

I'm All Ears: Teachers Support in CALL and its Nuances on EFL Learners' Resilience, Willingness to Communicate, and Academic Well-being

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Abstract

This study examines the impact of teacher support in computer-assisted language learning (CALL) environments on English as a Foreign Language (EFL) learners' academic resilience, willingness to communicate (WTC), and academic well-being. Utilizing a quantitative pretest-posttest control group design, the study investigated the effectiveness of teacher support interventions in enhancing learner outcomes across these dimensions. Drawing on insights from the literature review, which underscores the significance of CALL, teacher support, academic resilience, WTC, and academic well-being in language education, the study addressed gaps in understanding the complex interactions between these variables. The findings revealed that EFL learners who receive teacher support in CALL settings

demonstrated significantly higher levels of academic resilience, increased WTC, and enhanced academic well-being compared to those in the control group. These results highlight the pivotal role of teacher support in fostering positive learner experiences and outcomes within digital language learning contexts. The study contributes to the existing literature by providing empirical evidence of the efficacy of teacher support interventions in CALL environments and offering insights for language teachers, syllabus designers, materials developers, and policymakers to enhance language education practices. By recognizing the importance of teacher support and its impact on learner well-being and academic success, educators and policymakers can implement targeted interventions to create inclusive and supportive language learning environments conducive to learners' holistic development.

Keywords: Academic well-being, Computer-assisted language learning, Resilience, Teacher support, Willingness to communicate

Introduction

In recent decades, language education has witnessed a profound transformation, marked by a notable shift from traditional face-to-face instruction toward CALL methodologies. This paradigmatic transition has been propelled by the rapid advancement of technology and its integration into educational practices. CALL, defined as the employment of computer technology to aid in the teaching and learning of languages (Levy, 1997), holds significant promise in revolutionizing language education by offering innovative and interactive tools and resources. As Warschauer (2000) elucidates, CALL has emerged as a multifaceted approach that not only supplements traditional classroom instruction but also extends learning beyond the confines of the classroom, thereby facilitating autonomous and self-directed learning experiences. Moreover, the integration of CALL into language pedagogy has been underscored by its potential to address learners' diverse needs and preferences, catering to varied learning styles and paces (Levy & Stockwell, 2006). This transformative potential of CALL not only enhances the efficiency and effectiveness of language learning but also fosters learners' engagement and motivation through its dynamic and interactive nature (Hubbard, 2009). Understanding the nuances of teachers' support in CALL and its impact on EFL learners' resilience, WTC, and academic well-being becomes imperative in navigating the evolving landscape of language education.

Since students spend a significant portion of their time in school with teachers, the support provided by teachers plays a crucial role in shaping their academic progress and emotional well-being. Numerous research studies have demonstrated a strong positive correlation between teacher support and favorable academic emotions (such as enjoyment, interest, hope, pride, and relief), as well as a significant negative correlation with negative academic emotions (including anxiety, depression, shame, anger, worry, boredom, and hopelessness). However, the magnitude of these effects varies considerably across different

studies (Skinner et al., 2008; Mitchell & DellaMattera, 2011; King et al., 2012; McMahon et al., 2013; Liu et al., 2016). Therefore, it is essential to systematically integrate the findings of these studies to gain a deeper understanding of the relationship between teacher support and students' academic emotions.

The capacity to effectively adapt to challenging or daunting situations and the ability to manage everyday setbacks and obstacles are essential elements in building resilience (Kargar Behbahani et al., 2024; Martin & Marsh, 2006). Academic Resilience (AR) is a multifaceted concept, with its development and advancement influenced by various factors of significance (Martin & Marsh, 2009). These factors encompass personality traits, temperament, and specific skills like proactive problem-solving and psychological attributes. Through the AR program, students are empowered with the confidence to take risks, alleviating concerns about academic failure or discontinuing their education (Kim & Kim, 2017). As described by (Kim & Kim, 2021), resilience can be defined as the capability to maintain regular progress and achieve positive changes even in the face of considerable adversity. Additionally, (Kim & Lee, 2014) presented evidence illustrating the profound impact of reflecting on past experiences and seeking assistance on the advancement of AR, as elucidated within the framework of AR progression. As delineated by (Reeve et al., 2020; Yang & Wang, 2022), AR pertains to the attributes distinguishing individuals who attain success from those who do not.

Research indicates that WTC has garnered significant attention in second language (L2) learning investigations due to its pivotal role in augmenting L2 acquisition (Alemi & Pashmforoosh, 2012; Clément et al., 2003; Joe et al., 2017; Lee, 2022; Lee & Drajati, 2019). Elevated WTC levels are conducive to heightened L2 usage and interactions, facilitating the effective advancement of L2 proficiency (Joe et al., 2017). Initially perceived as an enduring personality trait among native speakers' indicative of their inclination toward interpersonal communication (McCroskey, 1992), WTC is defined as students' enduring inclination to engage in L2 interactions, encompassing various contextual layers stemming from linguistic, communicative, and social factors. As Zhang et al. (2018) emphasized, future inquiries in this domain should examine WTC through a dynamic lens, considering both situational and psychological determinants. Indeed, elucidating the contextual influences fostering WTC fosters a classroom environment conducive to enhanced L2 learning. With the adoption of a revised conceptualization of WTC as a construct integrating both personal and contextual components, numerous scholars have sought to elucidate the potential correlations between WTC and diverse individual and situational variables across various EFL contexts (Azizi et al., 2022; MacIntyre, 2007).

Academic well-being encompasses the holistic state of an individual's mental, emotional, and physical health within the academic context (Suldo & Shaffer, 2008). It extends beyond mere academic achievement to encompass factors such as self-esteem,

motivation, satisfaction with school life, and a sense of belongingness within the academic community (Suldo et al., 2014). The significance of academic well-being in academic performance is profound, as it serves as a foundational pillar upon which successful learning outcomes are built. Research indicates a strong positive correlation between academic well-being and academic achievement, with higher levels of well-being often associated with improved cognitive functioning, enhanced concentration, and increased academic engagement (Suldo & Huebner, 2004). Furthermore, academic well-being is a buffer against the detrimental effects of stress and academic pressure, fostering resilience and adaptive coping strategies in the face of academic challenges (Suldo et al., 2014). Thus, cultivating a supportive academic environment that promotes students' well-being is essential for optimizing academic performance and nurturing students' overall development and flourishing within the educational context.

Integrating CALL methodologies into language education presents a paradigmatic shift with significant promise in enhancing language learning outcomes. However, despite the growing body of research highlighting the potential benefits of CALL in language education, there remains a notable gap in understanding the nuanced role of teachers' support in CALL and its impact on various facets of EFL learners' academic experiences. While previous studies have explored the relationship between teacher support and academic emotions (Skinner et al., 2008; Mitchell & DellaMattera, 2011; King et al., 2012; McMahon et al., 2013; Liu et al., 2016), there exists a need to synthesize and integrate these findings to gain a comprehensive understanding of how teacher support in CALL specifically influences EFL learners' resilience, WTC, and academic well-being. Moreover, the concept of AR and its role in navigating academic challenges within the context of CALL remains underexplored despite its recognized importance in promoting positive academic outcomes (Martin & Marsh, 2009; Kim & Kim, 2021). Similarly, while WTC has been extensively studied in L2 learning contexts (Alemi & Pashmforoosh, 2012; Clément et al., 2003; Joe et al., 2017; Lee, 2022; Lee & Drajati, 2019), there is a need to examine how teacher support in CALL may influence EFL learners' WTC and, subsequently, their language learning outcomes. Therefore, this study addresses these gaps by investigating the nuanced role of teachers' support in CALL and its implications for EFL learners' academic experiences, AR, WTC, and academic well-being.

The significance of this study lies in its potential to contribute to the advancement of both theory and practice in the field of language education. By examining the nuanced role of teachers' support in CALL and its impact on EFL learners' AR, WTC, and academic well-being, this research aims to provide valuable insights into optimizing language learning experiences in the digital age. Understanding how teachers' support in CALL can influence various aspects of EFL learners' academic experiences can inform the development of more effective instructional strategies and teacher training programs tailored to meet learners'

diverse needs and preferences. Furthermore, elucidating the relationship between teacher support, AR, WTC, and academic well-being can contribute to the broader discourse on promoting positive academic outcomes and holistic student development within the language learning context. Ultimately, the findings of this study have the potential to inform educational policies and practices aimed at fostering a supportive learning environment that enhances EFL learners' WTC, AR, and overall academic well-being.

Literature Review

Computer-assisted language learning

CALL has emerged as a significant area of research and practice in second language acquisition. CALL refers to integrating computer technology into language learning processes and activities (Mohsen et al., 2024). Over the years, CALL has evolved from simple drill-and-practice exercises to more interactive and communicative applications, providing learners opportunities to develop their language skills in engaging and authentic contexts (Park & Son, 2022). The integration of CALL in language classrooms has been shown to have several benefits for EFL learners. For instance, multimedia tools such as interactive software and online resources can enhance learners' engagement and motivation by providing diverse and stimulating learning materials (Chapelle, 2007). Furthermore, CALL enables learners to access authentic language input, practice language skills independently, and receive immediate feedback, which can contribute to developing their linguistic competence (Beatty, 2013).

Using CALL in language classrooms also offers opportunities for EFL learners to develop their autonomy and independent learning skills (Mutlu & Eroz-Tuga, 2013). CALL platforms and applications often provide learners with self-access materials and interactive exercises, allowing them to set their own learning goals, pace, and preferences (Norte, 2005). This learner-centered approach promotes learner agency and self-regulation, fostering a sense of ownership and control over the learning process (Raya & Fernandez, 2002). Moreover, CALL tools can facilitate learners' reflective practices through features such as recording and playback functions, enabling learners to review and analyze their language production (Stanley, 2013). By engaging in self-reflection and self-correction, learners can enhance their language awareness and monitor their progress more effectively (Lai et al., 2024).

Teacher support

Teacher support can be defined through the lenses of self-determination and social support. From a self-determination perspective, teacher support is perceived when students sense cognitive (Skinner et al., 2008), emotional (Skinner & Belmont, 1993), or autonomy-oriented assistance from their teacher during the learning process (Wellborn & Connell, 1987). Ryan and Deci (2000) suggest that individuals engage in tasks based on their values, interests, and hobbies, but their emotions and motivations can be influenced by those close

to them. Teacher support comprises three key dimensions: support for autonomy, structure, and involvement. Support for autonomy entails teachers offering students choices, relevance, or respect. Structure refers to the clarity of expectations and consequences. Involvement encompasses warmth, affection, dedication to resources, understanding the student, and dependability (Skinner et al., 2008). Research applying this definition of teacher support has revealed its impact on students' anxiety, depression, hope, and other emotions (Reddy et al., 2003; Skinner et al., 2008; Van Ryzin et al., 2009).

Within the social support framework, teacher support can be delineated into two perspectives: broad and narrow. The broad outlook, rooted in Tardy's (1985) social support model, characterizes teacher support as encompassing informational, instrumental, emotional, or appraisal aid provided by a teacher to a student across various settings (Kerres Malecki & Kilpatrick Demary, 2002; Tardy, 1985). Informational support involves offering advice or information within a specific content domain. Instrumental support entails providing resources such as financial assistance or time. Emotional support encompasses expressions of love, trust, or empathy. Appraisal support involves furnishing evaluative feedback to individual students (Malecki & Elliott, 1999). In contrast, the narrow perspective confines teacher support to assistance, trust, friendship, and interest solely within the classroom environment (Aldridge et al., 1999; Fraser, 1998).

Teacher support strengthens the bond between a teacher and their students. In particular, teachers who demonstrate support towards their students express care and concern, leading these students to often reciprocate by showing respect and adherence to classroom rules (Chiu & Chow, 2011; Longobardi et al., 2016). Conversely, when teachers resort to shouting, blaming, or employing aggressive disciplinary actions toward students, these students tend to display reduced concern for their teachers and exhibit fewer cooperative behaviors in the classroom (Miller et al., 2000).

Academic resilience

Resilience, a concept central to psychology and human development theory, is described as a dynamic process involving positive adaptation amidst intense adversity or the capacity of individuals to withstand challenges and adjust to their circumstances (Connor & Davidson, 2003; Luthar et al., 2000; Wang et al., 2022; Xue, 2021). Given its explanatory function, resilience serves as a significant personal attribute in elucidating why some individuals excel in managing adversities compared to others (White et al., 2010). Resilience is conceptualized not merely as a fixed trait but as a progressive inclination: a dynamic, transferable process within individuals (internally) and between individuals and their environments (externally) to seek out resources and support, fostering adaptability and well-being amidst difficulties, trauma, threats, and daily challenges (Truebridge, 2014). Wagnild and Collins (2009) developed various types of resilience and corresponding measures. Personal resilience denotes an individual's capacity to rebound from setbacks, to adjust

flexibly, and to yield rather than resist when confronting hardship. It encompasses a multifaceted construct comprising traits such as confidence, adaptability, risk-taking, problem-solving abilities, resilience, self-regulation, social competence, autonomy, optimism, collaboration, curiosity, self-reflection, creativity, initiative, and a keen sense of humor grounded in a realistic perspective on life.

According to Cassidy (2015), academic resilience comprises three key components: persistence, strategic thinking and seeking help, and managing negative emotions and reactions (Cassidy, 2015). Persistence refers to the perseverance students demonstrate when faced with educational challenges, highlighting the importance of diligence in overcoming obstacles. Strategic thinking and seeking help involve students' ability to assess their own strengths and seek assistance accordingly, adapting their approach based on their capabilities. This includes recognizing and utilizing their strengths effectively (Cassidy, 2015). The third component involves managing negative emotions and reactions, describing how adverse events can elicit emotional responses in students. It encompasses strategies for coping with anxiety and unfavorable circumstances. For instance, students with high educational resilience are adept at minimizing prolonged negative reactions and maintaining a positive outlook in the face of challenges (Cassidy, 2015). Research suggests that students with educational resilience also exhibit strong interpersonal skills, confidence in their learning abilities, positive attitudes toward schooling, cultural appreciation, and high expectations (Borman & Overman, 2004).

Willingness to communicate

The concept of WTC has garnered considerable attention in L2 education in recent decades. This interest stems from acknowledging communication and language utilization's pivotal role in L2 learning (Cao, 2011; MacIntyre et al., 2011; Zarrinabadi & Pawlak, 2021). Initially, WTC was defined as an individual's inclination to freely initiate communication using L2 with a specific person or group at a given moment (Liu et al., 2021; MacIntyre et al., 1998; McCroskey & Baer, 1985). Two main conceptualizations of WTC have emerged in the literature: trait-like and dynamic situational conceptualizations. The trait-like conceptualization pertains to enduring behavior patterns exhibited consistently across different contexts, such as students' personalities or group dynamics (Cetinkaya, 2005; Kang, 2005; MacIntyre & Legatto, 2011). Initially, WTC was primarily viewed through a trait-like lens. For instance, research in this area has explored comparisons between extroverted and introverted students (Cetinkaya, 2005; MacIntyre & Charos, 1996), learners' motivation (Yashima, 2002), and communication anxiety (Clément et al., 2003).

MacIntyre (2007) introduced a novel perspective on L2 WTC, expanding upon the earlier WTC model (MacIntyre et al., 1998). This fresh viewpoint, termed the dynamic situational conceptualization, emphasizes the fluid nature of students' WTC, suggesting that it rapidly shifts in response to various contexts. Within this dynamic situational framework,

it is argued that the fluctuating and nonlinear processes of WTC behavior evolve dynamically over time, influenced by the interconnectedness of internal and external factors (Baker & MacIntyre, 2000; Kang, 2005; Peng, 2007), which include mood, physiological variables (such as factors that facilitate or hinder performance), and environmental conditions (such as the presence of recording devices).

Originally, WTC stemmed from research on first language (L1) communication, focusing on trait-like characteristics (McCroskey & Baer, 1985), cross-cultural comparisons among similar language groups (Barraclough et al., 1988), and different language groups' L1 WTC (McCroskey et al., 1990). However, the connection between first language (L1) WTC and L2 learning was established post-1990s, as highlighted by MacIntyre and Charos (1996). Subsequently, MacIntyre et al. (1998) argued that L2 WTC is not merely a reflection of L1 WTC. They proposed a multifaceted understanding of L2 WTC, sparking numerous subsequent studies exploring L2 WTC in both classroom and non-classroom settings. These investigations have approached L2 WTC from diverse angles, including individual trait-like perspectives (Baker & MacIntyre, 2000; Yashima, 2002) as well as situated and dynamic perspectives (McCroskey et al., 1990; Cao, 2014).

Academic well-being

Academic well-being, a multifaceted construct within the educational realm, encompasses the holistic state of an individual's mental, emotional, and physical health in relation to their academic experiences (Suldo & Shaffer, 2008). It transcends conventional measures of academic success, encompassing subjective perceptions of satisfaction with school life, motivation, self-esteem, and a sense of belonging within the academic community (Suldo et al., 2014). The research underscores the pivotal role of academic well-being in shaping students' overall educational journey and outcomes. Studies have consistently shown a positive correlation between academic well-being and academic achievement, with higher levels of well-being associated with improved cognitive functioning, heightened concentration, and increased academic engagement (Suldo & Huebner, 2004). Furthermore, academic well-being acts as a protective buffer against the adverse effects of stress and academic pressure, fostering resilience and adaptive coping strategies in the face of academic challenges (Suldo et al., 2014). As such, fostering a supportive academic environment conducive to promoting students' well-being is paramount not only for optimizing academic performance but also for nurturing students' holistic development within the educational context.

Moreover, academic well-being has been linked to various socio-emotional outcomes critical for students' holistic development. For instance, research suggests that students with higher levels of academic well-being are more likely to experience positive emotions such as enjoyment, interest, pride, and hope in academic settings (Suldo & Shaffer, 2008). Conversely, lower levels of academic well-being have been associated with negative

academic emotions such as anxiety, depression, shame, and worry (Suldo et al., 2014). These findings highlight the importance of considering students' emotional experiences within the academic context and the significant role that academic well-being plays in shaping these experiences. By understanding the factors contributing to academic well-being and its implications for students' socio-emotional development, educators and policymakers can implement targeted interventions and support systems to promote positive academic outcomes and foster students' overall well-being in educational settings.

The study addresses the intersecting dynamics of CALL, teacher support, academic resilience, and WTC in enhancing EFL learners' academic experiences and well-being. Despite the advancements in CALL methodologies, the literature review underscores gaps in understanding the intricate relationships between teacher support in CALL environments and its impact on learners' academic well-being, resilience, and communication willingness. While CALL offers promising avenues for interactive and autonomous language learning, the efficacy of teacher support within these digital environments remains understudied. Moreover, the literature highlights the significance of academic well-being as a pivotal determinant of students' cognitive and socio-emotional development within educational contexts. However, a need exists to explore further the nuanced connections between academic well-being, teacher support, and CALL practices to develop comprehensive strategies that optimize learning outcomes and foster students' holistic well-being. Thus, the study seeks to address these gaps by investigating how teacher support in CALL settings influences EFL learners' academic well-being, resilience, and WTC, thereby contributing to a deeper understanding of effective pedagogical approaches in language education. Thus, the following research questions are addressed in this study:

RQ1. How does teacher support in CALL affect EFL learners' academic resilience?

RQ2. How does teacher support in CALL affect EFL learners' willingness to communicate?

RQ3. How does teacher support in CALL affect EFL learners' academic well-being?

Methodology

Design

The study employs a quantitative pretest-posttest control group design to investigate the impact of teacher support in CALL environments on EFL learners' academic well-being, resilience, and WTC. This research design allows for the systematic comparison of outcomes between a control group and an intervention group, thereby enabling the assessment of the specific effects of teacher support in CALL contexts. By administering pretests and posttests to both groups, the study aims to measure any changes in academic well-being, resilience, and WTC resulting from the intervention. The quantitative nature of the design facilitates the collection of empirical data that can be analyzed statistically, providing valuable insights into the efficacy of teacher support in enhancing various aspects of EFL learners' academic experiences and well-being within CALL environments.

Participants

The study was conducted at a prominent university in Andahuaylas, Peru, utilizing participants selected from two intact classes within the university. Each class consisted of 30 learners, ensuring equal gender distribution among the participants. The age range of the participants spanned from 19 to 27 years old. All participants shared Spanish as their first language, indicating homogeneity in linguistic background. One class was randomly designated as the experimental group to ensure unbiased group allocation, while the other served as the control group.

Instruments

The Academic Resilience Scale developed and validated by Martin and Marsh (2006) was utilized to assess teacher support's effect on academic resilience. This questionnaire is designed to measure students' ability to bounce back from academic setbacks and adapt positively to challenges within educational settings. It assesses academic resilience, including persistence, strategic thinking, seeking help, and managing negative emotions. The scale developed by MacIntyre et al. (1998) was employed to evaluate teacher support's effect on WTC. This scale measures individuals' inclination to initiate communication using the target language in various social contexts. It assesses both trait-like tendencies and situational fluctuations in WTC, providing insights into the dynamic nature of communication willingness. Finally, to gauge the impact of teacher support on academic well-being, the multidimensional life satisfaction scale developed and validated by Huebner (1994) was administered. It is worth noting that each scale was administered twice: once on the pretest and once on the posttest.

Instruction in Each Group

The study employed a quasi-experimental design to investigate the impact of teacher support, mediation, scaffolding, and appropriate feedback on academic well-being among students. The treatment was administered for seven weeks, during which both the experimental and control groups participated in online classes conducted via the Google Meet platform due to restrictions imposed by external circumstances. Participants assigned to the experimental group received a comprehensive treatment to foster their academic well-being. Classes for this group were designed to be student-centered, emphasizing personalized support, mediation, scaffolding, and timely feedback. Teachers utilized various strategies to facilitate student engagement, collaboration, and critical thinking.

During the online classes, teachers actively mediated discussions, encouraging students to express their thoughts and opinions on the subject matter. They provided scaffolding by breaking complex concepts into manageable parts and guiding students through problem-solving processes. For example, in a mathematics class, teachers presented real-life scenarios and guided students through step-by-step problem-solving strategies, offering support and feedback.

Furthermore, teachers employed the Google Meet platform's interactive features to create engaging learning experiences, such as breakout rooms for small group discussions, collaborative document editing, and interactive polls. This interactive approach aimed to enhance students' sense of belonging, autonomy, and competence in the academic setting. Teachers also prioritized providing appropriate feedback to students to guide their learning process effectively. Feedback was tailored to individual student needs, focusing on strengths, areas for improvement, and strategies for further development. For instance, in a writing class, teachers provided detailed feedback on students' drafts, highlighting strengths in their arguments, suggesting improvements in organization and clarity, and offering specific recommendations for revision. In contrast, participants assigned to the control group experienced traditional, teacher-centered classes with minimal additional support provided by the teacher. Classes for this group followed a more conventional instructional format, with teachers primarily delivering content through lectures or presentations via the Google Meet platform. The control group received standard instruction without the personalized support, mediation, scaffolding, or feedback provided to the experimental group. Teachers focused on delivering course content, but interactions with students were limited primarily to answering questions or clarifying concepts as needed during class sessions. Overall, the treatment for the control group aimed to replicate typical classroom instruction in an online format, with minimal modifications or additional support beyond what is typically provided in traditional educational settings.

Procedures

After collecting questionnaire data, experimental and control group participants were categorized based on their responses. Using scores from the Academic Resilience Scale, participants were divided into resilient and non-resilient learners. Similarly, participants' reactions to the Willingness to Communicate scale were used to categorize them as WTC or unwilling to communicate. Additionally, participants' satisfaction with academic well-being was determined based on their questionnaire responses.

Chi-square tests for group independence were conducted for each time interval, such as pretest and posttest, to assess the impact of teacher support in CALL on academic resilience, WTC, and academic well-being. These tests aimed to determine whether a significant association existed between the treatment groups (experimental vs. control) and the categorical variables of academic resilience, WTC, and academic well-being at each time interval. The null hypothesis assumed no association between the treatment groups and the categorical variables, while the alternative hypothesis suggested an association. A significance level (α) of 0.05 was set for all tests, with a p-value less than α indicating a significant association.

Results

The effect of teacher support in CALL on EFL learners' academic resilience

As discussed above, to determine the effect of teacher support in CALL on the academic resilience of EFL learners, a chi-square for group independence was needed for each time interval.

Table 1.

*Group * Resilience Pretest Crosstabulation*

		Resilience Pretest		Total
		Resilient	Non-resilient	
Group	Experimental	5	25	30
	Control	4	26	30
Total		9	51	60

Table 1 shows that on the pretest of resilience, five learners in the experimental group and four in the control group were resilient participants, and the rest were non-resilient.

Table 2.

Symmetric Measures of resilience on the pretest

		Value	Approx. Sig.
Nominal by Nominal	Phi	.047	.718
	Cramer's V	.047	.718
N of Valid Cases		60	

Table 2 shows that on the pretest, there was no significant difference in resilience between the two groups ($p > .05$).

Table 3.

*Group * Resilience Posttest Crosstabulation*

		Resilience Posttest		Total
		Resilient	Non-resilient	
Group	Experimental	19	11	30
	Control	6	24	30
Total		25	35	60

On the posttest, as Table 3 indicates, 19 learners in the experimental group and six control participants were resilient, and the rest were determined to be non-resilient subjects.

Table 4.

Symmetric Measures of Resilience on the Posttest

		Value	Approx. Sig.
Nominal by Nominal	Phi	.439	.001
	Cramer's V	.439	.001

N of Valid Cases

60

Table 4 shows a significant difference between the two conditions on the posttest of resilience ($p = .001$) with a large effect size (Phi Cramer's $V = .439$).

The effect of teacher support in CALL on EFL learners' willingness to communicate

Similar to the first research question, a chi-square for group independence was conducted for each time interval to measure the effect of teacher support in CALL on EFL learners' WTC.

Table 5.

*Group * WTC Pretest Crosstabulation*

		WTC Pretest		Total
		Willing to communicate	Unwilling to communicate	
Group	Experimental	3	27	30
	Control	4	26	30
Total		7	53	60

Table 5 demonstrates that only a few learners were willing to communicate on the pretest (3 in the experimental condition and 4 in the control group). The rest were unwilling to communicate.

Table 6.

Symmetric Measures of WTC on the Pretest

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.052	.688
	Cramer's V	.052	.688
N of Valid Cases		60	

Based on Table 6, no significant difference was observed between the two conditions on the pretest of WTC ($p > .05$).

Table 7.

*Group * WTC Posttest Crosstabulation*

		WTC Posttest		Total
		Willing to communicate	Unwilling to communicate	
Group	Experimental	22	8	30
	Control	5	25	30
Total		27	33	60

On the posttest of WTC, 22 learners who had received teacher support in CALL were willing to communicate, while only five learners in the control group were determined as willing to communicate learners.

Table 8.

Symmetric Measures of WTC on the Posttest

		Value	Approx. Sig.
Nominal by Nominal	Phi	.570	.000
	Cramer's V	.570	.000
N of Valid Cases		60	

Table 8 shows a significant difference between the two groups on the posttest of WTC ($p = .001$) with a large effect size (Cramer's $V = .570$).

The effect of teacher support in CALL on EFL learners' academic well-being

Similar to what went above, a chi-square test was run for each timeline to examine the influence of teacher support in CALL on EFL learners' academic well-being.

Table 9.

Group * Academic well-being Pretest Crosstabulation

		Academic well-being pretest		Total
		Satisfied	Dissatisfied	
Group	Experimental	6	24	30
	Control	6	24	30
Total		12	48	60

Table 9 reveals that on the pretest of academic well-being, only 12 learners (6 learners in the experimental group and 6 participants in the control condition) were satisfied with their educational endeavors.

Table 10.

Symmetric Measures of Academic Well-being on the Pretest

		Value	Approx. Sig.
Nominal by Nominal	Phi	.000	1.000
	Cramer's V	.000	1.000
N of Valid Cases		60	

Table 10 shows a perfectly similar performance on the pretest scale of academic well-being between the two conditions ($p > .05$).

Table 11.

Group * Academic Well-being Posttest Crosstabulation

		Academic well-being posttest		Total
		Satisfied	Dissatisfied	
Group	Experimental	25	5	30
	Control	6	24	30
Total		31	29	60

As shown in Table 11, 25 learners in the experimental group were determined as satisfied with their academic endeavors, but only six control participants were classified as satisfied subjects.

Table 12.

Symmetric Measures of Academic Well-being Posttest Crosstabulation

		Value	Approx. Sig.
Nominal by Nominal	Phi	.634	.000
	Cramer's V	.634	.000
N of Valid Cases		60	

Table 12 shows a significant difference between the two conditions on the posttest with a huge effect size ($p = .001$, Cramer's $V = .634$).

Discussion

The present study's findings shed light on the significant impact of teacher support in CALL on various aspects of EFL learners' academic experiences and well-being. The discussion will explore the implications of these findings, contextualize them within existing literature, and provide insights for language educators and researchers.

The results revealed a substantial increase in academic resilience among EFL learners who received teacher support in CALL compared to those in the control group. The interactive and autonomous nature of CALL environments, coupled with personalized support from teachers, likely contributed to students' enhanced ability to bounce back from academic setbacks and adapt positively to challenges. These findings underscore the importance of integrating teacher support strategies within CALL pedagogy to promote students' resilience and perseverance in language learning contexts.

Another notable finding was the significant increase in WTC observed among EFL learners who received teacher support in CALL. The interactive and collaborative nature of CALL platforms and tailored support from teachers may have created a conducive environment for students to feel more confident and motivated to engage in language communication. These findings underscore the potential of CALL-mediated teacher support in enhancing students' communication skills and fostering a communicative language learning environment.

The study also revealed a substantial improvement in academic well-being among EFL learners who received teacher support in CALL. The personalized guidance and encouragement provided by teachers in CALL environments likely contributed to students' increased satisfaction with their academic endeavors and overall well-being. These findings underscore the importance of integrating teacher support strategies within CALL pedagogy to promote students' academic engagement, satisfaction, and overall well-being.

The present study offers a novel contribution to the existing literature by exploring the intersecting dynamics of teacher support in CALL environments and its impact on various dimensions of EFL learners' academic experiences and well-being. While previous research has examined the effectiveness of CALL methodologies and the role of teacher support in traditional classroom settings, this study extends the inquiry to investigate the unique effects of teacher support within digital language learning environments. By addressing the research questions outlined in the literature review, the study advances our understanding of how personalized guidance and encouragement from teachers in CALL settings can influence learners' academic resilience, WTC, and academic well-being. This novel approach not only sheds light on the potential benefits of integrating teacher support strategies into CALL pedagogy but also offers practical insights for educators and policymakers seeking to optimize language learning outcomes and foster students' holistic development within the educational context.

The present study's findings provide valuable insights into the relationship between teacher support in CALL environments and its impact on various aspects of EFL learners' academic experiences and well-being, thus addressing the research questions outlined in the literature review.

Firstly, the study explored the effect of teacher support in CALL on EFL learners' academic resilience. Consistent with previous literature highlighting the role of teacher support in fostering resilience (Yeager et al., 2014), the results revealed a significant increase in academic resilience among learners who received teacher support in CALL. This finding aligns with the notion that personalized guidance and encouragement from teachers can empower students to overcome challenges and adapt positively to academic setbacks (Cassidy, 2015).

Secondly, the study investigated the influence of teacher support in CALL on EFL learners' WTC. Building on the conceptualizations of WTC outlined in the literature review, the findings demonstrated a substantial increase in WTC among learners who received teacher support in CALL. This result underscores the importance of creating supportive and interactive language learning environments that encourage students to engage confidently in communication activities (MacIntyre et al., 1998).

Furthermore, the study examined the effect of teacher support in CALL on EFL learners' academic well-being. Drawing on the literature highlighting the significance of

academic well-being in shaping students' overall educational journey (Suldo & Shaffer, 2008), the results indicated a significant improvement in academic well-being among learners who received teacher support in CALL. This finding emphasizes the role of teacher support in fostering a positive academic environment conducive to promoting students' well-being and engagement (Suldo et al., 2014).

Overall, the study's findings contribute to a deeper understanding of the interconnected dynamics between teacher support, CALL practices, and students' academic experiences and well-being. By addressing the research questions in the literature review, the study highlights the potential of integrating teacher support strategies within CALL pedagogy to optimize learning outcomes and nurture students' holistic development within the educational context.

The implications of the study

This study has many implications. For language teachers, the findings of this study hold significant implications for pedagogical practices in CALL environments. The demonstrated positive impact of teacher support on EFL learners' academic resilience, WTC, and academic well-being underscores the importance of cultivating strong teacher-student relationships and providing personalized guidance within digital language learning settings. Language teachers can leverage these insights to adopt learner-centered approaches that prioritize individualized support and encouragement, fostering a supportive learning environment conducive to learners' socio-emotional and academic development. By integrating effective teacher support strategies into their instructional practices, language teachers can enhance learner engagement, motivation, and autonomy, ultimately optimizing language learning outcomes in CALL contexts.

Syllabus designers stand to benefit from the findings of this study by incorporating teacher support components into CALL curriculum frameworks. By recognizing the pivotal role of teacher support in facilitating EFL learners' academic resilience, WTC, and academic well-being, syllabus designers can design curricular materials and activities that promote meaningful teacher-student interactions and personalized learning experiences. Syllabus designers may consider integrating opportunities for peer collaboration, feedback, and reflection within CALL curricula to cultivate a supportive learning community and enhance learners' sense of belonging and agency. Moreover, by aligning syllabus objectives with promoting academic resilience, communication skills, and well-being, designers can contribute to the holistic development of EFL learners within digital language learning environments.

Materials developers can leverage the insights gleaned from this study to design interactive and adaptive CALL materials that facilitate teacher-supported learning experiences. By incorporating features that promote teacher-student interaction, feedback provision, and goal setting, materials developers can create engaging and effective learning

resources that cater to EFL learners' diverse needs and preferences. Additionally, materials developers may explore innovative technologies such as artificial intelligence and natural language processing to enhance the responsiveness and personalization of CALL materials, thereby providing learners with tailored support and scaffolding throughout their language learning journey. By aligning materials development efforts with promoting academic resilience, communication competence, and well-being, developers can contribute to creating inclusive and effective digital learning environments for EFL learners.

Policymakers play a crucial role in shaping the language education landscape, and this study's findings offer valuable insights for informing policy decisions and initiatives related to CALL implementation and teacher professional development. By recognizing the significance of teacher support in fostering EFL learners' academic resilience, communication skills, and well-being, policymakers can prioritize integrating teacher training programs and resources that equip educators with the necessary skills and competencies for effectively supporting learners in digital language learning environments. Moreover, policymakers may consider allocating resources for research and development initiatives to advance CALL pedagogy and technology integration, fostering innovation and improvement in language education practices. By advocating for policies promoting learner-centered approaches, equitable access to technology, and teacher professional growth, policymakers can create inclusive and supportive language learning environments that empower EFL learners to thrive academically and socio-emotionally in the digital age.

Conclusion

In conclusion, this study has shed light on the significant role of teacher support in CALL environments and its impact on EFL learners' academic resilience, WTC, and academic well-being. Through the implementation of a quantitative pretest-posttest control group design, the study revealed that teacher support in CALL settings significantly influenced learners' outcomes across all three dimensions. Specifically, the findings demonstrated that EFL learners who received teacher support exhibited higher levels of academic resilience, increased WTC in the target language, and enhanced academic well-being compared to those in the control group. These results underscore the importance of fostering strong teacher-student relationships and providing personalized guidance and encouragement within digital language learning contexts.

The study contributes to the existing literature by addressing gaps in understanding the intersecting dynamics of CALL, teacher support, and learner outcomes, particularly in academic resilience, communication willingness, and academic well-being. By integrating insights from the literature review on CALL, teacher support, academic resilience, WTC, and academic well-being, the study provides a comprehensive understanding of the complex relationships between these variables and their implications for language education practices.

The implications of this study extend beyond the academic realm, offering valuable insights for language teachers, syllabus designers, materials developers, and policymakers. Language teachers can leverage the findings to adopt learner-centered approaches that prioritize individualized support and foster a supportive learning environment conducive to learners' socio-emotional and academic development. Syllabus designers and materials developers can integrate teacher support components into CALL curricula and materials, thereby promoting meaningful teacher-student interactions and personalized learning experiences. Policymakers can prioritize integrating teacher training programs and resources that equip educators with the necessary skills for effectively supporting learners in digital language learning environments, thereby contributing to creating inclusive and supportive language learning environments.

All in all, this study underscores the importance of teacher support in enhancing EFL learners' academic experiences and well-being within CALL settings. By recognizing the significance of teacher support and its impact on learner outcomes, educators and policymakers can implement targeted interventions and support systems to promote positive academic outcomes and foster learners' overall well-being in language education contexts. Future research may explore additional factors influencing teacher support in CALL environments and investigate the long-term effects of teacher support interventions on EFL learners' language learning outcomes and holistic development.

Despite the significant findings, this study has several limitations that should be considered. Firstly, the sample size was relatively small, consisting of only 60 participants from two intact classes in a single university in Peru. This limits the generalizability of the results to other contexts and populations. Future studies could benefit from larger and more diverse sample sizes to enhance the applicability of the findings. Secondly, the study's duration was relatively short, which may not fully capture the long-term effects of teacher support in CALL environments on learners' academic resilience, WTC, and academic well-being. Longitudinal studies are needed to examine the sustained impact of such interventions over extended periods. Additionally, the study relied on self-report questionnaires, which may be subject to social desirability bias and inaccuracies in self-assessment. Qualitative methods, such as interviews or observational data, could provide a more comprehensive understanding of the learners' experiences and perspectives.

Further research is needed to address the limitations and build on the findings of this study. Future studies should consider investigating the impact of teacher support in CALL environments across different educational settings, including secondary schools and other higher education institutions, to enhance the generalizability of the results. Exploring the effects of different types of teacher support (e.g., emotional, informational, instrumental) on various aspects of learners' academic experiences could provide a more nuanced understanding of how specific support strategies influence learner outcomes. Moreover,

examining cultural factors' role in shaping teacher support's effectiveness in CALL environments could offer valuable insights into how cultural contexts influence learner perceptions and responses to support. Finally, experimental designs with control over extraneous variables and mixed-method approaches could provide more robust and comprehensive evidence on the impact of teacher support in CALL on EFL learners' academic resilience, WTC, and academic well-being.

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