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Examining the educational connection and psychological wellness of Chinese EFL students: The functions of productive scaffolding provided by language teachers

Yanyun HuangSchool of Foreign Languages, Chaohu University, Chaohu 238000, China; yanyunhuang2022@163.com**CITATION**

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Abstract: The core element of successful language acquisition lies in the active participation of students. When exploring factors that enhance the academic performance of English as a Foreign Language (EFL) students, teacher emotional support has always been a focal point of academic research. With the application of positive psychology, researchers are increasingly focusing on emotions, especially positive emotions, as a central role in the Second Language Acquisition (SLA) field. Over the past decade, researchers have particularly focused on the academic engagement and psychological well-being of language learners, considering them as key factors in improving educational quality. However, specific data on how EFL teachers can enhance students' psychosocial health and academic engagement through emotional support is still insufficient. Therefore, this study used a questionnaire survey to deeply analyze the data of 1968 Chinese EFL students. Specifically, the research results show that the emotional support provided by teachers can explain up to about 74% and 63% of the differences in EFL students' educational engagement and mental health, respectively. At the same time, this study also constructed a Structural Equation Modeling (SEM) model, concluding that the CMIN/DF ratio is less than 4. In addition, the research results further reveal the potential important mediating role of Chinese English teachers' self-efficacy in their resilience, emotional management skills, and mental health. In summary, these findings highlight the importance of establishing positive teacher-student relationships to promote the comprehensive psychological development of students.

Keywords: positive psychology; English as a foreign language (EFL); teacher-student relationship; involvement in academics; psychological well-being; Chinese EFL learners; second language acquisition (SLA); independent learners; learning achievement

1. Introduction

Educators worldwide have recognized the challenges in maintaining student interest and concentration amidst various interruptions [1]. Research on student engagement has intensified due to its role in addressing issues like poor achievement, high dropout rates, and student fatigue and anger. Student engagement, defined as the level of collaboration during instructional activities, is a critical predictor of long-term academic success [2]. Studies have explored these using theories such as independent thought, self-guideline, flow, subjective hypothesis, and expectance-value to understand the relationships among context-oriented components, interaction patterns, and transformation [3].

Despite the increasing number of studies, we still know little about the synchrony structure of emotions. For example, the relationship between emotion and engagement is not clear. Both emotion and engagement are necessary conditions for mental health,

but there is insufficient attention to engagement in second language acquisition (SLA). Emphasizing engagement as a “bridge” connecting education and instruction is crucial, without which effective learning is unlikely to occur. Recognizing that engagement is a result of individual factors such as emotion is also essential for understanding achievement. Previous educational research has explored the simple bivariate relationship between engagement and emotion [4]. However, situational models of engagement may mediate the relationship between the impact of emotion on performance and successful language acquisition. Nevertheless, there are not many empirical studies related to this in SLA. Therefore, it is vital to conduct in-depth research into the connection between achievement, sense of achievement, and commitment to learning a foreign language (FL), as well as the underlying mechanisms behind these connections.

Emotions significantly impact students’ learning and achievement, yet they were long overlooked in Second Language Acquisition (SLA) due to their perceived irrationality. However, the Positive Psychology (PP) movement has led to increased interest in emotion research in foreign and second language learning environments over the past decade [5]. A variety of emotions, particularly anxiety, have been studied, with anxiety being the most researched. Chinese scholars began examining emotions later than their international peers, and anxiety has only recently gained attention in China. Foreign Language Anxiety (FLA) affects many students and is considered one of the biggest challenges in language learning, potentially hindering learning capacity and blocking educational strategies from being effective [6]. FLA is widely recognized as a significant factor in predicting success or failure in learning a Foreign Language (FL).

The willingness to communicate (WTC) in English as a Second or Foreign Language (L2/EFL) is crucial for learning and is often linked to better outcomes, though research has mainly focused on emotions like delight and fear, rather than boredom. Most studies involve undergraduates and postgraduates, but there’s a need for research on EFL learners at various proficiency levels [7], especially those struggling with L2. In China, fine arts, sports, and music university students face unique challenges in English learning due to their focus on specialized majors, which are prioritized over English in college entrance exams. This often results in lower English proficiency and the emergence of negative feelings such as boredom and anxiety during their studies.

1.1. Anxiety in foreign language classrooms and happiness in foreign languages

In SLA, anxiety is the accomplishment emotion that has been studied the most. Received responses from FL students regarding stimuli that cause feelings of anxiety in their FL courses. A “technically distinct parameter in FL learning,” or FLCA, was created by combining all of the sources of FL anxiety that have been documented. FLCA is described as “a distinguished complicated of self-perceptions, attitudes, emotions, and behaviors related to learning in the classroom arising from the distinctive nature of the language learning procedure [8].” Since then, there has been a surge in study on FLCA, which has typically shown that this feeling has detrimental

impacts on language learning in most situations. These effects include diminished memory and performance as well as negative attitudes towards the language. Interestingly, despite decades of research on FLCA, empirical studies have rarely examined its association with engagement, leaving a significant gap that needs to be closed.

More research that takes a holistic approach and concentrates on favorable feelings (like pleasure) and negative feelings have been influenced by the theory of positive psychology, particularly the so-called second generation of beneficial psychology. The pleasant feeling in SLA that has likely been studied the most is Foreign Language Satisfaction, or FLE. In contrast to FLCA, which has been the subject of numerous studies in the past, research on FLE is very new, having only started a few years ago. The control-value hypothesis and the broaden-and-build theory guided the vast majority of FLE research [9].

Researchers and educators have long held the belief that there is a direct correlation between educators' physical health and their efficacy and production at employment. Similarly, a growing number of psychologists also concur that improvements in instructors' psychological health can have a good impact on their work performance. For example, the core tenets of Positive Psychological Theory (PP) hold that favorable health outcomes, such as psychological wellness, empower educators to enhance the caliber of their teaching methods. They contend that educators can function more productively in the job if they report greater levels of emotional or psychological health. Given the critical role psychological health plays in teachers' academic achievement, it would seem necessary to identify the psychological, emotional, and cognitive characteristics that teachers use to manage stress at work and improve their psychological well-being. In light of this, many researchers studying education have made efforts to pinpoint the part that psycho-emotional characteristics play in educators' psychological health to date. Similarly [10], a number of linguists have attempted to ascertain the part the language was instructors' psycho-emotional traits play in their mental health. The contribution of good psycho-emotional traits to the enhancement of language professors' psychological well-being remains little understood, despite those attempts.

Creating competent and experienced educators, raising the standard of instruction, and creating efficient educational frameworks are some of the objectives of educational institutions. By attending to the demands of learners and understanding their unique characteristics, educators can expand their expertise as professionals. Two aspects of students' distinctive personalities that teachers are aware of are their level of educational involvement and their fundamental emotional requirements [11]. It is said that different educational systems and cultural contexts have different fundamental psychological requirements for students. Students' fundamental needs and standards will differ based on the cultural values that are prevalent. Nonetheless, meeting these demands and creating a nurturing atmosphere are essential to students' development as social beings. The Psychological Well-Being (PWB) of learners is one of the most significant requirements that instructors must take into account in second/foreign language teaching, since it can be an indicator of greatness. It speaks to how happy, content, and productive a person feels about their life overall. It also pertains to the fundamental mental functioning and lived experiences of an individual.

PWB is the result of having several good traits permeate one's behavior [12]. As Positive Psychology (PP) expands and innovative methodologies emerge to delve into the emotional dynamics of teaching and learning, PWB has firmly established and empirically corroborated its correlation with the advancement of metacognition, engagement in work, emotional intelligence, achievement, immune system function, and self-regulation of emotions.

1.2. Psychological well-being (PWB)

One of the greatest important psychological requirements for L2 students for achieving their academic objectives is PWB. A person's view of their emotions, performance, and quality of life are all included in the PWB idea. It has to do with reaching one's peak psychological performance in a certain area. PWB is an indication on psychological well-being, self-assurance, and the ability to own up to one's shortcomings [13], build connections with other people, pursue objectives, and uphold one's own principles. It has to do with how happy, content, and mentally healthy a person feels. Three approaches have been used to investigate PWB in the written word: the hedonic, which ties PWB to pleasure, eudemonic, that connects PWB to optimum performance, and mixed interaction, which takes into account PWB's associations with both performance and pleasure. PWB is a multifaceted element that includes six constructs: independence from society, positive relationships with other people, ecological mastery, self-acceptance, and individual growth [14]. The proposed PERMA model, which highlights five pillars of good health and happiness, is a different hypothesis related to PWB. It is made up of achievement, lasting connections, good mood, and involvement. If these elements are properly taken into account in educational settings, they lead to human flourishing and are consistent with both eudemonic and the hedonic approaches to PWB. PWB has been shown to correspond with a number of psycho-emotional aspects in L2 education based on these characteristics. But its connection to SEC and support for educators has gone overlooked.

1.3. The use of interactional solutions in speaking and listen to English as a foreign language

Communication and listening abilities are affected by the nine basic interpersonal communication techniques that have been discussed as well as other linguistic techniques because they can motivate students to collaborate, participate in class, and build an intimate connection that promotes interaction. Immediacy [15], care, and clarity in aural skills—which are particularly challenging for EFL students—put pupils at ease and encourage them to speak up without fear of being incorrect. In a similar vein, these social skills enable students to interpret assigned listening assignments in a congenial setting with encouraging reinforcement. Since aural skills are replete with hesitations, pauses, colloquialisms, hedging, and redundant information, EFL learners are typically reluctant to start an interpretation-based conversation. Thus, these constructive techniques for interpersonal connection can reduce stress and assist students in decoding and encoding language with style.

Additionally, these techniques inspire motivation, zeal, curiosity, and a readiness to participate in both listening and speaking exercises [16].

Studies on interactive methods in the EFL setting have been conducted globally, with a focus on the perspectives of teachers and learners. Replicated the effects of strategy-based language learning on spoken a foreign tongue. As mentioned, there is a link between improper social strategies and poor speaking ability. Examined the impact of interactional tactics on the fluency and correctness of speech in EFL students according to their gender. Worries regarding less effective interacting tactics used by students in speaking classes. The effect of metacognitive thinking learning practices on learners' confidence and ability to speak a foreign language effectively [17].

Competent teachers possess effective communication and pedagogic abilities, which are enhanced by their purposeful and necessary use of effective interacting tactics in the classroom. In addition to students and teachers, the media and interaction have been reviewed and observed. The subject of recent discussion is the role that technology along with material play in engagement. Scholars are also worried about the interactions between students and their peers. Has examined the ways in which English instructional materials aid EFL students in enhancing their conversational skills [18]. Utilizing web blogs to enhance EFL communication. Conducted a phenomenon-driven inquiry to delve into the factors influencing interpersonal engagement in online courses. Investigated the online educational environment utilized by EFL learners across three diverse nations, showcasing how online interactive practices can compensate for linguistic inadequacies. Concerns were raised regarding the mandatory interactive exercises embedded in study guides and course materials. Explored the intentional social exchanges that occur within the distance learning context. Examined the impact of instructional interaction strategies on students' engagement and their responses to peers [19].

Furthermore, a number of correlational investigations have examined the relationship between reported affective encouragement from teachers and various other variables, include participation, achievement in school, positive feelings, self-efficacy, independent learning, satisfaction, boredom, and so on. More specifically [20], a study conducted on 1094 secondary school learners in China found a medium to substantial correlation between participation, satisfaction, and bored and the perceived affective encouragement given by teachers. Additionally, an example of 466 Chinese undergraduate EFL students' interactions between support from teachers, involvement in learning, self-confidence, and accomplishment goal orientation were examined. They discovered that the relationship among support from educators or engaged may be predicted and mediated by self-efficacy and goal orientations. Found a strong and favorable correlation between learners' behavioral in nature, intellectual, and emotional involvement and the support they receive from their teachers. In online learning, the critical function of believed instructor assistance has also been studied. To investigate the relationship between academic participation [21], ICT self-efficacy, and the impression of teacher support in online integrated English learning environments, for example, 960 Chinese students in both undergraduate and graduate courses were recruited. The parameters have a substantial correlation, according to the data, and ICT self-efficacy may also moderate the interaction between other elements. Moreover, the relationship between performance as well as perceived support from

instructors may be mediated by Chinese EFL satisfaction with their education and self-perception. According to research, several indicators of wellness are influenced by students' perceptions of their teachers' support. SEC is another potential indicator of felt emotional support from teachers, which hasn't been studied much in L2 settings. SEC of EFL students was positively correlated with grit and academic involvement in a Chinese empirical investigation. Emotions of satisfaction in L2 students are connected with SEC. Additionally, it has been seen that SEC levels higher boost student participation, how they perform, and communication in the classroom. The support provided by instructors and their socioeconomic factors teaching methods have an important influence on this construct.

The educational system in China has achieved significant advancements in the teaching and learning of the language of England during the last few decades. Despite the fact that China has the highest percentage of speakers who speak English as a foreign language (EFL), L2 students' literacy levels are lower than their interacting abilities [22]. They have good reading and writing skills, but they struggle with speaking and hearing as fluently as they could. The relationships between teachers and students in educational settings are the cause of this shortcoming. Since the classroom is where EFL students primarily acquire their language skills, teachers have a responsibility to create a stimulating learning setting that supports students' creation of meaning and negotiations. This necessitates a change in the role that instructors play, because they have become facilitator who create the conditions for their students' acquisition of interactional skills rather than just imparting knowledge. The contact between the professors and students in the classroom is another important component in predicting L2 success. Since there are typically few natural and real-world interactions in EFL environments, it is the responsibility of both educators and learners to create an interactive environment that mimics and resemble everyday life.

Establishing an environment in the classroom based on positive psychological communication abilities is one of the most crucial jobs for L2 instructors and learners to do in EFL contexts, such as China. This calls for the teacher and pupils to have a cordial relationship. Instructors need to consider the feelings and passions of the students in their lesson [23]. By doing this, teachers can design an engaging lesson where students are encouraged to participate in L2 communication. Beneficial interpersonal relationships in educational settings have long been connected to a host of positive effects in second language acquisition, include success, inspiration well-being, involvement, accomplishment, and hope. This affirms that classroom instruction is a relational profession and that both teachers and students share accountability for learning.

This viewpoint is particularly pertinent, considering the projected significant technological transformation that the development of Artificial Intelligence (AI) is expected to usher in for human civilization. In the forthcoming years, its impact is anticipated to reshape paradigms in education globally [24]. Concerns have arisen regarding how AI may potentially influence the Emotional Intelligence (EI) of college students. Consequently, this presents novel opportunities for research into the possible consequences of AI's growth on the college EI and Self-Efficacy (SE) of Chinese students. Furthermore, the COVID-19 epidemic presents an additional degree of

difficulty, since it resulted in a significant decrease in young adults' creative endeavours [25].

Chinese universities provide its students with a diverse education that includes mental, physical, cerebral, and spiritual growth, in contrast to Western colleges that focus solely on transmitting information to mold individuals. This is distinguished by a plethora of demands that go beyond the classroom [26]. Chinese university students deal with a variety of issues, including growing as individuals, peer pressure, and pursuing career goals, in order to negotiate the related complications. Researchers discover that students who successfully manage their stress are better able to adjust to shifting conditions and have higher long-term achievement rates.

The notion of stroke pertains to an individual's innate anticipation of being acknowledged by others [27]. Instructors are the strikers and students are the strikes in an EFL course. Learners naturally look for their instructors' approval or stroking, and when this isn't given to them, they feel as if they aren't learning enough. Immediateness is a rapport-building interaction tactic that focuses on the teacher and student's close proximity, intimacy, or accessibility. Their actual and physical distances are closer together in this instance. Furthermore, verification encompasses a range of linguistic endeavors aimed at demonstrating to kids their inherent worth. It shows up as responding to inquiries from students and offering constructive criticism, showing enthusiasm for what they are studying [9], and utilizing an interactive teaching approach. Students naturally look to their teachers for validation of their ideas, emotions, and efforts during class. Another tactic for human engagement is humor [28], which modifies and illuminates the classroom environment and influences its emotional climate, making it conducive for learning.

1.4. Objectives of the study

In order to ensure that language teachers can effectively support students of English as a foreign language, it is necessary to identify the specific teaching strategies and approaches they adopt. This not only involves an in-depth study of the intrinsic connection between students' psychological well-being and their relationship with teacher education, but also requires a deep understanding of the unique learning needs and challenges faced by Chinese students learning English as a foreign language. In summary, the research objectives mainly cover the following key points.

- 1) Identify specific teaching strategies and approaches adopted by language teachers to provide an effective learning support framework for students (students of English as a foreign language).
- 2) Deeply research the intrinsic connection between students' psychological well-being and their relationship with teacher education.
- 3) Deeply understand the unique learning needs and challenges faced by Chinese students learning English as a foreign language, and how an effective learning support framework can help these students.
- 4) Provide best practice guidance for teachers of English as a foreign language to enhance their ability to provide psychological and emotional support to learners.

2. Literature review

The graphic information comes from student-made, a multilingual individual multimodal artefact known as emotion curves that were filled out as a descriptive homework assignment by recently enrolled college students in order to express their feelings about studying English in the classroom [29]. With the help of these emotional curves, learners may utilize a variety of linguistic and symbolic tools to freely and creatively express their identities and sentiments in a translating environment. Combining the multimodal discourse examination of psychological curves with (auto) ethnographic interviews and observations reveals the emotional rationale behind translating and demonstrates how the instructor's "psychological scaffold" facilitates productive interaction between students and teachers. Emotional scaffolding has been shown to increase English speaking student participation with instruction. Approaches for multicultural classrooms. In principle, this study defines emotional representations in Translation theory and emphasizes the transformative potential of translation spaces.

In the context of teaching English as a Foreign Language (EFL), positive emotions are considered essential components [30]. This study made an effort to examine the connections between Chinese EFL teachers' professional involvement, loving pedagogy, and psychological health as beneficial psychological dimensions in educational settings. It also attempted to investigate the role that loving pedagogy and psychological wellness have in worker satisfaction at work. In order to do this, 414 Chinese English as a Foreign Language educators took part in the research. Learners were given three questionnaires: the Self-report Engagement Questionnaire, the Index of Psychological Health at Work, and the Decisions towards Loving Pedagogical Score. The results demonstrated a strong correlation between employment involvement, loved pedagogy, and well-being.

At best, there is little study on the impact of translation on the socioemotional life experiences of Emerging Multiple languages Learners (EMLLs), despite an extensive amount of work on anxiety related to learning a foreign language and emerging research on translation [31]. However, given the EMLLs' ongoing emotional and academic challenges in US K-12 classrooms, a deeper examination of the ways in which translation solutions can assist in overcoming these challenges is warranted. This article presents two case studies that highlight the ways in which translanguaging techniques might support the psychological well-being of EMLLs. We present findings from two rural primary schools, based on the concepts of language development anxiousness, translanguaging, and emotionally scaffolding. We demonstrate how, when applied to two elementary-aged pupils and two multilingual participants, translanguaging techniques significantly improved academic material learning while also lowering anxiety alongside associated behavioral challenges.

Four improved or approved surveys focused on assessing emotions, levels of participation, and comfort with the integration of technology were given to university-level English as a Foreign Language (EFL) students on the Chinese mainland in order to investigate the complex relationships between the emotions (pleasure, boredom, and nervousness) that EFL students experience in their classrooms and their willingness to participate in the context of the English language as a Medium of Instructions (EMI) in technologically driven environments for learning [32]. Taking into account the

mediated effects associated with EMI and technology comfort, a Structural Equation Modelling (SEM) study was utilized to determine the both the direct and indirect effects of EFL emotion on participation. The findings show that, with EMI serving as a mediator, the indirect effects of feelings on the educational participation of students were considerable at a 95% confidence level. This indicates that the interplay between learners' feelings and their assessments of technology and EMI accounts for 69% of variations in learners' engagement with learning.

The purpose of this work was to examine related research on instructional technology and how it affects the self-efficacy of English as a Foreign Language (EFL) learners. Previous research has demonstrated the strong and positive correlation among learner self-efficacy and the usage of technology for education [33]. Studies have shown that raising students' levels of dynamic mentalities, positive affectivity, knowledge about academia, self-evaluation and online contact might boost their self-efficacy. Furthermore, in technology-supported education, the provision of a positive atmosphere can aid in the development of learners' self-efficacy. Additionally, the investigation discussed the consequences and potential paths for additional studies in this area for a variety of audiences, including foreign language academics, teacher educators, and EFL instructors. The concepts can heighten their understanding concerning student self-efficacy in contexts of technology-supported schooling and its function in second language learning.

Because of their crucial role in the educational process, educators have come under intense examination [34]. In recent years, researchers studying emotion-related aspects of educators' training have focused a lot of emphasis on this area and have demonstrated that emotion lies at the core of every subject matter. Additionally, because teaching is an extremely demanding profession, high levels of stress and burnout are common outcomes. In recent years, stress has emerged as a major issue in general education. Teachers' emotions should be considered as the primary concern in education, since the literature has emphasized the beneficial feelings and how they are regulated. Thus, the study emphasizes how important it is for Chinese English as a Foreign Language (EFL) teachers to manage their emotions while considering how it relates to burnout.

Research on the emotional states of Second Language (L2) teachers is still surprisingly lacking, despite the fact that applied language study scholars have recently started to express a greater interest in the part that learners' emotions play in the Second Language Acquisition (SLA) process [35]. This is unexpected given that instruction and acquisition of are both fundamentally psychological initiatives, with classrooms serving as home to a wide range of feelings that can have both beneficial and detrimental impacts on the efficacy of education and instruction. Assuming that thoughts and feelings are psychological in nature interactional, and social phenomena that result from people's dynamic interactions with their immediate surroundings, this chapter first provides a comprehensive framework for understanding sensations in SLA based on a summary of significant research on the emotions of teachers. The lead author's most recent study is then boiled down, showing how emotional labor is an example of the multifaceted and multilevel dynamics at work in the SLA education and instruction process.

Based on the notion that the learners' diverse learning behaviors, such as how they perceive and interact with comments, may stem from their basic motivational traits, this study investigates the ways in which various motivational factors related to second language acquisition may forecast the feedback preferences and experiences of university-level EFL (English as a Foreign Language) learners [36]. Three surveys for self-report were used to get information from 409 EFL students at three different institutions in an Asian location. The Structural Equation Modelling (SEM) results showed that there seems to be a difference in the connections between the motivating construct for second language education and the input from the preferences and experiences of EFL students. The present research, while in particular, highlighted the critical role that attitudes towards learning English in a classroom and planned learning effort play as significant mediating motivating variables that determine how EFL students perceive and respond to criticism.

This study sought to investigate the relationship between the concept of self-regulation and the writing skills of Second/Foreign Language (L2) learners, with a focus on self-efficacy, motivating beliefs, and Self-Regulated Learning (SRL) practices. This mixed-methods study, which was divided into two parts, was designed to provide analytical empirical evidence for the implementation of successful writing instruction with the goal of producing strategic EFL communicators. The first phase's objectives were to keep track of the current state of Chinese undergraduates' self-reported SRL strategy use, as well as their alleged self-confidence and motivating opinions, and to look into the relationships between these elements and writing productivity. Information was gathered from 701 undergrad English majors at five medium-tier universities in Northeast China. A convenience sampling method was used to find participants.

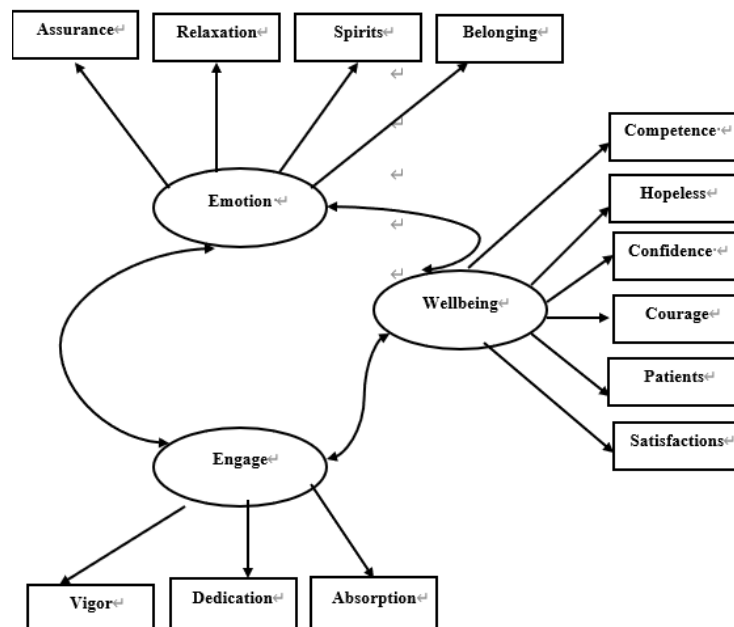


Figure 1. Research framework.

This study investigates the efficacy of a suggested language learning programmer that combines two genres of children's books, mostly songs and short tales, in helping primary school pupils acquire the necessary life skills and language learning techniques. Additionally, it stressed the significance of giving EFL fifth-year primary learner's possibilities and tasks to increase their awareness of their learning because it taught them how to organize, track, and assess their own learning. Ten essential life abilities were the focus of the study, which were divided into four major categories: linguistic, social, private, and cognition. In this study, ninety elementary pupils in the fifth grade took part. Five tools were used: a criterion for choosing storytellers and melodies, a checklist for necessary life abilities and foreign language acquiring strategies, pre/post life competencies measures (circumstances test, survey responses and oral connection test), an online survey for a language instruction plans, rather, and surveys for the satisfaction of learners or discontentment. Over the course of two months, the programmer was taught in two separate classes per week (**Figure 1**).

Academic involvement can also have a good impact on students' PWB, which is linked to psychological and social disorders, disruptive behaviors, and depressed symptoms. The educators and educators need to take the emotional component of learning into account while addressing such issues. Otherwise, academic failure will be the result of all efforts, innovations, and changes [37]. The relationship between PWB and school participation in second language learning has not received much attention, despite its significance. Furthermore, in this kind of connection, the importance of other intermediaries has been overlooked, such as teacher scaffolding [38]. This could be because there isn't a model explaining how PWB, AS, and Involvement in Academics interact. Because it acts as a symbolic scaffolding to support EFL learners' language development, teachers' AS is stressed. There is, however, a dearth of literature on this concept in L2 instruction. This study attempted to close this gap by creating a model on the mediating function of teachers' AS and support in the growth of PWB and curricular involvement in EFL students. To be more precise, the following research inquiries were looked for:

- 1) To what extent may learners' psychological health and the affective support of Chinese English as a Second Language instructors predict variance in perceived academic participation?
- 2) To what extent may the affective support provided by Chinese EFL teachers and the educational participation of their students predict variance in subjective physiological well-being?

3. Method

3.1. Participates

The current study employed a randomized method for gathering participant data to mitigate sample selection bias. As random sampling is recognized as a probability sampling method that ensures genuine representativeness, 1968 EFL learners (comprising 1942 valid cases) with diverse educational backgrounds (BA = 1440, MA = 422, PhD = 81) and proficiency levels (Basic = 613, Intermediate = 1030, Upper-intermediate = 242 [9], Higher = 56), as well as gender diversity (male = 444, female = 1498), were recruited. Their ages spanned from 16 to 50 years, and they hailed from

77 locations across 22 provinces, 4 autonomous regions, 4 municipalities, and 1 special administrative region, representing a range of higher education institutions offering over 20 majors. Prior to their selection via WeChat using Wen juanxing, participants were required to provide informed consent. **Table 1** offers additional demographic details.

Table 1. The participant's information on demographics.

Demographics Information Category		N	%
Gender	Male	444	28.99%
	Female	1498	79.96%
Age	16–27	1879	98.8%
	28–39	59	2.97%
	40–50	4	0.69%
Level of education	Bachelor's degree	1440	78.96%
	Master degree	422	23.8%
	Doctoral degree	81	3.87%
Proficiency level	Elementary	613	36.9%
	Intermediate	1030	54.89%
	Upper-Intermediate	240	16.9%
	Highest	57	2.8%

3.2. Instruments

3.2.1. Emotional assistance from teachers (Scaffolding) measurement

This study used a scale designed for assessing language learners' perceptions of professors' AS and assistance. There were fourteen items on the 5-point Likert scale, with 1 representing "Not at all true" and 5 representing "Very true." The three elements of the scale were "adolescents a different light," "the instructor sensitivity," and "optimistic environment." Cronbach's alpha values were computed for each component of the survey in order to assess inner consistency and reliability. The results showed that the reliability indexes for the adolescent viewpoint, teacher sensibility, and favorable atmosphere were, respectively [39], 0.49, 0.74, and 0.94, indicating an adequate validity. Internal consistency results from this study's re-examination of the validity of the reliability revealed a reliability rating of 0.96 for the entire scale.

3.2.2. Scale of academic participation

We modified the work's score to determine how engaged kids were academically. Affective, psychological, cognitive, and autonomous involvement were its four constituent parts. The 19 questions on the 5-point Likert production, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," made up the scale. It should be mentioned that the dependability of the magnitude, as indicated by the Cronbach's alpha results, was 0.89.

3.2.3. Survey for psychological well-being

To improve the target population group's comprehension of the material, an altered version of the 42-item PWBS was used in this study. "Independence,"

“ecological competence,” “individual growth,” “optimistic relations with other people,” “purpose in life,” and “self-acceptance” are the six dimensions of happiness and health that are measured. The scale on the survey is 7 points (1 being very much in agreement and 7 being strongly disagree). Higher scores on 21 questions indicate higher levels of well-being because the scores are reversed. Cronbach’s alpha was also used to determine the scale’s dependability, the results showed an index of 0.89, indicating a good degree of dependability [40].

3.2.4. Procedure for collecting information

With assistance from our Chinese classmates, the research team conducted a nationwide question study from the beginning of March to late May of 2022. Our data collection process included two stages. To assure the reliability of the data collection, the queries were initially written into Chinese. Two applied language professionals then reviewed the Chinese translation. As a result, we made the assumption that some participants lacked the necessary conceptual ability to understand the questionnaire’s topics. Before the next set of scales were distributed, an authorization form was distributed to those who participated in accordance with the principles of ethics (British Educational Research Association, which is 2011). Following that, 1968 participants were given access to the e-version of the survey via WeChat, a well-known interaction app in China. The participants indicated that they concurred by filling out the consent documents after receiving information about the objective of the investigation and the directions for the survey’s completion. They knew that the information would be kept private and that the survey would be anonymously. In addition, the participants received several educational textbooks and L2 education-related resources from the investigators in exchange for their valuable time and attention during the study. They finished it ahead of time, which gave them more time to focus on filling out the short survey. It took each participant about fifteen minutes to finish the survey in its entirety [41]. 1968 students in all took part in the study, and 1942 genuine cases were found after the data was sorted.

3.2.5. Data analysis

Several statistical methods were used to analyze the data from this quantitative investigation. First, Amos software (v.24) and SPSS (v.25) were used to estimate both descriptive and inferential statistics. The correlation coefficient, regression analysis [42], Modelling using Structural Equations (SEM), path analysis, and chi-square test were used to examine the data once the presumptions in both study questions were confirmed.

4. Results

4.1. The first question for research

In order to provide the main measurements and the distribution of study variables, descriptive numbers were produced prior to answering the research questions, which explored the variance in the assessed educational involvement of Chinese English as a Second Language instructors in relation to emotional assistance and students’ PWB. The outcomes are displayed in **Table 2** below.

Table 2. Experimental variable dispersion and centralized indications.

	Productive scaffolding	Involvement in Academics	Psychological well being	
N	Valid	1964	1964	1964
	Missing	0	0	0
Mean	69.89	78.98	188.89	
Std. error of mean	0.189	0.189	0.321	
Std. Deviation	8.978	14.896	28.968	
Variance	98.899	187.879	479.896	
Skewness	-1.896	-0.879	-1.896	
Std. error of Skewness	0.0896	0.519	0.089	
Kurtosis	9.869	0.089	2.496	
Std. error of Kurtosis	0.119	0.419	0.158	
Min	14	19	46	
Max	79	89	296	

Amos 24 software was utilized to fit the framework. The subsequent outcomes were attained. There is an important variation in the frequency of factors, as indicated by the programmer output with Chi-square = 36,259.896, Degrees of freedom = 2698, and Probabilistic level = 0.000. The result of the Chi-square test is significant (a terrified Sig = 0.000 < 0.05) in **Tables 3 and 4**.

Table 3. The findings of normality testing.

	Kolomogorov-smirnov*			Shpiro-walk		
	Statistic	Df.	Sig.	Statistic	Df.	Sig.
Productive scaffolding	0.219	1964	0.000	0.796	1964	0.000
Involvement in Academics	0.149	1964	0.000	0.496	1964	0.000
Psychological well being	0.549	1964	0.000	0.596	1964	0.000

Table 4. The connections between the factors under consideration.

	Productive scaffolding	Involvement in Academics	Psychological well being
Productive scaffolding	Correlation coefficients	1.040	0.542**
	Sig. (2-tailed)		0.046**
Involvement in Academics	Correlation coefficients	0.698**	1.040
	Sig. (2-tailed)	0.000	0.419**
Psychological well being	Correlation coefficients	0.649**	0.149**
	Sig. (2-tailed)	0.089*	1.040
	N	1964	1964

The chi-squared value, or CMIN, is an instrument of statistics for comparing the statistical significance of the variables that were observed and the predicted outcomes. Stated differently, CMIN reveals if the speculative model and sample data match the study well enough. The CMIN/DF for the default model is the value of interest in this case, and it can be understood as follows: When the CMIN/DF number is less than 3,

it suggests a suitable fit. **Table 5**'s findings indicate that the CMIN/DF ratio is 3.947, which is less than 4.

Table 5. The chi-square value's effect.

Model	NPAR	CMIN	Df.	P	CMIN/Df.
Models by defaults	289	39,541.989	2986	0.000	3.698
Oversaturated Modelling	2968	0.000	0		
Independent Modelling	151	159,293.969	2847	0.000	49.569

The Root Mean Square Error of Approximated, or RMSEA, quantifies the discrepancy between the anticipated and observed covariance matrices for each degree of freedom. The root mean square error of approximated: values greater than 0.1 are considered as poor, values in the range of 0.08 to 0.1 as borderline, values in the range of 0.05 to 0.08 as suitable, and values less than 0.05 as excellent. **Table 6**'s results show that the study's RMSEA is 0.081, which is regarded as questionable.

Table 6. The approximation's root mean square error results.

Model	RMSEA	LO 91	Hi 91	PCLOSE
Models by defaults	0.059	0.079	0.496	0.050
Independent Modelling	0.149	0.549	0.218	0.050

Table 7's findings verify that differences in PWB and involvement in academics were influenced by emotional support. Nonetheless, statistically significant improvements to variations in Participation in Academics scores were produced by the AS variable.

Table 7. Evaluation of the components' regression weights.

	Estimation	S.E.	C.R.	P
Involvement in Academics ← Emotional supporting	0.896	0.089	26.496	***
Psychological Well-being ← Emotional supporting	0.549	0.048	27.896	***
Involvement in Academics ← Psychological Supporting	0.579	0.649	2.659	***

Table 8. Weights of standardization in regression for the factors.

	Estimations
Involvement in Academics ← Productive scaffolding	0.599
Psychological Well-being ← Productive scaffolding	0.479
Involvement in Academics ← Psychological Well-being	0.649

The Standardized Regression analysis Weights for the elements are shown in **Table 8**'s findings. The findings indicate that the inclusion of AS in the model helped

to predict the PWB and involvement in academics scores. The findings indicate that AS is responsible for the highest significant statistical value.

According to this number, AS accounts for almost 73% of the variance in academic pursuits in a unique way. Furthermore, it was discovered that AS accounts for 65% of the variation in PWB. In conclusion, PWB accounted for 56% of the variation observed in the Participation in Academics scores (**Table 9**).

Table 9. The chi-squares rating results.

Model	NPAR	CMIN	Df.	P	CMIN/Df.
Models by defaults	229	38,360.149	2949	0.000	3.896
Oversaturated Modelling	2496	0.000	0		
Independent Modelling	189	149,239.395	2496	0.000	39.3795

4.2. The second question for research

The path analysis approach was utilized to examine the connections between variables for the purpose to address the research issue, which concerns the variation in the reported PWB of Chinese English as a Second Language instructors in light of emotional assistance and learners' engagement with academics. The following is the derived research framework: After then, Amos 24 software was installed with the model. The following outcomes were attained. There is a major distinction in the frequency of factors, as indicated by the programmer output with Chi-square = 37,606.759, Degrees of freedom = 2697, and Probability level = 0.000. The difference determined by the Chi-square test is significant (Sig = 0.000 > 0.05). The other values, though, don't matter.

The Chi-square value, or CMIN, is an instrument of statistics for comparing the statistical significance of the observed variables and the predicted outcomes. Stated differently, CMIN indicates if the fictitious framework and sample data match the study well enough. The CMIN/DF for the default model is the value of interest in this case, and it can be understood as follows: When the CMIN/DF number is less than 3, it suggests a suitable fit. **Table 10**'s findings indicate that the CMIN/DF value is 3.944, which is less than 4.

Table 10. The root means square approximate error results.

	RMSEA	LO 91	HI 91	PCLOSE
Models by defaults	0.195	0.145	0.098	0.000
Independent Modelling	0.796	0.249	0.256	0.000

The Standardized Regression Weights for the AS and Academic Achievement variables are displayed in **Table 11**'s results. The factors that were part of the model and helped predict the PWB scores are displayed in the results. The findings indicate that AS is responsible for the highest statistically significant value. This number suggests that AS accounts for roughly 65% of the variation in PWB in a unique way. Participation in Academics is the second variable, and it accounts for 56% of the variance in PWB.

Table 11. Weights of standardization in regression for the parameters.

	Estimations
Psychological Well-being ← Affecting Scaffolding	0.219
Psychological Well-being ← Involvement in Academics	0.549

5. Discussion

The goal of this study was to evaluate how Chinese English teachers' psychological well-being, emotion control, and resiliency interact. The study also aimed to reveal how these two mental emotional traits contributed to the psychological health of Chinese educators who taught English. In other words, the purpose of this study was to determine whether these two characteristics are important for improving the wellbeing for English professors [43]. The current investigation also aimed to quantify the mediating impact of self-efficacy beliefs on the interplay of psychological health, emotion regulation, and resilience. Regarding the study's initial goal, the analysis's findings demonstrated a strong correlation between the psychological health of Chinese English teachers and their resilience and capacity for emotion management. This implies that any modifications to the resilience and capacity for emotion control of Chinese educators of English would result in some variances in their mental or psychological well-being [44].

The current study looked on how students' involvement in academics and PWB was affected by Chinese EFL professors' AS. First, the study's conclusions demonstrated that instructor AS was an extremely important indicator of EFL students' participation in academia and PWB. Second, there was a clear correlation between the AS educators and the PWB and scholastic involvement by students. More specifically, the results showed that EFL learners' involvement in academics and PWB was favorably and statistically significant impacted by teachers' AS. It might account for almost 73% and 65% of the variations of PWB and Involvement in Researchers, respectively, favorably predicting both of them.

The results corroborate the claim that instructors' AS directly and favorably influences the involvement of learners in academics [45]. Put another way, kids are more engaged in learning when teachers have greater AS. The results also agree with the findings of the researchers, who found that in project-based learning scenarios, students' participation in academic is predicted by teachers' AS. Furthermore, the findings support those of researchers who discovered that students could study more actively and successfully in classrooms with a supportive environment and teachers who knew how to interact with students and attend to their psychological requirements. As a result, the outcomes can be linked to the Chinese EFL students' learning environment, which influenced their sense of involvement and well-being. Put another way, the participants may have felt a sense of engagement and participation from the kids' educational background, which encouraged them to participate in classroom activities. Another factor may be the intimate bond that exists in Chinese EFL situations between instructors and students, which is characterized by respect for one another and encouragement of good performance.

6. Conclusion

The conclusions of this study underscore the profound correlation between the psychological health of Chinese English teachers and their resilience, as well as their proficiency in emotion regulation. Furthermore, the findings illuminate how resilience and emotional control mechanisms can empower English educators to attain superior levels of psychological and mental wellbeing. This underscores the pivotal role of these psycho-emotional attributes in bolstering the psychological welfare of English instructors.

Based on the empirical data, it is evident that English as a Foreign Language (EFL) teachers' academic scaffolding (AS) holds a pivotal position in fostering positive well-being (PWB) and academic engagement among their students. Recognizing the intricate interplay between students' psychological and emotional prerequisites, the provision of appropriate AS can foster an atmosphere conducive to fostering additional positive sentiments within the classroom setting. This establishes a virtuous cycle, where AS fosters PWB, which in turn promotes academic engagement, ultimately yielding further favorable outcomes. As long as learners receive adequate and proficient support, this dynamic process is sustained. Moreover, this research offers a valuable foundation for scholars to delve into other realms of emotion and second language (L2) teaching methodologies.

This study only used questionnaire surveys and lacked qualitative data support. To address the constraints of this study and ensure the findings can be generalized to various learning environments, researchers should strive to conduct future studies with larger sample sizes and incorporate qualitative and mixed-methods research designs. It is important to note that the generalizability of this study is limited to Chinese and EFL contexts. As such, additional research in diverse settings is necessary. Future research efforts may focus on exploring the impact of demographic variables, such as age, gender, academic degree, and proficiency level of students, on the interaction between academic self-efficacy (AS), psychological well-being (PWB), and academic involvement. Moreover, future research or studies could concentrate on other aspects of teachers' affective support and students' PWB in EFL contexts. Given the contextual variations and significant differences, cross-cultural and cross-disciplinary investigations can be conducted to examine variations in these three variables.

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