Resilience in Enhancing English L2 Motivation in Speaking: A Case Study of Undergraduate Students at Government Postgraduate College, Karak

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Abstract

This is a qualitative case study research that seeks to explore resilience as a motivation enhancer among L2 undergraduate students at Government Post-Graduate College, Karak, KP, Pakistan, in their pursuit of studying the English language. The study adopts a mixed-methods approach, which aims to complementarily integrate systematic classroom observations and semi-structured interviews with ten 7th-semester English-speaking students. Furthermore, the study aims to investigate how resilience manifests behaviourally and cognitively in English-speaking settings. The research is based on the Self-Determination Theory, focusing on the relationship between resilience and the three fundamental psychological needs: autonomy, competence, and relatedness. Correspondingly, major findings of the study indicate that resilience in L2 speaking is a multidimensional construct comprising persistence in behaviour, cognitive reframing strategies, emotional regulation, and social engagement. The findings reveal that students at the undergraduate level employ adaptive coping skills, including error recovery processes, strategic clarification-seeking, and cooperation, in solving problems. More crucially, the study finds five central topics: adaptive coping skills, motivation maintenance through goals, peer interactions, social support, emotional regulation and self-awareness, and growth mind-set creation. Additionally, the results show that resilience functions as a protective factor and a source of motivation, allowing students to maintain engagement in speaking activities despite linguistic and communicative difficulties. This research study contributes to the resilience theory in education-related issues as well as the L2 motivation studies with practical implications for language teaching practices in the ESL context. Educators should create a psychologically safe environment in their classes, allowing students to make mistakes without fear of intimidation. This can be achieved by integrating resiliency-building mechanisms, such as role models and resiliency discussions, into English lessons.

Keywords/Phrases: Resilience, L2 motivation, English speaking, Self-Determination Theory, language learning anxiety, undergraduate students, qualitative research

Introduction

The field of second language (L2) acquisition has experienced a considerable transformation over the past decades, as psychologists have come to realise that psychological aspects play a significant part in determining the level of success in language learning. Among such factors, resilience has become a key element that decisively determines how learners can sustain themselves through problems and traverse their path in language learning without giving up (Derakhshan et al., 2021; Wang & Chen, 2025). In various circumstances and on acquiring and mastering a foreign language, resilience can lead to much motivation to study and train many of the essential skills of a language, such as speaking English. However, many issues in the process of learning English can undermine the confidence of learners attempting to speak publicly due to the fear of mistakes, as well as cultural and linguistic constraints (Li et al., 2025; Gul et al., 2023(a)). Moreover, high levels of resilience enable people to overcome the problems and continue learning the foreign language.

The idea of resilience in language learning goes beyond staying power; it is an ability to flexibly adapt, rebound, and excel even when faced with a setback, failure, or unfavourable circumstances (Aljanahi, 2025). As learners exercise resilience, they give themselves a greater push to proceed and determine how to achieve their goals despite failure, and they are sure of joining English-speaking communities. This psychological resilience is especially critical in a scenario of developing speaking skills as the learners are directly exposed to possible criticism, correction, and social criticism (Al-Hoorie & Vitta, 2019;Khan et al., 2025). Oral communication presents a real-life situation, which leaves very little time to think and edit; therefore, speaking is one of the most stressful tasks in language learning (Gul et al., 2022(a); Ali et al., 2022).

The research in positive psychology has had a significant impact on second language acquisition research, where instead of the language learners being viewed from a deficit-based angle, second language acquisition studies use the strengths-based approach by teaching the language through the capabilities of the learners and their strengths that will enhance their learning (MacIntyre & Mercer, 2014). This paradigm change has emphasised the need to understand how learners can build and retain psychological resources that will help them navigate the complexities of language learning. Although motivated learners give good results, this does not necessarily mean success because, in case of problems, stress or pressure arises, no one is capable of managing. Resiliency can help a learner overcome obstacles and excel academically (Pullen & Kennedy, 2019).

The interconnection between resilience and motivation in language learning is also very intricate and highly multifaceted. Motivation is the force that instigates and supports language practices, and resilience is the psychological backup that allows learners to retain the motivation despite the bumps in the road Dörnyei and Ryan, 2015). Even more complicated, in the case of speaking skills, this interaction is even more complex because oral communication needs not only linguistic competence but also the bravery to take a risk in public places (Gregersen & MacIntyre, 2014). The current trend to positive psychology in language teaching offered an area of interest in resilience research, mainly because language learning is a time- and effort-intensive process. As such, resilience can help one overcome the difficulties of this process and can benefit the learners (Wang et al., 2022; Gul et al., 2022(b)).

Resilience in language learning has theoretical roots that can be traced to diverse psychological explanations, with Self-Determination Theory (SDT) being one of those sound lenses through which the research field could be explored. Such learners tend to be more persevering, serene, and committed to learning in the face of adversity, put more effort behind their lessons in the presence of danger, and be more prepared to handle difficulties in their day-to-day FL learning context. In this work, the study chosen is based on DIT, which was developed by Deci and Ryan in 1985, and is based on the Self-Determination Theory, which supports the idea that learning a new language is facilitated by resilience.

Statement of the Problem

Resilience has been discussed as a promising component of L2 learning, where more attention has been paid to the challenges related to speaking acquisition. The increasing awareness of psychological variables in language learning has seen researchers and teachers recognise that good language learning cannot only be limited to mental and linguistic activities; it needs emotional stability and psychological resilience, and the capability to face difficulties and setbacks that are bound to arise. The process of learning English as a second language requires commitment and emotional effort, especially during the learning period when the learner has to deal with various levels of complexity, such as linguistics, culture and social issues.

This research is fundamental in terms of the context in which it has been conducted, i.e., Government Post-Graduate College, Karak. In institutions such as Government Post-Graduate College, Karak, where resources are limited, this difference can be strongly felt as students face challenges such as limited exposure to English and cultural barriers. These students are united by a variety of challenges such as the inability to get access to native speakers of English, access to authentic English communication, the failure to communicate with each other in the English language, a specific pedagogical approach that does not focus on the idea of communicative competence, and socioeconomic factors that restrict access to additional learning resources.

This study helps fill the gap since it evaluates the influence of resilience in the less-than-exemplary performance of undergraduate learners at the Government Post-Graduate College, Karak, as they speak English L2. Furthermore, by paying closer attention to the aspect of speaking within the given context, the study is likely to reveal the insights that can inform both theoretical knowledge and practical interventions when facilitating resilience development within such an educational context.

Research Questions

1. What are the effects of resilience on English L2 motivation to speak amongst undergraduate learners of Government Post-Graduate College, Karak?

2. What determines English L2 motivation in speaking among undergraduate students in Government Post-Graduate College, Karak?

Research Objectives

1. To study the positive impact of resilience on English L2 speaking motivation in undergraduate students of the Government Post-Graduate College, Karak.

2. To determine variables influencing English L2 motivation in speaking among the undergraduate students at Government Post-Graduate College, Karak.

Significance of the Study

The paper examines the construction of English L2 speaking motivation, an important and little-studied aspect of speech motivation in second language acquisition. Owing to the Government Post-Graduate College, Karak, it emphasises the significance of resilience in conquering speaking issues. The results provide theoretical explanations and practical implications for teachers, policymakers, and curriculum developers in terms of the necessity of culturally responsive intervention and materials that encourage resilience as well as linguistic and language competency.

Literature Review

Gardner (1985) and his socio-educational model of the second language motivation have dominated the scene due to the incorporation of integrative and instrumental motivation concepts. Gardner and Lambert (1972) were the first to suggest that learners motivated by integrative means, who seek to integrate into the target language-speaking community, would be more successful at language learning than those whose motivation is only instrumental, i.e. those motivated to learn a language solely because their career advancement or academic needs depend on it. Later studies have shown that this dichotomy is not so simple, especially in environments where English is a lingua franca and not a particular cultural group (Dornyei, 2009; Gil et al., 2024).

Not all recent studies support the universal nature of the Gardner model and the lack of native speaker exposure in an EFL setting (Al-Hoorie, 2017). According to Csizler and Dornyei (2005), the existing concepts of integrative motivation had to be reconceptualised in the age of globalisation, where the English language was not associated with a particular cultural integration but international communication. Such changes in conceptualisation have prompted scholars to investigate other approaches, which allow embracing the complexity of present-day L2 motivation.

L2 Motivational Self System by Dallravi

Drynyei (2009) introduced the L2 Motivational Self System, which brought a paradigm shift in explaining motivation in language learning by taking into account the psychology theory of possible selves. The model has three parts, namely the Ideal L2 Self (L2 component of ideal self), the Ought-to L2 Self (features which one thinks s/he should have done in order to fulfil the expectations), and L2 Learning Experience (in situ motives regarding the immediate learning context).

The ideal L2 self has also become especially relevant to speaking motivation as the learners have their visions of themselves as confident speakers of the L2 (Dornyei & Ushioda, 2021). A study by Taguchi et al. (2009) in different Asian contexts revealed that the Ideal L2 Self has predictive characteristics in explaining motivated learning behaviour. On the same note, Islam et al. (2013) examined the application of the model on Pakistani university students. They found that Ideal L2 Self was a significant predictor of the intended effort in learning English among the study participants.

Self-Determination Theory in Learning a Second Language

The theory of Self-Determination has become a more popular concept in L2 motivation, the theory advanced by Deci and Ryan (2000). DT opposes intrinsic motivation (fuelled by inner pleasure) and all forms of extrinsic motivation on an extrinsic to intrinsic continuum of self-determination. It indicates that the theory focuses on three fundamental psychological needs, including autonomy, competence, and relatedness (Vansteenkiste, Ryan, & Soenens, 2020).

In the case of L2, studies have revealed that intrinsic motivation and more autonomy on extrinsic motivation cause superior learning results and sticking power (Noels et al., 2000). Moskovsky et al. (2016) conducted a study in which autonomous motivation of Saudi EFL learners was found to be a significant predictor of English proficiency and willingness to communicate in the learners. The competence needed is especially applicable to speaking skills, and a learner must feel that they can express themselves well in the target language (Alamer, 2021; Gul et al., 2022).

Recent studies, however, have found that anxiety and performance are not such tight relationships. The findings of different studies indicate that moderate amounts of anxiety can enhance performance in specific circumstances, and none of these show that high amounts of anxiety lead to any improvement in performance (Alpert & Haber, 1960). The study by Dewaele and Al-Saraj (2015) confirmed that Foreign Language Enjoyment (FLE) can be compatibly paired with an element of anxiety and acknowledged that it can be instrumental in predicting learning outcomes more effectively than previously thought. The L2 Motivational Self System also gives a framework for the role of resilience in supporting motivation. Resilient learners can then be in better positions to keep ideal L2 selves alive despite the shortage in current performance (Hoang, 2021). It is critical to sustained motivation in language learning because we are capable of remaining future-goal oriented despite our current hardships.

The later study by Oxford (2016) on the longitudinal study of resilience in language learning proved that learners who had become more resilient over time demonstrated increases in motivation, self-efficacy, and genuine language proficiency. The paper gave special emphasis on the concept of resilience in facilitating motivation when one is in the plateau phase, whereby gains are less evident.

The recent theoretical frameworks have envisaged resilience as a motivational system to be utilised in situations of challenging stages of language learning (Mercer & Ryan, 2010). This school of thought not only focuses more on resilience as a protective factor but also on it as an active resource with potential to positively influence motivation and learning performance.

The study by Zhang (2025) suggested that resilience in language learning refers to dynamic responses of resource mobilisation and adaptation. Their model proposes that resilient learners do not just wait and get through hardships but rather are proactive by seeking strategies, assistance and resources to deal with challenges presented. Classroom experiences like those through which resilient learners weather difficult times may indicate why there is an amplified, rather than stable, level of motivation in many resilient learners as a result of harsh experiences(Sajjad et al., 2023).

The Pakistani education system has its peculiarities that apply to these sociocultural factors of English L2 motivation and resilience. Techniques that focus on accuracy as opposed to fluency may unwittingly contribute to speaking as well as a lack of willingness to communicate (Shamim, 2008). Also, attitudes toward the use of English in society, which include attitudes such as showing off as an English speaker or being traitors to their own culture, may add another psychological barrier to the learners (Rahman, 2004).

As studies conducted by (Ali and Pathan, 2017; Gul et al., 2024) on motivation in Pakistani university students indicates that social pressure and family expectations had a significant impact on the motivation of the students to learn English. As a result of the study, it was observed that the Culturally Scottish students frequently felt simultaneous

pressure to be academically and career achievement through demonstrating proficiency in English and to be culturally authentic. This evidence indicates that resilience could be of great importance in enabling students to traverse through these multifaceted sociocultural environments.

Research Methodology

The research employed a qualitative strategy to explore how resilience enhances speaking motivation among university students learning English as a second language at Government Post-Graduate College, Karak. It examined the relationship between psychological resilience and L2 speaking motivation through students' experiences, actions, and coping styles. Integrating the L2 motivational self-system with resilience theory, the study analysed factors like emotional regulation and persistence. A qualitative case study design provided in-depth insights into participants' lived experiences. The sample included ten lower-level English-speaking students actively engaged in speaking activities, selected for their well-defined resilience-related experiences (Dornyei, 2009; Masten, 2001; Creswell & Poth, 2016; Gul et al., 2023(b)).

Data Collection Tools

The two primary data collection instruments that were used in this study are classroom observations and semi-structured interviews. These instruments were chosen to obtain both objective observations of behaviour and subjective reports of the participants regarding resilience and motivation towards speaking.

Classroom Observations

The primary method of real-time data collection was classroom observations of the manner in which students performed in spoken activity in their own natural learning environment. The observation protocol concentrated on matters related to resilience, which were determination when speaking, emotional stability, readiness to seek help, and outlasting disappointments. Observations occurred not during special research classes, but during regular English classes, which captured real behaviours of the students as opposed to changes due to research influence.

Semi-structured Interviews

The method of semi-structured interviews was used to obtain an in-depth understanding of how students experienced resilience when using English L2 to speak. Free-form questions were used to enable the respondents to describe their difficulties and coping mechanisms. An example is: "What is one difficult experience you had with speaking English and any strategies you used to overcome it?" This more fluid structure allowed covering of some interesting ground, without neglecting important issues. In preparation for the main study, the interview protocol has been piloted with two students to clarify the questions to be asked. The interviews should have taken between 45 and 60 minutes of conversation.

Warnings and Cautions: The Data Collection Process

Data was collected in two stages to cover the research phenomenon comprehensively and in line with the ethical considerations following the provision of informed consent.

Phase One: Classroom Observations

The pre-test phase included a series of four weeks of classroom observation using a systematic method during English lessons to record unscripted classroom interactions during English language speaking exercises. Observations were conducted for about 50 minutes, and the researcher positioned themselves in such a way as not to disrupt the class.

Field notes were written recording resilient behaviours, emotional reactions and coping mechanisms and were directed towards how students responded to speaking issues. This technique allowed us to identify the signs of resilience that are generally not mentioned in interviews.

Phase Two: Semi-structured Interviews

In the second stage, 10 participants were interviewed with semi-structured interviews in informal places other than classrooms. Interviewees would then respond in either English or Urdu: the interviews were audio-recorded. The interview started with rapport-building questions, and was followed up with resilience-specific questions. Respondents were able to provide deeper responses through active listening and probing questions, and the semi-structured format allowed orderly discovery of themes. All interviews were recorded, and verbatim transcripts were made.

Data Analysis

Data evaluation was carried out through thematic analysis in accordance with the structure by Braun and Clarke. To determine patterns and themes, this flexible approach enabled systematic identification.

Phase 1: Orientation to the Data

Data analysis was conducted through repeated readings of observation notes and interview transcripts, as well as initial impressions and patterns recorded in a research journal.

Phase 2: Code Generation of Initial Codes

The codes were on resilience behaviours, motivation and coping strategies. The initial creation of the codes was inductive, whereby the theoretical framework of the study was taken into consideration.

Phase 3: Themes Seeking

Synthesis of codes performed the resolution into themes that represented trends in the preceding data. The connection between codes was studied to formulate a coherent theme in answering research questions.

Data Analysis

This section develops an in-depth discussion of data that was gathered in this study, centring on resilience and motivation in English L2 speaking by undergraduate students. It consists of two stages: classroom observations and semi-structured interviews. Key findings identified in each of the sections involve behaviours of students, their emotional regulation strategies and effects of social dynamics on their speaking experiences.

Phase One Classroom Observations

Introduction to the Observation Context

The classroom observation stage was held for four weeks at Government Post-Graduate College, Karak, consisting of systematic observations of 7th-semester English language students during normal speaking processes. The observations were conducted in three classroom contexts, including the large lecture hall where the English classes were held, a seminar room where the interactive courses were organised and the language lab with audio-visual facilities. The study entailed each observation session taking the entire class period, in this case, 50 minutes, ensuring the presence of extensive data on the students' behaviours and interactions during different speaking activities.

The observational findings showed a maze of manifestations of resilience among the undergraduate students as they moved through English L2 speaking situations. The informed classroom structure gave realistic settings under which the real reactions to the

speaking impairments of the students could be monitored without artificial manipulation. The researcher was unobtrusive and could assume a strategic position in studying all the participants without disrupting the everyday activities of the classroom.

During the observation time, much speaking was observed in various forms such as individual presentations, group discussions, role play, debate sessions, and question-answer sessions. These different contexts enabled holistic monitoring of resilience behaviours under different speaking contexts, high and low structured speaking scenarios, and natural conversational contexts. The tracking of students in action with this rich observational data was also critical in providing information on how students showed adaptive resilience in real-time, and often behaviours and coping that, in turn, participants themselves were perhaps not consciously aware of, were picked up at a later stage of interviews.

Emotional Regulation Strategies

The observational results indicated advanced emotional regulation tactics that students had in inhibiting speaking anxiety. Student B, who demonstrated evident nervousness during the initial stages of speech activities (through fidgeting, hyperventilating, and formulating hesitation in his speech), would regularly use self-calming strategies. These were deliberate deep breathing, short breaks or hesitation to gather thoughts, and positive self-talk, which was evidenced by movement of the lips but not much.

In one of the cases with a complex debate at hand where controversies were expected, some students were observed to manage their anxiety through physical deployment and breathing focus. When demonstrating her point of view, which meant disagreement among her peers, Student E employed a controlled body position by sitting straight with even eye contact and a slow rhythm of the speech despite the signs of tension, including slight finger tremor. Such intricate emotional control abilities were the ability to maintain functional performance when dealing with emotionally distressing conditions.

Students were consistently shown to have composure in high-pressure speaking situations. In one case, when Student I was asked complex follow-up questions during the presentation defence, the first reaction was brief confusion. Instead of getting flustered or defensive, S-I sought clarification by asking pleasant questions, took time to think over their response, and responded to them one by one in a methodical manner. This controlled performance under stress was suggestive of a highly developed ability to regulate negative emotions.

Phase Two: Semi-Structured Interviews

Overview of Interview Implementation

The second data collection step involved in-depth semi-structured interviews with ten 7th-semester students from the Department of English at Government Post-Graduate College, Karak. These interviews aimed to enrich observational data by providing insights into participants' personal experiences and thoughts regarding resilience and L2 speaking motivation. The semi-structured format allowed for systematic data collection while also accommodating individual narratives. Conducted in a comfortable setting, the interviews encouraged honest sharing of experiences and coping mechanisms. The interview guide included 20 core questions centred on themes like speaking challenges, resilience, motivation, and personal growth, enabling a comprehensive exploration of the research topic.

Thematic Analysis of Interview Data

Five predominant themes were identified in the analysis step to give insights into how resilience boosted English L2 speaking motivation in the participants. The obtained data were refined into these themes using systematic thematic analysis, which was justified by substantial evidence presented in participants' interviews.

Theme 1: Speech-related Coping Strategies in Speaking Difficulties

The initial key theme that was identified in the interview data revolved around the different adaptive coping mechanisms that participants used as a result of meeting the English-speaking difficulties. The theme was also particularly prosperous as it opened different and ingenious ideas that students used to face the challenges and stay motivated to carry on with their speaking, even in the face of opposition.

Coping Strategies for Anxiety

Participants were found to have evolved coping mechanisms to deal with anxiety levels when it comes to speaking and on-stage performance. As an example, P3 reported that when nervous, she breathes deeply and tells herself that mistakes are part of the discovery process. This mental reinterpretation is representative of how strong learners absorb anxieties. P7 said she prepared physically and mentally: "I rehearse in front of the mirror and work out difficult words and feel more prepared." Resilience and perseverance are put on display through such preparation.

Different coping responses concurrently occur in participants. Speaker P5 explained how she used a holistic approach: "When I forget the word, my message is simplified or I use the gesture. It is not just one difficult word that makes me give up. That is one characteristic of the resilient speakers.

Most participants talked about the strategies relating to managing emotions. Previously, I would get angry with myself when I made a pronunciation error; now I shrug it off and go on to the following sentence. Fucked up is not screwed up." Such a change of view helps to gain resilience.

The fourth theme was on self-awareness and emotional regulation. P1 reported that anxiety affected her ability to talk in her first semester. I acquired the skill to counter the condition through breathing exercises." This is emotional awareness that is common among resilient learners.

Self-compassion was also involved. According to P10, she treats herself as she would treat a friend and does not treat her as a critic. This compassionate attitude generates resilience.

Growth Mindset-Learning Orientation

The fifth theme showed that the interviewees had a growth mindset where they perceived every problem as a learning opportunity. P2 remarked that, previously, she was concerned with being perfect, but now she enjoys every lesson she learns with every speaking experience. This transition aids continuous incentive.

The participants understood that learning is a process, and not a goal. It is not about fluency, but there is always something one can learn more, one of them said. It is a mindset that brings about patience and an eagerness to self-develop.

Findings

Resilience in Situations of Speaking Behaviours

The results of the analysis showed that resilience in English L2 speaking specifically entailed different behavioural patterns found within the whole group of participants and

speaking situations. The most significant behaviours to be observed consisted of continued speaking. However, pronunciation mistakes were made, frequent attempts with problematic pronunciation, and a habitual maintenance of tasks even in a situation of verbal difficulty. Resilient students also tried to find other means of self-expression when confronted with vocabulary or other pronunciation challenges, reflecting flexibility instead of giving up.

An essential part of resilience was that of error recovery. Students applied superior coping mechanisms, noting mistakes and trying to rectify them, or by making alternative language selections that would still enable them to communicate. The rate of correcting errors and the effectiveness thereof were noticed to increase significantly over time as a way of improving resilience, through experience and positive experiences.

Cognitive and Emotional Resilience Processes

Interview data helped us to understand how L2 resilient speakers use their minds to achieve effectiveness in English language speaking ability. To help them stay on track with their learning, participants often reframed challenges as learning opportunities, and doing so kept them in care of self-esteem. Such cognitive flexibility was a critical component in long-term resilience, since students were able to see setbacks as transitional rather than as failures.

Emotional control plans were also crucial. Students were taught how to manage performance-related fear and pressure by using methods to control emotional arousal, like deep breathing and positive self-statements. They needed the support of fellow students and their teachers, and the role of cognitive and emotional styles in becoming more resilient.

Extraneous and contextual factors on resilience

The study emphasised the important influence of social and context-related factors on breed resilience. The individual's resilience was affected by the dynamics of a classroom, relations with peers, teaching methods, and the overall atmosphere. The presence of peer support was noted as being an important aspect; supportive climates allowed individuals to take risks and make mistakes, thereby increasing their resilience.

Teachers in classrooms where students supported each other and gave constructive feedback fostered more resilience compared to a competitive classroom. Students who had constant support of peers were more ready to accept the difficulty of speaking assignments and had shorter spans of resolving mistakes.

Motivational Mechanisms and Sustainability

The results presented a complicated correlation between resilience and motivation. Motivation was supported by resilience, and resilience was supported by motivation. In this respect, having specific stated and individually meaningful goals became a significant influence in the motivation area; students who had these goals featured a higher level of resilience when it came to completing the obstacles. These were objectives, including career aspirations and personal development.

Intrinsic motivation was formed based on the positive experiences of speaking. Encouragement among students who were regarded as having enjoyed speaking activities resulted in strong perseverance among them as compared to those who were motivated through grades.

Incorporation of Personal Differences and Models of Adaptation

The research has found that there are individual differences in articulating resilience or preferred strategies. All these differences were attributed to personality characteristics, cultural experiences, previous language learning and learning style. Other students had quiet perseverance and are more concerned with solving problems privately as opposed to collaborative resilience, where students actively sought out the help of their peers.

The speed with which students adapted to effective strategies also varied, as some students readily picked them and implemented them. These differences were not restricted to language proficiencies only, thereby indicating that resilience can emerge without being based on language abilities.

Theoretical Implications

Contributions to Resilience Theory

The research will help contribute to the knowledge of resilience in learning environments, most specifically, in second language learning. It argues that resilience in L2 speaking is a multi-dimensional phenomenon including behavioural, cognitive, emotional, and social dimensions, and not a single trait.

The research notes that resilience is an acquisition over time through experience and positive feedback, and not an absolute capacity. This knowledge has answers to education intervention and support.

The relevance to L2 Motivation

The findings provide insight into the inter-relationship between resilience and motivation in learning the L2. Resilience emerges as a positive trait of motivation, which acts as the prop on which learners rely during a hard time. This two-way relationship is indicative of a positively reinforced relationship between resilience and motivational traits.

The research also agrees with the self-determination theory, in that resiliency measures enhance autonomy, competence and relatedness, which are related to sustained intrinsic motivation. Also, long-term personal goals were found to be a significant source of motivation in the case of rough learning.

Implications for English Language Teaching

The study has practical implications for English language teachers. The actions of teachers greatly affect resilience formation in students; thus, resilience-building strategies should be included in teacher training.

There were effective error correction strategies that were associated with resilience, like delayed feedback and peer correction. The teachers must establish favourable learning conditions that allow risks, group work, and reward for effort, instead of performance.

Limitations and Future Research

Even though this study is quite useful, some limitations must be considered. The monolithic institutional setting can restrict the generalisation of results to others. Additionally, a short-term or four-week observation period might not reflect the long-term resilience patterns.

In future studies, it could be examined how the resilience develops over an extended time frame, as well as in various settings. Comparative research would help illuminate culture-specific elements of resilience, and intervention research would be used to determine the efficacy of resilience-development interventions.

Finally, studies on how technology can help one develop resilience and neuroscientific research on what biological processes underlie characteristics of resilience may lead to a deeper understanding of the nature of learning. Mixed-methods studies also help to inform on resilience dimensions and their relationship to numerous learning outcomes.

Recommendations

Viewpoints of Suggestions to Teachers

Teachers must design classroom situations that are psychologically safe and allow students to make errors without being humiliated. Being up-front and incorporating resilience strategies explicitly into lessons, such as demonstrating resilience, and discussing challenges, is very important. Error correction techniques must be used to create confidence among the students, applying delayed feedback and peer assistance. Individual styles of resilience must be understood and support should be offered adaptively. Resilience insights should be thought into frequent formative assessments, which include resilience indicators in conjunction with the level of language knowledge.

As resilience is a particular learning outcome, curriculum developers are supposed to sequence the challenges to develop this trait. Speech work should be varied and encourage social engagement and cooperative resilience with the help of peer support training.

Resilience in student success programs offered by institutional leaders should be prioritised, as well as L2 speaking anxiety and academic mentoring. Faculty should implement resilience-based approaches into instruction and policy, and should encourage collaborative learning.

The presented multi-method study points out that L2 resilience is a complex phenomenon, which implies resilience in speaking, cognitive flexibility, emotional control, and social connection. Resilience is not predisposed, but it can be enhanced with effective educational techniques. Students with good resilience skills exhibit an enhanced perseverance ability, flexibility and engagement with the community.

The results stress the necessity of developing an environment which encourages risk-taking and mistakes, as well as teamwork and resilience techniques, along with foreign language skills. Future studies will enhance the knowledge on strength formation and its influence on the success and well-being of students.

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