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TRANSLANGUAGING AS EMOTIONAL SCAFFOLDING: REDUCING SPEAKING ANXIETY AND FOSTERING ORAL PROFICIENCY IN AN INDONESIAN EFL CONTEXT

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Abstract: Speaking anxiety is one of the most common challenges in English as a Foreign Language (EFL) learning, particularly in multilingual settings like Indonesia. This study investigates how translanguaging-based emotional scaffolding (TES)—a combination of flexible language use and emotional support—can reduce speaking anxiety and improve speaking performance among learners in Kampung Inggris Pare. Using a qualitatively driven mixed-method design, data were collected from 28 students through questionnaires and reflective responses. Quantitative data were analyzed descriptively, while qualitative data were examined thematically. The results show that most learners used their first language to plan ideas before speaking English and received consistent emotional support from tutors. Translanguaging helped students reduce linguistic pressure, while emotional scaffolding through praise, empathy, and supportive feedback created a comfortable learning atmosphere. These combined practices effectively lowered anxiety, increased confidence, and improved speaking fluency. A few learners, however, preferred full-English instruction, believing it accelerated fluency. Overall, the study concludes that TES can balance both emotional and cognitive aspects of language learning and serves as an effective approach to build confidence, motivation, and communicative competence in multilingual EFL environments. These findings highlight the importance of integrating emotional and linguistic support in EFL pedagogy. Translanguaging-based emotional scaffolding offers a sustainable pathway for educators to foster confidence, reduce anxiety, and create more inclusive learning environments in multilingual contexts.
Keywords: *translanguaging; emotional scaffolding; speaking anxiety; oral proficiency; EFL classroom.*

INTRODUCTION

In the era of globalization, the ability to communicate fluently in English is indispensable for academic, professional, and intercultural success. Yet for many English-as-a-Foreign-Language (EFL) learners, speaking remains the most anxiety-provoking skill (Gallego et al., 2022; Malik et al., 2024; Maruf 2023). Feelings of nervousness, fear of negative evaluation, and low self-confidence often prevent learners from participating fully in oral activities, thereby limiting the development of communicative competence (Asio et al., 2024; Thorpe et al., 2025; Zuhri, Anwar, and Maruf 2021). This persistent phenomenon, commonly termed *speaking anxiety*, represents one of the most critical affective barriers in language education.

The main obstacles limiting fluency improvement include limited input exposure, speaking anxiety, and lack of authentic practice. Kowal, S. (2009) explain that insufficient exposure to authentic spoken discourse prevents learners from internalizing natural prosody and interactional routines. High anxiety disrupts lexical retrieval and idea formulation, causing hesitations and short utterances (Szyszka et al., 2024; Arifin et al. 2022). Meanwhile, classrooms that emphasize grammatical correctness over communicative fluency discourage risk-taking and spontaneous speech (Ashrafova 2025); (Maruf and Halyna 2023; Ulyah et al., 2021). These interconnected

constraints make oral proficiency one of the hardest competencies to achieve in EFL education. Addressing it is vital, as oral proficiency not only reflects linguistic mastery but also shapes self-expression, identity, and access to global opportunities (Liu 2025; Man-Fat Wu 2024; Maruf, 2021 et al.). In Indonesia—where multilingualism is the norm and English exposure outside classrooms remains limited—the challenge of developing confident, fluent speakers persists despite decades of curricular reform.

Traditional pedagogies have often prioritized grammatical accuracy over fluency, inadvertently heightening learners' apprehension about making mistakes. Recent innovations, however, emphasize affective and sociocultural dimensions of learning, particularly through translanguaging and emotional scaffolding. Translanguaging, introduced by García and Wei, (2014), conceptualizes learners' entire linguistic repertoires as interconnected resources for communication and cognition. Recent discussions further position translanguaging as a socially just pedagogy that promotes inclusion and emotional engagement (Han 2024; Nguyen et al. 2025). By allowing strategic use of the first language, translanguaging reduces linguistic pressure and enhances comprehension (Sah & Li, 2024; Tian & Li, 2024). Research in multilingual classrooms shows that such practices promote inclusion, autonomy, and learner agency (Hidayati et al., 2024; Lin & Leung, 2024; Moraru et al., 2025). In parallel, emotional scaffolding—derived from Vygotsky's (1978) Sociocultural Theory—foregrounds the teacher's role in mediating affect through empathy, encouragement, and emotionally responsive feedback (Ertugruloglu et al., 2023; Gao et al., 2024; Lei & Bakar, 2025; Derakhshan & MacIntyre, 2025). When teachers provide affective support, learners experience psychological safety that transforms anxiety into motivation and participation. Both frameworks advocate learner-centered, supportive environments that value emotion as integral to cognition.

Empirical findings corroborate these perspectives. Translanguaging has been shown to validate multilingual identities and foster equitable participation in English-medium instruction (Sah and Li 2024), while also enhancing communicative confidence (Wang, Wu, and Wang 2025). Emotional scaffolding, in turn, correlates strongly with increased willingness to communicate and classroom resilience (Xie, 2024; Ertugruloglu et al., 2023). Studies among Asian EFL learners demonstrate that affective support can mitigate fear of error correction and improve self-efficacy (Gao et al. 2024; Guo, Wang, and Martín 2023; Zheng and Guo 2024). Nevertheless, most of these investigations examine the two constructs separately. Few have explored their *synergistic* function—how translanguaging can operate as emotional scaffolding to alleviate speaking anxiety and facilitate oral fluency (Dovchin et al., 2025; Tai, 2025). Dovchin et al. (2025) highlighted emotional entanglements in translanguaging but remained conceptual, while Tai (2025) focused on inequality and access rather than on affective regulation in classroom practice. Consequently, an integrated, empirically tested model that connects linguistic flexibility and emotional support remains scarce.

Within Vygotsky (1978) sociocultural framework, learning is understood as both a cognitive and affective process mediated through social interaction. Translanguaging facilitates this mediation by enabling learners to draw upon their complete linguistic repertoires to construct meaning, while emotional scaffolding aligns with Vygotsky's concept of *perezhivanie*—the emotional experience that shapes cognitive development. Together, these constructs offer complementary dimensions of mediation: translanguaging serves as the linguistic bridge, whereas emotional scaffolding provides the affective foundation. Integrating both creates a holistic pedagogical mechanism that lowers affective filters Krashen (1982) and supports learners' movement within their Zone of Proximal Development (ZPD). This theoretical alignment forms the foundation for Translanguaging-Based Emotional Scaffolding (TES) as both a linguistic and emotional support system in EFL contexts.

In Indonesia, this intersection is particularly salient within Kampung Inggris Pare, an informal EFL community where learners from various regions engage intensively in English communication. Although its immersive environment encourages spontaneous interaction, many learners still display heightened speaking anxiety due to peer pressure and self-consciousness (Fauzi & Asi, 2023; Daflizar, 2024; Meliyani et al., 2022). Psychological and pedagogical factors—low self-efficacy, perfectionism, and error-oriented correction—exacerbate these fears (Alamri & Qasem, 2024; Chen, 2024). Integrating translanguaging and emotional scaffolding could provide a contextually responsive pedagogy: translanguaging offers cognitive bridges between local languages and

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English (Sangeetha and Sri Dhivya 2025), while emotional scaffolding nurtures empathy and security that reduce fear of failure (Alrabai 2024; Guo et al. 2023; Shahidzade, Fazilatfar, and Razmi 2022). Combining both of them in this setting is expected to reduce speaking anxiety and enhance oral proficiency by aligning linguistic flexibility with emotional support. Recent empirical studies further support this pedagogical link in the Asian EFL context (Ching and Ruowei 2025; Hopkyns and Dovchin 2024; Lan 2025).

Despite growing recognition of both concepts, research integrating translanguaging and emotional scaffolding in addressing speaking anxiety and oral proficiency remains limited, especially in informal EFL settings. Prior studies tend to emphasize either linguistic inclusivity or affective support without linking the two systematically (Nie et al., 2024; Lei & Bakar, 2025). Moreover, few have examined their joint implementation in multilingual Indonesian contexts, where learners' affective and linguistic struggles coexist within intensive immersion programs such as Kampung Inggris Pare. This paucity of evidence highlights the need for an interdisciplinary inquiry that bridges sociocultural, affective, and pedagogical perspectives to understand how integrated support mechanisms can enhance learners' oral performance.

Kampung Inggris Pare offers a uniquely multilingual and socially immersive environment that makes it an ideal site for exploring the integration of translanguaging and emotional scaffolding. Learners come from diverse linguistic and cultural backgrounds—Javanese, Sundanese, Bataknese, and others—forming a naturally occurring multilingual ecosystem where language alternation happens fluidly across social and instructional settings. Unlike formal schools, this informal community operates through intensive, peer-driven interaction and flexible pedagogical norms, allowing translanguaging practices to emerge spontaneously as a communication and learning strategy. This dynamic sociolinguistic environment, characterized by empathy, collaboration, and experimentation, aligns closely with the principles of emotional scaffolding and what Li Wei (2018) terms a "translanguaging space"—a fluid arena for identity expression, affective support, and cognitive mediation.

Accordingly, the present study aims to investigate how translanguaging-based emotional scaffolding can reduce speaking anxiety and improve oral proficiency among Indonesian EFL learners in Kampung Inggris Pare. The study seeks to answer the following research questions: First, how is translanguaging-based emotional scaffolding manifested in EFL speaking practices at Kampung Inggris Pare? Second, in what ways does this integrated approach influence learners' speaking anxiety and oral proficiency? Third, how can teachers operationalize translanguaging-based emotional scaffolding to foster confidence and communicative competence in multilingual EFL contexts? These questions aim to uncover how linguistic flexibility and emotional support can be systematically integrated into pedagogical practice to enhance learners' confidence, engagement, and communicative competence in speaking English.

The study contributes to EFL pedagogy by demonstrating that TES serves as both a cognitive and affective scaffold. Translanguaging enables learners to construct meaning through their full linguistic repertoires, while emotional scaffolding—through praise, empathy, and patient correction—creates a psychologically safe space for risk-taking. Together, these elements form a dynamic framework that transforms classroom discourse from error-centered evaluation into supportive, learner-centered communication. Quantitative data showed strong positive attitudes toward TES, while qualitative testimonies illustrated how learners' fear of mistakes diminished and their fluency improved. Even though a small proportion of students preferred full-English immersion, most found that translanguaging enhanced both motivation and linguistic performance, validating the integrative potential of TES in multilingual contexts.

Theoretically, this study extends Vygotsky's sociocultural theory by emphasizing emotional mediation as a key component of scaffolding and reinforces García and Wei's (2014) concept of *translanguaging spaces* as inclusive zones for identity and affective expression. It also empirically supports Krashen's (1982) *Affective Filter Hypothesis* and Horwitz et al. (1986) regarding the centrality of confidence and comfort in oral language development. By uniting these perspectives, TES offers a holistic approach that connects cognition, affect, and identity within EFL learning.

Pedagogically, the results suggest that EFL teachers should adopt context-sensitive language policies that balance immersion with psychological comfort. Instructors can incorporate translanguaging as a flexible bridge for beginners, gradually reducing L1 reliance as confidence and fluency increase. Teacher-training programs should also emphasize emotional literacy,

equipping educators to provide empathetic feedback and create inclusive learning atmospheres. Additionally, the TES framework can be integrated with digital tools—such as AI-based pronunciation practice or reflective journaling—to sustain learner autonomy and self-efficacy beyond the classroom.

The findings are expected to contribute both theoretically—by extending the understanding of affective-linguistic interaction in EFL learning—and practically, by offering a contextually grounded framework for reducing speaking anxiety and promoting oral proficiency in multilingual educational environments.

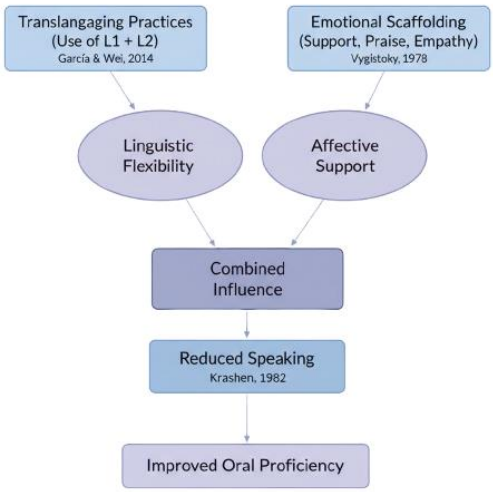


Figure 1. *Conceptual framework of Translanguaging-based Emotional Scaffolding (TES) and its influence on speaking anxiety and oral proficiency*

METHOD

This study employed a *qualitatively-driven mixed-methods design* (Creswell, John W.; Plano Clark 2023), in which qualitative data served as the primary source of insight, while quantitative findings functioned to provide contextual support. The purpose of this approach was not to measure statistical effects but to capture learners' emotional and linguistic experiences holistically. The qualitative strand, consisting of open-ended written reflections and follow-up conversations, provided rich descriptions of learners' affective responses and translanguaging practices. Meanwhile, the quantitative strand—based on descriptive survey items—helped identify general trends and patterns that contextualized the qualitative data. Integration occurred during the interpretation stage, where numerical summaries were compared with thematic findings to construct a comprehensive understanding of how translanguaging-based emotional scaffolding (TES) reduces anxiety and enhances speaking performance.

The research was conducted at Kampung Inggris Pare, an informal EFL learning center in East Java, Indonesia, well known for its immersive and multilingual teaching style. A total of 28 participants (19 female, 9 male), aged between 17 and 25, were recruited using purposive sampling, based on their active participation in speaking classes and prior exposure to translanguaging practices. Participants' learning duration varied: one had studied for two weeks, four for one month, and the remaining twenty-three for more than a month. All participants were briefed on the study's objectives, and informed consent was obtained prior to data collection.

Two instruments were employed in this study: a structured questionnaire and open-ended written reflections. The questionnaire was designed to explore learners' experiences with Translanguaging-Based Emotional Scaffolding (TES) in relation to speaking anxiety and perceived oral proficiency. It consisted of four sections, each aligned with the study's key constructs: (1) Translanguaging Practices (Cognitive Aspect): items measured learners' use and perceptions of language mixing in classroom interactions. Emotional Scaffolding (Affective Support): items assessed the extent of tutors' emotional encouragement, empathy, and non-judgmental feedback. (2) Speaking Anxiety (Affective Filter): items explored learners' emotional responses and anxiety levels when speaking English. (3) Self-Perceived Speaking Improvement: items captured learners' reflections on their speaking progress during the program.

Each section contained Yes/No close-ended questions followed by open-ended prompts to invite elaboration. The instrument was developed bilingually (English–Indonesian) to ensure clarity and accessibility for participants of varied proficiency levels.

Content validity was established through expert review by two ELT lecturers, who evaluated the questionnaire for clarity, relevance, and alignment with the research objectives. Minor linguistic and structural revisions were made based on their feedback.

The questionnaire was distributed via Google Forms to 28 learners enrolled in speaking programs at Kampung Inggris Pare using purposive sampling. Participants were given one week to complete the form. Afterward, five participants were selected for follow-up online conversations

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(via WhatsApp chat and voice notes) to provide deeper insights into their written responses. All data were anonymized to protect participant confidentiality.

This combination of quantitative frequency data and qualitative reflection provided a balanced triangulation of perspectives, enabling both numerical trends and narrative depth to emerge.

Table 1. *Summary of questionnaire items*

No	Item Type	Sample Question	Purpose / Variable Measured
1.	Yes/No	I usually plan or think in my first language before speaking English.	To identify the cognitive strategy of translanguaging used in idea planning before speaking.
2.	Yes/No	I feel more comfortable when the tutor allows both English and Indonesian during speaking activities.	To measure the impact of bilingual policy on emotional comfort in speaking contexts
3.	Yes/No	Translanguaging helps me express my ideas more fluently and naturally.	To examine the perceived effectiveness of translanguaging in enhancing fluency and natural expression.
4.	Yes/No	My tutor gives encouragement or praise when I make progress in speaking.	To evaluate the role of tutors' emotional support (emotional scaffolding) in fostering speaking motivation
5.	Yes/No	My tutor corrects my mistakes in a gentle, non-judgmental way.	To assess the quality of affective feedback and supportive correction provided by the tutor.
6.	Yes/No	I feel more confident to speak English when my tutor uses both Indonesian and English and provides emotional encouragement.	To observe the transition from comfort to confidence as an outcome of Translanguaging-Based Emotional Scaffolding (TES).
7.	Yes/No	I feel less anxious when I can use both English and Indonesian in class.	To measure the reduction of speaking anxiety resulting from flexible language use.
8.	Yes/No	A strict English-only rule makes me nervous or less confident when speaking	To examine the negative emotional impact of English-only policies on students' confidence.
9.	Yes/No	I feel that my speaking fluency has improved when the learning environment is comfortable	To identify fluency improvement as a linguistic outcome of Emotional Scaffolding.
10.	Yes/No	I feel that my speaking ability has improved with the help of the translanguaging process in class	To capture students' integrated perception of TES effects on overall speaking ability.
11.	Open-ended	Describe how using both languages in class affects your comfort and confidence when speaking English.	To explore emotional experiences related to comfort and confidence in bilingual settings.
12.		How does your tutor's emotional support influence your willingness to speak?	To examine the relationship between tutors' emotional scaffolding and students' willingness to communicate.
13.		In what ways do you feel your fluency has improved during translanguaging-based learning sessions?	To identify specific signs of fluency improvement through students' reflections.

The questionnaire consisted of 10 dichotomous (Yes/No) and 3 open-ended items developed to measure four key constructs: translanguaging practices, emotional scaffolding, speaking anxiety, and perceived oral proficiency. The instrument was content-validated by two ELT experts and distributed online via Google Forms to ensure accessibility for participants from diverse linguistic backgrounds.

Data Analysis

Data analysis was conducted in two interconnected stages to align with the qualitatively-driven mixed-method design. The quantitative and qualitative strands were analyzed separately and later integrated during interpretation to provide a comprehensive understanding of learners' emotional and linguistic experiences.

Data from the 10 close-ended questionnaire items were analyzed using descriptive statistics (frequency and percentage) to identify general

patterns in learners' attitudes toward translanguaging and emotional scaffolding. While inferential analysis was not applied due to the exploratory and non-experimental nature of the study, descriptive results were used to contextualize and support the qualitative findings. The numerical trends (e.g., proportion of learners experiencing reduced anxiety or improved fluency) provided an overview of collective tendencies, serving as an entry point for deeper qualitative interpretation.

Open-ended responses (from 3 questionnaire items and follow-up conversations) were analyzed thematically using Braun and Clarke's (2021) six-phase framework: (1) Familiarization – all written and transcribed responses were read repeatedly to gain a holistic sense of participants' voices; (2) Initial Coding – meaningful phrases and recurring expressions were highlighted and assigned short codes (e.g., *feeling accepted*, *confidence boost*, *fear of strict rules*); (3) Searching for Themes – similar codes were grouped into potential themes reflecting cognitive, affective, and behavioral dimensions of Translanguaging-Based Emotional Scaffolding (TES); (4) Reviewing Themes – each theme was cross-checked against the raw data to ensure representativeness and internal consistency; (5) Defining and Naming Themes – final themes were refined and clearly defined (e.g., *Affective Safety*, *Linguistic Flexibility as Empowerment*, *Confidence through Empathy*); (6) Reporting – illustrative quotes were selected to exemplify each theme and presented alongside quantitative summaries in the Findings section.

Integration of Data Strands Triangulation was achieved through joint interpretation of both strands. Quantitative frequency data established the prevalence of key experiences (e.g., 82% reported planning ideas in L1; 96% received emotional support), while qualitative data provided narrative depth explaining *how and why* these experiences influenced learners' confidence and speaking performance. This integration enhanced interpretive validity by linking descriptive tendencies with participants' lived emotional accounts.

To ensure trustworthiness, qualitative findings underwent peer debriefing and code cross-checking by two ELT researchers not directly involved in data collection. Any discrepancies in coding were discussed and resolved through consensus. This analytic rigor strengthened the credibility and dependability of the thematic results.

Ethical approval was secured before data collection. Participants were fully informed about the aims, procedures, and voluntary nature of the research. To protect privacy, pseudonyms were assigned, and all data were stored securely. The researcher guaranteed that all information would be used exclusively for academic purposes and that participants' rights and confidentiality were upheld throughout the study.

RESULTS AND DISCUSSION

Manifestation of translanguaging-based emotional scaffolding in EFL speaking

Descriptive frequency and percentage analyses revealed overwhelmingly positive learner perceptions toward both translanguaging and emotional scaffolding. Specifically, 82% of participants reported that they often organized their ideas in their first language before speaking in English, while 96% confirmed that their tutors provided continuous encouragement or praise whenever they made progress in speaking. Notably, 100% of respondents stated that they felt comfortable when their tutors corrected mistakes in a gentle, non-judgmental manner.

Despite these positive trends, only 50% of participants reported feeling more comfortable when their tutors explicitly allowed the use of both English and Indonesian during speaking activities, and 64% indicated that combining both languages helped them express their ideas more fluently and naturally. This suggests that translanguaging emerged organically from learners' needs rather than being imposed as a formal classroom policy. Such findings align with García and Wei's (2014) view of translanguaging as a flexible, dynamic practice that adapts to contextual and affective conditions rather than following rigid language boundaries.

To complement these quantitative patterns, qualitative data were analyzed to capture learners' lived experiences and emotional perspectives in greater depth. The following excerpts illustrate how these numerical trends translated into real classroom interactions and emotional responses.

One learner remarked, "My tutor allows us to mix Indonesian and English, which really motivates me because I feel appreciated as a beginner. The tutor also corrects mistakes kindly without judgment, which makes me feel comfortable and excited to learn." (Student A).

Another shared, "As a beginner, I prefer tutors who let us use mixed languages instead of strict full-English rules. Otherwise, I become anxious and afraid of making mistakes. It lowers my

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confidence and stops me from trying to speak." (Student B).

These testimonies illustrate that translanguaging not only supports linguistic comprehension but also reduces emotional tension. In line with Vygotsky's (1978) notion of scaffolding, the tutors' empathetic feedback and non-judgmental correction function as affective mediation, creating a psychologically safe space for experimentation. This suggests that translanguaging and emotional scaffolding operate synergistically: the former alleviates cognitive load by allowing learners to process ideas in their L1, while the latter regulates emotional states through empathy and reassurance. Together, they balance cognitive efficiency with affective comfort, leading to more confident language use. Importantly, this dual mediation enables learners to shift their focus from error avoidance to message delivery, signaling a transition from performance anxiety to communicative engagement. Overall, translanguaging-based emotional scaffolding (TES) in Kampung Inggris Pare manifests as an adaptive dual mechanism—a combination of linguistic flexibility and emotional care—that fosters learner confidence, engagement, and motivation (Franck & Papadopoulou, 2024; Wei, 2022). Building on these findings, the following section examines how the integrated framework affects learners' affective and linguistic development.

Influence on speaking anxiety and oral proficiency

Building on these findings, the following section examines how the integrated framework affects learners' affective and linguistic development. In relation to the second research question—*In what ways does this integrated approach influence learners' speaking anxiety and oral proficiency?*—both quantitative and qualitative findings confirm a strong positive impact.

All twenty-eight participants reported noticeable improvement in their speaking ability during their study period, consistently attributing this progress to the synergy between translanguaging and emotional scaffolding. Learners explained that using their first language helped them plan and organize ideas, while tutors' empathy, encouragement, and praise reduced anxiety and increased willingness to communicate.

Quantitatively, 60% of respondents agreed that the English-only policy increases nervousness, while allowing translanguaging helps learners feel safer and more confident to speak in front of others. Meanwhile, 68% indicated that the flexibility to use both languages lowers anxiety and minimizes the fear of being laughed at when expressing ideas imperfectly. Although 64% still cited fear of making mistakes as their main source of anxiety, most indicated that nervousness and peer pressure had significantly declined.

In terms of oral proficiency, 100% of participants reported that their speaking fluency improved when the learning environment was emotionally supportive, and 60% specifically attributed their overall speaking ability improvement to the use of translanguaging during class interactions.

These findings demonstrate that emotional comfort and linguistic flexibility work in tandem to foster communicative growth. When learners feel psychologically secure, they take more risks, engage more actively, and produce longer and more spontaneous utterances — all of which are indicators of oral proficiency development.

These findings support Horwitz et al. (1986), who identified evaluative fear as a key component of foreign-language anxiety, and align with Krashen's (1982) Affective Filter Hypothesis, which posits that emotionally safe environments facilitate efficient language processing. Translanguaging-based emotional scaffolding (TES) appears to lower this affective filter, enabling learners to move from hesitant to confident speakers.

Interview data further clarified these dynamics. One participant contrasted two learning environments: "When I first studied English, I was very afraid to speak. My class used a full-English system, and anyone who didn't speak English was punished. So I chose to stay silent because I knew I wasn't good at English, especially grammar. Later, I moved to another course where the tutor allowed us to mix English and Indonesian, especially for beginners. Since then, I've felt more enthusiastic and confident speaking English—I'm no longer afraid of being judged or punished." (Student C).

Another learner described a similar process of gaining confidence: "My ability to communicate in English has greatly improved during my time in Kampung Inggris Pare. Before, I was anxious about making mistakes and being punished, which made me lose confidence and avoid speaking. But when I met a tutor who allowed mixed language use and supported me patiently, I started to speak more fluently and without fear." (Student D)

Similarly, one participant highlighted how translanguaging directly contributed to greater fluency: "Since my tutor allowed us to speak freely

using both languages, I could express ideas faster and more smoothly. My fluency has improved because I don't overthink grammar anymore." (Student E). This reflection indicates that when anxiety decreases and learners focus on communication rather than accuracy, fluency naturally develops.

However, a small portion of participants held an opposing view, emphasizing that full-English immersion creates stronger linguistic discipline, "I prefer if English classes do not allow Indonesian or any other language, because using them makes us think slowly and prevents us from becoming fluent in English." (Student F)

This contrasting perspective reinforces the quantitative data showing that a minority (15%) still value immersion-only instruction for perceived efficiency. Nonetheless, the majority found that translanguaging-based emotional scaffolding directly lowered anxiety by validating partial English use and rewarding communicative effort rather than perfection. Emotional safety—achieved through tolerance, encouragement, and empathy—enabled learners to take linguistic risks and experience tangible progress.

This process reflects Vygotsky's (1978) notion of scaffolding within the *Zone of Proximal Development*, where social and emotional mediation supports learners as they stretch beyond their current competence. As anxiety decreased, students produced longer, more spontaneous utterances—clear indicators of oral-proficiency growth. Overall, the evidence demonstrates a reciprocal relationship: as TES reduced anxiety, learners' confidence and fluency improved; as oral proficiency strengthened, anxiety further diminished. Translanguaging-based emotional scaffolding thus functioned as a *synergistic framework* that simultaneously addressed affective barriers and enhanced linguistic performance.

Taken together, these patterns indicate that translanguaging-based emotional scaffolding influences both learners' emotions and performance. The next section synthesizes these findings with broader pedagogical implications.

Integrative discussion and pedagogical implications

Synthesizing the two preceding findings, translanguaging-based emotional scaffolding (TES) is shown to mediate both affective and cognitive processes in language learning. Quantitative patterns and qualitative insights together validate the proposed conceptual model:

Translanguaging → Emotional Scaffolding → Reduced Speaking Anxiety → Improved Oral Proficiency.

Learners who reported stronger exposure to TES consistently demonstrated lower anxiety and higher self-perceived fluency. These results extend Vygotsky's (1978) sociocultural theory by emphasizing that *emotional mediation is as essential as cognitive guidance*. Tutors who combined empathy with linguistic flexibility created what García and Wei (2014) term *translanguaging spaces*—dynamic contexts where identity, emotion, and cognition intersect. Within such spaces, learners gradually transition from reliance on their first language to autonomous English production, reflecting development across the Zone of Proximal Development.

Pedagogically, the study suggests that EFL instructors should implement TES-oriented teaching models by: (1) Dopting flexible bilingual policies that validate learners' L1 as a resource; (2) Embedding emotional scaffolding through praise, humor, and empathy; and (3) Adjusting task difficulty according to learner readiness.

Grouping learners by proficiency level, as practiced in Kampung Inggris Pare, can further optimize support. Additionally, digital platforms—such as AI-based pronunciation and feedback tools—can complement TES by offering individualized, low-pressure speaking practice.

In conclusion, TES emerges as a holistic pedagogical framework that integrates linguistic inclusivity with emotional well-being. By transforming EFL classrooms into safe, empowering environments, TES fosters both communicative competence and learner confidence, demonstrating its potential as a sustainable strategy for reducing speaking anxiety and enhancing oral proficiency in multilingual contexts.

The findings provide robust empirical support for translanguaging-based emotional scaffolding (TES) as an integrated pedagogical framework that reduces speaking anxiety and improves oral proficiency.

Translanguaging as cognitive and affective mediation

The manifestation of translanguaging in Kampung Inggris Pare demonstrates that multilingual flexibility serves not only a cognitive purpose but also an affective one. The high frequency of learners organizing thoughts in their first language (82%) and the widespread use of bilingual communication (64%) suggest that

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translanguaging acts as a mental bridge between conceptual understanding and oral expression. This supports García and Wei's (2014) argument that translanguaging transforms classrooms into inclusive "translanguaging spaces," where learners mobilize all their linguistic resources to construct meaning. However, this study extends the concept by showing that such flexibility also mitigates emotional strain — particularly for beginners who fear grammatical errors or ridicule. Learners' testimonies reflect this: mixing languages made them feel recognized, less pressured, and more motivated to speak. Thus, translanguaging here functions as both *cognitive mediation* (facilitating thought organization) and *affective mediation* (reducing fear and self-consciousness).

The effectiveness of Translanguaging-Based Emotional Scaffolding (TES) in reducing anxiety can be understood through both cognitive and affective mechanisms. Cognitively, translanguaging reduces learners' cognitive load during speech planning by allowing them to conceptualize and organize ideas in their L1 before articulation in English. This process frees working memory and enables learners to focus more on meaning-making rather than grammatical accuracy, which reduces performance pressure. Affective mechanisms operate simultaneously: empathetic tutor feedback, non-judgmental correction, and positive reinforcement lower learners' affective filter, increasing their willingness to communicate. This dual mediation reflects how TES synchronizes emotional regulation and cognitive processing to create a psychologically safe environment where risk-taking and communicative experimentation can occur naturally.

Emotional scaffolding and the affective dimension of learning

The emotional component of scaffolding—through praise, empathy, humor, and encouragement—was found to be equally vital to learners' oral development. Nearly all respondents (96%) acknowledged receiving continuous emotional reinforcement from their tutors, and 100% expressed comfort with their instructors' patience and supportive attitudes. These results reaffirm Vygotsky's (1978) notion of learning as a socially mediated process, extending cognitive scaffolding to include *emotional mediation*. They also align with Krashen's (1982) *Affective Filter Hypothesis*, which posits that low anxiety enhances language acquisition by increasing the intake of comprehensible input. The TES framework demonstrates how emotional scaffolding can lower this affective filter, transforming apprehensive learners into confident communicators.

Notably, the learners' reflections illustrate that empathy and tolerance were instrumental in overcoming fear of failure. The presence of emotionally responsive tutors allowed learners to take linguistic risks—such as experimenting with new vocabulary or structures—without fear of humiliation. This finding resonates with Xie (2024) and Ertugruloglu et al. (2023), who found that emotionally supportive teaching fosters willingness to communicate and resilience. The present study adds a new dimension by showing that emotional scaffolding, when coupled with translanguaging, amplifies these benefits by integrating emotional comfort with linguistic flexibility.

Divergent perceptions toward translanguaging

While the majority favored TES-based practices, a minority (15%) preferred full-English immersion, arguing that prohibiting the use of L1 accelerates thinking speed and fluency. This divergence underscores an important pedagogical nuance: translanguaging should remain *adaptive* rather than prescriptive. As Tai (2025) and Sah & Li (2024) noted, the effectiveness of translanguaging depends on learners' proficiency levels, learning goals, and classroom culture. In Kampung Inggris Pare, beginners benefited most from bilingual flexibility, whereas more advanced learners perceived it as a hindrance to fluency. Therefore, TES must be implemented in a *graduated* manner—allowing gradual reduction of L1 use as learners' confidence and competence increase. This insight contributes to the ongoing debate between immersion-oriented and multilingual pedagogies by suggesting a balanced, context-sensitive integration.

TES, anxiety reduction, and oral proficiency growth

The strong inverse relationship between anxiety reduction and proficiency improvement highlights TES as an effective mediating framework. This aligns with recent findings by Cenoz et al. (2024) who reported that pedagogical translanguaging can significantly reduce learners' classroom anxiety by legitimizing flexible language use and fostering a sense of emotional security (Cenoz et al., 2024; Wei & García, 2022). As learners' anxiety decreased through emotional scaffolding, their fluency and willingness to communicate improved correspondingly. This echoes Horwitz et al. (1986),

who emphasized the role of confidence in mitigating language anxiety, and Mora et al. (2024), who demonstrated that communicative confidence predicts fluency development. The present findings deepen these perspectives by revealing *how* TES operationalizes this relationship in practice: through the interaction of emotional safety and linguistic inclusivity.

By validating learners' partial language use and rewarding communicative effort rather than accuracy, TES reorients classroom evaluation from punitive to supportive. Learners thus perceive mistakes as natural parts of learning—a mindset shift that leads to greater participation and more authentic interaction. This confirms Vygotsky's (1978) assertion that learners achieve higher performance within a scaffolded zone of proximal development, and extends it by emphasizing the *affective scaffolding* necessary for sustained oral performance.

Theoretical and contextual contributions

Theoretically, this study advances the field by uniting translanguaging and emotional scaffolding within a single pedagogical model that is both cognitive and affective. It bridges sociocultural theory and affective learning theory, demonstrating that language learning success depends as much on emotional climate as on linguistic input. Contextually, it contributes to EFL pedagogy in Indonesia by providing empirical evidence from informal learning environments—a domain underrepresented in prior research. The case of Kampung Inggris Pare exemplifies how community-based programs can pioneer emotionally supportive, linguistically flexible instruction that empowers learners across proficiency levels.

Moreover, the integration of learners' voices highlights the humanistic dimension of language education: effective teaching is not merely about transmitting linguistic knowledge but about fostering emotional connection, inclusion, and identity validation. TES therefore offers a viable model for EFL contexts that seek to reconcile the goals of fluency, confidence, and learner well-being.

Pedagogically, the findings offer practical insights for designing TES-oriented speaking lessons. In a typical session, tutors may begin with a short brainstorming stage where learners are encouraged to outline ideas in their L1 to clarify meaning and reduce initial anxiety. During speaking practice, tutors integrate limited L1 scaffolds—for instance, paraphrasing difficult expressions or providing quick translations—while maintaining English as the main medium. Simultaneously, emotional scaffolding is enacted through verbal encouragement, humor, and empathy, creating a climate of acceptance that motivates participation. In the reflection phase, tutors guide learners to evaluate how translanguaging helped them express ideas more fluently and confidently. Over time, this structured flexibility allows gradual reduction of L1 reliance while sustaining affective comfort, leading to both fluency development and reduced anxiety. This model demonstrates that TES is not merely a combination of two techniques but an interactive process of linguistic flexibility and emotional mediation. By operationalizing TES through classroom routines, teachers can transform language learning into an emotionally supportive and cognitively efficient experience.

CONCLUSION

This study examined how translanguaging-based emotional scaffolding (TES) can reduce speaking anxiety and enhance oral proficiency among Indonesian EFL learners in Kampung Inggris Pare. Using a qualitatively driven mixed-method design, the research revealed that linguistic flexibility and emotional support operate as interdependent mechanisms that foster learner confidence, engagement, and communicative growth. The findings confirm that when learners are permitted to use their first language strategically and receive empathetic feedback from tutors, they experience lower anxiety and greater willingness to communicate.

Although this research offers valuable insights, it is limited by its small sample size and focus on a single informal learning context. Future research should explore the implementation of TES as a pedagogical strategy in broader EFL contexts, such as formal school s and universities, to evaluate its scalability and long-term impact.

Examining TES across different educational levels and institutional frameworks could provide deeper insights into how translanguaging and emotional scaffolding shape learners' motivation, engagement, and communicative competence.

In conclusion, translanguaging-based emotional scaffolding emerges as a powerful, humanistic pedagogy that bridges language, emotion, and identify. By fostering linguistic inclusivity and emotional security, TES not only reduces learners' fear of speaking but also empowers them to communicate with confidence authenticity and joy.

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