

Tacit Affective Pedagogy in Indonesian EFL Speaking Instruction

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ABSTRACT

Speaking tasks expose EFL learners to social judgement, yet lesson plans often document activities more clearly than the affective work that makes those activities possible. This qualitative intrinsic case study examined one English teacher in a private junior high school in Karawang, Indonesia, using a semi-structured interview, stimulated recall, two classroom observations, and lesson-plan analysis. Reflexive thematic analysis showed strong alignment between the teacher's communicative beliefs and her enacted use of fluency-first instruction, collaborative projects, authentic digital media, and scaffolded presentations. However, anxiety management, private correction, strategic code-switching, peer emotional support, and adaptive pacing were enacted consistently but remained absent from the formal lesson plan. The study proposes tacit affective pedagogy to explain how teachers protect learners' confidence during speaking tasks and argues that belief-practice alignment should include documentary visibility. Speaking lesson plans should therefore document affective scaffolding, feedback timing, language-choice triggers, and adaptive pacing.

Keywords: *Teacher Cognition, EFL Speaking, Affective Pedagogy, Speaking Instruction, Lesson Planning*

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INTRODUCTION

Despite extensive research on speaking pedagogy, teacher cognition, and classroom practice, a specific gap remains unaddressed: little is known about how teachers' affective management of learners' speaking anxiety is represented—or left unrepresented—in the formal documents that are meant to record professional practice. Studies of belief-practice alignment typically compare what teachers say with what they do, but they rarely extend the comparison to what teachers write down in lesson plans. This omission matters because lesson plans function as institutional evidence of pedagogical reasoning; when affective work is invisible in these documents, it risks being treated as incidental rather than as a core professional competence. The present study addresses this gap by examining not only a teacher's beliefs and practices but also the documentary record of her speaking instruction, asking what remains tacit when affective pedagogy is not written down.

Speaking is frequently treated as the most visible evidence of success in English language learning because it requires learners to mobilise vocabulary, grammar, pronunciation, discourse organisation, and interactional judgement in real time. In junior high school classrooms, however, speaking is not only a linguistic performance. It is also a socially exposed act in which hesitation, accent, lexical gaps, and grammatical uncertainty are immediately heard by peers. This makes speaking particularly vulnerable to embarrassment and fear of negative evaluation. For Indonesian English-as-a-foreign-language (EFL) learners, who often encounter English mainly in school, the classroom becomes a crucial but fragile space for oral practice. A speaking task may be well designed, yet students may remain silent when they anticipate mockery, public correction, or failure.

Research on speaking pedagogy has long emphasised meaningful interaction, sufficient learner output, and low-anxiety classroom conditions (Nation & Newton, 2009; Jack C Richards, 2008; Thornbury, 2005). Communicative Language Teaching and Task-Based

Language Teaching have therefore become important resources for understanding speaking instruction because they foreground authentic use, interaction, and communicative competence (Canale & Swain, 1980; J C Richards & Rodgers, 2014; Willis, 1996). More recent work continues to show that speaking development is shaped by confidence, enjoyment, willingness to communicate, and emotional support, including in digital or AI-mediated language learning environments (Aeni et al., 2025; Alborzi & Torabi, 2025; Huang & Zou, 2024; Ye et al., 2026; Zou et al., 2023). These studies suggest that the emotional conditions of speaking are not peripheral to language learning; they are part of how oral participation becomes possible. Anxiety-focused research adds further specificity: interventions that explicitly target learners' fear and emotional safety, such as mindfulness-informed and materials-based approaches to reducing language anxiety, show that anxiety management is not incidental to instruction but a teachable, design-relevant dimension of language pedagogy (Alam, 2025; Khatami et al., 2026). For Indonesian junior high school learners in particular, whose exposure to English is largely confined to the classroom, the affective climate that a teacher creates may determine whether communicative opportunities are taken up at all.

Teacher cognition research provides a useful lens for examining how teachers create these conditions. Borg (2003) defines teacher cognition as the network of teachers' knowledge, beliefs, assumptions, and experiences that shapes instructional decision-making. Teachers do not merely apply lesson plans or methods; they interpret learners, classroom events, institutional expectations, and available resources through situated professional judgement. Studies of belief–practice alignment show that teachers stated beliefs do not always translate directly into classroom action because practice is mediated by contextual demands, assessment pressure, time, student readiness, and institutional routines (Basturkmen, 2012; Nassaji et al., 2023; Phipps & Borg, 2009). Conversely, teachers may enact sophisticated practices that they find difficult to verbalise because the knowledge has become routinised through experience (Clark & Peterson, 1986; Farrell & Lim, 2005; Freeman & Richards, 1996). This body of work implies that belief–practice correspondence is not a fixed property of a teacher but a situated accomplishment that varies across pedagogical domains: a teacher may show strong alignment in some areas of practice while other beliefs remain only partially enacted, or enacted without being consciously articulated.

A related but distinct line of work concerns affective scaffolding: the emotional support structures teachers provide so that learners can take linguistic risks without excessive fear of failure. Affective scaffolding differs from cognitive or linguistic scaffolding in that its target is the learner's emotional state rather than task comprehension, yet it operates through similarly deliberate teacher moves—delaying correction, protecting face, calibrating feedback timing, and modulating language choice (Alam, 2025; Zhang et al., 2025). Because affective scaffolding is often performed through momentary, situated decisions rather than through pre-planned activities, it is precisely the kind of teacher knowledge that is easy to enact and difficult to document, which is one reason it has received comparatively little attention in studies of speaking instruction.

Existing studies often compare what teachers say in interviews with what they do in observations. This two-part comparison is valuable, but it may overlook a third dimension: how teaching is formally represented in planning documents. Lesson plans are not neutral paperwork. They are planning tools, accountability artefacts, curriculum records, and evidence of professional competence. Yet they are better at recording objectives, learning models, resources, and assessment rubrics than at recording the teacher's moment-by-moment management of learner anxiety. A lesson plan may state that students will watch a video, work in groups, and present a product; it may not state how the teacher will prevent peer ridicule, postpone correction, decide when to use Bahasa Indonesia, or adjust pacing for faster and slower groups. This documentary gap is analytically important because lesson plans are frequently treated—by institutions, supervisors, and researchers alike—as adequate proxies for what happens in the classroom; when affective decision-making is absent from these documents, the professional expertise it reflects can become invisible in institutional evaluation and teacher development processes.

Recent research strengthens the need to examine this documentary dimension. [Pischetola \(2022\)](#) shows that teachers' technology adoption depends not only on tools but also on pedagogical and epistemic beliefs. [Li & Xu \(2023\)](#) demonstrate that form-focused instruction in EFL classrooms reflects negotiation between beliefs and classroom realities. [Alghasab \(2025\)](#) and [Zhang et al. \(2025\)](#) similarly argue that teachers' beliefs affect practice and require reflective professional support. [Suejam & Walkinshaw \(2025\)](#) provide a particularly relevant parallel: materials designers expressed positive beliefs about communicative function and selective first-language use, yet those beliefs were only weakly visible in their submitted materials. These studies indicate that professional knowledge can be active in practice while remaining only partially visible in documents.

Digital and collaborative learning research also informs the present case. YouTube, Canva, multimodal texts, and project-based work are increasingly relevant to EFL classrooms when used as input, modelling, and production support rather than as decorative technology ([Afrilyasanti et al., 2025](#); [Al Jamii et al., 2025](#)). Project-based and collaborative designs can support productive language skills when learners use language for meaningful action and receive scaffolded peer support ([Abolfazli, 2026](#); [Alammary, 2024](#); [Vygotsky, 1978](#)). Studies of AI and chatbot-supported learning further highlight the importance of teacher mediation, learner confidence, feedback, and ethical integration ([Al-khresheh, 2024a](#); [Alemdag, 2025](#); [Alfarwan, 2025](#); [H. Wang et al., 2025](#); [J. Wang et al., 2025](#)). The present study does not investigate AI, but this literature clarifies a broader principle: technology and tasks become pedagogically meaningful only when mediated through teacher judgement.

Taken together, these strands of research point to a gap that this study addresses directly. Previous studies of teacher cognition have generally overlooked the documentary dimension of teaching, comparing stated beliefs with observed practice but rarely asking whether the resulting alignment is visible in the artefacts teachers are institutionally required to produce. Documenting affective practice matters because these practices are precisely the ones most easily lost when teaching is judged only by its planning documents: they are situational, embodied in tone and timing, and rarely reducible to a written procedure. Lesson plans alone cannot fully represent a teacher's pedagogical reasoning because they are designed to record what will happen, not the moment-by-moment judgement calls—about whom to correct, when, and how—that determine whether a speaking task succeeds emotionally as well as linguistically. A single, information-rich case is well suited to investigating this gap: rather than sampling broadly and superficially across many teachers, an intrinsic case study allows the affective, cognitive, and documentary dimensions of one teacher's practice to be examined in sufficient depth to reveal patterns that a larger, shallower sample would likely miss ([Stake, 1995](#)).

This article develops that problem through an intrinsic case study of one English teacher in a private junior high school in Karawang, Indonesia. The study asks: (1) What beliefs does the teacher hold about teaching speaking at the junior high school level? (2) How are those beliefs reflected in classroom practice and formal lesson planning? The novelty of the article lies in the concept of tacit affective pedagogy, defined here as the teacher's implicit but systematic management of learners' emotional vulnerability during speaking tasks. It includes preventing mockery, encouraging hesitant speakers, delaying correction, using private feedback, deploying peer assessment, code-switching strategically, and pacing tasks according to group readiness.

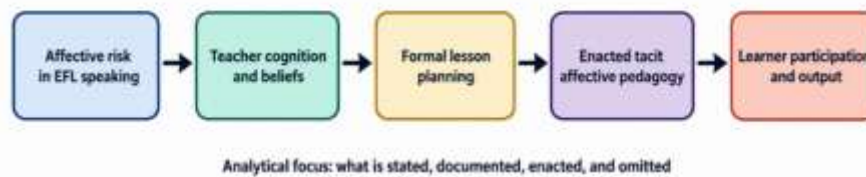


Figure 1. Argument Architecture of The Study.

METHOD

The study employed a qualitative intrinsic case study design. A case study is appropriate when a bounded phenomenon is examined in its real-life context using multiple evidence sources (Stake, 1995; Yin, 2018). The case was intrinsic because the purpose was not to generalise statistically across Indonesian teachers, but to understand the internal complexity of one information-rich case of EFL speaking instruction.

The research site was a private junior high school in Karawang, West Java, Indonesia. The participant was one Grade VII English teacher who regularly implemented speaking activities and allowed access to classroom observation, interview, stimulated recall, and lesson-plan documentation. The teacher is referred to throughout this article as “the teacher” to protect confidentiality. The observed lessons focused on procedure text and included video modelling, jumbled sentence reconstruction, group discussion, handcraft production, Canva-supported output, and Mini Gallery presentations. The school implements the Kurikulum Merdeka and enrolls approximately 30 students in each Grade VII class; students’ general English proficiency in these classes was moderate, meaning most learners could produce short utterances but often hesitated during extended spoken production. The teacher was selected through purposive sampling: she had more than three years of experience teaching English at the private junior high school level and held a Bachelor’s Degree (S1) in English Language Education. She was selected because she consistently implemented speaking instruction, granted full and unrestricted access to her classroom, and represented an information-rich case suitable for an intrinsic qualitative case study of speaking pedagogy (Stake, 1995).

Four data sources were used. The semi-structured interview elicited the teacher’s stated beliefs about speaking instruction, including her views on fluency, grammar, vocabulary, confidence, peer interaction, authentic materials, correction, and anxiety. The stimulated recall interview used observed classroom moments as prompts for explaining situated decisions. Two non-participant classroom observations, each lasting approximately 80 minutes, documented enacted speaking practices. The lesson-plan analysis examined formal objectives, procedures, learning model, media, assessment rubric, and absent or implicit dimensions. Table 1 summarises the analytic function of each source.

Table 1. Dataset and Analytic Function

Data source	Empirical focus	Analytic function	Key evidence extracted
Semi-structured interview	Teacher's stated beliefs about speaking instruction	Identifies explicit teacher cognition and pedagogical priorities	Fluency before grammar; vocabulary and courage; peer motivation; private correction; authentic materials
Stimulated recall interview	Teacher's reasoning during observed classroom events	Connects observed action to situated decision-making	Video as trigger; presentation as confidence training; L1 shift when students

Data source	Empirical focus	Analytic function	Key evidence extracted
Classroom observations	Enacted teaching practices across two 80-minute sessions	Documents what the teacher actually did during speaking instruction	looked confused; peer assessment as low-threat feedback
Lesson-plan analysis	Formal planning artefact required by curriculum practice	Reveals what is documented, implied, or absent in formal planning	PPP-like sequence; group work; Mini Gallery; elicitation; peer correction; adaptive support
			PjBL, YouTube, Canva, jumbled sentences, project assessment; no explicit anxiety-management or correction strategy

Data were analysed using reflexive thematic analysis (Braun & Clarke, 2006). The analysis combined deductive and inductive orientations. Deductive coding was informed by teacher cognition theory, communicative language teaching, scaffolding theory, corrective feedback research, and affective perspectives on language learning. Inductive coding identified patterns that emerged from the data, including tacit pedagogical knowledge, emotional sensitivity, strategic language choice, adaptive pacing, peer support culture, and practical adaptation beyond written planning.

The analytical process involved repeated reading of transcripts, observation notes, and the lesson plan. Initial codes were generated separately for stated beliefs, planned actions, observed practices, and stimulated explanations. Codes were then compared across sources to identify convergence, partial visibility, documentary absence, and context-responsive improvisation. Because this is a qualitative case study, inferential statistics were not appropriate. Instead, cross-source qualitative displays were used to visualise evidence strength and documentary visibility, following the logic of qualitative matrices for transparent interpretation (Cohen et al., 2018). Trustworthiness was supported through triangulation, member-oriented verification, and thick description. Ethical practice was maintained by anonymising the teacher and presenting the case as professional knowledge rather than as a compliance audit.

FINDINGS AND DISCUSSION

This section begins with a brief overview of the study's major findings before presenting detailed evidence for each theme in turn.

Overview of Thematic Patterns

The analysis produced four higher-order findings: communicative fluency-first orientation, collaborative scaffolding through authentic digital projects, anxiety-sensitive correction and strategic classroom language choice, and a documentary-enacted gap. Strong alignment appeared when the teacher's stated beliefs, observed actions, stimulated explanations, and lesson plan all converged. This occurred most clearly in collaborative learning, digital media use, gradual scaffolding, and holistic assessment. By contrast, anxiety management, private correction, strategic code-switching, emotional sensitivity, and adaptive pacing were strongly visible in interview, stimulated recall, and observation, but absent or only indirectly visible in the lesson plan. Table 2 condenses these patterns into article-level findings.

Table 2. Cross-Theme Synthesis

Higher-order finding	Representative empirical indicators	Alignment pattern	Article-level interpretation
Communicative fluency-first orientation	Teacher prioritised vocabulary, courage, and fluency; public interruption was avoided	Strong belief-practice alignment; only implicit in assessment rubric.	Speaking development was treated as confidence-building before grammatical

Higher-order finding	Representative empirical indicators	Alignment pattern	Article-level interpretation
	during student speaking.		refinement.
Collaborative scaffolding through authentic digital projects	Heterogeneous grouping, YouTube input, jumbled sentence practice, Canva output, and Mini Gallery presentation.	Full alignment across interview, observation, stimulated recall, and lesson plan.	Lesson architecture translated communicative beliefs into structured project-based activity.
Affectively protective correction and anxiety management	Respect agreement, private correction, peer assessment, encouragement, and strategic use of Bahasa Indonesia.	Strong interview–practice alignment; absent from lesson plan.	Sensitive components of speaking pedagogy were enacted as tacit affective knowledge.
Adaptive planning and documentary limitation	Lesson sequence followed the plan, but timing, language choice, and task support were adjusted in response to student readiness.	Structural alignment with temporal and affective improvisation.	The plan captured sequence and resources but not interactive professional judgement.

Communicative fluency-first orientation

The teacher's clearest belief was that junior high school learners need vocabulary, courage, and fluency before grammatical precision. She explained that students may stop speaking when they think too much about grammar, and that confidence is the immediate condition for oral participation. This did not mean that grammar was unimportant. Rather, grammar was positioned as a later developmental concern after learners had become willing to produce language. In the semi-structured interview, the teacher explained: "I think fluency is the first [priority]... if students think about the grammar [too much], they will not speak anything... What is important is that they can speak; the grammar, we will fix it slowly. What matters most is that they have the courage to speak. Actually, the most important thing is vocabulary" (Interview, translated from the original Indonesian–English mixed-code response).

Observation supported this belief. During group and Mini Gallery presentations, students were allowed to complete utterances without immediate public interruption. When linguistic problems appeared, the teacher tended to use clarification requests, elicitation, peer feedback, repetition, or delayed response rather than direct correction. This restraint was not passive neglect. It reflected a deliberate decision to protect communicative flow and learner confidence. The practice resonates with communicative principles and with affective perspectives that treat anxiety as a barrier to output (Krashen, 1982; Nation & Newton, 2009; J C Richards & Rodgers, 2014). Consistent with this belief, the classroom observation checklist recorded that "while students were speaking, the teacher rarely corrected them directly, tending to let them finish first" rather than interrupting with explicit correction (Classroom Observation 1, Section III: Error Correction).

The lesson plan reflected this orientation only indirectly. The assessment rubric emphasised creativity, text structure, collaboration, product, and performance rather than separate criteria for pronunciation, grammatical accuracy, or fluency. This is both a strength and a limitation. It supports meaningful project-based assessment, but it reduces diagnostic clarity. Al-khresheh (2024b) found that presentation-based activities can improve fluency, lexical resources, grammar, pronunciation, content delivery, and interaction when confidence is supported. Santhanasamy & Yunus (2022) similarly identify motivation and interaction as recurring benefits in speaking-oriented pedagogical designs. The implication is that fluency-first pedagogy should be preserved, but followed by developmental feedback that helps learners improve specific speaking subskills.

Collaborative Scaffolding through Authentic Digital Projects

The second finding concerns the teacher's strong commitment to collaborative, student-centred learning. She intentionally grouped students heterogeneously so that more capable students could motivate and support fewer active peers. This belief was enacted across both observations. Student-to-student interaction dominated the main activity phases: students arranged jumbled sentences, discussed procedure-text structure, prepared handcraft products, and presented their work in a Mini Gallery format. The teacher functioned as facilitator, monitor, and affective support provider rather than as the permanent centre of classroom discourse. She explained this rationale directly in interview: "Usually in class, I group students who have stronger ability together with those who are weaker... the aim is that the stronger ones will influence the weaker ones... with capable friends around them, they become more motivated to speak" (Interview, translated from Indonesian).

The lesson sequence moved from YouTube video input to brainstorming, jumbled sentence reconstruction, group discussion, procedure-text production, and presentation. This design resembled a Presentation-Practice-Production structure embedded in project-based learning. It allowed learners first to see and hear procedural language, then practise sequencing and imperative forms, and finally produce and present their own procedure text. The sequence reflects [Vygotsky \(1978\)](#) view of assisted learning and [Ellis \(2003\)](#) argument that structured tasks can support language development. It also aligns with [Abolfazli \(2026\)](#) finding that project-based, scaffolded collaboration can support productive EFL skills in lower-secondary learners. The field notes from the second observation describe this sequence directly: students first watched a YouTube origami tutorial, then "worked in groups to arrange jumbled sentences into a procedure text, then produced a simple handcraft product" before the results "were presented in a Mini Gallery format, where other students gave comments and appreciation" (Classroom Observation 2, Field Notes, translated from Indonesian).

Digital media were pedagogically integrated rather than decorative. The YouTube tutorial provided an authentic model of procedural communication; Canva supported multimodal output; and physical craft materials made procedural explanation concrete. This supports recent work showing that YouTube and multimodal media can foster learning when embedded in intentional instructional design ([Afrilyasanti et al., 2025](#); [Al Jamii et al., 2025](#)). The case therefore shows that digital pedagogy in English language education depends less on the novelty of tools than on how teachers embed tools within scaffolded communicative activity.

Anxiety-Sensitive Correction and Strategic Classroom Language Choice

The third finding is the most analytically significant. The teacher treated anxiety as a central barrier to speaking. She described students as afraid of being laughed at, judged, or publicly exposed as wrong. Her response was a cluster of affective practices: establishing a respect agreement before presentations, encouraging hesitant students, inviting peer feedback, delaying correction, and offering private guidance. These practices made speaking safer without removing the communicative demand. As she put it in interview, "Yes, the anxiety factor definitely has an effect. They are actually afraid of being laughed at, afraid of being bullied" – a concern she linked to peer mockery serious enough to affect students' mental confidence even when expressed through a single teasing remark (Interview, translated from Indonesian).

Correction was managed as an affective sequencing decision. The teacher rarely used explicit public correction during speaking. In stimulated recall, she explained that direct teacher correction might make students feel down or afraid to speak again, whereas peer feedback could feel more supportive. This extends corrective feedback theory by showing that the publicness and timing of feedback may be as important as the feedback type itself ([R Ellis, 2009](#)). It also aligns with current anxiety-sensitive language pedagogy, which emphasises confidence, emotional regulation, and supportive classroom interaction ([Alam, 2025](#); [Khatami et al., 2026](#)). In stimulated recall, she explained: "That is actually a form of reinforcement for the child... I do not correct them directly in front of the class, but use peer assessment instead.

Usually, when their peers are the ones correcting them, they do not feel as down... It is different when the teacher is the one who corrects them – they immediately go quiet, and there is a risk it becomes traumatic in the future” (Stimulated Recall 5, translated from Indonesian).

Strategic classroom language choice was another form of affective scaffolding. The teacher used English as the dominant instructional language, but shifted briefly into Bahasa Indonesia when students’ facial expressions showed confusion or when a learner became emotionally stuck. She then returned to English after comprehension was restored. This was not indiscriminate language mixing; it was targeted, temporary, and diagnostic. The practice is consistent with Cummins (2007) critique of rigid monolingual assumptions and with translanguaging perspectives that treat multilingual resources as tools for meaning-making (Rafi & Tian, 2026). She described this trigger in stimulated recall: “When I want to change to Bahasa Indonesia, it is visible – when we are speaking in front of the class, the confused students’ faces show it clearly. When I see them looking confused, that is when I sometimes mix in Bahasa Indonesia... once they understand, we switch back to English” (Stimulated Recall 7, translated from Indonesian).

The Documentary–Enacted Gap

The fourth finding concerns the gap between enacted practice and formal documentation. The lesson plan clearly recorded procedure-text objectives, Project-Based Learning, peer teaching, YouTube, Canva, jumbled sentences, group work, Mini Gallery presentation, and project assessment. It captured the structural architecture of the lesson. However, it did not document anxiety-management strategies, private feedback, correction timing, criteria for code-switching, or adaptive pacing across groups. The document analysis protocol recorded that in the lesson plan, “no explicit error correction strategy is mentioned,” whereas the classroom observation checklists for both sessions recorded elicitation, peer correction, delayed correction, and repetition-as-signal techniques used consistently across the two observed lessons (Document Analysis Protocol, item 6; Classroom Observations 1–2, Section III).

This absence matters because these undocumented practices were central to the success of speaking activities. If another teacher used the same lesson plan, they could reproduce the visible activity sequence without reproducing the affective conditions that made the sequence viable. The plan worked as an outline of tasks and resources, but not as a representation of professional reasoning. Figure 2 presents the tacit affective mediation model developed from this case.

Time management illustrates the same issue. The teacher reported that the lesson generally followed the plan in sequence but not always in timing. Observation confirmed this. Faster groups moved forward independently, while slower groups received additional support. The teacher maintained structural fidelity while exercising temporal flexibility. Clark & Peterson (1986) concept of interactive teacher thinking helps explain this competence: experienced teachers draw on internal time-scripts and real-time judgement rather than relying only on written time allocations. Yet because the lesson plan did not include adaptive options, the teacher’s pacing expertise remained invisible. She confirmed this pattern directly: “Usually it follows the plan... it is just that, outside [the plan], the timing is different. Some groups need more time, some are faster – that is all. But the sequence itself follows [the plan]; it is mostly a matter of time allocation” (Interview, translated from Indonesian), a pattern also reflected in the observation checklists, which recorded scaffolding support given selectively to groups that struggled with sentence arrangement or vocabulary.

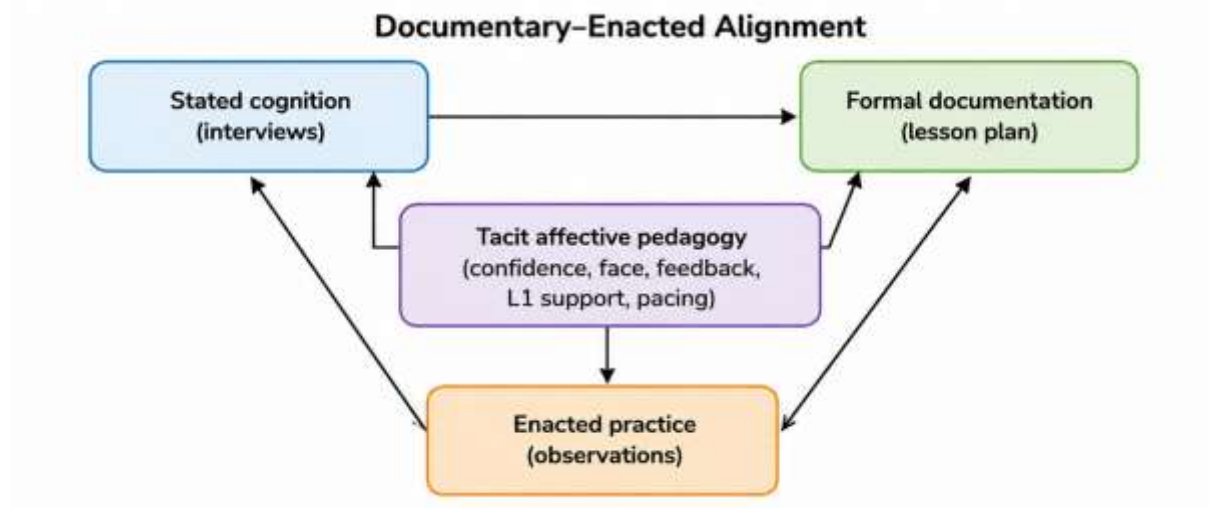


Figure 2. Tacit Affective Mediation Model.

Discussion

From Belief–Practice Alignment to Documentary–Enacted Alignment

The findings support the foundational claim of teacher cognition research: teachers' beliefs shape classroom practice (Borg, 2003; Pajares, 1992). The teacher's communicative philosophy was not merely expressed in interview language. It was enacted through fluency-first instruction, heterogeneous grouping, authentic digital input, scaffolded production, and holistic assessment. In these areas, belief, planning, and practice were strongly aligned.

However, the findings also show that conventional belief–practice alignment is incomplete. If the study compared only interview and observation, it would conclude that the teacher's beliefs about anxiety management, private correction, peer support, and flexible language use aligned with practice. Adding lesson-plan analysis reveals a different pattern: these aligned beliefs and practices were undocumented. The relevant gap was not between cognition and action but between action and documentation. This is why the article proposes documentary–enacted alignment as a refinement of belief–practice analysis.

Positioning these findings against prior research clarifies what kind of contribution they make. On speaking anxiety, the case confirms the broader claim that anxiety functions as a barrier to oral participation (Krashen, 1982; Nation & Newton, 2009) but extends this literature by showing how one teacher operationalised anxiety management as a bundle of concrete, moment-by-moment moves – delayed correction, private feedback, peer-mediated support – that are rarely specified in general anxiety-reduction frameworks. On teacher cognition, the findings confirm that beliefs shape practice (Borg, 2003, 2006) but refine this claim by showing that belief–practice alignment is domain-specific: alignment was strong and documented for collaborative, project-based teaching, yet strong but undocumented for affective practice, suggesting that alignment should be assessed separately for different pedagogical domains rather than treated as a single global property of a teacher. On affective scaffolding, the case extends existing accounts (Alam (2025); Zhang et al. (2025)) by demonstrating that scaffolding can be simultaneously robust in practice and absent from planning, which complicates any assumption that visible curricular support is a reliable indicator of the affective support learners actually receive. On Communicative Language Teaching, the findings largely confirm CLT's emphasis on meaning-focused, low-anxiety interaction (Canale & Swain, 1980; J C Richards & Rodgers, 2014) but challenge the assumption that a communicative orientation is adequately captured by activity design alone; the case suggests that CLT's affective commitments require documentary as well as procedural attention if they are to be examined, evaluated, or taught to other teachers.

Discussion: Tacit Affective Pedagogy as Hidden Professional Work

The concept of tacit affective pedagogy captures the hidden centre of this case. It refers to the teacher's implicit management of learners' emotional vulnerability during speaking tasks. It is visible when a teacher lets a learner finish an imperfect utterance, when correction is postponed to preserve face, when peers are used as supportive interlocutors, when the first language is used as a short comprehension bridge, and when a teacher senses that a group needs more time before public performance. These practices are not generic classroom management. They directly shape whether learners are willing to speak.

This interpretation is supported by recent research on EFL emotion, self-efficacy, and participatory learning. Connects online learning with EFL learners' self-efficacy and willingness to communicate. Highlights the role of positive institutional and classroom conditions in participatory language learning. [Alharbi \(2026\)](#) shows that English language teaching can enhance motivation and communicative competence when supported by meaningful pedagogical models. [Zhang et al. \(2025\)](#) demonstrate that teachers' emotion regulation, beliefs, practices, and engagement are interconnected. Together, these studies strengthen the argument that affective work is a form of professional knowledge, not an informal add-on.

The theoretical contribution of tacit affective pedagogy can be stated more precisely. First, tacit affective pedagogy contributes a name and an analytic focus for a class of teacher behaviours—delaying correction, protecting face, calibrating feedback timing, strategic code-switching—that existing frameworks tend to treat as generic classroom management rather than as a coherent pedagogical competence in its own right. Second, it relates to Teacher Cognition Theory ([Borg, 2003, 2006](#)) as a specification rather than a departure: where teacher cognition theory establishes that beliefs, knowledge, and experience shape instructional decisions in general, tacit affective pedagogy identifies a particular, emotionally oriented subset of that cognition that governs how teachers protect learners during socially exposed speaking tasks. Third, it contributes to belief–practice alignment research by showing that alignment can be strong at the level of action while remaining invisible at the level of representation; this decouples the question of whether a teacher does what she believes from the question of whether that doing is documented, evaluated, or transferable to other teachers. Fourth, this decoupling is the basis for documentary–enacted alignment, a construct proposed here to capture the correspondence—or lack of it—between enacted practice and its formal documentary trace; the present case suggests that documentary–enacted alignment deserves attention as a variable in its own right, independent of belief–practice alignment, because a practice can be well aligned with belief yet institutionally invisible. Finally, for EFL speaking pedagogy, these contributions imply that affective competence should be treated as a describable, teachable, and assessable component of speaking instruction rather than as an informal by-product of teacher experience, with direct consequences for how lesson plans, teacher training, and speaking rubrics are designed.

Implications for English Language Education

The study has three implications. First, speaking lesson plans should include reflective prompts for affective scaffolding: What anxieties might learners experience? How will the teacher prevent peer mockery? When will correction be immediate, delayed, public, private, teacher-led, or peer-mediated? What signs of confusion will trigger first-language support? How will faster and slower groups be managed? Such prompts would not script teaching; they would make professional judgement more visible and discussable.

Second, teacher development programmes should use stimulated recall, peer reflection, and annotated lesson planning to externalise tacit knowledge. [Wang & Kim \(2023\)](#) show that collaborative professional contexts can shift teacher beliefs toward more constructivist and student-centred orientations. Technology-supported reflection can enhance teachers' reflective self-efficacy and instructional design reflection. These findings support the use of reflective tools to transform intuitive practice into shared professional knowledge.

Third, speaking assessment should preserve holistic communicative validity while adding developmental descriptors. The teacher's rubric appropriately valued project quality,

creativity, text structure, and collaboration. However, learners also need guidance on fluency, intelligibility, vocabulary range, sequencing language, willingness to speak, and interactional support. A dual-layer rubric would keep the communicative spirit of the lesson while making feedback more actionable.

Limitations and Future Research

The study is limited by its single-case design and short observation period. Its purpose is analytic depth rather than statistical generalisation. The observed lessons focused on procedure text, so future research should examine whether documentary–enacted gaps appear across other genres, proficiency levels, assessment types, and school contexts. Student perspectives should also be included, especially on how learners experience private correction, peer feedback, respect agreements, and code-switching. Because recent digital learning research increasingly addresses speaking feedback, confidence, and willingness to communicate, future studies could also examine how teacher-mediated digital tools support or weaken tacit affective pedagogy rather than assuming that automated feedback is emotionally neutral (Aeni et al., 2025; Alemdag, 2025; Alfarwan, 2025; H. Wang et al., 2025; Zou et al., 2023).

CONCLUSIONS

This article examined how one Indonesian junior high school EFL teacher's beliefs about speaking instruction were reflected in classroom practice and lesson planning. The teacher demonstrated a coherent communicative and student-centred philosophy, emphasizing fluency, vocabulary, confidence, collaboration, authentic digital media, gradual scaffolding, and holistic project-based assessment. These beliefs were evident in classroom practice and, for several themes, in the formal lesson plan. The central finding concerns practices that were enacted but undocumented. Anxiety management, private and delayed correction, peer emotional support, strategic code-switching, and adaptive pacing consistently appeared in teaching but were absent from formal documentation. These practices represent tacit affective pedagogy, reflecting the teacher's professional capacity to protect learners' confidence and sustain participation in socially risky speaking tasks. The study therefore extends belief–practice alignment toward documentary–enacted alignment. It suggests that lesson plans should accommodate affective scaffolding, feedback timing, language-choice triggers, and adaptive pacing. Documenting these practices recognizes the affective and adaptive work essential for creating safe speaking classrooms.

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