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The Role of Social Support Systems in Adolescent Foreign Language Learning

Abstract

In adolescents the main groups of social support are their family, peers, and teachers with whom they interact most frequently. They play a buffering role between stress and psychological well-being by helping to cope with adverse challenges, and by providing social integration. Consequently, it is believed that in the situation of stress caused by the necessity to learn a foreign language (FL) as a compulsory subject, social support can be viewed as an important factor that may positively influence learners' academic achievement, exposing the role of the perceived availability of significant others' help in achieving FL success. To date, in spite of the call for research on the general functioning of the language learner as a member of the society, the study on the role of social support in the process of foreign language learning is still scarce. The existing research has though proved that perceived social support significantly predicts resilience in foreign language learning. The feelings of closeness and support the learners receive from the support network protect them from stressors, and they validate the feelings of self-esteem, competence, and personal control in the face of stressful situations. The three main support groups (parents, teachers, and peers) help learners develop their social competence, problem-solving skills, autonomy, and a sense of purpose.

Keywords: social support, parental support, teacher support, peer support, foreign language

Introduction

Humans are social by nature. Their sociability complex enables them to create social structures and systems whose purpose is to express values, rituals, and ideas (Levy Martin, 2009). These social networks are made up of many cooperating and competing groups whose role is to help individuals establish and sustain their bonds with others. Although personal resources are the first

line of defense in response to stress, it appears that turning to others for support, especially when one's resources are depleted, protects the individual from social isolation (Reblin & Uchino, 2008). In adolescents the main groups of social support are their family, peers, and teachers with whom they interact most frequently (Camara, Bacigalupe, and Padilla, 2017). They play a buffering role between stress and psychological well-being by helping to cope with adverse challenges, and by providing social integration (Torres and Solberg, 2001). They also provide opportunities of expression of and support for appropriate social identities. Consequently, it is believed that in the situation of stress caused by the necessity to learn a foreign language (FL) as a compulsory subject (Piechurska-Kuciel, 2008), social support appears to be an important factor that may influence learners' FL academic achievement. To date, in spite of the call for research on the language learner as a member of the society (Ushioda, 2009), the study on the role of social support in the process of foreign language learning is still scarce.

The aim of this paper is to present an overview of the general research on social support carried out in the field in general human functioning, in education, and also in the field of foreign language learning. First, the basic definitions, typologies, and role of social support is presented. In the next step the support received from the main support groups in adolescence (parents, teachers, and peers) is outlined. Then the main findings from empirical research on social support in the sphere of foreign language learning follow. The concluding section is devoted to the presentation of possible research directions on social support in the foreign language learning field.

Social Support: Definitions and Role

There are varying approaches to the concept of *social support*. It can be broadly defined as the "process of interaction in relationships which improves coping, esteem, belonging, and competence through actual or perceived exchanges of physical or psychosocial resources" (Gottlieb, 2000, p. 29). This comprehensive definition stresses the importance of communication stemming from interactions, as well as supportive outcomes it creates; that is an improvement of one's functioning in key areas, induced by exchanges of resources of different kinds. Other definitions of the term underlie the significance of one's ability to take advantage of "social assets, social resources, or social networks that people can use when they are in need of aid, advice, help, assistance, approval, comfort, protection, or backing" (Vedder, Boekaerts, & Seegers, 2005, p. 269). Overall, it can be stipulated that social support is the perceived notion

that one is cared for, valued, understood, able to gain the assistance, and evaluation of significant others, and will be aided whenever in need.

There are several overlapping typologies of social support, the basic one connected with the perception and reception of support. *Perceived* social support can be understood as “an individual’s subjective appraisal that people in their social network care for them and are willing to provide assistance when needed” (Ciarrochi, Morin, Sahdra, Litalien, & Parker, 2017, p. 1155). This highly subjective judgment can be opposed to *actual* or *received* social support. In this case the support actually performed in terms of communication, physical objects or favors is taken into consideration. Its beneficial effects are crucial when the individual’s attempts to cope with stresses fail. However, perceptions of social support appear to be more influential in comparison to actual support because they reduce one’s feelings of helplessness, leading to perceiving stressful situations as less stressful (Chu, Saucier, & Hafner, 2010). On these grounds, it can be proposed that social support is well defined as a measure of “social embeddedness (e.g., indicators assessing the frequency of contact with others), received support (e.g., measures of the amount of tangible help actually provided by social network members), and perceived support (subjective evaluations of supportive exchanges)” (Dalal & Ray, 2005, p. 227). In a similar vein, social support consists in “an individual’s perceptions of general support or specific supportive behaviors (available or enacted upon) from people in their social network, which enhances their functioning and/or may buffer them from adverse outcomes” (Malecki & Demary, 2002, p. 2). From this point of view, social support is presented as a factor indispensable for one’s successful functioning in the society.

The construct of social support can also be conceptualized on the basis of five different dimensions of support, as proposed by Tardy (1985). *Direction* defines whether social support is being given or received, as well as who gives and who receives. The dimension of *disposition* refers to the availability of social support (available or enacted). When accessible, it provides a sense of security in an unfamiliar situation, especially when one perceives being supported. The feature of *description/evaluation* is connected with an individual describing or assessing their social support experience. *Network* refers to the sources of an individual’s support network, or people responsible for providing support. Finally, the dimension of *content* is connected with the emotional, instrumental, informational, and appraisal aspects of support. The first type (emotional) comprises perceptions of love, trust, empathy, and belonging (Demaray, Malecki, Jenkins, & Cunningham, 2012). Instrumental support includes the provision of tangible resources, such as money, skills, or time that help someone in need. The information category refers to providing guidance or advice that aids in solving a problem. The last type of support (*appraisal*) deals with offering evaluative feedback that can be either the critical assessment of one’s performance and/

or instructions concerning its improvement. In this way information relevant to self-evaluation can be obtained (Cutrona & Russell, 1990).

The individual's need for attachment, care, and attention can be fulfilled by an optimal support system, which can enhance one's sense of trust and life direction (Kleinke, 1998). On the one hand, it reduces the effect of negative events happening, while on the other, with its buffering effect it changes the interpretation of events, promoting one's health and well-being (Cranford, 2004). Accordingly, two main models of the action of social support have been hypothesised: the main effect model and the stress-buffering effect model. *The main/direct effect model* proposes that social support has a positive influence on the individual's well-being, and function at all the time, irrespective of the individual's exposure to a stress (House, Landis, and Umberson, 1988). In view of its strong version, an increase in social support is related to a rise in well-being, independently from the current level of support (Cohen and Wills, 1985). Alternatively, *the stress-buffering model* posits that social support plays a role only when the individual is exposed to a stressful situation (Melrose, Brown, & Wood, 2015), while in the absence of stress, the effects of great or small social support are similar (Hashimoto, Kurita, Haratani, Fujii, & Ishibashi, 1999). Both models are supported empirically with conflicting evidence, mostly proving that direct effects of social support occur consistently (Aneshensel & Stone, 1982), and the buffering effect appears inconsistent or weak (Alloway & Bebbington, 1987).

In general, social support plays a beneficial role in the individual's life. Understandably, it helps to cope with adverse challenges, prevent stress, expand problem solving abilities, develop beneficial actions, and augment one's well-being (Tang, 2009). It also develops resilience – the ability to adapt successfully to difficult and hostile situations (Ozbay et al., 2007). It satisfies one's need for attachment, care and attention (Hale, Hannum, & Espelage, 2005), providing companionship needed for one's well-being. Importantly, it predicts high positive affect, low negative affect, as well as high satisfaction with life (Steptoe, Dockray, and Wardle, 2009). Last but not least, social support increases happiness and makes one's life better in general (Diener & Seligman, 2002).

What is more, social support also plays a role in education – it enhances overall school achievement and academic competence, such as grades and test performance (e.g., Ahmed, Minnaert, Werf, & Kuyper, 2010). Aside from that, there is a positive relationship between social support and school adjustment, the sense of school coherence and the ability to handle daily school hassles (Danielsen, Wiium, Wilhelmsen, & Wold, 2010). However, it is not quite clear how social support operates on school outcomes. It is though argued that this influence can be explained by means of uncertainty reduction (Rosenfeld, Richman, and Bowen, 2000). When circumstances are stressful, such as the ones accompanying the educational process, the individual wants to develop

a sense of perceived control by means of reducing ambiguity and unpredictability. Supportive communication from significant others may boost feelings of control, and help the individual recognize realistic alternatives, and develop skills needed for the learning process. More importantly, classroom atmosphere that is nurturing and encouraging at the time when social support and understanding is of utmost importance plays a significant role (Harter, 2015)

Social Support in Adolescence

The primary sources of social support are usually related to work and non-work related contexts (Adams, King, & King, 1996). Work-related sources of social support refer to supervisors and co-workers, while non-work related sources refer to spouse, family, relatives, and friends. In the adolescent's life the basic groups of social support can be identified in relation to their family, peers, and teachers, with whom they interact most frequently (Essau et al., 2011). In most cases for adolescents' parents are sources of affection, instrumental assistance, reliable help, and appraisal to enhance feelings of value (emotional and information support), while teachers are perceived as sources of guidance (informational support), with friends being the source of companionship (emotional support) (Furman & Buhrmester, 1985). It has been established that among adolescents, the extent of a social support network has a tendency to remain constant over time, but its composition may change due to varying needs for healthy functioning and adjustment (Cairns et al., 1995). For this reason, at this specific period a decrease in family support (Nickerson & Nagle, 2005), accompanied by an increase in support from friends is observed (Cheng & Chan, 2004). It can be attributed to the fact that the adolescents' attempts to establish more mature and balanced relationships with their parents often lead to stress and conflict, frequently buffered by more intimate friendships and group acceptance (Seiffge-Krenke et al., 2013). However, the research on these types of support is inconsistent, demonstrating that teenagers may turn to friends for assistance only when their parents are out of reach (Cicognani, 2011). It has not yet been established exactly why such a modification occurs; nevertheless, it can be strictly connected with adolescents' changing roles (del Valle, Bravo, & López, 2010). Prompted by biological influences, such as hormonal fluctuations and resulting physical alteration, teens also undergo intense psychological transition. At the same time, environmental influences of academic and social nature lay the groundwork for their attaining future stable adult roles. From this point of view the crucial role of social support in adolescence stems from the significance of the environmental impact, whereby

adolescents' successful development demands "trusting and caring relationships and autonomous self-expression, choice, and decision making" (Roeser, Eccles, & Sameroff, 2000, p. 459). Consequently, as human development is entwined in important social contexts, adolescents' formative changes are influenced by their interactions with significant others in these contexts. In the case of family, parents and siblings are regarded most influential, while the school environment comprises teachers, but also peers who interact within a larger adolescents' network (Chen, 2005). These three support systems simultaneously influence students' academic outcomes and general well-being of teens. Thus, if adolescents are not able to identify opportunities for such relationships, a mismatch between developmental needs and unfavorable context will make them suffer from psychological and academic maladjustment.

Parental support can be understood as "gestures or acts of caring, acceptance, and assistance that are expressed by a parent toward a child" (Shaw, Krause, Chatters, Connell, & Ingersoll-Dayton, 2004, p. 4). The main role of parents is to provide a secure home for their children. As primary caregivers, they are also the main providers of social support for their children's needs. At the same time, they impart cognitive representations and models of social relationships to their children. In this way parent-adolescent relationships are generalized, constituting the basis of adolescents' social competence (Parke, Buriel, & de Haan, 2007). This type of support induces a more outgoing social disposition that will help children seek relationships with friends, and adjust to higher educational institutions (Holahan, Valentiner, & Moos, 1994). It has also been established that good relationships with parents are significant for positive self-esteem, as well as lower levels of emotional problems in adolescence, proving to be a good indicator of positive development (Helsen, Vollebergh, & Meeus, 2000). All in all, research suggests that parents appear to be a crucial source of social support during the transition to adulthood. Their support is also valuable in reference to school-related problems. Stimulating and responsive parenting practices have been found to constitute important influences on a child's academic development (Topor, Keane, Shelton, & Calkins, 2010). There are two mechanisms responsible for this phenomenon: parents deeply engaged with their child increase the offspring's self-perception of cognitive competence, and parents engaged with the teacher and school endorse a stronger and more positive student-teacher relationship. Hence, parents' positive attitudes and interest in school can impart encouragement and help, and render assistance in their child's school work (Danielsen, Samdal, Hetland, & Wold, 2009). Obviously, not all parents are able to help their children with a specific content matter or skill, but they can boost their children's feelings of competence and control, together with positive attitudes towards teachers (Grolnick, Friendly, & Bellas, 2009). "[W]hen parents believe in children's competence and have high expectations for them, provide the resources that children need to feel connected to

others, and facilitate a sense of autonomy by supporting children's initiations and problem-solving, children's motivation is most likely to thrive" (p. 295). Parental involvement can induce a stimulating learning environment at home, in effect leading to the development of their children's feelings of competence, direction, interest, and positive attitudes to teachers.

As far as *teacher support* is concerned, its role is also vital due to the fact that adolescents spend much of their time at school in the company of teachers and classmates; hence, it is apparent that both parties significantly influence their development (Bokhorst, Sumter, & Westenberg, 2010). It follows that teachers are important sources of perceived social support within the educational context as significant others identified in this part of the student's social network. Teacher support has been defined as the degree to which students feel supported, esteemed, and appreciated by their teacher (Doll, Brehm, & Zucker, 2004). Students' perceptions regarding whether their teacher cares about them and will help them when necessary underline their successful functioning in the academic domain. In general, teachers provide knowledge, but also a positive classroom climate (Ahnert, Harwardt-Heinecke, Kappler, Eckstein-Madry, & Milatz, 2012). Understandably then, the teachers' role is not only vital in respect to achieving academic goals, but also with regard to the regulation of emotional and social processes (Furrer, Skinner, & Pitzer, 2014) because students learn better when they perceive their classroom environment positively. Supportive teacher-student relationships help maintain students' academic interests and more positive peer relationships (Wentzel, 1998), leading to higher achievement (Marchand & Skinner, 2007). The link between teacher support and student success has also been recognized in empirical research set in different cultures and school levels (Jia et al., 2009). Whereas the majority of research investigating teacher support has mainly concentrated on academic outcomes, it has also been proved to be a significant contributor to mental health. It has been found to correlate negatively with depression, and positively with self-esteem and social skills (Murberg & Bru, 2009). Positive perceptions of teacher support can endorse psychological wellness, such as higher levels of life satisfaction and subjective well-being (Suldo, Shaunessy, & Hardesty, 2008).

While maturing, young people also focus on their relationships with friends, which means that they tend to look for social support outside their family (Levitt et al., 2005). Aside from being companions in leisure activities, peers are sources of instrumental and emotional support, helping the adolescent cope with everyday stressors, and overseeing adherence to behavioral norms (Wentzel, 2003). *Peer support* then, seen as the individual's general support or specific support behaviors from friends or peers, which enhances their functioning and buffers them from adverse outcomes, is also an important predictor of emotional well-being or emotional distress (Wentzel, Barry, & Cauldwell, 2004). Actually, this type of support happens to be the most sought after source of aid

and backing by individuals in this specific age group. The adolescent's social development can easily be boosted by the mutual sharing of personal, social, or ethical ideas by peers (Turner, 1999). Aside from that, peer support can provide a form of substitute for insufficient parental support (Halpenny, Greene, & Hogan, 2008). In this way friends can compensate for the missing support by providing instrumental aid in the educational context: they can form study groups, share notes and experiences, and give advice about classes to take and strategies to use. These might be types of activities that parents may not provide (Dennis, Phinney, & Chuateco, 2005). Although students may differ in the levels of their personal motivation, perceptions of the learning environment, as well as their own personal characteristics, their in- and out-of-class interaction with friends, and cooperation can induce effective support of learning (Urduan & Schoenfelder, 2006). As another factor contributing to students' satisfaction with school, peer support may nurture their needs for relatedness, autonomy, and competence (Hamm & Faircloth, 2005). For this reason, students with high levels of peer support experience higher levels of school engagement (Wentzel, Battle, Russell, & Looney, 2010). Consequently, this factor may be viewed as both academic and social in nature (Kiefer, Alley, & Ellerbrock, 2015).

Social Support in Foreign Language Learning

The foreign language learning process may be a cause for serious problems of various types with its extraordinary requirements that are not easily met by every student. Aside from a regular study of the subject's content matter, it requires using the language that has not been fully mastered, exposing the learners' insufficient knowledge of grammar, vocabulary, pronunciation or aspects of culture. Consequently, the specific language learning situation is permeated by ambiguity and its inherent characteristics: novelty, complexity, and contradiction (Ehrman, 1999). As a result, the learner is likely to experience a limited sense of control, leading to increasing helplessness over the (perceived) danger (Furnham & Marks, 2013). The consequences of this cognitive and affective entanglement can be quite serious; starting from growing stress levels to avoidance, delay, suppression or denial, manifesting as low attainment. For this reason, social support can be viewed as an important factor that may positively influence learners' academic achievement, exposing the role of the perceived availability of significant others' help in achieving FL success (Piechurska-Kuciel, 2008).

However, within the domain of foreign language learning social support has received little attention on the part of researchers, in spite of a growing need to

focus on “the language learner as an active self-reflective agent of an interaction with the social context” (Taylor, 2013, p. 34). Hence, the research on the role of social support in the process of foreign language learning is still scarce. It has though been proved that perceived social support significantly predicts resilience in foreign language learning. More specifically, social support from teachers, family, and friends provides FL learners with effective coping skills manifested as resilience in confrontation with unwelcoming stressful tasks and challenges in the process of language learning (Rahimi, Bigdeli, & Rouhollah, 2014). The feelings of closeness and support the learners receive from their support network protect them from stressors and validate feelings of self-esteem, competence, and personal control in the face of stressful situations. These are aided by the growing perception of one’s social competence, problem-solving skills, autonomy, and sense of purpose (Nguyen, Stanley, Stanley, & Wang, 2015). Social support in language learning is also important for developing the student’s willingness to communicate in that language (MacIntyre, Baker, Clément, & Conrod, 2001), that is currently viewed as a foundation for foreign language success (Yashima, Zenuk-Nishide, & Shimizu, 2004). Aside from that, positive effects of social support on intrinsic and extrinsic motivation can be observed among Iranian (Vatankhah & Tanbakooei, 2014) and Polish FL learners (Piechurska-Kuciel, 2013).

As far as parental support for adolescents learning a foreign language is concerned, its positive relation to educational outcomes has already been established. More specifically, parental advice at home is positively associated with an improved sense of self-efficacy towards English as a foreign language, intrinsic motivation in English and academic engagement (Weihua & Williams, 2010). The beneficial role of parents in the foreign language learning process is also confirmed in Polish students. Parental support, though modestly correlated with final grades, turns out to be the most important source of social support (Piechurska-Kuciel, 2013). That finding can be attributed to the character of Polish culture, where parents still play a very important role in the life of adolescents, thereby eliminating ambiguity. Similarly, in the Iranian sample, parental support stimulates L2 learners to have both integrative and instrumental motivation towards learning a foreign language (Vatankhah & Tanbakooei, 2014). This result is also established in the Indian educational context (Olusiji, 2016), as well as in Albanian, where parental support is an important correlate of final grades (Softa, 2016). However, the role of parents’ support in their children’s FL learning is found to be more complex, as parents can send mixed messages in terms of the usefulness of the foreign language (Csizér & Lukács, 2010). Hence, there are contradictory findings pertaining to the role of this type of support in this specific area. For example, in Chinese studies parents play the least role in affecting students’ FL motivation; mostly, as the author speculates, due to their low social and economic status, alongside with low income

(Wong, 2007). Ostensibly, the role of parents in the foreign language learning process of their teenaged offspring is quite pronounced, affecting their child's functioning in various contexts—social, educational, and private.

It seems clear that teachers are the most valid source of direct support within the educational context, their role in foreign language learning appears of greatest importance due to the specificity of the process itself and the perils it generates. It is expected that in the FL classroom teachers are able to help students achieve success through their perceived strong support. Better support, meanwhile, is expected to lead to more safety in the FL classroom and lower levels of negative emotions, such as anxiety (Abu-Rabia, 2004). Also, in studies on Taiwanese English-language learners, teacher academic support turns out to be the most pervasive variable in relation to language-learning anxiety (Huang, Eslami, & Hu, 2010). The teacher who shows understanding, empathy, and consistency in behavior helps pupils start forming an identity that will assist them in coping with stress and anxiety (Piechurska-Kuciel, 2008). Hence, students' positive relationships with teachers correlate with their language acquisition (Wong, 2007). Supported learners also experience lower language anxiety levels, evaluate their language abilities highly, and receive better final grades (Piechurska-Kuciel, 2011). Moreover, it has also been established that foreign language learners' feelings of alienation from school and forms of cooperative learning are negatively correlated with teacher support, significantly influencing academic achievement (Ghaith, 2002). Thus, it can be deduced that the FL teacher's support is generally limited to the educational context.

Social support received from friends allows for the extension of the student's social network by including new friends from another cultural context (MacIntyre, Baker, Clément, & Conrod, 2001). It offers students the opportunity to use the L2 for authentic communication, especially outside the classroom. Moreover, learning from each other's experiences appears a vital effect of peer support (Kobayashi, 2003). Another useful peer support behavior is the sharing of workload between group members (Hue Nguyen, 2013). By that token, learners are able to scaffold their language development in a more understandable way. Thanks to peer support advice and feedback can be provided (Hyland, 2016), facilitating the language learning experience and offering opportunities for academic collaboration. It is enforced by the fact that learners can share very similar experiences and more easily offer peer support when challenges arise (Mompoin-Gaillard, 2011). Then student-student interactions enable the learners jointly to construct a scaffold that allows them to successfully complete the activity and co-construct their own system of making meaning through words in a language they have not yet mastered (Li, 2011). Aside from that, peer support has been found to be positively correlated with desire to learn English in the Polish educational context where English is perceived as a dominant language (Piechurska-Kuciel, 2016). However, research results on the role of peer support

in foreign language learning are not quite conclusive. From being the most influential of the three main support groups in adolescence (Wong, 2007), it may be believed to have no significant direct or indirect relationship to student FL achievement (Chen, 2008). It also turns influential only when peers are highly motivated (Chang, 2010). All in all, peer support, though primarily rooted in the educational context, can also permeate the wider, social context of the FL learner, especially when peers come from another background.

Conclusion

Due to the growing need for understanding how individuals operate in the society, the issue of social support still remains a developing research area. However, in the field of foreign language learning it yet demands more fine-tuned and thorough studies, investigating the value of specific support types, perceived and enacted, of various character: emotional, esteem, network, informational or tangible. Though the role of parental support appears decisive in shaping the learners' social dispositions responsible for their future attitudes to support, little is known about the parents' background (education, socio-economic status, family structure, to mention a few) that might shape their parental behaviors. Moreover, the factor that may play a role in their support is the attitude to the language their children learn or their proficiency with it. As far as teachers are concerned, the value of their informational and emotional support is stressed; however, it seems worthwhile to investigate the impact of teacher support on the learner's out-of-school behaviors, such as self-esteem and social, mostly soft skills. Also, the role of peer support requires greater clarification. Again, little is known about the specificity of the support coming from classmates, and from neighborhood friends. It can be expected that these influences may differ, bringing about pronounced discrepancies that may result in variable language attainment.

More importantly, to date, isolated support groups have been investigated, so it is still unclear how their between-group cooperation may influence the foreign language learner's attitudes and behavior. Few attempts to analyze the mutual influence of support groups in the general context (e.g., Li, Albert, and Dwelle, 2014) have given a promising insight into a deeper understanding of social support. However, the foreign language learning behaviors and perceptions viewed from a larger, social perspective still demand a more in-depth analysis.

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Ewa Piechurska-Kuciel

Die Rolle der Systeme gesellschaftlicher Unterstützung im Prozess der Aneignung von Fremdsprachen bei Jugendlichen

Zusammenfassung

In der Pubertät bilden die Familie, die Lehrer und die Kollegen die wichtigsten Unterstützungsgruppen mit denen die Jugendlichen oft in Kontakt kommen. Diese Gruppen spielen die Rolle eines Buffers zwischen dem Stress und dem psychologischen Wohlbefinden, indem sie bei dem Zurechtkommen mit den Widrigkeiten des Schicksals helfen und die Integration in die Gesellschaft gewährleisten. Man kann also annehmen, dass in der mit dem obligatorischen Fremdsprachenunterricht verbundenen Stresssituation die gesellschaftliche Unterstützung seitens der als wichtige Personen im Leben des Schülers wahrgenommenen

Menschen, einen positiven Einfluss auf den Lernerfolg ausüben kann. Obwohl es erforderlich ist, den eine Fremdsprache lernenden Schüler als ein gesellschaftliches Wesen zu erforschen, wurden solche Forschungen bis jetzt nur sehr selten durchgeführt. Bisherige Untersuchungen beweisen jedoch, dass die vom Schüler wahrgenommene Unterstützung eine wesentliche Vorhersage der Widerstandsfähigkeit des Schülers im Prozess der Fremdspracherlernung ist. Das Bewusstsein, dass er gefördert wird, schützt den Schüler vor Stress, erhöht sein Selbstwertgefühl und hilft, in der Stresssituation nicht die Kontrolle zu verlieren. Die drei wichtigsten Unterstützungsgruppen helfen den Schülern, ihre gesellschaftlichen Kompetenzen, ihre Fähigkeiten Probleme zu lösen, ihre Autonomie und Zielbewusstsein zu entfalten.

Schlüsselwörter: gesellschaftliche Unterstützung, Elternunterstützung, Lehrerunterstützung, Kollegenunterstützung