

**Psycholinguistic Perspective on Cognitive Development and Emotional Support
in Language Classrooms: Insights from Teachers**

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Submitted: 14-06-2025

Accepted: 24-06-2025

Published: 10-08-2025

Abstract

This qualitative study explores the examined intersection of cognitive theory and emotional support in English Foreign Language (EFL) pedagogy by examining how experienced lecturers integrate frameworks like Universal Grammar, the Zone of Proximal Development, and Piagetian stages into their teaching. By linking psycholinguistic theory with classroom practice, the research highlights the combined role of cognitive and emotional scaffolding in supporting second language acquisition. The study aims to understand how theoretical constructs are reflected in practical, real-time classroom instruction, particularly how instructors adapt theory to meet learners' emotional and cognitive needs. This qualitative research employed a descriptive design and involved nine experienced college-level EFL lecturers from Indonesia, Pakistan, and international settings as the sample. Data were collected through semi-structured interviews focusing on how participants adapt theoretical frameworks to address students' cognitive and emotional needs in real classroom settings. Semi-structured interviews were conducted with nine college-level lecturers with 10–20 years of experience from Indonesia, Pakistan, and international contexts. The data were analyzed using thematic analysis to identify recurring patterns and core themes related to the integration of theory and practice. In conclusion, the analysis revealed three main findings: lecturers employed implicit scaffolding aligned with theoretical constructs, prioritized emotional safety to support cognitive risk-taking, and faced challenges applying theory across culturally diverse classrooms effective EFL pedagogy.

Keywords: second language acquisition, emotional intelligence in education, cognitive development, psycholinguistics, EFL pedagogy

INTRODUCTION

Effective foreign language instruction must address both cognitive development and emotional well-being. Although linguistic theories have traditionally informed teaching practices, limited attention has been given to how these theories intersect with the emotional needs of learners in real EFL classrooms. Existing research often treats language learning as a purely cognitive process, overlooking how emotional support influences risk-taking, engagement, and retention. This study investigates how experienced EFL lecturers integrate psycholinguistic theory with emotional scaffolding, contributing to the literature by demonstrating how cognitive and affective strategies operate together in actual classroom contexts.

However, many learning theories, such as Universal Grammar and the Zone of Proximal Development, are rarely reflected in the realities of classroom practice. Students in EFL classes often struggle with anxiety or self-doubt, especially when speaking or writing in English. Recent studies have emphasized that aligning instructional strategies with students' metacognitive characteristics can significantly enhance high-level cognitive outcomes, particularly when using discovery learning approaches in EFL classrooms (Rahayu et al., 2024). This highlights that successful EFL pedagogy requires not only cognitive adaptation but also affective sensitivity, as learners benefit most when instructional methods address both domains simultaneously. A positive classroom environment, where teachers build trust and reduce fear, can make learning easier. Unfortunately, most studies focus on theories about language learning and overlook how teachers use these ideas daily. Studies show that many pre-service and in-service EFL teachers struggle to apply language acquisition theories in daily classroom settings, often due to institutional limitations, rigid curricula, or lack of training in connecting theory with practice. For example, how do teachers balance grammar lessons with students' emotional needs? How do they apply complex theories in real classrooms with diverse learners?

Despite the wealth of theoretical knowledge on second language acquisition, limited research has examined how teachers integrate emotional scaffolding with cognitive development strategies in diverse real-world EFL settings. Bridging this divide is essential for designing interventions that are not only pedagogically effective but also emotionally sustainable for learners. This article addresses this gap by combining key theories of language learning with insights from teachers themselves. Integrated cognitive and emotional strategies are shown to significantly enhance student engagement and learning outcomes in EFL classrooms, with emotional involvement and cognitive effort working together as predictive factors for success (Xu & Li, 2024). Through interviews with experienced EFL teachers, this study explores how teachers identify and support students' cognitive and emotional struggles, how theoretical frameworks like Chomsky's universal grammar and Vygotsky's ZPD are reflected in daily practice, and what challenges they face when applying such concepts in diverse classroom settings. However, there remains a gap in understanding how teachers harmonize these cognitive models with learners' emotional realities in multicultural classrooms.

This study contributes to bridging this gap by examining how educators operationalize these theories within their actual classroom routines. Specifically, it explores how emotional and cognitive dimensions are not treated as separate goals but as mutually reinforcing aspects of instruction. Understanding this interplay is crucial for

training teachers who can navigate both theoretical expectations and classroom realities in culturally diverse EFL settings.

Psycholinguistics encompasses the cognitive and emotional systems that underlie language comprehension and use, showing how these domains interact in the mental processing of language and meaning (Prelock & Tantucci, 2024). Every language spoken is a reflection of an unseen architecture of thought. To truly understand how learners engage with language, we must first explore the mental blueprints that shape their linguistic intuition, perception, and expression. Theoretical foundations of language learning are not merely academic constructs; they are keys to unlocking the cognitive patterns and emotional resonances that govern meaning-making. This section traces the intellectual roots of modern language acquisition, moving beyond surface theories to uncover the deep cognitive and developmental forces that silently drive language growth in the human mind.

Every language spoken reflects a system of internalized knowledge. Understanding how learners engage with language requires examining the mental processes that shape their linguistic development. These parameters, largely binary, guide the construction of grammar across languages. In second language acquisition, researchers have observed that learners' interlanguage grammars, though not always target-like, remain constrained by the principles of UG. Even when learners' outputs differ from native norms, the forms they produce are often not random but reflect possible grammatical systems sanctioned by UG (Özçelik, 2018). Chomsky's universal grammar (UG) framework suggests that human language is governed by a set of innate principles and parameters, embedded within the human mind, enabling individuals to generate and comprehend language unconsciously.

Chomsky's generative grammar theory continues to shape second language acquisition by shifting focus from surface performance to deep linguistic competence. Recent research highlights that the internalization of grammar rules operates through innate parameters, not memorized patterns, and these principles are evident even in learners' non-target outputs. UG-based instruction supports learners' syntactic awareness and reduces fossilization by aligning instructional input with learners' cognitive structures (Niba, 2021).

Piaget's theory of cognitive development describes learning as an active process where children construct knowledge through biological maturation and environmental interactions. They develop mental frameworks called schemas, which evolve through assimilation (integrating new experiences) and accommodation (modifying schemas for new information). As learners progress through four distinct developmental stages (sensorimotor, preoperational, concrete operational, and formal operational), their reasoning, problem-solving, and language abilities fundamentally transform. These stages represent a progressive shift in how children understand and respond to the world, moving from concrete actions to abstract reasoning.

In the sensorimotor stage (birth–2 years), infants explore and understand their world primarily through physical and sensory interactions. As they grow, they begin to coordinate movement with perception, progressing from simple reflexes to intentional actions. This stage also involves the development of key cognitive abilities such as object permanence and the capacity to imitate behaviors even after a delay (Babakr et al., 2019). The preoperational stage (2–7 years) is defined by limited logical reasoning; children's

thinking is influenced more by perception than logic. They begin to develop symbolic thinking, using images and words to represent objects and experiences (Pakpahan & Saragih, 2022). In the concrete operation stage (7–11 years), the findings were grounded in real classroom experiences, and logical thinking emerges along with cognitive skills such as classification, reversibility, and understanding conservation. Children also develop decentering, or the ability to focus on multiple aspects of a stimulus. For example, a child now understands that a ball of clay rolled into a line can be reshaped into a ball (Hayat et al., 2024). Finally, the formal operational stage (ages 11 and above) is marked by the emergence of logical and abstract thinking. Learners at this stage demonstrate the ability to engage with hypothetical reasoning, solve problems using structured logic, and process tasks in a more systematic and analytical manner (Pakpahan & Saragih, 2022).

Having strong teacher support helps learners to feel more positive about their achievements, makes it easier for them to cope with failures, and improves both their view of what they are learning and their confidence at school. It may also allow students to reach set education goals by lowering behaviors that get in the way, easing fears, increasing persistence, and making their involvement with the community stronger. That's why teachers are central in forming and keeping a helpful relationship with their students, guiding them to gain important knowledge (Sadoughi & Hejazi, 2021).

Teaching is not only instructional but also deeply emotional and grounded in interpersonal connection. Language instruction involves co-constructed emotional experiences that emerge through daily interactions between teachers and students. These emotional exchanges shape how learners experience, engage with, and respond to language learning. Teachers, therefore, play a critical role not only in delivering content but in emotionally regulating and supporting their learners (Gkonou & Miller, 2023). Recent work in positive psychology highlights how teacher support not only reduces learner anxiety but also fosters resilience, motivation, and long-term engagement in language classrooms. Emotionally supportive environments are essential for sustaining learner confidence and promoting deeper learning. Together, these perspectives confirm that cognitive development and emotional well-being are not separate paths but intertwined processes within second language acquisition (Hennebry-Leung & Xiao, 2023). This study presents three interrelated findings: cognitive development strategies, emotional support practices, and instructional challenges in diverse classrooms. Each theme is examined through the lens of psycholinguistic theory and teacher-reported experience.

Vygotsky's Zone of Proximal Development (ZPD) complements Piaget's model by focusing on the role of social interaction in advancing learning. ZPD refers to the distance between what a learner can do independently and what they can accomplish with guided assistance. In second language acquisition, this means learners can internalize complex structures more effectively when scaffolded by teachers or peers. Dynamic Assessment (DA), grounded in Vygotsky's theory, emphasizes this mediational process. DA enables learners to function beyond their independent level by offering interactive support tailored to their ZPD. One study demonstrated that learners receiving DA-based instruction not only performed better in vocabulary tasks but also retained words more effectively due to deeper engagement and cognitive mediation (YarAhmadi & Behbahani, 2025).

METHOD

This study employed a qualitative design to explore how experienced EFL lecturers address students' emotional and cognitive needs through practical application of psycholinguistic principles. A qualitative approach was chosen because it allows for nuanced, contextual insights into how theories like Chomsky's Universal Grammar, Vygotsky's Zone of Proximal Development (ZPD), and Piaget's stages of development are reflected in teaching decisions. Data were collected via semi-structured written interviews administered through Google Forms. This method offered logistical flexibility across participants from Indonesia and Pakistan, while allowing lecturers to reflect thoughtfully on their responses. The questionnaire included eight open-ended questions focused on three core areas: cognitive development, emotional support, and instructional challenges. These areas were designed to align closely with the study's theoretical framework and capture both pedagogical strategies and real-world classroom insights.

Participants were selected through purposive sampling to ensure their experience aligned with the study's objectives. Inclusion criteria required participants to (1) be current college-level English as a Foreign Language (EFL) instructors in Indonesia or Pakistan, (2) have a minimum of five years of teaching experience, and (3) be willing to reflect on cognitive and emotional aspects of pedagogy. Most participants had over a decade of experience, supporting the study's goal of capturing mature instructional insights. They were initially contacted via direct electronic messaging (e.g., SMS or WhatsApp), where the purpose of the study was explained. Upon receiving verbal consent, a Google Form questionnaire link was shared. Data were collected between April and May 2025. While this approach allowed reflective, flexible participation, the lack of live interviews or classroom observation is acknowledged as a limitation. Future studies are encouraged to adopt mixed-method approaches incorporating observational and student-based data to capture real-time emotional and cognitive dynamics.

Data were analyzed using a hybrid thematic analysis approach, combining both inductive and deductive coding. Initially, responses were read multiple times for familiarization. Key phrases and patterns were manually coded line by line, then grouped into preliminary categories. These categories were refined into themes based on their frequency, relevance, and alignment with the study's theoretical framework, including Vygotsky's ZPD and Piaget's developmental stages. Themes were validated through repeated coding cycles and cross-checked with theoretical constructs. No qualitative analysis software was used; the coding process was conducted manually using Microsoft Word and Excel.

To ensure data quality and trustworthiness, member checking was employed by sharing coded interpretations with three participants for validation. Additionally, prolonged engagement with the data and peer review of emerging codes enhanced credibility. While triangulation was limited due to reliance on a single data source (questionnaire), analytic rigor was maintained through documentation of coding decisions, iterative theme development, and theory-driven interpretation.

This design aligns with prior research that utilized hybrid thematic analysis in EFL settings. In a similar study, a hybrid approach combining inductive and deductive coding was used to interpret interview data from university-level language teachers. The researchers noted that this method allowed for the emergence of context-sensitive themes while still anchoring findings within established theoretical constructs. Their experience confirmed that the dual coding strategy enhances both flexibility and theoretical

alignment when examining teacher practices in applied linguistics contexts (Roshanbin et al., 2022).

In technique of collecting data, this study employed semi-structured written interviews as the primary data, administered via Google Forms to experienced EFL lecturers in Indonesia and Pakistan. The choice of asynchronous written responses allowed participants to reflect thoughtfully on complex pedagogical issues while offering logistical flexibility across geographical contexts. The interview consisted of eight open-ended questions aligned with the study’s theoretical framework, covering themes related to cognitive development, emotional scaffolding, and instructional challenges. Participants were selected using purposive sampling, with inclusion criteria requiring a minimum of five years of teaching experience and current employment as college-level EFL instructors. Data were collected between April and May 2025, following informed consent obtained through digital communication platforms such as WhatsApp and SMS. Although the method facilitated broad participation, the lack of live interaction limited the ability to capture spontaneous or nuanced emotional responses.

Data were analyzed using a hybrid thematic analysis approach that combined inductive and deductive coding. Responses were first read multiple times to ensure familiarity, after which initial codes were assigned manually, line by line, using Microsoft Word and Excel. These codes were then grouped into broader categories and refined into emergent themes based on their relevance to the study’s aims and theoretical underpinnings, including Vygotsky’s Zone of Proximal Development and Piaget’s cognitive stages. The coding process was iterative, with themes validated through repeated analysis cycles and cross-referenced with existing psycholinguistic theory. To enhance credibility and trustworthiness, member checking was conducted with three participants, and peer review of coding decisions further supported the integrity of the analysis.

FINDINGS AND DISCUSSION

Findings

This section presents the key findings based on written responses from nine experienced EFL lecturers in Indonesia and Pakistan. Using a hybrid thematic analysis approach, three central themes were identified: (1) cognitive development strategies, (2) emotional support practices, and (3) challenges in diverse classrooms. These themes were derived from recurring patterns in participant narratives and triangulated with the study’s theoretical framework. Table 1 provides a concise overview of these themes, followed by detailed explanations supported by direct quotations from the interviews.

Table 1. Summary of Themes Identified from Teacher Interviews

Theme	Description
Cognitive Development Strategies	Use of scaffolding, step-by-step instruction, formative assessments, and peer learning techniques.
Emotional Support Practices	Focus on emotional safety, rapport building, inclusive activities, and student engagement.
Challenges in Diverse Classrooms	Difficulties related to mixed proficiency levels, low motivation, time constraints, and cultural differences.

Theme 1. Cognitive Development Strategies

Lecturers demonstrated various ways of addressing students' cognitive needs through responsive and adaptive instruction. Six out of nine participants reported using formative assessments and visual scaffolding to clarify complex concepts and support gradual learning. "I identify the cognitive needs of my students during English language instruction by observing their learning behaviors, assessing their comprehension through formative assessments, asking reflective questions, and adapting materials based on their responses and progress," explained one Indonesian lecturer. Another participant stated, "I use scaffolding, especially in speaking activities, because some students need help building up their ideas." This quote highlights the strategic use of scaffolding to support language production.

Several lecturers emphasized the importance of real-time observation to guide instruction. One Pakistani teacher shared, "I give them feedback based on their first attempts. It helps me see what support they need." Teachers also described tailoring tasks based on students' readiness. For example, one lecturer explained that "engaging students in vocabulary activities and encouraging them to express ideas in their own sentence structures" promoted confidence and clarity in communication.

In sum, participants described a shared commitment to adjusting lesson pace, integrating peer discussion, and offering step-by-step feedback to support individual development. These cognitive strategies reflect how lecturers align tasks with learner readiness and use responsive interaction to support language acquisition.

Theme 2: Emotional Support Practices

Emotional scaffolding was consistently described by lecturers as essential to student engagement, confidence, and risk-taking in EFL classrooms. Five out of nine lecturers highlighted the importance of emotional safety in creating an environment where students feel motivated and unafraid to speak.

As one Indonesian lecturer expressed, "When students feel safe, respected, and free from judgment, they are more willing to take risks, participate actively, and make mistakes essential steps in learning a new language."

Teachers identified emotional needs through observation and rapport. One participant stated, "I identify students' emotional needs by building strong rapport, observing their behaviour and engagement, and encouraging open communication." Non-verbal strategies were also emphasized. Another lecturer shared, "I respond by creating a safe, supportive environment, offering encouragement, being patient, and adjusting my teaching approach to ensure they feel valued and confident in learning." In terms of technique, several teachers used pair activities and reflective writing. One noted, "We do quick quizzes followed by praise, like stars or tags. It builds confidence while checking understanding."

Cultural variation also played a role in how support was expressed. Teachers from Pakistan mentioned direct praise, while Indonesian lecturers preferred fostering group harmony. One Indonesian lecturer emphasized, "It's not just what we say; students notice tone, eye contact, and gestures." Overall, emotional security was described as the foundation for learning. When students feel emotionally supported, they are more likely to engage, speak up, and persist despite challenges.

Theme 3: Challenges in Diverse Classrooms

Lecturers identified diversity as both enriching and complex. They cited a range of challenges related to varying emotional readiness, proficiency levels, and cultural expectations. Four of nine lecturers reported difficulties balancing different learner needs in one setting.

As one teacher explained, “The most common challenge is addressing varying levels of ability and emotional readiness at the same time. Some students may grasp content quickly, while others feel anxious about participating.” Low motivation was a concern, especially in under-resourced or public-sector colleges. “Students in public sector colleges have low understanding of English language. So, the biggest challenge teachers face is to motivate students and improve their cognitive ability,” said a Pakistani lecturer.

Cultural and linguistic diversity also impacted classroom dynamics. One teacher stated, “Each student comes with unique cultural experiences, language proficiencies, and personal circumstances. Balancing these needs while keeping the whole class engaged requires flexibility.” To manage this, lecturers used differentiated tasks and personalized support. “Puzzle games and group discussions help students focus and participate,” shared one Indonesian lecturer. Another mentioned using body language and safe environments to support hesitant learners: “I try to check students’ mood swings and find the reason behind. Love and care help them feel safe.”

Ultimately, teachers agreed that managing diverse classrooms requires not just instructional flexibility but emotional intelligence and empathy; qualities they often developed through experience rather than formal training.

Discussion

Cognitive Development Strategies

The findings revealed that cognitive development in EFL classrooms is not simply about delivering content, but about shaping how students gradually build linguistic competence. Teachers’ practices, such as adapting tasks based on facial expressions or classroom behaviour, illustrate how cognitive responsiveness is enacted in real time. This supports Vygotsky’s concept of the Zone of Proximal Development (ZPD), which asserts that instruction should be tailored to what a learner can do with assistance and aim toward what they can achieve independently. Teachers in this study showed an intuitive awareness of this zone by adjusting tasks through visual aids, scaffolding, and formative feedback, which illustrates that theoretical principles can be deeply embedded in instructional routines.

These findings are important because they demonstrate that teachers actively mediate student development, even without explicitly referencing formal theories. Their classroom decisions reflect an understanding that cognitive growth is not linear and must be supported through strategies like modeling, repetition, and guided practice. Rather than passive recipients of theory, teachers in this study appeared to internalize psycholinguistic concepts through reflective practice. In addition to classroom-based strategies, teachers are also incorporating digital platforms to complement scaffolding and promote learner autonomy.

This theme also expands existing literature by highlighting how digital tools are being adapted in line with learners’ cognitive readiness. Several lecturers described using adaptive platforms that allow students to work independently on vocabulary or grammar, providing teachers with feedback loops for personalized intervention. This aligns with

current research emphasizing the role of learner autonomy and digital mediation in scaffolding high-level skills like speaking and critical thinking. For instance, metacognitive strategies such as self-monitoring and planning, supported by digital prompts, have been shown to improve learner independence and engagement in EFL contexts.

To support deeper cognitive engagement, EFL programs should provide training for teachers on how to use scaffolding purposefully and how to integrate metacognitive strategies into daily lessons. Curriculum designers might also consider embedding reflection checkpoints and tiered tasks that align with cognitive stages, allowing instruction to move at the learner's pace while still challenging their development. As Vygotsky emphasized, the goal of effective teaching is to move learners from what they currently understand to what they are capable of mastering with guided help (Lantolf & Poehner, 2011).

Recent findings further confirm that metacognitive instruction significantly enhances learners' ability to manage complex skills such as speaking and listening. These strategies are particularly effective when paired with formative feedback and personalized scaffolding, which together help bridge the gap between passive reception and active knowledge construction (Putri et al., 2024; Sari et al., 2025).

Emotional Support Practices

The findings revealed that emotional scaffolding is foundational in shaping EFL learners' confidence and participation, especially in culturally diverse classrooms. When students perceive the classroom as emotionally safe, they are more likely to take linguistic risks, overcome anxiety, and engage more meaningfully in language tasks. This aligns with socio-emotional learning theory, which holds that emotional regulation is not separate from cognition but a necessary precondition for learning engagement. The participants' emphasis on empathy, tone, and non-verbal responsiveness suggests that emotional support is enacted through subtle yet impactful teacher behaviour. Importantly, these behaviours varied across cultural contexts, highlighting that emotional scaffolding must be culturally responsive to be effective.

In Indonesian classrooms, collective trust and harmony were emphasized, while in Pakistan, individual affirmation was more prominent. This suggests the need to localize emotional engagement strategies to reflect students' cultural expectations and comfort zones. The significance of these findings is underscored by recent research, which shows that classroom emotional climate strongly predicts student engagement and achievement. Teacher emotional support not only reduces anxiety but also mediates the link between self-efficacy and classroom interaction. Emotionally engaged teachers enhance student motivation both directly and indirectly, particularly in digital EFL settings where emotional cues are harder to convey. Enjoyment, identified as a key emotional factor, exerts a stronger influence on learner engagement than cognitive mastery (Hosseini et al., 2022; Wang et al., 2022; Zhou et al., 2023).

These findings suggest that emotional safety is not a peripheral factor in second language acquisition but a central mechanism that enables learners to process, retain, and apply new language structures. Based on these insights, teacher training programs should include emotional intelligence development, culturally sensitive communication practices, and reflection-based tools such as dialogue journals. Curriculum developers might incorporate activities that foster trust and emotional expression, including peer-sharing circles or guided self-assessment tasks. These strategies are especially beneficial

for beginner-level learners who are more prone to anxiety. Emotional scaffolding should be integrated into lesson planning frameworks as an essential, not optional, condition for effective language learning.

Challenges in Diverse Classrooms-Discussion

The findings suggest that linguistic and cultural diversity in EFL classrooms, while enriching, creates significant pedagogical complexities. Teachers reported difficulties managing learners with varying emotional readiness, academic backgrounds, and motivation levels, especially in public-sector or under-resourced institutions. These insights underscore the need for EFL pedagogical strategies that are not only linguistically sound but also emotionally intelligent and culturally responsive.

These challenges highlight the limitations of one-size-fits-all instructional approaches in multilingual environments. When instructors are faced with students who vary drastically in proficiency and socio-emotional background, such as newly arrived refugees and advanced learners in the same class, traditional lecture-based delivery becomes ineffective. Instead, these settings demand differentiated instruction, adaptive feedback systems, and intercultural competence on the part of educators.

In line with this need for culturally responsive practices, Indonesian EFL teachers recognize the integration of cultural content, particularly local and international cultures, as essential for maintaining national identity while preparing students for global communication. Their findings confirm that promoting cultural understanding in EFL classrooms boosts learner motivation, participation, and respect for diversity (Putra & Musigrungsi, 2022). This is further reinforced by Sharma, who found that teachers managing diverse EFL classrooms were most effective when they applied reflective planning, emotional sensitivity, and peer scaffolding tailored to individual learner needs. However, the responsibility for these adaptations is often left entirely to individual teachers, many of whom lack formal training in multicultural pedagogy or emotional support strategies (Sharma, 2023). To address these gaps, teacher education programs should embed emotional intelligence and intercultural awareness as core competencies. Institutions should also support differentiated planning through mechanisms such as collaborative teaching, culturally inclusive resources, and mentoring programs. Curriculum developers must prioritize regional adaptability over imported models, enabling classrooms to reflect the linguistic and cultural realities of their student populations.

CONCLUSION

This study explored how experienced EFL teachers in Indonesia and Pakistan integrate both cognitive and emotional strategies to enhance learning in multicultural classroom contexts. The findings demonstrate that emotional scaffolding—through empathy, trust-building, and culturally responsive communication—is not supplementary but central to fostering learner engagement, motivation, and willingness to take cognitive risks. These emotional supports complement cognitive approaches such as formative assessment, collaborative learning, and differentiated instruction, enabling teachers to better align with students' developmental stages. The research affirms the interdependence of affective and cognitive domains in language instruction, highlighting the importance of addressing both in teacher training and classroom practice.

The study's limitations include the absence of direct classroom observation and student perspectives, which restricts triangulation and limits insight into how teachers'

reported strategies are enacted in real-time. Additionally, the small, region-specific sample may reduce the generalizability of findings to broader educational contexts. Future research should adopt a mixed-methods approach incorporating classroom observations and learner feedback to deepen understanding of how emotional and cognitive scaffolding function across diverse settings. It is also suggested that teacher education programs integrate formal training in emotional literacy, intercultural competence, and socio-emotional development, enabling EFL educators to foster inclusive, psychologically safe classrooms. Institutional support from policymakers and curriculum developers is essential to embed these competencies into sustainable language teaching practices.

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