

REVIEWING PREVIOUS LEARNING MATERIALS AS A SCAFFOLDING STRATEGY FOR AFFECTIVE ENGAGEMENT IN AN EFL CLASSROOM

¹*Hilarius Raditya Priambada Purba, ¹Nasya Amelia Putri, ¹Pandu Prasodjo, ²Devinta Puspita Ratri, ¹Hendra Nugraha

¹English Language Education Study Program, Faculty of Education, Universitas Internasional Batam. Jln. Gajah Mada, Batam, Kepulauan Riau Province, Indonesia

²English Language Education Study Program, Faculty of Cultural Sciences, Universitas Brawijaya, Jln. Veteran Malang, East Java, Indonesia

*Corresponding Author Email: hilarius@uib.ac.id

Article Info	Abstract
Article History Received: June 2026 Revised: August 2026 Accepted: September 2026 Published: October 2026	<i>Although reviewing previously learned material is a common opening routine in EFL classrooms, its role as a form of scaffolding for students' affective engagement has received little direct attention in school-level research. This case study examines that gap by describing how a review routine was implemented in a Grade 8 English classroom at an Islamic boarding school in Batam, Indonesia, and by describing participants' own accounts of confidence, interest, enthusiasm, and readiness to participate during and after the routine. Data were generated through classroom observations, a semi-structured interview with the class's English teacher, and semi-structured interviews with seven students selected because they had consistently taken part in the review activities, then analyzed using Bogdan and Biklen's code-families framework alongside Miles, Huberman, and Saldāna's procedures for data condensation, display, and conclusion drawing. The findings show that the teacher opened lessons with prompting questions, vocabulary review, and guided recall, and adjusted this support to students' differing recall speed through a practice she described as Teaching at the Right Level. Students described the routine as something that made them feel more confident and interested, and that was associated with speaking up more often in class. Because this is a single classroom examined through one round of teacher- and student-selected interviews, these patterns should be read as this case's own account of the practice rather than as proof that reviewing previous materials causes affective engagement in EFL classrooms generally.</i>
Keywords Affective engagement; Scaffolding strategy; Reviewing previous materials; EFL classroom; Prior knowledge activation;	
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INTRODUCTION

Student engagement is widely regarded as a key element of successful English as a Foreign Language (EFL) education because it significantly influences learners' participation, motivation, and overall educational outcomes (Bond et al., 2020; Hiver et al., 2020; Mercer & Dörnyei, 2020). Learners who actively engage in classroom learning are more likely to participate actively in classroom activities, sustain their attention throughout lessons, and achieve more positive language learning outcomes (Hiver et al., 2020). In EFL classrooms, student engagement also influences how learners interact with teachers, peers, and learning materials during the instructional process (Mercer & Dörnyei, 2020). Nevertheless,

maintaining students' engagement remains challenging, particularly when learners encounter unfamiliar language input, demanding learning tasks, or communication-related difficulties (Mercer & Dörnyei, 2020). As a result, low levels of engagement may decrease students' participation and reduce meaningful interaction during classroom learning (Hiver et al., 2020; Nurlaily et al., 2026; Purba et al., 2024, 2025). Therefore, identifying instructional practices that can support and sustain student engagement has become an important concern in EFL education (Hiver et al., 2020; Mercer & Dörnyei, 2020).

Among the various dimensions of student engagement, affective engagement has gained increasing attention because it refers to learners' emotional responses toward classroom learning activities (Al-Obaydi et al., 2023). Affective engagement is reflected in students' confidence, interest, enjoyment, and enthusiasm, which encourage them to participate actively and continue participating when encountering learning difficulties (Al-Obaydi et al., 2023; Hiver et al., 2020). In EFL classrooms, positive emotional experiences encourage learners' readiness to communicate and interact with teachers and peers throughout classroom instruction (Mercer & Dörnyei, 2020). Conversely, negative emotions such as anxiety and boredom may reduce students' participation and limit meaningful learning experiences (Dewaele & Li, 2021). Therefore, enhancing affective engagement has become an essential aspect of effective English language teaching, requiring teachers to implement instructional practices that support students both academically and emotionally (Hiver et al., 2020; Mercer & Dörnyei, 2020).

To foster students' affective engagement, teachers are expected to provide instructional support that enables learners to participate actively and confidently in classroom learning activities (Mercer & Dörnyei, 2020). One instructional approach that has been widely recognized for supporting learners is scaffolding, which provides temporary instructional support to help students complete learning tasks and become increasingly independent learners (Awadelkarim, 2021). When scaffolding enables teachers to, teachers can reduce learning difficulties, build students' confidence, and encourage more active participation during classroom interactions (Li & Zhang, 2022). In EFL classrooms, scaffolding is particularly valuable because it helps learners overcome linguistic and cognitive challenges while sustaining their engagement throughout the learning process (Li & Zhang, 2022). Therefore, scaffolding has become an important instructional strategy for promoting both language learning and students' affective engagement in EFL classrooms (Mercer & Dörnyei, 2020).

One routine form of scaffolding is reviewing previously learned material before introducing new content, which gives students a chance to recall prior knowledge and connect it to what comes next (Hattan et al., 2024). Hattan and colleagues' review of prior-knowledge activation research, however, is drawn mainly from text-comprehension studies rather than EFL classrooms and focuses on cognitive comprehension rather than learners' emotional response to the activity. Reviewing previous materials may also carry an affective function, by reducing the uncertainty of an unfamiliar topic before it is introduced (Rozy, 2025), but whether and how these routine functions as scaffolding for affective engagement specifically, in an ordinary EFL classroom, has not been examined directly.

Scaffolding, affective engagement, and prior-knowledge review have so far been studied mainly as separate lines of research: scaffolding studies focus on instructional adaptiveness (Awadelkarim, 2021; Li & Zhang, 2022), affective-engagement studies focus on emotional outcomes in higher-education or online settings (Al-Obaydi et al., 2023; Dewaele & Li, 2021), and prior-knowledge studies focus on comprehension rather than emotion (Hattan et al., 2024). This study's contribution is to bring these three together at the point

where they meet in practice: it examines an everyday review routine, already used by one EFL teacher, as a candidate instance of contingent scaffolding, and asks what that routine looks like from the perspective of the students experiencing it, in a school-level context — an Islamic boarding school in Batam, Indonesia — that has not featured in this literature before.

This study therefore examines how one EFL teacher implements reviewing previous materials as a scaffolding strategy in a Grade 8 classroom, and how students describe their own affective engagement in connection with that routine. Two research questions guide the study: (1) How does the teacher implement reviewing previous materials as a scaffolding strategy in this classroom? (2) How do students describe their confidence, interest, enthusiasm, and participation in connection with this routine? The second question is deliberately framed around students' own descriptions rather than a causal claim, since a single classroom case cannot establish that review activities cause affective engagement; it can describe how the two appear connected in participants' accounts.

RESEARCH METHOD

Research Design

This study used a qualitative case study design to examine one bounded instance of an EFL review routine and the affective engagement associated with it: a Grade 8 English class at a private Islamic boarding junior high school in Batam, Indonesia, in which the class teacher (T1) opened lessons by reviewing previously learned material. A qualitative case study was chosen because it allows an in-depth account of a practice within its real classroom setting, rather than a comparison across settings (Alhazmi & Kaufmann, 2022; Creswell & Guetterman, 2019). Data were generated through classroom observations, a teacher interview, and student interviews, to examine the routine from both the teacher's and students' perspectives.

The duration of the data collection was done within a month and a half. The observation was done from the beginning to the end of the lesson which lasted around 90 minutes per session for a total three times completed with confirmation and clarification the results with the teacher of the lesson. The observers of this study merely acted as observers and had no affiliation with the school being observed. The observations were done with no interaction and took note during the lessons with no interference or adjustment of how the class should be done – all the sessions were the natural setting of the class. The size of observed classroom was 21 students with a teacher.

Research Site and Participants

This study was carried out at a private Islamic boarding junior high school in Batam, Indonesia, which implements an Integrated Islamic Boarding School (IIBS) curriculum that integrates the Indonesian National Curriculum with Islamic education. Through this integrated curriculum, students are provided with general academic instruction alongside Islamic studies, character education, and boarding school learning experiences, which creates that supports both academic and religious development. The school was chosen because it provided a relevant educational context for investigating the implementation of reviewing previous materials as a scaffolding strategy in English language learning. In addition, the school promotes the use of English and Arabic as daily communication languages, allowing students to use English beyond formal classroom instruction. The selected Grade 8 classroom had continuously implemented reviewing previous materials at the beginning of English lessons during the academic year, which enable the researcher to investigate the strategy within a natural classroom setting.

The English background of the students was beginner to intermediate as the schools required no English proficiency as their requirement of school admission. A bounded classroom context is appropriate for qualitative case study research because it enables researchers to examine a phenomenon in depth within its real-life setting (Alhazmi & Kaufmann, 2022; Creswell & Guetterman, 2019; Taylor et al., 2016). The participants included one English teacher and seven Grade 8 students, around 13-14 years old, recruited through purposive sampling. This sampling technique was adopted because it enables researchers to select information-rich participants who have direct experience with the phenomenon under investigation (Campbell et al., 2020). The teacher was selected because he was responsible for planning and implementing reviewing previous materials during English lessons. Meanwhile, the seven students were selected because they had consistently participated in reviewing activities and were agreed to share their learning experiences during the interviews. Their active involvement in the observed classroom practices enabled them to provide detailed and meaningful information regarding the implementation of reviewing previous materials and its influence on students' affective engagement.

Prior to data collection, the researcher informed participants about the purpose and procedures of the study to all participants. Participation was entirely voluntary, and informed consent was secured from both the teacher and the students before classroom observations and interviews were conducted. Participants were informed that they could withdraw from the study at any stage without any consequences. To protect participants' confidentiality, pseudonyms were used throughout the study, with the teacher identified as T1 and the students as S1–S7. These procedures were conducted to ensure ethical principles in qualitative research, including voluntary participation, informed consent, confidentiality, anonymity, and participants' right to withdraw (Bogdan & Biklen, 2007b; Mirza et al., 2023; Taylor et al., 2016).

Table 1
Research Participants

Participant Code	Role	Selection Criteria
T1	English Teacher	Responsible for planning and implementing reviewing previous materials during English lessons
S1-S7	Grade 8 Student	Regularly participated in reviewing activities and agreed to participate in the study

Instruments

Consistent with qualitative research more broadly, the researcher functioned as the primary instrument of this study, responsible for deciding what to observe, how to interpret classroom events, and how to probe further during interviews (Hall & Liebenberg, 2024; Lichtman, 2023). The classroom observation guide and the teacher and student interview protocols, presented in Tables 2–4, functioned as supporting instruments that structured this process rather than as self-administering research tools. Using observation alongside teacher and student interviews allowed the routine to be examined from multiple perspectives and supported data triangulation.

Table 2
Research Instruments

Instrument	Purpose
Observation	To examine the implementation of reviewing previous materials and students' classroom responses during English learning activities
Student Interview	To explore students' perceptions, affective engagement, and learning readiness related to reviewing activities

Teacher Interview	To investigate the implementation, benefits, and challenges of reviewing previous materials
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The interview protocols, summarized in Tables 3 and 4, were built around four shared aspects (scaffolding activities, affective engagement and learning readiness, prior-knowledge activation, and curriculum continuity) so that teacher and student accounts could be compared aspect by aspect. Several items in these protocols are framed in ways that invite a favourable evaluation of the review routine (for example, asking which activity was “most effective” rather than whether it was effective at all). This is acknowledged here as a limitation of the instrument design: the protocols as used were more likely to elicit positive accounts than to surface boredom, repetition fatigue, failed recall, embarrassment, or a preference for other ways of opening a lesson, and the findings below should be read with this in mind.

Table 3
Teacher Interview Blueprint

No	Interview Questions	Criteria / Indicators	Source
1	Scaffolding Activities	What kinds of activities do you usually use before starting a new English lesson?	Types of scaffolding activities Vygotsky (1978)
		Which scaffolding activity do you consider the most effective for helping students understand new materials?	Effective scaffolding activity Vygotsky (1978)
		What makes that activity effective in supporting students’ learning?	Teachers’ perception of effectiveness Awadelkarim (2021)
2	Affective Engagement and Learning Readiness	What kinds of emotional or behavioral responses do students show after reviewing previous lessons?	Emotional engagement Hiver et al. (2020)
		How do reviewing activities help students become more prepared before learning new topics?	Learning readiness Hattan et al. (2024)
		How do scaffolding activities influence students’ participation during English class discussions or activities?	Classroom participation Wang et al. (2024)
3	Prior Knowledge Activation	How do your classroom activities help students connect previous lessons with new English topics?	Connecting old and new knowledge Hattan et al. (2024)
		What review strategies help students recall previous English lessons more effectively?	Recall and memory activation Hattan et al. (2024)
4	Curriculum Continuity and Learning Progression	How do you help students understand the connection between one English lesson and another?	Curriculum continuity Hattan et al. (2024)
		How does connecting previous and new English lessons support students’ learning progression?	Learning progression Hattan et al. (2024)

The teacher interview blueprint was developed to obtain in-depth information related to the implementation of reviewing previous materials as a scaffolding strategy. The interview explored the teacher's instructional practices, perceptions, and experiences in fostering students' affective engagement, activating prior knowledge, and supporting learning progression. It also examined the perceived advantages and implementation-related challenges during the implementation of reviewing activities in the EFL classroom.

Table 4
Student Interview Blueprint

Student Interview Blueprint				
No	Interview Questions		Criteria / Indicators	Source
1	Scaffolding Activities	What kinds of classroom activities does your teacher usually use before starting a new English lesson?	Types of scaffolding activities	Vygotsky (1978)
		Which classroom activity helps you understand new English materials the most?	Most effective scaffolding activity	Vygotsky (1978)
		What makes that classroom activity helpful or effective for your learning?	Students' perception of effectiveness	Awadelkarim (2021)
2	Affective Engagement and Learning Readiness	How do you usually feel when your teacher uses those activities before learning new materials?	Emotional engagement	Hiver et al. (2020)
		What changes do you feel after reviewing previous lessons before learning new topics?	Learning readiness	Hattan et al. (2024)
		How do those classroom activities influence your participation during English class discussions or activities?	Classroom participation	Wang et al. (2024)
3	Prior Knowledge Activation	How do those classroom activities help you connect previous lessons with new English topics?	Connecting old and new knowledge	Hattan et al. (2024)
		What kinds of previous lessons or materials are easiest for you to remember during those activities?	Recall and memory activation	Hattan et al. (2024)
4	Curriculum Continuity and Learning Progression	How do lesson reviews help you understand the connection between one English lesson and another?	Curriculum continuity	Hattan et al. (2024)
		How does connecting previous and new English lessons help your overall learning process?	Learning progression	Hattan et al. (2024)

The observation guide was structured around seven interrelated themes: reviewing activities, activating prior knowledge, connecting previous learning with new material,

challenges encountered during reviewing activities, confidence, interest and enthusiasm, and classroom participation. These themes were selected to capture both the cognitive and affective dimensions of students' engagement during classroom learning. Particular attention was given to how students recalled previously learned content, linked existing knowledge to newly introduced concepts, responded to review-related difficulties, and participated in classroom interactions. The guide therefore provided a systematic framework for documenting naturally occurring classroom behaviors and instructional events. Rather than functioning as an independent measurement instrument, the observation guide was primarily used to collect contextual evidence that could complement and triangulate the interview findings. This triangulation allowed the researcher to compare students' verbal accounts with patterns of behavior observed during classroom activities, thereby strengthening the contextual interpretation of the qualitative data.

The observation guide did not establish predetermined behavioral indicators for identifying confidence, interest, or enthusiasm. Consequently, these affective constructs were interpreted by the researcher through observable behaviors occurring during lessons, such as voluntarily answering questions, initiating contributions, maintaining active involvement in learning activities, or speaking without direct prompting from the teacher. Such interpretation is inherent in classroom observation because internal emotional or psychological states cannot be accessed directly through external observation alone. Accordingly, observations of confidence, interest, and enthusiasm were treated cautiously as behavioral manifestations that were consistent with particular affective states rather than definitive evidence of students' internal experiences. This distinction was important for maintaining interpretive rigor and avoiding overstatement of observational findings. The observational data were therefore understood as contextual and inferential evidence, which gained greater interpretive meaning when considered alongside students' interview responses.

Table 5
Observation Blueprint

No	Observation Theme	Indicators
1	Reviewing Activities	Teacher reviews previous lessons before introducing new materials; teacher asks recall questions; students respond to reviewing activities
2	Prior Knowledge Activation	Students recall previously learned concepts; teacher activates students' prior knowledge; students connect prior knowledge with current learning
3	Connecting Previous and New Learning	Teacher links previous lessons to new topics; students recognize relationships between lessons; reviewing activities support learning continuity
4	Challenges in Reviewing Activities	Students experience difficulties recalling information; some students show limited participation; time constraints occur during reviewing activities
5	Confidence	Students answer questions confidently; students voluntarily participate; students demonstrate readiness to engage in learning activities
6	Interest and Enthusiasm	Students show interest in reviewing activities; students respond enthusiastically; students demonstrate positive emotional reactions
7	Classroom Participation	Students answer teacher questions; students engage in discussions; students participate in classroom activities

Data Analysis

The data collected from classroom observations, teacher interviews, and student interviews were analyzed using a qualitative data analysis framework based on the Code Families introduced by Bogdan and Biklen (2007a). The Code Families facilitated the researcher to examine, categorize, and interpret patterns associated with the implementation of reviewing previous materials as a scaffolding strategy and its influence on students' affective engagement in the EFL classroom. The analysis also employed the interactive model of Miles, Huberman, and Saldaña (2014) which consists of data condensation, data display, and conclusion drawing and verification. These interconnected analytical procedures supported the systematic organization of the data and supported the identification of analytical themes across multiple data sources. During the data condensation stage, classroom observation notes and interview transcripts were examined to identify information related to the research questions. The coded data were systematically organized using the Code Families framework proposed by Bogdan and Biklen (2007a), comprising Setting/Context Codes, Activity Codes, Process Codes, Strategy Codes, Definition of Situation Codes, Perspectives Held by Subjects Codes, and Relationships and Social Codes. The resulting codes were organized into broader themes reflecting the implementation of reviewing previous materials and students' affective engagement. The correspondence between the research questions, Code Families, and the generated themes is shown in Tables 6 and 7.

Table 6
Code Family Framework (Bogdan & Biklen, 2007a) as cited in (Purba et al., 2025)

Code Family	Description
Setting/Context Codes	Codes that describe the research setting, learning environment, and instructional context.
Activity Codes	Codes that describe recurring classroom activities and routines.
Process Codes	Codes that capture sequences of actions and changes occurring over time.
Strategy Codes	Codes that describe instructional techniques and strategies employed by participants.
Definition of Situation Codes	Codes that represent participants' interpretations and perceptions of events or experiences.
Perspectives Held by Subjects Codes	Codes that reflect participants' beliefs, attitudes, and viewpoints.
Relationships and Social Codes	Codes that describe interactions and social relationships among participants.

The Code Families served as an analytical framework for structuring qualitative data obtained from classroom observations and interviews. Each code family captured different aspects of classroom practices, participants' perceptions, and instructional processes related to reviewing previous materials. Through this coding process, recurring patterns were identified and subsequently synthesized into overarching themes that answered the research questions.

Table 7
Alignment Matrix of Research Questions, Code Families, and Themes

Research Questions	Underlying Code Families (Bogdan & Biklen, 2007)	Themes
RQ1: How do teachers implement reviewing	Setting/Context Codes, Activity Codes, Process	Theme 1: The teacher implements reviewing previous materials through

previous materials as a scaffolding strategy in a Grade 8 EFL classroom?	Codes, Strategy Codes	structured reviewing activities that activate students' prior knowledge and support learning continuity.
	Activity Codes, Process Codes, Strategy Codes, Definition of Situation Codes	Theme 2: The implementation of reviewing previous materials involves instructional adjustments to address students' varying levels of participation and recall ability.
RQ2: How does reviewing previous materials influence students' affective engagement?	Definition of Situation Codes, Perspectives Held by Subjects Codes	Theme 3: Reviewing previous materials enhances students' confidence and readiness to participate in English learning activities.
	Perspectives Held by Subjects Codes, Relationships and Social Codes	Theme 4: Reviewing previous materials promotes students' interest, enthusiasm, and classroom participation through positive learning experiences.

The alignment matrix demonstrates how the research questions were systematically connected to the selected Code Families and the themes generated during the analysis. This framework ensured that the findings were grounded in the collected data and provided a clear analytical framework for presenting the results of the study. The analyzed data were subsequently presented under the themes generated through the coding process

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section summarizes the findings collected from classroom observations, teacher interviews, and student interviews carried out in a Grade 8 EFL classroom. The collected data were transcribed, systematically organized, and analyzed using the qualitative coding framework guided by the Code Families proposed by Bogdan and Biklen (2007a). Through the coding process, common patterns across the three data sources were identified and synthesized into four themes that answered the research questions. Themes 1 and 2 answer the first research question by describing how reviewing previous materials was implemented as a scaffolding strategy, whereas Themes 3 and 4 address the second research question by explaining how reviewing previous materials influenced students' affective engagement during English learning activities.

Theme 1: The Teacher Implements Reviewing Previous Materials Through Structured Reviewing Activities That Activate Students' Prior Knowledge and Support Learning Continuity

The first theme identified in this study answers the first research question: How do teachers implement reviewing previous materials as a scaffolding strategy in a Grade 8 EFL classroom? The findings indicated that reviewing previous materials was regularly implemented before presenting new lesson content through structured reviewing activities. Analysis of classroom observations, teacher interviews, and student interviews showed that these activities helped activate students' prior knowledge, strengthened connections between previous and current lessons, and promoted learning continuity. As a result, students were more prepared to engage with subsequent English learning activities.

Analysis showed that reviewing previous materials commonly began with prompting questions that encouraged students to recall vocabulary, language features, and concepts

learned in previous lessons. The teacher explained, *“Before starting a new lesson, I usually provide prompting questions to trigger students’ thinking and guide them toward the material they are going to learn”* (T1). Classroom observations supported that the teacher consistently began lessons by reviewing previous materials before introducing new topics. Student interviews also supported this practice. One student stated, *“The teacher explains the previous material again before continuing to the next lesson”* (S3). Another student explained, *“We are reminded of the vocabulary from the previous lesson so that we do not forget it before learning new material”* (S5).

The findings also showed that reviewing previous materials supported learning continuity by helping students connect previous learning with newly introduced content. Classroom observations showed that students recalled vocabulary, language features, and lesson content before participating in listening, discussion, and writing activities. The teacher also explained that reviewing activities were implemented at both the beginning and the end of each lesson to strengthen students’ understanding and prepare them for subsequent topics.

Student interviews confirmed that this continuity helped them understand new materials more easily because each lesson was connected to what they had previously learned. Overall, the findings demonstrate that structured reviewing activities functioned as a scaffolding strategy by activating prior knowledge, strengthening learning continuity, and preparing students for subsequent English learning activities.

Theme 2: The Implementation of Reviewing Previous Materials Involves Instructional Adjustments to Address Students’ Varying Levels of Participation and Recall Ability

The second theme generated in this study aims to answer the first research question: How do teachers implement reviewing previous materials as a scaffolding strategy in a Grade 8 EFL classroom? The data demonstrated that students demonstrated different levels of readiness when recalling previously learned materials. While some students responded immediately to the teacher’s questions, others required more time and additional instructional support before participating actively. The teacher explained, *“When students review previous materials, they often need more time because they study in an Islamic boarding school and have many memorization activities. Therefore, I use prompting questions to help students recall previous lessons. If they still cannot remember, I remind them before continuing to the new lesson”* (T1). To address these differences, the teacher provided differentiated instructional support through the Teaching at the Right Level (TaRL) approach. The teacher further explained, *“I also implement Teaching at the Right Level (TaRL). The treatment provided to one student may differ from another. Students who have already understood the lesson continue with the general instruction, while those who are still behind receive additional guidance from the teacher”* (T1).

Classroom observations demonstrated that these instructional adaptations enabled students with different levels of readiness to participate more actively during reviewing activities. Students who initially struggled to recall previous lessons became more engaged after receiving prompting questions and additional explanations from the teacher. Overall, the findings indicate that flexible instruction played an important role in accommodating students’ diverse recall abilities and participation levels while maintaining learning continuity.

Theme 3: Reviewing Previous Materials Enhances Students’ Confidence and Readiness to Participate in English Learning Activities

The third theme generated in this study aims to answer the second research question: How does reviewing previous materials influence students’ affective engagement in an EFL

classroom? Analysis showed that reviewing previous materials increased students' confidence and readiness to participate in English learning activities. Revisiting previously learned materials allowed students to recall lesson content before engaging in classroom discussions and responding to the teacher's questions. As a result, students became more prepared and confident when participating in subsequent learning activities.

One student stated, *"After reviewing previous lessons, I find it easier to remember the material and feel more confident when participating in class"* (S2). Similarly, another student explained, *"Reviewing helps me understand the lesson better because the teacher explains it again before moving to new material"* (S6).

Classroom observations confirmed these responses by showing that students answered the teacher's questions more confidently and were carried out greater readiness to participate in classroom discussions after reviewing previous materials. Students were more willing to share their ideas because they had already recalled relevant knowledge before learning new content. These findings indicate that reviewing previous materials minimized students' uncertainty and strengthened their confidence before participating in English learning activities. Overall, reviewing previous materials served as an instructional support that enhanced students' confidence and readiness to engage in classroom learning.

Theme 4: Reviewing Previous Materials Promotes Students' Interest, Enthusiasm, and Classroom Participation Through Positive Learning Experiences

The fourth theme generated in this study aims to answer the second research question: How does reviewing previous materials influence students' affective engagement in an EFL classroom? Responses indicated that reviewing previous materials enhanced students' interest and enthusiasm during English learning activities. Students described reviewing sessions as engaging because they helped them recall previous lessons while preparing them for subsequent learning activities.

One student stated, *"I feel happy because reviewing the material is interesting and helps me remember what I learned before."* (S4). Similarly, another student explained, *"Sometimes the teacher reviews the lesson through stories, which makes the activity enjoyable and not boring."* (S7). These findings indicate that reviewing previous materials fostered a positive learning atmosphere that participate students to approach English lessons with greater interest and enthusiasm.

The findings further revealed that reviewing previous materials promoted students to contribute more actively during classroom learning. Students reported that reviewing activities helped them contribute to discussions, answer questions, and complete learning tasks because they had already recalled the previous lesson. One student stated, *"I become more active during discussions because I already remember the material that has been reviewed."* (S1). Another student explained, *"I am not afraid when the teacher asks me to come to the front of the class because I already understand the material."* (S5).

Classroom observations also confirmed that students responded actively to the teacher's questions, participated in discussions, and interacted with both the teacher and their peers throughout the reviewing activities. Overall, the findings indicate that reviewing previous materials promoted students' affective engagement by fostering greater interest, enthusiasm, and active classroom participation during English learning.

Discussion

Scaffolding Strategy in the EFL Classroom

Scaffolding strategy plays an significant role in facilitating learners as they develop from existing knowledge to new learning experiences in EFL classrooms. According to

Awadelkarim (2021) , scaffolding offers instructional support that enables learners to complete learning tasks while gradually promoting greater independence. Similarly, Li and Zhang (2022) argue that effective teacher scaffolding involves adaptive instructional support that responds to students' learning needs through strategies such as dialogic inquiry, feedback, and discourse extension. Within EFL instruction, scaffolding not only supports cognitive development but also helps learners establish meaningful connections between prior knowledge and newly introduced language concepts.

The findings of this study reveal that reviewing previous materials represents a practical form of scaffolding strategy in the EFL classroom. Instead of functioning solely as a routine review activity, reviewing previous materials offered systematic instructional support through prompting questions, vocabulary review, guided recall, and differentiated instructional adjustments that allowed students to recall prior knowledge before learning new content. These instructional practices helped students link previous and current lessons while addressing differences in students' recall ability and classroom participation. These results indicate that reviewing previous materials demonstrates the fundamental principles of scaffolding by supporting learners cognitively before introducing more challenging learning tasks.

These findings align with previous studies highlighting the importance of scaffolding in language learning. Awadelkarim (2021) argues that scaffolding allows teachers to provide appropriate instructional support that facilitates students' learning and gradually promotes learner autonomy in EFL contexts. Similarly, Li and Zhang (2022) found that effective teacher scaffolding involves adaptive instructional support through dialogic interaction and feedback that responds to students' learning needs while promoting both language and cognitive development. However, this study adds to previous research by showing that reviewing previous materials itself can function as an effective scaffolding strategy. Rather than serving only as a review of previously learned content, reviewing previous materials activated students' prior knowledge, promoted learning continuity, and provided adaptive instructional support that supported students for subsequent English learning activities.

Affective Engagement in the EFL Classroom

Affective engagement refers to students' positive emotional involvement during classroom learning and is demonstrated in their confidence, interest, enthusiasm, and willingness to participate in learning activities (Hiver et al., 2020; Mercer & Dörnyei, 2020). Positive emotional experiences motivate students to remain actively engaged throughout the learning process, whereas uncertainty and negative emotions such as boredom may reduce classroom participation (Dewaele & Li, 2021) . In EFL classrooms, promoting affective engagement is particularly important because language learning encourages students to interact, communicate, and take risks while using the target language (Hiver et al., 2020; Mercer & Dörnyei, 2020). The findings of this study reveal that reviewing previous materials positively enhanced students' affective engagement by providing supportive learning experiences before new lesson content was introduced. Reviewing familiar concepts minimized students' uncertainty, enhanced their confidence in responding to classroom activities, and promoted greater interest, enthusiasm, and participation during English learning. These findings suggest that reviewing previous materials contributes not only to students' cognitive readiness but also to their emotional readiness, allowing learners to participate more actively throughout classroom interactions.

These findings are consistent with Mercer and Dörnyei (2020), who argue that positive emotional experiences enhance learners' engagement during classroom learning. Similarly,

Dewaele and Li (2021) argue that positive emotions, particularly enjoyment, encourage students to participate more actively, while Al-Obaydi et al. (2023) highlight that emotionally supportive learning environments sustain students' engagement throughout the learning process. Although previous studies have primarily examined reviewing previous materials in relation to activating prior knowledge and improving learning readiness (Hattan et al., 2024), the present study offers additional evidence that reviewing previous materials also enhances affective engagement. By supporting both cognitive preparation and supportive emotional experiences, reviewing previous materials may serve as an effective instructional practice for creating meaningful participation and creating more engaging English learning experiences in EFL classrooms.

CONCLUSION

This study successfully answered the research questions by investigating how reviewing previous materials was applied as a scaffolding strategy and how it promoted students' affective engagement in a Grade 8 EFL classroom. The findings demonstrated that reviewing previous materials was regularly implemented through prompting questions, vocabulary review, guided discussions, and activities that enable students to recall prior knowledge before learning new content. These instructional practices allowed students to connect previous and current learning while enhancing greater confidence, interest, enthusiasm, and classroom participation. The findings also revealed that although students experienced challenges related to recalling previous lessons and differences in learning readiness, these challenges could be addressed through prompting strategies and differentiated instructional support. Overall, the findings suggest that reviewing previous materials functions as an effective scaffolding strategy that supports both students' learning readiness and affective engagement in EFL classrooms. This study contributes to the growing body of EFL research by demonstrating that reviewing previous materials should be viewed not only as a review activity but also as a scaffolding strategy that supports both students' cognitive preparation and positive emotional engagement during English learning.

Practically, this study offers practical insights for English teachers aiming to promote meaningful classroom learning through reviewing activities. The findings suggest that reviewing previous materials should be implemented consistently before introducing new lesson content to activate students' prior knowledge, recognize their learning readiness, and promote greater classroom participation. In addition, teachers should provide adaptive instructional support that addresses students' diverse learning needs, particularly for learners who require additional guidance before progressing to new topics. By incorporating reviewing activities into regular classroom instruction, teachers may foster a more supportive learning environment that supports both students' learning readiness and positive emotional engagement.

Although its contributions, this study has certain limitations. The research was conducted in a single Islamic junior high school including one English teacher and seven Grade 8 students, which may restrict the transferability of the findings to other educational contexts. Furthermore, this study focused solely on students' affective engagement and did not examine other dimensions of engagement, such as behavioral or cognitive engagement. Future research is encouraged to include participants from different educational settings and investigate the implementation of reviewing previous materials using larger samples or mixed-methods approaches. Such studies may provide more comprehensive evidence regarding the role of reviewing previous materials as a scaffolding strategy in supporting student engagement in EFL classrooms.

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INFORMED CONSENT STATEMENT

Participation in this study was entirely voluntary. Before participating, all participants were informed about the purpose of the research, study procedures, potential risks and benefits, confidentiality measures, and the intended use of the collected information. Participants were assured that their identities would remain confidential and that their data would be used solely for research purposes. They were also informed of their right to withdraw from the study at any time without penalty or loss of any benefits. Informed consent was obtained from all participants before their participation in the study.

DATA AVAILABILITY STATEMENT

The data generated and analyzed in this study are not publicly available because of ethical and privacy considerations related to the protection of participant confidentiality. Public disclosure of the dataset could potentially compromise the conditions under which informed consent was obtained. However, anonymized data may be made available from the corresponding author upon reasonable request. Any request for data access will be evaluated on a case-by-case basis and will be subject to approval by the appropriate institutional ethics review board to ensure compliance with applicable ethical standards, data protection requirements, and the original terms of participant consent.

DECLARATION OF USING AI TOOLS

During the preparation of this manuscript's revision, the authors used Claude (Anthropic) as an AI-assisted drafting tool. The tool was used to: (1) tract the changes for suitability of the manuscript in response to reviewer comments, including the Introduction, Method, Findings, and Discussion sections; (2) check repetitive prose and tighten argumentation;. The tool was not used to generate, alter, or interpret research data, interview transcripts, or findings; all data collection, coding, analysis, and interpretive claims are the authors' own original work. Full control over the manuscript's content and all final decisions rested with the authors at every stage: the AI-assisted output was treated as a draft proposal only, and every section was reviewed, edited, and approved by the authors before inclusion. The authors take full responsibility and authorization for the final manuscript in its entirety.

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