

## *Teacher's Emotional Scaffolding in Constructing a Translanguaging Space as Inclusive Pedagogical Practices*

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### **Abstract**

Emotional scaffolding is an effective technique for changing feelings in the classroom. Teachers' emotional scaffolding as inclusive pedagogical practices increasingly supports the process of constructing a translanguaging space in multilingual classroom. The process of enacting inclusive pedagogical practices engages EFL learners' feelings in response to particular elements of English learning and mobilises various available multilingual and semiotic resources. This study is an attempt to investigate on the teacher's emotional scaffolding in EFL classroom on constructing a translanguaging space to mobilise the learners' various semiotic repertoires. To achieve the objectives of the current study, descriptive qualitative research design approach involving a classroom observation and video-stimulated-recall-interview were conducted in EFL classroom in Indonesia. This study applies Multimodal Conversation Analysis and then triangulated with the video-stimulated-recall-interview applying Interpretative Phenomenological Analysis to investigate how the teachers' emotional scaffolding constructs a translanguaging space to mobilises learners' semiotic repertoires in English learning. The findings show that teachers' emotional scaffolding provides opportunities for the EFL learner to thoroughly employ the semiotic and spatial repertoires for engaging in translanguaging practices. Such practices in turn allows the learners enriching their social-emotional learning (SEL) that plays a critical role in the development of emotional awareness in the classroom. The findings imply that teachers' emotional scaffolding entails bridging the gap between what the learners already know and the new knowledge they achieve. Pedagogically, these findings advocate the teachers' emotional scaffolding to establish learners' social-emotional skills performing more capable of controlling their emotions, performing better academically, and communicating effectively in a flexible and fluid translanguaging friendly space.

Keywords: Translanguaging, Translanguaging Space, Emotional Scaffolding, Semiotic Repertoires, EFL Learning

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## Introduction

In multilingual classroom, teachers who provide emotional support is fundamentally weaving an invisible net of trust and comprehension with their learners. English teachers uniquely need to have empathy as the ability to put themselves in their learner's else's shoes and honestly feel what their learners are feeling. One type of pedagogical approach is scaffolding arranged to influence learners' emotional response to an idea or mental concept that I called this emotional scaffolding. Teacher's emotional scaffolding is teacher's support strategies that help students recognize their emotions and utilize them to actively participate in classroom activities and achieve their learning goals (Back et al., 2020). Considering English is already a compulsory subject in the secondary and university curriculum in Indonesia. Yet nearly 70 % students with limited proficiency in English navigate classroom content and social interactions in the language (EF English Proficiency Index (EF EPI 2023 Data). As a result, EFL learners have a very hard time adjusting to and studying in EFL classrooms (Zein, 2022) and learners in English-only classrooms are likely to experience a variety of emotions. Moreover, many of which may impede their learning experience and result in behavioural issues (Zhang, 2021).

To tackle this issue of weak English learning motivation and students' low participation in English-speaking classrooms, this requires EFL teachers to move away from the monolingual pedagogy (English-only classrooms) to an emotional scaffolding in constructing a translanguaging space where students' L1 are valued and deliberately empowered (Canagarajah, 2011; García, 2014). Considering translanguaging as the perspective, English Language Teaching (ELT) to EFL students is "a multimodal activity", encompassing modalities including images, facial expressions, gaze, emotion, speech, bodily movement, and proxemic for meaning making (Wei, 2011, p. 381). To mobilize learners' multilingual and multimodal resources, translanguaging views languages as distinct entities and employs a pedagogy that allows fluid, dynamic, and intense discursive resources (Canagarajah, 2011; Wei, 2018).

Further, translanguaging has rich potential for emotional scaffolding and creating desired classroom climate to promote students' emotional well-being by adopting a multilingual, "multimodal" and "multisemiotic" understanding (Wei, 2023). Therefore, this study is an attempt to investigate on the teacher's emotional scaffolding in EFL classroom on constructing a translanguaging space to mobilize the learners' various semiotic repertoires and engage English teachers with practical matters in creating a translanguaging space to provide the equality of languages in building educational practices. Accordingly, a more thorough coverage on how an EFL teacher empower the use of emotional scaffolding in constructing a translanguaging space to facilitate and support L2 English learning. Hence, this research attempts to fill in this gap and address this research question: *How does an EFL teacher empower the use of emotional scaffolding in constructing a translanguaging space to facilitate and support L2 English learning?*

## Methodology

Data was gathered by observing 40 Indonesian university students in Medan, North Sumatera, Indonesia. English is the primary language that is enforced. In this university for most of its lectures, as the university's language policy places a high value on improving students' English language skills. The participating teacher involved in this research has a commendable ten years of experience teaching English at this university. The teacher who is

participating in this study, was born and raised in Indonesia. He is a native speaker of Indonesian, while Arabic and English are his foreign languages. For data collection and analysis, the study employed two primary instruments for data collection: classroom observations and video-stimulated recall interviews. The data aimed to investigate how an EFL teacher empower the use of emotional scaffolding in constructing a translanguaging space to facilitate and support L2 English learning, as well as the explanations and reflections regarding his understanding of emotional scaffolding through translanguaging practices that emerged during specific moments of classroom activities. This research integrates Multimodal Conversation Analysis (MCA) with Interpretive Phenomenological Analysis (IPA) (Tai, 2023) to investigate emotional scaffolding through translanguaging in EFL classrooms. MCA was utilized to examine the video recordings of interactions within the classroom. In the interim, Interpretative Phenomenological Analysis (IPA) was utilized to examine the video recordings of post-video-stimulated recall interviews. This approach was employed to understand the emotional scaffolding through translanguaging that emerged during specific instances of classroom activities.

## **Findings and Discussion**

The analysis identified two primary themes that illustrate the role of emotional scaffolding through translanguaging within the EFL classroom as inclusive pedagogical practices. These practices aim to enhance meaning-making and support English language learning by actively involving learners varied multilingual and multimodal approaches: (1) Teacher's emotional scaffolding, dealing with students' affective and cognitive, response to the subject matter being taught and (2) Translanguaging practices in turn allows the learners enriching their social-emotional learning (SEL) that plays a critical role in the development of emotional awareness in the classroom. The following two key themes are presented below, along with representative excerpts that illustrate the interconnected features of emotional scaffolding through translanguaging observed within the classroom setting.

### ***Teacher's Emotional Scaffolding, Dealing With Students' Affective and Cognitive, Response to the Subject Matter Being Taught***

In line 11, The teacher (T) gave the instructions to the students to do the task properly. In line 12, T rephrased his statement in Indonesian “kategorikan dia yah” (Categorize the signs) based on the selected pictures that the students had collected before. The extract showed that T employed positive emotions by using his multilingual (Indonesian and English) and multimodal resources (i.e. extending left-hand index finger pointing at the screen and contingently kept moving his right-hand up and down at the screen). The effects of assistance and caring on his teaching gave more learning experience is enjoyable and the less it is anxiety-producing. Based on T's self-evaluation during the post-video-stimulated recall interviews led him to believe that emotional scaffolding in constructing a translanguaging space will significantly improve learners' satisfaction with the material covered in class. T also validated the important function that emotional state plays in students' affective and cognitive in responding to the subject matter being taught.

Figure 1: Teacher's Emotional Scaffolding: Giving the Instructions to the Students

- 11 T: [Well] listen (.) listen everybody (.) please you categorize.  
+T pointed at the screen, extending his right-hand arm.



Figure #1

- 12 T: ~~Kategorikan dia~~ yah from those pictures. ((Categorize the signs))  
+T Extending left-hand index finger pointing at the screen.  
13 (0.1)  
14 A store sign (.) if you have (.) if you have store sign, please you think okay↑  
for the title sore sign and then put the picture.  
+T Extending left-hand index finger contingently pointing at the screen.  
15 (0.1)  
16 T: A government warning and notice if you have please you make the title  
and pick the picture ( )  
+T contingently kept moving his right-hand up and down at the screen.



Figure #2

T acknowledged that positive emotions would increase social, psychological, and physical resources, so expanding and strengthening the thought-action repertoire. It is noticeable in this extract that T significantly contributed to offering EFL learners the best possible learning experiences by utilizing psychological scaffolding techniques. That is, this led to responses from a student by raising their hands to ask questions. In lines 26, a student raised his hand and initiated a question by saying *gak papa yah kalo misalnya kita gak bikin* (it is ok if we don't make) in Indonesian. The extract analysis reveals that T has the potential to enhance students' learning experiences by fostering an inclusive and equal environment where students can openly and critically articulate their thoughts and emotions during discussions. T realized that he could cultivate a nurturing environment for students, fostering a sense of positivity. This positive sentiment can significantly enhance students' focus and eagerness to engage in classroom activities. The provision of supportive opportunities through translanguaging can significantly improve students' participation in non-competitive manners. In essence, T can maintain his students' enthusiasm, optimism, and resolve to pursue further learning by implementing psychologically scaffolding strategies.

Figure 2: Teacher's Emotional Scaffolding: Maintaining the Students' Enthusiasm

- 17 T: and then the art of mural you pick which one is the picture and then covid  
 19 (.) if you have don't forget  
 18 +T moved towards the students slowly.  
 T: >Okay< but sir I don't have for example I don't have billboard  
 19 T: Hello, I don't have billboard sir, it's ok  
 +T moved back to the screen and waved the hand.  
 20 (0.2)  
 21 T: ( ) You just pick the pictures you have based on the categories  
 22 (0.1)  
 23 Okay ↑ All right do it right now.  
 +T moved towards the students.  
 24 + S tilted his head and gazed at his friend to his right  
 + S chatted to his friend  
 + S raised a hand and self-initiated a question



Figure #3

- 25 (0.1)  
 26 T: Yes?  
 +T raised his head and looked at the student and walked over him  
 27 S: Sir it is *gak papa yah kalo misalnya kita gak bikin* (0.1) about covid 19 sign  
 ((it is ok if we don't make))  
 +S looked at T and approached him  
 28 (0.1)

It is evident after a 4.2 -second pause, the student called T again, raised his hand while standing up, and again self-initiated a question by uttering “Sir, so do we group the picture *berdasarkan kategori?*” (based on categories?), he deployed the linguistic code from English to Indonesian after a 0.2-second pause. It is noticeable that when T demonstrated a strong enthusiasm for teaching, the student found himself equally motivated to learn. T’s passion for the subject significantly inspires and invigorates students’ commitment to the challenging process of acquiring a new language by deploying translanguaging practices.

Figure 3: Teacher's Emotional Scaffolding: Comprehending the Students' Emotions

29 T: That's ok yah (0.1)

+T nod his head and pointed at the PowerPoint slide

\*--->



Figure #4

T: Yah, you speak the picture based on (what you got) if it's not about covid  
19 is ok, forget it and skip, all right?

30 (.)

31 S: Thank you sir

32 T: Yes

+T turned his body, facing other student and checking the activity

33 (4.2)

34 S: Sir!

+S called T again, raised his hand while standing up, and again self-initiated a question



Figure #5

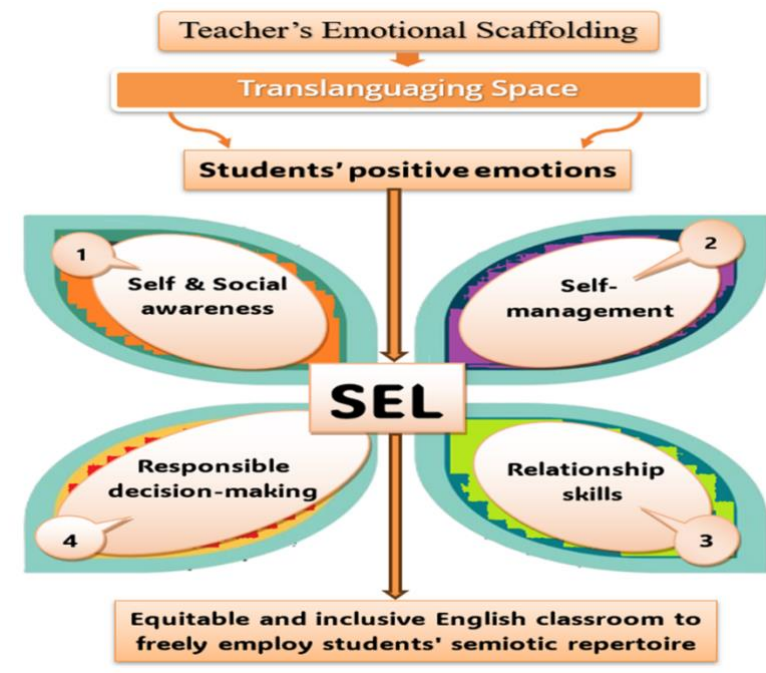
The extract revealed the extent to which T's beliefs, knowledge, and various contextual elements played a role in the development of emotional scaffolding strategies. Therefore, it is important to comprehend students' emotions and applying corresponding emotional strategies (Alavi & Esmailifard, 2021). Moreover, to establish and maintain trust, it is evident that T engages in practices such as clearly articulating their expectations through translanguaging employing multilingual and multimodal resources, such as maintaining eye contact with students, sharing personal anecdotes, demonstrating enthusiasm and enjoyment during interactions, employing humour, and acknowledging students' strengths through compliments.

### ***Translanguaging Practices in Turn Allows the Learners Enriching Their Social-Emotional Learning (SEL)***

Social-emotional learning (SEL) plays a critical role in the development of emotional awareness in the classroom. SEL encompasses the methods by which individuals, both young and adult, gain and utilize the knowledge, skills, and attitudes necessary for cultivating healthy identities, regulating emotions, and attaining both personal and communal objectives (DeJaeghere & Murphy-Graham, 2022). It is noticeable in the combining MCA and IPA

analysis of video-stimulated-recall-interview data that establishing a supportive classroom environment will foster students' motivation to engage in the classroom. This study demonstrated that emotional scaffolding through translanguaging serves as an essential educational tool, enabling teachers to engage in developmentally suitable activities that promote students' academic achievement. Viewed in this way, T mentioned that emotional scaffolding through translanguaging in turn allows the learners to enrich their social-emotional learning (SEL) that plays a critical role in the development of emotional awareness in the classroom.

Figure 4: Emotional Scaffolding, Translanguaging, and SEL



SEL can play a significant role in tackling different types of inequity, enabling EFL students to collaboratively develop flourishing educational environments and foster safe, healthy, and equitable communities (Gimbert et al., 2023). It is noticeable in this extract that T utilized emotional scaffolding through translanguaging as his supporting positive emotional experience to his students that leads to enhancing their learning participation and development. This study reveals that T's emotional scaffolding through translanguaging can assist students in cultivating their social and emotional competencies and it may aid them in managing or averting behavioural, emotional, and learning challenges. As seen in the extract line 26 and 34, the importance of the strategies in T's emotional scaffolding helps student move from those with shared responsibilities to independent ones, including better control of social and emotional skills during the discussion. Moreover, T's emotional scaffolding established and nurtured supportive relationships while making decisions between teacher and students. It gave a space for students in identifying their strengths and weaknesses while fostering an understanding of their thoughts and feelings during the lesson. That is, this strategy can enhance students' self-awareness that promotes self-confidence and equips them with the skills to tackle challenges in a constructive manner.

## **Conclusion**

This study is an attempt to investigate on the teacher's emotional scaffolding in EFL classroom on constructing a translanguaging space to mobilize the learners' various semiotic repertoires and engage English teachers with practical matters in creating a translanguaging space to provide the equality of languages in building educational practices. Regarding the research question, T's beliefs, knowledge, and various contextual elements played a role in the development of emotional scaffolding strategies. T admitted that positive emotional scaffolding through translanguaging would increase students' social, psychological, and physical resources, so expanding and strengthening the thought-action repertoire. That is, this strategy developed students' affective and cognitive, response to the subject matter being taught. In terms of the teachers' views, emotional scaffolding through translanguaging might provide an inclusive and equal space for EFL students to take part in individual and group work activities in classroom that led to the development of SEL, which in turn help them develop social and emotional life skills, performance, and mental well-being

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