer collaboration, progressive presentations, emotional support, and modeling
Student Comments	"I get very nervous; I feel like crying." "I feel cold and tremble."	"I helped me in group activities because I could talk to my friends about my fears." "The teacher's discussions about how mistakes are part of progress really helped me."
Impact of Action Plan	Need for effective interventions emphasized	Confirmed effectiveness of the action plan; students reported gradual improvements in self-confidence
Psychological Safety	Lacked; emotional barriers were highlighted	Created through structured support, allowing students to practice without fear

The first student interview, carried out in February before the intervention phase, revealed high levels of anxiety, often visible through trembling, crying, or speech blocks. These reactions stemmed from fears of peer correction, pronunciation mistakes, and forgetting what to say. Most students reported low confidence (scoring between 2 and 3 on a 5-point scale) and felt only slightly more at ease during group activities. No clear coping strategies emerged, highlighting a need for structured support.

By contrast, the second interview in April, after the intervention, showed meaningful improvement. Students described feeling less anxious and more confident, thanks to a classroom environment where mistakes were treated as part of learning. Peer collaboration, emotional support, and modeled presentations helped create a sense of psychological safety. Many students mentioned how group work and teacher encouragement helped them manage fear and engage more comfortably in speaking tasks. These findings strongly suggest the action plan had a positive impact on both emotional well-being and classroom participation.

The following table presents students' initial perceptions of speaking anxiety

Table 16

Students' Initial Perceptions table

Student Quote	Associated Anxiety Type
I am nervous when I speak English in my class.	Fear of unfavorable assessment
My voice shakes when I talk.	Physical symptoms
I'm afraid of saying something wrong	Fear of mistakes / self-esteem

Before implementing scaffolding strategies, students expressed emotions such as nervousness and embarrassment, accompanied by physical symptoms (e.g., sweaty palms, quivering voice), which Mamun (2021) identified as characteristic of communication apprehension. These reactions were particularly acute in peer-evaluated or whole-class speaking tasks, validating Weda and Sakti's (2018) assertion that even small errors or misunderstandings intensify stress.

However, the gradual implementation of scaffolding transformed these dynamics. As presented in Table 16, students' perceptions evolved over the intervention cycle. This transformation became evident not only in student self-reports but also in observable classroom

behavior: more students participated voluntarily, used learned phrases, and collaborated in pairs and small groups.

And this table presents the students' perceptions after scaffolding strategies.

Table 17

Students' Perceptions After Scaffolding Strategies.

Student Quote	Observed Impact
I know how to start my answer now.	Increased structure and confidence
My partner helped me with the words.	Collaborative learning
I feel better because I practiced first	Preparation reduced anxiety

This shift supports Van de Pol, et al.'s (2013) model of scaffolding as a dynamic balance of support and autonomy. The structured introduction of sentence frames, modeling, peer feedback, and teacher prompts contributed to increased ownership over speech production, consistent with the work of Belland, et al. (2017). Students reported that scaffolds gave them "something to fall back on" when unsure, which reduced anxiety and increased willingness to speak.

Moreover, as seen in Table 18, the frequency of student participation increased significantly between the first and second cycles. This corroborates the findings of Almeida, et al. (2024), who conceptualized scaffolding as a “bridge” to autonomy.

Table 18

Changes in participation in two cycles

Cycle	Participation (per Cycle)	Improvement in Oral Performance
Cycle 1	Few students	Limited vocabulary, low fluency

Cycle 2	Most students	More structured sentences, increased confidence
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Note. This table presents the changes in Participation and Oral Performance by Cycles.

These results were also reinforced by comments from student interviews, such as: “Now I can speak without being scared. Before, I was afraid to make mistakes, but now I know what to say.” This reflects the kind of student-centered scaffolding emphasized by Yildiz and Celik (2020), who note the importance of contextual support, intersubjectivity, and continuity in promoting fluency and confidence.

4.7. Teachers’ Reflections

Reflecting on both intervention cycles reveals a powerful progression not just in students’ oral language use but, more importantly, in their self-confidence and emotional well-being during speaking tasks. At the beginning of Cycle 1, students were visibly anxious, hesitant to speak, and heavily dependent on teacher prompts. This emotional discomfort and lack of confidence were major barriers to oral participation. It became clear that reducing anxiety had to be a central focus if students were to make meaningful progress in English. In this context, creative scaffolding strategies such as drawing, visual aids, peer collaboration, and low-pressure speaking tasks proved essential. These tools helped create a safer learning environment, enabling students to begin expressing themselves without fear of judgment.

Building on this foundation, Cycle 2 demonstrated how consistent implementation of student-centered scaffolding significantly enhanced learners’ confidence and oral performance. As these strategies were refined and expanded through activities like role-plays, musical exercises, guided readings, and reflective dialogues, students began to take greater risks, communicate more fluently, and offer peer support more naturally. These changes signaled not

just linguistic growth, but also a reduction in anxiety and a stronger sense of agency in the classroom. The learning environment became increasingly collaborative and emotionally secure, encouraging even the more reserved students to participate in meaningful ways.

Together, these cycles clearly show that scaffolding is a powerful tool not only for linguistic development but also for reducing anxiety and boosting learner self-confidence during oral English tasks. When instruction attends to students' emotional needs alongside cognitive goals, learners are better equipped to overcome fear and embrace language use with courage. The gradual shift from silence to autonomy was not accidental, it was scaffolded deliberately and compassionately. These findings reaffirm the teacher's role as a supporter of language and a nurturer of emotional resilience in the language learning process.

Chapter 5: Conclusions and Recommendations

This research, therefore, verifies the valuable scaffolding approach as a vital pedagogic strategy for improving students' speaking English confidence. Specifically, findings suggest that scaffolding strategies not only lower anxiety but also help create a positive setting for oral exchanges. Many students faced significant emotional barriers from the start, such as public criticism fear, unconfidence, embarrassment, and unwillingness to speak English, difficulties that align with the work of Hashemi (2011) and Sadiq (2017), who reported the influence of attitudes on language learning.

Moreover, the systematic use of scaffolding tools (modeling, visual aids, peer support, and sentence starters) enabled students to develop confidence, take risks, and improve fluency. Consequently, these approaches supported both language growth and emotional security, allowing learners to find their voices and speak more openly. This finding further emphasizes the need to consider affective factors, as well as linguistic readiness, in the EFL classroom; successful language learning is not only academically challenging but also attitudinally sensitive.

Furthermore, the results of this research had a great connotation for the general trend of language teaching, which has been moving toward inclusive practices of student-centered instruction focusing on their needs. By fostering encouragement and creating a dynamic climate for learning, teachers can contribute to the progress of their students' linguistic skills as well as their confidence and resilience as language users.

5.1 Recommendations

Use Scaffolding Techniques: Teachers should implement scaffolding strategies as part of their teaching routine. This involves modeling, visual aids, and other peer supports to create an emotionally safe climate that promotes student confidence and active involvement.

Emotional Preparedness: In addition to scaffolding, emotional readiness should be central in language programs. Educators must also promote a good climate, taking into account that errors are part of learning English, which can reduce anxiety and cultivate a growth mindset among them.

Directions for Future Research: Looking ahead, subsequent research should examine the sustained effects of scaffolding on oral confidence across various age, language, and cultural groups. Exploring these dimensions may yield a better understanding of the effectiveness of scaffolding strategies within specific learning contexts.

Concentrate on Emotional and Social Learning: Ultimately, the more we can delve into the emotional elements of language learning, the more equipped our teachers will be, and the more secure and independent our learners will become. By incorporating personal emotions into the study of language, educators can become more accessible, making language learning less emotionally challenging for students.

In conclusion, the findings in this research revealed the significance of scaffolded tasks in the EFL classroom. By addressing both emotional and linguistic needs, teachers can help students prepare to become lifelong confident speakers and learners.

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Appendix A

Lesson Plan implementation (First Cycle of Action Research)

Unit of Learning: Exploring Mental Habits for a Healthy Lifestyle Using Scaffolding Strategies

Target Audience: Sixty-one 9th Grade Students, 13-17 years old, Beginner English level (A0 – a1)

Class 1: Understanding Mental Habits

Objective: Students will recognize and name basic mental habits contributing to a healthy lifestyle.

Activity 1: Mental Habits Matching

Description: Students will match pictures of common mental habits with corresponding words. They will work in pairs to discuss and match images and words.

Assessment: Observation of students' ability to match pictures with words.

Engagement: Pair/group work encourages collaboration and supports each other in learning.

Time: 30 minutes

Scaffolding Strategy: Pair/Group Work

Justification: Pair/group work allows students to support each other, share ideas, and practice using English in a collaborative setting. It reduces the pressure on individual students and provides opportunities for peer learning

Activity 2: Simple Habit Talk

Description: Teacher-led discussion introducing basic mental habits like smiling, taking deep breaths, and saying positive words and sentences, through a video. Students will repeat simple phrases and practice pronunciation about mental health habits worked in the video (Mental Health Ireland, 2023, November 6).

Visual aids and a list of phrases

Assessment: Observation of students' ability to correctly repeat and pronounce simple phrases. (The teacher will encourage students to use gestures and facial expressions to express understanding.

Participation: Visual aids support comprehension for students with limited English proficiency.

Time: 70 minutes

Scaffolding Strategy: Teacher-led Discussion with Visuals

Justification: The teacher guides the discussion and provides visual aids to support comprehension. Visuals help students understand and remember new vocabulary and concepts, even if their English proficiency is limited.

Activity 3: Drawing Emotions

Description: Students will draw pictures of emotions (happy, sad, angry) and share them with the class. They will use simple English words or sentences to describe how they feel in each picture. Teachers will give support through a substitution table: (Appendix activity 3 drawing emotions) Which will be projected to model pronunciation and provide examples of how they can express their emotions then, they will be given photocopies to prepare their performance.

Assessment: Observation students' ability to express emotions in English through drawing and simple descriptions. (The teacher will provide positive feedback and encouragement).

Language Use: Visuals help students understand the task and give them a reference for expressing themselves.

Time: 50 minutes

Scaffolding Strategy: Visuals and Substitution table.

Justification: Providing visuals of emotions helps students understand the task and gives them a reference for expressing themselves, and the substitution table provides a flexible structure approach to language practice, builds learner confidence, and facilitates meaningful communication.

Benefits and Goal Setting

Objective: Students will identify the simple benefits of positive mental habits and express personal preferences.

Activity 1: Benefits of Being Happy

Warm-up: The teacher pastes a bank of emotions on the board and asks the question: How do you feel today? then students write a simple sentence expressing their feelings and after sharing it with the class paste them on the board on a sticky note.

Description: Teacher-led discussion on the benefits of being happy and how it can affect health. Students will listen to simple sentences and repeat keywords, then watch a video to continue the discussion about tips to stay mentally healthy (CaregiverAsia, 2016; Mental Health Ireland, 2019, April 5).

Assessment: Evaluation of students' ability to listen and repeat keywords related to happiness and their oral participation in talking about the video (The teacher will motivate students to ask questions about the video and express preferences).

Engagement: Multimedia input enhances understanding and retention of information.

Time: 55 minutes

Scaffolding Strategy: Listening and Repetition, Multimedia Input

Justification: Listening to simple sentences and repeating keywords helps reinforce vocabulary and comprehension. Watching a video provides additional context and engages students visually, enhancing understanding and retention of information.

Activity 2: My Happiness Goal

Description: Students will draw pictures of things that make them happy and share them with the class. They will use simple English phrases to talk about their pictures and express preferences.

Assessment: Observation of students' ability to talk about things that make them happy using simple English phrases. (The teacher will animate students to interact with each other and ask questions). Participation: Visual aids support vocabulary recalls and idea generation.

Time: 45 minutes

Scaffolding Strategy: Visuals, Group Sharing

Justification: Visual aids support vocabulary recalls and idea generation, while group sharing promotes spoken interaction and expression of personal preferences.

Activity 3: Happy Moments Reflection

Description: Students will write or draw about a happy moment they experienced recently and share it with a partner. They will use simple English phrases to describe their happy moments.

Assessment: Review of students' written or drawn reflections on happy moments. (The teacher will encourage students to speak in English while sharing with their partner).

Participation: Partner sharing encourages spoken interaction and reinforces vocabulary and sentence structures.

Time: 50 minutes

Scaffolding Strategy: Written Reflection, Partner Sharing

Justification: Written reflection allows students to express themselves at their own pace, while partner sharing encourages spoken interaction and reinforces vocabulary and sentence structures.

Class 3: Practicing Positive Mental Habits

Objective: Students will participate in oral activities to practice and reinforce simple positive mental habits.

Activity 1: Happy Thoughts Circle

Warm-up: Two Truths and a lie

The teacher pastes on the board various truths and lies, and reads them aloud, making students repeat each one, then, invites some students to identify which of them are lies and say why with a simple sentence.

Description: Students will sit in a circle and take turns sharing one thing that makes them happy. They will use simple English phrases to express their thoughts. (visual aids) to support students' participation.

Assessment: Observation of students' ability to participate in the circle activity and express themselves in English. (The teacher will provide encouragement and support as needed). Participation: Circle activity encourages equal participation and spoken interaction.

Time: 60 minutes

Scaffolding Strategy: Verbal Participation in a Circle

Justification: Circle activity encourages equal participation and spoken interaction, fostering confidence in using English in a group setting.

Activity 2: Deep Breathing Exercise

Description: Teacher-led activity guiding students through a simple deep breathing exercise. Students will follow along and practice deep breathing while listening to instructions in English. Before this class, the students will receive a glossary with the expressions and vocabulary they need to understand the video (Indiana University School of Medicine, 2023, January 31).

Assessment: Observation of students' ability to follow instructions and participate in the deep breathing exercise (The teacher will provide positive reinforcement and feedback on correct breathing techniques), and will give the opportunity to express how they felt with simple sentences or words. Participation: Physical activity helps students relax and focus on language production.

Time: 40 minutes

Scaffolding Strategy: Physical activity

Justification: Circle activity encourages equal participation and spoken interaction, fostering confidence in using English in a group setting.

Activity 3: Faces Expressions Game

Warm-up: A positive gift

Each student writes a positive gift (a positive mental habit) then, the teacher invites them to make a circle, and hand his/ her gift to the partner who is on the left. (Who receives the gift, reads it aloud).

Description: Students will play a game where they make different facial expressions in response to prompts. They will use simple English words to describe their facial expressions.

In groups of three write three emotions they want their partners to perform showing understanding.

Assessment: Observation of students' ability to make facial expressions, describe them in English and the attitude to share their feelings

Engagement: Gesture enhances comprehension and communication, especially for visual learners.

Time: 40 minutes

Scaffolding Strategy: Prompt Cards, Gestures

Justification: Using prompt cards helps students understand the task and provides vocabulary support for describing facial expressions. Encouraging students to use gestures enhances comprehension and communication, especially for visual learners.

Wrap-up: On an emotions wall in the classroom, students will write a simple sentence or word to express how they feel at the end of the activities.

Appendix B

Lesson Plan of second cycle of Action Research.

Unit of Learning: Healthy Habits Using Scaffolding Strategies

Target Audience: Ninth-grade students (14–16 years old), Beginner English level (A1)

Class 1: Healthy Habits and Giving Advice

Objective: Students will identify and describe daily habits and give advice using the present tense and the modal "should."

Activity 1: Identifying Healthy Habits

Description: Students will observe images of daily activities (e.g., exercising, eating healthy, sleeping well). Teacher asks: "What do you do every day?" to encourage discussion.

Students will watch a short video called: Promoting healthy lifestyle that is about healthy habits and identify key words. <https://www.youtube.com/watch?v=fl4RKAxmW-A> Students will work in pairs to draw their daily routine, highlighting one healthy habit and sharing it in class.

Assessment: Observation of students' ability to recognize and name common healthy habits.

Scaffolding Strategy: Visual aids: Help students connect vocabulary to real-life situations.

Pair discussion before whole-class sharing: Encourages peer learning and builds confidence.

Justification: These strategies support A1 learners by providing visual context and peer support, making it easier to recall vocabulary and communicate ideas.

Activity 2: Giving Advice with "Should"

Description: The teacher presents a "Should and Shouldn't" grammar song to introduce advice structures. Should and shouldn't. (Learn English with Beats, 2021, September 5,).

The teacher provides multiple real-life examples to help students understand the concept. A model dialogue between students will be provided to encourage them to interview a partner about unhealthy habits and give healthy tips. Students complete a sentence frame chart to practice forming advice sentences and paste them on the board.

Pronunciation practice: Students repeat advice sentences with proper intonation with teacher's support.

Assessment: Participation in guided practice activities (sentence frames, model dialogue).

Scaffolding Strategy: Video support: Provides a multimodal input, reinforcing meaning through visuals and audio and Sentence starters: Helps students form structured sentences, reducing cognitive load.

Pronunciation practice: Reinforces accuracy in speaking and builds confidence.

Justification: These strategies make the content more accessible for A1 learners, helping them retain structures and use them correctly in real life.

Activity 3: Role-Play Advice Giving

Description: A model dialogue between two students will be provided to guide the discussion. Dialogue:

Lina: Juan, you look tired. Are you okay?

Juan: No, I slept very late.

Lina: Why?

Juan: I was playing video games.

Lina: You should sleep earlier. It will help you focus.

Juan: Ok, I'll try.

Role-play: In pairs, one student plays a person with unhealthy habits, and the other gives advice.

Assessment: Observation of students' ability to use "should" in spoken interactions.

Scaffolding Strategy: Teacher modeling through dialogue: Demonstrates correct language use before student practice.

Guided role-play: Helps students feel more confident in speaking situations.

Justification: These strategies provide structured practice before students perform independently, reducing speaking anxiety.

Wrap-up: Reflection: "What healthy habit will you start?"

Students write two habits they will start next week and paste them on the classroom wall.

Class 2: Mental Well-Being and Expressing Opinions

Objective: Students will discuss stress and well-being, using past tense.

Activity 1: Understanding Stress and Relaxation

Description: The teacher shows images of stressed and relaxed people and asks, "What do you do to relax?" Quick brainstorm: "What bad habits make people feel stressed?"

Students will draw an emotion they associate with stress and relaxation and describe it in simple sentences.

Assessment: Observation of students' ability to discuss stress-related habits.

Scaffolding Strategy: Visual support: Helps students' express emotions even with limited vocabulary. Drawing emotions: Provides a non-verbal way to process and discuss feelings.

Justification: Using visuals and creative tasks helps students articulate abstract concepts more easily.

Activity 2: The Importance of Healthy Habits

Description:

Pair work: Students take turns reading a text about a teenager who improved their well-being.

They highlight negative and positive habits in different colors.

Discussion questions: What were Martin's bad habits? Why did he decide to change these habits? How does he feel now?

Assessment: Students' ability to identify habits and discuss key ideas.

Scaffolding Strategy: Chunking reading: Breaking text into sections for easier comprehension. Pronunciation practice: Supports fluency and confidence.

Teacher support: Helps clarify difficult sections and encourages discussion.

Justification: While Chunking helps students process information gradually, making reading more manageable. Pronunciation practice supports fluency and confidence and teacher's support helps clarify difficult sections and encourages discussion among them.

Activity 3: Personal Reflection and Opinion Sharing

Description:

Think-Pair-Share: "When was a time you felt stressed? What caused it?"

Students record a short audio reflection on one habit they would change to improve mental or physical health and share it with their partners.

Assessment: Participation in group sharing and recorded responses.

Scaffolding Strategy:

Speaking frames: Helps students structure their ideas before speaking.

Peer feedback: Encourages collaboration and confidence.

Justification: These strategies create a safe space for students to express personal experiences.

Wrap-up: Class discussion: "What is one habit you will change this week?"

Class 3: Future Goals and Healthy Lifestyles

Objective: Students will express future goals related to health and well-being using the future tense.

Activity 1: Imagining the Future

Description: Before watching the video, teacher shows students the video's title to guess what the video is about. "7 habits that will kill your future"

Now, students watch the video, make a list of the seven habits and express their opinions taking turns. <https://www.youtube.com/watch?v=9tD6JOXL9p8>

Students draw a personal poster of their future mental and physical habits based on the video and the question: "What are some things you will do to have well-being in the future?" Teacher asks for volunteers to present the poster in the class.

Assessment: Students' ability to reflect about their well-being and express future plans.

Scaffolding Strategy:

Visual: Help students to focus and retain ideas.

Justification: These visual tools make abstract future planning more concrete for A1 learners.

Activity 2: Future Plans Using "Will"

Description:

Pair work: "What will you do to be healthier and happier?" → Students discuss and share with the class.

Assessment: The commitment to participate in oral interactions.

Scaffolding Strategy: Guided peer discussion: Helps students feel comfortable expressing ideas in a structured way.

Justification: By offering structured language support, students gain confidence in speaking, and peer discussions allow them to learn from each other.

Wrap-up: Students write two habits they will change to feel better everywhere and paste them on the wall paper.

Appendix C

Activities of the First Cycle

Class 1 Activity 1 Mental Health

Objective: Students will recognize and name basic mental habits contributing to a healthy lifestyle.

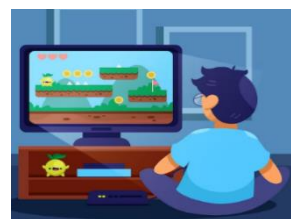
Scaffolding Strategy: Pair/Group Work

Justification: Pair/group work allows students to support each other, share ideas, and practice using English in a collaborative setting. It reduces the pressure on individual students and provides opportunities for peer learning.

Table C1

Match good and bad habits with the corresponding images with your teacher's support

- | | | | | |
|---------------------------|---------------------------------|-------------------------|-------------------------|------------------------|
| 1. Consume healthy food | 2. Manage stress | 3. Regular exercise | 4. Negative self-talk | 5. Relieve stress |
| 6. Dive into Social Media | 7. Play video games excessively | 8. Have a healthy sleep | 9. Social disconnection | 10. Talk with friends. |



Note. Activity about mental habits.

Class 1 Activity 2

Scaffolding Strategy: Teacher-led Discussion with Visuals.

Justification: The teacher guides the discussion and provides visual aids to support comprehension. Visuals help students understand and remember new vocabulary and concepts, even if their English proficiency is limited.

You feel happy. Your mental health is just as important as your physical health (Mental Health Ireland, 2023).

1. Pay attention to your thoughts, feelings, and actions.
 1. Pay attention to your thoughts.
 2. Keep a positive attitude even if you have a bad day.
 3. Express your feelings and your emotions in constructive ways.
 4. Practice coping skills to deal with difficult emotions.
 5. Act responsibly at home, school, community, and with your friends.
 6. Do activities you enjoy.
 7. Make sure that your actions do not cause harm to yourself or others.
2. Build your self-esteem.
 1. Focus on your strengths.
 2. Work hard to improve your weaknesses.
 3. Set your goals.
 4. Don't compare to others.
3. Learn to cope with stress.
 1. Organize your time well

2. Take a few minutes each day to calm belly breathing.
 3. Take a break from stressful situations.
 4. Spend time with positive and supportive people.
 5. Go for a walk and exercise.
4. Keep your body healthy.
 1. Eat well and drink plenty of water.
 2. Get good sleep.
 3. Stay physically active.
 4. Nourish your mind.

Class 1 Activity 3

Scaffolding Strategy: Visuals and Substitution table.

Justification: Providing visuals of emotions helps students understand the task and gives them a reference for expressing themselves, and the substitution table provides a flexible structure approach to language practice, builds learner confidence, and facilitates meaningful communication. Draw a face to express your emotions, describe how you feel with a simple word or sentence, and share it with the class.

Class 2 Activity 1

Scaffolding Strategy: Listening and Repetition, Multimedia Input

Justification: Listening to simple sentences and repeating keywords helps reinforce vocabulary and comprehension. Watching a video provides additional context and engages students visually, enhancing understanding and retention of information.

Table C2

Table about feelings

I feel I am	HAPPY 	because	✓ I am learning English ✓ I am with my friends ✓ I can express my emotions ✓ I am training for football. ✓ I have a good friend.
	SAD 	because	✓ I have problems with my parents. ✓ I don't understand English. ✓ My classmates don't help me. ✓ The teacher doesn't pay attention to me ✓ I can't hang out with my friends.
	ANGRY 	because	✓ I failed the Math test. ✓ Somebody stole my mom's cellphone. ✓ I have to sweep the classroom. ✓ My partners make a lot of noise ✓ My mom punished me.

Note. Table about feelings.

The teacher pastes a bank of emotions on the board and asks the question: How do you feel today? then students write a simple sentence expressing their feelings and after sharing it with the class paste them on the board on a sticky note.

Table C3

Word Bank. Table with feelings vocabulary

Anxious	relaxed	shy	happy
sad	nervous	angry	tired
	bored	stressed	

Note. Table with feelings vocabulary.

How do you feel today? I am bored. I feel relaxed. I feel happy.

Class 2 Activity 2

Based on the video, students will draw pictures of things that make them happy and share them with the class. They will use simple English phrases to talk about their pictures and express preferences (Mental Health Ireland, 2016).

Scaffolding Strategy: Visuals, Group Sharing

Justification: Visual aids support vocabulary recalls and idea generation, while group sharing promotes spoken interaction and expression of personal preferences. These phrases will be pasted on the board to support the oral interaction.

1. I feel active when I practice sports.
2. I feel well when I learn something new.
3. I feel happy when I help my friends.
4. I feel connected when I share with family and friends.
5. I feel happy when I notice good people around me.

Class 2 Activity 3

Scaffolding Strategy: Written Reflection, Partner Sharing

Justification: Written reflection allows students to express themselves at their own pace, while partner sharing encourages spoken interaction and reinforces vocabulary and sentence structures.

Objective: Students will write about their happy moments and share them with the class.

Modeling Writing: The teacher models her happy moments to guide students and give them support during the activity

My happy moments: One of my happiest moments is when: I can be at home

I can share it with my family. I can speak about how my day was.

I can prepare my food. I can take a shower.

I can sleep.

Sentences Bank about happy moments.

Table C4

Table is the happiest moment vocabulary

-
1. Visit my grandma
 2. hang out with friends
 3. Play soccer/ basketball/ volleyball.
 4. Eat a hamburger / hot dog/ pizza/ Salchipapa / Alipapa.
 5. Sleep/rest
 6. Chat/ play video games.
 7. Receive gifts.
 8. Get a good school grade.
 9. Share with my classmates.
 10. Make videos in Tik Tok.
 11. Take selfies.
 12. Navigate on networks or social platforms.
 13. Go to parties.
-

Note. Table the happiest moment vocabulary.

Class 3 Activity 1

Scaffolding Strategy: Verbal Participation in a Circle

Justification: Circle activity encourages equal participation and spoken interaction, fostering confidence in using English in a group setting.

Objective: Students will participate in oral activities to practice and reinforce simple positive mental habits.

Look at the flower and choose one positive habit that you want to reinforce for yourself and share it with your classmates.

Figure C1

Image of positive habits



Note. Image of positive habits.

Class 3 Activity 2

Scaffolding Strategy: Verbal Participation in a Circle

Justification: Circle activity encourages equal participation and spoken interaction, fostering confidence in using English in a group setting.

Objective: Students will follow along and practice deep breathing while listening to instructions in English (Indiana University School of Medicine, 2023).

The teacher will prepare this glossary with the students before the breathing activity

Glossary of heartbeat to calm your Anxiety.

Clear your ideas and thoughts

Connect with your feelings.

Start in a sitting position in your desk.

Breathe deeply, three times.

Put your fingers or hand over your head.	Listen to your heartbeat.
Turn your neck	Touch your wrist.
Put your hand over your heart	Try to concentrate.
Feel the beating of your heart.	Think about how you're feeling.
Take a moment to notice your heart beating.	Let your hands drop.
Inhale through your nose.	Exhale through your mouth.
Raise your arms	Stay in this position for 30 seconds.
Put your arms down	Take another deep breath
Rise your hands.	Stay in this position for 20 seconds.
Notice how you're feeling.	

Class 3 Activity 3

Scaffolding Strategy: Prompt Cards, Gesture

Justification: Using prompt cards helps students understand the task and provides vocabulary support for describing facial expressions. Encouraging students to use gestures enhances comprehension and communication, especially for visual learners. Students will play a game where they make different facial expressions in response to prompts. They will use simple English sentences to describe their facial expressions. In groups of three students write three emotions they want their partners to perform showing understanding.

PROMPTS

Table C5

Prompts of facial expressions

Make a happy face and say why you feel happy.	Make an excited face and say why you feel excited.
Make a face of love and say why you feel in love.	Make a satisfied face and say why you feel satisfied.
Make a surprised face and say why you feel surprised.	

Note. Prompts of facial expressions

Appendix D

Activities Of Second Cycle

Class 1 Activity 1 Healthy Habits and Giving Advice

Scaffolding Strategy: Visual aids: Help students connect vocabulary to real-life situations and Pair discussion before whole-class sharing: Encourages peer learning and builds confidence.

Justification: These strategies support A1 learners by providing visual context and peer support, making it easier to recall vocabulary and communicate ideas

Images of good habits

Figure G1

Soccer



Note. Image of good habits

Figure G2

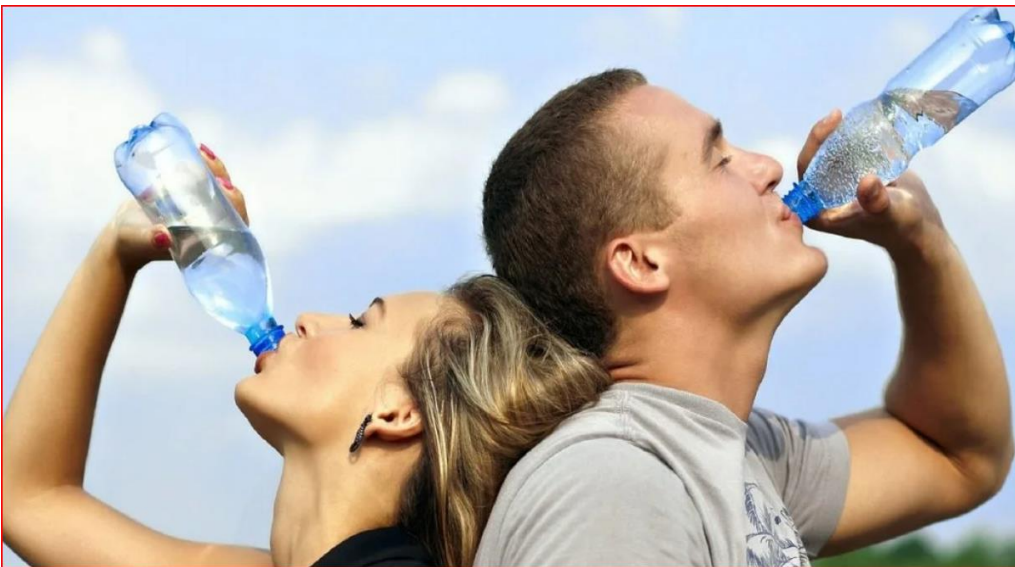
Healthy food



Note. Image of good habits

Figure G3

Drink water



Note. Image of good habits

Figure G4

Meditation



Note. Image of good habits

Figure G5

Sleep early



Note. Image of good habits

Class 1 Activity 2

GIVING ADVICE WITH "SHOULD"

Scaffolding Strategy: Video support: Provides a multimodal input, reinforcing meaning through visuals and audio. Sentence starters: Helps students form structured sentences, reducing cognitive load. Pronunciation practice: Reinforces accuracy in speaking and builds confidence.

Justification: These strategies make the content more accessible for A1 learners, helping them retain structures and use them correctly in real life.

Good habits and bad habits

1. You shouldn't eat meat if the use by date has expired.
2. You shouldn't always compare yourself to the people around you.
3. You shouldn't spend too much time in front of a screen.
4. If you're playing a team sport, you should try to work as a team.
5. You shouldn't drop litter in the street-try to find a bin.
6. You shouldn't give up just because you failed you should try again.
7. You shouldn't leave your revision until the night before.
8. You shouldn't believe everything that you read online.
9. You shouldn't work for too long without having a break.
10. You shouldn't judge people by the way that they look.
11. You should be yourself. Don't to be someone else.
12. You should try to do the things that you know are good for your health.
13. You should talk to somebody if you're feeling stressed.
14. Even if somethings difficult, you should try your best.

15. If you have an important test and you want to get a good score.
16. You should draw with a pencil in case you make a mistake.
17. You should offer your if someone needs it on the bus.
18. You should believe in yourself even if others doubt you.
19. You should do a warm-up before you start to lift weights.
20. You should always try to have vegetables on your plate.
21. You should be grateful for the good things in your life.
22. You should be kind to people.

Table D1

Good and bad habits in your life.

Good		Bad

Note. Contrast table between bad habits and healthy habits.

Class 1 Activity 3

ROLE-PLAY ADVICE GIVING

Scaffolding Strategy: Teacher modeling through dialogue: Demonstrates correct language use before student practice. Guided role-play: Helps students feel more confident in speaking situations.

Justification: These strategies provide structured practice before students perform independently, reducing speaking anxiety. Students use the following model dialogue which will be provided to guide the discussion.

Dialogue 1

Lina: Juan, you look tired. Are you okay?

Juan: No, I slept very late.

Lina: Why?

Juan: I was playing video games.

Lina: I consider; you should sleep earlier. It will help you focus.

Juan: Ok, I'll try.

Dialogue 2

Lina: Juan, you look bored. Are you okay?

Juan: Umm. No, I failed my English test.

Lina: Why?

Juan: eh, I forgot to study for it.

Lina: I think, you should have a task schedule. It will help you.

Juan: Good idea, I'll do it.

CLASS 2 ACTIVITY 1

UNDERSTANDING STRESS AND RELAXATION

Scaffolding Strategy: Visual support helps students' express emotions even with limited vocabulary. Drawing emotions: Provides a non-verbal way to process and discuss feelings.

Justification: Using visuals and creative tasks helps students articulate abstract concepts more easily. The teacher shows images of stressed and relaxed people and asks, "What do you do to relax? Quick brainstorm: "What bad habits make people feel stressed?"

Figure G6

Stress



Note. Image of stress.

Figure G7

Stress



Note. Image of stress.

Figure G8

Stress



Note. Image of stress.

Figure G9

Relax



Note. Image of relaxed person.

Figure G10

Relaxed



Note. Image of relaxed person.

Figure G11

Happiness



Note. Image of relaxed person,

Class 2 Activity 2

THE IMPORTANCE OF HEALTHY HABITS

Scaffolding Strategy: Chunking reading: Breaking text into sections for easier comprehension. Pronunciation practice: Supports fluency and confidence. Teacher support: Helps clarify difficult sections and encourages discussion.

Justification: While Chunking helps students process information gradually, making reading more manageable. Pronunciation practice supports fluency and confidence and teacher's support helps clarify difficult sections and encourages discussion among them.

Pair work: Students take turns reading a text about a teenager who improved their well-being. They highlight negative and positive habits in different colors.

Martin's new lifestyle

Martin, a 15-year-old teenager, used to have unhealthy habits that negatively impacted his well-being. He spent long hours playing video games, ate junk food, stayed late at night and he rarely exercised. As a result, he felt constantly tired, had difficulty concentrating in school, and always felt annoyed. One day, after a math exam, Martin felt exhausted and depressed, so, he realized he needed to make a change in his life, then, he organized a daily routine that included regular sleep, healthier meals, and physical activity. He began jogging in the mornings, reduced his screen time, and made an effort to incorporate more fruits and vegetables into his diet. His motivation grew when he started noticing small changes in his energy levels and academic performance.

Now, Martin feels happier and healthier. He has more energy, his grades are better, and he enjoys sharing time with friends and family. He started to replace his negative habits with positive one's step by step.

Discuss questions:

1. What were Martin's bad habits? 2. Why did he decide to change these habits?
4. How does he feel now?

Appendix E

Teachers' Reflection School Number 1 And School Number 2

CYCLE 1

Class 1: Understanding Mental Habits

Activity 1: Mental Habits Matching (February 24)

Reflection: Today's activity revealed the initial anxiety levels among students. Many were hesitant to participate, often reverting to their native language. However, as they began working

in pairs, their confidence grew remarkably. The collaborative nature of the task seemed to alleviate some of their fears, allowing them to engage more with the material. I realized that breaking the ice through peer interaction is vital for creating a positive classroom environment.

Activity 2: Talk on Simple Habits (February 26)

Reflection: The use of visual aids effectively captured students' attention. Although some struggled with understanding the video initially, the follow-up discussion helped them practice pronunciation. It was rewarding to see them ask for help, indicating a growing comfort level in the classroom. I plan to incorporate more visual elements in future lessons to maintain this engagement.

Activity 3: Drawing Emotions (March 3)

Reflection: This activity was a delightful success. The students enjoyed expressing their emotions through drawing, which significantly reduced their anxiety. Many shared their drawings with the class, and I was pleased to see them support each other. It reinforced the idea that creative expression can be a powerful tool in language learning. I will continue to integrate artistic activities to foster emotional expression.

Class 2: Benefits and Goal Setting

Activity 1: Benefits of Being Happy (March 6th)

Reflection: The video on well-being sparked a lively discussion among students. Their eagerness to share personal experiences was encouraging. I noticed that even students who typically remain silent participated by using simple phrases. This shows the importance of relatable content in engaging students. I will strive to choose materials that resonate with their experiences in the future.

Activity 2: My Happiness Goal (March 6th)

Reflection: Students were animated while discussing what makes them happy. The small group interactions allowed them to express themselves more freely. However, I observed some anxiety when asked to share with the larger group. I need to consider strategies to support these students in future activities, perhaps by allowing more time for small group discussions before presenting to the class.

Activity 3: Happy Moments Reflection (March 10th)

Reflection: This activity was challenging, as some students struggled to identify happy moments. However, as they began to share, I saw a shift in their confidence. It was heartwarming to witness them support each other, and I realized the importance of creating a safe space for sharing personal reflections. I will continue to emphasize emotional safety in my classroom.

Class 3: Practicing Positive Mental Habits

Activity 1: Happy Thoughts Circle (March 13th)

Reflection: The circle format encouraged equal participation, and I was pleased to see students engaging with one another. The positive habits they shared reflected their growing confidence. It was rewarding to witness their willingness to express themselves in English. I will look for more opportunities to incorporate circle activities into my teaching.

Activity 2: Deep Breathing Exercise (March 17th)

Reflection: Initially, students were restless, but as we practiced deep breathing, I noticed a calmness settling in the room. They expressed feelings of relaxation afterward, which indicates that physical activities can help alleviate anxiety before speaking tasks. I plan to integrate similar exercises regularly to promote a calm learning environment.

Activity 3: Faces Expressions Game (March 20th)

Reflection: This game was a hit! Students were enthusiastic and engaged, and it was wonderful to see them using facial expressions to communicate. The laughter and collaboration among them showed that fun activities can significantly improve their comfort and confidence in using English. I will continue to prioritize engaging and interactive activities in my lesson plans.

Appendix F

Teacher's Reflection School Number 1 And School Number 2

CYCLE 2

Class 1: Healthy Habits and Giving Advice (March 27th)

Activity 1: Identifying Healthy Habits

Reflection: The visuals used in this activity were very effective. Most students interacted confidently, and I noticed that they were more willing to engage in discussions. It was gratifying to see them articulate their daily routines in English, indicating a boost in their confidence. I will keep using visual aids to support language acquisition.

Activity 2: Giving Advice with "Should" (March 31st)

Reflection: The musical activity was a great addition! Students enjoyed it and were able to construct sentences using "should" and "shouldn't" more confidently. I observed that the rhythm helped reinforce their understanding and pronunciation, which was a positive outcome. I plan to incorporate more music into future lessons to enhance engagement.

Activity 3: Role-Play Advice Giving (April 2nd)

Reflection: Role-playing proved to be an effective method for reducing anxiety. While some students were initially nervous, they became more comfortable as they practiced. I was

impressed by their creativity in adapting dialogues to reflect their own situations, which made the activity more meaningful. I will continue to use role-play as a strategy to enhance speaking skills.

Class 2: Mental Well-Being and Expressing Opinions

Activity 1: Understanding Stress and Relaxation (April 3rd)

Reflection: The visual aids used in this activity were instrumental in helping students express their feelings about stress and relaxation. The brainstorming session was lively, and I noticed that even reluctant speakers began to contribute, showing the importance of visual stimuli in encouraging participation. I will continue to use visuals to facilitate discussions.

Activity 2: The Importance of Healthy Habits (April 3rd)

Reflection: Breaking down the reading into chunks made it more accessible for students. They worked well in pairs to organize the information, and I could see their confidence grow as they discussed Martin's story. This reinforces the effectiveness of structured reading strategies. I will implement similar techniques in future reading activities.

Activity 3: Personal Reflection and Opinion Sharing (April, 4th)

Reflection: This activity allowed students to share personal experiences, which they did with enthusiasm. The speaking frames helped them articulate their thoughts more clearly. It was rewarding to see students who were initially hesitant become engaged through peer collaboration and supportive feedback. I will continue to foster a collaborative environment in my classroom.

Class 3: Future Goals and Healthy Lifestyles

Activity 1: Imagining the Future (April 7th)

Reflection: The video on bad habits was engaging and prompted meaningful discussions. Students were attentive and took notes, which indicates that they were processing the information. The poster activity allowed them to visualize their future goals, which I believe made the topic more relatable. I will use similar visual projects to encourage creative expression.

Activity 2: Future Plans Using "Will" (April, 10th)

Reflection: The guided peer discussions were effective in reinforcing the use of "will" for expressing future plans. I noticed that students were more comfortable using complete sentences, and many were eager to share their plans with the class. This shows that structured interactions can enhance language use. I will continue to emphasize peer discussions in my teaching.

Activity 3: Sharing Wellness Goals (April 21st)

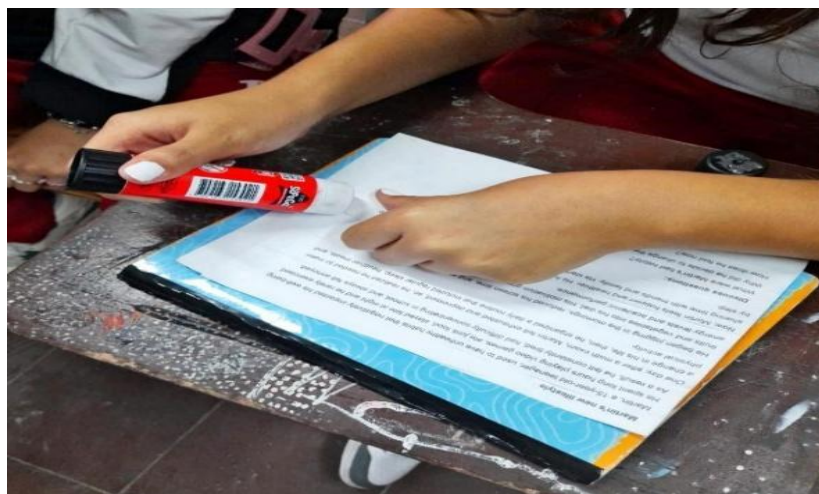
Reflection: This final activity allowed students to reflect on their learning throughout the unit. Many students shared their goals confidently, and I was pleased to see them supporting one another. It reinforced the idea that fostering a collaborative environment can lead to greater student success in language learning. I will strive to maintain this supportive atmosphere in future classes.

Appendix G

Evidence of the activities: School number 1

Figure G1

Activity 1



Note. Image of activity in class.

Figure G 2

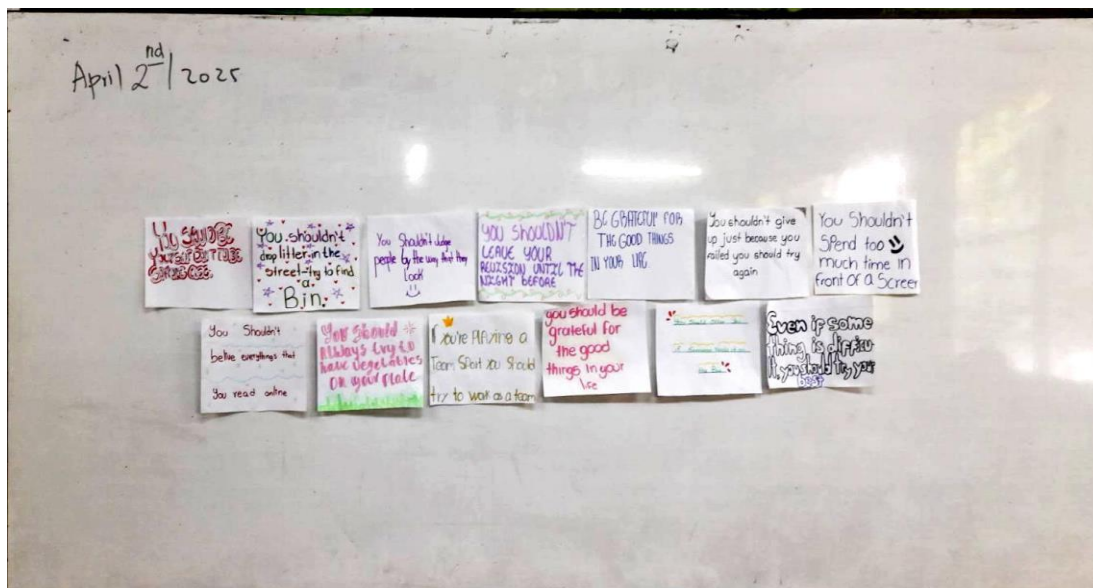
Activity 2



Note. Image of activity in class.

Figure G3

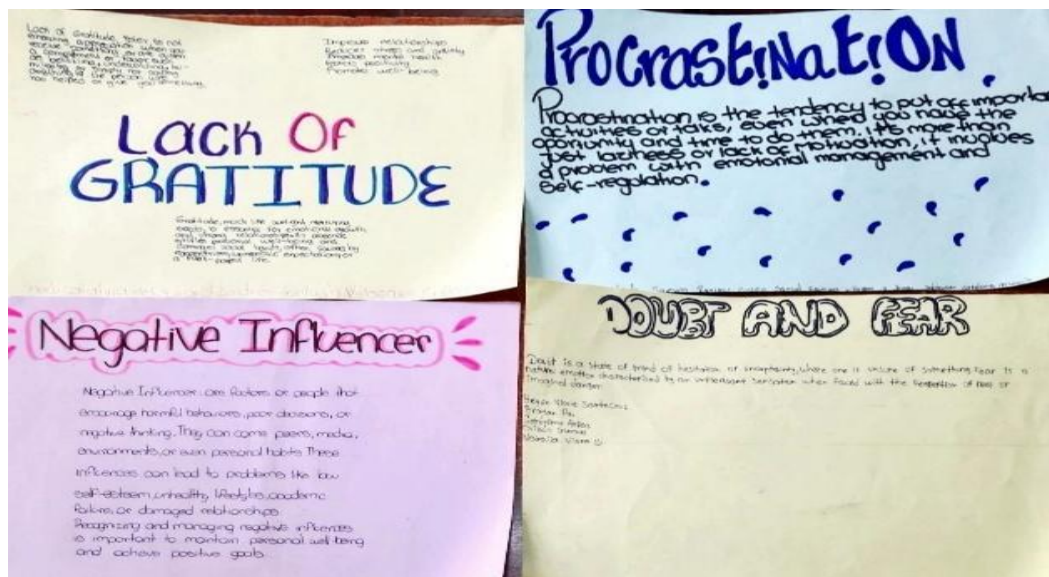
Activity 2



Note. Image of activity in class.

Figure G4

Activity 3



Note. Image of activity in class.

Figure G5

Activity 4



Note. Image of activity in class.

Figure G6

Activity 5



Note. Image of activity in class.

Figure G7

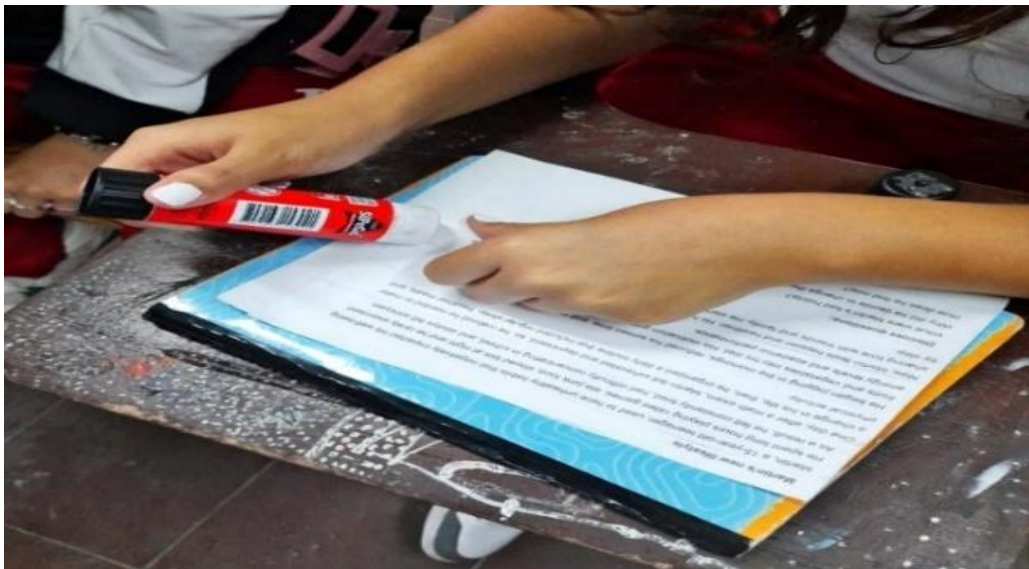
Activity 6



Note. Image of activity in class.

Figure G8

Activity 7



Note. Image of activity in class.

Figure G9

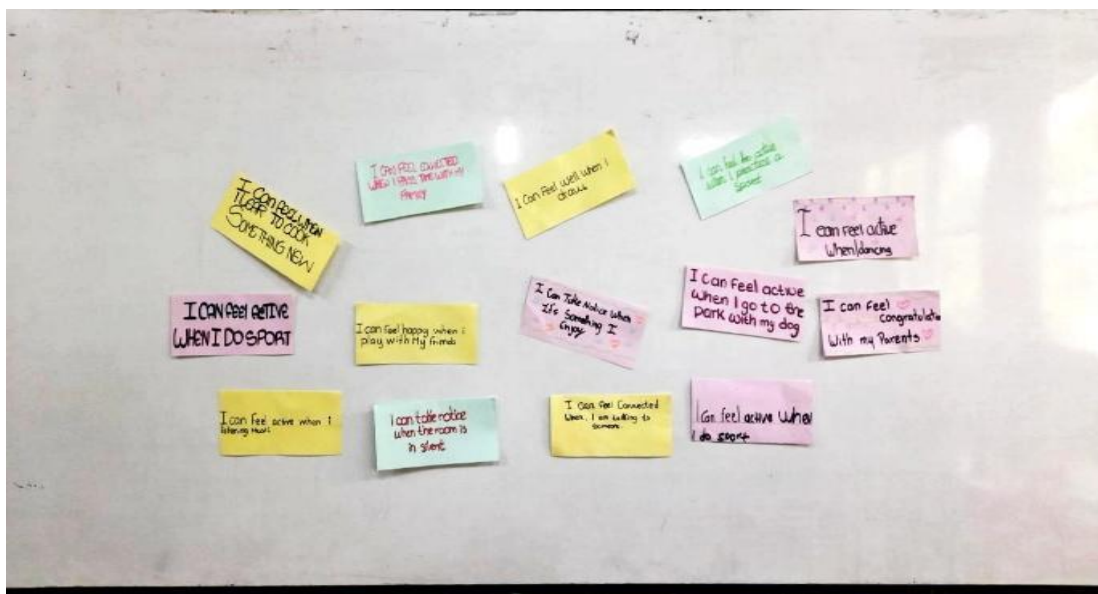
Activity 8



Note. Image of activity in class.

Figure G10

Activity 9



Note. Image of activity in class.

Figure G11

Activity 10



Note. Image of activity in class.

Figure G12

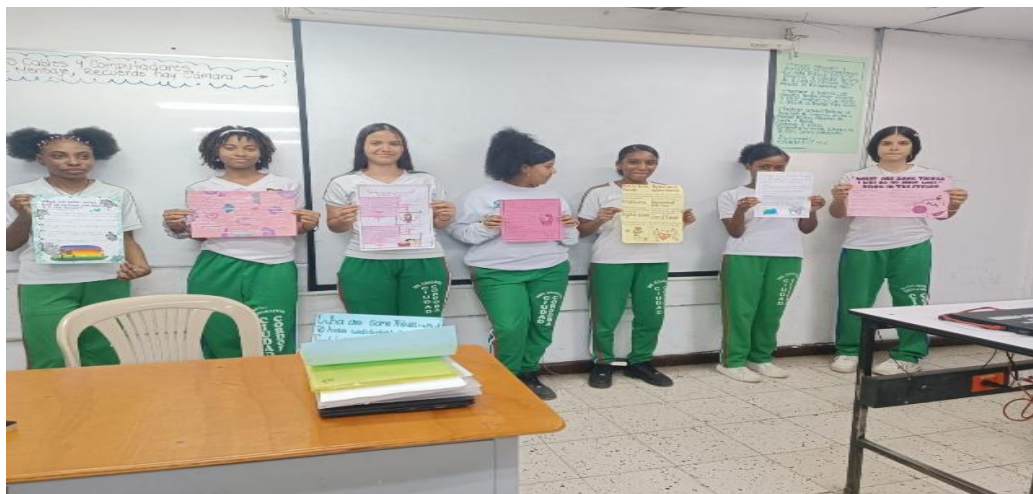
Activity 11



Note. Image of activity in class.

Figure G13

Activity 12



Note. Image of activity in class.

Images of Activities of School Number 2

Figure G14

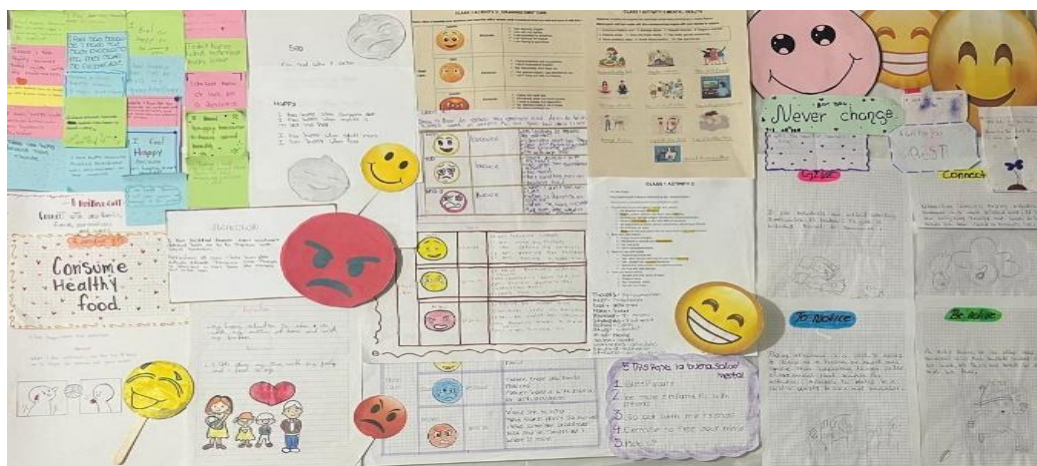
Activity 13



Note. Imagen of activity 1.

Figure G15

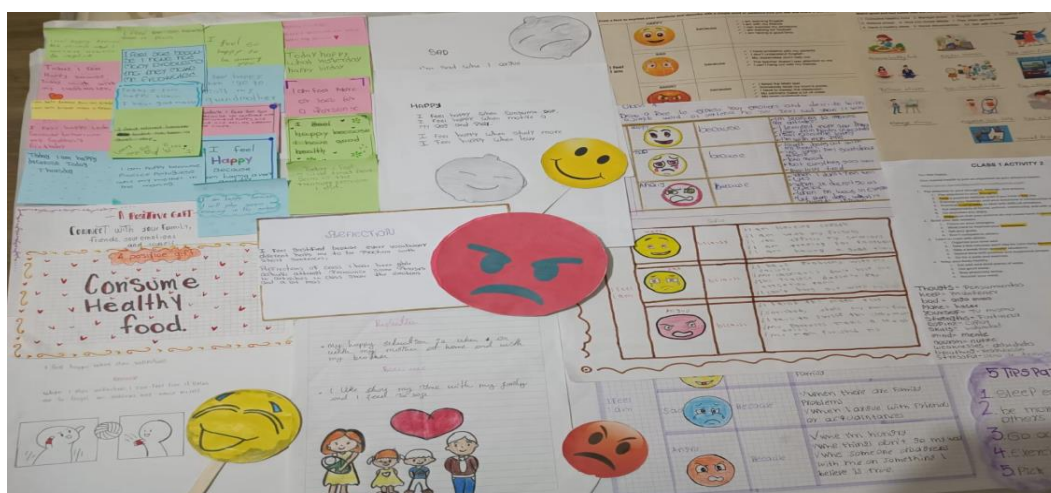
Activity 14



Note. Image of activity in class.

Figure G16

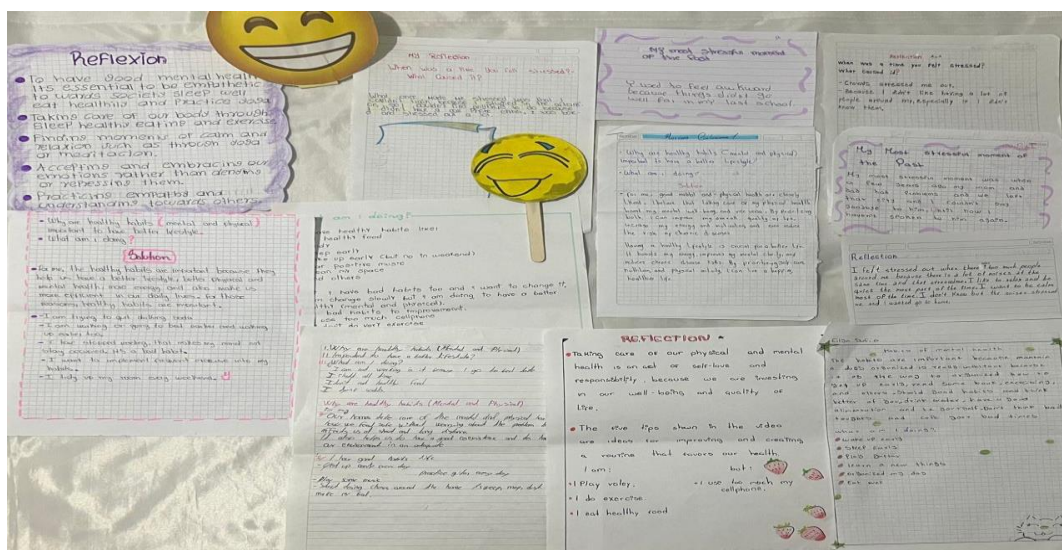
Activity 15



Note. Image of activity in class.

Figure G17

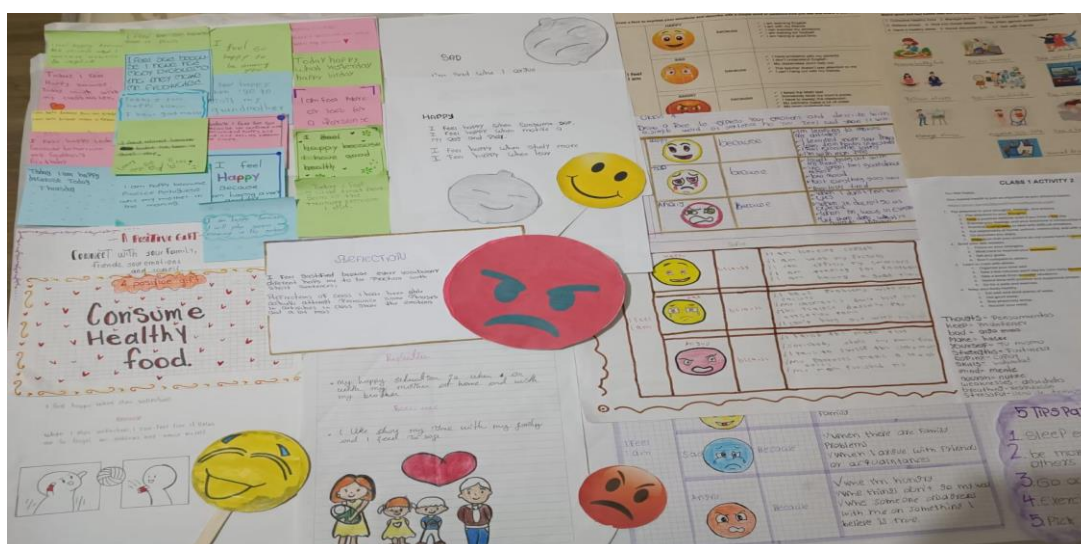
Activity 16



Note. Image of activity in class.

Figure G18

Activity 17



Note. Image of activity in class.

Figure G19

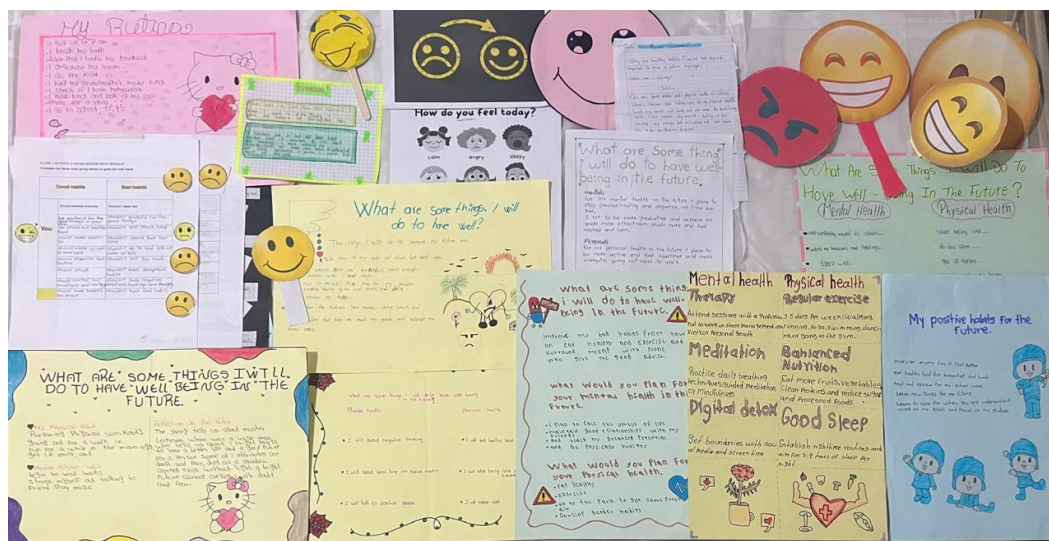
Activity 18



Note. Image of activity in class.

Figure G20

Activity 19



Note. Image of activity in class.