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Article:	Re-motivation and Resilience Factorability Among English Language Learners at University Level
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ABSTRACT

Abstract

Re-motivation and coping strategies are external and internal factors that strengthen undergraduate students' motivational foundation in an English language learning environment. This study used a quantitative research approach, and data was collected from Kohat University students (N=220). Descriptive and inferential statistical methods were adopted for the statistical measurement. Students' L2 learning was shown to be impacted by the resilience of those who were re-motivated. Student resilience, rebounding from setbacks, motivated behavior, effort, desired proficiency, and satisfaction were all influenced by a re-motivational component in research. It was concluded that the most crucial personality re-motivating students' attitudes is English language teachers. The studies put forward recommendations to the policymakers that teachers or instructors should re-motivate their English language students in the classroom.

Keywords: Re-motivation, Resilience, English Language Learners, Factorability

Introduction

The importance of re-motivation and resilience has been widely emphasized in the English language (EL) literature. The present study investigates the factors that contribute to re-motivation and how resilience affects the learning of the English language. The current study aims to identify the components that motivate learners to fill a research gap and find some valuable observations on re-motivation. Evaluations of re-motivation, resilience, and English language acquisition from undergraduate students are the most crucial debate in English as a second language (ESL). To characterize more specific traits, qualities, and characteristics of resilient people, Reivich and Shatté (2002) presented seven key capabilities that make a person more resilient. The competencies evaluated were emotional management, impulse control, cause analysis, empathy, realistic optimism, self-efficacy, and reaching out. Research on resilience has a long tradition such as, Anthony define the term "resilience" in the 1970s, according to Bourbeau (2018). Resilience may be defined as the sum of an individual's abilities that allow them to recover from adversity and grow enthusiastically under challenging circumstances. It seems to be a relatively new scholastic concept.

Re-motivation and resilience area of research are under widespread scrutiny and investigation. Such as, Dornyei (2019), Lamb (2016), Clément et al. (1994) and Ali et al. (2021) found that L2 learners are de-motivated in a classroom environment, which is due to less re-motivation. Previous research typically only investigated the de-motivational factors and did not discuss the importance of re-motivation. Similarly, (Waluyo & Bakoko, 2022) discussed that re-motivation is the mental characteristic influencing learning comparable to those of emotional ones. The difference is in the stage of cognitive acquisition, i.e., childhood and adulthood are attached to emotional aspects that may still play a more significant role in an individual's L2 learning. This study considers the subjects' significance and concentrates on the influence of emotional elements rather than mental traits. On the other hand, emotional factors and L2 learning have association under broad umbrella (Lee & Draijati, 2019; Lee & Hsieh, 2019).

Since L2 learning, resilience, and re-motivation are significant to one another. Resilience is also considered when analyzing variables that affect learners' L2, enhancing the possibility that learners would adopt L2. Re-motivation and resilience studies may help to focus theory and research on the ultimate goal of L2 learners: being willing to communicate genuinely with people from various social situations and languages (Waluyo, 2019). However, motivation and re-motivation have sparked interest in the community due to (Dornyei & Ryan, 2015). Because of the changing status of the English language worldwide, it will be crucial to examine university students' regarding L2 re-motivation and its acquisition.

More recently, re-evaluating the de-motivation concept has led to resilience in the L2. English is becoming more important in communication and learning (Dörnyei, 2005). English's exceptional relevance is explained by the fact that it has become the fact of the international language of communication. English is also used in various circumstances and as a gateway to the increasingly globalized globe. English is used globally in commerce, business, academics, media, internet communication, and travel Dornyei (2019). Additionally, as noted by Dornyei (2019), English is increasingly serving as the primary medium for communication between and among cultures, substantially influencing the classification of English as a World Language (EWL), and resilience factors are still not being used.

Research Hypotheses

1. Likely re-motivation has influence on English language learning among undergraduate students.
2. Likely re-motivation and resilience factors is related to undergraduate student's English language learning.

Research Objectives

- 1) To know the factors re-motivation for English language learning students.
- 2) To measure the re-motivation, resilience, and English language learning coping strategies of undergraduate students.

Literature Review

Relationship of Re-motivation and English Language Learning

Waluyo and Bakoko (2022) found the relationship between L2 and emotional motivation with the help of a survey method. Correlation and hierarchical regression were then used to analyse the results of an English-speaking learning and emotional motivation. Thus, emotional motivation significantly predicted English language learning. As a result, more students are emotionally motivated due to resilience. In the literature, re-motivation has been extensively investigated to determine the relationship with L2 learning students. Several studies have explored the effects of re-motivation, such as Doley (2022) analysis found that the time component of the second language (L2) re-motivation focuses on age features. A growing body of age-related L2 re-motivation research has aided in cross-cultural comparisons of L2 learners from various L2 learning environments. Furthermore, significantly fewer studies have attempted to examine the L2 attitudes and motivations of L2 learners in a specific age group, such as 18 to 25 years old, as a whole.

Most generally, L2 students re-energize themselves when they return to homework due to inner self-motivated behavior, student effort, and course satisfaction are real examples of re-motivation. Re-motivation and motivation play a crucial component in academic life and learning. Many of the L2 learners are re-energized by the re-motivated and resilience process. Further, it is concluded that L2 learners are performing good in their academic achievement due to re-motivated (Akay, 2017; Cheng & Lee, 2018; Hussain et al., 2020). In order to test the re-motivation concept, several studies have investigated different issues, such as instructor attitude, conduct, and less enthusiasm in teaching may prevent students from L2 learning in an educational environment. Even though students have diverse learning inner abilities, they still lack awareness of the importance of L2 (Dornyei & Ryan, 2015).

Teachers should focus on helping students become more motivated to improve English language learning (Mansoor et al., 2021). Teachers' motivation may suffer if they are not valued, appreciated, or recognized by the L2 learners. Uastianto (2021) claims that one of the critical factors that demotivated pupils was their beliefs in instructors' teaching. Students' motivation may also be affected by how others perceive instructors to behave and their expectations in the social domain. In the same vein, Robles (2018) asserts that factors like infuriated parents may de-motivate students. Siblings and students expect instructors to concentrate on re-motivating students to acquire a second language as members of the social system. Learners may be re-motivated by various circumstances, and students believe their teachers' re-motivation factor may enhance their L2 learning strategies.

Additionally, an element of re-motivation in the form of actions might enhance the students' desired competency in the L2 they are studying (Alebachew & Mejena, 2021; Ghanizadeh & Jahedizadeh, 2015). An essential component of re-motivation is how students or learners see their motivation and are affected by how their university semester could benefit them (Berkant & Baysal, 2017; Falkner, 1999; Jahedizadeh et al., 2016). According to Lamonica et al. (2020), these situations also affect how well students learn and perform in colleges and universities regarding L2. Students are more effective in getting high marks when their re-motivation is reestablished, which is widely believed (Enighe & Afangideh, 2018). The inner re-motivating construct for learning L2 is connected to a learner's desire to master the English language and fulfil their desired results (Kim, 2021). According to Vallerand (2021) understanding of inner drive, there is no compensation other than the action itself, suggesting that individuals engage in activities primarily for enjoyment. Resilience is a mediator between students' motivation and well-being (Wang & Liu, 2022).

Researchers began using a novel strategy in the early 2000s to emphasize on motivation which is dynamic component for English language learning (Dörnyei, 2005, 2006; Dörnyei & Ushioda, 2009). After, the successful process of motivation in the English language and the process of L2 re-motivation became well-known to encourage the L2 learning process. Rather than altering the cognitive framework, this method is process-oriented and studies L2 re-motivation. Such as, Dörnyei (2005) designed some cognitive process for the solving L2 motivating system. For instance, re-motivating and resilience are actional process in a real-world classroom environment or learning environment. Secondly, re-motivation occurs with the involvement of mental, emotional, and social processes. These links distinguish L2 re-motivation in this paradigm, preventing researchers from exploring the dynamic nature of L2 re-motivation (Dörnyei, 2009; Dörnyei & Taguchi, 2009; Ushioda, 2011).

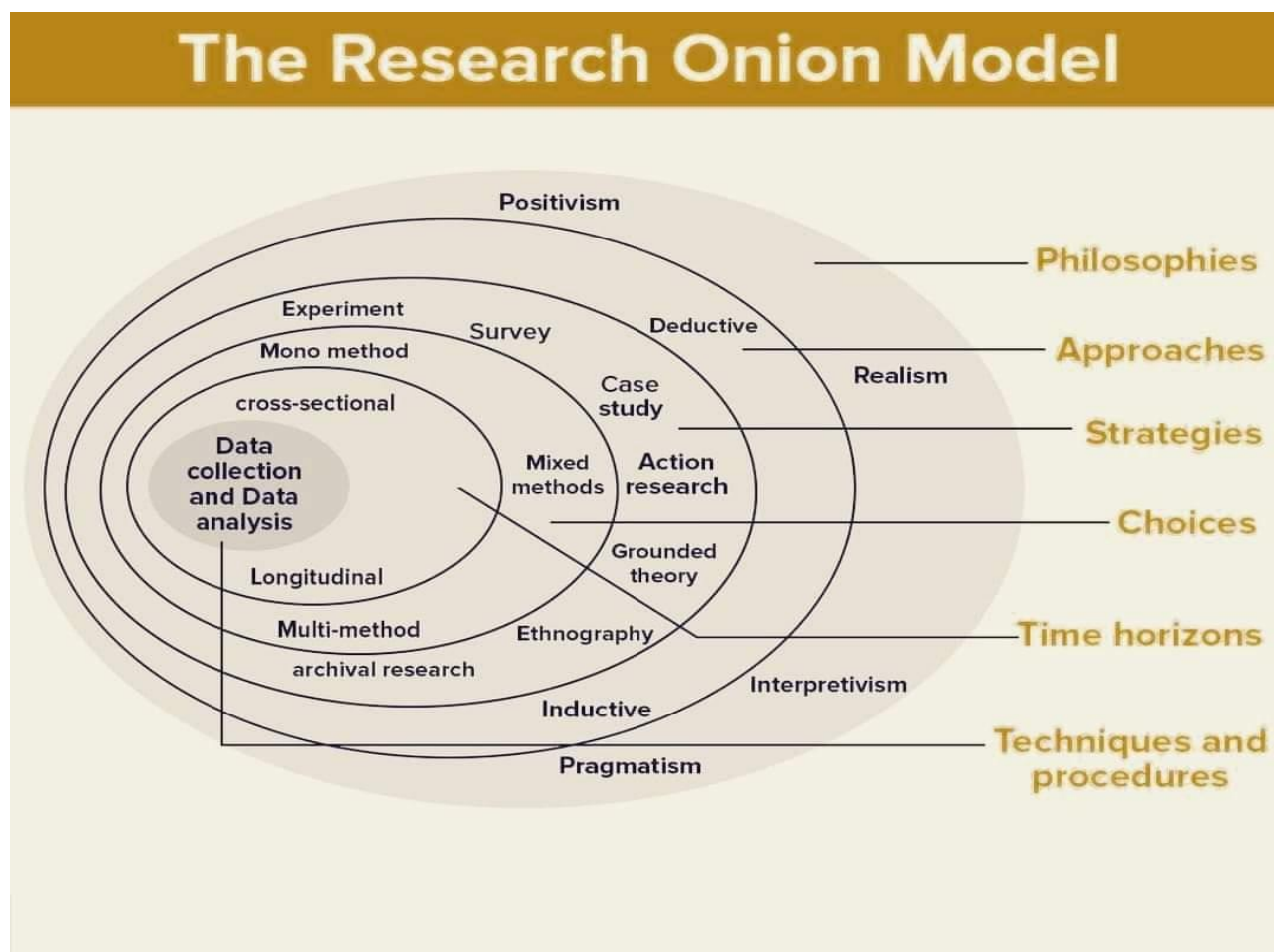
Theoretical Framework (Social Interaction Theory)

Social interaction theory believes on day-to-day interaction and its meaning for individuals. Similarly, interaction is possible with the help of language and symbols. Meaning is constructed and shared by everyone in the society (Benzies & Allen, 2001). When this notion is put into reality, it helps L2 learner more effectively since it encourages them to engage with both teacher and students. Because of their interactions with their surroundings students and teachers learning interaction. According to this view, students can only acquire a language through conversing with other students and teachers (Ahmad et al., 2017). Social contact and students can only develop linguistic skills in an engaged setting; academics strongly advocate social interaction theory for the linguistics domain and language learning. Students may learn via conversation with teachers and other students the English language speaking skills. This social interaction theory postulate may be used with the relationship between re-motivation and resilience for students learning (Cockerham et al., 2021). As a result, social interaction theory and English learning abilities could be related to re-motivation and students' resilience.

Research Design

The nature of the research study was positivistic, and the approach used deductive research. Researchers employed a survey strategy to know the exact predictive facts and figures. The choice of the research was the mono method which included using the cross-sectional model. According to Creswell (2010) this model specifies the notation of objectivity with ontological and epistemological orientation. Similarly, quantitative data collection is the proper strategy for collecting and analyzing the data. Furthermore, the quantitative research method is the ability to understand reality with objective and factual interpretation, which is

best for the predictive measure. The rational understanding of the quantitative approach is depicted in the below figure .1.



(Figure .1) (Saunders et al., 2007)

Research Population

Keeping track of the passage of time is crucial at every investigation stage. Setting a time restriction is essential while doing research. During the course of a research endeavour, the researchers may make use of all of their available resources. The researcher opted for Kohat University because of its location and the resources it had available to her. It was also decided to utilize the Kohat University as a testing ground for the research on re-motivation and the participants' understanding of resilience. Thus, students' inner strength and resilience are directly linked to their capacity to re-motivate. Students in the English department at Kohat University have varying degrees of re-motivation and perspective. So, in the framework of Re-motivation, it is appropriate to analyse this large group of people.

Similarly, G* Power software was used to choose the sample size for quantitative data, and the sampling method used was simple random sampling (SRS). In this investigation, the researchers used a new set of sampling strategies. In other words, the sample is selected using sampling procedures.

(Creswell & Poth, 2016; Delice, 2010; Sandelowski, 2000). This was followed by a random sampling procedure using a random number generator (RNG). After selecting a sample size of 220, G* power software was used to verify that the regression assumption had been fulfilled and to compute the actual sample size. G*Power's significance in social sciences research is too considerable for a measurable sample size (Faul et al., 2007).

3.9 Data Collection

There were 220 participants in this study, which was carried out using a closed-ended questionnaire. Questionnaires are used to gather numerical data. Filling out a questionnaire is a way for respondents to share their thoughts. Since the obtained data may provide outstanding results and are dependable for making logical connections, questionnaires may be developed in an organized and regular way, according to Kumar (2018). The aim of administering questionnaires is to get objective, trustworthy, reliable, and accurate data. As a result, the questionnaire has a variety of constructions, components, and items (Babbie, 2013; Bailey, 1994; Simmons, 2001).

Closed-ended questionnaires may be scaled with a 5-point Likert scale, as Dillman (2014) and Fink (2013) suggested. We used 5-point Likert scale in this study. There are two parts to the investigation in this paper. First, participants were asked to provide their age and gender. As part of a hybrid strategy to overcome biases and subjectiveness in the data gathering phase, 39-item claims were made. There were additional 29 re-motivational elements and 6 perception questions included in the 39-item questionnaire. Furthermore, Mansoor et al, (2016) adopted Re-motivational and the 4-items of resilience (Wagnild & Young 1987). The motivational factors questionnaire was employed in the research.

Data Analysis

For instance, Singleton (1999) described that validity analysis and reliability analysis are the good practice for the questionnaire validation. The study used descriptive and inferential statistics for the facts and figures. The dependability of the questionnaire's items was tested throughout the study process. Using Cronbach's Alpha values of between 0.60-0.90 and factor loadings of between 0.30-0.80, the correlation of the factor loadings was found to be in the same range. The researcher will use these standard ranges to guide future data gathering for the study.

Results

Key Findings

The data were analyzed in four major steps. Analyzing the dependability of the system was done in the same manner. Cronbach's alpha reliability scale was used to determine the internal consistency of elements in the questions. Descriptive analysis is used to answer the first question. Respondents' responses were analyzed using frequency and percentages. Factor analysis and independent sample t-tests were employed in the second phase to evaluate if participants' opinions of motivational orientation change across ESL courses and major and non-major topics. Students' motivational orientation for learning English as a second language (ESL) was determined through qualitative data analysis, and in-depth perspectives of KUST BS degree students were charted.

Data may be summarized using descriptive statistics, which describe the relationship between variables within a sample or population. Estimating descriptive statistics before moving on to inferential statistical assessments while doing quantitative research. The below

(figure .2) showed that there was equal gender percentage. Similarly, age of the respondents was measured and there were 65.5 percent 18 to 19 years old English language learners. Likewise, age wise students were present 34.5 percent, which is depicted in the (figure .3)

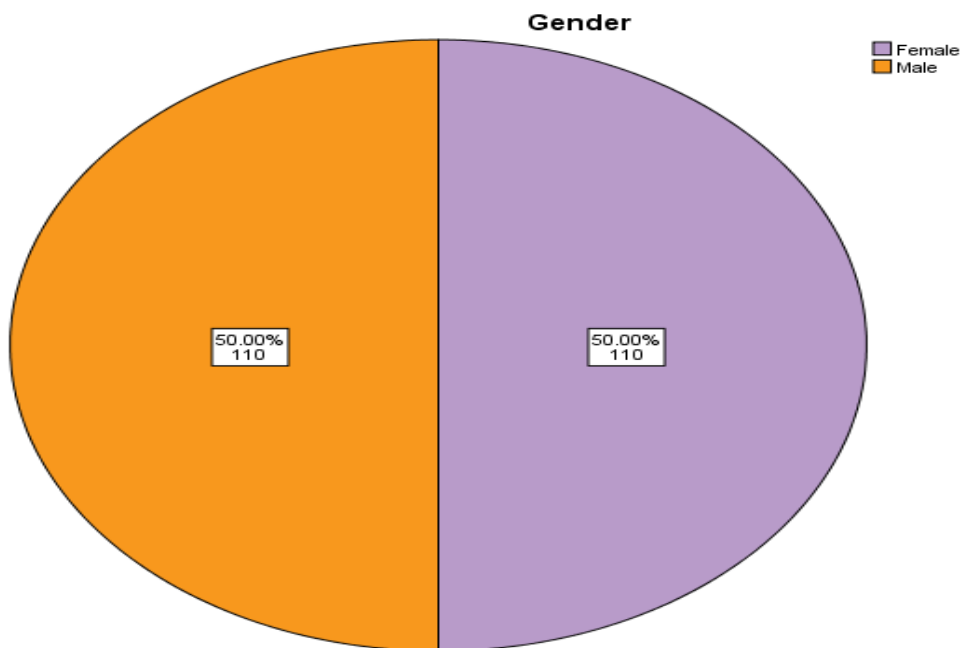


Figure .2

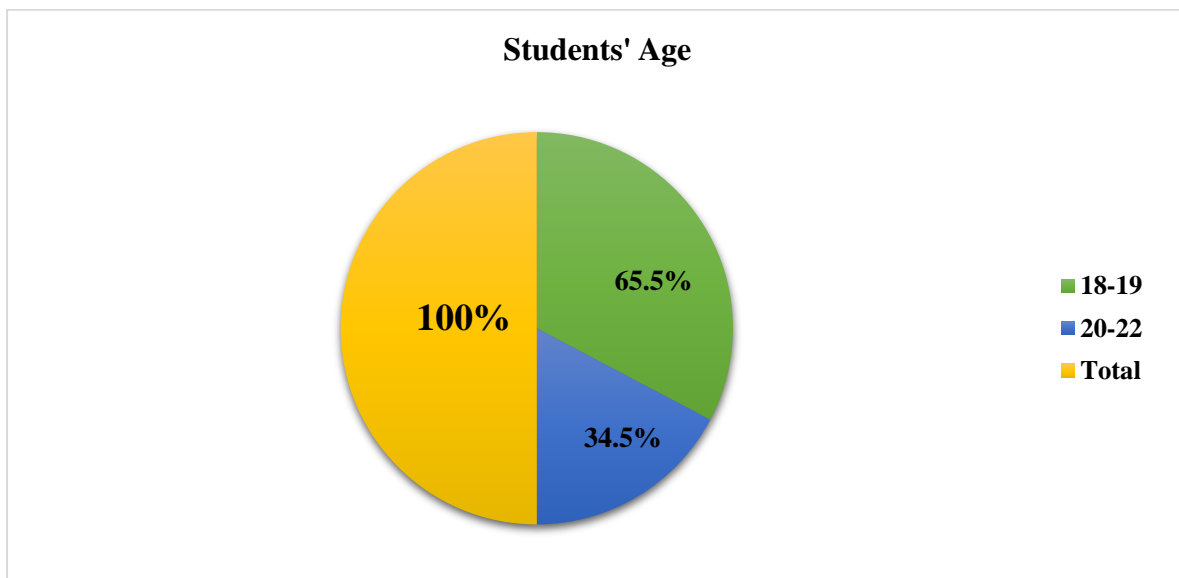


Figure .3

Inferential Statistics

As a result, the survey’s data analysis and cleaning were evaluated in this article to provide reliable results. In addition, 220 questionnaires were collected from male, and female KUST students enrolled in the English department for the research project. Factor analysis was

used to analyze data from participants, and the overall reliability test of 39 items was 0.821. Although Dörnyei (2007; Dörnyei, 2007) recommended that this value be used in the social sciences, it is common for ESL students to answer questions about their re-motivation and resilience in the present study framework. As a result, the survey results were analyzed using a factor analysis technique.

Factor Analysis Uses

Dörnyei's (2007) definition of factor analysis is a statistical method for detecting the hidden components in an extensive dataset. Such as, 39 questions and items were included in the survey to gauge students' levels of re-motivation and persistence while studying a second language (L2) and their impressions of English as an essential subject. L2 Re-motivation is a struggle for many university students because of English's worldwide stature and the country's unique socio-cultural status as a second language (L2). Students learning English as a second language have a more difficult time regaining motivation and dealing with setbacks. However, famous experts such as (Leech et al., 2005, Dörnyei, 2007, Pallant, 2007, Field, 2013; Tabachnick, and Fidell, 2013) supported factor analysis for finding novel components in the research, and all endorsed the crucial analytical phases in analyzing Re-motivation in the ESL classroom. Re-motivation for learning L2 was analyzed using component analysis, which identifies and assesses well-constructed sections.

Factorability Measurement Procedure

Bartlett's sphericity test and the "Kaiser-Meyer-Olkin" (KMO) sample adequacy measure were used to assess the data's factorability (Cohen et al., 2011). The Bartlett sphericity test (BTS) results showed (18.284). Because of this, it was determined that the data could still be used for factor analysis because of the (.845) KMO values and the (.000) p-value. KMO values range from +1 to -1, with a value around 1 considered the most trustworthy factor analysis. This study's sample size substantially affected the sphericity test's p-value. Finding connections between the chosen Re-motivation components or parts seemed to be very likely, which is why factor analysis was carried out (Leech et al., 2005). Using the well-known principal component analysis approach, many elements were reduced into non-correlated or well-synthesized elements. The graph shows that the 9 components had a total variance of 51.760 percent (Table .1).

Table .1

Sampling Adequacy, Bartlett's Test of Sphericity and KMO Test (N=220)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.845
Bartlett's Test of Sphericity	Approx. Chi-Square	18.284
	<u>df</u>	741
	Sig.	.000

The rotated components matrix (RCM) was critical in this study since it allowed the researchers to make conclusions regarding the variables. When the item loading has been less than .40 or had relationship values less than .40, Tabchnick and Fidell (2013) illustrated how items were removed from the final rotated component matrix. "Kaiser's criteria and a Scree plot" were often employed in the component analysis extraction approach, notably by Dörnyei in the English language motivation study. In addition, factor loading using the extraction

approach may indicate which items are required and which are not. When evaluating Kaiser's criterion in Table .2, Kaiser looks at how much variation each component contributes to the overall variance, which is shown to be 1.0.

Table .2

Variance of the Factor Loading (N=220)

<i>Total Variance Explained</i>					
<i>Component</i>	<i>Initial Eigenvalues</i>			<i>Variance %</i>	<i>Cumulative %</i>
	<i>Total</i>	<i>Variance %</i>	<i>Cumulative %</i>		
1	9.369	24.024	24.024	8.348	8.348
2	2.254	5.779	29.803	6.834	15.182
3	1.756	4.502	34.306	5.999	21.181
4	1.631	4.182	38.487	5.647	26.828
5	1.491	3.822	42.310	5.339	32.167
6	1.454	3.728	46.038	5.034	37.200
7	1.372	3.519	49.557	4.985	42.185
8	1.215	3.116	52.672	4.841	47.026
9	1.127	2.891	55.563	4.734	51.760

Using Kaiser's criterion, any factor having an eigenvalue of more than 1.0 is kept in this research. Pallant (2020) and Dörnyei (2007) argue that this exam is often criticized for having too many requirements and being too complicated. An "inflection" like an elbow may be observed in Figure .4, where we utilized a Scree plot to adjust the 9 remaining components. Since the Scree plot's inflection is not always constant, there are no established criteria for determining the number of components. Because it seemed to be most promising for identifying a range of Re-motivation learning L2, we focused on the inflection at component number 9, as shown in figure .4.

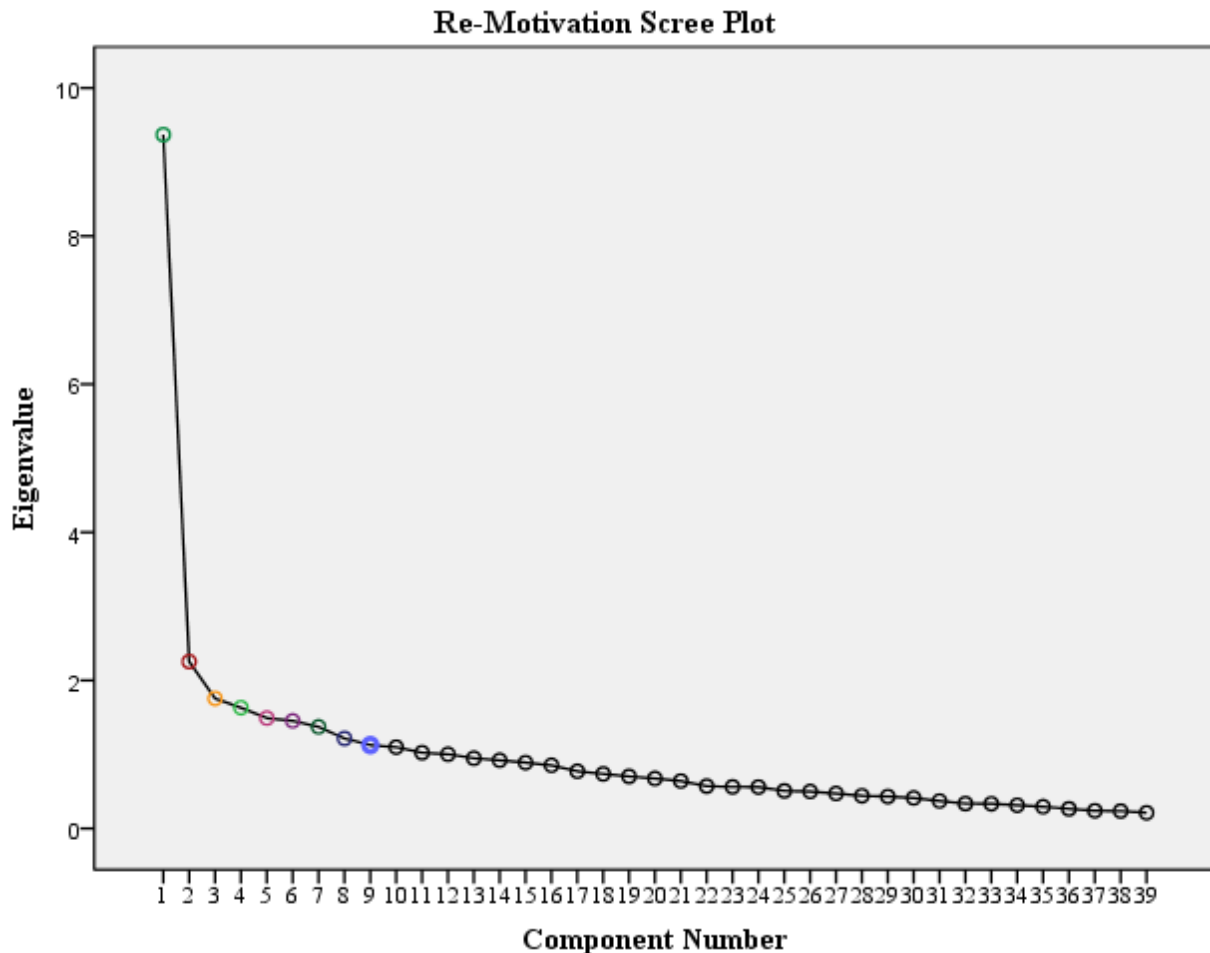


Figure .4

There were several conclusions drawn from factor analysis in the study. "Orthogonal Varimax" had been used to spin the original factor matrix during rotation, according to Field (2013) and Tabachnick and Fidell (2013), which was assessed in this study. Furthermore, the proportion of nonsignificant correlation between the components with multiple factor loadings gets lowered when they are rotated, which is really the magnificence of the rotation model. However, various writers (Dörnyei, 1990; Bradford, 2007; Hiar et al., 2010) had indicated that less than. Such as, 30-factor loading is inappropriate, and the research kept items with minimal loadings of .40 to guarantee consistent and robust factorability. Re-motivation factors may now be labeled more easily thanks to the rotation of the component matrix (Table .4) that supplied loadings on the latent components/elements. There were also descriptive data and Cronbach alpha values for the nine emerging components, shown in Table .3. In addition, the constructions' dependability was rigorously tested using factor analysis, which was applied correctly.

Table .3

Reliability and Constructs Cronbach Alpha Level (N=220)

S. No	Constructs	K	M(SD)	α
1	Re-motivation Perception	6	20.322 (4.253)	0.660
2	Resilience	4	13.959(2.998)	0.657
3	Motivated Behavior	3	10.431(2.475)	0.611
4	Attitude Lesson	4	15.450(2.745)	0.654
5	Attitude Textbook	4	14.250(2.913)	0.711
6	Effort	6	21.140(4.105)	0.651
7	Expectation	4	12.736(3.579)	0.754
8	Desired Proficiency	6	21.863(4.180)	0.683
9	Satisfaction	2	16.509(2.919)	0.631

Note: K= Numbers of Items, M=Mean, SD=Standard Deviation, α =Cronbach Alpha Level

To determine the items' internal consistency with one another, the research performed a reliability analysis. The study used a total of nine (9) function variables to try to explain how students acquire English as a second language. There were no violations of the applied statistics rule of thumb since all Alpha values were more than .60, which is acceptable in the social sciences. For example, the variable expectation had increased with the Alpha level ($\alpha = 0.754$). Table.3 indicated that all of the constructs had a high level of dependability.

Table .4

Rotated Components Matrix of the Re-motivation among English L2 Learners (N=220)

Item	Labeling of the Factors								
	1	2	3	4	5	6	7	8	9
Item1	.670								
Item2	.653								
Item3	.590								
Item4	.563								
Item5	.647								
Item6	.601								
Item37		.68							
Item8		.68			.213				
Item39		.53							
Item10		.72							
Item 11		.5							
Item7			.641						
Item9			.620						
Item14			.618						
Item12				.670					
Item16				.664					
Item15				.605					
				.732					

Item18	.622		
Item20	.695		
Item22	.623		
Item19	.659		
Item21		.556	
Item33		.646	
Item24		.754	
Item35		.685	
Item32		.597	
Item36		.619	
Item28			.597
Item30			.697
Item29			.676
Item31			.674
Item23			.622
Item25			.599
Item34			.689
Item13	.340		.670
Item17			.517
Item27			.689
Item38			.543
Item26			.654

Note: Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 22 iterations.

Discussions

An L2 learner's success depends on the textbook, their attitude toward the language learning process, and their efforts. Effort and attitude are the two most essential aspects of acquiring a second language (L2). In some instances, students are re-energized to study a second language, and reading textbooks enhances their vocabulary, grammar pronunciation, and writing abilities. In order to strengthen their capacity to read textbooks and build a positive attitude toward English learning, the effort is an integral part of L2 education. The research of various writers found that L2 learners need to re-motivate themselves during their studies or academic life. Students may be re-motivated by multiple variables, including their motivated behavior, efforts, and overall pleasure with the course. Re-inspiration and motivation are critical in students' academic lives and learning. Re-energizing the pupils in their studies and acquiring L2 was accomplished using these methods. Regarding academic L2 learning, the importance of student re-motivation cannot be overstated (Akay, 2017; Cheng & Lee, 2018; Hussain et al., 2020).

While some argued that our peers should put in more effort and focus on acquiring L2 in college, we chose the other approach. Participants also agreed that students' hard work is linked to their level of effort. Resilience and re-motivation are also linked to L2 learning. Students are also being re-motivated by their lecturers to study more L2 to improve their academic performance. Because of this, re-motivated pupils put more effort into learning L2 than those who are de-motivated. Each student contributes differently, letting them stand out in their university-level class. According to participants' accounts, re-motivating students to

improve their knowledge of a second language is a primary goal of L2 learning. Csizér (2019); (P. Kim, 2021; Worrattant, 2021) identified Re-motivation and its relationship with L2 learning in the participants' narrative. Re-motivational elements, on the other hand, have a beneficial impact on L2 learning. Results show that L2 learners' perspectives might positively affect their academic performance and satisfaction (Sandelowski, 2000). The Re-motivation element Dörnyei (2009) is also vital since it affects both the learner's capacity and level of inventiveness. The findings of this research have sparked significant debate in the scientific community.

Conclusion

This study examined how re-motivational variables and gender differences influence university students' views of L2 learning. Resilience, motivated behavior, learner effort, textbook and lesson attitude, desired competency, satisfaction, and learner expectations for L2 learning have emerged from the data. Whether or not re-motivation positively affects students' foreign language learning progress is a hotly debated topic, particularly when it comes to university students. Quantitative data contribute to the findings of an empirical study that found that the re-motivation factor works through student resilience, bounce back, motivated behavior, learner effort, textbook and lesson attitude; desired proficiency; satisfaction; and learner expectation. It was assumed from the start that re-motivation factors are at work in learning L2 and would significantly influence the English language acquisition of both male and female students due to their lack of interaction with native speakers. This core premise is supported by the data, which show that many elements throughout their academic careers may improve students' re-motivation. Concerning reinforcing a positive attitude toward language study among male and female students, the teacher is seen as the most influential individual. Since students' excitement wanes with time, the teacher is forced to work extra hard to keep them engaged. The teacher's support, enthusiasm, and positive attitude toward providing an engaging learning experience are critical components of the re-motivating strategy. Re-motivation was shown to impact male and female students' academic performance significantly, and instructors' motivation might play a significant part in their success.

Recommendations

- All English majors were contacted in this research. A future study may, for example, examine how well English language learners in the university different department comparison.
- Re-motivation may also have a favourable impact on L2 learning. Research has yet to examine the link between motivational behavior and the desire proficiency with relation to resilience strategy.

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