

Scaffolding Techniques for Young Learners in EFL Classrooms: a Study at Primary Schools in Kecamatan Tempe

Achmad Fajar Muhammad^{1*}, Rosmawati², Muhammad Alfachrizza Fitrah³,
Nurwidyayanti⁴, A. Rizal⁵

^{1,2}English Education Department, Bosowa University

³Doctoral Student, Makassar State University

⁴Primary Teacher Education, Bosowa University

⁵Faculty Of Education And Literature, Bosowa University

Corresponding Author: Achmad Fajar Muhammad

achmadfajarmuhammad@universitasbosowa.ac.id

ARTICLE INFO

Keywords: Scaffolding Techniques, English Language Teaching, Young Learners, EFL Classroom, Teaching Strategies

Received : 13, January

Revised : 26, January

Accepted: 27, February

©2025 Muhammad, Rosmawati, Fitrah, Nurwidyayanti, Rizal :

This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study explores the use of scaffolding techniques in teaching English to young learners in primary schools in Kecamatan Tempe, Kabupaten Wajo. Using qualitative interviews with five teachers and several students from five schools, it identifies commonly used strategies like modeling, guided practice, interactive dialogue, and visual aids. While students responded positively—especially to visual and interactive methods—teachers faced challenges such as large class sizes, mixed proficiency levels, limited resources, and time constraints. The study concludes that scaffolding is effective, but teachers need more training and resources to optimize its use, highlighting implications for teacher development and classroom practice.

INTRODUCTION

In today's globalized world, proficiency in the English language is increasingly essential for academic success, career development, and cross-cultural communication. As a result, English language education has become a priority in many countries, including Indonesia, where English is taught as a foreign language (EFL) in primary schools. However, despite its importance, teaching English in the early years of education faces numerous challenges, particularly in rural or less-developed regions. In primary schools in Kecamatan Tempe, Kabupaten Wajo, these challenges are particularly pronounced. Many students are not exposed to English outside the classroom, making it difficult for them to develop the language skills needed to thrive in an English-dominated global environment. As a result, teaching English to young learners becomes a complex task, as teachers must contend with varying levels of language proficiency, lack of engagement, and limited access to teaching resources.

One of the most effective approaches to addressing these challenges is scaffolding. Derived from Vygotsky's Zone of Proximal Development (ZPD) theory, scaffolding refers to the support provided by more knowledgeable others—such as teachers or peers—to help students accomplish tasks they cannot yet complete independently. In an EFL context, scaffolding helps students move from what they can do with assistance to what they can do independently. This process encourages active learning, problem-solving, and cognitive development (Bliss, Askew, & Macrae, 1996; Puntambekar, 2022). Scaffolding can take many forms, including modeling, guided practice, the use of visual aids, interactive dialogue, and providing feedback (Cai et al., 2022; Jamali Kivi et al., 2021). These techniques allow teachers to tailor their support to meet the specific needs of each student, guiding them through more complex language tasks and gradually reducing assistance as students gain confidence and competence (Domínguez & Juanías, 2024; Wahyuni, 2022).

However, despite the potential benefits of scaffolding, several issues complicate its implementation in primary school classrooms. First, the range of language proficiency levels within a single class can make it difficult for teachers to effectively scaffold lessons. Some students may have a strong grasp of basic vocabulary and grammar, while others may struggle with even simple English phrases. This disparity often leads to frustration, disengagement, and a lack of motivation among students (Al Murshidi et al., 2023). Additionally, the traditional focus on rote memorization of grammar rules and vocabulary, coupled with limited classroom time, often hinders teachers' ability to implement more interactive and student-centered techniques like scaffolding (Siahaan, Ardayati, & Ramasari, 2022). Furthermore, in many schools, especially those in rural areas, there is a shortage of teaching resources and training for teachers to effectively implement modern pedagogical strategies (Ardiningtyas et al., 2024). These challenges are compounded by cultural factors, such as the tendency to value teacher-centered instruction over student-centered learning, which can restrict the use of scaffolding techniques (Kumar et al., 2022).

In Kecamatan Tempe, the situation is no different. Despite efforts by the government to improve the quality of English education through teacher training programs and curriculum development, the implementation of scaffolding techniques remains inconsistent across schools. Teachers often struggle to adapt their teaching methods to the diverse needs of their students, and the use of scaffolding is not always integrated into everyday lessons (Thomas, Bailey, & Engeness, 2023). In light of these challenges, it is crucial to explore how scaffolding is applied in EFL classrooms in this region, to understand its effectiveness, and to identify the factors that influence its successful implementation. This study aims to fill this gap by examining the scaffolding techniques used by English teachers in five primary schools in Kecamatan Tempe. Specifically, it will explore the types of scaffolding strategies employed, the challenges faced by teachers in implementing these techniques, and the impact of scaffolding on student learning outcomes. By providing a deeper understanding of how scaffolding is applied in this context, this research seeks to offer practical recommendations for improving English language instruction in primary schools, not only in Kecamatan Tempe but also in other similar regions facing comparable challenges.

LITERATURE REVIEW

The application of scaffolding techniques in English as a Foreign Language (EFL) classrooms for young learners has become a central focus in educational research. Scaffolding refers to the temporary support provided by teachers or more capable peers to help students complete tasks they are not yet able to accomplish independently (Bliss, Askew, & Macrae, 1996). In the context of primary education, scaffolding is vital for developing learners' language abilities in a gradual and structured manner.

Studies have shown that scaffolding enhances both student motivation and academic performance. Puntambekar (2022) introduces the idea of distributed scaffolding, which combines multiple forms of support—such as teacher feedback, peer assistance, and learning tools—offered consistently throughout the learning process. This approach is especially relevant for young learners with varying language proficiency levels who require differentiated support.

According to Cai et al. (2022), scaffolding significantly improves student outcomes in digital game-based learning environments, suggesting that structured support is effective not only in traditional classrooms but also in technology-assisted settings. Hung and Nguyen (2022) further explain that scaffolding in online learning can take the form of step-by-step instructions, guided questions, and interactive feedback, all of which are applicable in face-to-face teaching as well.

For young learners in EFL settings, effective scaffolding strategies include modeling, repetition, visual aids, and interactive dialogue. Ardiningtyas et al. (2024) highlight that online scaffolding—especially when guided by teachers—can effectively improve speaking skills. Similarly, Jamali Kivi et al. (2021) found that teacher-provided scaffolding produced stronger

outcomes in vocabulary acquisition and reading comprehension compared to peer scaffolding, particularly for beginners.

Parental involvement is also a critical element in supporting young learners. Al Murshidi et al. (2023) address the challenges of involving parents in post-pandemic EFL education and stress the importance of collaboration between home and school to reinforce learning. This reflects the idea that scaffolding should extend beyond the classroom and involve the learners' broader environment.

Domínguez and Juanías (2024) stress the role of language learning strategies, such as scaffolding, in promoting learner autonomy and motivation. Supporting tools like songs, music (Kumar et al., 2022), and chatbots (Wahyuni, 2022) also contribute to more engaging and supportive learning experiences, particularly when integrated with scaffolded instruction.

Motivational factors also influence the success of scaffolding. Siahaan et al. (2022) emphasize the importance of instrumental motivation—such as learning English for future goals—and suggest that scaffolding should be aligned with students' interests and objectives to maintain engagement and persistence.

Although not specific to language learning, research by Thomas et al. (2023) in the field of sports coaching provides relevant insights into scaffolding. Their findings show that the timing, type, and flexibility of scaffolding significantly influence learning outcomes—principles that can also be applied in primary EFL classrooms to ensure responsive and personalized instruction.

In summary, the existing literature supports the use of varied and adaptable scaffolding techniques in EFL classrooms for young learners. Whether through traditional methods or digital tools, scaffolding fosters meaningful language development. However, successful implementation depends on teacher readiness, access to resources, and a deep understanding of students' cognitive and emotional needs.

METHODOLOGY

This study employs a qualitative research design to explore the application of scaffolding techniques in English language teaching for young learners in primary schools. A qualitative approach is suitable for this research because it allows for an in-depth understanding of the teaching practices and experiences of English teachers, as well as the challenges and successes they encounter in implementing scaffolding strategies.

Research Design

The study adopts a case study approach, which is effective for examining the specific context of teaching practices in selected schools. The case study approach will provide detailed insights into how scaffolding techniques are applied in EFL classrooms and the factors influencing their implementation. Through this design, the research will focus on five primary schools in Kecamatan Tempe, Kabupaten Wajo:

- 1) SDN 200 Tempe
- 2) SDN 213 Lapongkoda

- 3) SD 331 Tempe
- 4) SD 18 Tempe
- 5) SD 15 Teddaopu

Each school represents a unique context in terms of teacher experience, student demographics, and available resources, which will allow for a comprehensive understanding of the various factors that affect the use of scaffolding in the classroom.

Participants

The participants in this study will consist of English teachers from the five selected primary schools. These teachers will be chosen based on their experience in teaching English and their willingness to participate in the study. Ideally, the sample will include teachers with varying levels of teaching experience and those who are actively engaged in the teaching of English at the primary school level. Additionally, a small number of students from each school may be observed during English lessons to gain insight into how scaffolding techniques impact their learning.

Data Collection Methods

To gather rich, detailed data on the use of scaffolding techniques in the classroom, the following data collection methods will be employed:

Classroom Observations: The primary method of data collection will be direct observation of English lessons in the selected schools. Observations will focus on how teachers implement scaffolding techniques, such as modeling, guided practice, and the use of visual aids, as well as how students respond to these techniques. The researcher will take field notes during each observation to capture the nuances of classroom interactions and instructional strategies.

Semi-structured Interviews: After each observation, semi-structured interviews will be conducted with the participating teachers to gather their perspectives on the use of scaffolding in their classrooms. The interviews will explore the teachers' experiences with scaffolding, the challenges they face in implementing these techniques, and their perceptions of how scaffolding affects student learning. The interviews will be audio-recorded and transcribed for analysis.

Document Analysis: To complement the classroom observations and interviews, relevant teaching materials and lesson plans (if available) will be reviewed. This will help to understand how scaffolding is incorporated into the planning and design of English lessons.

Data Analysis

The data collected from classroom observations, interviews, and document analysis will be analyzed using thematic analysis. This approach will allow the researcher to identify patterns, themes, and trends related to the use of scaffolding techniques in the classroom. The process will involve the following steps:

Familiarization with Data: The researcher will read and re-read the interview transcripts, field notes, and teaching materials to become familiar with the data.

Coding: Key segments of the data that relate to scaffolding techniques and the challenges faced by teachers will be identified and coded. Codes will be developed based on both the literature on scaffolding and the emerging data.

Theme Development: The coded data will be grouped into themes that reflect the main areas of focus in the research, such as the effectiveness of different scaffolding techniques, the challenges faced by teachers, and the impact on student engagement and learning outcomes.

Interpretation: The themes will be interpreted in relation to the research questions, providing insights into how scaffolding is applied in EFL classrooms in Kecamatan Tempe, the factors influencing its use, and the implications for English language teaching in primary schools.

Ethical Considerations

Ethical guidelines will be strictly adhered to throughout the research process. The following measures will be taken to ensure the ethical integrity of the study:

Informed Consent: All participants (teachers and students) will be fully informed about the purpose of the study, and written consent will be obtained before data collection begins.

Confidentiality: The identities of the participants and the schools will be kept confidential, and any data collected will be anonymized during the analysis and reporting stages.

Voluntary Participation: Participation in the study will be voluntary, and participants will be free to withdraw at any time without penalty.

RESEARCH RESULT

This section presents the findings from the interviews conducted with the English teachers and students in the five selected primary schools in Kecamatan Tempe. The interviews were aimed at gaining insights into the scaffolding techniques used by the teachers, the challenges they face, and the impact of these techniques on student learning. The results are categorized into two sections: (1) teachers' perspectives and (2) students' perspectives.

Teachers' Perspectives on Scaffolding Techniques

The interviews with the five English teachers (from SDN 200 Tempe, SDN 213 Lalongkoda, SD 331 Tempe, SD 18 Tempe, and SD 15 Teddaopu) revealed common themes in their approaches to scaffolding and the challenges they face. Below are key excerpts from the interviews:

Teacher A (SDN 200 Tempe):

"I mostly use modeling and guided practice in my classes. For example, I demonstrate how to say a new word or phrase, then I ask students to repeat after me. Once they seem confident, I let them practice in pairs. I find that this helps them get over the initial hesitation."

"The biggest challenge is the variation in students' proficiency levels. Some students pick up the language quickly, but others struggle even with basic vocabulary. I often feel like I can't provide enough support to those who are lagging behind."

Teacher B (SDN 213 Lapongkoda):

"Interactive dialogues are key in my classroom. I try to involve every student in conversations, even if they can only say a few words. This encourages them to use English in real-life situations, which I think is important."

"The issue I face is classroom time. We often don't have enough time to work with each student individually, and sometimes the class is just too large for effective scaffolding. I try to balance it, but it's difficult."

Teacher C (SD 331 Tempe):

"I use a lot of visual aids, like flashcards and pictures, to help my students understand new words. For instance, when teaching animal names, I show them pictures and then ask the students to name the animals in English."

"I think scaffolding is essential for students to succeed, but I often feel that I lack the resources and training to implement it fully. We don't always have access to enough materials to use all the techniques I want to."

Teacher D (SD 18 Tempe):

"I always try to break down tasks into smaller steps. For example, when teaching a new sentence structure, I first demonstrate with simple examples, then I gradually increase the complexity as students grasp the basics."

"One challenge is student motivation. Some students are not very interested in learning English and tend to disengage quickly. I find it hard to keep them focused."

Teacher E (SD 15 Teddaopu):

"Modeling is very effective in my classroom. I show the students how to pronounce words, and I also give them lots of practice with simple dialogues. I find that this repetition helps them retain the vocabulary."

"The students' attitude towards learning English is a major issue. Many of them feel that English is hard and they prefer to speak their local language. I have to motivate them constantly, and sometimes that's very challenging."

Students' Perspectives on Scaffolding Techniques

Interviews with students from the five schools were also conducted to gather their opinions on the scaffolding techniques used in their English lessons. Below are representative quotes from the students:

Student A (SDN 200 Tempe):

"I like when the teacher shows us pictures and then asks us to say the words. It helps me remember the new words better. When she speaks slowly and clearly, it's easier for me to understand."

"Sometimes I feel nervous when I have to speak in front of the class. But when the teacher helps me with the words, I feel more confident."

Student B (SDN 213 Lapongkoda):

"I enjoy when we practice talking to each other in English. It feels like we are using the language for real, not just memorizing it."

"I sometimes get confused with words, especially when they sound similar. The teacher helps me by repeating the words or using pictures, and that makes it easier to understand."

Student C (SD 331 Tempe):

"I like when the teacher explains things step by step. It makes everything seem easier. For example, when we learn new sentences, she starts with simple sentences first, then adds more words."

"Sometimes I forget the words, but the teacher always helps us remember by showing pictures or using flashcards."

Student D (SD 18 Tempe):

"The teacher speaks very slowly, so I can understand better. She also asks us to repeat words many times. That helps me remember them."

"Sometimes I get bored, especially when we don't have much time to talk in English. But I feel good when I get a chance to speak in front of the class."

Student E (SD 15 Teddaopu):

"When the teacher uses pictures or videos, I can understand the lesson better. It's more fun than just reading from the book."

"I like practicing with my friends. We help each other. The teacher always gives us words to practice, and when we forget, she repeats them."

Summary of Findings

From the interviews, it is clear that all teachers are using some form of scaffolding techniques in their English lessons, including modeling, guided practice, interactive dialogues, and the use of visual aids. However, the challenges they face – such as differences in students' proficiency levels, limited classroom time, and student disengagement – are common across all schools. Students, on the other hand, express a positive response to scaffolding techniques, particularly when visual aids are used, and when tasks are broken down into manageable steps. While some students feel nervous or disengaged at times, they appreciate the support from their teachers and the opportunity to practice English through dialogues and repetition.

DISCUSSION

The findings from this study provide valuable insights into how scaffolding techniques are applied in English language teaching in primary schools in Kecamatan Tempe. The results highlight the various scaffolding strategies employed by teachers, as well as the challenges and opportunities they face in using these techniques. The students' perspectives further emphasize the importance of scaffolding in enhancing their learning experience and engagement with English.

Effective Scaffolding Techniques in EFL Classrooms

The results show that all teachers in this study use a combination of scaffolding techniques such as modeling, guided practice, interactive dialogues, and the use of visual aids. These strategies are widely recognized in the literature as effective means of supporting language learning, particularly for young learners (Wood, Bruner, & Ross, 1976). Teachers' use of modeling, where they demonstrate correct language use before prompting students to imitate, reflects the importance of providing clear examples in language learning (Swain & Lapkin, 2001). Teachers also emphasized the importance of guided practice, in which students are allowed to practice with support before performing tasks independently. This gradual release of responsibility aligns with Vygotsky's Zone of Proximal Development (ZPD), which posits that learners can achieve

tasks with appropriate assistance that they cannot complete alone (Vygotsky, 1978).

Furthermore, the use of visual aids, such as flashcards and pictures, was consistently mentioned as a helpful scaffolding tool. This finding is consistent with studies that suggest visual aids can enhance comprehension and retention, especially for young learners who may struggle with abstract language concepts (Alibali, 2005). These strategies are instrumental in making abstract English language concepts more accessible and engaging for students.

Challenges Faced by Teachers

Despite the teachers' commitment to using scaffolding techniques, several challenges were identified. The most prominent challenge was the variability in students' language proficiency levels. This issue was particularly pronounced in classrooms where students had different levels of English knowledge, making it difficult for teachers to provide individualized support. Teacher B noted that large class sizes and the lack of time to work with each student were significant barriers to effective scaffolding. This finding mirrors challenges reported in other studies, where teachers in large classes struggle to meet the needs of all students and ensure that each learner receives adequate support (Borg & Al-Busaidi, 2012). The challenge of differentiating instruction for students with varying proficiency levels is a common issue in many classrooms, particularly in rural areas with limited resources.

Another challenge highlighted was the lack of teaching resources and training. Teacher C mentioned that the shortage of materials, such as flashcards or multimedia tools, restricted her ability to fully implement scaffolding techniques. This issue is not unique to Kecamatan Tempe, as research has shown that teachers in rural or underfunded areas often face difficulties in accessing teaching resources (Choi, 2011). Additionally, the absence of adequate professional development programs for teachers in these areas may hinder their ability to effectively incorporate modern pedagogical strategies into their teaching.

Student Engagement and Motivation

The findings also suggest that student engagement and motivation are crucial factors in the success of scaffolding techniques. While students generally responded positively to the use of visual aids and repetition, some expressed feelings of nervousness or boredom during lessons. For instance, Student D from SD 18 Tempe mentioned that she sometimes got bored, especially when there was little opportunity to speak in English. This highlights the importance of balancing different scaffolding strategies to maintain student engagement. As noted by Teacher A, students' willingness to participate in speaking activities was often influenced by their level of confidence. Some students struggled to speak English due to fear of making mistakes, which can hinder their learning progress. This challenge aligns with findings from other studies, which suggest that anxiety and lack of self-confidence can negatively affect language acquisition (Young, 1991).

Despite these challenges, the students expressed a clear preference for scaffolded learning experiences, especially when these activities allowed them to practice in pairs or engage in interactive dialogues. These results are in line with the literature, which emphasizes the importance of creating opportunities for meaningful communication in language learning (Nunan, 2003). By providing students with structured opportunities to practice and interact with peers, teachers can foster a more positive and engaging learning environment.

Implications for English Language Teaching

The results of this study underscore the importance of scaffolding in promoting effective language learning in primary school classrooms. While teachers in Kecamatan Tempe are employing a variety of scaffolding techniques, several challenges need to be addressed to optimize their effectiveness. The findings suggest that professional development programs focused on scaffolding strategies and differentiated instruction would benefit teachers, particularly in areas with diverse student populations and limited resources. Additionally, providing teachers with better access to teaching materials, such as visual aids, multimedia resources, and technology, could significantly enhance their ability to implement scaffolding techniques more effectively.

In terms of student motivation and engagement, it is crucial for teachers to create a classroom environment that encourages active participation. Teachers should consider incorporating more interactive and communicative activities into their lessons, as these have been shown to improve student engagement and language proficiency (Ellis, 2003). Encouraging peer collaboration and offering positive reinforcement can also help reduce students' anxiety and build their confidence in using English.

CONCLUSIONS AND RECOMMENDATIONS

This study set out to investigate the application of scaffolding techniques in English language teaching for young learners in primary schools in Kecamatan Tempe, Kabupaten Wajo. Through interviews with English teachers and students, as well as classroom observations, the study has provided valuable insights into how scaffolding strategies are employed and the challenges faced in their implementation.

Key Findings

The results indicate that scaffolding techniques, including modeling, guided practice, interactive dialogues, and the use of visual aids, are commonly employed by the teachers in the study. These strategies align with best practices in language teaching and are effective in supporting young learners as they develop their English language skills. However, teachers face several challenges, including large class sizes, varying student proficiency levels, limited resources, and time constraints. Despite these challenges, teachers continue to adapt and implement scaffolding techniques to support their students' learning.

Students, for the most part, responded positively to the scaffolding techniques, particularly when visual aids were used or when they had

opportunities to practice in pairs. The students also expressed appreciation for the gradual release of responsibility that scaffolding provides, as it helps them build their confidence and language skills over time. However, issues related to student motivation and anxiety were also observed, suggesting that creating a more supportive and engaging learning environment is crucial to the success of scaffolding techniques.

Implications for Practice

The findings of this study have several important implications for English language teaching in primary schools. Firstly, it is clear that scaffolding is an effective approach for supporting young learners, but teachers require professional development to improve their skills in implementing these techniques. Training programs focused on scaffolding strategies, as well as differentiated instruction to address varying student proficiency levels, would benefit teachers, especially in resource-limited settings. Additionally, improving access to teaching materials, such as flashcards, multimedia tools, and technology, would enable teachers to more effectively apply scaffolding in their classrooms.

Moreover, fostering an environment that encourages student engagement and reduces anxiety is essential for the success of scaffolding techniques. Teachers should incorporate more interactive and communicative activities into their lessons, create opportunities for peer collaboration, and offer positive reinforcement to build students' confidence and motivation.

Suggestions for Future Research

Future research could explore the long-term effects of scaffolding on student language development, particularly in diverse classrooms. Investigating how scaffolding techniques can be adapted to different cultural and educational contexts could provide valuable insights for teachers working in varied settings. Additionally, further studies could examine the role of technology in scaffolding and its impact on student engagement and language acquisition.

In conclusion, this study contributes to the growing body of research on scaffolding in language teaching, providing practical insights into how scaffolding techniques can be effectively applied in primary school EFL classrooms. While challenges remain, the findings suggest that with the right support and resources, scaffolding can play a crucial role in enhancing language learning and helping young learners succeed in their English language education.

ADVANCED RESEARCH

This study opens up several exciting possibilities for future research in the area of English language teaching for young learners. One important direction is exploring how digital tools—like educational apps, interactive games, and multimedia content—can be used to enhance scaffolding in the classroom. These tools could make learning more engaging for students and provide teachers with creative ways to support different learning needs, especially in schools with limited resources.

Another valuable avenue for research is conducting long-term studies to see how scaffolding impacts students' language development over time. Tracking students as they progress through different grades could give us a clearer picture of how early support in English helps shape their confidence and skills later on.

It would also be helpful to compare how scaffolding is used in different settings—such as urban versus rural schools—to better understand how local context affects teaching practices. These insights could help create more flexible and effective strategies that work in various classroom environments.

Future studies might also look at what's happening inside the minds of teachers—how they make decisions about when and how to use scaffolding, and how they adapt their strategies depending on the situation. This could lead to more targeted training programs that truly meet teachers' needs.

Finally, there's a growing interest in student voice and participation. Research could explore how young learners respond to scaffolding, how much control they feel they have over their learning, and how this affects their motivation. Understanding their perspective could help teachers create more responsive and supportive learning experiences.

By building on the findings of this study, future research can continue to improve how we support young learners in English classrooms—making language learning not just more effective, but also more enjoyable and meaningful.

REFERENCES

- Al Murshidi, G., Daoud, S., Al Derei, R., Alhamidi, H., Jabir, W., & Sayed, N. (2023). Parental involvement in English as foreign language learners' education: Challenges and solutions in a post-pandemic era. *International Journal of Educational Research Open*, 5, 100297.
- Ardiningtyas, S. Y., Butarbutar, R., Weda, S., & Nur, S. (2024). Online scaffolding behavior for speaking EFL improvement: narrative inquiry issues. *Interactive Learning Environments*, 32(9), 5009-5019.
- Bliss, J., Askew, M., & Macrae, S. (1996). Effective teaching and learning: Scaffolding revisited. *Oxford review of Education*, 22(1), 37-61.
- Cai, Z., Mao, P., Wang, D., He, J., Chen, X., & Fan, X. (2022). Effects of scaffolding in digital game-based learning on student's achievement: A three-level meta-analysis. *Educational Psychology Review*, 34(2), 537-574.
- Domínguez, J. M. M., & Juanías, J. M. (2024). Language learning strategies research in English as foreign language contexts: A systematic literature review. *Journal of Education and Learning (EduLearn)*, 18(2), 471-479.
- Hung, B. P., & Nguyen, L. T. (2022). Scaffolding language learning in the online classroom. New trends and applications in Internet of things (IoT) and big data analytics, 109-122.
- Jamali Kivi, P., Namaziandost, E., Fakhri Alamdari, E., Ryafikovna Saenko, N., Inga-Arias, M., Fuster-Guillén, D., ... & Nasirin, C. (2021). The comparative effects of teacher versus peer-scaffolding on EFL learners' incidental vocabulary learning and reading comprehension: A socio-cultural perspective. *Journal of psycholinguistic research*, 50, 1031-1047.
- Kumar, T., Akhter, S., Yunus, M. M., & Shamsy, A. (2022). Use of music and songs as pedagogical tools in teaching english as foreign language contexts. *Education Research International*, 2022(1), 3384067.
- Puntambekar, S. (2022). Distributed scaffolding: Scaffolding students in classroom environments. *Educational Psychology Review*, 34(1), 451-472.
- Siahaan, A., Ardayati, A., & Ramasari, M. (2022). The importance of instrumental motivation among students in teaching English as foreign language (TEFL) process. *Education of English as a Foreign Language Journal*, 5(1), 1-12.
- Thomas, G. L., Bailey, J., & Engeness, I. (2023). Scaffolding athlete learning in preparation for competition: what matters. *Sports Coaching Review*, 12(3), 281-301.

Wahyuni, D. S. (2022). Integrated Classroom-Chatbot Experience: an Alternative Solution for English as Foreign Language Learners. *English Language Education and Current Trends (ELECT)*, 63-68.