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The Joint Roles of Emotion Regulation and Teacher Support in Shaping Academic Engagement Among Chinese Graduate Students Majoring in Foreign Languages: A Qualitative Study

Yongxiang Wang^a, Siyi Wang^{a,*}

^a*Nanjing Normal University, China*

ABSTRACT

Emotion regulation and teacher support are critical factors in students' learning processes; however, the specific types and effects of these variables on students' engagement remain underexplored. This study examines different emotion regulation strategies and forms of teacher support, as well as their influence on students' academic engagement through semi-structured interviews with 64 Chinese foreign language major graduate students, including 62 master's students and 2 doctoral students. Thematic analysis, using MAXQDA software (v. 2022), identified eight key categories of emotion regulation strategies and six dimensions of teacher support. Findings indicate that students with higher levels of academic engagement employ a broader range of emotion regulation strategies and receive more varied teacher support. These results highlight the importance of diverse emotional regulation approaches and teacher support in fostering academic engagement, suggesting that students should develop diverse emotion regulation skills for greater resilience and guiding teachers to provide multi-dimensional support, promoting an environment that enhances student engagement and success.

Keywords: emotion regulation; teacher support; academic engagement; MAXQDA

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* Corresponding author: School of Foreign Languages & Cultures, Nanjing Normal University, China

Email address: wsynnu@163.com

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Introduction

Emotion regulation is a concept that has been stressed in Positive Psychology (PP) and addresses how individuals modulate their emotional experiences (Valente et al., 2022; Solhi et al., 2023; R. Zhi & Derakhshan, 2024). Gross (2008) introduced the process model of emotion regulation, identifying strategies such as reappraisal and suppression as essential for managing emotional responses. Koole (2009) further expanded this understanding by examining the cognitive and physiological aspects of emotion regulation, noting its importance in shaping emotional well-being and mental health outcomes (Al-Obaydi et al., 2023). With the integration of psychology into language learning field, scholars have realized that language learners would encounter different kinds of emotions in the language learning process (Dai & Wang, 2024; Derakhshan & Shakki, 2024; Lin & Wang, 2024; Pekrun et al., 2023; Wang & Kruk, 2024). To navigate these experiences effectively, learners need to manage the positive and negative emotions that emerge at different stages of learning (Derakhshan, Fathi, et al., 2022, Ding & Wang, 2024; Wang et al., 2024). Therefore, the significance of emotion regulation has attracted the attention of scholars. The relationship between emotion regulation and other L2 academic factors as psychological well-being, engagement, self-efficacy, reflection, and reduced burnout has been explored (Derakhshan et al., 2022; Derakhshan & Azari Noughabi, 2024; Fathi & Derakhshan, 2019; Fathi et al., 2021).

Teacher support also plays an important role in enhancing language learning outcomes, influencing students' motivation, self-regulation, and psychological well-being (Shakki, 2022). Studies have found that teacher support, through strategies such as autonomy support, emotional encouragement, and constructive feedback, positively impacts language learners' engagement and reduces anxiety (Huang, et al., 2024; Ito et al., 2024; Wang, 2024; Wu & Dong, 2024). The concept of teacher support has broadened to include two key dimensions as academic support and emotional support (Liu et al., 2017). Academic support refers to students' perceptions of the effort their teachers invest and the overall effectiveness of their instruction. On the other hand, emotional support encompasses the emotional assistance that learners receive (Pourgharib & Shakki, 2024).

Although studies have explored the influence of emotion regulation and teacher support on students' academic engagement (Li & Xue, 2023; Namaziandost et al., 2023; Pan et al., 2023; Santos et al., 2021; Wang & Ye, 2021), there is limited literature studying the interplay between students' emotion regulation strategies, the specific types of teacher support provided, and their impact on students' academic engagement. Therefore, based on the 5Cs Positive Teacher Interpersonal Behaviors model (Derakhshan, 2022), this study seeks to explore the emotion regulation strategies that students employ in academic settings as well as the types of teacher support that students receive. Applying semi-structured interviews, this study aims to capture and analyze the diverse subjective psychological experiences of language learners.

Literature Review

Emotion Regulation

Emotion regulation is defined as an individual's capacity to control, process, modify, and manage the perception and expression of emotions triggered by internal and external factors (Derakhshan & Fathi, 2024; Derakhshan & Zare, 2023; Fan & Wang, 2022; Zhang et al., 2021). It is a process by which people attempt to influence the emotional experiences they encounter in order to achieve personal goals (Colombo et al., 2021; Derakhshan et al., 2023).

Studies have explored the role of different emotion regulation strategies (An et al., 2021; Bielak & Mystkowska-Wiertelak, 2020; Zhang & Yu, 2024, Y. Zhi & Derakhshan, 2024). For instance, Zhang and Yu (2024) examined 1506 high school EFL learners to explore the potential mediating effects of emotion regulation strategies (cognitive reappraisal and emotion suppression) on the associations between perceived EFL teacher social support, peer social support and EFL learning engagement among Chinese adolescents. The findings revealed that cognitive reappraisal played a mediating role in the positive relationship between perceived EFL teacher support and the three dimensions of EFL learning engagement. Additionally, Bielak and Mystkowska-Wiertelak (2020) investigated emotion regulation strategies in relation to students' learning of English or another foreign language. This study, conducted with 133 Polish students majoring in English, found that students frequently use a combination of emotion regulation strategies to manage emotions tied to academic achievement. The choice of strategies appeared to be influenced by situational factors, the learning context, and individual characteristics of the participants.

Additionally, studies have recognized emotion regulation as a key psychological variable and have explored its interactions with other factors, as well as their combined impact on overall academic performance (Bielak & Mystkowska-Wiertelak, 2024; Ornaghi et al., 2020; Shafiee Rad & Jafarpour, 2022; Zhang et al., 2021). For example, Shafiee Rad and Jafarpour (2022) examined the role of grit, well-being, resilience interventions, and emotion regulation on both L2 learners' writing achievement and enhancement of their positive emotions such as well-being, grit, emotion regulation, and resilience. Through comparing 2 groups of students (36 in the experimental group and 34 in the control group), the findings revealed that employing positive emotions intervention not only can improve individuals' emotions but also can improve their writing skills. Similarly, Bielak and Mystkowska-Wiertelak (2024) examined how learners regulate emotions specifically during L2 speaking tasks. Their study highlights the fluctuating nature of foreign language anxiety (FLA) and foreign language enjoyment (FLE) in real-time interactions, showing that learners often use reappraisal to maintain positive emotions. Suppression, however, correlates with higher FLA, impacting learners' speaking performance and confidence.

Scholars have investigated various aspects of emotions, such as teachers' emotion regulation (Derakhshan et al., 2023; Farhi & Rubinsten, 2024; Fathi et al., 2021; Javanmardi et al., 2024; Sadeghi & Ashgh Navaie, 2021; Tarantul & Berkovich, 2024). Recent studies have focused on how emotion regulation can help reduce stress, enhance resilience, and decrease burnout among educators (Daniel & Van Bergen, 2023; Hu, 2023; Li, 2023; Wang et al., 2023). For instance, Fathi et al. (2021) collected data from a sample of 238 Iranian EFL teachers and found that instructor self-efficacy and teacher reflection were positively associated with emotion regulation, while emotion regulation itself was significantly linked to reduced burnout. These findings contributed to understand how teachers in Iran can implement practical measures to monitor and manage their emotional states in EFL education. By the same token, Farhi and Rubinsten (2024) examined 165 Science, Technology, Engineering, and Mathematics (STEM) teachers in middle and high schools and found that emotion regulation skills mediate the relationship between stress and well-being in STEM teachers and therefore reduce the risk of burnout. Additionally, Tarantul and Berkovich (2024) examined how teachers at different educational levels use emotion regulation strategies to manage discipline issues. The findings revealed that primary school teachers commonly used situation modification and reappraisal, while secondary teachers often relied on strategies such as masking and rumination.

Teacher Support

As Kasap (2021) highlighted, teacher support encompasses emotional, cognitive, and behavioral dimensions, including encouragement, feedback, guidance, and attention. Teacher support in language learning plays a vital role in influencing students' engagement, emotional well-being, and academic success (Guo et al., 2023; Shakki, 2023; Kalantarypour & Modirkhamene, 2021; Wang et

al., 2021). This support is often comprehensive, including aspects like emotional encouragement, autonomy support, and guidance in self-regulated learning (SRL).

The role of teacher support in SRL has been explored by recent studies (Ghadiri et al., 2024; Greene, 2021; Schuitema et al., 2016; Wang et al., 2024; Yin & Luo, 2024). For instance, Schuitema et al. (2016) conducted a longitudinal study on 701 secondary school students for 2 years and found that perceived teacher support, as autonomy and social support, and SRL aspects, as delay of gratification and metacognitive strategy use, influence each other reciprocally over time. Similarly, Wang et al. (2024) examined how teachers foster SRL in technology-enhanced EFL contexts, focusing on strategy instruction, resource support, and emotional encouragement. The study examined 1473 seventh and eighth grade students in China and the findings of SEM highlighted the importance of SRL support in improving language achievement among secondary students. Additionally, Yin and Luo (2024) identified teacher support as a mediating variable affecting online English engagement. The study, which involved 387 university students enrolled in French language courses in China, explored how perceived teacher support and self-regulation influence online English engagement. The findings showed that teacher support enhances self-regulation, which, in turn, leads to higher levels of engagement.

Studies have also focused on the relationship between teacher support and different language learning emotions, including positive emotions such as enjoyment and negative ones such as anxiety (Huang et al., 2024; Li et al., 2024; Liu et al., 2021). For instance, Huang et al. (2024) focused on teacher support's effects on language progress, academic resilience, and enjoyment. Their study compared students in supportive virtual environments with those in traditional settings, revealing that teacher support significantly enhances both academic performance and enjoyment in EFL settings. This positive influence on academic immunity, or students' resilience to setbacks, suggests that teacher support helps reduce anxiety and strengthens academic confidence. Subsequently, Li et al. (2024) investigated the mediation role of teacher support in the relationship between FLA and engagement in online classrooms. The study found that teacher support mitigates FLA and enhances engagement, suggesting that teachers' emotional and instructional support can counteract the negative effects of anxiety, thereby increasing student participation and interest.

5Cs Positive Teacher Interpersonal Behaviors

The 5Cs Positive Teacher Interpersonal Behaviors, proposed by Derakhshan (2022), emphasizes teacher interpersonal behaviors that foster a positive classroom environment through five core components as Clarity, Credibility, Care, Closeness, and Confirmation. Rooted in PP, the model emphasizes that positive teacher behaviors can enhance learner empowerment, motivation, and achievement, particularly in L2 learning contexts (Derakhshan et al., 2024). According to Derakhshan (2022), care involves showing empathy and responsiveness to students' emotional and academic needs, creating a supportive classroom environment; clarity refers to teachers using clear communication to make instructions understandable, helping students effectively engage with course content; closeness is the warmth and trust within the teacher-student relationship, reducing conflict and making students feel valued; confirmation is when teachers validate students' worth, fostering feelings of belonging and engagement in the classroom and credibility involves a teacher's perceived trustworthiness and expertise, which boosts students' confidence in learning and enhances their respect for the teacher's guidance.

In line with the principles of PP in second language acquisition (SLA) and rhetorical theory, positive teacher-student interpersonal relationships are regarded as essential for empowering students to achieve favorable academic outcomes and succeed in learning a second or foreign language at affective, behavioral, and cognitive levels (Astatke et al., 2023; Göktaş & Kaya, 2023;

Wong et al., 2024). Therefore, it is essential to understand the role of teacher interpersonal behaviors and how they influence students' learning outcomes in SLA. This model emphasizes the emotional and relational aspects of teacher-student interactions while also incorporating cultural and communicative dimensions, aiming to create a supportive environment that addresses the diverse needs of learners.

Although existing studies have provided insights into emotion regulation and teacher support, the combined impact of the factors on students' learning engagement in language learning field remains unclear, with notable lack of empirical research on related topics. To address this gap, this study employed semi-structured interviews to explore Chinese EFL learners' perspectives on emotion regulation and teacher support and their influence on engagement. The study aims to answer the following research questions:

1. What emotion regulation strategies do students employ in academic settings?
2. What types of support do teachers provide during student's learning process?
3. Do students' emotion regulation strategies and teacher support influence their academic engagement?

Methods

Participants

The study involved 64 participants, comprising 12 males and 52 females. Among the participants, there were two who were pursuing doctoral degrees, while the remaining participants were enrolled in master's programs. Additionally, 21 participants expressed a strong interest in continuing their studies. At the beginning of the study, the purpose of the research and procedural details were clearly articulated. Furthermore, in adherence to ethical research principles, the participants were guaranteed the confidentiality and privacy of both their identities and responses. Participants' demographic characteristics are presented in Table 1.

Table 1
Participants' Demographic Information

Background Information	No.	%
Gender		
Male	12	18.75
Female	52	81.25
Academic Qualification		
Master's student	62	96.88
Doctoral student	2	3.12
Major		
English literature	8	12.50
German literature	1	1.56
Japanese literature	1	1.56
English education	37	52.82
English linguistics	8	12.50
English translation	9	14.06

Instruments

To gain a deeper understanding of the relationships between the variables, semi-structured interviews were conducted. The interview process consisted of two main sections. The first section gathered demographic information from participants, specifically noting their publication experience and their interest in pursuing further studies, which was to investigate students' levels of academic engagement and address the third research question. The second section examined students' perspectives on their emotion regulation strategies and the types of support they received from teachers through three thoughtfully crafted questions, which included: What are the main challenges or difficulties you have encountered during your MA or Ph.D. studies, and how have these challenges impacted your academic and personal life? In what areas do you receive support and assistance from your supervisor? And how do you typically cope with and regulate negative emotions during your studies, and can you share specific examples or experiences? The content validity of these questions was established through an expert review process, with two experienced researchers evaluating and refining the questions to ensure they effectively captured the intended constructs. Conducted online, each interview took approximately 30 to 40 minutes to complete. Throughout the interviews, participants were encouraged to freely discuss, elaborate, and provide examples related to the interview questions.

Data Collection

In this study, interviews were conducted to explore participants' perceptions of emotion regulation and teacher support, with additional demographic information collected. A total of 64 participants, including master's and doctoral students, engaged in the interview process. Due to their varied academic backgrounds and locations, the interviews were conducted in either English or Chinese, based on participants' language preference, allowing for more detailed and authentic responses. Each interview lasted between 30 and 40 minutes, ensuring participants had sufficient time to elaborate on their thoughts. The interviews included a set of three carefully designed open-ended questions, which had been reviewed by two experienced researchers to confirm content validity. The data collection phase spanned approximately one month, and for consistency, all interviews were recorded with the participants' consent.

Data Analysis

Recordings of the interviews were later transcribed for in-depth analysis, with the researchers collaborating closely to ensure accuracy in transcription. Additionally, transcriptions were rechecked to resolve any typos or discrepancies before coding and analysis. Thematic analysis was performed using MAXQDA software (v. 2020) to identify and visualize key themes and patterns, which were presented through charts and diagrams showing the frequency of occurrence for each identified theme. This systematic approach enabled a thorough and reliable analysis of participants' insights.

Following transcription, the interviews were imported into the software for coding, adhering to Corbin and Strauss's (1990) three-step coding method: open coding, axial coding, and selective coding. To establish credibility, the iterative coding process included cross-referencing initial findings with interview transcripts to ensure consistency and accuracy in representing participants' perspectives. Member checking was conducted by sharing preliminary findings with a subset of participants to confirm or clarify interpretations and ensure accurate representation of their viewpoints. Additionally, two field experts independently reviewed the coding structure and themes, refining the framework and ensuring alignment with established qualitative research standards (Friedman, 2011). The analysis began with an iterative review of the transcripts, generating initial codes based on identified perspectives and behaviors. This initial coding phase

allowed for a comprehensive overview of the diverse insights shared by participants. Next, the initial codes were examined for internal relationships, facilitating the merging and refinement of codes into broader themes. The final coding stage involved synthesizing these themes into cohesive categories to form a theoretical model. Throughout this process, a visual diagram was developed to display the codes, themes, and their frequencies systematically. The three-step coding method proved invaluable in distilling complex data into meaningful, generalized findings (Flick, 2023).

Findings

The First Research Question

To address the first research question which concerns the most commonly used emotion regulation strategies, qualitative analysis of responses identified eight key strategies (Figure 1), as positive visualization, problem solving, self-reflection, social support, temporary distraction, leisure activities, self-compassion and psychological counseling. According to the frequency of responses, leisure activities and social support emerged as the most commonly mentioned strategies, cited 37 and 35 times, respectively. Additionally, psychological counseling and temporary distraction were noted by 29 and 28 participants, respectively, underscoring the importance of interpersonal connections and taking short breaks to manage emotions. Other strategies, including problem solving, self-reflection, self-compassion, and positive visualization, were mentioned between 15 and 22 times, highlighting a diverse range of techniques that individuals use to effectively cope with emotional challenges.

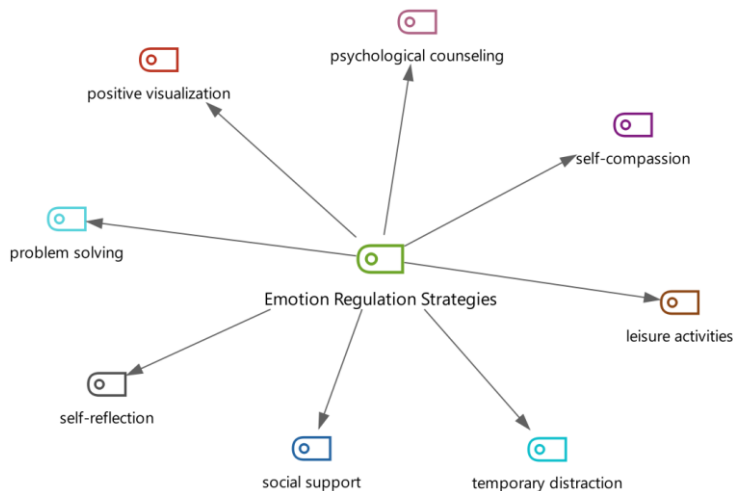


Figure 1. Usage of Emotion Regulation Strategies

The following interview samples represent some of the extracted codes:

First of all, I will clarify my study plan, set specific time nodes to complete specific tasks, and form fixed and positive study habits through repeated intensive brain training. (S12) In this excerpt, problem-solving is reflected in planning study schedules and setting clear time nodes to develop positive study habits *When I encounter pressure or frustration in the process of learning, I will put aside the things that bring pressure temporarily and choose to go out to relax, such as having a nice meal, going to play badminton and table tennis, or going for a walk in the park.*

(S23) In this excerpt, leisure activities are used as a way to relieve stress and temporarily distract from challenges.

Therefore, I will actively seek support and encouragement from family, friends, or supervisor. Their understanding and suggestions often provide me with new perspectives and motivation. (S27) In this excerpt, social support is highlighted as a means of finding encouragement and gaining new insights to overcome difficulties.

Additionally, I use time management techniques, like setting clear goals and breaking tasks into manageable steps, to reduce feelings of being overwhelmed. Scheduling dedicated times for work and leisure helps me strike a balance and avoid burnout. (S52) In this excerpt, positive visualization is reflected in structured planning and goal-setting to maintain focus and reduce stress.

The Second Research Question

To explore the types of teacher support perceived as beneficial by students, qualitative analysis identified six key dimensions (Figure 2), as academic guidance, personal growth, academic networking, academic resources, emotional support and career development. Among these dimensions, academic guidance (48 references) and emotional support (42 references) emerged as the most frequent, with elements such as research skills, thesis revision, encouragement, and communication highlighted as crucial components. Additionally, career development (38 references) and academic resources (36 references) were emphasized, with students noting the value of job opportunity recommendations, academic journals, and networking opportunities. Personal growth (28 references), including guidance on professional attitudes and self-improvement feedback, indicating a comprehensive approach to teacher support that addresses students’ academic, emotional, and professional needs. Last but not least, academic networking (22 references) was identified as a crucial component, providing opportunities for students to publish papers and participate in academic meetings and research programs to foster professional growth.

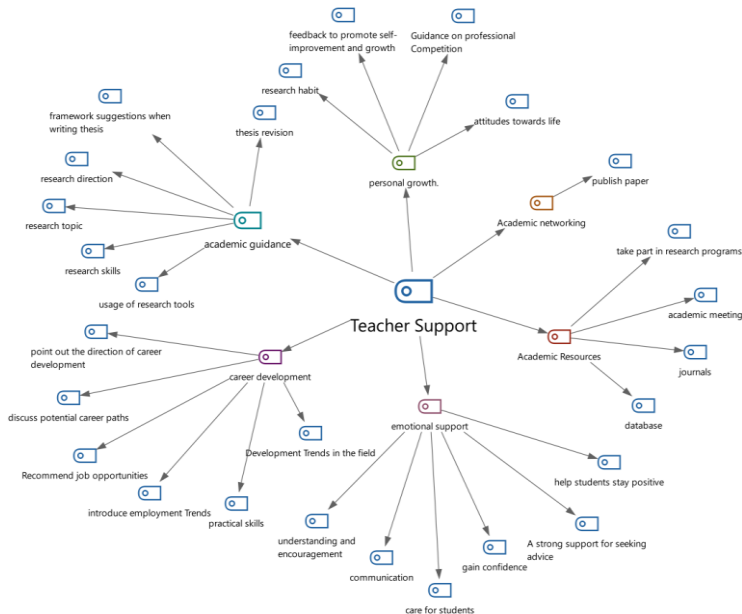


Figure 2. Types of Teacher Support

The following interview samples represent some of the extracted codes:

My tutor took great pains to teach me how to submit my paper, change the format, polish the language, and help me participate in the reimbursement of the project. (S17) In this excerpt, academic guidance is reflected through the tutor’s efforts to guide students in submitting papers and refining their content.

My supervisor gave me certain academic resources, such as relatively novel research projects and relatively large academic conferences. (S33) In this excerpt, academic resources are demonstrated through access to research projects and participation in academic conferences.

For instance, while writing my articles, my advisor encouraged me to be confident and assured me that I could do it. This has been a significant help for me. (S45) In this excerpt, emotional support is highlighted through the teacher’s encouragement and reassurance, which boosted confidence.

In terms of career development, my mentor explained to me the career path of my major and the senior colleagues in my major, clearing away my confusion and concerns about potential risks on the road to employment in advance. (S48) In this excerpt, career development is exemplified through guidance on career paths and insights into employment opportunities in the field.

The Third Research Question

Students with publication experience and aspirations for further study demonstrated a wider range of emotion regulation strategies and reported greater diversity in types of teacher support compared to students without such experience.

The following comparison between S22, who has no plans for further study, and S31, who has both publication experience and plans for further study, serves as an illustrative example.

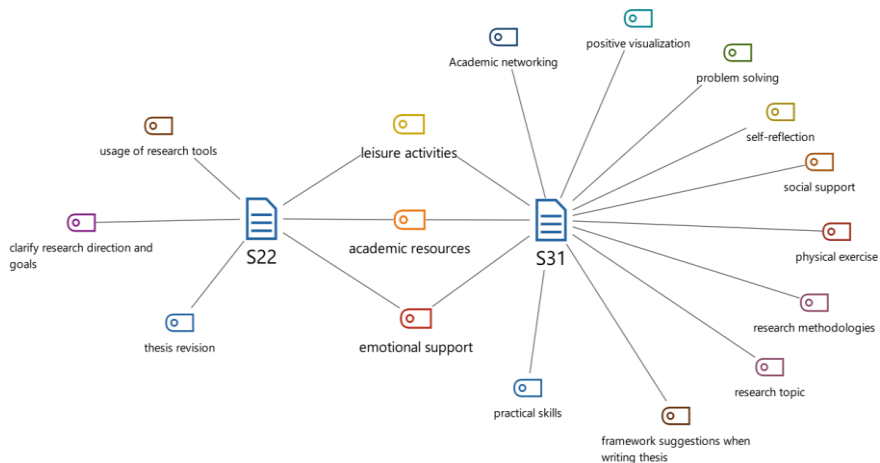


Figure 3. Contrast between S22 and S31 in Teacher Support and Emotion Regulation

According to Figure 3, S22 and S31 share commonalities in their emotion regulation strategies, particularly through engagement in leisure activities, and in their reliance on teacher support,

including academic resources and emotional support. Individually, S22, who has no plans for further study, receives focused academic support primarily aimed at basic research tasks, such as thesis revision, clarifying research goals, and using research tools. In contrast, S31, who has publication experience and aspirations for advanced studies, benefits from a broader and more sophisticated range of academic and emotional resources. These include guidance on research methodologies, topic refinement, and thesis structuring, as well as practical skills development. Additionally, S31's emotional support is more varied, encompassing positive visualization, self-reflection, and problem-solving skills, along with social support and academic networking opportunities. Leisure activities like physical exercise also contribute to S31's well-being, highlighting a balanced approach that integrates personal and academic growth. This difference underscores how S31's broader support system, likely driven by their publication experience and academic ambitions, contrasts with S22's more limited, task-oriented support.

Discussion

This study aims to investigate the emotion regulation strategies and types of teacher support utilized by Chinese EFL learners, as well as their influence on learners' academic engagement. To address these questions, semi-structured interviews were conducted to gain in-depth subjective insights.

Emotion Regulation Strategies Employed by Students

The first research question explored the emotion regulation strategies employed by students during the learning process. Interview results identified positive visualization, problem-solving, self-reflection, social support, temporary distraction, leisure activities, self-compassion, and psychological counseling as the primary strategies used. These findings confirmed those of Zhang and Yu (2024), who categorized emotion regulation strategies into cognitive reappraisal and emotion suppression, noting that cognitive reappraisal serves as a mediator in the positive relationship between perceived EFL teacher support and EFL learning engagement.

Additionally, the findings revealed a notable preference for interpersonal and leisure-based emotion regulation strategies among participants. While individuals employ a variety of strategies to manage their emotions, there is a clear preference for accessible, social, and immediate forms of regulation, likely due to their ease of implementation and the prompt relief they offer. This phenomenon may reflect a trend toward seeking external support and instant stress relief rather than more introspective or long-term approaches, such as self-compassion and positive visualization, which demand greater emotional effort and time to practice effectively.

Leisure activities and social support emerged as the most frequently mentioned strategies, indicating that students often rely on social connections and recreational activities as primary means of emotional relief. This preference may originate the social and psychological benefits of shared experiences and the temporary escape provided by leisure, both of which can help reduce stress and foster emotional resilience. The popularity of psychological counseling and temporary distraction highlights the importance of support systems and short-term diversions as effective coping mechanisms. The selection of these strategies may be influenced by cultural factors, individual coping styles, and resource availability (Bonanno & Burton, 2013; Perte & Miclea, 2011). In many cultures, social support holds significant value, as sharing and discussing emotions within trusted circles fosters a sense of validation and collective problem-solving (Wu, 2024). Meanwhile, leisure activities allow individuals to momentarily withdraw themselves from stressors, providing necessary mental relief (Cao et al., 2024). The relatively lower frequencies of strategies such as problem-solving, self-reflection, self-compassion, and positive visualization may indicate

that these methods require a higher degree of self-regulation and introspection, which can be challenging for those under considerable stress or with limited self-regulation training.

Teacher Support Experienced by Students

The second research question aims to explore the types of teacher support received by students. The findings identify six key dimensions: academic guidance, personal growth, academic networking, academic resources, emotional support, and career development. These findings are partly consistent with those of Wang et al. (2024) and Yin and Luo (2024), underscoring the comprehensive role of teacher support in enhancing students' academic and personal development.

The finding also confirms the effectiveness of the 5Cs Positive Teacher Interpersonal Behaviors model. The findings on types of teacher support reflect the core elements of the 5Cs model as Clarity, Credibility, Care, Closeness, and Confirmation (Derakhshan, 2022). Academic guidance and academic resources demonstrate clarity, as teachers who provide structured support help students understand complex concepts and set clear expectations. Credibility is reinforced through career development and personal growth support, where teachers' expertise and guidance on professional skills and career pathways build trust and respect among students. Care is evident in emotional support, where teachers' empathy and encouragement foster resilience and create a positive classroom atmosphere. Closeness is demonstrated through academic networking, as teachers who facilitate research opportunities and academic involvement help students feel more connected to their academic community. Additionally, confirmation is reflected in teachers' acknowledgment of students' achievements and growth, which validates their efforts and bolsters their confidence. These forms of teacher support together underscore a holistic approach to fostering students' academic and personal development, reinforcing how the 5Cs model contributes to a nurturing and empowering educational environment.

Joint Effect of Emotion Regulation and Teacher Support on Learners' Academic Engagement

The third research question aims to explore the joint effect of emotion regulation and teacher support on learners' academic engagement. The findings, which are partly in line with previous studies of Tao et al. (2022) and Zhang et al. (2021), show that students with different academic ambitions and experiences show varying engagement levels due to differences in their emotion regulation strategies and teacher support. Students with the desire to pursue further study tend to use a broader range of emotion regulation techniques and receive more diverse types of teacher support than those who lack such aspirations.

The differences in emotion regulation strategies between students with different levels of academic engagement reveal how emotion regulation can affect academic goals. Both groups benefit from leisure activities as a way to manage stress. However, students with higher level of academic engagement receive a more advanced and comprehensive type of emotion regulation strategies. Students who aim for advanced study tend to use a broader range of emotion regulation strategies, allowing them to manage the complex challenges that come with their academic pursuits. For instance, these students often engage in emotion regulation strategies like positive visualization, which involves picturing successful outcomes to reduce stress and boost motivation. They would also practice self-reflection, regularly assessing their own emotional states and progress to make necessary adjustments. Problem-solving skills play a key role as well, as these students actively look for solutions when facing obstacles, which helps them maintain focus and resilience. In contrast, students without aspirations for further study or publication typically focus on basic, immediate forms of emotion regulation. They rely more on temporary distraction

to get relaxed, which helps relieve stress but does not necessarily contribute to long-term emotional resilience or academic persistence. Their strategies tend to be simpler, addressing only the stress they encounter day-to-day rather than preparing them for more challenging or complex academic tasks.

Teacher support also differs notably between students with aspirations for further study and those without, impacting their academic engagement and personal growth (Guo et al., 2023). For students aiming for advanced study, teachers tend to provide a more comprehensive range of support that aligns with these students' specific needs and higher-level academic goals. Students who aim to continue their studies often receive guidance on complex research skills, such as refining research topics, exploring advanced methodologies, and structuring theses. This type of support goes beyond basic academic assistance, helping students develop a deeper understanding of their subject and gain the skills they need for future academic work. Teachers might also connect these students with networking opportunities, such as conferences or academic groups, which allows them to build connections within their field. These students often receive strong emotional support from instructors, empowering them to handle academic pressures and stay focused on their goals. On the other hand, students without aspirations for further study typically receive more focused, task-based support. This includes help with foundational academic tasks, such as thesis revisions, clarifying assignment expectations, and learning to use essential research tools. While this support is helpful, it is usually limited to immediate academic needs without expanding into areas that could foster long-term growth or broader academic ambitions. Emotionally, these students receive more basic support, often aimed at helping them manage daily stress or academic challenges rather than preparing them for ongoing academic demands.

Implications

This study provides valuable insights for students, teachers, and institutions.

Students are encouraged to actively explore and adopt a variety of emotion regulation strategies to find the methods that best support their well-being and academic engagement. Trying different techniques, such as positive visualization, self-reflection, and problem-solving, allows students to better manage academic stress and remain focused on their goals. Additionally, strategies like temporary distraction and leisure activities offer valuable breaks from academic pressures and protect students from burnout. Social support, including seeking advice from friends, family, or peers, can also provide emotional comfort and fresh perspectives. Additionally, students are encouraged to seek help voluntarily when they face challenges, whether through counseling, teacher support, or peer networks. Actively reaching out for assistance can lead to more effective coping skills and greater resilience, as well as strengthening their sense of community and connection within the academic environment. By trying various approaches and seeking support as needed, students can build a personalized set of emotion regulation strategies that enhances both their academic engagement and personal growth.

Teachers should aim to provide various types of support that go beyond academic guidance to create a more supportive and engaging learning environment. Incorporating emotional support, personal development opportunities, and career-related guidance into their interactions with students can significantly enhance student engagement and well-being. Most importantly, teachers should recognize and respond to individual student needs, as personalized support can make each student feel understood and motivated. Teachers can offer tailored guidance on advanced study options, academic networking, and effective self-care practices based on each student's unique goals and challenges. By providing resources and support that address students' specific situations, teachers can foster stronger academic commitment and resilience. This approach not

only enriches students' academic experiences but also promotes their personal growth and career readiness.

Institutions should provide resources and training to help teachers deliver comprehensive support that addresses both academic and emotional needs. Establishing programs or workshops that teach emotion regulation strategies for students to empower them to manage their own well-being. Additionally, creating support networks and encouraging collaborative opportunities between students, faculty, and counselors can strengthen academic engagement and contribute to a more inclusive and resilient academic community.

Conclusion

This investigation into emotion regulation and teacher support and their impact on academic engagement identified eight key emotion regulation strategies as positive visualization, problem-solving, self-reflection, social support, temporary distraction, leisure activities, self-compassion, and psychological counseling. It also highlighted six primary dimensions of teacher support as academic guidance, personal growth, academic networking, access to academic resources, emotional support, and career development. The study found that varying levels of academic engagement are linked to differences in emotion regulation and teacher support. Generally, students with higher levels of academic engagement employ a broader range of emotion regulation strategies and benefit from more diverse teacher support. Additionally, this study provides empirical evidence supporting the effectiveness of the 5Cs model in enhancing student engagement and support systems.

Despite its valuable insights, this study also has limitations. The current study relies on a single methodological approach, which may limit the depth and variety of perspectives captured. Additionally, the sample size is relatively small, which may restrict the generalizability of the findings to broader student populations. Expanding the range of research methods and expanding the scope of participants in future studies could provide a more comprehensive understanding of the effects of emotion regulation strategies and teacher support on academic engagement.

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Yongxiang Wang is currently a full professor, dean, and Ph.D. supervisor at the School of Foreign Languages and Cultures, Nanjing Normal University. His research interests include cultural semiotics, discourse analysis, and EFL teaching and learning. In addition, he serves as the editor-in-chief of Chinese Semiotic Studies. To date, he has published more than 80 academic papers in SSCI, A&HCI, and CSSCI-indexed journals.

Siyi Wang is a MA student specializing in Applied Linguistics, with a concentrated interest in EFL learning and teaching. Her research interests center on positive psychology, second language acquisition, foreign language learning and intercultural communication. Thus far, she has published 3 papers in SSCI-indexed journals.